



## **Read To Achieve Grant Program**

**Pursuant to Senate Bill 07-192**

(22-7-901 through 22-7-909 C.R.S.)

Report to the Governor and the Education Committees  
of the Senate and the House of Representatives  
November 30, 2008



Colorado Department of Education  
Office of Teaching and Learning  
Literacy Grants and Initiatives Unit  
201 East Colfax Avenue  
Denver, Colorado 80203-1799  
<http://www.cde.state.co.us/cdecomp/r2a.htm>

## COLORADO STATE BOARD OF EDUCATION

Pamela Jo Suckla, Chairman.....	Third Congressional District	Slick Rock
Bob Schaffer, Vice-Chairman.....	Fourth Congressional District	Fort Collins
Elaine Gantz Berman.....	First Congressional District	Denver
Randy DeHoff.....	Sixth Congressional District	Littleton
Evie Hudak.....	Second Congressional District	Westminster
Peggy Littleton.....	Fifth Congressional District	Colorado Springs
Jane Goff.....	Seventh Congressional District	Arvada

**Dwight D. Jones:** Commissioner of Education  
**Robert Hammond:** Deputy Commissioner  
**Ken Turner:** Deputy Commissioner

### CDE Read To Achieve Grant Team Members

**Lorna Idol:** Assistant Director, Literacy Grants and Initiatives Unit  
**Ken Kronheim:** Senior Consultant, Literacy Grants and Initiatives Unit  
**John D. Love:** Communications Consultant, Read To Achieve

## Colorado Department of Education

### Organizational Commitment

The Colorado Department of Education dedicates itself to increasing achievement levels for all students through comprehensive programs of education reform involving three interlocking elements:

- A) High standards for what students must know and be able to do
- B) Tough assessments that honestly measure whether or not students meet standards and tell citizens the truth about how well our schools serve children
- C) Rigorous accountability measures that tie the accreditation of school districts to high student achievement

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

The following persons have been designated to handle inquiries regarding this policy:

**Patrick Chapman**

Colorado Department of Education  
1560 Broadway, Suite 1450  
Denver, CO 80202  
Phone: 303-866-6780  
E-mail: [chapman\\_p@cde.state.co.us](mailto:chapman_p@cde.state.co.us)

**Wendi Kispert**

Colorado Department of Education  
201 East Colfax Avenue  
Denver, CO 80203  
Phone: 303-866-6815  
E-mail: [Kispert\\_w@cde.state.co.us](mailto:Kispert_w@cde.state.co.us)

## Colorado State Board of Education: 2008



**DWIGHT D. JONES**  
Commissioner of Education  
Secretary to the State Board of Education



**MARY FRANCES NEVANS**  
Director of State Board Relations  
Office of the Colorado State Board of Education



**PAMELA JO SUCKLA (R)**,  
Chairman  
3rd Congressional District  
Slickrock, Colorado



**BOB SCHAFFER (R)**,  
Vice-Chairman  
4th Congressional District  
Fort Collins, Colorado



**ELAINE GANTZ BERMAN (D)**  
1st Congressional District  
Denver, Colorado



**RANDY DEHOFF (R)**  
6th Congressional District  
Littleton, Colorado



**EVIE HUDAK (D)**  
2nd Congressional District  
Westminster, Colorado



**PEGGY LITTLETON (R)**  
5th Congressional District  
Colorado Springs, Colorado



**JANE GOFF (D)**  
7th Congressional District  
Arvada, Colorado

## TABLE OF CONTENTS

❖	<b>EXECUTIVE SUMMARY.....</b>	<b>5</b>
❖	<b>PART I: BACKGROUND.....</b>	<b>6</b>
❖	<b>PART II: DESCRIPTION OF PROGRAM.....</b>	<b>8</b>
❖	<b>PART III: FIRST YEAR OUTCOMES AND RESULTS .....</b>	<b>11</b>
❖	<b>PART IV: EVALUATION OF PROGRAM OPERATION.....</b>	<b>19</b>
❖	<b>PART V: ATTACHMENTS .....</b>	<b>27</b>
	<b>Attachment A:</b> Amended Rules for the Administration of the Read To Achieve Program	
	<b>Attachment B:</b> Read To Achieve Board Members	
	<b>Attachment C:</b> 2007-08 Funded Sites	
	<b>Attachment D:</b> Senate Bill 07-192	
	<b>Attachment E:</b> 2008-09 Read To Achieve Assessment Schedule	
	<b>Attachment F:</b> 2008-09 Funded Sites	

## **EXECUTIVE SUMMARY**

Fiscal year 2007-2008 was the first year of a three-year Read To Achieve (RTA) grant program. During this year, 54 elementary schools participated in serving kindergarten, first-, second-, and third-grade students reading below the level established by the State Board of Education. Under the terms of this grant, each recipient must use the Read To Achieve assessment to demonstrate that the students enrolled in the intensive literacy programs are below grade-level for kindergarten, first-, second-, and third-grade students. Funded schools provided intensive, research-based reading intervention programs to over 3,500 students on Individual Literacy Plans (ILPs). Pursuant to the legislation that created Read To Achieve (22-7-902 C.R.S.), all funded schools are accountable for reaching the specific reading achievement goals or otherwise demonstrating that they are on pace to achieve grade-level proficiency in order to be recommended for subsequent year funding.

The Read To Achieve grant distributed \$5,067,784 to Colorado schools during the 2007-2008 school year. This funding enables schools to fund intensive reading programs for students whose reading readiness or literacy and comprehension skills fall below the level established by the State Board of Education.

During this first year of Read To Achieve (Funding Cycle III), 7 of the 54 participating schools received both Read To Achieve and Colorado Reading First funds. All 54 schools in the program also received Title I funding. Schools were able to leverage funds through these programs, allowing them to provide systematic, explicit, scientifically researched-based reading instruction and assessments. These funds were used to supplement, not supplant, monies currently used.

During the 2007-2008 school year, 73% of the 54 schools participating in Year 1 met or exceeded the statutory goal of at least 65% of students reaching achievement goals. Notably, more than half of the schools exceeded a goal of 80%.

This report is submitted to the Governor of Colorado, the Education Committees of the Colorado State Senate and House of Representatives detailing the progress made by the Read To Achieve grant program from July 1, 2007 through June 30, 2008. This report is divided into four sections: background information, description of program, Year 1 (Funding Cycle III) outcomes and results, and an evaluation of program operations.

## **I. BACKGROUND**

Senate Bills 00-71 and 00-124 established the Read To Achieve grant program in 2000. The resulting legislation enacted by the General Assembly is 22-7-901 through 22-7-909 Colorado Revised Statutes (C.R.S.).

The Tobacco Litigation Settlement Cash Fund provides an ongoing source of funds for the program. Ninety-seven percent of the funds are distributed directly to the recipient schools implementing researched-based, intensive reading programs. No more than 3% of the money appropriated from the cash fund may be used for the expenses incurred by the Read To Achieve Board in administering the grant program, as stipulated by statute. These administrative funds include professional development and support for grant applicants, networking of grant recipients, travel expenses for advisory board members and one full-time employee to provide ongoing support. One percent of these state funds are allocated for Board of Cooperative Educational Services (BOCES) in the state of Colorado.

### **Rules for Administering the Grant Program**

The Colorado State Board of Education is responsible for promulgating rules for the administration of the grant. This includes application procedures, eligibility criteria for schools, criteria for determining funding amounts, and procedures for evaluating the success of programs employed by recipient schools (See Attachment A for a copy of the Rules for Administration.). The Colorado Department of Education (CDE) administers the grant.

Each elementary school that receives Read To Achieve funding addresses specific expectations within the rubric outlined in the Request for Proposal issued by CDE. In order for schools to receive subsequent year funding, they must meet a statutory requirement that 65% of the students involved in the intensive reading program for the full instructional would perform at grade-level, or proficient on the CSAP at the end of the program. This is a substantial increase from the previous funding cycle in which schools had a statutory requirement that 25% of their students demonstrate proficiency. Schools not meeting the statutory requirement may receive funding with the Read To Achieve Board approval if they are able to demonstrate that their students are on pace to achieve grade-level proficiency on the state assessment in reading.

All of these requirements for receiving these dollars relate directly to the expectations of the Colorado Basic Literacy Act (CBLA) (22-7-501 through 22-7-505 C.R.S.). In May 2004, the rules of the CBLA were amended to reflect a tightening of assessment guidelines and proficiencies related to the five components of reading. In May 2007, the State Board of Education adopted three assessments (pursuant to 22-7-501 C.R.S.) for the CBLA. C.R.S. 22-7-906 requires that one of these assessments be identified by the State Board of Education as the Read To Achieve assessment.

### **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 originally designed specifically for second- and third-grade students. However, it has been changed to include of kindergarten, first-, second- and third-grade students whose reading skills are below the level established by the Colorado Board of Education to comply with the CBLA. Funded activities shall be used to supplement, and not supplant, any funds currently being used for such programs. Such programs may include, but need not be limited to reading academies operated as schools within schools for intensive reading instruction, extended-day reading programs, one-on-one or group tutorial services, after-school literacy programs, or summer school clinics. Any intensive literacy program funded through the grant for fourth-grade students may be offered only between third and fourth grades.

### **Duties of the Read To Achieve Board**

The Read To Achieve program is administered by the Read To Achieve Board. This Board consists of 11 members, no more than 6 of whom are from the same political party (See Attachment B for a listing of Board members). To meet the legislative intent of the grant program (22-7-902 C.R.S.), the Board, in partnership with the Colorado Department of Education, is responsible for the following:

1. The Read To Achieve Board shall solicit and review applications from eligible applicants only from eligible applicants.
2. Ensure that any intensive literacy program funded through the program for fourth-grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils literacy and reading comprehension skills to at least the proficiency level on the third grade Read To Achieve assessment.
3. The Read To Achieve Board shall select those eligible applicants that will receive grants and the duration and amount of each grant.
4. The Read To Achieve Board annual shall submit to the department a list of grant recipients and the amount to be awarded.
5. The Read To Achieve Board ensures that schools demonstrate that at least 65% of their students who completed a one-year cycle reached their achievement goals, or otherwise demonstrate that they are on pace to achieve grade-level proficiency.
6. The Read To Achieve Board ensures that each grant recipient shall use DIBELS as the common assessment for Read To Achieve.

## II. DESCRIPTION OF PROGRAM (July 1, 2007 - June 30, 2008)

### Population Served by the Read To Achieve Grant

Read To Achieve funds were granted to 54 schools, resulting in services for over 3,500 students during the 2007-2008 school year. (Please see Attachment C for a complete listing of funded schools.) This number represents funding for the approximate percentage of Colorado students in kindergarten, first, second, and third grades who are on Individual Literacy Plans (ILPs).

According to statute, the Read To Achieve Board is required to ensure, to the best extent possible, that grants are awarded to schools in a variety of geographic areas across the state. The following table shows the regional distribution of funds.

**Table 1: Distribution of Read To Achieve Funds Among Geographic Regions**

<b>First Funding Period (July 2007 - June 2008)</b>				
	<b>Grant Awards</b>		<b>Number of Read To Achieve Students</b>	
<b>Region</b>	<b>Funding Amount</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
Metro	\$1,982,399	45%	1663	44%
North Central	\$790,954	18%	584	15%
Northeast	\$108,117	3%	84	2%
Northwest	\$262,154	6%	504	13%
Pikes Peak	\$745,531	17%	560	16%
Southeast	\$196,660	4%	114	3%
Southwest	\$99,509	2%	88	2%
West Central	\$213,222	5%	202	5%
<b>Totals</b>	<b>\$4,398,546</b>	<b>100%</b>	<b>3799</b>	<b>100%</b>

**Note:** Total of \$4,398,546 plus \$52,773 to BOCES contract plus \$1,176 for internal CDE fees equals \$4,452,495.

This table highlights the amounts distributed to funded Read To Achieve schools in Year 1 of Funding Cycle III.

### Types of Services Provided by Schools

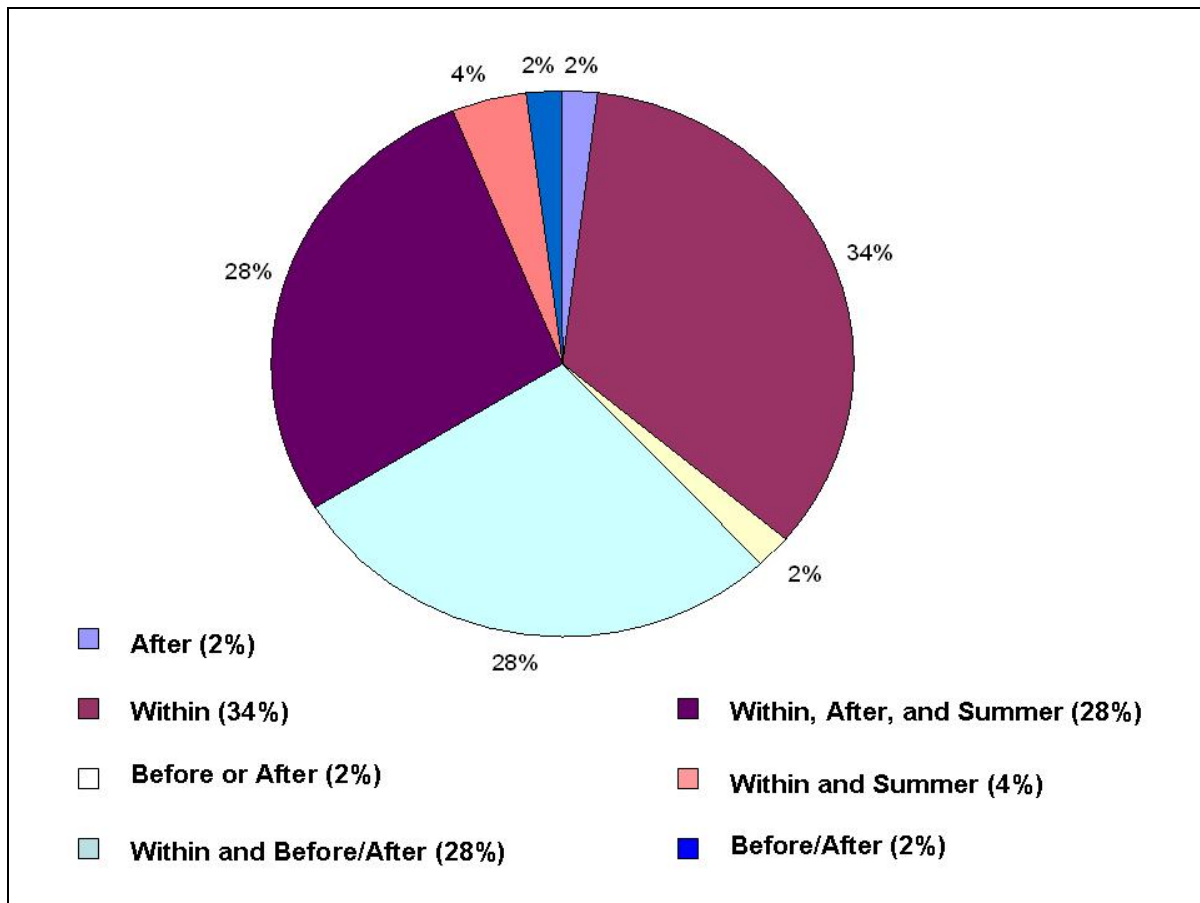
Year 1 provided research-based, intensive reading instruction based on needs assessment conducted in the schools to kindergarten, first-, second-, and third-grade students who were on ILPs. No specific program type is prescribed in the statute. Therefore, a variety of reading programs have been approved for funding based on the specific needs of each school. The proposed program is based on a research model that is proven to be successful in other public



schools in the nation (22-7-905(3) (b) C.R.S.). These programs may include, but need not be limited to reading academies for intensive reading instruction operated during the school day, extended-day reading programs, after-school literacy programs, or summer-school clinics.

Schools were assigned percentages to describe the types and emphasis of their delivery models. Schools reported that the most common emphasis consisted of intensive pull-out sessions within school programs (34%), followed by within-school, after-school, and summer-school programs (28%) and then programs that consisted of within and before and after-school (28%).

**Figure 1: Relative Emphasis Spent on Program Structures for Delivery of Read To Achieve Instruction**



Schools reported three types of delivery models. Fifty-five percent reported using a prescribed model keeping with the fidelity of the research-based program. Forty-two percent used a structured model and three percent used a generally framed delivery model.

## **Programming Support Provided by the Colorado Department of Education (CDE)**

During the new funding cycle (2007-2008), the RTA staff at CDE notified the schools of their application approval. Due to some budget constraints and late notification, the Board decided to forgo the Annual Networking Day. Instead, the Read To Achieve Board opted to have schools attend a DIBELS Training Institute. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is the assessment used in RTA schools to track student success in the five areas of reading. The five areas of reading are phonemic awareness, phonics, vocabulary, reading fluency and reading comprehension. The Board decided to support schools in understanding how to administer the assessment and to then use this information to guide instruction.

Each year, Read To Achieve has developed more powerful and efficient supports for grantees. This is evidenced by the use of automated evaluation tools, online supports that included Web-based conference calls, and participation in professional development opportunities such as the Colorado Reading Summit Conference and grant writing sessions.

CDE provided technical assistance and DIBELS assessment training. In addition, the Read To Achieve Board supports the reinstatement of the Annual Networking Day, which is a professional development day provided for RTA educators to experience positive, professional development. It is an opportunity to come together to hear the latest in reading research and to share what is working well in their programs.

A survey of RTA educators indicated an interest in wanting professional development on instructional strategies for ELL (English Language Learner) students. Plans were made to conduct several professional development sessions at different locations throughout the state to respond to this interest during the 2008-2009 year.

After thorough examination of program activities and procedures, the Read To Achieve Board, in collaboration with the CDE staff, worked to strengthen the program's effectiveness and school accountability.

### **III. FIRST YEAR OUTCOMES AND RESULTS**

#### **Description of Evaluation Process**

According to statute, the Read To Achieve program is a competitive grant program in which subsequent funding is contingent on the performance of each school that participates in the program. The requirements for funding eligibility are clearly defined in 22-7-905 C.R.S., Section 5:

A grant recipient that has previously received a grant shall be eligible for subsequent grants only if it is able to demonstrate that at least 65% of students who completed a one-year instructional cycle reached their achievement goals or otherwise demonstrate that they are on pace to achieve grade-level proficiency on the state assessment in reading for their grade levels.

Schools that received first-year funding were responsible for submitting all evaluation data by June 2008. Two types of data were submitted: student-level data and school-level data.

Student-level data included demographic information such as ethnicity, gender, whether students were English Language Learners (ELLs) and/or in need of Special Education services. Students were identified as being full-cycle or less than full-cycle. Less than full-cycle students were eliminated from funding analysis. Student data also included an analysis of third-grade DIBELS and the third-grade reading test of the Colorado Student Assessment Program (CSAP).

School-level data included information on the program profile. These data described the number of students the school expected to serve, and the details about the content, structure, and prescriptive nature of the Read To Achieve services.

The data were analyzed using the Statistical Package for Social Sciences (SPSS) v.13.0 and Microsoft Excel.

#### **Detail of Results**

During the 2007-2008 school year, 54 schools in 23 school districts received funding. The program was implemented in all grades – kindergarten through third grade – in 37 schools (69%). At the other schools, the program was implemented in different configurations of grade levels. Seventy-three percent (n = 39) of the 54 schools participating in Year 1 met or exceeded the statutory goal of at least 65% of students reaching achievement goals. Notably, more than half of the schools exceeded a goal of 80%. Twenty-seven percent (n = 15) did not reach the statutory goal. One of these schools requested funds for Year 1 only. However, the Board concluded that these schools were making significant progress toward achieving grade-level proficiency. These schools will be closely monitored during Year 2 of the current grant cycle (2008-2009).

Table 2 displays the number and percentage of schools in which the program was implemented by grade level.

**Table 2: Number and Percentage of Schools with Program Implemented by Grade Level**

<b>Grade</b>	<b>Number and Percentage Schools <u>with</u> Program Implemented</b>
Kindergarten	34/54 = 81%
Grade 1	48/54 = 89%
Grade 2	51/54 = 94%
Grade 3	50/54 = 93%

Across the grade levels, approximately 89% of students participated in the program for the entire year (see Table 2).

**Table 3: Percentage of Students in the Project for Full Cycle and for Less Than a Full Cycle by Grade Level (N = 3, 514)**

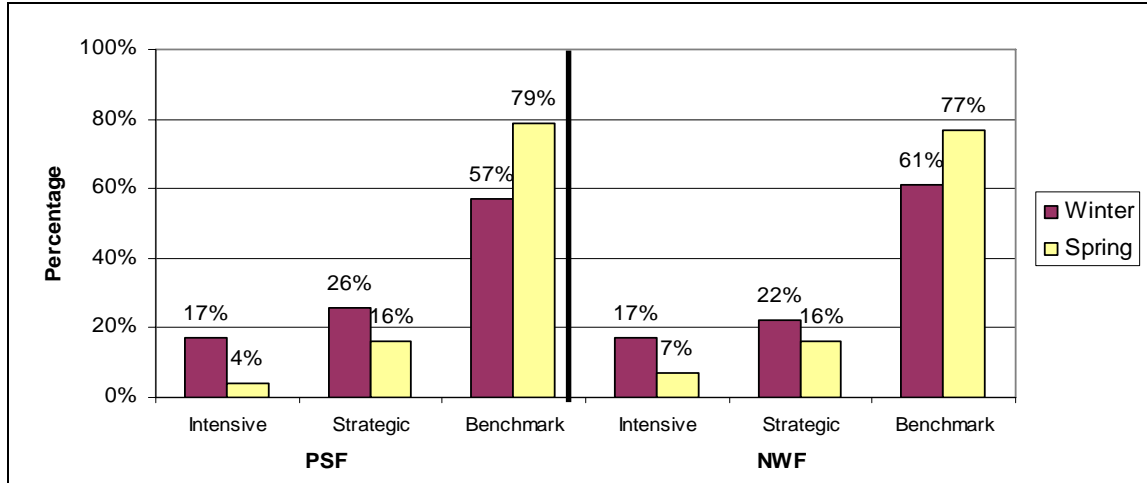
<b>Grade</b>	<b>Percentage</b>		<b>N</b>
	<b>Full Cycle</b>	<b>Less than a Full Cycle</b>	
Kindergarten	89%	11%	826
Grade 1	87%	13%	804
Grade 2	89%	11%	973
Grade 3	89%	11%	911

A total of 3,514 students were reported as participating in the Year 1 of the current cycle (see Table 3). An average of 11% of students across the grade levels did not complete a full cycle. This can be partially attributed to students who were not properly identified as either being full-cycle, or less than full-cycle. Schools also indicated that mobility contributed to this factor. These data indicated that the large majority of the students participating in the program remained for the full cycle.

### **Overall Student Performance by Grade Level**

Schools reported performance on two DIBELS measures for kindergarten: the Phoneme Segmentation Fluency (PSF), a measure of phonemic awareness, and Nonsense Word Fluency (NWF), a measure of the alphabetic principle and phonics. Both measures are strong indicators of reading readiness. The percentage of intensive and strategic students declined as the percentage of benchmark students increased from winter to spring. Three-quarters of the students reached benchmark in the spring on both measures, demonstrating an overall positive student growth (see Figure 2).

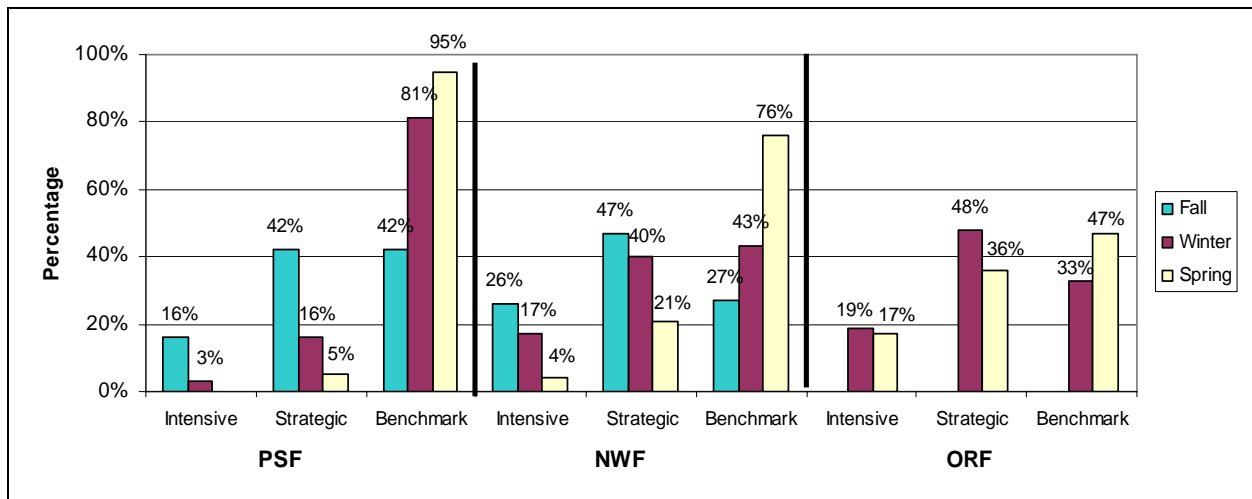
**Figure 2: Kindergarten: Percentage of Students at Each Level by DIBELS Measure**



Students in first grade were administered three measures: Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF) (see Figure 3).

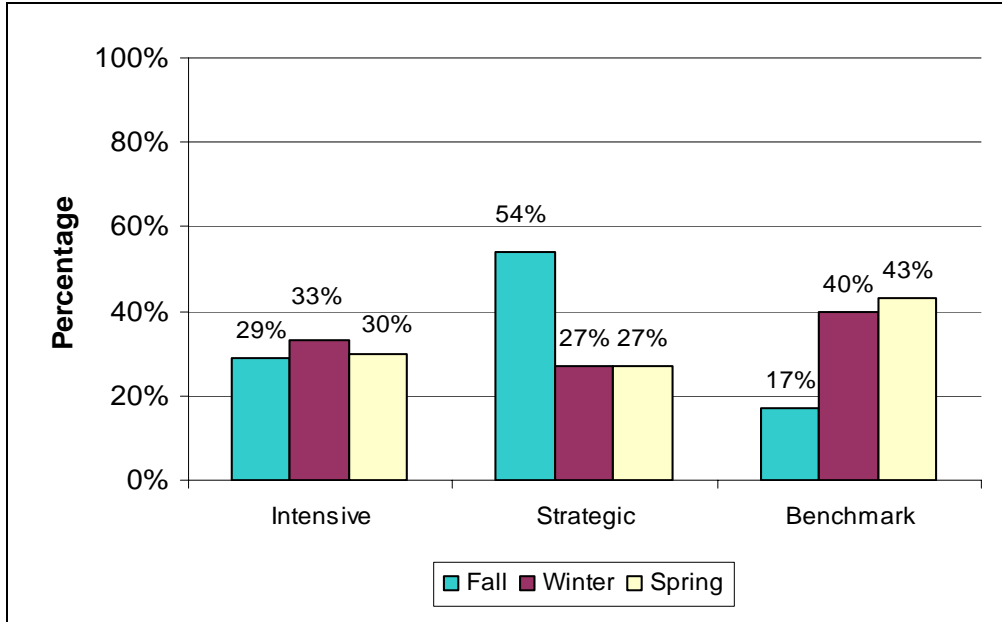
The ORF measures the level of accuracy and rate where decoding is relatively effortless. ORF predicts reading comprehension. The PSF and NWF trends were very similar to the kindergarten trends, but more dramatically represented desired trends for a successful program. ORF trends were moving in the right direction, but progress was minimal. This indicates an area for improvement.

**Figure 3: Grade 1: Percentage of Students at Each Level by DIBELS Measure**



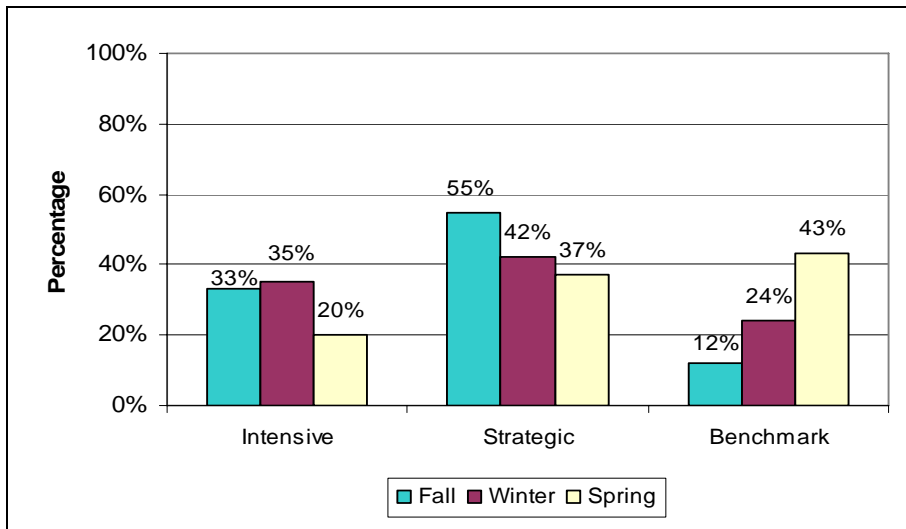
Second-grade students are only administered the ORF measure (see Figure 4). Trends for second-grade students indicate a major decline in strategic students from 54% to 27% and about two-out-of-five reached benchmark. When comparing the performance of students in kindergarten and first grade, progress in the second grade was less than moderate. This indicates an additional area of needed improvement.

**Figure 4: Grade 2: Percentage of Students at Each Level on the ORF**



Third-grade students showed a moderate decline for both intensive and strategic groups for ORF (see Figure 5). Students in the intensive category were reduced by 15% while students in the strategic instructional level were reduced by 27%. The percentage of students reaching benchmark increased an impressive 31 percentage points.

**Figure 5: Grade 3: Percentage of Students at Each Level on the ORF**



## Overall Student Performance by Special Classifications

The percentage of White/Non-Hispanic students (94%) meeting benchmark on the PSF exceeded the program's overall percentage of 87%, while the other ethnic groups fell short of this percentage (see Table 4). The percentage of Black/Non-Hispanic and American Indian/Native American students was substantially lower than the program's percentage. On the NWF, both the Hispanic and White/Non-Hispanic students did not perform as well as they did on the PSF, while the performance of other ethnic groups either remained the same or performed better. The percentages for the Hispanic, White/Non-Hispanic, and Black/Non-Hispanic students all clustered around the program's percentage. Except for White/Non-Hispanic, American Indian/Native American, and Asian/Pacific Islander students, the percentages of students in the other ethnic groups were lower than the program's percentage.

No substantial differences were found among the percentages of students meeting benchmark on all three measures. Percentages were generally quite similar to the overall program's benchmark percentage.

An important finding was that in the spring of 2008, ELL and non-ELL students performed similarly in meeting benchmarks on all three measures. The percentage of special education students meeting benchmark on all three measures was lower than that of non-special education students. The largest differences between these two groups were on the NWF and ORF measures.

Finally, Table 4 displays the percentage of students meeting benchmark in Spring 2008 on each DIBELS measure, broken down by key demographic characteristics. Because of the small number of American Indian/Native American and Asian/Pacific Islander students, percentages for these two ethnic groups should be interpreted with caution.

**Table 4: Overall Percentage of Students in Grades K-3 (combined) at Benchmark in Spring 2008 by Measure, Ethnicity, Gender and Language Proficiency**

Demographic Characteristics	Percentage (N) at Benchmark in Spring 2008		Matched N*	Percentage (n) at Benchmark in Spring 2008	Matched N**
	PSF	NWF		ORF	
<b>Colorado Read-to-Achieve – Overall</b>	87% (1,191)	76% (1,050)	1,376	44% (990)	2,257
<b>Ethnicity</b>			<b>1,369</b>		<b>2,351</b>
Hispanic	84% (698)	75% (623)	827	42% (600)	1,418
White, non-Hispanic	94% (351)	77% (285)	372	48% (300)	620
Black, non-Hispanic	75% (115)	75% (116)	154	35% (93)	263
American Indian or Native American	75% (12)	81% (13)	16	29% (10)	34
Asian or Pacific Islander	80% (8)	90% (9)	10	50% (8)	16
<b>Gender</b>			<b>1,375</b>		<b>2,352</b>
Female	88% (585)	78% (519)	666	44% (522)	1,180
Male	85% (604)	75% (532)	709	42% (495)	1,172
<b>English Language Learners (ELL)</b>			<b>1,369</b>		<b>2,351</b>
ELL	86% (465)	74% (403)	541	42% (411)	989
Non-ELL	87% (719)	78% (643)	828	44% (605)	1,362
<b>Special Education (SPED)</b>			<b>1,369</b>		<b>2,351</b>
SPED	76% (81)	58% (62)	106	26% (46)	174
Non-SPED	87% (1,103)	78% (984)	1,263	45% (970)	2,177

\* A student must have scores for both measures at the first and last testing points for a score to be included in the analysis.

\*\* Grade 1 ORF was administered only in winter and spring, while Grades 2 and 3 were administered fall, winter, and spring. Grade 1 ORF was matched winter to spring and grades 2 and 3 were matched fall to spring.



## Correlation Between the Grade 3 DIBELS Instructional Support Recommendations and the Reading Test of the Colorado Student Assessment Program (CSAP)

During this new grant cycle, the RTA staff will continue to monitor the correlation between DIBELS and CSAP.

Two different analyses were conducted to look at the relationship between the two assessments. Both analyses included all students with DIBELS ISR (Instructional Support Recommendations) scores/levels.

In the first analysis, the raw ORF scores were used to correlate with the CSAP performance levels using the Pearson R correlation. The correlation was 0.476 with  $p < 0.001$  which means that approximately 23% of the variance was accounted for by the two scores. Other factors contributed to the remaining variation in scores.

In the second analysis, a Chi-Square test was performed to determine if a relationship existed (see Table 5). A significant relationship was found between the two measures: ORF scores and CSAP performance levels. Table 5 shows that 50% of the students scored at the Intensive level on the DIBELS ISR and at the Unsatisfactory level on the CSAP; almost none of the students who scored at the Intensive level (88%) were proficient on the CSAP. Fifty-six percent of the students who scored at the Strategic level were not proficient on the CSAP; however, 44% of them were proficient. Over one third of the benchmark students (38%) were classified as being Not Proficient on the CSAP reading sub-test. Therefore, scoring at benchmark on the DIBELS was not a perfect prediction that a student would pass the statewide CSAP sub-test in reading.

**Table 5: Relationship Between Grade 3 DIBELS and CSAP Performance Levels, Spring 2008 (N = 851)**

DIBELS ISR	Percentage (n) of Students CSAP				N*
	Unsatisfactory	Partially proficient	Proficient	Advanced	
Intensive	50% (78)	38% (59)	12% (19)	1% (1)	157
Strategic	18% (53)	38% (113)	44% (132)	--	298
Benchmark	7% (26)	31% (112)	61% (218)	1% (4)	360
				TOTAL	851

\* All DIBELS ISR and CSAP scores were matched

\*\* Chi-square = 165.499; significance at  $p = 0.001$

Both analyses indicated that there was a moderate correlation between the DIBELS ISR and the CSAP reading test in the third grade. As schools become more proficient at data analysis and utilizing student achievement data to determine instructional needs, it is possible that students reaching Proficient and Advanced levels on the CSAP will increase.

## Future Outlook

This report contains information about the Year 1 performance of Read To Achieve schools, and some limited information about the types of services provided. This is the first cycle in which we will implement a standard set of measures for monitoring progress. These measures enable the Read To Achieve staff to monitor the progress of students as they work toward their grade-level literacy goals.

The DIBELS student assessment is quick to administer, yet it provides a wealth of information about where a child is on the continuum of reading skills. Using DIBELS sub-tests enables school literacy leadership teams to make informed decisions about the instructional needs of students in the program. This information also allows program administrators to make comparisons across programs, students, and classrooms.

Future evaluations using the DIBELS sub-tests should allow for better identification of program success. This will allow program administrators to compare the program structures, processes, and outcomes among schools that are performing at or above the statutory goal. In 2008-2009 the CDE will:

- Study the correlation between Grade 3 CSAP and Grade 3 DIBELS outcomes.
- Provide differentiated and optional professional development opportunities based on school needs.
- Monitor the administration, scoring and reporting of program assessments to determine the validity of the test data.
- Guide educators in the Read To Achieve schools in collecting, recording and reporting reliable and valid test information.
- Provide technical assistance and support.
- Maintain and update the Read To Achieve Web site to ensure it is a useful and current means of communicating with Read To Achieve educators.
- Conduct school visits to provide technical assistance and support to ensure that students are receiving supplemental reading time.
- Determine that the scoring and reporting of program assessments are done efficiently and effectively.
- Provide schools with summative student achievement data to improve and guide instruction.

Read To Achieve met the goals it was designed to achieve. The chief goal is for all schools to demonstrate that at least 65% of their students who complete one-year instructional cycle of the intensive literacy program are achieving reading goals. Seventy-three percent of schools met the statutory goal.

## IV. EVALUATION OF PROGRAM OPERATION

### Accountability

The Read To Achieve program has consistently emphasized accountability for the planned and actual use of grant funds. The schools that had well-designed programs focused on specific objectives received funding for July 2007-June 2010. Accountability has been addressed through a rigorous application and evaluation process, changes to any program through an addendum process, and the reporting of benchmark goals and outcomes.

To ensure that programs achieve intended results, future funding is contingent on schools meeting specific achievement goals. This new cycle has a more stringent criterion. According to statute, funded schools can only be eligible for funding in subsequent years if they demonstrate that at least 65% of the students who completed one-year instructional cycles of the Intensive Literacy Program met achievement goals or otherwise demonstrated that they are on pace to achieve grade-level goals.

Read To Achieve has continued to collaborate with Information Management Services within CDE to gather information from schools electronically. This online system has simplified the process. Currently, individual student identifiers are used so that CSAP scores can be tracked from year to year by CDE rather than by educators in the schools. The Read To Achieve Board supports this process because it is less time consuming for school staff.

### Research Base for Read To Achieve

The accountability process for the Read To Achieve program was tied directly to CSAP data, the 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 CSAP is a state assessment program designed to measure student achievement according 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 grades three through ten. The Read To Achieve program uses these results in assessing adequate progress related to 65% of students meeting the reading standard.

The rigorous and explicit evaluation expectations of Read To Achieve, and technical support using consistent data analyses have guided student support. Frequent progress monitoring provided the best possible instruction for second- and third-grade students. This strengthened the support that students received, helping them make significant progress towards CBLA goals.

In Colorado, district responsibilities include:

1. Assessing the reading performance of all students.
2. Placing students on ILPs if they are not reading on grade level.
3. Reporting to the state:

- The number and percentage of students in the third grade who read at or above their grade level.
- The number and percentage of students enrolled in the district who are on ILPs.
- The number and percentage of students who have increased their literacy and reading comprehension levels by two or more grades during 1 year of instruction.

## **External Evaluation**

According to statute, the Read To Achieve program is required to report to the Governor and the General Assembly the following information:

1. The number of schools that received grants under the program and the average amount of the awards
2. The number of students enrolled in intensive literacy programs funded by the program, the number of students who improved their reading skills to grade level or achieved proficiency on the state assessment in reading
3. Any recommendations for statutory changes, including but not limited to the appropriateness of the requirements for adequate progress

This report is due annually, on or before November 30. While it is not required by statute, the Read To Achieve Board thought this information should be shared with the State Board of Education. Therefore, this information was presented at the State Board meeting on August 13, 2008.

CDE contracted with an external evaluator to address the statutory requirements that must be reported annually. The use of an external evaluator avoids conflicts of interest and assures accountability. The evaluator worked closely with the Read To Achieve staff to design an effective and comprehensive evaluation. This year's evaluation included data for districts and individual schools. The purpose is to allow schools to make comparisons on the effectiveness of their programs from year to year during this cycle. The report to the Governor and General Assembly, and the current external evaluation reports, will be available on the Read To Achieve Web site: <http://www.cde.state.co.us/cdecomp/r2a.htm>.

Schools in this cycle continue to use the streamlined online data collection system that was created to make reporting more efficient and less time consuming. Schools were provided detailed instruction and technical assistance by a Webinar, e-mails, and telephone.

## **Read To Achieve Administrative Costs**

During July 1, 2007 - June 30, 2008, 54 schools received funds for a total of \$5,067,784. Tobacco revenues from 2007-2008 were used to fund this 12-month period. According to statute, 3% of the monies appropriated from the cash fund can be used for the expenses incurred by the Read To Achieve Board to administer the program.

## Expenses Incurred by the Read To Achieve Board

Personnel Services	Operating Expenses	Travel Expenses	Distribution Offered to Schools	Actual Distribution Utilized by Schools
\$ 14,462	\$7,824	\$2,535	\$5,067,784	\$4,452,495

### State Auditor's Review

During fiscal year 2005-2006, a performance audit of Read To Achieve was conducted by the State Auditor's Office. In the 2006 Annual Report to the Colorado Department of Public Health and Environment, CDE's responses to the State Auditor's Office recommendations were included. For the complete Read To Achieve Performance Audit Report, please visit the State Auditor's Web site:

[http://www.leg.state.co.us/OSA/coauditor1.nsf/All/49299D33C9C8CF72872571D1006046FD/\\$FILE/1743%20Read%20to%20Achieve%20Perf%20Contr%20Aug%202006.pdf](http://www.leg.state.co.us/OSA/coauditor1.nsf/All/49299D33C9C8CF72872571D1006046FD/$FILE/1743%20Read%20to%20Achieve%20Perf%20Contr%20Aug%202006.pdf)

Over the course of this past year, CDE has furthered its efforts to respond to the recommendations from the audit. The following information lists the recommendations from the audit and details what actions CDE has taken during the 2006-2007 school year to address these findings further.

### 2007 Statutory Changes

The Read To Achieve Board appreciated the opportunity for reexamination of the program during both the State Auditor's performance audit as well as the Department of Regulatory Agency's (DORA) Sunset Review. The Board viewed this as a great opportunity to make informed and meaningful amendments to the existing legislation. With recommendations prompted from the audit and DORA Sunset Review, the Board was able to convey further recommendations in strengthening the program legislation.

Pursuant to Senate Bill 07-192, key amendments were made to the Read To Achieve grant program. These changes included:

- The continuation of the Read To Achieve Board in statute until 2014.
- That the Commissioner of Education shall be able to appoint a designee to attend Read To Achieve Board meetings.
- The addition of a parent position on the Read To Achieve Board.
- An extension of students served from kindergarten through third-grade students whose reading readiness or literacy and reading comprehension skills are below the levels established by the State Board of Education.
- The designation of a single, valid, and reliable assessment designated by the State Board of Education.

- Subsequent year grant funding for each funded school be based on the demonstration that at least 65% of the students that completed the one-year instructional cycle of the intensive reading program reached their achievement goals or demonstrated that they are making significant progress toward achieving grade-level proficiency on the state assessment in reading.
- That CDE and the Read To Achieve Board shall determine schools eligible to apply for Read To Achieve funds.
- An increase in program administration from 1% to no more than 3% (including 1.0 FTE).

The resulting legislation enacted through Senate Bill 07-192 is 22-7-901 through 22-7-908 C.R.S. (See Attachment D for the enacted version of Senate Bill 07-192.).

The State Board of Education is responsible for promulgating the Rules for the Administration of the Read To Achieve Grant Program. These rules include:

- Setting the criteria that CDE shall apply in determining whether a public school (or consortium of public schools) is eligible to apply for funds.
- Creating grant application procedures.
- Creating procedures for reviewing the effectiveness of Intensive Literacy Programs (ILPs).
- Designating valid and reliable assessments for evaluating reading proficiency.
- Creating a method for tracking the progress of students who move from one school to another school within the state while participating in Read To Achieve programs.

Please see Attachment A for the new rules for the administration of the Read To Achieve Grant Program adopted by the State Board of Education on an emergency basis in May 2007 and then formally adopted in August 2007.

### **The Read To Achieve Assessment**

Pursuant to the new Read To Achieve legislation, the State Board of Education (SBE) designated a single, valid, and reliable Read To Achieve assessment for participating schools to use in assessing students' reading proficiencies. In May 2007, the SBE designated that each grantee will now use the DIBELS assessment to assess Read To Achieve students' reading proficiencies.

Because the Read To Achieve grant program is so closely connected to the CBLA, the State Board of Education made their decision based on feedback generated from the Spring 2007 CBLA Focus Groups. This assessment was selected, in part, because it was one of the three assessments chosen (DIBELS, PALS, and the DRA-II) for the CBLA reporting. It also was viewed as an assessment that would provide the most adequate data.

Grantees will be responsible for testing participating Read To Achieve students three times during the school year (fall, winter, and spring). Not every newly funded Read To Achieve school used the DIBELS assessment in the previous years. Therefore, the Read To Achieve Board provided professional development on the assessment in August 2007. CDE contracted with a national trainer for the Dynamic Measurement Group – the authors of the DIBELS

assessment – to provide this professional development, free of charge, to funded schools. In addition, going forward, CDE will monitor schools and notify them if they are on track to meeting the 65% student proficiency goal (See Attachment E for the 2008-09 DIBELS testing schedule.).

### **Eligible Schools**

As required in the Read To Achieve legislation, CDE and the Read To Achieve Board prepared a list of schools eligible to apply for Read To Achieve funds. Criteria used to determine eligible schools included the percentage of students over time whose reading readiness and reading comprehension levels are less than proficient, and the distribution of funded sites based on geographic location and school size (See Attachment F for the list of funded schools for 2008-2009.).

Eligible public elementary schools, including charter schools or a consortium of eligible schools were encouraged to apply on behalf of their eligible students. However, because of the significantly decreased appropriation for fiscal year 2007-08 (decrease of approximately \$5 million), CDE staff anticipated being able to fund between 50 and 75 schools only. This is substantially fewer schools than in the previous two funding cycles, when over 550 schools were served.

### **Revised Request for Proposal**

In May 2007, CDE and the Read To Achieve Board revised the Read To Achieve Request for Proposal (RFP) to incorporate both the new legislative changes and additional feedback from the State Auditor's performance audit. Major changes to the RFP include a list of eligible applicants, a reorganization of how applicant data are collected, and clarified fiscal requirements. The RFP was released to eligible schools in mid-May 2007 with a due date of June 27, 2007.

During May and June 2007, CDE conducted professional development sessions on the Read To Achieve grant writing process. Four professional development sessions were held in Colorado Springs, Greeley, and the Denver metro area. A Web-based session was also held.

On June 27, 2007, CDE received 47 applications for funding. Grant reviewers indicated 42 of the 47 applications were to be funded. Not all funding was distributed in July 2007 after the initial competition. Therefore, a second funding competition was held. Applications were due on August 17, 2007. After the combined funding competitions, a total of 54 schools (51 applications) were funded to serve students in kindergarten through third-grade students (and students between the third and fourth grades) whose reading readiness or literacy and reading comprehension skills were below the level established by the State Board of Education pursuant to the CBLA (See Attachment F for a listing of funded sites.).

### **Review of Goal Accomplishments: Year 1 Results**

The Read To Achieve program has five stated goals. They are listed below with a brief review of accomplishments during the current year. Further details on how these goals have been addressed during the 2007-08 school year can be found throughout this report.

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

**Accomplished:** During the 2007-08 school year, the Read To Achieve grant program served over 3,500 students in 54 schools. Read To Achieve served 5% of the total number of students on ILPs state wide.

**Goal 2:** Collect and review applications for Read To Achieve grants.

**Accomplished:** The comprehensive application process was revised in Spring 2007 to include clear expectations, an evaluation rubric, professional development, support, a review process, and individualized feedback in July and August 2007. Fifty-four schools were funded for the 2007-08 school year. Fifty-one schools will be funded for 2008-09. Several of the Denver Public schools that participated in Read To Achieve have been closed. The students being served at these schools have now been incorporated into existing schools in the grant program.

**Goal 3:** Recommend to CDE the schools that should receive grants, as well as the duration and amount of each grant.

**Accomplished:** In the first year (July 1, 2007 - June 30, 2008), 54 schools received funds for a total of \$5,067,784. For the first year, 3% percent of the amount of the original appropriation was spent on administrating the program. Funds for the 2008-2009 year have increased to \$6,670,000, following a fluctuating pattern. This increases distribution funds to support growth of programs and optional professional development opportunities.

**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 65% 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 51 schools in Year 2. Schools that demonstrated that at least 65% of their students had completed a one-year Intensive Literacy Program were deemed by the Board to be on track to achieve grade-level proficiency.

**Goal 5:** Report to the Governor and the General Assembly on the effectiveness of the program by November 30 each year.

**Accomplished:** Data required to report to the Governor and General Assembly were collected and analyzed by the external evaluator and CDE staff. This report will be available on the CDE Web site: <http://www.cde.state.co.us/cdecomp/r2a.htm>.



Read To Achieve funds have provided a solid foundation for a successful Year 1 of Read To Achieve. It has helped increase literacy levels for a substantial subset of students throughout the state. This report to the Colorado Department of Public Health and Environment contains information on implementation and evaluation activities completed during the Year 1.

## **Summary of Primary Accomplishments of Read To Achieve: 2007-2008**

### **Impact on Students Served**

Nearly 4,000 students at 54 schools participated in Read To Achieve program during Year 1 of Funding Cycle III, 2007-2008. To date, over 100,000 students have been served through reading intervention programs funded by Read To Achieve.

### **Commendable Performance of Schools**

Initial student performance data have shown that of the 54 participating schools that submitted data by June 3, 2008, 73% met the 65% statutory goal.

### **Legislative Changes**

The Read To Achieve Board collaborated with policymakers on the revisions to the Read To Achieve legislation. Accomplishments included:

- Increased the accountability and impact of Read To Achieve funds by including the 65% goal.
- Improved guidance to school staff on school eligibility.
- Changed the .5 full-time employee (FTE) for administration to 1.0 FTE.

### **Sustained Expertise on the Read To Achieve Board**

Over the seven-year duration of the grant, the Read To Achieve Board has retained high-quality reading professionals and community representatives among its members. This sustained leadership is critical to the success of the Read To Achieve program. The Governor appointed six new members of the Board. The Senate confirmed all six appointees in April and May of 2008.

### **Continually Enhanced Supports for Schools**

Each year, Read To Achieve has developed more powerful and efficient supports for grantees, such as the automated evaluation tools, online supports (including Web-based conferencing), and participation in unique professional development opportunities such as the Colorado Reading Summit, professional development in grant writing, and assessments.

## **V. ATTACHMENTS**

**Attachment A:** Amended Rules for the Administration of the Read To Achieve Program

**Attachment B:** Read To Achieve Board Members

**Attachment C:** 2007-08 Funded Sites

**Attachment D:** Senate Bill 07-192

**Attachment E:** 2008-09 Read To Achieve Assessment Schedule

**Attachment F:** 2008-09 Funded Sites

# ATTACHMENT A: AMENED RULES FOR THE ADMINISTRATION OF THE READ TO ACHIEVE GRANT PROGRAM

Colorado State Board of Education

1 Colorado Code of Regulations 301-47

Adopted:

Amended:

Attorney General Opinion:

**Authority:** Article IX, Section 1, Colorado Constitution. 22-2-106(1)(a) and (c); 22-2-107(1)(c); 22-7-409(1.5); 22-7-601 et seq.; and 22-7-901 through 909 Colorado Revised Statutes (C.R.S.)

2207-R-1.00

**Statement of Basis and Purpose.** The statutory basis for these rules adopted on August 8, 2007 is found in 22-2-106(1)(a) and (c), State Board Duties; 22-2-107(1)(c), State Board Powers; and 22-7-901 through 22-7-909, the Read to Achieve Grant Program, C.R.S.

The Read to Achieve Grant Program, 22-7-901 through 22-7-909, 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; procedures for reviewing the effectiveness of the intensive literacy programs operated by schools that receive grants; designation of a valid, reliable read to achieve assessment for schools to use in assessing students' reading proficiency; designation of a date by which the read to achieve board shall annually submit to the department a list of grant recipients and the amount to be awarded to each grant recipient pursuant to section 22-7-905 (4) C.R.S.; and a method for tracking progress of students who move from one school to another school within the state while participating in Read to Achieve programs.

2207-R-2.00

2.01 Definitions.

2.01 (1) Program: The Read to Achieve Grant Program created in the Department of Education pursuant to 22-7-902, C.R.S., allowing an eligible applicant to apply for a grant to fund intensive, research-based reading programs for kindergarten, first, second and third grade pupils and pupils between third and fourth grades whose reading readiness or literacy and reading comprehension skills are below the level established by the State Board of Education, pursuant to 22-7-504 C.R.S. and the Rules for the Administration for the Colorado Basic Literacy Act 1 CCR 301-42, for pupils at each grade level.

- 2.01 (2) Read to Achieve Board: A board created pursuant to 22-7-904, C.R.S, which shall consist of eleven members, no more than six of whom are from the same political party, that have been appointed by the Governor, the President of the Senate, the Speaker of the House of Representatives and the State Board of Education. The Commissioner of Education or his or her designee shall also serve on the Read to Achieve Board. The Read to Achieve Board's major duties consist of the solicitation and review of applications for grants under this program and the awarding of grants, including the duration and amount of each grant, pursuant to these Rules.
- 2.01 (3) State Board: The State Board of Education created pursuant to Section 1, Article IX of the State Constitution.
- 2.01 (4) Department: The Department of Education created pursuant to section 24-1-115, C.R.S.
- 2.01 (5) Eligible Applicant: An eligible public school that applies for a grant or a collaborative group of eligible public schools applying jointly for a grant pursuant to these Rules.
- 2.01 (6) Eligible Public School: A public school, including a charter school or an Institute Charter School as those schools are described in Article 30.5 of Title 22. The Department shall prepare a list of eligible public schools including a charter schools or an Institute Charter Schools as determined by the Department pursuant to section 22-7-903 C.R.S.
- 2.01 (7) Read to Achieve Assessment: The assessment that is designated by rule of the State Board as the Read to Achieve Assessment pursuant to 22-7-504 (1) C.R.S. The assessment must be used to assess the reading readiness or literacy and reading comprehension levels of kindergarten through third grade pupils participating in the Read to Achieve Program.
- 2.01 (8) State Assessment: A statewide assessment adopted by the State Board to measure reading pursuant to section 22-7-406 C.R.S. and administered by the Department as described in 22-7-409 C.R.S.
- 2.01 (9) Levels of Reading Readiness or Literacy and Reading Comprehension Skills: The proficiency levels established in the Rules for the Administration of the Colorado Basic Literacy Act, adopted in May of 1997 and amended on May 13, 2004 by the State Board of Education in compliance with 22-7-501 – 505, C.R.S.
- 2.01 (10) Colorado Department of Education (CDE) – 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.

2.02 Implementation Procedures.

2.02 (1) Determination of Eligible Schools. On an annual basis, the Department and the Read to Achieve Board shall prepare and submit to the State Board a list of all eligible schools. Criteria to determine eligible schools, shall include but not be limited to: (a) the percentage of students over time whose reading readiness and reading comprehension levels are less than proficient; and (b) geographic location.

2.02 (2) Application and RFP Procedures. The Department will be the responsible agency for implementing the Read to Achieve Grant Program. The Department, in consultation with the Read to Achieve Board, will develop a Request for Proposal (RFP), pursuant to the Department's RFP process and pursuant to the requirements and timelines found in 22-7-905, C.R.S. The application must include, but need not be limited to:

2.02 (2) (a) The number of kindergarten, first, second, and third pupils enrolled at the eligible applicant's school whose reading readiness or literacy and reading comprehension skills are below grade level;

2.02 (2) (b) Evidence that the proposed program is based on a research model that has been proven to be successful in other public schools in the nation to enhance the reading readiness or literacy and reading comprehension skills of kindergarten through third grade students at the school; and

2.02 (2) (c) The cost of the program.

2.02 (3) Duration and Amount of Grant Awards. On or before July 1, 2007 and each year thereafter, the Read to Achieve Board shall submit to the Department a list of grant recipients and the amount to be awarded to each grant recipient based upon the criteria outlined in the RFP. The Read to Achieve Board must state the duration (between one and three years) and amount of each grant.

2.02 (4) Supplement, not Supplant. Each grant awarded shall be used to supplement not supplant any moneys currently being used on intensive literacy programs already provided for eligible students.

2.02 (5) Eligible Programs for K-3 Pupils. Eligible programs for eligible kindergarten through third grade pupils may include, but need not be limited to:

2.02 (5) (a) reading academies operated as schools within schools for intensive reading instruction;

2.02 (5) (b) after-school literacy programs;

2.02 (5) (c) summer school clinics;

- 2.02 (5) (d) one-on-one or group tutoring services; and
- 2.02 (5) (e) extended-day reading programs.
- 2.02 (6) Eligible Programs for Pupils in Between the Third and Fourth Grades. Any intensive literacy program funded through the program for fourth grade pupils may be offered only between third and fourth grade and shall be designed to raise the participating pupils' literacy and reading comprehension skills to at least the proficiency level on the third grade Read to Achieve Assessment prior to beginning fourth grade classes in the fall semester.
- 2.02 (7) Data Collection and Reporting. Procedures by which grant recipients shall collect and report data for the purpose of determining the effectiveness of the Read to Achieve Grant Program shall be specified in the RFP. The RFP shall include high, but attainable levels of reading readiness and literacy and reading comprehension skills for each eligible grade, pursuant to the Colorado Basic Literacy Act, section 22-7-504 C.R.S. Each school that receives a Read to Achieve grant shall use the Read to Achieve Assessment adopted by the State Board of Education, to assess participating students' reading proficiency and will report this student data to the Department at specified times. Both eligibility for initial funding and continued funding of grants will be based on levels of reading readiness or literacy and reading comprehension skills using the Read to Achieve Assessment adopted by the State Board of Education, and the State Assessment (CSAP) results for the third grade pupils as defined in section 22-7-905 (5)(b) C.R.S.
- 2.02 (8) Year Two and Three Funding. If a school or collaborative group of schools receives a grant pursuant to this section for more than one year, the school(s) shall be eligible for moneys in the second and/or third year of the grant only if the school(s) meets the goals established in its application including the demonstration that at least sixty-five percent of the pupils who completed a one-year instructional cycle of the intensive reading program the prior year reached their achievement goals or otherwise demonstrated that they are on pace to achieve grade level proficiency on the state assessment in reading for their grade level. The Department will establish specific goals and benchmarks for the Read to Achieve Assessment.
- 2.02 (9) Evaluation of Program. The Colorado Department of Education will contract with an independent evaluator to conduct an annual evaluation of the program. Individual student achievement data will be collected so progress may be tracked by student identification numbers as students move from one school to another within the state while participating in a Read to Achieve program. Results will be disseminated on or before November 30, 2007 and each year thereafter to the State Board of Education, the Read to Achieve Board, the Governor, the education committees of the Senate and the House of Representatives, or any successor committees, and all Colorado school districts and BOCES as well as other interested parties on the effectiveness of the Read to Achieve Grant Program.

## **ATTACHMENT B: Colorado Read To Achieve Board Members: 2008**

**Joel Albers**, Elementary Principal  
Limon Public Schools RE-4J

**Debbie Benefield**, Representative  
Colorado House of Representatives, District 29

**Desha Bierbaum**, Parent of a Child Enrolled in Public School  
Glenwood Springs, CO (Garfield RE-2)

**Betty Boyd**, Senator  
Colorado State Senate, District 21

**Katie Carroll**, Teacher  
Educator with Knowledge in Best Practices  
Swink School District #33

**Evie Hudak**, Member, State Board of Education  
Second Congressional District

**Dwight Jones**, Commissioner of Education  
Colorado Department of Education

**Charlotte Macaluso**, Parent of a Child Enrolled in Public School  
Executive Director Elementary Education and Federal Programs, Title I  
Pueblo, CO

**Teffanie Rector**, Teacher  
Second/Third Grade (Rural)  
Agate School District 300

**Joanne Scanlan**, Teacher  
Third Grade  
Fountain/Ft. Carson School, District 8

**Teresa Williams**, Career Teacher  
Knowledge and Experience in Public Education (Elementary)  
Jefferson County



**ATTACHMENT C: Read To Achieve Funded Schools: 2007-2008**

<b>Region</b>	<b>District(s)</b>	<b>School(s)</b>
Metro	Adams-Arapahoe 28J	Altura Elementary
Metro	Adams-Arapahoe 28J	Crawford Elementary
Metro	Adams-Arapahoe 28J	Vaughn Elementary
Metro	Denver Public Schools	Ashley Elementary
Metro	Denver Public Schools	Barney Ford
Metro	Denver Public Schools	Barnum Elementary
Metro	Denver Public Schools	Eagleton Elementary
Metro	Denver Public Schools	Valverde Elementary
Metro	Denver Public Schools	Cheltenham Elementary
Metro	Denver Public Schools	Columbine Elementary
Metro	Denver Public Schools	Denver Arts and Technology Academy
Metro	Denver Public Schools	Garden Place Elementary
Metro	Denver Public Schools	Godsman Elementary
Metro	Denver Public Schools	Hallet Elementary
Metro	Denver Public Schools	John H. Amesse Elementary
Metro	Denver Public Schools	Mitchell Elementary
Metro	Denver Public Schools	Montclair Elementary
Metro	Denver Public Schools	Oakland Elementary
Metro	Denver Public Schools	Smith Elementary
Metro	Denver Public Schools	Whiteman Elementary
Metro	Denver Public Schools	Whittier Elementary
Metro	Denver Public Schools	Wyman Elementary
Metro	Westminster 50	Baker Elementary
North Central	Greeley 6	Bella Romero Elementary
North Central	Greeley 6	Cameron Elementary
North Central	Greeley 6	Dos Rios Elementary
North Central	Greeley 6	Jefferson Elementary
North Central	Greeley 6	Madison Elementary
North Central	Thompson R2-J	Truscott Elementary
North Central	Weld RE-1	Pete Mirich Elementary
North Central	Weld RE-8	Twombly Elementary
Northeast	Burlington Re-6J	Burlington Elementary
Northeast	Holyoke School District	Holyoke Elementary
Northwest	Garfield 16	Bea Underwood Elementary
Northwest	Garfield Re-2	Wamsley Elementary
Northwest	Lake County	Margaret J. Pitts Elementary
Northwest	Lake County	West Park Elementary

Pikes Peak	Colorado Springs SD-11	Pike Elementary
Pikes Peak	Colorado Springs SD-11	Adams Elementary
Pikes Peak	Colorado Springs SD-11	Longfellow Elementary
Pikes Peak	Colorado Springs SD-11	Monroe Elementary
Pikes Peak	Colorado Springs SD-11	Queen Palmer Elementary
Pikes Peak	Colorado Springs SD-11	Rogers Elementary
Pikes Peak	Colorado Springs SD-11	Twain Elementary
Pikes Peak	Fremont RE-1	Skyline Elementary
Pikes Peak	Harrison 2	Stratmoor Hills Elementary
Southeast	Holly RE-3	Shanner Elementary
Southeast	Las Animas	Las Animas Elementary
Southeast	Rocky Ford R-2	Liberty Elementary
Southeast	Wiley Consolidated Schools Re13jt	Wiley Elementary
Southwest	Center	Haskin Elementary
Southwest	Montezuma Cortez Re-1	Manaugh Elementary
West Central	Delta County	Garnet Mesa Elementary
West Central	Roaring Fork Re-1	Basalt Elementary

**ATTACHMENT D: Senate Bill 07-192**

BY SENATOR(S) Bacon, Penry, Spence, Tupa, Williams, Windels, Boyd, and Shaffer;  
also REPRESENTATIVE(S) Benefield, Borodkin, Casso, Gagliardi, Labuda, Massey, McFadyen, Peniston, Pommer, Solano, Stafford, Summers, and Todd.

CONCERNING THE READ-TO-ACHIEVE BOARD, AND, IN CONNECTION THEREWITH, CONTINUING THE READ-TO-ACHIEVE BOARD FOR SEVEN YEARS.

*Be it enacted by the General Assembly of the State of Colorado:*

**SECTION 1.** Article 7 of title 22, Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW PART to read:

**PART 9  
READ-TO-ACHIEVE GRANT PROGRAM**

**22-7-901. Definitions.** AS USED IN THIS PART 9, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(1) "DEPARTMENT" MEANS THE DEPARTMENT OF EDUCATION CREATED AND EXISTING PURSUANT TO SECTION 24-1-115, C.R.S.

(2) "ELIGIBLE APPLICANT" MEANS AN ELIGIBLE PUBLIC SCHOOL THAT APPLIES FOR A GRANT PURSUANT TO THIS PART 9 OR A COLLABORATIVE GROUP OF ELIGIBLE PUBLIC SCHOOLS APPLYING JOINTLY FOR A GRANT PURSUANT TO THIS PART 9.

(3) "ELIGIBLE PUBLIC SCHOOL" MEANS A PUBLIC SCHOOL, INCLUDING A CHARTER SCHOOL OR AN INSTITUTE CHARTER SCHOOL AS THOSE SCHOOLS ARE DESCRIBED IN ARTICLE 30.5 OF THIS TITLE, THAT IS DETERMINED BY THE DEPARTMENT PURSUANT TO SECTION 22-7-903 TO BE ELIGIBLE TO APPLY FOR GRANTS PURSUANT TO THIS PART 9.

(4) "PROGRAM" MEANS THE READ-TO-ACHIEVE GRANT PROGRAM CREATED IN SECTION 22-7-902.

(5) "READ-TO-ACHIEVE ASSESSMENT" MEANS AN INSTRUMENT THAT IS APPROVED AND IDENTIFIED BY THE STATE BOARD PURSUANT TO SECTION 22-7-504 (1) BY WHICH A SCHOOL DISTRICT MAY ASSESS THE READING READINESS OR THE LITERACY AND READING COMPREHENSION LEVELS OF INDIVIDUAL

STUDENTS, WHICH INSTRUMENT IS DESIGNATED BY RULE OF THE STATE BOARD PURSUANT TO SECTION 22-7-906 (1) (e).

(6) "STATE ASSESSMENT" MEANS A STATEWIDE ASSESSMENT ADOPTED BY THE STATE BOARD PURSUANT TO SECTION 22-7-406 AND ADMINISTERED BY THE DEPARTMENT AS DESCRIBED IN SECTION 22-7-409.

(7) "STATE BOARD" MEANS THE STATE BOARD OF EDUCATION CREATED PURSUANT TO SECTION 1 OF ARTICLE IX OF THE STATE CONSTITUTION.

**22-7-902. Read-to-achieve grant program created.** (1) THERE IS HEREBY CREATED IN THE DEPARTMENT OF EDUCATION THE READ-TO-ACHIEVE GRANT PROGRAM. UNDER THE PROGRAM, AN ELIGIBLE APPLICANT MAY APPLY FOR A GRANT TO FUND INTENSIVE READING PROGRAMS FOR PUPILS WHOSE READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS ARE BELOW THE LEVEL ESTABLISHED BY THE STATE BOARD FOR PUPILS AT EACH OF THE FOLLOWING GRADE LEVELS:

- (a) KINDERGARTEN PUPILS;
- (b) FIRST-, SECOND-, AND THIRD-GRADE PUPILS; AND
- (c) PUPILS BETWEEN THE THIRD AND FOURTH GRADES.

**22-7-903. Determination of eligible schools.** ON AN ANNUAL BASIS TO BE DETERMINED BY THE READ-TO-ACHIEVE BOARD, THE DEPARTMENT SHALL PREPARE AND SUBMIT TO THE BOARD A LIST OF ALL ELIGIBLE PUBLIC SCHOOLS. IN DETERMINING WHETHER A PUBLIC SCHOOL IS ELIGIBLE, THE DEPARTMENT SHALL APPLY THE RULES PROMULGATED BY THE STATE BOARD PURSUANT TO SECTION 22-7-906 (1) (a). THE DEPARTMENT SHALL PUBLISH THE LIST ON THE DEPARTMENT'S WEBSITE.

**22-7-904. Read-to-achieve board - created.** (1) THERE IS HEREBY CREATED THE READ-TO-ACHIEVE BOARD, WHICH SHALL CONSIST OF ELEVEN MEMBERS, NO MORE THAN SIX OF WHOM ARE FROM THE SAME POLITICAL PARTY, AS FOLLOWS:

- (a) THE COMMISSIONER OF EDUCATION OR HIS OR HER DESIGNEE;
- (b) ONE MEMBER OF THE STATE BOARD SELECTED BY THE STATE BOARD;
- (c) ONE MEMBER OF THE SENATE APPOINTED BY THE PRESIDENT OF THE SENATE;
- (d) ONE MEMBER OF THE HOUSE OF REPRESENTATIVES APPOINTED BY THE SPEAKER OF THE HOUSE OF REPRESENTATIVES;
- (e) SEVEN MEMBERS APPOINTED BY THE GOVERNOR, WITH THE

CONSENT OF THE SENATE, AS FOLLOWS:

(I) TWO MEMBERS WHO ARE KINDERGARTEN OR FIRST-, SECOND-, OR THIRD-GRADE ELEMENTARY SCHOOL TEACHERS, ONE OF WHOM WORKS IN A RURAL SCHOOL DISTRICT;

(II) ONE MEMBER WHO IS AN ELEMENTARY SCHOOL PRINCIPAL;

(III) ONE MEMBER WITH KNOWLEDGE OF AND EXPERIENCE IN PUBLIC EDUCATION IN ELEMENTARY GRADES;

(IV) ONE MEMBER WHO IS A PERSON WITH KNOWLEDGE OF THE BEST PRACTICES IN READING AND READING INSTRUCTION; AND

(V) TWO MEMBERS, EACH OF WHOM IS, AT THE TIME OF APPOINTMENT, A PARENT OF A CHILD WHO IS ENROLLED IN A PUBLIC SCHOOL.

(2) (a) THE APPOINTED MEMBERS OF THE READ-TO-ACHIEVE BOARD SHALL SERVE TERMS OF THREE YEARS; EXCEPT THAT, OF THE MEMBERS FIRST APPOINTED, THE GOVERNOR SHALL SELECT THREE WHO SHALL SERVE TERMS OF TWO YEARS. THE GOVERNOR SHALL NOT APPOINT A PERSON TO SERVE MORE THAN TWO CONSECUTIVE THREE-YEAR TERMS.

(b) AN APPOINTING AUTHORITY MAY REMOVE ANY READ-TO-ACHIEVE BOARD MEMBER APPOINTED BY THE APPOINTING AUTHORITY FOR ANY CAUSE THAT RENDERS THE MEMBER INCAPABLE OF DISCHARGING OR UNFIT TO DISCHARGE THE DUTIES OF THE OFFICE, INCLUDING NEGLECT OF DUTY. ACTIONS CONSTITUTING NEGLECT OF DUTY SHALL INCLUDE, BUT NEED NOT BE LIMITED TO, THE FAILURE OF A BOARD MEMBER TO ATTEND THREE CONSECUTIVE MEETINGS OR AT LEAST THREE-FOURTHS OF THE MEETINGS OF THE BOARD IN A CALENDAR YEAR. WHENEVER A VACANCY ON THE READ-TO-ACHIEVE BOARD EXISTS, THE APPOINTING AUTHORITY FOR THE VACANT POSITION SHALL APPOINT A MEMBER FOR THE REMAINING PORTION OF THE UNEXPIRED TERM CREATED BY THE VACANCY.

(3) THE MEMBERS OF THE READ-TO-ACHIEVE BOARD SHALL SERVE WITHOUT COMPENSATION BUT SHALL BE REIMBURSED FROM MONEYS IN THE READ-TO-ACHIEVE CASH FUND CREATED IN SECTION 22-7-908 FOR THEIR ACTUAL AND NECESSARY EXPENSES INCURRED IN THE PERFORMANCE OF THEIR DUTIES PURSUANT TO THIS SECTION.

**22-7-905. Read-to-achieve board - duties - grant process.**

(1) THE READ-TO-ACHIEVE BOARD SHALL SOLICIT AND REVIEW APPLICATIONS ONLY FROM ELIGIBLE APPLICANTS FOR GRANTS PURSUANT TO THIS SECTION. THE READ-TO-ACHIEVE BOARD MAY AWARD GRANTS PURSUANT

TO THIS SECTION FOR PERIODS OF ONE TO THREE YEARS. EACH APPLICATION, AT A MINIMUM, SHALL DESCRIBE THE TYPE OF PROGRAM TO BE PROVIDED BY THE ELIGIBLE APPLICANT TO ENHANCE THE READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS OF KINDERGARTEN PUPILS AND FIRST-, SECOND-, AND THIRD-GRADE PUPILS AT THE SCHOOL. EACH GRANT AWARDED SHALL BE USED TO SUPPLEMENT AND NOT SUPPLANT ANY MONEYS CURRENTLY BEING USED ON SUCH PROGRAMS. SUCH PROGRAMS MAY INCLUDE, BUT NEED NOT BE LIMITED TO:

- (a) READING ACADEMIES OPERATED AS SCHOOLS WITHIN SCHOOLS FOR INTENSIVE READING INSTRUCTION;
- (b) AFTER-SCHOOL LITERACY PROGRAMS;
- (c) SUMMER SCHOOL CLINICS;
- (d) ONE-ON-ONE OR GROUP TUTORING SERVICES;
- (e) EXTENDED-DAY READING PROGRAMS.

(2) ANY INTENSIVE LITERACY PROGRAM FUNDED THROUGH THE PROGRAM FOR FOURTH-GRADE PUPILS MAY BE OFFERED ONLY BETWEEN THIRD AND FOURTH GRADE AND SHALL BE DESIGNED TO RAISE THE PARTICIPATING PUPILS' LITERACY AND READING COMPREHENSION SKILLS TO AT LEAST THE PROFICIENCY LEVEL ON THE THIRD-GRADE READ-TO-ACHIEVE ASSESSMENT PRIOR TO BEGINNING FOURTH-GRADE CLASSES IN THE FALL SEMESTER.

(3) THE READ-TO-ACHIEVE BOARD SHALL SELECT THOSE ELIGIBLE APPLICANTS THAT WILL RECEIVE GRANTS PURSUANT TO THIS SECTION AND THE DURATION AND AMOUNT OF EACH GRANT. IN SELECTING THE ELIGIBLE APPLICANTS, THE READ-TO-ACHIEVE BOARD, AT A MINIMUM, SHALL TAKE INTO ACCOUNT THE FOLLOWING CRITERIA:

- (a) THE NUMBER OF KINDERGARTEN AND FIRST-, SECOND-, AND THIRD-GRADE PUPILS ENROLLED AT THE ELIGIBLE APPLICANT'S SCHOOL WHOSE READING READINESS OR LITERACY AND READING COMPREHENSION SKILLS ARE BELOW GRADE LEVEL;
- (b) WHETHER THE PROPOSED PROGRAM IS BASED ON A RESEARCH MODEL THAT HAS BEEN PROVEN TO BE SUCCESSFUL IN OTHER PUBLIC SCHOOLS IN THE NATION; AND
- (c) THE COST OF THE PROGRAM.

(4) THE READ-TO-ACHIEVE BOARD ANNUALLY SHALL SUBMIT TO THE DEPARTMENT A LIST OF GRANT RECIPIENTS AND THE AMOUNT TO BE AWARDED TO EACH GRANT RECIPIENT BY A DATE SPECIFIED BY RULE OF THE STATE

BOARD PURSUANT TO SECTION 22-7-906(1) (g). IN SELECTING GRANT RECIPIENTS, THE READ-TO-ACHIEVE BOARD, TO THE EXTENT POSSIBLE, SHALL ENSURE THAT GRANTS ARE AWARDED TO ELIGIBLE APPLICANTS IN A VARIETY OF GEOGRAPHIC AREAS OF THE STATE.

(5) (a) IF A GRANT RECIPIENT RECEIVES A GRANT PURSUANT TO THIS SECTION FOR MORE THAN ONE YEAR, THE GRANT RECIPIENT SHALL BE ELIGIBLE FOR MONEYS IN THE SECOND OR THIRD YEAR OF THE GRANT ONLY IF THE GRANT RECIPIENT MEETS THE GOALS ESTABLISHED IN ITS APPLICATION INCLUDING THE DEMONSTRATION THAT AT LEAST SIXTY-FIVE PERCENT OF THE PUPILS WHO COMPLETED A ONE-YEAR INSTRUCTIONAL CYCLE OF THE INTENSIVE READING PROGRAM IN THE PRIOR YEAR REACHED THEIR ACHIEVEMENT GOALS OR OTHERWISE DEMONSTRATED THAT THEY ARE ON PACE TO ACHIEVE GRADE-LEVEL PROFICIENCY ON THE STATE ASSESSMENT IN READING FOR THEIR GRADE LEVEL.

(b) A GRANT RECIPIENT THAT HAS PREVIOUSLY RECEIVED A GRANT PURSUANT TO THIS SECTION SHALL BE ELIGIBLE FOR SUBSEQUENT GRANTS ONLY IF IT IS ABLE TO DEMONSTRATE THAT AT LEAST SIXTY-FIVE PERCENT OF THE PUPILS WHO COMPLETED A ONE-YEAR INSTRUCTIONAL CYCLE OF THE INTENSIVE LITERACY PROGRAM IN THE PRIOR YEAR REACHED THEIR ACHIEVEMENT GOALS OR OTHERWISE DEMONSTRATED THAT THEY ARE ON PACE TO ACHIEVE GRADE-LEVEL PROFICIENCY ON THE STATE ASSESSMENT IN READING FOR THEIR GRADE LEVEL. IN AWARDING SUBSEQUENT GRANTS, THE READ-TO-ACHIEVE BOARD SHALL ALSO CONSIDER THE CRITERIA SET FORTH IN SUBSECTION (3) OF THIS SECTION AND ANY OTHER CRITERIA ESTABLISHED BY RULE OF THE STATE BOARD PURSUANT TO SECTION 22-7-906 (1) (c).

(6) EACH GRANT RECIPIENT THAT RECEIVES A GRANT PURSUANT TO THE PROGRAM SHALL USE THE READ-TO-ACHIEVE ASSESSMENT TO DEMONSTRATE THAT THE PUPILS ENROLLED IN THE INTENSIVE LITERACY PROGRAMS FUNDED BY THE GRANT WERE READING, AT THE TIME OF ENROLLMENT, BELOW GRADE LEVEL FOR KINDERGARTEN PUPILS AND FIRST-, SECOND-, AND THIRD-GRADE PUPILS.

**22-7-906. Rules.** (1) THE STATE BOARD SHALL PROMULGATE RULES FOR THE ADMINISTRATION OF THIS PART 9, INCLUDING BUT NOT LIMITED TO:

(a) CRITERIA THE DEPARTMENT SHALL APPLY IN DETERMINING WHETHER A PUBLIC SCHOOL IS AN ELIGIBLE PUBLIC SCHOOL THAT MAY APPLY INDIVIDUALLY OR AS PART OF A COLLABORATIVE GROUP OF ELIGIBLE PUBLIC SCHOOLS APPLYING JOINTLY FOR A GRANT PURSUANT TO THIS PART 9;

(b) APPLICATION PROCEDURES BY WHICH AN ELIGIBLE APPLICANT MAY APPLY FOR GRANTS PURSUANT TO THIS PART 9;

(c) ANY CRITERIA, IN ADDITION TO THOSE SPECIFIED IN SECTION 22-7-905 (3), FOR SELECTING THE ELIGIBLE APPLICANTS THAT SHALL RECEIVE GRANTS AND THE CRITERIA FOR DETERMINING THE AMOUNTS TO BE GRANTED TO THE SELECTED ELIGIBLE APPLICANTS;

(d) PROCEDURES FOR REVIEWING THE EFFECTIVENESS OF THE INTENSIVE LITERACY PROGRAMS OPERATED BY THE ELIGIBLE APPLICANTS THAT RECEIVE GRANTS PURSUANT TO THIS PART 9;

(e) THE DESIGNATION OF A VALID, RELIABLE READ-TO-ACHIEVE ASSESSMENT FOR SCHOOLS TO USE IN ASSESSING STUDENTS' READING PROFICIENCY;

(f) THE DESIGNATION OF A DATE BY WHICH THE READ-TO-ACHIEVE BOARD SHALL ANNUALLY SUBMIT TO THE DEPARTMENT A LIST OF GRANT RECIPIENTS AND THE AMOUNT TO BE AWARDED TO EACH GRANT RECIPIENT PURSUANT TO SECTION 22-7-905 (4); AND

(g) A METHOD FOR TRACKING THE PROGRESS OF STUDENTS WHO MOVE FROM ONE SCHOOL TO ANOTHER SCHOOL WITHIN THE STATE WHILE PARTICIPATING IN READ-TO-ACHIEVE PROGRAMS.

**22-7-907. Reports.** (1) ON OR BEFORE NOVEMBER 30, 2007, AND ON OR BEFORE NOVEMBER 30 EACH YEAR THEREAFTER, THE READ-TO-ACHIEVE BOARD SHALL REPORT TO THE GOVERNOR AND TO THE EDUCATION COMMITTEES OF THE SENATE AND THE HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, ON THE EFFECTIVENESS OF THE PROGRAMS ADMINISTERED PURSUANT TO THIS PART 9. THE REPORT SHALL INCLUDE BUT IS NOT LIMITED TO:

(a) THE NUMBER OF GRANT RECIPIENTS THAT RECEIVED GRANTS UNDER THE PROGRAMS AND THE AVERAGE AMOUNT OF THE GRANTS;

(b) THE NUMBER OF PUPILS ENROLLED IN INTENSIVE LITERACY PROGRAMS FUNDED BY THE PROGRAM, THE NUMBER OF PUPILS ENROLLED WHO IMPROVED THEIR READING SKILLS TO PROFICIENT ON THE READ-TO-ACHIEVE ASSESSMENT IN READING FOR THEIR GRADE LEVEL IN THE YEAR AFTER STARTING THE INTENSIVE LITERACY PROGRAM, AND THE PERCENTAGE OF PUPILS WHO ACHIEVED PROFICIENCY ON THE READ-TO-ACHIEVE ASSESSMENT FOR READING FOR THEIR GRADE LEVEL IN BOTH THE YEAR AFTER STARTING THE INTENSIVE LITERACY PROGRAM AND THE FOLLOWING YEAR; AND

(c) WHETHER ANY STATUTORY CHANGES ARE RECOMMENDED, INCLUDING BUT NOT LIMITED TO THE APPROPRIATENESS OF THE REQUIREMENTS IN SECTION 22-7-905 (5).



**22-7-908. Read-to-achieve cash fund created.** (1) THERE IS HEREBY ESTABLISHED IN THE STATE TREASURY THE READ-TO-ACHIEVE CASH FUND, REFERRED TO IN THIS SECTION AS THE "CASH FUND". THE CASH FUND SHALL CONSIST OF MONEYS TRANSFERRED THERETO PURSUANT TO SUBSECTION (3) OF THIS SECTION AND ANY OTHER MONEYS THAT MAY BE MADE AVAILABLE BY THE GENERAL ASSEMBLY. SUBJECT TO APPROPRIATION BY THE GENERAL ASSEMBLY, MONEYS IN THE CASH FUND SHALL BE USED TO PROVIDE GRANTS TO SCHOOLS PURSUANT TO THIS PART 9 AND TO THE READING ASSISTANCE GRANT PROGRAM CREATED PURSUANT TO SECTION 22-88-102. ANY MONEYS NOT PROVIDED AS GRANTS TO SCHOOLS MAY BE INVESTED BY THE STATE TREASURER AS PROVIDED IN SECTION 24-36-113, C.R.S. ALL INTEREST DERIVED FROM THE DEPOSIT AND INVESTMENT OF MONEYS IN THE CASH FUND SHALL BE CREDITED TO THE CASH FUND. ANY AMOUNT REMAINING IN THE CASH FUND AT THE END OF ANY FISCAL YEAR SHALL REMAIN IN THE CASH FUND AND SHALL NOT BE CREDITED OR TRANSFERRED TO THE GENERAL FUND OR TO ANY OTHER FUND.

(2) NO MORE THAN THREE PERCENT OF THE MONEYS APPROPRIATED FROM THE CASH FUND MAY BE USED FOR THE EXPENSES INCURRED BY THE READ-TO-ACHIEVE BOARD IN ADMINISTERING THIS PART 9. IF THE READ-TO-ACHIEVE BOARD IS UNABLE TO ADMINISTER THIS PROGRAM WITH AUTHORIZED PERSONNEL, THE READ-TO-ACHIEVE BOARD MAY CONTRACT WITH PRIVATE SOURCES FOR SUCH SERVICES.

(3) EXCEPT AS OTHERWISE PROVIDED IN SECTION 24-75-1104.5 (1) (h), C.R.S., BEGINNING WITH THE 2007-08 FISCAL YEAR, AND FOR EACH

FISCAL YEAR THEREAFTER SO LONG AS THE STATE RECEIVES MONEYS PURSUANT TO THE MASTER SETTLEMENT AGREEMENT, THE STATE TREASURER SHALL ANNUALLY TRANSFER TO THE CASH FUND FIVE PERCENT OF THE AMOUNT OF MONEYS RECEIVED BY THE STATE IN ACCORDANCE WITH THE MASTER SETTLEMENT AGREEMENT, OTHER THAN ATTORNEY FEES AND COSTS, FOR THE PRECEDING FISCAL YEAR; EXCEPT THAT THE AMOUNT SO TRANSFERRED TO THE CASH FUND IN ANY FISCAL YEAR SHALL NOT EXCEED EIGHT MILLION DOLLARS. THE STATE TREASURER SHALL TRANSFER THE AMOUNT SPECIFIED IN THIS PARAGRAPH (b) FROM MONEYS CREDITED TO THE TOBACCO LITIGATION SETTLEMENT CASH FUND CREATED IN SECTION 24-22-115, C.R.S.

**22-7-909. Repeal.** (1) THIS PART 9 IS REPEALED, EFFECTIVE JULY 1, 2014.

(2) PRIOR TO SAID REPEAL, THE READ-TO-ACHIEVE BOARD APPOINTED PURSUANT TO SECTION 22-7-904 SHALL BE REVIEWED AS PROVIDED FOR IN SECTION 2-3-1203, C.R.S.

**SECTION 2. Repeal.** 24-34-104 (38) (f), Colorado Revised Statutes, is repealed as follows:

**24-34-104. General assembly review of regulatory agencies and functions for termination, continuation, or reestablishment.** (38) The following agencies, functions, or both, shall terminate on July 1, 2007:

(f) ~~The read-to-achieve board, created pursuant to section 22-7-506, C.R.S.;~~

**SECTION 3.** 2-3-1203 (3) (aa), Colorado Revised Statutes, is amended BY THE ADDITION OF A NEW SUBPARAGRAPH to read:

**2-3-1203. Sunset review of advisory committees.** (3) The following dates are the dates for which the statutory authorization for the designated advisory committees is scheduled for repeal:

(aa) July 1, 2014:

(IV) THE READ-TO-ACHIEVE BOARD, CREATED PURSUANT TO SECTION 22-7-904, C.R.S.

**SECTION 4.** The introductory portion to 22-7-504 (3), Colorado Revised Statutes, is amended to read:

**22-7-504. Pupil assessments - individual literacy plans.** (3) If a pupil's reading readiness or literacy and reading comprehension, as measured by the assessment, is below the level established by the state board for pupils at that grade, the pupil's parents or legal guardian and teacher and the school administration shall formulate an individual literacy plan for the pupil or, if the pupil is eligible, enroll the pupil in an intensive literacy program funded through the read-to-achieve program pursuant to ~~section 22-7-506~~ PART 9 OF THIS ARTICLE. For compliance with this section, a literacy plan may be incorporated into the individual education plan for special education students. The plan shall include, but need not be limited to, the following:

**SECTION 5.** 22-7-505 (1) (b), Colorado Revised Statutes, is amended to read:

**22-7-505. School district responsibilities and incentives.**

(1) Each school district shall annually report to the department of education:

(b) The number and percentage of pupils enrolled in the school district who have an individual literacy plan or are enrolled in an intensive literacy program funded through the read-to-achieve program created in ~~section 22-7-506~~ PART 9 OF THIS ARTICLE;

**SECTION 6.** 22-7-507 (1) (a), Colorado Revised Statutes, is amended to read:

**22-7-507. Learning improvement grants - programs - fund.**

(1) (a) There is hereby created in the department of education the learning improvement grant program, referred to in this section as the "program". The read-to-achieve board, created in ~~section 22-7-506~~ SECTION 22-7-904 and referred to in this section as the "board", shall establish criteria for awarding grants under the program. On and after July 1, 2001, the board, is hereby authorized to award learning improvement grants to schools or a collaborative group of schools for programs to enhance the READING READINESS OR literacy and reading comprehension skills of early elementary school students.

**SECTION 7.** 24-75-217 (3) (c), Colorado Revised Statutes, is amended to read:

**24-75-217. Restoration of funds transferred to augment the general fund for the 2001-02 fiscal year.** (3) The funds that shall be restored pursuant to subsection (1) of this section include:

(c) The read-to-achieve cash fund created in ~~section 22-7-506 (4) (a) (I)~~ SECTION 22-7-908 (1), C.R.S.;

**SECTION 8.** 24-75-1104.5 (1) (h), Colorado Revised Statutes, is amended to read:

**24-75-1104.5. Use of settlement moneys - programs.** (1) For the 2004-05 fiscal year and for each fiscal year thereafter, the following programs, services, or funds shall receive the following specified amounts from the settlement moneys received by the state in the preceding fiscal year:

(h) The read-to-achieve grant program created in section 22-7-506 PART 9 OF ARTICLE 7 OF TITLE 22, C.R.S., shall receive five percent of the total amount of settlement moneys annually received by the state, not to exceed eight million dollars in any fiscal year, as provided in said section; except that, for the 2004-05 fiscal year, the read-to-achieve grant program shall receive nineteen percent of the total amount of settlement moneys received, not to exceed nineteen million dollars.

**SECTION 9.** 22-88-104, Colorado Revised Statutes, is amended to read:

**22-88-104. Reading assistance grant program fund - creation.** There is hereby created in the state treasury the reading assistance grant program fund to provide for the payment of grants awarded pursuant to this article. The fund shall consist of such moneys as may be appropriated thereto by the general assembly from the read-to-achieve cash fund created pursuant to ~~section 22-7-506 (4)~~ SECTION 22-7-908 (1) and any moneys received by the department pursuant to section 22-88-102 (5). The moneys in the fund shall be continuously appropriated to the department for the purposes specified in this article; except that the grants awarded by the state board may not result in payment of an aggregate amount of more than one hundred thousand dollars to grant recipients in any fiscal year. The department may expend up to one percent of the moneys appropriated to the fund to offset the documented costs incurred in implementing the grant program. Any moneys in the fund not expended for the purpose of this article may be invested by the state treasurer as provided by law. All interest derived from the deposit and investment of moneys in the fund shall be credited to the fund. At the end of any

fiscal year, all unexpended and unencumbered moneys in the fund shall remain therein and shall not be credited or transferred to the general fund or any other fund.

**SECTION 10. Repeal.** 22-2-124 (9) (a) (I) and 22-7-506, Colorado Revised Statutes, are repealed.

**SECTION 11. Appropriation - adjustments to the 2007 long bill.** For the implementation of this act, appropriations made in the annual general appropriation act for the fiscal year beginning July 1, 2007, shall be adjusted as follows: The appropriation to the department of education, assistance to public schools, grant programs and other distributions, for the read-to-achieve grant program, is increased by 1.0 FTE.

**SECTION 12. Safety clause.** The general assembly hereby finds, SENATE BILL 07-192 determines, and declares that this act is necessary for the immediate preservation of the public peace, health, and safety.

---

Joan Fitz-Gerald  
PRESIDENT OF  
THE SENATE

---

Andrew Romanoff  
SPEAKER OF THE HOUSE  
OF REPRESENTATIVES

---

Karen Goldman  
SECRETARY OF  
THE SENATE

---

Marilyn Eddins  
CHIEF CLERK OF THE HOUSE  
OF REPRESENTATIVES

APPROVED \_\_\_\_\_

---

Bill Ritter, Jr.  
GOVERNOR OF THE STATE OF COLORADO

**ATTACHMENT E: Timeline for DIBELS Testing: 2008-2009**

<b>Pre-Testing</b>	<b>Mid-Testing</b>	<b>Post-Testing</b>
Begin 2 weeks after school starts		
Testing: September 2-12, 2008	Testing: January 12-23, 2009	Testing: May 4 - 15, 2009
Data Entry: September 15 - 19, 2008	Data Entry: January 26 - 30, 2009	Data Entry: May 18 - 22, 2009
Submitted to CDE: September 19, 2008	Submitted to CDE: January 30, 2009	Submitted to CDE: May 22, 2009

Rationale for the following timeline:

- School districts in Colorado have varying beginning and ending times for the school year, so the timeline reflects an effort to accommodate these variations.
- Conducting mid-testing in December, accommodating school start-up dates and holidays would result in as few as 9 weeks of instruction.
- Conducting mid-testing in January allows educators to determine if what was taught during the fall period is maintaining well enough to hold over the Christmas holiday. Of course, parents should be encouraged to continue to listen to their students read during the holidays, and teachers should continue to send home reading materials that are at the appropriate level for students to read at an independent level (95% word recognition).
- Teachers will have more time in the fall period to show improvements in student literacy achievement (up to 16 weeks, depending on the start date of the school year). This timeline supports the premise that it is very important to begin the school year with strong instruction, placing much emphasis on direct instruction of literacy skills not yet mastered.
- The longer fall period is followed by a shorter spring period (12-13 weeks, depending on the ending date of the school year), where instructional emphasis should be placed on the following:

**For low benchmark students:**

Re-teach any skills taught during the fall period that were still not mastered at the mid-point of testing in January during the spring period.

**For high benchmark students:**

- Generalization of literacy learning to reading in more advanced reading materials and materials of varying genre.
- Aggressive movement upward in the reading curriculum, exposing learners to increasingly more difficult reading materials.

**ATTACHMENT F: Read To Achieve Funded Schools: 2008-2009**

<b>Region</b>	<b>District(s)</b>	<b>School(s)</b>
Metro	Adams-Arapahoe 28J	Altura Elementary
Metro	Adams-Arapahoe 28J	Crawford Elementary
Metro	Adams-Arapahoe 28J	Vaughn Elementary
Metro	Denver Public Schools	Ashley Elementary
Metro	Denver Public Schools	Barney Ford
Metro	Denver Public Schools	Barnum Elementary
Metro	Denver Public Schools	Eagleton Elementary
Metro	Denver Public Schools	Valverde Elementary
Metro	Denver Public Schools	Cheltenham Elementary
Metro	Denver Public Schools	Cole ECE-8 (Mitchell/Wyman)
Metro	Denver Public Schools	Columbine Elementary
Metro	Denver Public Schools	Denver Arts and Technology Academy
Metro	Denver Public Schools	Garden Place Elementary
Metro	Denver Public Schools	Godsman Elementary
Metro	Denver Public Schools	John H. Amesse Elementary
Metro	Denver Public Schools	Montclair Elementary
Metro	Denver Public Schools	Oakland Elementary
Metro	Denver Public Schools	Place ECE-8 (Whiteman)
Metro	Denver Public Schools	Smith Elementary (Hallett)
Metro	Denver Public Schools	Whittier Elementary
Metro	Westminster 50	Hodgkins Elementary (Baker)
North Central	Greeley 6	Bella Romero Elementary
North Central	Greeley 6	Cameron Elementary
North Central	Greeley 6	Dos Rios Elementary
North Central	Greeley 6	Jefferson Elementary
North Central	Greeley 6	Madison Elementary
North Central	Thompson R2-J	Truscott Elementary
North Central	Weld RE-1	Pete Mirich Elementary
North Central	Weld RE-8	Twombly Elementary
Northeast	Burlington Re-6J	Burlington Elementary
Northeast	Holyoke School District	Holyoke Elementary
Northwest	Garfield 16	Bea Underwood Elementary
Northwest	Lake County	Margaret J. Pitts Elementary
Northwest	Lake County	West Park Elementary
Pikes Peak	Colorado Springs SD-11	Pike Elementary
Pikes Peak	Colorado Springs SD-11	Adams Elementary
Pikes Peak	Colorado Springs SD-11	Longfellow Elementary

Pikes Peak	Colorado Springs SD-11	Monroe Elementary
Pikes Peak	Colorado Springs SD-11	Queen Palmer Elementary
Pikes Peak	Colorado Springs SD-11	Rogers Elementary
Pikes Peak	Colorado Springs SD-11	Twain Elementary
Pikes Peak	Fremont RE-1	Skyline Elementary
Pikes Peak	Harrison 2	Stratmoor Hills Elementary
Southeast	Holly RE-3	Shanner Elementary
Southeast	Las Animas	Las Animas Elementary
Southeast	Rocky Ford R-2	Liberty Elementary
Southeast	Wiley Consolidated Schools Re13jt	Wiley Elementary
Southwest	Center	Haskin Elementary
Southwest	Montezuma Cortez Re-1	Manaugh Elementary
West Central	Delta County	Garnet Mesa Elementary
West Central	Roaring Fork Re-1	Basalt Elementary