2026-2027 Spring READ Assessment File Layout

Purpose:

The Colorado READ Act requires districts to report specific student level data to CDE to determine and report on the important milestones in implementing key provisions of S.B. 19-199. The READ Act provides per-pupil intervention funds to assist districts in providing intervention support to students identified as having significant reading deficiencies (SRDs). Districts must annually report the information necessary to determine the prevalence of SRDs among students in grades K-3. This data determines the per-pupil funding for districts by dividing the amount of funding available by the total number of K-3 students identified as having an SRD in the preceding budget year. Districts must also report whether students in grades 4-12 remain on a READ plan. The information provided in this report will be publicly reported and will enable the department to calculate district funding.

Important:

Please ensure that the number of students identified with a significant reading deficiency is correct and aligns with any internal documentation at the time of initial submission toward the end of the reporting window.

Dependencies:

Students have been assigned a SASID and updated in the RITS system. Additionally, each student must have an updated record in the student demographics file and the Student School Association file. All students in grades K-3 are expected to be reported and included in the file.

Record Expectation:

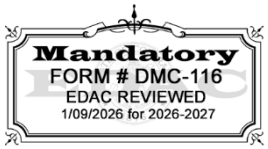
Districts are required to report student level READ Act administered interim assessments along with the student's score, READ plan status, intervention supports, and demographic data. All K-3 students enrolled in the district at the time of data submission are required to be reported and 4-12 grade students who exited third grade and remain on a READ plan. To identify 4-12th grade students in your district, please pull the "Student Extract of 4-12th Graders with a Significant Reading Deficiency in the Prior Year" report in Cognos.

Use Summary:

Fields from this file are used in public reporting as well as calculations for district funding.

File Notes:

- New changes from 2024-2025 are emphasized with yellow shading.
- Deleted text from 2024-2025 is shown with ~~text style subtle reference.~~
- *Indicates primary key
- **Zero fill all non-applicable data fields**
- A header row is required for .csv and .xlsx files



Data Field List:

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
School District/BOCES Code*	4	1	4	1	A2	1111	A unique four-digit number assigned by CDE to each school district or BOCES
School Code*	4	5	8	2	B2	2222	A unique four-digit number assigned by CDE to each school
Student SASID*	10	9	18	3	C2	1234567890	A unique ten-digit number assigned to each student by CDE
Student Last Name*	30	19	48	4	D2	Doe	Student's last name as recorded in RITS
Student First Name*	30	49	78	5	E2	John	Student's first name as recorded in RITS
Student Gender*	2	79	80	6	F2	01	Student's sex as recorded in RITS; 01=Female; 02=Male; 03=Nonbinary
Student Date of Birth *	8	81	88	7	G2	01312016	Format = MMDDYYYY

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
Student READ Plan Status*	1	89	89	8	H2	1	Field indicates whether a READ plan is in place for the student: No=0; Yes=1; 2=N/A
Student READ Status (SRD Status)*	1	90	90	9	I2	1	Indicates whether a student has a significant reading deficiency: No=1; Yes=2
Student READ Assessment*	2	92	93	10	J2	03	District-selected READ assessment administered to student
Student Assessment Score*	4	94	97	11	K2	0123	Score range dependent on assessment taken
Student Test Date*	8	98	106	12	L2	04152022	Format = MMDDYYYY
Student Recommended Retention*	1	107	107	13	M2	No = 0 Yes = 1 2 = N/A	
Student Retained*	1	108	108	14	N2	No = 0 Yes = 1 2 = N/A	
Summer School*	1	109	109	15	O2	No = 0 Yes = 1	
Tutor READ*	1	110	110	16	P2	No = 0 Yes = 1	
Intervention Services	1	111	111	17	Q2	No = 0 Yes = 1	

Retired Data Fields/Codes

Data Fields Retired:

- No codes or fields were retired from the 24-25 collection.

Codes Retired:

Data Field Name	Code	Code Short Description

Data Field Descriptions:

School District/BOCES Code

A unique 4-character code assigned by CDE. Refer to School District/BOCES Code table at http://www.cde.state.co.us/datapipeline/org_orgcodes.

School Code

A unique 4-character code assigned by CDE. Refer to the School Code table at http://www.cde.state.co.us/datapipeline/org_orgcodes.

Student SASID Number

A unique ten-digit number assigned to each student by CDE. If the student was included in the Student October Collection, the same SASID number must be used.

Student Last Name

A 30-character field containing the student's last name.

Student First Name

The 30-character field containing the student's first name.

Student Gender

The student's gender, as denoted in the Student October Collection.

Code	Gender Code Description
01	Female – Student identifies as female (including a transgender student who identifies exclusively as female).
02	Male – Student identifies as male (including a transgender student who identifies exclusively as male).
03	Nonbinary – Student does not identify exclusively as male or female. Nonbinary does not refer to a transgender student who identifies exclusively as either male or female.

Student Date of Birth

The month, day, and year on which the student was born. This field takes the format: MMDDYYYY

Student READ Plan Status

For any student identified with an SRD during the spring assessment window or at any time throughout the school year, this field denotes whether a READ plan is currently in place. For students who have never been identified as having an SRD, enter 2, meaning not applicable (N/A), since READ plans are only applicable to students who score below the cut score for the determination of an SRD.

Code	READ Plan Code Description
0	No, a READ Plan is not currently in place for this student.
1	Yes, a READ Plan is currently in place for this student.
2	N/A, a READ Plan is not in place for this student because the student has never been identified with an SRD.

Student READ Status (SRD Status)

This field indicates where a student has a significant reading deficiency as determined by an approved READ interim assessment. This field is required for all Kindergarten through 3rd grade (K-3) students and districts should attempt to assess all K-3 students. All K-3 students enrolled on the date of submission are required to be reported in this collection.

NOTE: All 4th-12th grade students who are a part of the READ 3rd Grade Cohort will have a Student READ Status of 0.

Code	**Student READ Status (**SRD Status) Code **Description**
0	The code of 0 for the Student READ Status is used only in the following situations: 1. When the student is included in the file as a 4th-12th grade student as part of the READ 3rd Grade Cohort; or 2. When the Student READ Assessment code for the student is denoted as an 04, which means that they are a multilingual learner, designated as Non-English Proficient, and new to a U.S. school in the last year. Under the READ Act, these students are still required to be assessed but can be exempted from SRD identification on the basis of language, if the district chooses to do so. This exemption from SRD identification (but not from testing) is only available to the student for their first year in a U.S. school. Please see this guidance document for more information. 3. When the Student READ Interim Assessment is denoted as code 06 – Exemption: The student was not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school, and students who were not tested due to illness, discipline, late enrollment, etc.
1	No, the student does not have a significant reading deficiency.
2	Yes, the student does have a reading deficiency.
4	The student is a multilingual learner and was assessed with one of the interim assessments in English, and the score reflects a significant reading deficiency. However, the student does not have a significant reading deficiency based on other ELD data (determined locally) and/or by their ACCESS scores.
6	No, the student does not have a significant reading deficiency as the student met the Fall grade level competency definition

Student READ Assessment

This field denotes the district-selected READ Act interim assessment that was administered in the spring of the current academic year. This field is required for students in grades K-3. Students in 4th-12th grade included in the file submission due to their READ 3rd Grade Cohort status must be as 00.

Code	**Student READ Assessment Code Description**
00	This code indicates that this student was not tested due to their grade level. This code is reserved for students in 4^{th}-12^{th} grade. These students are not required to be tested under the READ Act.
04	Exemption: The student is a multilingual learner and is designated as Non-English Proficient and new to US school in the last year.
06	Exemption: The student was not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school. This may also include students not tested due to illness, discipline, late enrollment, etc.

Code	Student READ Assessment Code Description
07	Acadience Reading
10	i-Ready Assessment for Reading
11	Amira Learning (formerly Istation): Indicators of Progress for Early Reading (ISIP Reading) (English)
12	STAR Early Learning (English)
13	The student is receiving special education services and is unable to access one of the approved interim assessments. Therefore, the student was tested using alternative approved measures (i.e., an assessment recommended for student with intellectual or multiple disabilities, an assessment battery for Deaf or Hard of Hearing students, etc.)
14	Amira Learning (formerly Istation): Indicators of Progress for Early Reading (ISIP Lectura) (Spanish)
17	Student met Fall grade level competency definition
19	mCLASS with DIBELS, 8th Edition, 2018
20	mCLASS Lectura, 2022
21	STAR Early Learning (Spanish)

Student Assessment Score

The K-3 student's four-digit score on the end of year READ assessment. Note: **Do not enter a score of 0000 unless the student scored a score of 0 on the assessment.** Please refer to the cut scores for each assessment at: https://www.cde.state.co.us/coloradoliteracy/readactassessments

Student READ Assessment	Student Assessment Score Range	Student Assessment Score Descriptors
00: Grade 4-12 Students	9999 (Not applicable due to the student's grade level)	Please enter 9999 for all 4th-12th grade students. This is a placeholder score.
04: Exemption for Multilingual students	9999 (Multilingual learner and designated as non-English proficient)	Please enter 9999 for all students that meet the exemption for multilingual learners. This is a placeholder score.
06: Exemption for part time attendance	9999 (Student not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school.)	Please enter 9999 for students that meet the part-time attendance exemption. This is a placeholder score.
07: Acadience Reading	0000-0812	"Composite Score"
10: iReady	0100-0800	"Overall Score"

Student READ Assessment	Student Assessment Score Range	Student Assessment Score Descriptors
11: Amira Learning (formerly Istation)-Indicators of Progress for Early Reading (ISIP ER) (English)	0139-0415	"Reading Ability Score"
12: STAR Early Learning (English)	0200-1400	"Unified Scale Score"
13: Special Education-Alternative Pathway	8888	Please enter 8888 for all students receiving special education services who also took an alternative pathway in order to be assessed. This is a placeholder score.
14: Amira Learning (formerly Istation)-Indicators of Progress for Early Reading (ISIP ER) (Spanish)	0500-1100	"Reading Ability Score"
17: Student met fall grade level competency definition	7777	Please enter 7777 for any student who met the fall grade level competency definition. This is a placeholder score.
19: mClass with DIBELS 8th Edition	0243-0596	"Composite Score"
20: mClass Lectura	0237-0601	"Composite Score"
21: STAR Early Learning (Spanish)	0200-1400	"Unified Scale Score"

READ Testing Date

This field indicates the date that end of year READ testing occurred. Please enter this date as a two-digit month, two-digit day, and 4-digit year (i.e. 05132024). Enter the same testing date for 4-12th grade cohort students. Do not zero fill.

Recommended Retention

This field indicates whether there was a recommendation that the child not advance to the next grade level based on a significant reading deficiency (i.e., where the Student READ Status (SRD Status) is equal to 2). All K-3 students with a Student READ status (SRD Status) of 0, 1, or 4 must have a value of 2 in the Recommended Retention field. All 4-12th grade cohort students must have a value of 2 in the Recommended Retention field. All students receiving special education services who tested using alternative approved measures must have a value of 2 in the Recommended Retention field.

Code	Recommend Retention Code Description
0	No

Code	Recommend Retention Code Description
1	Yes
2	N/A

Retained

This field indicates whether a student should not be advanced to the next grade level based on a significant reading deficiency (i.e., where the Student READ status (SRD Status) is equal to 2). The Retained field may not equal 1 (Yes) if the Recommended Retention field is equal to 0 (No) or 2 (Not Applicable). All K-3 students with a Student READ Status (SRD Status) of 0, 1, or 4 must have a value of 2 in the Retained field. All 4-12th grade cohort students must have a value of 2 in the Retained field, and all student receiving special education services who were tested using alternative approved measures must have a value of 2 in the Retained field.

Code	Retained Code Description
0	No
1	Yes
2	N/A

READ Plan Support

Please use the next three fields to indicate at least one or more ways in which support was given to the student with a significant reading deficiency in the current school year.

Summer school: The student must have attended summer school the summer prior to the data collection.

Code	Summer School Code Description
0	No
1	Yes

Tutoring in the current school year (services provided before or after school).

Code	Tutoring Code Description
0	No
1	Yes

Targeted scientifically based or evidence-based intervention services in the current school year received during the school day.

Code	Intervention Services Code Description
0	No
1	Yes

Document Changes:

Collection Year	Type of Change	Description of Change	Reason for Change	Element(s) Affected
2025-2026	Text	References to IStation were updated to Amira Learning.	This is because IStation was purchased by Amira Learning.	Student READ Assessment field
2025-2026	Text	Updated language around the Student READ Status code of 0 and the Student READ Assessment code of 04.	This was done to improve clarity around the Student READ Assessment code of 0 and its interaction with Student READ Assessment code of 04.	Student READ Assessment field, Student READ Status field