

READ Act Data Collection Spring 2017



COLORADO
Department of Education

Thanks for joining us!
Call in number 1-866-849-3625

Objectives

- Data privacy and security
- Purpose of READ data collection
- READ collection timeline
- 2016-17 changes to data elements
- Review the budget planning survey
- Summary of process
- Common problems and questions
- READ contacts

Data Privacy and Security

Data Privacy

- Federal and state laws govern data privacy, confidentiality and security and require CDE to collect data that may include personally identifiable information (PII).
 - Name, address, personal identifier
 - Other indirect identifiers (e.g., date or place of birth)

Information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. (§ 99.3)

Data Privacy

- ✓ Check local policies for restrictions
- ✓ Use secure-file transfer protocols
- ✓ Call CDE with questions about how to transmit PII securely
- ✗ Do not send PII over e-mail or fax
- ✗ Do not use PII in trainings
- ✗ Do not share PII with unauthorized individuals
- ✗ Do not share passwords

For more information

<http://www.cde.state.co.us/dataprivacyandsecurity>

- Syncplicity
 - CDE's secure file sharing service of choice
 - Call or email to gain access if you do not have it.
 - Exception requests must be loaded into your district's syncplicity folder
 - For questions about students or errors where you need to share PII you may add a new file to the folder

Data Privacy

- What not to send:
 - Student Name (first or last)
 - Date of Birth
 - SASID
- What can be sent via email?
 - Describe situation in detail without student details
 - You may include an error code or school code

Purpose of the READ Data Collection

Purpose of READ Collection

- The purpose of the READ collection is to collect student level data needed to fulfill statutory requirements
- Data collected in READ is also used to determine the distribution of per-pupil intervention funds for students identified as having significant reading deficiencies (SRD)
 - The Early Literacy Fund provides districts with per-pupil intervention funds to help support programs to meet the needs of students with SRD who received services
- Data from the READ collection is also used for reports, grants, news articles, and official decision making about schools, districts, and the state

Purpose of READ Collection

- Accurate data is the primary goal of the collection
 - CDE wants to make sure that districts receive the correct amount of funding
- How to ensure your data is accurate?
 - Complete the basics of the collection early
 - Get files error free by June 12
 - An error free file does not guarantee accurately reported data
 - Thoroughly review your data
 - Ask your district's READ lead or other area experts to assist in verifying data
 - Use the COGNOS reports available through Data Pipeline to assist in data verification
- Do NOT report inaccurate data to avoid errors:
 - If a student is generating errors please call Whitney to find out how to properly code the student

READ Collection Timeline

2016-17 READ Collection Timeline

- April 3: READ collection opens
- May 15: All districts create and submit beginning READ file to ensure correct file layout
- June 16: Districts complete submission of READ files *and* Budget Planning Survey by close of business - all submissions are finalized and submissions will be locked
- June 19: CDE conducts duplicate SASID process
- June 19-June 27: Districts work with each other to clear duplicate SASIDS
- June 30: Districts resubmit with duplicates removed from file and the READ collection closes
 - READ verification form is due June 30: Signed by superintendent

Changes for 2016-17

2016-17 READ Data Element Updates

- For the 2016-17 collection you will include all K-3 students enrolled at the time of data submission *and* 4-7th grade cohort students
 - Districts will pull the “Student Extract of 4-12th Graders with a Significant Reading Deficiency in the Prior Year” report in COGNOS to identify which students are to be reported in the 4-7th grade cohort.
 - This report includes students who were identified with a significant reading deficiency in 3rd grade and who still remain on a READ plan in any district

2016-17 READ Data Element Updates

- How to identify your 4-12th grade cohort students

1. Run the Extract Report in COGNOS – “Student extract of 4-12 graders with a significant reading deficiency in the prior year”

2. Run this report for the current school year (2015-2016). Districts will be able to download an excel file pre-loaded with all READ fields for 4-12 graders except for the READ Plan field.

3. Districts must add the value for READ Plan (0 or 1) to indicate if the cohort student remains in the cohort or if they have exited from the cohort based on READ Plan (0 – No or 1 – Yes)

4. Districts will then copy and paste this information into their READ file before submitting data

IMPORTANT: Districts must ensure that the student interchange is updated prior to running this report

2016-17 Collection Changes

Add READ Status 6 to the READ Status field

READ Status – Does this child have a significant reading deficiency? Required for all K-3 students. Districts should attempt to assess all K-3 students. All K-3 students enrolled on the date of submission will need to be reported in this collection.

NOTE: All 4th-12th grade students who are a part of the READ 3rd grade cohort group will have a READ Status of 0. For the 2015-2016 school year, only 4th, 5th and 6th grade students will be in the cohort.

0	Not Applicable – Student Read Test is: 04 - Exemption: English Language Learner (designated Non-English Proficient and new to a US school) 06 – Exemption: 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. 4th -12th Cohort students
1	Student does not have a significant reading deficiency
2	Student has a significant reading deficiency
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
6	Student met fall grade level competency definition

Reason for the change

- Pursuant to HB 15-1323, districts are not required to administer READ Act interim assessments for students demonstrating reading competency for their grade level in the fall throughout the remainder of the specific school year

2016-17 READ Data Element Updates

READ Test 01 DRA2 and 02 DIBELS (6th Edition) have been removed from the READ Test field

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)	
06 Exemption	9999 (Exemption: Student not tested for reasons of attendance which may include part-time attendance students who did not receive reading instruction during attendance at school. May also include students not tested due to illness, discipline, late enrollment, etc.)	
07 DIBELS Next (7 th Edition)	0000 - 0812	"Composite Score"
08 aimsweb	0000 - 0298	Kindergarten = "SC" Score 1 st - 3 rd grade = "WRC" Score
09 FAST aReading	0350 - 0650	"Composite"
10 iReady	0100 - 0800	"Overall Score"
11 Istation ISP Early Reading	0139-0330	"Overall Ability Score"
12 STAR Early Learning	0000-1400	"Unified Score"
13 Special Education – Alternative Pathway	8888 (Place holder)	
14 ISIP ER	HOLD	"Overall Ability Score"
15 PALS Español	HOLD	"Individual Measures"
16 IDEL (Indicadores Dinámicos del Éxito en la Lectura)	HOLD	"Summed Scores"

Reason for the change

- DRA2 will be removed. As of July 1, 2016, DRA2 will no longer be a State Board-approved interim assessment
- DIBELS (6th edition) has re-normed their assessment to DIBELS Next. Therefore, DIBELS (6th edition) will no longer be a State Board-approved interim assessment

2016-17 READ Data Element Updates

Removal of READ Allowable Testing Accommodations field

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

Reason for the change

- No longer applicable for the READ data collection

New to the READ Collection

- Budget Planning Survey
 - Districts will be required to submit budget planning information to CDE prior to the distribution of funds
 - Click [here](#) to view the guidance document on completing the Budget Planning Survey
- CDE is required per statute to review fund usage for the following services:
 - Summer school literacy programs
 - Targeted, scientifically or evidence-based intervention services
- CDE has been planning for effective implementation of this provision
 - Engagement of a representative focus group of districts
 - Feedback from EDAC
 - Communication to districts
 - Informational webinar

Budget Planning Survey

- The READ Budget Planning Survey will consist of five, Yes or No questions that will be collected at a district level and submitted in addition to the LEP's READ data file
- To access the survey:
 - User will select “READ Budget Planning Survey” on the initial Pipeline screen for READ
 - User will select current school year and district

Mar 21, 2017 | 10:18:37 AM

Welcome Whitney Westgaard CDE Admin [Home](#) | [FAQ](#) | [Help](#) | [C](#)

+ File Upload

+ Student File

- READ

Status Dashboard

Add Record

Edit Record

File Extract Download

Read Survey

+ Dataset Administration

+ Pipeline Reports

+ Cognos Report

READ Survey

School Year* 2016-17 District 0030-ADAMS COUNTY 14

Search

Please answer the questions in the table below:

Question	Yes/No
1. READ funds will be used to provide full-day kindergarten services to students enrolled in one or more of the public schools operated by the LEP	<input type="radio"/> Yes <input checked="" type="radio"/> No
2. READ funds will be used to operate a summer school literacy program	<input type="radio"/> Yes <input checked="" type="radio"/> No
3. READ funds will be used by a BOCES for a literacy specialist to provide educator professional development (available to small rural school districts per statute)	<input type="radio"/> Yes <input checked="" type="radio"/> No
4. READ funds will be used to purchase tutoring services in reading for students with significant reading deficiencies.	<input type="radio"/> Yes <input checked="" type="radio"/> No
5. READ funds will be used to provide other targeted, scientifically based or evidence-based intervention services to students with significant reading deficiencies.	<input type="radio"/> Yes <input checked="" type="radio"/> No

Save Submit

Budget Planning Survey

- The survey can be submitted at any time throughout the collection; however, it is encouraged that LEPs submit this survey as soon as possible even if READ data file is not finalized
- Survey may not have blank questions, but users will be able to save the survey questions already answered and come back to survey at a later time to complete
- User must have **REDLEAUSER** user role for completing and editing the survey and the **REDLEAAPPROVER** role to finalize and submit the survey to CDE
- If the LEP does not have any students identified as having an SRD for the upcoming budget year, submission of the budget planning survey is not required

Budget Planning Survey Format

- The READ Budget Planning Survey will include the following questions:

Question	Available Answers	If Yes...	Available Answers
1. READ funds will be used to provide full-day kindergarten services to students enrolled in one or more of the public schools operated by the LEP	Yes/No		
2. READ funds will be used to operate a summer school literacy program	Yes/No		
		2.1 The summer school literacy program services only students enrolled in K-3 who have a significant reading deficiency or students below grade level if space is available	Yes/No
		2.2 The summer school literacy program will use scientifically based or evidence-based instructional programming in reading that: <ul style="list-style-type: none"> - Has been proven to accelerate student reading progress and; - Provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension - Includes scientifically based and reliable assessments - Provides initial and ongoing analysis of student progress in attaining reading competency 	Yes/No

An error message will be presented if user tries to submit the survey without agreeing to both assurances

Budget Planning Survey Format

3. READ funds will be used by a BOCES for a literacy specialist to provide educator professional development (available to small rural school districts per statute)	Yes/No		
4. READ funds will be used to purchase tutoring services in reading for students with significant reading deficiencies	Yes/No		
5. READ funds will be used to provide other targeted, scientifically based or evidence-based intervention services to students with significant reading deficiencies	Yes/No		
		<p>5.1 Please select each of the instructional program(s) from the list provided that your district plans to use in the coming budget year. If an instructional program is not listed, please provide the name of the instructional program(s) in the "other" box.</p>	<p>Drop down includes Advisory List of Instructional Programs for selection including "other"</p> <p>LEA could select more than one program.</p> <p>"Other" will include free form comment box</p> <p>If "other" is chosen – then name of instructional program(s) is required</p>

Summary of Process

Summary of Process

- Upload Student Interchange files, Student Profile (or Demographics/DEM) and Student School Association (SS)
- Once READ file is loaded
 - View error reports:
 - Within pipeline -> File Upload -> Validation Report
 - Within pipeline -> Cognos Reports
 - READ Error Detail Report - report that will display errors record by record
 - READ Records Report - shows all records submitted in your file with grade level
 - READ Status Grades K-3 Report - shows the number of students identified with SRDs by school and grade level
- Resolve errors, either by correcting coding or requesting exceptions
 - Most errors cannot have exceptions made. Please contact me if you have question about errors you are receiving
- Once you have an error free READ file:
 - Verify the accuracy of the data using the many reports in Cognos to ensure your district data matches the data CDE has

Summary of Process

- Once you have verified data, submit READ file to CDE
 - Within pipeline -> READ -> Status Dashboard and click 'Submit to CDE'
 - Must have READLEAAPPROVER role in EMD to complete this step
- Once all districts have submitted READ files then the duplicate SASID process runs to identify students reported by multiple districts
 - Districts with duplicates will work together to have them removed
- Districts re-submit files with duplicates removed by June 30 - close of business

Common Problems & Questions

Common Problems & Questions

- Student doesn't show up in file when uploaded
 - Student has error or is not loaded in the student school association file (RD005, RD202, RD052)
 - Make sure that the SSA file has been updated recently
 - Primary School = 0 in SSA file (RD005)
 - READ only includes records where *Primary School* = 1
 - Tag Code is not null in SSA (RD202)
 - READ only includes records where *Tag Code* = null
 - Exit Code is not all 0's in SSA file (RD202)
 - READ only includes records where *Exit Code* = all 0's

Common Problems & Questions

- Warnings
 - Do not require exceptions
 - Do not prevent students from being included in the READ file or from submitting the file
 - They're for informational purposes or that there is a possible data issue
- Losing Leading Zeros
 - Opening a file in excel and format is not already set to 'text'
 - Files will not upload properly and will create errors
 - CDE has a guide to keeping leading zeros [here](#)

READ Resources

- READ Collection resources can be found at:
<http://www.cde.state.co.us/coloradoliteracy/readdatapipeline>
 - Upcoming webinars
 - Data collection timeline
 - Data elements & definitions
 - File layout
 - Business Rules
 - Additional resources such as FAQ document, assessment cut scores, template for submitting budget planning survey, etc.
 - Questions?
- Contact Whitney Westgaard, READ Data Collection Manager
- Email: Westgaard_W@cde.state.co.us
 - Phone: 303-866-6421