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Colorado Department of Education

READ TO ACHIEVE

Grant Program

Pursuant to Senate Bill 00-124

(22-7-506, C.R.S.)

Annual Report to the Colorado Department
of Public Health and Environment
November 1, 2005

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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

Colorado Read to Achieve grant program Annual Report

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EXECUTIVE SUMMARY

Fiscal year 2004-2005 was the first year of the second cohort of the Read to Achieve grant program. During this year, 375 elementary schools successfully participated in serving second and third grade students reading below grade level. Funded schools provided research-based intensive reading programs for over 16,000 second and third grade students on Individual Literacy 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.

In June 2004, the Colorado Department of Education (CDE) and the Read to Achieve Board were notified that Read to Achieve would receive funding for a second cohort. After review by the Governor, the Colorado State Legislature and the Colorado Attorney General's office, the program was funded for approximately $16.4 million dollars for the 2004-2005 fiscal year. The Board spent many hours reworking and *tightening up* the original Read to Achieve Request for Proposal (RFP) to align with the Amended Rules for the Administration of the Colorado Basic Literacy Act (CBLA). During August 2004, CDE and the Read to Achieve Board collected and reviewed 326 applications for funding. After the first review process was completed, 287 funded schools met standard on their applications for funding, however; an additional $3 million remained for distribution. A second competition was held in December 2004, allocating the remaining funds to 88 additional schools in January 2005. When both competitions were completed, 310 applications consisting of individual schools or groups of schools (consortiums) were funded for FY 2004-05. In total, 375 schools participated in the first year of Cohort II.

To be eligible for second year funding, each participating school was required to 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 were reported to the Read to Achieve Board in May and June of 2005 for the first year of the second cohort. The Read to Achieve Board has provided oversight on all aspects of the program.

However, as a result of varied funding periods, funded schools operated on an extremely brief timeline for Year 1, especially in regard to the January funded programs. In light of the fact that the state assessment was to take place only one month later, in February, the Board made the decision to not hold the 88 January 2005 funded schools to reaching the 25% student proficiency for year 1 only. The 287 schools funded in fall of 2004 were still required to meet the 25% student proficiency goal. Of the 375 schools participating in Year 1 of Read to Achieve (Cohort II), 329 schools met the 25% statutory goal. Over 168 schools met the statutory goal by 50% or more. Over 45 schools met the goal by 75% and above. Of the 37 schools that did not reach the goal, 21 were funded in January and therefore, by Board decision, were not held to the 25% goal. In total, 350 schools were eligible to participate in Year 2 of Read to Achieve (Cohort II).

In fiscal year 2004-2005, the participating 375 schools received funds for a total of $16,403,713 from the tobacco litigation settlement cash fund. By statute, one percent of this appropriated amount was used for administration of the program. Each participating school received approximately $1000 per student. The Read to Achieve Board made the decision to ask schools

to write applications for $1000 per pupil in order to ensure the highest quality of programs for low achieving students.

During the first year of Read to Achieve (Cohort II), 38 of the 94 participating *Colorado Reading First* schools received both Read to Achieve and *Colorado Reading First* funds. Leveraging funds through these two programs allows schools to continue providing systematic research-based approach to reading instruction and assessment. In addition to leveraging funds through *Colorado Reading First*, CDE has also made a concerted effort to facilitate collaboration among Read to Achieve and other grant programs as well as other literacy focused supports (including Title I – Part A). Of the 375 funded schools during Year 1, 57% were identified as Title 1 eligible. In addition, 2% of funded Read to Achieve schools also received Comprehensive School Reform (CSR) grants and 7% received 21st CCLC grants. CDE was pleased to see these schools continue to leverage funds in order to provide our most struggling students with the intensive support needed for academic achievement.

At the end of the 2004 legislative session, HB 04-1421 (concerning the tobacco settlement moneys received by the state) was enacted. This bill, in essence, determined funding for FY 2005-06, scheduling a decrease for Read to Achieve from 19% of the state's tobacco settlement money (not to exceed $19 million) to 5% (not to exceed $8 million). After receiving over $16 million in funding for Year 1 of Cohort II of Read to Achieve, the Board was able to fund schools at $1000 per pupil. For Year 2 of Cohort II, the Read to Achieve Board received approximately $4.3 million and is now only able to fund schools at approximately $269 per pupil. After a nearly 70% reduction from the first year, funded schools are deeply disappointed that they will not be able to provide quality, intensive services to our most struggling readers. Many schools have also expressed concern in meeting the statutory goal and it is anticipated that a higher number of schools will not be able to demonstrate the successes seen in years past. Although schools are very discouraged regarding the enormity of impact of the reduction of funding, all schools are grateful to receive even the reduced amount of funding to continue providing additional assistance to their lowest readers.

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, 2004 through June 30, 2005. This report is divided into four sections: background, description of program, year 1 outcomes and results, and evaluation of program operation.

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, were 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.). In May 2004, the rules for the Colorado Basic Literacy Act (CBLA) were amended to reflect a tightening of assessment guidelines and proficiencies related to the five components of reading. See Attachment B for the Amended Rules for the Administration of the Colorado Basic Literacy Act (CBLA).

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 C 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, 2004 – June 30, 2005)

Grant Funding Process

Anticipating the reinstatement of funding for a second funding cycle of Read to Achieve, the Read to Achieve Board met frequently throughout May and June of 2004 to revise the Request for Proposal (RFP) and scoring rubric for Cohort II of Read to Achieve. Please see Attachment D for the Cohort II RFP. The Board was notified by the Colorado State Legislature in June 2004 that funding will continue for a second funding cycle. House Bill 04-1421 determined the continuation of funds and the amount allocated for the Read to Achieve program. During the final days of the 2004 Legislative Session, the Governor vetoed Section 17, subsections (1)(a) and (b) of HB 04-1421. Because Section 4, subsection (III)(h) was not specifically identified to also be vetoed, it was determined that 5% of the tobacco settlement funds, not to exceed $8 million, should be transferred to the Read-to-Achieve program (even though the appropriation was still set at $16.5 million). The bill then went to the Attorney General's office for review where the ruling was made in favor of the Governor's veto.

When the Request for Proposal (RFP) for Cohort II of Read to Achieve was published, the Read to Achieve Board stated that approximately $7.5 million was available for funding. At the end of August, the Colorado Attorney General's office ruled in favor of the Governor and restored Read to Achieve funds to the original intent. After all proposals were read and scored by literacy experts from around the state and all grants worthy of funding were awarded, it was determined that approximately $3 million dollars remained for funding. A second competition for the remaining funding was held, with RFPs due at the end of November.

For the second round of funding, CDE and the Board worked very hard to raise the standard for the application process. Not only was the RFP streamlined, it was aligned to the amended CBLA requirements. During the first competition (August 2004), the Read to Achieve Board received 326 applications for funding. These applications were read and scored in early September by 90 experts in the field of literacy from throughout the state of Colorado. Each three-person grant review team consisted of superintendents, principals, teachers and others with expertise in the fields of literacy and school based reform. To ensure inter-rater reliability, each reviewer participated in a uniform training on the application and the newly amended CBLA guidelines available to applicants prior to the grant review. All reviewers also scored the same two proposals as a group before the actual grant review to further assure inter-rater reliability. In order for schools to be awarded funding, applicants were required to meet standard for each of the criteria in each section within the scoring rubric. Because all applications were required to meet standard in each area of the rubric, four categories of funding were created (*fund as written, fund with changes, resubmit, and not funded*). Those schools receiving notification of *fund with changes* or *resubmit* status were given the opportunity to bring their application up to standard. Out of the 326 applications, 86 applications were scored as *fund as written*, 65 were *not funded*, and 175 were scored as *fund with changes* or *resubmit*.

During the second competition (November 2004), the Read to Achieve Board received 121 applications for funding. The second grant review process, a significantly smaller competition, was conducted by 36 experts in the field of literacy. Of the 121 applications that were reviewed: 16 applications were scored *fund as written*; 48 were scored as *fund with changes* and *resubmit* and; 57 applications were scored as *not funded*. After both competitions were completed, a total

of 310 applications consisting of individual schools or groups of schools (consortiums) were funded for FY 2004-05. In total, 375 schools participated in the first year of Cohort II. Please see Attachment E for a complete list of the FY 2004-05 funded sites. The Read to Achieve Board made the decision to ask schools to write applications for $1000 per pupil to ensure the highest quality of programs for low achieving students.

Population Served by the Read to Achieve Grant

Read to Achieve funds were granted to a total of 375 schools, resulting in services for 16,289 students during the 2004-2005 school year. This number represents funding for 52% of Colorado students in grades two and three who are on Individual Literacy 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. During the review process, both the Board and reviewers worked to assure that the funding pattern was equitable throughout the state. Reviewers funded applications by region, in proportion to how many students were enrolled in that region to the total amount of students in the state. For example, if one region contained 55% of the state's second and third grade students, the reviewers tried to ensure that the amount of applications funded in that region was equitable to that. 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 of the Second Cycle (July 2004 – June 2005)				
	Grant Awards		Eligible Students	
Region	Amount	Percent	Number	Percent
Metro	$8,658,320.24	52.78%	8,782	53.91%
North Central	$2,718,299.74	16.57%	2,668	16.38%
Northeast	$241,591.75	1.47%	232	1.42%
Northwest	$581,986.96	3.55%	449	2.76%
Pikes Peak	$2,751,005.90	16.77%	2,892	17.75%
Southeast	$260,582.29	1.59%	245	1.50%
Southwest	$302,088.06	1.84%	328	2.01%
West Central	$889,838.75	5.42%	693	4.25%
Total	$16,403,713.69	100%	16,289	100%

The distribution table above highlights the amount distributed to funded Read to Achieve schools in Year 1 of Cohort II based on $1000 per pupil. When the tobacco funds were allocated to Read to Achieve for FY 2004-2005, the Read to Achieve Board that made the decision to ask schools to base their programs on $1000 per pupil to ensure the highest quality programs for low achieving readers. After facing significant reductions in the amount allocated to the Read to Achieve program in Cohort I (FYs 2001-2004), the Read to Achieve Board was pleased to be able to continue the program with restored funds, truly enabling schools to make an impact on our state's struggling readers. However, after the notification of the current year's allocation for Read to Achieve (FY 2005-2006), the Board was disheartened to see that it appears Read to Achieve is following the same pattern of budget reductions as the previous funding cycle. The following two tables demonstrate allocations from the first funding cycle (FYs 2001-2004) and the current funding cycle.

Table 2

SUMMARY - READ TO ACHIEVE FUNDED GRANTS					
January 1, 2001 - June 30, 2004					
	YEAR 1 Round 1 Jan. 1, 2001 - June 30, 2002 (6 Months)	**YEAR 1 Round 2** July 1, 2001 - June 30, 2002 (12 Months)	**YEAR 2** July 1, 2002 - June 30, 2003 (12 Months)	**YEAR 3** July 1, 2003 - June 30, 2004 (12 Months)	**TOTAL**
Number of Schools	415	138	508	483	
Number of Schools Meeting the 25% Statutory Goal		508	483	441	
Approved Funding					
Approved-Round 1	$26,960,307				$26,960,307
Approved-Round 2		$6,548,575			$6,548,575
Approved			$21,023,684		$21,023,684
Approved				$14,008,309	$14,008,309
Total Approved					**$68,540,875**
Summary					
Total Students Eligible*	30,823	32,500	31,475	30,275**	
Total Students Served	21,011	6,873	24,551	22,292	
Minimum	$115	$352	$101	$334	
Maximum	$1,650	$1,100	$950	$630	
Average	$1,284	$934	$797	$610	

*Total Students Eligible represents the total number of 2nd and 3rd grade students in Colorado each year.

Table 3

SUMMARY - READ TO ACHIEVE FUNDED GRANTS				
July 1, 2004 - June 30, 2007				
	YEAR 1 July 1, 2004 - June 30, 2005	**YEAR 2** July 1, 2005 - June 30, 2006	**YEAR 3** July 1, 2006 - June 30, 2007	**TOTAL**
Number of Schools	374	350		
Number of Schools Meeting the 25% Statutory Goal	329*	not yet determined		
Approved Funding				
Approved	$16,359,714			$16,359,714
Approved		$4,350,115		$4,350,115
Projected			not yet determined	$0
Total Approved				**$20,709,829**
Summary				
Total Students Eligible**	not yet determined	not yet determined		
Total Students Served	16,289	not yet determined		
Minimum	$354.84	not yet determined		
Maximum	$1,057.51	not yet determined		
Average	$994.32	not yet determined		

*329 schools met the 25% Statutory Goal. However, 21 schools that were funded in January 2005 did not meet the goal but will continue according to Read to Achieve Board determination.
**Total Students Eligible represents the total number of 2nd and 3rd grade students in Colorado each year.

Types of Services Provided by Schools

As in the first funding cycle of Read to Achieve, first year funds for Cohort II continued 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. Under the amended CBLA guidelines, each of the schools was required to provide evidence of meeting scientifically based research for each of the *National Reading Panel's Five Essential Components of Reading* (Comprehension, Phonemic Awareness, Phonics, Vocabulary, and Fluency) for the program they were choosing to implement. These types of programs could include, but were not limited to, intensive after school tutoring programs, one-on-one school day pull-out programs, and summer programs.

In Year 1 of Cohort II, funded schools were required to complete a Program Profile form to describe the type of services they provided. They were asked to assign relative percentages to the amount of time that they spent on each of the Five Components of Reading. Additionally, they assigned 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). The majority of schools reported the emphasis of their Read to Achieve programs consisted of intensive Pull-out sessions for ILP students. During the revision of the Read to Achieve RFP and rubric, the Read to Achieve Board also chose to request additional information on the Cohort II Program Profile to further demonstrate the impact schools were making on 2nd and 3rd grade ILP students. This new piece added to the Program Profile form requests what types of reading programs are being used in Read to Achieve programs as well as any assessments used. Examples of reading programs most commonly used by schools were *Soar to Success*, *Read Naturally*, and *Lindamood-Bell*. Schools also reported that DIBELS, DRA, and BEAR were commonly used as assessments. For a complete summary of the Year 1 Program Profile results, please refer to Attachment F.

Programming Support Provided by CDE

Grant Writing Trainings and CBLA Information Sessions:
Eight grant writing and CBLA information sessions were held during July 2004 in both Denver and Pueblo. The grant writing sessions provided applicants with an overview of the Request for Proposal (RFP) and rubric, as well as the application process. During the CBLA information sessions, applicants as well as interested district personnel were provided with an overview of the amended guidelines for the Colorado Basis Literacy Act, in which the Read to Achieve statute is directly tied to. Over 200 district and school personnel attended these informational sessions. The average participant rating on the session content standards was 4.5 on a 5-point scale. Many of the session comments echoed the appreciation that these sessions provided valuable information, were exceedingly helpful and very well organized. During the application process, schools had access to additional technical assistance through three, *Just-In-Time* consultants. These consultants were available to answer questions and provide detailed feedback on grant proposals before submission.

In addition, applicants had the choice to participate in *webinars* (web-based conferences) of the grant writing trainings and CBLA sessions in August 2004. This new tool allows participants to

sit at their own desks, listening to the session presenter through the telephone while watching the PowerPoint presentation on their computers (accessed through the Internet). There is also a chat function so that participants may interact with each other and the presenter by asking questions at anytime during the presentation. The Competitive Grants & Awards Unit was pleased to be able to provide this new aspect of conferencing to schools and received very positive feedback regarding the use. Feedback regarding the implementation of this new tool included:

- "Thank you for providing this information online. It saves time and money, while providing valuable information."
- "The format of this *webinar* was much better and more interactive than I anticipated. All questions I had were answered as we went along."
- "It was particularly convenient to stay at school and still receive the information I needed. Access to everyone's questions also helped to clarify things. I hope this continues!"
- "I appreciate the ability to sit in my office and receive this information as opposed to spending hours driving to and from Denver."

Networking Days & Technical Assistance:
As in the first Cohort, due to the significantly short timeline for Read to Achieve in Year 1 of Cohort II and high cost, the Read to Achieve Board decided to forgo a large annual networking event as in years past. In Cohort I, this day had been used as a chance for educators from around the state to share best teaching practices, attend informative breakout sessions and hear from nationally recognized keynote speakers. During Year 1 (Cohort II), the Board decided instead, to host small, hands-on sessions in five locations throughout the state of Colorado as well as two web-based trainings. These required sessions were designed to provide necessary program information for Year 1 to all funded schools. Principals and Read to Achieve staff had the opportunity to receive information on the required evaluation pieces and budget requirements. Attachment G provides an overview of the locations for these sessions. Feedback was positive regarding the hands-on trainings. However, in light of the extremely reduced budget for Year 2, the Read to Achieve Board has decided to forgo these small, regional sessions and only offer web-based sessions to relay program information. While both regional and web-based trainings have received positive feedback, the Read to Achieve Board supports the reinstatement of the Annual Networking Day. In Cohort I, this day has provided a positive professional development experience for educators to come together, hear the latest research, and share what is working in their programs.

Although not focused specifically on Read to Achieve, grantees funded in fall 2004 were invited to the Colorado Reading Summit in October 2004. This was a wonderful opportunity for representatives from both Read to Achieve and *Colorado Reading First* schools, other school and district representatives, and key policymakers from around the state to come together to hear presentations on what is working across our state in the area of literacy. The day featured nationally recognized doctors, Sally and Bennett Shaywitz, as keynote presenters, speaking on effective reading instruction targeted at the brain systems responsible for skilled reading. Out of the 700 attendees, Read to Achieve principals and district grant contacts accounted for half of the total audience. After proving to be an enormous success in 2004, the Colorado Department of Education and the Secretary's Regional Office of the U.S. Department of Education again hosted

the Colorado Reading Summit in October 2005. All Year 2 Read to Achieve Schools were invited to attend this beneficial day.

One additional, key piece of support provided by CDE for Year 1 funded schools was technical assistance. The Read to Achieve Coordinator was available by phone, email and in-person to provide technical assistance regarding program specific questions, budget issues, and evaluation reporting. Not only was it the first year of a new Cohort, but the major evaluation piece for grantees was also new. Feedback from schools has indicated that this technical assistance was especially critical during the end of year evaluation process.

Read to Achieve Website:
The Colorado Department of Education has continued to make a concerted effort to provide grantees with a user friendly and easily accessible Read to Achieve website throughout the duration of Read to Achieve. During Cohort I of Read to Achieve, grantees were continually asked for feedback on the best possible ways of disseminating important program information and required materials. It was found, overwhelmingly, that the website played an integral part in relaying program information. Currently, this website serves a key role in communicating updates, displaying funded school sites, allowing grantees to download required evaluation paperwork and access a real-time update to see which evaluation forms were received by CDE as well as those still needed. Having this information available on the website allowed grantees to be informed on the status of their grant and any program update more efficiently than through regular mail or telephone calls.

E-mail Distribution List:
After the Cohort II funding process was completed, an e-mail distribution list was created to include district contacts, principals, and teachers at each funded school. This e-mail distribution list serves as an additional avenue of providing vital program communication. It has not only allowed CDE to efficiently provide individual assistance to grantees, but also to send evaluation deadline reminders, funding updates and other informational e-mail to the whole group of funded schools. This list is maintained regularly to ensure the best communication possible.

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. In Year 1 of Cohort II, 52% of students on ILPs in grades two and three in Colorado were impacted by these funds. This percentage is down approximately 23 points from Cohort I of Read to Achieve. This can be attributed to the fact that the funding for Cohort II of Read to Achieve was reduced and fewer schools were served. However, CDE has made a concerted effort to facilitate collaboration among Read to Achieve and other grant programs as well as other literacy focused supports (including Title I – Part A). Of the 375 funded schools during Year 1, 57% were identified as Title 1 eligible. In addition, 2% of funded Read to Achieve schools also received Comprehensive School Reform (CSR) grants, 7% received 21st CCLC grants and 11% were successfully granted Colorado *Reading First* (*CRF*) funding.

Additionally, the success of Read to Achieve played a key role in the development of Colorado's 2002 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 is being 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 *Colorado Reading First* (*CRF)* program were able to benefit from lessons learned through the Read to Achieve program. These lessons influenced the design of the local application process, content of instructional focus and ongoing support for schools. The *CRF* program is now in its second cohort as well. Of the 94 *CRF* school sites that successfully competed for funds, 38 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 38 high poverty schools. Student achievement issues are continuing to be met in two complimentary ways. First, 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. Secondly, *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. FIRST YEAR OUTCOMES AND RESULTS

Description of Evaluation Process

By statute, 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 funding were clearly defined in 22-7-506 C.R.S. By 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 first year funding were responsible for completing evaluation requirements by June 1, 2005. To be consistent with Cohort I of the program, two windows for evaluation submission were provided to help meet individual school needs during the busy end-of-school year schedule.

Details of Results

During the application process for Cohort II of Read to Achieve, schools were able to choose how many years they would be participating. The majority of funded schools chose to participate for the three year duration of the program; however, some chose to participate in only one or two years. Overall, 375 schools received funding for Read to Achieve during the 2004-2005 school year.

Services during the first year of Cohort II, Read to Achieve were extremely brief due to the timing of funding. After the first application process, worthy grants providing services to 287 schools were awarded funding during the fall of 2004. Schools that received a score of *Funded with Changes* and *Resubmit* during the grant review process were able to submit changes to their applications in order to bring them up to standard. These changes were reviewed every 2 weeks beginning October 4, 2004 until November 15, 2004, to allow for individual circumstances and the amount of revision necessary. After the review process was completed, 287 funded schools met standard on their applications for funding, however; an additional $3 million remained for funding. A second competition was held in December 2004, allocating the remaining funds to 88 additional schools in January 2005. As in the first review process, schools that received a score of *Funded with Changes* and *Resubmit* were given the opportunity to submit changes, to bring their applications up to standard. Application revisions were reviewed once a week beginning January 4, 2005 until January 31, 2005. Therefore, because some schools in each application round were given the opportunity to submit changes, the timeline for starting programs was extremely varied.

The Read to Achieve Board acknowledged the fact that funded schools were dealing with an extremely varied and brief timeline for Year 1. As a result, the Board made the decision to not hold the 88 January 2005 funded schools to reaching the 25% student proficiency for year 1 only, due to the fact that the state assessment was to take place only one month later, in February. The 287 fall funded schools were still held to reaching the statutory goal.

Of the 375 schools participating in Year 1 of Read to Achieve (Cohort II), 329 schools met the 25% statutory goal. Over 168 schools met the statutory goal by 50% or more. Over 45 schools

met the goal by 75% and above. As in Cohort I, some schools neglected to submit end of year data or chose not to participate in subsequent years of the program. Of the 37 schools that did not reach the goal, 21 were funded in January and therefore, by Board decision, were not held to the 25%. In total, 350 schools were eligible to participate in Year 2 of Read to Achieve (Cohort II).

The following tables demonstrate the total numbers served, the total numbers of full cycle students, and the number meeting goal for the first year of the second cohort.

Number of Students Served in Year 1 of Cohort II

According to the information submitted by participating schools, 15,746 students were served by Read to Achieve programs in this cycle.
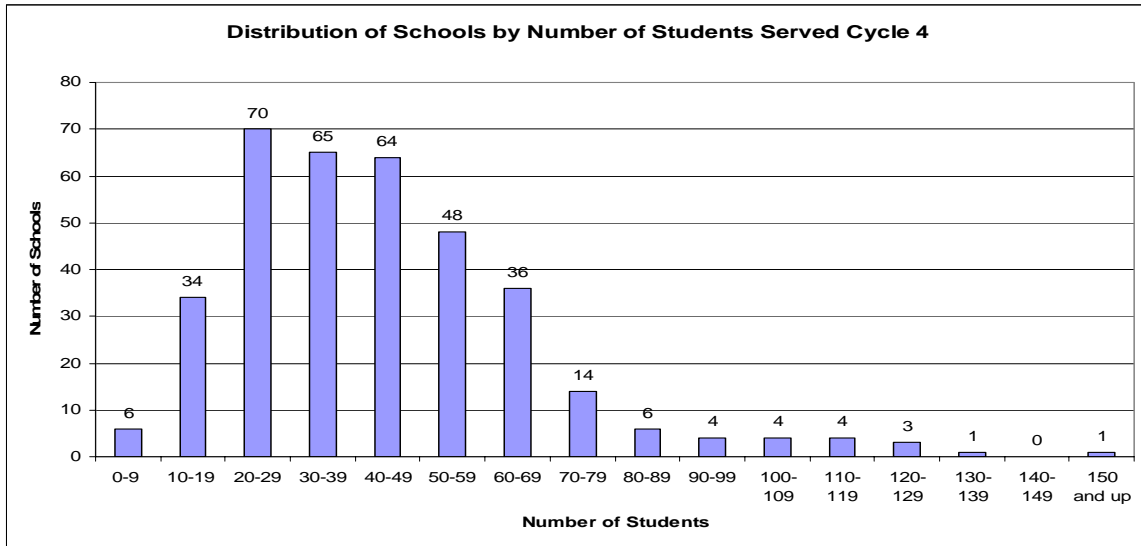
Only four percent of the schools served more that 100 students; eleven percent served fewer than 20 students. Over half (55%) of the schools served between 20 and 50 students with these funds.

Full Cycle Participation (Mobility Issues) in Year 1
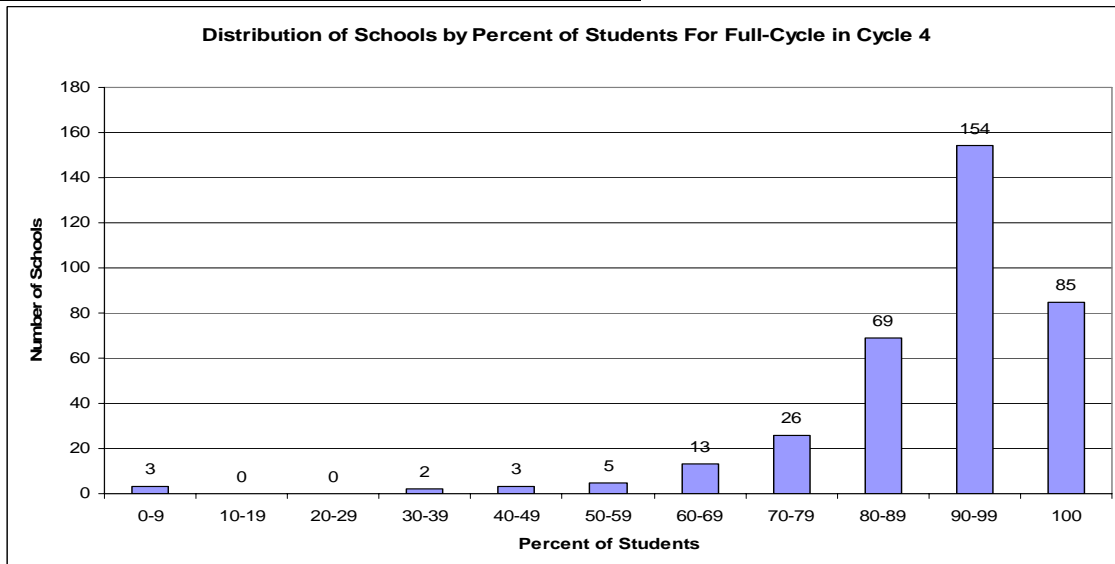
A total of 14,068 students were reported to participate for the full cycle. Most schools (86%) reported at least 80% of the students remained for the full instruction cycle. Well over half of the reporting schools (67%) indicated at least 90% of students remained full cycle.

Students Meeting Achievement Goal in Year 1

Distribution of Schools by Percent of Full-Cycle Student Meeting Goal Cycle 4
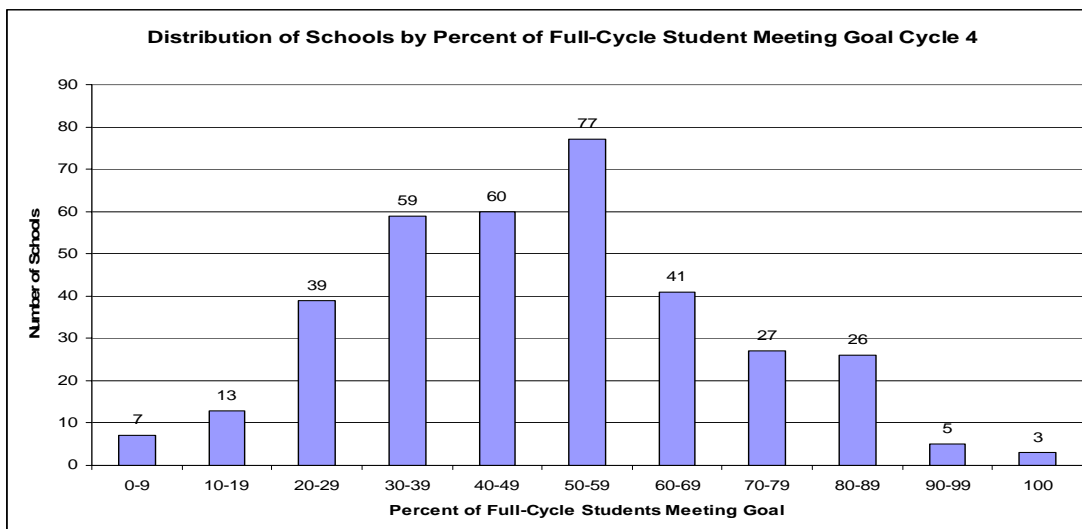
More than half (66%) of the schools indicated that between 30% and 70% of their full cycle students met the performance goal. Seventeen percent of the schools reported performance above that level.

Of the 357 schools with full cycle students, 91% met or exceeded the goal of 25% of students reading at grade level as determined by exit assessments and/or proficiency on the grade 3 reading CSAP.

ELL Students Meeting Achievement Goal in Year 1

A total of 4,113 full cycle students were identified as English Language Learners. This represents 29% of all full cycle students. As a group, 37% of ELL students met the grant-specified achievement goal. This compares to 48% for all full cycle students who met the achievement goal, an 11 percentage point difference.

ELL Students Meeting R2A Goal

R2A Goal Y
R2A Goal N

37%

63%
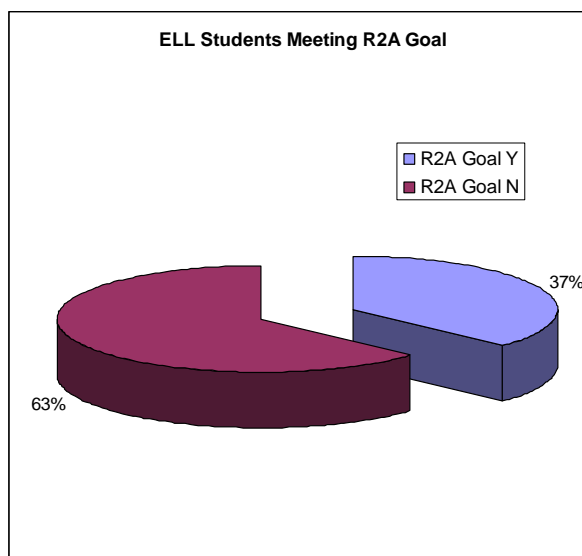
Breakdown by Grade

A total of 2,150 second grade full cycle ELL students were included in the achievement data submitted by schools. This represents 29% of all second grade full cycle students.
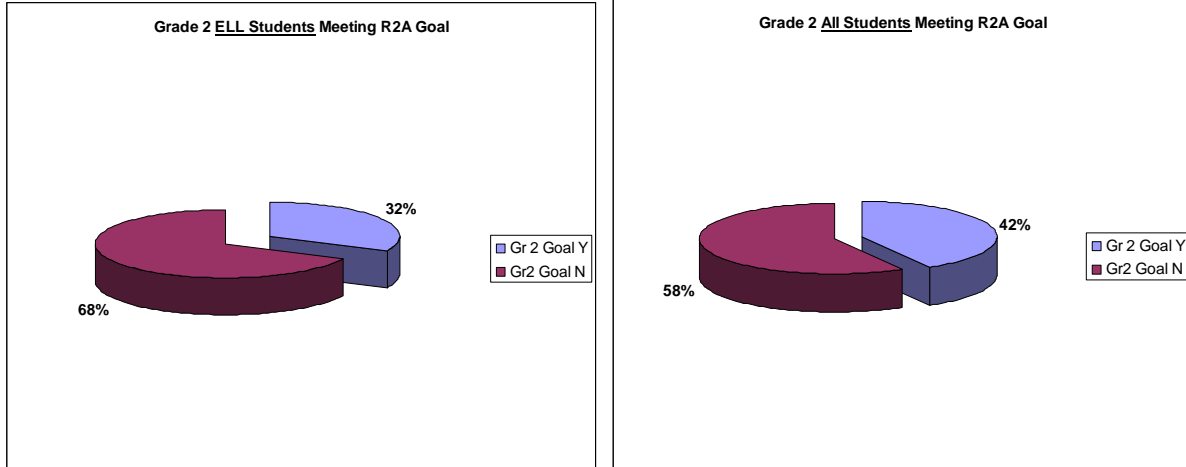
Approximately 32% of second grade full cycle ELL students met the R2A goals as measured by the school's CBLA assessments. This compares to 42% of all second grade full cycle students, a 10 percentage point difference.

A total of 1,963 third grade full cycle ELL students were included in the achievement data submitted by schools. This represents 29% of all grade 3 full cycle students.

Approximately 42% of third grade full cycle ELL students met the R2A goals as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This compares to 55% of all third grade full cycle students, a 13 percentage point difference.

Special Education Students Meeting Achievement Goal Cycle 4

Students With Disabilities Meeting R2A Goal

- ☐ Students with Disabilities
- ☐ All Students

29%

48%

A total of 2,477 full cycle students with disabilities were included in the achievement data submitted by schools. This represents 18% of all full cycle students. As a group, 29% of special education students met the grant-specified achievement goal. This compares to 48% for all full cycle students who met the achievement goal, a 19 percentage point difference.
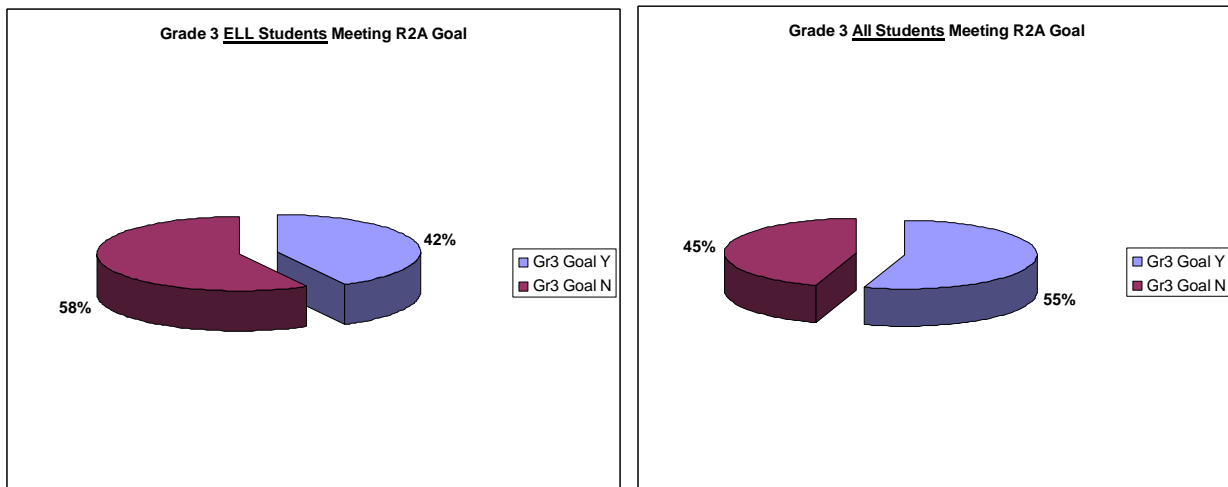
Breakdown by Grade

A total of 1,198 second grade full cycle special education students were included in the achievement data submitted by schools. This represents 16% of all second grade full cycle students.

Grade 2 Students with Disabilites Meeting R2A Goal

- ☐ Gr 2 Goal Y
- ☐ Gr2 Goal N

22%

78%

Grade 2 All Students Meeting R2A Goal
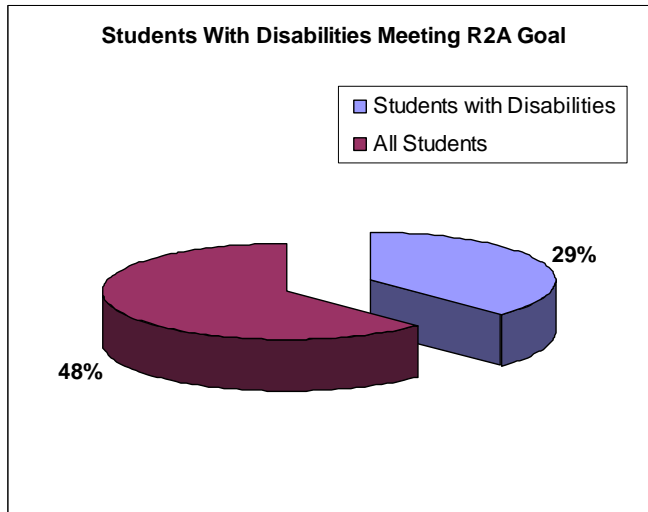
- ☐ Gr 2 Goal Y
- ☐ Gr2 Goal N

42%

58%

Approximately 22% of second grade full cycle special education students met the R2A goals as measured by the school's CBLA assessments. This compares to 42% of all second grade full cycle students, a 20 percentage point difference.

A total of 1,279 third grade full cycle Special Education students were included in the achievement data submitted by schools. This represents 19% of all third grade full cycle students.
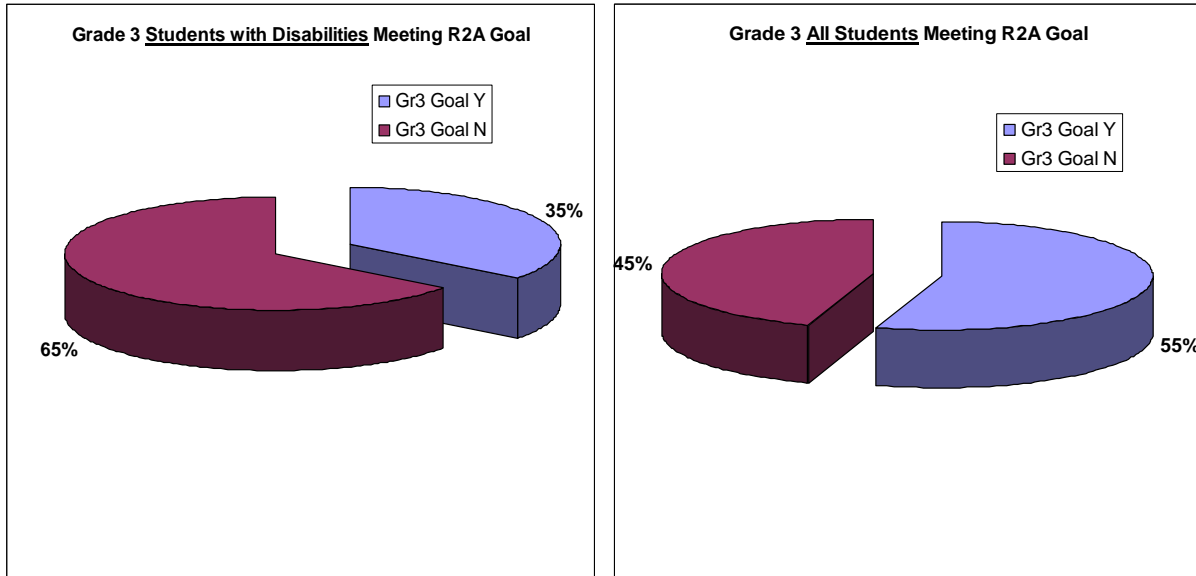
Approximately 35% of third grade full cycle Special Education students met the R2A goals as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP. This compares to 55% of all third grade full cycle students, a 20 percentage point difference.
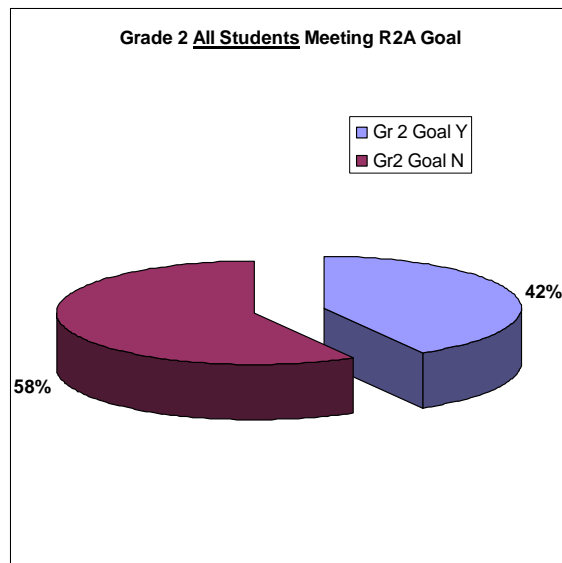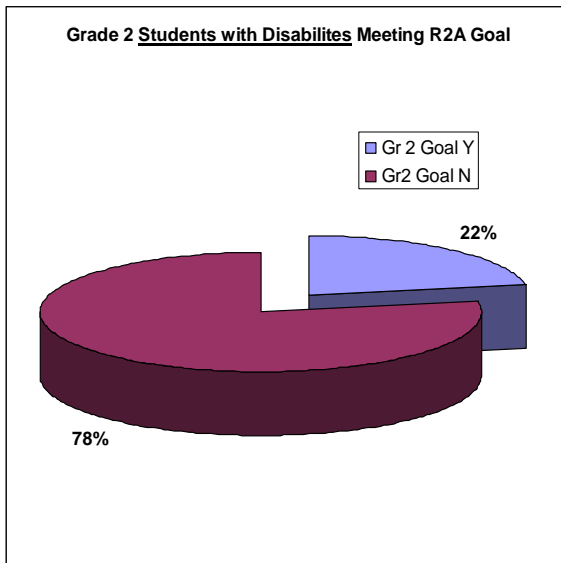
Achievement Results by Ethnic Group

Based on the achievement data submitted by schools, the majority of full cycle students are minorities. Students were reported as 46% White, 44% Hispanic, 6% Black, 3% Asian, and 1% American Indian.
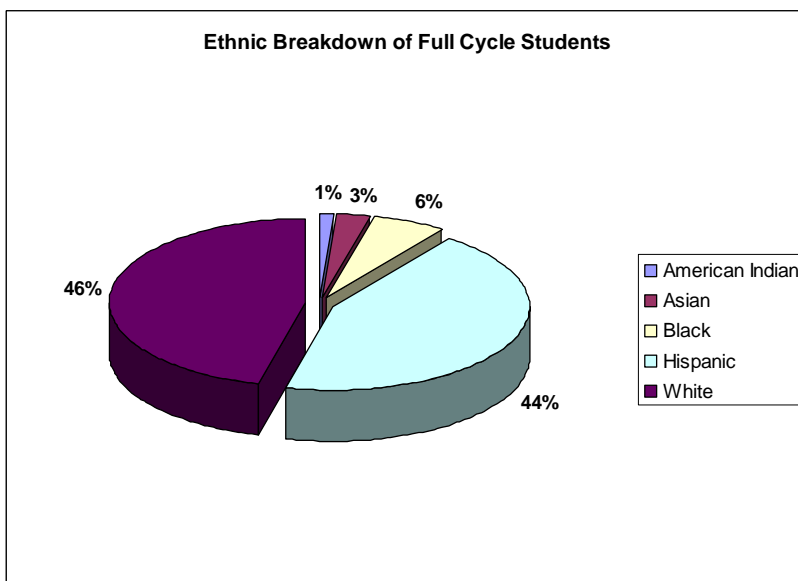
The ethnic breakdown of full cycle students who attained the grant-specified achievement goal shows that all groups were within seven percentage points of the total group. Of the different ethnic groups, Whites performed the highest at 55%, and Hispanics performed the lowest at 41%.

Full Cylce Acheivment by Ethnicity
Percent of Students Meeting Achievment Goal

Ethnicity	Percent
American Indian	53%
Asian	52%
Black	44%
Hispanic	41%
White	55%
All Students	48%
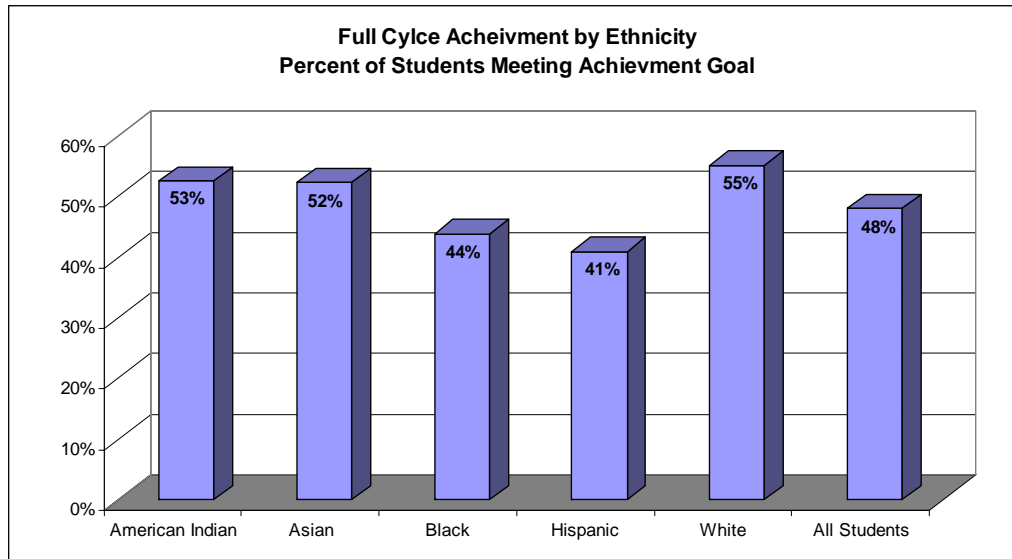
General Highlights

- *Program Scope:* Achievement data for a total of 15,746 students at 360 schools was submitted for the Read to Achieve program in the first year of Cohort II. To date, more than 80,000 students were reported as served through reading intervention programs funded by Read to Achieve, with over 80% of these students participating in the program for the full instructional cycle.

- Data for this report were collected and submitted by the participating schools and include aggregated student data as well as self-reported ratings of program characteristics and success.

- *Program Structures:* A variety of program structures were reported for delivery of instruction. Overall, schools reported emphasis across the reporting options as approximately 18% in-class support and assistance, 49% pull-out, 22% extended day, 9% summer program, and 1% other.

- Pull-out and in-class assistance involved the most instructional time with the typical student receiving 63 hours and 22 hours respectively of reading intervention over the course of the program.

- Instructional time generally involved group instruction with two to eight students.

- Delivery of instruction was generally reported as being structured (a structured set of approaches available to be used as needed) by 55% of the schools. 32% of the schools reported instruction as very prescribed (specific scripted steps to each learning session). 12% of schools reported instruction as being generally framed (instructional approaches created by the teacher within a general framework), and 1% reported instruction as being open (approaches stem from the breadth of the teacher's experience).

Achievement and Results

- ***Student Groups and Characteristics:*** The typical program in the first year of Cohort II involved approximately 24 second grade students, with 21 participating full cycle, and 22 third grade students, with 19 participating full cycle.

- Approximately 29% of second grade full cycle students and 29% of third grade full-cycle students were reported as English Language Learners.

- Approximately 16% of the second grade full-cycle students and 19% of third grade full-cycle students were reported as participating in special education programs.

- Approximately 54% of second and third grade full-cycle students were reported as an ethnicity other than white.

- ***Attainment of Grade-Specified Achievement Goal.*** The grant-specified goal required 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 third grade reading CSAP.

- As a group, the Read to Achieve school programs were very successful in attaining this goal. Approximately 91% of the schools reporting by the due date achieved or exceeded this grant-specified goal for the first year of Cohort II.

- This high level of success in exceeding the grant-specified achievement goal occurred for various subgroups of schools as well.

Observations

- The results provided in this report indicate the Read to Achieve program remains very successful with most schools exceeding, by a large margin, the grant-specified achievement goals. Fifty percent of the schools reported at least fifty percent of full-cycle students at or above grade level. Of the total 14,068 full cycle students who participated in this year's Read to Achieve program, 6,765 (48%) are now reading at grade level as measured by the school's CBLA assessments, or by scoring proficient on the third grade reading CSAP.

- Ethnic groups showed strong performance, with each group within seven percentage points of the average of all full cycle students. When looking at performance of ELL students and students with disabilities, the performance gap widens, with the largest gap being 19 percentage points for students with disabilities vs. the total group. The gap with ELL students was slightly smaller with an 11 percentage point difference vs. the total group.

- Overall, the data provided for schools funded in the first year of Cohort II indicate highly successful Read to Achieve school programs that were implemented successfully, that fully accomplishes school-specified goals for student achievement and professional development, and that generally exceed by a large margin the grant-specified student achievement goals for each cycle.

2005-2006 Outlook

During the 2004 legislative session, HB 04-1421 (concerning the tobacco settlement moneys received by the state) was enacted. This bill, in essence, determined funding for FY 2005-06, scheduling a decrease for Read to Achieve from 19% of the state's tobacco settlement money (not to exceed $19 million) to 5% (not to exceed $8 million).

After receiving over $16 million in funding for Year 1 of Cohort II of Read to Achieve, the Board was able to fund schools at $1000 per pupil. For Year 2 of Cohort II, the Read to Achieve Board received approximately $4.3 million and will now only be able to fund schools at approximately $269 per pupil. After a nearly 70% reduction from the first year, funded schools are deeply disappointed that they will not be able to provide quality, intensive services to our most struggling readers. The Read to Achieve Board solicited feedback from schools on the impact of this reduction after funding notification was received for Year 2. Such feedback included these comments:

- *"We are delivering far less support for our at risk readers in second and third grade due to these cuts. I appreciate the opportunity for funding. But, it was very disappointing to write a three year plan and prepare for that level of service and find that the funding was cut after 1 year by 2/3. There is not district or grant funding that can make up the difference."*

- *"When the funding for a program gets cut by 70% as we were getting things really into place it becomes much less helpful. Teachers begin to question why try for these grants because we start the work and the funds go away. The timelines seem to be fluid from the state and CDE but not for the schools. If you are not a Title school these funds were one of the few ways to get additional support for our learners. The commitment to keep interventions going is much more of a challenge because we don't know if, when, or how much funding we will receive. Teachers don't like to get kids started and then in a year have 70% less of a program."*

Funding for schools was disseminated to schools in September 2005 to allow programs to begin providing services as soon as possible. Due to statute, Read to Achieve schools will still be required to demonstrate that at least 25% of students became proficient, even in light of diminished resources. Many schools have expressed concern in meeting the statutory goal and it is anticipated that a higher number of schools will not be able to demonstrate the successes seen in years past. Although schools expressed dismay regarding the enormity of impact of the reduction of funding, all schools are grateful to receive even the reduced amount of funding to continue providing additional assistance to their lowest readers. With one year left in the statute, the Board and schools alike, anxiously await not only the funding decision for the third year, but a decision on whether the law that created Read to Achieve (C.R.S 22-7-506) will be reinstated. Both the Board and schools remain hopeful that they will be to continue impacting so many of the state's struggling readers.

IV.   EVALUATION OF PROGRAM OPERATION

Accountability
To date, the Read to Achieve grant program has consistently emphasized 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 achieved intended results, future funding was conditional on schools showing progress in their reading programs. By statute, funded schools 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).

During Cohort I, schools were also asked to submit longitudinal CSAP information for previously served students. This information was used for tracking purposes to demonstrate achievement after a student's participation in the Read to Achieve program. Schools were asked to submit CSAP scores for any student who has participated in Read to Achieve. However, during the first cohort, the collection of longitudinal CSAP information proved to be a challenge due to the high mobility rate and the intensive amount of time in gathering the data. For the second cohort, Read to Achieve has collaborated the Colorado Department of Education in gathering this information electronically based on individual student identifiers to ensure a reliable collection of data. An online data collection was created so that by using individual student identifiers, CSAP scores can be tracked from year to year by CDE rather than schools keeping track of students from each previous cohort that are no longer being served. These identified students will also remain confidential. The Read to Achieve Board is pleased that previous students can now be tracked in a more efficient and less time intensive way.

Research Base for Read to Achieve:
The accountability process for the Read to Achieve program was tied directly to 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 points 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.*

The 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.

In the spring of 2004, Colorado State Board of Education and Colorado Attorney General's office approved amendments to the rules of administration for the Colorado Basic Literacy Act. These changes to the CBLA were prompted by the knowledge gained in the last seven years by experts in literacy on how to teach and assess reading. This is a positive step in ensuring Colorado's students become proficient readers by the end of the third grade. These changes include:

- New definitions of the five components of reading (comprehension, phonemic awareness, phonics, vocabulary, and fluency) and of adequately validated accepted scientific standards,
- Changes regarding expected proficiencies at each grade level (K-3) across the five components of reading,
- Clarifications regarding assessment instruments to be used in terms of
  1. the scientific standards criterion and

2. the purposes of assessment (screening, progress monitoring, end-of-year proficiency).

Please refer to Attachment H for an overview of the new guidelines for the amended CBLA.

External Evaluation

According to statute, the Read to Achieve program was required to report to the Governor and the General Assembly by February 1, 2004, on 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.

During Cohort I, the Department contracted with an external evaluator to implement a comprehensive evaluation that addressed each of the statutory requirements. The Report to the Governor and General Assembly can be found on the Read to Achieve website at: http://www.cde.state.co.us/cdecomp/r2a.htm. The use of an external evaluator avoids conflict of interest and assures necessary accountability. The evaluator continuously worked closely with the Read to Achieve Board to design the most effective and comprehensive evaluation. This collaboration has continued to allow the Board to define clear rules to make decisions about subsequent funding for schools, as well as to continue the process of evaluating the overall effectiveness of programs used across the state. In Cohort II, the Read to Achieve Board has continued to contract with an external evaluator to assure accountability.

By using the clearly defined rules, the Board made decisions regarding continued funding for year two in May and June 2005. 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. What program characteristics or extenuating circumstances describe those schools that did attain the achievement goals and those that did not?

For schools participating in the second cohort, the Read to Achieve Board significantly scaled back the required evaluation reporting. It was decided at the end of Cohort I that, due to the end of the funding cycle and budget restraints, schools would only be responsible for submitting the following reports:
▪ Program Profile

- CBLA Levels Definition Worksheet
- Online Achievement Data Collection

These forms were updated in 2004-2005 for the first year of the second cohort. During year 1 of Read to Achieve, the Read to Achieve Board worked closely with the Colorado Department of Education to transform the formerly used Achievement Data Tables (an excel document) into an automated data collection. This online data collection was created to make the evaluation reporting more efficient and less time intensive for funded schools. This new collection will now make it easier for CDE to track CSAP progress of previously served Read to Achieve students. The CDE and the Read to Achieve Board has received overwhelmingly positive feedback on the efficiency, user-friendliness, and time-saving aspects of this new online data collection. Please see Attachment I for an overview of the online data collection.

Detailed instructions on completing the required evaluation pieces were distributed at the required Budget & Evaluation Sessions held in February 2005 and via mail to each principal at each funded site.

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

Internal Evaluation of State Level Activities

As in Cohort I of Read to Achieve, CDE and the Board has continuously requested feedback from grantees throughout the first year of Cohort II. A majority of the program structures that are being utilized in Cohort II were put in place and continuously refined during Cohort I. During the first cohort, the majority of this feedback was collected through the Sounding Board and the CDE Networking Days. The Sounding Board played a key role in the creation of the Read to Achieve Evaluation process. 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 their input that helped produce the electronic format of the required evaluation forms and then the creation of the new, online Achievement Data Collection.

Feedback gathered from the previous years Networking Days has been instrumental in the planning process for program operation and events, for not only the first funding cycle, but the new, second funding cycle. This feedback has provided CDE with insight into grantees' concerns on:
- The data and reporting process and forms – accessing the on-line forms;
- How No Child Left Behind (NCLB) affects Read to Achieve;
- Assistance to staff who have "inherited" the grant and were not part of the strategic planning; and
- How to sustain resources without Read to Achieve funding.

During the first year of the second cohort, budget and time constraints did not allow for any large scale networking. Feedback was always encouraged through e-mail communication and shared with the Read to Achieve Board. Some themes that have continued to be found in responses have included:
- CDE has been very helpful in answering program questions;

- It would be helpful for money to be released at the beginning of the fiscal year so that programs can begin running in July/August; and
- The new online Achievement Data Collection has made the evaluation reporting easier and less time intensive.

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. With the notification that a second cohort of Read to Achieve funding would be awarded, CDE implemented the recommendations from the 2001 audit to ensure efficiency and accuracy in the Cohort II application process.

In May 2005, CDE was notified that a performance audit would be conducted as a follow-up to the 2001 audit of the Read to Achieve program. To date, CDE has provided any information requested by the Office of the State Auditor and the Pacey Economics Group, who has been contracted to review the Read to Achieve program. Recommended actions and a detailed response will be included in the 2005-06 Annual Report to the Colorado Department of Public Health and Environment.

Read to Achieve Administrative Costs

During the first year of Cohort II of Read to Achieve (July 1, 2004 – June 30, 2005), 375 schools received funds for a total of $16,403,713. Tobacco revenue from 2004-2005 were 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 2004-05.

Table 4

Read-to-Achieve Administrative Costs
Fiscal Year 2004-05

Tobacco Oversight Costs	**$7,505**
External Evaluator	**$28,350**
Other Administrative Costs*	**$100,910**
Total Costs	**$136,765.00**

*Other Administrative Costs include outside consultants to conduct site visits and technical assistance, 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 One 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 2004-2005 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 2004-2005 school year, the Read to Achieve grant program served over 16,000 students in 375 schools, representing 52% of all students on ILPs. By July of 2005, 350 schools were approved for second 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 was completed in September and December 2004. The Read to Achieve Board and CDE staff collected and reviewed progress reports from the 375 funded schools in year 1 in May/June 2005.

*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 (July 1, 2004 – June 30, 2005), 375 schools received funds for a total of $4,350,115. For the first year, 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 350 schools in year 2.

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

- **Accomplished.** Data required to report to the Governor and General Assembly were collected and analyzed by the external evaluator and CDE staff. The complete report can be found on the Read to Achieve website (http://www.cde.state.co.us/cdecomp/r2a.htm). It has been noted that

impressive achievement gains have been made by students in the Read to Achieve program throughout the 5 year duration of the program. Read to Achieve funds have provided a solid foundation for a successful second round of Read to Achieve as well as increased literacy levels for students throughout the state. This report to the Colorado Department of Public Health contains information on implementation and evaluation activities completed during the first year of the second cohort.

Read to Achieve Board Commitments/Concerns

Three 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 first Cohort and the first year of the second Cohort, 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 all funded 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 of the second funding round**. Notification of continued funding for Year 2 of Read to Achieve was given to the Read to Achieve Board in mid-June of 2005. To date, the Read to Achieve program received approximately $16.4 million for Year 1 of the second cohort and was then reduced by nearly 70% in the second year to approximately $4 million. Concerns have been expressed by the Board over whether Read to Achieve funded schools will be able to ensure the delivery of the high caliber programs each school has proposed as well as stay true to intent of the law. It is the Board's strong belief that schools cannot run the high quality, intensive literacy intervention programs for 2nd and 3rd grade ILP students with the kind of dramatic reductions seen in the second year.

- **Strengthening programs so all students will be proficient by the end of 3rd grade**. It remains a major commitment of the Read to Achieve Board to ensure all of Colorado's students are proficient readers by the end of 3rd grade. The Read to Achieve Board believes the amended CBLA guidelines are a tremendous step in the direction of achieving that goal. These new amendments are based on the knowledge gained from current research on teaching and assessing reading. With this increasing knowledge in literacy, the future is bright for students at-risk for not reading.

Summary of Primary Accomplishments 2004-2005

- **Impact on Students Served.** Since the inception of Read to Achieve (2001), more than 80,000 students have been served through intensive reading intervention programs funded by Read to Achieve. Participating schools have provided sustained impact for over 75% of Colorado's students on ILPs – those determined at risk for not reading successfully by the end of the third grade.
- **Commendable Performance of Schools.** Student performance data has shown 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. Throughout the duration of the program, Read to Achieve has been credited by, not only participating educators, but also by the Governor as making an impact on the State's sustained CSAP improvement.
- **Leveraging of Efforts across *Colorado Reading First* sites.** Of the 94 *Colorado Reading First* (CRF) school sites that successfully competed for funds, 38 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.
- **Continually 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 (including web-based conferencing), response time in addressing ongoing questions, and participation in unique professional development opportunities such as the *Colorado Reading Summit*.
- **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.

1 Colorado Code of Regulations 301-47

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

Authority: Article IX, Section 1, <u>Colorado Constitution.</u> 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, <u>Colorado Revised Statutes</u> (C.R.S.)

<div align="center">

**RULES FOR THE ADMINISTRATION OF
THE READ TO ACHIEVE GRANT PROGRAM**

</div>

2207-R-1.00 <u>Statement of Basis and Purpose</u>.

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   <u>Definitions</u>.

2.01 (1)   <u>Read to Achieve grant program.</u>

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.

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 State Board of Education
Department of Education

1 Colorado Code of Regulations 301-42

Adopted: June 5, 1997
Amended: May 13, 2004
Attorney General Opinion: June 20, 1997, May 20, 2004
Statutory Authority: 22-2-106(1)(a) and (c), 22-2-107(1)(c), and 22-7-501 – 507, Colorado Basic
Literacy Act

RULES FOR THE

ADMINISTRATION OF THE

COLORADO BASIC LITERACY ACT

2207501-R-1.00   **Statement of Basis and Purpose.**

The statutory basis for these Rules is found in the Colorado Revised Statutes 22-
2-106(1)(a) and (c), 22-2-107(1)(c), and 22-7-501 – 507, Colorado Basic
Literacy Act. These Rules establish the standards and criteria for the assessment
of literacy in all students Kindergarten through third grades. The Act calls for the
State Board of Education to determine the reading readiness level for
Kindergarten pupils and literacy and reading comprehension levels for pupils in
first, second and third grades; approve and identify to each school district
instruments for assessing the basic reading skill and reading comprehension of
each pupil in first, second and third grades; and promulgate rules to permit
exceptions to the retention of pupils in third grade reading class.

1.01   *The Basic Purposes of the Colorado Basic Literacy Act*

- To provide a process for the State Board to fulfill its constitutional
  responsibility for supervising the public schools of the State.

- To provide pupils with the literacy skills essential for success in school and
  life.

- To promote high literacy standards for all students in Kindergarten through
  third grade.

- To help all schools improve the educational opportunities for literacy and
  performance for all students.

- To ensure that all students are adequately prepared to meet Colorado's 4th
  Grade Reading Standards and Benchmarks as stated in H.B. 93-1313.

1.02   *Introduction*

These rules describe the requirements for implementing the Colorado Basic Literacy Act. The first part defines terms used throughout this document. The second part specifies procedures necessary to implement the Colorado Basic Literacy Act. The third part states the criteria for selection of reading assessment instruments. The fourth part lists the exceptions to the law.

2.0   **Definitions**

2.01   *Adequately validated accepted scientific standards*: Standards based on rigorous, systematic and objective procedures that allow the user to predict with confidence that a decision (e.g., student assessment result, selection of reading strategy or program) is appropriate.

2.02   *All students:* Every student regardless of gender, socioeconomic level; disadvantaged status; racial, ethnic, or cultural background; exceptional abilities; or limited English proficiency. (For clarification on implementation of the Rules, refer to Section 5.)

2.03   *Background knowledge:* Knowledge that stems from previous experience.

2.04   *Body of evidence:* A collection of data about a student which, when seen in its entirety, documents a student's performance level.

2.05   *Comprehension:* The reason for reading; making meaning of the written word.

2.06   *Concepts about print:* Awareness that print carries a message; that there are conventions of print, such as directionality (left to right, top to bottom); differences between letters and words; spaces between words; distinctions between upper and lower case; and characteristics of a book (such as, title, author, front/back).

2.07   *Fluency:* The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.

2.08   *Performance levels*: Indications of a student's ability to read and gather information from text of increasing difficulty levels.

2.09   *Phonemic awareness*: The ability to notice, think about, and work with the individual sounds in spoken words.

2.10   *Phonics:* The relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Word attack skills will fall under the phonics component.

2.11   *Phonological awareness:* Awareness of speech at the level of sounds, syllables, words, and phrases.

2.12   *Proficiency level:* The level of performance that indicates a student is competent at reading and gathering information from text of increasing difficulty levels.

2.13   *Progress monitoring assessments*: Assessments that determine if students are making adequate progress or need more intervention to achieve grade level reading outcomes.

2.14   *Reading assessment instruments:* The means of determining a student's reading performance level. For the purposes of this Bill, these instruments need to refer to Colorado Content Standards that focus on reading.

2.15   *Reading readiness:* Possessing the prior knowledge that will allow a student to progress through early reading instruction successfully.

2.16   *Reading comprehension:* A process by which the reader constructs meaning from written communication.

2.17   *Reading content standards:* Statements from Colorado Content Standards focused on reading that define what a student should know and be able to do in order to be proficient in reading.

2.18   *Reading process:* The course of change in an individual's reading from the beginning to the more mature reading skills of word attack and comprehension in order to become a proficient reader.

2.19   *Screening assessments*: Assessments that are administered to determine which children are at risk for reading difficulty and who will need additional intervention.

2.20   *Sense of story*: Understanding that stories have a format, such as beginning, middle, and end.

2.21   *Vocabulary:* The words we must know to communicate effectively.
         Listening vocabulary: The words we need to know to understand what we hear.
         Speaking vocabulary: The words we use when we speak.
         Reading vocabulary: The words we need to know to understand when we read.
         Writing vocabulary: The words we use when writing.

2.22   *Voice-print match*: The one-to-one match between oral reading and the words of a text (i.e. beginning readers are able to point to each word when spoken).

2.23   *Schema:* A system of cognitive structures stored in memory that are abstract representations of events, objects, and relationships in the world.

3.0   **Proficiency levels**

Learning to read develops over time as a result of quality instruction and appropriate practice. Thus, the levels of proficiency must be aligned to Colorado Model Content Standards. As a result, continuity in literacy instruction is maintained from Kindergarten through third grade.

3.01   *Kindergarten proficiency*

3.01(1) By the end of Kindergarten, students will demonstrate a foundation of reading strategies that prepares them for reading at higher levels. This requires knowing:

3.01(1)(a)   A sense of story that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(a)(i)   Tell a simple story with a beginning, middle, and end.

3.01(1)(a)(ii) Retell a known story in own words and in correct sequence.

3.01(1)(a)(iii) Listen to and comprehend a variety of genres.

3.01(1)(a)(iv) Generate a picture/written response to text listened to or read.

3.01(1)(a)(v) Connect information and events in texts to life experiences.

3.01(1)(a)(vi) Identify characters, setting, and key events in a text.

3.01(1)(b)   Concepts about print that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(b)(i)   Handle books correctly.

3.01(1)(b)(ii) Understand directionality of print.

3.01(1)(b)(iii) Focus on word after word in sequence (voice-print match).

3.01(1)(b)(iv) Use pictures to predict print.

3.01(1)(b)(v) Realize that print carries meaning.

3.01(1)(c)   Phonological and phonemic awareness that shall include, but not necessarily be limited to students being able to do the following:

3.01(1)(c)(i)   Recognize, hear, and produce patterns of sound in oral language (i.e., rhyming words).

3.01(1)(c)(ii) Identify, blend, and segment the phonemes of most one-syllable words (e.g., dog, /d/ /o/ /g/).

3.01(1)(d)   Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(d)(i)   Recognize and name all letters.

3.01(1)(d)(ii) Apply knowledge of letter-sounds to decode single-syllable words (e.g., dog, cat).

3.01(1)(d)(iii) Know letter sounds.

3.01(1)(d)(iv) Read simple words including a few sight words (e.g., a, the, i, my, you, is, and, are, and simple words used in a child's oral language).

3.01(1)(e)   Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(e)(i)   Talk about words and word meaning as encountered in books and conversation.

3.01(1)(e)(ii) Identify and sort common words within basic categories (e.g., colors, shapes, food).

3.01(1)(f)   Fluency that shall include, but not necessarily be limited to, students being able to do the following:

3.01(1)(f)(i)   Read orally simple text containing familiar word patterns.

3.01(1)(f)(ii) Express knowledge of words used in instruction such as prepositions, common nouns, verbs, and pronouns.

3.02   *First grade proficiency*

3.02(1) By the end of first grade, students will use reading strategies to gain meaning from print at the first grade level. These strategies will prepare them for reading narrative and expository material beyond the first grade level. This requires:

3.02(1)(a) An understanding of text read aloud to the child or read by the child, that shall include, but not necessarily be limited to, students being able to do the following:

3.02(1)(a)(i)   Use a range of strategies efficiently when constructing meaning from text being listened to or read.

3.02(1)(a)(ii)   Activate schema/background knowledge.

3.02(1)(a)(iii)   Ask questions.

3.02(1)(a)(iv)   Retell, summarize, and/or synthesize important information.

3.02(1)(a)(v)   Create mental images of places, characters, and events.

3.02(1)(a)(vi)   Draw inferences.

3.02(1)(a)(vii)   Use a variety of strategies to monitor and maintain comprehension.

3.02(1)(a)(viii)   Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, songs, poems, plays) and expository texts (e.g., trade books, how-to books).

3.02(1)(a)(ix)   Retell narrative text using characters, setting, and sequence of events.

3.02(1)(a)(x)   Retell expository text using main idea and some supporting details.

3.02(1)(a)(xi)   Generate a written or oral response to what has been read.

3.02(1)(a)(xii)   Connect information and events in texts to life experiences.

3.02(1)(b)   Phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:

3.02(1)(b)(i)   Use onset and rime to create new words that include blends and digraphs.

3.02(1)(b)(ii)   Hear and identify initial, medial, and final sounds of a given word.

3.02(1)(b)(iii)   Hear the similarities of sounds in words and rhythmical patterns in a sequence.

3.02(1)(b)(iv)   Recognize alliteration.

3.02(1)(c)   Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:

   3.02(1)(c)(i)   Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words.

3.02(1)(d)   Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:

   3.02(1)(d)(i)   Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words.

   3.02(1)(d)(ii)   Use sentence structure and background knowledge to understand word meanings.

3.02(1)(d)(iii)   Understand and generate vocabulary specific to content.

3.02(1)(e)   Fluency that shall include, but not necessarily be limited to, students being able to do the following:

   3.02(1)(e)(i)   Read orally grade level materials, attending to phrasing, intonation, and punctuation.

3.03   *Second grade proficiency*

3.03(1) By the end of second grade, students will use strategies independently to gain meaning from print at the second grade level. These strategies will prepare them for reading narrative and expository material beyond second grade level.

   3.03(1)(a) Efficient use of a range of strategies when constructing meaning from text, that shall include, but not necessarily be limited to, students being able to do the following:

   3.03(1)(a)(i)   Activate schema/background knowledge.

   3.03(1)(a)(ii)   Determine importance of information.

   3.03(1)(a)(iii)   Ask questions.

   3.03(1)(a)(iv)   Retell, summarize, and/or synthesize important information.

   3.03(1)(a)(v)   Create mental images of characters, events, and places.

3.03(1)(a)(vi)   Draw inferences.

3.03(1)(a)(vii)   Use a variety of strategies to monitor and maintain comprehension.

3.03(1)(a)(viii) Read, comprehend, and listen to a range of genres: narrative texts (e.g., stories, sounds, poems, plays) and expository texts (e.g., trade books, how-to books).

3.03(1)(a)(ix)   Retell narrative text using characters, setting, and sequence of events.

3.03(1)(a)(x)   Retell expository text using main idea and some supporting details.

3.03(1)(a)(xi)   Generate a written or oral response to what has been read.

3.03(1)(a)(xii)   Connect information and events in texts to life experiences.

3.03(1)(a)(xiii) State the purpose for reading.

3.03(1)(a)(xiv)   Interpret information from simple diagrams, charts, and graphs.

3.03(1)(a)(xv)   Read and follow simple written directions.

3.03(1)(b)   Phonemic awareness that shall include, but not necessarily be limited to, students being able to do the following:

3.03(1)(b)(i)   Use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words.

3.03(1)(b)(ii)   Identify the presence of word endings (e.g., -ed, -s, -ing).

3.03(1)(b)(iii)   Recognize alliteration.

3.03(1)(c)   Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:

3.03(1)(c)(i)   Recognize and use knowledge of letter-sound relationships, including diphthongs, common vowel patterns, and common word endings to decode unknown words.

3.03(1)(c)(ii)   Demonstrate a reading vocabulary of 1,000 words, including sight words and multisyllabic words.

3.03(1)(d)   Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:

3.03(1)(d)(i)   Use sentence structure and background knowledge to understand word meanings.

3.03(1)(d)(ii)   Understand and generate vocabulary specific to content.

3.03(1)(e)   Fluency that shall include, but not necessarily be limited to, students being able to do the following:

3.03(1)(e)(i)   Orally read grade level materials attending to phrasing, intonation, and punctuation.

3.03(1)(e)(ii)   Adjust reading pace to accommodate purpose, style, and difficulty of text.

3.04   *Third grade proficiency*

3.04(1) By the end of third grade, students will be fluent readers with a full range of reading strategies to apply to reading a wide variety of increasingly difficult narrative and expository text at the third grade level. This requires:

3.04(1)(a)   An understanding of the text that shall include, but not necessarily be limited to, students being able to do the following:

3.04(1)(a)(i)   Use a range of strategies efficiently when constructing meaning from text.

3.04(1)(a)(ii)   Retell, summarize, and/or synthesize important information.

3.04(1)(a)(iii)   Apply information and make connections from reading.

3.04(1)(a)(iv)   Activate schema/background knowledge.

3.04(1)(a)(v)   Determine importance.

3.04(1)(a)(vi)   Ask questions.

3.04(1)(a)(vii)   Create images.

3.04(1)(a)(viii) Draw inferences.

3.04(1)(a)(ix)   Use a variety of strategies to monitor and maintain comprehension.

3.04(1)(a)(x)   Read and understand a wide range of genres (e.g., directions, poems, biographies, historical fiction, expository texts, narratives).

3.04(1)(a)(xi)   Retell narrative text using characters, setting, and sequence of events.

3.04(1)(a)(xii)   Retell expository text using main idea and some supporting details.

3.04(1)(a)(xiii)   Generate a response to reading citing examples from text.

3.04(1)(a)(xiv)   Connect information and events in texts to life experiences.

3.04(1)(a)(xv)   State the purpose for reading.

3.04(1)(a)(xvi)   Interpret information from simple diagrams, charts, and graphs.

3.04(1)(a)(xvii)   Read and follow simple written directions.

3.04(1)(a)(xviii)   Summarize text passages.

3.04(1)(a)(xix)   Understand literary elements (e.g., content, plot, setting, problem/solution, character development).

3.04(1)(a)(xx)   Compare one text to another.

3.04(1)(b)   Letter and word recognition that shall include, but not necessarily be limited to, students being able to do the following:

3.04(1)(b)(i)   Apply knowledge of letter-sound relationships and syllable spelling patterns to decode words in order to comprehend connected text.

3.04(1)(c)   Vocabulary that shall include, but not necessarily be limited to, students being able to do the following:

3.04(1)(c)(i)   Understand vocabulary essential to text.

3.04(1)(c)(ii)   Understand and generate vocabulary specific to content.

3.04(1)(c)(iii)   Use a range of strategies (e.g., context, prefixes, suffixes, roots).

3.04(1)(c)(iv)   Use a range of resources (e.g., reference guides).

3.04(1)(c)(vi)   Recognize common prefixes, suffixes, and roots in multisyllabic words.

3.04(1)(d)   Fluency that shall include, but not necessarily be limited to, students being able to do the following:

3.04(1)(d)(i)   Read grade level materials attending to phrasing, intonation, and punctuation.

3.02(1)(d)(ii)   Read silently and often for extended period of time.

3.04(1)(d)(iii)   Adjust reading pace to accommodate purpose and difficulty of text.

4.0   **Assessment Instruments**

4.01   Reading assessment criteria approved by the State Board of Education will be supported by adequately validated accepted scientific standards that reflect the complexity of the reading process. These assessments must also inform reading instruction, provide information about student growth, and yield information about students' reading in relationship to the proficiency level as defined in 3.0.

4.02   The purposes of assessment required for this Bill fall in three categories:

4.02(1) Screening: To identify who needs to be placed on individual literacy plans based on needs related to specific grade level proficiencies

4.02(2) Progress Monitoring: To monitor progress of students who are on individual literacy plans

4.02(3) End-of-Year Proficiency: To assess proficiency levels at the end of grades K-3.

4.03   Instruments for assessing the reading readiness and the reading comprehension levels of readers will reflect the complexity of reading as defined by the following criteria. Assessments must:

4.03(1) Align with local content standards that meet or exceed the Colorado standards for reading.

4.03(2) Align with the K-3 reading performance descriptions as defined in 3.0.

4.03(3) Include multiple measures over time that constitute a body of evidence regarding students' reading performance.

4.03(4) Include a variety of text structures, response formats, and administrative procedures (individual, small group, whole group).

4.04   Along with meeting the criteria stipulated in 4.03, districts must select valid and reliable instruments that assess students' reading performance at the end of third grade that meet the following requirements:

4.04(1) Can be compared across schools and districts.

4.04(2) Yield information about student performance level that can be summarized and aggregated for reporting.

4.04(3) Are among the instruments approved by the State Board of Education.

4.05   The school district has the responsibility to determine that their selected instruments meet the criteria outlined in 4.01 through 4.04.

5.0   **Exceptions**

5.01   As mandated by 22-53-604(5)(a), students continue with reading instruction in the fourth grade reading class when they are reading at or above the reading proficiency level described in 3.04. Those students reading below the proficiency level described in 3.04 will continue to receive intensive grade reading instruction as described in their Individual Literacy Plan and designed to enable them to meet or exceed third grade reading proficiency.

5.01(1) As stated in 22-53-604(5)(b), children with disabilities, as defined in section 22-20-103(1.5) when the disability is a substantial cause for a pupil's inability to read and comprehend at grade level.

5.02   As reading comprehension is dependent upon students' understanding of the language, children with limited English proficiencies, as determined by the individual district's criteria and documentation, must be assessed in their language of reading instruction, leading to their proficiency in reading English.

Colorado *Read to Achieve* Board Members
June, 2005

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

Debbie Benefield, Representative
Colorado House of Representatives, District 29

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

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

Tina Leone, Principal, Urban Elementary
Colorado Springs School District 11

Peggy Littleton, State Board of Education Member
5th Congressional District

Darlene Medina, 3rd Grade Teacher, Rural District
Del Norte School District C-7

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

Brandon Shaffer, Senator
Colorado Senate, District 17

Sheryl Weitzel, Principal, Rural Elementary
Eaton School District RE-2

REQUEST FOR PROPOSAL

Application Due: August 27, 2004

READ TO ACHIEVE GRANT PROGRAM

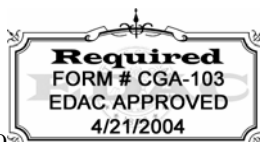### Pursuant to Senate Bill 00-124
(22-7-506, C.R.S.)

Issued by the

cde

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

Required
FORM # CGA-103
EDAC APPROVED
4/21/2004

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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Required
FORM # CGA-103
EDAC APPROVED
4/21/2004

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ATTACHMENTS

1. **Attachment A: Amended Rules for the Administration of the Colorado Basic Literacy Act**

COLORADO READ TO ACHIEVE GRANT PROGRAM
REQUEST FOR PROPOSAL
Proposals Due: August 27, 2004

This grant was made possible through the combined efforts of the Governor's Office, the Colorado General Assembly, and the State Board of Education.

Introduction

This Request for Proposal (RFP) is designed to distribute funds to qualified schools pursuant to the requirements of the Read to Achieve Grant Program approved during the 2000 Colorado Legislative Session in Colorado Revised Statute 22-7-506. Approximately $7.5 million dollars is available to successful applicants during the 2004-2005 school year. The Colorado Department of Education (CDE) will distribute these funds upon the recommendation of the Colorado Read to Achieve Board.

The goal that *all Colorado students will be proficient readers by the end of third grade* drives the grant program. This is an ambitious goal, but its reach accurately reflects the importance of reading in our society and economy. Reading is the foundation of all other learning skills. These building-based grants are directed to services for those students who are not experiencing success in meeting this standard.

Purpose of Grant

The purpose of this RFP is to solicit proposals from any public elementary school, including a charter school, or consortium of schools, to fund research-based intensive reading programs. The funding opportunity is designed specifically for second and third-grade students and students between the 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) - CRS 22-2-106(1)(a) and (c) and 22-53-601, 22-53-602, 22-53-604, 22-53-605, and 22-53-208.

Funding Available

Approximately $7.5 million is available for the Read to Achieve Grant Program for the 2004-2005 school year. In awarding grants to schools that meet the eligibility requirements and expectations of this program, CDE will make awards that are of sufficient size and scope to support the costs for the particular research-based reading improvement program or strategies selected or developed by the participating school(s). NOTE: Schools may want to use a rate of $1000 per participating student to determine a reasonable request. However, the total allocation for each school or consortium of schools will depend upon the expense of the selected program(s) of instruction, student and staff populations, and other local considerations.

Funds do not carry over from the first Read to Achieve funding cycle (ending June 30, 2004) to the second funding cycle (beginning July 1, 2004). Schools that participated in the first funding cycle will not automatically be granted awards for the second funding cycle. Previous program results, evaluation submissions, and use of funds could be considered in determining funding between two comparable proposals. **Questions: Contact Lynn Bamberry at 303-866-6813 or e-mail bamberry_l@cde.state.co.us or Kim Burnham at 303-866-6916 or e-mail burnham_k@cde.state.co.us.**

Duration of Grants

Grant applications may be submitted for between one and three years of funding. Applicants must select how many years of funding they are applying for on the coversheet of the RFP application and include appropriate budget forms for these years. Funding for fiscal years 2 and 3 of the Read to Achieve grant program is contingent upon appropriations made by the Colorado State Legislature. **Please note: Applicants may not increase the number of years they plan to participate after the application has been submitted.**

If a school is awarded a grant for more than one school year, the school will be eligible for moneys in the second fiscal year if the school documents in the annual progress report(s) the following evidence:

✦ **At least twenty-five percent of the students enrolled in the intensive reading program for the full instructional cycle improved their reading skills to at least grade level or achieved proficiency on the state CSAP assessment in reading for their grade level.**

Subsequent funding for fiscal years 2 and 3 of the Read to Achieve program is contingent on meeting all required evaluation deadlines in addition to at least 25% of students enrolled meeting standard.

Eligible Applicants

Any public school, including public charter schools, that has second and third grade students, and students between the third and fourth grades, on Individual Literacy Plans (ILPs) pursuant to the requirements of the Colorado Basic Literacy Act (CBLA), is eligible to apply. According to the provisions of the CBLA, students placed on ILPs demonstrate literacy and reading comprehension skills below the proficiency levels established by the state board of education for students at each grade level (using the amended Rules for the Administration of the Colorado Basic Literacy Act, CCR 301-42). See Attachment A. **Please note changes in amended 2004 CBLA rules.**

All elementary schools that have qualifying students are eligible to apply. Serving small or large numbers of students is not part of the evaluative criteria. However, all funding requests must be realistic and justifiable. Groups of schools have the option and are encouraged to apply as a **consortium** (where appropriate) to leverage resources for (1) direct services to students and (2) professional development support for teachers and other staff. A consortium may consist of:

✓ A group of elementary schools from one school district, or
✓ A group of elementary schools from multiple school districts.

If applying as a consortium, a needs assessment that addresses the <u>specific needs</u> of students and staff must be submitted for each school. Additional pages will be allowed in the consortium's narrative for this required information. The BOCES or district that will be the primary contact and fiscal agent will identify itself on Part 1a of the signature page. Other specific

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information about the consortium is requested on the cover sheet and signature page. **Each individual school or consortium submits an application.**

Allowable Activities

Funds may be used to **supplement and not supplant** any moneys currently being used to provide eligible students with literacy and reading comprehension services or programs. Based upon statutory requirements, such programs may include, but need not be limited to:

- Reading academies operated as schools within schools for intensive reading instruction (during school hours).
- After school literacy programs.
- Summer school clinics.
- One-on-one or group tutoring services.
- Extended-day reading programs.

Please note: **Applicants must budget for one day of networking/training for one individual during the grant cycle each year (dates to be announced). Please plan on travel to the Denver metro area; however, regional sessions may be scheduled.**

Activities that could be funded:
- Programs and materials for intensive reading services for identified Read to Achieve students.
- Professional development for teachers directly related to programs and proficiencies for specifically identified 2nd and 3rd graders.
- Valid and reliable assessments.

Activities that will not be funded:
- Technological equipment (e.g., computers/laptops, LCDs, Palm Pilots).
- Capital needs (including bookshelves or other furniture).
- Out-of-state travel.
- Conferences that are not specific to your program.

Funded programs must:
- Be research-based and proven to be effective.
- Address proficiencies from the Colorado Basic Literacy Act (CBLA) for grades 2 and 3 across each of the five components of reading (comprehension, phonemic awareness, phonics, vocabulary, and fluency).[1]
- Provide appropriate assessments for grades 2 and 3 (screening, progress monitoring, and end-of-year proficiency). *Each Colorado School is expected to implement new CBLA assessment guidelines regarding valid and reliable assessments by Fall 2005.*[2]
- Focus on raising the participating students' literacy and reading comprehension skills to proficiency.

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[5] Please refer to pages 7-11 of Attachment A *(Rules for the Administration of the Colorado Basic Literacy Act)*

[6] Please refer to pages 11-12 of Attachment A *(Rules for the Administration of the Colorado Basic Literacy Act)*
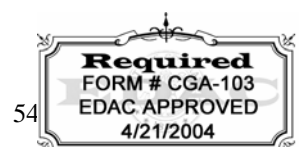
Five Components of Reading in Grades K-3 as defined in CBLA:

- *Phonemic awareness*: The ability to notice, think about, and work with the individual sounds in spoken words.
- *Phonics*: The relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. Word attack skills will fall under the phonics component.
- *Fluency*: The capacity to read words in connected text with sufficient accuracy and speed to comprehend what is read.
- *Vocabulary*: The words we must know to communicate effectively.
    o *Listening vocabulary:* The words we need to know to understand what we hear.
    o *Speaking vocabulary:* The words we use when we speak.
    o *Reading vocabulary:* The words we need to know to understand when we read.
    o *Writing vocabulary:* The words we use when writing.
- *Comprehension*: The reason for reading; making meaning of the written word.
- *(Optional) Motivation*: *Activities for developing intrinsic desire to read in students.*

Application Requirements/Format

Please submit the original and six copies of the application to CDE. Hand-delivered applications must be received by CDE by **5:00 pm on August 27, 2004.** Mailed applications must be postmarked on or before **August 20, 2004.**

Incomplete or late proposals will not be considered. Faxes will not be accepted.

> Mail or hand-deliver your proposals to:
> Anetta Stevens
> Colorado Department of Education
> Competitive Grants & Awards Unit
> 201 East Colfax, Room 501
> Denver, CO 80203

Proposal must be submitted in the following order:

Part I: Cover Page/Signature Page(s), plus Abstract
Part II: Narrative: Sections 1-4 (no more than 7 pages; for consortia, no more than 10 pages)
Part III: Budget Form
Part IV: Appendix A: Baseline Data

Applicants are required to follow the RFP format (attached) in order to assure a consistent application of evaluation criteria.

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Application Instructions:

- All pages must be standard letter size, 8-1/2" x 11" using 12 point font, single-spaced with 1 inch margins.
- Use a document footer with the name of the school.
- Number all pages.
- The signature page must include signatures of the principal and school district authorized representative.
- Successful applicants will be required to submit disclosure and certification pages with original signatures.
- Staple or tape bind the pages of the original and of each copy. Do NOT use paperclips.
- The total narrative of the application cannot exceed 7 pages (10 page limit for consortia).
- **Reviewers for these grants are trained to apply the rubric scoring system to an applicant's unique needs and planned activities. Use of template applications across a district or across a particular reading program is not encouraged. It is difficult to build a case for the needs of a particular school using a 'boilerplate' application.**

Assistance Available

Individual consultation in the writing, planning, and revision of your proposal is available at no charge. You may contact one of the following consultants with expertise in Scientifically Based Reading Research (SBRR), assessment, school improvement, and addressing the grant criteria directly for feedback or to assist you in the planning process for your proposal:

Nancy Hawkins	303-333-0709	nancehawk@aol.com
Judy Huddleston	303-451-6376	huddleston.j@comcast.net
Jim Page	970-242-6272	pagejg39@hotmail.com

In addition to the available assistance mentioned above, your local BOCES may also be of help during the grant writing process. For contact information for each Colorado BOCES, please visit the following website: http://www.cde.state.co.us/edulibdir/directory_06.pdf.

The following websites may be of use in accessing information on proven, research-based reading programs:

- ✓ Center for Improvement of Early Reading Achievement, http://www.ciera.org/ciera
- ✓ Florida Center for Reading Research (FCRR), http://www.fcrr.org
- ✓ Institute for the Development of Educational Achievement (IDEA), http://idea.uoregon.edu
- ✓ International Reading Association, http://www.reading.org
- ✓ LINKS Learning, http://www.linkslearning.org
- ✓ University of Texas Center for Reading and Language Arts (UTCRLA), http://texasreading.org/utcrla

Evaluation and Reporting

To determine the success of the intensive literacy programs operated by schools that receive grants through this program, the Colorado Department of Education will conduct an external evaluation study.

Annual reporting requirements for the funded schools will include:

    (1)   Evidence related to the requirement that at least twenty-five percent of the pupils enrolled in the intensive reading program for the full instructional cycle improved their reading skills to at least grade level or achieved proficiency on the state CSAP assessment in reading for their grade level,

    (2)   **Submission of all required evaluation data, by the deadline.**

If these reporting requirements are not met by funded schools, **the grant will not be renewed for subsequent years. Applicants must provide signatures of agreement on Signature Page of RFP.**

Review Process/Timeline

The Colorado Read to Achieve Board will review and make recommendations regarding funding of local grants. This advisory board to the State Board of Education was created in the Read to Achieve legislation, 22-7-506 C.R.S. The Read to Achieve Board consists of eleven members. The Board's membership has been appointed by the Governor, the President of the Senate, Speaker of the House, and State Board of Education.

To be approved for funding, applicants must Meet Standard for each of the criteria within each of the four sections of the grant application beginning on page 13. Notification of Year 1 funding will be no later than **September 27, 2004**.

Colorado
Read to Achieve
Grant Program

APPLICATION

For

...

(Typed Name of School or Consortium)

Consortium Application: __ yes __ no

Deadline: August 27, 2004

**Please select the number of years you plan to participate in Read to Achieve
and the amount of funding you are requesting:**

Participation:	**Amount Requested:**
Full 3 years ___	Fiscal Year 1: $_____
Years 1 & 2 Only ___	Fiscal Year 2: $_____
Year 1 Only ___	Fiscal Year 3: $_____

(As outlined on attached budget form for each year of the grant .)

Submit to:
Anetta Stevens
Colorado Department of Education
201 East Colfax, Room 501
Denver, CO 80203
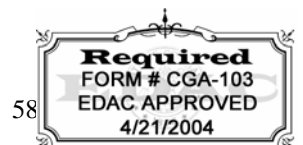
Read to Achieve PART 1 – SIGNATURE PAGE

School District Information:

School District: _____

Mailing Address: _____

School District Authorized Representative:_____Telephone:_____

Fax:_____Email:_____

School District Fiscal Manager:_____Telephone: _____

Name of School District Board President:_____

Signature of Board President: _____

School Building Information:

Name of School:_____ **Telephone:**_____

Name of Principal: _____ **Name of Grant Contact:** _____

Signature of Principal: _____ **Signature of Grant Contact:** _____

Principal Email Address: _____ **Grant Contact Email Address:** _____

If more than one building is participating from the same school district, please attach a sheet with the above school information for all schools participating in the consortium.

Evaluation Agreement:

I understand that if our school does not submit every required piece of Read to Achieve Evaluation Data, by the deadline, our grant will not be renewed for subsequent funding.

Signature of Principal: _____ Signature of Grant Contact:_____

Signature of School District Authorized Representative:_____

❖ **In consideration of the receipt of these grant funds, the Board agrees to the certifications attached (p 12).**
❖ **Use this sheet if applying as a single building or as part of a consortium within your school district only.**
❖ **Make sure to signify how many years you are applying for and the amount requested. Please note: The number of years cannot be increased after submission of this application.**
❖ **Attach a brief abstract of the proposal (no more than 200 words).**

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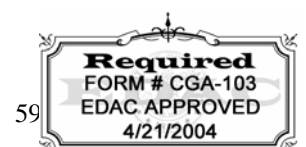
READ TO ACHIEVE
PART 1a – SIGNATURE PAGE
<u>CONSORTIUM APPLICATION</u>
MULTIPLE DISTRICTS

Lead School District: _____

Name of Consortium Contact:_____Telephone:_____

Mailing Address:_____

Fax:_____Email:_____

---

1. Name of School District: _____

   Name of Board President: _____   **Signature of Board President:** _____

   Name of School: _____   **Signature of Principal:** _____

   Name of School: _____   **Signature of Principal:** _____

2. Name of School District: _____

   Name of Board President: _____   **Signature of Board President:** _____

   Name of School: _____   **Signature of Principal:** _____

   Name of School: _____   **Signature of Principal:** _____

If more districts and/or schools are participating, please attach a sheet with the above information for each additional school/district.

In participating as part of this consortium and in the receipt of these grant funds, the Boards of the school districts listed above agree to the certifications attached.

If applying as a consortium with a school district or school districts other than your own, you must complete this signature page as well as (Part 1) for your individual school district.

Required
FORM # CGA-103
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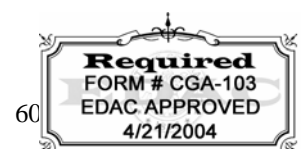
PART II: BUDGET INSTRUCTIONS

When completing the proposed budget and budget narrative, it is recommended that $1,000 per pupil be used for estimating final spending costs. Please note: Subsequent funding for fiscal years 2 and 3 of the Read to Achieve grant program is contingent upon appropriations made by the Colorado State Legislature.
Since the final sub-grant amounts are not known at this time, provide a fairly general budget that will conform to the object code categories that school districts use in their accounting system. When the applications have been reviewed, final grant amounts will be determined and a more detailed budget for the first year may be required. The final budget will comply with the application review comments and the proposed budget.

Please remember that no grant funds can be obligated or spent until a final budget has been received and approved by CDE.

The proposed budget and the budget narrative should support the activities that are proposed in the application. There should be a clear relationship between the proposal activities and where the funds are going to be spent.

Examples of the types of expenses that may be included in each object category are listed below for guidance only. **As a reminder, expenses that will not be funded include: technological equipment (e.g., computers/laptops, LCDs, Palm Pilots), capital needs (including bookshelves or other furniture), out-of-state travel, and conferences that are not specific to your program.** Your budget narrative should give enough detail so that the appropriate object category can be confirmed.

Instructional Program. Instruction includes the activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location, and in other learning situations such as those involving co-curricular activities. It also may be provided through some other approved media such as television, radio, telephone and correspondence. Included here are the activities of paraprofessionals, aides, tutors, and classroom assistants.

Support Program. Support services provide administrative, technical, and logistical support to facilitate and enhance instruction. These services exist as adjuncts for fulfilling the objectives of instruction, and can include professional development for teachers directly related to programs for specifically identified 2nd and 3rd grade students.

(0100) Salaries - Amounts paid for personal services for both permanent and temporary employees. Amounts for instruction, planning, etc. should be broken out.

(**200) Employee Benefits** - Amounts paid for personal services for both permanent and temporary employees. Amounts for instruction, planning, administration, etc. should be broken out.

(300)   Purchased Services - Consultant fees, professional educational services and other

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services performed by persons or firms with specialized skills and knowledge. Other purchased services could include items such as telephone, travel, printing and postage expenditures.

(500) Other Purchased Services – Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies/Materials - Office supplies, books, and other general supplies.

(800) Other Expenses - For any items that are not classified above. This category should be very limited in the amounts and type of items included. A detailed explanation of all items in this category must be included.

Some expenditures may cross object category lines. For example, community services or parental involvement may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

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Certifications

Schools/districts/consortiums that accept funding through the Read to Achieve Grant Program agree to the following certifications:

1. The applicant will annually provide the Colorado Department of Education such information as may be required to determine if the grantee is making satisfactory progress toward achieving the funded activities. This includes participation in evaluations or studies and the submission of an annual progress report.

2. The school will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.

3. Funded sites will be expected to cooperate with the Department in the development and submission of certain reports to meet certain guidelines and requirements. *All grantees must work with and provide requested data to the successful contractor(s) in the evaluation of the Read to Achieve program.* In addition, funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

4. IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days notice if it is deemed by the Colorado Department of Education that the applicant is not fulfilling the funded program as specified in the approved project application.

5. The applicant may subcontract for work to be performed, but shall retain sole responsibility for the project and shall be the only direct recipient of funds.

Project modifications and changes in the approved budget may be requested in writing and be approved in writing by the Colorado Department of Education <u>before</u> modifications are made to the expenditures. <u>Diana Martinez, of CDE's Grants Fiscal Management Unit will be the contact person for any modifications</u>. Diana may be contacted by e-mail at martinez_d@cde.state.co.us or by telephone at (303) 866-6868.

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<div style="border:1px solid">

Read to Achieve Evaluation Rubric
2004-2005

</div>

Proposal # _____   **Reviewer**
    _____

Total Points: ____/60

Section 1:   Needs Assessment   15 Points
Provide a clear statement of both (1) student needs and (2) need for teacher support.   Specifically:

Student Needs. What are your students' needs related to student achievement for all populations of students (baseline or pre-assessment data)? How many students qualify? How many will be served?

> ➢ Append appropriate baseline data for the students to be served which address the Read to Achieve eligibility requirements related to academic performance. You must list the number of second and third grade students who have below grade level literacy and reading comprehension skills placing them on ILPs according to the amended CBLA criteria.

> ➢ Disaggregate your baseline (or pre-assessment) data to allow a clear picture of performance across the population of students participating within your school, e.g., race/ethnicity, English Language Learners (ELL), Special Needs students.

Need for Teacher Support. To get your students to where they need to be, do you have any staff development needs?
> ➢ Include a description of teacher/staff capacity to implement the proposed program. Provide an analysis of needs related to the professional development of teachers and other staff.

Does Not Meet Standard	**Meets Standard** **7-15 points**
• Provides unclear or inconclusive evidence of students' needs OR does not provide evidence based on analysis of disaggregated performance data (screening, progress monitoring, and end-of-year proficiency).	• Clearly indicates reading needs of all students eligible to be served based on comprehensive analysis of disaggregated academic performance data (screening, progress monitoring, and end-of-year proficiency).
• Fails to address amended CBLA criteria effectively.	• Clearly addresses amended CBLA criteria.
• Lacks clarity in identifying professional development needs in the areas of reading instruction OR fails to indicate use of needs assessment data.	• Clearly indicates the professional development needs of teachers and other staff in the area of reading instruction based on thorough analysis of needs assessment data.

Total points for section _____/15

Comments:

Section 2:   Research-Based Plan of Action for Intensive Instruction   25 Points

> Provide clear assessment plan (for screening, progress monitoring, end-of-year proficiency) as well as a plan to move toward amended CBLA guidelines for assessment by Fall 2005 (see pages 11-12 of Attachment A).

> Provide action plan that addresses intensive instruction. Be as specific as possible, providing objectives, activities, timelines, and persons responsible.

> Make sure the actions selected are based on strategies *proven successful* and show connections between data and intervention.

> Provide **rationale** for the research-based intensive instruction and its relationship to needs defined in needs assessment.

> Address how you will implement the **allowable activities** described on page three of the RFP including attention to the CBLA proficiencies for the eligible 2nd and 3rd grade students within your school, necessary integration with regular classroom instruction, and inclusion of sufficient time.

Does Not Meet Standard	Meets Standard 15-25 points
• Provides incomplete assessment plan (for screening, progress monitoring, end-of-year proficiency) that does not adequately address amended CBLA guidelines.	• Clearly indicates current and transition assessment plan (for screening, progress monitoring, end-of-year proficiency) using amended CBLA guidelines.
• Provides incomplete plan that does not adequately address intensive instruction.	• Details specific action plan that fully addresses intensive instruction that meets SBRR and has been proven successful.
• Includes little or no reference to proven strategies.	• Demonstrates connection within plan to strategies *proven successful* and demonstrates connection between data and intervention.
• Provides little or no evidence of rationale behind choices.	• Clearly indicates rationale for choices of instruction.
• Provides little or no information on implementation of **allowable activities.**	• Fully addresses implementation of **allowable activities.**
• Fails to include relevant information related to CBLA proficiencies for 2nd and 3rd grade, integration with regular classroom instruction, and/or use of time.	• Includes convincing evidence of attention to CBLA proficiencies for 2nd and 3rd grade, necessary integration with regular classroom instruction, and inclusion of sufficient time.

Total points for section_____ /25

Comments:

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Section 3: Focus, Leadership, & Sustainability   10 Points

- ➢ Provide evidence that your school &/or consortium is likely to succeed in implementing the program(s)/strategies within this grant proposal. Build a case for (1) clarity of focus and (2) effective leadership team.

- ➢ Address how you will integrate successful practices and strategies derived from this program into the ongoing operation of the school, e.g., how they support the school's/district's accreditation goals.

- ➢ Describe how the proposed project will be continued once the grant dollars have expired. For example, how will your school be restructured to maintain successful practices?

Does Not Meet Standard	**Meets Standard** **5-10 points**
• Fails to provide evidence to support capacity for success.	• Provides convincing evidence that school &/or consortium is likely to succeed, including clarity of focus and effective leadership team.
• Fails to indicate how practices and strategies derived from this program will affect the operation of the school.	• Clearly addresses how successful practices and strategies derived from this program will be integrated into the ongoing operation of the school.
• Does not indicate plan for continuation of efforts after funds have expired.	• Indicates effective plan for continuation of reform efforts after funds have expired.

Total points for section _____/10

Comments:

Section 4: Cost-Effective Budget   10 Points

➢ Include a cost-effective budget, both a line item and narrative description, <u>in addition</u> to using the attached budget summary form.

➢ If the budget contains activities covering two or three years, the budget narrative and line items need to contain specifics for each year. To assist readers in evaluating per pupil costs, clearly indicate the number of pupils to be served.

➢ Indicate how these funds will be leveraged with other private, local or federal dollars.   If you are partnering with other schools, describe how funds will be leveraged and how dollar efficiency will be increased.

Does Not Meet Standard	Meets Standard 5-10 points
• Includes description with limited detail or clarity for how dollars will be allocated across the year(s) of the grant. • Does not provide a clear indication of students served. • Fails to address how dollars will be leveraged.	• Includes a cost-effective budget for between 1 and 3 years with appropriate narrative and line item descriptions for activities and matching plan of actions. • Provides clear indication of students served. • Provides clear picture of leveraging dollars from various funding streams to enhance effects of effort.

Total points for section _____/10

Comments:

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Read to Achieve Funded Schools 2004-2005

Region	District	School
Pikes Peak	Academy School District 20	Academy International Elementary School
		Douglass Valley Elementary School
		Edith Wolford Elementary School
		Pine Valley Elementary School
		Pioneer Elementary School
		Prairie Hills Elementary School
		Rockrimmon Elementary School
Metro	Adams 12 Five Star Schools	Arapahoe Ridge Elementary School
		Cherry Drive Elementary School
		Colorado Virtual Academy (COVA)
		Cotton Creek Elementary School
		Malley Drive Elementary School
		North Mor Elementary School
		Riverdale Elementary School
		Rocky Mountain Elementary
		Stukey Elementary School
		Wyco Drive Elementary School
		Adams County School District 12 Consortium
		Coronado Hills Elementary School
		Federal Heights Elementary School
		Mc Elwain Elementary School
		North Star Elementary School
		Thornton Elementary School
Metro	Adams County School District 14	**Adams County School District 14 Consortium**
		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 School District 28J	Altura Elementary School
		Arkansas Elementary School
		Clyde Miller Elementary School
		Crawford Elementary School
		Dalton Elementary School

		Dartmouth Elementary School
		Fulton Elementary School
		Kenton Elementary School
		Lansing Elementary School
		Montview Elementary School
		Vassar Elementary School
		Yale Elementary School
Southwest	**Archuleta County School District 50 Jt**	**Pagosa Springs Elementary School**
Northeast	**Arriba-Flagler School District C-20**	**Flagler Elementary School**
Northeast	**Bennett School District 29J**	**Bennett Elementary School**
Metro	**Boulder Valley School District 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 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
		Kohl Elementary School
		Lafayette Elementary School
		Louisville Elementary School
		Mesa Elementary School
		Monarch K-8 School
		Nederland Elementary School
		Pioneer Bilingual Elementary School
		Ryan Elementary School
		Sanchez Elementary School
		Superior Elementary School
		University Hill Elementary School
		Whittier Elementary School
North Central	**Briggsdale School District Re-10**	**Briggsdale School District Re-10 Consortium**
		Briggsdale Elementary School
		Pawnee Elementary School
		Prairie Elementary School

Metro	**Brighton School District 27J**	**Brighton School District 27J Consortium**
		North Elementary School
		Northeast Elementary School
		South Elementary School
North Central	**Brush School District Re-2(J)**	**Beaver Valley Elementary School**
Northwest	**Buena Vista School District R-31**	**Avery/Parsons Elementary School**
North Central	**Burlington School District Re-6J**	**Burlington Elementary School**
Pikes Peak	**Canon City School District Re-1**	**Canon City School District Re-1 Consortium**
		Harrison Elementary School
		Lincoln Elementary School
		Madison Exploratory School
		Mc Kinley Elementary School
		Skyline Elementary School
		Washington Elementary School
Southwest	**Centennial School District R-1**	**Centennial Elementary School**
Metro	**Cherry Creek School District 5**	**Antelope Ridge Elementary School**
		Arrowhead Elementary School
		Canyon Creek Elementary School
		Cimarron Elementary School
		Dry Creek Elementary School
		Eastridge Community Elementary School
		Fox Hollow Elementary School
		Holly Hills Elementary School
		Independence Elementary School
		Indian Ridge Elementary School
		Polton Community Elementary School
		Ponderosa Elementary School
		Rolling Hills Elementary School
		Sagebrush Elementary School
		Sunrise Elementary School
		Timberline Elementary School
		Trails West Elementary School
		Village East Community Elementary
		Walnut Hills Community Elementary
		Cherry Creek School District 5 Consortium 1
		Creekside Elementary School
		Elementary 37
		Cherry Creek School District 5 Consortium 2
		Dakota Valley Elementary School
		Elementary 38

Pikes Peak	**Cheyenne Mountain School District 12**	**Cheyenne Mountain Elementary School**
Metro	**Clear Creek School District Re-1**	**Carlson Elementary School**
Pikes Peak	**Colorado Springs School District 11**	**Roosevelt Edison Charter School** **Washington Elementary School**
Pikes Peak	**Cotopaxi School District Re-3**	**Cotopaxi Elementary School**
Pikes Peak	**Cripple Creek-Victor School District Re-1**	**Cresson Elementary School**
Southeast	**Crowley County School District Re-1-J**	**Crowley County Elementary School**
West Central	**De Beque School District 49Jt**	**De Beque Elementary School**
West Central	**Delta County School District 50(J)**	**Garnet Mesa Elementary School** **Hotchkiss Elementary School** **Lincoln Elementary School** **Paonia Elementary School**
Metro	**Denver County School District 1**	**Beach Court Elementary School** **Connections Academy** **Denver County School District 1 Consortium"A"** Ashley Elementary School Columbine Elementary School Hallett Elementary School Harrington Elementary School Mitchell Elementary School Moore Elementary School Palmer Elementary School Phillips Elementary School Smith Elementary School Swansea Elementary School Whittier Elementary School Wyman Elementary School **Denver Co. School District 1 Consortium "J"** Barnum Elementary School Valverde Elementary School **Garden Place Elementary** **Teller Elementary School** **Wyatt-Edison Charter Elementary**
Metro	**Douglas County School District Re 1**	**Acres Green Elementary School** **Bear Canyon Elementary School** **Buffalo Ridge Elementary School** **Castle Rock Elementary School** **Heritage Elementary School**

		Mountain View Elementary School **Northridge Elementary School** **Parker Core Knowledge Charter School** **Pine Grove Elementary School** **Pine Lane Primary School** **Prairie Crossing Elementary School** **Renaissance Outward Bound Exp** **Sand Creek Elementary School** **Sedalia Elementary School** **Summit View Elementary School**
Southwest	**Durango School District 9-R**	**Park Elementary School** **Animas Valley Elementary School** **Florida Mesa Elementary School** **Fort Lewis Mesa Elementary School** **Needham Elementary School**
Pikes Peak	**Eads Elementary School**	**Eads School District Re-1**
Northwest	**Eagle County School District Re 50**	**Eagle County School District Re 50 Consortium** Avon Elementary School Edwards Elementary School Red Hill Elementary **Eagle County School District Re 50 Consortium** Gypsum Elementary School Meadow Mountain Elementary School
Southeast	**East Otero School District R-1**	**La Junta Primary Grade Center**
North Central	**Eaton School District Re-2**	**Eaton School District Re-2 Consortium** Benjamin Eaton Elementary School Eaton Elementary School Galeton Elementary School
Metro	**Elizabeth School District C-1**	**Elizabeth School District C-1 Consortium** Running Creek Elementary School Singing Hills Elementary School
Pikes Peak	**Ellicott School District 22**	**Ellicott Elementary School**
Metro	**Englewood School District 1**	**Englewood School District 1 Consortium** Cherrelyn Elementary School Clayton Elementary School Charles Hay Elementary School Bishop Elementary School Maddox Elementary School

Pikes Peak	**Falcon School District 49**	**Evans Elementary School**
		Falcon Elementary School
		Meridian Ranch Elementary
		Remington Elementary School
		Ridgeview Elementary School
		Springs Ranch Elementary School
		Stetson Elementary School
		Woodmen Hills Elementary School
Pikes Peak	**Florence School District Re-2**	**Fremont Elementary School**
		Penrose Elementary School
North Central	**Fort Morgan School District Re-3**	**Fort Morgan School District Re-3 Consortium**
		Columbine Elementary School
		Green Acres Elementary School
		Pioneer Elementary School
Pikes Peak	**Fountain School District 8**	**Aragon Elementary School**
		Mesa Elementary School
		Mountainside Elementary School
Northwest	**Garfield School District 16**	**Bea Underwood Elementary School**
Metro	**Gilpin County School District Re-1**	**Gilpin County Elementary School**
North Central	**Greeley School District 6**	**Ann K Heiman Elementary School**
		Bella Romero Elementary
		Billie Martinez Elementary School
		Cameron Elementary School
		Centennial Elementary School
		Chappelow Arts and Literacy
		Christa McAuliffe Elementary School
		Dos Rios Elementary School
		East Memorial Elementary School
		Harold S Winograd Elementary School
		Jackson Elementary School
		Jefferson Elementary School
		Madison Elementary School
		Meeker Elementary School
		Monfort Elementary School
		Scott Elementary School
		Shawsheen Elementary School
		University Schools
West Central	**Gunnison Watershed School District Re1J**	**Gunnison Community School**

Pikes Peak	**Harrison School District 2**	**Monterey Elementary School** **Stratmoor Hills Elementary School**
Southeast	**Huerfano School District Re-1**	**Peakview Elementary**
Metro	**Jefferson County School District R-1**	**Columbine Hills Elementary School** **Compass Montessori Charter School** **Dutch Creek Elementary School** **Edgewater Elementary School** **Eiber Elementary School** **Elk Creek Elementary** **Foothills Elementary School** **Foster Elementary School** **Green Mountain Elementary School** **Jefferson Co. School District R-1 Consortium** Green Gables Elementary School Peiffer Elementary School **Jefferson Co. School District R-1 Consortium** Hutchinson Elementary School Rooney Ranch Elementary School **Kendallvue Elementary School** **Kyffin Elementary School** **Kullerstrand Elementary School** **Leawood Elementary School** **Lumberg Elementary School** **Marshdale Elementary School** **Molholm Elementary School** **Normandy Elementary School** **Parr Elementary School** **Patterson Elementary School** **Peck Elementary School** **Prospect Valley Elementary School** **Russell Elementary School** **Ryan Elementary School** **Stein Elementary School** **Stevens Elementary School** **Swanson Elementary School** **Thomson Elementary School** **Vanderhoof Elementary School** **Vivian Elementary School**
North Central	**Keenesburg School District Re-3(J)**	**Cardinal Community Academy Charter**
Southeast	**Las Animas School District Re-1**	**Las Animas Elementary School**

Pikes Peak	**Lewis-Palmer School District 38**	**Lewis-Palmer School District 38 Consortium**
		Grace Best Elementary School
		Lewis Palmer Elemenetary School
		Prairie Winds Elementary School
		Ray E. Kilmer Elementary School
Northeast	**Limon School District Re-4J**	**Limon Elementary School**
Metro	**Littleton School District 6**	**Eugene Field Elementary School**
		Lois Lenski Elementary School
Southwest	**Mancos School District Re-6**	**Mancos Elementary School**
West Central	**Mesa County Valley School District 51**	**Columbine Elementary School**
		Dos Rios Elementary School
		Rocky Mountain Elementary School
		Shelledy Elementary School
		Tope Elementary School
West Central	**Montrose County School District Re-1J**	**Montrose County School District Consortium**
		Johnson Elementary School
		Cottonwood Elementary School
		Northside Elementary School
		Oak Grove Elementary School
		Olathe Elementary School
		Pomona Elementary School
Northeast	**Northeast BOCES**	**Northeast BOCES Consortium**
		Akron Elementary School
		Haxtun Elementary School
		Holyoke Elementary School
Northwest	**Park County School District Re-2**	**Edith Teter Elementary School**
Pikes Peak	**Peyton School District 23 Jt**	**Peyton Elementary School**
Pikes Peak	**Pikes Peak BOCES**	**Pikes Peak BOCES Consortium**
		Edison Elementary School
		Hanover Elementary School
		Miami/Yoder Elementary School
North Central	**Poudre School District R-1**	**Bacon Elementary School**
		Bauder Elementary School
		Bennett Elementary School
		Cache La Poudre Elementary School
		Dunn Elementary School
		Irish Elementary School

Laurel Elementary School
O'Dea Elementary School
Putnam Elementary School
Red Feather Lakes Elementary School
Riffenburgh Elementary School
Shepardson Elementary School
Tavelli Elementary School
Werner Elementary School

Pikes Peak	**Pueblo City School District 60**	**Belmont Elementary School**
		Benjamin Franklin Elementary School
		Bessemer Elementary School
		Bradford Elementary School
		Carlile Elementary School
		Columbian Elementary School
		Eva R. Baca Elementary School
		Fountain Elementary School
		Goodnight Elementary School
		Haaff Elementary School
		Heritage Elementary School
		Highland Park Elementary School
		Irving Elementary School
		Minnequa Elementary School
		Morton Elementary School
		Olga A. Hellbeck Elementary School
		Park View Elementary School
		Pueblo Charter-Arts and Sciences
		Somerlid Elementary School
		South Park Elementary School
		Spann Elementary School
		Sunset Park Elementary School
Pikes Peak	**Pueblo County Rural School District 70**	**Prairie Winds Elementary School**
		<u>**Pueblo Co.Rural School District 70 Consortium**</u>
		Beulah Elementary School
		Rye Elementary School
		Sierra Vista Elementary School
		Vineland Elementary School
Northwest	**Roaring Fork School District Re-1**	**Basalt Elementary School**
Southeast	**Rocky Ford School District R-2**	**Liberty Elementary School**
		Washington Primary School
Northwest	**Salida School District R-32**	**Longfellow Elementary School**
Southwest	**Sierra Grande School District R-30**	**Sierra Grande Elementary School**

Southeast	**Springfield School District Re-4**	**Springfield Elementary School**
Northeast	**Stratton School District R-4**	**Stratton Elementary School**
Northwest	**Summit County School District Re-1**	**Summit County School District Re-1 Consortium** Dillon Valley Elementary Frisco Elementary School Silverthorne Elementary School Breckenridge Elementary School Summit Cove Elementary School Upper Blue Elementary School
North Central	**Thompson School District R-2J**	**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** **Van Buren Elementary School** **Winona Elementary School**
North Central	**Weld County School District RE-1 (Gilcrest)**	**Gilcrest Elementary School** **Pete Mirich Elementary School** **Platteville Elementary School**
North Central	**Weld County School District Re-8**	**Leo William Butler Elementary School** **Twombly Primary School**
North Central	**Weldon Valley School District Re-20(J)**	**Weldon Valley Elementary School**
Northwest	**West Grand School District 1-Jt.**	**West Grand Elementary School**
Metro	**Westminster School District 50**	**Baker Elementary School** **Clara E. Metz Elementary School** **Fairview Elementary School** **Flynn Elementary School** **Francis M. Day Elementary School** **Harris Park Elementary School** **Mesa Elementary School** **Sherrelwood Elementary School** **Skyline Vista Elementary School** **Sunset Ridge Elementary School**

Tennyson Knolls Elementary School
Westminster Elementary School
Westminster Hills Elementary School
Vista Grande Elementary School

|		
North Central	**Wiggins School District Re-50(J)**	**Wiggins Elementary School**
Pikes Peak	**Woodland Park School District Re-2**	**Columbine Elementary School** **Gateway Elementary School**
Northeast	**Wray School District RD-2**	**Wray Elementary School**

R2A Student Profile Data

I. Program Goals and Objectives

Each school reported by grade level on what the relative instructional emphasis was for each of the following five components of reading:

Grade 2	*Grade 3*	
26%	33%	Comprehension
16%	11%	Phonemic Awareness
20%	15%	Phonics
16%	18%	Vocabulary
19%	20%	Fluency
3%	3%	*Motivation (Optional)*

Across grade levels, the primary emphasis tends to be Comprehension followed by Fluency. At third grade, a stronger emphasis was put on Comprehension than was in second grade, and equal emphasis was put on fluency.

Program Goals and Objectives
Grade 2

Program Goals and Objectives
Grade 3
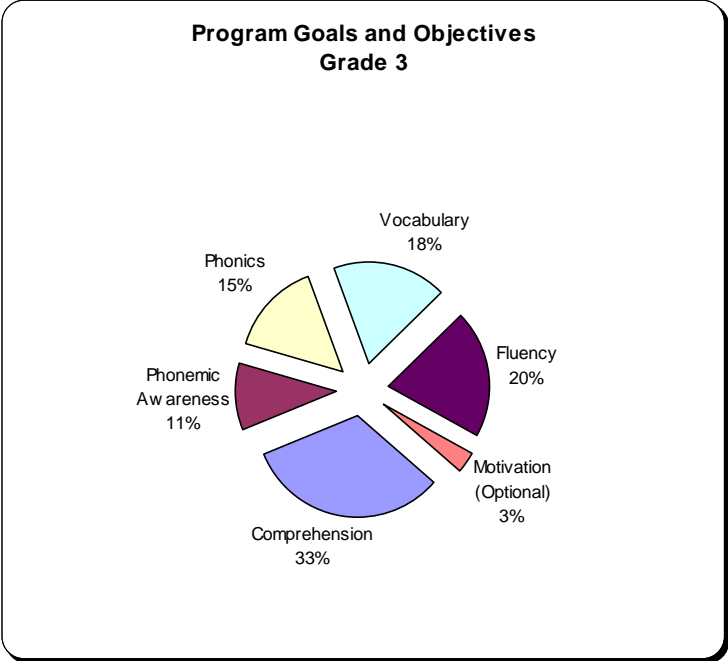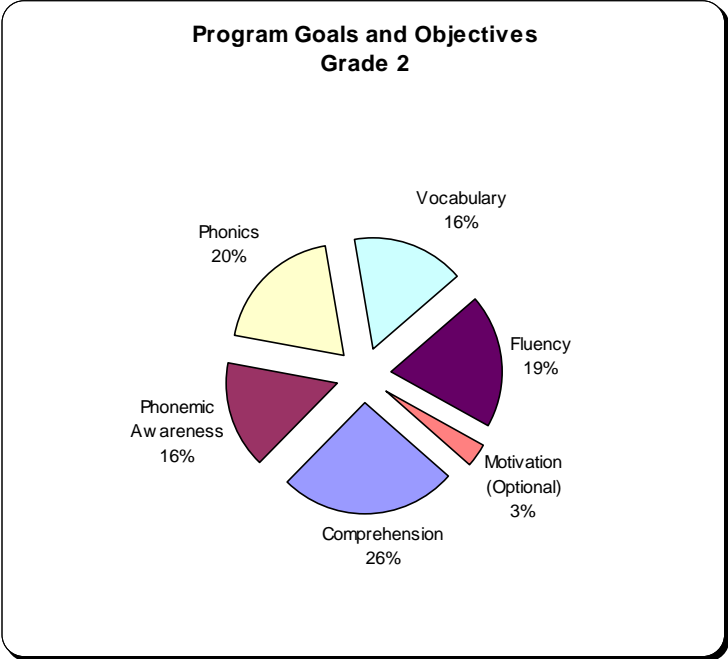
II. Program Structures

Each school reported the relative emphasis in their programs of various structures for the delivery of instruction. Pull-out was by far the most used instructional technique, followed by extended day and in-class support. Summer program was the least used.


Relative emphasis of various structures for the delivery of instruction
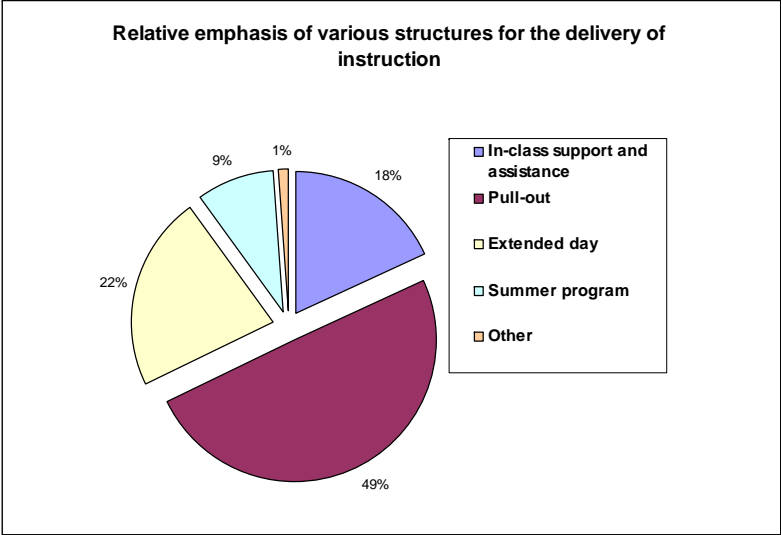
School responses for how programs were to be integrated into the regular instruction for students indicates that regular coordination with classroom teacher was most used. The use of same instructional approaches as classroom, and use of different instructional approaches than classroom were equally used. School wide staff development was the least used strategy.

Program Integration Into Regular Instruction
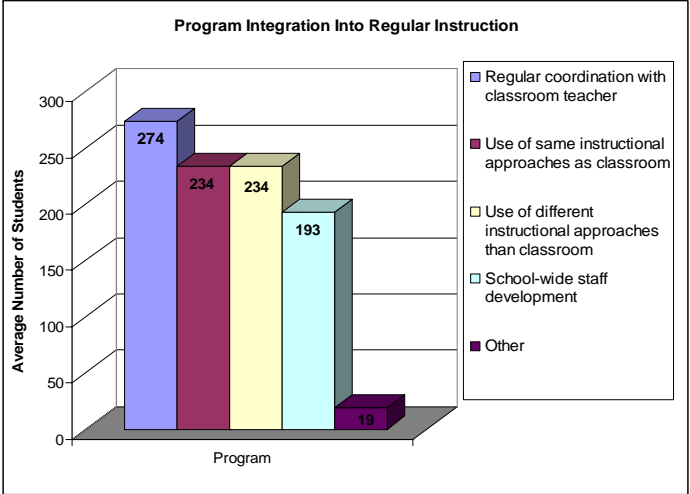
III. Instructional Strategies

Schools were asked how closely prescribed the delivery of instruction to students was in their program. The majority reported that their instruction as being structured (55%) followed by very prescribed (32%). Generally framed was the least used (12%) instructional technique.


How Closley Prescribed is the Delivery of Instruction
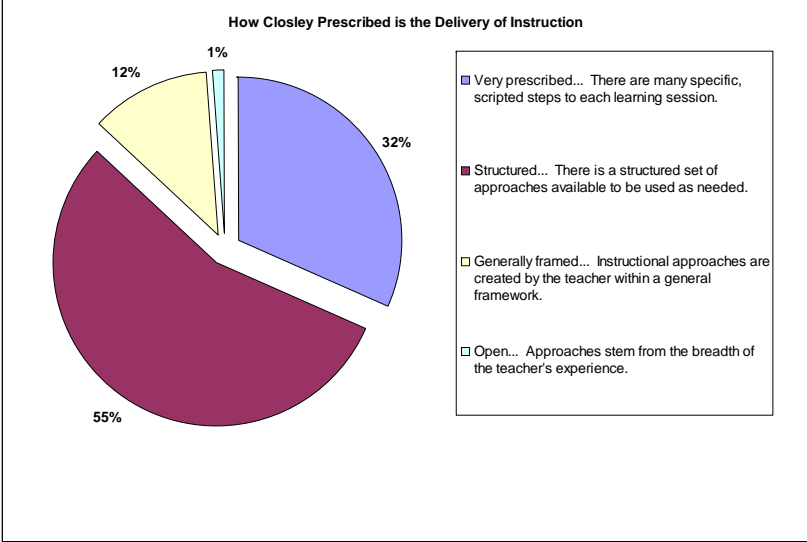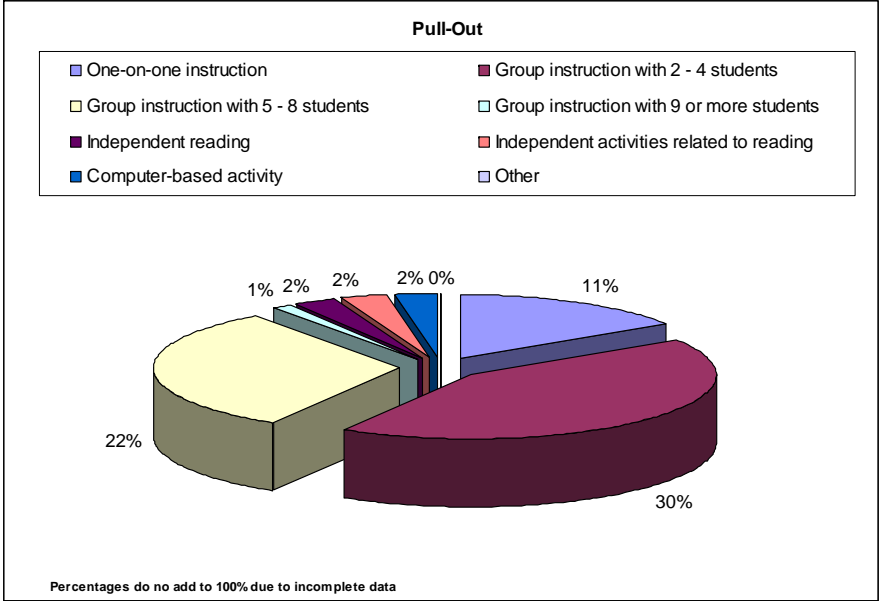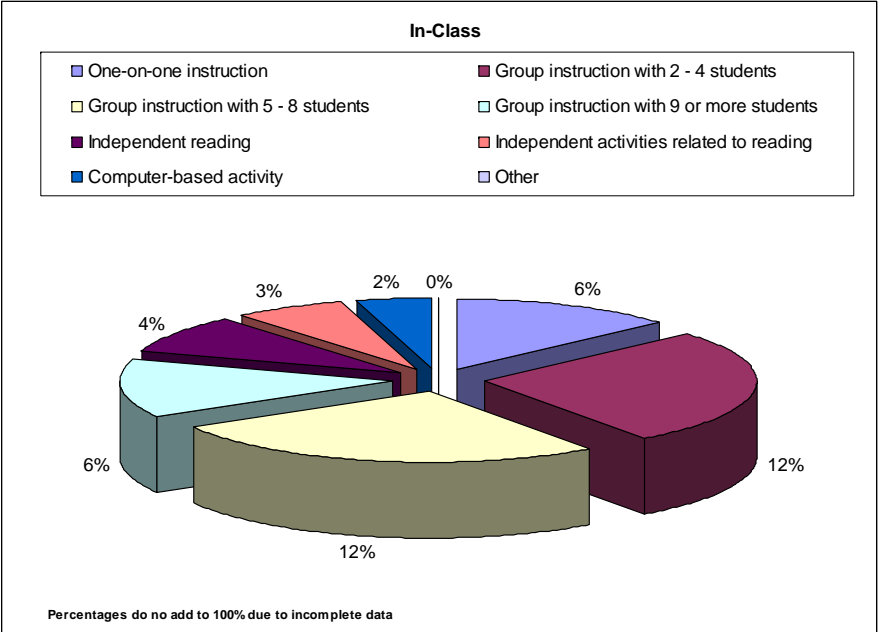
IV. Student Experiences

The chart below displays how much instructional time students receive from the various programs. Pull-out and in-class assistance involved the most
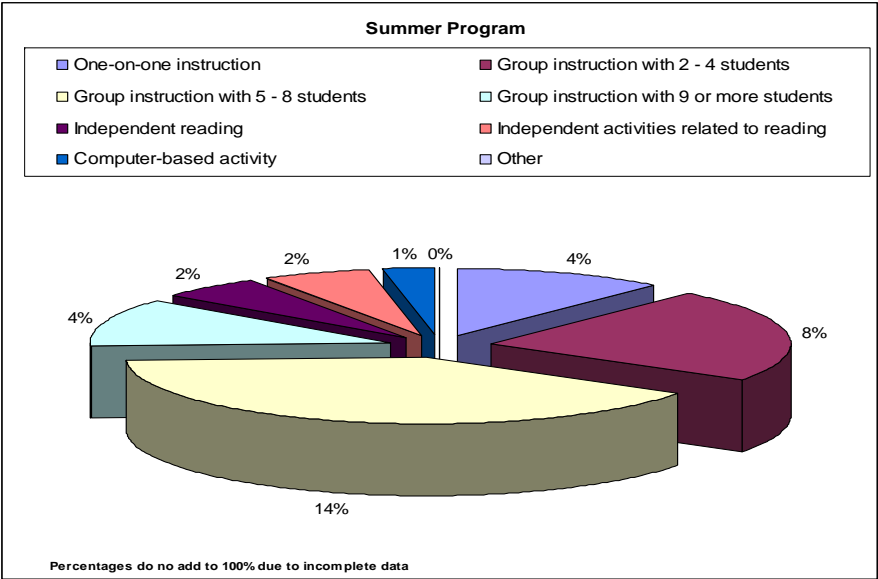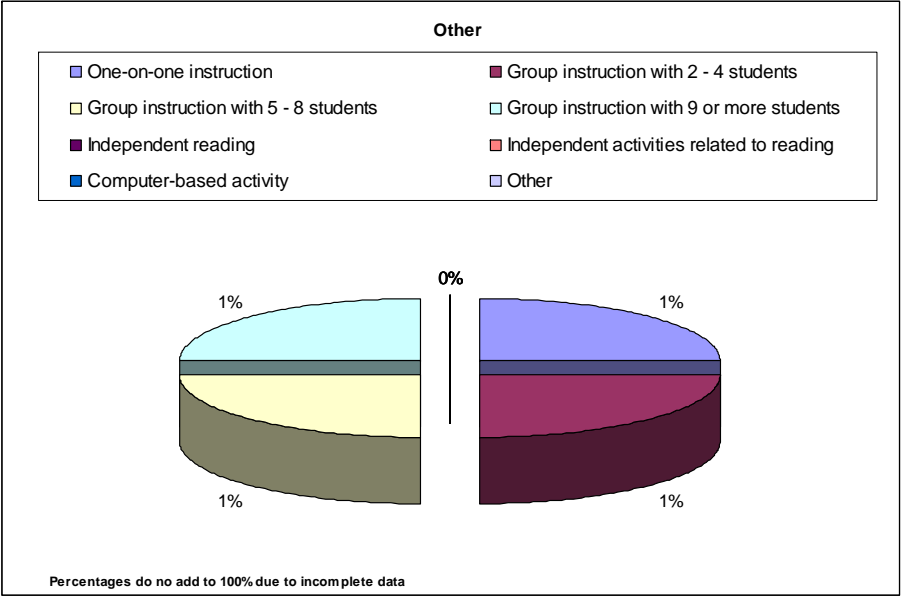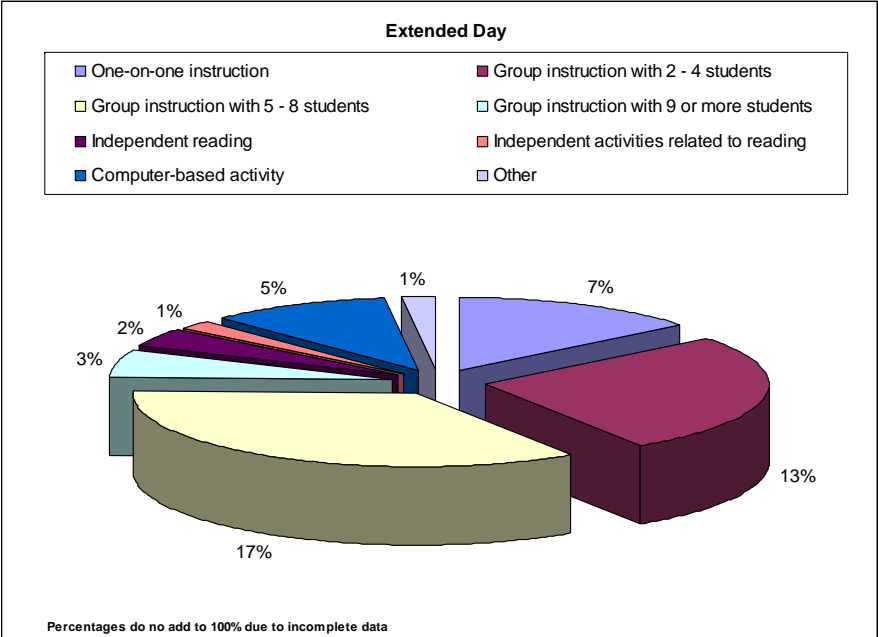
instructional time with the typical student receiving 63 hours and 22 hours respectively of reading intervention over the course of the program.

Instructional Time Student Receive From Program
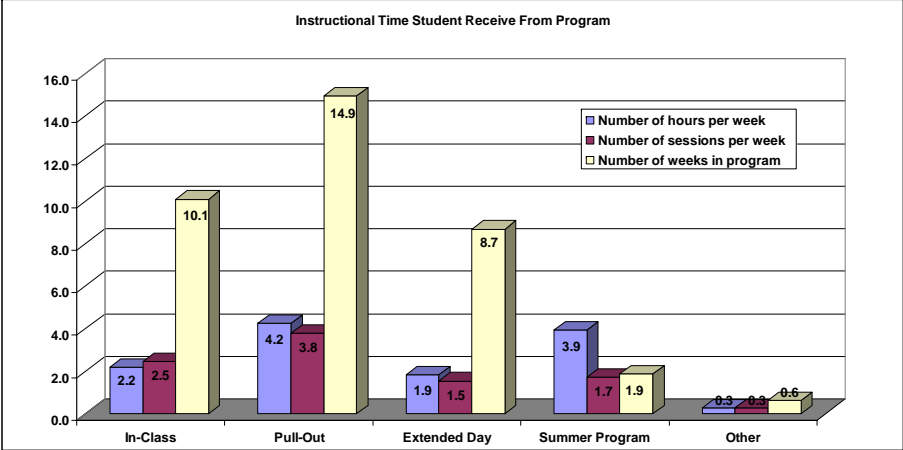
Each school reported how instructional time was being spent for the majority of students. Group instruction with 2-8 students accounted for the most use of instructional time, followed by one-on-one instruction. There were five separate categories that each school reported on; in class, pull-out, extended day, summer program, and other. Below are summary results for each of these categories.

In-Class

Percentages do no add to 100% due to incomplete data

Pull-Out

Percentages do no add to 100% due to incomplete data

81

Extended Day

☐ One-on-one instruction   ☐ Group instruction with 2 - 4 students
☐ Group instruction with 5 - 8 students   ☐ Group instruction with 9 or more students
☐ Independent reading   ☐ Independent activities related to reading
☐ Computer-based activity   ☐ Other

1%   5%   1%   7%
2%
3%
13%
17%

Percentages do no add to 100% due to incomplete data

Other

☐ One-on-one instruction   ☐ Group instruction with 2 - 4 students
☐ Group instruction with 5 - 8 students   ☐ Group instruction with 9 or more students
☐ Independent reading   ☐ Independent activities related to reading
☐ Computer-based activity   ☐ Other

1%   0%   1%
1%   1%

Percentages do no add to 100% due to incomplete data

Summer Program

☐ One-on-one instruction   ☐ Group instruction with 2 - 4 students
☐ Group instruction with 5 - 8 students   ☐ Group instruction with 9 or more students
☐ Independent reading   ☐ Independent activities related to reading
☐ Computer-based activity   ☐ Other

2%   2%   1%   0%   4%
4%
8%
14%

Percentages do no add to 100% due to incomplete data

Appendix A

Program Profile: Year 1 Update

School Name _____ 295 _____

Today's Date _____

Directions: Please provide your best estimate to the following items in the blanks provided. If you
indicate "Other" in answering an item, please provide detail in the space provided. Note that the
word "program", as used here, refers to those efforts that are funded by Read to Achieve dollars.
This form should require less than 30 minutes to complete.

I. Program Goals and Objectives

1 For each grade level in your program, what is the relative instructional emphasis for each of the following
Five Components of Reading?
(Assign percentages that sum to 100% for each grade level column)

Grade 2	Grade 3	
26	33	Comprehension
16	11	Phonemic Awareness
20	15	Phonics
16	18	Vocabulary
19	20	Fluency
3	3	*Motivation (Optional)*

II. Program Structures

1 Our program was designed to serve approximately 24 second graders and
22 third graders. This represents approximately 35% of our school's second graders
and 33% of our school's third graders.

2 What is the relative emphasis in your program of various structures for the delivery of instruction?
(Assign percentages that sum to 100%)

18	In-class support and assistance
49	Pull-out
22	Extended day
9	Summer program
1	Other (please specify) : _____

3 In what ways is the program planned to be integrated into the regular instruction for students?
(Check all that apply)

274	Regular coordination with classroom teacher
234	Use of same instructional approaches as classroom
234	Use of different instructional approaches than classroom
193	School-wide staff development
19	Other (Please Specify): _____

III. Instructional Strategies

1 How closely prescribed is the delivery of instruction to students in your program?

(Check one)

32%   Very prescribed... There are many specific, scripted steps to each learning session.

55%   Structured... There is a structured set of approaches available to be used as needed.

12%   Generally framed... Instructional approaches are created by the teacher within a general framework.

1%   Open... Approaches stem from the breadth of the teacher's experience.

IV. Student Experiences

1 How much instructional time do students receive from the program?

(Enter number in box by type of program)

	In-Class	Pull-Out	Extended Day	Summer Program	Other
Number of hours per week	2.2	4.2	1.9	3.9	0.3
Number of sessions per week	2.5	3.8	1.5	1.7	0.3
Number of weeks in program	10.1	14.9	8.7	1.9	0.6

2 For the majority of students in each type of program, how will the instructional time be spent?

(For each column, assign percentages to sum to 100%)

	In-Class	Pull-Out	Extended Day	Summer Program	Other
One-on-one instruction	6	11	7	4	1
Group instruction with 2 - 4 students	12	30	13	8	1
Group instruction with 5 - 8 students	12	22	17	14	1
Group instruction with 9 or more students	6	1	3	4	1
Independent reading	4	2	2	2	0
Independent activities related to reading	3	2	1	2	0
Computer-based activity	2	2	5	1	0
Other:_____	0	0	1	0	0

V. Programs & Assessments

1 Please list any reading program used in Read to Achieve: Soar to Success, Read Naturally, Lindamood Bell, Leveled Text Guided Reading, Hampton Brown Phonics Street, Reading Basics, Lexia

Please list any assessment used in Read to Achieve:

Screening	DIBELS, DRA, QRI, BOE, DERA
Progress Monitoring	DIBELS, DRA, Running Records,
Diagnostic	DIBELS, DRA, QRI, DERA, Running Records
Outcome	CSAP, BEAR, DERA, DIBELS, QRI, NWEA - MAP

Read to Achieve Budget and Evaluation Sessions
February 2005

Welcome! We will be offering trainings on the 2004-2005 Read to Achieve Evaluation & Budget procedures **February 22 - March 1**. This required session is the training day you were asked to budget into Year 1. These trainings will focus on the end of year evaluation reporting and other important Read to Achieve information. Please pick one of two sessions on the day you would like to attend.

Each school **must** have one representative attend one of the sessions (we ask that each school send no more than two representatives to a session).   This representative should be the person who will complete the end of year budget and evaluation paperwork.

Please Note: Sessions will be limited to 50 participants.

February 22: Colorado Springs – 9-11am and 1-3 pm
> **TESLA Center**
> **2560 International Cir.**
> **Colorado Springs, CO 80910**
> **(719) 520-2556**

February 23: Denver – 9-11 am and 1-3 pm
> **Park Hill Golf Course**
> **4141 E. 35th Ave.**
> **Denver, CO 80207**
> **(303) 333-5411**

February 24: Greeley –9-11 am and 1-3 pm
> **Evans Community Complex**
> **1100 37th Street**
> **Evans, CO 80620-2036**
> **(970) 339-5344**

February 25: Denver –9-11 am and 1-3 pm
> **MCREL (Wells Fargo Building)**
> **2250 South Parker Road**
> **Aurora, CO 80014**
> **(303) 337-0990**

March 1: Grand Junction –9-11 am
> **Grand Junction Holiday Inn**
> **755 Horizon Drive**
> **Grand Junction, CO 81502**
> **(970) 243-6790**

COLORADO BASIC LITERACY ACT (CBLA)
ASSESSMENT GUIDELINES FOR
DETERMINING THIRD GRADE READING PROFICIENCY
(revised July 2004)

Rules for the Administration of the *Colorado Basic Literacy Act (CBLA)* were revised May 2004 to reflect what we know currently about how to teach and assess reading and to align with the Colorado content standards and assessment frameworks.

Revisions include
- new definitions of the five components of reading (comprehension, phonemic awareness, phonics, vocabulary, and fluency) and of adequately validated accepted scientific standards
- changes regarding expected proficiencies at each grade level (K-3) across the five components of reading
- clarifications regarding assessment instruments to be used in terms of
     1. the scientific standards criterion and
     2. the purposes of assessment
          - Screening: *To identify who needs to be placed on individual literacy plans based on needs related to specific grade level proficiencies*
          - Progress Monitoring: *To monitor progress of students who are on individual literacy plans*
          - End-of-Year Proficiency: *To assess proficiency levels at the end of grades K-3*

The final section of the CBLA Rules delineates rules for use of assessment instruments (4.01-4.05). In order for students to receive the necessary instruction within the five components of reading in grades K-3, schools must carefully monitor students' reading performance. Assessments must (1) inform reading instruction, (2) provide information about student growth, and (3) yield information about students' reading in relationship to the defined proficiency levels at each grade level. In addition, the assessment criteria approved by the State Board of Education within the new Rules focus on *adequately validated accepted scientific standards that reflect the complexity of the reading process.*

To comply with the revised Rules[3], Colorado districts must
1. provide a body of evidence for each K-3 student that includes information from screening, progress monitoring, and end-of-year proficiency assessments[4]
2. include within the body of evidence at each grade level individual reading assessments that are based on rigorous, systematic and objective procedures that allow the user to predict with confidence that a decision [*regarding instruction or intervention*] is appropriate[5]
3. identify assessments within the body of evidence that meet technical standards for reliability and validity[6]
4. include within the body of evidence information on each of the five components of reading
5. participate in the State Third Grade Reading Assessment (CSAP)

Body of Evidence (BOE) Guidelines for Grades K-3
The CBLA Rules require that a body of evidence (BOE) include multiple measures of student performance over time including a variety of text structures, response formats, and administrative procedures (individual, small group, whole group). To establish reliability of practice, teachers need to be trained in systematic and objective procedures before administering assessments. A BOE that follows rigorous and consistent procedures allows teachers to access information for guiding reading instruction to monitor student growth toward proficiencies. Following is an overview and sampling of assessments that may be used within the Body of Evidence.

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[3] Full implementation of revised rules will occur by Fall 2005. A document specifying CBLA assessment guidelines for grades 4-10 will be available August 2004.
[4] Definitions of three purposes from CBLA Rules are included. While CBLA does not specifically address "in depth" or diagnostic assessments, these additional tools are administered as individual student needs require.
[5] Expectation for *rigor* in administration relates to the definition of *adequately validated accepted scientific standards* within CBLA Rules and connotes consistent procedures for administering, scoring, and interpreting data.
[6] Meeting technical standards for reliability and validity was addressed in the original CBLA Rules (3.04) and was not changed in the revised rules.

Read to Achieve
Online Achievement Data Collection
Spring 2006

**PLEASE READ INSTRUCTIONS BEFORE ENTERING DATA**

This new Read to Achieve Data Collection is replacing the Achievement Data Tables used in previous years. This data collection will allow all schools to submit the end of year achievement data online. A memo containing login and password information for the Read to Achieve Data Collection will be e-mailed and mailed to each school in November. You will need this memo when you login to this collection. You do not have to enter all of your data at one time; you may access the collection as many times as you need before submitting your data. If your school needs an additional copy of this memo, please contact Kim Burnham at 303.866.6916 or burnham_k@cde.state.co.us to receive your login and password. Please note: Your school's data must be entered by the June 5, 2006 deadline to be eligible for 3rd year funding.

STEP 1: READ TO ACHIEVE DATA COLLECTION LOGIN

Go to the Read to Achieve website (http://www.cde.state.co.us/cdecomp/R2A_EvalForms.htm) and click on the 'Achievement Data Collection' link. You will now see the page below. Click on the 'Enter the data collection now'.
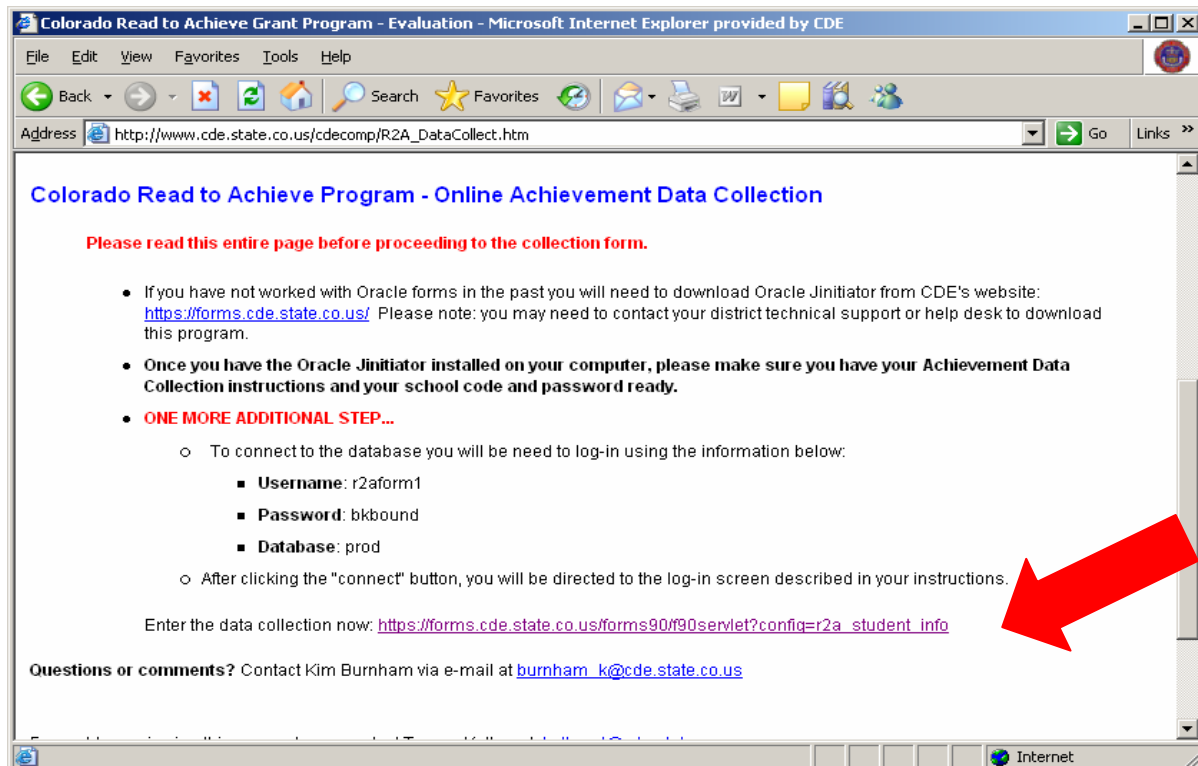
➔ Once you have clicked on this link, one of two things will occur. One, your computer will check for compatibility and you will see the 'JInitiator' prompt (you will need to follow the prompted steps) or two, you will go directly to the 'Oracle Forms Services Logon' page.
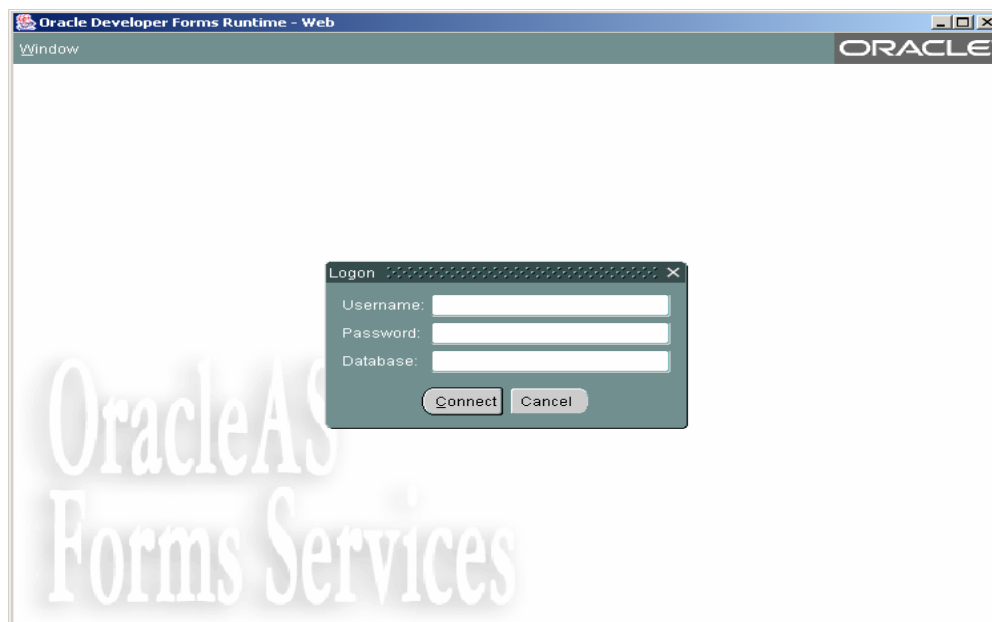
➔ You will be asked to enter the following information:
Username: r2aform1
Password: bkbound
Database: prod
After entering this information, press the 'Connect' button.

➔ You will now see the page titled 'Login'
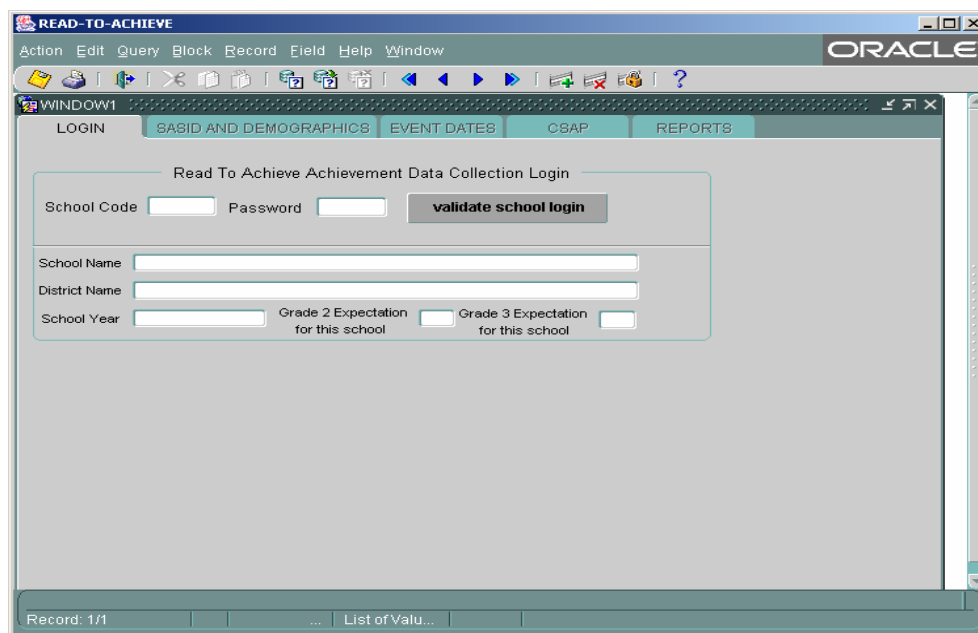
ENTER: School Code

ENTER: Password (please refer to the memo that was sent to your school with this information)

CLICK ON: Validate School Login

➔ Once you have clicked on the 'Validate School Login' button, your school name and district will appear in the boxes below. Please verify that this is your correct school and district name.

ENTER: Grade 2 CBLA Grade Level Expectation (refer to your CBLA Levels Definition Worksheet)

ENTER: Grade 3 CBLA Grade Level Expectation (refer to your CBLA Levels Definition Worksheet)

Once you have entered in all requested information on the login page, you may go to the 'SASID and Demographics' tab.

STEP 2: SASID AND DEMOGRAPHICS

➔ Once logged in, you may now enter in student information

ENTER: Student's 10 digit SASID (State Assigned Student ID)

***If you are having trouble locating this number, please check with the person in your school who has access to it (often someone in the front office) or your district assessment office.

CLICK ON: Lookup SASID

➔ Once you have entered the student's SASID and click on 'Lookup SASID,' the student's demographic information will appear

Verify: that the following information is correct: Student's Grade, Gender, Ethnicity, Special Ed Services (Yes or No), and English Language Learner (Yes or No). If any information is not correct, please make changes by selecting the correct item in the drop-down boxes.

ENTER: Whether or not this is a FULL Cycle Student

FULL CYCLE vs. ALL STUDENTS

Full Cycle refers to students who were with you for the full instructional cycle of your Read to Achieve program this year (even if you were funded in January).

All Students refers to any student who received Read to Achieve services (even if they were only in your program for a short time).

NOTICE: You will notice the red 'SAVE RECORD' button. You will need to come back to this button after visiting the 'EVENT DATES' and 'CSAP' tabs.

STEP 3: EVENT DATES & CSAP

ENTER: the date the student entered into **your** Read to Achieve program

ENTER: the Overall Assessment of Entry (Please refer to your CBLA Levels)

VERIFY: The Grade Level Expectation is what you entered in on the 'Login' page

ENTER: GRADUATION or EXIT date

> ### *EXIT vs. GRADUATION*
>
> A student will **GRADUATE** from your program if s/he met proficiency (achieved the grade level expectation determined on your CBLA Levels Definition Sheet.
>
> A student will **EXIT** your program if s/he is no longer being served or has not achieved the level of reading needed to graduate from the program. S/he may have moved or the program year may have ended and the student has not met the goal.
>
> **For the purposes of this form, each child who participated in your Read to Achieve Program must be Exited or Graduated from the program.**

ENTER: Overall Assessment at Exit or Graduation

NOTICE: the number of levels up or down will be calculated to the right of the Exit or Graduation information.

If the Student you are entering is a **2nd Grader**:

➔   You will **not** need to visit the 'CSAP' tab.

➔   You must GO BACK to the 'SASID and Demographics' tab and click on the red SAVE RECORD button. Once you have saved, you may begin entering another SASID. To enter another student, highlight the previous SASID and enter the new number. You will repeat the process for each 2nd grade student you enter. Don't forget to click on the 'Save Record' button. You DO NOT need to go back to the LOGIN page each time.

If the Student you are entering is a 3rd Grader:

➔   Click on the CSAP tab

ENTER: 3rd Grade Spring 2006 CSAP Reading Level. This number must be 1, 2, 3, or 4 (1= Unsatisfactory, 2=Partially Proficient, 3 = Proficient, 4 = Advanced).

ENTER: 3rd Grade 2006 Reading Score (Scale Score). This is a 3 digit number.

➜ You must GO BACK to the 'SASID and Demographics' tab and click on the red SAVE RECORD button. Once you have saved, you may begin entering another SASID. To enter another student, highlight the previous SASID and enter the new number. You will repeat the process for each 3rd grade student you enter. Don't forget to click on the 'Save Record' button. You DO NOT need to go back to the LOGIN page each time.

STEP 4: REPORTS

➜ Once you have entered in all of your student information, click on the 'Reports' tab.
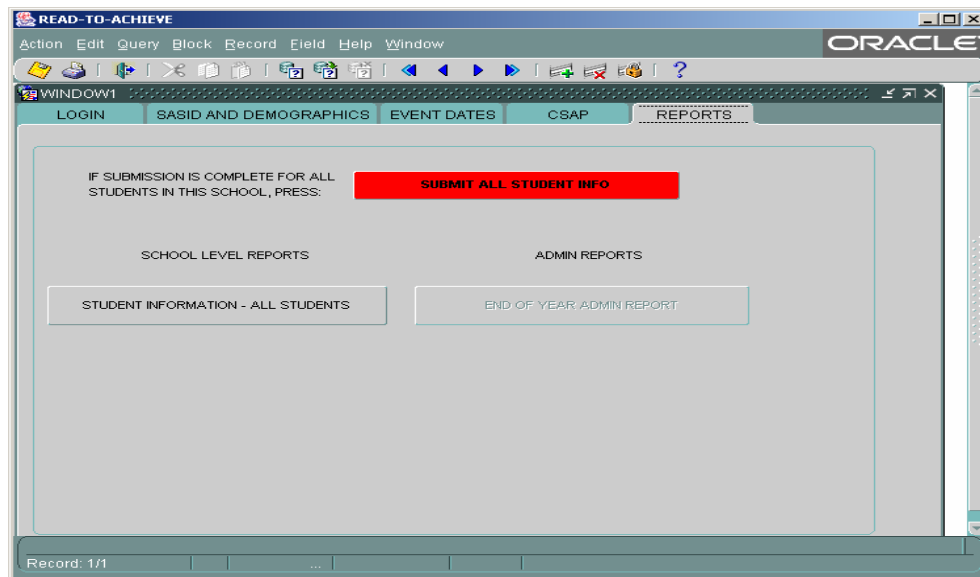
CLICK ON: the 'Student Information – All Students' button to review the data you entered and to print out hard copies. These are for your records only; you do not need to mail them to CDE.

➜ Once you have viewed your school's report and checked for errors, you may hit the 'Submit' button. **Please note:** Once you have pressed this button you will not be able to change or correct your data.

➜ Once you have selected submit, it is submitted directly to CDE. You may view the 'Evaluation Reports Received by CDE' page on the Read to Achieve website within the following 2 days after your submission to ensure your data has been received.

Congratulations! You have submitted your Read to Achieve Achievement Data for Year 2.

Please contact Kim Burnham if you have any questions or need technical assistance during this process. She can be reached at 303.866.6916 or burnham_k@cde.state.co.us.

Read to Achieve
Important Dates
2005

✓ **January 2005:** All Read to Achieve Round 2 Schools receive funding.

✓ **February 28:** Last day to submit budget revisions for Year 1.

✓ **February 22 – March 1:** Training for funded sites on required budget and evaluation forms. Registration and location information will be available on the Read to Achieve website (http://www.cde.state.co.us/cdecomp/r2a.htm) early February.

✓ **April 1: Program Profile: Year 1 Update** form received by CDE.

✓ **May 6:** Last day to submit revised budget and budget narrative for Year 2.

✓ **May 16 (Early Submission Schedule):** Schools' final evaluation materials (**CBLA Levels Definition** worksheet and the **Achievement Data Tables** for current 2nd and 3rd grade Read to Achieve Students) <u>received</u> by CDE. Please note: schools must submit all evaluation paperwork by all deadlines to be considered for subsequent years' funding.

✓ **June 1 (Regular Submission Schedule):** Schools' final evaluation materials (**CBLA Levels Definition** worksheet and the **Achievement Data Tables** for current 2nd and 3rd grade Read to Achieve Students) <u>received</u> by CDE. Please note: schools must submit all evaluation paperwork by all deadlines to be considered for subsequent years' funding.

✓ **August 1:** Final expenditure report due to CDE.