# 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](https://www.cde.state.co.us/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**

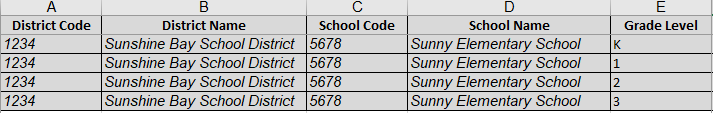
\*You will repeat the following steps 1-5 on each of the tabs in the spreadsheet.

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>

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

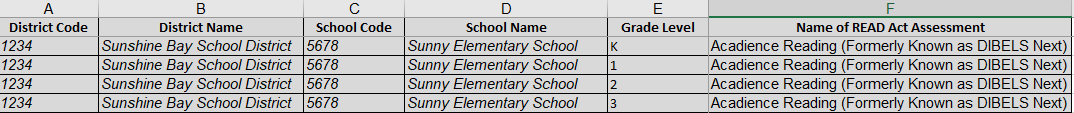
**Example:**



### Steps to Complete the Interim Assessment Tab

1. Click on the Interim 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.

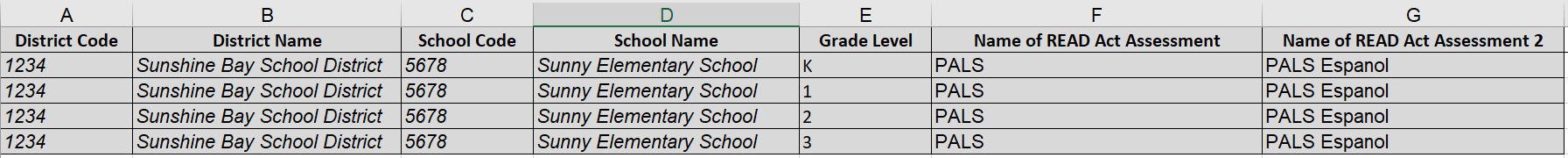
**Example:**



**Potential Assessment Scenario:**

1. If multiple assessments are used in one grade level (ex: English and Spanish), scroll to Column G and select additional assessment that is used.

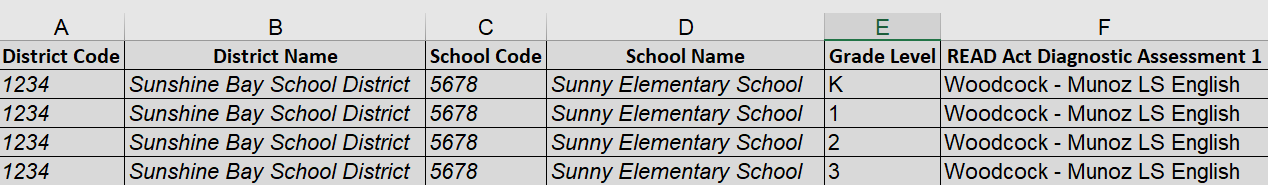
**Example:**



### Steps to Complete the Diagnostic Tab

1. Click on the Diagnostic 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 diagnostic assessment that is administered for the specified school and grade level selected.

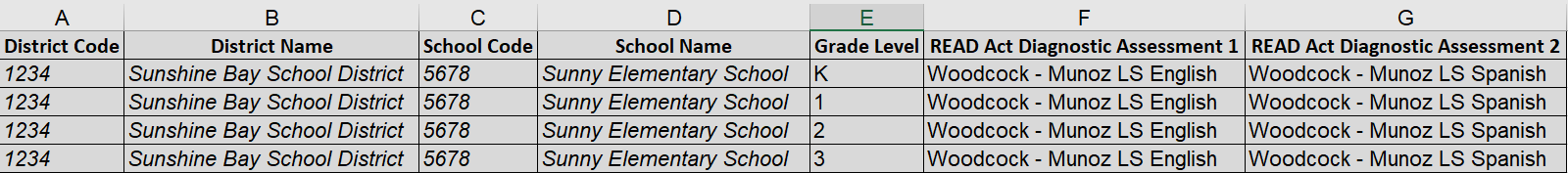
**Example:**



**Potential Scenario when reporting Diagnostic Assessments:**

If multiple READ Act diagnostic assessments are used in one grade level (ex: English and Spanish), scroll to Column G and select the additional READ Act diagnostic assessment that is used.

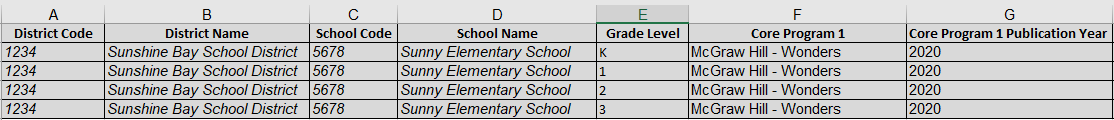
**Example:**



### 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:**

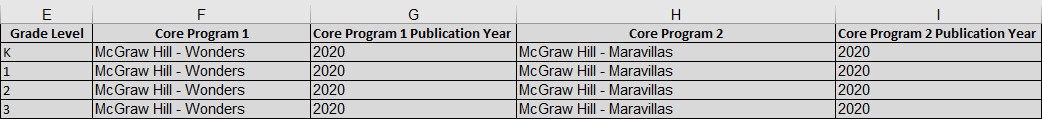


**Potential Scenarios when reporting Core Programs:**

**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).

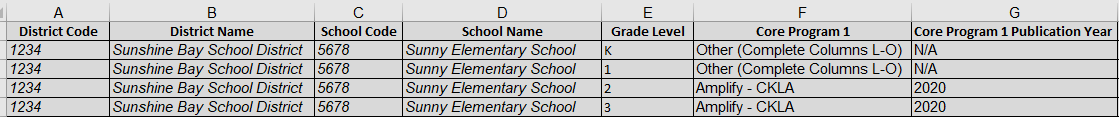
**Example:**



**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.

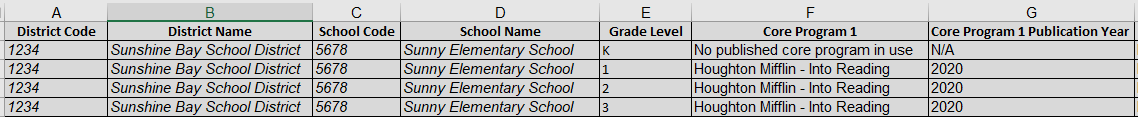
**Example:**



**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:**

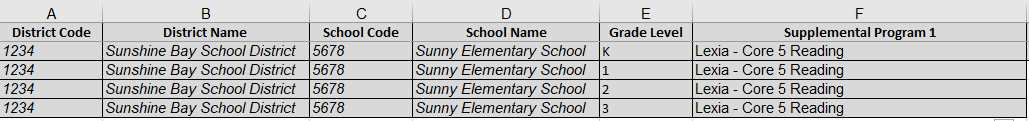


### Steps to Complete the Supplemental Programming Tab

**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:**

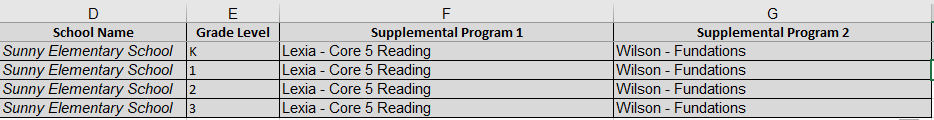


**Potential Scenarios when reporting Supplemental Programs:**

**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).

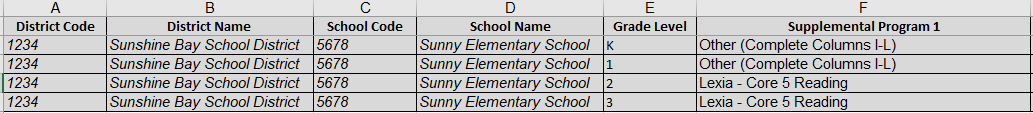
**Example:**



**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.

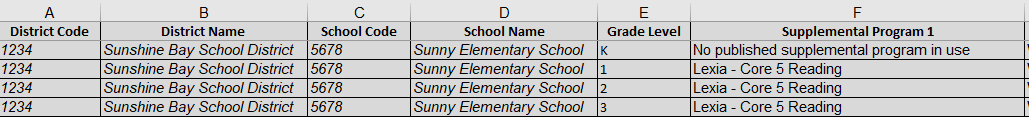
**Example:**



**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.

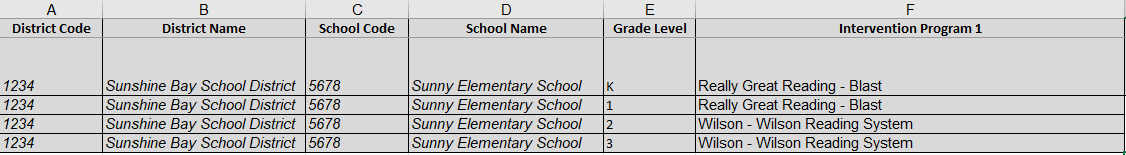
**Example:**



### 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:**

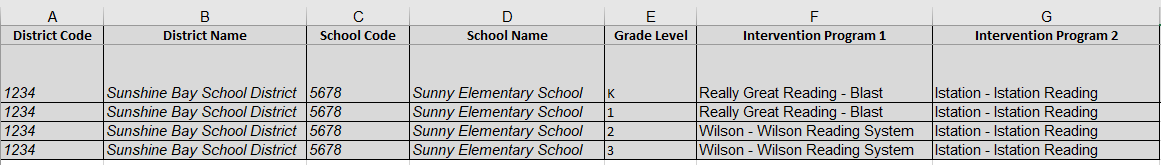


**Potential Scenarios when reporting Intervention Programs:**

**Intervention Program Scenario 1:**

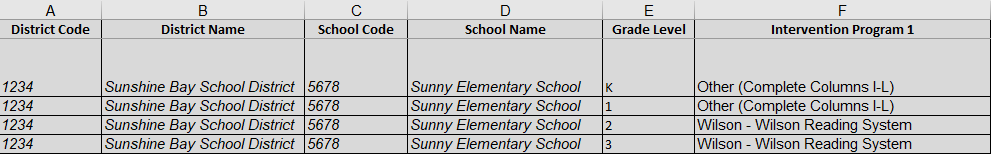
If a school has multiple intervention programs in place at the same grade level, scroll to the right and enter additional programs in the extra columns provided (Columns G & H).

**Example:**



**Intervention Program Scenario 2:**

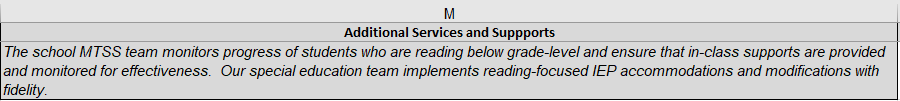
If the intervention program used by a school for a grade level is not listed in the drop-down menu, please select “Other” in Column F and write in the name of the intervention program in Column J.

**Example:** 

**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:**

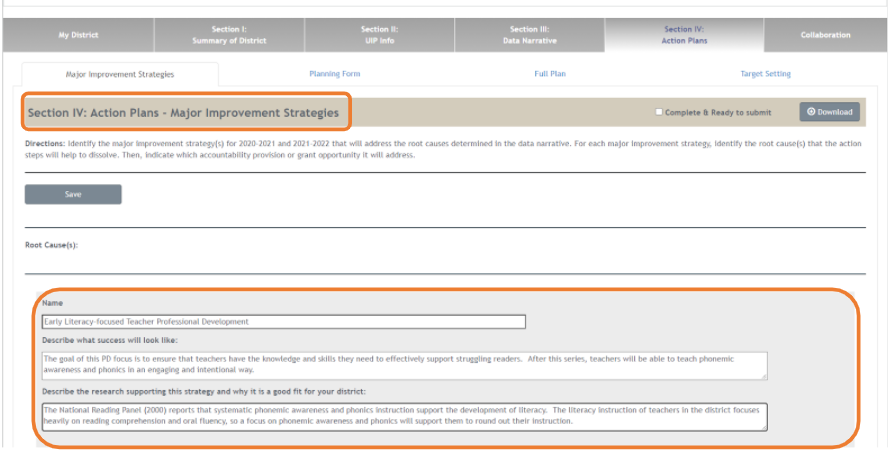


**Steps to Report READ Act and/or Early Literacy Grant funded Professional Development**

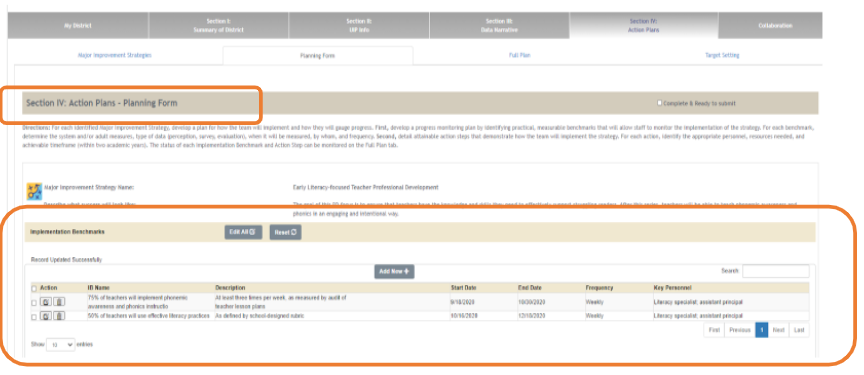
For most districts, this reporting will happen in the body of the district UIP as a Major Improvement Strategy and/or Action Steps.

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

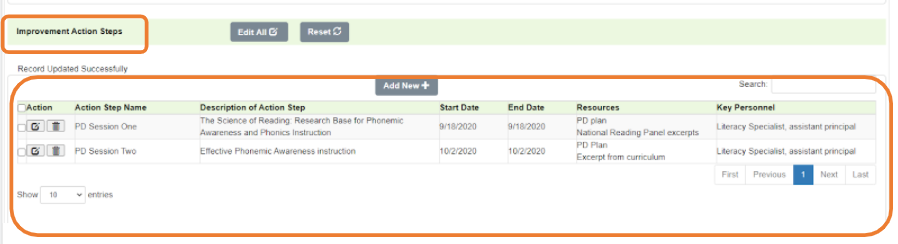
To add teacher PD as a Major Improvement Strategy, add a Major Improvement Strategy and complete the relevant fields:



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



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

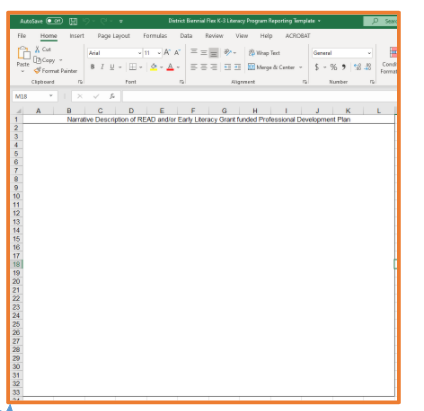


Click “Save” when you have finished entering the relevant professional development information.

**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](https://www.cde.state.co.us/uip/read-xls-biennial-template).

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



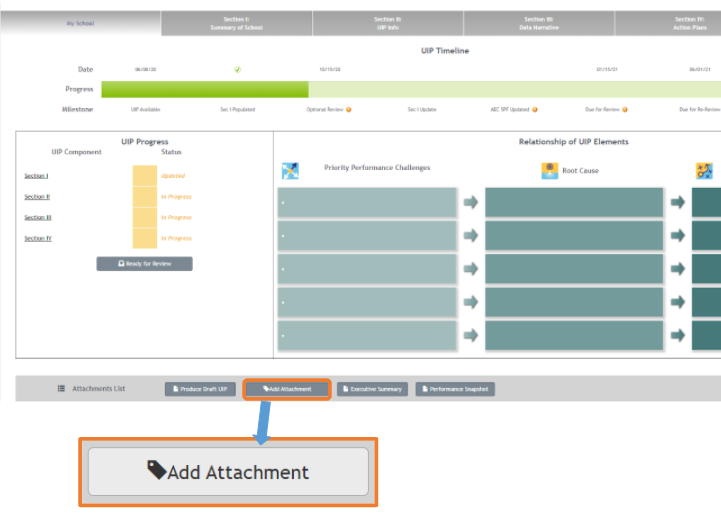


Enter information about your PD plan in the narrative box on that tab.

**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.



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**