

# District UIP/READ Act Requirements

## Submission Guide



### Overview

The following instructions are provided as a tool to support districts in reporting K-3 literacy instructional program data as described in the READ Act. Please use the blank spreadsheet template provided on the [UIP Resources](#) website. This template will be submitted as an attachment to the district UIP and included in public posting. Districts are required to report K-3 literacy instructional program data for each elementary school in their district.

### Naming Convention

As part of the file naming convention it is important to include a unique identifier. When you download the spreadsheet from the website, we recommend saving the spreadsheet using the following naming convention: UIP\_READ\_DATA\_[District Code]. This naming convention should also be used when attaching the spreadsheet to the district UIP.

### Getting Started

Review the instructions tab in the spreadsheet.

#### Steps to Enter District/School Codes, District/School Names, and Grade Levels

\*You will repeat the following steps 1-5 on each of the tabs in the spreadsheet.

1. Input your district's four-digit district code in Column A
2. Input the name of your district in Column B
3. Input the four-digit school code for the specified school district in Column C
4. Input the name of school for the specified school code in Column D

**Note:** List of valid district and school codes/names can be found on the District & School Codes tab in the spreadsheet. They can also be found here: [http://www.cde.state.co.us/datapipeline/org\\_orgcodes](http://www.cde.state.co.us/datapipeline/org_orgcodes)

5. Select from the drop down the appropriate grade level in Column E
  - a. Must be a grade level between kindergarten and third
  - b. All grade levels between K-3 served by the school must be reported

#### Example:

A	B	C	D	E
District Code	District Name	School Code	School Name	Grade Level
1234	Sunshine Bay School District	5678	Sunny Elementary School	K
1234	Sunshine Bay School District	5678	Sunny Elementary School	1
1234	Sunshine Bay School District	5678	Sunny Elementary School	2
1234	Sunshine Bay School District	5678	Sunny Elementary School	3



## Steps to Complete the Assessment Tab

1. Click on the assessment tab.
2. Complete steps 1-5 listed in the orange box on page 1 of this document.
3. Column F: Click on the drop-down menu and select the READ Act Interim assessment that is administered for the specified school and grade level selected.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Name of READ Act Assessment
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Acadience Reading (Formerly Known as DIBELS Next)
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Acadience Reading (Formerly Known as DIBELS Next)
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Acadience Reading (Formerly Known as DIBELS Next)
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Acadience Reading (Formerly Known as DIBELS Next)

**Potential Assessment Scenario:**

1. If multiple assessments are used in one grade level, please move to the next line. In Column F, click on the drop-down menu and select the READ Act Interim assessment that is administered for the specified school and grade level selected.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Name of READ Act Assessment
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	PALS
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	PALS Espanol
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	ISIP Early Reading (Istation English)
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	ISIP Early Reading (Istation English)
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	ISIP Early Reading (Istation English)

## Steps to Complete the Core Programming Tab

1. Click on the Core tab in the spreadsheet.
2. Complete steps 1-5 listed in the orange box on page 1 of this document.
3. Column F: Click on the drop-down menu and select the core program in use at each school and grade level.
4. Column G: Click on the drop-down menu and select from which year the specified core program was published.

**Example:**

A	B	C	D	E	F	G
District Code	District Name	School Code	School Name	Grade Level	Core Program 1	Core Program 1 Publication Year
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	McGraw Hill - Wonders	2020
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	McGraw Hill - Wonders	2020
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	McGraw Hill - Wonders	2020
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	McGraw Hill - Wonders	2020

**Potential Scenarios when reporting Core Programs:**

**Core Program Scenario 1:**

If a school has multiple core programs in place at the same grade level (ex: English and Spanish), scroll to the right and enter additional programs/publication year in the columns provided (Columns H-K).

**Example:**





E	F	G	H	I
Grade Level	Core Program 1	Core Program 1 Publication Year	Core Program 2	Core Program 2 Publication Year
K	McGraw Hill - Wonders	2020	McGraw Hill - Maravillas	2020
1	McGraw Hill - Wonders	2020	McGraw Hill - Maravillas	2020
2	McGraw Hill - Wonders	2020	McGraw Hill - Maravillas	2020
3	McGraw Hill - Wonders	2020	McGraw Hill - Maravillas	2020

**Core Program Scenario 2:**

If the core program used by a school for a grade level is not listed in the drop-down menu, please select “Other” in Column F and write in the name of the core program in Column M.

**Example:**

A	B	C	D	E	F	G
District Code	District Name	School Code	School Name	Grade Level	Core Program 1	Core Program 1 Publication Year
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Other (Complete Columns L-O)	N/A
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Other (Complete Columns L-O)	N/A
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Amplify - CKLA	2020
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Amplify - CKLA	2020

**Core Program Scenario 3:**

If the school does not use a published core program, please select “No published core program in use” in the drop-down menu in Column F.

**Example:**

A	B	C	D	E	F	G
District Code	District Name	School Code	School Name	Grade Level	Core Program 1	Core Program 1 Publication Year
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	No published core program in use	N/A
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Houghton Mifflin - Into Reading	2020
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Houghton Mifflin - Into Reading	2020
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Houghton Mifflin - Into Reading	2020

**Steps to Complete the Supplemental Programming Tab**

**Steps to Complete Supplemental Programming Tab**

1. Click on the Supplemental tab in the spreadsheet.
2. Complete steps 1-5 listed in the orange box on page 1 of this document.
3. Column F: Click on the drop-down menu and select the supplemental program used for that specific school and grade level.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Supplemental Program 1
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Lexia - Core 5 Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Lexia - Core 5 Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Lexia - Core 5 Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Lexia - Core 5 Reading

**Potential Scenarios when reporting Supplemental Programs:**



**Supplemental Program Scenario 1:**

If a school has multiple supplemental programs in place at the same grade level, scroll to the right and enter additional programs in the extra columns provided (Columns G & H).

**Example:**

D	E	F	G
School Name	Grade Level	Supplemental Program 1	Supplemental Program 2
Sunny Elementary School	K	Lexia - Core 5 Reading	Wilson - Foundations
Sunny Elementary School	1	Lexia - Core 5 Reading	Wilson - Foundations
Sunny Elementary School	2	Lexia - Core 5 Reading	Wilson - Foundations
Sunny Elementary School	3	Lexia - Core 5 Reading	Wilson - Foundations

**Supplemental Program Scenario 2:**

If the supplemental program used by a school for a grade level is not listed in the drop-down menu, please select “Other” in Column F and write in the name of the supplemental program in Column J.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Supplemental Program 1
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Other (Complete Columns I-L)
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Other (Complete Columns I-L)
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Lexia - Core 5 Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Lexia - Core 5 Reading

**Supplemental Program Scenario 3:**

If supplemental programming is not used in a particular school or grade level, please select “No published supplemental program in use” in the drop-down menu in Column F.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Supplemental Program 1
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	No published supplemental program in use
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Lexia - Core 5 Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Lexia - Core 5 Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Lexia - Core 5 Reading

**Steps to Complete the Intervention Programming Tab**

1. Click on Intervention tab in spreadsheet
2. Complete steps 1-5 listed in the orange box on page 1 of this document.
3. Column F: Click on the drop-down menu and select from the intervention program used for that specific school and grade level.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Intervention Program 1
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Really Great Reading - Blast
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Really Great Reading - Blast
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Wilson - Wilson Reading System
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Wilson - Wilson Reading System



**Potential Scenarios when reporting Intervention Programs:**

**Intervention Program Scenario 1:**

If a school has multiple intervention programs in place at the same grade level, scroll to the right and enter additional programs in the extra columns provided (Columns G & H).

**Example:**

A	B	C	D	E	F	G
District Code	District Name	School Code	School Name	Grade Level	Intervention Program 1	Intervention Program 2
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Really Great Reading - Blast	Istation - Istation Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Really Great Reading - Blast	Istation - Istation Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Wilson - Wilson Reading System	Istation - Istation Reading
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Wilson - Wilson Reading System	Istation - Istation Reading

**Intervention Program Scenario 2:**

If the intervention program used by a school for a grade level is not listed in the drop-down menu, please select "Other" in Column F and write in the name of the intervention program in Column J.

**Example:**

A	B	C	D	E	F
District Code	District Name	School Code	School Name	Grade Level	Intervention Program 1
1234	Sunshine Bay School District	5678	Sunny Elementary School	K	Other (Complete Columns I-L)
1234	Sunshine Bay School District	5678	Sunny Elementary School	1	Other (Complete Columns I-L)
1234	Sunshine Bay School District	5678	Sunny Elementary School	2	Wilson - Wilson Reading System
1234	Sunshine Bay School District	5678	Sunny Elementary School	3	Wilson - Wilson Reading System

**Intervention Program Scenario 3:**

If the READ Act intervention supports and services are not captured in the information already provided, use Column M to provide a short explanation of any unique intervention implementation practices, supports, and/or services (500-character limit).

**Example:**

M
Additional Services and Supports
<i>The school MTSS team monitors progress of students who are reading below grade-level and ensure that in-class supports are provided and monitored for effectiveness. Our special education team implements reading-focused IEP accommodations and modifications with fidelity.</i>

**Steps to Report READ Act and/or Early Literacy Grant funded Professional Development**

For most districts, this reporting will happen in the body of the district UIP as a Major Improvement Strategy and/or Action Steps.

**Navigate to Section IV of the UIP: Action Plans**

To add teacher PD as a Major Improvement Strategy, add a Major Improvement Strategy and complete the relevant fields:



My District | Section I: Summary of District | Section II: UIP Info | Section III: Data Narrative | Section IV: Action Plans | Collaboration

Major Improvement Strategies | Planning Form | Full Plan | Target Setting

**Section IV: Action Plans - Major Improvement Strategies** Complete & Ready to submit Download

Directions: Identify the major improvement strategy(s) for 2020-2021 and 2021-2022 that will address the root causes determined in the data narrative. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address.

Save

Root Cause(s):

Name  
Early Literacy-focused Teacher Professional Development

Describe what success will look like:  
The goal of this PD focus is to ensure that teachers have the knowledge and skills they need to effectively support struggling readers. After this series, teachers will be able to teach phonemic awareness and phonics in an engaging and intentional way.

Describe the research supporting this strategy and why it is a good fit for your district:  
The National Reading Panel (2000) reports that systematic phonemic awareness and phonics instruction support the development of literacy. The literacy instruction of teachers in the district focuses heavily on reading comprehension and oral fluency, so a focus on phonemic awareness and phonics will support them to round out their instruction.

To add implementation benchmarks under a Major Improvement Strategy, navigate to the “Planning Form” and click “Add New +”.

My District | Section I: Summary of District | Section II: UIP Info | Section III: Data Narrative | Section IV: Action Plans | Collaboration

Major Improvement Strategies | Planning Form | Full Plan | Target Setting

**Section IV: Action Plans - Planning Form** Complete & Ready to submit

Directions: For each identified major improvement strategy, develop a plan for how the team will implement and how they will gauge progress. First, develop a progress monitoring plan by identifying practical, measurable benchmarks that will allow staff to monitor the implementation of the strategy. For each benchmark, determine the system and/or adult measures, type of data (perception, survey, evaluation), when it will be measured, by whom, and frequency. Second, detail attainable action steps that demonstrate how the team will implement the strategy. For each action, identify the appropriate personnel, resources needed, and achievable timeframe (within two academic years). The status of each implementation benchmark and action step can be monitored on the Full Plan tab.

Major Improvement Strategy Name: Early Literacy-focused Teacher Professional Development

Describe what success will look like: The goal of this PD focus is to ensure that teachers have the knowledge and skills they need to effectively support struggling readers. After this series, teachers will be able to teach phonemic awareness and phonics in an engaging and intentional way.

Implementation Benchmarks Edit All Reset

Record Updated Successfully Add New + Search

Action	ID Name	Description	Start Date	End Date	Frequency	Key Personnel
<input type="checkbox"/>	75% of teachers will implement phonemic awareness and phonics instruction.	At least three times per week, as measured by audit of teacher lesson plans	9/18/2020	10/30/2020	Weekly	Literacy specialist, assistant principal
<input type="checkbox"/>	50% of teachers will use effective literacy practices	As defined by school-designed rubric	10/19/2020	12/18/2020	Weekly	Literacy specialist, assistant principal

Show 12 entries First Previous 1 Next Last

To add Improvement Action Steps, scroll down to the bottom of the Planning Form to the field Improvement Action Steps. Click “Add New +”

Improvement Action Steps Edit All Reset

Record Updated Successfully Add New Search: \_\_\_\_\_

Action	Action Step Name	Description of Action Step	Start Date	End Date	Resources	Key Personnel
<input type="checkbox"/>	PD Session One	The Science of Reading: Research Base for Phonemic Awareness and Phonics Instruction	9/18/2020	9/18/2020	PD plan National Reading Panel excerpts	Literacy Specialist, assistant principal
<input type="checkbox"/>	PD Session Two	Effective Phonemic Awareness instruction	10/2/2020	10/2/2020	PD Plan Excerpt from curriculum	Literacy Specialist, assistant principal

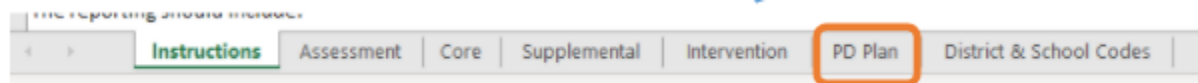
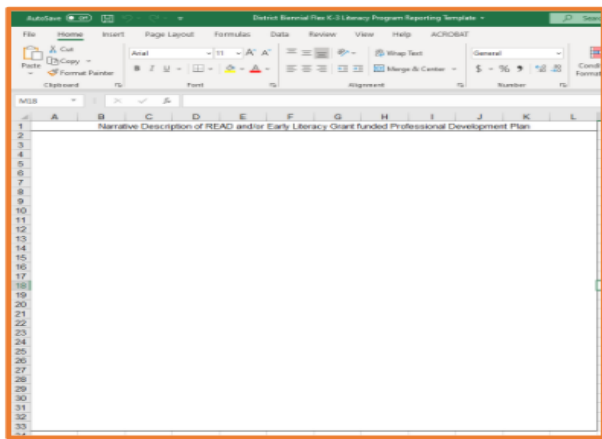
Show 10 entries First Previous 1 Next Last

Click “Save” when you have finished entering the relevant professional development information.

**Directions for Reporting Teacher Professional Development for Districts **not** submitting a 2020-21 UIP**

For districts that are not submitting a 2020-21 UIP due to biennial flexibility or participation in a Local Accountability System grant, use the [READ Act UIP Requirements submission template for districts with biennial flexibility](#).

There is an additional tab to capture a narrative description of READ Act and/or Early Literacy Grant funded teacher professional development.

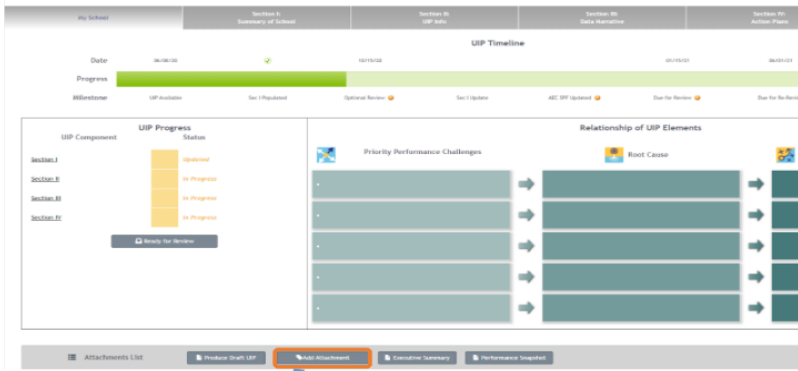


Enter information about your PD plan in the narrative box on that tab.

**Steps to Submit the READ Act reporting template (for districts submitting a 2020-21 UIP)**

**Submit the template as an attachment to the UIP.**

In the UIP Online System home page, locate the button at the bottom of the page that says “Add attachment”. Click that button.



**Add Attachment**

Follow the prompts to finish uploading your attachment.

### Steps to Submit the READ Act reporting template (for districts not submitting a 2020-21 UIP)

Email the attachment to [readact@cde.state.co.us](mailto:readact@cde.state.co.us)