New K-3 Literacy Program & Assessment Reporting Training

2020-2021

Included Topics

✓ Data Privacy & Security

✓ Purpose

✓ Website Review

✓ Timeline

✓ 2020-21 File Layout and Definitions

✓ Complete Process

✓ Resolving Errors

✓ Cognos Reports

✓ 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 a number of 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

X <u>Do not</u> use PII in trainings, presentations, etc.

X <u>Do not</u> share PII with unauthorized individuals

X <u>Do not</u> share passwords

Purpose of READ Data Collection

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.
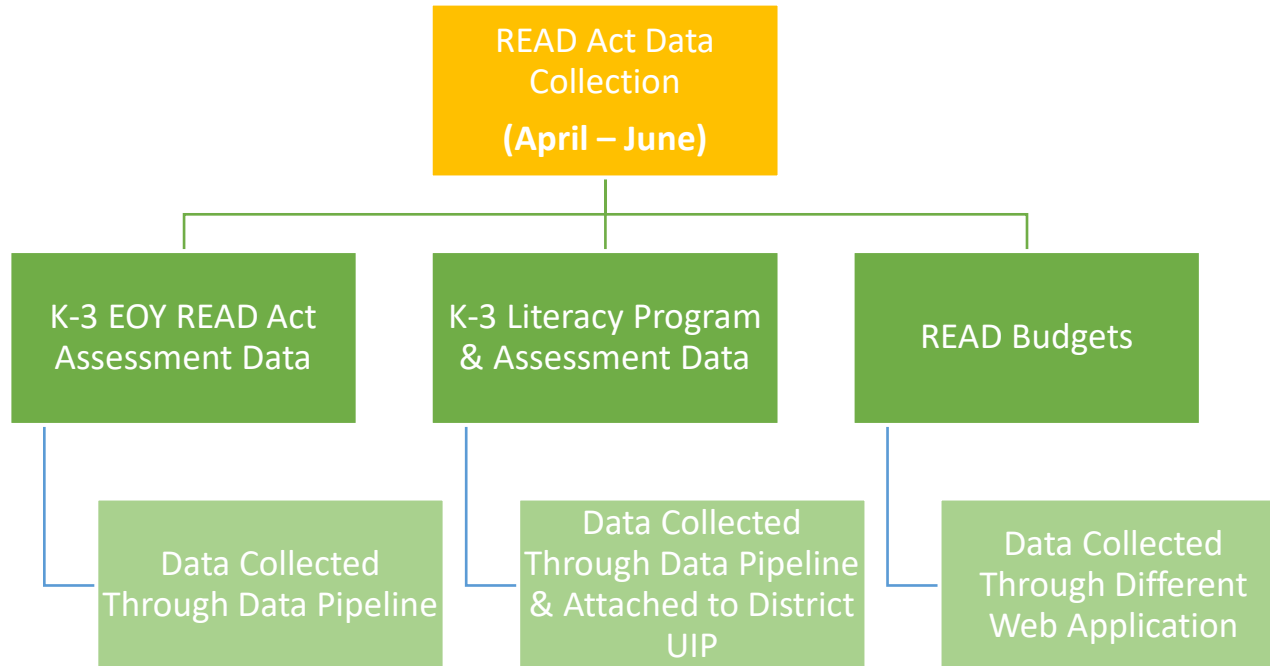
K-3 LITERACY PROGRAM & ASSESSMENT DATA (New)

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

READ Act Data Collection

(April – June)

- K-3 EOY READ Act Assessment Data
  - Data Collected Through Data Pipeline
- K-3 Literacy Program & Assessment Data
  - Data Collected Through Data Pipeline & Attached to District UIP
- READ Budgets
  - Data Collected Through Different Web Application

- In 2019, the SBE and Colorado legislature worked together on several [updates to the READ Act through Senate Bill 19-199](#) (SB 19-199

- The updates emphasized 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)

K-3 Literacy Program & Assessment Reporting

- For the 2020-21 school year, this data is being collected and reported using a template and then attached to a district's UIP

- To alleviate burden on districts and to report more accurate data, we are moving this collection into data pipeline starting this spring

- Districts will upload an additional data file in the READ collection that includes K-3 reading interim and diagnostic assessments, core, supplemental and intervention programs as well as intervention services and supports and a professional development plan if applicable

- Data will be reported at school and grade level

- This data will reflect the district's plan for upcoming 2021-22 school year

Reporting Accurate Data

- Reporting accurate data is the primary goal of the collection
  - This data will be reviewed by legislatures, the State Board of Education, stakeholders and researchers.

- 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

- 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

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

Timeline →

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

File Layouts and Definitions

File Layouts →

- 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

Guidance Docs →

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

Trainings →

- 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

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.

Side Navigation

- 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.

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

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

Click here to Login to the Data Pipeline System

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

Timeline

Timeline

April
- Thursday, April 1st – READ Data Collection Opens

May
- Friday, May 14th – READ data file she 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
- **Wednesday, June 30th – READ Budgets due**

July
- **Tuesday, July 1st – Final Deadline – READ data file must be finalized**
- **Tuesday, July 1st – Final Deadline – K-3 Literacy Program & Assessment file must be finalized**
- Monday, July 26th – Emails sent to data respondents with final SRD numbers for district confirmation

2020-21 Collection Data Elements

2020-21 Data Elements

2020-2021 LEP K-3 Literacy Program Reporting

Purpose: The 2019 updates to the READ Act (SB19-199) require that LEPs report their K-3 instructional literacy programs, interim READ Act assessment and diagnostic assessment by school and grade level (K-3) beginning in the 2020-21 school year with information for the 2021-22 school year. In addition, LEPs that use READ Act money and/or Early Literacy Grant funding for teacher professional development must provide information on how their professional development plan aligns to scientific and evidence-based literacy instruction. This requirement is annual, regardless of whether districts are eligible for biennial UIP flexibility.

Criteria: LEPs are required to the READ Act administered interim and diagnostic assessments along with their core, supplemental, and intervention instructional literacy programs for grades K-3 for each school in their district.

Definitions:
READ Act Interim and Diagnostic Assessments: State Board approved interim reading assessment(s) are given at the beginning and end of the school year to determine if any students have a significant reading deficiency (SRD). State Board approved diagnostic assessment(s) are given to students identified with an SRD for the purpose of identifying the child's specific reading deficit(s).

Core Program - A comprehensive program used to teach initial and differentiated instruction in the classroom. Core reading programs typically encompass both content (curriculum) and strategies (instruction) for teaching the included domains and skills. They provide the instructional priorities, sequence, delivery methods, and materials to articulate how to teach students so they will achieve grade level standards.

Supplemental Program - A program selected to supplement core reading instruction when the core program doesn't provide enough instruction or practice in key areas to meet student needs.

Intervention Program & Supports - Evidence-based reading instruction, services, and other supports for students identified as having a significant reading deficiency or as reading below grade level.

2020-21 Data Elements

Element	Field Length	Remarks
DISTRICT_CODE	4	Ex: 0000
SCHOOL_CODE	4	Ex: 0000
SCHOOL_NAME	60	Ex: 010
ENTRY_GRADE_LEVEL	3	Ex: 010
TEST_READ_1	2	Test Taken Ex: 01
TEST_READ_2	2	Test Taken Ex: 01
DIAGNOSTIC_READ_1	2	Diagnostic Assessment Taken: 01
DIAGNOSTIC_READ_2	2	Diagnostic Assessment Taken: 01
CORE_READ_1	2	Ex: 00, 01, 02
CORE_READ_2	2	Ex: 00, 01, 02
SUPPLEMENTAL_READ_1	2	Ex: 00, 01, 02
SUPPLEMENTAL_READ_2	2	Ex: 00, 01, 02
INTERVENTION_READ_1	2	Ex: 00, 01, 02
INTERVENTION_READ_2	2	Ex: 00, 01, 02
OTHER_SUPPORTS_READ	500	Narrative Explanation
PD_PLAN_READ	500	Narrative Explanation

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.

Grade Level – A unique three-digit code assigned to a grade level.

READ Test – The district-selected READ Act interim assessment administered.

Code	Descriptor
03	PALS
07	Acadience Reading
08	Aimsweb Plus
09	FastBridge
10	iReady
11	ISIP Early Reading English
12	STAR Early Learning
14	ISIP Early Reading Spanish
15	PALS Español
16	IDEL (Indicadores Dinámicos del Éxito en la Lectura)
18	Aimsweb Plus Spanish

READ Diagnostic Assessment – The district-selected READ Act diagnostic assessment administered.

Code	Descriptor
00	No published READ diagnostic assessment in use
01	Acadience Reading
02	Curriculum Associates – i-Ready
03	PALS Espanol
04	PALS Marketplace
05	Pearson – Peabody Picture Vocabulary Test
06	Pearson – Woodcock Reading Mastery Test
07	Renaissance - STAR
08	Test de Covabulario en Imaenes Peabody
09	Woodcock – Munoz LS English

Core Programming – Name of the comprehensive program used to teach initial and differentiated instruction in the classroom.

Code	Descriptor
00	No published core program in use
01	Amplify - CKLA
02	Benchmark Education – Benchmark Advance (2021)
03	Benchmark Education – Benchmark Workshop (2021)
04	Center for Collaborative Classroom – Collaborative Literacy
05	Houghton Mifflin – Into Reading
06	LearnZillion & EL Education – EL Education
07	McGraw Hill – Maravillas (2020)
08	McGraw Hill – Wonders (2017)
09	Zaner Bloser – The Superkids Reading Program
10	Spalding – The Writing Road to Reading

> Pay attention to publication year. Only specified publication years are on the CDE approved list of programming.

Supplemental Programming – Name of program selected to supplement core reading instruction.

Code	Descriptor
00	No published core program in use
01	Achieve 3000 - Smarty Ants
02	Amplify - mCLASS Amplify Reading Edition
03	Carnegie Learning - Mondo Bookshop Phonics 1st Edition
04	Cengage Learning - Reach 2e
05	Center for the Collaborative Classroom - Being a Reader
06	Center on Teaching and Learning - ECRI
07	CR Success - CR Success Reading Program
08	Curriculum Associates - iReady
09	Curriculum Associates - Ready Reading
10	Great Minds - Wit and Wisdom

> Please refer to the File Layout and Definitions document to view full list of supplemental programs.

- Please refer to the [File Layout and Definitions document](#) to view full list of intervention programs.

Intervention Programming – Name of intervention program administered to students identified as having significant reading deficiencies.

Code	Descriptor
00	No published core program in use
01	95% Group - Phonological Awareness, Screener for Intervention, Phonological Awareness PA Lessons Deluxe Kit
02	95% Group - Teaching Blending, Phonics Screeners for Intervention, Phonics Chip Kit, Phonics Lesson Library, Multisyllable Routine Cards
03	95% Group - Vocabulary Surge: Unleashing the Power of Word Parts (Level A & B)
04	Cengage - Reach into Phonics Foundations
05	Center for Collaborative Classroom - SIPPS
06	Center on Teaching and Learning - ECRI
07	CR Success - Prism Reading Program
08	Curriculum Associates - iReady
09	Istation - Istation Reading

Note: if programming used by district is not listed, please contact Whitney for next steps.

Additional Services and Supports – If the intervention supports and services are not captured in the information already provided, please provide a short narrative explanation of any unique intervention implementation practices, supports and/or services (500 character limit).

Professional Development Plan – If your district uses READ funds and/or Early Literacy Grant money to pay for teacher professional development, please provide a narrative description of its PD program. The PD plan should include an overview of PD plan (e.g., monthly staff PD session, followed by individual teacher-coaching) and content of the PD and how it is evidence-based and designed to help teachers support students who are reading below grade level (500 character limit).

Complete Process Overview

How to Upload Data File

Finalizing Steps

- District can pull the Error Detail Report in Cognos to verify that data file is error free
  - Errors should be limited. Business rules will only check for correct coding and that all elementary schools and K-3 grades are included

- 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

READ Collection Resources

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