

2023-24 READ Spring Assessment Reporting

Purpose: The Colorado READ Act requires districts to report specific student level data to CDE to determine and report on the important milestones in implementing key provisions of S.B. 19-199. The READ Act provides per-pupil intervention funds to assist districts in providing intervention support to students identified as having significant reading deficiencies (SRDs). Districts must annually report the information necessary to determine the prevalence of SRDs among students in grades K-3. This data determines the per-pupil funding for districts by dividing the amount of money available by the total number of K-3 students identified as having an SRD in the preceding budget year. District must also report whether students in grades 4-12 remain on a READ plan. The information provided in this report will be publicly reported and will enable the department to calculate district funding.

Criteria: LEPs are required to report student level READ Act administered interim assessments along with the student's score, READ plan status, intervention supports, and demographic data. All K-3 students enrolled in the district at the time of data submission are required to be reported and 4-12 grade students who exited third grade and remain on a READ plan. *To identify 4-12th grade students in your district, please pull the "Student Extract of 4-12th Graders with a Significant Reading Deficiency in the Prior Year" report in Cognos.*

Dependencies: Student has been assigned a SASID and updated in the RITS system. The student has a record in the student demographics file and the Student School Association file. All students in grades K-3 are expected to be reported and included in the file.

Note: *The collection window for the 2023-24 school year report will be April 1, 2023 – June 28, 2024.*

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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Examples	Remarks
K-3 Literacy Programs & Assessment Data Reporting							
* Indicates required (no field can be blank)							
School District/BOCES Code*	4	1	4	1	A2	1111	<i>A unique four-digit number assigned by CDE to each school district or BOCES</i>
School Code*	4	5	8	2	B2	2222	<i>A unique four-digit number assigned by CDE to each school</i>
Student SASID*	10	9	18	3	C2	1234567890	<i>A unique ten-digit number assigned to each student by CDE</i>
Student Last Name*	30	19	48	4	D2		<i>Student's last name as recorded in RITS</i>
Student First Name*	30	49	78	5	E2		<i>Student's first name as recorded in RITS</i>
Student Gender*	2	79	80	6	F2	01 = F 02 = M 03 = N	<i>Student's sex as recorded in RITS</i>
Student Date of Birth *	8	81	88	7	G2	01312016	<i>Format = MMDDYYYY</i>
Student READ Plan Status*	1	89	89	8	H2	No = 0 Yes = 1 2 = N/A	<i>Does the student have a READ plan in place?</i>
Student READ Status*	1	90	90	9	I2	No = 1 Yes = 2	<i>Does the student have an SRD?</i>
Student READ Assessment*	2	92	93	10	J2	03	<i>District-selected READ assessment administered to student</i>
Student Assessment Score*	4	94	97	11	K2	0123	<i>Score range dependent on assessment taken</i>
Student Test Date*	8	98	106	12	L2	04152022	<i>Format = MMDDYYYY</i>
Student Recommended Retention*	1	107	107	13	M2	No = 0 Yes = 1 2 = N/A	

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Student Retained*	1	108	108	14	N2	No = 0 Yes = 1 2 = N/A	
Summer School*	1	109	109	15	O2	No = 0 Yes = 1	
Tutor READ*	1	110	110	16	P2	No = 0 Yes = 1	
Intervention Services	1	111	111	17	Q2	No = 0 Yes = 1	

Spring READ Assessment Reporting Data Elements and Definitions

School District/BOCES Code - A unique code assigned by CDE. Refer to School District/BOCES Code table at http://www.cde.state.co.us/datapipeline/org_orgcodes.

School Code - A unique code assigned by CDE. Refer to the School Code table at http://www.cde.state.co.us/datapipeline/org_orgcodes.

Student SASID Number - A unique ten-digit number will be assigned to each student by CDE. If a student was included in the Student October report, the same SASID number must be used.

Student Last Name - The 30-character field contains the student's last name.

Student First Name - The 30-character field contains the student's first name.

Student Gender – An individual's sex.

01	Female – identifies as female (including transgender student/staff who identifies exclusively as female).
02	Male – identifies as male (including a transgender student/staff who identifies exclusively as male).
03	Nonbinary – does not identify exclusively as male or female. Nonbinary does not refer to a transgender student/staff who identifies exclusively as either male or female.

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Student Date of Birth – The month, day, and year on which an individual was born. *Format = MMDDYYYY*

Student READ Plan Status – For any student identified with an SRD during the spring assessment window or at any time throughout the school year, is a READ plan in place? For students who have never been identified as having an SRD enter 2 “N/A” since READ plans are only applicable to students who score below the cut score for determination of an SRD.

0	No
1	Yes
2	N/A

READ Status – Does this child have a significant reading deficiency? Required for all K-3 students. Districts should attempt to assess all K-3 students. All K-3 students enrolled on the date of submission will need to be reported in this collection.

NOTE: All 4th-12th grade students who are a part of the READ 3rd grade cohort group will have a READ Status of 0.

0	Not Applicable – Student Read Test is: 04 - Exemption: English Language Learner (designated Non-English Proficient and new to a US school) 06 – Exemption: Student not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school, and students not tested due to illness, discipline, late enrollment, etc. 4th -12th Cohort students
1	Student does not have a significant reading deficiency
2	Student has a significant reading deficiency
4	ELL assessed with one of the interim assessments in English (score reflects a significant reading deficiency), but the student does not have a significant reading deficiency based on other ELD data (determined locally) and/or ACCESS scores
6	Student met fall grade level competency definition

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READ Interim Assessment – The district-selected READ Act interim assessment administered. *Required for students in grades K-3. Students included in the 4-12th grade cohort will be coded as 00.*

00	Not applicable due to student’s grade level. Students in grades 4-12 are not tested under READ.
03	PALS
04	Exemption: English Language Learner (designated Non-English Proficient and new to US school)
06	Exemption: Student not tested for reasons of attendance which may include part- time attendance students who did not receive reading instruction during attendance at school. May also include students not tested due to illness, discipline, late enrollment, etc.
07	Acadience Reading
08	aimswebPlus English
09	FastBridge
10	i-Ready Assessment for Reading
11	Istation-- Indicators of Progress for Early Reading (ISIP ER) (English)
12	STAR Early Learning
13	Special Education student (unable to access one of the approved interim assessments) tested using alternative approved measures (i.e. Assessment recommended for student with intellectual or multiple disabilities, Assessment Battery for Deaf and Hard of Hearing students, etc.)
14	Istation-- Indicators of Progress for Early Reading (ISIP ER) (Spanish)
15	PALS Espanol
16	IDEL (Indicadores Dinamicos del Exito en la Lectura)
17	Student met fall grade level competency definition
18	aimswebPlus Spanish
19	mCLASS with DIBELS 8th Edition, 2018
20	mCLASS Lectura, 2022

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21	Star Early Learning (Spanish)
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READ Score – The K-3 student’s four-digit score on the end of year READ assessment. Do not enter a score of 0000 unless the student scored a 0 on the assessment. Please refer to the cut scores for each assessment at: <https://www.cde.state.co.us/coloradoliteracy/readassessments>

READ Assessment	Score Range	Score Descriptor
00 Grade 4-12	9999 (Not applicable due to student’s grade level.)	
03 PALS	0000 - 0102	“Summed Score”
04 Exemption	9999 (English Language Learner – designated Non- English Proficient)	
06 Exemption	9999 (Exemption: Student not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school.)	
07 Acadience Reading	0000 – 0812	“Composite Score”
08 aimswebPlus English	0000 – 0728	Kindergarten = “NWF” Score 1 st – 3 rd grade = “ORF” Score
09 FastBridge	0350 - 0650	“Composite”
10 iReady	0100 – 0800	“Overall Score”
11 Istation-- Indicators of Progress for Early Reading (ISIP ER) (English)	0100-0900	“Overall Ability Score”
12 STAR Early Learning	0000-1400	“Unified Scale Score”
13 Special Education – Alternative Pathway	8888 (Place holder)	
14 Istation-- Indicators of Progress for Early Reading (ISIP ER) (Spanish)	0500 - 1100	“Overall Ability Score”
15 PALS Español	0000 - 0117	“Individual Measures”

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16 IDEL (Indicadores Dinámicos del Éxito en la Lectura)	0000 - 0279	“Measure Level Scores”
17 Student met fall grade level competency definition	7777 (Place holder)	
18 aimswebPlus Spanish	0000-0400	Kindergarten = “SLNF” Score 1st-3rd = “SORF” Score
19 mCLASS with DIBELS 8th Edition, 2018	0243-0596	“Composite Score”
20 mCLASS Lectura, 2022	0237-0601	“Composite Score”
21 Star Early Learning (Spanish)	0200-1100	“Unified Scale Score”

READ Testing Date – The date that **end of year** READ testing occurred. Enter as a two-digit month, two-digit day, and 4-digit year (i.e. 05132024). Enter the same testing date for 4-12th grade cohort students. Do not zero fill.

Recommended Retention – Was there a recommendation that the child not advance to the next grade level **based on a significant reading deficiency (READ Status =2)**? All K- 3 students with a READ status of 0, 1, or 4 must have Recommended Retention = 2. All 4-12th grade cohort students (regardless of READ status) must have Recommended Retention = 2. All Special Education students tested using alternative approved measures (regardless of READ status) must have Recommended Retention = 2.

0	No
1	Yes
2	N/A

Retained – Was a decision made that the child should not be advanced to the next grade level **based on a significant reading deficiency (READ status =2)**? Retained may not equal 1 (yes) if recommended retention was 0 (no) or 2 (Not Applicable). All K- 3 students with a READ status of 0, 1, or 4 must have Retained = 2. All 4-12th grade cohort students (regardless of READ status) must have Retained equal 2. All Special Education students tested using alternative approved measures (regardless of READ status) must have Recommended Retention and Retained = 2.

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0	No
1	Yes
2	N/A

READ Plan Support: Indicate **at least** one or more ways in which support was given to the student with a significant reading deficiency in the current school year.

Summer school (student must have attended summer school the summer prior to the data collection).

0	No
1	Yes

Tutoring in the current school year (services provided before or after school).

0	No
1	Yes

Targeted scientifically based or evidence-based intervention services in the current school year received during the school day.

0	No
1	Yes