READ Act Data Collection Spring 2014

Information Webinar

WELCOME to the webinar

CALL in number – 1-866-849-3625

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Objectives

- Review spring 2014 data elements and business rules
- Walk through Data Pipeline submission for READ and READ Detail report
- Examine sample data scenarios for students
- Discuss Frequently Asked Questions from FAQ document
- Provide an opportunity to ask questions

Spring 2014 Data Elements

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

Purpose:

The purpose of the READ collection is to determine per pupil funding for districts by taking a count of students at the end of the year who have a significant reading deficiency.

Dependencies:

Student has been assigned a SASID and updated in the RITS system.
Student has a record in the student interchange for:

- Demographics

Criteria:

Create and submit records for all students who:

- Are in K-3rd grade enrolled at the time of data submission **AND**
- 4-12th grade students who are included in a READ cohort from any district

The records selected will be joined with data from the Student tables.

- For joining to Student, use District Code, School Year, and SASID.

- Indicates Primary Key

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

Name of Field	Field Length	Source Interchange	Source File	Remarks
DISTRICT_CODE	4	Not Applicable	READ File	Ex: 0000
SCHOOL_CODE	4	Not Applicable	READ File	Ex: 0000
SASID	10	Not Applicable	READ File	Ex: 1234567890
LAST_NAME_STUDENT	30	Not Applicable	READ File	Student's Last Name
FIRST_NAME_STUDENT	30	Not Applicable	READ File	Student's First Name
GENDER_STUDENT	2	Not Applicable	READ File	Student's Gender (01 or 02)
BIRTH_DATE_STUDENT	8	Not Applicable	READ File	Ex: MMDDYYYY
STUDENT_STATUS_READ	1	Not Applicable	READ File	Ex: 1, 2, 3
TEST_READ	2	Not Applicable	READ File	Test Taken Ex: 01
SCORE_READ	4	Not Applicable	READ File	Range Dependent on Test Taken
TESTING_ACCOMMODATIONS_READ	1	Not Applicable	READ File	No=0 Yes=1
TEST_DATE_READ	8	Not Applicable	READ File	MMDDYYYY
RECOMMEND_RETENTION_READ	1	Not Applicable	READ File	Ex: 0, 1, 2
RETAINED_READ	1	Not Applicable	READ File	Ex: 0, 1, 2
KINDERGARTEN_READ	1	Not Applicable	READ File	No =0 Yes =1
SUMMER_SCHOOL_READ	1	Not Applicable	READ File	No =0 Yes =1
TUTOR_READ	1	Not Applicable	READ File	No =0 Yes =1
INTERVENTION_SERVICES_READ	1	Not Applicable	READ File	No =0 Yes =1
COHORT_READ	1	Internal Flag		Yearly Cohort for K-3
COHORT_READ_GRADE3	1	Internal Flag		Cohort established upon completion of third grade
ENTRY_GRADE_LEVEL	3	Student Profile and Enrollments	Student	Ex: 030 = 3rd grade

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

READ File

District/BOCES Code – A unique four-digit number assigned by CDE to each school district or BOCES.

School Code – A unique 4-digit code assigned to a school by CDE. Refer to School Code Table.

SASID Number – A **unique** ten-digit number will be assigned to each student by CDE. If a student was included in the Student October report, the same SASID number must be used.

Last Name – The 30 character field contains the student's last name.

First Name – The 30 character field contains the student's first name.

Gender -

01	**Female**
02	**Male**

Date of Birth – The month, day, and year on which an individual was born (i.e. 09151989)

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

Colorado READ Act

READ Status – Does the child have a significant reading deficiency? *Required for all K-3rd grade students and any 4th – 12th grade students who are part of the READ 3rd grade cohort group. For the 2013-2014 school year, only 4th grade will be in the cohort. Districts should attempt to assess all K-3 students, as all K-3 students enrolled on the date of submission will need to be reported in this collection.*

0	**Not Applicable – Student Read Test is:** **04 - Exemption: English Language Learner (designated Non-English Proficient and new to a US school)** **05 - Exemption: Special Education (unable to access test with an accommodation and student was not CoAlt eligible)**
1	**Student does not have a significant reading deficiency**
2	**Student has a significant reading deficiency**
3	**3rd grade student took CoAlt or K-2 student eligible to take CoAlt (determined locally)**
4	**ELL assessed with one of the interim assessments (score reflects a significant reading deficiency), but the student does not have a significant reading deficiency based on other ELD data (determined locally) and/or ACCESS scores**
5	**Student 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 not tested due to illness, discipline, late enrollment, etc.**

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

READ Test – The district-selected READ assessment. *Required for students in grades K-3 and 3rd grade cohort students.*

00	Not applicable due to student's grade level. Students in grades 4-12 are not tested under READ.
01	DRA2
02	DIBELS (6th edition)
03	PALS
04	Exemption: English Language Learner (designated Non-English Proficient and new to a US school)
05	Exemption: Special Education (unable to access test with an accommodation or 3rd grade student took CoAlt or K-2 student eligible to take CoAlt-based on local decision)
06	Exemption: Student has part-time attendance status and did not receive reading instruction or was not tested due to illness, discipline, late enrollment, etc.
07	DIBELS Next (7th edition)
08	aimsweb
09	Formative Assessment System for Teachers (FAST)
10	iReady
11	Istation
12	STAR Early Learning

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

READ Score – The K-3 student's three digit score on the end of year READ assessment. Do not enter a score of 000 unless the student actually scored a 0 on the assessment.

READ Test	Score Range	Score Descriptor
00 Grade 4-12	9999 (Not applicable due to student's grade level. Students in grades 4-12 are not tested under READ.)	
01 DRA2	0001 - 0040 or AAAA ("AAAA" is the same as a student scoring "A")	"Reading Level"
02 DIBELS (6th Edition)	0000 - 0299	Kindergarten = "NWF – CLS" Score 1st – 3rd = "ORF" Score
03 PALS	0000 - 0102	"Summed Score"
04 Exemption	9999 (English Language Learner – designated Non-English Proficient and new to a US school)	
05 Exemption	9999 (Unable to access test with an accommodation or 3rd grade student took CoAlt or K-2 student eligible to take CoAlt)	
06 Exemption	9999 (Student has part-time attendance status and did not receive reading instruction or was not tested due to illness, discipline, late enrollment)	
07 DIBELS Next (7th Edition)	0000 – 0812	"Composite Score"
08 aimsweb	0000 – 0298	Kindergarten = "SC" Score 1st – 3rd grade = "WRC" Score
09 FAST aReading	0350 - 0650	"Composite"
10 iReady	0100 – 0800	"Overall Score"
11 Istation ISP Early Reading	0147-0235	"Overall Ability Score"
12 STAR Early Learning	0000-1400	"Unified Score"

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

READ – Allowable Testing Accommodations – Whether an allowable accommodation was provided to the student during READ testing. Refer to the assessment technical manual for allowable accommodations.

0	No
1	Yes

READ Testing Date – The date that end of year READ testing occurred. Enter as a two-digit month, two-digit day, and 4-digit year (i.e. 05132012). Enter the same testing date for 3rd grade cohort students. Do not zero fill.

Recommended Retention – Was there a recommendation that the child not advance to the next grade level **based on a significant reading deficiency (READ Status =2)?** All K- 3rd students with a READ status of 0, 1, 3, 4, or 5 must have Recommended Retention equal 2, and all 3rd grade cohort students (regardless of READ status) must have Recommended Retention equal 2.

0	No
1	Yes
2	Not Applicable

Retained – Was a decision made that the child should not be advanced to the next grade level **based on a significant reading deficiency (READ status =2)?** Retained may not equal 1 (yes) if recommended retention was 0 (no) or 2 (Not Applicable). All K- 3 students with a READ status of 0, 1, 3, 4, or 5 must have Retained equal 2, and all 3rd grade cohort students (regardless of READ status) must have Retained equal 2.

0	No
1	Yes
2	Not Applicable

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

READ Plan Support OPTIONAL for 2013 – 2014 School Year-: Indicate one or more ways in which support was given to the student with a significant reading deficiency this school year. Zero fill if not reporting optional fields.

Full-day Kindergarten

0	No
1	Yes

Summer school

0	No
1	Yes

Tutoring (services provided before or after school)

0	No
1	Yes

Other targeted scientifically based or evidence based intervention services received during the school day

0	No
1	Yes

Spring 2014 READ Data Elements

2013-2014 READ Snapshot

Internal Flags

READ Cohort (for K-3 in cohort)-Yearly Cohort Calculation - This field is **NOT** reported by the district. It is maintained by CDE. The value is determined by the values of the fields identified below.

Grade	Current READ Status	Prior READ Cohort Group	READ Cohort Group
K-3	2	N/A	**Yes (1)**
K-3	0, 1, 3, 4, & 5	N/A	**No (0)**

READ 3rd Grade Cohort Group – This field is **NOT** reported by the district. It is maintained by CDE. The value is determined by the values of the fields identified below.

Grade	Current READ Status	Prior READ 3rd Grade Prior 3rd Cohort	READ 3rd Grade Cohort Group
4-12	2	1	**Yes (1)**
4-12	1	1	**No (0)**

Spring 2014 READ Business Rules

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Business Rules

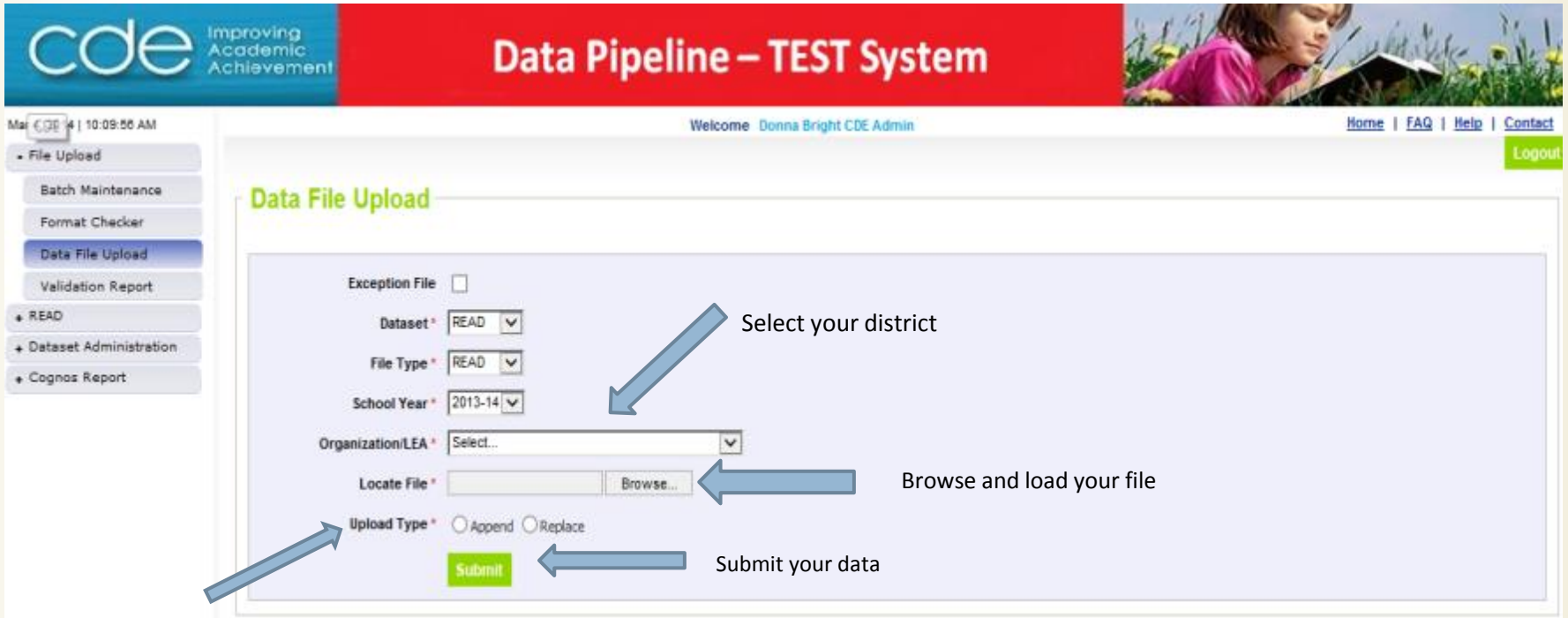
- **Business Rules will be posted to our website by March 18th on our Data Pipeline page under documents and resources:**

http://www.cde.state.co.us/coloradoliteracy/readdatapipeline

Data Pipeline for READ

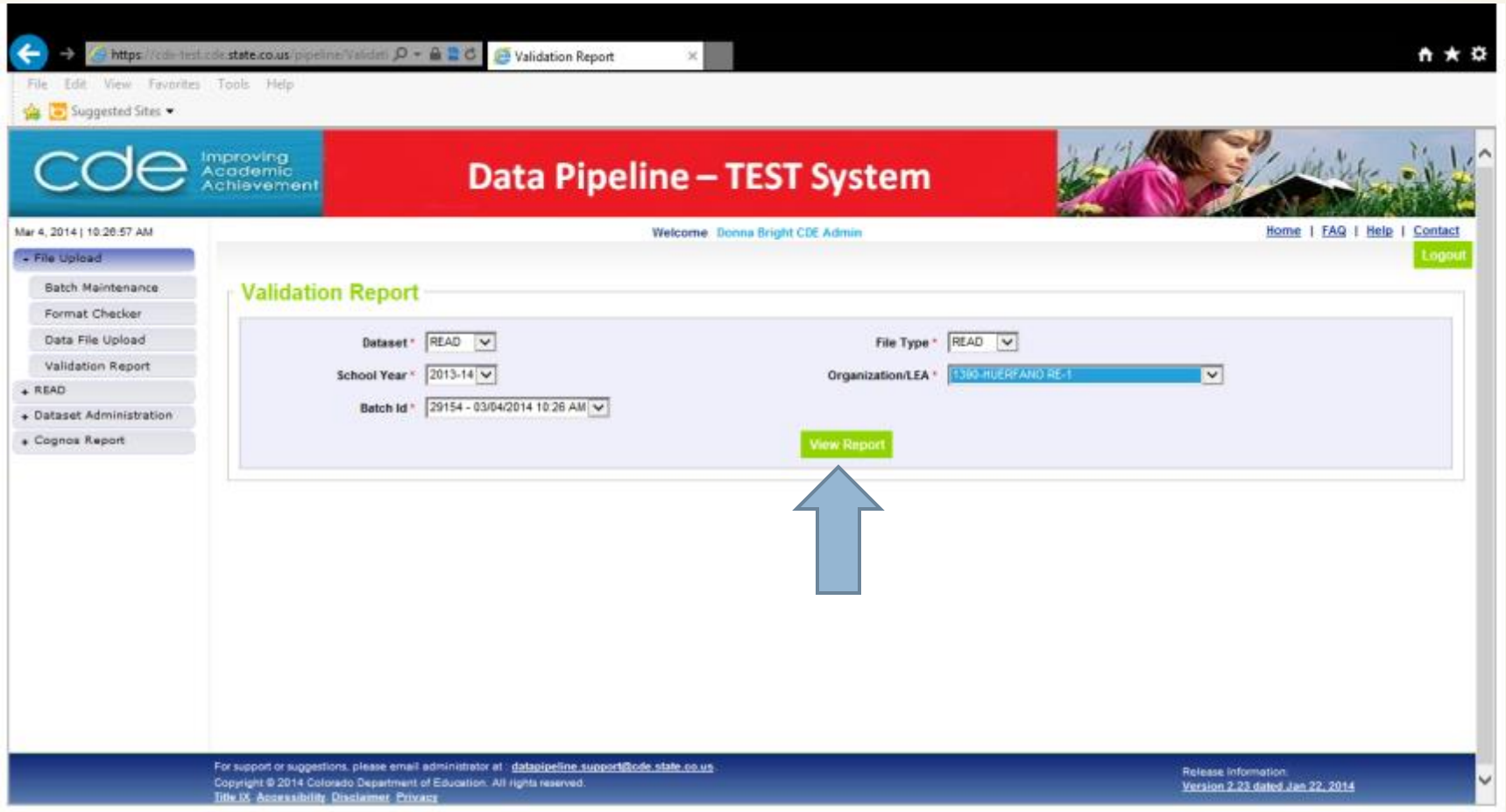
Submission of file and READ error detail report in COGNOS

Submitting in Pipeline



When you are resubmitting your file to fix errors please remember that append will fix parts of your file and replace will do just that replace the file.

View Report after submission



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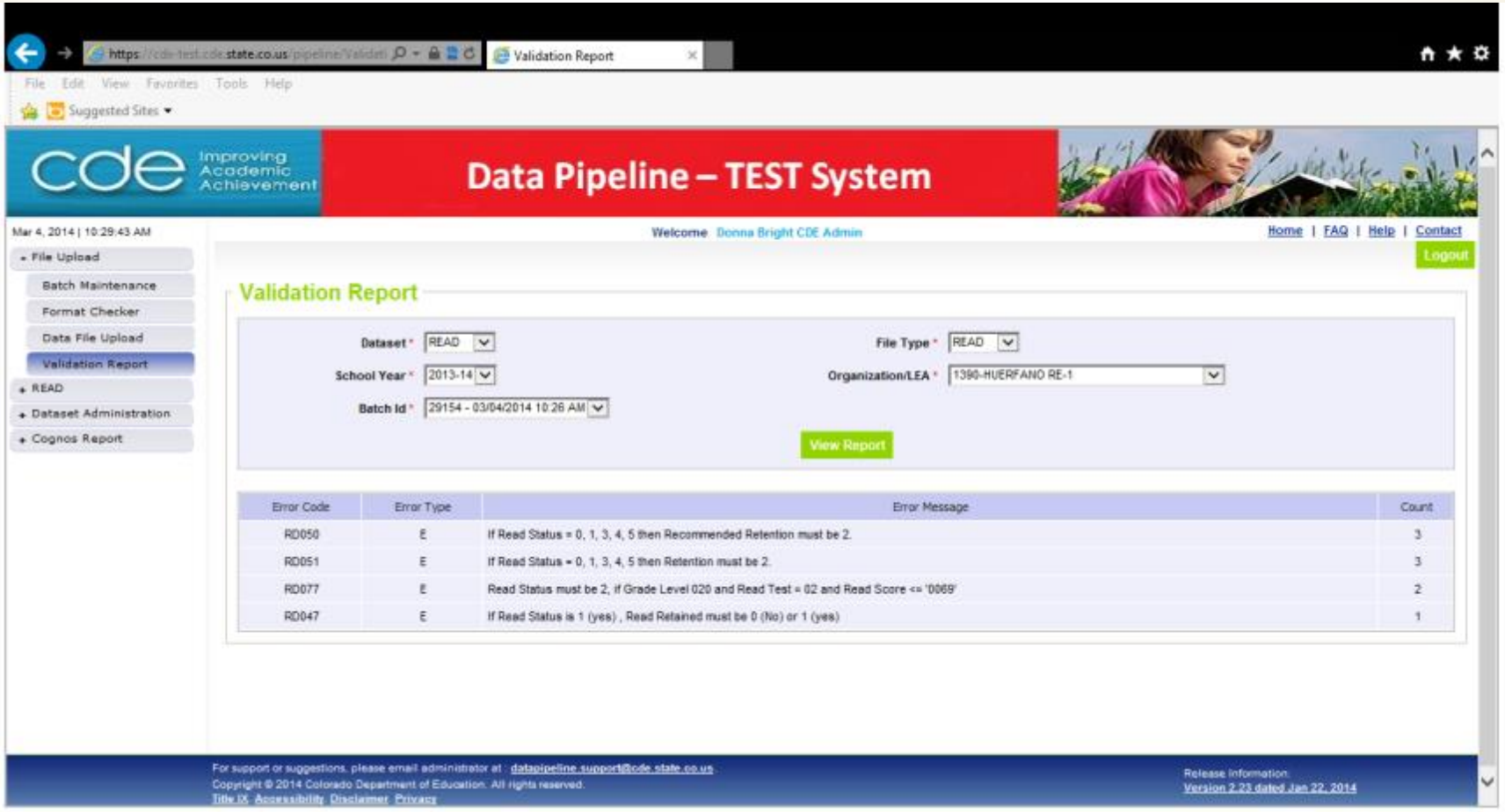
Validation Report Errors



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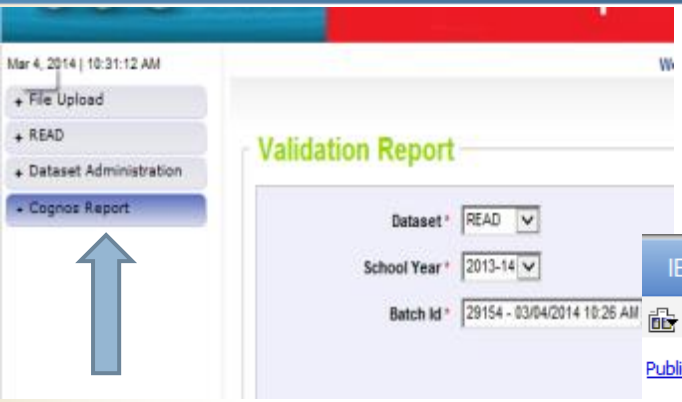
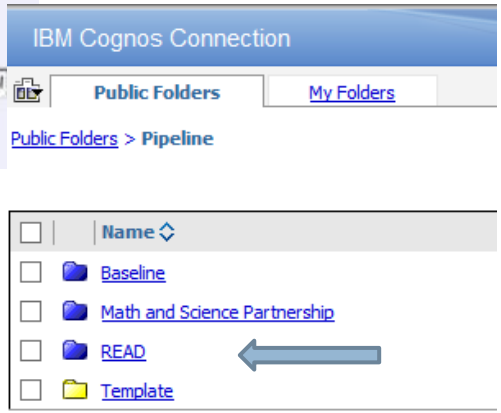
Getting to Cognos Reports
READ Error Detail

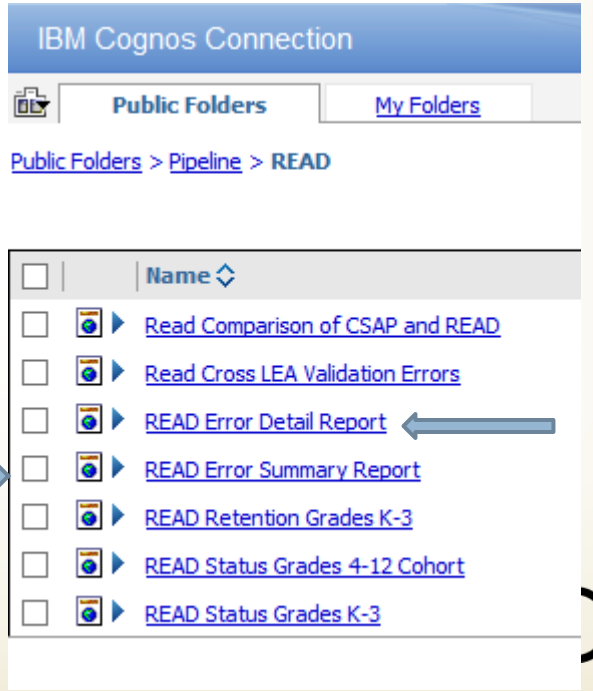
1st



2nd



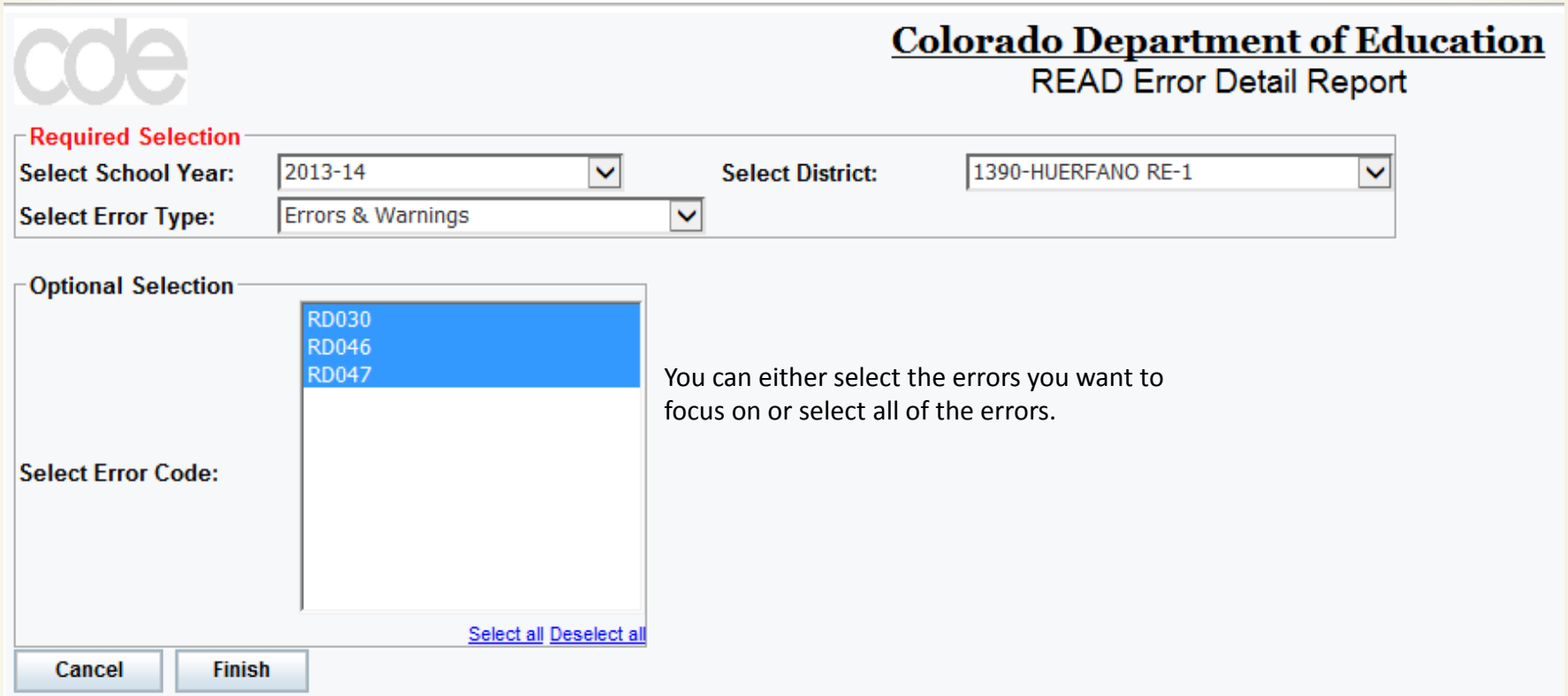
3rd



This report will give the error code and the error summary. This will help you understand the logic behind the error.

This will give you record by record where the errors are.

Select all of the errors you want to see



You can either select the errors you want to focus on or select all of the errors.

READ Error Detail Report

School Year: 2013-14

District Code	Error Type	Error Code	Error Message	READ 3rd Grade Cohort Group	Entry Grade Level	Error Indicator	File Type Code	Student's Gender	Student's Date of Birth	Student's First Name	Student's Last Name	Other Intervention Services	Full-day Kindergarten	Recommended Retention	Record ID	Retained	SASID	School Code	READ Score	Status Code	Student READ Status
1390	E	RD030	READ Test = 06 (Exception: Student has part-time attendance status), then Grade Level must equal 006, 007, 010, 020, or 030 AND October 1 Public School Finance Act Funding Status for the reported sch	0	006	Y	RED	02				1	1	2	176877864	2		3306	9999	A	1
1390	E	RD030	READ Test = 06 (Exception: Student has part-time attendance status), then Grade Level must equal 006, 007, 010, 020, or 030 AND October 1 Public School Finance Act	1	006	Y	RED	02				0	0	1	176877869	2		3306	9999	A	2

You will receive record by record the error detail

Further Information about Pipeline

- **READ will attend Town Hall meetings with updates:**
  - Further information on reports
  - Questions about submissions
  - Clarification on data elements
- **Please make sure your district has a READ respondent identified to receive updates. Each district Local Access Manager (LAM) assigns a READ respondent when they are assigned they can be added to our list serve to receive communications.**

Example Data Submissions

Examples

- **An English Language Learner in our district was tested because she is not NEP and she is beyond her first year in a US school. However, she received a score low enough to qualify as having a significant reading deficiency. We don't believe the score accurately reflects SRD because we have a body of evidence that says she can read fluently in her first language.**
  - READ Status =
  - READ Test =
  - READ Score =
  - READ Allowable Accommodations =
  - READ Testing Date =
  - Recommended Retention =
  - Retained =
  - READ Plan Support =

Examples

- **An English Language Learner in our district was tested because she is not NEP and she is beyond her first year in a US school. She received a score low enough on DIBELS Next to qualify as having a significant reading deficiency. We don't believe the score accurately reflects SRD because we have a body of evidence that says she can read fluently in her first language.**
  - READ Status = 4
  - READ Test = 07
  - READ Score = 0170
  - READ Allowable Accommodations = 0
  - READ Testing Date = 05202014
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = 0 for each

Examples

- **A student in my district was unable to be tested due to excessive absences, but the child was enrolled during the period for testing.**
  - READ Status =
  - READ Test =
  - READ Score =
  - READ Allowable Accommodations =
  - READ Testing Date =
  - Recommended Retention =
  - Retained =
  - READ Plan Support =

Examples

- **A student in my district was unable to be tested due to excessive absences, but the child was enrolled during the period for testing.**
  - READ Status = 5
  - READ Test = 06
  - READ Score = 9999
  - READ Allowable Accommodations = 0
  - READ Testing Date = 05232014
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = (Depends on whether or not the child was on a READ plan previously)

Examples

- **An English Language Learner in our district wasn't tested because he is Non-English Proficient (NEP) and in his first year in a US school.**
  - READ Status =
  - READ Test =
  - READ Score =
  - READ Allowable Accommodations =
  - READ Testing Date =
  - Recommended Retention =
  - Retained =
  - READ Plan Support =

Examples

- **An English Language Learner in our district wasn't tested because he is Non-English Proficient (NEP) and in his first year in a US school.**
  - READ Status = 0
  - READ Test = 04
  - READ Score = 9999
  - READ Allowable Accommodations = 0
  - READ Testing Date = 05222014
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = 0 for each

Examples

- **A student in second grade was not tested because we believe she will be CoAlt eligible, and she cannot take the PALS test and receive a valid and reliable score.**
  - READ Status =
  - READ Test =
  - READ Score =
  - READ Allowable Accommodations =
  - READ Testing Date =
  - Recommended Retention =
  - Retained =
  - READ Plan Support =

Examples

- **A student in second grade was not tested because we believe she will be CoAlt eligible, and she cannot take the PALS test and receive a valid and reliable score.**
  - READ Status = 0
  - READ Test = 05
  - READ Score = 9999
  - READ Allowable Accommodations = 0
  - READ Testing Date = 05232014
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = 0 for each

Examples

- **A 1st grade student in our district was placed on a READ plan earlier this year. The Spring DRA2 score is above the cut score so she is no longer identified as having a significant reading deficiency. However, the body of evidence doesn't demonstrate she is at grade level yet. We will keep her on a READ plan.**
  - READ Status =
  - READ Test =
  - READ Score =
  - READ Allowable Accommodations =
  - READ Testing Date =
  - Recommended Retention =
  - Retained =
  - READ Plan Support =

Examples

- **A 1st grade student in our district was placed on a READ plan earlier this year. The Spring DRA2 score is above the cut score so she is no longer identified as having a significant reading deficiency. However, the body of evidence doesn't demonstrate she is at grade level yet. We will keep her on a READ plan.**
  - READ Status = 1
  - READ Test = 01
  - READ Score = 0012
  - READ Allowable Accommodations = 0
  - READ Testing Date = 05232014
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = (Depends on the services the child participated in)

Frequently Asked Questions

Frequently Asked Questions

READ Status

1. What READ status do I put for students that were not tested because of exceptions 04, 05, and 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, SRD cannot be determined, and the student READ status must be 0.
2. What READ status do I put for students that might have been absent or for some other reason were not able to be assessed? Schools should make every effort to assess all K-3 students in the Spring for READ. If a student is not assessed, code the student with a READ status of 5 and indicate the reason the student was unable to be assessed Every attempt should be made to assess all students and report them in your end of the year READ file.
3. 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.
4. Why do students with IEPs have two options for READ status? Students who are special education exempt from testing may either be exempt because they are COALT eligible 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.
5. Why do ELL students have two options for READ status? Students who are Non English Proficient and new to a US school have always had the option of being exempt from assessing and can be coded with a READ status of 0. 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
6. 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. 090).

Frequently Asked Questions

READ Test

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.

Frequently Asked Questions

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.
4. How do I report 4-12th graders who are in the cohort? Reporting for 4th – 12th graders in the cohort will follow this pattern:
    - READ status will be a 1 or 2
    - READ test – 00,
    - READ score 9999,
    - READ accommodation 0
    - Testing date (cannot be zero filled), use the date that you are using for the other students
    - Retention questions will be "2"
    - READ plan support fields will be "0"

Frequently Asked Questions

Retention Fields

1. 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. 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. If a child was recommended for retention and retained for any other reason, your answer should be "no" in this collection.

READ Plan Services (OPTIONAL FOR 2013-2014)

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. For the 2013/14 school year, this field will be optional. Districts will have until next school year , 2014/2015, to build this into a collection system.

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.

Questions?

CONTACT Information

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- **Donna Bright – 303-866-6002 – bright_d@cde.state.co.us**