

# 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 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

# 2016-17 READ Data Elements

# 2016-17 READ Data Elements

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

# 2016-17 READ Data Elements

- How to identify your 4-12<sup>th</sup> 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 (2016-2017). 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 READ Data Elements

## 2016-2017 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)

**READ Plan** – for any student identified with a significant reading deficiency at any time (not just End of the Year testing), is a READ Plan still in place? For any student who has never been identified as SRD enter 2 "NA" – it is not applicable.

0	No
1	Yes
2	NA



Last updated: September 7, 2016

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# 2016-17 READ Data Elements

- How to use the READ Plan Field

Scenarios	Coding
1. K-3 – any student identified with a SRD at any time throughout the year	1 – Yes (student has a READ Plan)
2. K-3 – student never identified with a SRD	2 – NA (not applicable)
3. 4 <sup>th</sup> – 6 <sup>th</sup> grade cohort students to indicate if a READ Plan is still in place or not	1 – Yes (student is still on a READ Plan and remains in cohort) 0 – No (student has reached reading proficiency and has exited their READ Plan)
4. Any student identified in the fall (with interim measures not reported) but by the spring collection is above the cut score and still on a READ Plan	1 – Yes (student is on a READ Plan)
5. Any student identified last spring in the READ collection (2016) but is above the cut score this spring collection (2017)	1 – Yes (student is still on READ Plan) 0 – No (student has reached reading proficiency and has exited their READ Plan)

# 2016-17 READ Data Elements

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

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

# 2016-17 READ Data Elements

READ Test	Score Range	Score Descriptor
<b>00 Grade 4-12</b>	9999 (Not applicable due to student's grade level. Students in grades 4-12 are not tested under READ.)	
<b>01 DRA2</b>	0001– 0040 or AAAA ("AAAA" is the same as a student scoring "A")	"Reading Level"
<b>02 DIBELS (6<sup>th</sup> Edition)</b>	0000– 0299	Kindergarten = "NWF–CLS" Score 1 <sup>st</sup> –3 <sup>rd</sup> = "ORF" Score
<b>03 PALS</b>	0000 - 0102	"Summed Score"
<b>04 Exemption</b>	9999 (English Language Learner – designated Non-English Proficient and new to a US school)	
<b>06 Exemption</b>	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.)	
<b>07 DIBELS Next (7<sup>th</sup> Edition)</b>	0000 – 0812	"Composite Score"
<b>08 aimsweb</b>	0000 – 0298	Kindergarten = "SC" Score 1 <sup>st</sup> – 3 <sup>rd</sup> grade = "WRC" Score
<b>09 FAST aReading</b>	0350 - 0650	"Composite"
<b>10 iReady</b>	0100 – 0800	"Overall Score"
<b>11 Istation ISP Early Reading</b>	0139-0330	"Overall Ability Score"
<b>12 STAR Early Learning</b>	0000-1400	"Unified Score"
<b>13 Special Education – Alternative Pathway</b>	8888 (Place holder)	
<b>14 ISIP ER</b>	HOLD	"Overall Ability Score"
<b>15 PALS Español</b>	HOLD	"Individual Measures"
<b>16 IDEL (Indicadores Dinámicos del Éxito en la Lectura)</b>	HOLD	"Summed Scores"

# 2016-17 READ Data Elements

## 2016-2017 READ Snapshot

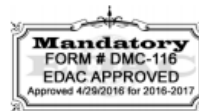
**READ Testing Date** – The date that end of year READ testing occurred. Enter as a two-digit month, two-digit day, and 4-digit year (i.e. 05132017). Enter the same testing date for 3<sup>rd</sup> grade cohort students. Do not zero fill.

**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- 3<sup>rd</sup> students with a READ status of 0, 1, or 4 must have Recommended Retention equal 2. All 3<sup>rd</sup> grade cohort students (regardless of READ status) must have Recommended Retention equal 2. All Special Education students tested using alternative approved measures (regardless of READ status) must have Recommended Retention equal 2.

0	No
1	Yes
2	NA

**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, or 4 must have Retained equal 2. All 3<sup>rd</sup> grade cohort students (regardless of READ status) must have Retained equal 2. All Special Education students tested using alternative approved measures (regardless of READ status) must have Recommended Retention and Retained equal 2.

0	No
1	Yes
2	NA



Last updated: September 7, 2016

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# 2016-17 READ Data Elements

## 2016-2017 READ Snapshot

**READ Plan Support:** 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.

**Full-day Kindergarten in the current year school year**

0	No
1	Yes

**Summer school (student must have attended summer school the summer prior to the data collection)**

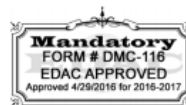
0	No
1	Yes

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

0	No
1	Yes

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

0	No
1	Yes



Last updated: September 7, 2016

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# 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"> <li>- Has been proven to accelerate student reading progress and;</li> <li>- Provides explicit and systematic skill development in phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension</li> <li>- Includes scientifically based and reliable assessments</li> <li>- Provides initial and ongoing analysis of student progress in attaining reading competency</li> </ul>	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><b>5.1</b> 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 (SSA)

The screenshot shows the CDE Data Pipeline web application. The header includes the CDE logo, the tagline 'Improving Academic Achievement', and the title 'Data Pipeline'. A navigation sidebar on the left contains links for 'File Upload', 'Batch Maintenance', 'Format Checker', 'Data File Upload' (highlighted), 'Validation Report', 'Student Profile', 'READ', 'Dataset Administration', 'Pipeline Reports', and 'Cognos Report'. The main content area is titled 'Data File Upload' and contains a form with the following fields: 'Exception File' (checkbox), 'Dataset' (dropdown menu set to 'READ'), 'File Type' (dropdown menu set to 'READ'), 'School Year' (dropdown menu set to '2016-17'), 'Organization/LEA' (dropdown menu set to '1040-ACADEMY 20'), 'Locate File' (button labeled 'Choose File' and text 'No file chosen'), and 'Upload Type' (radio buttons for 'Append' and 'Replace', with 'Replace' selected). A green 'Submit' button is at the bottom. Five numbered steps with arrows indicate the process: 1. Select Data File Upload (points to the sidebar), 2. Select your district (points to the Organization/LEA dropdown), 3. Browse and load your file (points to the Locate File button), 4. When you are resubmitting your file to fix errors please remember to choose "Replace" (points to the Replace radio button), and 5. Submit your data (points to the Submit button).

Mar 28, 2017 | 12:57:48 PM

1. Select Data File Upload

Welcome Whitney Westgaard CDE Admin

[Home](#)

**Data File Upload**

Exception File ☐

Dataset \* READ ▼

File Type \* READ ▼

School Year \* 2016-17 ▼

Organization/LEA \* 1040-ACADEMY 20 ▼

Locate File \* Choose File No file chosen

Upload Type \* ☐ Append ☒ Replace

**Submit**

2. Select your district

3. Browse and load your file

4. When you are resubmitting your file to fix errors please remember to choose "Replace"

5. Submit your data

# Summary of Process

- 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

# Summary of Process

**1st**

Mar 21, 2018 | 11:14:50 AM

- + File Upload
- + READ
- + Dataset Administration
- Cognos Report

**Validation Report**

Dataset \* READ

School Year \* 2015-16

Batch Id \* 39981 -

**2nd**

**IBM Cognos Connection**

Public Folders My Folders

Public Folders > Pipeline

**3rd**

**IBM Cognos Connection**

Public Folders My Folders

Public Folders > Pipeline > READ

This report will give you 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.

Baseline

Math and Science Partners

READ

Template

2013-2014 Reports

Read Cross LEA Validation Errors

READ Error Detail Report

READ Error Summary Report

READ Records

# 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

# COGNOS Reports

IBM Cognos Connection

Public Folders | My Folders

Public Folders > Pipeline > **READ**

	Name
<input type="checkbox"/>	2013-2014 Reports
<input type="checkbox"/>	Read Cross LEA Validation Errors
<input type="checkbox"/>	READ Error Detail Report
<input type="checkbox"/>	READ Error Summary Report
<input type="checkbox"/>	READ Records
<input type="checkbox"/>	READ Retention Grades K-3
<input type="checkbox"/>	READ Status Grades K-3
<input type="checkbox"/>	READ Status Grades K-3 - CDE
<input type="checkbox"/>	Student Extract of 4th-12th Graders with a Significant Reading Deficiency in the Prior Year

Shows all records submitted in your file *and* grade level

Shows the number of students identified with SRDs by school and grade level

Pre-populated report that identifies your 4-7<sup>th</sup> grade cohort students



# 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](#)

# Common Problems & Questions

- 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 Plan = 2 (NA because student was not identified with a SRD)
  - READ Status = 4
  - READ Test = 07
  - READ Score = 0170
  - READ Testing Date = 05202017
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = 0 for each

# Common Problems & Questions

- A student in my district was unable to be tested due to excessive absences, but the child was enrolled during the period for testing and has a READ Plan in place
  - READ Plan = 1
  - READ Status = 0
  - READ Test = 06
  - READ Score = 9999
  - READ Testing Date = 05202017
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = Indicate the supports the student received

# Common Problems & Questions

- 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 Plan = 2
  - READ Status = 0
  - READ Test = 04
  - READ Score = 9999
  - READ Testing Date = 05202017
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = 0 for each

# Common Problems & Questions

- A 1<sup>st</sup> grade student in our district was placed on a READ plan earlier this year. The Spring DIBELS 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 Plan = 1
  - READ Status = 1
  - READ Test = 07
  - READ Score = 0812
  - READ Testing Date = 05202017
  - Recommended Retention = 2
  - Retained = 2
  - READ Plan Support = 0 for each

# 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](mailto:Westgaard_W@cde.state.co.us)
  - Phone: 303-866-6421