

COLORADO

Colorado Student Assessment Program



2009-2010

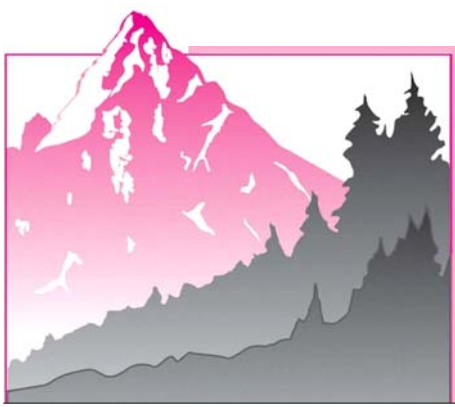
Student Biographical Data Review

Manual

for

The Colorado Student Assessment Program

CSAP, CSAPA, CELApro, and COACT



Published by

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Introduction

As the Colorado Student Assessment Program (CSAP) was expanded from 1997 (two tests in one grade) to 2006 (31 tests in eight grades), alternate tests in the same grades (CSAPA), one college entrance test (Colorado ACT or COACT), and a K-12 English Language assessment (Colorado English Language Acquisition (CELA) Proficiency Assessment or CELApro and the CELA Placement assessment or CELAplace), as well as the introduction of state and federal accountability systems which require accurate test score reporting, several new procedures have been needed and subsequently developed. Where testing and data operations have evolved, the need for communication regarding assessment data operations has also grown and changed.

This manual has been prepared for all district personnel who are directly involved in the data operations of Colorado state assessments – including District Assessment Coordinators, Automated Data Exchange (ADE) respondents, as well as other interested groups. The manual includes information about the following topics: the review of biographical data associated with and related to Colorado assessment results for the CELApro, CSAP, CSAPA, and the COACT, the Ncount process for CELApro, CSAP, and CSAPA, CDE contacts, important dates, student data variables, and ADE documentation for districts to use to complete the review.

“All means All.”

“Every student enrolled in a public school shall be required to take the (state) assessments (in the content areas and grades administered).” - Colorado Revised Statutes [22-7-409(1.2.a.1.d.l)].

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What is the Student Biographical Data Review?

The Colorado Student Assessment Program began with two fourth grade tests in 1997 and currently has 31 tests in eight grades (the Colorado Student Assessment Program, or CSAP), 31 alternate tests in the same grades (the Alternate Colorado Student Assessment Program, or CSAPA), a college entrance exam in grade 11 (the Colorado ACT Assessment, or COACT), and a K-12 English language assessment (the Colorado English Language Acquisition Assessment or CELApro). All students in Colorado public schools must take these assessments as required by Colorado Revised Statute and the test results are used for many state and federal accountability purposes.

The purpose of the Student Biographical Data (SBD) review is to allow districts the opportunity to verify the accuracy of the demographic data submitted for each student for each Colorado Student Assessment Program test booklet. The review process takes place after testing has been completed and the booklets for all districts have been returned to the test vendor and before all assessments are scored and final results made available.

There will be three distinct SBD processes for the 2009-2010 school year: CELApro SBD, CSAP and CSAPA SBD, and COACT SBD. For each review, districts log into the state online Automated Data Exchange (ADE) system and download a data file containing demographic data for every test booklet submitted to be scored and make changes to the data as needed. A final file reviewed and corrected by the district is then re-uploaded and subsequently matched with the final test score data to be reported.

For CSAP/CSAPA, and CELApro, one additional step is included in the SBD process. Before the SBD data files are made available, districts can verify that the total number of test booklets completed and returned to be scored matches the test vendor's records. This "Ncount" process takes place with the test vendor online and not through the state website as SBD.

The Unit of Student Assessment (USA) coordinates all SBD activities. USA will primarily communicate with District Assessment Coordinators (DACs) as well as Automated Data Exchange (ADE) respondents for the specific collections as each SBD process occurs. All district specific communication and coordination is the responsibility of the district. Student ID (SASID) staff, Special Education staff, English Language Acquisition staff, and Title I staff may need to be part of a district's SBD activities.

SBD is not currently a mandatory process. Districts can choose to participate or not participate in each SBD process. Federal Adequate Yearly Progress (AYP), Title III AMAO, and state Accreditation reporting all rely on accurate demographic and test score data. Therefore, the impact of the SBD review of demographic data on accountability reporting is profound. Districts must know that AYP or AMAO appeals will not be heard unless a district chooses to participate in CSAP/CSAPA or CELApro SBD, respectively. More information about the Colorado AYP process is here: <http://www.cde.state.co.us/FedPrograms/AYP/index.asp>. More information about the Colorado AMAO process can be found here: http://www.cde.state.co.us/cde_english/elau_amaosinfo.htm.

Please note: USA understands that many acronyms are used as part of the assessment and accountability systems in Colorado. The lingo can be quite dense for newcomers. A list of common acronyms can be found in Appendix A.

While SBD has been available in one form or another for CSAP since 2002, this manual was first created in 2007 to include all assessments in one document. It is meant as an online document that will be updated as needed and revised yearly. Updates will be logged online at <http://www.cde.state.co.us/cdeassess/publications.html> along with the latest version. Since important additions and other changes may be made throughout the SBD window, printing the entire manual to distribute to district staff is not recommended.

What SBD is...and is NOT

SBD is one step in a series of data operations for Colorado assessments that all districts complete. SBD is at the end of the process, not at the beginning. It should not be the first time districts complete and review accurate data for their students. A number of other steps are in place throughout the year before and during testing to ensure biographical data is accurate.

Figure I: Assessment Data “Life Cycle”

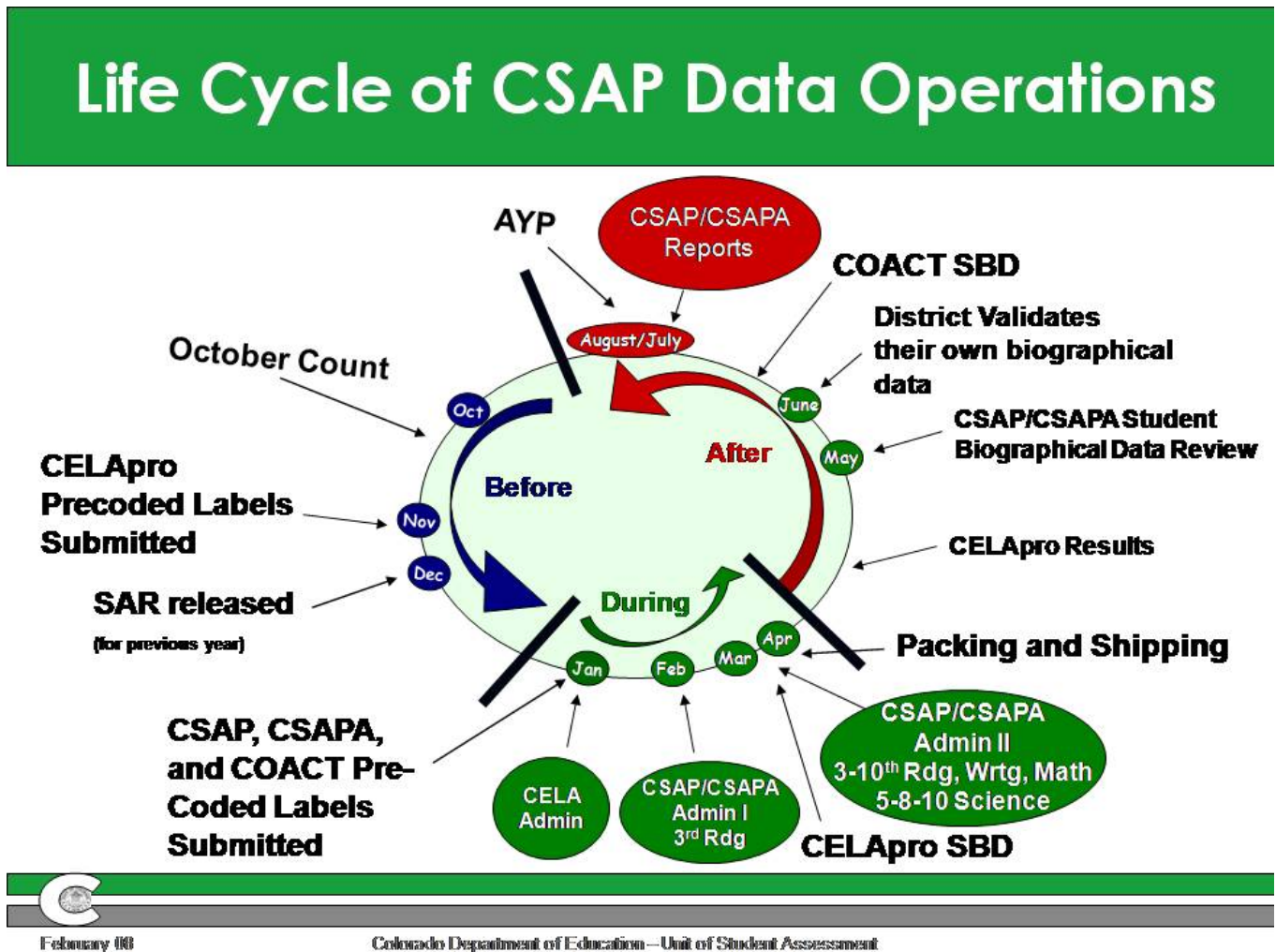


Figure I shows the data "life cycle" for Colorado assessments starting in September with the opening of the Student October collection and completing the following August with the official reporting of test results (as well as AYP in October and SAR later in December). Districts have multiple opportunities to get their data right. SBD is the final review before the data get loaded into the state warehouse for official reporting.

Starting with Student October pupil membership collection, biographical data for students to be tested are generated by districts. Student October closes in early November, and pre-coded labels are created for CELApro assessment at this point for all Non-English Proficient (NEP) and Limited English Proficient (LEP) students. Hand bubbling CELApro booklets will need to be conducted for any NEP or LEP students who enroll after the Student October is submitted.

Districts then have the opportunity to submit an updated pre-coded labels file by early January, closer to the time of testing for CSAP, CSAPA, and COACT. For districts choosing to submit a pre-coded label file, all students in grades 3 through 11 must be included in this submission, with newly enrolled student records included and disenrolled student records removed from the file. If districts choose not to submit an updated pre-coded labels file, labels are created automatically from the districts' Student October file. Districts with high turnover or mobility rates should participate in the pre-coded labels collection. Correct pre-coded labels mean less hand bubbling of data grids and fewer data errors.

As districts receive their pre-coded labels as part of the testing materials sent to them by the test vendor, student rosters are included. Incorrect data may be reviewed by district staff before testing begins as part of the preparation activities. These materials can also be checked during the packing and shipping process. Please note: while "Free/reduced meals" data and "Homeless" status are included in the pre-coded labels file data, these fields are not printed on the student rosters for privacy reasons.

Biographical data is also provided during the testing windows. Students testing without pre-coded labels must have each test booklet hand bubbled with correct information. All students must have the "Test Invalidation" and "Accommodations" ("Expanded Accommodations" for CSAPA) fields bubbled for each content area (or CELApro domain) at the time of testing. These fields are always blank in the pre-coded label data. The "Test Invalidation" fields are directly linked to specific accountability reporting criteria. Appendix B includes the 2010 student data grids for each Colorado assessment for reference.

SBD is intended to be a REVIEW of all of the previous points in the assessment cycle when accurate data are entered and maintained. Using SBD to backfill missing data or data known to be incorrect is a very risky activity. Districts should not use SBD as an opportunity to create assessment biographical data for the first time.

SBD is not currently a mandatory data collection. Not all districts will choose to participate in SBD. Additionally, SBD is not a guaranteed data collection. The availability of SBD each year and for each assessment depends on many data operations occurring successfully throughout the testing cycle. Every district in the state must return their complete set of booklets to be scored in a timely manner and the test vendor must receive, process, scan, and score every booklet and return the resulting file to CDE for SBD to be possible. Every year, more tests are completed, which take more time to process. Final timelines for assessment data to be reported cannot be moved (CELApro by May and CSAP/CSAPA/COACT by August). If the timing of the SBD process results in the final timelines that cannot be met, SBD will be suspended for that assessment. To date this has not happened, but must be considered when districts maintain their assessment data through the testing cycle.

Who to Contact for SBD

The different stages of SBD are often highly time-sensitive with short windows that cannot be extended. Districts need to be able to get in contact with the right people at the right time to keep the process going smoothly. USA administers the SBD collections and works directly with CDE's IMS unit that oversees the entire ADE system. These units work collaboratively to make the collections work.

- Contact **USA** with any questions about the data fields, windows, procedures, ADE systems, etc. Calling the main desk at 303.866.6929 is the most efficient way to get in contact with USA for SBD. Please do not call the entire USA staff in sequential order once you have left a message on the main line -- we end up needing to coordinate call backs on our end and not returning calls!
- For **Ncount** questions, please call the CTB customer service line at 800.994.8557. Ncount takes place online through the CTB Navigator system. DACs have the only access. THIS IS NOT AN ADE PROCESS like the SBD collection. CTB will work directly with DACs on this process. More information on Ncount is found on page 11.
- **AYP** questions should be directed to the Federal Programs office at 303.866.6855 or directly through email at pearson_a@cde.state.co.us.
- Annual Measurable Achievement Objectives (**AMAO**) questions should be directed to the Federal Programs office at 303.866.6753.
- For **SASID** questions contact the Records Integration Tracking System (RITS) unit at 303.866.6612.
- The **DAC list** (<http://www.cde.state.co.us/cdeassess/DAC.asp>): Districts may need to contact the DAC for another district with questions about data for individual students.
- English Language Acquisition and Special Education questions: **Policy questions** about ELA and Special Education issues can be directed to each of these units.
 - Language, Culture, and Equity Unit (LCEU): Joanna Bruno at 303.866.6870
 - Exceptional Student Services Unit (ESSU): Tanni Anthony at 303.866.6681

Please note: USA's primary contact with districts for all assessment issues is through email with the DACs. We also contact ADE respondents as each window approaches with any updates about windows, documentation, training, etc. Please make sure any email addresses are correct and up to date prior to the beginning of SBD.

SBD Windows and Timelines

Since Ncount and SBD processes are based on booklets being received, processed, scanned, and scored by the test vendor, **SBD dates are subject to change**. The following dates are best planning based on previous years' windows and the current year's progress. Any changes or updates will be emailed to DACs and ADE respondents directly.

CELApro SBD 2010

Ncount: March 1-5

SBD: March 8-19

CSAP/CSAPA SBD 2009

Ncount for grade 3 Reading/Lectura: March 31–April 5

Ncount for CSAPA and for CSAP Grade 3 Writing/Math, and Grades 4-10: May 20–25

SBD: May 26 – June 11

COACT SBD 2009

SBD: June 25 – July 5

SBD deadlines are firm and will not slide. SBD windows and deadlines are finalized based on the final absolute date when the vendor needs the updated file returned in order to complete the final data file creation process. SBD reviewed data must be incorporated with the test score data as soon as possible for reporting, and all reporting timeframes are specified in contract. SBD differs from other non-assessment ADE collections in this regard.

In 2009, we will incorporate a new 72 hour alert rule for all SBD windows. We will email all districts that have not completed SBD three days before the window must close. If the district has not completed the SBD collection by the end of the window, no updates to their SBD data will be made.

An online training for CELApro, CSAP, and CSAPA SBD will be recorded in February 2010, prior to CELApro Ncount. This training will be available for districts to access at their convenience throughout the SBD windows.

The intention of SBD training will not be to reiterate this manual. The focus will be on highlighting any new items and changes for this year, working directly with a district data file, and using the various ADE reports available during the collection.

No training for COACT will be held. A COACT SBD PowerPoint will be available by late May -- content will be similar to the previous years' trainings, focusing on the data file and the ADE reports. Please note that for 2010, there are no changes to the file layouts or reports for COACT SBD. ACT may restrict the changing of some "Testing Status (Q10)" codes during SBD by districts. These codes are related to the scanning and scoring of ACT booklets and cannot be changed at the later time when SBD takes place. More information will be included in the COACT SBD training slides.

Ncount

The first step for SBD is not actually part of the main SBD file review activities at all. The Ncount process is very simple and yet extremely important. Using School Group Lists (SGLs) and Group Information Sheets (GIS) completed during the shipping and packing process, districts verify that the test vendor has received and scanned all the test booklets submitted by the district. All subsequent SBD activity – as well as score reporting – relies on this check being made once testing has completed.

Please note: Ncount is a process specific to CTB/McGraw-Hill. COACT does not have an Ncount.

CELApro, CSAP, and CSAPA will each have an Ncount process. CSAP grade 3 Reading and Spanish Reading have a separate, earlier Ncount process, also, so scores can be released early to districts in May per state legislation for the Colorado Basic Literacy Act (CBLA).

Since Ncount is crucial to CTB scoring processes, it is available online through the Navigator system: <https://www.ctb.com/account/login.jsp>. **Ncount is not administered through the ADE system like SBD collections.** DACs, not ADE respondents, have access to CTB's Navigator system and are responsible for completing Ncount.

For each assessment, DACs log in to Navigator, follow the Ncount link and download the Ncount file that has the counts of booklets received for each school and grade. A tutorial is available to walk DACs through the Ncount process on CTB's website. Use the "Tools and Instructions" link on either the CELApro or CSAP/CSAPA Navigator page.

The downloadable Ncount file is a comma delimited text file, or a ".csv" file. The data are separated into columns by commas and can be opened in Excel. Figure 2 shows the layout and data in a sample Ncount file. Both school and district level counts by grade are included. Please note: the "Element #" column is for CTB use only.

For CSAP, separate Reading/Writing, Math, and Science booklets are submitted, so there will be Ncount files for each content area to review. In the file, there are counts for each school and grade level CTB has received and scanned. Districts can compare CTB counts with counts recorded on their SGLs. District copies of GIS forms may also be helpful.

For CELApro and CSAPA, only one answer booklet is scanned for each student. Each domain or content area is included in the same scoreable booklet. Only one Ncount file for these assessments by school and grade will be available.


Once districts have compared their counts with CTB counts, a very short Ncount survey must be completed. There is a link to the online survey on the same page where the Ncount file is available.

Figure 2: Sample Ncount File

| | A | B | C | D | E | F | G |
|----|--------------------|------|-----------|-------|-------|---------|-------|
| 1 | Element Name | Type | Element # | Grade | Count | Dist. # | Sch # |
| 2 | Emmanuel HS | DIS | 222 | 3 | 483 | 0010 | |
| 3 | Castro Heights | SCH | 223 | 3 | 157 | 0010 | 0798 |
| 4 | ATL High | SCH | 858 | 3 | 94 | 0010 | 5740 |
| 5 | Chicago East | SCH | 1400 | 3 | 58 | 0010 | 6016 |
| 6 | Berkley HS | SCH | 1600 | 3 | 60 | 0010 | 9036 |
| 7 | Laguna JR | SCH | 1693 | 3 | 114 | 0010 | 9442 |
| 8 | Emmanuel HS | DIS | 222 | 4 | 434 | 0010 | |
| 9 | Castro Heights | SCH | 223 | 4 | 161 | 0010 | 0798 |
| 10 | ATL High | SCH | 858 | 4 | 81 | 0010 | 5740 |
| 11 | Chicago East | SCH | 1400 | 4 | 60 | 0010 | 6016 |
| 12 | Berkley HS | SCH | 1524 | 4 | 38 | 0010 | 9036 |
| 13 | Laguna JR | SCH | 1693 | 4 | 94 | 0010 | 9442 |
| 14 | Emmanuel HS | DIS | 222 | 5 | 436 | 0010 | |
| 15 | Castro Heights | SCH | 223 | 5 | 161 | 0010 | 0798 |
| 16 | ATL High | SCH | 858 | 5 | 72 | 0010 | 5740 |
| 17 | Chicago East | SCH | 1400 | 5 | 54 | 0010 | 6016 |
| 18 | Berkley HS | SCH | 1600 | 5 | 55 | 0010 | 9036 |
| 19 | Laguna JR | SCH | 1693 | 5 | 94 | 0010 | 9442 |
| 20 | Emmanuel HS | DIS | 222 | 6 | 378 | 0010 | |
| 21 | Burt's JR 1 | SCH | 650 | 6 | 2 | 0010 | 4436 |
| 22 | Chicago East | SCH | 999 | 6 | 40 | 0010 | 6016 |
| 23 | Black SkyView | SCH | 483 | 6 | 83 | 0010 | 0263 |
| 24 | Golden Gate 1 | SCH | 483 | 6 | 106 | 0010 | 0187 |
| 25 | Berkley HS | SCH | 1693 | 6 | 48 | 0010 | 9036 |
| 26 | YORK MS | SCH | 1453 | 6 | 99 | 0010 | 9780 |
| 27 | Emmanuel HS | DIS | 222 | 7 | 422 | 0010 | |
| 28 | Burt's JR 1 | SCH | 563 | 7 | 199 | 0010 | 4436 |
| 29 | YORK MS | SCH | 1541 | 7 | 223 | 0010 | 9780 |
| 30 | Emmanuel HS | DIS | 222 | 8 | 346 | 0010 | |
| 31 | Burt's JR 1 | SCH | 653 | 8 | 147 | 0010 | 4436 |
| 32 | YORK MS | SCH | 1541 | 8 | 199 | 0010 | 9780 |
| 33 | Emmanuel HS | DIS | 222 | 9 | 391 | 0010 | |
| 34 | Millenium Chase HS | SCH | 1478 | 9 | 96 | 0010 | 0309 |
| 35 | C. Chavez JR | SCH | 1478 | 9 | 25 | 0010 | 0311 |
| 36 | Heart Academy | SCH | 951 | 9 | 31 | 0010 | 0212 |
| 37 | Black SkyView | SCH | 457 | 9 | 62 | 0010 | 0263 |
| 38 | Golden Gate 1 | SCH | 496 | 9 | 83 | 0010 | 0187 |
| 39 | Greece HS | SCH | 468 | 9 | 94 | 0010 | 0221 |
| 40 | Emmanuel HS | DIS | 1357 | 10 | 349 | 0010 | |
| 41 | Millenium Chase HS | SCH | 1489 | 10 | 98 | 0010 | 0309 |
| 42 | C. Chavez JR | SCH | 1700 | 10 | 27 | 0010 | 0311 |
| 43 | Heart Academy | SCH | 1111 | 10 | 28 | 0010 | 0212 |
| 44 | Black SkyView | SCH | 1369 | 10 | 70 | 0010 | 0263 |
| 45 | Golden Gate 1 | SCH | 1201 | 10 | 73 | 0010 | 0187 |
| 46 | Greece HS | SCH | 578 | 10 | 53 | 0010 | 0221 |

The Ncount survey asks for 1) your district name and 2) four-digit number and 3) one question: "I have viewed all Ncount files for my district and there are no discrepancies." **Check the Yes box if the Ncount numbers are accurate. Check "No" if there are any discrepancies in the file.** Figure 3 shows the online Ncount survey.

Figure 3: Online Ncount Survey Screenshot

Survey Preview 

Below is what your respondents will see when they take the survey. To exit Preview mode, click the "Back" button.

NOTE: If you click on any non-Zoomerang URL links below, you will leave preview mode and be redirected to that site.

CELA Ncount Verification Survey

Questions marked with an asterisk (*) are mandatory.

1 *District Name:

2 *District Number:

3 *I have viewed all Ncount files for my district and there are no discrepancies of 5 or more that require investigation.


If there are no discrepancies please select YES, then skip to the bottom of the survey and click SUBMIT. If there are discrepancies please select NO, then move to step 4 below.

Yes
 No

Step 4 Please email any discrepancies of 5 or more to the link shown below with the following information:

District Name and Number
 School Name and Number
 Content Area
 Grade
 SGL – Number of Students
 Ncount – Number of Students

PLEASE NOTE: Do not close your browser until you have clicked SUBMIT. Whether you answered "Yes" or "No" above, you must click SUBMIT for your survey response to be registered.



If you check "No" on the Ncount survey, CTB will prompt you to send an email to the scoring center and they will follow up with DACs directly. CDE is also monitoring all survey results in real time and will work with CTB as needed. If districts have questions, call the CTB customer service number at 800.994.8557.

An email will be sent to DACs prior to each Ncount window being opened. Depending on the assessment you need to check, you will need to login in to the Navigator system specifically for that assessment.

Please note: booklets submitted under a Home School GIS are not part of Ncount. These booklets are scored and reported separately from the general testing population.

School of Accountability

Please note: the “District Use B – School of Accountability” field was removed from all assessments in 2007-08.

There may be situations where a student tested at a school other than the school for which the student’s results will be reported. DACs planned for these cases in advance of the administration of the assessments. For CSAP, CSAPA, and CELApro, all student booklets must be returned to the test vendor for scanning and scoring under the SGL and GIS for the school for which the results are reported. For Ncount and SBD, all booklets that have been scanned and scored are listed with the school of accountability. For more information found in the CDE document “Clarification of School vs. Program” with examples, please see Appendix C.

Automated Data Exchange (ADE) Documentation

SBD takes place online through ADE. The main ADE sections can be found here: <https://cdeapps.cde.state.co.us/> (see Figure 4). Getting familiar with the different pages you can access on ADE will help make SBD go smoothly. Saving this page in your “Favorites” links in your browser will save you time later.

You can also access ADE from the main CDE webpage (<http://www.cde.state.co.us/>) using the search field at the top of the page. Enter “Automated Data Exchange” in the search field and click Enter.

Figure 4: Links to Main Sections of ADE



To lead, to serve, and to promote quality education for all.

Dwight D. Jones, Commissioner of Education
201 E. Colfax Avenue, Denver CO 80203-1799; (303) 866-6600

URGENT NOTICE TO THE USERS OF THESE SYSTEMS: [Directory](#), [11th Grade Alternate Assessment](#), [Report Card March and Safety & Discipline](#), these systems. More specifically, the Oracle JInitiator software does not work with Windows Vista. Oracle is aware of this issue and is working on a resolution of the incompatibility. We will continue to monitor Oracle's progress in resolving this issue.

NOTICE TO THE USERS OF THESE SYSTEMS: [Directory](#), [11th Grade Alternate Assessment](#), [Report Card March and Safety & Discipline](#). Due to a software update on your pc must be updated in order for you to be able to access your entry screen. The process of updating JInitiator on your pc must be updated after 8/20/07. Online instructions will guide you through the steps. If this does not happen for you automatically, you must update to the most recent version of JInitiator. [Link to update the JInitiator software](#)

WARNING: The Automated Data Exchange System may be accessed only by authorized personnel and used only for official state business. Unauthorized use may subject violators to criminal, civil, and/or administrative action.

- [Automated Data Exchange System Available 6:15 AM - 11:00 PM](#)
- [Automated Data Exchange Documentation](#)
- [Automated Data Exchange News and Updates](#)
- [Automated Data Exchange Contacts at CDE](#)
- [Automated Data Exchange Respondent Contact List](#)

The Colorado Department of Education does not endorse, recommend or favor any vendor or product over another.

Two sections of ADE crucial for completing SBD are highlighted in Figure 4. The first link “Automated Data Exchange System” will take you directly to the secure login popup screen where districts can access data and reports for download as well as upload data files for submission. This link to the secure area is where most SBD activity will take place.

The second important link is for the supporting information: “Automated Data Exchange Documentation.” Clicking here will take you to a Table of Contents page which lists all the available ADE collections. Links for “...CELA Proficiency SBD” (now called CELApro), “Student Biographical Data for CSAP” (which includes the CSAPA), and “Student Biographical Data for ACT” are all included here. Figure 5 shows this Table of Contents.

Figure 5: ADE Table of Contents screenshot

 Automated Data Exchange Documentation

| Table of Contents |
|------------------------------------------------------------------------------|
| General |
| Colorado English Language Assessment (CELA) Proficiency, SBD |
| Financial |
| Human Resource |
| Student October |
| Report Card March Collection |
| Record Integration Tracking System |
| Safety & Discipline Indicator Collection |
| Student Biographical Data for CSAP |
| Student Biographical Data for ACT |
| 11th Grade Alternate Assessment |
| Directory |
| Adult Education |
| Pre-coded Labels |
| Migrant Education |
| Student End of Year |
| Reading First BEAR |
| Mathematics and Science Partnerships |

Each collection has a number of supporting documents, including:

- **The “Overview” document** shows the general process for the ADE collection while logged into the secure area of ADE. District and individual level access, downloading and submitting files, getting reports, and final approval are stepped through.
- **Excel tutorials:** These tools are commonly used by districts to create, view, update, and save files in the proper format for ADE submission. These tutorials are meant to give examples of how to work with the SBD files you download (for SBD, either text (.txt) or comma separated (.csv) files are available), edit, and re-upload to ADE. Other tools, such as MS Access are possible.
- **Excel header file:** Many districts use Excel to work with text file (in either .txt or .csv format) provided by ADE. This Excel header file identifies what data each column in the file contains. There are many columns of data; this header document can speed up the process. To use the header, add a blank row at the top of your data file and copy the header row to your data. Don't forget to remove the header row from any file you create to upload to ADE!

Three SBD documents are crucial for completing SBD successfully:

- **File Layout and Field Definitions:** This document tells you which data are in the file and where. The header document mirrors this information for working directly with the data in Excel.
- The **Edits/Errors/Warnings document** tells you what data inconsistencies ADE will check your file for. All edits and errors must be corrected before you can complete SBD and approve your file submission. Warnings may remain warnings, simply providing useful information about data in the file.
- **ADE Respondent Change Form:** Each district has one respondent/login account for each ADE collection. Any alerts or updates for SBD will be emailed to DACS and the ADE respondent for that specific SBD collection. If you need to change the respondent, complete this form and fax it to the USA at the fax number included on the form. USA will process your request and get you the new passwords ASAP. Please note: respondent activation changes are not instantaneous -- they are applied by another unit and can take time. Reviewing who your district respondent is for each collection before the collection opens is good practice and ensures the right people in your district get the right information at the right time.

Steps for Successfully Completing SBD

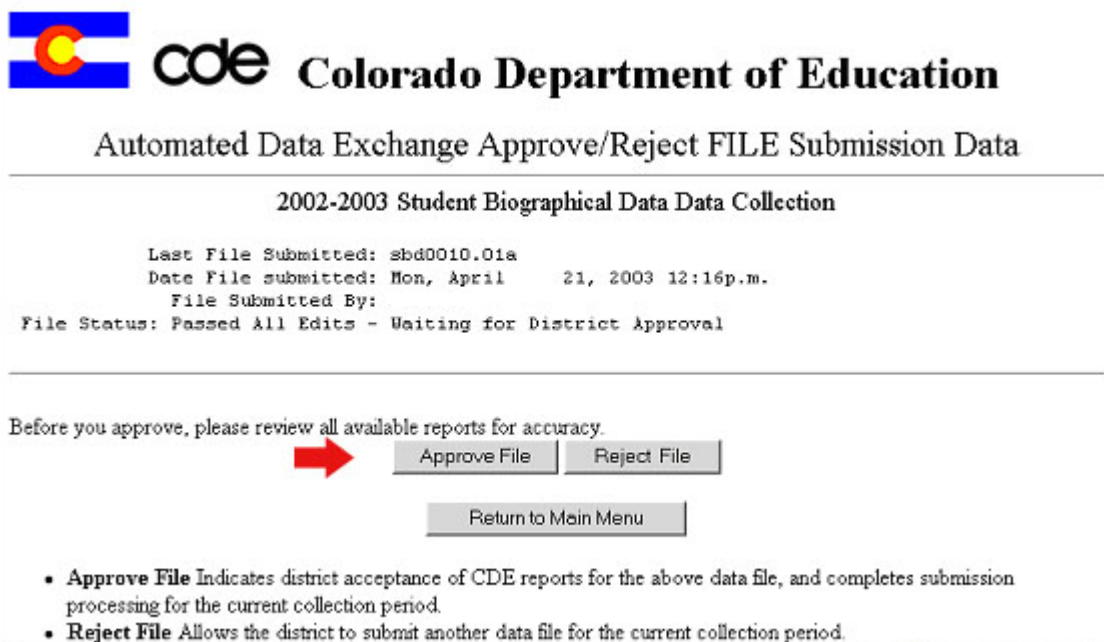
What do SBD respondents actually *do*? In a nutshell, when the SBD collection opens, a district file is created from the scanned data from the test vendor. The SBD respondent will log in to ADE, access the appropriate SBD collection, and download the file. The respondent then reviews the data in the file, makes changes as necessary, and resubmits a reviewed file to ADE. Districts continue to submit reviewed and updated data until no errors exist in the file. The district can approve the file at this point, completing the collection.

Along the way, there are some steps that have proven successful for districts to follow to complete SBD.

- **Watch your email inbox.** USA communicates with over 180 districts primarily through DAC emails. We also include ADE respondents when the communication is specifically geared toward SBD issues. Email will always be districts' first alert. For DACs, all emails from USA are also logged on the Navigator system
- **Review your Ncount files and complete the Ncount survey.** Book count discrepancies need to be explored and corrected as soon as possible before the SBD files are created for review. Fixing these issues is not always possible later in the process. Ncount provides this first check for DACs that every book you expect to be scored gets scored.
- **Read the SBD Manual.** The manual answers the “who, what, where, when, and why” questions about SBD. (http://www.cde.state.co.us/cdeassess/training_info.html)
- **Watch the online training and review the training slides.** Training will focus on the “how” of SBD, along with any new or changed items. Online trainings are done through Navigator with more information sent through email.
- **Review the ADE documentation.** While these documents usually do not change much from year to year, the “File Layout” and “Edit Errors and Warnings” documents may have important revisions. (https://cdeapps.cde.state.co.us/doc_toc.htm)
- **Fax SBD Respondent changes for each collection before the windows open.** Respondent login data are maintained through the ADE system, and there can be significant turnaround time to get new users activated when districts are not able to access ADE. In the meantime, USA email alerts may be going to wrong people. Check your district ADE respondents here: <https://cdeapps.cde.state.co.us/respondents.htm>.

- **Know how the ADE system checks your SBD file.** When a file is uploaded to ADE, the system checks the file in stages. First, the file must be a space-delimited text file (in .prn format for SBD) and have the correct file length. Next, the system checks for appropriate values and codes to be in every field, including a check that every SASID has a match in RITS records. The SASID match includes first and last name, Date of Birth, and gender. Finally, the system checks for Errors and Warnings. ADE messages can be high in “programmer-ese” – knowing where in the process your submission is can help.
- **Run your file through ADE as often as you can and use the ADE reports.** The checks and reports are intended to guide and support districts throughout the process. The reports can be long and exhaustive, but scrolling through them electronically can be very helpful.
- **Districts must approve of their final successful submission to complete SBD.** If a district does not approve their file, no changes/updates will be applied. The original data received by the test vendor will be used. To finally approve your file, download all the final ADE reports. Save them on your computer for your own records, you may need to go back to them later. Figure 6 shows the final approval screen for SBD.

Figure 6: Final SBD Approval Screenshot



- **Review the final completed version of your file after SBD closes.** No further changes can be made by districts after SBD closes, but any processing errors by CDE or the test vendors can be caught at this point in time. Contact USA immediately if your final, approved SBD file does not match the final post-SBD file posted on ADE.

CELApro SBD Survival Notes

While the general steps of each SBD are consistent, each collection has its own unique data elements, layouts, errors, and other quirks. Here are a few items to keep in mind when completing the CELApro SBD process.

- **What's New for 2010?**

- “Continuous in ELL” field values are no longer collected. The field now will be blank. The “File Layout and Field Definitions” (https://cdeapps.cde.state.co.us/cela_file_layout_2010.htm) document describes this field in position 146 as blank.
 - The data grid on the CELApro book did not have a bubble for the number “1” to indicate the year 2010 in the “Date Most Recently Enrolled in U.S.” field. Records that have the MMDD portion bubbled and a “blank” and a “0” for the YY portion will be assumed to indicate the year as “2010”. CDE will code a “1” in these records. For example, if “Date Most Recently Enrolled in U.S.” was January 1, 2010 and was bubbled “0101 0”, the record will appear in the SBD file as “010110”.
- **File layout:** The CELApro SBD file layout was designed to be as similar to CSAP/CSAPA SBD file layout as possible. There are some data fields that are specific to CELApro that are placed near the end of the file, including Home Language, and the Test Invalidation and Accommodations codes for Speaking and Listening. (The Reading and Writing codes follow the CSAP/CSAPA file locations.)
 - **One row per student taking the assessment:** Unlike the CSAP/CSAPA SBD file which has multiple rows of data for each content area assessed, CELApro SBD has only one row of data for each student. All data specific to each of the four domains of the test will be included in one row.
 - **Test Invalidation codes:** Again, each row has data for each of the four domains tested: Reading, Writing, Speaking, and Listening. The invalidation options for CELA Proficiency are similar to CSAP and CSAPA, but not all apply. Use the “File Layout and Field Definitions” document (https://cdeapps.cde.state.co.us/cela_file_layout_2010.htm) or the sample data grid in Appendix B for reference. There is one invalidation code unique to CELApro: “Eligible to take CSAP Alt. Assessment” for students who attempted the CELApro and could not access the assessment due to significant cognitive disabilities. Also, this field is now alphanumeric, having values from 0-9 and A and B.
 - **Accommodation codes:** Again, each row has data for each of the four domains tested: Reading, Writing, Speaking, and Listening. The accommodations options for CELApro are similar to CSAP, but not all apply. The “File Layout and Field Definitions”

document (https://cdeapps.cde.state.co.us/cela_file_layout_2010.htm) or the sample data grid in Appendix B can be used for reference.

- **Grade range:** Different than CSAP/CSAPA, CELApro is administered to K-12 NEP and LEP students. This field is two-digits and alphanumeric for CELApro, having values from *KG* to *12*.
- **Continuously enrolled for three years in Colorado field:** Since there is data for students K-12, grades K-3 will all work differently than grades 4-12 for the “Continuously Enrolled in CO” field. Since pre-kindergarten and kindergarten grades are not mandated by the state, students in grades K-3 will not be continuously enrolled for three years unless they have been retained for one or more years. Also, please note that the cutoff dates used for continuously enrolled fields for CELApro are based on CSAP/COACT administration windows in previous years and are consistent across all collections. Do not use last year’s CELApro administration window for these dates.
- **“Home Language” codes:** Students’ home language is collected for CELApro, instead of “Language Background” as for CSAP and CSAPA. The list of Home Language codes can be found here: [ELPALanguageCodes.xls](#). Please keep in mind that no students with a “Home Language” code of *0002 English* should take the CELApro.
- **Edits, errors, and warnings:** The CELApro SBD edits, errors, and warnings were designed to be as similar to CSAP/CSAPA SBD, and other ADE collections, as possible. Since “Home Language” is used instead of “Language Background,” the wording of some edits is specific to CELApro. The “Edits, Errors, and Warnings” document https://cdeapps.cde.state.co.us/celasbd_edits_errors_and_warnings_2010.htm details all the errors and warnings you may encounter during the collection.
- **ADE reports:** Compared with the CSAP/CSAPA SBD process, a smaller set of ADE reports for the CELApro SBD collection is available this year. The three reports are: Status Report, Summary Report, and Edit Errors/Warnings. These reports are featured in detail in the online training materials. ADE also forwards emails directly to SBD respondents regarding the processing of any recent submissions and as any new versions of reports become available.

CSAP/CSAPA SBD Survival Notes

While the general steps of each SBD are consistent, each collection has its own unique data elements, layouts, errors, and other quirks. Here are some important notes to keep in mind when completing the CSAP/CSAPA SBD process.

- **What's New for 2010?**
 - “Continuous in ELL” field values are no longer collected. The field now will be blank. The “SBD File Layout and Field Definitions” document for 2010 will describe this field in position 150 as blank.
 - The data grid on the CSAP/CSAPA books did not have a bubble for the number “1” to indicate the year 2010 in the “Date Most Recently Enrolled in U.S” field. Records that have the MMDD portion bubbled and a “blank” and a “0” for the YY portion will be assumed to indicate the year as “2010”. CDE will code a “1” in these records. For example, if “Date Most Recently Enrolled in U.S.” was January 1, 2010 and was bubbled “0101 0”, the record will appear in the SBD file as “010110”.
- **File layout:** The CSAP/CSAPA SBD file layout has changed this year because column 150, representing “Continuous in ELL” will be left blank.
- **Multiple rows per student taking the assessment:** When you download your SBD file, each completed test booklet has a row of data included. An 8th grader who took CSAP, for instance, will have a data row for the Reading/Writing booklet, another row for the Math booklet, and a third row for the Science booklet. If a student took both CSAPA and CSAP for different content areas, additional rows could be in the file. Knowing which content area assessed is in each row of the SBD file is critical for working with the file. Be aware of the “Content Area” and “Test Type” fields for each row of data you are updating. When using the ADE reports to make file updates, referencing the “Vendor Record #” is also important.
- **Grade range:** Grades 3 through 10 are valid grade codes CSAP and CSAPA. The 11th grade Alternate records are also included in this SBD collection, so grade 11 records can be in your file. The “Test Type” must be 0 for these grade 11 records.
- **Continuously enrolled for three years in Colorado field:** Since kindergarten is not mandated by the state, students in grade 3 will not be “Continuously Enrolled” for three years unless they have been retained for one or more years. There is a warning message that relates directly to the continuously enrolled field.

- **Test Invalidation codes:** There are three fields that keep Test Invalidation information in the SBD file: 1) “Test Invalidation 1” contains Reading, Math, or Science invalidation codes, depending on the Content Area for each row; 2) the “Test Invalidation 2” field has Writing invalidation codes; and 3) the “CSAPA Test Invalidation” field holds the invalidation code for all the CSAPA content areas. If the “Content Area” for a row is *M* (for Math) and the “Test Type” is *C* (for CSAP), the “Test Invalidation 1” field must have a code, but the “Test Invalidation 2” (used only for Writing) and “CSAPA Test Invalidation” (used only for CSAPA) fields both must be blank. Use the “File Layout and Field Definitions” (https://cdeapps.cde.state.co.us/sbd_file_layout_2009.doc - will be updated in the future) or the sample data grid in Appendix B for reference. Please note: as of 2007, these invalidation fields are alphanumeric, having values from 0-9 plus A and B.
- **Accommodation codes:** There are two fields that keep Accommodations information in the SBD file: 1) “Accommodations 1” contains Reading, Math, or Science Accommodation codes, depending on the “Content Area” for each row and 2) the “Accommodations 2” field has Writing Accommodation codes. If the “Content Area” for a row is *M* (for Math) and the “Test Type” is *C* (for CSAP), the “Accommodations 1” field must have a code, but the “Accommodations 2” (only for Writing) field must be blank. “File Layout and Field Definitions” (https://cdeapps.cde.state.co.us/sbd_file_layout_2009.doc - will be updated in the future) or the sample data grid in Appendix B can be used for reference. Note: CSAPA Expanded Accommodations are not included in the SBD file. Each Accommodation field will be blank for CSAPA data rows.
- **Edits, errors, and warnings:** The “SBD Edits, Errors, and Warnings” document (https://cdeapps.cde.state.co.us/sbd_edits_warnings_2009.htm - will be updated in the future) details all the errors and warnings you may encounter during the collection. These have not changed greatly from previous years. Errors related to English Language Learners have been reviewed to be consistent with previous ADE collections.
- **ADE reports:** A number of ADE reports are available during the CSAP/CSAPA SBD process, including the Status Report, Summary Report, and Edit Errors/Warnings, as well as the AYP In/Out report, and a CSAP vs. CSAPA Mismatch report. These reports are featured in detail in the ADE materials online. Keep in mind that ADE will create “Initial” and “Final” versions of most of reports for districts to make before and after comparisons. ADE also forwards emails directly to SBD respondents regarding the processing of any recent submissions and as any new versions of reports become available.

COACT SBD Survival Notes

While the general steps of each SBD are consistent, each collection has its own unique data elements, layouts, errors, and other quirks. Here are some important notes to keep in mind when completing the COACT SBD process.

- **What's New for 2010?**
 - Please note: ACT may restrict changing certain "Testing Status (Q10)" codes during SBD. These codes relate to the scanning and scoring of ACT booklets and cannot be changed at the later time when SBD takes place. More information will be included in the COACT SBD training slides.
 - Q5 English Language Learner Program has an option "J" for Parent Refusal of Services for Bilingual or ESL.
 - Q7 Test Accommodations will now have a value "K" for "No value gridded by the school". ACT will apply this value; it will not be available to districts.
 - Q10 Tested Status will now have a value "K" for "Test invalidated (no scores)- Student dismissed due to prohibited behavior". Districts may use this code. Value "H" has been changed to read "Test invalidated (no scores)- Misadministration (value reserved for ACT to apply)".
- **File layout:** The COACT SBD file layout has not changed this year. This file is significantly different from the other SBD files. Specific biographical information for COACT is included in the ten "Block V" section of the answer folder. These fields combine multiple fields collected in other collections. Please refer to the COACT SBD file layout here: https://cdeapps.cde.state.co.us/actsbd_file_layout.htm. (Will be updated in the future.)
- **ACT HS code:** ACT uses a six-digit high school code for their test processing. This code is included along with the four digit school and district codes used by CDE. ACT school codes can be found here: <https://ade.cde.state.co.us/actcodes.htm>. (Will be updated in the future.)
- **One row per student taking the COACT assessment:** Only COACT records for students in grade 11 are included in the file. 11th Grade Alternate records are created and maintained by CDE and were included in the CSAP/CSAPA SBD data file for review. They will not be included in the COACT SBD collection
- **SASID must be valid:** The SASID check for the COACT SBD process is different from the other SBD processes. While the SASID must match RITS, name, birth date, and gender can be different. A warning will occur when these fields differ, but ADE processing will not be stopped.

- **Continuously enrolled fields:** Please note that the dates for the continuous enrollment fields are specific to prior COACT testing dates, not CSAP testing dates. Q2 “Continuously Enrolled” for school and district uses the April 25, 2007 date. Q4 “Language Background” would use April 27, 2005 for three years in Colorado.
- **Edits, errors, and warnings:** The “COACT SBD Edits, Errors, and Warnings” document (https://cdeapps.cde.state.co.us/actsbd_edits_warnings.htm - will be updated in the future) details all the errors and warnings you may encounter during the collection.
- **Training PowerPoint available:** While training will not be provided specific to the COACT SBD process, a training slide is available stepping you through the process, which covers the variables included and the ADE reports available for review. The PPT document can be found here: https://cdeapps.cde.state.co.us/actsbd_overview.ppt. (Will be updated in the future.)

Appendix A

List of Acronyms and Other Terms for SBD

List of Acronyms and Other Terms for SBD

ACCOM 1: Accommodation Field for Reading, Math, and Science

ACCOM 2: Accommodation Field for Writing

ADE: Automated Data Exchange

AMAO: Annual Measurable Achievement Objectives

AYP: Adequate Yearly Progress

BLOCK T: CDE is required to collect specific student information for COACT. Block T refers to a section of the scannable COACT Answer Folder.

CBLA: Colorado Basic Literacy Act

CDE: Colorado Department of Education

CELAplice: Colorado English Language Acquisition Placement Test

CELAppro: Colorado English Language Acquisition Proficiency Assessment

COACT: Colorado ACT

CSAP: Colorado School Assessment Program

CSAPA: Colorado School Assessment Program Alternate

.CSV: Comma Separated Value. This is a common data file format.

CTB: California Test of Basic Skills. Better known today as the test vendor for CSAP, CSAPA, and CELA: CTB/McGraw-Hill

DIST USE A: Expelled status

DIST USE C: Free/Reduced Meal status

DIST USE D: Homeless status

ELAU: English Language Acquisition Unit

ESLU: Exceptional Student Leadership Unit

FEP: Fluent English Proficient

GIS: Group Information Sheet

GRT: General Research Tape, the raw, student level data file

IMS: Information Management Services

LEP: Limited English Proficient

MDB: Microsoft Access Database File

NAVIGATOR: CTB.com host system for forms, registrations, file sharing, and materials tracking.

NCLB: No Child Left Behind

NEP: Non-English Proficient

PCL: Precoded Labels

.PRN: Microsoft Excel Formatted Text (space delimited). This is the file format used by ADE for all SBD file submissions.

RITS: Record Integration Tracking System. This system maintains SASIDs.

SAR: School Accountability Reports

SASID: State Assigned Student Identification number

SBD: Student Biographical Data review

SGL: School Group List

SIMU: Student Information Management System. This unit manages RITS and SASIDs.

SOA: School of Accountability (or Dist Use B – removed for 2008).

SPSS: Statistical Package for the Social Sciences, a useful file management/analysis program.

STUOCT: Student October – the pupil membership ADE collection.

TEST INV 1: Test Invalidation Field for Reading, Math, and Science

TEST INV 2: Test Invalidation Field for Writing

.TXT: Text File. This is a common data file format.

URL: Uniform Resource Locator, or web address.

USA: Unit of Student Assessment

.XLS: Microsoft Excel Spreadsheet File

Appendix B

Sample Student Data Grids

Sample 2010 CSAP Student Data Grid

| | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|--|------------------------------------|--|--|-----------------------------------|--|--|-------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------|--|--|--|--|--|
| STUDENT'S NAME | | | | | | | | | | | BIRTH DATE | | | ETHNICITY | | | | | |
| Last First M.I. | | | | | | | | | | | Month Day Year | | | (mark one) | | | | | |
| A A A A A A A A A A A A | | | | | | | | | | | Jan 0 0 0 0 | | | 1 American Indian/ Alaska Native | | | | | |
| B B B B B B B B B B B B | | | | | | | | | | | Feb 1 1 1 1 | | | 2 Asian/ Pacific Islander | | | | | |
| C C C C C C C C C C C C | | | | | | | | | | | Mar 2 2 2 2 | | | 3 Black (not of Hispanic origin) | | | | | |
| D D D D D D D D D D D D | | | | | | | | | | | Apr 3 3 3 3 | | | 4 Hispanic | | | | | |
| E E E E E E E E E E E E | | | | | | | | | | | May 4 4 4 4 | | | 5 White (not of Hispanic origin) | | | | | |
| F F F F F F F F F F F F | | | | | | | | | | | Jun 5 5 5 5 | | | | | | | | |
| G G G G G G G G G G G G | | | | | | | | | | | Jul 6 6 6 6 | | | | | | | | |
| H H H H H H H H H H H H | | | | | | | | | | | Aug 7 7 7 7 | | | | | | | | |
| I I I I I I I I I I I I | | | | | | | | | | | Sep 8 8 8 8 | | | | | | | | |
| J J J J J J J J J J J J | | | | | | | | | | | Oct 9 9 9 9 | | | | | | | | |
| K K K K K K K K K K K K | | | | | | | | | | | Nov 0 0 0 0 | | | | | | | | |
| L L L L L L L L L L L L | | | | | | | | | | | Dec 0 0 0 0 | | | | | | | | |
| M M M M M M M M M M M M | | | | | | | | | | | STATE STUDENT ID NUMBER (required) | | | | | | | | |
| N N N N N N N N N N N N | | | | | | | | | | | Female Male | | | | | | | | |
| O O O O O O O O O O O O | | | | | | | | | | | CSAP 2010 Reading/Writing Gr 8 | | | | | | | | |
| P P P P P P P P P P P P | | | | | | | | | | | If a precoded label is used, the following data cannot be modified: student name, birth date, ethnicity, gender, and student ID number. If any of that information is incorrect, do not use the label. Instead, fill in all sections of this page. If any other student information provided with the label needs to be changed, you may use the label and complete only those items that require changes. | | | | | | | | |
| Q Q Q Q Q Q Q Q Q Q Q Q | | | | | | | | | | | | | | | | | | | |
| R R R R R R R R R R R R | | | | | | | | | | | | | | | | | | | |
| S S S S S S S S S S S S | | | | | | | | | | | | | | | | | | | |
| T T T T T T T T T T T T | | | | | | | | | | | | | | | | | | | |
| U U U U U U U U U U U U | | | | | | | | | | | | | | | | | | | |
| V V V V V V V V V V V V | | | | | | | | | | | | | | | | | | | |
| W W W W W W W W W W W W | | | | | | | | | | | | | | | | | | | |
| X X X X X X X X X X X X | | | | | | | | | | | | | | | | | | | |
| Y Y Y Y Y Y Y Y Y Y Y Y | | | | | | | | | | | | | | | | | | | |
| Z Z Z Z Z Z Z Z Z Z Z Z | | | | | | | | | | | | | | | | | | | |
| PRIMARY DISABILITY (mark one) | | | LANGUAGE BACKGROUND (mark one) | | | CONTINUOUSLY ENROLLED 1 YEAR | | | DATE MOST RECENTLY ENROLLED IN U.S. | | | | | | | | | | |
| 00 None | | | 0 English | | | No Yes | | | Month Day Year | | | | | | | | | | |
| 01 Limited intellectual capacity | | | 1 Spanish | | | 0 1 In School | | | Jan 0 0 0 0 | | | | | | | | | | |
| 03 Emotional disability | | | 2 Other | | | 0 1 In District | | | Feb 1 1 1 1 | | | | | | | | | | |
| 04 Specific learning disability | | | LANGUAGE PROFICIENCY (mark one) | | | CONTINUOUSLY ENROLLED 3 YEARS | | | Mar 2 2 2 2 | | | | | | | | | | |
| 05 Hearing disability | | | 0 Not applicable | | | No Yes | | | Apr 3 3 3 3 | | | | | | | | | | |
| 06 Visual disability | | | 1 NEP | | | 0 1 In Colorado | | | May 4 4 4 4 | | | | | | | | | | |
| 07 Physical disability | | | 2 LEP | | | District use only-A | | | Jun 5 5 5 5 | | | | | | | | | | |
| 08 Speech/lang. disability | | | 3 FEP | | | No Yes | | | Jul 6 6 6 6 | | | | | | | | | | |
| 09 Deaf-blind | | | ELL PROGRAM (mark one in each row) | | | 0 1 | | | Aug 7 7 7 7 | | | | | | | | | | |
| 10 Multiple disabilities | | | No Yes M1 M2 E3+ Choice | | | District use only-C | | | Sep 8 8 8 8 | | | | | | | | | | |
| 13 Autism | | | 0 1 2 3 4 5 Bilingual | | | 0 1 2 3 | | | Oct 9 9 9 9 | | | | | | | | | | |
| 14 Traumatic brain injury | | | 0 1 2 3 4 5 ESL | | | | | | Nov 0 0 0 0 | | | | | | | | | | |
| | | | | | | | | | Dec 0 0 0 0 | | | | | | | | | | |
| Reading (mark one) | | | Writing (mark one) | | | TEST INVALIDATION | | | Writing (mark one) | | | | | | | | | | |
| 0 None | | | 0 | | | 0 Student tested all sessions | | | 0 | | | | | | | | | | |
| 1 Braille version | | | 1 | | | 1 Unable to test due to language | | | 1 | | | | | | | | | | |
| 2 Large-print version | | | 2 | | | 2 Taking CSAP Alt. Assessment | | | 2 | | | | | | | | | | |
| 3 Teacher-read directions only | | | 3 | | | 4 Parental refusal | | | 4 | | | | | | | | | | |
| | | | | | | 5 Test not completed | | | 5 | | | | | | | | | | |
| 5 Scribe | | | 5 | | | 6 Withdrew before completion | | | 6 | | | | | | | | | | |
| 6 Signing | | | 6 | | | 7 Extreme frustration | | | 7 | | | | | | | | | | |
| 7 Assistive comm. device | | | 7 | | | 8 Nonapproved accomm/modification | | | 8 | | | | | | | | | | |
| 8 Extended timing used | | | 8 | | | 9 Misadministration | | | 9 | | | | | | | | | | |
| A Oral script | | | A | | | B District ed. services | | | B | | | | | | | | | | |
| Appr. nonstandard accomm. | | | B | | | | | | | | | | | | | | | | |
| Translated oral script | | | C | | | | | | | | | | | | | | | | |
| Word-to-Word dictionary | | | | | | | | | | | | | | | | | | | |
| PROGRAM (mark all that apply) | | | | | | | | | | | | | | | | | | | |
| No Yes | | | | | | | | | | | | | | | | | | | |
| 0 1 IEP | | | | | | | | | | | | | | | | | | | |
| 0 1 504 | | | | | | | | | | | | | | | | | | | |
| 0 1 Title I | | | | | | | | | | | | | | | | | | | |
| 0 1 Oct New to School | | | | | | | | | | | | | | | | | | | |
| 0 1 Migrant | | | | | | | | | | | | | | | | | | | |
| 0 1 Immigrant | | | | | | | | | | | | | | | | | | | |
| 0 1 District Use-D | | | | | | | | | | | | | | | | | | | |
| GT DESIGNATION (mark one) | | | | | | | | | | | | | | | | | | | |
| 0 No 3 Both | | | | | | | | | | | | | | | | | | | |
| 1 Lang. Arts 4 Other | | | | | | | | | | | | | | | | | | | |
| 2 Math | | | | | | | | | | | | | | | | | | | |

Secure Materials — do NOT reproduce

Sample 2010 CSAPA Student Data Grid

| Last | | STUDENT'S NAME | | | | | | | | | | First | | M.I. | BIRTH DATE | | | ETHNICITY (mark one) | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------|---------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------|-----|------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | | | | | | | | | | Month | Day | Year | | |
| A | | A A A A A A A A A A A A | | | | | | | | | | A A A A A A A A | | A | Jan | 0 | 0 | 0 | ① American Indian/ Alaska Native ② Asian/ Pacific Islander ③ Black (not of Hispanic origin) ④ Hispanic ⑤ White (not of Hispanic origin) |
| B | | B B B B B B B B B B B B | | | | | | | | | | B B B B B B B B | | B | Feb | 1 | 1 | 1 | |
| C | | C C C C C C C C C C C C | | | | | | | | | | C C C C C C C C | | C | Mar | 2 | 2 | 2 | |
| D | | D D D D D D D D D D D D | | | | | | | | | | D D D D D D D D | | D | Apr | 3 | 3 | 3 | |
| E | | E E E E E E E E E E E E | | | | | | | | | | E E E E E E E E | | E | May | 4 | 4 | 4 | |
| F | | F F F F F F F F F F F F | | | | | | | | | | F F F F F F F F | | F | Jun | 5 | 5 | 5 | |
| G | | G G G G G G G G G G G G | | | | | | | | | | G G G G G G G G | | G | Jul | 6 | 6 | 6 | |
| H | | H H H H H H H H H H H H | | | | | | | | | | H H H H H H H H | | H | Aug | 7 | 7 | 7 | |
| I | | I I I I I I I I I I I I | | | | | | | | | | I I I I I I I I | | I | Sep | 8 | 8 | 8 | |
| J | | J J J J J J J J J J J J | | | | | | | | | | J J J J J J J J | | J | Oct | 9 | 9 | 9 | |
| K | | K K K K K K K K K K K K | | | | | | | | | | K K K K K K K K | | K | Nov | | | | |
| L | | L L L L L L L L L L L L | | | | | | | | | | L L L L L L L L | | L | Dec | | | | |
| M | | M M M M M M M M M M M M | | | | | | | | | | M M M M M M M M | | M | | | | | |
| N | | N N N N N N N N N N N N | | | | | | | | | | N N N N N N N N | | N | | | | | |
| O | | O O O O O O O O O O O O | | | | | | | | | | O O O O O O O O | | O | | | | | |
| P | | P P P P P P P P P P P P | | | | | | | | | | P P P P P P P P | | P | | | | | |
| Q | | Q Q Q Q Q Q Q Q Q Q Q Q | | | | | | | | | | Q Q Q Q Q Q Q Q | | Q | | | | | |
| R | | R R R R R R R R R R R R | | | | | | | | | | R R R R R R R R | | R | | | | | |
| S | | S S S S S S S S S S S S | | | | | | | | | | S S S S S S S S | | S | | | | | |
| T | | T T T T T T T T T T T T | | | | | | | | | | T T T T T T T T | | T | | | | | |
| U | | U U U U U U U U U U U U | | | | | | | | | | U U U U U U U U | | U | | | | | |
| V | | V V V V V V V V V V V V | | | | | | | | | | V V V V V V V V | | V | | | | | |
| W | | W W W W W W W W W W W W | | | | | | | | | | W W W W W W W W | | W | | | | | |
| X | | X X X X X X X X X X X X | | | | | | | | | | X X X X X X X X | | X | | | | | |
| Y | | Y Y Y Y Y Y Y Y Y Y Y Y | | | | | | | | | | Y Y Y Y Y Y Y Y | | Y | | | | | |
| Z | | Z Z Z Z Z Z Z Z Z Z Z Z | | | | | | | | | | Z Z Z Z Z Z Z Z | | Z | | | | | |
| STATE STUDENT ID NUMBER (required) | | | | | | | | | | | | | Female <input type="radio"/> Male <input type="radio"/> | | | | | | |
| 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 | | | | | | | | | | | | | CSAPA 2010 Grade 8 | | | | | | |
| If a precoded label is used, the following data cannot be modified: student name, birth date, ethnicity, gender, and student ID number. If any of that information is incorrect, do not use the label. Instead, fill in all sections of this page. If any other student information provided with the label needs to be changed, you may use the label and complete only those items that require changes. | | | | | | | | | | | | | | | | | | | |
| PRIMARY DISABILITY (mark one) <input type="radio"/> 00 None <input type="radio"/> 01 Limited intellectual capacity <input type="radio"/> 03 Emotional disability <input type="radio"/> 04 Specific learning disability <input type="radio"/> 05 Hearing disability <input type="radio"/> 06 Visual disability <input type="radio"/> 07 Physical disability <input type="radio"/> 08 Speech/lang. disability <input type="radio"/> 09 Deaf-blind <input type="radio"/> 10 Multiple disabilities <input type="radio"/> 13 Autism <input type="radio"/> 14 Traumatic brain injury | | | | | LANGUAGE BACKGROUND (mark one) <input type="radio"/> 0 English <input type="radio"/> 1 Spanish <input type="radio"/> 2 Other LANGUAGE PROFICIENCY (mark one) <input type="radio"/> 0 Not applicable <input type="radio"/> 1 NEP <input type="radio"/> 2 LEP <input type="radio"/> 3 FEP ELL PROGRAM (mark one in each row) No Yes M1 M2 E3+ Choice <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Bilingual <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 ESL | | | | | CONTINUOUSLY ENROLLED 1 YEAR No Yes <input type="radio"/> 0 <input type="radio"/> 1 In School <input type="radio"/> 0 <input type="radio"/> 1 In District CONTINUOUSLY ENROLLED 3 YEARS No Yes <input type="radio"/> 0 <input type="radio"/> 1 In Colorado District use only-A No Yes <input type="radio"/> 0 <input type="radio"/> 1 District use only-C <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 | | | DATE MOST RECENTLY ENROLLED IN U.S. Month Day Year Jan 0 0 0 Feb 1 1 1 Mar 2 2 2 Apr 3 3 3 May 4 4 4 Jun 5 5 5 Jul 6 6 6 Aug 7 7 7 Sep 8 8 8 Oct 9 9 9 Nov Dec | | | | | | |
| R W (mark all that apply) CSAPA EXPANDED ACCOMMODATIONS <input type="radio"/> None <input type="radio"/> Assistive technology <input type="radio"/> Braille <input type="radio"/> Eye gaze <input type="radio"/> Modified picture symbols <input type="radio"/> Objects <input type="radio"/> Sign Language <input type="radio"/> Translation into student's native language <input type="radio"/> Other | | | M S (mark all that apply) | | R W (mark one) TEST INVALIDATION <input type="radio"/> 0 Student tested all activities <input type="radio"/> 4 Parental refusal <input type="radio"/> 5 Test not completed <input type="radio"/> 6 Withdrew before completion <input type="radio"/> 0 Misadministration <input type="radio"/> A Taking CSAP Assessment <input type="radio"/> B District ed. services | | | M S (mark one) <input type="radio"/> 0 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> A <input type="radio"/> B | | PROGRAM (mark all that apply) No Yes <input type="radio"/> 0 <input type="radio"/> 1 IEP <input type="radio"/> 0 <input type="radio"/> 1 504 <input type="radio"/> 0 <input type="radio"/> 1 Title I <input type="radio"/> 0 <input type="radio"/> 1 Oct New to School <input type="radio"/> 0 <input type="radio"/> 1 Migrant <input type="radio"/> 0 <input type="radio"/> 1 Immigrant <input type="radio"/> 0 <input type="radio"/> 1 District Use-D GT DESIGNATION (mark one) <input type="radio"/> 0 No <input type="radio"/> 3 Both <input type="radio"/> 1 Lang. Arts <input type="radio"/> 4 Other <input type="radio"/> 2 Math | | | | | | | | | |

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Sample 2010 CELApro Student Data Grid

| STUDENT'S NAME | | | | | | | | | | BIRTH DATE | | | GRADE | | |
|---------------------|--|--|--|--|-----------------|--|--|--|--|------------|------------------------------------|-----|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Last | | | | | First | | | | | M.I. | Month | Day | Year | | |
| A A A A A A A A A A | | | | | A A A A A A A A | | | | | A | Jan | 00 | 00 | 00 | ETHNICITY (mark one) <input type="radio"/> 1 American Indian/ Alaska Native <input type="radio"/> 2 Asian/ Pacific Islander <input type="radio"/> 3 Black (not of Hispanic origin) <input type="radio"/> 4 Hispanic <input type="radio"/> 5 White (not of Hispanic origin) |
| B B B B B B B B B B | | | | | B B B B B B B B | | | | | B | Feb | 01 | 01 | 01 | |
| C C C C C C C C C C | | | | | C C C C C C C C | | | | | C | Mar | 02 | 02 | 02 | |
| D D D D D D D D D D | | | | | D D D D D D D D | | | | | D | Apr | 03 | 03 | 03 | |
| E E E E E E E E E E | | | | | E E E E E E E E | | | | | E | May | 04 | 04 | 04 | |
| F F F F F F F F F F | | | | | F F F F F F F F | | | | | F | Jun | 05 | 05 | 05 | |
| G G G G G G G G G G | | | | | G G G G G G G G | | | | | G | Jul | 06 | 06 | 06 | |
| H H H H H H H H H H | | | | | H H H H H H H H | | | | | H | Aug | 07 | 07 | 07 | |
| I I I I I I I I I I | | | | | I I I I I I I I | | | | | I | Sep | 08 | 08 | 08 | |
| J J J J J J J J J J | | | | | J J J J J J J J | | | | | J | Oct | 09 | 09 | 09 | |
| K K K K K K K K K K | | | | | K K K K K K K K | | | | | K | Nov | | | 10 | |
| L L L L L L L L L L | | | | | L L L L L L L L | | | | | L | Dec | | | 11 | |
| M M M M M M M M M M | | | | | M M M M M M M M | | | | | M | | | | 12 | |
| N N N N N N N N N N | | | | | N N N N N N N N | | | | | N | STATE STUDENT ID NUMBER (required) | | | Female <input type="radio"/> Male <input type="radio"/> | |
| O O O O O O O O O O | | | | | O O O O O O O O | | | | | O | 0 0 0 0 0 0 0 0 0 0 | | | CELApro 2010 GRADES 9-12 If a precoded label is used, the following data cannot be modified: student name, birth date, grade, ethnicity, gender, and student ID number. If any of that information is incorrect, do not use the label. Instead, fill in all sections of this page. If any other student information provided with the label needs to be changed, you may use the label and complete only those items that require changes. | |
| P P P P P P P P P P | | | | | P P P P P P P P | | | | | P | 1 1 1 1 1 1 1 1 1 1 | | | | |
| Q Q Q Q Q Q Q Q Q Q | | | | | Q Q Q Q Q Q Q Q | | | | | Q | 2 2 2 2 2 2 2 2 2 2 | | | | |
| R R R R R R R R R R | | | | | R R R R R R R R | | | | | R | 3 3 3 3 3 3 3 3 3 3 | | | | |
| S S S S S S S S S S | | | | | S S S S S S S S | | | | | S | 4 4 4 4 4 4 4 4 4 4 | | | | |
| T T T T T T T T T T | | | | | T T T T T T T T | | | | | T | 5 5 5 5 5 5 5 5 5 5 | | | | |
| U U U U U U U U U U | | | | | U U U U U U U U | | | | | U | 6 6 6 6 6 6 6 6 6 6 | | | | |
| V V V V V V V V V V | | | | | V V V V V V V V | | | | | V | 7 7 7 7 7 7 7 7 7 7 | | | | |
| W W W W W W W W W W | | | | | W W W W W W W W | | | | | W | 8 8 8 8 8 8 8 8 8 8 | | | | |
| X X X X X X X X X X | | | | | X X X X X X X X | | | | | X | 9 9 9 9 9 9 9 9 9 9 | | | | |
| Y Y Y Y Y Y Y Y Y Y | | | | | Y Y Y Y Y Y Y Y | | | | | Y | 0 0 0 0 0 0 0 0 0 0 | | | | |
| Z Z Z Z Z Z Z Z Z Z | | | | | Z Z Z Z Z Z Z Z | | | | | Z | 0 0 0 0 0 0 0 0 0 0 | | | | |

| PRIMARY DISABILITY (mark one) | | HOME LANGUAGE (mark one) | | LANGUAGE PROFICIENCY (mark one) | | CONTINUOUSLY ENROLLED 1 YEAR | | DATE MOST RECENTLY ENROLLED IN U.S. | | |
|--------------------------------------------------------|--|-------------------------------|--|------------------------------------|-----|---------------------------------------|--|-------------------------------------|-----|------|
| <input type="radio"/> 00 None | | <input type="radio"/> 0 0 0 0 | | <input type="radio"/> 1 NEP | | <input type="radio"/> No | | Month | Day | Year |
| <input type="radio"/> 01 Limited intellectual capacity | | <input type="radio"/> 1 1 1 1 | | <input type="radio"/> 2 LEP | | <input type="radio"/> 0 1 In School | | Jan | 00 | 00 |
| <input type="radio"/> 03 Emotional disability | | <input type="radio"/> 2 2 2 2 | | | | <input type="radio"/> 0 1 In District | | Feb | 01 | 01 |
| <input type="radio"/> 04 Specific learning disability | | <input type="radio"/> 3 3 3 3 | | | | <input type="radio"/> No | | Mar | 02 | 02 |
| <input type="radio"/> 05 Hearing disability | | <input type="radio"/> 4 4 4 4 | | | | <input type="radio"/> 0 1 In Colorado | | Apr | 03 | 03 |
| <input type="radio"/> 06 Visual disability | | <input type="radio"/> 5 5 5 5 | | ELL PROGRAM (mark one in each row) | | | | May | 04 | 04 |
| <input type="radio"/> 07 Physical disability | | <input type="radio"/> 6 6 6 6 | | No | Yes | Choice | | Jun | 05 | 05 |
| <input type="radio"/> 08 Speech/lang. disability | | <input type="radio"/> 7 7 7 7 | | <input type="radio"/> 0 1 | | <input type="radio"/> 5 Bilingual | | Jul | 06 | 06 |
| <input type="radio"/> 09 Deaf-blind | | <input type="radio"/> 8 8 8 8 | | <input type="radio"/> 0 1 | | <input type="radio"/> 5 ESL | | Aug | 07 | 07 |
| <input type="radio"/> 10 Multiple disabilities | | <input type="radio"/> 9 9 9 9 | | | | | | Sep | 08 | 08 |
| <input type="radio"/> 11 Preschooler w/disability | | | | | | | | Oct | 09 | 09 |
| <input type="radio"/> 13 Autism | | | | | | | | Nov | | |
| <input type="radio"/> 14 Traumatic brain injury | | | | | | | | Dec | | |

| ACCOMMODATIONS (mark one for each) | | TEST INVALIDATION (mark one for each) | | PROGRAM (mark all that apply) | |
|-----------------------------------------------------|---------------------------|-----------------------------------------------------------------|---------------------------|---------------------------------------------|-------------------------------|
| <input type="radio"/> 0 0 None | <input type="radio"/> 0 0 | <input type="radio"/> 0 0 Student tested all sessions | <input type="radio"/> 0 0 | <input type="radio"/> 0 1 IEP | |
| <input type="radio"/> 1 1 Braille version | <input type="radio"/> 1 1 | <input type="radio"/> 3 3 Eligible to take CSAP Alt. Assessment | <input type="radio"/> 3 3 | <input type="radio"/> 0 1 504 | |
| <input type="radio"/> 2 2 Large-print version | <input type="radio"/> 2 2 | <input type="radio"/> 4 4 Parental refusal | <input type="radio"/> 4 4 | <input type="radio"/> 0 1 Title I | |
| <input type="radio"/> Scribe | <input type="radio"/> 5 5 | <input type="radio"/> 5 5 Test not completed | <input type="radio"/> 5 5 | <input type="radio"/> 0 1 Oct new to school | |
| <input type="radio"/> 6 6 Signing | <input type="radio"/> 6 6 | <input type="radio"/> 6 6 Withdrew before completion | <input type="radio"/> 6 6 | <input type="radio"/> 0 1 Migrant | |
| <input type="radio"/> 7 7 Assistive comm. device | <input type="radio"/> 7 7 | <input type="radio"/> 8 8 Nonapproved accomm/modification | <input type="radio"/> 8 8 | <input type="radio"/> 0 1 Immigrant | |
| <input type="radio"/> A A Appr. nonstandard accomm. | <input type="radio"/> A A | <input type="radio"/> 9 9 Misadministration | <input type="radio"/> 9 9 | <input type="radio"/> 0 1 District use-D | |
| | | <input type="radio"/> 8 8 District ed. services | <input type="radio"/> 8 8 | GT DESIGNATION (mark one) | |
| | | | | <input type="radio"/> 0 No | <input type="radio"/> 3 Both |
| | | | | <input type="radio"/> 1 Lang. Arts | <input type="radio"/> 4 Other |
| | | | | <input type="radio"/> 2 Math | |

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Appendix C

Clarification of School vs. Program

Clarification of School vs. Program for Assessment

During the 2003 Student October/Precoded labels training sessions, many questions and concerns arose surrounding the definition of a school and how it impacts districts in terms of assessment practices. This document is aimed at clearing any confusion and gives three specific examples on the process. To see the full text of “Definition of a School” (refer to page 80 of the Procedures Manual).

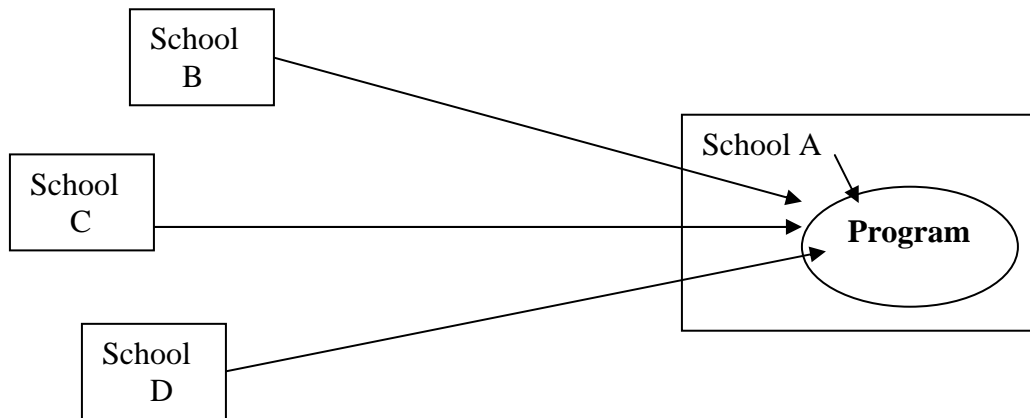
Some important points:

- In 2007-08, the “District Use B – School of Accountability” field was removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.
- Only schools with valid school codes will receive test booklets and precoded labels.
- Schools that receive test booklets and labels must keep the test scores of the students unless they also move staff data as well as student scores to other schools.
- Programs do not have school codes and do not receive test booklets, labels or test scores.
- Students in programs must take the CSAP and must have their scores attributed to a school.
- Students in facilities and detention centers do take state assessments but they are handled separately.

The examples listed below are three possible district scenarios. This should not be taken to mean that there are no other scenarios that may exist. If you have a set of circumstances in your district and are unsure how the process of assessment will work, please contact the Unit of Student Assessment at 303-866-6929. If you want to discuss the development or policy around the Definition of a School, please contact Jan Rose Petro at 303-866-6838 or petro_j@cde.state.co.us.

Example I : Program Within a Neighborhood School Building

Anywhere District, Colorado



In this district, a Program for English Language Learners resides within School A. Schools A, B, C, and D all send students to the Program in School A.

In the past, the district coded all the Program students to School A in the Student October/Labels collection. They then used the District Use Only B field to code Program students back to school B, C and D. Under the Definition of a School, this is not appropriate. Because School A shares staff with the Program within School A, the student scores should remain at School A, so that the performance of the students remains with the school which is serving them for purposes of accountability.

If a district chooses to continue the practice of sending the program students scores back to neighborhood schools B, C, and D, they must code the students to those schools for the Student October/Precoded Labels collection. The test booklets and labels will be shipped to schools B, C, and D. The books must then be physically moved to the Program for testing. The district must return the appropriate test booklets under the Group Information Sheet for Schools B, C, and D. Please note: for 2007-08, the “District Use B – School of Accountability” field was removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

School A will then need to:

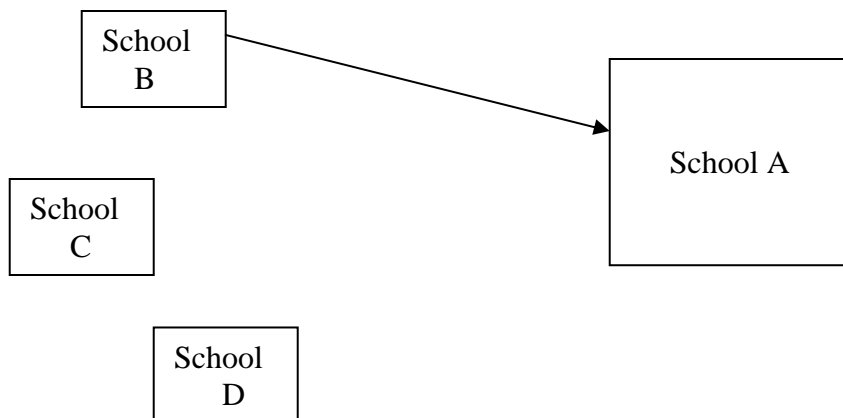
1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field “February Count” for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Failure to do so results in erroneous reporting on the School Accountability Reports (SAR).

Please note: the school for which a student’s score is reported impacts the SAR and AYP.

Example 2: District with a Center-Based School

Anywhere District, Colorado



In this district, School A is the designated school for students in Special Education and English Language Learners. School A has some students from the neighborhood surrounding it, but it also has students who live in the neighborhood of School B that need the services provided at School A. Because School A meets the definition of a school and has a CDE school code, test booklets and labels will be shipped to School A for all of the enrolled students. School C and D do not send any students to School A.

In the past, the district may have chosen to use District Use Only B to code the test scores students from School B’s neighborhood back to School B. Under the Definition of a School, this is not appropriate. All scores for the students instructed at School A are to remain at School A for purposes of accountability.

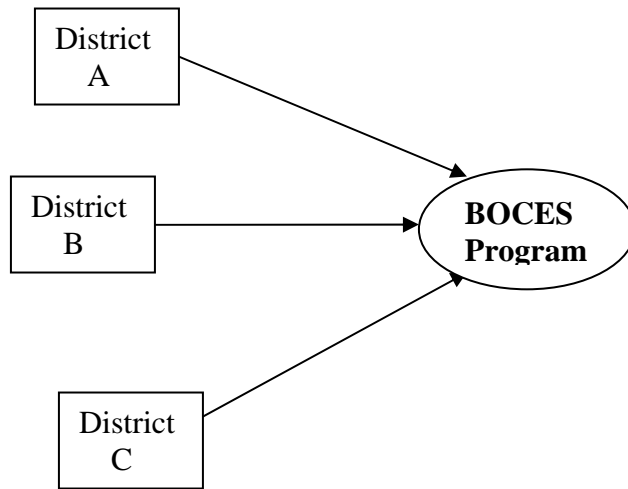
If a district chooses to continue the practice of sending the program students scores back to school B, they must code the students to those schools for the Student October/Precoded Labels collection. The labels and test booklets will be shipped to school B. They must then be physically moved to School A for testing. The district must return the appropriate test booklets under the Group Information Sheet for School B. Please note: in 2007-08, the “District Use B – School of Accountability” field was removed from all student data grids. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

School A will then need to:

1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field “February Count” for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Failure to do so results in erroneous reporting on the School Accountability Reports.

Please note: the school for which a student’s score is reported impacts the SAR and AYP.

Example 3: BOCES Program Serving Several District

Districts A, B, and C send students to a BOCES program. Because the program doesn't have a school code, the districts must send the CSAP test booklets and labels to the BOCES program for administration of the test. The BOCES must then send the test booklets back to each district after testing is complete. The district must then include the test booklets from the BOCES under the Group Information Sheet with others from the appropriate schools. Student booklets must be shipped to CTB for scanning and scoring with the school for which the results will be reported.

The BOCES will then need to:

1. Distribute Program staff proportionately during the Human Resources data collection
2. Distribute students attributed to a school in the field "February Count" for the Report Card March collection if the student was attributed there in the October Count and is still enrolled as of February 1.
3. Distribute suspension/expulsion occurrences and student and teacher attendance for the Safety and Discipline Indicators collection.

Failure to do so results in erroneous reporting on the School Accountability Reports.

Please note: the school for which a student's score is reported impacts the SAR and AYP.

Other Possible Situations That May Exist

A district may have programs that serve expelled students or alternative high schools that are run as programs. These situations may work in the same manner as the Example 3 if they do not have a CDE school code.

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