

2024 READ Act Report: Alt Text and Detailed Descriptions

Figure 1: The READ Act in Action

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

Detailed Description:

Beginning of the School Year

- A. All kindergarten through third grade students are assessed with an interim reading assessment, approved by the Colorado State Board of Education.
- B. If the assessment indicates a significant reading deficiency (SRD), then the teacher administers a diagnostic assessment to pinpoint the student's significant reading challenges.
- C. Teachers and parents initiate a READ plan, and the teacher begins providing reading interventions.

Ongoing Throughout the School Year

- A. Teachers continue to administer interim assessments. If an SRD is indicated, the teacher will administer a diagnostic assessment. A READ plan will be initiated for students identified with an SRD.
- B. The teacher provides reading interventions, and continues to monitor student progress.
- C. The teacher and parents update the READ plan as appropriate.
- D. Based on student progress, the teacher may provide more rigorous interventions.
- E. Students who demonstrate grade-level competency are exited from their READ plan.

End of the School Year

- A. All kindergarten through third grade students are reassessed with an interim reading assessment, approved by the Colorado State Board of Education.
- B. If an SRD is indicated the teacher will administer a diagnostic assessment. A READ plan will be initiated for students identified with an SRD.
- C. Teachers and parents update the existing READ plans as appropriate.
- D. The student's end-of-year assessment score is reported to CDE. District per pupil funds for the subsequent year are calculated based on the number of students identified with an SRD.
- E. Students who demonstrate grade-level competency are exited from their READ plan.

Subsequent Years

- A. For students still identified with an SRD, teachers and parents update the READ plan to include more rigorous intervention strategies.
- B. For students who no longer have an SRD, but are not yet reading at grade-level, the teachers and parents continue implementing the READ plan until the student demonstrates grade level reading competency.
- C. Students who demonstrate grade-level competency are exited from their READ plan.

Figure 2 Longitudinal SRD Rates for Grades K-3 from 2016-17 to 2022-23

Alt Text: Bar graph showing the number of K–3 students assessed and those identified with a significant reading deficiency (SRD) from 2016–17 to 2022–23.

Detailed Description: This is a vertical bar graph that illustrates the number of K–3 students assessed each year alongside the number of K–3 students identified with a significant reading deficiency (SRD) from the 2016–17 school year to the 2022–23 school year. The bars are color-coded: orange represents the total number of students assessed, and purple represents the number of students identified with an SRD. The SRD percentage rate is noted in a text box above the number of students identified with an SRD.

- **2016–17:** 258,779 students assessed; 40,533 (15.7%) identified with an SRD.
- **2017–18:** 255,107 students assessed; 39,612 (15.5%) identified with an SRD.

- **2018–19:** 250,911 students assessed; 41,003 (16.3%) identified with an SRD.
- **2019–20:** Data not available.
- **2020–21:** 231,850 students assessed; 52,927 (22.8%) identified with an SRD.
- **2021–22:** 236,331 students assessed; 50,273 (21.3%) identified with an SRD.
- **2022–23:** 236,255 students assessed; 48,952 (20.7%) identified with an SRD.

The graph indicates an increase in the percentage of students identified with SRD from 2016–17 to 2020–21, peaking at 22.8%, followed by a gradual decrease in the last two years shown.

Figure 3: Students Identified as Having an SRD by Grade Level, 2021-22 and 2022-23

Alt Text: This bar graph shows the number of students identified with a significant reading deficiency (SRD) and the number of students assessed in kindergarten through third grade in 2022 and 2023.

Detailed Description: This is a horizontal bar graph that illustrates the number of K–3 students assessed each year alongside the number of K–3 students identified with a significant reading deficiency (SRD) by grade level from the 2021-22 school year to the 2022–23 school year. The bars are color-coded by grade level with the purple representing the number of students identified with an SRD.

Kindergarten:

- 2022: 59,599 students assessed; 8,942 students identified with an SRD
- 2023: 56,999 students assessed; 7,900 students identified with an SRD

First grade:

- 2022: 58,155 students assessed; 14,543 students identified with an SRD
- 2023: 60,662 students assessed; 14,761 students identified with an SRD

Second grade:

- 2022: 59,583 students assessed; 13,613 students identified with an SRD
- 2023: 58,557 students assessed; 12,752 students identified with an SRD

Third grade:

- 2022: 58,994 students assessed; 13,175 students identified with an SRD
- 2023: 60,017 students assessed; 13,539 students identified with an SRD

Figure 4: Disaggregated Annual SRD Rate for Grades K-3 from 2016-17 through 2022-23

Alt Text: Bar chart showing disaggregated annual significant reading deficiency (SRD) rate for grades K-3 from 2016-17 through 2022-23.

Detailed Description: This vertical bar graph depicts the number and percentage of K-3 students newly identified with an SRD, students already identified with a significant reading deficiency (SRD) and students no longer identified with an SRD from 2017-18 through 2022-23. Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic. The vertical bars are

color-coded: orange represents Newly Identified Students with an SRD, purple represents Students Already Identified with an SRD, and teal represents Students No Longer Identified with an SRD. Across the top of the graph, the horizontal green bar indicates the Total Students Assessed with the percentage identified as having an SRD noted below.

2017-18

- Newly Identified Students with an SRD: 12,646; 5.0%
- Students Already Identified with an SRD: 26,966; 10.6%
- Students No Longer Identified with an SRD: 8,353; 3.3%
- Total Students Assessed: 255,114
- SRD rate: 15.5%

2018-19

- Newly Identified Students with an SRD: 13,194; 5.3%
- Students Already Identified with an SRD: 27,810; 11.1%
- Students No Longer Identified with an SRD: 7,263; 3.0%
- Total Students Assessed: 250,923
- SRD rate: 16.3%

2019-20

- Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic.

2020-21

- Data for 2019-20 and 2020-21 are not available, due to the cancellation of the READ Act assessments in the spring of the 2019-20 school year due to the COVID-19 pandemic.

2021-22

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

2022-23

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

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

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

Detailed Description: This graphic shows the longitudinal path over time of a student identified with an SRD by grade level.

Kindergarten:

- The 2019-20 collection was canceled due to COVID: Data not available due to the suspension of the 2019-20 data collection
- Students identified with SRD in 2020-21: 13,684
- Continuously identified with SRD in 2021-22: 8,838
- Continuously identified with SRD in 2022-23: 6,914
- Percentages: 50.5% continue to be identified with an SRD by the end of 3rd grade

Grade 1

- The 2019-20 collection was canceled due to COVID: Data not available due to the suspension of the 2019-20 data collection
- Students identified with SRD in 2020-21: 9,974
- Continuously identified with SRD in 2021-22: 7,863
- Percentages: 78.9% continue to be identified with an SRD by the end of 3rd grade

Grade 2

- The 2019-20 collection was canceled due to COVID: Data not available due to the suspension of the 2019-20 data collection
- Students identified with SRD in 2020-21: Data not available due to the suspension of the 2019-20 data collection

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

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

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

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

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

Figure 7: Number of Students Who Remain on READ Plans by Grade Level as Reported in 2022-23

Alt Text: Bar chart showing the number of students who remain on READ plans by grade level in grades 4-9 as reported in 2022-23.

Detailed Description: This vertical bar graph shows the number of students who remain on READ plans after exiting third grade as reported in 2022-23. Students remain on READ plans until they reach grade level competency.

- Grade 4: 12,708
- Grade 5: 10,548
- Grade 6: 2,157 The Grade 6 students would have been in third grade in 2019-20. These students did not have the opportunity to be identified in their third grade year, due to COVID canceling collections in 2019-20. Therefore, these sixth grade students were only identified in their second grade year, or earlier.
- Grade 7: 6,747
- Grade 8: 6,371
- Grade 9: 5,152

Figure 8: Students Retained for SRD

Alt Text: Bar graph showing the percentage of students retained due to significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year.

Detailed Description: Vertical bar graph showing the percentage and number of students in grades K-3 who were reported as being retained due to a significant reading deficiency (SRD).

- 2016-17: 580; 1.43%
- 2017-18: 506; 1.28%
- 2018-19: 636; 1.55%
- 2019-20: N/A; Data collection suspended due to COVID-19

- 2020-21: N/A; Data collection suspended due to COVID-19
- 2021-22: 468; 0.93%
- 2022-23: 436; 0.89%

The number of students retained due to significant reading deficiency has decreased since 2018-19.

Figure 9: Percentage of K-3 Students Receiving Special Education Services who were also Identified with an SRD

Alt Text: Bar graph showing the percentage of K-3 students receiving special education services who were also identified with a significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year.

Detailed Description: Vertical bar graph showing the percentage of K-3 students receiving special education services who were also identified with a significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year.

- 2016-17: 51.2%
- 2017-18: 50.5%
- 2018-19: 50.6%
- 2019-20: N/A Data collection suspended due to COVID-19
- 2020-21: 55.9%
- 2021-22: 54.7%
- 2022-23: 52.7%

The percentage of K-2 students receiving special education services who also have a significant reading deficiency has decreased since 2020-21 but has not reached pre-pandemic levels.

Figure 10: Percentage of K-3 Multilingual Learners Identified with an SRD

Alt Text: Bar graph showing the percentage of K-3 multilingual learners identified with a significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year. The bars are color-coded: purple represents the percentage of Non-English Proficient (NEP) students identified as having an SRD and orange represents the percentage of Limited English Proficient (LEP) students identified as having an SRD.

Detailed Description: Vertical bar graph showing the percentage of K-3 multilingual learners identified with a significant reading deficiency (SRD) from the 2016-17 through the 2022-23 school year. Data for each year is displayed with two vertical bars representing the percentage of Non-English Proficient (NEP) students identified as having an SRD and the percentage of Limited English Proficient (LEP) students identified as having an SRD side-by-side.

2016-17

- Percentage of NEP students identified as having an SRD: 42.6%
- Percentage of LEP students identified as having an SRD: 21.1%

2017-18

- Percentage of NEP students identified as having an SRD: 42.8%
- Percentage of LEP students identified as having an SRD: 19.2%

2018-19

- Percentage of NEP students identified as having an SRD: 45.3%
- Percentage of LEP students identified as having an SRD: 21.8%

2019-20

- N/A Data collection suspended due to COVID-19

2020-21

- Percentage of NEP students identified as having an SRD: 59.1%

- Percentage of LEP students identified as having an SRD: 31.8%

2021-22

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

2022-23

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

The percentage of K-3 multilingual learners identified as having a significant reading deficiency has decreased since 2020-21 but has not reached pre-pandemic levels.

Figure 11:

Alt Text: Bar graph showing the percentage of K-3 students eligible for free or reduced lunch that were identified with a significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year.

Description: The chart illustrates the percentage of K-3 students eligible for free or reduced lunch who are identified with a significant reading deficiency (SRD) over several school years. The data points are as follows:

- 2016-17: 24.1%
- 2017-18: 23.9%
- 2018-19: 25.2%
- 2019-20: N/A
- 2020-21: 36.1%
- 2021-22: 33.8%
- 2022-23: 32.6%

The percentage of K-3 students eligible for free and reduced lunch identified as having a significant reading deficiency has decreased from 2020-21 but has not reached pre-pandemic levels.

Figure 12:

Alt Text: Bar graph showing the percentage of K-3 male and female students identified with a significant reading deficiency (SRD) from the 2016-17 school year through the 2022-23 school year.

Description: The chart presents the percentage of K-3 male and female students identified as having a significant reading deficiency (SRD) across several school years, with data for both genders in each year. The bars are color-coded: purple represents the percentages of male students identified as having an SRD and orange represents the percentages of female students identified as having an SRD:

- 2016-17: Males 17.4%, Females 13.8%
- 2017-18: Males 17.2%, Females 13.7%
- 2018-19: Males 18.1%, Females 14.5%
- 2019-20: No data available
- 2020-21: Males 24.2%, Females 21.3%
- 2021-22: Males 22.7%, Females 19.8%
- 2022-23: Males 21.9%, Females 19.5%

The percentage of K-3 male and female students identified as having a significant reading deficiency (SRD) have decreased since 2020-21 but have not reached pre-pandemic levels.

Figure 13:

Alt Text: Bar graph showing the percentage of K-3 students identified with a significant reading deficiency (SRD) by racial/ethnic groups from 2018-19 to 2022-23.

Description: This chart depicts the percentage of students from different racial and ethnic groups who have been identified as having a significant reading deficiency (SRD) across several school years. Each racial/ethnic group is represented with bars corresponding to specific school years Purple represents 2018-19, orange represents 2020-21, green represents 2021-22, and turquoise represents 2022-23.

- **American Indian or Alaska Native:** Ranging from 24.8% in 2016-17 to 36.6% in 2022-23, with a peak of 38.4% in 2021-22.
- **Asian:** Ranging from 12.5% in 2016-17 to 14.7% in 2022-23, with relatively stable, low values each year.
- **Hispanic or Latino:** Ranging from 22.8% in 2016-17 to 31.1% in 2022-23, peaking at 34.9% in 2020-21.
- **Black or African American:** Ranging from 25.1% in 2016-17 to 29.1% in 2022-23, with the highest percentage of 32.8% in 2020-21.
- **Two or more races:** Ranging from 12.1% in 2016-17 to 16.6% in 2022-23, with a slight peak of 17.7% in 2020-21.
- **White:** Ranging from 10.4% in 2016-17 to 13.5% in 2022-23, peaking at 15.3% in 2020-21.
- **Native Hawaiian or other Pacific Islander:** Ranging from 18.6% in 2016-17 to 34.5% in 2022-23, reaching 32.9% in 2020-21.

Figure 15:

Alt Text: Pie chart showing the 2022-23 use of per-pupil intervention funds as reported in the READ Act budget submissions.

Description: A pie chart displaying the breakdown of 2022-23 Per-Pupil Intervention Funds as reported in the READ Act Budget Submissions. Here's a summary of each category and its percentage share:

- **Core Reading Materials:** 44.83%
- **Other Targeted Interventions:** 33.68%
- **Professional Development Programming:** 12.33%
- **Summer School:** 3.70%
- **Technology:** 2.64%
- **Tutoring Services:** 2.8%
- **BOCES Services:** 0.02%

In 2022-23 the majority of READ Act per-pupil intervention funds were spent on purchasing core reading materials.

Figure 16:

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

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

1. **20-Hour Requirement Pathway:**
 - **5 Hours:** Focused on "Colorado Administrator/Principal Literacy Standards" as defined by 1 CCR 301-92, 13.01(D)(1).
 - **15 Hours:** Focused on "K-3 Teacher Training Requirement" as outlined in 1 CCR 301-101 4.02(5) through 4.02(12).
2. **5-Hour Requirement Pathway:**
 - **5 Hours:** Dedicated to "Colorado Administrator/Principal Literacy Standards" (1 CCR 301-92, 13.01(D)(1)).
 - **Completed K-3 Teacher Training Requirement:** This pathway is available to those who have already completed the K-3 Teacher Training Requirement.

A note below the pathways emphasizes that all principals and administrators must complete this training by **August 1, 2024**. After completing the required pathway, individuals are instructed to submit their certificate(s) to Colorado's Online Licensing System (COOL) for verification.

Figure 17:

Alt Text: Bar graph showing the percentage of districts reporting using CDE-approved core instructional programs in the district from the 2019-20 school year through the 2022-23 school year.

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

- **2019-20:** 40.1%
- **2020-21:** 55.9%
- **2021-22:** 54.7%
- **2022-23:** 72.0%

The percentage of districts reporting the use of CDE-approved core instructional reading programs has increased since 2019-20.

Colorado Map

Alt Text: Table that shows participation in the Early Literacy Grant. The columns include the cohort number, the school years, and the number of participating schools and districts.

Detailed Description: Table that shows participation in the Early Literacy Grant. The columns include the cohort number, the school years, and the number of participating schools and districts.

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