

# Student Biographical Data (SBD) Review Process and Accountability



## Overview

This resource describes the Student Biographical Data (SBD) review process and its impact on accountability calculations and reporting. Use this resource to help build understanding of the ways the SBD review process impacts [state identifications](#) and [federal identifications](#), including achievement, growth, and participation calculations, as well as district participation in the [request to reconsider](#) process. This resource assumes knowledge about the [state assessments](#), [federal accountability](#), and [state accountability](#) processes.

## SBD Context and Background

### What is the SBD review?

The SBD review process provides 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 state assessments. In most cases, districts have the opportunity to clean and review data in the vendor system during the testing window. SBD reviews give a final opportunity to verify student biographical data associated with assessment results. SBD reviews occur within the CDE Data Pipeline system and provide additional data verification checks, such as State Student Identifier validation. There are typically four SBD review windows<sup>1</sup> each year: (1) [ACCESS for ELLs and ACCESS for ELLs Alternate](#), (2) [Colorado PSAT/SAT](#), (3) [Colorado Measures of Academic Success \(CMAS\): Mathematics, ELA, CSLA, and Science and Colorado Alternate \(CoAlt\): Science](#), and (4) [Colorado Alternate \(CoAlt\): English Language Arts and Mathematics \(Dynamic Learning Maps\)](#). To complete the SBD review process, each district should work with their district's assessment coordinators and SBD data respondents.

### Why should districts participate in the SBD review?

Districts are highly encouraged to participate in SBD reviews to ensure accurate reporting of student test records, including for use in accountability calculations. The list below outlines a few of the reasons why districts should participate in SBD:

- Student test records are used to calculate school plan types (i.e., Performance, Improvement, Priority Improvement, Turnaround, Insufficient State Data) and district accreditation ratings (i.e., Accredited with Distinction, Accredited, Accredited with Improvement, Accredited with Priority Improvement, Accredited with Turnaround, Insufficient State Data).
- The [request to reconsider](#) process cannot be used to address district reporting errors that should have been corrected during SBD. In other words, if errors (e.g., miscoded 'not

### Lessons Learned

- Complete SBD to make sure your district's student test records are error free and accurate.
- Make sure the district has collected, documented, and reported all parent excusals and student accommodations.
- Ensure any student transfers (between schools or out of district) that occur after October Count are reconciled.
- Do not make up data or give all students the same value to clear errors.
- If there are persistent errors, make sure your district's data respondents, assessment coordinators, and accountability contacts are communicating to address any issues.
- Contact CDE with any questions or concerns.

<sup>1</sup> 2025 SBD windows – ACCESS for ELLs: March 17-26;  
PSAT/SAT: May 13-21; CMAS/CoAlt: May 15-28; CoAlt (DLM): May 28-June 4.

tested reason' in assessment records within the assessment management system like PearsonAccess<sup>next</sup>) aren't caught during SBD, they cannot be appealed during request to reconsider.

- Student test records are used to identify schools under Every Student Succeeds Act (ESSA) as Comprehensive Support (CS), Targeted Support (TS), and Additional Targeted Support (ATS).

## Impacts on Accountability

Data submitted during the SBD review process is used to calculate achievement, growth, and participation results and to identify schools and districts under the state and federal accountability systems. The calculations used to inform state and federal identifications only reflect student outcomes that are considered valid under state and federal accountability policies. The test administration and student demographic codes that determine whether a student record will be included or excluded from these calculations are provided during the test administration window and SBD reviews to ensure accuracy. The image below describes some of the major ways this data can impact schools and districts.

### Major Impacts of Test Administration and Demographic Codes on Accountability Calculations and Identifications

<p><b>Students can be excluded from achievement, growth, and/or participation calculations</b></p>	<p>Test administration and student demographic codes impact which students are included in accountability calculations. Assessment student data fields used for accountability exclusion rules include 'Continuous in District', 'Continuous in School', 'Language Proficiency' combined with 'Date First Enrolled in US', 'Expelled', and 'Not Tested Reason.'</p>
<p><b>State accountability ratings can be decreased due to participation</b></p>	<p>A school/district's rating can be decreased due to participation. This occurs when the accountability participation rate (parent excusals are excluded) is below 95% in English language arts and math.</p>
<p><b>Low total participation rates are added as a descriptor in performance frameworks</b></p>	<p>Schools/districts below 95% total participation in English language arts and math are noted on the performance framework to indicate that the results may not be representative of the entire student population. The plan type is not impacted by this participation descriptor.</p>
<p><b>Schools can be identified due to participation under the federal accountability process</b></p>	<p>For federal accountability, a school that is not already identified as CS, TS, or ATS can be identified "Due to Participation" based on non-participants in excess of 5 percent.</p>

The links below provide additional information on the ways data from the SBD review process is used by the state to calculate state and federal identifications.

- For technical information about the SBD review process and uses in accountability, see the [SBD Manual](#).
- For information about test participation exclusion rules for state and federal accountability, see the [Participation and Accountability Guide](#).
- For additional information about achievement and growth calculation exclusion rules and student demographic groups reported for accountability purposes, see the [Performance Framework Calculation Guidebook](#).

For technical questions about SBD, email [sbdsupport@cde.state.co.us](mailto:sbdsupport@cde.state.co.us). For additional questions about state accountability as it relates to SBD, contact [accountability@cde.state.co.us](mailto:accountability@cde.state.co.us). For federal accountability questions, contact [ESSAquestions@cde.state.co.us](mailto:ESSAquestions@cde.state.co.us).