



**COLORADO**  
Department of Education

# **Reporting Student Data to CDE Advanced Tips**

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**September 2025**

# Student Data Sources/Collection Types

## Year Round

- RITS
- Export/Import Process to retrieve SASIDs from RITS
- SIS → RITS\* → SIS
  - *\*or pipeline*

## Interchanges

- **Designed for ongoing file uploads throughout the year**
- Source files for snapshot collections
- Extract data/files from SIS
- Interchanges with student level data files:
  - At-Risk
  - Discipline
  - Special Education IEP
  - Student
  - Teacher/Student Data Link
  - Title 1

## Snapshot

- Data Pipeline Process to combine select data fields from one or more interchange files
- Based on a set of criteria/parameters for the snapshot collection
- Typically, records active on a specific date or within a date range
- Data updates take place on related **interchange** files

## Periodic

- Specific time frame
- Separate file extract from SIS
- Independent (mostly) of interchange files
- Student level periodic collections:
  - AEC collections
  - CDIP
  - Prevent Harassment or Discrimination in Schools
  - READ Spring Assessments
  - Assessment SBDs
  - S-EBT
  - Student Restraint and Seclusion

**2025-2026 and 2024-2025 Data Pipeline Collection Dates (xls)**, high level calendar with contact information is available on the [Data Pipeline Frequently Requested Codes and Resources page](#).

# Student Interchange Overview, Timeline, & Resources

# Collections (Snapshots) that use the Student Interchange

## Student October

- Student interchange: DEM & SSA
- Title 1 interchange
- At-Risk interchange

## Student Attendance

- Student interchange: DEM & SSA

## Student End of Year

- Student interchange: DEM, SSA, GG, and ADJ
- IEP interchange
- Title 1 interchange

## Student Discipline

- Student interchange: DEM & SSA
- Discipline interchange

## Teacher Student Data Link

- Student Interchange: DEM only
- TSDL interchange

## Special Education Collections

December Count  
Discipline  
End of Year

- Student interchange: DEM & SSA
- IEP interchange
- Discipline interchange

## SBD Assessment Collections

WIDA ACCESS  
CMAS/CoAlt  
PSAT/SAT  
DLM

- Initial “pre-id” assessment files based upon Student October data
- Student interchange: DEM & SSA

## READ Spring Assessments

- Utilizes DEM & SSA fields in reports
- Student interchange: DEM & SSA cross checks

## AEC Renewal File

- Includes values from Student Interchange

Date	Event	Event Description
7/14/2025	Open	DEM, SSA, and GG files open
10/2/2025	Interim Deadline	Student October: Upload initial DEM & SSA files
10/9/2025	Interim Deadline	Student October: Error-free DEM & SSA files
12/17/2025	Interim Deadline	SPED December: Error-Free DEM & SSA files
11/1/2025	Other Date	Upload GG file to utilize CEDAR/COGNOS reports to monitor potential 2025-2026 graduates for GG completion, allowing ample time for LEAs to work with students to complete any missing measures during the year.
1/30/2026	Other Date	Upload DEM, SSA, and GG files and address errors related to mid-year transfers.
4/1/2026	Other Date	Prepare for Spring student level collections, uploading interchange files and addressing errors as needed.
4/30/2026	Open	ADJ file opens
5/8/2026	Interim Deadline	Upload the initial end of year interchange files. (DEM, SSA, GG) <i>LEAs are expected to have an upload date 4/1/2026 or later to meet this interim deadline.</i>
6/1/2026	Other Date	Error free DEM and SSA records for K-3 students and 4-12 READ Cohort students to prevent errors in the READ Spring Assessments collection
6/10/2026	Interim Deadline	Error free interchange files. (DEM, SSA, GG)
12/1/2026	Closed	DEM, SSA, GG, and ADJ files close

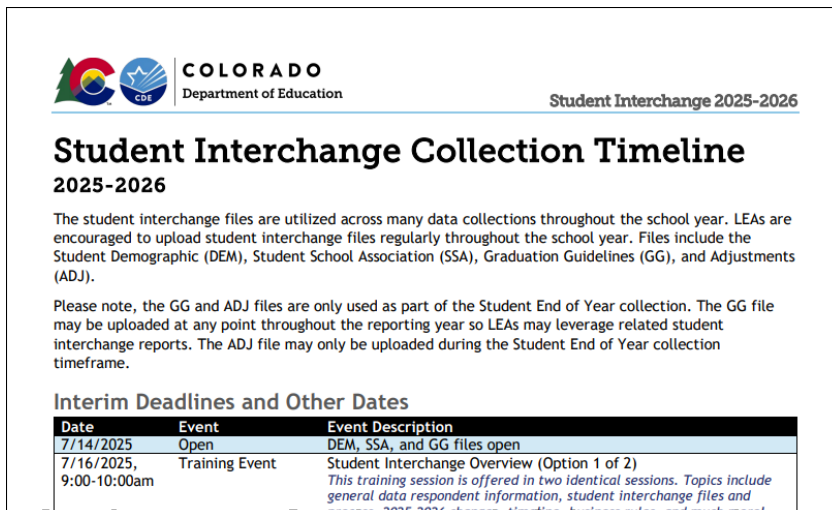
Primary Point of Contact:  
 July 2025 to December 2025 – [StudentOctober@cde.state.co.us](mailto:StudentOctober@cde.state.co.us)  
 January 2026 to December 2026 – [StudentEndofYear@cde.state.co.us](mailto:StudentEndofYear@cde.state.co.us)

## Student Interchange 2025-2026



## Collection Timeline: Combined Interim Deadlines

- Interim Deadlines for file uploads and error free files
- Combines interim deadlines across student data collections



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Student Interchange 2025-2026

### Student Interchange Collection Timeline 2025-2026

The student interchange files are utilized across many data collections throughout the school year. LEAs are encouraged to upload student interchange files regularly throughout the school year. Files include the Student Demographic (DEM), Student School Association (SSA), Graduation Guidelines (GG), and Adjustments (ADJ).

Please note, the GG and ADJ files are only used as part of the Student End of Year collection. The GG file may be uploaded at any point throughout the reporting year so LEAs may leverage related student interchange reports. The ADJ file may only be uploaded during the Student End of Year collection timeframe.

#### Interim Deadlines and Other Dates

Date	Event	Event Description
7/14/2025	Open	DEM, SSA, and GG files open
7/16/2025, 9:00-10:00am	Training Event	Student Interchange Overview (Option 1 of 2) <i>This training session is offered in two identical sessions. Topics include general data respondent information, student interchange files and</i>

## Month-by-Month Timeline

- Broad overview of how Student Interchange is utilized throughout the school year
- Highlights Prior Year and Current Year tasks each month when two interchange years are open

**August**


- **CURRENT YEAR:** Student October collection opens
  - Ensure all students have assigned SASIDs. See the [RITS website](#) for more information.
  - LEAs are encouraged to upload their initial Student Interchange files.
- **Recommendation:** Collaborate with program staff regarding error that impact student programming for the year such as English Learner status, postsecondary programs, free-reduced lunch, McKinney Vento, etc.
- **PRIOR YEAR:** Open collections include Student Discipline, Student End of Year, SPED Discipline, SPED End of Year
  - Student Discipline closes
  - SPED Discipline closes

**September**

- **CURRENT YEAR:** Open collections include Student October
- **PRIOR YEAR:** Open collections include Student End of Year and SPED End of Year
  - SPED End of Year closes
  - Student End of Year state deadline for Regular Phase
    - Error free prior year student interchange files required
  - Student End of Year Cross LEA Phase begins

- Topics include
  - Overview
    - Critical SSA fields used to determine if a record is pulled into specific snapshot collections
  - School Entry/Exit Codes
    - Different types of student movement and the related school entry/exit types needed to capture the movement
    - Anticipated Year of Graduation Cohort connection to exit types
  - Data Implications
    - Data implications based upon SSA records, especially accurate school entry and exit dates
  - Common Coding Scenarios
    - Enrollment Status Changes
    - Instances of Mobility
    - Much more!

[Student Interchange Website](#)



## SSA Record Guide

School Entry/Exit Types and Other Core Data Fields  
2025-2026

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## Multilingual Learner (ML) Coding Guide

### Student Interchange: Student Demographic File

Students are identified as Multilingual Learners (MLs) according to Colorado's Standardized Identification and Placement requirements. Local Educational Agencies (LEAs) report the *Language Background*, *Language Proficiency*, and *Language Instruction Program* for students during student data collections. These data fields are components of the Student Demographic file, which is a part of the [Student Interchange](#). Student data collections or snapshots then include the reported values on the student demographic file in the collection data snapshot (e.g., [Student October](#), [Student Attendance](#), [Student End of Year](#)). English Language Development (ELD) program staff and LEA data staff should collaborate when coding and reporting for ML students to ensure accurate reporting.

Visit the [ELD Program Requirement website](#) for more information regarding Colorado's Standardized Identification and Placement requirements. Please note, these requirements were updated for the 2025-2026 school year.

### ML Data Fields on Student Demographic File

Three data fields, *language background*, *language proficiency*, and *language instruction program*, work in tandem to reflect a student's ML designation or coding. See the Student Demographic (DEM) file layout posted on the [Student Interchange website](#) for a complete description of each data field and the available codes.

#### Language Background

This data field reflects the language background of the student per student records such as a Home Language Survey. LEAs report the 3-alpha character code that represents their language background. Example: ENG for English, SPA for Spanish, etc. A full list of language codes is available on the [Data Pipeline frequently requested codes and resources page](#).

#### Language Proficiency

This data field reflects the English Language Proficiency for the student. This is the primary field used to determine if a student is a multilingual learner or not, following strict business rules that align with the CO standardized ML progression.

Code	Abbreviation	Short Name	Notes
0	NA	Not Applicable	Language Background must be 'ENG' LIP must be '00'
1	NEP	Non-English Proficient	Language Background cannot be 'ENG' LIP cannot be '00'
2	LEP	Limited English Proficient	Language Background cannot be 'ENG' LIP cannot be '00'
4	PHLOTE	Primary Home Language Other than English	Student is English Proficient and has <b>never received ELD services</b> Language Background cannot be 'ENG' LIP must be '00'

- Designed to support student data respondents with implementation of ML coding in alignment with ELD Team designations for students
- Includes details regarding
  - ML Data Fields
  - Annual Data Cycle and ML Progression
  - Determining Language Proficiency Coding
  - Business Rules and Reporting Exceptions
  - Data Best Practices
  - COGNOS/CEDAR Reports

[Student Interchange Website](#)



# 2025-26 Student Interchange Updates

# 2025-2026 Business Rule Updates

- **DEM File:** Updated ML business rules
  - Consolidated many errors into a single 'out of sequence' error code → SP570
  - 'Error Details' column on error reports will show prior year coding for many ML rules
- **SSA File:** Grade Level sequence warnings
  - Helps LEAs catch out of sequence issues earlier in the year instead of waiting until the errors in the SEY collection
  - SP572: First record should be one grade higher than prior year (if not retained)
  - SP573: First record should be same as prior year because student indicated as retained in prior year
- **SSA File:** Moved Gifted and Talented year-to-year checks to October and SEY Snapshots
  - SSA level business rule had to be deactivated last year due to processing issues, in researching issue snapshot level rules were deemed the better solution for this check
- **GG File:** Completion Year
  - Completion year is required and cannot be zero filled
  - Completion year cannot be in a future year

# Student Demographic File

## DEM

- **No new/removed fields or codes**
- **Definition Clarification Updates:**
  - Replaced all references to 'English Learners' with 'Multilingual Learners' throughout file
    - Impacts descriptions of Language Background, Language Proficiency, and Language Instruction Program data fields
  - Minor language clarification for following fields: Free/Reduced Lunch Price Eligible, Free Lunch Eligibility Identification, Homeless
- **Reminders:**
  - Multilingual Learners follow a standardized coding progression. If a new status begins, the prior status should end. We've received feedback that some LEAs may need help understanding how to input ML data in their SIS to ensure it is extracting as they expect for the standardized progression.

# Student School Association File SSA

- **New Data Fields**
  - Abbreviated School Day Schedule Status
  - Total Days on an Abbreviated School Day Schedule
- **New School Entry/Exit Type Codes**
  - Entry: 31, 60, 98
  - Exit: 31, 60, 88
- **Removed Data Field**
  - ILOP (Innovative Learning Opportunities Pilot)
- **Definition Clarification Updates**
  - School Entry/Exit date: Included suggestion for these fields related to one-day records
    - Use 07/01 as both the entry and exit date for one-day records used to reconcile students who had school exit type 00 in the prior year
    - Reminder regarding use of school exit type 00 for students who finish the year within 3 weeks to the LEA's scheduled last day of school
  - Student Pupil Attendance Information: Add 'Student' to name of existing 'Pupil Attendance Information' field to clarify this PAI code is specific to the student collections, not to be confused with the SPED Pupil Attendance Information field on the SPED IEP Interchange Participation file
  - Attendance Data Fields: Included relevant text from state board rule for added field clarity
  - Alternative Instruction Courses: Added additional clarification related to Student October use of these fields

# Abbreviated School Day Data Fields

# Abbreviated School Day Fields – Required by Statute [HB24-1063](#)

- Defines "ABBREVIATED SCHOOL DAY"
  - Means any school day during which a child with disabilities receives instruction or educational services for fewer hours than the majority of other students who are in the same grade and school district of attendance as the child with disabilities, whether the abbreviated school day is planned or unplanned.
- Requires the collection of
  - The number of IEP / 504 students placed on an abbreviated school day and
  - The total number of days IEP / 504 students were on an abbreviated school day.
- New data fields on SSA for 2025-2026 for use in the [Student Attendance](#) collection
  - Abbreviated School Day Schedule Status
  - Total Days on an Abbreviated School Day Schedule

# New Data Field: Abbreviated School Day Schedule Status

- **Field Length** = 1
- **Short Definition:**  
Indicate whether the student was placed on an abbreviated school day schedule at any point during the school year.
  - **0—No, Not Applicable**
    - Includes students that are Special Education or Section 504 and were never placed on an abbreviated school day during the year
  - **1—Yes, the student is 504 or Special Education and was placed on an abbreviated school day at any time during the school year**
    - Does not include:
      - Any discipline action: suspensions, expulsions, etc.
      - Parents removing the child from school with no input from the school/district.
- **Student Attendance Business Rules**
  - Section 504 Having a Disability and Special Education student are both '0' (no), then '0' must be reported for abbreviated school day schedule status
  - If '1' (yes) is reported for abbreviated school day schedule status, then student must be indicated as 1 (yes) for either Special Education Student or Section 504 Having a Disability
  - If '1' is reported, then total days on abbreviated school day schedule cannot be 0.0

## New Field: Total Days on an Abbreviated School Day Schedule

- **Field length = 5**
  - Must be formatted as a decimal (000.0)
- **Short Definition:**
  - The aggregate number of days the student was placed on an abbreviated school day.
- **Data Expectations/Checks:**
  - If a student was on an abbreviated school day intermittently, all days would be counted and included in this field.
  - A value greater than 0.0 must be indicated if the Abbreviated School Day Schedule Status is '1'. Examples: 2.0, 12.5
  - Total Days on an Abbreviated School Schedule should be  $\leq$  Total Days possible for a student's record
    - The days students were on abbreviated school days should be a part of the normal attendance fields under the assumption that the LEA has developed an attendance policy as part of the students IEP or 504



# Abbreviated School Day Fields FAQs

- If a student came off their IEP or 504 plan by the end of the year and were no longer identified as needing one, would we still report the abbreviated school days for that student because they had a plan earlier in the year?
  - Yes – this student would still be a “1” for abbreviated school day status and their total abbreviated days should be reported.
- Does this need to include unplanned days?
  - Yes – per the definition of an abbreviated school day, this should include unplanned abbreviated school days
    - Example: A student on the autism spectrum has an incident during the last period and the school calls the parents and suggests the kid is picked up before the end of the day. In this case, the student would be considered placed on an abbreviated school and reported with code ‘1’.

# New School Entry/Exit Types

# School Entry/Exit Type 31

- **Short Definition:** Transfer to/from a HS Diploma Program at a Colorado Community College
  - Community College Program established per SB23-007 and SB24-051
- Adequate Documentation of Transfer Required
  - Written records request **OR** Confirmation of Enrollment and Attendance
- Student is not counted as a dropout
- Student remains in the AYG cohort
  - Last District of Attendance: Follow-up with Community College to determine if student is ready to be counted as a graduate
    - If yes, include one-day record at the end of the year to count student as graduate
      - Entry 31, exit 90
      - Graduation Guidelines required
    - If no, no action needed in current year.
      - LEAs encouraged to follow-up annually as long as student remains in their AYG cohort to determine if student is ready to be counted as a graduate

# School Entry/Exit Type 60

- **Short Definition:** Enrollment Status Change in the same School
  - Critical Changes—returning from expelled education services, non-school program, homebased education, postsecondary program enrollment (ASCENT/PTECH/TREP)
  - Optional Changes—Postsecondary program enrollment (Concurrent Enrollment, Early College, Dropout Recovery at Community College), SSA fields only used in OCT collection (e.g., public school finance funding status, district of parent’s residence, etc.)
- **Data Checks/Expectations:**
  - Must immediately (9 days or less) follow a record with school exit type 60 at the SAME school code with school entry type 60
    - SEY checks student PAI Codes 01-08 only
  - Expect at least one other SSA field to change when compared to prior record

# School Entry Type 98

- **Short Definition:** Prior Graduate from a public school in another Colorado LEA transferring to participate in Special Ed 18-21 services
- Designed for use in the Special Education Transition coding pattern when students transfer between LEAs
  - [SSA Record Guide](#)
- **Data Expectations/Checks:**
  - Must have been counted as a graduate in a prior year (exit type 90, 95, or 96)
  - Must have a record in a different LEA prior to the school entry date in your LEA
  - Must have school exit type 13, 27, or 28 in your LEA
  - Must be indicated as Special Education Transition student (1, 2, 3, or 4)

# School Exit Type 88

- **Short Definition:** TBD—waiting on documentation of transfer; Student absent 10+ days
- **Purpose:**
  - Use during school year paired with the school exit date student stopped attending
  - Supports use of accurate school exit date when the potential mobility instance/withdrawal while allowing indication of need for follow-up
    - Allows LEAs to be able to query students who may need additional follow-up (truancy, seeking documentation of transfer, communication with family, etc.)
- **Data Check:**
  - SEY Collection will trigger an error, requiring exit date to be updated, if still in use at that point in the reporting year
  - Students without adequate documentation of transfer
    - PK-6<sup>th</sup> grade, change to exit type 06 (transfer to unknown setting)
    - 7<sup>th</sup>-12<sup>th</sup> grade, change to exit type 40 (dropped out)

# Graduation Guidelines

GG

- **No new/removed fields or codes**
- **Field Expectation Update:** School Year of Completion is required and cannot be zero-filled
  - In prior years, zero filled school year of completion was automatically calculated as the reporting school year.
  - Update requires a value in this field that is not zero filled and should reflect the 8-digit school year the graduation guidelines measure was completed

# Adjustment File

## ADJ

- **No new/removed fields or codes**
- **Definition Clarification Updates:**
  - Adjustment Justification Codes
    - 40, 41, and 42 - added Dropout Adjustment to description
    - 51, and 52 – added Expulsion Adjustment to description
    - 71, and 72 – added HSED Program Enrollee Adjustment to description
    - 90, 96 – added Misreported Graduate Adjustment to description
  - Listed prior year final school exit types that may qualify for an adjustment record because there are a couple of situations where dropout adjustment justification codes 41 or 42 may be utilized
- **Notes:**
  - This file is only used in response to specific situations in the Student End of Year collection
  - This file opens May 7, 2026, instead of opening in July with the rest of the student interchange files.
    - Annually, this file opens with the beginning of the Student End of Year snapshot.



# Student Interchange Reminders and Data Field Highlights

# Interchange vs Snapshot Business Rules

## Interchange

- Address data inconsistencies that apply to multiple data collections (snapshots)
- Errors on the student demographics and student school association interchange files prevent the student from being included in a snapshot
- Errors on the graduation guidelines file prevent that measure from being associated with a graduating student's SASID
- Business Rules:
  - [Student Interchange Website](#)

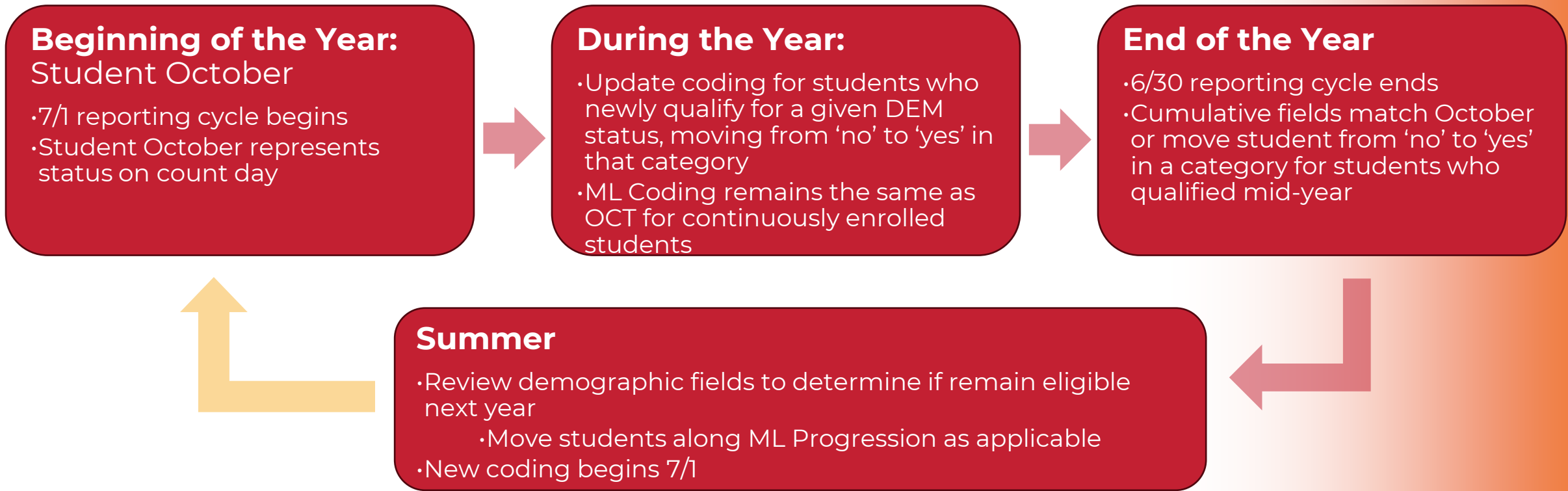
## Snapshot

- Address data inconsistencies that apply to the specific data collection
- Business Rules:
  - [Student October](#)
    - Public school finance status, student pupil attendance information (group A vs group B), inclusion in pupil membership counts, etc.
  - [Student Attendance](#)
    - Ensure accuracy of data used to derive attendance rates
  - [Student Discipline](#)
    - Ensure accuracy of discipline data used to derive discipline statistics
  - [Student End of Year](#)
    - Educational history to ensure accuracy when deriving graduation, dropout, mobility, and stability rates

# Exception Request Reminders

- Reporting exceptions are used to clear the associated errors (without changing the data) in **unique circumstances** where a student's record has accurate information, but their educational history does not follow the anticipated coding patterns outlined in the business rules for an interchange file or snapshot
- Some reporting exceptions require additional supporting documentation and may be reviewed by other CDE staff
- Data respondents must work with the data collection lead for a given file/snapshot to request an exception be granted
  - DEM/SSA: July through December 2025 = [StudentOctober@cde.state.co.us](mailto:StudentOctober@cde.state.co.us)
  - DEM/SSA: January through December 2026 = [StudentEndOfYear@cde.state.co.us](mailto:StudentEndOfYear@cde.state.co.us)
- Resources
  - [Exception Request Directions \(PDF\)](#)
  - [Exception Request Template \(XLS\)](#)
    - Multiple tabs, utilize tab matching the type of request (DEM, SSA, Snap-SASID, Snap-School/Collection)
  - [Multilingual Learner Exception Request Template \(XLS\)](#)
    - Multiple tabs, utilize tab matching type of request (DEM or Snap-SASID)
    - Includes tab with sample reasons for request language, copy paste applicable reason
  - ML Sequence Change Request Form ([Word](#)) or ([Fillable PDF](#))

# Student Demographic File



### Reminders:

- Students who become eligible for a given cumulative data field at some point during the year remain reported as such until the end of the reporting year, 6/30
- Multilingual Learner status should not change from OCT to SEY if student is continuously enrolled in the LEA
- FRL Eligibility may change if OCT status based upon a carry-over status and the student is no longer eligible for free or reduced lunch after the carry-over status expires

# Multilingual Learner Data

- **Data Fields:**

- Language Background
  - If language background is 'ENG' then language proficiency must be 0 and language instruction program must be 00
  - If language background is any other value, then language proficiency cannot be 0
- Language Instruction Program
  - If language proficiency is 1, 2, 6, or 7, then language instruction program cannot be 00
- Language Proficiency
  - Follows a standardized progression
    - Data checks at the interchange level compare the prior school year October language proficiency to the current DEM file language proficiency
    - Data checks at the SEY snapshot level compare the current school year OCT language proficiency to the SEY language proficiency
  - 4—PHLOTE only applies to students who have a language background other than ENG and have never received ELD instruction

- **Related CEDAR/COGNOS reports updated in 2025-2026 to include prior year ACCESS scores**

- Multilingual Learner Historical Reporting: SASID Lookup
- Multilingual Learner Historical Reporting: District List
  - Must upload DEM and SSA files for this report to function

- **Critical Resources**

- [ML Coding Guide](#)
- Collaborative Webinar: ML Enrollment & Data Reports ([Slides](#)) and [Recording](#)

# Free/Reduced Lunch Data

## • General Information:

- Student October reflects a student's FRL eligibility as of count day
  - Includes students eligible due to carry-over status based upon 2024-2025 status per [audit resource guide](#)
- S-EBT, SEY, and other Spring student collections reflect a student's FRL eligibility for the current school year (2025-2026) per [school nutrition guidelines](#)
  - A student who qualifies at some point in the 2025-2026 school year remains eligible through the end of the reporting year, 06/30/2026
  - SEY has student level warnings if student was marked free or reduced in OCT and is indicated as 0 (paid) during SEY
  - SEY has school level errors if there is a significant increase or decrease in paid, free, or reduced lunch counts from OCT to SEY in a school. Exceptions may be used to clear these errors.

## • Data Fields:

- Free/Reduced Lunch Eligibility
  - Students who are eligible for free lunch due to their homeless, foster, migrant, or other status reflected in CDE provided student data may have data checks to ensure this field shows 01 (free)
- Free Lunch Eligibility Identification
  - If FRL Eligibility is 0 (paid) or 2 (reduced), then this field must be 0 (n/a)
  - LEAs determine which code to report when a student is eligible for free lunch in multiple ways with most treating the codes as a hierarchy of 1, 2, then 3

# Homeless Data (McKinney-Vento)

- **General:**

- Students who qualify for McKinney-Vento services at some point in the year remain eligible for services for the remainder of the reporting year (through 06/20/2026)
- Students who qualify for McKinney-Vento services are also categorically eligible for free lunch (direct certification-other source)

- **Data Fields**

- Homeless
  - Cumulative Data Field
    - If **yes** (3 or 4) in OCT, then remains **yes** the remainder of the reporting year
    - If **yes** (3 or 4) in Assessment, then remains **yes** the remainder of the reporting year
- Primary Nighttime Residence
  - If homeless field = 3 or 4, then this field cannot be 00
- Cause of Housing Crisis
  - If homeless field = 3 or 4, then this field cannot be 00
- Additional Cause of Housing Crisis
  - This field must be 00 **unless** homeless = 3 or 4 **and** cause of housing crisis has a value other than 00



# Special Education Related Data

- **DEM fields:**

- Primary Disability
  - Point in time data field indicating a student's primary disability on the DEM file extract date per their IEP
  - IEP interchange contains a similar field
- Alternate Assessment Participant
  - Indicates any PK-12 student who receives modified instruction based upon alternate academic achievement standards
    - Students in a grade level that participates in state assessments will participate in the alternate assessment for that grade and content area
  - Primary disability cannot be 00 because students must have an IEP indicating they are an alternate assessment participant
- Special Education Transition
  - Grade 12 student aged 18-21 participating in Secondary Transition services
    - Secondary Transition services may be an element in a student's IEP prior to age 18. This field is only used for those age 18-21, typically returning for a 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup> year of high school while participating in services

- **IEP Interchange**

- Contains additional data reported by Administrative Units (AUs) for SPED reporting
- Some Spring student level snapshots utilize elements of the IEP interchange and/or cross reference SPED collections for specific coding scenarios
- Does not include *Alternate Assessment Participant* or *Special Education Transition* data fields

# Other DEM fields

## Point in Time

- Name, Date of Birth, Gender
  - Must match RITS
- Military Enlisted
  - Only age 17+ students expected to be indicated as 1 (yes)
    - Warning if grade 9-12 but age is less than 17
    - Error if grade is PK-8
  - SEY collection only, used for Accountability Frameworks
- Race/Ethnicity fields
  - Used to calculate Federal Race/Ethnicity internal flag
    - Warning if OCT and SEY do not match

## Cumulative

- Military Connected
  - Error if OCT and SEY do not match
- Immigrant ([Title 3 Set-Aside Eligibility](#))
  - Warning if OCT and SEY do not match
- Attends District Funded HSED Program
  - Warning if OCT and SEY do not match
- Section 504 Having a Disability
  - Currently, no cross checks from OCT to SEY to determine if a change to this field has occurred

# Related Demographic Type Internal Flags

- **Federal Race Ethnicity**
  - Calculated based upon Race/Ethnicity fields on DEM file
- **Title 1 Student**
  - Based upon Title 1 Interchange and Title 1 School-wide list
- **Foster**
  - SASID identified as foster by Colorado Department of Human Services
- **Migrant**
  - SASID identified as Migrant by CDE's Office of Migrant Education
- **Multilingual Learner Y/N**
  - Language Proficiency 1, 2, 6, or 7 in current year (NEP/LEP/FEP MY1/FEP MY2)
- **Census Block Data** (Student October only)
  - Based upon At-Risk Interchange, CDE internal use only
- **Special Education Student**
  - Student October: Based upon Primary Disability on DEM file
    - Assessment SBDs and READ Collection also utilize similar logic as Student October at this time
  - Student Attendance and Student End of Year: Based upon IEP interchange records
- **IP/ST Flags**
  - Student End of Year only
  - Based upon relevant demographic information
  - IP/ST Cohort related to graduation rates
  - IP/ST Annual related to dropout rates

# Student School Association File

**File Design:** The SSA file is designed to include one record per enrollment situation, which means multiple records may be needed for a student within a reporting year

### **Critical Fields:**

- **Student Pupil Attendance Information**
  - Group A Records (01-08): Used in all student collections
    - Pupil attending an educational program operated by the reporting LEA
  - Group B Records: (24-33) Only used in Student October and SPED Collections
    - Resident pupil, attending an educational program NOT operated by the reporting LEA (contract scenario)
    - School entry/exit type used for Group B PAI code records are for LEA use only
- **Primary School**
  - 1 (yes): Included in student collection
  - 0 (no): Automatically excluded from most student collections (OCT, SEY, Attendance, Assessment, READ, etc.)
- **School Entry Date**
  - Date student starts attending a school within the reporting year
  - At the beginning of the year, this would be the first day of school per the LEA's calendar, NOT a placeholder date
- **School Exit Date**
  - Last date of attendance in a school within the year
  - NOT the date documentation of transfer is received

Resources: [SSA Record Guide \(PDF\)](#) & [Contract Students—Impact of PAI Codes \(PDF\)](#)

# SSA fields only used in Student October

- Student Pupil Attendance Information
  - This is a critical field for all collections to determine if the record should or should not be included in the collection
  - Only the OCT collection includes the specific code within the snapshot
- Public School Finance Funding Status
- County Code of Residence
- District of Parent's Residence
- Country of Parent's Residence
- State of Parent's Residence
- Independent Study Course
- Work-Based Learning Opportunity Course
- Blended Learning Course
- Supplemental Online Course

Optional use of school exit type/entry type 60 to capture changes in these fields

# SSA Fields only used in Student Attendance

- Total Days Attended
- Total Days Excused
- Total Days Unexcused
- Total Possible Attendance Days
- Habitually Truant Status
- Total Days Missed Due to Out of School Suspensions
- Abbreviated School Day Schedule Status
- Total Days on an Abbreviated School Day Schedule

# SSA Fields Indicating Specific Instructional Programming

Changes to these fields mid-year are considered 'critical' status changes

- **Expelled Education**
  - 1 (yes) Indicates student receiving educational services while expelled
  - Often partnered with a non-school program code depending on how the LEA provides instruction
- **Non-School Program**
  - Indicates student receiving all their educational services through a program run by a district, BOCES, or third-party entity **without a school code**
  - Student October includes requirements for funding code + non school program code
- **Home Based Education (part-time)**
  - Indicates a student receiving educational services who is also part-time home based education
  - Restricts school exit type usage
  - Restricts public school finance funding status code usage
- **Postsecondary Program**
  - Indicates participation in a postsecondary program
  - ASCENT, PTECH 5-6, and TREP programs only apply to students with a qualifying AYG indicating 5<sup>th</sup> or 6<sup>th</sup> year of high school per program requirements, these are expected to be year-long programs
    - SEY data checks to ensure OCT matches SEY
  - PTECH 1-4, Early College, Concurrent Enrollment, Dropout Recovery at a Community College are specifically
    - SEY does not check OCT matches SEY, but best practice is to capture changes



# Capturing Enrollment Status Changes

- Scenario: student remains enrolled in the same school code, but one of the critical SSA enrollment fields has changed mid-year
  - This change captures a significant change to how the student is experiencing their education within the LEA
  - Critical Changes—returning from expelled education services, non-school program, homebased education, post-secondary program enrollment
  - Optional: changes for SSA fields only used in OCT collection may be captured with an enrollment status change as needed by the LEA
- Using back-to-back exit/entry dates at the **same school** code (less than 10 days apart)
- This is not considered an instance of mobility

SSA Record	School Code	Entry Date	Entry Type	Exit Date	Exit Type	Homebased Education	PAI
#1: Point ___ status changes	8765	08/15/2025	02	10/15/2025	60	1	01 – 08
#2: new ___ status	8765	10/16/2025	60	00000000	00	0	01 – 08

# SSA Fields only used in Student End of Year

- **School Entry Type**

- Describes the educational setting student transferred from
- When student has a prior record in CO (current or prior year), may have limitations on which entry type may be used

- **School Exit Type**

- Describes the educational setting student transferred to after leaving LEA
- Students transferring out of a LEA must have adequate documentation of transfer to support school exit type
- Cross checks between SPED EOY and SEY found in both collections

- **Retention Code**

- Only forward-looking data field, reporting what *will* happen the next school year
  - Retention code in 2024-2025 means student will start 2025-2026 in the same grade
  - Retention codes 2 & 3 restricted to grade 120 only with specific conditions
    - See [SSA Record Guide](#) for applicable coding patterns
- Cross checks between SPED EOY and SEY found in both collections

# School Exit Type: Adequate Documentation of Transfer

- Adequate documentation is the documentation maintained by districts/schools when students transfer out of their district
- Adequate documentation is maintained **year-round** and should be readily available upon request
- All documentation should include the student's SASID and full name
- [SEY Adequate Documentation Site](#)
  - Sample forms and templates
  - List of documentation required for each school exit type
- Types of documentation (requirements vary by exit type)
  - Written records request
  - Confirmation of enrollment **and** attendance
    - Provided by receiving district when student has begun attending the receiving school
    - Must include date of enrollment and date of attendance
  - Certificate of enrollment
  - Signed parent/guardian letter
  - Written confirmation from school administrator

# School Exit Type 00 and One-Day Records

## School Exit Type 00 (did not exit)

- Used for any student who completes the school year, **regardless of their anticipated enrollment** the next year
  - Per the Colorado Code of Regulations (1-CCR-301-1), “students shall be counted as completing (finishing) the school year if they leave school **within three weeks of the last day of school...**”
- Must be paired with school exit date ‘00000000’
- Students with school exit type 00 in the prior year (2024-2025) must have a record in the current year (2025-2026)

## One-Day Records

- Used to reconcile student enrollment records with exit 00 in the prior year
  - Transfer out of the district over the summer
- **Best Practice:** 07/01 entry and exit date
- Must have a valid school code
  - Use the school code for the school the student would have attended.
- Grade Level reflects the grade the student **would have** been in if enrolled in the current year
- Language Proficiency reflects the ML proficiency a student **would have** if attending in the current year. Moving the student along the EL progression if needed.
- See [SSA Record Guide](#) for scenarios where a one-day record at the end of the school year, 06/30, would be needed

- Per state board rule, districts should indicate an instance of mobility for a student after ten consecutive days of absence as part of the Student End of Year (SEY) collection.
  - Instances of mobility capture extended timeframe of non-attendance
  - Used to calculate mobility rates
- Requires multiple attendance records (PAI 01-08, Primary School 1)
  - School Exit/Entry 25 used if student's absence is 10+ days to 6 weeks
  - School Exit/Entry 45 used if student's absence is 6+ weeks
  - School exit date indicates last date of attendance
  - School entry date indicates date student began attending district again
- LEAs should follow local policies and procedures used to track steps taken to attempt to reengage student/pursue truancy/etc. during timeframe where student is not attending the LEA (mobility instance)
  - **The time-period of extended absence/discontinued education is not state reportable for student collections**
  - Local policy/procedure may or may not include records in the LEA's SIS
- Other expected impacts of mobility instances
  - Attendance Collection: No attendance data reported for the timeframe of the extended absence
  - Assessment Collections: Impact 'continuous in school' or 'continuous in district' calculations because the student was not continuously enrolled due to the mobility instance

SSA Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
Mobility Instance Initiated	1234	08152024	02	02012026	25
LEA internal record	Not reportable	Not reportable	Not reportable	Not reportable	Not reportable
Mobility Instance Resolved	1234	04012026	25	00000000	00

## Instances of Mobility: Reporting extended absences



# Gifted and Talented Fields

- Indicates a student who has been formally identified as gifted in a specific domain
  - Once a student is identified in a category, they remain identified throughout their educational career
    - Except gifted in general intellect ability, which may be removed when a more specific category is added
  - Students may add categories of identification throughout their educational career
  - Identification is transferable across CO LEAs, meaning a student identified in a prior LEA would remain identified in their new LEA
- Treat like demographic data
  - Students with multiple SSA records with a LEA should have identical gifted and talented coding across all SSA records/schools
- Resource: [Gifted and Talented SSA Data Fields \(PDF\)](#)

# Date First Enrolled in US

- Treat like demographic data
  - Students with multiple SSA records with a LEA should have an identical date first enrolled in US across all SSA records/schools
- LEAs must zero fill (00000000) records for infant and preschool students (grade level 002 and 004)
- LEAs may zero fill (00000000) to use CDE's auto-calculated date
  - Some school entry types will require a specific date instead of zero fill due to nature of the entry scenario (most notably, 05 and 14)
- Auto-calculation uses current and historical (SEY) reporting for the SASID
  - Ignore preschool records (grade 002 or 004)
  - Earliest reported date first enrolled in the US across Colorado LEAs
  - Earliest school entry date in grade level 006/007 (Kindergarten) or up
- SSA error checks to ensure earliest historical **date first enrolled in US** is used across CO LEAs with supporting warnings in SEY collection when current year data has misaligned dates that are earlier than the historical calculated dates
- Resource: [Date First Enrolled in US SSA Data Field \(PDF\)](#)

# Internal Flags Connected to SSA Fields

- **Encore Student**

- Student October only
- Grade level in current OCT is equal to or less than the grade level the prior year OCT

- **Gifted and Talented**

- Treated like Demographic information
- Student is indicated as Gifted in at least one of the 14 gifted fields

- **Chronically Absent Status**

- Student Attendance Only
- Student absent 10% or more of the days enrolled in the public-school during the school year
- $(\text{Total Days Unexcused} + \text{Total Days Excused})$  divided by  $\text{Total Possible Days}$



# Internal Flags Connected to SSA Fields cont. (SEY only)

- **Entry Sequence Flags**

- District and State level flags
- Chronological sequence of all enrollment records (1, 2, 3, etc.)

- **Last Record Flags**

- School, District, and State level flags
- 1 (yes) indicates record with latest school exit date within that setting
  - Final exit in the state connects the student to their graduation cohort for graduation/completion rates

- **Anticipated Year of Graduation Fields**

- Student End of Year only
- Once set (in a finalized SEY collection), does not change
- Based upon the highest reported grade level as of 10/1 in the year the student first enters CO public high school (grades 090 and up)
  - Reconciliation process if brand new to CO public school and has multiple SEY records across CO LEAs

Grade Level	AYG Calculation	Example (SEY 2025-2026)
090	Current Year + 3	AYG 2029
100	Current Year + 2	AYG 2028
110	Current Year + 1	AYG 2027
120	Current Year	AYG 2026

# Graduation Guidelines

# Reporting Guidelines

- **Minimum Requirement:** At least one English and one Math measure meeting benchmark reported by the time the student graduates
  - Checked in year school exit type 90, 95, or 96 are used
- **District Consideration:** Report any attempted GG within the year, regardless of score, including students who are not expected to graduate until a future year
  - Saves the GG measure for use in a future year when the student graduates
  - Travels with the student if they transfer between CO LEAs
  - LEAs don't have to sort through their data to remove scores below benchmark
    - If benchmark were to change/be lowered, data is already in pipeline ready for use
- **Reporting Best Practice:** Upload initial GG file in the Fall, update in Spring
  - Utilize CEDAR/COGNOS reports to monitor student completion
  - Allows LEAs time to plan Spring semester GG needs for students who are expected to graduate and have not yet met GG

# Benchmark Scores

- Guidelines where score may count for both English and Math
  - ASV (AFQT score from ASVAB score report)
  - AWK (ACT WorkKeys certificate level)
  - District Capstone (When LEA's capstone is designed to cover both content areas)
- Benchmark Score
  - Listed on file layout for each guideline name code with the corresponding score range and benchmark
  - Scores below the benchmark will not count towards the minimum required GG reporting, but will cause the CEDAR/COGNOS reports to include the student with 'not met' indicated for that measure

Guideline Name Code	Guideline Description	Accepted Guideline Score Values	Guideline Type and Benchmark Score
ASV	<p><b>Armed Services Vocational Aptitude Battery (ASVAB)</b>            The Armed Services Vocational Aptitude Battery (ASVAB) is a comprehensive test that helps determine students' eligibility and suitability for careers in the military. Students who score at least 31 on the AFQT are eligible for service (along with other standards that include physical condition and personal conduct). Students who take the ASVAB are not required to enlist in the military. The highest possible score is 99.</p>	1 - 99	<p>English: 31            Math: 31</p>
SAT	<p><b>SAT</b>            The SAT is a college entrance exam that is accepted or required at nearly all four- year colleges and universities in the U.S. The current SAT includes sections on reading, writing and math. The highest possible score for each section is 800.</p> <p><i>Note:</i> In September 2024, the State Board of Education voted to change the benchmark score for the digital SAT Math assessment to 480 for assessments administered in the 2023-2024, 2024-2025, and 2025-2026 school years for students graduating in the 2024-2025 and 2025-2026 school years. SAT Math assessments completed in the 2022-2023 school year and earlier continue to use the benchmark score of 500. No change was made to the SAT English benchmark.</p>	200 - 800	<p>English: 470            Math: 500 (completion year 2022-2023 and prior)            Math: 480 (beginning with digital SAT in completion year 2023-2024)</p>

# Adjustments

# Adjustment Justification Code, School Code, School Year

- Adjustment file used as needed during SEY collection
  - ADJ file reporting year matches SEY collection reporting year
- Students DO NOT have a record in the current year DEM or SSA file
- Adjusting the final exit status of a student who attended the LEA in a prior year (one or more years prior)
- Adjustment Justification Code:
  - Must know the final school exit type in the prior year to determine applicable adjustment justification code
  - Updates the final exit status for the student
- Adjustment School Code:
  - Matches the school code on the final record in the prior year
- Adjustment School Year:
  - 4-digit year reflecting the Spring semester of the last reported school year for this student
    - 2022-2023 reporting year = 2023 Adjustment School Year

# Contact & Resources

# Resources/Helpful Webpages

Site Name/Link	Information/Uses
<a href="#">Data Pipeline Home</a>	Main landing page for the data pipeline information/resources. From here you can navigate to all the various data collection sites
<a href="#">Student Interchange</a>	Contains file layouts, templates, business rules, training materials, and resources
<a href="#">Identity Management (IdM)</a>	This is the landing page with login links to the various CDE data applications. • <a href="#">Data Pipeline</a> , <a href="#">COGNOS/CEDAR Reporting</a> , <a href="#">RITS</a>
<a href="#">Data Pipeline Training</a>	General training resources for all data respondents and weekly data pipeline town hall meetings
<a href="#">Frequently Requested Codes and Resources</a>	Supporting code lists (school codes, detention centers, SPED Programs, facility schools, etc.) and other pipeline resources
<a href="#">Syncplicity</a>	Secure file transfer site used to communicate personally identifiable information with CDE if you have questions on specific students during reporting or have exception requests.



# Student Interchange Contacts

Collection Lead	Collection Site	Contact	Notes
Reagan Ward	<a href="#">Student Interchange</a>	720-484-9057 <a href="mailto:ward_r@cde.state.co.us">ward_r@cde.state.co.us</a>	<ul style="list-style-type: none"> <li>Interchange questions unrelated to a specific collection</li> </ul>
Reagan Ward	<a href="#">Student End of Year</a>	<a href="mailto:StudentEndOfYear@cde.state.co.us">StudentEndOfYear@cde.state.co.us</a> 720-484-9057	<ul style="list-style-type: none"> <li>2024-2025 Questions and Exception Requests</li> <li>2025-2026 Exception Requests beginning January 2026</li> </ul>
Collin Slutzky	<a href="#">Student October</a>	<a href="mailto:StudentOctober@cde.state.co.us">StudentOctober@cde.state.co.us</a> 720-760-3569	<ul style="list-style-type: none"> <li>2025-2026 Exception Requests now through December 2025</li> </ul>
Peter Hoffman	<a href="#">Student Attendance</a>	<a href="mailto:Attendance@cde.state.co.us">Attendance@cde.state.co.us</a> 720-925-8611	<ul style="list-style-type: none"> <li>Attendance data fields</li> </ul>