



Student Biographical Data (SBD) Process Manual 2024-2025

ACCESS for ELLs

ACCESS for ELLs Alternate

Colorado PSAT/SAT

Colorado Measures of Academic Success (CMAS): Mathematics, ELA, CSLA, Science, Social Studies

Colorado Alternate (CoAlt): Science and Social Studies

Colorado Alternate (CoAlt): English Language Arts and Mathematics (DLM)

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Table of Contents

Contents

Introduction	3
Data Pipeline	4
SBD Support Helpdesk	4
Step by Step SBD Guide	6
Step 1: Review Collection Documentation	6
Step 2: Log in to Data Pipeline	7
Step 3: Download a Vendor SBD Data Extract	8
Step 4: Upload Data Files	9
Step 5: Review Errors and Warnings	10
Step 6: Correct Data Errors	12
Step 7: Data Validation	13
Step 8: Submit SBD Data	14
Moving Students	16
Invalidations	16
COGNOS Reports	17
Troubleshooting	19
Uses in Accountability	20

Introduction

The purpose of this manual is to provide District Data Respondents with an overview of the Data Pipeline Student Biographical Data (SBD) review process, general instructions for completing an SBD review, and guidelines for best practices.

What is the SBD Review?

SBD reviews provide districts with a final opportunity to verify the accuracy of student level demographic and testing administration data prior to public reporting and accountability calculations. The data being reviewed during SBD comes from the systems of the vendors who administer the assessment. In most cases, districts have the opportunity to clean and review data in the vendor system during the testing window. SBD review gives a final opportunity to review the data within the CDE Data Pipeline system and provides additional checks such as State Student Identifier validation.

Once the review is complete, the data for districts that completed their review are updated and loaded back into the vendor system. The updated data are then used in the final data files and reports, as well as in public reporting and accountability calculations (additional details on how this data is used for accountability calculations is included in the “Uses in Accountability” section beginning on page 19).

SBD Collections

In the 2024-2025 school year, there will be four Data Pipeline Assessment collections, each associated with a current state assessment. Tentative SBD dates for each assessment are included in Table 1 below; these dates are subject to change.

Records for assessments that are covered in the same collection will appear in the same data file.

Table 1. Tentative Dates for SBD Review Windows

	Assessment	SBD Review Window
1	ACCESS for ELLs® ACCESS for ELLs Alternate	March 17 – 26, 2025
2	Colorado PSAT/SAT	May 13 – 21, 2025
3	Colorado Measures of Academic Success (CMAS): Mathematics, ELA, CSLA, Science and Social Studies Colorado Alternate (CoAlt): Science and Social Studies	May 15 – 28, 2025
4	Colorado Alternate (CoAlt): English Language Arts and Mathematics (Dynamic Learning Maps)	May 28 – June 4, 2025

Changes for the 2024-25 SBD Cycle

For all collections in 2024-2025 there is no option for indicating student with extenuating education circumstances. Those codes and guidance for applying them was specifically to handle the unique migrant situation faced in 2023-2024 and is not continuing for 2024-2025. This guidance and associated Not Tested codes have been removed from all collections.

For the SAT collection, the process of updating Responsible District and School has been changed to match the CMAS and ACCESS collection process. College Board introduced an online vendor data management system in 2023-2024 that allows districts to handle student transfers and requires students to be registered in the correct

district and school to test in the School Day administration. Last year, it was clear that very few students were in the incorrect district in the SBD file, so we have removed the more labor intensive process for verifying enrollment and are using a failsafe process for the few cases that to need to be moved.

For the CMAS SBD collection, Social Studies assessments were reinstated for 2024-2025. If there were schools in your district that were selected for participation you will see these records in the CMAS SBD for both general and alternate students. The test codes for Social Studies have been added to the file layout document.

For the DLM SBD collection, the only change for 2024-2025 is the removal of the 10002 special circumstances code.

Data Pipeline

Accessing Data Pipeline Collections

Data Pipeline is accessed through CDE's Identity Management System (<https://cdeapps.cde.state.co.us/index.html>). Passwords and access to collections are managed at the district level by a Local Access Manager (LAM). The LAM provides a user with access to Data Pipeline collections and assigns user roles. If there are issues with the LAM providing access to users for the SBD collections, they should complete and submit the [LAM Assistance Request Form](#) or contact Data Pipeline Support. Assessment Division staff cannot provide access to collections for district users.

If you log in to Data Pipeline and do not see the SBD Collection in the menu on the left side of the screen, contact your LAM and ask them to give you access to the appropriate group:

- **ACC:** ACCESS for ELLs
- **CMS:** CMAS/CoAlt: Science and Social Studies and CMAS: Mathematics, ELA and CSLA
- **DLM:** CoAlt: Alternate ELA and Mathematics (DLM)
- **SAT:** CO PSAT/SAT.

Data Pipeline Assessment collections have three possible user roles:

- **LEA Viewer:** Can only view the data and reports
- **LEA User:** Has the same permissions as the LEA viewer plus can download, edit, and upload data
- **LEA Approver:** Has the same permissions as the LEA user plus can approve data

A user can only have one of the above roles for each collection, but may have different roles across collections. Each SBD collection will require a user to be given the **LEA Approver** role in order to approve and complete the collection.

SBD Support Helpdesk

CDE provides a general SBD Support phone number and email address that should be used as the point of contact for all SBD collections. Members of the Assessment Division, Accountability Unit, and Information Management Systems Unit will be available to provide assistance.

Email Address: sbdsupport@cde.state.co.us

Phone Number: 720-696-0185



COLORADO
Department of Education

Step by Step SBD Guide

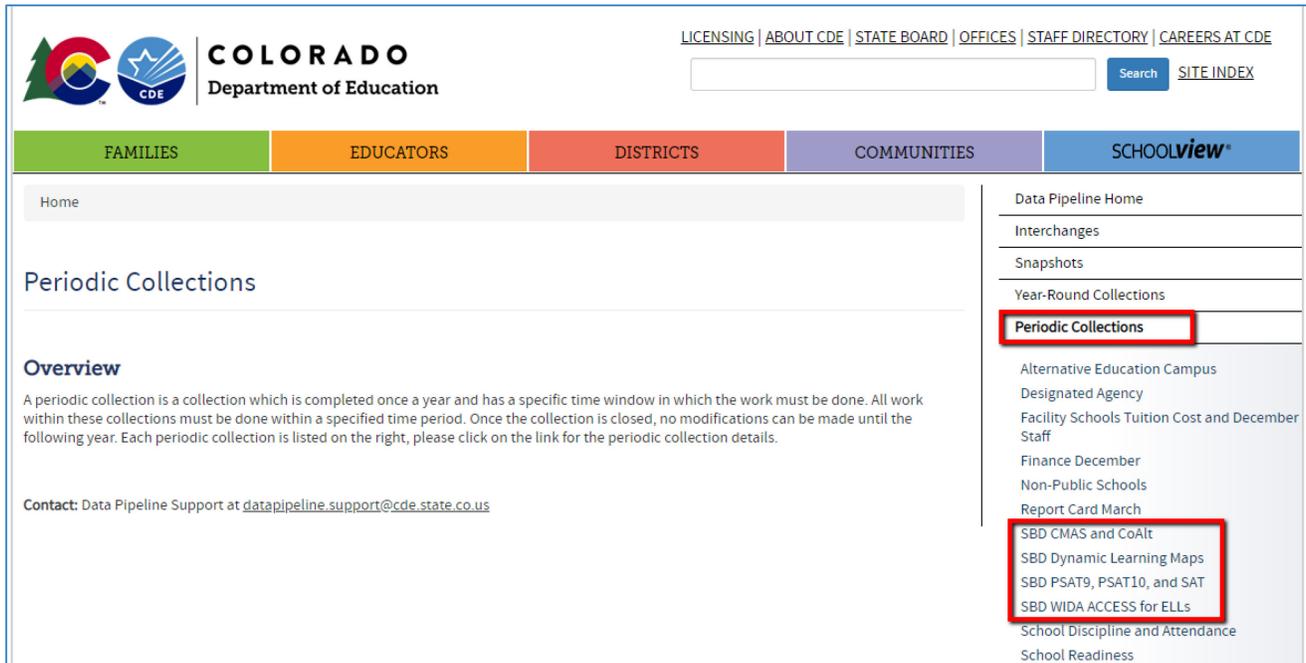
This section provides a step-by-step guide to the SBD process with select screen shots. The screen shots are based on the CMAS Collection; however, similar steps apply to all collections. Any differences in steps between collections are specifically identified and called out in this section. This section also includes suggestions for best practices for data validation.

A full review of SBD data will include the following steps detailed in this step-by-step guide:

1. Review collection documentation
2. Log in to Data Pipeline
3. Download a Vendor SBD Data Extract
4. Upload data files
5. Review errors and warnings
6. Correct data errors
7. Data validation
8. Submit final data

Step 1: Review Collection Documentation

- Find the collection you're going to work on in the [Data Pipeline Website](#) under Periodic Collections



The screenshot shows the Colorado Department of Education website. At the top, there is a navigation bar with links for LICENSING, ABOUT CDE, STATE BOARD, OFFICES, STAFF DIRECTORY, and CAREERS AT CDE. Below this is a search bar and a SITE INDEX link. The main navigation menu includes FAMILIES, EDUCATORS, DISTRICTS, COMMUNITIES, and SCHOOLview®. The 'Periodic Collections' link in the right-hand sidebar is highlighted with a red box. Below this link, a list of collection categories is shown, with 'SBD CMAS and CoAlt', 'SBD Dynamic Learning Maps', 'SBD PSAT9, PSAT10, and SAT', and 'SBD WIDA ACCESS for ELLs' also highlighted with a red box.

- Download and review the **File Layout and Definitions** – this document provides the SBD extract layout with field definitions, valid values, and collection-specific instructions
- Download and review the **Business Rules** – this document lists the errors and warnings for the collection



Step 2: Log in to Data Pipeline

Access Data Pipeline through CDE's [Identity Management System](https://www.cde.state.co.us/idm/datapipeline) (<https://www.cde.state.co.us/idm/datapipeline>) by selecting **Data Pipeline** from the menu on the right or by selecting **Data Pipeline** under **Applications**. See the screenshot below:

- Once you are logged into Data Pipeline, check the following:
 - Your user role (at the top of the screen)
 - You must have the **LEA Approver** Role to submit the SBD Collection
 - **If your role is not correct, contact your LAM** (CDE cannot assign user roles)
 - Available Collections (on the left side of the screen)
 - If you cannot see the collection you're looking for:
 - **Contact your LAM** to make sure you are in the correct group (see page 4 for the collection codes)



Step 3: Download a Vendor SBD Data Extract

The screenshot shows the 'Data Pipeline' interface for the Colorado Department of Education. The left sidebar contains a menu with options like 'File Upload', 'SBD ACCESS for ELLs', 'SBD CMAS', 'SBD DLM', 'SBD SAT', 'Pipeline Reports', and 'Cognos Report'. The 'SBD CMAS' option is expanded, showing sub-options: 'Status Dashboard', 'Edit Record', and 'File Extract Download'. Two red callout boxes with arrows point to these sub-options. The first callout points to the 'SBD CMAS' header, and the second points to the 'File Extract Download' option.

- On the File Extract Download Screen, select the following options for these fields (the rest will be left as default):
 - **File Type:** (Assessment) Vendor File
 - **School Year:** Current School Year
 - **Extract Type:**
 - SBD Extract using Vendor Data (not available for CO PSAT/SAT and DLM): This extract pulls the original student demographics from the vendor file.
 - SBD Extract using Student Interchange: This extract pulls the student demographics from the Student Interchange untagged records and includes calculated values for the Continuous in School and District fields and Date First Enrolled US based on October Count.
 - **Data Quality Tips:**
 - Depending on your district clean up and data procedures, one of these extracts may be more accurate than the other.
 - CDE suggests downloading both when available, it is useful to have a record of the original vendor data and you can compare them by uploading both to Data Pipeline and looking at which version has more errors.
 - **File Content Type:**
 - CSV – Comma Separated Values
 - Text – Positional Text File (not available for all collections)
 - Excel – MS Excel (If you are using Excel or Access, use this option rather than CSV)

File Extract Download

File Type * School Year * Organization/LEA *

Batch ID Extract Type File Content Type

Records Edited Online

Fields marked with * are mandatory

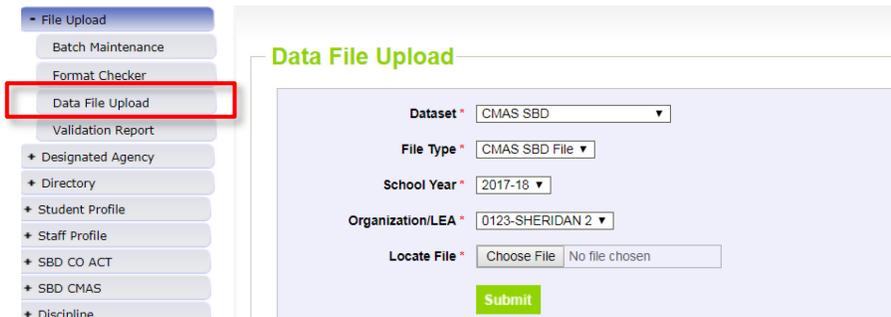
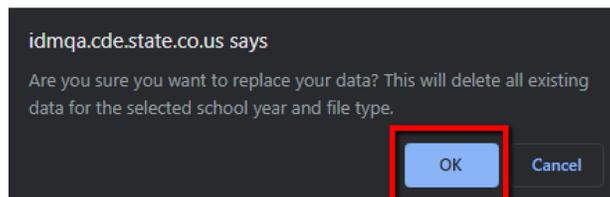
Download Standard Extract

- Click on **Download Standard Extract**
- Save the downloaded file to your local network or computer.
 - **Data Quality Tips:** Establish a naming convention to help keep track of the data files. For Example: CMAS_Initial_Vendor_Data_052423.xls.

Step 4: Upload Data Files

For most districts, the best way to start your SBD review is to upload the initial Vendor SBD Data Extract with no edits. You will get an immediate sense of how clean the data are by the number of errors in the initial file. Uploading also allows access to the **Edit Records Screen** and the COGNOS summary reports.

- Upload the **Vendor SBD Data Extract**
 - Select **File Upload** on the navigation menu
 - Select **Data File Upload**
 - Select the following options for each field
 - **Dataset:** (Assessment) SBD
 - **File Type:** (Assessment) SBD File
 - **School Year:** Current School Year
 - **Organization:** will default to your district
 - Click on **Choose File** and navigate to the file you want to upload
 - Click **Submit**
 - There will be a pop-up warning that you are replacing your data. This upload only overwrites any other uploads you have made, not the original vendor data. You can always start over by downloading a vendor file again. Click OK to continue.

- After submission you will receive two emails:
 - **Submission Notification**
 - **File Upload Summary:** Notification of a successful file upload as well as the number of errors and warnings triggered by the file.
- If you receive an email with the subject line **“Data Pipeline File Upload Errors”**, refer to the troubleshooting suggestions on page 22.



Step 5: Review Errors and Warnings

- Once the file is uploaded, you can find the number of each error type in two places:
 - Pipeline Report**
 - Select **Pipeline Reports** on the navigation menu
 - Dataset:** SBD (Assessment)
 - File Type:** (Assessment) SBD File
 - School Year:** Current School Year
 - Organization:** will default to your district
 - COGNOS Error Summary Report** (see page 16 for details on the COGNOS reports)
 - All reports will give the error code, type (warning vs. error), error message, and count.

The screenshot shows the 'Error Report' interface. At the top, there is a navigation bar with 'Welcome Test LEA Approver' and links for 'Home', 'FAQ', 'Help', and 'Contact'. A 'Logout' button is in the top right. On the left, a sidebar contains various report options, with 'Pipeline Reports' selected. The main area features a search filter with dropdowns for 'Dataset' (ACCESS SBD), 'File Type' (ACCESS SBD File), 'School Year' (2019-20), and 'Organization/LEA'. Below the filter is a 'Search' button. Underneath, there are links for 'Select All', 'Deselect All', and 'Excel'. A table displays error records with columns for 'Select', 'Error Code', 'Error Type', 'Error Message', and 'Count'. The 'Count' column is highlighted with a red box, and a red arrow points to it. A 'View Details' button is located at the bottom of the table.

Select	Error Code	Error Type	Error Message	Count
<input checked="" type="checkbox"/>	CS008	E	Please identify at least one race for this student (American Indian, Asian, African American, White, Native Hawaiian). At least one of the race fields must = 1.	7
<input checked="" type="checkbox"/>	CS014	E	LANGUAGE PROFICIENCY must be a valid value. Review the SBD file layout for a list of valid values for LANGUAGE PROFICIENCY.	20
<input checked="" type="checkbox"/>	CS029	E	CONTINUOUS IN DISTRICT must be either '0' (no) or '1' (yes).	2
<input checked="" type="checkbox"/>	CS030	E	CONTINUOUS IN SCHOOL must be either '0' (no) or '1' (yes).	2
<input checked="" type="checkbox"/>	CS168	E	This student used the SCRIBE accommodation but does not have an IEP or 504 Plan. Verify that the values for IEP and SECTION 504 HANDICAPPED are correct or invalidate the writing score by using 'INV' for DO NOT SCORE - WRITING. If this student did not use the SCRIBE accommodation, contact SBD Support.	6

- If you have no errors in the Vendor SBD Extract, congratulations! You can skip to **Step 7: Data Validation**.

If you have errors, there are three options for identifying specific error records:

- Download the **COGNOS Error Detail Report** (page 18)
- Click on the **View Details** button on the bottom of the page in the **Pipeline Report**. This page is separated into two sections:
 - Detail Errors:** This section lists errors and warnings that are associated with a specific record in the file. For example, a record that has an invalid value for Free/Reduced Lunch will be identified in this section.
 - Global Errors:** This section lists errors and warnings that are associated with all the records in the file or all records for a school. For example, if less than 80% of the students are coded as Continuous in District.



3. Go to the **Edit Records** Page

- Select **Edit Records** under the appropriate assessment
- Use the same options for each field as the **Validation Report** above.
- Use filters to view only records with errors
- Fields with errors within a record are shaded red and warnings are shaded yellow
- Hovering your mouse over the highlighted field will display the error message text

Edit Record

File Type*	ACCESS SBD File	School Year*	2021-22	Organization/LEA*	0030-Adams County 14
Batch ID*	602260 - 02/07/2022 02:08 PM	Error Records	All	SASID Errors	All

Fields marked with * are mandatory

Sequence Number	<input type="text"/>	Reporting School Code	All
Reporting School Name	<input type="text"/>	SASID	<input type="text"/>
Student Last Name	<input type="text"/>		

Search



Step 6: Correct Data Errors

There are two methods for correcting errors:

- Correct data errors in the **Vendor SBD Extract**. This method is recommended for most districts as a first step and is the best way to make many changes at once. Either the SBD Extract with Vendor Data or the SBD Extract using Student Profile can be used as a starting point.
 - Use the **COGNOS Error Detail Report or Data Pipeline Reports View Details** screen to identify records with fields in error
 - Open the Vendor SBD Extract in your chosen program
 - Update the data in each record to correct errors
 - Start with **SASID Validation Errors (99999)** as these may require investigation using the RITS system or other district databases
 - Use the **Data File Layout and Field Definitions** document to find valid values and field specific rules
 - Repeat Steps 4-6** until all errors are resolved
 - If you have issues loading the file after editing, see **Troubleshooting** (Page 19)
 - If there are only a few errors left, the Edit Records page can be used rather than uploading a new file
 - If there are errors that cannot be cleared (for example RITS errors for Homeschool students) or errors that you think are incorrect, contact **SBD Support**
 - Do not delete or change data in fields that are marked as NO in the updateable column in the Data File Layout**
 - Any data that is changed in these fields will be ignored and the original values will be used
- Correct data errors using the **Edit Records** page. This method is best for districts with a small number of records or when cleaning up a small number of errors.
 - Select the check box next to record that you would like to edit
 - Update fields with errors or warnings to the correct field value
 - This can be done for multiple fields within a record and multiple records on a page

Click **Save** to save the edits

Edit Record (2021-22) : 0030-Adams County 14

Sort Order

#1 #2 #3

Fields shown in RED have an error

Total # of Records : 9

	#	Native Hawaiian	White	Federal Race/Ethnicity	Language Proficiency	Language Inst
<input type="checkbox"/>	1	<input type="text" value="0-No"/>	<input type="text" value="1-Yes"/>	<input type="text" value="04"/>	<input type="text" value="6-FEP (Fluent English Proficient) Monitor Year 1"/>	<input type="text" value="01-ESL or ELD"/>
<input type="checkbox"/>	2	<input type="text" value="0-No"/>	<input type="text" value="1-Yes"/>	<input type="text" value="04"/>	<input type="text" value="1-NEP (Non English Proficient)"/>	<input type="text" value="01-ESL or ELD"/>
<input type="checkbox"/>	3	<input type="text" value="0-No"/>	<input type="text" value="1-Yes"/>	<input type="text" value="04"/>	<input type="text" value="2-LEP (Limited English Proficient)"/>	<input type="text" value="01-ESL or ELD"/>
<input type="checkbox"/>	4	<input type="text" value="0-No"/>	<input type="text" value="0-No"/>	<input type="text" value="04"/>	<input type="text" value="1-NEP (Non English Proficient)"/>	<input type="text" value="98-Parental Refusal"/>
<input type="checkbox"/>	5	<input type="text" value="0-No"/>	<input type="text" value="0-No"/>	<input type="text" value="04"/>	<input type="text" value="2-LEP (Limited English Proficient)"/>	<input type="text" value="01-ESL or ELD"/>
<input type="checkbox"/>	6	<input type="text" value="0-No"/>	<input type="text" value="1-Yes"/>	<input type="text" value="04"/>	<input type="text" value="2-LEP (Limited English Proficient)"/>	<input type="text" value="01-ESL or ELD"/>
<input type="checkbox"/>	7	<input type="text" value="0-No"/>	<input type="text" value="1-Yes"/>	<input type="text" value="04"/>	<input type="text" value="6-FEP (Fluent English Proficient) Monitor Year 1"/>	<input type="text" value="01-ESL or ELD"/>
<input type="checkbox"/>	8	<input type="text" value="0-No"/>	<input type="text" value="1-Yes"/>	<input type="text" value="04"/>	<input type="text" value="6-FEP (Fluent English Proficient) Monitor Year 1"/>	<input type="text" value="01-ESL or ELD"/>



Step 7: Data Validation

Data Pipeline errors can only check for certain types of data errors. They can check for valid values, fields that are internally related (such as Language Proficiency, Language Background, and Language Instruction Program) or fields based on October Count data (such as Continuous in District or Date First Enrolled US).

The Data Pipeline cannot validate the demographic data for accuracy. This is especially true of invalidation fields. CDE has no way of knowing why a particular student did not take an assessment, so there is no way for an SBD collection to validate that these data have been correctly entered. The following section has some suggestions for how to validate the accuracy of your data beyond clearing errors.

- Compare the **SBD Final Summary Report** (page 17) to last year's data
 - This report lists all the SBD fields with discreet values and the distribution of students with each value (this does not include date fields).
 - Compare the report to summary reports from the previous year's data to determine if the numbers are similar to the previous year.
 - Large fluctuations in the number of students in a category could indicate an issue with coding (such as mixing up race/ethnicity codes) or incorrect data in the vendor system or student interchange.
- Review invalidations for accuracy
 - This is especially important for **CO PSAT/SAT** as the SBD window provides the only opportunity for the district to review these data.
 - Specific instructions and invalidation codes for each assessment can be found in the **Data File Layout and Definitions** documents and the test administration manuals listed on page 15.
 - Consultation with the District Assessment Coordinator (DAC) may be necessary to confirm invalidations on some records.
 - Make sure to check for students who are in a status that indicates that they did not test, but currently have no invalidation applied to confirm that they should not have a code applied (this step is not necessary for the ACCESS for ELLs collection).
 - The **Data File Layout and Definitions** document will outline how to determine if a student did not test for collections where that information is available during SBD.
 - SAT and CMAS assessments will give a warning if 95% of non-testers are missing invalidation codes.
- If any changes need to be made, go back to **Step 6** to make corrections.



Step 8: Submit SBD Data

Having zero errors does not mean that the collection is complete. Data must be submitted to CDE for the changes to be saved!

- Download an SBD Data Extract to keep for your records
 - Follow the instructions from **Step 2** but select **File Type: (Assessment) SBD Extract**
- Select the appropriate assessment on the navigation menu
- Select **Status Dashboard** under the assessment menu
- On the Status Dashboard screen select the following options:
 - **File Type:** (Assessment) SBD File
 - **School Year:** Current School Year
 - **Organization/LEA:** Will default to your district
 - Click **Submit**

Feb 13, 2020 | 10:17:22 AM

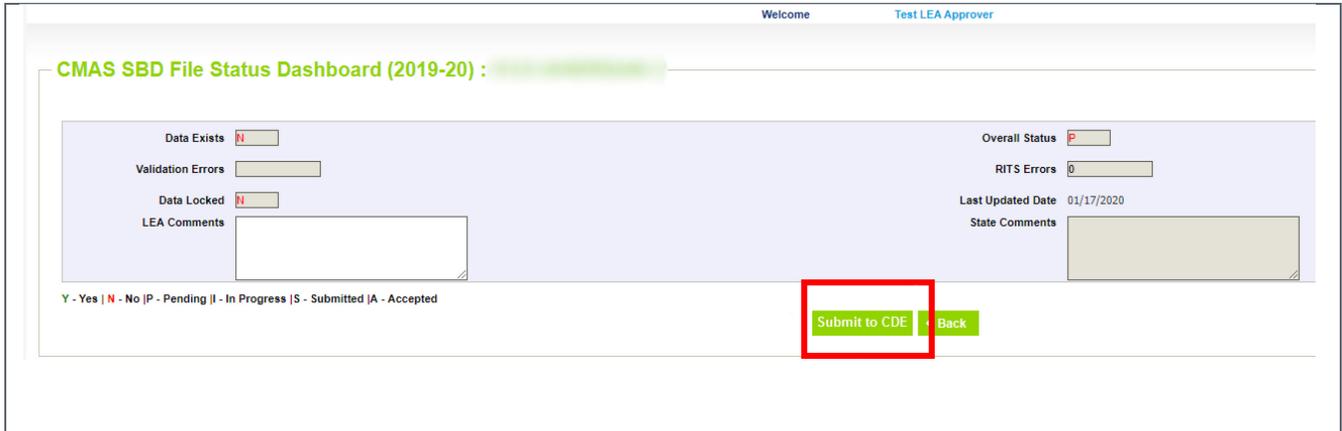
Welcome Test LEA Approver [Home](#) | [FAQ](#) | [...](#)

Status Dashboard

File Type * CMAS SBD File School Year * 2019-20 Organization/LEA * All

Submit

- Review information on the Status Dashboard screen.
 - **Data Exists:**
 - Y: The district has uploaded the SBD data to Data Pipeline.
 - N: The district has not uploaded SBD data to Data Pipeline.
 - **Validation Errors:** Number of errors in the SBD Data
 - Must be zero unless **SBD Support** has ignored errors.
 - **Data Locked:**
 - Y: Data have already been submitted and are locked – To get data unlocked, contact **SBD Support**.
 - N: Data are not locked for editing.
 - **LEA Comments:** Space for LEA to write comments.
 - **Overall Status:**
 - P: Data submission is pending.
 - A: Data submission is complete.
 - **RITS Errors:** Number of errors in the data that do not match the RITS system.
 - This must be zero unless **SBD Support** has ignored errors.
 - **Last Updated Date:** This is the date of the latest data activity.
 - **State Comments:** SBD Support will fill out this field to document when errors are ignored.



The screenshot shows the 'CMAS SBD File Status Dashboard (2019-20)'. At the top, it says 'Welcome Test LEA Approver'. The dashboard contains several fields: 'Data Exists' (N), 'Validation Errors' (empty), 'Data Locked' (N), 'LEA Comments' (empty text area), 'Overall Status' (P), 'RITS Errors' (0), 'Last Updated Date' (01/17/2020), and 'State Comments' (empty text area). At the bottom, there is a legend: 'Y - Yes | N - No | P - Pending | I - In Progress | S - Submitted | A - Accepted'. A red box highlights the 'Submit to CDE' button, with a 'Back' button next to it.

Data Validation Tips: Ignoring Errors

If there is an error that cannot be cleared, SBD Support can ignore the error. Before contacting SBD Support, please check the following:

- All other errors have been handled
- No further data edits are needed

If a new file is uploaded after errors have been ignored, the status will be reset and you will have to contact SBD Support again.

When all errors are cleared or ignored and you are ready to approve your data, click on the Submit to CDE button. If you do not see the option to Submit to CDE, verify that you have the LEA Approver Role and contact your LAM if you do not. Next, confirm your approval by clicking Yes in the pop-up window. Congratulations, you've completed SBD!

If your data were submitted successfully, you will receive an email from Data Pipeline with a subject "Records are Submitted by District". If you do not receive this email, then there was an error that prevented the data from submitting. Please contact SBD Support for assistance in identifying the issue.

If you need to make additional changes after approval, contact SBD Support to request that your data be unlocked. If your data are unlocked, you must go through the submission steps (Step 8) again after making changes for your changes to be saved.

Moving Students

Moving Students between Districts

Students cannot be moved from one district to another without approval from the receiving district. For the ACCESS for ELLs, CMAS, and PSAT SAT SBDs, if a student appears in your district, but was enrolled in a different district **during testing**, you must submit a **Failsafe** document to CDE through the Syncplicity file sharing program and send an email to **SBD Support** so that there is a record that the failsafe was sent. Where possible, the testing district is included in the SBD data to assist in determining the receiving district. If the correct receiving district cannot be found, contact **SBD Support** for assistance.

Due to the high rate of mobility and large numbers of students testing in locations that are not their primary school of enrollment, the DLM collection will have “Responsible District” and “Responsible School” fields that are updateable during SBD. The receiving district will still need to be confirmed to allow for a student move, but a Failsafe is not required for these collections.

If you are missing a student that you believe should be in your district, you can check RITS for other possible enrollments. If the student is enrolled in your district in RITS and you have no other information on where they might be, contact **SBD Support** for assistance.

Invalidations

The **Data File Layout and Definitions** documents have details on invalidations for each collection. The following list includes links for the collection specific documentation on the correct usage of each code. These documents are intended to be used by the school and district at the time of testing but can be useful during SBD for validation.

- ACCESS for ELLs – Colorado Assessment Resources
 - https://www.cde.state.co.us/assessment/access_coloradoassessmentresources
- CMAS Procedures Manual
 - https://www.cde.state.co.us/assessment/cmas_coalt_proceduresmanual_sp25
- CO SAT/PSAT – Spring 2025 SAT Suite of Assessments Colorado Test Coordinator Manual
 - <https://collegereadiness.collegeboard.org/state-partnerships/colorado?excmid=MTG308-AL-2-mat>
- DLM – DLM Special Circumstance Codes
 - <https://www.cde.state.co.us/assessment/dlmspecialcircumstancecodes>



COGNOS Reports

COGNOS reports provide summaries of data and errors that can help with data validation and error correction. The link to the COGNOS reports is at the bottom of the navigation menu on the left of the Data Pipeline page. The COGNOS system has been upgraded recently. This document provides instructions on viewing and downloaded reports in the new system: <http://www.cde.state.co.us/datapipeline/cognosreportupgrade>.

Table 2. COGNOS Reports List

Name of report	SBD Collections	Content/Function
SBD Error Summary Report	<ul style="list-style-type: none"> • ACCESS • CMAS • DLM • SAT 	This report shows a count of records with an error or warning in the most recently uploaded SBD file .
SBD Error Detail Report	<ul style="list-style-type: none"> • ACCESS • CMAS • DLM • SAT 	This report shows every record that has an error or warning in the most recently uploaded SBD file . Each record in the report shows the error or warning followed by the entire SBD record. HINT: This report can be converted to an Excel file making it easier to sort and search.
Accountability Comparison Report	<ul style="list-style-type: none"> • ACCESS • DLM • SAT (see the next row for the comparable reports for the CMAS collection)	This report compares CDE’s calculated value to the value in the initial data of the following accountability fields: <ul style="list-style-type: none"> • Date First Enrolled in US • Continuous in District • Continuous in School This is a good report to use if you want to see the CDE calculated values for these three fields especially if you are getting errors telling you that the CDE calculated values do not align with the value you want to load in the SBD file.
Accountability Comparison Report -Vendor to CDE Calculated Values	<ul style="list-style-type: none"> • CMAS only 	This report compares CDE’s calculated value and the value in the vendor file of the following accountability fields: <ul style="list-style-type: none"> • Date First Enrolled in US • Continuous in District • Continuous in School NOTE: This is a good report to use if you want to see the CDE calculated values for these three fields prior to making an SBD upload.



Name of report	SBD Collections	Content/Function
Accountability Comparison Reports -SBD to CDE Calculated Values	<ul style="list-style-type: none"> • CMAS only 	<p>This report compares CDE’s calculated value to the value in the most recently uploaded SBD file of the following accountability fields:</p> <ul style="list-style-type: none"> • Date First Enrolled in US • Continuous in District • Continuous in School <p>This is a good report to use if you want to see the CDE calculated values for these three fields especially if you are getting errors telling you that the CDE calculated values do not align with the value you want to load in the SBD file.</p>
SBD Initial Summary Report	<ul style="list-style-type: none"> • ACCESS • CMAS • DLM • SAT 	<p>This report shows a summary of the data from the vendor file organized by school, grade, and content area.</p> <p>The summary report shows the distribution for each field and value in the SBD collection.</p>
SBD Final Summary Report	<ul style="list-style-type: none"> • ACCESS • CMAS • DLM • SAT 	<p>This report shows a summary of the data from the most recently uploaded SBD file organized by school, grade, and content area</p> <p>The summary report shows the distribution for each field and value in the SBD collection.</p>
Pre-SBD and Post SBD Comparison Report	<ul style="list-style-type: none"> • ACCESS • CMAS • SAT 	<p>This report compares the Initial and Final Summary reports to help confirm where changes were made during SBD.</p>
SBD Data Quality Summary Report	<ul style="list-style-type: none"> • ACCESS • CMAS • SAT 	<p>A summary of missing and invalid values for the following demographics:</p> <ul style="list-style-type: none"> • Continuous in District • Continuous in School • Expelled • Federal Race • Free/Reduced Lunch Eligible • Gender • Grade • Language Proficiency • SASID

Troubleshooting

This section covers some common issues that districts encounter during SBD. Please check this section before contacting the SBD Support Line.

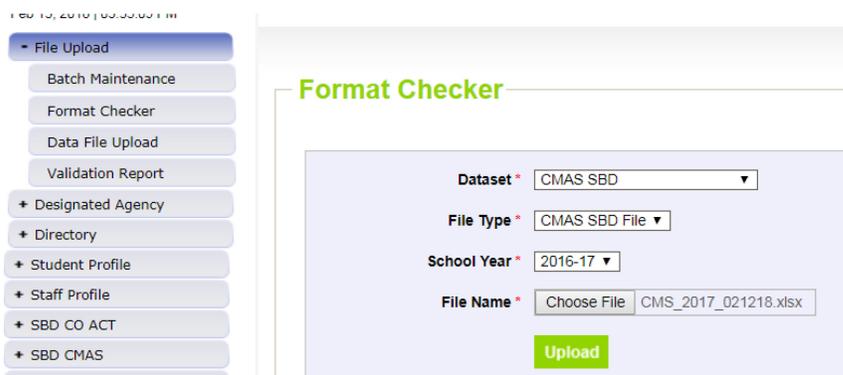
Issues with the Data File Upload

Some of the most common issues are errors on the data file upload. If you receive an email after uploading a file with the subject “Data File Upload Errors”, please start by checking the Error Details at the bottom of the email. The following are some common errors that cause the upload to fail:

- If data in a field are too long for the layout, the email will point to the record and field that needs to be changed.
- The data file layout has been changed in your upload file.
 - Fields cannot be added or deleted from the SBD file extract.
- Records have been deleted.
 - Records cannot be removed from your SBD file by deleting them from the upload. The number of records must be the same in the upload as it was in the initial downloaded file.
- The header row has been deleted.
- The formatting of the fields has been changed (e.g. adding alpha characters to a number only field).
 - Use the **Format Checker** in Data Pipeline to confirm that the format of the file is still correct after opening and saving the file.
 - Select **File Upload** in the navigation menu
 - Select **Format Checker**
 - Select the **Dataset, File Type,** and current school year
 - Click on **Choose File** to navigate to the file you are trying to upload
 - Review the report to find any fields that are not the correct format

TIP: Opening a .csv file in Excel will remove all formatting, including leading zeros. If you are planning to use Excel for your review, make sure to use the Excel version of the SBD file.

If you have checked all of these cases and did not find any issue with your file, please contact **SBD Support**.



Data Element Name	Excel Column	Data Element Length	Original Length From File	Result
Sequence Cmas	A2	7	7	Pass
Reporting District Code Cmas	B2	4	4	Pass
Reporting School Code Cmas	C2	4	4	Pass
Reporting District Name Cmas	D2	35	10	Pass
Reporting School Name Cmas	E2	35	30	Pass

Issues Clearing Errors

There are some cases where it is difficult to clear an error or it seems like an error is being applied incorrectly. In this case go through the following steps:

- Check the error message and field definition.
 - There are some cases where an error will be triggered because usually the situation is not allowed and changing these data requires further review or changes in other fields (usually for changes that will invalidate a record). The error message will instruct you to contact **SBD Support**.
- If you are missing required fields, check the Student Interchange data or your local database for the correct data.
 - **Do not make up data or give all students the same value just to clear an error. Doing so could negatively impact your reports and accountability calculations.**
- If the data are accurate but the error persists, contact **SBD Support** to determine if your errors need to be ignored.
 - Be sure that your data are validated and the only errors left on your file are the ones that you would like to be ignored.
 - If you upload another file after errors are ignored, you will have to contact **SBD Support** to have the errors ignored again.
- Warnings
 - Warnings should be reviewed to make sure that the data triggering the warning are correct.
 - Some warnings are for informational purposes only; they will not prevent you from submitting (for example there is a warning to check the number and percent of students coded as Parent Excuse in CMAS so that users are alerted to any possible issues in coding).
 - Please do not contact **SBD Support** to “clear” warnings.

Uses in Accountability

The SBD process is important for school and district accountability because it informs how student records are coded and reported in the [School and District Performance Frameworks](#) (SPF/DPF) and informs [federal identification](#) (e.g., Comprehensive Support, Targeted Support, and Additional Targeted Support) calculations. This section describes the ways these data are used by the state to calculate achievement, growth, and participation results, and identify schools and districts under the state and federal system.

Impact of Test Administration Codes on Achievement and Growth Calculations

The calculations used to inform state and federal identifications only reflect student outcomes that are considered valid under state and federal accountability policies. Invalid records are identified based on information provided to CDE during the test administration window or during SBD. There are a series of exclusion rules that remove a student record from state and federal achievement and growth calculations (i.e., not included in the denominator for accountability calculations). Excluded records include students who meet one or more of the following conditions:

- **Not Continuously Enrolled:** Calculations only reflect outcomes for students who were continuously enrolled from October Count through the testing window. For the DPF, this means students who were continuously enrolled within the district, either at the same school or at multiple schools within the district. For the SPF, this means students enrolled at the same school from October Count to testing. This is described in more detail in the section titled “Impact of Continuous or Not Continuous Codes on Performance Framework Calculations”.
- **Test Invalid:** Achievement and growth calculations only reflect student outcomes that are considered valid under state and federal accountability policies, either during the test window or during SBD (for



example, students who did not complete the assessment and did not receive a score would not be included in calculations).

- **English Learner in First Year of Enrollment in U.S. Public School:** Students reported as Non-English Proficient (NEP) who have been enrolled in a U.S. public school for less than one year (and for grades 3 and 4 are not required to take CSLA) are exempt from testing are not included in the numerator of the total participation rates, but are included in the numerator for accountability participation rates. This exemption applies to the requirements to take the CMAS English Language Arts assessments administered at grades 3-8 and PSAT or SAT Evidence-Based Reading & Writing assessments administered at grades 9-11.
- **Ineligible due to English Language Proficiency Status:** On the English language proficiency state assessment, student growth percentiles are only calculated for students who were designated as NEP or LEP. Growth results for students who had a language proficiency designation other than NEP or LEP are not included in performance framework calculations.
- **Expelled:** School calculations do not include results for students who were reported as expelled during the test window. For districts, there are no conditions on expulsion status because the district is still obligated to provide services to expelled students.
- **Void Grade Level Information:** For a test record to be included in performance framework calculations, the grade level information associated with the record must be consistent with the grade level information listed in the official directory maintained by CDE. If the grade level information is not consistent, test records are not included in framework calculations. For example, if a test record lists a student as a 7th grader but the directory information for the school associated with the record shows that the school only serves students in grades K-5, the record will be excluded from framework calculations.
- **Detention Facility:** Records associated with schools designated as detention facilities in the CDE directory are not included in performance framework calculations.
- **Home-Based Education:** Records associated with schools designated as home options programs are not included in performance framework calculations.
- **Tested Off-Grade:** CDE has established criteria for what tests are to be administered to students at each grade level. Performance results reported in the performance framework do not include test results for students who completed a test that was not intended to be administered to students at their grade level.
- **Void District/School Association:** Performance frameworks do not include test records that are not associated with a valid district code or are coded in a way that reflects an invalid relationship between a school code and a district code. For instance, a test record may have a school code that according to the directory should be associated with a certain district, but instead the record itself identifies it as being associated with a different district. These types of records are identified by cross-referencing the district and school code information associated with the assessment results against the information in the official CDE directory.
- **No Score:** Students may meet all the criteria to be included in performance framework calculations but nevertheless have no actual test result to be included (e.g., no scale score is associated with the record).
- **No Student Growth Percentile:** Students may meet all the criteria to be included in performance framework calculations but do not have enough data to calculate a growth percentile. To receive a growth percentile, a student must have valid assessment outcomes for at least two consecutive years, and the scores must follow the normal grade progression.

Impact of Test Administration Codes on Participation Calculations

The inclusion/exclusion of a student score in participation calculations for state accountability purposes is dependent on the test administration codes submitted by the district during SBD. The state uses two participation rates to describe how many students participated in state tests in the performance frameworks:

- **Total participation rate:** This rate combines all the assessment records for each subject area (i.e., English, math, science) across all designated grade levels within a given school or district. For this rate, parent excusals are counted as non-participants (i.e., they are included in the denominator). Total participation rates best reflect the actual percentage of enrolled students who participated in testing.
- **Accountability participation rate:** Rules for state accountability participation rates are the same as those for the total participation rate except that parent excusals are removed from the denominator. Students reported as Non-English Proficient who have been in the U.S. for less than one year count as participants (in the numerator and denominator) for the English language arts test regardless of whether they received a valid test score. The numerator does not contain parent excusals because students with parent excusals would not have a valid score.

The table below shows all possible test administration codes and how a student would be included in both total and accountability participation calculations.

How Test Administration Codes are Used in Performance Frameworks

Test Administration Code (Did Not Test or Void Test Score Code)	Impact on Total and Accountability Participation Calculations	Included in Total Participation Rate: Numerator	Included in Total Participation Rate: Denominator	Included in Accountability Participation Rate: Numerator	Included in Accountability Participation Rate: Denominator
No Code: Student Received Valid Test Score and is included in School and District Aggregations	Counts as participant for both participation calculations	Yes	Yes	Yes	Yes
First Year in US English Learner* without a valid score on CMAS English language arts or PSAT/SAT Evidence-based Reading and Writing assessment	Only for ELA accountability participation rate, if student is classified as Non-English Proficient (NEP) and enrolled in Colorado school for less than 12 months, count as participant	No	Yes	Yes*	Yes
Took Other Assessment or Duplicate Registration/Attempt	Excluded from both participation calculations	No	No	No	No
Withdrew from District During Assessment Window	Excluded from both participation calculations	No	No	No	No
Medical Exemption	Excluded from both participation calculations	No	No	No	No
Part-Time Public and Part-Time Homeschool Student	Excluded from both participation calculations	No	No	No	No



Test Administration Code (Did Not Test or Void Test Score Code)	Impact on Total and Accountability Participation Calculations	Included in Total Participation Rate: Numerator	Included in Total Participation Rate: Denominator	Included in Accountability Participation Rate: Numerator	Included in Accountability Participation Rate: Denominator
Absent	Counts as non-participant for both participation calculations	No	Yes	No	Yes
Test Interrupted and Not Completed	Counts as non-participant for both participation calculations	No	Yes	No	Yes
Student Test Refusal	Counts as non-participant for both participation calculations	No	Yes	No	Yes
Non-approved Accommodation	Counts as non-participant for both participation calculations	No	Yes	No	Yes
Misadministration	Counts as non-participant for both participation calculations	No	Yes	No	Yes
Parent Excuse	Counts as non-participant for Total Participation rate and excluded entirely from Accountability participation rate	No	Yes	No	No**

*First Year in US English Learner: Starting in Spring 2018, students enrolled in a U.S. school for less than 12 months and classified as Non-English Proficient (NEP), based on W-APT/WIDA Screener and a local body of evidence, may be exempt from the first year of the CMAS ELA or PSAT/SAT EBRW assessment. However, NEP students enrolled in grades 3 or 4 whose native language is Spanish and who have received instruction in Spanish in that school year are required to take CSLA. Non-English proficient students not testing their first year in U.S. should have their English language arts records coded with Not Tested Reason = 02. Districts should also complete State Use Field 1 (Date most recently enrolled in U.S. coming from a non-U.S. school/country). Records coded in this way for eligible students will count as a participant for English language arts.

** In the total participation rate calculations, records coded as “parent excuse” are included in the base count and count as non-participants but are not included in the accountability participation rate (used when determining if a school’s or district’s rating would be lowered). Note that parent excuse coding is not considered valid for students who tested and met attemptedness criterion (see **Attemptedness = Y** in the CMAS SBD file). A score is produced for tests meeting attemptedness with Void Test Score Reason = Parent Excuse, so that these records are counted in both the base file and the participation file.

Additional information about the ways CDE uses participation rates for both state and federal identifications is available in the [Participation and Accountability Guide](#).

Impact of Continuous or Not Continuous Codes on Performance Framework Calculations

For a student to be included in achievement and growth calculations, the record must be labeled as “continuous” during the SBD process. The state will automatically label students as either continuous or not continuous based on these conditions:

- **Continuous:** For schools, students who were enrolled in the same school/district for October Count and during testing. For districts, students who were enrolled in the same school or multiple schools within the same district for October Count and during testing.
- **Not Continuous:** Students who have a different October Count and testing school/district.

In general, the performance framework should reflect data for students who have been continuously enrolled in the same school from October Count (i.e., the beginning of the year) through testing (i.e. the end of the year).

There are some possible exceptions to this rule, including:

Continuous absence policies. Some districts have their own local policies around disenrolling students after a certain number of continuous absences. In these instances, the state does allow districts the opportunity to overwrite the state-calculated values for this field based on their local student information systems and code these students as not continuous.

Expulsions: For schools, students who are expelled during the school year are automatically counted as not continuous and are not included in accountability calculations. For the district, these students are marked as continuous (because the district is still obligated to provide services to expelled students) and, thus, are included in district accountability calculations.

During SBD, the district should check to make sure the state calculations accurately reflect whether a student was continuously enrolled in the district and/or school. This ensures that student's performance results are included in school and district performance frameworks. As mentioned in the Cognos Reports section, the Accountability Comparison Reports and the SBD Data Quality Summary Report can be used to validate students reported as continuous in school, continuous in district, and/or expelled.

Impact of Student Demographic Codes on Performance Framework Calculations

For each grade range and subject area, the performance framework reports include performance results for all students, Multilingual Learners, students qualifying for free or reduced-price lunch, minority students, and students with disabilities. The following definitions are used to determine whether a student falls into one of these student groups:

- **All Students:** All students who received a valid score at the designated grade level and subject area. No demographic information needs to be referenced to identify a student in this group.
- **Multilingual Learners:** All students reported as Non-English Proficient (NEP), Limited English Proficient (LEP), Fully English Proficient (FEP – Monitor Year 1; FEP – Monitor Year 2; FEP – Exited Year 1, and FEP – Exited Year 2).
- **Free/Reduced Price Lunch Eligible Students:** All students who were reported as eligible for free or reduced-price lunch.
- **Minority Students:** All students who were reported as having a racial or ethnic background other than White.
- **Students with Disabilities:** All students who were reported as having an Individualized Education Program (IEP).

During SBD, the district should check to make sure student language proficiency, federal race, free/reduced price lunch eligible, and grade accurately match the reported student SASID. This will ensure student performance for the various student groups are reported accurately in state accountability data reports. Schools and districts can use the SBD Data Quality Summary Report (described in the Cognos Reports section) to validate student demographic data.

For additional questions about state accountability or performance frameworks, email accountability@cde.state.co.us. For questions about federal accountability and ESSA identifications, email ESSAquestions@cde.state.co.us.