



READ Status

1. When do I use a READ status of “0”?

READ status of “0” indicates a student was not tested with an approved interim assessment and is most closely tied to READ test to indicate why a student was not tested.

- If a student is exempt as an EL student (Non-English proficient and new to a US school) they would have a READ status of “0”.
- If a student is exempt as a special education student (unable to access the assessments with approved accommodations or was CoAlt eligible) they would have a READ Status of “0”.
- If a student was absent, or out for prolonged illness, out for discipline reasons, or a part time attendee not receiving literacy services, etc.) they would have a READ status of “0”.
- All students in the cohort 4-12 will have a READ status of “0”

2. 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.

3. Why do students with IEPs, who are exempted, have two options for READ status?

Students who are special education exempt from testing may only be exempted because they are COALT eligible, coded with a READ status of “3”, or they are unable to access the assessment but do not take COALT. These students should be coded with a READ status of 0.

4. 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 who are 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. Please see ELL and READ guidance document <http://www.cde.state.co.us/sites/default/files/Final%20READ%20Act%20EL%20Guidance%201-30-14.pdf>

5. 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 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

1. What is DIBELS 7th edition?

DIBELS 7th edition is also referred to as DIBELS Next. They are the same assessment.

READ Score

1. When reporting DRA2 scores, what score do I enter when a student scores “A”?

The score entered would be “AAAA” to match the field width required in your READ file.

2. What score do I report for students who have a READ test of 04, 05, or 06?



When students are coded with a READ test of 04, 05, or 06, this is an indication that the student was not assessed; therefore, a score of 9999 must be entered indicating 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.

3. 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. These scores are **not** Fall or Winter benchmark scores.

READ Plan: New field for the 2014-15 READ Collection

- This field is for any student identified with a significant reading deficiency at any time (not just end of the year testing), this will capture when students exit a READ plan. This will also allow districts to report on a student who was identified at the beginning of the year as SRD and put on a READ plan but by end of the year testing is beyond the cut score for SRD but still on a READ Plan.
- You will have students who are not SRD but still have a READ Plans in place.
- This will also be your reporting field for your 4th and 5th grade cohort students to indicate if a READ Plan is still in place or not.

Retention Fields

1. Why do I report on recommended retention and retained for students identified as having a significant reading deficiency?

As required by READ act legislation, the CDE must report on students identified as having a significant reading deficiency who were retained and not retained and when they attain reading competency.

2. When do I report retention information in my READ file submission?

The retention fields in the READ collection **are specific to students who have been identified with a significant reading deficiency**. If a child was identified with a significant reading deficiency (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 a "2", will be coded as "n/a" for both retention fields. You DO NOT report that a child was recommended for retention and actually retained unless the retention is a direct result of a significant reading deficiency

READ Plan Services (required for the 2014-2015 collection)

1. Why do I report on the types of services that were provided to students with a significant reading deficiency?

As required by READ act legislation, the CDE must report on the services received by students for whom districts received funding.

2. 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 student with a significant reading deficiency as an intervention for the child.



4-12 Cohort Reporting

1. Which grade levels (beyond my K-3 data) will be included in the collection this year?
This year, 2014-2015, you will include 4th and 5th grade cohort students.
2. Which assessment do we use to determine a significant reading deficiency for the 3rd grade cohort that is now in 4th 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 4th grade who left 3rd grade identified as having a significant reading deficiency and/or 5th grade who are your 4th graders who continued on with READ plans, use a body of evidence to determine whether or not the 4th or 5th grade student is at grade level. You will report a READ Plan field (yes or no) for these students. Use the following combination for coding:

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

3. Do we have to include all 4th and 5th grade students in our file or just those who were in the 3rd grade cohort?
Initial data submissions will need to include all 4th and 5th graders if you do not know which students are contained within the cohort. Once you have determined which students are the correct cohort students, only include those students in your final data submission.
4. We have 4th grade students who are not at grade level, but they are not low enough to have a significant reading deficiency. Does the standard go up to grade level proficiency? Yes, for all students, regardless of grade, determination of removal from a READ plan is always based on reaching grade level proficiency.

General Questions

1. Why are there warnings in my report?
Warnings may indicate that you are submitting data that may need further review. Warnings do not interfere with submission and approval of your READ file.
2. How do I report homebound students?
The department recommends every effort is made to test all students who are instructed in reading. However, if it is determined it is not possible to test a homebound student, an exemption may be used; READ Status=0, READ Test=06, READ Score=9999,



Scenarios

1. 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
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)Allowable Accommodations = should match what the student received
READ Testing Date=(can match the rest of your file)
Recommended Retention=2
Retained=2
READ Plan Support=0