

2019-2020 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:

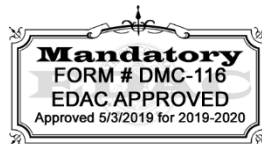
Create and submit records for all students who:

- 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 2019-2020 school year, include students enrolled in grades K-3 on the date of data submission and 4-10th grade cohort students pulled from the Student Extract of 4-12th Graders Identified with an SRD in the Prior Year report in Cognos

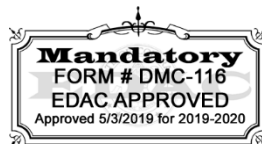
The records submitted will be joined with data from the Student tables.

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



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Element	Field Length	Source Interchange	Source File	Remarks
DISTRICT_CODE	4	Not Applicable	READ File	Ex: 0000
SCHOOL_CODE	4	Not Applicable	READ File	Ex: 0000
SASID	10	Not Applicable	READ File	Ex: 1234567890
LAST_NAME_STUDENT	30	Not Applicable	READ File	Student's Last Name
FIRST_NAME_STUDENT	30	Not Applicable	READ File	Student's First Name
GENDER_STUDENT	2	Not Applicable	READ File	Student's Gender (01 or 02)
BIRTH_DATE_STUDENT	8	Not Applicable	READ File	Ex: MMDDYYYY
READ_PLAN	1	Not Applicable	READ File	Ex: 0, 1, 2
STUDENT_STATUS_READ	1	Not Applicable	READ File	Ex: 1, 2, 3
TEST_READ	2	Not Applicable	READ File	Test Taken Ex: 01
SCORE_READ	4	Not Applicable	READ File	Range Dependent on Test Taken
TEST_DATE_READ	8	Not Applicable	READ File	MMDDYYYY
RECOMMEND_RETENTION_READ	1	Not Applicable	READ File	Ex: 0, 1, 2
RETAINED_READ	1	Not Applicable	READ File	Ex: 0, 1, 2
KINDERGARTEN_READ	1	Not Applicable	READ File	No =0 Yes =1
SUMMER_SCHOOL_READ	1	Not Applicable	READ File	No =0 Yes =1
TUTOR_READ	1	Not Applicable	READ File	No =0 Yes =1
INTERVENTION_SERVICES_READ	1	Not Applicable	READ File	No =0 Yes =1
TOTAL FILE LENGTH FOR SUBMISSION = 110				
DO NOT INCLUDE THE NEXT THREE ELEMENTS IN YOUR FILE – THESE ARE INTERNAL CHECKS OR INFORMATION FROM THE INTERCHANGE				
COHORT_READ				
COHORT_READ_GRADE3	1	Internal Flag		Cohort established upon completion of third grade
ENTRY_GRADE_LEVEL	3	School Student Association File	School Student Association File	Ex: 030 = 3 rd grade



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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 –

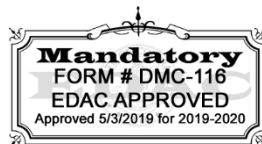
Code	Descriptor
01	Female
02	Male

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

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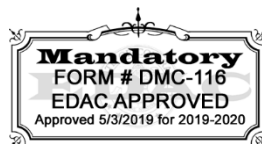


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READ Status – Does this child have a significant reading deficiency? Required for all K-3 students. Districts should attempt to assess all K-3 students. All K-3 students enrolled on the date of submission will need to be reported in this collection.

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 2019-2020 school year, 4th, 5th, 6th, 7th, 8th, 9th and 10th 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

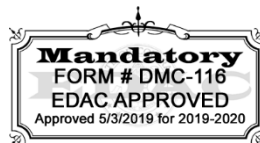


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READ Test – The district-selected READ assessment. *Required for students in grades K-3. Students in grades 4-12th will be coded with READ test of 00*

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 (formally known as DIBELS Next)
08	Aimsweb (Not applicable for 2019-20 school year)
09	Formative Assessment System for Teachers (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

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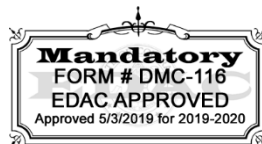


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READ Score – The K-3 student’s three digit score on the end of year READ assessment. Do not enter a score of 0000 unless the student actually scored a 0 on the assessment.

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 aimsweb (Not applicable for 2019-20 school year)	0000 – 0298	Kindergarten = “NWF” Score 1st – 3rd grade = “WRC” Score
09 FAST aReading	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”
17 Student met fall grade	7777 (Place holder)	

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level competency definition		
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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. 05132020). Enter the same testing date for 3rd grade cohort students. Do not zero fill.

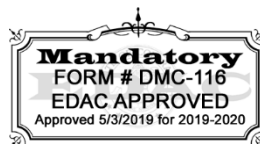
Recommended Retention – Was there a recommendation that the child not advance to the next grade level **based on a significant reading deficiency (READ Status =2)?** All K- 3rd students with a READ status of 0, 1, or 4 must have Recommended Retention equal 2. All 3rd grade cohort students (regardless 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

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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~~ (No longer applicable)

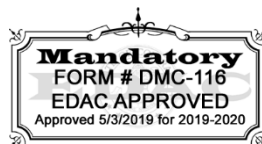
Code	Descriptor
0	No
1	Yes

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



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

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