



COLORADO

Department of Education

The Colorado READ Act

Where We Have Been and Where We Can Go:
Lessons Learned and the Evolution of Policy

Presentation to the
Colorado State Board of Education
January 8, 2025



Introductions and Purpose

Introductions

- Rhonda Haniford, Ph.D., Deputy Commissioner, Student Excellence
- Joanna Bruno, Ph.D., Chief Academic Officer, Student Learning Division
- Katie Grogan, Ph.D, WestEd

Purpose

- Provide a Colorado READ Act achievement and implementation “state of the state”
- Provide an evaluation of year 4 of the READ Act from WestEd
- Initiate conversation regarding next steps to support and build on READ Act implementation efforts

Agenda

- **Executive Summary**

- Executive Summary
- Background of the READ Act
- Current state of READ Act implementation
- READ Act Year 4 Evaluation
- Prior years recommendations from READ Act evaluations and the Dyslexia Working group
- Bright Spots and The Look Ahead

Executive Summary

- This is the first year ALL READ Act components are in place as a result of policy evolution over time to increase instructional coherence
- 99% of districts are implementing the required components of the READ Act and taking advantage of the optional components of the READ Act
- K-3 significant reading deficiency (SRD) rates decline for the third consecutive year
- 98% of Districts report purchasing and using High Quality Instructional Materials (HQIM) an increase from 40% in 2019
- 100% of K-3 teachers, 4-12 interventionists, and K-3 administrators and principals completed the required training
- 81% of Colorado Educator Preparation Programs now align to the science of reading

Executive Summary (Continued)

- Early Literacy Grants (ELG) and Early Literacy Assessment Tool (ELAT) Project lead to positive outcomes for students
 - ELG - Colorado outpaces the national level for moving students from well-below/below benchmark to at/above benchmark by over 10%.
 - ELAT - 68% of students are at/above benchmark by the end of the year.
- 2024 CMAS 3rd Grade ELA proficiency rate is higher than pre-pandemic rates from 2019
- Colorado 4th graders are in the Top 5 states for reading proficiency on NAEP (2022)
- The State Board approved the inclusion of additional measures that screen for risk of dyslexia in all approved reading interim assessments on the advisory list
- The READ Plan Working Group, Dyslexia Working Group and WestEd identified support needs for students with IEPs and multilingual learners
- The legislative request for use of reverted READ funds includes a request to develop and provide training on delivering intervention instruction for students with disabilities, students identified as having dyslexia and multilingual learners

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READ Act Policies Evolve to Increase Instructional Coherence

Annual identification of SRD commences
READ plans required
Early literacy grants available
Early literacy assessment tool project launches
Per pupil intervention funds initiated

2016

District budget accountability begins

Literacy Curriculum Transparency begins
Independent evaluator
Reading instructional program requirements

2022

Administrator and grades 4 - 12 interventionist training required

Districts required to use SBE approved READ assessment

2020

K - 3 teacher training required

2024

SBE approves changes to SRD identification for multilingual learners

2013



Components of the READ Act

Required Components

- Approved Use of READ Act Funds (Budget)
- Approved Assessments
- Approved Core Curriculum (High-Quality Instructional Materials)
- Teacher Training Requirement
- K-3 Principal/Administrator Training Requirement

Optional Components

- Participates in the Early Literacy Assessment Tool Project
- Participates in Comprehensive Early Literacy Grants

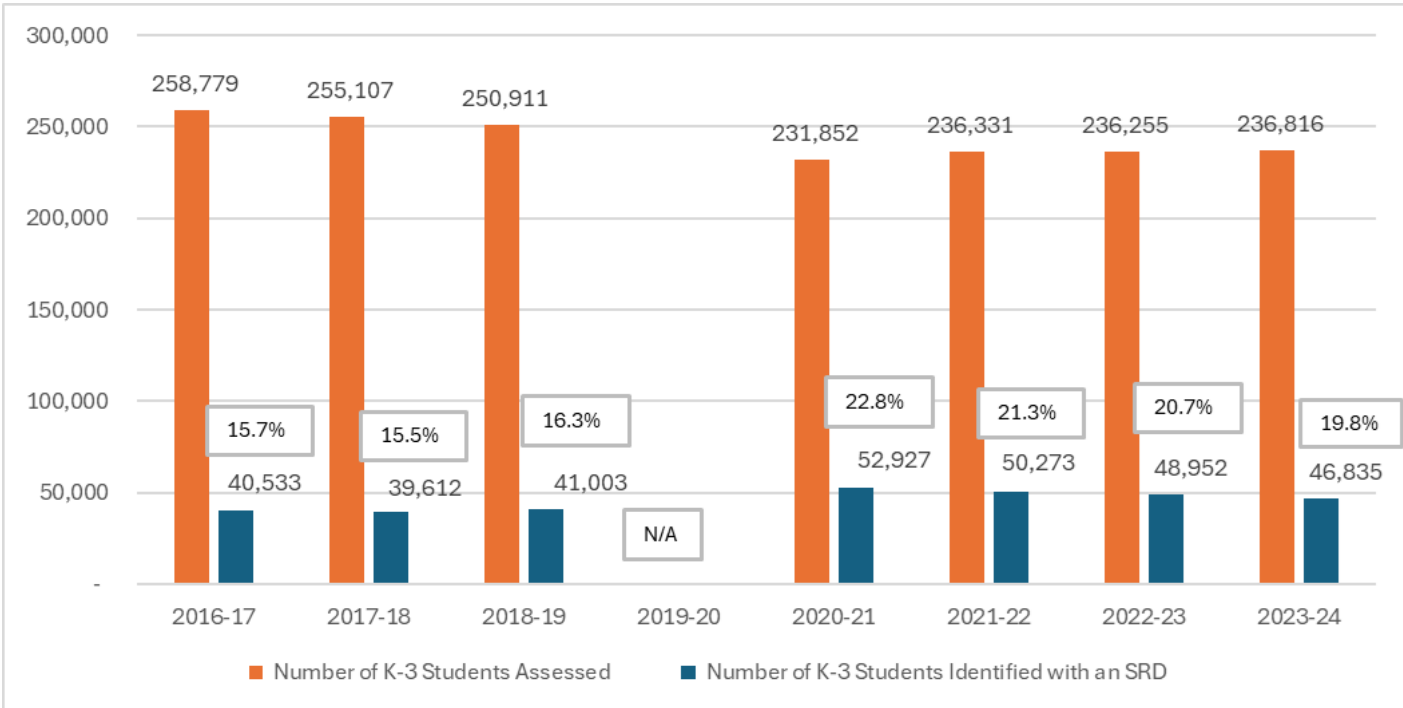
Key Takeaways

- This is the first year ALL READ Act components are in place as a result of the evolution of policies over time to increase instructional coherence
- 99% of districts are implementing the required components of the READ Act and taking advantage of the optional components of the READ Act

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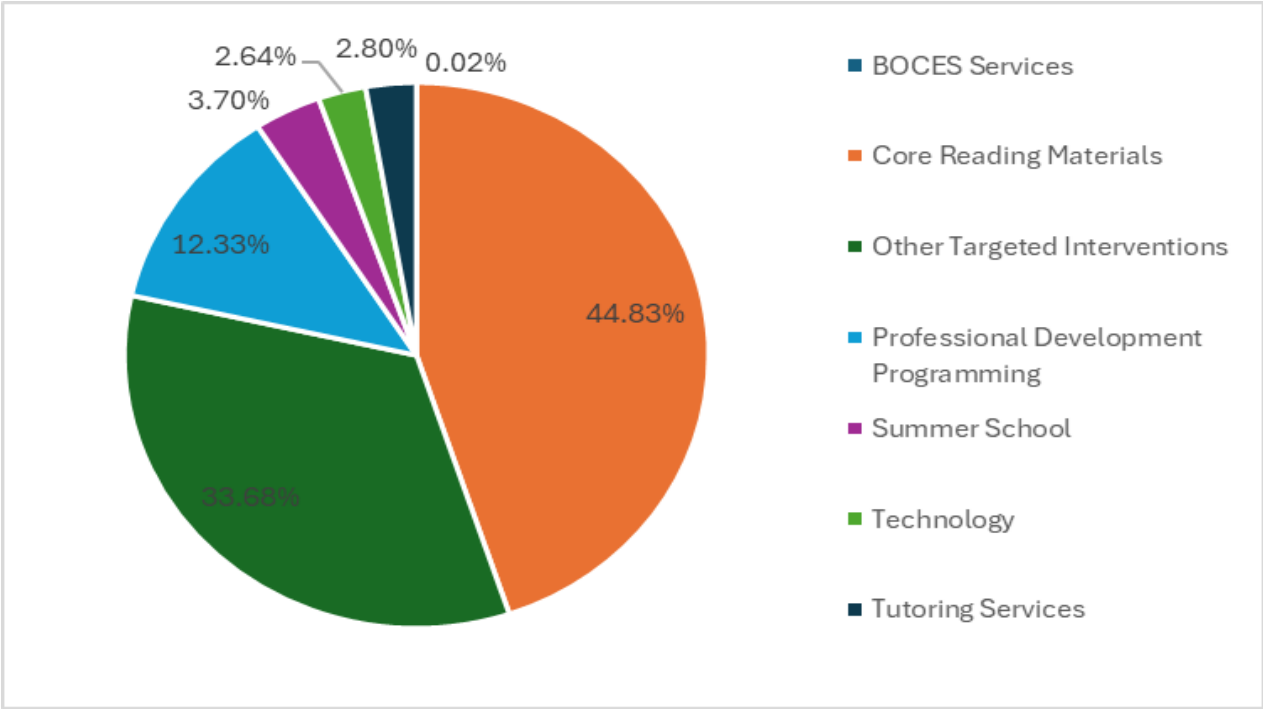
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The K-3 significant reading deficiency (SRD) rates declined for the third consecutive year, although not at pre-pandemic rates



Data for the 2019-20 school year is 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.

Districts Used the Majority of their READ Act Budget to Purchase High Quality Instructional Materials and Interventions in 2023-24

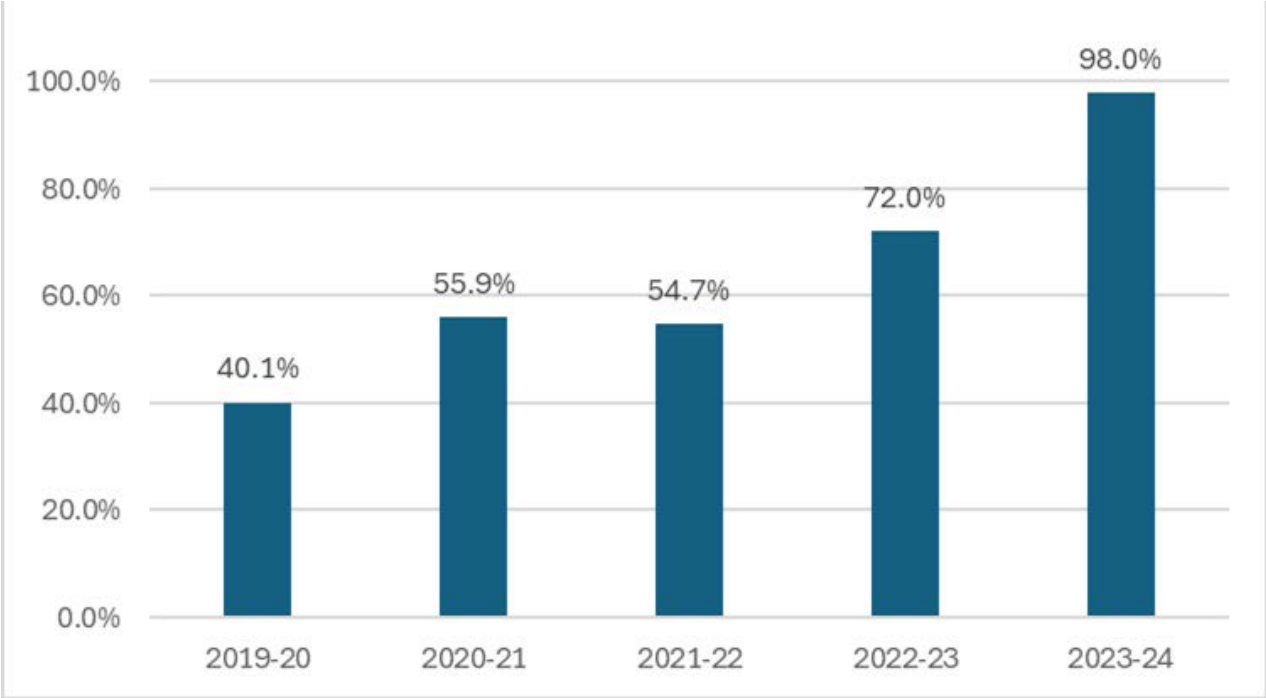


Budget data is from the 2022-2023 school year.

Adoption and Use of Approved Assessments Narrows

Assessments 2023-2024	Number of Districts Using the Assessment	Percentage of Students Assessed
mCLASS with DIBELS 8th Edition*	136	56.87%
Acadience Reading	33	2.02%
i-Ready Assessment for Reading	29	21.24%
STAR Early Learning	18	8.75%
Istation (ISIP ER) English	12	6.74%
mCLASS Lectura* (Spanish)	11	1.37%
Istation (ISIP ER) Spanish	2	1.48%
Star Early Learning (Spanish)	1	0.01%
Assessments Below This Line Are No Longer On the Approved Assessment List Starting In The 2024-2025 Year		
aimswEBPlus English	2	0.32%
aimswEBPlus Spanish	4	0.10%
FastBridge	1	0.01%
PALS Espanol	0	0.00%
IDEL (Indicadores Dinamicos del Exito en la Lectura)	0	0.00%

98% of all Districts Use Approved Core Instructional Programs



100% of K-3 Teachers, 4-12 Interventionists, and K-3 Administrators and Principals Completed the Required Training

	Required to Take the Training	Total Who Have Completed the Training
K-3 Teachers	20,380	37,827
4-12 Reading Interventionists	5,778	37,827
K-3 Administrators and Principals	2,311	3,507

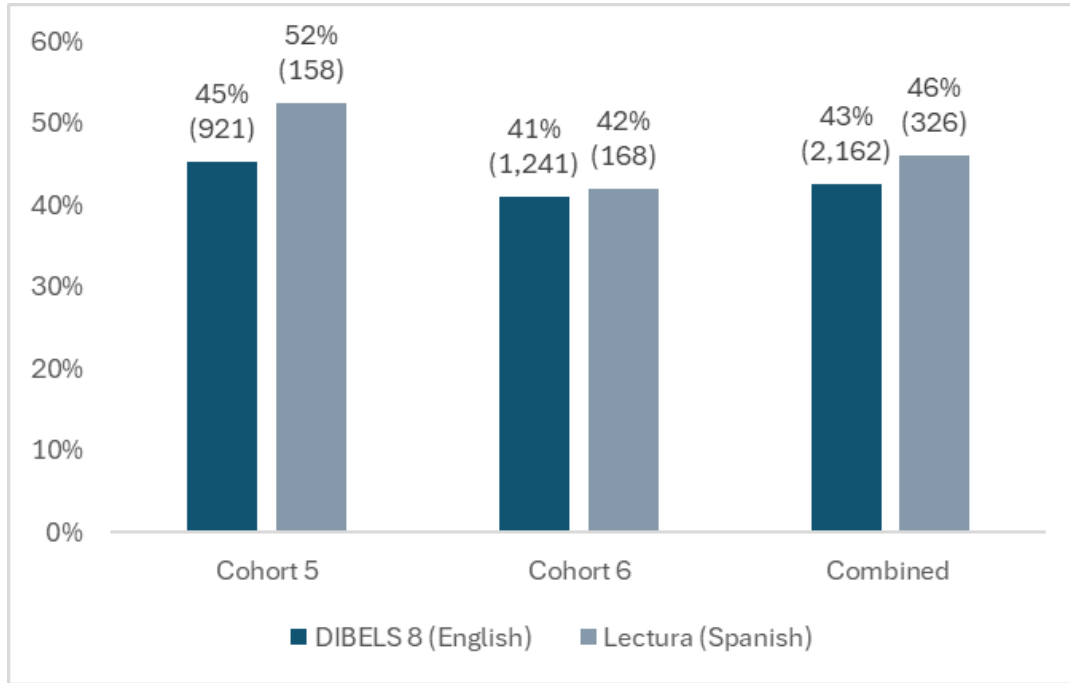
Colorado Educator Preparation Programs Continue to Align to the Science of Reading

53 state-approved Educator Preparation Programs (EPP) (30 alternative and 23 traditional programs).

- 81% of those EPPs provide at least one endorsement area (e.g. elementary, early childhood, special education) required to be aligned to READ Act standards.
 - Of the 81% EPPs, all submitted course content to show alignment to scientifically based endorsement reading standards, but 30% of those EPPs received conditional reauthorization due to their reading courses not meeting the reading standards.
 - Of those 30% of EPPs who received conditional reauthorization status, 54% have addressed their deficiencies in course content and teacher outcomes to come off conditional status. 46% of those EPPs are still on their year of conditional status addressing their reading instruction outcomes.

Early Literacy Grantees Demonstrate Significant Improvements Moving Students Scoring Well Below and Below Benchmark to At or Above Benchmark in 2023-24

Percentage of Students Scoring Well Below and Below Benchmark Moving to At or Above Benchmark



- Cohort 5: 45% of students assessed with DIBELS 8 and 52% of students assessed with Lectura moved from Well Below and Below Benchmark to At or Above Benchmark.
- Cohort 6: 41% of students assessed with DIBELS 8 and 52% of students assessed with Lectura moved from Well Below and Below Benchmark to At or Above Benchmark.
- Both Cohorts: 43% of students assessed with DIBELS 8 and 46% of students assessed with Lectura moved from Well Below and Below Benchmark to At or Above Benchmark.

Consistent Implementation of Evidence-Based Strategies Drove Improved Outcomes for Early Literacy Grantees

- District Support of Grant Implementation
- School Leadership Team
- Full-time Literacy Coach
- Implementation Consultant
- Annual Professional Development Plan
- Ongoing Monitoring of Progress Toward Grant Goals
- Use of Literacy Evaluation Tool
- Participate in CDE Evaluation

Nearly 60% of K-3 students participated in the Early Literacy Assessment Tool (ELAT) Project

2023-2024 Early Literacy Assessment Tool (ELAT) Participation

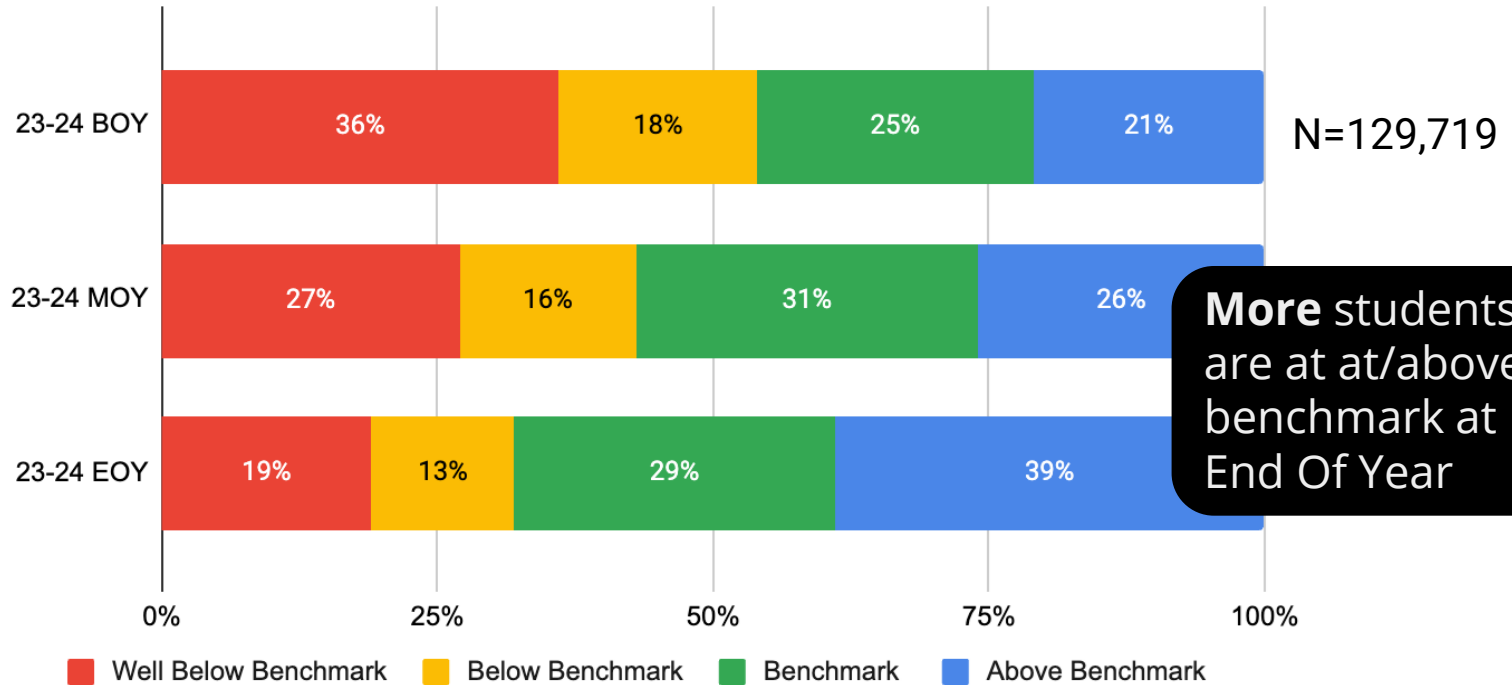
- 140 Local Education Providers
- 683 Schools
- 143,319 Students
- 58% of K-3 Students

ELAT provides student licenses for

- Amplify, mCLASS with DIBELS 8
- Amplify, mCLASS Lectura

Early Literacy Assessment Tool (DIBELS 8) Shows More Students are At or Above Benchmark at End of Year

ELAT K-3 BOY, MOY & EOY DIBELS 8 Composite Score 23-24

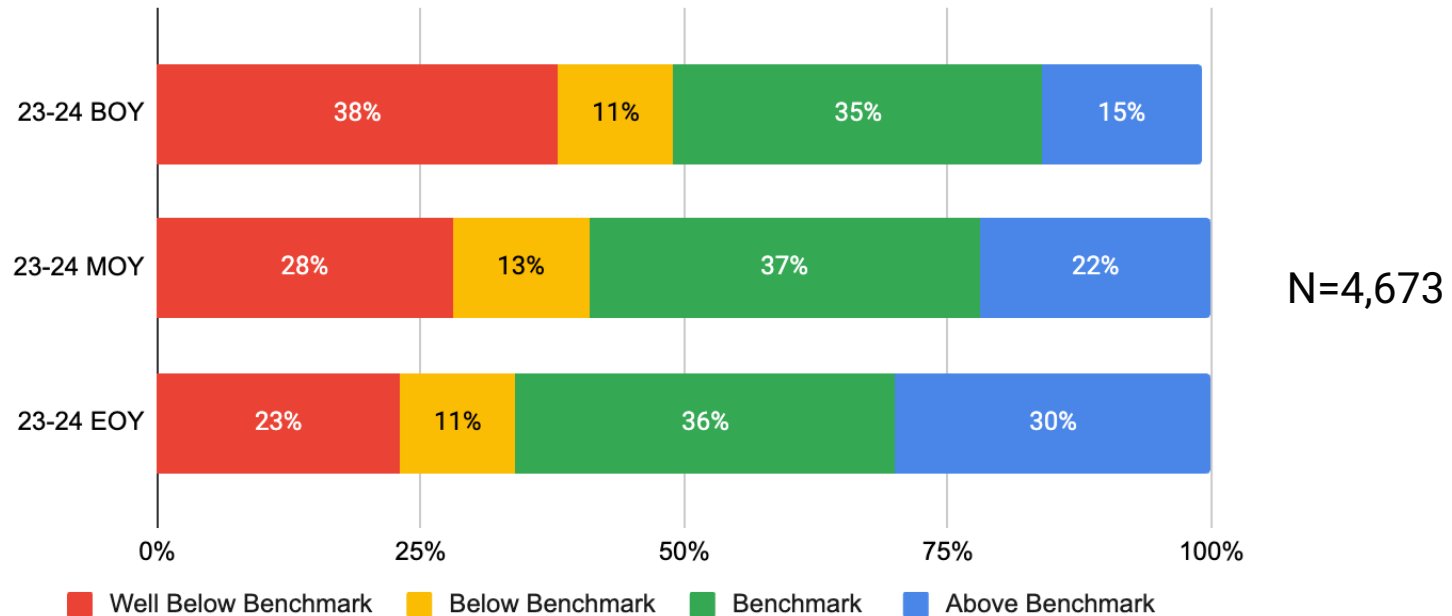


Less students are well below & below benchmark at End Of Year

More students are at at/above benchmark at End Of Year

Early Literacy Assessment Tool (Lectura) Shows More Students are At or Above Benchmark at End of Year

ELAT - Lectura, Beginning of the Year, Middle of the Year and End of the Year, Composite Scores 23-24



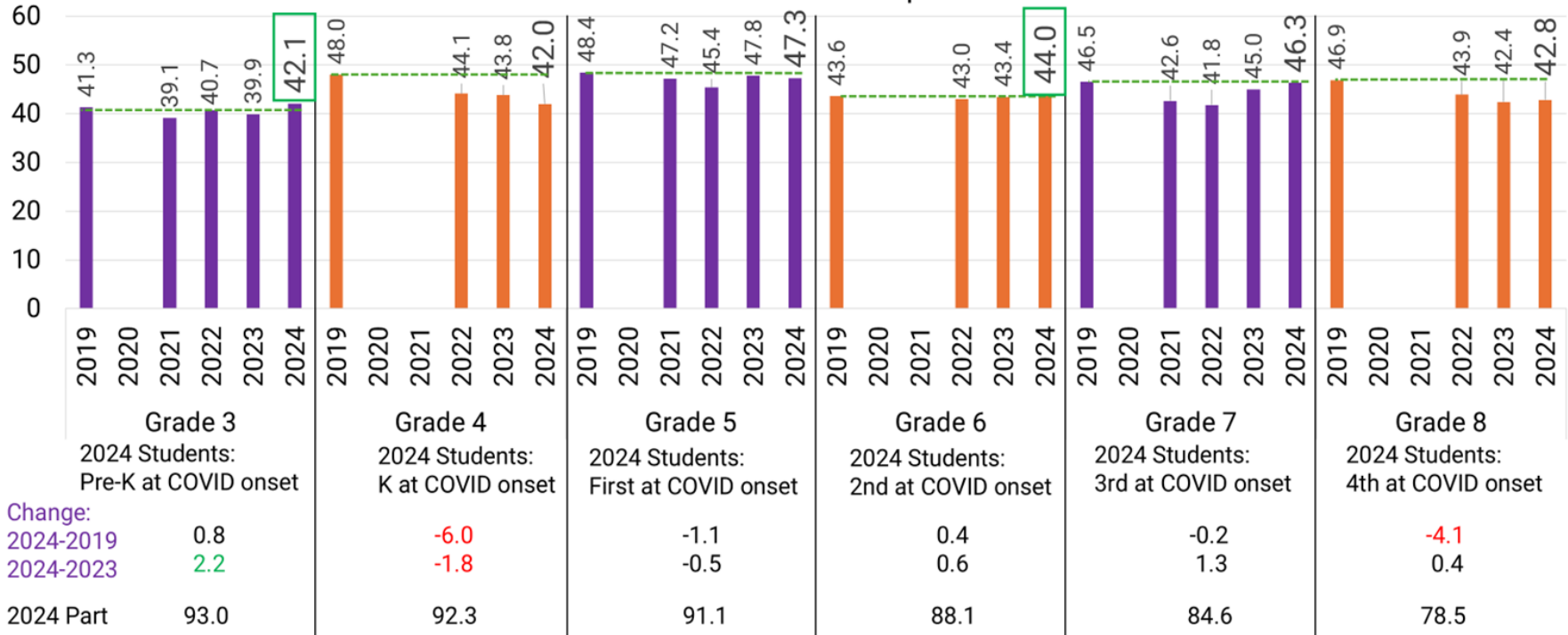
Early Literacy Assessment Tool Participants Outperform the National User Base on DIBELS 8

Grade	Percent of Students in Each Performance Level at End Of Year 2023-24									
	Students at <u>Well Below Benchmark Level</u>		Students at <u>Below Benchmark Level</u>		Students at <u>Benchmark Level</u>		Students at <u>Above Benchmark Level</u>		Students <u>At and Above Benchmark Level</u>	
	ELAT	National	ELAT	National	ELAT	National	ELAT	National	ELAT	National
Grade K (~33,500)	16%	21%	10%	11%	32%	31%	42%	37%	74%	68%
Grade 1 (~34,600)	17%	20%	12%	13%	31%	29%	40%	38%	71%	67%
Grade 2 (~36,500)	21%	24%	13%	14%	32%	29%	34%	33%	66%	62%
Grade 3 (~24,800)	23%	28%	15%	15%	21%	21%	41%	36%	62%	57%

For 2023-24, the national mCLASS® per grade user base ranges from 350,000 students assessed (grade 3) to 500,000 students assessed (each of grades K-2).

While students in grades 3, 5, 6, and 7 show similar ELA achievement to 2019, students in grades 4 and 8 remain significantly below pre-pandemic performance.

CMAS English Language Arts: All Students Percent Met/Exceeded Expectations



Indicates performance exceeds 2019

No testing in 2020
Alternating grades in 2021. Low participation.



Key Takeaways

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- 98% of Districts report purchasing and using High Quality Instructional Materials (HQIM) an increase from 40% in 2019
- 100% of K-3 teachers, 4-12 interventionists, and K-3 administrators and principals completed the required training
- 81% of Colorado Educator Preparation Programs now align to the science of reading
- Participation in the Early Literacy Grants and the Early Literacy Assessment Tool Project lead to positive outcomes for students
- 2024 CMAS 3rd Grade ELA proficiency rate is higher than pre-pandemic rates from 2019
- Colorado 4th graders are in the Top 5 states for reading proficiency on NWEA (2022)

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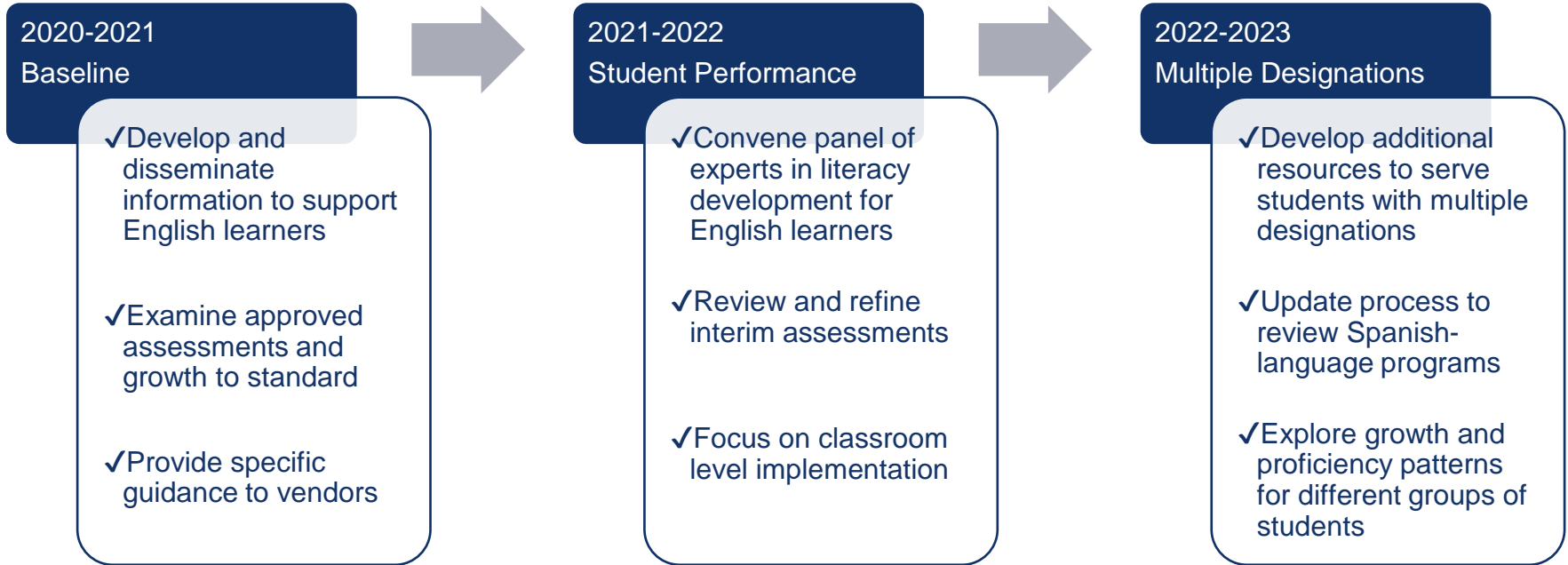
Independent Evaluation of the Colorado READ Act: Year 4 Findings

Presentation to the State Board of Education

Katie Grogan

January 8, 2025

Recommendations Successfully Implemented by CDE



Overarching Evaluation Questions

1. How are Local Education Providers (LEPs) and schools implementing Reading to Ensure Academic Development (READ) Act provisions?
2. To what extent has READ Act led to a reduction in the number of students identified with Significant Reading Deficiencies (SRD)?
3. To what extent do students identified with an SRD achieve reading proficiency by the 3rd grade?

*1.10 "Significant Reading Deficiency" means that a student does not meet the minimum skill levels for reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension established by the State Board pursuant to section 22-7-1209, C.R.S., for the student's grade level

Additional Focus Year 4



Trends in Adoption of Evidence-Based Materials



Follow-Up Teacher Training Requirement

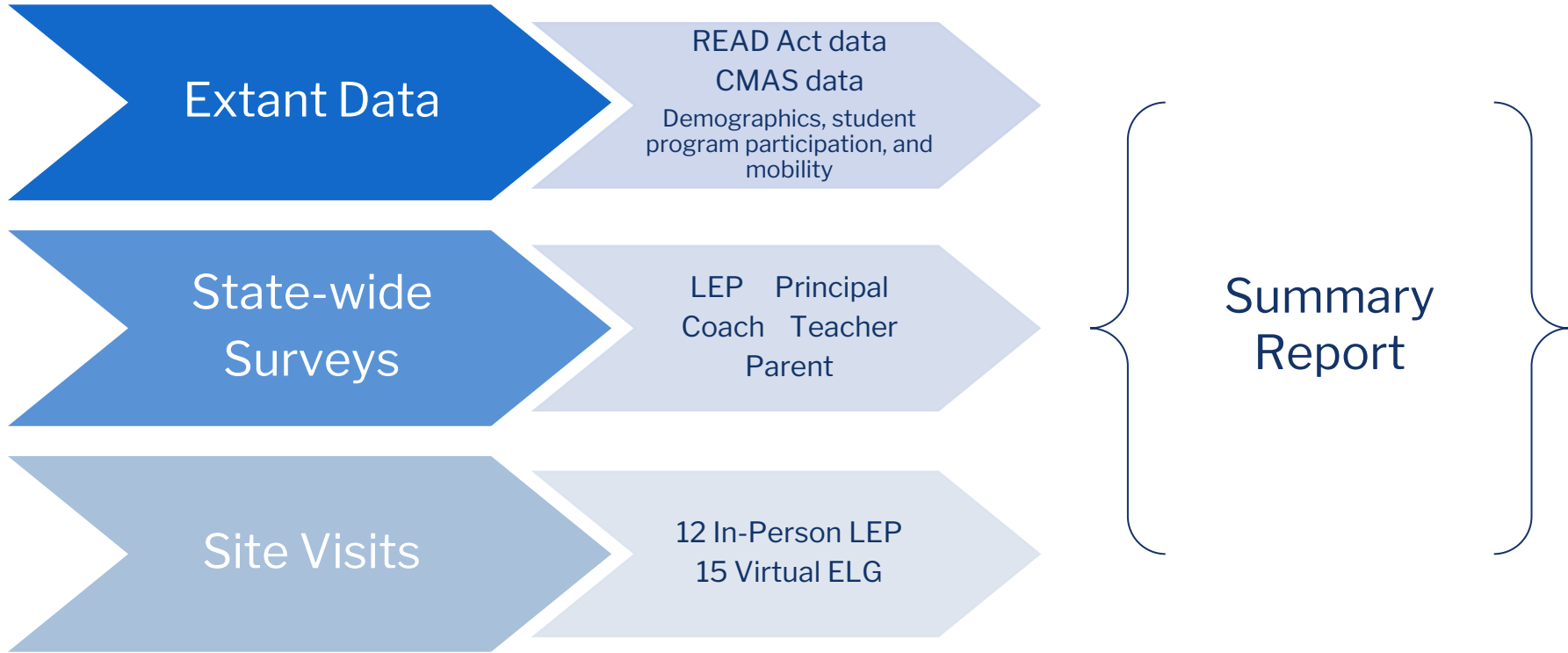


Role of Early Literacy Grant (ELG) Consultants



Feedback from Families' Experience with the READ Act

Data Collection Process



Year 4 Findings

Potential Impacts | Continuing Challenges | New Challenges

Potential Impact

Increased Focus on Foundational Skills and Widespread Adoption of Materials on READ Act Advisory List



The majority of teachers reported daily instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

67% of districts indicated that they provide guidance or minimum requirements related to the amount of time schools should spend teaching foundational skills.

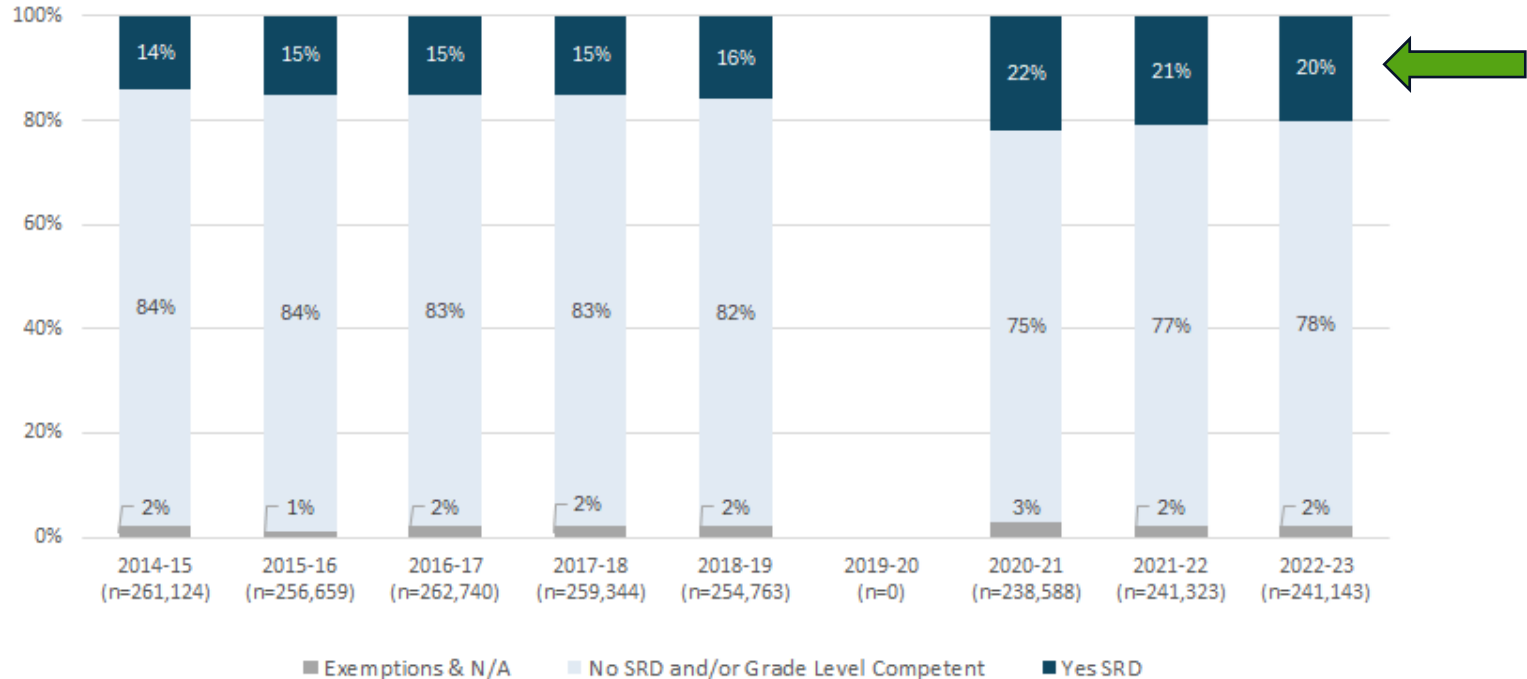


In the 2022-23 school year, over 75% of schools serving 67% of Colorado students report using approved core instructional materials compared to less than half of schools serving 43% of students the previous school year.

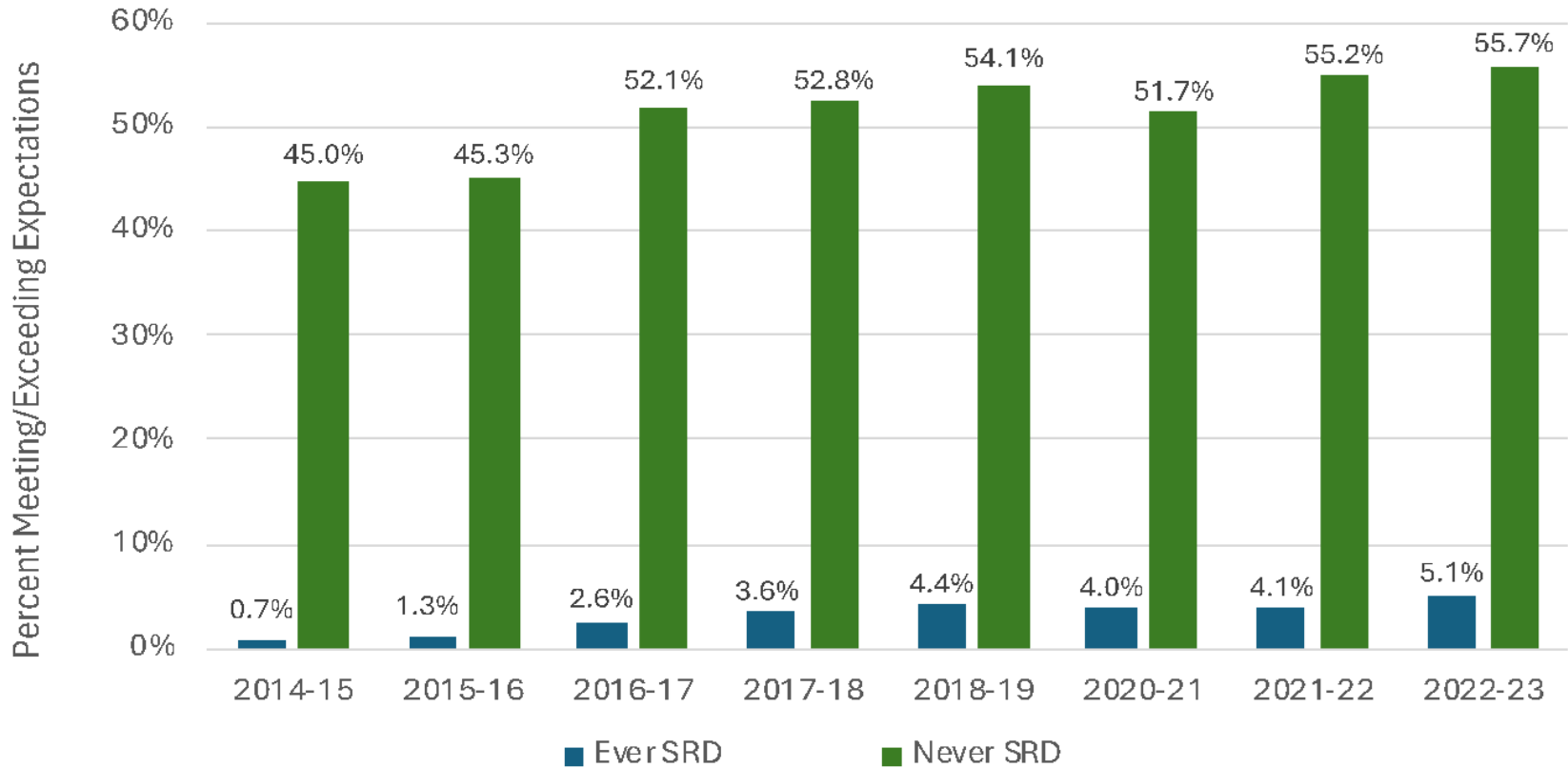


Compared to the 2022-23 school year, principals more frequently reported purchasing instructional programs, on their respective Advisory Lists (51% vs. 46%) and less frequently reported purchasing instructional materials not on the approved lists (9% vs. 20%).

Overall, the Percentage of Students with an SRD Slowly Decreased Since the Pandemic



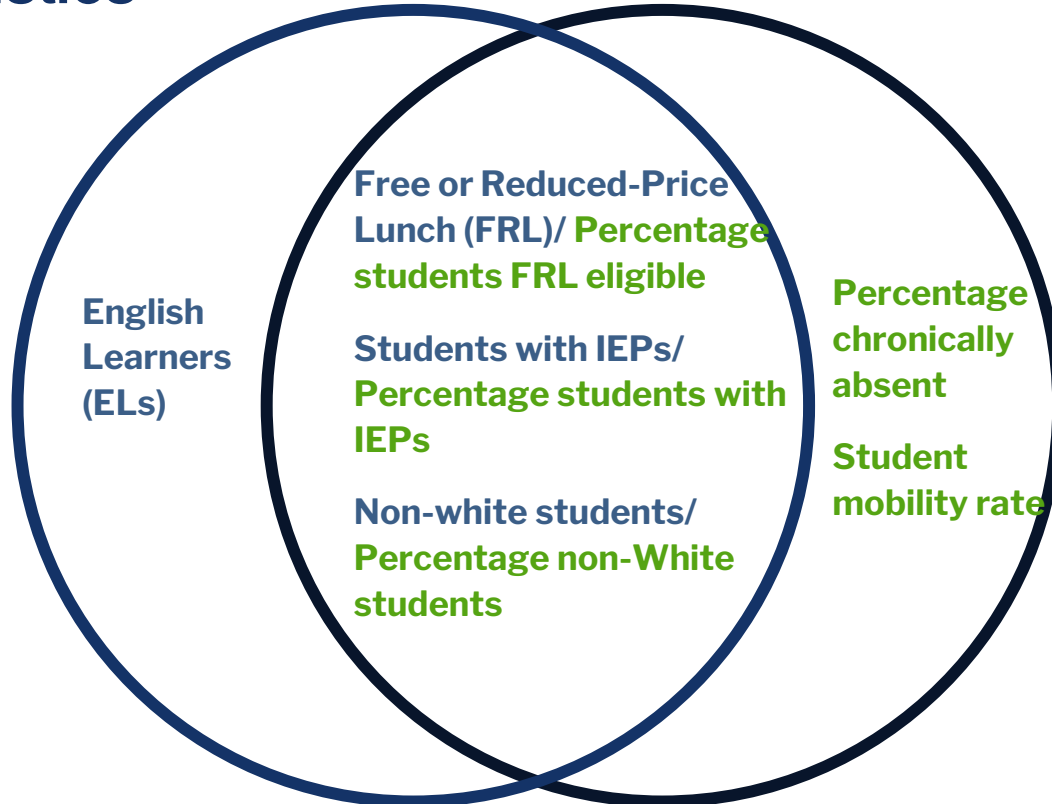
Proficiency Rates on the Third Grade CMAS Improved but Remained Much Lower for Students with SRDs



Continued Challenges

SRD Identification Rates Differ by Student and School Characteristics

Membership in four typically underserved student groups increased likelihood of being designated as having SRD



Five school-level characteristics increased likelihood of being designated as having SRD

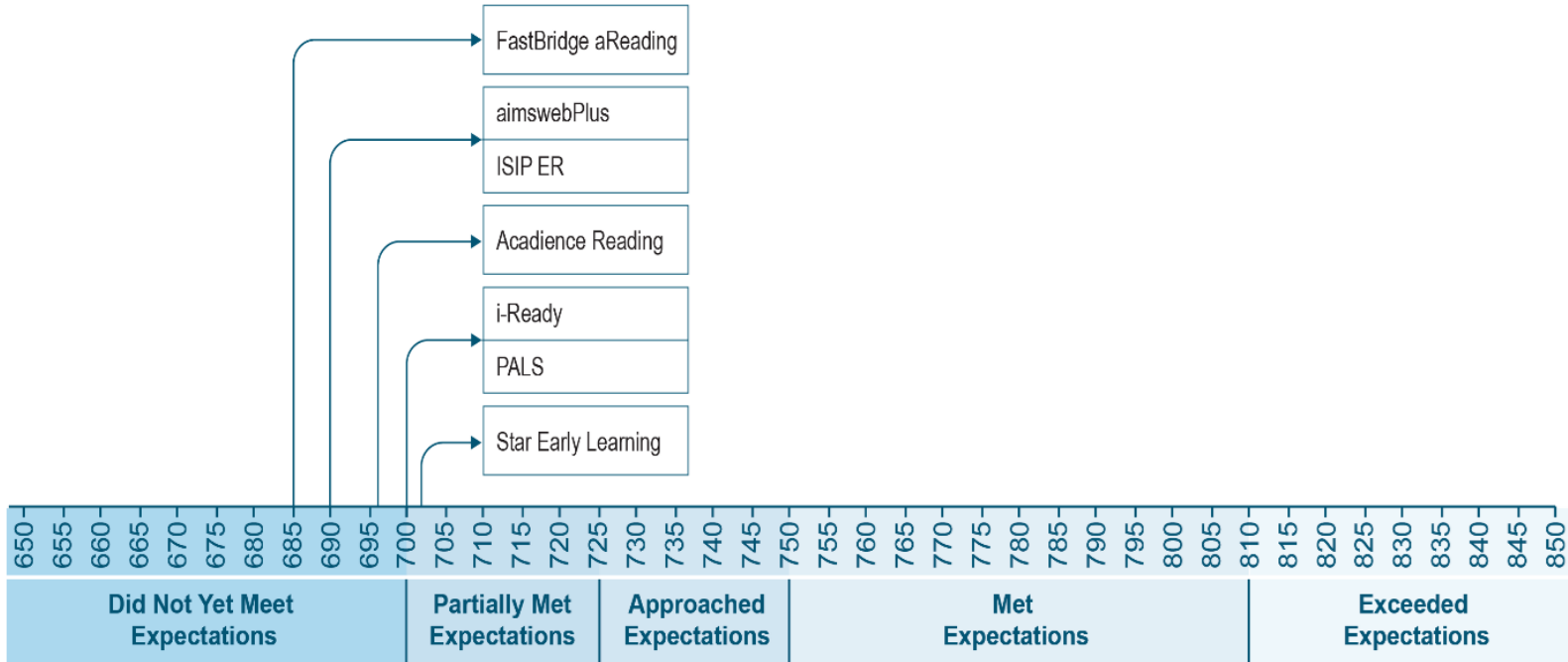
Continued Challenges Supporting Students with Multiple Designations

- **Only 1.7% students with IEPs with SRD met or exceeded proficiency on 3rd grade CMAS**
- **Only 2.9% ELs with SRD met or exceeded proficiency on 3rd grade CMAS**
- **Educators cited a lack of adequate training to support English learners**
- **Continued confusion around SRD identification, guidance, and support for students with multiple needs**

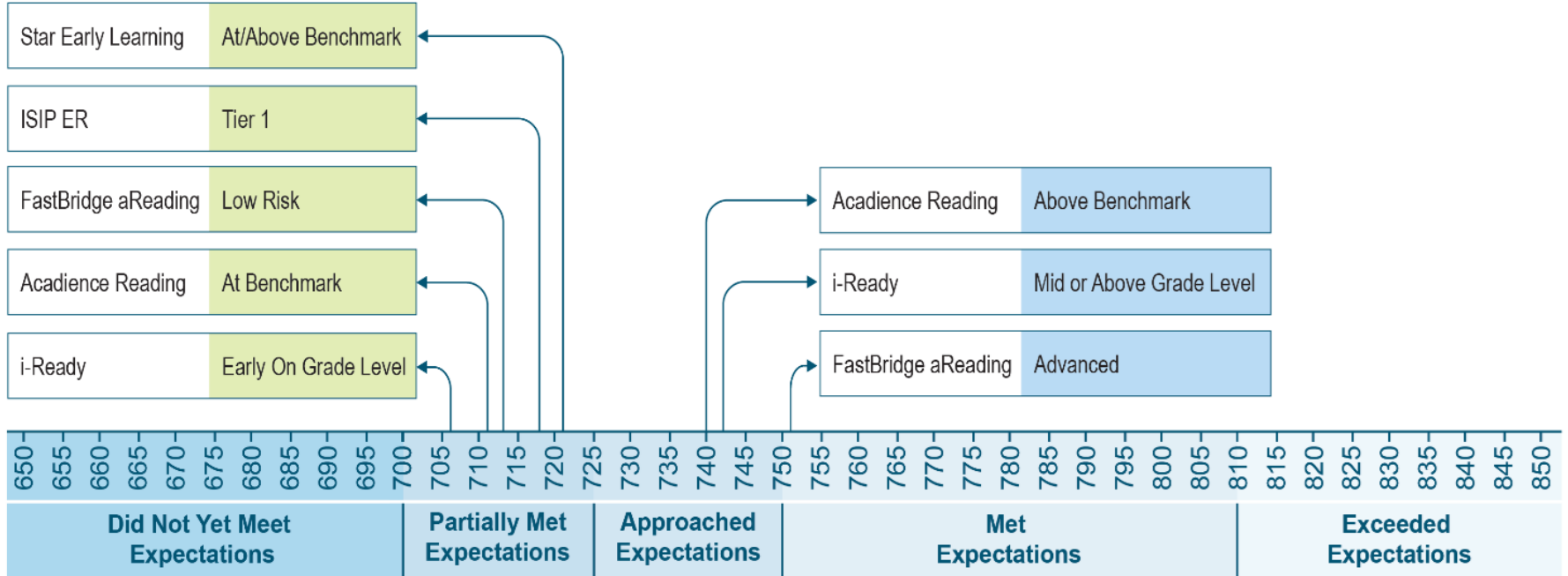
SRD Identification Alone Did Not Impact Student Performance on Interim Assessments, CMAS ELA

- **Used Regression Discontinuity Design to examine students just above and below SRD cut line**
- **Remaining Needs:**
 - Quality implementation of all the components of the READ Act (e.g. READ Plan, teacher training, approved materials)
 - Specific supports for students identified with an SRD
 - Additional supports teachers need to support students

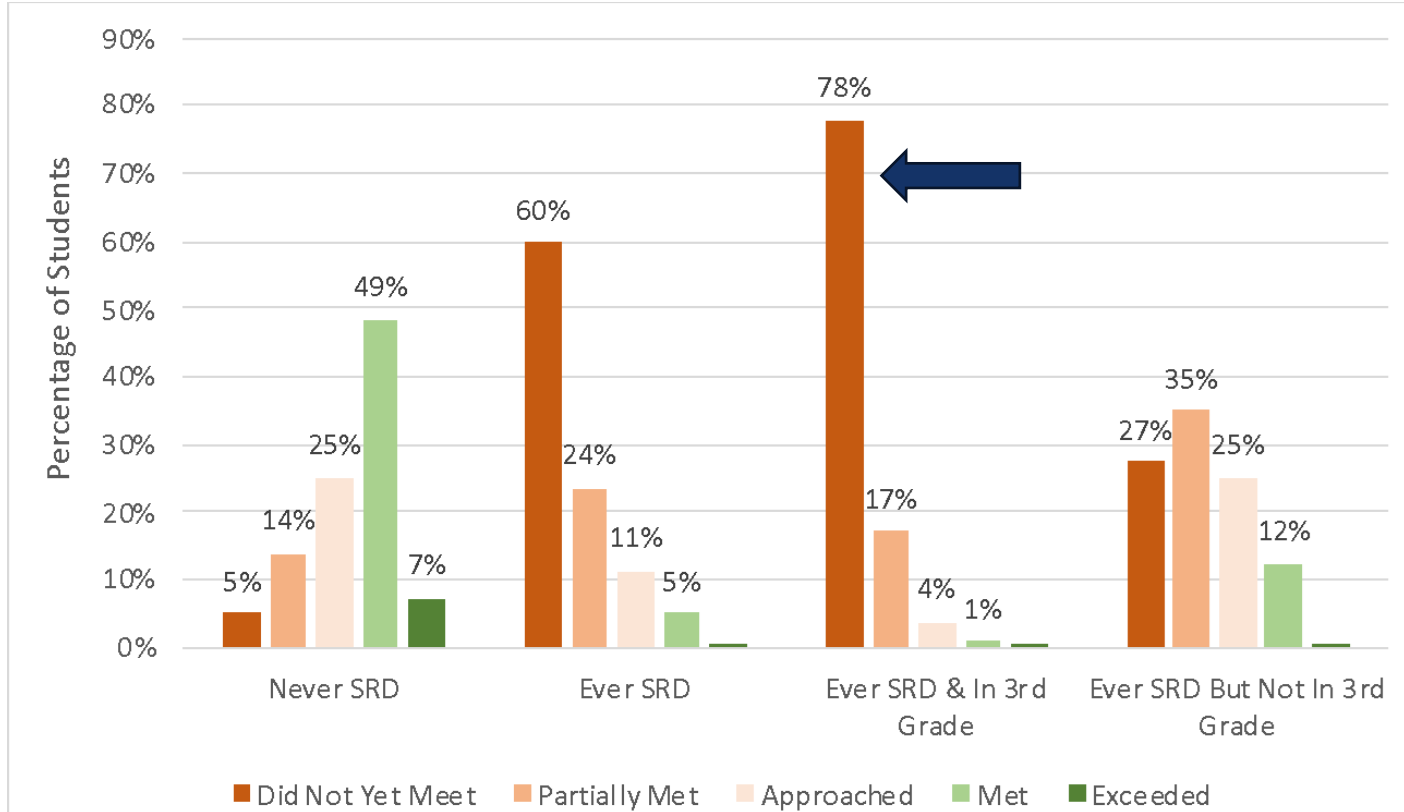
Cut Scores Used to Identify Students with SRD Linked to Lower End of CMAS Scale (2022023 SY)




Overall, AtRisk Cut Scores Align to the “Partially Met Expectations” Performance Level on CMAS (2022-2023 SY)



Majority of Students With an SRD in 3rd Grade Did Not Meet Expectations on CMAS (2022-23 SY)



Additional Challenges



Family Frustration with READ Act Identification, Communication, and Involvement

Of 271 parents who provided written feedback:

- **Over 70% expressed frustration with lack of communication from their school**
 - 1/3 of those parents who expressed frustration reported that their child was not receiving adequate reading support
- “More information needs to be given to parents regarding the resources available and the specific interventions done at school when their child is on a READ Plan. Without...asking questions, I don’t think we would have been given any insight past the letter we received.”

Buy-In Critical for Early Literacy Grant Success

- **External literacy consultants identified as single most impactful element of ELG-funded activities**
- **Cultivating and promoting strong buy-in from school leaders and teachers was cited as critical to success of ELGs**

Year 4 Recommendations for CDE and Districts:

Target	CDE should continue and districts should prioritize READ Act funds and targeted supports for schools that have the highest populations of underserved students.
Guidance	CDE and districts should provide additional guidance and supports around how to support dual-identified students including professional development and materials that address diverse needs of educators.
Require	CDE should require school staff and leaders to be involved in writing the Early Literacy Grant applications and promote regular meetings to cultivate and promote buy-in.
Provide	CDE should provide additional guidance and support to districts and schools and highlight best practices to better serve families impacted by the READ Act.

Year 4 Recommendations for Evaluation and SBE:

Focus	<ul style="list-style-type: none">• Evaluation should focus on trends in curriculum implementation including identifying the supports necessary to successfully implement evidence-based curriculum and barriers
Growth	<ul style="list-style-type: none">• Evaluation should explore within year foundational skill growth to better understand impact of READ Act
Support	<ul style="list-style-type: none">• State Board should consider additional training for teachers to better support students with reading difficulties
Consider	<ul style="list-style-type: none">• State Board should consider additional measures of success for READ Act such as growth on interim assessments

Next Steps for Evaluation

- **Focus on adoption of evidence-based materials**
 - Instructional Materials Review
- **Report within-year growth using Early Literacy Assessment Tool (ELAT) data**
 - Beginning, middle, and end-of-year Amplify mCLASS DIBELS 8th Edition and mCLASS Lectura (2023-24 school year)



Questions?

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- **Prior years recommendations from READ Act evaluations and the Dyslexia Working group**
- Successes and Bright Spots

Key Recommendations to Improve READ Act Implementation

Recommendation	WestEd	Dyslexia Working Group	READ Plan Working Group
Implementation support for students with IEPs	X	X	X
Implementation support for Multilingual Learners	X	X	X

Overview of Implementation of Recommendations from the Dyslexia Working Group

- **Inclusion of a dyslexia screener and develop guidance on differentiating the five criteria for dyslexia screening tools by grade level**
 - The State Board approved the inclusion of additional measures that screen for risk of dyslexia in all approved reading interim assessments on the advisory list. CDE guidance for districts is to consult and work with vendors of approved interim for guidance on how/when to use these optional screening tools.
- **Continue to review pre-service teacher training programs**
 - CDE offices collaborate in reviewing Institutions of Higher Education and Educator Preparation Program to ensure they are aligned to scientifically and evidence-based practices.
- **Expand training for educators in K-8 and even K-12 and/or other school personnel**
 - The State Board has approved, and CDE has submitted, a budget request for the 2025 legislative session to provide resources and develop training for regional cohorts of kindergarten through third grade teachers in evidence-based, intensive reading interventions to build the capacity of Colorado educators to successfully support students who are multilingual, have IEPs, or are at-risk for/identified with dyslexia.
- **Identify avenues for disseminating information to stakeholders regarding dyslexia and related topics**
 - All DWG reports and Pilot materials can be accessed on the [Dyslexia Working Group webpage](#). CDE continues to develop training on FAQ around Dyslexia, including collaborating with ELAT on the Additional Screening Measures for indicators of reading risk including dyslexia.

Key Takeaways

- The State Board approved the inclusion of additional measures that screen for risk of dyslexia in all approved reading interim assessments on the advisory list.
- The READ Plan Working Group, Dyslexia Working Group and WestEd have identified needs for support for students with IEPs and multilingual learners
- The legislative request for use of reverted READ funds includes a request to develop and provide training on delivering intervention instruction for students with disabilities, students identified as having dyslexia and multilingual learners.

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- **Bright Spots and The Look Ahead**

Bright Spot: Deer Creek Elementary School

Early Literacy Grantee, Cohort 5 (2020-21 through 2023-24):

- **Context:** Rural school in the Platte Canyon School District, serving over 400 students
- Third-grade proficiency on CMAS increased from 39% in 2023 to 46% in 2024, demonstrating notable progress
- Consistently met 2-3 ELG goals each year, with 86% of K-3 students performing at or above benchmark levels in 2023
- Reduced the percentage of SRD from 15% in 2022 (pre-grant) to 6% in 2024, marking significant strides in literacy over the course of the grant
- Principal participated in the Early Literacy strand of the Principal Leadership Institute

Bright Spot: Platteville Elementary School

Early Literacy Grantee, Cohort 6 (2022-23 through 2025-26):

- **Context:** Rural school in the Weld County RE-1 School District, serving 300 students, with a majority minority student population
- Third-grade proficiency on CMAS increased from 35% in 2023 to 49% in 2024, demonstrating notable progress
- Reduced percentage of students on READ plans to 8%
- Reduced the percentage of SRD from 25% in 2022 (pre-grant) to 13% in 2024, marking significant strides in literacy over the course of the grant
- Notably reduced turnover of K-3 staff, attributed to the success of ELG implementation
- Principal serves as a mentor principal in the Early Literacy Principal Leadership Institute

Implementation Successes of the READ Act

- Flexible redeployment of staff based on policy changes and implementation
 - Based on the needs of the field the literacy team has been redeployed into the regions to provide more direct support and coaching.
- Positive response to K – 3 teacher training despite timing during the pandemic
 - Over 25,000 K-3 teachers have been trained in the Science of Reading.
- Outcomes of Early Literacy Grants
 - Colorado outpaces the national level for moving students from well-below/below benchmark to at/above benchmark by over 10%.
- Positive ongoing response to Early Literacy Assessment Tool
 - Baseline data shows 68% of students are moving to at/above benchmark by the end of the year.
- Positive response to High Quality Instructional Materials adoption
 - 98% of districts have adopted High Quality Core Programs.

A Look Ahead: Elementary Literacy and School Readiness

- **Releasing Early Literacy Grant supplemental grants earlier in the year** so grantees can implement additional activities to support grant implementation to move students out of SRD status.
- Legislative request for development of training to build the capacity of educators in delivering **intervention instruction for students with disabilities, students identified as having dyslexia and multilingual learners** to increase student outcomes in reading.
- **Regional redeployment of K-3 literacy staff** to provide targeted support to districts in implementing the READ Act and delivering scientifically and evidence-based reading instruction to increase the percentage of proficient readers by 3rd grade.

A Look Ahead: Elementary Literacy and School Readiness

- Updated guidance and training for districts to support parents in the science of reading as the external evaluation found that parents are not informed by the district or school of their child's reading needs or supports.
- Aligning closely to the strategic plan - Wildly Important Goal: **Increase the percentage of third graders meeting or exceeding expectations on ELA CMAS from 42% in 2024 to 60% by 2028.**

Sample Strategies

- Build educator capacity to deliver effective early literacy practices, especially for underserved students
- Strengthen and coordinate tiered literacy support for districts
- Use statewide data to elevate bright spots in literacy outcomes for disadvantaged students

Sample Activities

- Support districts to build instructional coherence through high-quality curriculum, assessments, interventions, and training
- Expand math and literacy training to improve core instruction and consistency
- Redesign CDE awards to recognize and celebrate schools with strong results

Sample Indicators

- *Leading:* Increase CDE learning cohorts on student engagement, academic outcomes, and instructional coherence from 7 to 16 by 2027-28
- *Lagging:* By the 2027-2028 school year, increase the percentage of FRL-eligible third graders meeting or exceeding expectations on ELA CMAS to 40% (from 25.1% in 2024)

Thank You

Appendix

Research Informed Policies Driving Reading Outcomes

Supports for Teachers

- Science of Reading Training
- Literacy/Reading Coaches
- Teacher Prep Program Alignment to SOR and/or SOR Assessment
- Funding for Literacy Efforts

Assessment & Parent Notification

- Universal Screener Identify Students with Reading Deficiency (K-3)
- Dyslexia Screener for At-Risk Students
- Notify Parents of Students Identified with Reading Deficiency

Instruction & Intervention

- District Adoption of High-Quality Instructional Materials
- Individual Reading Plan and/or Intervention for Students w/ a Reading Deficiency
- Monitor Progress Students with Reading Deficiency (K-3)
- Intervention During Summer/Before, During, and/or After School Hours
- Summer Reading Camps/Innovative Summer Reading Programs
- Parent Engagement At-Home Reading Strategies

Retention & Intensive Intervention

- Statewide: Initial Determinant Retention at 3rd Grade Based on State Assessment (Cut Score)
- Multiple Options for Promotion
- Good Cause Exemptions (GCEs) for Some Students

Historic READ Act Budget

Year	READ Funds	ELG	ELAT	Total
2015	\$ 33,123,766.17	\$ 5,164,868.74	\$ 2,678,995.79	\$ 40,967,630.70
2016	\$ 33,008,207.42	\$ 5,347,497.00	\$ 2,795,729.93	\$ 41,151,434.35
2017	\$ 33,241,694.97	\$ 5,159,878.77	\$ 2,978,866.24	\$ 41,380,439.98
2018	\$ 33,047,437.93	\$ 5,314,607.99	\$ 2,985,397.15	\$ 41,347,433.07
2019	\$ 34,180,954.22	\$ 5,223,471.54	\$ 2,535,569.00	\$ 41,939,994.76
2020	\$ 28,677,580.36	\$ 7,460,926.56	\$ 2,216,169.60	\$ 38,542,131.42

Historic READ Act Budget (Cont.)

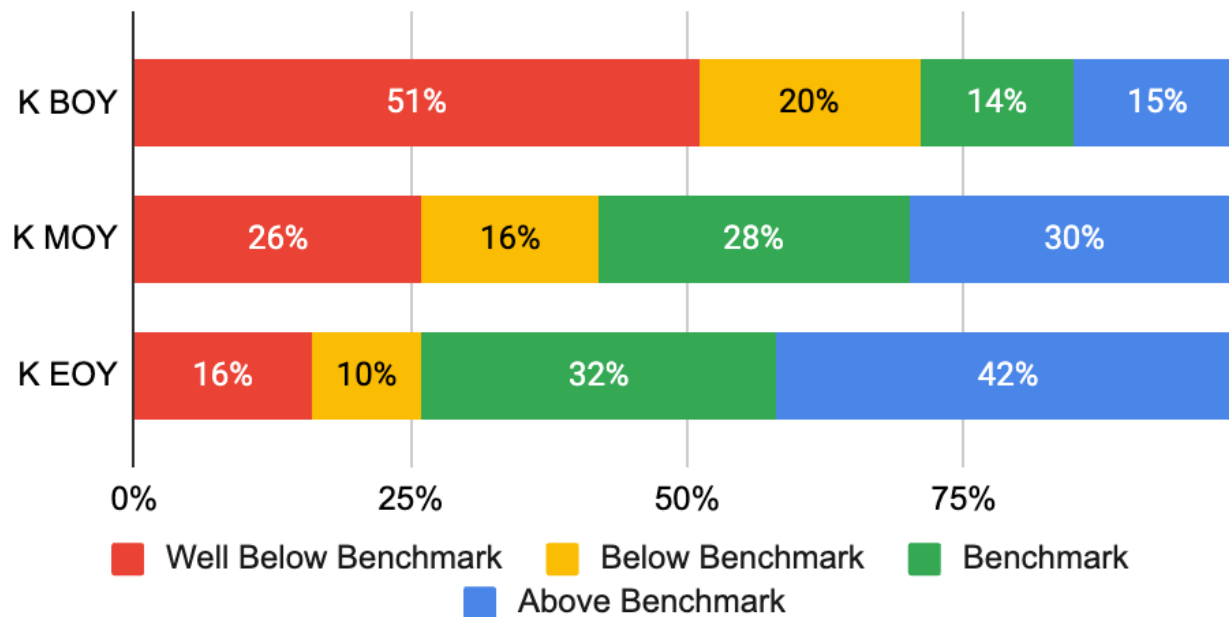
Year	READ Funds	ELG	ELAT	Total
2021	\$ 28,721,296.45	\$ 6,351,797.15	\$ 2,216,169.60	\$ 38,039,179.69
2022	\$ 29,442,540.74	\$ 7,500,000.00	\$ 2,660,776.00	\$ 39,603,316.74
2023	\$ 29,954,755.76	\$ 6,885,233.99	\$ 2,197,605.88	\$ 39,037,595.63
2024	\$ 29,057,612.60	\$ 8,091,176.87	\$ 2,055,748.47	\$ 39,204,537.94

Looking Ahead: ELG Success in 2024-25 and Beyond

- **Cohort 5 Sustainability:** 23 schools from 10 districts have continued in a sustainability year, focusing on gains made under the ELG.
- **Scaling Successful Practices:** Proven strategies such as the consultant/coach model, data-driven instruction, and sustained professional development are being considered for broader application across Colorado districts and schools.

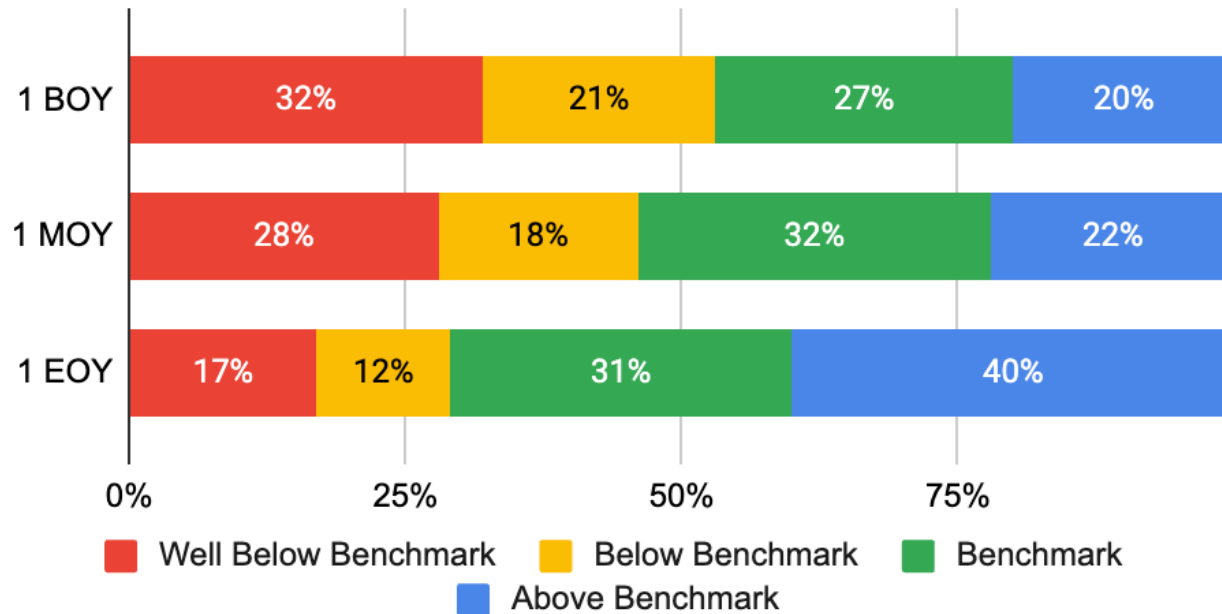
ELAT - Comparing Populations, Grade K

Grade K BOY, MOY & EOY DIBELS 8 Composite Score 23-24



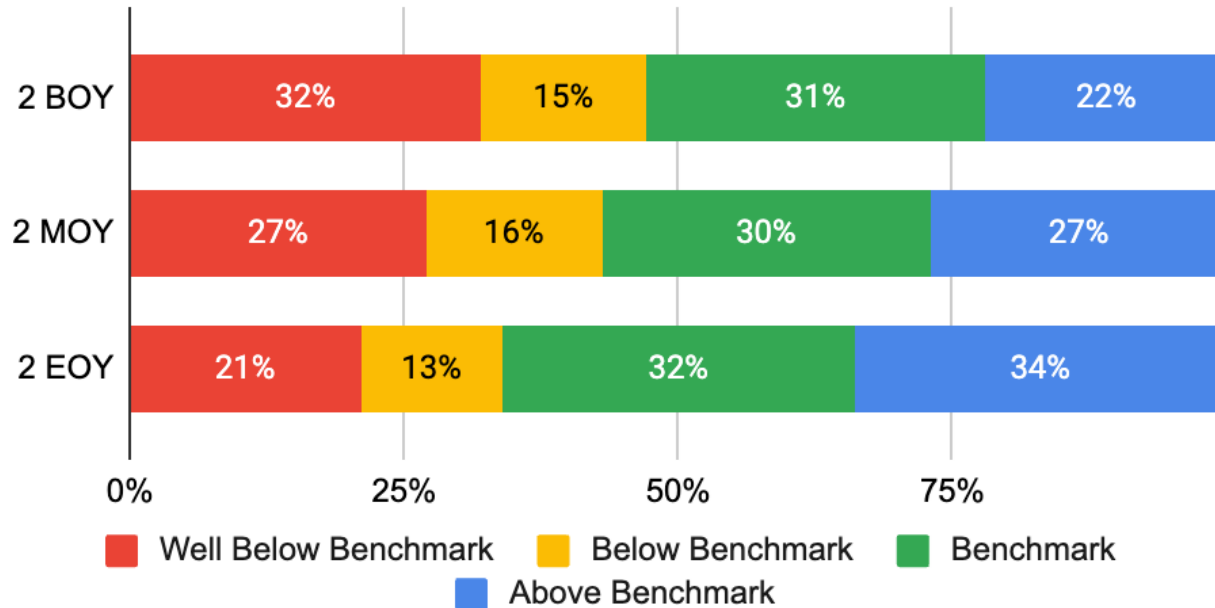
ELAT - Comparing Populations, Grade 1

Grade 1 - BOY, MOY & EOY DIBELS 8 Composite Score 23-24



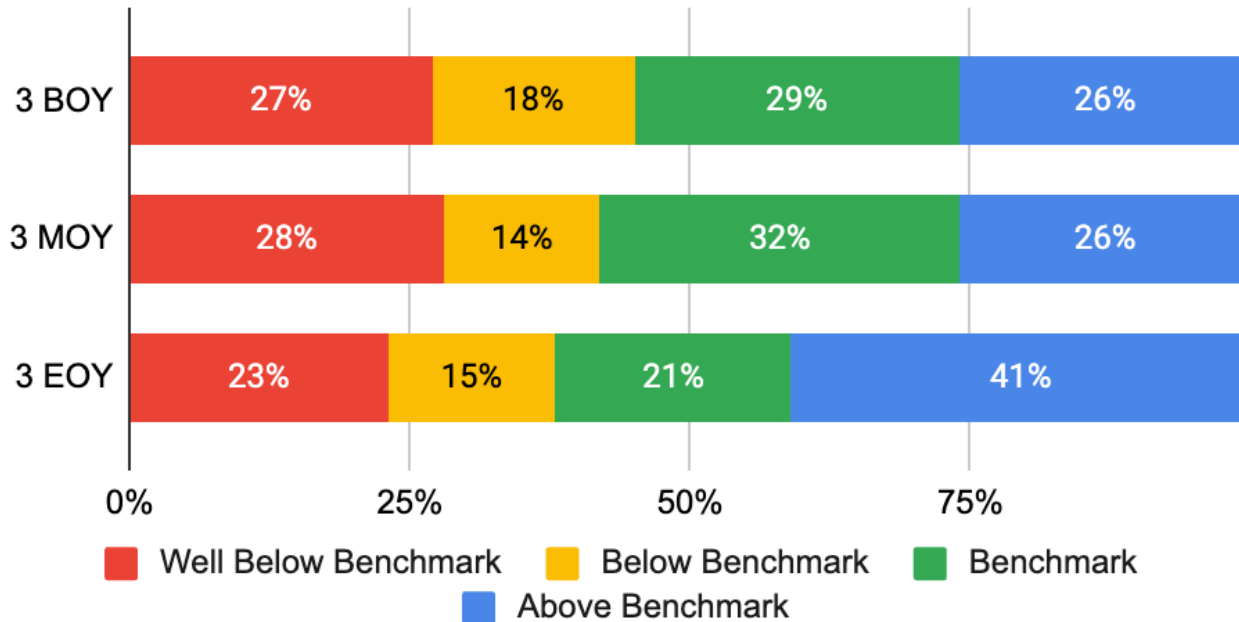
ELAT - Comparing Populations, Grade 2

Grade 2 - BOY, MOY & EOY DIBELS 8 Composite Score 23-24



ELAT - Comparing Populations, Grade 3

Grade 3 - BOY, MOY & EOY DIBELS 8 Composite Score 23-24



BOY – mCLASS®:DIBELS 8

National User Base Comparison

Grade	Percent of Students in Each Performance Level at BOY 2023-24							
	Students at <u>Well Below Benchmark Level</u>		Students at <u>Below Benchmark Level</u>		Students at <u>Benchmark Level</u>		Students at <u>Above Benchmark Level</u>	
	ELAT	National	ELAT	National	ELAT	National	ELAT	National
Grade K	51%	42%	20%	20%	14%	17%	15%	21%
Grade 1	32%	31%	21%	19%	27%	28%	20%	22%
Grade 2	32%	33%	15%	14%	31%	29%	22%	24%
Grade 3	27%	29%	18%	17%	29%	29%	26%	25%

For 2023-24, the national mCLASS® per grade user base ranges from 500,000 students assessed (grade 3) to 700,000 students assessed (each of grades K-2).

MOY – mCLASS®:DIBELS 8

National User Base Comparison

Grade	Percent of Students in Each Performance Level at MOY 2023-24							
	Students at <u>Well Below Benchmark Level</u>		Students at <u>Below Benchmark Level</u>		Students at <u>Benchmark Level</u>		Students at <u>Above Benchmark Level</u>	
	ELAT	National	ELAT	National	ELAT	National	ELAT	National
Grade K	26%	32%	16%	17%	28%	26%	30%	25%
Grade 1	28%	32%	18%	16%	32%	29%	22%	23%
Grade 2	27%	31%	14%	15%	30%	28%	27%	26%
Grade 3	28%	33%	16%	15%	32%	29%	26%	23%

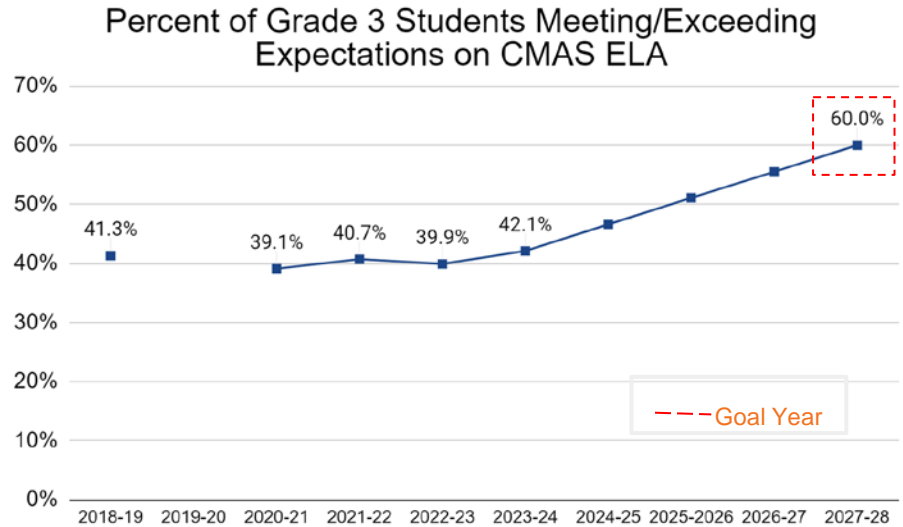
For 2023-24, the national mCLASS® per grade user base ranges from 500,000 students assessed (grade 3) to 700,000 students assessed (each of grades K-2).

Increase the percentage of third graders meeting or exceeding expectations on ELA CMAS from 42% in 2024 to 60% by 2028.

**3rd
GRADE**

Meeting this goal will require Colorado to address needs between student groups.

Student Group	Percent of Grade 3 Students Meeting/Exceeding Expectations on Grade 3 CMAS ELA		
	2021-22	2022-23	2023-24
Female	43.7	42.9	44.8
Male	37.9	36.9	39.5
Asian	56.6	50.8	52.4
Black	26.5	22.9	26.1
Hispanic	23.8	23.4	24.6
White	50.8	50.0	53.4
Two or More Races	47.0	46.0	48.5
Not FRL-Eligible	51.1	52.4	56.1
FRL-Eligible	22.2	21.4	25.1
Students without IEPs	44.7	44.1	46.3
Students with IEPs	10.9	11.4	13.3
Not Multilingual Learners	45.2	44.1	47.0
Multilingual Learners*	11.7	12.2	11.9



*NEP/LEP

Almost all 2024 ELA disaggregated groups had increases in grade 3, while many groups dropped in grade 4 compared to 2023.

2024 CMAS English Language Arts (ELA) Disaggregated Groups: Percent Met/Exceeded Expectations

	Grade 3			Grade 4			Grade 5		
	2023	2024	Difference	2023	2024	Difference 2024-2023	2023	2024	Difference 2024-2023
Female	42.9	44.8	1.9	47.5	44.1	-3.4	52.0	52.3	0.3
Male	36.9	39.5	2.6	40.2	39.9	-0.3	43.7	42.4	-1.3
Asian	50.8	52.4	1.6	56.3	51.7	-4.6	60.0	61.5	1.5
Black	22.9	26.1	3.2	25.6	21.7	-3.9	32.3	29.7	-2.6
Hispanic	23.4	24.6	1.2	25.8	22.3	-3.5	29.0	28.3	-0.7
White	50.0	53.4	3.4	55.5	54.7	-0.8	60.4	60.2	-0.2
Two or More Races	46.0	48.5	2.5	49.8	50.8	1.0	54.6	55.5	0.9
Not FRL-eligible	52.4	56.1	3.7	57.2	57.1	-0.1	61.9	62.4	0.5
FRL-eligible	21.4	25.1	3.7	23.8	23.6	-0.2	27.3	29.3	2.0
Students without IEPs	44.1	46.3	2.2	48.6	46.6	-2.0	52.8	52.7	-0.1
Students with IEPs	11.4	13.3	1.9	11.0	11.3	0.3	12.7	11.6	-1.1
Not NEP/LEP Students	44.1	47.0	2.9	48.8	47.0	-1.8	52.9	52.6	-0.3
NEP/LEP Students	12.2	11.9	-0.3	7.5	5.6	-1.9	7.2	6.3	-0.9