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TECHNICAL ASSISTANCE PAPER

Intensive Reading Instruction – Student Data Base Reporting Requirements - 2007-08

Purpose

This technical assistance paper provides information about the Automated Student and Staff Data Base reporting requirements regarding students and teachers involved in reading intervention instruction during 2007-08.

These data are required by the K-12 Comprehensive Reading Plan (as indicated in s.1001.215, F.S.).

Specific Automated Student and Staff Data Base reporting elements, formats and edits for the 2007-08 year are published on the web at the following address: <http://www.fldoe.org/eias>. 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 to four times per year using the assessment identified in the approved K-12 Comprehensive Reading Plan. Schools that are not using the Progress Monitoring and Reporting Network (PMRN) to report student data must report this assessment data via the 2007-08 Automated Student Data Base system, which is equipped to receive the progress monitoring measures listed in the district's approved K-12 Comprehensive Reading Plan.

The format used to report this data is the Student Assessment format which is reported in October, 2007 (survey period 2), February 2008 (survey period 3) and August, 2008 (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 for the Automated Student Information System 2007–08 found at http://www.fldoe.org/eias/dataweb/student_0708.asp.

Refer to Appendix L in the Student Information System Data Base Manuals to determine the test subject content code for each progress monitoring assessment instrument. This appendix can be found at: http://www.fldoe.org/eias/dataweb/student_0708.asp.

Refer to the Test Score Type data element definition/domain for the codes and definitions for reporting specific test score types. This data element definition table can be found at: http://www.fldoe.org/eias/dataweb/student_0708.asp.

Appendices I, L, and the Test Score Type data element definition table are attached to this technical assistance paper for your convenience.

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

Note: FORF scores may be reported through the PMRN for all schools serving grades 6-12 for the 2007-08 school year.

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 Comprehension – code 11

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 this is the progress monitoring measure listed in your approved K-12 Comprehensive Reading Plan.

5. If Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is being administered, but schools chose not to report DIBELS data to the PMRN, what data is required to be reported to the Automated Student Data Base System?

Many elementary schools use DIBELS as their progress monitoring assessment. If schools choose not to report their DIBELS data to the PMRN, they need to report it to the Automated Student Data Base System in the same form they would if reporting to the PMRN. This means schools will report all raw data from all administered DIBELS subtests.

Following is a list of subtests and Test Subject Content codes for each grade level that should be reported to the Automated Student Data Base System:

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

Reporting Reading Intervention Courses for Secondary Students

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

All 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 in reading must receive reading intervention. All courses used for reading intervention (whether provided in a reading course or a content area course) must be coded for these students 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 6th graders in the elementary setting. A copy of this element is attached and may be accessed on the web at http://www.fldoe.org/eias/dataweb/student_0708.asp.

This data element provides a method of identifying the course in which a student's reading intervention is occurring, especially when a Level 2 student 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 (MC)
7810020 READING: 6-8**

- **Grades 9-12**

**1000400 INTENSIVE LANGUAGE ARTS
1000410 INTENSIVE READING
7910100 READING: 9-12
1002380 DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL
7910400 LIFE SKILLS READING: 9-12**

7. How can I check to see if what the Department has in the Student Data Base is correct for my district?

To review the information for students in Reading Intervention courses for your district, ask your MIS office to request report F70884. This report shows the number of students in Reading Intervention courses for each grade level at each school in the district.

Reporting Reading Intervention Courses for Elementary Students

8. 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 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. This code should remain for the student in the course for the entire school year.

9. 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 a self contained classroom, an Exceptional Student Education (ESE) classroom or through intensive intervention in their reading class.

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:

5200030 Ungraded Elementary
5010050 Reading/Elementary
5100060 Kindergarten self contained
5100070 First grade self contained
5100080 Second grade self contained
5100090 Third grade self contained
5100100 Fourth grade self contained
5100110 Fifth grade self contained
5010010 ESOL Elementary

5010040 Language Arts Elementary

5010020 Functional Basic Skills in Reading Elementary or an appropriate ESE course

Staff Status Reporting

10. How do we report the reading intervention teachers' and reading/literacy coaches' status towards endorsement or certification?

All 6-12 teachers who are providing reading intervention, whether through a reading course or a content area course, must be working towards reading endorsement, certification or completion of Content Area Reading Professional Development (CAR-PD). 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 6th grade students and does not need the reading endorsement, K-12 reading coverage, or CAR-PD.

The progress of reading intervention teachers and reading/literacy coaches towards reading endorsement or certification is reported via the Automated Staff Data Base System. Reading intervention teacher and reading/literacy coach progress should be reported in the six Reading Endorsement Competency elements on the Staff Demographic Information format during surveys 2 (October 2007), 3 (February 2008), and 5 (August 2008).

These elements are located at the following link:

http://www.fldoe.org/eias/dataweb/staff_0708.asp. The Reading Endorsement Competency 1 element is attached for your convenience.

Please note that there is also a code for teachers who have completed Content Area Reading Professional Development (CAR-PD). These teachers should be coded C in each of the six Reading Endorsement Competency elements.

11. How do we report progress towards endorsement/certification for reading/literacy coaches at the elementary level?

Reading/literacy coaches working towards these credentials must be reported through the Automated Staff Data Base System using the six Reading Endorsement Competency elements. Reading coach progress should be reported during surveys 2 (October 2007), 3 (February 2008), and 5 (August 2008).

12. 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 Competency data elements. This would also

include anyone who is not an instructional employee or any instructional staff member for whom this is not required/applicable.

13. Would a content area teacher who is not working on CAR-PD, reading endorsement, or reading certification but is providing reading intervention for Level 2 students be considered out-of-field for the subject area? For example, if a social studies teacher, who is certified in social studies, is providing reading intervention in a social studies class, would this teacher be considered out-of-field for social studies?

No, this teacher is not out-of-field for social studies according to the requirements of the Course Code Directory. However, this teacher would not be in compliance with the requirements of the district's K-12 Comprehensive Reading Plan required in s. 1011.62(9), F.S.

14. Which job codes should be used to report Reading Coaches on the Staff Data Base?

Use the following job codes to designate that a staff member is performing the duties of a reading coach (regardless of the staff member's actual job title in the district).

64021 Reading Coach, Elementary
64022 Reading Coach, Middle/Junior
64023 Reading Coach, Senior High