

# Intensive Reading Instruction – Student Database Reporting Requirements – 2013-14

## ***Purpose***

This technical assistance paper provides information about the Automated Student and Staff Database reporting requirements regarding students and teachers involved in reading intervention instruction during 2013-14.

These data are required by the K-12 Comprehensive Reading Plan (as indicated in s.1011.62(9), F.S., and Rule 6A-6.053, FAC).

Specific Automated Student and Staff Database reporting elements, formats and edits for the 2013-14 school year are published on the web at the following address: <http://www.fldoe.org/eias/dataweb/default.asp>. The deadlines and reporting survey periods are listed in the attachment entitled Survey Dates.

## **Reporting Progress Monitoring Data**

### **1. How do we report K-12 student progress monitoring data?**

All students who are targeted for reading intervention, whether in a self-contained classroom, reading course or content area course, must have their progress monitored three times per year using the assessment identified in the approved K-12 Comprehensive Reading Plan. Schools that are not using the Florida Assessments for Instruction in Reading (FAIR), which enters data directly into the Progress Monitoring and Reporting Network (PMRN), must report assessment data via the 2013-14 Automated Student Database System, which is equipped to receive the progress monitoring measures listed in your approved K-12 Comprehensive Reading Plan.

The format used to report this data is the Student Assessment format which is reported in October 2013 (survey period 2), February 2014 (survey period 3) and August 2014 (survey period 5). The following individual student information is reported on this format: district number, school number, student identification number, survey period, year, test name, test publication year, test date, test subject content, test form, test level, test score type 1, test score 1, test score type 2, test score 2.

### **2. What Test Name, Test Subject Content, and Test Score Type codes should be used?**

Codes for progress monitoring assessment instruments listed in approved district K-12 Comprehensive Reading Plans are found in Appendix I, the Test Name Table, in the Automated Student Information System 2013-14 documentation on the web.

Refer to Appendix L in the Student Information System Database Manuals to determine the Test Subject Content code for each progress monitoring assessment instrument.

Refer to the Test Score Type data element definition/domain for the codes and definitions for reporting specific test score types.

Appendices I, L and the Score Type data element definition table are attached to this technical assistance paper for your convenience and can be accessed on the web at [http://www.fldoe.org/eias/dataweb/student\\_1314.asp](http://www.fldoe.org/eias/dataweb/student_1314.asp).

### **3. What information is needed to appropriately code the Florida Oral Reading Fluency (FORF) and MAZE assessments for progress monitoring?**

Report the following information for the FORF:

Test Name code: FOR

Test Publication Year: 2005

Test Subject Content code: Oral Reading Fluency – code O1

Test Form: A

Test Level: Grade level of student

Test Score Type: Raw Score – code RS

Report the following information for the MAZE:

Test Name code: MAZ

Test Publication Year: 2005

Test Subject Content code: Reading Comprehension – code 11

Test Form: A

Test Level: Grade level of student

Test Score Type: Raw Score – code RS

### **4. What information is needed to appropriately code a Lexile or SRI score?**

Report the following information:

Test Name code: SRI (Scholastic Reading Inventory)

Test Publication Year: 2006

Test Subject Content code: Reading – code 09

Test Form: A

Test Level: Grade level of student

Test Score Type 1: Lexile Score (LX)

Test Score Type 2: National Percentile (NP)

**Note: Districts are not required to report Lexile scores unless the progress monitoring measure listed in the district’s approved K-12 Comprehensive Reading Plan reports Lexiles.**

### **5. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is not being supported by the PMRN; therefore, if a school is using DIBELS, data must be reported to the Automated Student Database System. What data is required to be reported to the Automated Student Database System?**

Most elementary schools are using FAIR as their progress monitoring assessment. If a district is using DIBELS, the district needs to report it to the Automated Student Database System. Schools will report all raw data from all administered DIBELS subtests.

Following is a list of subtests and Test Subject Content codes that should be reported to the Automated Student Database System by grade:

**Kindergarten**

Initial Sounds Fluency (Assessment 1, 2) – code DI  
Letter Naming Fluency (Assessment 1, 2, 3) – code DL  
Phoneme Segmentation Fluency (Assessment 2, 3) – code DP  
Nonsense Word Fluency (Assessment 2, 3) – code DN

**First Grade**

Letter Naming Fluency (Assessment 1) – code DL  
Phoneme Segmentation Fluency (Assessment 1, 2, 3) – code DP  
Nonsense Word Fluency (Assessment 1, 2, 3) – code DN  
Oral Reading Fluency (Assessment 1, 2, 3) – code DO

**Second Grade**

Nonsense Word Fluency (Assessment 1, 2, 3) – code DN  
Oral Reading Fluency (Assessment 1, 2, 3) – code DO

**Third Grade**

Oral Reading Fluency (Assessment 1, 2, 3) – code DO

**Fourth Grade**

Oral Reading Fluency (Assessment 1, 2, 3) – code DO

**Fifth Grade**

Oral Reading Fluency (Assessment 1, 2, 3) – code DO

**6. What information is needed if our district would like to report FAIR scores to the Automated Student Database.**

It is not necessary that this information be reported to the Automated Student Database as it is sent automatically to the Progress Monitoring and Reporting Network (PMRN). However, if the district would like to submit scores to the Automated Student Database, they may do so with the following codes:

**Name of Assessment: Florida Assessments for Instruction in Reading (FAIR)  
Grades K-2- code FAI**

Subtests:

Test Subject Content code –Broad Screen – code SN  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Probability of Success (PS)

Test Subject Content code – Reading Comprehension – code 11  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student

Test Score Type: Raw Score/Comprehension Explicit (CE)  
Raw Score/Comprehension Implicit (CI)  
Raw Score/Fluency - Correct Words per Minute (WM)  
Percent Accuracy (PA) Raw Score Grade of Final Passage (GP)  
Passage Number (PN)  
Target Passage Number (TP)

Test Subject Content code – Word/Phonic Attack/Analysis – code 13  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Florida Percentile (FP)  
Raw Score (RS)

Test Subject Content code – Vocabulary – code 12  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Florida Percentile (FP)  
Raw Score (RS)

**Name of Assessment: 3-12 Florida Assessments for Instruction in Reading (FAIR)  
- code FAR**

Subtests:

Test Subject Content code – Reading Comprehension – code 11  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: FCAT Success Probability (PS) – will not be available until at  
least Assessment Period 2  
Florida Percentile (FP)  
Lexile (LX)  
Standard Score (ST)  
Developmental Score (DS) (this is the reported Ability Score)

Test Subject Content code – Vocabulary – code 12  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Achievement Level (AL)

Test Subject Content code – Reading Application – code F5  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Achievement Level (AL)

Test Subject Content code – Reading Process – code F6  
Test Publication Year: 2009

Test Form: A  
Test Level: Grade level of student  
Test Score Type: Achievement Level (AL)

Test Subject Content code – Informational Text/Research Process – code F7  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Achievement Level (AL)

Test Subject Content code – Word Meaning – code WR  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Florida Percentile (FP)  
Standard Score (ST)  
Developmental Score (DS) (this is the reported Adjusted MAZE Score)

Test Subject Content code – Word/Phonic Attack/Analysis - code 13  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Florida Percentile (FP)  
Standard Score (ST)  
Developmental Score (DS) (this is the reported Ability Score)

**Name of Assessment: 3-12 Scaffolded Discussion Template - code SDT**

Test Subject Content code – Comprehension – code 11  
Test Publication Year: 2009  
Test Form: A  
Test Level: Grade level of student  
Test Score Type: Raw Score (RS)  
Raw Score/fluency-correct words per minute- (WM)

**Reporting Reading Intervention Courses for Secondary Students**

**7. How do we report the enrollment of secondary students in reading intervention classes?**

All courses used for reading intervention (whether a reading course or a content area course) must be coded for students in grades 6-10 scoring Level 1 or Level 2 and students in grades 11 and 12 who have not achieved a score of 1926 or higher on the FCAT 2.0 Reading, using the appropriate indicator code on the Reading Intervention Component element on the Student Course Schedule format for the student. Note that this coding also applies to sixth graders in the elementary setting.

Districts may use flexibility to provide reading intervention to students who have met the graduation requirement in reading with a score of Level 2 on FCAT 2.0 Reading (or a

concordant score) as noted in Rule 6A-6.054(3)(e), FAC. This flexibility allows districts to serve these students in a content area course and does not require the teacher of the course to be reading endorsed, reading certified or to have completed Content Area Reading Professional Development, but the teacher should be knowledgeable in providing reading strategies. The code "F" is used to indicate that a district is using the flexibility noted above to provide reading intervention and applies to students in grade levels 11 and 12 only.

Districts may provide extended time in reading intervention to a student in grades 6-12 before school, after school or at another time during the school day according to Rule 6A-6.054(3)(e), FAC. The code "E" is used to reflect this for a student. A copy of this element is attached and may be accessed on the web at [http://www.fldoe.org/eias/dataweb/database\\_1314/168521.pdf](http://www.fldoe.org/eias/dataweb/database_1314/168521.pdf).

This data element provides a method of distinguishing the course in which a student's reading intervention is occurring when an 11<sup>th</sup> or 12<sup>th</sup> grade student who has met graduation requirements through a Level 2 or concordant score is being served in a content area class.

Note: The following course codes must be used to provide reading intervention to secondary students who are not receiving intervention through a content area course:

- Grades 6-8

1000000 M/J INTENSIVE LANGUAGE ARTS  
1000010 M/J INTENSIVE READING  
1000020 M/J INTENSIVE READING & CAREER PLANNING  
1002180 M/J DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (R)  
7810020 READING 6-8

- Grades 9-12

1000400 INTENSIVE LANGUAGE ARTS  
1000410 INTENSIVE READING  
7910100 READING: 9-12  
1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (R)  
7910400 LIFE SKILLS READING: 9-12  
1001405 ENGLISH 4; FLORIDA COLLEGE PREP (only for students scoring at Level 2)  
1008350 READING FOR COLLEGE SUCCESS

**8. Do we have to indicate whether a student is an efficient reader who requires one period of reading intervention or a reader with decoding or text reading efficiency issues who requires additional instructional time?**

Yes. State Board Rule 6A-6.054 requires grades 6-12 students who have decoding or text reading efficiency issues to receive additional instructional time to work on those issues as well as comprehension and vocabulary. Districts choose the assessment(s) used to determine student needs and set the cut-scores to distinguish students who are efficient readers who do not have decoding issues from students who do not read efficiently and have problems decoding text. In order to determine whether students are receiving appropriate instruction, the status of students must be reported. The data

element (Reading Fluency) is used to report the status of students. For this element, a code of “F” is used for students who read efficiently and who do not have decoding issues and “D” for students who do not read efficiently and have problems with decoding. A copy of this data element is attached and may be accessed on the web at [http://www.fldoe.org/eias/dataweb/database\\_1314/168273.pdf](http://www.fldoe.org/eias/dataweb/database_1314/168273.pdf).

**9. Do we have to indicate if a student scored at Level 1 or Level 2 on FCAT 2.0 Reading but is receiving a one-year exemption from the reading remediation requirement?**

Yes; however, the exemption is no longer available to middle school students under s. 1003.4156, F.S. Senate Bill 1076 revised the law to provide the opportunity for students who score at Level 1 to be served in a content area course. It also removed the opportunity for middle school students to receive a one-year exemption. Similarly, s. 1003.4282, F.S. mirrors this language for students in the ninth grade cohort for 2013-14, so removed the option of a one-year exemption. Section 1003.428(2)(b)2, F.S. is still in effect for high school students in grades 10-12 and states, “A high school student who scores at Level 1 or Level 2 on FCAT 2.0 Reading but who did not score below Level 3 in the previous 3 years may be granted a one-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.”

The data element (Reading Fluency) is used to report the status of students. For this element, a code of “W” is used for students who have received the one-year exemption during the 2012-13 school year. A copy of this data element is attached and may be accessed on the web at [http://www.fldoe.org/eias/dataweb/database\\_1314/168273.pdf](http://www.fldoe.org/eias/dataweb/database_1314/168273.pdf).

**Reporting Reading Intervention Courses for Elementary Students**

**10. How do we report students receiving intensive intervention at the elementary level?**

At the elementary level, a student not meeting grade level expectations, including students scoring a Level 1 or Level 2 on FCAT, will receive daily immediate intensive intervention. Students identified as having a reading deficiency are grouped and regrouped based on their ongoing needs; therefore, as students make progress, their needs for intensive intervention may change, and they may even move in and out of intensive intervention.

For reporting purposes, once a student is identified as having a reading deficiency, the course in which the student receives intensive intervention is coded using the appropriate indicator code on the Reading Intervention Component element.

**11. What course code would be used to capture the intensive intervention provided to identified students?**

At the elementary level, there are many courses in which students identified as having a reading difficulty could receive intensive intervention. Students may be served in the

general education classroom or other setting where the intensive intervention is provided.

For reporting purposes, once a student is identified as having a reading deficiency, the course in which the student receives intensive intervention will need to be coded and remain the same code for the entire school year, unless, of course, the setting changes. The following are examples of courses that may apply:

- 5010010 ESOL Elementary
- 5010041 Lang Arts Grade K
- 5010042 Lang Arts Grade 1
- 5010043 Lang Arts Grade 2
- 5010044 Lang Arts Grade 3
- 5010045 Lang Arts Grade 4
- 5010046 Lang Arts Grade 5
- 5010020 Functional Basic Skills in Reading Elementary or an appropriate ESE course

### **Staff Status Reporting**

#### **12. How do we report the reading intervention teachers' and reading/literacy coaches' status towards reading endorsement or K-12 reading certification?**

All 6-12 teachers who are providing reading intervention through a reading course must have or be working towards reading endorsement or K-12 reading certification. In addition, reading/literacy coaches, regardless of the grade levels they serve, must also have or be working towards reading endorsement or K-12 reading certification. Teachers providing reading intervention through a content area course in grades 6-12 must have completed Content Area Reading Professional Development (CAR-PD) although they may provide intervention during the practicum. The one exception is the sixth grade teacher who is certified in elementary education and is teaching reading. That teacher is highly qualified to teach reading to sixth grade students and does not need the reading endorsement, K-12 reading certification or CAR-PD. Teachers who have enrolled in Next Generation Content Area Professional Development (NGCAR-PD) may serve students immediately if the district permits. If a teacher has completed CAR-PD, it is not necessary that she/he receive NGCAR-PD to continue serving students.

The reading endorsement was revised and adopted by the State Board of Education in 2011 with implementation of the new endorsement beginning in August 2012. Teachers who have completed competencies under the old endorsement will not be required to repeat their coursework. Courses taken after August of 2012 should meet the new competencies and indicators. It is possible that a teacher would complete some competencies under the old endorsement and finish under the 2011 endorsement. The 2011 endorsement combines Competencies 4 and 5 to create a new Competency 4 and Competency 5 has become the practicum. Educators who were endorsed through the prior reading endorsement are still reading endorsed.

The progress of reading intervention teachers and reading/literacy coaches towards reading endorsement or K-12 reading certification is reported via the Automated Staff Database System. State Board Rule 6A-6.053, FAC, requires that reading/literacy coaches be reading endorsed or K-12 certified in the area of reading, or working toward



that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) in-service hours each or six (6) semester hours of college coursework in reading per year. Reading intervention teacher and reading/literacy coach progress must be reported in the six Reading Endorsement Competency elements and the five new 2011 Reading Endorsement Competency elements on the Staff Demographic Information format during surveys 2 (October 2013), 3 (February 2014) and 5 (August 2014). A code must be entered for all eleven of these elements.

Coding Example #1 Teacher A has completed the entire reading endorsement prior to August of 2012:

Competency 1	Y
Competency 2	Y
Competency 3	Y
Competency 4	Y
Competency 5	Y
Competency 6	Y
Competency 1 (adopted 2011)	N
Competency 2 (adopted 2011)	N
Competency 3(adopted 2011)	N
Competency 4 (adopted 2011)	N
Competency 5 (adopted 2011)	N

Coding Example #2 Teacher B has completed Competency 1 and Competency 2 under the old endorsement and Competency 3 under the 2011 endorsement:

Competency 1	Y
Competency 2	Y
Competency 3	N
Competency 4	N
Competency 5	N
Competency 6	N
Competency 1 (adopted 2011)	N
Competency 2 (adopted 2011)	N
Competency 3(adopted 2011)	Y
Competency 4 (adopted 2011)	N
Competency 5 (adopted 2011)	N

**13. How do we report the content area reading intervention teachers’ status pertaining to completion of Content Area Reading Intervention Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD)?**

Please note that there is also a code for teachers who have completed Content Area Reading Professional Development (CAR-PD) including the practicum and Next Generation Content Area Reading Professional Development (NGCAR-PD). Teachers who have completed CAR-PD should be coded “C” in each data element entitled Reading Endorsement Competency 1 through 6 and Competency 1 through 5 (adopted 2011). Please code these **after** the teacher has completed the entire professional development. Teachers who have begun NGCAR-PD should be coded “G” in each data element entitled Reading Endorsement Competency 1 through 6 and Competency 1

through 5 (adopted 2011). Contrary to teachers who are completing CAR-PD, who should not be coded until after they have completed the professional development, teachers should be coded “G” as soon as they begin NGCAR-PD. They may begin serving students who scored at Level 2 on FCAT 2.0 Reading and do not have text reading efficiency or decoding issues immediately if the district permits. These elements are located at the following link:

[http://www.fldoe.org/eias/dataweb/database\\_1314/216915.pdf](http://www.fldoe.org/eias/dataweb/database_1314/216915.pdf). The Reading Endorsement Competency 1 element is attached for your convenience.

#### **14. How do we report progress towards reading endorsement/K-12 reading certification for reading/literacy coaches at the elementary level?**

Reading/literacy coaches working towards reading endorsement or K-12 reading certification must be reported through the Automated Staff Database System using the six Reading Endorsement Competency elements as well as the five new Reading Endorsement Competency elements. The progress of Reading/literacy coaches should be reported during surveys 2 (October 2013), 3 (February 2014) and 5 (August 2014).

#### **15. How do we report elementary and secondary school teachers who are not providing reading intervention?**

All teachers not providing reading intervention should be coded Z - Not applicable for each of the Reading Endorsement data elements including Competencies 1 through 6 and Competencies 1 through 5 (adopted 2011). This would also include anyone who is not an instructional employee and any instructional staff member for whom this is not required/applicable.

### **Available Reports**

#### **16. Are there any reports we can request to review our data?**

Yes, the following reports may be requested from the Information Services office in the district:

##### **Student Data Reports**

F70844 – Reading Intervention Counts by Grade

F70987 – KG-5 Students with < 450 Minutes per Week of Reading

##### **Staff Data Reports**

F70827 - Reading Endorsement Competencies Report-Teachers

F70828 - Reading Endorsement Competencies Report-Reading Coaches

Please note these are not web based reports and must be requested.