



COLORADO
Department of Education

Overview of READ Data Collections

Tara Rhodes

READActData@cde.state.co.us

June 5, 2025



Background: The READ Act

The Colorado Reading to Ensure Academic Development Act (READ Act)

focuses on early literacy development for all students and especially for students at risk to not read at grade level by the end of third grade. Students are assessed for reading skills, and those who are identified as reading significantly below grade level are given individual READ plans.

In order to support students with significant reading deficiencies (SRDs), the READ Act provides per-pupil intervention funds to assist districts with providing intervention support.



READ Act Reporting Requirements for Districts: Spring READ Assessment

22-7-1213. (1) Each local education provider shall annually report to the department information necessary to determine: (a) The **prevalence of significant reading deficiencies among students in kindergarten and first through third grades**; (a.3) The amount of academic growth to standard in reading annually achieved by students who are enrolled in kindergarten and first through third grades and who are identified as having significant reading deficiencies; (a.5) The amount of academic growth to standard in reading annually achieved by students who are enrolled in kindergarten and first through third grades and who are identified as reading below grade level; (a.7) Whether the amount of academic growth to standard annually achieved by each student described in subsections (1)(a.3) and (1)(a.5) of this section demonstrates sufficient, as determined by the department, growth to standard in reading over multiple years; (b) **Whether students who have significant reading deficiencies and who advance to the next grade level attain reading competency and, if so, at what grade level**; (c) **Whether students who have significant reading deficiencies and who do not advance to the next grade level attain reading competency within the school year during which they do not advance**; (d) **Whether students who have significant reading deficiencies and who do not advance to the next grade level attain reading competency at a lower grade level than students who do advance**; and (e) **Whether students who have significant reading deficiencies continue to advance to the next grade level despite having a continuing significant reading deficiency and the degree to which local education providers are recommending that said students do not advance.**



READ Act Reporting Requirements for Districts: Literacy Programs and Assessment

22-7-1208. Local education providers – procedures – plans – training. (8)(a) Each local education provider shall submit to the department, and update as necessary to remain current, the following information, and the department shall post the information on the department’s website, as provided in section 22-7-1209(9):

- (I) The core and supplemental reading curriculum, as described in subsection (5)(a)(I) of this section, or a detailed description of the reading curriculum, by grade, used at each of the schools operated by the local education provider;
- (II) The targeted, evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction, services, and other supports, as described in subsection (5)(a)(II) of this section[.]

<https://www.cde.state.co.us/coloradoliteracy/literacycurriculumtransparency>



READ Act Reporting Requirements for Districts: READ Training

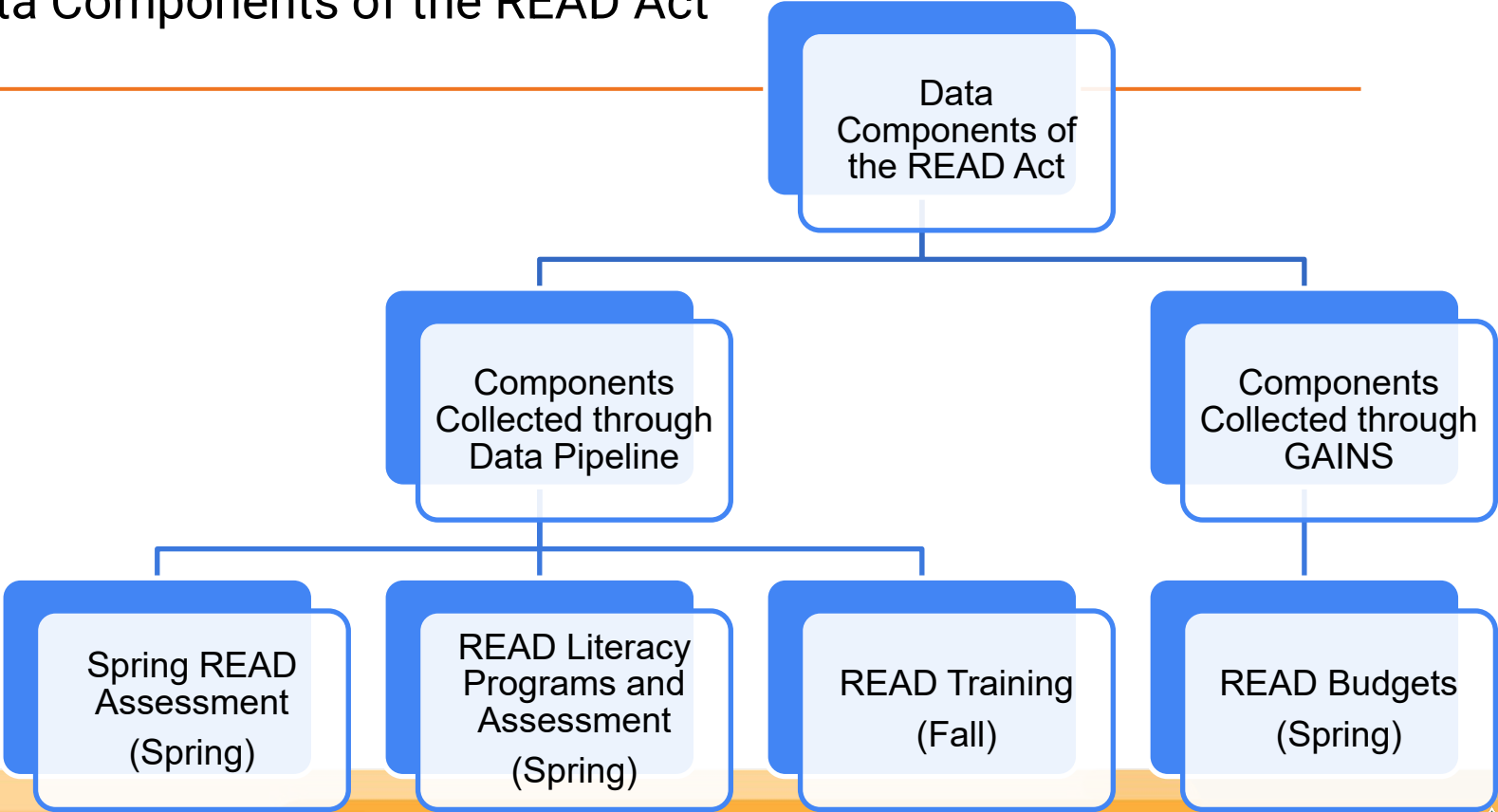
22-7-1208. (6)(a) By the beginning of the 2022-23 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2019-20 budget year shall ensure that each teacher employed to teach kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training in teaching reading.

(6.5)(a) By the beginning of the 2024--25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023--24 budget year shall ensure that each principal in a school that serves kindergarten or any of grades one through three and each administrator with responsibility that pertains to programs in kindergarten or any of grades one through three successfully completes or has successfully completed evidence-based training designed for school administrators in the science of reading.

(6.7)(a) By the beginning of the 2024--25 school year and continuing for each school year thereafter, each local education provider that receives per-pupil intervention money or a grant through the early literacy grant program in any budget year starting with the 2023--24 budget year shall ensure that each reading interventionist employed to teach students in any of grades four through twelve successfully completes or has successfully completed evidence-based training in teaching reading as described for teachers in subsection (6) of this section.



Data Components of the READ Act



READ Data Collection Timelines

Spring READ Assessment Data Collection:

There are two phases:

1. Data Collection Phase: 4/15/25 – 6/13/2025
2. Duplicate Phase: 6/16/25 – 6/20/25

READ Literacy Programs and Assessment Data Collection:

1. Data Collection Phase: 4/15/25 – 6/13/2025

READ Training Data Collection:

1. Data Collection Phase: 8/1/2025 – 8/30/2025



Data Elements:

Spring READ Assessment Data Collection

Spring READ Assessment Data Collection:

- Student Information
 - First name, last name, SASID, DOB, gender
- Assessment Information
 - SRD status, assessment, assessment score, assessment test date
- Additional READ information as required by statute
 - READ Plan status, recommended for retention on the basis of an SRD, retained on the basis of an SRD, summer school services, tutoring services, other intervention services

Data Elements:

READ Literacy Programs and Assessment

READ Training

READ Literacy Programs and Assessment Data Collection:

- School, grade level, core programming, supplemental programming, intervention programming

READ Training Data Collection:

- Educator information and training status for the teacher training and administrator training

Additional Information on Spring READ Assessment Data Collection

- Points of Clarification:
 - Student READ Status (SRD Status):
 - This is the field that captures whether the student has a significant reading deficiency (SRD). This is the field that I use to calculate the funding amount for the district.
 - Student READ Plan Status:
 - This field identifies if a student has a READ plan (which is separate from a significant reading deficiency). If a student has an SRD, though, they are required to have a READ plan, but a student can have a READ plan without an SRD (for example, in the case where they are not yet reading at grade level, but have not been identified with an SRD through one of the approved READ assessments).
 - Student READ Assessment:
 - This field identifies the assessment on which the student was assessed during the Spring assessment window. It is important that this is correctly marked, as the cutscores for identifying an SRD are programmed into Pipeline based on the assessment.

READ Plan Field Coding

Scenarios	Coding
1. K-3 student identified with an SRD	1 – Yes (student has a READ plan)
2. K-3 student identified with an SRD at any time throughout the year and is no longer SRD in the spring but remains on READ plan	1 – Yes (student has a READ plan)
3. K-3 student identified with an SRD in the prior year and no longer SRD in the spring but remains on a READ plan	1 -Yes (student has a READ plan)
4. K-3 student was previously identified with an SRD but has reached grade level competency and no longer has a READ plan in place	0 - No (student no longer has READ plan)
5. K-3 student has never been identified as having an SRD and has never been on a READ plan	2 – N/A (student never identified as having an SRD and has never had a READ plan)

4th-12th Grade Cohort Students

- Why do we report 4-12th grade cohort students?
 - Once a student has been identified as having an SRD, they are put on an individual READ plan. Their READ plan remains in place until that student reaches grade level proficiency in reading, regardless of the student's grade level.
- Who is included in the 4-12th grade cohort?
 - Students who exited 3rd grade identified as having an SRD in the spring of 2013 collection became the first group of cohort students.
 - The cohort will continue to increase each year until students reach 12th grade.
 - Students who exit 3rd grade with a SRD (READ Status = 2) and/or remain on a READ plan at the end of the 3rd grade are calculated into the READ cohort group.
- When does a student exit the cohort?
 - Once a student has reached reading competency (determined locally), they are removed from their READ plan and will be coded as READ plan = 0 (no) which will remove them from the cohort group.

READ Collection Resources

READ Collection resources can be found at:

<https://www.cde.state.co.us/coloradoliteracy/readdatapipeline>

- Webinar recordings
- Timeline
- Additional resources such as assessment cut scores and guidance documents

Questions?

Contact Tara Rhodes, READ Data Collection Lead

- Email: READActData@cde.state.co.us
- Cell: 720-601-4125