



COLORADO
Department of Education

General READ Data Collection Training

2020-2021

Included Topics



- ✓ Data Privacy & Security
- ✓ Purpose of the READ Collection
- ✓ Website Review
- ✓ Timeline
- ✓ 2020-21 File Layout and Definitions
- ✓ Complete Process
- ✓ Cognos Reports
- ✓ Resolving Errors
- ✓ Common Problems
- ✓ Q&A

Data Privacy & Security

What is PII?



- Student Personally Identifiable Information (PII) is defined by state and federal laws as information that, alone or in combination, personally identifies an individual
 - This includes direct identifiers (i.e. name, SASID, etc.)
 - Includes information that when combined is identifiable
- Colorado's Student Data Transparency and Security Act introduces several new requirements for how Student PII is collected, used and shared
- CDE has prepared guidance on how to comply with this and other privacy laws which can be found here:
<http://www.cde.state.co.us/dataprivacyandsecurity>

How to Share Data



- ✓ Check local policies for restrictions, requirements, etc.
- ✓ Ensure that you are following local policies when transmitting PII to any third party
- ✓ Use secure methods to transfer any PII to CDE
 - ✓ Contact Data Collection lead with questions about how to transmit PII securely
 - ✓ Use Syncplicity to encrypt emails to CDE
- ✓ Avoid sending PII via unencrypted emails or to unsecured faxes when sharing data between or within districts

- ✗ Do not use PII in trainings, presentations, etc.
- ✗ Do not share PII with unauthorized individuals
- ✗ Do not share passwords

Purpose of READ Data Collection

What is the READ Act?



The Colorado Reading to Ensure Academic Development Act (READ Act) focuses on early literacy development for all students and especially for students at risk to not read at grade level by the end of third grade. Students are assessed for reading skills, and those who are identified as reading significantly below grade level are given individual READ plans.

In order to support students with significant reading deficiencies (SRDs), the READ Act provides per-pupil intervention funds to assist districts with providing intervention support.

District READ Act Reporting Requirements



For a district to receive a distribution of per-pupil intervention funds they must meet the following reporting requirements as outlined in READ Act statute:

K-3 END OF YEAR READ ACT ASSESSMENT DATA (No Change)

Districts report student level spring assessment data for all K-3 students that is used to determine the number of students identified as having SRDs and their progress.

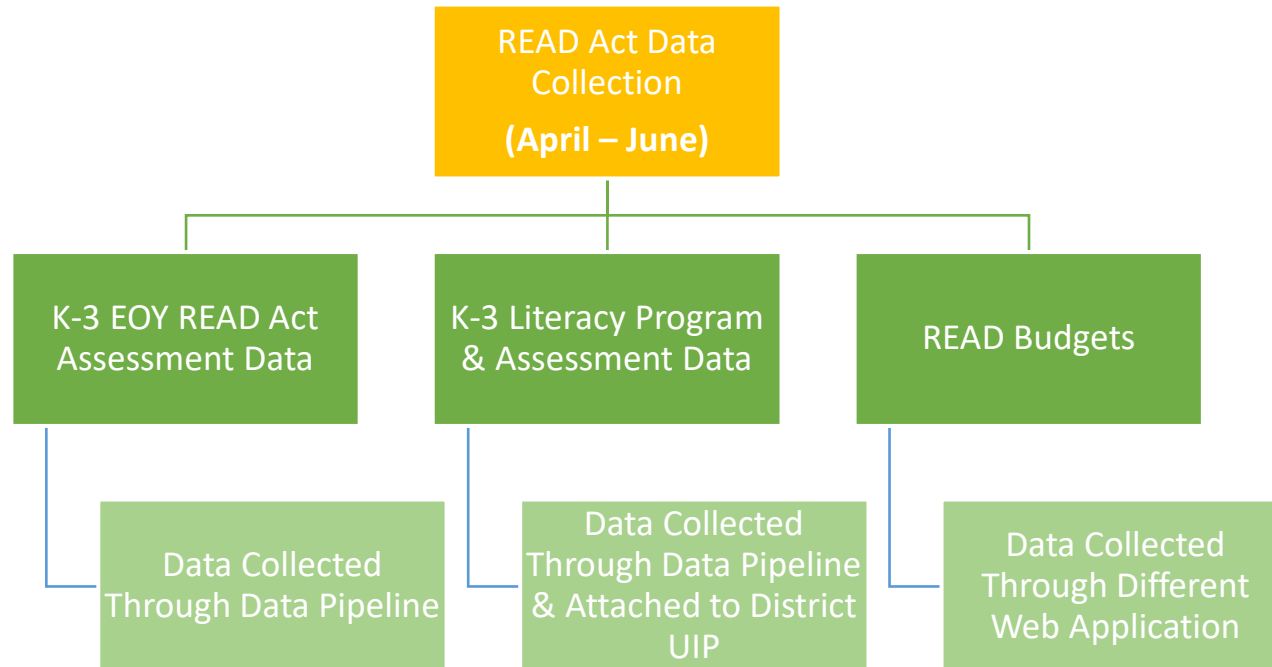
K-3 LITERACY PROGRAM & ASSESSMENT DATA (New)

Districts report school and grade level K-3 literacy assessments, core, supplemental, and intervention programs, as well as intervention services and supports and professional development plan if applicable.

READ BUDGETS

Districts submit a district budget including a narrative explanation of how they plan to use READ funds in the upcoming school year to ensure that the district's proposed use of money follows allowable uses of READ funds.

READ Collection Overview



Reporting Accurate Data



- Reporting accurate data is the primary goal of the collection
 - CDE wants to make sure that districts receive the correct amount funding for SRD students
- How to ensure your data is accurate?
 - Complete the basics of the collection early!
 - Get files error free by early June
 - An error free file does not guarantee accurately reported data
 - Thoroughly review your data
 - Ask district READ leads or other content area experts to assist in verifying data
 - Use 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

Website Review

Data Collection Website Overview

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

READ Data Collection

Overview

The purpose of the READ data collection is to collect data needed to fulfill statutory requirements for the annual legislative report and to determine per-pupil funding for districts by taking the count of students at the end of year who have a significant reading deficiency. Districts/Local Education Providers (LEPs) submit records of spring assessment data for all K-3rd grade students enrolled at the time of data submission and 4-12th grade students who are included in the READ Cohort.

2020-21 District/LEP K-3 Literacy Program & Assessment Reporting

In 2019, the State Board of Education and the Colorado legislature worked together on several [updates to the READ Act through Senate Bill 19-199](#) (SB 19-199). The updates emphasize the importance of using evidence-based instructional practices to achieve the original goal of the READ Act – teaching all students to read by third grade. The updates include requirements for districts to report K-3 literacy program information as part of their Unified Improvement Plans (UIPs).

Deadlines

- READ Data Collection opens: Thursday, April 1, 2021
- [2020-21 READ Data Collection Timeline \(PDF\)](#)

File Layouts and Definitions

- [2020-21 READ File Layout and Definitions](#)
- [2020-2021 READ Literacy Program Reporting File Layout and Definitions](#)

Business Rules

2020-2021 Business Rules Coming Soon

Additional Resources

- [Allowable uses of Per Pupil Intervention Funds](#)
- [READ K-3 Literacy Program Reporting Guidance](#)
- [READ Budget Submission Guidance](#)
- [READ File Layout Template](#)
- [Spring 2019 FAQ's](#)
- [Cut Scores Documents for Interim Assessments](#)

2020-2021 READ Collection Trainings

Upcoming Webinars

- **2020-2021 General READ Collection Webinar:**
 - **Date/Time:** Tuesday, February 23, 2021 2:00 PM - 3:00 PM
 - **Intended Audience:** District/LEP data respondents new to the READ collection
 - **Webinar Content:** data privacy & security, purpose of the READ collection, 2020-2021 timeline, file layout and definitions, detailed steps on completing the data file submission, coding scenarios, common problems, and a Q/A session.
 - [Click here to join](#)
- **2020-2021 New K-3 Literacy Program Reporting Webinar:**
 - **Date/Time:** Thursday, February 25th, 2021 2:00 PM - 3:00 PM
 - **Intended Audience:** District/LEP staff responsible for collecting and reporting K-3 Literacy Program Data (ex: READ Act data respondents, District READ Act leads, District UIP leads)
 - **Webinar Content:** data privacy & security, purpose of new components of the READ collection (including new K-3 literacy program reporting), file layout and definitions, detailed steps on completing the file upload, a Q/A session.
 - [Click here to join](#)

Advisory Lists of PD and Programming

Approved Assessments

Dyslexia

Early Literacy Assessment Tool Project

Early Literacy Grant

Parent Information

Preschool Through 3rd Grade

READ Act Statute and State Board Rules

READ Budget Submission

READ Data Collection

Reading Training Requirements for Teachers

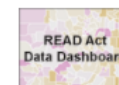
Resources

Contact Us

Location

Preschool Through Third Grade Office -
Literacy Team
201 E. Colfax, Room 106
Denver, CO 80203

READ Act Data Dashboard



[View the dashboard](#) for state, district, school, and financial data.

Timeline

File Layouts

Guidance Docs

Trainings

Contact Information

Please contact [Whitney Hutton](#) or call at 303-866-6421 for questions about the READ Collection or to be added to the list serve.



Data Pipeline Website Overview

<http://www.cde.state.co.us/idm/datapipeline>

Data Pipeline

About Data Pipeline

Data Pipeline is a streamlined approach to efficiently move required education information from school districts to CDE. Data Pipeline reduces data redundancy, captures closer to real-time data, streamlines the data collection process and allows districts to exchange information on transferred students.

Log In to Data Pipeline

Click here to Login to the Data Pipeline System

Resources

- [Data Pipeline Home Page](#)
Overview and Instructions to Join the discussion forum
- [Data Pipeline Fact Sheet \(PDF\)](#)
- [Data Pipeline Resources](#)
- [Data Pipeline Trainings](#)

Contact

For more information, contact [Data Pipeline Support](#).

Data Pipeline is a streamlined approach to efficiently move required education information from school districts to the CDE

Before data respondent can login to Data Pipeline, please contact your Local Access Manager (LAM) and ask them to assign you to the REDLEAUSER or READLEAAPPROVER role in Identity Management (IdM).

Timeline

Timeline

April

- Monday, March 1st – READ Data Collection Soft Open
- Thursday, April 1st – READ Data Collection Opens

May

- Friday, May 14th – READ data file should be uploaded at least once to ensure correct file layout

June

- **Tuesday, June 15th – READ data file must be error free and submitted to CDE**
- Tuesday, June 22nd – CDE conducts cross LEA validation process through data pipeline and emails will be sent to districts who have duplicate SASIDs with one another
- Monday, June 28th – Duplicate SASIDs must be resolved

July

- **Tuesday, July 1st – Final Deadline – READ data file must be finalized**
- Monday, July 5th – District validation signature pages due
- Monday, July 26th – Emails sent to data respondents with final SRD numbers for district confirmation
- Friday, July 30th – Districts contact Whitney with corrections to SRD numbers submitted through Data Pipeline if necessary

2020-21 Collection Data Elements

2020-21 Data Elements

<http://www.cde.state.co.us/coloradoliteracy/2020-21readfilelayoutanddefinitions>



2020-2021 READ Act Collection

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 the READ cohort pulled from the Student Extract of 4-12th Graders Identified with an SRD in the Prior Year report in Cognos

For the 2020-2021 school year, include students enrolled in grades K-3 on the date of data submission and 4-11th grade cohort students pulled from the Student Extract of 4-12th Graders Identified with an SRD in the Prior Year report in Cognos

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

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



READ File

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

School Code – A unique four-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 –

Code	Descriptor
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.

Code	Descriptor
0	No
1	Yes
2	NA



- How to use the READ Plan field

Scenarios	Coding
1. K-3 – any student identified with an SRD at any time throughout the year	1 - Yes (student has a READ plan)
2. K-3 – student never identified with SRD	2 - NA (not applicable)
3. 4-12 th grade cohort students to indicate if a READ plan is still in place or not	1 – Yes (student is still on 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 for SRD and still on a READ plan	1 – Yes (student is on a READ plan)
5. Any student identified last spring in the READ collection 2020 but is above the cut score this spring collection 2021	1 – Yes (student is still on READ plan) 0 – No (student has reaching reading proficiency and has exited their READ plan)

2020-21 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 4th-12th grade students who are a part of the READ 3rd grade cohort group will have a READ Status of 0. For the 2020-2021 school year, 4th-11th grade students will be in the cohort.

Code	Descriptor
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 in English (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

2020-21 Data Elements

READ Test – The district-selected READ assessment. *Required for students in grades K-3. Students in grades 4-12th will be coded with READ test of 00*

Code	Descriptor
00	Not applicable due to student's grade level. Students in grades 4-12 are not tested under READ.
03	PALS
04	Exemption: English Language Learner (designated Non-English Proficient and new to 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. May also include students not tested due to illness, discipline, late enrollment, etc.
07	Acadience Reading
08	aimswebPlus English
09	FastBridge (formally known as FAST)
10	iReady
11	ISIP Early Reading
12	STAR Early Learning
13	Special Education student (unable to access one of the approved interim assessments) tested using alternative approved measures (i.e. Assessment recommended for student with intellectual or multiple disabilities, Assessment Battery for Deaf and Hard of Hearing students, etc.)
14	ISIP Lectura Temprana
15	PALS Español
16	IDEL (Indicadores Dinámicos del Éxito en la Lectura)
17	Student met fall grade level competency definition
18	aimswebPlus Spanish

2020-21 Data Elements

READ Score – The K-3 student’s three-digit score on the end of year READ assessment. Do not enter a score of 0000 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.)	
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 Acadience Reading (Formally known as DIBELS Next)	0000 – 0812	“Composite Score”
08 aimswebPlus English	0000 – 0298	Kindergarten = “NWF” Score 1 st – 3 rd grade = “ORF” Score
09 FastBridge (formally known as FAST)	0350 - 0650	“Composite”
10 iReady	0100 – 0800	“Overall Score”
11 ISIP Early Reading	0139-0415	“Overall Ability Score”
12 STAR Early Learning	0000-1400	“Unified Score”
13 Special Education – Alternative Pathway	8888 (Place holder)	
14 ISIP Lectura Temprana	0500 - 1100	“Overall Ability Score”
15 PALS Español	0000 - 0117	“Individual Measures”
16 IDEL (Indicadores Dinámicos del Éxito en la Lectura)	0000 - 0279	“Measure Level Scores”



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. 05132021). 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, or 4 must have Recommended Retention equal 2. All 3rd 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.

Code	Descriptor
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 3rd 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.

Code	Descriptor
0	No
1	Yes
2	NA



READ Plan Support: Indicate **at least** one or more ways in which support was given to the student with a significant reading deficiency during the current school year.

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

Code	Descriptor
0	No
1	Yes

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

Code	Descriptor
0	No
1	Yes

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

Code	Descriptor
0	No
1	Yes



Internal Flags – THESE ARE NOT PART OF YOUR FILE

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, 4, & 6	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 Plan	Prior READ 3rd Cohort Prior 3 rd Cohort	READ 3 rd Grade Cohort Group
4-12	1	1	Yes (1)
4-12	0	1	No (0)

Reporting 4-12th Grade Cohort Students

- Why do we report 4-12th grade cohort students?
 - Once a student has been identified as having an SRD they are put on an individual READ plan. Their READ plan remains in place until that student reaches grade level proficiency in reading, regardless of the student's grade level.
- Who is included in the 4-12th grade cohort?
 - Students who exited 3rd grade identified as having an SRD in the spring of 2013 collection became the first group of cohort students. Those 3rd graders are now 11th graders in spring of 2021.
 - The cohort will continue to increase each year until students reach 12th grade
 - Students who exit 3rd grade with a SRD (READ Status = 2) and/or remain on a READ plan at the end of the 3rd grade are calculated into the READ cohort group
- When does a student exit the cohort?
 - Once a student has reached reading competency (determined locally) they are removed from their READ plan and will be coded as READ plan = 0 (no) which will remove them from the cohort group
- How has Covid-19 impacted these students?
 - Since there was no data collection last spring (2019-20), the cohort will pull students reported in the 2018-19 school year

How to Identify your 4-12th Grade Cohort Students



Step 1

- Run the “Student extract of 4-12th Graders with a Significant Reading Deficiency in the Prior Year” Report in Cognos

Step 2

- Run this report for the current school year (2020-21). Districts will be able to download an excel file pre-loaded with all READ fields for the 4-12th graders except for the READ plan field.

Step 3

- Districts must add the value of 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)

Step 4


- Districts will then remove the entry_grade_level column and copy and paste this information into their READ file before submitting data

Complete Process Overview

How to Upload Data File

- Please ensure that your student interchange files, student profile or demographics file and student school association file are updated prior to uploading data.

Feb 20, 2019 | 02:18:49 PM

1. 

Data File Upload


Exception File ☐

Dataset * READ ▼


File Type * READ ▼


School Year * 2018-19 ▼


Organization/LEA * Select... ▼

2. 

Locate File * Choose File No file chosen

3. 

4.  Upload Type * ☐ Append ☒ Replace

5.  Submit

Cognos Reports



Feb 23, 2021 | 09:33:54 AM

- + File Upload
- + READ
- + School Readiness
- + Dataset Administration
- + Pipeline Reports
- Cognos Report

1.

Colorado Department of Education

Home Search Pipeline Reports My content Team content Recent

Team content > Pipeline

- Baseline 5/9/2020 10:54 AM
- Facility Schools 12/22/2020 2:03 PM
- Non-Public Schools 10/25/2018 3:10 PM
- READ** 1/30/2019 10:29 AM
- School Readiness 10/11/2017 8:41 AM
- Special Ed Discipline Interchange 7/9/2019 10:13 AM
- Teacher Student Data Link - Test v01 6/12/2020 9:50 AM
- Template 11/21/2012 6:54 AM







2.

3.

4.

READ Error Detail Report
5/23/2017 12:08 PM

Cognos Reports

 READ Error Detail Report 5/23/2017 12:08 PM	Report that will list errors record by record
 READ Records 1/13/2020 2:15 PM	Report that shows all records submitted in your file and includes grade level
 READ Status Grades K-3 7/8/2019 3:21 PM	Report that shows the number of students identified with SRDs by school and grade level.
 Student Extract of 1 ... Plan in the Prior Year 12/29/2020 2:20 PM	Report that shows students identified with an SRD in the prior year
 Student Extract of 4th-12 ... in the Prior Year 12/29/2020 2:46 PM	Pre-populated report that identifies your 4-12 th grade cohort students
 Students Reported by Another District 2/12/2019 12:17 PM	Report that shows students you've reported that are also reported by another district (will use during cross LEA process)

Finalizing Steps



- Once all Errors are resolved...
- Review, review, review your data reports for accuracy!
 - If mistakes/misreporting is found, correct files again and reload data
 - If data reports are all accurate – you can finalize the data by submitting to CDE
 - REDLEAAPPROVER for district will need to ‘Submit to CDE’
 - Data file will not be locked until you click the ‘Submit to CDE’ tab
- Once all districts have submitted their data by June 15, 2021 then CDE will run the duplicate SASID process
- Districts who remove duplicate SASIDs will need to resubmit data by July 1, 2021
- READ funds will be distributed in August of 2021

Common Problems & Questions



- Why do we get errors? Errors are edits are in place to assist with providing most accurate information to CDE which is published, analyzed and reviewed by legislators, stakeholders, researchers, etc
- Errors must be corrected in the file before finalizing the data
- Error message should provide adequate information to assist you with determining the corrections needed
- Each error message will list the data field(s) that is an issue
- Find the data field(s) in the data file upload and make appropriate adjustment
- Upload fixed data file again into data pipeline and run error reports



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 PALS to qualify for having an SRD but we don't believe the score accurately reflects SRD because we have a body of evidence that supports that she can read fluently in her first language.

- READ Status = 4
- READ Plan = 2 (NA because student was not identified with SRD)
- READ Test = 03
- READ Score = 0170
- Recommended Retention = 2
- Retained = 2
- READ Plan Support = 0 for each



A student in our 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 currently in place.

- READ Status = 0 (exemption)
- READ Plan = 1 (yes)
- READ Test = 06 (exemption)
- READ Score = 9999 (place holder score)
- Recommended Retention = 2
- Retained = 2
- READ Plan Support = Indicate supports the student received



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 (exemption)
- READ Plan = 2 (NA)
- READ Test = 04 (exemption)
- READ Score = 9999 (placeholder score)
- Recommended Retention = 2
- Retained = 2
- READ Plan Support = 0 for each



A 1st 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 Status = 1 (not SRD)
- READ Plan = 1 (yes)
- READ Test = 07
- READ Score = 0812
- Recommended Retention = 2
- Retained = 2
- READ Plan Support = 0 for each



READ Collection resources can be found at:

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

- Upcoming webinars
- Webinar recordings
- Additional resources such as assessment cut scores and guidance documents

Questions?

Contact Whitney Hutton, READ Data Collection Manager

- Email: Hutton_W@cde.state.co.us
- Cell: 720-636-2584