



Contents

Overview	2
READ Spring Assessment Data Collection	2
READ Status.....	2
READ Plan Status.....	3
READ Test.....	4
READ Score.....	4
Retention Fields	5
READ Plan Support Fields.....	5
Special Education Students.....	5
4-12 th Grade Cohort Reporting	6

Overview

READ Spring Assessment Data Collection

What is the purpose of this collection?

The purpose of the READ data collection is to fulfill the data requirements outlined in the Colorado READ Act. The READ Act requires districts to report specific student, school, and district level data to the Colorado Department of Education in order for the department to determine the number of students identified with significant reading deficiencies and their progress and to respond to other reporting requirements for the annual legislative report.

Which students should be reported in the READ Spring Assessment collection?

Include one record for every student, grades K-3, who are enrolled in the district at the time of data submission and any 4-12th grade student who remains on a READ plan. Districts should attempt to assess all K-3 students and all K-3 students should be reported in this collection.

READ Status

The Student Status READ data element is used to report if a student is identified as having a significant reading deficiency or not. This field is required for all K-3 students even if they were not assessed with an interim assessment but are enrolled in the district.

When do I use the READ Status code of 0?

You will use the READ Status code of 0 for students who were not assessed in the spring with an approved interim assessment for reasons of exemption. Below are allowable exemptions.

- Students designated as Non-English Proficient **and** new to a US school are not required to be assessed under the READ Act and can be coded with a READ Status of 0
- Students who were absent or out for prolonged illness, discipline reasons, or a part-time attendee not receiving services are not required to be assessed under the READ Act and can be coded with a READ Status of 0
- Students who are in the 4-12th grade cohort are not required to be assessed under the READ Act and can be coded with a READ Status of 0

Note: Students on an Individual Education Plan (IEP) are not exempt from taking a READ Act assessment.

When do I use the READ Status code of 1?

You will use the READ Status code of 1 for any student who is not identified as having an SRD based on their spring interim assessment score.

When do I use the READ Status code of 2?

You will use the READ Status code of 2 for any student who is identified as having an SRD based on their spring interim assessment score.

When do I use the READ Status code of 4?

English Language Learners assessed with an interim assessment that indicates they have an SRD but there is other evidence through ACCESS or ELD progress monitoring that refutes the SRD status may be coded with a READ Status of 4.

When do I use the READ Status code of 6?

Pursuant to HB 15-1323, districts are not required to administer spring READ Act interim assessments to students who

demonstrated reading competency in fall. Students who met grade level competency in the fall and not tested in the spring are still required to be reported in this data collection with a READ Status of 6.

What if a student enrolls after our district's testing window has closed?

In this situation, we encourage districts to attempt assessment for that student and include the student in your data file. If the student is also included in the prior districts data, then this issue will be resolved during the duplicate SASID process.

READ Plan Status

The Student READ Plan Status is used to report whether or not a student has a READ plan in place. This field allows CDE to report to the legislature the number of students on a READ plan regardless of their grade level and determines the amount of time it takes a student to reach reading competency once they are identified as having an SRD.

When do I use the READ Plan code of 0?

Any student who has been identified with an SRD at any point in time and has been removed from a READ plan will be coded as READ Plan 0. Students who have never been identified as having an SRD will be coded with a READ Plan code of 2 (N/A).

A student's READ plan must be implemented as soon as the student is identified as having an SRD and shall remain in place until the student demonstrates reading competency. Reading competency is determined locally and should at a minimum include the score from their interim assessment. Once a student has demonstrated reading competency and has been removed from a READ plan, then they will be coded with a READ Plan code of 0 (no).

When do I use the READ Plan code of 1?

Any student who is currently identified as having an SRD should have a READ plan in place. These students will be coded with a READ Plan status code of 1. READ Plan 1 should also be used for students who are no longer identified as having an SRD but who have not reached reading competency and remain on a READ plan.

When do I use the READ Plan code of 2?

Students who have never been identified as having an SRD will be coded with a READ Plan code of 2 (N/A). A READ plan is only applicable to students who have been identified as having an SRD at some point in time. Students exempt from taking a READ Act assessment will also be coded with a READ Plan code of 2.

What if a student is newly identified with an SRD in the spring, but as READ plan will not be created until the fall?

If a student is newly identified in the spring with an SRD and you will not implement a READ plan until the following fall based on timing, the READ Plan field should be coded as 0 (no). We understand that a complete READ Plan may not be fully developed until the fall with diagnostic information, goals and objectives, but it is important to ensure that a READ Plan be created and implemented in fall if the student is still identified with an SRD.

Can students who are not below the cut point for SRD in the spring still be coded as READ Plan yes?

Yes, this field is for any student identified with an SRD at any time throughout the year (not just end of year testing). This will allow districts to report on a student who was identified at the beginning of the year as having an SRD and put on a READ plan, but by the end of the year is testing beyond the cut score for SRD but not yet demonstrating reading competency and still has a READ plan in place.

How do we code the READ Plan field for 4-12th grade cohort students?

Any 4-12th grade student who is included on your districts Student Extract of 4-12th Graders with an SRD in the Prior Year

report in Cognos will need to be included in your data file. The READ Plan field is the only data element that you will need to provide for these students. If these students remain on a READ plan in the spring, then they will continue to have a READ Plan code of 1 (yes). Students who have demonstrated grade level competency and are removed from their READ plan will be coded with a READ Plan code of 0 (no).

Please note: Once a 4-12th grade cohort student is reported as READ Plan 0 (no) they are removed from the cohort group and will no longer pull on the student extract report. Once a student has been removed from the cohort group, they cannot be added back in.

READ Test

The READ Test field is used to report which assessment was administered to the student by the district.

What READ Test code do I use for students with a READ Status of 0?

Students who were not assessed under the READ Act and are coded with a READ Status code of 0 will be coded as follows:

- Test code 00 is used for 4-12th grade cohort students since they are not required to be assessed under the READ Act
- Test code 04 is used for English Language Learners designated as Non-English Proficient and new to a us school. These students should also have a READ Status code of 4.
- Test code 06 is used for students who were not assessed for reasons which may include, but are not limited to, illness, discipline, late enrollment, part-time attendance, etc.

When do I use the READ Test code of 13?

Special education students who are unable to access one of the approved interim assessments and were assessed using an alternative approved measure (i.e., assessment recommended for students with intellectual or multiple disabilities, deaf and hard of hearing students, etc.) will be coded with a READ Test of 13 and a READ Score of 8888 (place holder score).

What READ Test code do I use for students with disabilities?

There are a couple of choices, if a student with disabilities is able to access one of the approved assessments you would indicate that through the READ test choices (i.e., 07 – Acadience Reading). If a student with disabilities was unable to access one of the approved interim assessments and requires an alternative pathway assessment, then the READ test would be 13.

What READ Test code do I use for 4-12th grade cohort students?

Since 4-12th grade students are not assessed under the READ Act, you will not specify a READ Test for them. Instead, these students will be coded with a READ Test 00.

READ Score

The K-3 students 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.

What READ Score do I use for students with a READ Status of 0 and a READ Test of 04 or 06 (exemption)?

Since these students were not assessed, there is not a score that can be entered. Therefore, you must input a place holder score of 9999. READ Score cannot be left blank.

Which benchmark score do I use for my K-3 students?

The score that you enter in your READ file must be a score that the student obtained between April 1st and June 15th of the current school year. Do not report fall or winter benchmark scores.

Retention Fields

The purpose of the recommended for retention and retained data fields is to report whether or not a student was either recommended for retention or retained based off of an SRD.

Please note: These retention fields are specific to students identified as having an SRD. If a student, identified with an SRD, was recommended for retention, or retained for any other reason, the retention codes should both be 0 (no). Students not identified as having an SRD should be coded with retention fields of 2 (N/A). You do not report that a child was recommended for retention and retained unless the retention is a direct result of an SRD.

Why do we report the retention status of students identified as having an SRD?

As required by READ Act statute, the CDE must report on students identified as having an SRD who were also recommended for retention and/or retained based off an SRD and whether or not they attain reading competency in the following year.

What code do we use for students who are not SRD?

Students not identified as having an SRD and/or students exempt from assessment must be coded with a 2 (N/A) for both the recommended retention and retained fields.

How do I code retention fields for students with disabilities also identified as having an SRD?

Per READ Act statute, students with disabilities are not recommended for retention or retained based off of an SRD designation. Both retention fields must be coded as 2 (N/A) for these students.

READ Plan Support Fields

As required in READ Act statute, the CDE must report on the services received by students identified as having an SRD as included in the student's READ plan.

Please note: these services should be provided to SRD students using READ Act funds.

What if a student receives more than one support?

Students with a READ Status of 2 (SRD) must have at least one READ Plan Support field coded as 1 (yes). Please code 1 (yes) for each intervention services that the student received.

Do we report Summer School for students who completed it in the prior year or if the student will attend summer school in the current summer??

Please indicate Summer School 1 (yes) for SRD students who completed summer school in the prior year.

Special Education Students

Students receiving special education services are general education learners first. Special education is a supplement to general education. The presence or suspicion of a disability does not warrant a child to be exempted or excluded from the READ Act. This would be a violation of a child's 504 rights.

Are students with IEP exempt from taking a READ assessment?

Students with disabilities are not exempt from taking a READ assessment. These students will either have a READ Status of 1 (not SRD) or 2 (SRD).

What READ Test code do I use for students with disabilities?

There are a couple of choices, if a student with disabilities is able to access one of the approved assessments you would indicate that through the READ test choices (i.e., 07 – Acadience Reading). If a student with disabilities was unable to access one of the approved interim assessments and requires an alternative pathway assessment, then the READ test would be 13.

What READ Score do I use for students with disabilities?

If the student was able to access one of the approved interim assessments, then the score would be reflective of that assessment and the cut scores for determining an SRD would apply. However, if the student accesses the alternative pathway (READ Test 13) the actual score(s) are not submitted to this collection, rather use a place holder score of 8888.

How is the READ Status determined for students who access an alternative pathway?

- **Option #1: Braille** -In order to determine if a student has a significant reading deficiency versus a score impacted by slower braille reading the general education teacher and the teacher of the visually impaired (TVI) will work together. This team will decide yes or no to confirm whether any concern areas are indeed about reading challenges versus expected slower braille reading.
- **Option #2: Hearing Impairment** - students with a hearing impairment who cannot be accurately assessed for a possible SRD with one of the state approved assessments will be assessed with two subtests from the Woodcock-Johnson IV Tests of Achievement: Letter Word Identification and Passage Comprehension. The two subtests will be averaged and students scoring <84 Standard Score (SS) measuring 1 Standard Deviation (SD) below will be identified as having a READ status of 2 (SRD)
- **Option #3: Cognitive Disability** - Students with a significant cognitive disability: this group of students are receiving their instruction on the alternate achievement standards (Extended Evidence Outcomes) who are being assessed on emergent literacy skills and will always have a READ status of 2 (Student has a significant reading deficiency) until they are able to access a board approved interim assessment at which time you would use the cut scores for that assessment. This may or may not occur within the K-3-time frame.

4-12th Grade Cohort Reporting

Third grade students who are identified as having an SRD or remain on a READ plan and have not reached reading competency, will be flagged internally by CDE, and added to the 4-12th Grade Cohort Group. These students will be reported each year in the collection until they reach reading competency and are removed from their READ plan.

Please note: Only 4-12th grade students who pull on your district's Student Extract of 4-12th Grade Students with an SRD in the Prior Year report in Cognos should be included in your data file.

We have cohort students who are not at grade level, but we've determined through local measures, they are not at the highest risk anymore, do they remain on a READ plan?

For all students, regardless of grade, determination of removal from a READ plan is always based on reaching grade level proficiency which is determined locally.