

2024 Accountability Use of Data from the Data Pipeline & Assessment Collections

Why it Matters, What to Look for and How Collections Generally Occur



Overview

This guide is intended to provide Local Educational Agency (LEA) leaders, accountability contacts, data respondents and assessment coordinators with a shared understanding of how data from the Data Pipeline collections and State Assessment Systems apply to Accountability (*why data accuracy matters*), related technical considerations to ensure data accuracy (*what to focus on during each collection in the context of accountability*) and how different collections generally work and connect. This resource is organized into sections by data collection or system.

I. Year-Round Collections: Directory, School Code Changes & RITS.....	1
II. Snapshot: Student October	3
III. State Assessment Vendor Systems.....	5
IV. Periodic Collections: Student Biographical Data (SBD)	9
V. Snapshot: Spring READ Assessment	11
VI. Snapshot: Student End of Year (SEY).....	12
VII. Periodic Collections: Alternative Education Campus (AEC).....	15
VIII. Other Collections: Safe Schools & Finance Assurances plus Accreditation	17
Appendix A. Accountability Data Flow	19
Appendix B. Timeline – Pipeline, Assessment & Accountability	20
Appendix C. Accountability Calculations by Collection	21
Appendix D. Invalidation Reasons by Assessment	23

This document is also intended to connect data collections across the Department that are managed by various units. Read this document through or go to a specific section or collection to inform planning work and identify key elements to consider.

For a visual representation of the accountability data flow described in this guide, please refer to [Appendix A](#). To inform related planning, refer to [Appendix B](#) that provides a timeline connecting Data Pipeline, Assessment & Accountability. Finally, [Appendix C](#) provides a tabular view of indicators in the District and School Performance Framework calculations (see [blue box](#) to the right) by collection (each section of this document).

Note that there is a hard break after each section to make it easier to share – where someone may print off one section to guide planning for that collection.

Colorado’s Accountability System

District and School Performance Framework

Framework ratings and plan types are based on each site’s overall performance, which includes the following categories:

- 1) **Academic Achievement:** Average scores on state assessments for all students as well as specific groups of students
- 2) **Academic Growth:** Progress students make in their achievement on assessments from one year to the next
- 3) **Postsecondary Readiness:** (high school level and district only) Graduation rates, dropout rates, average scores on the SAT, matriculation into college and other postsecondary options

Note: Ratings are *Decreased due to Participation* if the **accountability participation rate** in two or more content areas falls below 95%.

Unified Improvement Plans

Framework ratings and plan types determine [additional expectations](#) for improvement planning requirements and stakeholder engagement.

State Accountability Data Tools & Reports

Public reporting and analytics resources support data analysis and transparency.

School and District Accreditation

The State Board of Education is responsible for the annual accreditation of school districts, while districts are responsible for accrediting their schools. Superintendents and Board Presidents sign and submit accreditation contracts to CDE.

Federal Accountability

ESSA Identification requires states to [identify schools for improvement and support](#) under ESSA in two major categories: Comprehensive and Targeted Support and Improvement, with subcategories under each.

I. Year-Round Collections: Directory, School Code Changes & RITS

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
<p>Accountability Implications: The Directory collection is extremely important for accountability reporting. It helps the Department ensure that State Accountability Data Tools & Reports accurately reflect school names, school codes, grade levels served, school addresses, principal names, etc. Accountability tools and reports include the Performance Framework Reports, Unified Improvement Plans, Performance Snapshot, District & School Dashboard, State Accountability Data Explorer, Teaching and Learning Survey (TLCC), ESSA Identification and Accreditation. The School Code Change Request impacts implementation of the Data Reporting and Technology Act, Part 5 of the Education Accountability Act, and the conditions of federal financial assistance. The Record Integration Tracking System (RITS) is critical for new students that arrive in a district to cross reference LEA and CDE databases to avoid duplication (i.e., a student is assigned two different SASIDs) and track student enrollment changes at the end of the school year to potentially identify if dropouts were picked up by another LEA.</p> <p>Data Collection Considerations: Ensure that the LEA staff member who maintains staff changes incorporates Directory updates into the same process. When LEA staff engage in decision processes around school closures, consolidation, mergers, grade changes, etc. those processes must connect to the School Code Change Request Feb-June window.</p>					

The **Directory** collection in the [Data Pipeline](#) contains key information about districts and their schools, including district and school contacts, district key personnel, district board membership, vendor system information, calendars, and the reduced academic calendar application. Refer to the [Directory webpage](#) for key dates and resources. There is a year-round collection for simple updates such as leadership changes at a school or district, as well as periodic collections related to specific school code changes, submitting annual school district calendars, reduced academic calendar applications, and updating local school board membership. For performance frameworks and ESSA identifications, ensure the Directory collection is submitted by August 1st, so any changes are appropriately recorded to meet accountability, reporting, and application timelines.

The **School Code Change Request** process occurs in the spring and must be completed by the end of June, or it could result in a failure to move forward with the request. Refer to this [webpage](#) for information to complete the request process and gain understanding of the importance of the process. Every school in Colorado has a unique state school code assigned that is used to accomplish the following:

- ✓ Ensure data accuracy and data quality (e.g., connecting different datasets, longitudinal analysis),
- ✓ Track grant and formula funding,
- ✓ Operationalize state and federal processes and requirements (e.g., state performance frameworks, ESSA Identification, accreditation, and EdFacts / federal reporting),
- ✓ Identify sites for awards and supports, and
- ✓ Assist with all other data reporting requirements.

Ensure the **Directory** collection is submitted by August 1st, so any changes are appropriately recorded to meet accountability (performance frameworks, ESSA identification), reporting, and application timelines.

Just as every school in Colorado has a unique school code, so does each student in public schools. The **Record Integration Tracking System** or **RITS**, assigns each student a unique State Assigned Student ID, or SASID. The SASID stays with the student for the duration of their public school career. Refer to the [RITS webpage](#) for more information.



Need more information about these year-round collections?

Visit websites: [Directory](#), [School Code Change Requests](#), [RITS](#)

Questions? [Directory](#) – DirectoryData@cde.state.co.us | [School Code Changes](#) – Tribbett_Jessica@cde.state.co.us | [RITS](#) – RITS@cde.state.co.us

II. Snapshot: Student October

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
<p>Accountability Implications: In addition to Student October as the source for funding, Student October is the initial roster file for student demographics and program information used to produce assessment results for different groups of students in performance frameworks and ESSA identifications. Student October is also used to determine if students' state assessment records are included in performance calculations for district and school performance frameworks and ESSA identifications. The District and School Dashboard includes official October Count enrollment in the Enrollment & Demographics tab, which shows percentages of students served by demographic groups, and in the Map Tools tab, which shows district and school level comparisons by students served. Accurate figures for school and district student populations also help set the context for understanding decision making and prioritization (e.g., student learning needs, enrollment shifts, staffing implications) in improvement planning.</p> <p>Data Collection Considerations: Student October respondents must work closely with <u>many</u> staff members from registrars enrolling students to program managers for accurate accounting (e.g., free and reduced lunch eligibility) to the person maintaining the LEA's student information system (SIS). It takes a cross-district collaboration to ensure staff accurately enter student data into the SIS (e.g., Infinite Campus, PowerSchool) consistent with Student October data parameters.</p>					

Before starting **Student October** (commonly called 'October Count'), LEA staff must focus on the **Student Interchange**. Think of the **Student Interchange** as the student "source file" that creates **Student October**. This "source file" for **Student October** consists of two **Student Interchange** files: 1) **Student Demographic** and 2) **Student School Association**.

In **August**, when **Student October** opens in the **Data Pipeline**, initial steps for the LEA data respondent include the following:

- ✓ completing the LEA's initial upload of **Student Interchange** files for the current school year
- ✓ initiating conversations with program staff regarding any errors that affect student programming for the year (i.e., English Learner status, free-reduced lunch, postsecondary programs, ASCENT, alternate assessment)

It's a critical step for the staff member completing **Student October** to connect with program staff for accuracy of program information pertaining to Student Membership.

Maintaining the LEA's **Student Interchange** throughout each school year is the #1 strategy to ensure accurate student data by establishing an automated process to locally collect, verify, and transfer data to CDE through the **Data Pipeline** application. To understand how the **Student Interchange** is utilized throughout the school year for data collections, refer to the **Student Interchange webpage**. Access the Student Interchange Timeline that provides a helpful checklist with monthly suggestions for what aspects of the **Student Interchange** files to focus on based on specific collections.

Maintaining the LEA's **Student Interchange** process is the #1 strategy to ensure accurate student data by establishing an automated process to collect, verify and transfer data to CDE through the Data Pipeline.

In the context of Assessment and Accountability, **Student October** produces the **initial student roster** for spring state assessments. The Department loads **Student October** data into **assessment vendor systems** that includes demographic, program, and enrollment data. If LEAs do not make changes to the initial student roster, **Student October** data provided in the initial assessment rosters are used for reporting assessment results by groups of students.

This is a good start for an initial assessment roster, but enrollments change throughout the year. When districts prepare for and administer state assessments, DACs verify data within each **assessment vendor system** (e.g., PearsonAccess^{next})

to ensure alignment with their local student information system, in turn, the **Student Interchange**. The next section of this document covers data verification in the **assessment vendor systems**.

A sometimes-overlooked data field in **Student October** is the ‘Coalt Assessment’ data field that is pulled from the ‘Alternate Assessment Participant’ field in the **Student Demographic Interchange** file. It’s helpful for DACs to correspond with Special Ed staff to ensure that there is a shared understanding of alternate assessment participation requirements used to identify students eligible for CoAlt DLM (grades 3-11), Science (grades 5, 8, and 11), and Alternate ACCESS (grades K-12). Eligibility includes the following:

- ✓ a student with a most significant cognitive disability,
- ✓ who receives modified instruction based upon alternate academic achievement standards (Extended Evidence Outcomes), and
- ✓ will participate in state alternate assessments required in the student’s enrolled grade level (if relevant).

Visit this [CoAlt webpage](#), under CoAlt: Participation to access the ‘Alternate Academic Achievement Standards and Alternate Assessment Participation Guidelines Worksheet’ and ‘companion document.’ DACs will also want to collaborate with others in the district as follows:

- ✓ Ensure there is a process for a designated staff member to check-off the ‘Alternate Assessment’ box in the LEA’s student information system/SIS (e.g., Infinite Campus, PowerSchool) within the **Student October** window.
- ✓ Reach out to the **Student October** data respondent to determine the timeline to have this field up-to-date.

This has implications for accountability when it comes to test participation and receiving a valid score; assuring that students are appropriately assigned to the correct state assessment.

Need more information about the Student October Snapshot or the Data Pipeline?

Key Resources: Student October [webpage](#); Data Pipeline [webpage](#), [Fact Sheet](#), & [23-24 Data Pipeline Collection Dates Questions?](#) Contact datapipeline.support@cde.state.co.us



III. State Assessment Vendor Systems

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
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Accountability Implications: Files pulled from the **assessment vendor systems** produce “official data files” used for state reporting in [data tools and reports](#) and state/federal accountability calculations that ultimately contribute to the accreditation process (i.e., assurances on frameworks and contract regarding good faith compliance on statewide assessment participation). With this, it’s critical for LEAs to ensure that data is accurate in **vendor systems** at the end of each testing administration. For accountability calculations, students must be continuously enrolled from the October count date to the administration of the state assessment in a school/district to be included in the corresponding school/district achievement and growth results in the performance frameworks and ESSA identification. This information is included in the Department’s initial roster uploads in the CMAS/CoAlt Science and ACCESS **assessment vendor systems** as: ‘Continuous in District’ and ‘Continuous in School.’ These fields default to “Yes” since initial rosters are based on **Student October**. Values would be changed to “No” by district staff with requisite permissions in the CMAS/CoAlt Science and ACCESS **assessment vendor systems** or during the corresponding **Student Biographical Data (SBD)** review. For PSAT/SAT and CoAlt: Dynamic Learning Maps (DLM), **SBD** presents the *only* opportunity to verify ‘continuous in district’ and ‘continuous in school.’ Note that assessment results for students who enroll in a school/district *after* the October count date or had a *break in enrollment*¹ before test administration will *only* factor into accountability calculations for participation rates and growth for the following year’s framework or ESSA identifications. For improvement planning, sites are expected to use their state and local assessment data to prioritize student needs and set annual targets to ensure progress.

Data Collection Considerations: District Assessment Coordinators (DACs) work closely with school staff to ensure all enrolled students in required testing grades are included in **assessment vendor system(s)** with accurate demographic and program data plus test accommodations, as needed. DACs also work with school and other district staff to ensure roster accuracy corresponds with data in the LEA’s student information system (e.g., Infinite Campus, PowerSchool).

Each state assessment has an **assessment vendor system** where District Assessment Coordinators (DACs) manage test administration and corresponding student records to ensure all students eligible for state required testing are registered correctly (e.g., grade level, general or alternate) and completed the test. DACs use these systems to update initial rosters. For students who did not start or complete testing, DACs may apply reason not tested/invalidation/special reporting use codes to their records. Table 1. lists state **assessment vendor systems** by assessment with support links.

Table 1. Assessment Vendor Systems

CDE Assessment Links –	Assessment Vendor System
ACCESS for ELLs (ACCESS)	WIDA AMS – DRC INSIGHT
CMAS and CoAlt-Science & SS	PearsonAccess ^{next} (PAN)
CO PSAT-SAT	State Data Management System (SDMS)
CoAlt DLM	KITE Educator Portal

¹ **Break in Enrollment** = Between October Count date and testing date, there has been no single enrollment gap lasting 10 or more consecutive instructional days and there have not been multiple non-consecutive enrollment breaks cumulatively equaling 10 or more instructional days.

The Assessment Division provides expertise to support districts in ensuring student data accuracy within each vendor system. Using student data file layouts and directions, district personnel with requisite permissions may update student data in each **assessment vendor system's** user interface or batch uploading changes and new records. Then, LEAs have the opportunity to verify final vendor data files during **SBD**, which is covered in the next section—SBD.

It is best practice to ensure data accuracy in each **assessment vendor system** and that student biographical data matches corresponding data in the LEA's student information system.

When reviewing assessment rosters, ensure the correct students are associated with each assessment.

- ✓ **All assessments.** Monitor enrollment changes on a regular basis before and during testing.
 - ◆ Within the **Data Pipeline**, run [RITS](#) to request a new SASID or see if a student has an existing SASID from another LEA. New student records will not load into an **assessment vendor system** without a SASID. Temporary SASIDs must not be used without permission from the CDE Assessment Division.
 - ◆ Identify students who withdrew before they completed testing.
 - *For students who completed testing before they withdrew, do NOT apply “withdrew before/during testing” coding.*
 - *For students who did not complete the test and transferred to another Colorado public school before the end of the testing window, and if contacted by a student's new Colorado district, follow assessment record transfer procedures established by or coordinated through the CDE Assessment Division. If not contacted by the end of the state testing window, code the test record, “withdrew before/during testing.”*
 - *For students who did not complete the test and left Colorado public schools, code the test record, “withdrew before/during testing.”*
 - ◆ If a student's grade changes mid-year, ensure test assignments (e.g., CMAS Grade 8 tests, PSAT10) align to the student's current enrolled grade. Changes may be more common at the high school level where grade reassignments may occur after **Student October** based on credits mid-year (dependent on district policy).
- ✓ **ACCESS.** Multilingual Learners (MLs) required to take the test must have a language proficiency equal to Non-English Proficient (NEP) or Limited-English Proficient (LEP).
 - ◆ NEP/LEP students must take the test, even if their parents or guardians waived English Language Development services.
 - ◆ Check ACCESS lists to identify any students with a significant cognitive disability and consult with Special Ed case managers to determine if those students are eligible for the Alternate ACCESS. Include K-2 multilingual learners who may qualify for the Alternate ACCESS since ACCESS assesses grades K-12.
- ✓ **CMAS and PSAT-SAT.** Identify which newly arrived MLs meet exemption criteria. There are many intricacies in this decision process about ‘First Year in the US’ students.
 - ◆ Start on page 31 in [the 2024 CMAS and CoAlt Procedures Manual](#).
 - ◆ Also refer to [Newly Arrived Multilingual Learners: Performance Framework Implications](#) for accountability implications.
- ✓ **CMAS & CoAlt Science and ACCESS.** Change ‘continuous in school’ and ‘continuous in district’ fields for students who withdrew after the October count date and re-enrolled before or during an assessment window. Note that a student is considered to be continuously enrolled in a district if all of the following statements are true:
 - ◆ Student had an active enrollment record in the district on the October count date;
 - ◆ student had an active enrollment record in the district at the start of the testing window or at any point prior to the end of the testing window;

- ◆ district/school code in student’s enrollment record as of the October count date equal to the district / school code at the time of testing;
- ◆ between October count date and testing date, there has been no single enrollment gap lasting 10 or more consecutive instructional days; and
- ◆ there have not been multiple non-consecutive enrollment breaks cumulatively equaling 10 or more instructional days.

Students failing to meet one or more of these criteria are considered to be non-continuous. Additionally, students should take appropriate assessments if they arrive during the school’s assessment window and did not complete testing in the prior district and/or school. Students who completed testing in a prior district/school should not be added to assessment rosters. *For accountability implications, SBD* presents the only opportunity to verify the ‘continuous in district’ and ‘continuous in school’ fields for PSAT/SAT and CoAlt: DLM records, since these fields are only viewable and updateable in the CMAS and ACCESS **assessment vendor systems**.

- ✓ **Homeschoolers.** For testing and accountability purposes, generate a list of homeschoolers eligible for content assessments, grades 3-11.
 - ◆ Verify homeschoolers are not included in testing rosters unless parents/legal guardians have requested their children to test. In other words, the test is only given to home schooled students whose parents request that the child participate in the testing.
 - ◆ If *full time* homeschoolers are included in complete CMAS / CoAlt testing, ensure the responsible district identifier equals ‘District Code’ where the student was previously enrolled and/or the test was administered and the responsible school/institution identifier equals ‘HHHH’. Note that full-time homeschool students may not take the CO PSAT/SAT; they may register for a national administration day.
 - ◆ Home schooled students who are *part-time* enrolled in a public school and included in CMAS, CoAlt or PSAT/SAT rosters should be coded with the enrolled public district and school codes as well as a not tested/void test score/special reporting use code of ‘Part-time public/Part-time homeschool student.’ If a district wants a score to be generated for a part-time homeschool student but does not want the score to be included in district or school reports, code the responsible district identifier as the ‘District Code’ where the test was administered, the responsible school/institution identifier equal to ‘HHHH’ and make sure the not tested/void test score/special reporting use code is left blank.

In summary, there are two key details related to homeschooler assessment records for accountability purposes: 1) assessment records with school code equal to ‘HHHH’ are removed from accountability data files and 2) records for students reported with a test invalidation code equal to ‘Part-time public/Part-time homeschool student’ are excluded from all accountability calculations. For more information about homeschoolers in general and related to testing, refer to the Department’s [FAQ about Home Schooling](#).

After testing, DACs must identify any necessary coding.

- ✓ Each **assessment vendor system** has a way to identify students who did not test, incomplete test records and records that should not be scored.
- ✓ Determine the appropriate code or value for ‘Invalidation Reasons’ that should be used for reporting.
- ✓ Refer to [Appendix D](#) for a list of ‘Invalidation Reasons’ by state assessment.

As a reminder, it is best practice that the DAC ensures that the student biographical data in each **assessment vendor system** aligns with the LEA’s student information system at the time of testing. It is also often asked *who will be included in participation rates and assessment results*. Refer to the [Assessment Participation and Accountability Guide](#) to better understand policies around participation that impact framework ratings and ESSA identifications. Refer to [this fact sheet](#) for how participation rates are calculated.



Need more information about State Assessments? Visit the Assessment Division's [webpage](#).
Questions? Contact the CDE Assessment Division at assessment@cde.state.co.us.

IV. Periodic Collections: Student Biographical Data (SBD)

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
<p>Accountability Implications: While an optional collection, SBD provides districts a <u>final chance</u> to verify the accuracy of student assessment records regarding reason for not testing (e.g., parent refusal) and other student data that impacts public reporting of results (e.g., State Accountability Data Explorer, District & School Dashboard, Accreditation process (e.g., accountability participation rates), as well as state and federal accountability calculations. Miscoded reasons for ‘not tested’ may lead to changes in State and Federal Accountability ratings as follows:</p> <ul style="list-style-type: none"> • <i>Colorado Performance Frameworks:</i> If a school or district falls below the 95% <i>accountability participation rate</i> (i.e., for reasons other than parent excusal) in two or more content areas, then the district’s accreditation rating or school’s plan type will be lowered by one level. Note that science participation will not be included for accountability purposes in 2024 frameworks. • <i>Federal Identification:</i> Under ESSA, schools are required to assess at least 95% of students on the state assessments (<i>total participation rate</i>). Non-participants (including parent excusals) in excess of 5% must be counted as non-proficient and assigned the lowest possible scale score on the missed assessment. Schools are identified for support and improvement under ESSA based on actual mean scale scores first, then a second round of identifications are run based on participation-adjusted mean scale scores. Schools identified in the second round only are flagged as “Due to Participation Only.” <p>For PSAT/SAT and CoAlt: DLM records, SBD presents the <u>only</u> opportunity to verify ‘continuous in district’ and ‘continuous in school’ fields, since those fields are not viewable or updateable in those assessment vendor systems as they are for CMAS & CoAlt Science and ACCESS.</p>					

Data Collection Considerations: Anticipate competing demands during **SBD** windows. For example, CMAS **SBD** overlaps with SAT **SBD**, as well as other **Pipeline** collections related to **READ Act** and **Alternate Education Campus**. For an overview of competing demands, refer to [Appendix B](#) – Timeline for Pipeline, Assessment & Accountability.

The **Student Biographical Data (SBD)** window for ACCESS typically occurs mid-March, while most **SBD** windows (CMAS, SAT) occur in May. CoAlt: DLM **SBD** usually opens at the end of May, closing in early June. Each **SBD** begins with a file download out of the **Data Pipeline**. Data Respondents may select student demographic information gathered in the **assessment vendor system** or from the **Student Interchange**. From there, the Data Respondents start their **SBD** review. Refer to the [SBD Process Manual](#) for more information.

SBD Data Respondents should work closely with District Assessment Coordinators in completing SBD reviews, specifically in reviewing Reason Not Tested/Invalidation codes. If the district intends to use the demographics in the **Student Interchange** for **SBD**, it’s also important for the **SBD** Data Respondent to connect with the person who maintains the **Student Interchange** to ensure the **Student Demographic** and **Student School Association** files are up-to-date and error free before each **SBD** window. For example, in **February**, before ACCESS **SBD**, LEAs should reconcile **Student Interchange** demographic errors for newly enrolled students who have a home language other than English, and

- ✓ ensure Multilingual Learners required to participate in ACCESS are accurately coded with ‘language proficiency’ equal to Non-English or Limited English Proficient (NEP/LEP).

Even though the **SBD** windows are optional, it’s *highly recommended* to verify data that impacts accountability calculations, including the following key considerations:

- ✓ **Verify the ‘Invalidation Reason’ for students that did not take a test.** This includes *parent excusals* and other reasons (e.g., absent, withdrew before testing). Refer to [Appendix D](#) for a list of ‘Invalidation Reasons’.
 - ◆ To identify which ‘Invalidation Reasons’ impact accountability, refer to the table on page 5 of the [Participation and Accountability Guide](#).

- ✓ **Ensure accuracy of *continuous in district* and *continuous in school*** data fields that are based on students being continuously² enrolled from the October count date to the administration of the state assessment.
 - ◆ *Continuous in District* must equal 1 (yes) for inclusion in achievement and growth calculations in the District Performance Framework.
 - ◆ *Continuous in School* must equal 1 (yes) for inclusion in achievement and growth calculations in the School Performance Framework and ESSA identifications.

For accountability implications, **SBD** presents the only opportunity to verify the ‘continuous in district’ and ‘continuous in school’ fields for PSAT/SAT and DLM records. For CMAS/CoAlt and ACCESS, the continuous fields are first introduced in corresponding **assessment vendor systems** (see previous section—State Assessment Vendor Systems).

- ✓ Check coding for **student demographics and program information** including free/reduced-price lunch eligible, minority students (race and ethnicity data fields), multilingual learners, students with disabilities (individualized educational plans), and gifted and talented.

It’s highly recommended to verify data that impacts accountability calculations during **SBD** windows.

Important note: While **SBD** is optional, the [request to reconsider process](#) (R2R) cannot be used to address reporting errors that should have been corrected during **SBD**. For more detail on participation rate calculations by assessment and level, see the [Framework Participation Rate Calculations Fact Sheet](#).

Need more information about Student Biographical Data (SBD)?

Key Resources: [SBD & Accountability Fact Sheet](#), [SBD Manual](#) – **SBD webpages:** [ACCESS](#), [CMAS](#), [PSAT-SAT](#), & [DLM](#)

Questions? Technical questions – sbdsupport@cde.state.co.us | State Accountability – accountability@cde.state.co.us | Federal Accountability – ESSAquestions@cde.state.co.us

² A student is considered to be continuously enrolled in a district if all of the statements listed below are true. Students failing to meet one or more of these criteria are considered to be non-continuous:

1. Student had an active enrollment record in the district on the October count date;
2. student had an active enrollment record in the district at the start of the testing window or at any point prior to the end of the testing window;
3. district / school code in student’s enrollment record as of the October count date equal to the district / school code at the time of testing;
4. between October Count date and testing date, there has been no single enrollment gap lasting 10 or more consecutive instructional days; and
5. there have not been multiple non-consecutive enrollment breaks cumulatively equaling 10 or more instructional days.

V. Snapshot: Spring READ Assessment

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
<p>Accountability Implications: The performance framework calculations use current and previous Spring READ Assessment records to identify students who were previously reported as having a Significant Reading Deficiency (SRD) to create a ‘Previously Identified for READ Plan’ student group in the Academic Achievement indicator within the elementary framework. One additional bonus point may be assigned for students previously identified with a READ plan when their CMAS English Language Arts (ELA) mean score meets or exceeds the approaching expectations cut-score. Following state statute, these calculations only include results for students who took the 3rd or 4th grade ELA assessment in the associated framework year. For ESSA Identification, the Spring READ Assessment Snapshot provides necessary K-2 data that is used for academic achievement (percent of students with an SRD) and academic growth (change in SRD status) indicators for identifying schools that only enroll students in kindergarten through second grade. Additionally, elementary schools and districts serving K-3 students must set targets in the Unified Improvement Plan aiming to reduce the number of students who are identified as having significant reading deficiencies and ensuring that each student achieves grade-level expectations in reading.</p>					
<p>Data Collection Considerations: When setting LEAs’ local READ assessment administration end of year (EOY) window (April–June), it’s important to consider the following details: 1) State testing and make-up window, 2) completing READ testing with enough time to complete both the Spring READ Assessment Snapshot as well as possible local use of READ assessment results in measures of student learning that LEAs may use in local Educator Effectiveness, and 3) if relevant, schools participating in the Early Literacy Assessment Tool project must adhere to the assessment windows set by the associated and required assessment of that project. Additionally, the Spring READ Assessment Snapshot collection and its associated Literacy Programs & Assessment Reporting overlap with multiple SBD windows and the AEC Selection of Measures Collection-phase II. For an overview of competing demands, refer to Appendix B – Timeline for Pipeline, Assessment & Accountability collections.</p>					

The **Spring READ Assessment** Snapshot in the Data Pipeline typically runs from the end of April into early June. This collection is one of three READ Act mandated collections. The other two collections are not highlighted in this resource since they do not directly connect to the Colorado Accountability System. The **Literacy Programs & Assessment Reporting** collection occurs at the same time as the **Spring READ Assessment**, while the **READ Training Completion Reporting** (for both Teacher & Admin training) occurs in August. All three collections flow through the **Data Pipeline**.

In the **Spring READ Assessment** Snapshot window, LEAs must annually report the information necessary to determine the prevalence of significant reading deficiency among students in grades K-3 and students in grades 4-12 who remain on a READ plan. Districts should attempt to assess all K-3 students and all K-3 students should be reported in this collection. For grades 4-12, only 4th-12th graders included in each district’s student extract of 4th-12th grade students with an SRD in the Prior Year report in Cognos should be included in the data file. Refer to [this website](#) for more information.

For accountability purposes, students previously identified having a READ Plan are only brought into accountability calculations if these READ records link to current CMAS English Language Arts (ELA) results. Neither CSLA or DLM: ELA alternate assessment records are factored into calculations. For more questions about these specific calculations, please contact accountability@cde.state.co.us (frameworks) and ESSAquestions@cde.state.co.us (ESSA identification).

Need more information about Early Literacy Assessments?

Visit websites: [READ Snapshots](#), [READ Plan Resources](#) for educators, & [Early Literacy Assessment Tool \(ELAT\) Project Questions?](#) READ Act Data inquires – READActData@cde.state.co.us | [Elementary Literacy & School Readiness Team](#)

VI. Snapshot: Student End of Year (SEY)

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
<p>Accountability Implications: Student End of Year (SEY) is the collection used to calculate graduation and dropout rates included in the Postsecondary and Workforce Readiness (PWR) indicator for high school and district performance frameworks. Dropout rates are also used as an indicator of School Quality and Student Success (SQSS) and graduation rates are used as an indicator for ESSA identification. Under ESSA, high schools may be identified for Comprehensive Support and Improvement based on graduation rates alone. SEY also identifies military-enlisted students, who count as matriculated in the matriculation rates calculations (in both the numerator and denominator), a PWR subindicator in performance frameworks. Additionally, the Graduation Guidelines file within the Student Interchange is used as an internal check to ensure that students marked as “graduated” in SEY have, in fact, met the minimum state requirements per the Graduation Guidelines file. Graduation, completion, dropout and matriculation rates are also included in the Postsecondary & Workforce Readiness tab within the District and School Dashboard. This dashboard also includes mobility and attendance rates (also connected SEY) in the Enrollment & Demographics tab. Ultimately, graduation rates are a driver in Improvement Planning with regards to identification of student performance priorities and other figures from SEY (i.e., mobility rates) that inform the context for implementation.</p> <p>Data Collection Considerations: The SEY data respondent must work on SEY throughout the year, including interim deadlines throughout the summer (noteworthy for SEY data respondents on a school year contract). They work closely with the Data Services Unit at CDE with regards to various enrollment scenarios, ensuring consistency in data entry by registrars, and collaborating with program owners and staff who verify and enter graduation guidelines documentation into the LEA’s system. The SEY data respondent is typically the person who trains or supports registrars for accurate SEY reporting of student enrollment information. In the context of SEY, it's critical to have accurate enrollment records with accurate School Exit Types and Dates as these are used to determine a student's status for dropout and graduation rates. SEY is also the largest CDE collection with regards to data validity checks on the “business rules” of the SEY data file. Often, the SEY data respondent is also the Student October data respondent.</p>					

At the high school level, accountability metrics include **postsecondary and workforce readiness (PWR)** indicators based, in part, on data from the **Student End of Year (SEY)**. This collection is used to derive official graduation, dropout, completion, mobility, and stability rates. Dropout and graduation rates are **PWR** subindicators used for district and high school performance frameworks as well as ESSA identification for high schools. **SEY** also provides some data for matriculation rate calculations (e.g., military-enlisted). Refer to the [PWR Fact Sheet](#) to understand these calculated rates.

While graduation and dropout rates used in frameworks are based on official summary **SEY** data published by CDE’s Data Services Unit, matriculation rates are calculated by the Accountability Analytics team. In addition to **SEY**, matriculation calculations rely on data from the optional **Career Development Incentive Program (CDIP) collection** and data provided in collaboration with the Colorado Department of Higher Education from the **National Student Clearinghouse** and the **Student Unit Records Data System**. All three **PWR** subindicators lag behind the year of accountability due to the timing of all these collections. In other words, for the 2023-24 school year performance frameworks and ESSA identification (2024), the graduation, drop-out and matriculation rates represent the 2022-23 cohort of anticipated graduates.

Consistent with **Student October**, the **Student Interchange** provides the foundational data or basis for the **SEY** Snapshot. In the context of **SEY** it’s important to separate the four files that build the **Student Interchange: Student Demographic (DEM), Student School Association (SSA), Graduation Guidelines (GG), and Adjustment** (used in few cases/not used by most districts). While **Student October** includes the **DEM** and **SSA** file, **SEY** also includes **GG** and **Adjustment** if needed.

It is best practice to maintain the **Student Interchange** data files throughout the school year (e.g., weekly, monthly), ensuring that the **Student Interchange** data matches the district's student information system.

For PWR accountability calculations, **SEY** data verification focuses on the following:

- ✓ **Verify graduates** – This specifically refers to the Anticipated Year of Graduation (**AYG**) / Cohort data field. To understand the scenarios to verify graduates, data respondents should utilize CEDAR reports associated with the **SEY** process in the **Data Pipeline**. More information is available at the [SEY webpage](#).
 - ◆ **AYG Cohort defined:** The group of students in a school/district with the same AYG. Includes students who transfer into a school/district. Students who are verified transfers out of a school/district are removed. Find the list of **exit types** that comprise the AYG cohort on the [SEY webpage](#).
 - ◆ **Note:** A student's **AYG** cohort is established during the **SEY** collection, the year the student enters a Colorado public high school for the first time, typically in 9th grade. Once a student's AYG is established, it does not change even if the student experiences a grade reassignment during their high school career. For more information, including **AYG Short Bytes** recordings, see the [SEY webpage](#).
 - ◆ **Graduate defined:** Students who receive a regular high school diploma upon completion of local graduation requirements (i.e., coursework, assessment) and meet Colorado's [Graduation Guidelines](#). This includes students with disabilities who meet all requirements of an IEP aligned with state standards. Students with **exit type** codes 90, 95, and 96 are counted as graduates.
- ✓ **Verify completers** – (Completion rate is only included in **AEC** School Performance Frameworks.) CDE defines a student as a completer when the student graduates from high school and receives a diploma, receives a High School Equivalency Diploma, or receives a locally defined non-diploma certificate (achievement, attendance, completion). Students who are accepted to an institute of higher education without receiving a high school diploma are also considered completers. It is important to note the definition of completer includes graduates. This means the counts and rates associated with completers will always be equal to or greater than the graduation counts and rates. Students with **exit type** codes 90, 92, 93, 94, 95, 96 are counted as completers when calculating completion rates. The process for verifying completers is the same as verifying graduates, since graduates account for a subset of completers – only those with **exit type** codes 90, 95, and 96.
- ✓ **Verify dropouts** – Note that the dropout rate used in **PWR** subindicators only factors in 9th through 12th graders in the **SEY** file. Again, to understand the scenarios to verify graduates and dropouts, data respondents should utilize CEDAR reports associated with the **SEY** process in the **Data Pipeline**. More information is available [here](#).
 - ◆ **Dropout defined:** A 7th-12th grade student (*9th-12th grade for PWR*) who was enrolled in school at any time during the current school year, including summer, but *leaves school for a reason other than* one of the following exclusionary conditions:
 - Transfers (with [adequate documentation](#)) to another public school district, private school, home based education program, or other state- or district-approved educational program.
 - Temporary absence due to suspension or expulsion.
 - Serious illness or death and does not complete their education.

“Dropout” also includes a student who was in membership the previous school year and does not return to school prior to the end of the current school year (i.e., student who did not exit in a previous school year, but did not attend school during the current year). Dropout students are coded with **exit type** = 40. Students who reach the age of 21 before receiving a diploma or designation of completion (“age-outs”) are also counted as dropouts.
- ✓ **Verify military enlisted status** in the **SEY** file for students aged 17 and above (for matriculation rate).
- ✓ **Ensure that demographic information is a cumulative representation of student participation** or eligibility in a program. For example, a student identified as being eligible for free and reduced lunch at any point in the school

year, remains eligible for **SEY**. In other words, a student may have paid for lunch in **Student October** and become eligible for free or reduced lunch later in the school year.

- ✓ **Verify reporting for 12th grade students returning for [ASCENT](#), [P-TECH](#), [TREP](#), and [Special Education Transition](#).** These student records have in-depth coding requirements that may impact graduation rates. See the [SEY webpage](#) for more information. Note that beginning with the 2024 performance frameworks, students enrolled in ASCENT, P-TECH, or TREP programs during their 5th year of high school will be included in the numerator for the matriculation PWR sub-indicator during the year they are coded as a graduate (refer to the [PWR factsheet](#)).

As mentioned in the ‘Data Collection Considerations’ box at the beginning of this section, the **SEY** data respondent is typically the person who trains registrars. It’s important to note a key training piece for registrars that impacts accountability.

- ✓ Beginning of year (BOY) registration training for registrars – It’s critical to ensure accuracy and consistent use across the LEA of **School Entry/Exit Types and Dates** by all registrars. Note that for a new student, registrars need to consider the incoming student’s previous exit type and date, if available.
- ✓ End of year (EOY) registrar training, or reminder from BOY training – In the context of **SEY**, it’s critical to have accurate **School Exit Types and Dates** for the most accurate graduation and dropout rates.

Entry/Exit Types and Dates originate in the **Student School Association** file within the **Student Interchange**. It is best practice to maintain the **Student Interchange** data files throughout the school year (e.g., weekly, monthly), ensuring that the **Student Interchange** data matches the district’s student information system and vice versa.

LEAs also need to **establish a collection and verification process** for data required in the **Graduation Guidelines (GG)** file.

- ✓ Work with program staff in the district to begin monitoring students expected to graduate during the school year ensuring documentation of required Graduation Guidelines.
- ✓ Upload the **GG** file periodically and review Graduation Guidelines CEDAR reports to continue monitoring students expected to graduate this school year.

When it comes to matriculation rates, LEAs should focus on the collection elements submitted to CDE that contribute to the calculation of matriculation rates, since matriculation rates are primarily dependent on data outside of the control of LEAs (e.g., data reported by Higher Ed Institutions to different agencies, i.e. the National Student Clearinghouse).

In addition to **SEY**,

- ✓ The **CDIP/Industry Credentials Submission** is included at the end of the year to identify students who complete six different qualifying programs. Of those qualifying programs, industry credential programs as well as pre-apprenticeships and apprenticeships count towards matriculation.
 - ◆ Before participating in the **CDIP/Industry Credentials Submission**, LEAs must complete an Intent to Participate before the collection. The submission is typically open mid-April through the end of June.
 - ◆ LEA staff involved in **CDIP** might include counseling staff in collaboration with the accountability contact.
 - ◆ **CDIP** is coordinated by the Department’s [Office of Postsecondary and Workforce Readiness](#).

CDIP provides financial incentives for school districts and charter schools that encourage high school students, grades 9-12, to complete qualified industry credential programs, internships, residencies, construction pre-apprenticeship or construction apprenticeship programs or qualified Advanced Placement (AP) courses. For more information, refer to the Career Development Incentive Program [webpage](#) and its associated [Data Pipeline webpage](#) for the submissions process.

- ✓ In the context of Accountability, accuracy and completeness of this collection will help ensure that all students fulfilling a qualifying matriculation pathway are counted in a school or district’s matriculation rate.

For more information about matriculation rates, refer to the [Matriculation Fact Sheet](#) (link downloads).



Need more information about Postsecondary & Workforce Readiness (PWR) indicators or collections?

Visit Websites – [PWR](#), [Student End of Year](#), [Attendance](#), [CDIP Data Collection](#), [Grad Guidelines](#)

Questions? SEY – StudentEndofYear@cde.state.co.us | PWR calculations – accountability@cde.state.co.us

VII. Periodic Collections: Alternative Education Campus (AEC)

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
<p>Accountability Implications: Districts who participate in the Alternative Education Application/Renewal Collection on behalf of their alternative education campus(es) (AECs) and whose schools earn a state approved AEC designation will receive an AEC School Performance Framework (SPF) instead of the typical framework. The Department established AEC specific norms and cut-points for achievement, growth and Postsecondary & Workforce Readiness (PWR) indicators. The AEC frameworks also include state official completion, attendance, and truancy rates³. In addition to state collected measures, LEAs have the option to include local “optional measures” for Achievement, Growth, and/or Student Engagement, and would elect to participate in the AEC Selection of Measures Collection. Optional measure results are also reported in the District and School Dashboard under the Performance Framework Results tab. Results are not disaggregated for AECs since AEC populations are high-risk, as defined in the Educational Accountability Act of 2009. The AEC SPF also produces the official unified improvement plan type that determines associated improvement planning requirements that will be the basis for LEAs to accredit their AECs -- and potentially impact district accreditation rating in some cases. While AEC collections are not used for ESSA Identification, when necessary, attendance and truancy rates are used in addition to the other ESSA indicators to appropriately differentiate the performance of AECs for the purpose of identifying schools for Comprehensive Support and Improvement (CS) - Lowest 5 Percent. Under ESSA, AECs may also be identified for Targeted Support and Improvement based on the performance of a given student group or for CS based on graduation rates only.</p>					

Data Collection Considerations: Be aware of competing demands, particularly during the second phase of the **AEC Selection of Measures Collection**. In some LEAs, the AEC data respondent may very well be the **SBD** respondent for CMAS, SAT, and DLM, as well as other collections related to the **READ Act** and **Data Pipeline Snapshots** (e.g., **Student End of Year**). Refer to [Appendix B](#) – Timeline for related Pipeline, Assessment & Accountability collections.

There are two Alternative Education Campus (AEC) collections. The first **Alternative Education Application/Renewal Collection** (mid-March through April) is an annual required collection for all schools seeking an initial AEC designation or those AECs who are completing their yearly renewal of AEC status. Schools that obtain the AEC designation will receive an AEC School Performance Framework (SPF) in the following year. To qualify as an AEC, 90% of the school’s enrollment must meet at least one indicator within the high-risk criteria. High-risk data is pre-populated from **Student October**, **Special Education December Count**, the prior year **Student End of Year** if students re-enrolled in the AEC/school applying for an AEC designation, and, if available, an AEC’s previous year **Application/Renewal Collection** for students who have re-enrolled at the same AEC for multiple October Counts. In other words, for AECs renewing their AEC status, CDE carries forward district designated high-risk categories for re-enrolled students.

LEAs verify the initial application file of pre-populated high-risk data and bring in other data gathered locally – through the AEC’s enrollment process, information from student support teams, and other sources in accordance with the documentation requirements for high-risk student identification. Refer to the [Documentation Assurance for AEC High Risk Student Identification – District Identified Categories](#) (link downloads) for more information. Locally collected data provide a more complete picture of each AEC’s student population, then state collected data alone.

Designated AECs have the option to include additional measures into their school’s AEC SPF. The voluntary AEC collection in the spring is called the **AEC Selection of Measures Collection** and has two phases. In the first phase – **Planned Measures** for the *current* year AEC SPF (mid-March through April), LEAs submit the names of optional measures that have been pre-negotiated with CDE before submitting. These “approved” optional measures identify what current

³ Note that there was a pause in use of attendance and truancy rates after the Pandemic through 2023

year results the AEC will submit in phase two. The second phase called **Actual Measures** includes results that will be included in the *current* year AEC SPF as well as planned measures for the *next* school year, again pre-negotiated with CDE. This phase typically runs from May through June. Refer to the [AEC Collections webpage](#) for more information.

When creating mission-aligned locally collected measures, inclusion of such optional measures in the AEC SPF must be:

- ✓ Representative of the entire school population
- ✓ Aligned with the mission of the school
- ✓ From an assessment or survey that provides valid and reliable student scores
 - For assessments, preferably those aligned with Colorado Academic Standards
 - For surveys, nationally normed surveys and surveys that can demonstrate pre/post growth are preferred
- ✓ Instructionally and programmatically relevant to school
- ✓ Agreed upon by both district and school leadership

Official attendance and truancy rates used in the AEC SPFs are provided by the CDE’s Data Services Unit and posted [here](#). LEAs submit attendance data through the **Data Pipeline Attendance** Snapshot. The **Attendance** Snapshot contains student level attendance data, which includes Total Days Attended, Total Days Unexcused, Total Days Excused, and Total Days Possible for each student. Utilizing these data elements, CDE calculates attendance rate, chronically absent rate, and truancy rate. Its collection window typically runs mid-April through mid-July. Refer to the [Attendance](#) webpage, for more information about this data collection, best practices for improved attendance, and associated state policy.

Need more information about Alternate Education Campus (AEC) collections?

Visit: [AEC data pipeline webpage](#)

Questions? Contact accountability@cde.state.co.us

VIII. Other Collections: Safe Schools & Finance Assurances and Accreditation

This data is used directly in:	Performance Frameworks	Improvement Planning	Data Tools & Reports	Accreditation	ESSA Identification
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Accountability Implications: The Accreditation Contract documents that the district is in good standing with the state and remains in compliance as laid out by state statute and regulated by the State Board of Education. **Safety, Finance** and statewide assessment participation (measured by the accountability participation rate) are indicators under Assurances on page 1 of the District Performance Frameworks. A district's rating may decrease if it does not meet the **Safety** and/or **Finance** indicators, consistent with not meeting the accountability participation rate. These indicators are also specifically named within the District **Accreditation Contract**. Refer to the [Accreditation Contract Plain Text](#) for more information. Signed **Accreditation Contracts** are [posted for public reporting](#) with Performance Frameworks and Improvement Plans.

Data Collection Considerations: Superintendents check with their Local Access Manager (LAM) to make sure they and/or designees are assigned the necessary **Data Pipeline** roles for the **Safety Accreditation Report** (STU LEA Approval) and for the LEA Accountability Contact to access the **Accreditation** Tab in the online UIP system. (Refer to [these directions](#) for the LAM to assign Accountability &/or UIP roles.) Note that there is not a **Data Pipeline** role for the **Assurances for Financial Accreditation** since that process occurs as part of the Financial December Data Collection, not the Pipeline.

Safe Schools accreditation assurances are collected annually from districts and inform the safety assurance section of the District Performance Framework (DPF). The information for the **Safety Accreditation Report** is now entered annually in the **Data Pipeline**. The **Safety Accreditation Report** is available when the [Student Discipline Snapshot](#) opens but closes earlier, usually the last working day of May. The report requires districts to respond yes or no to ten questions regarding required safety policies. Once the **Safety Accreditation Report** is submitted and verified as complete, the **Safety** indicator or assurance is incorporated into the DPF development process.

- ✓ A completed and verified Safety Accreditation Report will result in a 'Meets Requirements' rating in the DPF.
- ✓ If the Safety Accreditation Report is not adequately completed or not done at all, the DPF rating may decrease.

For more information, refer to the [Discipline Interchange](#) website, under 'Trainings' for the PowerPoint–*Safe Schools Accreditation - How to Complete Report* and under 'Additional Resources' for the [Safe Schools Act Accreditation Report Guide](#). Note that CDE does not collect school safety plans or local policies as a part of this reporting process.

The **finance assurance** within the DPF comes from the **Assurances for Financial Accreditation (AFA)** Form that occurs annually as part of the Financial December Data Collection and is coordinated through the Division of School Operations - School Finance Unit. Each LEA completes the District or Charter **AFA** form for the prior fiscal year no later than the end of February each year. If the District or charter school is not in compliance with any financial assurance, then the LEA also completes **Attachment A** to provide an explanation for non-compliance, its plan to address non-compliance and the date of actual or expected compliance.

- ✓ A completed and verified **AFA** form and **Attachment A** (if needed), along with the Financial December Data Collection, will be the basis for the determination of financial assurance compliance.
- ✓ The Chief District Operations Officer evaluates districts overall financial management. Districts with adequate financial management receive a 'Meets Requirements' rating in the DPF. Otherwise, the LEA's DPF rating may be decreased.

Downloadable forms are available on the [Assurances for Financial Accreditation](#) webpage.

The Department is responsible for annually accrediting all school districts in the state, whereas LEAs accredit their schools. There are two steps in the annual accreditation process. The first step is to complete the **Accreditation Form** in the [UIP/ACI system](#). This is typically due later in September where districts either agree with state preliminary framework ratings or request “changes to ratings” (via the [Request to Reconsider](#) process) for their district and/or schools. A final part of the Accreditation Form is an assurance that the district selections have been verified by the superintendent and the local board chair or charter exec director and charter school’s board chair (as applicable).

After districts complete the **Accreditation Form**, and all district and school plan types have been finalized and approved by the State Board of Education, the Department sends districts individualized **accreditation contract** templates to the LEA’s appointed Accountability Contact. **Accreditation contracts** have a term of one year:

- ✓ *Districts that are Accredited or Accredited with Distinction* – Contracts are automatically renewed for up to four years. A district may choose to renew earlier. The Department encourages districts with new superintendents or new board presidents to consider signing their contracts.
- ✓ *Districts that are Accredited with Insufficient State Data, Improvement, Priority Improvement, Turnaround* – Contracts must be signed annually.

The superintendent and local board president sign contracts by the end of the calendar year. Contracts are then signed by the commissioner and state board chair and posted on the CDE website. Additional information about submitting contracts can be found in the [Accreditation and Request to Reconsider Guidance](#). Current accreditation contracts are searchable at the bottom of this [website](#).

Need more information about Safety & Finance Assurances as well as the Accreditation Process?

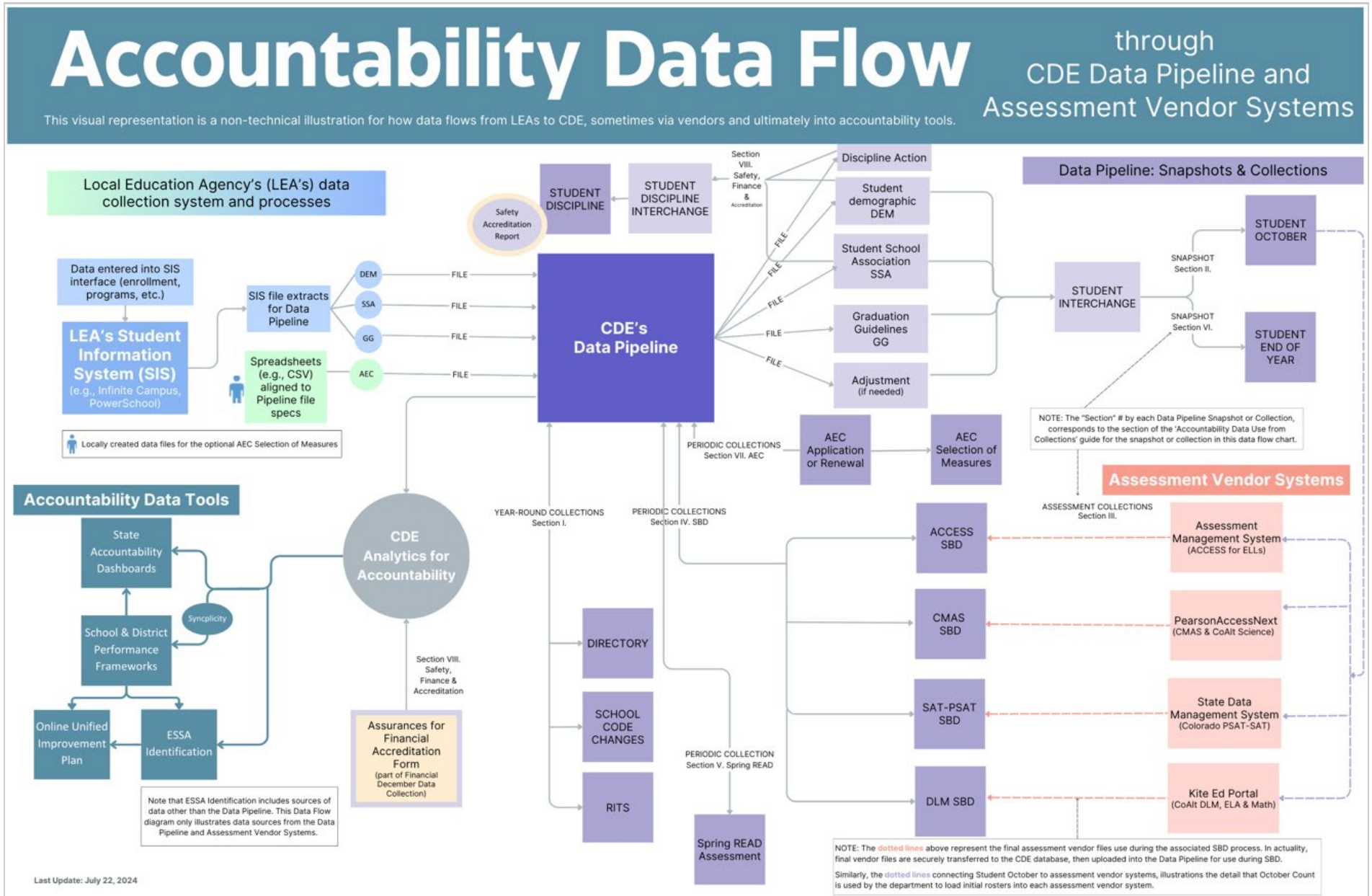
Visit:

- [Discipline Interchange](#) website for information about the Safety Accreditation Report
- The [Assurances for Financial Accreditation](#) webpage
- Overview on [District Accreditation](#)

Questions? School Safety – StudentDiscipline@cde.state.co.us | Finance – schoolfinance@cde.state.co.us | Accreditation – accountability@cde.state.co.us

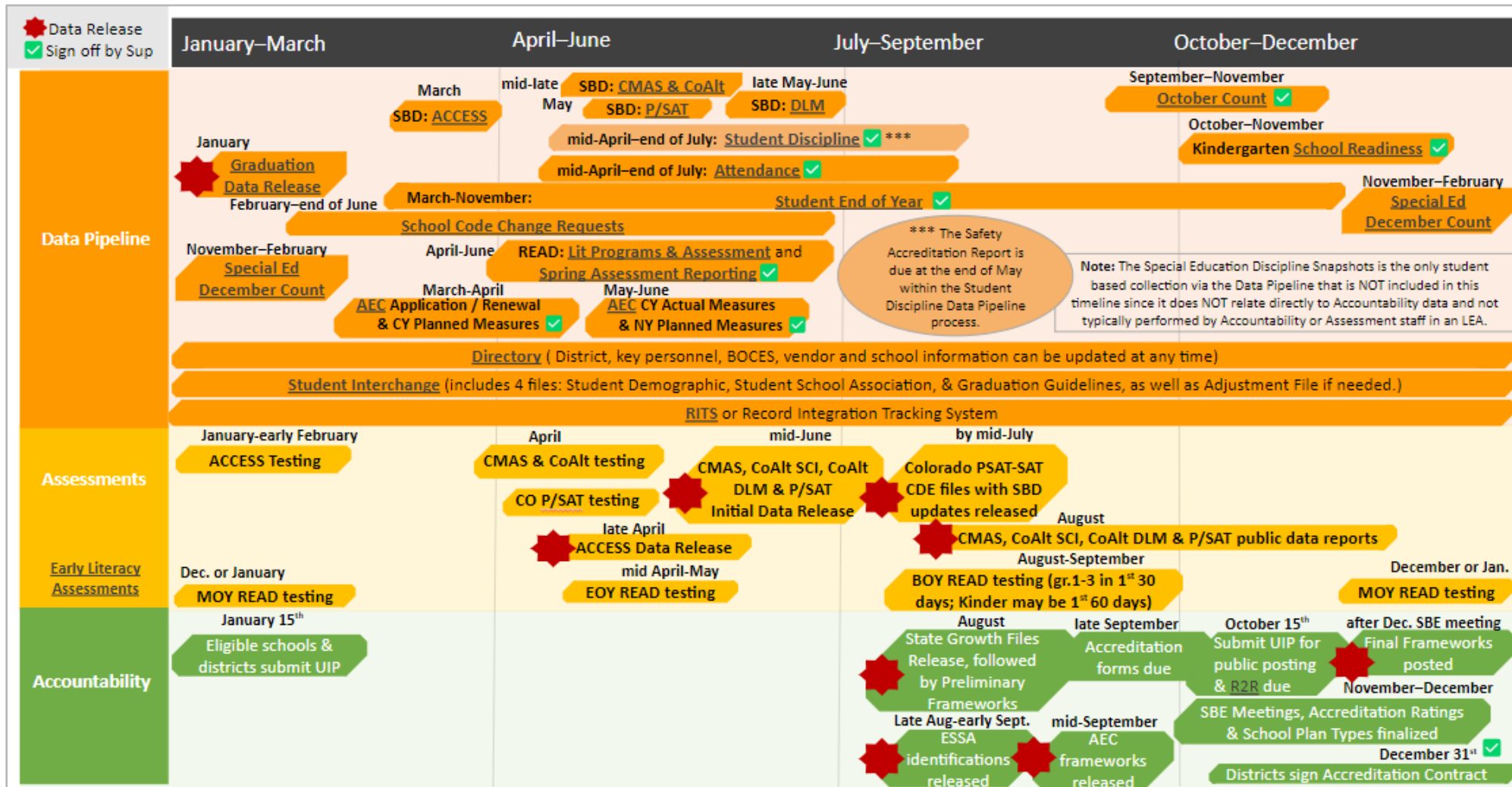


Appendix A. Accountability Data Flow





Appendix B. Timeline - Pipeline, Assessment & Accountability



Source: Data Map – [Data Pipeline, Assessment & Accountability](#)



Appendix C. Accountability Calculations by Collection

Framework Calculations	Related Data Collection	Collection Details per Framework Calculations
Participation Rates	Assessment Vendor System	Invalidation Reasons (per Appendix D) Key resource: Participation & Accountability
Academic Achievement and Growth	Student October	Student Demographics and Programs ⁴
	Assessment Vendor Systems	Invalidation Reasons, Continuous in District/School fields (only CMAS and ACCESS), and Student Demographics and Programs
	Student Biographical Data (SBD)	(Final check) Invalidation Reasons, Continuous in District/School fields (all assessments), and Student Demographics and Programs
Academic Achievement (elementary, ELA only)	Spring READ Assessment	Previously reported as having a Significant Reading Deficiency to create a 'Previously Identified for READ Plan' student group
Postsecondary Workforce Readiness (Graduation, Dropout &/or Matriculation rates)	Student End of Year	Anticipated Year of Graduation; School Exit Type and School Exit Date; Military Enlisted Status; Student Demographics (cumulative representation ⁵); returning 12 th graders in ASCENT, PTECH, TREP, and/or Special Education Transition programming
	Graduation Guidelines	Documentation for graduating students to meet minimum state graduation requirements
	CDIP/Industry Credentials Submission	Industry credential programs as well as pre-apprenticeships and apprenticeships
	National Student Clearinghouse	not applicable since data provided in collaboration with the Colorado Department of Higher Education collected from higher ed institutions
	Student Unit Records Data System	
Alternative Education Campus (AEC) School Performance Frameworks (only designated AEC)	Student End of Year and Graduation Guidelines	Refer to focus above, within the related Postsecondary Workforce Readiness rows
	AEC Application/Renewal Collection	Identify and verify school's eligibility ⁶ to receive an AEC designation to then receive an AEC framework

⁴ Programs included in student group calculations – free/reduced-price lunch eligible, minority students (race and ethnicity), multilingual learners, students with disabilities (individualized educational plans)

⁵ Cumulative representation of student participation/eligibility in a program – For example, a student identified as being eligible for free/reduced lunch at any point in the school year, they remain eligible for Student End of Year

⁶ 90% of the school's enrollment must meet at least one high-risk indicator to qualify as an AEC



Framework Calculations	Related Data Collection	Collection Details per Framework Calculations
campuses)	AEC Selection of Measures Collection	Identify, gather, and calculate local optional measures (i.e., achievement/growth, credit course completion)
District Only Assurances (Safety & Finance)	Safety Accreditation Report	Opens when Student Discipline Collection opens; verified completion results in a “Meets Requirements” on the DPF
	Assurances for Financial Accreditation (AFA) Form	Occurs annually as part of the Financial December Data Collection; verified completion of AFA form and Attachment A if needed, along with the Financial December Data Collection results in a ‘Meets Requirements’ rating in the DPF

Appendix D. 2023-24 Invalidation Reasons by Assessment

Invalidation Reason Description (i.e., Not Tested, Void, Special Circumstance)	Applicable Assessment(s)
Absent. And one of the other invalidation reasons does not apply. For CMAS – student didn't complete all units; PSAT/SAT – student was absent for all available test dates; ACCESS – student missed <u>all</u> domains.	All Assessments
Took Other Assessment or Duplicate Registration/Attempt. Student took CoAlt and had a CMAS/PSAT/SAT record or took CMAS/PSAT/SAT and had a CoAlt record.	CMAS & CoAlt and PSAT-SAT
For English Language Arts (ELA) and Evidence-Based Reading & Writing (EBRW): First Year in U.S. Multilingual Learner (labeled as <i>Newcomer to US</i> for PSAT-SAT).	Only CMAS ELA and PSAT-SAT EBRW
Withdrew Before/During Testing. Student moved before they started or finished testing for CMAS & CoAlt, DLM, PSAT-SAT. For ACCESS, don't use this if the student completed any domain(s).	All Assessments
Student Test Refusal. Student refused to test when the opportunity was provided.	All Assessments
State Use Only. Actual use case determined by CDE.	CMAS & CoAlt and PSAT-SAT
Misadministration.	Only CMAS & CoAlt
Medical Exemption. The student was unable to participate in all domains of the assessment due to a documented, significant, and fully incapacitating medical condition or emergency; NOT to be used for students absent during testing due to typical illnesses.	All Assessments
Part Time Public and Part Time Home School Student.	CMAS & CoAlt and PSAT-SAT
Parent Excuse. Districts / schools maintain required documentation per local policies. This code is not valid and will not be processed if the student responded in all units.	CMAS & CoAlt and PSAT-SAT
Did Not Attend. For ACCESS, student was <u>not</u> absent but DID NOT attend a scheduled / rescheduled test session for any domain.	Only ACCESS
Data Error. There was an Error in the data submitted to the pipeline in the fall and the student is <u>not</u> a Non-English Proficient or Limited English Proficient (NEP or LEP) learner.	Only ACCESS

Additional invalidation code information is available at:

- CMAS (all content areas) and CoAlt (science) – [2024 CO Procedures Manual](#), e-page 202
- PSAT/SAT – [2024 Test Coordinator Manual](#), e-page 33
- CoAlt DLM (ELA and Mathematics) – [Special Circumstance Codes \(9/2023\)](#)
- ACCESS – [2023-24 Colorado Assessment Resources](#), e-page 21

To identify which 'invalidation reason' impacts accountability, refer to the table on page 5 in [this guide](#).