



## **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, 2009



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## EXECUTIVE SUMMARY

Fiscal year 2008-2009 was the second year of a three-year cycle of the Read To Achieve grant program. During this year, 51 elementary schools participated in serving kindergarten, first-, second-, and third-grade students reading below the level established by the Colorado State Board of Education. Each grant recipient used the Read To Achieve assessment to demonstrate that the students enrolled in the intensive literacy programs were below grade-level for kindergarten, first-, second-, and third-grade. Funded schools provided intervention instruction using intensive, research-based reading programs for over 3,200 students on Individual Literacy Plans (ILPs). Pursuant to the legislation that created Read To Achieve (22-7-902 C.R.S.), all funded schools were held accountable for reaching the specific reading achievement goals or otherwise demonstrating that the students were on pace to achieve grade-level proficiency in order to be recommended for subsequent year funding.

The Read To Achieve grant distributed \$5,804,998.12 to funded schools during the 2008-2009 school year. The funding allowed schools the opportunity to provide intensive reading programs for students whose reading readiness or literacy and comprehension skills fell below the level established by the Colorado State Board of Education.

During the second year of Read To Achieve (Funding Cycle III), 8 of the 51 participating schools received both Read To Achieve and Colorado Reading First funds. Forty-eight of the 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 research-based reading instruction and assessments. These funds were used to supplement, not supplant, monies currently used.

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, 2008 through June 30, 2009. This report is divided into four sections: background information, description of program, year 2 (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 (RTA) 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 three percent of the money appropriated from the cash fund may be used for the expenses incurred by the Read To Achieve Board and the Colorado Department of Education (CDE) 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, an external evaluator, and one full-time employee to provide ongoing support.

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

The Colorado State Board of Education (CSBOE) 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 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 the Colorado Department of Education. In order for schools to receive subsequent year funding, they must meet the statutory requirement that 65 percent of the students involved in the intensive reading program for the full instructional cycle will be at grade-level, or proficient on the Colorado Student Assessment Program (CSAP) at the end of the program. This is a substantial increase from the first year of the Read To Achieve grant program in which schools had a statutory requirement that 25% of their students show proficiency. Schools not meeting the statutory requirement may receive funding with Board approval if they otherwise demonstrate that their students are on pace to achieve grade-level proficiency on the state assessment in reading by the end of the funding cycle.

All of these requirements for receiving funding 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 C.R.S. 22-7-501) for the CBLA. C.R.S. 22-7-906 requires that one of these assessments be identified by the Colorado State Board of Education as the Read To Achieve assessment. Subsequently, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was reviewed by the Read To Achieve Board and approved by the Colorado State Board of Education as the required assessment for participating Read To Achieve schools as of May 2007.

## **Purpose of the Program**

The purpose of the Read To Achieve grant program is to solicit proposals from any elementary school in Colorado, 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, the program was changed to include kindergarten, first-, second- and third-grade students whose reading skills are below the level established by the Colorado State 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:

1. Soliciting and reviewing applications from eligible applicants.
2. Ensuring 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. Selecting eligible applicants that will receive grants, including the duration and amount of each grant.
4. Submitting annually to the Colorado Department of Education a list of grant recipients and the amount to be awarded.
5. Ensuring that schools demonstrate that at least 65 percent of their RTA students who completed a full year instructional cycle reached their achievement goals, or otherwise demonstrate that they are on pace to achieve grade-level proficiency by the end of the funding cycle.
6. Ensuring that each grant recipient use the DIBELS assessments.

## II. DESCRIPTION OF PROGRAM (July 1, 2008 - June 30, 2009)

### Population Served by the Read To Achieve Grant

Read To Achieve funds were granted to 51 schools, resulting in services for 3,230 students during the 2008-2009 school year (Please see Attachment C for a complete listing of funded schools).

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 and the number of students in each region that completed a full instructional cycle.

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

Second Funding Period (July 2008 - June 2009)				
	Grant Awards		Number of Read To Achieve Students (full-cycle)	
Region	Funding Amount	Percent	Number	Percent
Metro	\$ 2,410,019.96	41%	1,102	37%
North Central	\$ 1,035,373.99	18%	671	23%
Northeast	\$ 151,948.00	3%	98	3%
Northwest	\$ 300,560.00	5%	206	7%
Pikes Peak	\$ 1,182,100.00	20%	469	16%
Southeast	\$ 283,953.00	5%	104	3%
Southwest	\$ 106,441.00	2%	75	3%
West Central	\$ 334,602.17	6%	237	8%
<b>Totals</b>	<b>\$ 5,804,998.12</b>	<b>100%</b>	<b>*2,962</b>	<b>100%</b>

**Note:** Total of \$5,804,998.12 plus \$113,883.66 for CDE internal fees and RTA Board expenses totals \$5,918,881.78. \*Services were provided for a total of 3,230 students, but 268 students did not complete a full cycle, resulting in 2,962 full-cycle students.

### Types of Services Provided by Schools

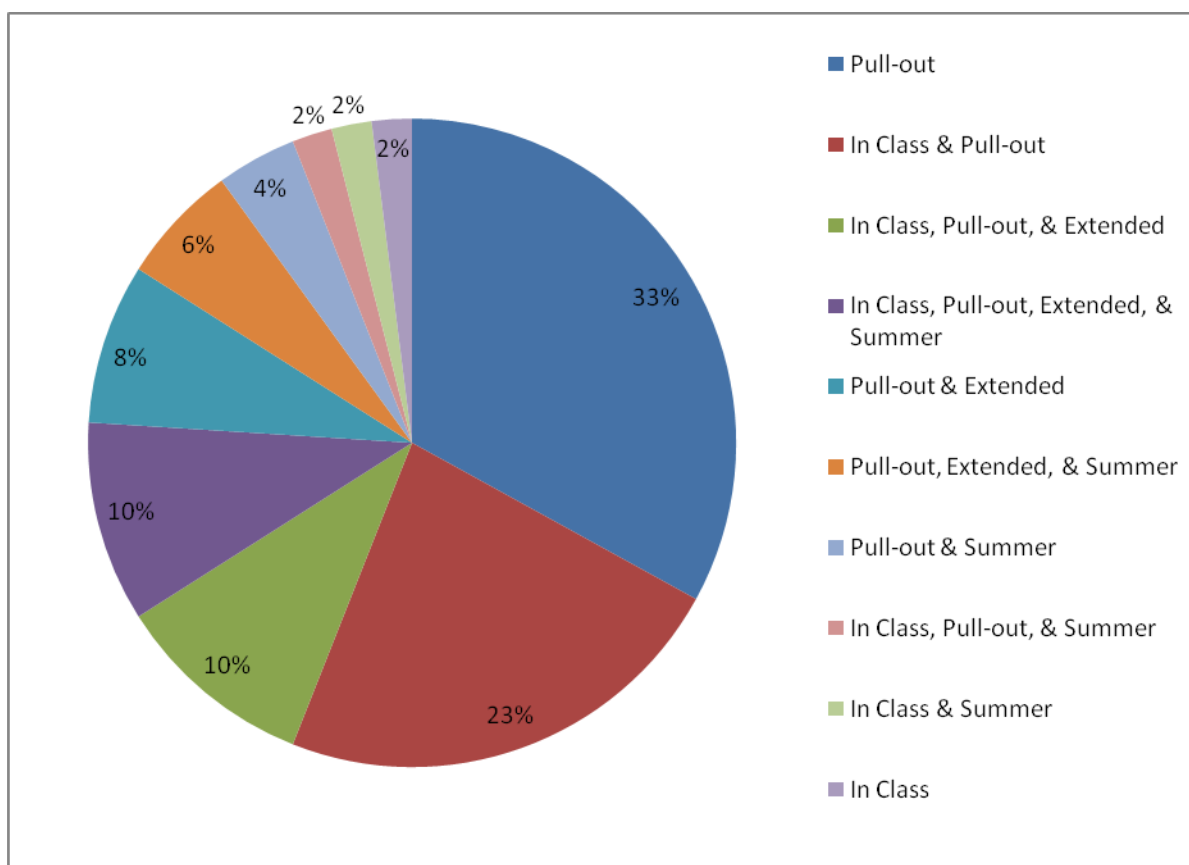
Year 2 provided research-based, intensive reading instruction based on needs assessment conducted in the schools to kindergarten, first-, second-, and third-grade students who were on ILPs. No specific program type is prescribed in the statute; therefore, a variety of reading programs have been approved for funding based on the specific needs of each school. The proposed program is based on a research model that has proven 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 models consisted of intensive pull-out sessions (33%) followed by in-class support/assistance combined with pull-out programs (23%).

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



Schools reported three types of delivery models. Forty-nine percent reported using a very prescribed model keeping with the fidelity of the research-based program. Forty-seven percent used a structured model and four percent used a generally framed delivery model.

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

During the new funding cycle (2008-2009), the RTA staff at CDE notified the schools of their application approval. Per the Read To Achieve Board members' requests, the Annual Networking Day was reinstated in order to provide RTA educators the opportunity to come together to hear the latest in reading research and to share what is working well in their programs.

The second year of the three-year cycle included a variety of professional development opportunities for Read To Achieve grant recipients. In September 2008, workshops were presented on Advanced Data Analysis and The Basics of Great Reading Instruction: A Primer for Paraprofessionals and New Teachers. The presentations gave RTA educators an in-depth look at using DIBELS data to determine instructional grouping and matching correct intervention strategies and instruction based on student needs. Teachers and paraprofessionals also learned about the science behind phonemic awareness, phonics, vocabulary, fluency, and comprehension in addition to gaining knowledge in the basic elements of DIBELS, small group instruction, management, and actively engaging students.

Read To Achieve schools had the option of selecting a consultant to provide in-school coaching and support throughout the 2008-2009 school year. On-site coaching allowed RTA educators the opportunity to receive continued support in the implementation of successful scientifically-based reading research programs and effective teaching practices.

A survey of RTA educators at the end of the 2007-2008 school year indicated an interest in professional development on instructional strategies for ELL (English Language Learner) students. In November 2008 and March 2009, Dr. Maria Elena Arguelles presented a two-day training on the Components of Effective Reading Instruction for English Language Learners. This training provided practical application for building vocabulary and systematically teaching reading instruction to English Language Learners and students with limited vocabulary development.

Read To Achieve will continue to survey participating schools in order to determine specific professional development needs for the future.

### **III. SECOND 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 C.R.S. 22-7-905, Section 5:

A grant recipient that has previously received a grant shall be eligible for subsequent grants only if able to demonstrate that at least 65 percent 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 level.

Schools that received second-year funding were responsible for submitting all evaluation data by June 2009. Two types of data were submitted: student-level data and school-level data.

Student-level data included demographic information such as whether students were English Language Learners (ELLs) and/or in need of Special Education services, ethnicity, and gender. 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 across Colorado implemented the Read to Achieve program for the first year of a three year cycle. Six schools did not participate in year 2, but three new schools implemented the program, resulting in a total of 51 schools implementing the program in 2008-2009.

Three-quarters of the schools implemented the program in all primary grades, K-3; the remaining schools implemented the program in different grade-level configurations. The program was most often implemented in first-grade and least often implemented in kindergarten.

Overall, 71 percent of students enrolled in Read To Achieve met or exceeded the program benchmark goals by spring 2009. The vast majority of kindergarten and first-grade students (92% and 84%, respectively) reached their benchmark goals; 54 percent of students in both second- and third- grade performed likewise. Except for second grade, the trends from fall to

spring in each grade level represented those of successful programs - the percentage of intensive and strategic students declined while the percentage of benchmark students increased. Students classified as benchmark are projected to be on track for reaching grade level reading outcomes while strategic and intensive students are considered at-risk for meeting the intended outcomes. Compared to last year's results, the percentage of students meeting or exceeding the program benchmark goals by spring were higher by over 10 percentage points at each grade level.

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 (Total of 51 Read To Achieve Schools)**

Grade	Number and Percentage of Schools <u>with</u> Program Implemented
Kindergarten	39/51 = 76%
Grade 1	49/51 = 96%
Grade 2	48/51 = 94%
Grade 3	47/51 = 92%

A total of 3,230 students were reported as participating in year 2 of the current cycle. Two hundred sixty eight students did not complete a full year instructional cycle. Full participation rates varied slightly from grade level to grade level. Table 3 shows student participation rates by grade level.

**Table 3: Percentage of Students in the Project for Full-Cycle and for Less Than a Full-Cycle by Grade Level (N = 3, 230)**

Grade	Percentage		N
	Full-Cycle	Less than a Full-Cycle	
Kindergarten	88%	12%	792
Grade 1	89%	11%	846
Grade 2	86%	14%	843
Grade 3	88%	12%	749

## Overall Student Performance by Grade Level

Figure 2 compares the performance of kindergarten students on the Phoneme Segmentation Fluency (PSF) assessment. The percentage of intensive and strategic students declined as the percentage of benchmark students increased from winter to spring. Almost all students (92%) reached benchmark on the PSF assessment by spring 2009.

**Figure 2: Kindergarten Percentage of Students at Each Level on the PSF**

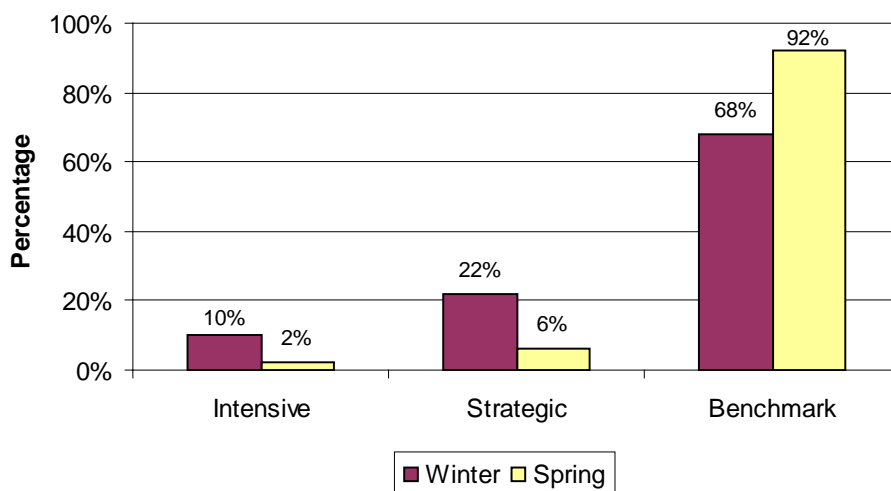


Figure 3 displays the trends of first-grade students from fall to spring on the Phoneme Segmentation Fluency and Nonsense Word Fluency (NWF) assessments. These trends dramatically represented desired outcomes for a successful program - the percentage of intensive and strategic students declined as the percentage of benchmark students increased on both measures. By the end of the year, 84 percent of first grade students reached the program benchmark goal.

**Figure 3: Grade 1 Percentage of Students at Each Level, by DIBELS Measure and Meeting the Overall Program Goal**

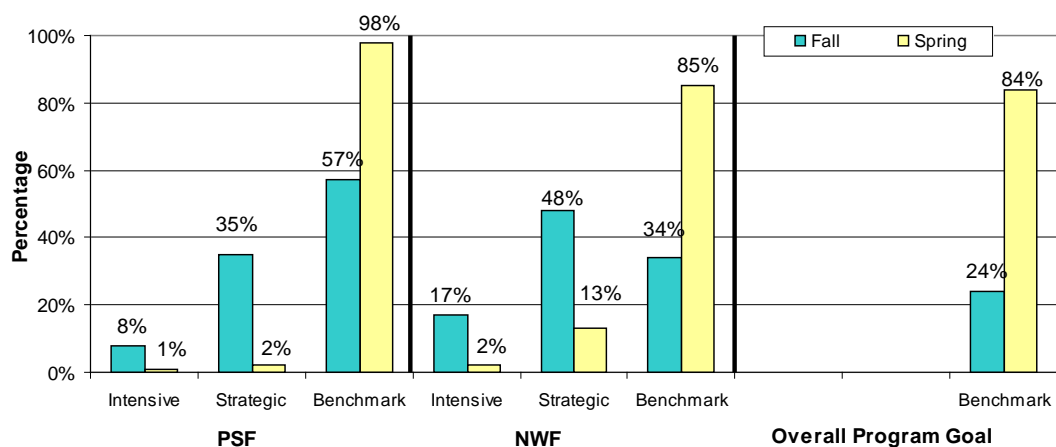


Figure 4 shows the trends of second-grade students on the Oral Reading Fluency (ORF) assessment in each of the status levels. The percentage of intensive students slightly increased from fall to spring while the percentage of strategic students declined substantially, and the percentage of benchmark students substantially increased. By spring 2009, over one-half of the students (54%) reached the ORF benchmark or the program benchmark goal.

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

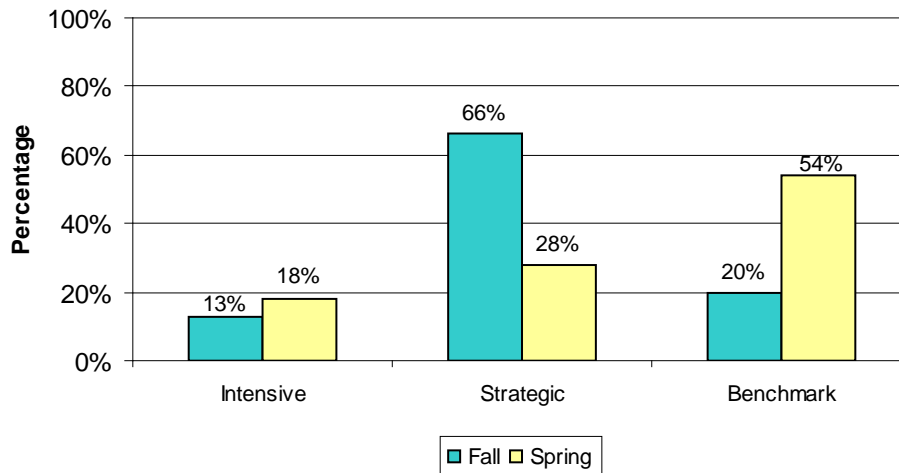


Figure 5 displays trends in the three status groups on the ORF assessment for third-grade students. The percentage for both the intensive and strategic groups declined from fall to spring while the percentage of benchmark students increased substantially from 10 percent to 54 percent - a noteworthy increase of 44 percentage points.

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

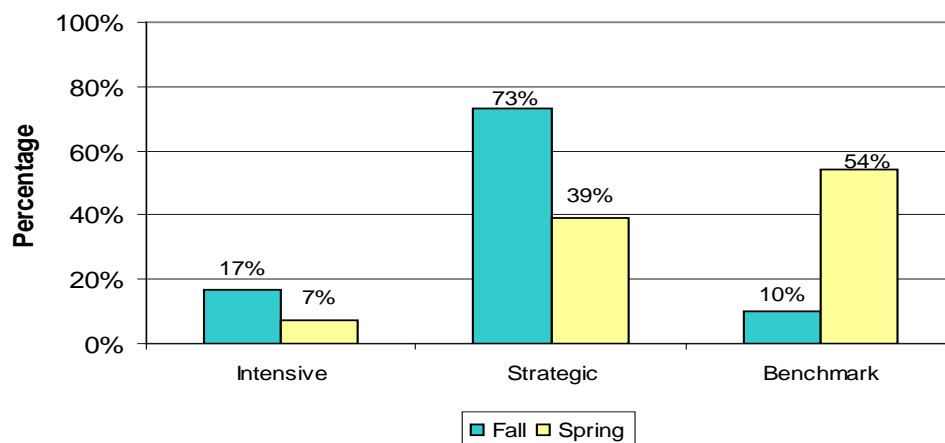
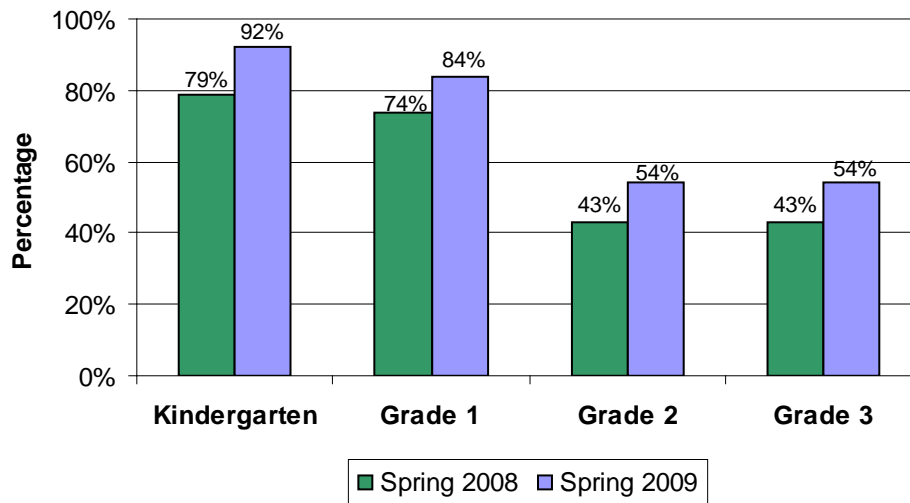


Figure 6 compares student performance for each grade level from spring 2008 to spring 2009. At every grade level, the percentage of students meeting or exceeding the program benchmark goals increased since last year. The greatest increase was in kindergarten with a 13 percentage point change. The percentage point change in the other grades was slightly less – about 10 percentage points. In spring 2009, the vast majority of kindergarten and first-grade students reached the program benchmark goal while only 54 percent of both second- and third-grade students reached their respective grade level goals.

**Figure 6: Percentage of Students Meeting Program Benchmark Goal in Spring 2008 and Spring 2009, by Grade Level**



## Overall Student Performance by Special Classifications

Overall, 71 percent of the students in Colorado’s Read to Achieve program reached the program benchmark goal by spring 2009. A slightly greater percentage of white students exceeded the overall program’s percentage of 71 percent. Compared to the overall percentage, Hispanic and Asian students had the same percentage, while black and American Indian/Native American students fell short of this percentage. No gender differences were found. English language learners (ELL) performed the same as non-ELL students; however, a smaller percentage of special education students (55%) than non-special education students (72%) met the program benchmark goal. Table 4 presents these results. 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 displays the results.

**Table 4:**

**Colorado Read-to-Achieve: Overall Percentage of Matched Students at Program Benchmark Goal in Spring 2009, by Demographics, Grades K-3 Combined**

Demographic Characteristics	Percentage (n) at Program Benchmark Goal in Spring 2009	Total Matched N
<b>Colorado Read To Achieve—Overall</b>	<b>71% (2,102)</b>	<b>2,962 (full-cycle)</b>
<b>Ethnicity</b>		
Hispanic	71% (1,262)	1,770
White, non-Hispanic	73% (594)	818
Black, non-Hispanic	67% (196)	292
Am Indian or Native American	53% (25)	47
Asian or Pacific Islander	71% (20)	28
<b>Gender</b>		
Female	71% (1,060)	1,486
Male	71% (1,042)	1,476
<b>English Language Learners (ELL)</b>		
ELL	71% (769)	1,080
Non-ELL	71% (1,328)	1,875
<b>Special Education (SPED)</b>		
SPED	55% (92)	167
Non-SPED	72% (2,005)	2,788



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

To look at the relationship between the third-grade ORF on the DIBELS assessment and the CSAP reading test in spring 2009, two different analyses were performed. Both analyses included “all” students with both their ORF scores/levels and CSAP scaled scores/reading test proficiency levels.

In the first analysis, a Chi-square test was performed to determine if a relationship existed. A significant relationship between the two measures does exist (\*Chi-square=78.515; significance at  $p=0.000$ ). The strength of the relationship as measured by the Spearman rho was 0.317 with  $p=0.000$ , meaning that about 10 percent of the variance was accounted for by the scores. This is a very modest correlation.

Table 5 shows the percentage distribution between the ORF and the CSAP levels. Only slightly more than 60 percent of the benchmark students on the ORF were proficient on the CSAP reading test. If the two assessments were more closely related, we would expect a great percentage of benchmark students to be proficient on the CSAP reading test. Over 40 percent of the strategic students (44%) scored proficient on the CSAP while most of the intensive students (83%) were classified as not proficient on the CSAP.

**Table 5**

**Colorado Read-to-Achieve: Relationship between Grade 3 ORF and CSAP Performance Levels, Spring 2009, (N=660)**

ORF Risk Levels	Percentage of Students—CSAP				N
	Unsatisfactory	Partially proficient	Proficient	Advanced	
Intensive	37%	46%	16%	--	43
Strategic	8%	48%	44%	--	262
Benchmark	5%	33%	61%	1%	355

\*Chi-square=78.515; significance at  $p=0.000$

In the second analysis, the ORF scores were used to correlate with the CSAP scaled scores using the Pearson R correlation. The correlation was 0.385 with  $p=0.000$  which means that approximately 15 percent of the variance was accounted for by the two scores. Other factors would contribute to the remaining variations in the scores.

## Future Outlook

This report contains information about year 2 performance of Read To Achieve schools and some limited information about the types of services provided. This is the second cycle in which a standard set of measures for monitoring progress has been implemented. 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 very quick to administer, but it provides a wealth of information about a child's ability in relation to 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 2009-2010, 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 including consultants in buildings to offer support and professional expertise.
- 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 as 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 many of the goals it was designed to achieve. The goal, set by statute, is for all schools to demonstrate that at least 65 percent of their students who complete a one-year instructional cycle of the intensive literacy program are achieving reading goals. Seventy-one 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 upon schools meeting specific achievement goals. According to statute, funded schools can only be eligible for funding in subsequent years if they demonstrate that at least 65 percent 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 data collection system has simplified the process compared to that which schools went through during previous funding. Currently, individual student identifiers are used so that CSAP scores can be tracked from year to year by CDE rather than asking the educators in the schools to keep track of this information. The Read To Achieve Board continues to support 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 five essential components 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 percent 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 student 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 grade level

will be placed on Individual Literacy Plans (ILPs), which are developed by both the school and the family.

### 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 and 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.

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 report will be available on the Read To Achieve Web site which can be found at <http://www.cde.state.co.us/coloradoliteracy/rtai/index.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 Webinar, e-mail, and telephone.

### Read To Achieve Administrative Costs

During July 1, 2008 - June 30, 2009, 51 schools received funds for a total of \$5,804,998.12. Tobacco revenues from 2008-2009 were used to fund this 12-month period. According to statute, 3 percent of the monies appropriated from the cash fund can be used for the expenses incurred by CDE, including the Read To Achieve Board, to administer the program.

#### Expenses Incurred by CDE

Personnel and Operating Expenses	Travel Expenses	Distribution to Schools	Total Allocation	Unrequested Funds
\$ 111,984.29	\$1,899.37	\$5,804,998.12	\$6,524,508.00	\$605,626.22

## Read To Achieve Assessment

Pursuant to the Read To Achieve legislation as of May 2007, Read To Achieve grantees were responsible for testing participating RTA students three times during the school year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). DIBELS is a valid and reliable tool for assessing students' reading proficiencies. Depending on the grade level, Read To Achieve schools administered different measures of the DIBELS probes in the fall, winter, and spring of the 2008-2009 school year. The measures given included the Phoneme Segmentation Fluency (PSF) test, the Nonsense Word Fluency (NWF) test, and the Oral Reading Fluency (ORF) test. Table 6 shows when each measure was administered at each grade level.

**Table 6: DIBELS Measures Administered at which Testing Intervals, by Grade Level**

Grade	PSF	NWF	ORF
Kindergarten	Winter and Spring	Winter and Spring	--
Grade 1	Fall, Winter, and Spring	Fall, Winter, and Spring	Winter and Spring
Grade 2	--	--	Fall, Winter, Spring
Grade 3	--	--	Fall, Winter, Spring

See Attachment E for the 2009-2010 DIBELS testing schedule.

## Review of Goal Accomplishments: Year 2 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 2008-09 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 2008-09 school year, the Read To Achieve grant program served over 3,200 students in 51 schools. 71 percent of students met or exceeded program benchmark goals.

**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-one schools were funded for the 2008-2009 school year. Forty-one schools will be funded for 2009-2010.

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

**Accomplished:** In the second year (July 1, 2008 - June 30, 2009), 51 schools received funds for a total of \$5,804,998.12. For the second year, less than 2 percent of the amount of the original appropriation was spent on administering 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 65 percent 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 41 schools in year 3. Schools that demonstrated that at least 65 percent 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 Read To Achieve staff. This

report will be available on the RTA Web site which can be found at <http://www.cde.state.co.us/coloradoliteracy/rta/index.htm>.

Read To Achieve funds have provided a solid foundation for a successful year 2 of Funding Cycle III of Read To Achieve, as well as increased literacy levels for students throughout the state. This report to the Colorado Department of Public Health and Environment contains information on implementation and evaluation activities completed during year 2 of Funding Cycle III.

## **Read To Achieve Summary of Primary Accomplishments: 2008-2009**

### **Impact on Students Served**

Over 3,000 students at 51 schools participated in the Read To Achieve program during year 2 of Funding Cycle III, 2008-2009. 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 51 participating schools that submitted data by June 3, 2009, 71 percent met the 65 percent statutory goal.

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

Over the eight-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.

### **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. The Read To Achieve Networking Day trainings continue to be an opportunity for RTA educators to develop their teaching skills and knowledge about best practices while consultants in buildings offer implementation support.



## V. ATTACHMENTS

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

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

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

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

**Attachment E:** 2009-2010 Read To Achieve Assessment Schedule

**Attachment F:** 2009-2010 Funded Sites

## ATTACHMENT A: 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 \_\_\_\_\_ 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.

## 2207-R-2.02

## 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: 2009**

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

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

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

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

**Jeanette Cornier**, Assistant Commissioner, Colorado Department of Education  
Commissioner of Education's Designee

**Jane Goff**, Member, State Board 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

**Sen. Suzanne Williams**, Colorado State Senator

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

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

<b>School</b>	<b>Location</b>
Altura Elementary	Aurora
Crawford Elementary	Aurora
Vaughn Elementary	Aurora
Amesse Elementary	Denver
Ashley Elementary	Denver
<b>DPS Consortium</b>	
Barnum Elementary	Denver
Eagleton Elementary	Denver
Valverde Elementary	Denver
Cheltenham Elementary	Denver
Cole ECE-8 (Mitchell/Wyman)	Denver
Columbine Elementary	Denver
Denver Arts and Technology Academy	Denver
Ford Elementary	Denver
Garden Place Elementary	Denver
Godsman Elementary	Denver
Montclair Elementary	Denver
Oakland Elementary	Denver
Place ECE-8 (Whiteman)	Denver
Smith Elementary (Hallett)	Denver
Whittier Elementary	Denver
Hodgkins Elementary (Baker)	Westminster
Bella Romero Elementary	Greeley
Cameron Elementary	Greeley
Dos Rios Elementary	Greeley
Jefferson Elementary	Greeley
Madison Elementary	Greeley
Truscott Elementary	Loveland
Pete Mirich Elementary	Gilcrest
Twombly Elementary	Ft. Lupton
Burlington Elementary	Burlington
Holyoke Elementary	Holyoke
Bea Underwood Elementary	Parachute
<b>Lake County Consortium</b>	
Margaret J. Pitts Elementary	Leadville
West Park Elementary	Leadville
Adams Elementary	Colorado Springs
Longfellow Elementary	Colorado Springs
Monroe Elementary	Colorado Springs
Pike Elementary	Colorado Springs
Queen Palmer Elementary	Colorado Springs
Rogers Elementary	Colorado Springs
Twain Elementary	Colorado Springs

Skyline Elementary	Canon City
Stratmoor Hills Elementary	Colorado Springs
Shanner Elementary	Holly
Las Animas Elementary	Las Animas
Liberty Elementary	Rocky Ford
Wiley Elementary	Wiley
Haskin Elementary	Center
Manaugh Elementary	Cortez
Garnet Mesa Elementary	Delta
Basalt Elementary	Glenwood Springs



**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.

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Joan Fitz-Gerald  
PRESIDENT OF  
THE SENATE

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Andrew Romanoff  
SPEAKER OF THE HOUSE  
OF REPRESENTATIVES

---

Karen Goldman  
SECRETARY OF  
THE SENATE

---

Marilyn Eddins  
CHIEF CLERK OF THE HOUSE  
OF REPRESENTATIVES

APPROVED \_\_\_\_\_

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Bill Ritter, Jr.  
GOVERNOR OF THE STATE OF COLORADO

### ATTACHMENT E: Timeline for DIBELS Testing: 2009-2010

<b>Pre-Testing</b>	<b>Mid-Testing</b>	<b>Post-Testing</b>
Begin 2 weeks after school starts		
Testing (approximate dates): August 31-September 11, 2009	Testing: January 11-22, 2010	Testing: May 3 - 14, 2010

Rationale for the testing 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: 2009-2010**

<b>Read To Achieve Funded Schools, 2009-2010</b>		
<b>School</b>	<b>Region</b>	<b>District</b>
Altura Elementary	Metro	Adams-Arapahoe 28J
Crawford Elementary	Metro	Adams-Arapahoe 28J
Vaughn Elementary	Metro	Adams-Arapahoe 28J
Amesse Elementary	Metro	Denver County 1
Ashley Elementary	Metro	Denver County 1
<b>DPS Consortium</b>		
Barnum Elementary	Metro	Denver County 1
Eagleton Elementary	Metro	Denver County 1
Valverde Elementary	Metro	Denver County 1
Cheltenham Elementary	Metro	Denver County 1
Cole ECE-8 (Mitchell/Wyman)	Metro	Denver County 1
Columbine Elementary	Metro	Denver County 1
Barney Ford Elementary	Metro	Denver County 1
Garden Place Elementary	Metro	Denver County 1
Godsman Elementary	Metro	Denver County 1
Montclair Elementary	Metro	Denver County 1
Oakland Elementary	Metro	Denver County 1
Smith Elementary (Hallett)	Metro	Denver County 1
Hodgkins Elementary (Baker)	Metro	Westminster 50
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	Greeley 6
Truscott Elementary	North Central	Thompson R-2J
Pete Mirich Elementary	North Central	Weld RE-1
Twombly Elementary	North Central	Weld RE-8
Burlington Elementary	Northeast	Burlington Re-6J
Holyoke Elementary	Northeast	Holyoke RE-1J
<b>Lake County Consortium</b>		
Margaret J. Pitts Elementary	Northwest	Lake County R-1
West Park Elementary	Northwest	Lake County R-1
Hunt Elementary	Pikes Peak	Colorado Springs 11
Monroe Elementary	Pikes Peak	Colorado Springs 11
Queen Palmer Elementary	Pikes Peak	Colorado Springs 11
Mark Twain Elementary	Pikes Peak	Colorado Springs 11
Skyline Elementary	Pikes Peak	Canon City RE-1
Stratmoor Hills Elementary	Pikes Peak	Harrison 2
Las Animas Elementary	Southeast	Las Animas RE-1
Liberty Elementary	Southeast	Rocky Ford R-2
Wiley Elementary	Southeast	Wiley RE-13 JT
Garnet Mesa Elementary	West Central	Delta County 50
Basalt Elementary	West Central	Roaring Fork Re-1

