

# Frequently Asked Questions



## READ Act Data Collection

The purpose of the READ data collection is to fulfill the data requirements that are 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 K-3 students identified as having a significant reading deficiency (SRD), their progress, and respond to other reporting requirements for the annual legislative report.

### READ Plan

The purpose of the READ Plan field is to determine when students reach grade level competency after being identified as having an SRD. This field allows the department to report to the legislature on the amount of time it takes students to reach grade level competency, regardless of their grade level.

Topic	Question	Answer
READ Plan	What if a student is newly identified with an SRD in the spring, but a 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 '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.
READ Plan	When does the READ plan field get coded with a "No"	A student's READ plan shall be implemented until the student demonstrates reading competency. That competency is determined locally and should at a minimum include the score from your interim assessment. Once a student has demonstrated reading competency and has been removed from a READ Plan, they will be coded with READ Plan 'No'
READ Plan	When does the READ plan field get coded with a "NA"	Students who have never been identified as having an SRD will be coded with READ Plan "NA" since the READ Plan field is only applicable to students who have been identified as having an SRD.
READ Plan	Can students who are not below the cut point for SRD in the spring reporting period still be marked as "Yes" READ Plan?	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

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		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.
READ Plan	How do we code the READ Plan field for 4 <sup>th</sup> graders and beyond?	For 4 <sup>th</sup> graders and beyond who pull on your Cognos Student Extract of 4-12 <sup>th</sup> Graders with an SRD report, you will tell us if they are still on a READ plan yes or no. For all students, regardless of grade level, determination of removal from a READ plan is always based on reaching grade level proficiency.

## READ Status

The purpose of the READ status field is to tell CDE if a child has a significant reading deficiency or not. This field is 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.

Topic	Question	Answer
READ Status	When do I use a READ status of '0'?	READ status of '0' indicates a student was not tested with an approved interim assessment for reasons of exemption <ul style="list-style-type: none"> <li>• If a student is exempt as an EL student (Non-English proficient and new to a US school)</li> <li>• If a student was absent or out for prolonged illness, out for discipline reasons, or a part-time attendee not receiving services, etc.)</li> <li>• All students in the 4-12<sup>th</sup> grade cohort</li> </ul>
READ Status	When do I use a READ status of '4' for EL learners?	ELL students who are receiving Spanish instruction or are in an ELL program assessed with an interim that indicates they have an SRD but who have other evidence through ACCESS or ELD progress monitoring that refutes the SRD, may be coded with a READ status of 4.
READ Status	When do I use a READ status of '6'?	Pursuant to HB 15-1323, districts are not required to administer READ Act interim assessments to students demonstrating reading competency in the fall for the

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		remainder of that specific school year. For students who met grade level competency in the fall are not tested in the spring will still be included in the spring collection but will be coded with READ Status of '6'.
READ Status	What if a student enrolls after my testing window has closed?	In this situation, we encourage districts to attempt assessment for that student and include the student in your READ file submission. If they are included in another district's report, this problem will be resolved in the duplicate SASID process.
READ Status	If a student is coded with a READ Status 4, what do I enter for READ test and READ score?	By using a READ status of 4, you are indicating that the student was tested with one of the approved interim assessments and scored below the cut-point but that the other evidence exists indicating the student is not SRD. You will enter the READ test that was used (e.g. 03 PALS) and the actual score the student received (e.g. 0090).

## READ Test

The purpose of the READ Test field is to tell CDE was assessment the district selected.

Topic	Question	Answer
READ Test	If a student is coded with a READ Status of '4' what do I enter for READ test?	By using a READ status of '4' you are indicating that the student was tested with one of the approved interim assessments and scored below the cut-point, but there is other evidence saying that the student is not SRD. You will enter the READ Test that was used (e.g. 03 PALS) and the actual score the student received (e.g. 0090).
READ Test	What READ Test 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 (e.g. 03 PALS). 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'.
READ Test	What READ Test do I use for 4-12 <sup>th</sup> grade cohort students?	Since 4-12 <sup>th</sup> grade students are not assessed under the READ Act you will not

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		specify a READ test for them. You will use the READ test '00' for all 4-12 <sup>th</sup> grade cohort students.

## READ Score

The purpose of the READ score field is to report student's raw assessment scores to CDE to be able to determine whether or not the student has an SRD.

Topic	Question	Answer
READ Score	What score do I report for students who have a READ test of '04' or '06'?	When students are coded with a READ test of '04' or '06', this is an indication that the student was not assessed; therefore, a score of 9999 must be entered which indicates that the student was not assessed, as the score 9999 does not fall within the range of scores allowable for any of the approved interim assessments.
READ Score	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 1 <sup>st</sup> and June 15 <sup>th</sup> of the current school year. Do not report fall or winter benchmark scores.

## Retention

The purpose of the retention fields are to report if a student was recommended for retention and/or retained based on their SRD identification.

Topic	Question	Answer
Retention	Why do I report on recommended retention and retained for students identified as an SRD?	As required by READ Act legislation, the CDE must report on students identified as having SRDs who were retained and not retained and when they attain reading competency.
Retention	When do I report retention information in my READ file submission?	The retention fields in the READ collection are specific to students identified with an SRD. If a child was identified with an SRD (READ Status of '2') and was then recommended for retention and retained for another reason, your answer should be 'no' in this collection. Students with any other READ status, other than '2' will be coded as 'N/A' for both retention fields. You DO NOT report that a child was recommended for



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Topic	Question	Answer
Retention	How do I code retention fields for students with disabilities identified with an SRD?	retention and actually retained unless the retention is a direct result of an SRD. Students with disabilities are not recommended for retention or retained based off their SRD status. Retention fields must be 'N/A' for these students.

## READ Plan Support

As required by READ Act legislation, CDE must report on the services received by students identified as having SRDs for whom districts receive READ funding.

Topic	Question	Answer
READ Plan Support	Do we report full-day kindergarten for students if we pay for it through other resources, not READ Act per-pupil intervention funds?	Remember that this collection doesn't require matching students to use of funds, but you should not report full-day kindergarten if that service is already provided for kindergarten students in your school/district. You should only report full-day kindergarten through this collection if it is an additional service provided to a students with an SRD as an intervention for the child.

## Special Education Students

The Colorado Attorney General has confirmed that the READ Act is for EVERY child in kindergarten through 3<sup>rd</sup> grade. The READ Act legislation is for all general 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.

Topic	Question	Answer
Special Education Students	I cannot find the READ Status for students with an IEP that I want to exempt. What READ Status do I use?	Per the opinion above from the attorney general these students will no longer be exempted, therefore those codes do not exist in this collection. These students will have a READ status of "1" or "2" based on their assessment.
Special Education Students	Which READ test do I use with these students?	There are a couple of choices, if a student is able to access one of the approved assessments you would indicated that through the READ test choices. For example if a student was able to access your district assessment of PALS then you

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Topic	Question	Answer
		<p>would use a READ Test of 03. If the student is unable to access one of the approved interim assessments and requires an alternative pathway assessment then the READ test would be “13”.</p>
<p>Special Education Students</p>	<p>What READ score do I use with these students?</p>	<p>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 a significant reading deficiency 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”.</p>
<p>Special Education Students</p>	<p>How would READ Status be determined for students who access the alternative pathway?</p>	<p>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.</p> <p>Option#2: 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 &lt;84 Standard Score (SS) measuring 1 Standard Deviation (SD) below will be identified as having a READ status of 2 (SRD)</p>

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Topic	Question	Answer
		Option #3: 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.
Special Education Students	Can you give me an example of how I should code students with an Individual Education Plan who were previously exempt from the collection?	Please reference chart below to answer this question.

Student with an Individual Education Plan able to access an approved interim assessment	Alternative Pathway : Student with significant support needs who is identified as SRD	Alternative Pathway: Student taking the braille DIBELS Next	Alternative Pathway: Test Battery for Deaf and Hard of Hearing Students
<p><b>READ_Plan</b> – can be 0 or 1 depending on if you have started a READ Plan or not for this student if they were identified as having an SRD</p> <p><b>READ Status</b> – Will be 1 or 2 as aligns with the cut scores</p> <p><b>READ Test</b> – 03</p> <p><b>READ Score</b> –aligns with the assessment</p> <p><b>READ Accommodations:</b> 1 or 2 depending on if they were given or not</p> <p><b>READ Testing Date:</b> same as other students in the file</p> <p><b>Recommended Retention:</b> 2</p> <p><b>Retained:</b> 2</p>	<p><b>READ_Plan</b> – can be 0 or 1 depending on if you have started a READ Plan or not for this student</p> <p><b>READ Status</b> – 2</p> <p><b>READ Test</b> – 13</p> <p><b>READ Score</b> -8888</p> <p><b>READ Accommodations:</b> 0</p> <p><b>READ Testing Date:</b> same as other students in the file</p> <p><b>Recommended Retention:</b> 2</p> <p><b>Retained:</b> 2</p> <p><b>READ Plan Support:</b> Pick one that most aligns to the way the student was served in the 15-16 school year even though there were not READ</p>	<p><b>READ_Plan</b> – will be 0 or 1 depending on if you have started a READ Plan or not for this student if they were identified as having an SRD</p> <p><b>READ Status</b> – Will be 1 or 2 as determined by the teacher and the TVI</p> <p><b>READ Test</b> – 13</p> <p><b>READ Score</b> –8888</p> <p><b>Accommodations:</b> 0</p> <p><b>READ Testing Date:</b> same as other students in the file</p> <p><b>Recommended Retention:</b> 2</p> <p><b>Retained:</b> 2</p> <p><b>READ Plan Support (if identified as SRD):</b> Pick one</p>	<p><b>READ_Plan</b> – will be 0 or 1 depending on if you have started a READ Plan or not for this student if they were identified as having an SRD</p> <p><b>READ Status</b> – Will be 1 or 2 as determined by the scores</p> <p><b>READ Test</b> – 13</p> <p><b>READ Score</b> –8888</p> <p><b>Accommodations:</b> 0</p> <p><b>READ Testing Date:</b> same as other students in the file</p> <p><b>Recommended Retention:</b> 2</p>

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Student with an Individual Education Plan able to access an approved interim assessment	Alternative Pathway : Student with significant support needs who is identified as SRD	Alternative Pathway: Student taking the braille DIBELS Next	Alternative Pathway: Test Battery for Deaf and Hard of Hearing Students
<b>READ Plan Support (if identified as SRD):</b> Pick one that most aligns to the way the student was served in the 15-16 school year even though there were not READ funds attached this school year	funds attached this school year	that most aligns to the way the student was served in the 15-16 school year even though there were not READ funds attached this school year	<b>Retained: 2 READ Plan Support ( if identified as SRD):</b> Pick one that most aligns to the way the student was served in the 15-16 school year even though there were not READ funds attached this school year

## 4-12<sup>th</sup> Grade Cohort Reporting

The purpose of the 4-12<sup>th</sup> grade cohort is to answer the question of: once a student has been identified with an SRD, do they remain on a READ plan after grade yes or no.

Topic	Question	Answer
Cohort	Which grade levels (beyond my K-3 data) will be included in the collection this year?	This year, 2017-18, you will include 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade cohort students.
Cohort	Which assessment do we use to determine a significant reading deficiency for the 3 <sup>rd</sup> grade cohort that is now in 4 <sup>th</sup> grade?	Students in grades 4-12 are not tested for determination of a significant reading deficiency. The process for determining SRD with an assessment score only applies to students in grades K-3. When reporting information on students now in 4 <sup>th</sup> grade who left 3 <sup>rd</sup> grade identified as having a significant reading deficiency and/or 5 <sup>th</sup> grade who are your 4 <sup>th</sup> graders who continued on with READ plans, use a body of evidence to determine whether or not the 4 <sup>th</sup> or 5 <sup>th</sup> grade student is at grade level. You will report a READ Plan field (yes



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		<p>or no) for these students. Use the following combination for coding:</p> <p>READ Plan = 0 or 1 (no or yes) to indicate if the READ plan is still in place or not                      READ Status=0                      READ Test=00                      READ Score=9999                      Allowable Accommodations=0                      READ Testing Date=(can match the rest of your file)                      Recommended Retention=2                      Retained=2                      READ Plan Support=0</p>
Cohort	Do we have to include all 4 <sup>th</sup> , 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students in our file or just those who were in the 3 <sup>rd</sup> grade cohort?	You will run the “Student extract of 4-12 graders with a significant reading deficiency in prior year” report in COGNOS to identify your 4-8 <sup>th</sup> grade cohort students. Districts must add the value for READ Plan (0 or 1) to indicate if the cohort student remains in the cohort or if they have exited from the cohort based on their READ Plan.
Cohort	We have cohort students (4-8 <sup>th</sup> ) who are not at grade level, but we have determined, through locally determined measures, they are not at the highest level of risk anymore, do they remain on a READ Plan?	Yes, for all students, regardless of grade, determination of removal from a READ plan is always based on reaching grade level proficiency (determined locally).

## Scenarios

- How do I code a student who missed testing because they were out sick the entire month of May?  
 READ Plan = 0 or 1 (no or yes) depending on what is in place for the student

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READ Status=0

READ Test=00

READ Score=9999

Allowable Accommodations=0

READ Testing Date= (can match the rest of your file)

Recommended Retention=2

Retained=2

READ Plan Support=0 or 1 (no or yes) depending on whether or not the student received services throughout the year

2. How do I code an EL student who was tested with the interim assessment for the district, iReady, and scored in the SRD range but other data is indicating the student does not have a SRD?

READ Plan = 0

READ Status = 4

READ Test – 10

READ Score = put in their actual score

- (while the score is in the SRD range through the READ status of 4 the indication is that other data indicates the student does not have a SRD)

READ Testing Date = (can match the rest of your file)

Recommended Retention = 2

Retained = 2

READ Plan Support = 0