


**READ Data Collection Office Hours**  
2022-23 Spring Assessment Reporting

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**READ Data Collection Office Hours**  
**Introductions**



**Whitney Hutton**  
Senior Literacy Business Analyst  
Elementary Literacy and School Readiness

**Mandy Harris**  
Senior Literacy Consultant  
Elementary Literacy and School Readiness

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## READ Data Collection Office Hours Purpose



The purpose of the monthly live READ Data Collections Office Hours are to provide:

- Information and guidance on a monthly plan districts can take to ensure they are ready for the READ Act data submissions
- An opportunity for stakeholders to ask specific questions related to the specific topic
- Highlight deadlines and details about each READ Data Collection

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## READ Data Collection Office Hours Where Can I Find Office Hours Links?



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

- Office Hours meeting links can be found in each data collection
- Archived office hours can be found under the Training Resources section
- We will replace the live Zoom links with recordings of Office Hours that have already occurred.

**Training Resources**  
A collection of brief training videos on accessing frequently used reports and features within the data collections. All Office Hours are held on Thursdays from 3–4 p.m. New Office Hours will be added as they are developed. To join, click on the links below. Recordings of completed Office Hours will replace the live links accordingly.

**Literacy Programs & Assessments**

- April 6th Office Hour: READ Act Literacy Programs & Assessment Reporting (PDF slides)

**Spring READ Assessment**

- May 18th

**Teacher Training**


- How to Pull the READ Teacher Training Status Report (3:32)
- How to Pull the READ K-3 Literacy Programs and School Report (3:25)
- February 23rd Office Hour Recording

**READ Data Office Hours**


- Zoom Link

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**READ Data Collection Office Hours Agenda**




- Collection Introduction
- Collection Timeline
- General Information
  - Identity Management (IdM)
  - Data Privacy
  - Submission Process
- Data Pipeline Overview
  - How to upload a file
  - Status Dashboard
  - File Layout & Definitions
  - Cognos Reports




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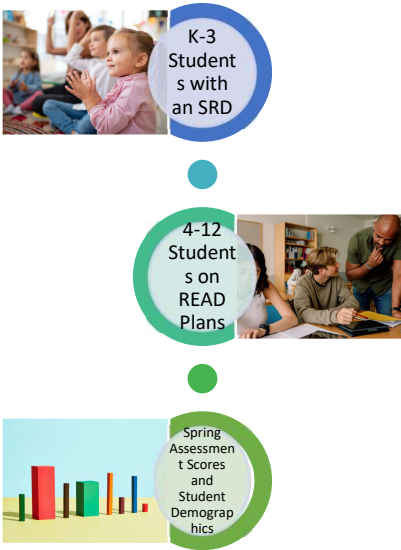
**Spring READ Assessment Collection Introduction**



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## Purpose of Data Collection





K-3 Students with an SRD

4-12 Students on READ Plans

Spring Assessment Scores and Student Demographics

### READ Act Statute and Board Rule


**22-7-1213. Reporting Requirements**

(1) Each local education provider shall annually report to the department information necessary to determine:

(a) The prevalence of significant reading deficiencies among students in kindergarten and first through third grades

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## District 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**  
 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**  
 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.

**TEACHER TRAINING COMPLETION**  
 Districts report the number of K-3 teachers who've successfully completed the teacher training requirement

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## Reporting Accurate Data



**Reporting accurate data is the primary goal of the collection. The 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*

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## Which Students are Reported in this Collection?



**All students in grades K-3 who are enrolled in your district at the time of data submission are required to be reported**

- Including those that were not assessed due to an allowable exemption or other reason
- Including students who were not identified as having an SRD
- Including students who may have been enrolled after the assessment was administered

**All students in grades 4-12 who pull in your district's Student Extract of 4-12 graders with an SRD in the Prior Year" report in Cognos**

- Only 4-12 grade students who pull on report should be added to your data file

**Criteria (error free records):**

- Student must have an SASID and is updated in the RITS system
- Student must have a record in the student interchange for: Student Demographics and Student School Association files
- Student must have record in the IEP interchange if student is a special education student

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A green header with the title "Data Collection Timeline" and the Colorado Department of Education logo. Below the header, the text reads: "The 2022-23 READ Spring Assessment reporting window opened **April 3, 2023**, and closes **June 30, 2022**". This is followed by a "Timeline:" section with four bullet points.

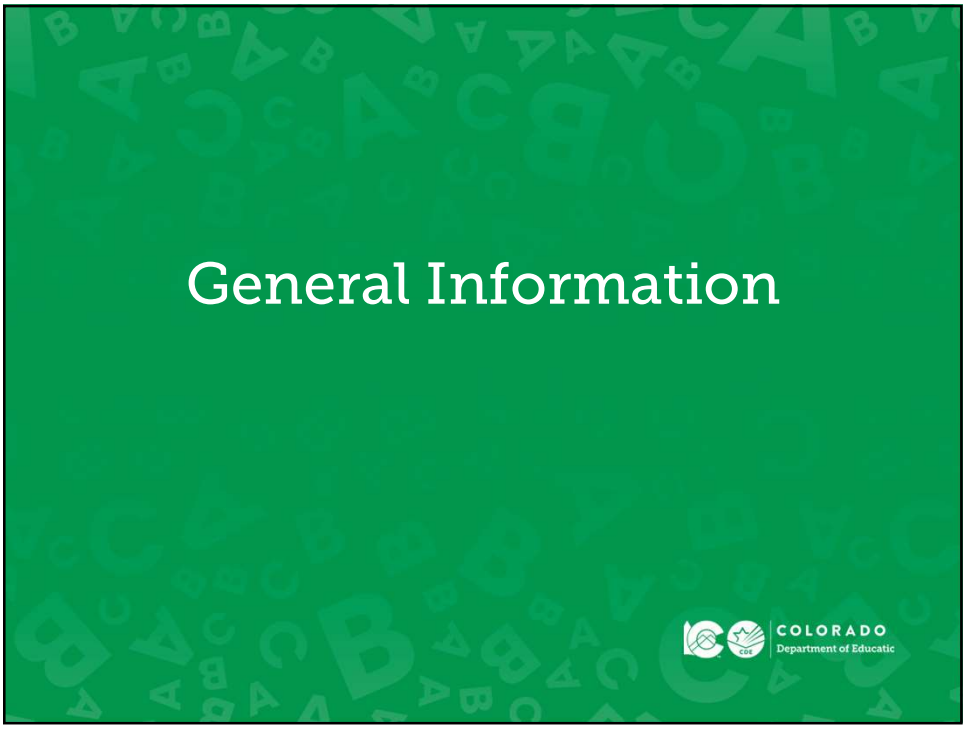
**Data Collection Timeline**

The 2022-23 READ Spring Assessment reporting window opened **April 3, 2023**, and closes **June 30, 2022**

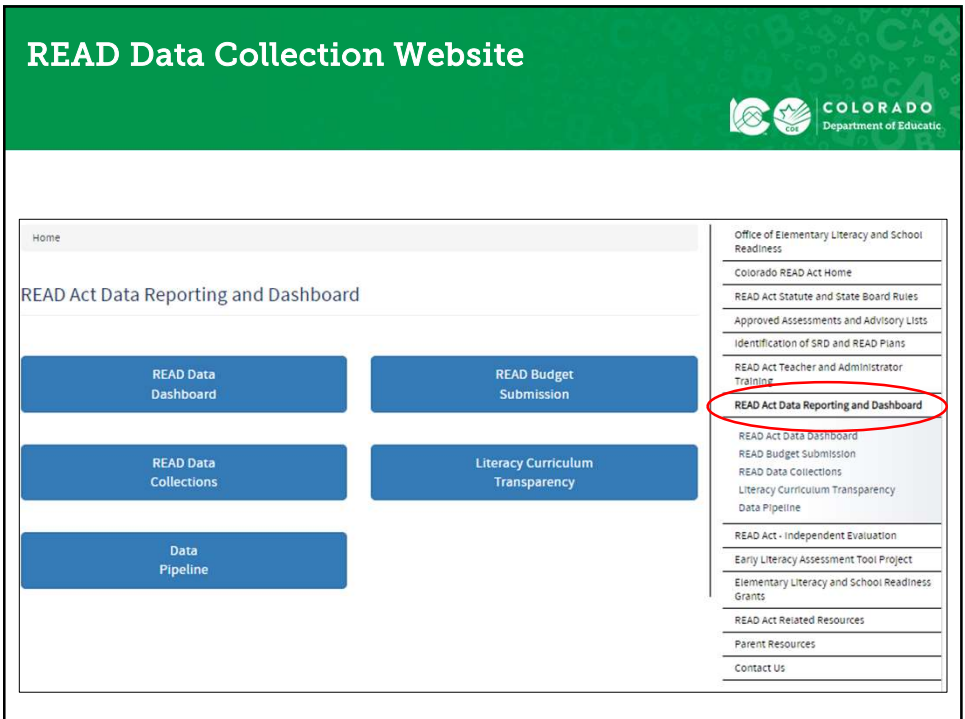
**Timeline:**

- **April 3, 2023:** Data collection opens and files may be uploaded in Data Pipeline
- **June 16, 2023:** Date by which district must have error free and locked data submission in the Status Dashboard
- **June 26, 2023 (tentative):** CDE conducts cross LEA validation process and districts will work with each other to remove duplicate SASIDs
- **June 30, 2023:** Date by which district must have file re-submitted with duplicate SASIDs removed – data collection closes

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## READ Data Collection Website



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Data Pipeline Snapshots - READ

**Overview**

The Colorado READ Act requires districts to report specific student, school, and district level data to CDE to determine and report on the important milestones in implementing key provisions of S.B. 19-199. The information provided in these reports is intended to assist the department, the state board of education, the governor, and the public in monitoring the implementation of and identifying the results achieved in implementing the [Colorado READ Act](#).

Jump to:

Literacy Programs & Assessments
Spring READ Assessment

**Spring READ Assessment Reporting**

Districts must annually report the information necessary to determine the prevalence of SRDs among students in grades K-3. This data determines the per-pupil funding for districts by dividing the amount of money available by the total number of K-3 students identified as having an SRD in the preceding budget year. Districts must also report whether or not students in grades 4-12 remain on a READ plan.

**Guidance Resources**

- Data Submission Guide - Spring READ Assessment Reporting
- 2022-2023 Spring READ Assessment File Layout Template (Excel) (updated 3/22/23)
- Cut Scores Documents for Interim Assessments
- READ Spring Assessment FAQ

**Important Dates**

- 2022-2023 Spring READ Assessment Timeline
- Deadline: June 16, 2023

**File Layout and Definitions**


- 2022-2023 Spring READ Assessment File Layout and Definitions (PDF) (updated 3/22/23)

**READ Data Office Hours**

- Zoom Link

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## Colorado Department of Education Identity Management (IdM)



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### Identity Management Site

### Frequently Asked Questions

**How do I get the right permission to log into Data Pipeline?**

- Contact your LAM to get an account or be assigned to the READ data collection

**What is the IdM role for this data collection?**

- REDLEAAPPROVER

**Identity Management (IdM)**

**About CDE Identity Management (IdM)**  
CDE's Identity Management process streamlines the user login process for CDE data systems and enhances security by students level data. It automates the user registration, approval, and password reset processes and provides districts and administrative units with the ability to maintain users via a delegated administrator model.

**Questions**  
(Use the password reset form, or for other questions, please contact L. CDE Identity Manager: CDEIDM@cde.state.co.us)

**Applications** Who knows @ CDE/IDM?

- CEDMR (Colorado Education Data Analysis and Reporting System)
- Data Pipeline
- EDIS (Educator Identification System)
- ESSU (Data Management System)
- E2REPORTS
- Facility Schools Student Data System
- IDEA Budget and Expenditures System
- LACES
- BANDA (Colorado State Performance Management System)
- BITS (Record Integration Tracking System)
- SEEDC (Student Engagement Evaluation Data Collection)
- SMART (Students Migrating Academically on the Right Track)
- State Accountability Data Tool
- Transportation: CDE 40
- IMP (Unified Improvement Planning Online System)

**Registration and Access**

- Access Management
- BOCES Agreement (PDF)

**FAQ and User Guides**

- Quick Guide for Access Management (DOCX)
- Identity Management Quick Reference Guide (PDF)
- Identity Management FAQ
- Training

**Password Assistance**

- Forgot My Password
- Request for Assistance
- Contact Us

**Policies and Privacy**

- Acceptable Use Policy
- Lambda Educational Rights and Privacy Act (LERPA)

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## Personally Identifiable Information (PII)



- The READ Spring Assessment data collection includes student personally identifiable information
- Personally Identifiable Information (PII) is defined by state and federal laws as information that alone, or in combination, personally identifies an individual
  - Includes direct identifiers (i.e. SASID, student names)
  - Includes information when combined is identifiable
- Colorado's Student Data Transparency and Security Act outlines requirements for how Student PII is collected, used and shared
- See [CDE's data security and privacy site](#) for more information

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## Personally Identifiable Information (PII) Continued



At times data respondents may need to communicate PII with the READ Spring Assessment collection lead, this must be done through secure methods.

- **DO NOT EMAIL PII**
  - Phone call is a secure method – Whitney Hutton 720-636-2584
  - Please do not leave PII in voicemail but rather request a return call to discuss PII
- Syncplicity
  - Secure file transfer site used to communicate PII with CDE collection leads
  - Each collection lead maintains their own Syncplicity folder and can assign rights to that folder
  - Email the READ Data Inbox ([READactdata@cde.state.co.us](mailto:READactdata@cde.state.co.us)) to set up a Syncplicity folder


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# Reporting Requirements



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## What is Reported in this Collection?



### 2022-2023 READ Spring Assessment Reporting

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Examples	Remarks
<b>K-3 Literacy Programs &amp; Assessment Data Reporting</b>							
<b>* Indicates required (no field can be blank)</b>							
School District/BOCES Code*	4	1	4	1	A2	1111	A unique four-digit number assigned by CDE to each school district or BOCES
School Code*	4	5	8	2	B2	2222	A unique four-digit number assigned by CDE to each school
Student SASID*	10	9	18	3	C2	1234567890	A unique ten-digit number assigned to each student by CDE
Student Last Name*	30	19	48	4	D2		Student's last name as recorded in RITS
Student First Name*	30	49	78	5	E2		Student's first name as recorded in RITS
Student Gender*	2	79	80	6	F2	01 = F 02 = M	Student's sex as recorded in RITS
Student Date of Birth*	8	81	88	7	G2	01312016	Format = MMDDYYYY
Student READ Plan Status*	1	89	89	8	H2	No = 0 Yes = 1 2 = N/A	Does the student have a READ plan in place?
Student READ Status*	1	90	90	9	I2	No = 1 Yes = 2	Does the student have an SRD?
Student READ Assessment*	2	92	93	10	J2	05	District-selected READ assessment administered to student
Student Assessment Score*	4	94	97	11	K2	0123	Score range dependent on assessment taken
Student Test Date*	8	98	106	12	L2	04152022	Format = MMDDYYYY
Student Recommended Retention*	1	107	107	13	M2	No = 0 Yes = 1 2 = N/A	
Student Retained*	1	108	108	14	N2	No = 0 Yes = 1 2 = N/A	
Summer School*	1	109	109	15	O2	No = 0 Yes = 1	
Tutor READ*	1	110	110	16	P2	No = 0 Yes = 1	
Intervention Services	1	111	111	17	Q2	No = 0 Yes = 1	

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## What is the 4-12<sup>th</sup> Grade Cohort?



### What is the 4-12<sup>th</sup> grade cohort?

- Once a student has been identified as having an SRD, they are put on a READ plan and their READ plan remains in place until the student reaches grade level competency in reading, regardless of the student's grade level
- The 4-12<sup>th</sup> grade cohort group is made up of 4-12<sup>th</sup> graders who remain on a READ plan

### Who is included in the 4-12<sup>th</sup> grade cohort?

- Students who exit 3<sup>rd</sup> grade identified as having an SRD and/or remain on a READ plan at the end of 3<sup>rd</sup> grade are flagged internally through CDE and added to the cohort group

### When does a student exit the cohort?

- Once a student has reached grade level competency (determined locally) they are removed from their READ plan and will be coded with a READ plan status of 0 (no READ plan) which indicates to CDE that they are reading at grade level and the student will be removed from the cohort for the following year

### How has Covid-19 impacted reporting the cohort students?

- Since there was not a data collection in 2020, the cohort list for your district will not have 6<sup>th</sup> graders for the 22-22 data collection

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## What is the 4-12<sup>th</sup> Grade Cohort?

### Where do I find a list of 4-12<sup>th</sup> grade cohort students for my district?



#### Step 1

- In COGNOS, pull the "Student Extract of 4-12<sup>th</sup> Graders with an SRD in the Prior Year"
- Select the current school year

#### Step 2

- Districts will be able to download an Excel file pre-populated with all data fields for the 4-12<sup>th</sup> graders except for the READ Plan field

#### Step 3


- Districts must add the value of READ Plan 0 (no READ plan) or 1 (yes READ plan) to indicate if the student should remain in the cohort or exit the cohort
- Students coded with a READ Plan of 0 (no) will be removed from the cohort

#### Step 4

- Districts will then remove the following columns from the spreadsheet before copying and pasting the data into your K-3 READ file:
  - Entry\_Grade\_Level
  - Prior Year Reporting District

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## 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 <sup>th</sup> 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)

**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? (N=0, Y=1)

**For any student who has never been identified as SRD:**  
Enter 2 “NA” – it is not applicable

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# Data Pipeline



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## Data File Prep



### Create Extracts from your Student Information System

- Data Pipeline accepts .csv, .xls, .xlsx formats
  - .xls & .xlsx are the recommended formats
- If opening file in Excel, please make sure you don't lose leading zeros
  - CDE has a guide to keeping leading zeros here:
- CDE recommends using a file naming convention:
  - Example: 0110\_READ\_05152023
  - Spaces in the file name are not allowed in Data Pipeline

### Update SSA and Student Demographic Files

- Your file corresponds to certain source files from the Student Interchange
- Each student reported for READ must also be included in your SSA and Demographic files and those files must be error free

#### Tip:

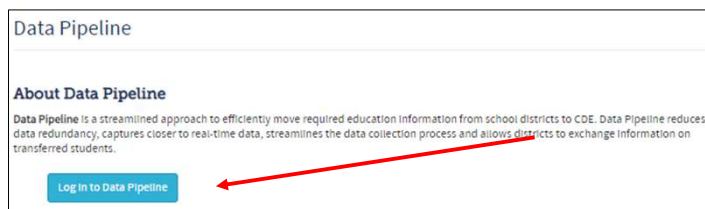
*Reference the READ Spring Assessment File Layout and Definitions document*

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## Accessing the Data Pipeline

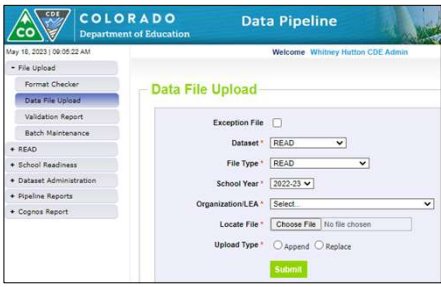


- Data Pipeline is a system that provides a streamlined approach to efficiently move required education information from school districts to the CDE
- Please bookmark the following link to access Data Pipeline <https://www.cde.state.co.us/idm/datapipeline>
- It is recommended that districts upload Excel files into Data Pipeline



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# Uploading Your Data File

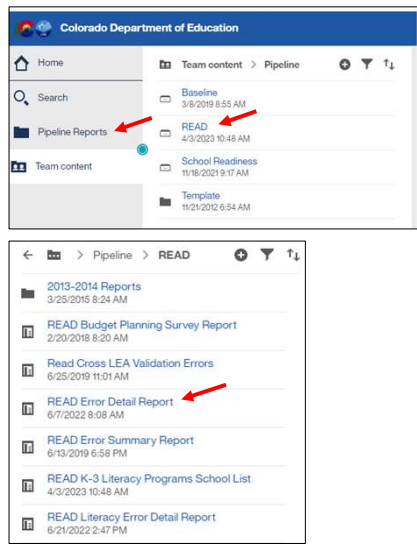


- Click on **File Upload/Data File Upload**
- Select **READ Dataset, READ File Type, School Year, and Organization/LEA**
- Click on **Browse** to locate file
- Select **Replace**
- Click **Submit**
- Successful submission message in green will display across the top and a Batch ID will be created.

\*Email confirmation will be sent once complete

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# Resolving Errors



- Click on **Cognos** report tab
- Click on **READ** in the left-hand menu
- Select the **READ READ Error Detail Report** link
- Select the **2022-23 school year**
- Go to the bottom left-hand corner and click the blue "Finish" button. This will populate a list of validation errors

*This report allows the district respondent to see the READ Spring Assessment errors in the file*

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## Cognos Reports

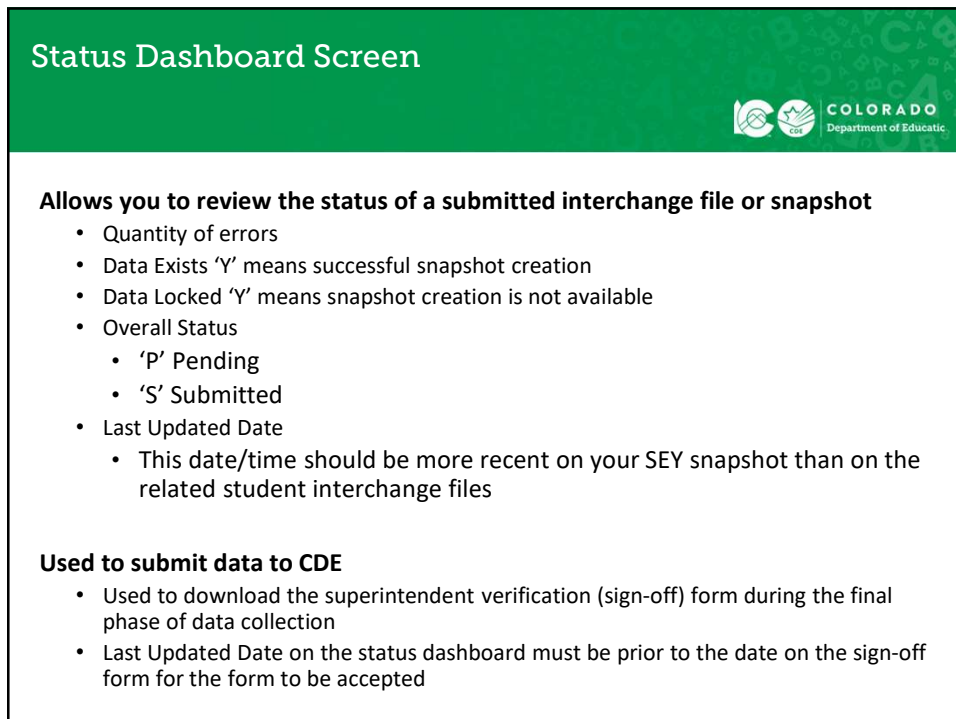


The screenshot shows a list of reports with callouts explaining their content:

- 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<sup>th</sup> 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)

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## Status Dashboard Screen



**Allows you to review the status of a submitted interchange file or snapshot**


- Quantity of errors
- Data Exists 'Y' means successful snapshot creation
- Data Locked 'Y' means snapshot creation is not available
- Overall Status
  - 'P' Pending
  - 'S' Submitted
- Last Updated Date
  - This date/time should be more recent on your SEY snapshot than on the related student interchange files

**Used to submit data to CDE**

- Used to download the superintendent verification (sign-off) form during the final phase of data collection
- Last Updated Date on the status dashboard must be prior to the date on the sign-off form for the form to be accepted

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## Status Dashboard Screen



- File Upload
- READ
- Status Dashboard
- Add Record
- Edit Record
- File Extract Download

### Status Dashboard

File Type: READ
School Year: 2022-23
Organization/LEA: All

Search

Data Exists	Total Records	Validation Errors	Ignore Errors	Overall Status
Y	28	0	N	A

- Once errors are resolved, you need to finalize and lock your data submission
- Click on **READ** in the left-hand menu
- Select **Status Dashboard** tab
- Select the **READ File Type, 2022-23 School Year, and Organization/LEA**
- Click the green **Search** button
- Click the green **Submit to CDE** button
- Download the **READ Verification Form**

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# Common Questions



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## Resolving Errors



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

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## Coding Scenario # 1: ELL Example



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

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## Coding Scenario # 2: Excessive Absences



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

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## Coding Scenario #3: Non-English Proficient



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

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## Coding Scenario #4: Spring Assessment Score At or Above Grade Level



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. 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

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# Questions

Please type your questions into the chat



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## READ Data Collection Office Hours Additional Questions



### Additional Questions:

- For general questions about the CDE-Provided Teacher or Administrator Training options email: [ReadActTraining@cde.state.co.us](mailto:ReadActTraining@cde.state.co.us)
- For READ Act Data Collection questions, email: [READActData@cde.state.co.us](mailto:READActData@cde.state.co.us)
- For all other questions related to the READ Act email: [ReadAct@cde.state.co.us](mailto:ReadAct@cde.state.co.us)

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## Helpful Links



READ Act Main Page:

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

READ Act Data Collections in Pipeline Main Page:

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

READ Act Statute and Rules:

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

Science of Reading Resources:

<https://www.cde.state.co.us/coloradoliteracy/scienceofreadingresources>

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