Student End of Year (SEY) Reporting Manual

2024-2025

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Section 1: Overview and Phases

The purpose of the Student End of Year Snapshot (SEY) is to collect enrollment and outcome information for PK-12th grade students during a school year. This includes demographic information and student's entry and exit from public schools within a district. The data from this collection is used to derive graduation/completion, dropout, and mobility/stability rates for both state and federal reporting.

Data from this collection is embargoed until the statewide data release in January following the SEY collection. Embargoed data may only be shared internally with applicable district staff (Superintendent, district accountability contact, etc.).

Visit the Student End of Year website to review the collection timeline, file layout, resources, and more information.

General Information

Snapshot data collections compile data from specific source files. Typically, the source files are called interchange files. The SEY snapshot is made up of three primary student interchange files with supporting information in specific circumstances from additional interchange files. The primary student interchange files are the Student Demographic (DEM), Student School Association (SSA), and Graduation Guidelines (GG) files. These three files come together to fill in the data fields of the SEY snapshot along with additional CDE internal data sources. If a change is needed to a data field on the SEY snapshot, the change must be made in the interchange file that feeds that data field. Then, a new snapshot is created to refresh the data in the snapshot to reflect the change on the interchange file.

Other interchange files used in specific circumstances during this collection are the student interchange adjustments (ADJ) file, Title 1 interchange file, and Special Education IEP interchange files.

At least one SEY record should be included for every student, grades PK-12, that was counted in membership at any time between July 1 and June 30 of the reported school year. This includes students that left a school/district during that time period. Only students who are attending an educational program operated by the reporting school district (pupil attendance information 01 through 08) are included in the SEY snapshot. Any resident students attending an educational program that *is not* operated by the reporting district who are included on the district's SSA enrollment file (pupil attendance information 24-33) are by default excluded from the SEY snapshot based upon the snapshot criteria. Review the full set of SEY snapshot criteria on the Student End of Year File Layout and Definitions posted on the Student End of Year website.

Additionally, students who complete requirements to graduate or complete high school the summer after the end of the school year may be counted as graduates or completers of that school year. To be considered a graduate or a completer of the current (reporting) school year, students must meet graduation or completion requirements by August 31st, allow the use of school exit type 90 through 96 an additional two months past the typical June 30th end of the academic year. For example, students graduating/completing in the 2023-2024 academic year are coded as such (school exit types 90 to 96) through August 31, 2024. All other students must be coded as exiting by June 30, 2024, *or* as not existing with school exit type 00 and school exit date 00000000.

Source Interchange Files

Interchange files are the source of the data used in a data snapshot. The SEY snapshot extracts specific data elements from the files below when a SEY snapshot is created or updated. The snapshot also reflects data

fields that are internally calculated within the CDE data pipeline system. This extracted information is combined into a new file layout reflecting the specified SEY snapshot data elements. Data is *not* automatically added to or removed from the SEY snapshot. You cannot edit SEY snapshot data directly.

Review the SEY File Layout and Definitions posted on the [Student End of Year website](#) for a complete list of data elements included in the SEY snapshot along with notes regarding the source file for the specific data element.

Student Demographic (DEM)

Every student must have one record on the DEM file. Student records from the DEM file are joined to the SEY snapshot by SASID, District Code, and School year. The demographic file captures attributes of a student while they are in a district that are true regardless of the student's enrollment in a specific school, grade, or program in the district. Review the posted Student Demographic file layout on the [Student Interchange website](#) for specific definitions of data fields and codes that comprise this file.

Note: Only 'untagged' student demographic records are used for the SEY Collection. Any records with the 'OCT' or 'DEC' tag will be ignored upon creation of a SEY snapshot.

Frequently Asked Questions

Question: Why am I getting an error stating that (fill in the blank) demographic status in Student October does not match SEY?

Student End of Year is a cumulative data collection. For most demographic fields, it is designed to show any student for whom (fill in the blank) demographic status was true at any point during the school year, even if that status has changed by the end of the year when a student is receiving services based upon that demographic status. For example, a student who is homeless at any point in the school year qualifies for McKinney Vento support throughout the entire academic school year even if they find stable housing before the end of the school year. The homeless status in SEY indicates the student qualified for McKinney Vento services during the reporting year.

Business rules that compare demographic data fields in October to SEY or Assessment SBDs to SEY typically are designed to allow exceptions if a LEA finds a student was reported incorrectly earlier in the year. Many are specific student level checks. [See the reporting exceptions section of this manual for information regarding exception requests.](#)

Cumulative Demographic Data Fields:

- Homeless fields (Homeless, Primary Nighttime Residence, Cause of Housing Crisis, etc.)
- Free/Reduced Lunch Eligibility
- Title 1 Targeted Assistance (comes from the Title 1 interchange file)
- Military Connected
- Language Proficiency
- Attends District Funded HSED Program
- Immigrant
- Special Education Transition
- Section 504 Having a Disability
- Gifted and Talented Fields
- Although listed on the SSA file, treat these fields like demographic information, ensuring values match across all SSA records.

Question: Are there any demographic fields where a student's status should reflect what is true at a specific point in time instead of cumulative?

Yes, there are a few demographic fields that are designed to be point-in-time. These data fields may change from the beginning of the year to the end of the year without causing an error in the SEY snapshot. Some will trigger a warning to highlight students who've had a change in one of these fields. These warnings are designed to support districts as they validate data.

Point in Time Demographic Data Fields:

- Student's Name (must match RITS)
- Student's Date of Birth (must match RITS)
- Student's Gender (must match RITS)
- Race/Ethnicity fields
- Language Background and Language Instruction Program
- Military Enlisted
- Alternate Assessment Participant

Student School Association (SSA)

Every student must have at least one record on the SSA file but may have multiple records based upon the student's enrollment history during the school year. The SSA file captures enrollment information about the school(s) a student attends in a district throughout the school year, including details specific to that enrollment record. Student records on the SSA file must meet the following criteria to be included in the SEY snapshot.

- Primary School = 1 (yes) **AND**
- School Code is a valid public school **AND**
- Pupil Attendance Information is between 01 and 08 (Group A records only) **AND**
- Grade Level is not '002' infant

Review the posted Student School Association file layout on the Student Interchange website for specific definitions of data fields and codes that comprise this file.

Note: Only 'untagged' student school association records are used for the SEY Collection. Any records with the 'OCT' or 'DEC' tag will be ignored upon creation of a SEY snapshot.

Frequently Asked Questions

Question: I included a record for a student on my SSA file but am still getting an error stating that I don't have a record in the SEY snapshot for this student, what do I do?

There are multiple reasons why a student's record may not be pulling into your SEY snapshot and causing this error. Students must have an error-free record on your student DEM and SSA files to pull into your snapshot. If your interchange files are error free, then check the following fields on your student school association file.

- School Entry Type: 00, 02, 03, or 11 for a student who exited with exit code 00 in a previous year.
- School Entry Date: Must be July 1st or later
- Pupil Attendance Information: Must be between 01-08 to pull into the SEY snapshot
- Primary School: Must be 1 to pull into the SEY snapshot
- Grade Level: cannot be '002' infant

Question: What if a student had a change to one of the enrollment dependent data fields on the SSA during the year but did not leave the school they were attending?

Section 5 of this manual covers common coding patterns, including how to handle coding for students who have a change in status for one of the SSA fields. In general, these students will have multiple enrollment records to capture the change. Since the student is not leaving the school, each enrollment record will have the same school code but will have school exit/school entry dates to show when one status ends and the next begins. School exit type 11 (transfer in district) is used for the record when the status is ending and school entry type 11 (transfer in district) is used for the record where the new status is being captured.

Data fields reflecting an enrollment status that may change mid-year, requiring multiple enrollment records:

- Home Based Education
- Non School Program
- Expelled Education
- Postsecondary Program Enrollment

Graduation Guidelines (GG)

Students who are graduating high school must have reported graduation guidelines showing the met the minimum benchmark for at least one English measure and at least one Math measure at some point during their high school career. Records in this file should represent the graduation guidelines a student completed during the school year. Guideline completion can also be reported retroactively if that completion was omitted during the school year the student initially earned the guideline score or if completion was not reported by a previous district. When a student is reported as graduating with school exit type 90, 95, or 96 on the SSA file, GG data is joined to the record on SASID to verify the student has reported graduation guidelines measures meeting the minimum requirements in both English and Math. If a student is missing graduation guidelines information, an error will trigger preventing the district from submitting their SEY data until the situation is resolved. Review the posted Graduation Guidelines file layout on the Student Interchange website for specific definitions of data fields and codes that comprise this file.

Frequently Asked Questions

Question: Where can I find more information about Graduation Guidelines?

Visit the Graduation Guidelines Website to find the current Menu of Options, additional background, and history regarding the Colorado Graduation Guidelines.

Question: Do graduation guidelines apply to all graduating students?

Yes, the initial implementation of graduation guidelines began in 2020-2021 with full implementation going into effect for students graduating in 2021-2022. All students with an Anticipated Year of Graduation of 2021 or beyond must have reported graduation guidelines information upon graduation from high school.

Students who met graduation guidelines competencies and were counted as a graduate in a prior year but have returned to participate in a postsecondary program or Special Education 18 to 21 transition services in the current school year do not need graduation guidelines reported in the current year because they were already counted as graduates with reported graduation guidelines in a prior year.

Question: How many graduation guidelines records does each student need to have reported?

At minimum, a graduating student (school exit types 90, 95, 96) must have at least one reported English (Guideline Type = 0) and at least one math (Guideline Type = 1) record with a passing score in data pipeline

(current year or prior year/district). Districts are encouraged to report records for any GG a student attempts and/or passes.

When reviewing the Graduation Guidelines Menu of Options or File Layout, English measures are synonymous with Reading/Writing/Communicating and Math measures are synonymous with Mathematics. For reporting purposes, "English" and "Math" are utilized.

Question: What happens if a student does not meet any of the graduation guidelines from the menu of options and/or does not have graduation guidelines measures reported?
Students indicated as graduates who are missing corresponding reported GG measures will trigger an error (SE301) in the Student End of Year collection. This error can be cleared by adding the missing guideline(s) information to your GG file or changing the student's school exit type to something other than a graduate based upon district policy and the student's circumstances.

Question: Are there circumstances where a student would be granted a reporting exception for the SE301 missing graduation guidelines error?
Answer: Reporting exceptions for graduation guidelines are exceedingly rare and considered on an individual basis. If you believe you have a circumstance where a student should be counted as a graduate but does not have reported measures for one or more graduation guideline types, contact the SEY Collection lead at StudentEndOfYear@cde.state.co.us. Be prepared to submit additional information along with the standard exception request document as these exceptions may be reviewed by other units at CDE.

Adjustment (ADJ)

The adjustment file is used to adjust the final exit status of a 7th-12th grade student in a prior school year when their final exit status impacts the current year AYG graduation cohort, the district has updated information about this student's exit status, and the student did not attend the district in the current year. During some SEY collection cycles a district may not need to use the ADJ file and during others they may, it is all dependent upon the specific circumstances of a student's reporting history and updated information the district receives in the current school year. The most common use for this file is addressing SE700 series errors during the Cross LEA phase of the SEY collection. Review the posted Adjustment file layout on the Student End of Year website for specific definitions of data fields and codes that comprise this file and directions for how/when to use this file.

Frequently Asked Questions

Question: Under what circumstances should a district submit an adjustment record?
If a school district has received notification that a 7th-12th grade student who was reported as not exiting, dropout, expulsion, or HSED transfer is completing or has completed their education through another education agency, a graduation cohort membership base adjustment can be made. Adjustments can only be made for students who were reported as not exiting, dropouts, expulsions, HSED transfers, or misreported graduates from schools that are administered by the reporting district. Adjustments may also be used to reconcile the final status for students who were reported as not existing but have no documentation of reenrollment or were misreported and should has a final status of graduate.

Adjustments are necessary for former students now enrolling out of state, in a private school, institution, in home school, or if they have received a High School Equivalency degree. Adjustments are not needed if the student is reported by another Colorado school district as they will automatically be transferred to the AYG graduation cohort of that district as part of the SEY collection process.

Adjustments are not needed if the student's AYG places them in a cohort that is 8 years prior or more because Colorado only reports graduation/completion rates up to the 7th year of a cohort.

Question: How do adjustment records impact SEY rates?
Adjustments impact graduation/completion rates and occasionally dropout rates, which is why they are limited to 7th-12th grade students, with most adjustments occurring for students in 9th-12th grade. The impact varies depending on the adjustment justification code being applied to the student's record.

Adjustment records indicating a student has received their HSED will cause the student to be counted as a completer for completion rate purposes and they will remain in their AYG cohort for the district.

Adjustment records indicating a request for transcripts was received will cause the student to be removed from the AYG cohort for the district as they have now transferred to another educational environment.

Adjustment records indicating a prior not exiting student whose final status was misreported and the student should have been considered a graduate will remain in the AYG cohort for the district and be counted as a graduate in the graduation rates.

Adjustment records indicating a prior not exiting student who have no documentation of reenrollment in the district are counted as dropouts. These students remain in the AYG cohort for the district, impacting graduation/completion rates. These students are also counted as dropouts in the current year dropout rates.

Title 1 (TT1)
Districts with schools providing Title 1 Targeted Assistance (TA) programs must submit a Title 1 interchange file to capture students who received Title 1 TA services at any point during the school year. Student records from the TT1 file are joined to the SEY snapshot by SASID, District Code, and School year. Review the posted Title 1 file layout on the Title 1 Interchange website for specific definitions of data fields and codes that comprise this file.

Special Education IEP Interchange
Students indicated as eligible for special education services at any point during the school year are indicated as special education students on the SEY snapshot. This status is based upon records in the Special Education interchange, specifically the Participation file. Districts and Administrative Units work together to maintain the special education interchange files throughout the year as part of required special education reporting. If a district has questions about a student indicated as a special education student on their SEY snapshot, they should reach out to their special education department and/or administrative unit. Review the posted special education interchange file layouts on the Special Education IEP Interchange website for specific definitions of data fields and codes that comprise these files along with more information about when these files are necessary.

Adequate Documentation of Transfer

Overview
Pre state board rule, districts are required to maintain adequate documentation of transfer when coding students as transferring out of their district. This documentation is required to avoid incorrectly coding students as dropouts and may be requested by the SEY Collection lead at any point to verify the school exit type applied by a district to a student's enrollment record. Typically, the SEY Collection lead requests this documentation during the Cross LEA or Post-Cross LEA phase when supporting districts as they resolve errors in the collection that impact one or more districts.

Types of Documentation

The most common form of documentation is confirmation of enrollment and attendance as it may be used in almost all circumstances where adequate documentation is needed. Other types of adequate documentation vary depending on the school exit type being utilized and may include a written records request, doctor's note, certificate of enrollment, written notification from a parent/guardian, obituary, or written confirmation by a school administrator. See the SEY Adequate Documentation website for a list of specific documentation required for each school exit type, sample forms and templates districts may modify to suit their need for adequate documentation, and additional information.

Frequently Asked Questions

Question: How quickly must LEAs respond to a request for documentation from another LEA?

Per Colorado State Board rule 1-CCR-301-1, *"Colorado Public Schools and local education agencies are required to send transcripts or to confirm attendance when requested from another Colorado Public School or local education agency within two weeks of receiving the request with the exception of students in out-of-home placements whose records must be transferred within five (5) days pursuant to sections 22-32-138(2)(a)(II) and (3)(a), C.R.S."*

Question: Do LEAs have authority to ask parents specific details about the educational setting the student will be attending after leaving the LEA?

Yes, per Colorado State Board Rule 1-CCR-301-1, *"For students who are withdrawing from a Public School, Districts and the Institute are authorized to request information from the parent or guardian about the specific type of educational environment to which the student will be transferring, in order to monitor compliance with the School Attendance Law, section 22-33-104 (1), C.R.S."*

Question: When and why is adequate documentation of transfer required?

Adequate documentation is a component of the Colorado State Board of Education's administrative rules. The final version of the administrative rules for Senate Bill 05-091 was adopted by the Colorado State Board of Education in January 2006 and went into effect March 2006. Under these rules, a school district must receive "adequate documentation of transfer" for any student who transfers out of the district. Beginning in the 2005 – 2006 school year, *if such documentation is not received, the originating district must code the student as a dropout*. In instances where a student transfers into another Colorado public school district, CDE can confirm enrollment in the new school using the student's SASID number when accurately reported by both districts. However, if a student transfers to a private school or a public school outside of Colorado, the administrative rules require either a request for records or other proof of enrollment from the receiving school. Adequate documentation is also used to reconcile record between Colorado public schools when reporting issues prevent CDE from confirming enrollment automatically as part of the SEY collection process.

Question: How should a student be coded if a LEA does not have adequate documentation of transfer for a student?

It depends on the grade level of the student. The coding for students in PK-6th grade is different than those in 7th-12th grade.

- PK-6th Grade: Use school exit type '06' transferred to an unknown educational setting.
- 7th-12th grade: Use school exit type '40' dropped out. This student will be counted as a dropout in the annual dropout rates and remains in the AYG cohort for graduation/completion rates. The SEY collection has many processes and business rules designed to support LEAs as they verify students reported as a dropout.

Best practice strategies for recovering adequate documentation for students to avoid counting them as a dropout:

- Communicate with parents or guardians about the student's future educational plans.
- Monitor RITS to see if they have been reported in another district and, if so, reach out with a request for confirmation of enrollment and attendance.
- *Reminder: RITS documentation alone is not adequate documentation of transfer. You must receive confirmation of enrollment and attendance before updating the student's school exit type.*
- Use the CEDAR/COGNOS report "SASID Lookup: Cross LEA" to see if another district has reported the student with an entry date after their exit date in your district. If so, reach out with a request for confirmation of enrollment and attendance.
- If the student has been reported under a different SASID at the other LEA, contact the CDE RITS consultant (RITS@cde.state.co.us) to merge the duplicate records.

Question: To whom do I send documentation of transfer or proof of enrollment?
LEAs maintain a copy of the adequate documentation paperwork with the student's other education records. Colorado requires that these records be kept on file (physically or electronically) for at least 7 years. LEAs do not need to send copies of adequate documentation of transfer to CDE unless it is requested by the SEY Collection lead. Transfer documentation will be requested during the Post-Cross LEA phase if a LEA believes a reporting exception is needed for a SE903 error.

Business Rules: Error and Warnings

Business rules are the list of errors and warnings that are checked when a file is uploaded, or a snapshot created, for a specific data collection. They help ensure data accuracy by alerting you to common coding irregularities. SEY business rules are focused on ensuring accurate data when calculating graduation/completion, dropout, and mobility/stability rates. Whereas student interchange business rules (file specific) address common data irregularities that apply to the several data collections that utilize the student interchange files.

Most business rules are related to a specific student's information, but some indicate a data inconsistency that applies to all data within a data field. These are sometimes referred to as 'snapshot level' or 'collection level' errors/warnings. For example, a warning triggers if no students are indicated as being Free/Reduced lunch eligible. This might indicate missing information for many students instead of just one student as it is unlikely (though not impossible) that no students within the district are Free/Reduced Lunch eligible within a given year.

Some of the SEY business rules include calculated error details that reflect the specific prior year or prior collection coding conflicting with the current coding, causing the error. For example, the SE209 error compares a student's Language Proficiency code in the current year Student October collection to the current Student End of Year collection. The error details for this rule reflect the LEA and Language Background reported in OCT to help LEAs troubleshoot the situation.

Warnings

Warnings indicate possible data inconsistencies/coding issues. It is beneficial to review warnings to ensure data accurately reflects a student's educational history. Some SEY warnings indicate issues that will turn into errors in the post collection phases if not addressed. A snapshot <u>can</u> be submitted even if warnings are present. During the SEY collection it is common for warnings to indicate a student's demographic information or instructional program information has changed from the Student October to the Student End of Year collection.

Errors

Errors must be addressed to submit data for a given data collection such as Student End of Year. Errors on student interchange files will prevent a student's records from being pulled into the SEY snapshot since one of the criteria for this collection is that the record is error free at the interchange level. Errors can be addressed by updating the related data field and reuploading your interchange files or by requesting a reporting exception.

SE500 Custom Error

The SEY collection has a unique error where the SEY collection lead can customize the error details of the message, triggering an error for the LEA for any student or scenario that a traditional business did not catch. The only way to resolve a SE500 error is to reach out to the SEY collection lead. Use an exception request or post-cross change request process if communicating PII regarding a specific student. Or call the SEY collection lead to discuss the situation. Once the data situation is addressed or a reason provided for the coding issue, the SEY collection lead will turn off the SE500 error allowing the LEA to update their snapshot and clear the error.

Exception Requests and Post-Cross Data Change Requests

Reporting Exceptions

Reporting Exceptions, or 'exceptions' refer to overriding Data Pipeline errors. CDE occasionally overrides these business rule errors because, although errors are legitimate, the case needs to be corrected to accurately reflect the student's educational history. This occurs under unique circumstances when a student's educational history does not follow the anticipated coding patterns outlined in the business rules for an interchange file or snapshot. The student's coding must fall within the parameters of the data collection for an exception to be granted.

When an exception is requested and approved, *the student's coding causing the error does not change*, but instead it is ignored to allow the error to clear.

See the SEY Reporting Exceptions directions and template posted on the SEY website for more information. Additional supporting documentation forms are also posted on the SEY website.

Post-Cross Data Change Request

During the Post-Cross Phase of the SEY collection LEAs are very restricted in the updates they can make to their data without collaborating with the SEY Collection Lead. Approval is needed to update data fields to correct student records when resolving SE001-SE700 series errors or to update any data fields for students who are not receiving an error. Districts remain limited to changes to the data fields *school exit date, school exit type,* and *retention code* unless extenuating circumstances require other fields to be updated. Only changes approved by the SEY Collection Lead can be made during this phase.

When an post-cross data change is requested and approved, *the student's coding changes for the approved fields* clearing associated errors if applicable.

See the SEY Post-Cross Data Change request directions and template posted on the SEY Website to complete a post-cross data change request.

Identity Management Roles

SEY data respondents must be assigned permissions to both the Student End of Year collection and the Student Interchange collection in Identity Management (IdM) to complete the collection. Your district's Local Access Manager (LAM) assigns accounts/privileges in IdM for your district. LAMs, see the IdM website for access management instructions.

Application	Collection	User Role	Access Level	Notes
Pipeline	Student Interchange	LEA User	Upload and edit records for the DEM, SSA, & GG files.	Required for SEY data respondents.
Pipeline	Student End of Year	LEA User	Create/Update Snapshot	Users with this role can complete the majority of the SEY collection but will need support from a LEA Approver for a few steps.
Pipeline	Student End of Year	LEA Approver	Create/Update Snapshot, submit snapshot, download sign-off form	At least one person in the district must have this role.
Pipeline	Any	LEA Viewer	View CEDAR/COGNOS reports related to the assigned collection – cannot edit data.	Useful role for district staff who need access to collection related CEDAR/COGNOS reports for data validation but are not actively completing the data collection.

Note: A user may only have one role per collection in IdM. Users assigned to more than one collection role will not be able to login to Data Pipeline correctly because the user roles are competing and will lock up their account.

Collection Phases

The SEY collection is made up of multiple collection phases. The Regular, Cross LEA, Post-Cross LEA, and Final Dates include required tasks for all LEAs to complete.

Soft Open Phase

The 'Soft Open' is an optional phase designed to allow LEAs to begin work on this collection at least a month prior to the official beginning of the collection. During the soft open, SEY snapshots can be created with the correct file layout for the collection year. CEDAR/COGNOS reports will begin to generate for the SEY collection. LEAs can expect that business rules will continue to be updated and refined throughout this phase.

LEAs are encouraged to keep their student interchange files up to date throughout the school year to support the ease and accuracy of all data collections that utilize student interchange data.

Regular Phase

Overview

The 'Regular Phase' is the primary data collection and clean-up phase for the SEY snapshot. The Regular Phase begins when the snapshot opens in May and ends in the first week of September. See the collection timeline posted on the SEY website for specific dates and interim deadlines.

LEAs should expect to meet the interim deadlines throughout this phase. Interim deadlines are designed to help LEAs stay on track for this collection as it includes a large amount of data and spans a longer reporting period than many other CDE collections. Data respondents should expect to collaborate with other program staff in their district on a variety of topics for this collection such as FRL status, English Learner status, postsecondary program participation in the current year and planned for the subsequent year, special education transition students, homeless status, and much more.

Steps

1. Upload interchange files (DEM, SSA, GG)
    a. Title 1 and/or IEP interchange files as needed
    b. Adjustment file as needed
2. Resolve interchange errors
    a. Update student information system
    b. Extract and upload new interchange files
3. Create SEY Snapshot
4. Resolve SEY Snapshot Errors
    a. SE001-SE500 series
    b. Update student information system
    c. Extract and upload new interchange files
    d. Request exceptions if needed (Interim Deadline: July 31, 2025)
    e. Create SEY Snapshot (repeating steps 1 to 4 as needed)
5. Validate data
    a. Graduation/Completion/Dropout/Mobility/Stability
6. Submit error-free snapshot
    a. SEY~LEAApprover role in IdM required

LEA Phase Completion Requirements

All LEAs must take action during this phase to create and submit an error-free SEY snapshot. LEAs should also begin the validation process during the report review window to ensure accurate data is submitted.

Cross LEA Phase

Overview

The Cross-LEA Validation phase is the second phase of the Student End of Year data collection. This phase is designed to assist districts in data validation and reconcile coding related to graduates/completers and dropouts. During this phase additional business rules are activated causing districts to receive new errors/warnings to resolve. These errors/warnings require districts to review exit codes for students, work with other districts to resolve issues, and load adjustments when needed. The newly activated business rules for this phase are the SE700 series business rules. All business rules in the SE001-SE500 series remain active and must also be resolved if they arise. See the business rules posted on the SEY website for details about each snapshot level error/warning.

Although districts can update any data field during the Cross-LEA phase, the following information is the primary focus when resolving errors/warnings and validating data:

- Student Entry/Exit dates and types
- Ensure any necessary SASID merges are resolved
- Update summer graduate/completer exit types
- Ensure correct retention code usage

- Academic, Postsecondary Programs, SPED Transition
  - Verify student demographic information
    - Homeless status, FRL status, Military Enlisted, Military Connected, etc.

The Cross LEA phase begins mid-September and ends early October. See the collection timeline posted on the SEY website for specific dates and interim deadlines.

Steps

1. Review cross validation errors and warnings
   a. SE700 series
   b. Any SE001-SE500 series
2. Resolve SEY Snapshot Errors
   a. Update student information system
   b. Extract and upload new interchange files
   c. Load adjustment records if needed (Used to correct prior year exits)
   d. Request exceptions if needed
3. Create SEY snapshot, repeating steps 1 through 3 as needed
   a. Also ensures all internal flags associate with the snapshot
4. Validate SEY data using CEDAR/COGNOS reports
   a. Graduation/Completion/Dropout/Mobility/Stability rates
5. Resubmit err-rfree snapshot
   a. SEY~LEAApprover role in Identity Management (IdM) required

LEA Phase Completion Requirements

All districts will have some action to take during this phase of the collection, even if they do not have any new errors that were triggered when the SE700 and SE800 series business rules were enabled.

Minimum Required Action:

- Review warnings
- Verify student demographic counts
- Review graduation/completion rates, dropout rates, mobility/stability rates
- Create at least one SEY snapshot
- Submit error-free snapshot by the Cross-LEA Phase deadline

Required Action for Districts with Errors:

- Review errors and warnings
- Update information on Student Interchange files as needed to resolve errors
- Create a SEY snapshot to clear errors based on updated information
- Review graduation/completion rates, dropout rates, mobility/stability rates
- Verify student demographic counts
- Submit error-free snapshot by the Cross-LEA Phase deadline

Post-Cross LEA Phase

Overview

The Post-Cross LEA Validation phase is the third phase of the Student End of Year data collection. This phase is focused on students listed as transfers who were not recovered by other districts, dropouts who were recovered by other districts, and coding for postsecondary and/or transition students as it connects to the subsequent Student October collection.

SE900 series errors and warnings are triggered during the Post-Cross LEA Validation. Only students with SE900 series errors can be updated by the SEY respondent during this phase without an approved exception request or Post-Cross LEA change request.

Districts DO NOT upload new Demographic or Student School Association files when correcting data during this phase. All edits are done through the Data Pipeline Edit Record tool. Districts are encouraged to update their Student Information System to match any updates made in data pipeline during this phase.

Districts may continue to use the file upload feature for Graduation Guidelines or Adjustment files.

Only a limited number of data fields may be updated during this phase.
- School Exit Date
- School Exit Type
- Retention Code
- Possibly other fields by request, e.g., School Entry Date or School Entry Type.

Exception requests are used if the data is accurate and has a reason to explain why the error is triggering. SE903 errors require a copy of adequate documentation of transfer to be uploaded in support of the exception request. See the SEY Reporting Exceptions directions and template posted on the SEY website for more information.

Post-cross data change requests are used when a district needs to update a data field to clear a SE001-SE700 series error or address a SE900 warning. See the SEY Post-Cross Data Change request directions and template posted on the SEY Website to complete a post-cross data change request.

The Post-Cross LEA phase begins late-October and ends mid-November. Districts then have until the first of December to submit their superintendent verification form, signifying the completion of the Student End of Year collection. See the collection timeline posted on the SEY website for specific dates and interim deadlines.

Steps
1. Review Post-Cross validation errors and warnings
   a. SE900s
   b. Any SE001-SE700 series errors that arise
2. Edit student records in pipeline as needed to address business rules
   a. Data Pipeline → Edit Record
   b. Request exceptions as needed
   c. Request post-cross data changes as needed
3. Update student end of year (SEY) snapshot (repeating steps 1 to 3 as needed)
4. Validate data
   a. Graduation/Completion/Dropout/Mobility/Stability
5. Submit Superintendent Verification Form (Sign-Off)
   a. SEY~LEAApprover role in IdM required to download form
   b. Email completed forms to StudentEndOfYear@cde.state.co.us
   c. Forms will not be accepted prior to the date listed on the collection timeline

LEA Phase Completion Requirements

Minimum Required Action:
- Review warnings
- Review graduation/completion rates, dropout rates, mobility/stability rates
- Update SEY snapshot at least once
- Submit Superintendent Verification form

Required Action for Districts with Errors:
- Review errors and warnings
- Edit information on Student Interchange files as needed to resolve errors
- Submit exceptions and mid-year change requests as needed
- Update SEY snapshot to clear errors based on updated information
- Review graduation/completion rates, dropout rates, mobility/stability rates
- Submit Superintendent Verification form

Final Review Dates

Overview

The final review date window is the final opportunity for districts to review their graduation/completion, dropout, and mobility/stability rates before the collection is closed and finalized. **Once the collection closes and is finalized, no changes can be made to a district's data.** Once the LEA has reviewed their data, they must submit their Superintendent Verification (Sign-Off) form.

CDE completes a final review between the Post-Cross LEA phase and these final dates, notifying districts if data issues are found that need to be addressed before finalizing the collection.

Steps

1. Review CEDAR/COGNOS reports:
   a. School Summary of All Rates
   b. Graduation: 3-, 4-, 5-, 6-, 7- year rates by School Year
   c. Dropout: District and School Rates
   d. Mobility: District and School Rates
2. Submit Superintendent Verification Form (Sign-Off)
   a. SEY~LEAApprover role in IdM required to download form
   b. Email completed forms to StudentEndOfYear@cde.state.co.us
   c. Forms will not be accepted prior to the date listed on the collection timeline

LEA Phase Completion Requirements

Submit Superintendent Verification (Sign-Off) form. LEAs may have already submitted this form during the end of the Post-Cross Phase.

Data Release

Overview

Data remains embargoed until the statewide data release in January following the SEY collection. Embargoed data may only be shared internally with applicable district staff (Superintendent, district accountability contact, etc.).

Data respondents remain the primary point of contact between CDE and LEAs regarding the public data release. Respondents should expect to receive statewide embargoed data files a few days before the public data release. These embargoed statewide files should be shared with applicable internal staff (Superintendent, district accountability contact, etc.) to allow the LEA to prepare for the public data release.

Estimated Data Release Preparation Timeline

When	Who	Events

December	CDE Staff	• CDE staff prepares public SEY statistics and analyzes SEY data
		  o Graduation/Completion Rates
		  o Dropout Rates
		  o Mobility/Stability Rates
		• CDE staff prepares for federal EdFacts reporting based upon SEY data

December	LEA Staff	• Utilize CEDAR/COGNOS reports for internal analysis of SEY data.
		  o Reminder: CEDAR/COGNOS reports are for internal use only. No data privacy guidelines have been applied to the CEDAR/COGNOS reports to allow LEAs the most detailed review of their data.
		  o Visit the SEY Data Privacy Guidelines page for more information about the data privacy methods applied to graduation, dropout, and mobility rates for public data release.
		  o The SEY website and Colorado Education Statistics website have many available resources to support understanding of rates and available CEDAR/COGNOS reports.

January, approximately 1 week prior to release	SEY Data Respondents	• LEAs receive embargoed statewide data (state, district, school level data)
		  o Data sent directly to SEY data respondents via email
		  o SEY Data Privacy guidelines are applied to this data.
		  o SEY data respondents are encouraged to share with applicable district leadership (Superintendent, district accountability contact, etc.)

January— release day	CDE Staff	• Embargo lifts, typically mid-morning, when CDE sends out a press release and/or hosts a media briefing • SEY Data is posted to the Colorado Education Statistics website. • SEY Collection lead notifies SEY Data Respondents the embargo has lifted, and data is posted.
January— release day	SEY Data Respondents	• Data respondents notify applicable staff (Superintendent, district accountability contact, etc.) that the data is public, and embargo has lifted.

Section 2: Data Pipeline

This section covers in detail the various data pipeline screens and functions used by data respondents when completing a collection. Check out the new (May 2025) Respondent Training Page for additional information applicable to all data pipeline collections.

File Upload
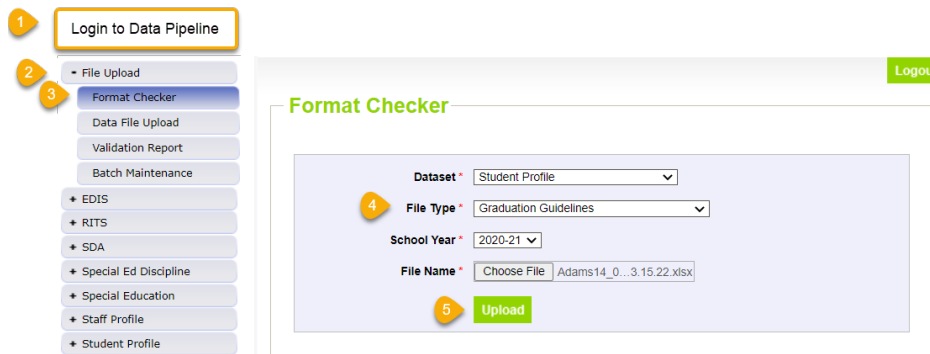
These steps can be used to upload any file into data pipeline, not just the three primary files needed to complete the SEY collection. One common supporting file for the SEY collection is the *Adjustment File*.

Format Checker

The format checker can be used to ensure a file is in the proper format for the given file type and school year. The format checker screen shows data fields that are the incorrect length based upon the first row of data. This may indicate the file layout does not have the data elements listed in the correct order or that leading zeros are missing for some data fields. Note: It is possible for a file to pass the format checker and still have underlying errors.

Steps

1. Login to Data Pipeline
2. Select *File Upload*
3. Select *Format Checker*
4. Complete the Dropdown menus, indicating the specific file you are uploading.
   a. Dataset: (e.g., Student Profile)
   b. File Type: (e.g., Student, Student School Association, Graduation Guidelines, or Adjustments)
   c. School Year: SEY collection year (Note: Other years may be available, so please ensure you select the correct year)
   d. Organization/LEA: Your district
   e. File Name: Choose File → Select file from your computer
      i. .csv, .xls, .xlsx (.xlsx is preferred)
      ii. Spaces are not allowed in the file name
5. Select *Upload*
6. Review the on-screen results to look for data elements that failed the format check.

Data File Upload

The data file upload screen is where a LEA uploads the interchange files that are used to create the SEY snapshot. LEAs may upload files multiple times throughout the SEY collection to address both interchange level errors/warnings and snapshot level errors/warnings. Most interchange files are extracted from a LEA's student information system reflecting updates to data in the student information system on a new file extract. LEAs are encouraged to use a naming convention for interchange files saved on their local system that includes the upload date so they can track changes made to these files throughout the collection.
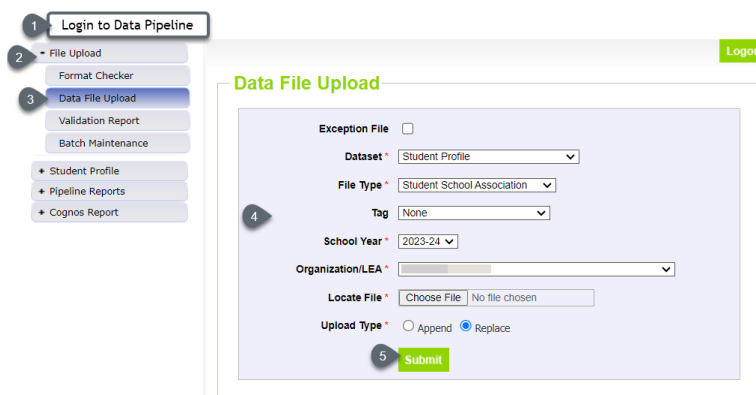
Upon completing the file upload steps listed below, a message will be displayed across the top of the screen indicating a batch number or that there was an error uploading the file. Data pipeline sends an email to data respondents once the file has processed. This email will indicate the number of records uploaded into data pipeline and the number of errors related to this file upload. If you receive an email indicating a file upload error, double check the formatting of your file and try again. Alpha characters or symbols included in data fields that are numeric only is a common cause for file uploads to fail. This includes if an alpha character/symbol in a single data field for a single row of data.

SEY Tip: Upload your Student Demographic file first and allow it to fully process before uploading your Student School Association and/or Graduation Guidelines file. All three files need to process completely before creating a SEY snapshot.

Note: File uploads are the preferred method for updating data during the Regular and Cross LEA phases of the SEY data collection. During the Post-Cross phase data must be updated using the edit record screen. See the student profile: additional tools section below for directions.

Steps

1. Login to Data Pipeline
2. Select *File Upload*
3. Select *Data File Upload*
4. Complete the Dropdown menus, indicating the specific file you are uploading.
   a. Dataset: (e.g., Student Profile)
   b. File Type: (e.g., Student, Student School Association, Graduation Guidelines, or Adjustments)
   c. Tag: None (only files with a tag of none are used for the SEY collection)
   d. School Year: SEY collection year (Note: Other years may be available, so please ensure you select the correct year)
   e. Organization/LEA: Your district
   f. File Name: Choose File → Select file from your computer
      i. .csv, .xls, .xlsx (.xlsx is preferred)
      ii. Spaces are not allowed in the file name
   g. Upload Type = Append or Replace
      i. Relace is recommended
5. Select *Submit*
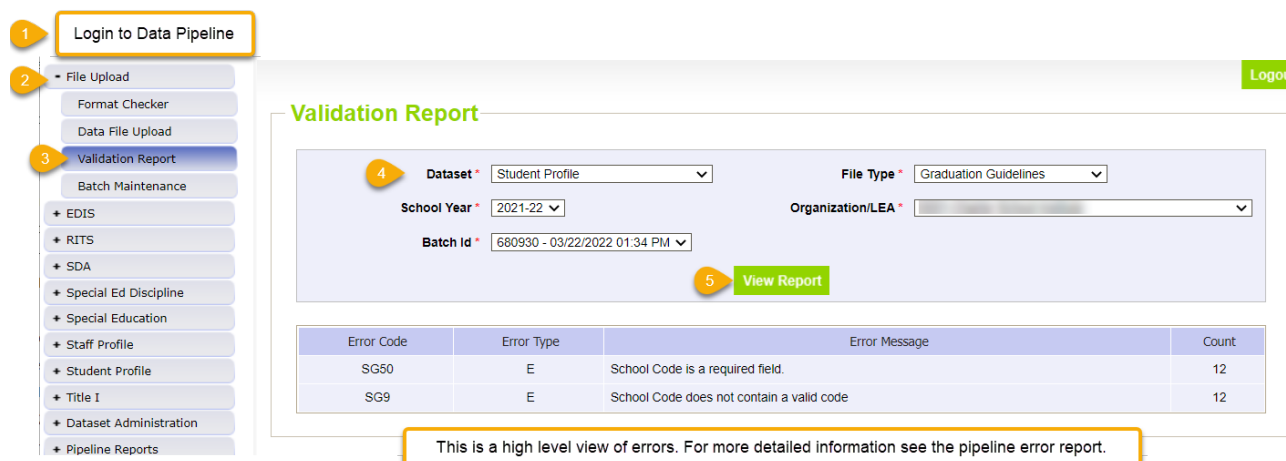
Validation Report

The Validation Report shows a high-level view of the errors for a specific file upload. Data respondents may find this report to be less beneficial than the more detailed data pipeline error report.

Steps

1. Login to [Data Pipeline](#)
2. Select *File Upload*
3. Select *Validation Report*
4. Complete the Dropdown menus, indicating the specific file you are reviewing.
   a. Dataset: (e.g., Student Profile)
   b. File Type: (e.g., Student, Student School Association, Graduation Guidelines, or Adjustments)
   a. School Year: SEY collection year (Note: Other years may be available – select the desired year)
   c. Organization/LEA: Your district
   d. Batch ID: number and date of the specific file upload as indicated on the data file upload screen and/or the subsequent email.
5. Select *View Report*
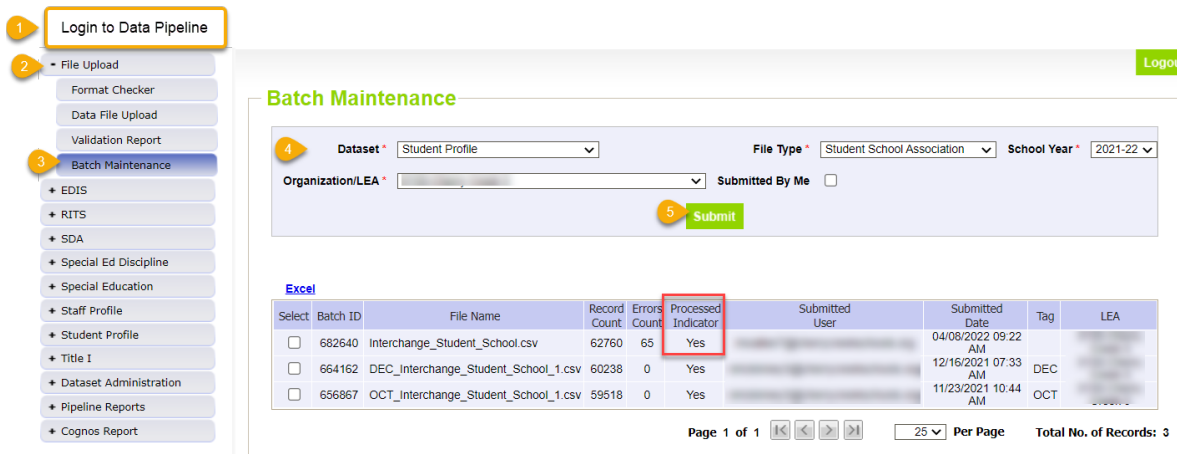
Batch Maintenance

This screen provides information regarding the status of a file upload and can be used to determine if a file has completed processing. If a file is taking a significant amount of time to process (an hour or more) and you have not received an automated email from Data Pipeline regarding the file, please contact the SEY collection lead for support.

Steps

1. Login to Data Pipeline
2. Select *File Upload*
3. Select *Batch Maintenance*
4. Complete the Dropdown menus, indicating the specific file you are reviewing.
   a. Dataset: (e.g., Student Profile)
   b. File Type: (e.g., Student, Student School Association, Graduation Guidelines, or Adjustments)
   b. School Year: SEY collection year (Note: Other years may be available – select the desired year)
   c. Organization/LEA: Your district
5. Select *Submit*

Student Profile: Snapshot

During the Soft Open, Regular, and Cross LEA phases of the SEY collection snapshots are 'created'. During the Post-Cross phase through the Final Dates snapshots can only be 'updated'. Once the collection closes snapshots can no longer be created or updated.

Create

Creating a snapshot triggers the data elements from the source files (DEM, SSA, GG) to combine with any additional information (Title 1, SPED Interchange, Adjustments file) and internal information called 'internal flags' to create the SEY snapshot file. This also triggers the Data Pipeline system to check all the business rules for the snapshot to look for errors and warnings (or clear errors/warnings based upon updated Student Interchange files).

Notes:

- Whenever a snapshot is created during the Regular Phase and Cross-LEA phase, all existing SEY snapshot records are removed and replaced by the new snapshot information.
- Once a snapshot is initiated, a message will display across the top of the screen indicating a snapshot creation has been triggered and is processing. You will receive a notification email from Data Pipeline once the snapshot has completed processing. If a snapshot creation is already in progress, you will receive a message asking you to try again later.
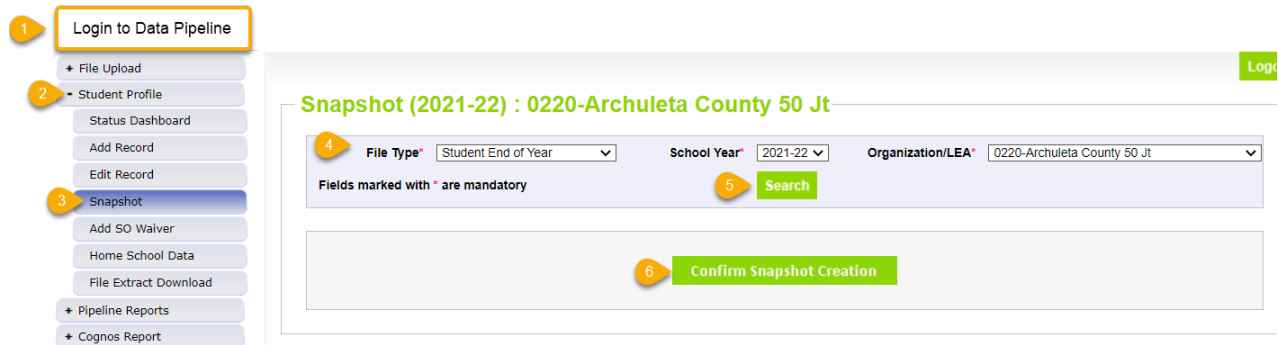
Snapshot creation triggered and processing. A notification email will be sent upon completion.

Snapshot create/update/validate already in progress. Please try again later.

- Snapshots may take a while to process, especially for larger school districts. If your snapshot is taking a significant amount of time to process (3 hours or more), please contact the SEY data collection lead.
- Data pipeline has a scheduled maintenance window every Tuesday afternoon at 5pm. If a snapshot is in process when the maintenance window opens sometimes it will get stuck. If you've noticed that the snapshot for your LEA takes an hour or more to process it is best to not create a snapshot after 4pm on a Tuesday and wait until Wednesday morning to create a snapshot. Reach out to the SEY collection lead if you believe your snapshot is stuck due to being in process when the maintenance window began on a Tuesday evening.

Steps

1. Login to Data Pipeline
2. Select *Student Profile*
3. Select *Snapshot*
4. Complete the drop-down menus
   a. File Type: Student End of Year
   b. School Year: current school year
   c. Organization/LEA: Your district
5. Select *Search*
6. Select *Confirm Snapshot Creation*

Update

Updating the SEY snapshot triggers pipeline to update the school exit types for those students receiving SE900 series errors, recheck the SE900 warnings, or update data for approved post-cross lea data changes. If the student is not on the list of approved changes or receiving an SE900 error, no update is made to their record.

Districts are encouraged to complete this step multiple times during the Post-Cross LEA phase to ensure record edits successfully clear SE900 level errors/warnings and that no additional errors/warnings trigger.
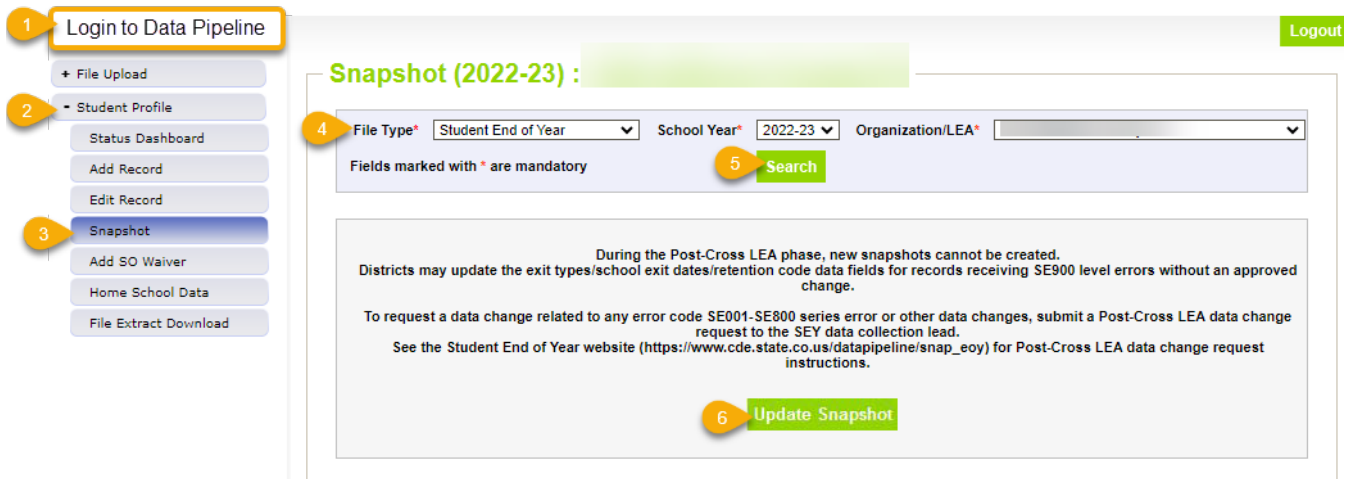
Notes:

- Once a snapshot update is initiated, a message will display across the top of the screen indicating a snapshot update has been triggered and is processing. You will receive a notification email from Data Pipeline once the snapshot has completed processing. If a snapshot update is already in progress, you will receive a message asking you to try again later.
- Snapshot updates may take a while to process, especially for larger school districts. If your snapshot is taking a significant amount of time to process (3 hours or more), please contact the SEY data collection lead.

- Data pipeline has a scheduled maintenance window every Tuesday afternoon at 5pm. If a snapshot is in process when the maintenance window opens sometimes it will get stuck. If you've noticed that the snapshot for your LEA takes an hour or more to process it is best to not create a snapshot after 4pm on a Tuesday and wait until Wednesday morning to create a snapshot. Reach out to the SEY collection lead if you believe your snapshot is stuck due to being in process when the maintenance window began on a Tuesday evening.

Steps

1. Login to Data Pipeline
2. Select *Student Profile*
3. Select *Snapshot*
4. Complete the drop-down menus
   a. File Type: Student End of Year
   b. School Year: current school year
   c. Organization/LEA: Your district
5. Select *Search*
6. Select *Update Snapshot*

Student Profile: Additional Tools

Status Dashboard

The status dashboard shows the last date a file or snapshot was updated, the quantity of validation errors, and if data has been submitted (locked) for a collection. The status dashboard is also used by data respondents with the LEA Approver role for Student End of Year to submit data to CDE at the end of the Regular and Cross LEA phases of the collection. LEA Approvers download the Superintendent Verification (Sign-Off) form from this screen at the end of the Post-Cross LEA phase.

Steps

1. Login to Data Pipeline
2. Select *Student Profile*
3. Select *Status Dashboard*
4. Complete the drop-down menus
   a. File Type: desired file (Student, Student School Association, Graduation Guidelines, Adjustments, Student End of Year)
   b. School Year: current year

c. Organization/LEA: your district

5. Select *Search*

Sample Interchange File Status Dashboard Screen:

The last updated date on all student interchange file should be timestamped before the last updated date on the SEY snapshot.
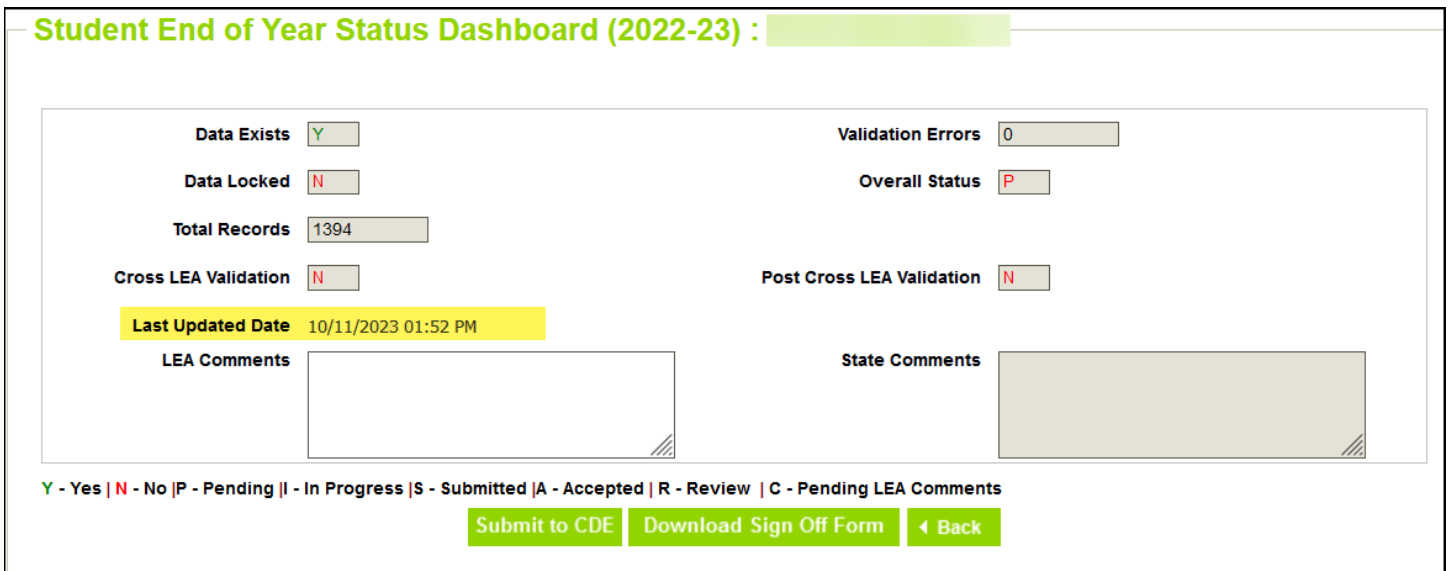
Sample Student End of Year Snapshot Status Dashboard Screen:

There are several helpful pieces of information on this screen. A successful snapshot should show data exists = 'Y', a Last Updated Date with a date after the most recent interchange file upload, and a count of records. The validation errors field shows the number of errors that must be addressed during this phase. The overall status field shows if a snapshot is 'P' pending, 'I' in progress, or 'S' submitted.

Submit to CDE

Respondents with the LEA Approver must press the 'submit to CDE' button at the end of the regular and cross-lea phases of the SEY collection to signify their district has error free snapshot data and has validated their data, completing the SEY collection. LEA Approvers can check that the snapshot has been submitted by reviewing the status dashboard screen, specifically looking for the 'Overall Status' to change to 'S' for submitted.

Download Sign-Off Form

Respondents with the LEA Approver must download the Superintendent Verification form using the Download Sign Off Form button on the status dashboard screen at the end of the Post-Cross phase of the SEY collection. This form is signed by the LEA's superintendent and returned to the SEY collection lead via email. This form cannot be downloaded until the district's data is error free. It will not be accepted prior to the date listed on the SEY Collection Timeline.
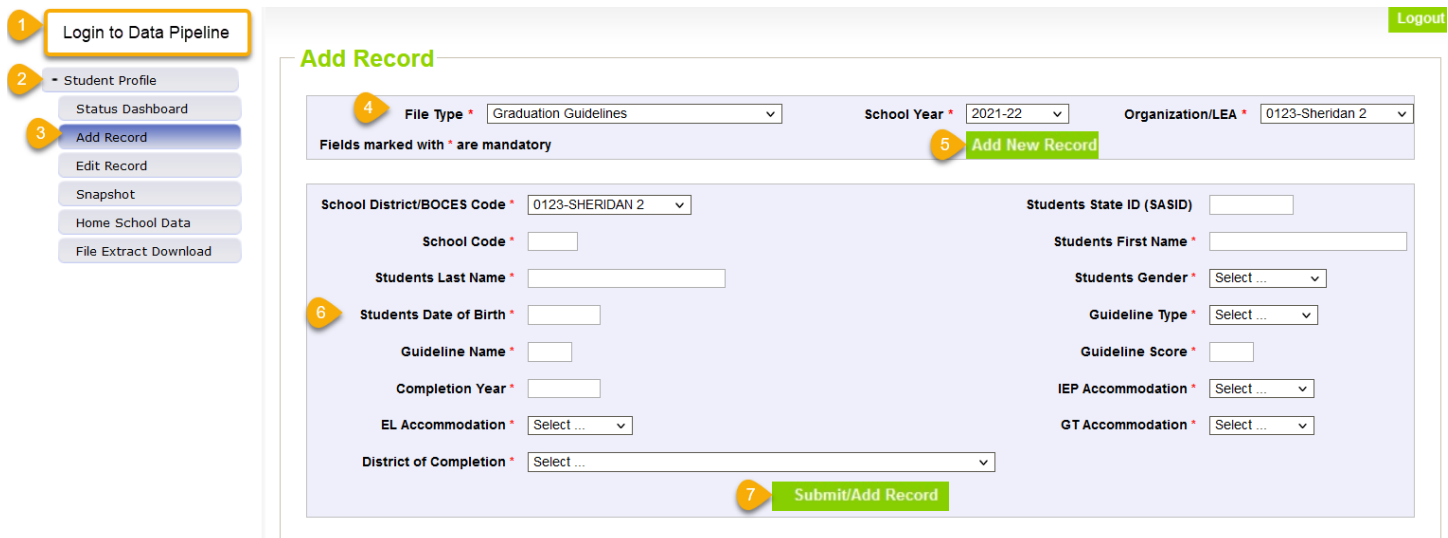
Add Record

This screen can be used to add a single record to a Student Interchange file without uploading a new file. This is most beneficial when working with only a few records. A new file upload will delete any manually added records, so only use this feature if you are no longer planning to upload new data files or if you have also updated your file before the new upload to reflect the same additional record.

Post-Cross LEA Note: Any newly added record during the Post-Cross LEA phase requires a Post-Cross LEA data change request to be submitted to the SEY data collection lead. The record will not be pulled into the snapshot without an approved data change request.

Steps
1. Login to Data Pipeline
2. Select *Student Profile*
3. Select *Add Record*
4. Complete the drop-down menus for the desired file.
   a. File Type: desired file (Student, Student School Association, Graduation Guidelines, Adjustments)
   b. School Year: current year
   c. Organization/LEA: your district
5. Select *Add New Record*
6. Complete all fields on the add record screen.
   a. * indicates required fields (SASID is always a required field)
   b. Zero fill any optional fields
   c. Refer to the file layout on the Student Interchange website for more information about each data field on a specific file.
7. Select *Submit/Add Record*

Edit Record

This screen can be used to update a record to a Student Interchange file without uploading a new file. Filters allow you to search for records in error (interchange level errors only) or to search for an individual student by SASID. A new file upload will delete any manually added records, so only use this step if you are no longer planning to upload new data files *or* if you have also updated your file before the new upload.

Post-Cross LEA Note: During the Post-Cross LEA phase, districts must update Student Demographic (DEM) and Student School Association (SSA) records directly in data pipeline using the edit record screen. Only the Graduation Guidelines (GG) and Adjustment (Adj) files may continue to use the file upload function. Most updates during the Post-Cross phase take place on the Student School Association (SSA) file, specifically the data fields *school exit type, school exit date,* and *retention code.* Be sure to select 'Go to Standard View' when working on the edit record screen in data pipeline to find the retention code data field.

Pro Tip: Use the file extract download feature in data pipeline to download your student interchange file after you've finished making any manual updates. This will give you a clean file that includes all updates for your records.

Steps:

1. Login to Data Pipeline
2. Select *Student Profile*
3. Select *Edit Record*
4. Complete the drop-down menus for the desired file.
   a. File Type: desired file (Student, Student School Association, Graduation Guidelines, Adjustments)
   b. School Year: current year
   c. Organization/LEA: your district
   d. OPTIONAL: Error Records = desired category
   e. OPTIONAL: Student State ID (SASID) = Student's SASID
5. Select *Search*

6. Check the box indicating the record being updated.
7. Input the updated information into the desired data field. Some fields are drop-down menus and others are text fields.
    a. Use the scroll bar across the bottom of the screen to locate the desired data field.
    b. If the desired data field is not showing, select 'Go to Standard View' to view additional data fields.
8. Select *Save*
    c. Use the *Delete* button to delete the entire selected record.

File Extract Download
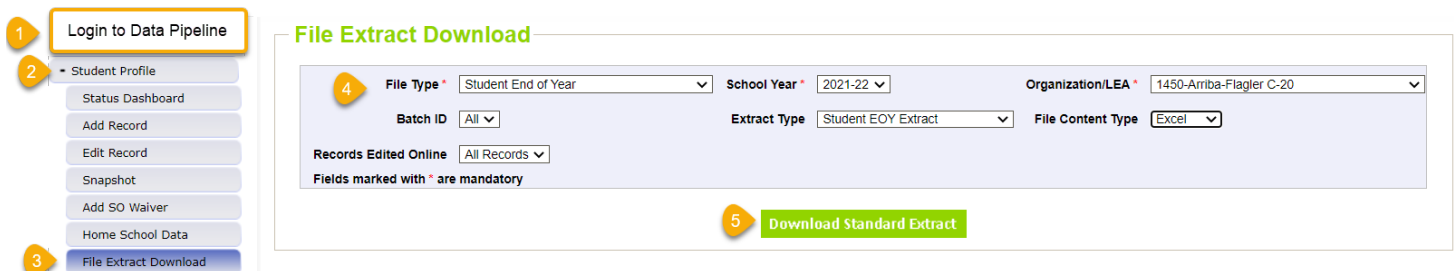
A copy of a desired student interchange file or the SEY snapshot can be extracted from data pipeline for future reference. This is especially beneficial if you want to download a copy of an interchange file after you've made several manual additions or edits to the data, allowing you to have record of those updates.

Steps
1. Login to Data Pipeline
2. Select *Student Profile*
3. Select *File Extract Download*
4. Complete the drop-down menus
    a. File Type: desired file (Student, Student School Association, Graduation Guidelines, Adjustments, Student End of Year)
    b. School Year: current year
    c. Organization/LEA: your district

d. Batch ID: All (or desired date/time of a file upload)
e. Extract Type: desired value
f. File Content Type: CSV, TEXT, or Excel
   i. Excel format recommended
g. Records Edited Online: All Records or Online Edits

5. Select *Download Standard Extract*
6. Open the downloaded file and/or save it to your computer.
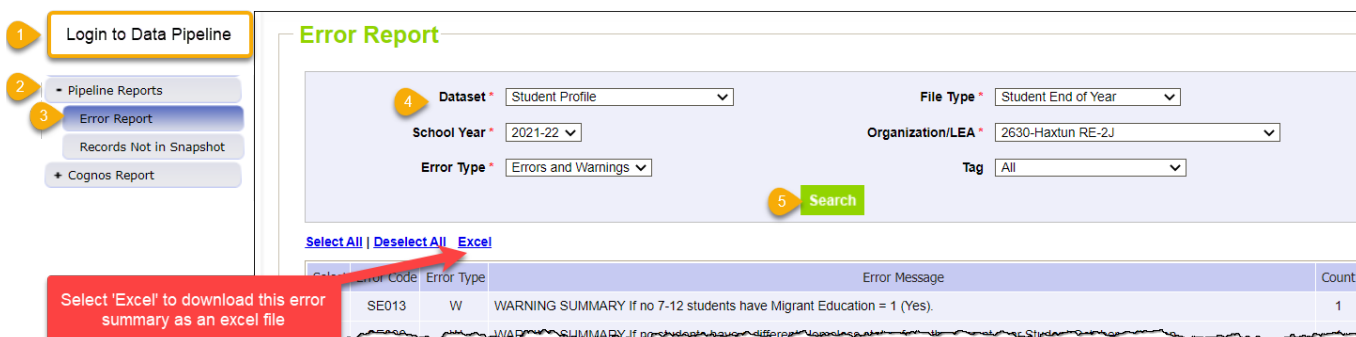
Pipeline Reports

The data pipeline error report is the preferred method for reviewing errors and warnings for an interchange file or the SEY snapshot. Using the pipeline error report LEAs can review a summary of all errors and warnings and a detailed list of students triggering specific business rules. Use the 'View Details' button at the bottom of the pipeline error report summary screen to view the detailed list of students triggering each error or warning. Both the summary screen and the detail error screens can be extracted as an excel document.

Steps

1. Login to Data Pipeline
2. Select *Pipeline Reports*
3. Select *Error Report*
4. Complete the drop-down menus for the desired file/snapshot
   a. Dataset: Student Profile
   b. File Type: desired file/snapshot (Student, Student School Association, Graduation Guidelines, Student End of Year, Adjustments)
   c. School Year: SEY collection year (Note: Other years may be available – select the desired year)
   c. Organization/LEA: your district
   d. Error Type: Desired type of Business Rules (Errors and Warnings recommended)
   e. Tag: None (SEY does not use Tags)
5. Select *Search*

	SE722	W	These students are currently coded as transferring to another Colorado public school district (Exit/Withdrawal Type Code = 13), but their SASID was not reported in the current Student End of Year collection by any other district after the exit date reported by your district. Please verify the educational status of these students after exiting your district and change their Exit/Withdrawal Type Code if appropriate. If you have confirmation of enrollment and attendance, please contact the receiving district to have them include the student in their end of year submission prior to the Post Cross LEA process.	3

View Details

Error Report for STD/SEY/2022

Detail Errors

Excel Back

Error Type	Error Code	Error Message	Error Details	School District/BOCES Code	Local ID (LASID)	Student's State ID (SASID)	Student's First Name	Student's Middle Name	Stude
E	SE050	Exit type 10, 11, 12 or 20 cannot be the exit type code in the last detail record. Detail records with these exit codes must be							

Section 3: CEDAR/COGNOS

General

The Colorado Education Data Analysis and Reporting system (CEDAR) is a private, secure system which provides student level data to authorized users. Access to student-level data is limited to educators who have need for such data.

Often CEDAR is referred to as COGNOS since COGNOS is the software currently powering the Colorado Education Data Analysis and Reporting system (CEDAR).

Reports in CEDAR/COGNOS have multiple purposes. Some are used as operational reports to assist data respondents in looking up specific information on students, file/snapshot errors, and students missing from a snapshot due to profile errors. Other reports are used to validate data when finalizing a data collection. Many reports also provide districts with a preview of data that will be published based upon specific data collections. (i.e., graduation statistics)

Student End of Year CEDAR/COGNOS reports are focused on the information needed to accurately report a student's educational history and validate graduation, completion, dropout, mobility, and stability rates. It is important to remember that a file/snapshot may still have data inaccuracies even if no business rules are triggering for that file/snapshot. CEDAR reports help districts review their data to look for potential data inconsistencies throughout the SEY collection.

Accessing & Navigating CEDAR

Google Chrome is the preferred browser when working with CEDAR reports. If CEDAR is not loading properly in Chrome, clear the browser history/cookies/cache and try logging in again.

Access via Identity Management (IdM) webpage

1. Go to the IdM webpage
2. Select the CEDAR application link.
   a. A new window will open
3. Select the 'Log in to CEDAR' button

Access via link in Data Pipeline

1. Login to Data Pipeline
2. Select the COGNOS Report button on the bottom of the navigation menu on the left.

Navigating CEDAR

Use the navigation bar on the left to open the pipeline reports folder 📁 and view specific categories 📃 of reports. Reports are organized based upon a user's access permissions in IdM. Each category file 📃 of reports represents reports 📖 connected to a specific data collection/IdM user role. SEY Data respondents should have access to the Student Profile and Student End of Year report categories. Within each category of reports is a list of all available reports. Select the desired report from the list to view the report. Most reports will have an introductory screen with dropdown menus to further refine the data in the report.

Report Types

Student Profile

Student End of Year data respondents have access to the 'student profile' report file in COGNOS/CEDAR. These reports are connected to data provided through the Student Interchange files (Student Demographics, Student School Association, and Graduation Guidelines). They are operational reports in nature, assisting districts with reporting accurate data on these files and providing historical information when helpful.

Student End of Year

Student End of Year data respondents have access to the 'student end of year' report file in COGNOS/CEDAR. These reports are connected to data based upon the SEY snapshot. Some are operational in nature while others are designed to help districts validate graduation/completion, dropout, and mobility/stability rates.

Operational

Operational reports are designed to help data respondents with the process of reporting SEY data. These reports update when a SEY snapshot is created or updated. Most operational reports are in the form of a list of students or a SASID lookup to view individual student data on a specific topic.

Validating Rates

Reports showing graduation/completion, dropout, or mobility/stability rates are designed for districts to use to validate rates. These reports are often in a similar format as the rate data that is publicly posted at the end of the SEY collection.

Respondents are encouraged to review rates to look for data that seems inconsistent with prior year information or with the known circumstances of the LEA.

See the Student End of Year CEDAR report guide posted on the SEY website for a complete list of available reports and general information regarding the rates calculated as part of the SEY collection.

Section 4: Syncplicity & PII

PII

Student Personally Identifiable Information (PII) includes, but is not limited to, information that is collected, maintained, generated, or inferred and that, alone or in combination, personally identifies an individual student or the student's parent(s) or family.

PII, as defined by federal law, also includes other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

Some examples of PII collected by CDE may include, but are not limited to, the following list:
- A student's name
- A personal identifier such as a student ID number/SASID
- Student's date of birth
- Other demographic information
- Adequate documentation forms

Districts should always follow local policies when distributing secure files. This information must not be emailed.

Syncplicity

Syncplicity is an online platform used for secure file sharing. Data Respondents with the LEA Approver or LEA User role for Student End of Year are given access to the Student Syncplicity folder for their district by the SEY Collection lead. This folder is used whenever data respondents and the SEY collection lead need to communicate regarding sensitive student data or personally identifiable information (PII). This information must not be emailed.

Steps

1. Click here to access the Syncplicity website.
2. From the Files screen, scroll down to find your district's student folder. This folder will be named with the following naming convention: *District Number – District Name – Student.*
   Note: Some data respondents will have multiple Syncplicity folders dependent on the data collections they are responsible for or other roles where they communicate PII with CDE staff. Be sure to select the Student folder when communicating with the SEY Collection lead because they will not have access to other folders.

Files			
All Files			
Name ▲	Date modified	Type	Size
0860 - CUSTER COUNTY SCHOOL DISTRICT C-1 - Student	--	Editor	693 KB
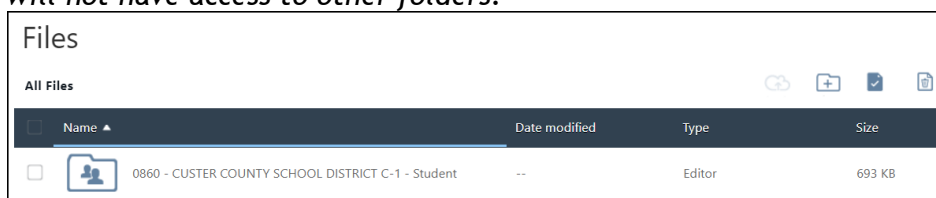
3. Within this folder there are subfolders for each of the student collections that utilize the Student folder in Syncplicity. The SEY collection subfolder follows the naming convention *SEY school year*.
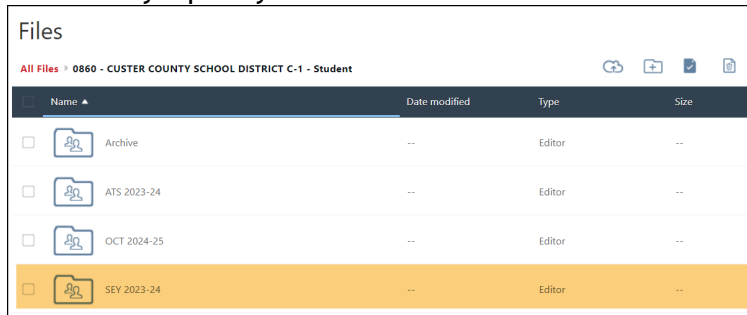
4. Click on a file to download a copy of that file to your local device or select the upload button ☁ to upload a file from your computer to Syncplicity.

5. Email the StudentEndOfYear@cde.state.co.us to inform the SEY Collection lead a document has been uploaded to Syncplicity. The SEY Collection lead does not get an automatic notification when a file is uploaded into Syncplicity.

Section 5: Common Coding Patterns

This section covers many of the common coding scenarios for enrollment records that impact the SEY Collection. Using the applicable coding pattern for a student's enrollment circumstances helps ensure the record will pass the error checks for the SEY snapshot.

Postsecondary Programs

The Postsecondary Program field on the Student School Association file includes several types of postsecondary programs. Some are programs students participate in at any point in high school while others are very specific to students in their 5th or 6th year of high school per Anticipated Year of Graduation (AYG). See the Postsecondary and Workforce Readiness website for details regarding all postsecondary program offerings and program requirements.

There are three postsecondary programs designed for students to participate in after their 4th year of high school per AYG Students participating in these programs, ASCENT, P-TECH years 5-6, and TREP, can be counted as graduates at the end of their 4th year of high school and return to participate in the program per state statute. This is different than conferring a student's high school diploma.

The state statute surrounding ASCENT/PTECH/TREP does not change the requirements with regard to an ASCENT/PTECH/TREP student's high school diploma, in that an ASCENT/PTECH/TREP student's high school diploma cannot be dated and conferred to the student until they have completed the ASCENT/PTECH/TREP (5th or 6th) year. The date of graduation on the ASCENT/PTECH/TREP student's official high school transcript must reflect the date that the student completes their ASCENT/PTECH/TREP (5th or 6th) year or is no longer participating in the ASCENT/PTECH/TREP program. This ensures a student remains classified as a high school student in their 5th or 6th year and is eligible to receive ASCENT/PTECH/TREP funding. When a student is counted as a graduate at the end of their 4th year, their diploma is not conferred until the student has completed their postsecondary program or is no longer participating in the postsecondary program.

Districts/LEAs may decide if they will allow ASCENT/PTECH/TREP students to participate in regular graduation ceremonies during their 4th year without receiving their official diploma or wait to participate in graduation ceremonies upon completion of their final ASCENT/PTECH/TREP year.

The Student October Pupil Enrollment collection contains student enrollment information as of the pupil enrollment count date. This information is used to determine the school demographics, number of students in instructional programs, free and reduced lunch counts, and distribution of school finances across the state. Students participating in postsecondary programs are indicated as such during this data collection to ensure appropriate funding allocation for these students.

See the Student October collection website and the School Auditing – Pupil Count website for more information regarding Student October coding and funding for postsecondary students.

ASCENT

Accelerating **S**tudents through **C**oncurrent **E**nrollme**nt** (ASCENT) is a 5th year high school program that allows students to participate in concurrent enrollment the year after 12th grade, to enroll in postsecondary courses and earn college credit at no tuition cost to them or their families. Students must be in their 5th year of high school per AYG to participate in this program and must be indicated at retained to participate in ASCENT at the end of their 4th year of high school per AYG. Use the applicable coding guide below for these students.

ASCENT student counted as a graduate in their 4th year:

File	Data Field	4th Year Code	5th year Code
SSA	Grade Level	120	120
SSA	Postsecondary Program Enrollment	00 or 02	01
SSA	School Entry Type	02 or applicable code	90
SSA	School Exit Type	90 (graduate)	24 (previous graduate who completed ASCENT) 23 (previous graduate who did not complete ASCENT)
SSA	Retention Code	2	0

ASCENT student counted as a graduate in their 5th year:

File	Data Field	4th Year Code	5th year Code
SSA	Grade Level	120	120
SSA	Postsecondary Program Enrollment	00 or 02	01
SSA	School Entry Type	02 or applicable code	02 or 11
SSA	School Exit Type	00 (did not exit)	96 (graduated and completed ASCENT)
SSA	Retention Code	2	0

Home-Based Education student participating in ASCENT:

File	Data Field	4th Year Code	5th year Code
SSA	Grade Level	120	120
SSA	Home Based Education	1	1
SSA	Postsecondary Program Enrollment	00 or 02	01
SSA	School Entry Type	02 or applicable code	16 (transfer from homebased education)
SSA	School Exit Type	16 (transfer to homebased education)	16 (transfer to homebased education)
SSA	Retention Code	2	0

P-TECH

Pathways in Technology Early College High Schools (P-TECH) is intended to create a public-private partnership to prepare thousands of Colorado students for high-skill jobs of the future. P-TECH is an innovative partnership between a school district, a community college(s), and one or more local high growth industry employer(s). Students begin in 9th grade and can continue for up to six years (i.e., high school and two equivalent years of college) for a total of 6 years per AYG. As such, students graduate with both a high school diploma and an industry-recognized associate degree, in addition to gain relevant workplace skills. The associate degree is in a Science, Technology, Engineering or Math (STEM) focused high-growth industry.

P-TECH may be offered through a stand-alone school with its own school code, or a program within an existing high school. Visit this site for an approved list of P-TECH Schools/Programs.

P-TECH student counted as graduate in 4th year:

File	Data Field	1st year	2nd year	3rd year	4th year	5th year	6th year
SSA	Grade Level	090	100	110	120	120	120
SSA	School Code	*PTECH school	*PTECH school	*PTECH school	*PTECH school	*PTECH school	*PTECH school
SSA	Postsecondary Program Enrollment	15	15	15	15	16	16
SSA	School Entry Type	02**	02**	02**	02	90	90
SSA	School Exit Type	00	00	00	90	23	24 or 23
SSA	Retention Code	0	0	0	2	2	0

Notes:
- *Must be an approved PTECH school code
  - Students may transfer into a PTECH school throughout years 1-4 but must complete their 4th year at a PTECH school code if they are returning for P-TECH years 5-6.
- **School entry type in years 1, 2, and 3 may be any applicable code.
- School Exit Type 90 (graduated)
- School Exit Type 23 (previous graduate who has not completed a postsecondary program)
  - Used with retention code 2 when the student is retuning the next year. Also used if student chooses to leave before completing the program.
- School Exit Type 24 (previous graduate who completed a postsecondary program)

P-TECH student counted as graduate in 6th year:

File	Data Field	1st year	2nd year	3rd year	4th year	5th year	6th year
SSA	Grade Level	090	100	110	120	120	120
SSA	School Code	*PTECH school	*PTECH school	*PTECH school	*PTECH school	*PTECH school	*PTECH school
SSA	Postsecondary Program Enrollment	15	15	15	15	16	16
SSA	School Entry Type	02**	02**	02**	02	02	02
SSA	School Exit Type	00	00	00	00	00	96
SSA	Retention Code	0	0	0	2	2	0

Notes:
- *Must be an approved PTECH school code
  - Students may transfer into a PTECH school throughout years 1-4 but must complete their 4th year at a PTECH school code if they are returning for P-TECH years 5-6.
- **School entry type in years 1, 2, and 3 may be any applicable code.
- School Exit Type 96 (graduated and completed P-TECH)

TREP

The **T**eacher **R**ecruitment **E**ducation and **P**reparation (TREP) program was created by S.B. 21-185 and went into effect in the 2022-2023 school year. The TREP program creates the opportunity for qualified students in an educator career pathway to concurrently enroll in postsecondary courses and earn college credit at no tuition costs to them or their families, for up to two years after the 12th grade year. Additional costs, such as textbooks, fees, and transportation, are not required by the district to cover, though some do.

Qualified students who have completed one course in the [Educator Pathway](#) during their 12th grade year may be eligible to participate. TREP uses an allocation model with 200 slots being allocated in the 2022-2023 school year. [Visit the TREP site](#) for more Guidelines and FAQs regarding TREP and the allocation model.

TREP student counted as a graduate in their 4th year:

File	Data Field	4th Year Code	5th year Code	6th year Code
SSA	Grade Level	120	120	120
SSA	Postsecondary Program Enrollment	00 or 02	17, 18, 19	20
SSA	School Entry Type	02 or applicable code	90	90
SSA	School Exit Type	90	23	24 or 23
SSA	Retention Code	2	2	0

Notes:
- School Exit Type 90 (graduated)
- School Exit Type 23 (previous graduate who has not completed a postsecondary program)
  - Used with retention code 2 when the student is retuning the next year. Also used if student chooses to leave before completing the program.
- School Exit Type 24 (previous graduate who completed a postsecondary program)
- Postsecondary program codes 17, 18, 19 all indicate a 5th year student participating in TREP. [See the definitions on the SSA file layout to determine the appropriate code based upon the student's slot allocation.](#)

TREP student counted as a graduate in their 6th year:

File	Data Field	4th Year Code	5th year Code	6th year Code
SSA	Grade Level	120	120	120
SSA	Postsecondary Program Enrollment	00 or 02	17, 18, 19	20
SSA	School Entry Type	02 or applicable code	02	02
SSA	School Exit Type	00	00	96
SSA	Retention Code	2	2	0

Notes:
- School Exit Type 96 (graduated and completed TREP)
- Postsecondary program codes 17, 18, 19 all indicate a 5th year student participating in TREP.

Other Postsecondary Programs

Concurrent Enrollment, Early College, and Dropout Recovery at a Community College are all other postsecondary programs a student may participate in during a school year. Participating students should be indicated as such in the postsecondary program enrollment field within their enrollment record. Sometimes students participate in the program all year long which means only one enrollment record is needed for the student. If the student participates in one of these programs for a portion of the school year and not the other, then two enrollment records are needed to capture the portion of the year the student is participating in the program as opposed to the portion of the year they did not participate in the program.

Year Long Program Participant

File	Data Field	Code	Notes
SSA	Postsecondary Program Enrollment	02 (concurrent enrollment) 07 (early college) 08 (dropout recovery)	Students participating in Early College must be attending an approved Early College school. See the list of approved early colleges on the PWR website.
SSA	School Entry Date	Beginning of school year	
SSA	School Exit Date	00000000	Or applicable date if student withdrew.

Left or Entered Program Mid-Year

This scenario requires two enrollment records. This will help ensure the postsecondary data reported in SEY aligns with the expectations of the collection, reflecting a student who participated in a postsecondary program at any point during the school year even if they are not participating in that program on the last day of school.

Record 1

File	Data Field	Code	Notes
SSA	Postsecondary Program Enrollment	00 (not applicable) 02 (concurrent enrollment) 07 (early college) 08 (dropout recovery)	Students participating in Early College must be attending an approved Early College school. 34TSee the list of approved early colleges on the PWR website.34T
SSA	School Code	1234	Any applicable code
SSA	School Entry Date	Beginning of school year	Applicable date
SSA	School Exit Date	End of status	Applicable date
SSA	School Exit Type	*11 (transfer in district)	This school exit type is used even if the student is not leaving the school, just having a change of postsecondary program enrollment status.

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when the student left/entered the program mid-year within the same school code.

Record 2

File	Data Field	Code	Notes
SSA	Postsecondary Program Enrollment	00 (not applicable) 02 (concurrent enrollment) 07 (early college) 08 (dropout recovery)	Students participating in Early College must be attending an approved Early College school. [See the list of approved early colleges on the PWR website.](#)
SSA	School Code	Applicable code	May be the same as Record 1
SSA	School Entry Date	Date new status begins	May be one day after the school exit date in Record 1
SSA	School Entry Type	*11 (transfer in district)	This school entry type is used even if the student did not leave the school, just had a change of postsecondary program enrollment status.
SSA	School Exit Date	00000000	Or applicable date if student withdrew.

* Beginning in 2025-2026, the new school entry type '60' will replace '11' in this coding pattern when the student left/entered the program mid-year within the same school code.

General mid-year change note: This type of pattern is designed to take place with the school exit date of the first record taking place less than 10 days before the school entry date of the second record.

Frequently Asked Questions

Question: A student will be returning to participate in both a postsecondary program and Special Education 18-21 Transition services, what retention code should be used?

Use retention code 3 per the SPED 18-21 Transition services coding pattern. This student will receive an error in the subsequent October collection when indicating the postsecondary program code for ASCENT/PTECH years 5-6/or TREP. Request an exception to clear the error in the subsequent year indicating the reason for the exception is a student who is both transition and a postsecondary program participant.

Question: Student was planning to participate in ASCENT/PTECH Years 5-6/TREP, but changed their mind before the school year began, how should they be coded?

It depends if the situation was caught before the SEY collection closed. Due to the overlap between the prior year SEY collection and current school year Student October, LEAs should be able to address these situations before the prior year SEY collection closes. Addressing the situation before the close of the SEY collection is the preferred method.

Correct prior year SEY based on current year information

During the Cross LEA and Post-Cross LEA phases of the SEY collection, LEAs may continue to update the school exit type and retention code information for the prior school year.

Remove the use of retention code 2 in the prior school year and ensure the student has an accurate school exit type.

Prior year SEY is closed; include a one-day record in the current year SEY

Include a one-day record to show student planned to attend and then did not. Postsecondary program code will still reflect ASCENT/PTECH Year 5-6/TREP. School Exit type will be 23 for students counted as graduates in their 4th year or 96 for students who have not yet been counted as a graduate.

Special Education Transition

When H.B. 19-1066 went into effect in 2020-2021, allows students to both (1) be marked as a graduate when the student meets all local and state graduation requirements, and (2) receive special education transition services (and funding) in subsequent year(s), new coding patterns went into in the SEY collection to reflect this statute. **This change does not impact the coding for students receiving an HSED or non-diploma certificates of. These students are coded as an 'other completer' or 'HSED recipient' upon completion of 18-21 transition services (a.k.a. secondary transition services).**

The ability to count a student as a graduate and have them return for SPED transition services only impacts the coding in the SEY collection. It does not change the coding utilized for the Special Education End of Year collection as this collection focuses on a student's exit from special education services (SPED Basis of Exit), not from a school (School Exit Type). Students counted as graduates in alignment with H.B. 19-1066 during SEY remain eligible for special education services until FAPE ends.

It is also important to note that H.B. 19-1066 does not change the requirements regarding a Special Education transition student's high school diploma. High school diploma cannot be dated and conferred to the student until they have completed their transition services. The date of graduation on the student's official high school transcript must reflect the date that the student completes their transition services and will not be returning to a Colorado public school.

- See the Secondary Transition website for information regarding 18-21 transition services for special education students, including requirements and resources.
- See the Special Education End of Year website for information regarding the SPED EOY collection.

The following interchange files are impacted by the coding required for secondary transition students.
- Student Interchange – Student Demographic (DEM)
- Student Interchange – Student School Association (SSA)

Special Education IEP Interchange – Special Education Participation File (SPED Participation)

Coding Examples: Students continuous in the same LEA

Students continuously enrolled in the same LEA throughout their educational career should follow one of the following coding patterns depending on the expected outcome of their education. Expected outcomes include graduate (impacted by H.B.19-1066), other completer, HSED recipient, met maximum age for educational services.

Graduate

This coding pattern applies to students who are both being counted as a graduate and participating in SPED Transition in the same school district/LEA. If the student is known to be transferring between LEAs, see the transfer between LEAs coding options below.

Per H.B. 19-1066, students are counted as graduates in the year they met both local and state graduation requirements even if they are known to be returning the following year to participate in transition services. This means some students will not follow this coding pattern until the year they meet graduation requirements, even if this occurs in one of their transition years instead.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02*	90	3	00
Transition year 1	1	120	90	27	3	00
Transition year 2	2	120	90	27	3	00
Transition year 3	3	120	90	27	3	00
Transition year 4	4	120	90	28	0	90

Notes:
- *School Entry Type in the 12th grade year may be any applicable code.
- A student will have School Exit Type 00 (did not exit) with Retention 3 if they have yet not met local/state graduation. In this instance, their subsequent School Entry Type will be 02 or 11.
  - A student may participate in Transition even if they have not yet met local/state graduation requirements.
- School Exit Type 90 is used in the year a student has met state and local graduation requirements.
  - Use school exit type 90 in the year it applies and then pick up the above coding pattern from that point forward.
- School Exit Type 27 is used when a student will continue in transition services the following year.
- School exit type 28 is used when a student will not continue in transition services the following year.
- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student will no longer be returning for services with the applicable year of transition indicated.
- SPED Basis of Exit data field does not pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED Basis of Exit 90 indicates a graduate for whom FAPE has ended.

Other Completer (Non-Diploma Certificate of Completion)

H.B. 19-1066 does not change the coding pattern for students receiving non-diploma certificates of completion instead of a regular high school diploma. These students are counted as 'other completers' for completion rate purposes using school exit type 92.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02*	00	3	00
Transition year 1	1	120	02 or 11	00	3	00
Transition year 2	2	120	02 or 11	00	3	00
Transition year 3	3	120	02 or 11	00	3	00
Transition year 4	4	120	02 or 11	92	0	92

Notes:
- *School Entry Type in the 12th grade year may be any applicable code.
- School exit type 92 is used when a student will not continue in transition services the following year and is receiving a non-diploma certificate of completion.

- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student will no longer be returning for services with the applicable year of transition indicated.
- SPED Basis of Exit data field **does not** pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED basis of exit and school exit type should match each collection year as these students are not impacted by H.B. 19-1066.

HSED Recipient

H.B. 19-1066 does not change the coding pattern for students who complete high school with their HSED instead of a regular high school diploma. These students are counted as 'other completers' for completion rate purposes using school exit type 93 or 94.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02*	00	3	00
Transition year 1	1	120	02 or 11	00	3	00
Transition year 2	2	120	02 or 11	00	3	00
Transition year 3	3	120	02 or 11	00	3	00
Transition year 4	4	120	02 or 11	93 or 94	0	94 or 94

Notes:

- *School Entry Type in the 12th grade year may be any applicable code.
- School exit type 93 is used when a student **will not continue** in transition services the following year **and** completed their HSED at a program administered by the LEA.
- School exit type 94 is used when a student **will not continue** in transition services the following year **and** completed their HSED at a non-LEA run HSED program.
- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student will no longer be returning for services with the applicable year of transition indicated.
- SPED Basis of Exit data field **does not** pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED basis of exit and school exit type should match each collection year as these students are not impacted by H.B. 19-1066.

Reached Maximum Age for Services

Students who do not receive a diploma, HSED, or a non-diploma certificate of completion before they reach the maximum age for 18-21 transition services are coded as School Exit Type 01. **This school exit type is counted as a dropout for dropout rate purposes.**

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02 or 11	00	3	00
Transition year 1	1	120	02 or 11	00	3	00
Transition year 2	2	120	02 or 11	00	3	00
Transition year 3	3	120	02 or 11	00	3	00
Transition year 4	4	120	02 or 11	01	0	01

Notes:

- *School Entry Type in the 12th grade year may be any applicable code.
- School exit type 01 is used when a student **will not continue** in transition services the following year **and** did not receive a regular diploma, HSED certificate, or a non-diploma certificate of completion.
    - o Student is counted as a dropout for state dropout rates.
- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student has reached 21 and will no longer be returning for services with the applicable year of transition indicated.
- SPED Basis of Exit data field **does not** pull into the Student End of Year collection. This data field is only utilized in the Special Education collections. SPED basis of exit and school exit type should match each collection year as these students are not impacted by H.B. 19-1066.

Coding Example: Students transferring from another educational environment

Students transferring from another educational environment **without a high school diploma** should follow the LEA's local procedures to review their transcripts, work with an IEP team for placement into secondary transition, and determine the coursework needed for the student to meet local and state graduation (or completion) requirements. Students transferring from another educational environment may include students transferring from out of state, out of country, a non-public school, or other educational setting.

Once the LEA determines the coursework and services needed for the student, then they may utilize the coding applicable to the outcomes of the student (graduate, HSED recipient, other completer, reached maximum age for services).

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Notes
12th grade or a specific year of transition	0 or applicable code	120	Applicable code (05, 14, 15, 16, etc.)	Utilize the exit coding pattern for 'continuous in same LEA' that applies to the student's outcomes. (graduate, HSED recipient, other completer, reached maximum age for services)

Coding Examples: Students transferring between Colorado LEAs

Students who transfer between districts/LEAs will have additional coding needs. LEAs should work together to determine the scenario below that best matches the individual student's circumstances. Students who have not yet been counted as a graduate in a prior year by a Colorado LEA are handled differently than students who were counted as a graduate in a prior year and LEA per H.B. 19-1066.

In general, the LEA who counts the student as a graduate is the LEA who will likely be issuing a diploma for the student upon completion secondary transition services. LEAs are encouraged to ensure parents understand which LEA will be issuing a high school diploma for the student upon completion of secondary transition and to prevent confusion.

Scenario 1: Student will be counted as a graduate at the receiving LEA

Students transferring from another Colorado LEA who have **never been counted as a graduate** should follow the receiving LEA's local procedures to review their transcripts, work with an IEP team for placement into secondary transition, and determine the coursework needed for the student to meet local and state graduation (or completion) requirements.

Sending LEA

The sending LEA will use retention code 3 with school exit type 00 at the end of the school year they completed with the LEA even if they know the student is transferring over the summer to a receiving LEA. It is the following year where a one-day record is used to transfer the student out of the LEA.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02 or 11	00	3	00
Transition year 1 (one-day record)	1	120	02	**13**	0	00

Receiving LEA

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
Transition year 1	1	120	**13**	90	3	00
Transition year 2	2	120	90	27	3	00
Transition year 3	3	120	90	27	3	00
Transition year 4	4	120	90	28	0	90

Notes/Reminders

- All graduating students must have reported Graduation Guidelines measures to be counted as a graduate. These measures may be reported by any LEA and in any year prior to or within the school year the student is counted as a graduate.
- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student will no longer be returning for services with the applicable year of transition indicated.
- The receiving LEA will issue the diploma at the end of services.
- The receiving LEA will count the student as a graduate when applicable.
- The student will be included in the AYG cohort for the receiving LEA.

Scenario 2: Student counted as a graduate by the sending LEA

Student who met graduation requirements in the sending LEA, was counted as a graduate in the sending LEA, and transferred to the receiving LEA to receive 18-21 services in a subsequent school year. At the end of transition services, the receiving LEA will transfer the student back to the sending LEA so the sending LEA can include a one-day record to show they've issued the student's diploma.

Sending LEA Initial Records

The sending LEA will use retention code 3 with school exit type 90 at the end of the school year they were counted as a graduate by the sending LEA even if they know the student is transferring over the summer to a receiving LEA. It is the following year where a one-day record is used to transfer the student out of the LEA.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02 or 11	90	3	00
Transition year 1 (one-day record 7/1)	1	120	02	13	0	00 or 13

Receiving LEA

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
Transition year 1	1	120	13	27	3	00
Transition year 2	2	120	90	27	3	00
Transition year 3	3	120	90	27	3	00
Transition year 4	4	120	90	13	0	00 or 13

Receiving LEA Notes:
- In the 2024-2025 SEY collection, receiving LEAs should expect a SE240 error when using school entry type 13 for an incoming student who was counted as a graduate in a prior year by another LEA. Request an exception to clear this error.
- Beginning in 2025-2026, a new school entry type will be used (98) to capture the entry of a student moving between LEAs who was counted as a graduate in a prior year. The coding guide will be updated in SEY 2025-2026 to reflect this change.

Sending LEA Final Record – Issue Diploma
The sending LEA will use a one-day record at the end of the student's final year of transition with school entry type 13 and school exit type 28 to indicate the student's diploma has been issued and FAPE has ended.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
Transition year 4 (one-day record 6/30)	1	120	13	28	0	90

Sending LEA—Final Record Notes:
- In the 2024-2025 SEY collection, sending LEAs should expect a SE240 error when using school entry type 13 for a final one-day record used to indicate a diploma has been issued. Request an exception to clear this error.
- Beginning in 2025-2026, a new school entry type will be used (98) to capture the entry of a student moving between LEAs who was counted as a graduate in a prior year. The coding guide will be updated in SEY 2025-2026 to reflect this change.

Scenario 2 Notes/Reminders

- All graduating students must have reported Graduation Guidelines measures to be counted as a graduate. These measures may be reported by any LEA and in any year prior to or within the school year the student is counted as a graduate.
- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student will no longer be returning for services with the applicable year of transition indicated.
  - LEAs should remain in communication with one another to know when the final year coding steps need to occur.
- The sending LEA counted the student as a graduate.
- The sending LEA will issue the diploma at the end of services.
- The student remains included in the AYG cohort for the sending LEA.

Scenario 3: Student is counted as an other completer, HSED recipient, or reached maximum age for services by the receiving LEA

Students transferring from another Colorado LEA who will receive a non-diploma certificate of completion, HSED, or reach maximum age for services instead of being counted as a graduate transfer into the receiving LEA and follow the receiving LEA's local procedures to review their transcripts, work with an IEP team for placement into secondary transition, and determine the coursework needed for the student to meet local requirements for a non-diploma certificate of completion or be an HSED recipient/reach maximum age for services.

Sending LEA

The sending LEA will use retention code 3 with school exit type 00 at the end of the school year they completed with the LEA even if they know the student is transferring over the summer to a receiving LEA. It is the following year where a one-day record is used to transfer the student out of the LEA.

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
12th grade	0	120	02 or 11	00	3	00
Transition year 1 (one-day record)	1	120	02	13	0	00 or 13

Receiving LEA

Year in High School	Special Education Transition (DEM)	Grade Level (SSA)	School Entry Type (SSA)	School Exit Type (SSA)	Retention Code (SSA)	SPED Basis of Exit (SPED Participation)
Transition year 1	1	120	13	00	3	00
Transition year 2	2	120	02	00	3	00
Transition year 3	3	120	02	00	3	00
Transition year 4	4	120	02	92, 93, 94, or 01	0	92, 93, 94, or 01

Notes/Reminders
- Not all students will participate in 4 years of transition services. Use the final year of services coding when the student will no longer be returning for services with the applicable year of transition indicated.
- The student will be included in the AYG cohort for the receiving LEA.

Frequently Asked Questions

Question: When is a transition student reported as a graduate in the SEY collection?

For the purpose of H.B. 19-1066, students must be counted in the state graduation rate the year in which the student completes the graduation requirements. This is the date the LEA should report for state accountability purposes. HB 19-1066 makes clear that nothing within the legislation limits the right of a student who has met the local LEP's graduation requirements to continue access to free and appropriate public education (FAPE) as provided by the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Educational Act (ECEA), or any other federal or state law or rule.

Question: What date goes on a transition student's diploma?

The date on the diploma should reflect the year in which the student's IEP team determined the student met all the requirements of FAPE. When a student is counted as a graduate per HB19-1066 and returns to participate in transition services, the student is not issued their diploma until the transition services end because FAPE does not end until transition services have ended or the student ages out.

Question: Has reporting changed for Special Education End of Year?

The reporting process for Special Education End of Year has not changed. Transition students should not be exited from SPED services with a 90 until they complete transition and exit Special Education services completely. This means that the exit code fields will contain different values for regular SEY and Special Education EOY collections within the same reporting years. Special Education EOY uses the exit field SPED Basis of Exit. SEY uses the exit field School Exit Type. The student should have a zero-filled SPED basis of exit in the Special Education EOY until the year in which the student exits or completes the transition program.

Question: How does this impact Student October?

By following the coding patterns in this guide, a student will be able to receive funding for transition services in subsequent years after graduation if they meet the funding requirements outlined in the Audit Resource Guide.

For example, if a Special Education student graduates in the 2023-2024 school year and is marked with School Exit Type '90' and Retention Code '3' in Student End of Year, in the 2024-2025 school year, the student will receive funding if the student is marked with Special Education Transition '1' and School Entry Type '90' in Student October along with the appropriate funding codes. See the School Auditing Office Pupil Count website and the Student October website for more information about the October collection.

Question: Why does the sending LEA need retention code '3' if they know the student will be transferring to another LEA to participate in transition services in the following year?

Retention codes are forward looking data fields, reflecting what will happen in the next school year instead of what did happen in the current year. The use of retention code 3 indicates the student will return the next year to continue their education. If a LEA knows the student will return for transition, even if they are

expected to transfer between school years to another LEA, retention code 3 is needed. The sending LEA will have a one-day record to capture the transfer in the following year when the receiving LEA reports the student as entering their LEA.

This is the practice as one-day records used when a student had exit type 00 in the prior year and transferred over the summer before the current year, but requires the additional use of the retention code 3 because the student is reported in grade 12 and some students also have exit type 90 or 27 when counted as a graduate per H.B. 19-1066 but are returning for transition.

Facilities

Students who transfer to an approved facility school will have school exit type 19. LEAs must have adequate documentation in the form of a written records request or confirmation of enrollment and attendance when using this school exit type. The student's school exit type is recorded in the SEY collection. This student will not be included in subsequent SEY collections unless the exit type needs to be updated for the student (graduate, completer, transfer out of facility school/district to an educational environment that is not a CO public school). Districts may have continuing records for the student with a group B pupil attendance information code if a record is needed for Special Education collections or the Student October collection.

SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information
9876543210	050	08/15/2023	02	03/04/2024	19	01-08

Students with an assigned AYG who transfer to a licensed approved facility school remain in the AYG graduation cohort for the school they exited. LEAs are encouraged to follow-up with facility schools regarding the confirmed enrollment or confirmed exit of a student from facilities schools, requesting documentation as needed.

General Information: Facility Students in the Graduation Cohort

Grade 9-12 students who transfer from a Colorado Public School/BOCES to a licensed eligible approved facility school or state operated program remain in the graduation cohort for the sending school.

Some facility schools offer diplomas, and some do not. When a facility school issues a diploma, the last public school/district attended prior to the facility receives credit for the student who graduated or completed their education at the facility school. The last school/district of attendance must take action in their student end of year collection to ensure the district receives credit for the graduate/completer. The last school/district attended will need to include a record for the student in their student end of year collection in the year that the student graduates/completes their education at the facility school. If a facility school does not issue a diploma, it is the last public school/district attended prior to the facility school who reconciles graduation/completion status of the student which might include providing qualifying students with a diploma or non-diploma certificate.

Since the student remains in the graduation cohort of the sending school/district, it is up to that school/school district to ensure proper exit coding of facility students at the point in which they graduate/complete their education. This requires them to include a record for the student in their Student End of Year report to show the updated exit type for the student.

Documentation is also needed when a student exits a facility and does not reenroll in another Colorado Public School to show the updated exit type of the student. This may also require the district to include a record for the student in their Student End of Year report to show how the student exited facility school and district's graduation cohort. (i.e., a student who moves out of state and should no longer be part of the graduation cohort for the district).

Districts are responsible for following up with facility schools regarding the confirmed enrollment or confirmed exit of a student from facility schools. More information about facility schools and a list of primary contacts at facility schools is available on CDE's facility schools webpage.

SEY Next Steps

Districts are encouraged to maintain communication with facility schools regarding the educational status of students who transferred from their district to the facility school. This is especially critical for students in their graduation cohort who are expected to be graduating in the current school year.

If a student has exited the facility school as a graduate/completer or transferred to another educational environment that is not another Colorado Public School, then the last district attended should create a record for the student in their Student End of Year collection to show the updated exit status of the student. The district needs adequate documentation of this updated status to ensure proper coding and record keeping.

District/LEA Monitoring Tool

Districts are encouraged to use the available CEDAR/COGNOS report "EOY Student List – Students from Current AYG" to identify students in their Anticipated Year of Graduation (AYG) cohort base whose last exit type showed the student transferred to a facility school (Exit 19 or 20). Districts can then follow-up with the facility school to learn if the student's exit status has changed and needs to be updated. (Graduate, completer, other transfer out).

Note: Only district users with permissions to Student End of Year in Identity Management (IdM) have access to this report.

Steps:
1. Login to CEDAR/COGNOS reports
2. Select the Pipeline Reports folder from the navigation pane
3. Select the 'Student End of Year' report category
4. Select the report 'EOY Student List – Students from Current AYG'
5. Select the desired values from the drop-down menus.
   a. If the SEY collection has not yet opened, select the current year as the AYG and 3 years as the number of years in cohort to review the AYG cohort based on the prior year's data.
   b. Once the SEY collection has opened and your district has created a snapshot, select the current year as the AYG and 4 years as the number of years in cohort to review the AYG cohort based on the current year's data.
6. Select Finish
7. Review the report or extract it as an excel document to filter records on 'school exit type' to find students whose last exit type = 19 or 20.

For more information about Student End of Year CEDAR/COGNOS reports, please see the SEY CEDAR/COGNOS report guide posted on the Student End of Year website.

Coding Pattern and Outcome Scenarios

Initial exit to facility school (AYG 2025 example)

A student with AYG 2023 exits the district in the 2022-2023 school year to an allowable approved facility school. The student's exit is recorded in the student end of year collection. This student will not be included in subsequent SEY collections unless the exit type needs to be updated for the student (graduate, completer, transfer out of facility school/district to an educational environment that is not a CO public school).

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
1234	5678	9876543210	100	08/01/2022	02	03/01/2023	19	01-08	2025

Student continues to attend facility school (AYG 2025 example)

The student continues to attend the facility school for the entirety of the 2022-2023 school year. They do not re-enter the district or leave to another CO public school.

- No record is included in SEY collection as this student is still attending the facility school.
- District may have continuing records for this student in their student information system for the purpose of Special Education reporting if applicable to the student. Since these records do not utilize pupil attendance info 01-08, they are not included in the SEY collection.

Student Outcomes (AYG 2025 example)

The student continues to attend the facility school for the 2024-2025 school year. Since this student is part of the 2025 AYG cohort, the district verifies the educational status of the student to see if they are a graduate/completer in the 2024-2025 school year.

- District may have continuing records for this student in their student information system for the purpose of Special Education reporting if applicable to the student.

Outcome 1: Continuing

Student continued their education in 2024-2025 and will return in 2025-2026. Student has not met requirements to be counted as a graduate or completer.

- No record is included in SEY collection as this student is still attending the facility school.
- Student remains in the AYG cohort for the district/LEA and is counted in the cohort base as part of graduation/completion rates.
- District/LEA will check on the educational status of the student again in 2025-2026 to determine if the student is a 5-year graduate/completer or has an updated status.

Outcome 2: Graduate—diploma from facility school

Student completed their education in 2024-2025, receiving a diploma from the facility school.

- Last district attended includes a record in the SEY collection to count the student as a graduate.
- Last district attended includes graduation guidelines records on their graduation guidelines file based upon information provided to them from the facility school regarding the measures met by the student from the Graduation Guidelines Menu of Options.
- Student remains in the AYG cohort for the district and is counted as a graduate for graduation/completion rates.

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
1234	5678	9876543210	120	06/30/2025	19	06/30/2025	90	01-08	2025

Outcome 3: Graduate—diploma from last district of attendance

Student completed their education in 2024-2025, meeting the graduation requirements of their last district/school of attendance and receives a diploma from their last district/school of attendance.

- Last district attended includes a record in the SEY collection to count the student as a graduate.
- Last district attended includes graduation guidelines records on their graduation guidelines file based upon information provided to them from the facility school regarding the measures met by the student from the Graduation Guidelines Menu of Options.
- Student remains in the AYG cohort for the district and is counted as a graduate for graduation/completion rates.

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
1234	5678	9876543210	120	06/30/2025	19	06/30/2025	90	01-08	2025

Outcome 4—Other Completer/non-diploma certificate of completion

Student completed their education in 2024-2025, receiving a non-diploma certificate of completion from the facility school or a non-diploma certificate of completion from their last school/district of attendance.

- Last district attended includes a record in the SEY collection to count the student as an 'other completer'.
- Student remains in the AYG cohort for the district and is counted as a graduate for graduation/completion rates.

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
1234	5678	9876543210	120	06/30/2025	19	06/30/2025	92	01-08	2025

Outcome 5—HSED Recipient

Student completed their education in 2024-2025 with their HSED.

- Last district attended includes a record in the SEY collection to count the student as an HSED recipient.
- Student remains in the AYG cohort for the district and is counted as a graduate for graduation/completion rates.

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
1234	5678	9876543210	120	06/30/2025	19	06/30/2025	94	01-08	2025

Outcome 6—Exited to another educational setting

Student exited the facility in 2024-2025 to an educational environment that is not a Colorado public school.

- Last district attended includes a record in the SEY collection to reflect the updated exit status of the student.
- Students who are verified transfers out will be removed from the AYG cohort and no longer counted in the graduation/completion rates.
    - School Exit Type 02 - Death
    - School Exit Type 05 – Transfer to a school in another country
    - School Exit Type 14 – Transfer to a school in another state

- o School Exit Type 15 – Transfer to a non-public school
  - o School Exit Type 16 – Transfer to home-based education (homeschooling)
- Students with the following exit types are counted as part of the AYG cohort base for graduation rates and as dropouts for dropout rates.
  - o School Exit Type 01 – Reached maximum age for services
  - o School Exit Type 40 – Dropped Out

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
1234	5678	9876543210	120	06/30/2025	19	06/30/2025	Applicable code	01-08	2025

Outcome 7—Transfer to another CO Public District

Student exited the facility in 2024-2025 to another Colorado public school district.

- Last district attended (sending district) does not need to take any action.
- Receiving district will include the student in their SEY collection. This will remove the student from the AYG cohort in the sending district and add them to the AYG cohort of the receiving district automatically as part of the SEY collection.

Sample receiving district pattern:

District Code	School Code	SASID	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Information	Internal Flag: AYG
9876	7789	9876543210	120	Applicable date	19	Applicable date or 00000000	Applicable code or 00	01-08	2025

Frequently Asked Questions

Question: How do I follow up with the Facility school to determine a student's status?

Facility schools have a primary contact at the facility that the district/LEA can contact to confirm the enrollment of or document the exit of students. More information is available on the Office of Facility Schools website.

Question: If a student leaves the facility and the facility does not notify the last district/school of attendance, is the last district/school of attendance still responsible for where they go?

Since the student remains in ABC school's cohort, documentation is needed by the school district to ensure the proper exit code is used. School districts are encouraged to follow-up with facilities schools regarding the confirmed enrollment or confirmed exit of a student from facilities schools.

The H.B. 1274 legislation requires facilities to notify districts when a student is discharged from the facility and returning to the public school if the student "has been determined to be at-risk to self or community within the prior 12 months". It's talking about kids who have exhibited dangerous behavior in the prior 12 months. There is no requirement for the facility to notify the district if the student does not fall under those criteria or if the student is not returning to the district. We certainly encourage them to not only notify the district but also develop a transition plan for the student re-entering the district. We will continue to work with facilities to develop a better system of notification as well as offer reports for students that do not reenter public school after exiting a facility.

The student will also need to have documentation provided by the district to avoid receiving an error if they exited the facility but failed to reenroll in another Colorado Public School. Please contact the facility for more information. If documentation is not received, those students will need to be changed from a detention center transfer to a dropout during the Post-Cross LEA phase.

Expelled Students

A student who leaves school involuntarily due to an incident where Local Board Policy determines expulsion is the appropriate course of action. Educational services may be offered to a student during the term of expulsion by the Local Education Agency pursuant to 22-33-203(2) C.R.S.

Coding for an expelled student's enrollment history should reflect if the student is receiving educational services during their term of expulsion or if the student is not receiving educational services. It is also impacted by the term of expulsion without services as students who do not return before the end of the school year have a separate coding pattern from those who do return before the end of the school year.

The coding patterns below take into account these different scenarios and show how a student's enrollment history is impacted across multiple school years in most circumstances for the purposes of the Student End of Year collection. See the Student Discipline collection site for information about reporting expulsion incidents as part of the Student Discipline collection.

Scenario 1: Expelled without services through the end of the school year

Students who are expelled through the end of the school year without services have a final school exit type indicating expulsion. When they re-enter the district in a subsequent school year their school entry type indicates they have returned from expulsion.

School Year	Relevant Data Field
Year student is expelled without services	Final School Exit Type for the given school year: 50
Year student returns to school after being expelled without services in a prior year	Earliest school entry type for the given school year: 50

Scenario 2: Expelled without services and returns before the end of the school year

Students expelled without services who return before the end of the reporting school year will have at least two enrollment records within the school year to reflect the portion of the year that they were expelled.

Record	District Code	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
#1: point of expulsion	1234	5678	08152024	02	09252024	55
#2: return from expulsion	1234	5678	05012025	55	00000000	00

Scenario 3: Expelled with educational services

Students receiving educational services during their term of expulsion will have these services indicated on their enrollment record through the 'expelled student' data field on the Student School Association (SSA) file. The types of services provided by a district may vary, which impact coding in the 'non-school program' data field on the SSA file.

The 'non-school program' data field should reflect an applicable code for the type of educational services the student is receiving during their term of expulsion. 01, 02, and 04 are common non-school programs for

students receiving expelled education services. See the field definitions on the SSA file layout posted on the Student Interchange site for more information.

See the Audit Resource Guide posted on CDE's Pupil Count website for any related documentation and funding considerations for expelled students receiving educational services.

Term of expulsion ends within the school year

Record	District Code	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Expelled Student	Non-School Program
#1: point of expulsion	1234	5678	08152024	02	09252024	56	0	00
#2: expelled services	1234	*5678	09262024	56	04012025	11*	1	01, 02, 04
#3: return from expulsion	1234	5678	04022025	11*	00000000	00	0	00

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when the student returned from expelled education services mid-year within the same school code.

Term of expulsion ends in the subsequent school year

Record (year)	District Code	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Expelled Student	Non-School Program
#1 (current): point of expulsion	1234	5678	08152024	02	09252024	56	0	00
#2 (current): expelled services	1234	*5678	09262024	56	00000000	00	1	01, 02, 04
#1 (subsequent): continued expelled services	1234	*5678	08102025	02	09252025	11*	1	01, 02, 04
#2 (subsequent): return from expulsion	1234	5678	09262025	11*	00000000	00	0	00

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when the student returned from expelled education services mid-year within the same school code

BOCES Schools and BOCES Programs

Students placed in a BOCES school or BOCES program by a resident school district have different reporting requirements for the resident school district. When a student is transferring to a BOCES it is important to determine if the student will be attending a BOCES school or BOCES program. **BOCES schools** have an assigned school code on the **List of Colorado Schools** posted on the Data Pipeline Frequently requested codes site. **BOCES programs** are listed on the **Special Education Program Codes** posted on the Data Pipeline Frequently Requested Codes site.

BOCES Program Coding

Resident District

Student will continue to be reported by the resident school district with a group A pupil attendance information code but will have a non-school program code to indicate the student is attending an educational program contracted by the district in an off-site location. See the Audit Resource Guide posted on CDE's Pupil Count website for any related documentation and funding considerations for students attending non-school programs.

Student completes year at the BOCES Program:

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Non-School Program	Pupil Attendance Info
#1: point enrollment status changes to BOCES program	5678	08152024	02	10152024	*11	00	01-08
#2: attending BOCES program	5678	10162025	*11	00000000	00	03	01-08

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when the capturing this enrollment status change mid-year within the same school code.

Student returns to school after attending a BOCES program for a portion of the year:

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Non-School Program	Pupil Attendance Info
#1: point enrollment status changes to BOCES program	5678	08152024	02	10152024	*11	00	01-08
#2: attending BOCES program	5678	10162024	*11	02012025	*11	03	01-08
#3: return from BOCES program	5678	02022025	*11	00000000	00	00	01-08

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when the capturing this enrollment status change mid-year within the same school code.

BOCES School Coding

Students attending BOCES Schools are transferred out of the resident district to the BOCES school for the purposes of SEY reporting (group A pupil attendance information). Resident districts maintain a record with a group B pupil attendance information code for Student October and Special Education reporting. Students in grades 9-12 are transferred out of the graduation cohort for the resident district and into the graduation cohort for the BOCES school.

Resident District

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Info
#1: transfer to BOCES school	5678	08152024	02	10152024	13	**Group A:** 01-08
#2: attending BOCES school **(Automatically excluded from the SEY Snapshot)**	BOCES School code	10162024	11*	00000000	00	**Group B:** 31 or 33

*School entry type for Group B records may be any code as it does not impact the Student October or Special Education collections. The school entry type field is only used in the SEY collection for Group A pupil attendance records.

BOCES School

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Info
#1: transfer from resident school	BOCES school code	10162024	13	00000000	00	**Group A:** 02 or 04

Non-School Programs

The non-school program field on the SSA file indicates a student is receiving all of their educational services through a program run by a district, BOCES, or third-party entity without a school code. The school code for these students shouldn't reflect the student's home (or boundary) school or a district chosen school of accountability. These students will have group A (codes 01-08) pupil attendance information which means they will be reported in SEY. Do not use a school exit type that indicates the student is transferring out of your district when they have a change in enrollment status showing they are going to a non-school program. Instead, use the coding options below.

Non-School program status remains constant all year

School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Non-School Program	Pupil Attendance Info
Applicable code	08152023	Applicable code	00000000	00	00, 01, 02, 03, 04	01-08

Non-School program status changes mid-year

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Non-School Program	Pupil Attendance Info
#1: point non-school program status changes	5678	08152023	02	10152023	*11	00	01-08
#2: attending non-school program	5678	10162023	*11	00000000	00	01, 02, 03, or 04	01-08

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when the capturing this enrollment status change mid-year within the same school code.

Part-Time Home-based Education Receiving Services

The 'home based education' data field on the SSA file indicates a home school student who is receiving some services from the district. These students are included in the SEY collection but do have some considerations as some school exit types cannot be used when a student is indicated as home-based education '1' (yes). Additionally, students with an AYG that places them in the 4-, 5-, 6-, or 7- year graduation rates must have a school exit type at the end of the year that removes them from the AYG cohort, so they do not negatively impact the district/LEA's graduation rates.

Restricted School Exit Types

The following list of school exit types cannot be used when a student is indicated as home-based education '1' since the student is accountable to their home-based education program for their final educational outcome. The student's home-based education status would need to be set to '0' (no) if one of the following school exit types applies to the student. This also means the student will remain in the AYG graduation cohort for the district.

- School Exit Type 40, dropped out
- School Exit Type 01, reached maximum age for services
- School Exit Type 90, graduated with a regular high school diploma
- School Exit Type 92, other completer
- School Exit Type 93, HSED recipient in district program
- School Exit Type 94, HSED recipient out of district program
- School Exit Type 95, graduated after receiving an HSED in a prior year

- School Exit Type 96, graduated and completed a postsecondary program

SEY Coding for students with an AYG after the current year

When the student's AYG is not yet assigned (PK-8) or their AYG is in a future year, students are coded in the same manner as any other student completing the school year. The student is coded with school exit type 00 (did not exit) because they completed the school year.

The following school year the student with entry type '02' or '11'based upon the school they will be attending. If the student transfers out of the district/LEA over the summer, a one-day record is used to show how they left the district/LEA.

SEY Coding for Students with an AYG in the current or prior year

If a student's AYG is in the current year or a prior year they will be part of the 4-, 5-, 6-, or 7- year graduation cohort based upon their AYG. Home based education students are accountable to their home-based education program as this is the graduation or completion requirements they are working towards to complete high school. These students must exit a district/LEA at the end of the school year in a manner that removes them from the AYG cohort to ensure they do not negatively impact the district/LEA's graduation cohort and because they should not be reported in the AYG cohort for federal EdFacts reporting. The most common coding scenarios are listed below. It is important to note that school exit types 02, 05, 14, and 15 also remove a student from the AYG cohort and can be used for students with home-based education '1' (yes) if applicable.

Student will not return in the subsequent year

School Code	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Home Based Education	Internal Flag: AYG
Applicable code	120 or applicable grade	08152024	Applicable code	Last day of school	16	1	Current (2025) or prior year (2024, 2023, 2022)

Student will return in the subsequent year

School Year	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Home Based Education	Internal Flag: AYG
Current	120 or applicable grade	08152024	Applicable code	Last day of school	16	1	Current (2025) or prior year (2024, 2023, 2022)
Subsequent	120 or applicable grade	08102025	16	Last day of school	16	1	Prior year (2025, 2024, 2023)

Grade Reassignment

The SEY collection checks prior year grade level coding to current year grade level coding for students remaining in the same LEA, expecting students to follow a standard progression of increasing their grade level by one grade each year. This comparison is based upon the final record for a student in the prior year compared to the first record in the current year in the same LEA. Students with a retention code in the prior year are expected to begin the current year in the same grade level.

Examples:

- Student completed the prior year in grade 050. Student is expected to begin the current year in 060.

- Student completed the prior year in grade 050 with retention code 1 indicated. Student is expected to begin the current year in grade 050.

School Exit Type 10/Entry Type 10 are used to indicate a grade reassignment. Grade reassignments may take place within the same school code, or across schools within the same LEA.

Grade reassignments using entry/exit type 10 are not needed when a student moves between two different Colorado LEAs because there is no grade level check across LEAs at this time. The receiving LEA using school entry type 13 places the student in the applicable grade level per their review of the student's records and local policies.

One-Day Record: Grade misaligned from prior year final exit

When a student's prior year coding indicates an expected grade level in the current year that does not align with the actual grade level placement for the student, either due to incorrect retention coding in the prior year or a student who skips a grade, a one-day record at the expected grade is used to initiate a grade reassignment. The student's actual attendance record for the year will show the applicable grade level placement for the student, completing the grade reassignment with the use of entry type 10.

Prior Year retention code yes, current year student progressed instead of retained

Record Type	School Code	School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
One-Day	Applicable code	07012024	02	070	07012024	10
Actual Attendance Record	Applicable code (does not have to match one-day record)	08152024	10	080	00000000	00

Error code SE117 triggers when a student is marked retained in the prior year, but their first SEY record's grade in the current year advances +1. This coding pattern will clear the SE117 error.

Prior Year Retention Code No, current year student was retained

Record Type	School Code	School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
One-Day	Applicable code	07012024	02	090	07012024	10
Actual Attendance Record	Applicable code (does not have to match one-day record)	08152024	10	080	00000000	00

Error code SE115 triggers when a student is marked retention code 0 (no) in the prior year, but their first SEY record's grade in the current year does not advance +1. This coding pattern will clear the SE115 error.

Grade Acceleration

Student advanced more than +1 grade when comparing prior year to current year.

Record Type	School Code	School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
One-Day	Applicable code	07012024	02	070	07012024	10
Actual Attendance Record	Applicable code (does not have to match one-day record)	08152024	10	090	00000000	00

Error code SE115 triggers when a student's first SEY record's grade in the current year advances more than +1 grade. This coding pattern will clear the SE115 error.

Mid-Year Grade Reassignment

Districts/LEAs may reassign a student's grade level up or down mid-year as needed to align with the locally determined grade level of a student. See the posted grade to age chart for information about expected ages for students in each grade and the ages that will cause errors or warnings on the SSA file. Request a reporting exception if a student is receiving an error based upon their age for a specific grade level and the district has determined the student should be placed in that grade level even if they are out of the age range.

Record Type	School Code	School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
Initial Grade	Applicable code	08152024	02	110	11052024	10
Reassigned Grade	Applicable code (does not have to match one-day record)	11062024	10	120	00000000	00

Grade Reassignment and Retention Implications on AYG Cohort

Grades K-8

Students in grades K-8 experiencing a grade reassignment or retention will not impact the AYG cohort because they do not yet have an assigned AYG.

Entering Colorado Public High School for the First Time in Reporting Year

Students entering high school for the first time in the reporting year will have their AYG set based upon the highest reported grade level on or after October 1st across all Colorado LEAs. Grade reassignments/retentions that occur prior to October 1st will not impact the AYG assigned to the student. Grade reassignments after October 1st will impact the assigned AYG because the highest reported grade level will be used to determine AYG even if the student was grade reassigned down to a lower grade.

Student with an assigned AYG

Students with an assigned AYG, as determined in prior year SEY reporting when the student first entered a Colorado public high school, will maintain their assigned AYG even if they experience a grade reassignment/retention. Once assigned, AYG does not change.

Summer Dropout

Summer dropouts are students who dropout after the end of the prior school year and before the beginning of the current school year per the district's academic calendar. These students were coded with school exit type 00 (did not exit) in the prior SEY collection. A one-day record is required in the current school year to show the student dropped out. In most cases, the student is attributed to their last school of attendance and is considered a summer *school* dropout. If the student was supposed to matriculate between buildings before dropping out, then the student can be attributed to the district only as a summer *district* dropout. For example, a student who completed 8th grade in the prior year with school exit type 00 who should be matriculating to 9th grade in a different school within the district would be considered a summer *district* dropout instead of a summer *school* dropout if 8th grade is the highest possible grade level offered in their school from the prior year.

Summer School Dropout

Applies to 7th-12th grade students who are not matriculating between buildings. This student impacts the dropout rate for their last school of attendance, which is the school indicated by the school code on the record.

School Code	School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
Last school attended (matches final record in prior year)	07012024	02	Prior year + 1	07012024	40

Summer District Dropout

Applies to 7th-11th grade students who are matriculating between buildings, typically students entering 9th grade. This student impacts the dropout rate for the district but does not penalize the anticipated school of attendance. When reviewing COGNOS/CEDAR reports, this student is listed under the school 'Summer Dropouts' only. This coding pattern is the only acceptable use of school code '0000' on the SSA file as this school code is specifically designed for this purpose. This coding pattern is also the only acceptable use of school entry date 00000000 and school entry type 00.

Pupil Attendance Information	School Code	School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
03	0000	00000000	00	090 (applicable grade)	00000000	40

Instances of Mobility

State board rule 1-CCR-301-1 states, "Districts and the institute shall indicate an instance of mobility for a student after ten consecutive days of excused or unexcused absence."

Student collections (SEY, Attendance, etc.) focus on the time in which the student is *attending* a LEA school. This means at least two SEY records are needed to capture the mobility instance. The first record initiates the mobility instance with a school exit type 25 or 45 on the student's last day of attendance. The second record completes the mobility instance with school entry type 25 or 45 on the date of the student's return, at least 10 days after the student's exit date in the first record. These two records work together to capture the student's mobility instance, or extended absence.

LEAs should refer to their own internal policies/practices/procedures to document the time in which the student is not attending during an instance of mobility to ensure any LEA procedures for pursuing truancy or attempting to reengage the student are met. LEAs determine steps taken during this time of non-attendance such as communication with families, truancy procedures, and return to attendance procedures. **The time period of extended absence/discontinued education is not state reportable for student collections.**

Example: Extended Absence 10+ days through 6 weeks

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Info
Mobility Instance Initiated	5678	08152024	02	12012024	25	01-08
LEA internal record	Not reportable	Not reportable	Not Reportable	Not Reportable	Not Reportable	Not Reportable
Mobility Instance Resolved	5678	01252025	25	00000000	00	01-08

Example: Discontinued Education 6+ weeks but returned

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Info
Mobility Instance Initiated	5678	08152024	02	09152024	45	01-08
LEA internal record	Not reportable	Not reportable	Not Reportable	Not Reportable	Not Reportable	Not Reportable
Mobility Instance Resolved	5678	01252025	45	00000000	00	01-08

Enrollment Status Change

The SSA file includes data fields pertinent to a student's enrollment. Sometimes this information remains constant for a student for the entire school year and other times this status may change mid-year. When changes occur in data fields that impact the SEY collection for a student remaining at the same school instead of transferring between schools in the LEA, two separate records are needed to capture the change.

Critical status changes for data fields impacting SEY:

- Homebased Education
- Non-School Program
- Returning from Expelled Education
- Post-Secondary Program Enrollment
  - Note: It is best practice but not required to capture changes in Concurrent Enrollment status for this data field.

Example Coding using Non-School Program as the example:

Record	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Non-School Program	Pupil Attendance Info
#1: point non-school program status changes	5678	08152024	02	10152024	*11	00	01-08
#2: new non-school program status	5678	10162024	*11	00000000	00	01, 02, 03, or 04	01-08

Beginning in 2025-2026, the new school exit type '60' will replace '11' in this coding pattern when capturing enrollment status changes within the same school.

Important: When capturing an enrollment status change, the school code should be the same for both records and the school exit/school entry dates should be less than 10 days apart to ensure the record is not counted as an instance of mobility. Changes that occur across school codes are not considered enrollment status changes, but rather a transfer within the LEA even if the transfer also includes a change of a critical SSA field.

Optional status changes for data fields that do not impact SEY:

LEAs may use the enrollment status change coding pattern to capture other changes for SSA data fields used solely in the Student October collection for internal tracking purposes per LEA local practices.

SSA fields used only in OCT that do not impact SEY:
- Public School Finance Funding Status

- County code of residence for joint school districts
- District of parent's residence
- Country of parent's residence for non-residence students
- State of parent's residence for non-residence students
- Independent study course
- Work-based learning opportunity course
- Blended learning course
- Supplemental online course.

Note: Attendance data fields also do not impact the SEY collection but are not a reason to utilize an enrollment status change. Instead, attendance data fields capture the total days attended, excused, unexcused, etc. for the time frame of the attendance record (primary school = 1, student pupil attendance information between 01 and 08).

SSA fields identical across all SEY records

Some data fields on the SSA file should be treated more like demographic information rather than enrollment dependent information. The following fields should have identical values across all SSA records regardless of school code or other enrollment dependent field.

- Date First Enrolled in US
- Any of the 14 Gifted and Talented fields

Changes impacting record's inclusion in the SEY collection

Some changes will impact whether the record meets the criteria for inclusion in the SEY collection. When these changes occur, it is important to know that the school exit and entry types must be tracked across the records that are included in the SEY collection. School entry/exit types for records automatically excluded from the SEY collection are not utilized for any other student collection.

- Student Pupil Attendance Information—Movement between 'Group A' and 'Group B' codes
- Primary School

Example Student PAI Code Change (Group A to Group B)

This example shows coding that would be used if a student was attending a LEA school and then transferred to another district or BOCES school on a contractual agreement. There are many different contractual agreement situations where moving between Group A and Group B PAI codes impact the student's inclusion in student level data collections. Please see the *Contract Agreement Students: Impact of Pupil Attendance Information* guide on the [Student Interchange Website](#) for more information.

Record Note	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Info
Student attending school code in the LEA	5678	08152024	02	10152024	13	01-08
Student attending another district or BOCES school on a contractual agreement. **This record is excluded from SEY.** Other collections (OCT or SPED collections) may utilize this record.	5678	10162023	Can be any code, most LEAs find 11 most helpful	00000000	00	31 or 33

Example Primary School Change

This example is based on a student who originally attended the fictional 'Moon High School #5678' for the majority of their day but took a single course at the fictional 'Star High School #1234.' Mid-year they changed to attending 'Star High School' full time, leaving 'Moon High School.' The change of primary school from 0 to 1 at 'Star HS' must be captured because the student cannot have overlapping records with primary school = 1. This is a critical change, just focusing on the primary school data field and tracking the exit type across primary school records instead of the non-primary record.

Record Note	Primary School	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type	Pupil Attendance Info
Attending/Accountable to 'Moon HS'	1	5678	08152024	02	12182024	11	01-08
Taking one course at another school in the LEA; 'Star HS' **(Record excluded from SEY)**	0	1234	08152024	Any code; typically 11	12182024	Any code; typically 11	01-08
Moved to 'Star HS'	1	1234	01022025	11	00000000	00	01-08

Impact of School Code Changes

School code changes can impact the coding used in the SEY collection, most specifically related to school entry types and the use of a one-day record. If a school code that is valid in the current year is known to have a change for the following, it is the following year where the coding will be impacted. Students who complete the current year at that school code will still utilize school exit type 00 to show they finished the year.

School entry type 03 is specifically designed for one-day records where the school code and grade level were valid in the prior year for a specific LEA, but are no longer valid in the current year.

New School Code

When a LEA opens a new school, the school entry type on the first SEY for students transferring between schools in the LEA from one year to the next will be school entry type 11. The school entry type for students transferring from another educational setting/LEA will remain any applicable entry type code.

In-District/LEA Student Example

School Year	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record	5678	08152023	02	00000000	00
2024-2025 First Record Transfer to new school code	1234	08152024	11	00000000	00

Incoming Transfer (Out of LEA) Student Example

School Year	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2024-2025 First Record Incoming transfer to new school code	1234	08152024	13 or any applicable code	00000000	00

Grade Range Change

Grade range changes are only impactful for one-day records when the student transfers out of your LEA between school years and the grade they would have been in for the current year at their prior school code is no longer an option due to the grade range change.

The one-day record used for the transfer out scenario will show a grade level that was valid the prior year but is no longer valid in the current year because of the grade range change.

One-Day Record Scenario: Grade Range Change for School Code

In the scenario below, school code 5678 served Grades K-8 in 2023-2024 and is only serving grades K-5 in 2024-2025. This student transferred finished the 2023-2024 school year as a 6th grader, then transferred out of the LEA before the start of the next school year.

School Year	School Code	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record	5678	060	08152023	02	00000000	00
2024-2025 One-Day Record	5678	070	07012024	03	07012024	Applicable code

Closing

When a school code closes, there are two different coding scenarios. Students who are transferring to another school within the LEA are handled like any movement between schools in the LEA between years, using school entry type 11. The greater coding impact is for one-day records when the student transfers out of your LEA between school years and the school code they attended in the prior year is no longer valid.

Scenario 1: In-District/LEA Transfer

School Year	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record	5678	08152023	02	00000000	00
2024-2025 First Record Transfer to new school code	1234	08152024	11	00000000	00

Scenario 2: One-Day Record

In this scenario, both the school code and grade level of the one-day record must be a school code and grade level that was valid in the prior year but is no longer valid in the current year.

School Year	School Code	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record	5678	060	08152023	02	00000000	00
2024-2025 One-Day Record	5678	070	07012024	03	07012024	Applicable code

School Code Moves Between Authorizing LEAs

When a school code moves between authorizing LEAs there are impacts to both the prior LEA and the new LEA. The coding impacts occur at the start of the year the school code belongs to a new authorizing LEA. This type of school code change most commonly occurs when a charter school moves between authorizing LEAs.

Former Authorizing LEA

There are two situations that occur. Either the student remains with the school code and transfers out of the LEA **or** the student transfers to another school within the LEA. The coding for these two scenarios is different since transferring out of the LEA requires a one-day record where remaining with the LEA only impacts the entry type for their record within the LEA.

Student transfers to another school in the LEA

School Year	District Code	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record	1234	5678	08152023	02	00000000	00
2024-2025 First Record Transfer to school within the LEA	1234	1234	08152024	11	00000000	00

One-Day Record: Student transfers out of the LEA

The school moving between authorizing LEAs must provide the former authorizing LEA with information to appropriately code these students, this includes copies of adequate documentation of transfer to support the applicable school exit type for the one-day record.

School Year	District Code	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record	1234	5678	08152023	02	00000000	00
2024-2025 First Record Transfer out of the LEA	1234	5678	07012024	03	07012024	13 if remains with school code **or** any applicable code

New Authorizing LEA

The new authorizing LEA will use a school entry type 13 for students moving between LEAs along with the school code. They should provide the prior LEA with adequate documentation of transfer to support the prior LEA's use of school exit type 13.

School Year	District Code	School Code	School Entry Date	School Entry Type	School Exit Date	School Exit Type
2023-2024 Final Record Prior authorizing LEA Record	1234	5678	08152023	02	00000000	00
2024-2025 First Record New authorizing LEA	5678	5678	08152024	**13** (or other applicable code for students new to the school)	00000000	00

Section 6: Frequently Asked Questions and Discussion Topics

General Coding

SEY Collection Expectations

Question: How long are districts required to store End of Year files and other student information?

The Colorado State Archives sets the requirements for record storage for Colorado's public schools and districts. Complete guidelines for all educational records, including those for Senate Bill 05-091 requiring "adequate documentation of transfer", can be found on the Colorado State Archives website.

Regarding the Student End of Year collection, the State "School District Records Management Manual" specifically states that these records should be retained permanently by each district. The state archives office offers many free services to help districts meet this requirement including records disaster recovery training, records destruction services, and limited storage of original documents. More information about these services and contact information for the Colorado State Archives website.

Question: A student was only enrolled in our district for a short time during the current school year. Our district never 'claimed' this student in the RITS system, but now I am required to report them in our SEY submission. How can I include the student in the SEY snapshot without receiving an error message?

Students who attend school in your district must be reported by your district, even if it was only a short time frame of attendance. In instances where a student enters then exits a district so quickly that they miss the RITS update schedule, you need to do the following:

Login to the RITS system and enter the student's SASID.

Select the "Inactive Student" option near the LASID filed and update school to "non-attending."

As a courtesy, you can contact the Colorado school district that currently enrolls the student and let them know that you have updated the student's RITS record to show that the student did attend your district at some point during the current school year. The current district will then need to update the student's RITS record. For more information, visit the RITS website.

Question: How can I correct inaccurate data that was submitted in the prior year's SEY collection?

Once data has been submitted to CDE and approved/finalized by a district, it cannot be altered.

Students that have had their final school exit status misreported will need a record in the current school year to reconcile the situation, often called a one-day record.

Issues with other data fields are handled by ensuring accurate data in the current year, requesting exceptions for errors that may arise due to the incorrect coding in a prior year.

Example 1:
A student was reported as 05 (Exit Type – Out of country transfer) at the end of the previous school year, however they returned in the next school year. This student should be returned in the next school year with an entry type of 05 despite not truly exiting.

Example 2:
Text A student was reported with 00 (Exit Type – Not exiting) at the end of the previous school year, however they never returned in the next school year. This student will need a one-day record to show how they exited the district. It is possible this student was reported accurately as students who complete the school year should have exit type 00 regardless of their planned enrollment status for the next school year.

Example 3:
A student was marked as retained (or not retained) in the previous year however they did not enter the expected grade level in the next year. You will need to use the grade reassignment coding pattern in the next school year to correct the student's grade level.

Example 4:

A student's Language Proficiency was misreported in the prior year. In the current year, ensure accurate coding. If this causes an error because the student no longer follows the standardized multilingual learner progression, request an exception. Additional supporting documentation may be needed if the student has significant ML history.

School Entry/Exit Types

Question: When should I use school exit type '00'? How does CDE define this exit code?

School Exit Type Code '00' indicates that the student completed the school year in a given grade and school within your district. Exit Type '00' should be used for every student who completes the school year in your district – regardless of their anticipated enrollment status at the beginning of the next year. The students described in each of the following scenarios would be assigned an exit code of '00'.

- Scenario 1: Jimmy finished the school year with us, but I know for certain his family is moving to California over the summer.
- Scenario 2: Kate finished middle school this year and will be starting at our high school next year.
- Scenario 3: Tom is a high school senior who will need to repeat 12th grade next year.
    - Retention code must be '1'

Question: What is considered 'finishing' the school year when using school exit type '00'?

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 or have completed all coursework early, meaning they have completed the locally defined requirements for the current grade and will be promoted to the next higher grade the following school year."

These students use Exit Type Code '00' with an Exit Date of '00000000' – regardless of their anticipated enrollment status at the beginning of the next year.

Question: Are some school entry and exit types dependent upon one another?

Yes, school exit types must be followed by a record with the corresponding school entry type. Some school entry types are only allowed if a student had a specific school exit type in a prior year. See the Enrollment Record Guide posted on the SEY website for more information about entry and exit type pairs.

Question: Where can I find more information about when to use each school entry or exit type?

See the Enrollment Record Guide posted on the SEY website or the Student Interchange website.

One-Day Records

Question: What is a one-day record?

A record used to reconcile a student's record based upon prior year data. The school entry and exit date are either the exact same day, or back-to-back days to show this student didn't attend but the entry/exit circumstances need to be reported for dropout or graduation/completion rate purposes. In most circumstances, one-day records are dated prior to the LEA's start of the school year.

- Single Day: 07/01 entry date, 07/01 exit date
- Back-to-Back Dates (if your SIS doesn't allow use of exact same day): 07/01 entry date and 07/02 exit date.

Reconcile a Prior Year Record with school exit type 00

Students who were reported in the prior year with an exit type '00' are required to have a record in the current year. CDE requires this record to reconcile the exit status of the student in the next school year. The enrollment record can have any entry/exit date after July 1st for the school year and the exit type needs to indicate where the student went after leaving your district. This is often referred to as a 'one-day' record because it shows the student entering and exiting the district on the same day.

- **Scenario 1:** Student finished the prior school year with us and moved to California over the summer before the start of the current school year.
    - In this case, the student would have an appropriate entry type of 02 or 11 and would exit on the same day with an exit type of 14.
- **Scenario 2:** Student finished the prior school year with us and enrolled in a private school over the summer before the start of the current school year.
    - In this case, the student would have an appropriate entry type of 02 or 11 and would exit on the same day with an exit type of 15.
- **Scenario 3:** Student finished middle school in the prior year and will be starting at our high school in the current year.
    - This is an example of a regular progression between school years. The student should have an entry type of 11.
    - This student does not need a one-day record.
- **Scenario 4:** Student is a high school senior who was indicated as retained at the end of the prior year. The student will repeat 12th grade in the current year.
    - This is an example of a regular progression between school years.
    - This student does not need a one-day record.

Sample One-Day Record

Final Enrollment Record (2023-2024)	One-Day Record (2024-2025)
School Code: 1234 (Star Elementary) **Grade Level:** 040 **School Exit Date:** 00000000 **School Exit Type:** 00 (did not exit)	**School Entry Date:** 07012024 **School Entry Type:** 02 **School Code:** 1234 (Star Elementary) **Grade Level:** 050 **School Exit Date:** 07012024 **School Exit Type:** 14

Multilingual Learner Note: Students who are Multilingual Learners should be coded along the ML progression even for one-day records. This means a student who was FEP MY1 in the prior year, then transferred out of the LEA over the summer with a one-day record would have FEP MY2 coding for their one-day record to follow the progression.

End of the Year One-Day Record

In rare circumstances, a one-day record may be used at the end of the school year to update a student's final exit status from the LEA because the LEA is the last district of attendance, which means the student remains in their AYG cohort. This is done for students who were not attending your LEA in the current year but remain in your AYG Graduation Cohort and have an updated final exit status of a graduate/diploma recipient per documentation received by the LEA regarding the updated status. Adjustment records may be used instead for students whose updated status is an HSED recipient or transferring out of the AYG cohort.

These one-day records are best dated 6/30 for the entry/exit date as it is the latest possible date in an academic year. Below is a sample coding pattern used for a student whose final exit status from a LEA needs to be updated.

School Entry Date	School Entry Type	Grade Level	School Exit Date	School Exit Type
06302024	19	120	06302024	90

List of end of year one-day record scenarios:

Prior Year School Exit Type	Scenario	6/30 One-Day Record Entry/Exit
12 – Transfer to a detention center within LEA	Student completed education as a graduate while attending the detention center	School Entry Type 12 School Exit Type 90
18 – Transfer to a Career and Technical (Vocational) Education Program	LEA received notification that the student completed their education as a graduate while attending the vocational education program not administered by a Colorado LEA.	School Entry Type 18 School Exit Type 90
19 – Transfer to a Facility School	LEA received notification that the student graduated from the state facility school or state operated program.	School Entry Type 19 School Exit Type 90
21 – Transfer to a facility operated by CO Dept. of Corrections or Division of Youth Corrections	LEA received notification that the student graduated from the Division of Youth Services/Department of Corrections program.	School Entry Type 21 School Exit Type 90
26 – Transfer to a detention Center out of LEA	Student completed education as a graduate while attending the detention center	School Entry Type 26 School Exit Type 90
90 with retention 3 followed by exit 13 – Graduate who transferred to another LEA to attend SPED 18-21 Transition program	Student completed SPED Transition and is ready to have their diploma issued by the LEA who counted them as a graduate.	School Entry Type 13 School Exit Type 28

Question: I created a one-day record and now am getting an error because this student was not included in Student October, what do I do?

One-day records used to indicate students who transferred out of the district over the summer should be dated prior to October count. This prevents SEY errors related to the entry/exit dates for the record. Check the student's entry/exit date on your SSA file to ensure it is truly one day and before Student October count. If the student should not have a one-day record and should have enrollment history that includes the Student October count date, then request an exception for this error from the SEY custodian.

Retention Codes

Question: I have a student with more than one enrollment record who I marked retained at the beginning of the year because they ended up repeating a grade, why am I getting an error?

Retention codes are only applied to the final record for a student within a school year. They are used to indicate that a student will return to the same grade level in the subsequent school year. Retention codes are never applied at the beginning of a school year to indicate a retention. Use the grade reassignment exit/entry pattern instead.

Question: How should I code a Kindergarten through 11th grade student who has been retained?

If a student is retained in grades K-11, LEAs should enter a '1' (Yes, student will repeat this grade in the next school year) into the retention code field on the SSA file for the student.

If the decision to retain a student is made after the SEY submission is complete, or if your district forgets to code a student as retained, you must use the grade reassignment pattern found in section 5 of this guide in the next school year.

Question: How should I code a 12th grade student who has been retained?

If a 12th grade student has been retained for any reason other than to participate in a postsecondary program or SPED 18-21 transition services in the subsequent school year, code the student with a standard retention code '1' in the retention code field of the student's SSA record. See the common coding patterns in section 5 of this guide for information regarding 12th grade students returning to participate in ASCENT, PTECH, TREP or Special Education 18-21 transition services.

English Language Learners

Question: What is the standard English Learners progression?

English Learners who are redesignated follow a standardized coding progression to reflect the monitoring process that takes place in an LEA before a student is considered a former English Language learner. Visit the Culturally and Linguistically Diverse Education (CLDE) website for more information regarding identification and redesignation criteria for English Learners.

NEP	LEP	FEP Monitor Year 1	FEP Monitor Year 2	FEP Exited Year 1	FEP Exited Year 2	FELL
• Language Proficiency 1 • May remain NEP for multiple years	• Language Proficiency 2 • May remain LEP for multiple years	• Language Proficiency 6 • First year after redesignation occurs	• Language Proficiency 7	• Language Proficiency 8	• Language Proficiency 9	• Language Proficiency 5

Question: How should English Language Learners be coded in SEY?

A student's language background, language proficiency, and language instruction program are indicated on the DEM file. The data cycle for English Learners is designed so students remain with one designation for an entire school year which means a student's language proficiency in SEY should match their proficiency in OCT of the current year. Students who are redesignated or are moving along the EL standardized progression are updated between school years so the change can be reflected from one school year to the next.

Review the English Learner Coding Guide on the Student Interchange website for more information.

Question: How should a district code a student whose home language survey indicates that their home language is not English but, after taking an English Language assessment (screener), is found to be English Proficient?

The student's language background should be coded as the student's home language. The student's language proficiency code will be based upon their prior EL history.

- Language Proficiency 4 (PHLOTE) if the student has never received EL services.
- Language Proficiency 5 (FELL) if the student previously received EL services and has completed all four years of FEP monitoring.
- If the student previously received EL services but had not yet reached FELL status, pick up where the student left off in the standardized EL coding progression.

Question: What if a student was reported as an English Learner in Student October, but was later determined to have a language background of English? Or a student who was previously reported as having a language background of English was later determined to not speak English at home?

The district will need to request an exception for the errors that result from the proper coding. Send the exception request form to the Student End of Year data custodian using the secure file transfer system (Syncplicity).

The exception request template and Mid-Year EL Change form can be found on the SEY website in the 'Templates' section.

Note: A Mid-Year EL Coding Change Form is required when a student's EL coding is changing after Student October in the same school year and same district with an EL history > 2 years (3 Student October, 2 Student End of Year collections).

Question: What language proficiency coding is used if an English Learner exits the LEA and then returns, either in later in the current year or in the following year?

Follow the guidance for screening students on the CLDE website. Returning students are placed according to this guidance. If the student's language proficiency changes in alignment with the screening guidelines on the CLDE website, request an exception for any errors that may arise from proper coding.

This includes students who left your district as FEP MY1, FEP MY2, FEP Exit 1, FEP Exit 2. These students should also be screened for language proficiency and coded with the corresponding language proficiency code.

Review the English Learner Coding Guide on the Student Interchange website for more information.

Dual Enrolled Students

Question: What happens if a student is dual enrolled in two separate districts?

There are many reasons a student may be dual enrolled in two separate districts. Students who are counted in membership in a district at any point during the year are included in the student end of year snapshot, which includes dual enrolled students.

A student may only be counted as a graduate/completer from one district. When a dual enrolled student is graduating/completing, districts must work together to determine which district will claim the student as a graduate/completer and which district will exit the student with Exit Type '13' - transfer to a public school in a different Colorado district.

Common Coding Issue: If the student is an English Learner, errors/warnings may arise if the districts do not code the student with the same Language Proficiency. Contact the SEY collection lead if you have questions about these coding patterns.

Contact the SEY collection lead if you have questions regarding the specific circumstances surrounding a dual enrolled student.

Internal Flags

Federal Race Ethnicity

Federal Race is used in many of our Data Pipeline Collections that allows us to identify student's race/ethnicity. Race/Ethnicity fields are collected in the Student Demographic File within the Student Interchange. These 6 fields are Student's Ethnicity: Hispanic or Latino, Student's Race: American Indian or Alaska Native, Student's Race: Asian, Student's Race: Black or African American, Student's Race: White, and Student's Race: Native Hawaiian or Other Pacific Islander.

LEAs indicate the student's race/ethnicity on each of the six race/ethnicity fields on the DEM file. Each field is a Yes (1)/No (0) field for each race or ethnicity. Upon taking a SEY Snapshot, the data from the DEM then gets converted to our Federal Race Internal Flag. The Federal Race/Ethnicity Internal Flag is the single category used to classify the student or staff member in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member.

Code	Federal Race/Ethnicity Description	DEM file contributing fields
01	American Indian or Alaska Native	American Indian or Alaka Native = 1 (Yes)
02	Asian	Asian = 1 (Yes)
03	Black or African American	Black or African American = 1 (Yes)
04	Hispanic or Latino	Any single race or combination of races where the Hispanic or Latino ethnicity field = 1 (Yes)
05	White	White = 1 (Yes)
06	Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander = 1 (Yes)
07	Two or More Races	Any combination of two or more races where the Hispanic or Latino ethnicity field = 0 (No)

Anticipated Year of Graduation

Anticipated Year of Graduation (AYG) is used to determine graduation cohort groups for calculating on-time graduation and completion rates. The four-year on-time graduation rate measures the percentage of students who graduate high school in four years or less after entering ninth grade. Thus, when a student initially enters the ninth grade in Colorado (as reported in Student End of Year), an anticipated year of graduation is assigned four years later. Students who enter a Colorado public school for the first time after their ninth-grade year are assigned an AYG based upon their entry grade level.

AYG Assignment

A student's Anticipated Year of Graduation (AYG) is automatically assigned during the Student End of Year data collection process. Once a student is assigned an AYG, they remain in that AYG throughout their high school career even if they experience a grade reassignment or retention. This automated process works through the following questions:

1. Does the student already have an AYG cohort assigned from a prior year?
   - Yes, fill in the AYG cohort information for this student based upon the prior year information.
     - This includes students with an AYG cohort assignment from any Colorado district, not just the district the student currently attends.

- In very rare circumstances, a student in 7th or 8th grade may have an assigned AYG if they were assigned an AYG in a prior year and had a grade reassignment placing them back in a younger grade in the current school year.
   a. No, continue to step 2.
2. Should the student be assigned an AYG cohort this year?
   o Yes, if the student is in 9th grade or above as of October 1st of the current school year.
      - The student's highest reported grade level as of October 1st will determine the assigned AYG cohort in the year the student's cohort is being assigned.
   a. No, if the student is in Preschool through 8th grade.

Grade Level	AYG Assignment Calculation	Example (Current Year 2024-2025)
9th Grade	Current Year + 3	AYG 2028
10th Grade	Current Year + 2	AYG 2027
11th Grade	Current Year + 1	AYG 2026
12th Grade	Current Year	AYG 2025

Note: AYG cohorts are represented by the year of the Spring semester of the anticipated school year of graduation. So, an AYG of 2025 means the student is anticipated to graduate in the 2024-2025 school year.

AYG Assignment Data Fields

- *Starting Year for Graduation Cohort:* The school year that the student was placed into an AYG graduation cohort.
- *Starting Grade for Graduation Cohort:* The grade attended when the student was placed into a graduation cohort.
- *Starting District for Graduation Cohort:* The district attended when the student was placed into a graduation cohort.
- *Anticipated Year of Graduation:* The school year the student is anticipated to graduate in, also known as the student's AYG graduation cohort.

AYG Assignment Technical Notes

If no prior AYG data was found for the given SASID, Data Pipeline will then check if an AYG should be assigned to the student in the current year using the following criteria.

- Student is in grade 090, 100, 110, or 120 and does not already have an assigned AYG.
- School code is not from a detention center (9801-9809)
- Student's school exit date is 00000000 or is on/after October 1st of the current year
   o School exit date is ignored if the student has a school exit type of 01, 18, 19, 20, 21, 26, 30, 40, 50, or 70. See the Student School Association file layout on the Student Interchange website for detailed descriptions of school exit types.

Students who meet the above criteria will have their AYG set along with the supporting data fields. The record with the highest grade level on or after October 1st will be used to set the student's AYG cohort.

- *Starting Year for Graduation Cohort:* set to current reporting year
- *Starting Grade for Graduation Cohort:* set to current grade level
- *Starting District for Graduation Cohort:* set to current reporting district
- *Anticipated Year of Graduation:* calculated based upon student's grade level

Students who do not meet the above criteria will have their AYG data fields zero filled for the current year.

- *Starting Year for Graduation Cohort:* 0000
- *Starting Grade for Graduation Cohort:* 000
- *Starting District for Graduation Cohort:* 0000
- *Anticipated Year of Graduation:* 0000

AYG Reconciliation

If a student is reported with multiple enrollment records at different grade levels (same district or across districts) in the current year and is entering 9th grade or above for the first time in the current year, an AYG reconciliation may take place once all districts have submitted their data. The final value determined in this process is based upon the student's highest reported grade on or after October 1st.

Scenario:

- District A reports student in 10th grade with an exit date on/after October 1st
- District B reports student in 9th grade with an exit date on/after October 1st

Outcome: In this scenario, the student's AYG will be set based upon District A's reported grade level of 10th grade, setting the AYG to current year + 2.

Question: A student is transferring into the district from out of state or out of country who the age of an 11th grade student without any transferable high school credits or only enough credits to place them in 9th or 10th grade. What grade level should they be placed in? How does this impact AYG?

Districts determine the appropriate grade level for a student based upon their local policies. Districts are encouraged to consider placing a student based upon their placing the student in a grade level that matches their current credits and instructional needs even if the student is slightly older than the expected age for the grade level but within the maximum age. Districts may also wish to consider a student's age to determine if they can reach the 12PthP grade before they reach the maximum age for educational services. Ultimately, districts are best suited to determine the appropriate grade for a student based upon their educational needs, credits, and age.

It is important to remember that AYG is set based upon the highest grade level the student is enrolled in on or after October 1PstP in the school year the enter a Colorado public high school for the first time and that once set, AYG does not change. This means districts need to be intentional when coding incoming transfer students from out of state or country to ensure the student's highest reported grade level on or after October 1st aligns with the grade level the district has determined to be most appropriate for the student.

Instructional Program/Service Type (IP/ST) flags

IP/ST internal flags are used to aggregate students for dropout, graduation, completion, mobility, and stability rates. Dropout and Mobility/Stability rates are annual calculations, utilizing yearly values for IP/ST aggregations. Graduation/Completion rates are cohort-based calculations, utilizing cohort values for IP/ST aggregations.

IP/ST Yearly

Instructional Program Services Type yearly fields are set to '1' (yes) based upon a student's status for the subgroup in the current. Not all IP/ST subgroups use separate 'Yearly' IP/ST internal flags and are determined based on the other relevant data fields.

- Economically Disadvantaged – Student reported as free lunch or reduced-price lunch eligible (FRL = '01' or '02')
- Gifted and Talented – Student reported as gifted and talented ('9')
- Homeless – Student reported as homeless ('3' or '4')
- Migrant – Student reported as migrant ('1')

IP/ST Cohort

Instructional Program Services Type cohort fields are set to '1' (yes) based upon a student's status for the subgroup in the current collection and in prior collections. These cohorts are utilized for calculating graduation/completion rates for the IP/ST cohort. If a student with an assigned AYG (grades 9-12) belongs to one of the subgroups below at any point during their high school career they remain part of the subgroup, even if they are not an active member of the subgroup in the current year. For example, a student will be included in the English Learner IP/ST Cohort if they were an English Learner in their 9th grade year even if they transition out of an EL program and were considered a former English Learner later in their high school career.

- Economically Disadvantaged – Student reported as free lunch or reduced-price lunch eligible (FRL = '01' or '02') at some point during 9th-12th grade
- Gifted and Talented – Student reported as gifted and talented ('9') at some point during 9th-12th grade
- Homeless – Student reported as homeless ('3' or '4') at some point during 9th-12th grade
- Migrant – Student reported as migrant ('1') at some point during 9th-12th grade
- Title I – Student reported as Title I ('2' or '3') at some point during 9th-12th grade
- Postsecondary Program – Student reported as retained to participate in a postsecondary program such as ASCENT/PTECH/TREP (retention code '2') as a 12th grader
- English Learner – Student reported as an English Learner (NEP, LEP, FEP M1, FEP M2) at some point during 9th-12th grade
- Student with a Disability – Student reported as special education student ('1') at some point during 9th-12th grade
- Military Connected – Student reported as military connected ('1') at some point during 9th-12th grade
- Foster – Student reported as foster ('1') at some point during 9th-12th grade

Graduates and AYG Cohort

Mid-Year Graduates (Early Graduates)

Question: What school exit date should be used for students who complete graduation/completion requirements mid-year?

The school exit date for a student should reflect the last date of attendance, even if that is mid-year and the student has school exit type 90-96, indicating a graduating or completing student.

Question: What if the mid-year graduate won't participate in a graduation ceremony until the end of the year (e.g., May)?

The school exit date should reflect the last date of attendance for the student. This is true even if the student will not participate in a graduation ceremony until later in the school year.

Question: What impact do early graduates have on graduation rates?

Students are included in the graduation rate for their AYG. If a student graduates after 3 years of high school, they are still reflected in the 4-year graduation rate for their AYG when their AYG reaches its 4th year. 3-year graduation rates are available for internal district use via COGNOS/CEDAR but are not posted as part of public reporting.

Students who graduate mid-way through their 4th year of high school are reflected in the 4-year graduation rates for their AYG. The same remains true for any 5th, 6th, or 7th year student who graduates mid-year. They are counted for the graduation rates of their AYG cohort.

AYG (Graduation) Cohort

The Anticipated Year of Graduation (AYG) cohort is the group of students with the same assigned AYG within a school/district that make up the graduation base count (denominator) in graduation and completion rates posted on the graduation statistics site. School Exit Types 90-96 indicate students who are counted in the numerator of either graduation or completion rates as well as the denominator since these are students who have graduated or completed their high school education.

Students who are considered 'verified transfers out' of a district are removed from the graduation cohort upon exit from the school/district. In some instances, a student will exit a school/district but remain in the graduation cohort based upon the circumstances around their transfer. The list below reflects the school exit types that indicate students who remain in a graduation cohort. A student's inclusion in the AYG cohort is based upon their final school exit type in a school/district.

Some school exit types may have adjustment justification codes applied later that remove the student from the AYG cohort or update their status to allow them to count as a graduate or completer within their AYG cohort under very specific circumstances. For more information about adjustment records, see the Student End of Year website.

Verified Transfers Out

When the following school exit types and adjustment justification codes are used as the final exit status for a student from an LEA, the student is removed from the AYG cohort as these students are considered verified transfers out of the cohort. Adequate documentation of transfer is required for each of these school exit types as verification the student transferred out of the LEA. See the SSA & ADJ file layouts posted on the Student Interchange website for detailed descriptions of each school exit type and adjustment justification code.

File	Data Field	Code	Short Description
SSA	School Exit Type	02	Death
SSA	School Exit Type	05	Transfer to a school in a different country
SSA	School Exit Type	13	Transfer to a public school in a different Colorado LEA
SSA	School Exit Type	14	Transfer to a school in a different state or US Territory
SSA	School Exit Type	15	Transfer to a non-public school
SSA	School Exit Type	16	Transfer to home-based education (home schooling)

File	Data Field	Code	Short Description
ADJ	Adjustment Justification Code	41	Request for Transcripts received – prior dropout or transfer that remains in the cohort (prior exit type 40, 00, 18, 19, 21, 26, 30)
ADJ	Adjustment Justification Code	51	Request for Transcripts received – prior expulsion (prior exit type 50)
ADJ	Adjustment Justification Code	71	Request for Transcripts received – prior HSED transfer (prior exit 70)

Remains in the Cohort

When the following school exit types and adjustment justification codes are used as the final exit status for a student from an LEA, the student remains in the AYG cohort as these students are considered accountable to the LEA for graduation rate purposes. LEAs are encouraged to follow up annually with students who have left the LEA in a manner where they remain in the AYG cohort to determine if their final educational status has changed, requiring the LEA to update their SEY records to count the student as a graduate or completer. Some of these school exit types require adequate documentation. See the SSA & ADJ file layouts posted on the Student Interchange website for detailed descriptions of each school exit type and adjustment justification code.

File	Data Field	Code	Short Description
SSA	School Exit Type	00	Student did not exit
SSA	School Exit Type	01	Reached maximum age for services
SSA	School Exit Type	12	Transfer to a detention center within district
SSA	School Exit Type	18	Transfer to a Career and Technical (Vocational) Education program not administered by a Colorado school district or BOCES
SSA	School Exit Type	19	Transfer to a Licensed Eligible Approved Facility School or State Operated Program
SSA	School Exit Type	21	Transfer to a facility operated by the Colorado Department of Corrections or Division of Youth Corrections
SSA	School Exit Type	26	Transfer to a detention center out of district
SSA	School Exit Type	30	Illness/Injury
SSA	School Exit Type	40	Dropped out
SSA	School Exit Type	50	Expulsion – student not receiving services and does not return before the end of the year
SSA	School Exit Type	70	HSED Transfer
SSA	School Exit Type	90	Graduated with Regular Diploma *Note: Student is counted as a graduate for graduation rates*
SSA	School Exit Type	92	Other Completer *Note: Student is counted as completer for completion rates*
SSA	School Exit Type	93	HSED Recipient – in district program *Note: Student is counted as an HSED recipient for completion rates*
SSA	School Exit Type	94	HSED Recipient – out of district program *Note: Student is counted as an HSED recipient for completion rates*
SSA	School Exit Type	95	Received regular diploma in current year after being reported as an HSED Recipient in a prior year *Note: Student is counted as a graduate for graduation rates*

File	Data Field	Code	Short Description
SSA	School Exit Type	96	Graduated and completed a Postsecondary Program *Note: Student is counted as a graduate for graduation rates*
ADJ	Adjustment Justification Code	40	No Documentation of Reenrollment (dropout) – Prior exit type 00
ADJ	Adjustment Justification Code	42	Received HSED from a program not administered by the LEA – Prior dropout (prior exit type 40) *Note: Student is counted as an HSED recipient for completion rates*
ADJ	Adjustment Justification Code	52	Received HSED from a program not administered by the LEA – Prior expulsion (prior exit type 50) *Note: Student is counted as an HSED recipient for completion rates*
ADJ	Adjustment Justification Code	77	Received HSED from program not administered by the LEA – Prior HSED transfer (prior exit type 70) *Note: Student is counted as an HSED recipient for completion rates*
ADJ	Adjustment Justification Code	90	Misreported Graduate – Prior school exit 00 *Note: Student is counted as a graduate for graduation rates*
ADJ	Adjustment Justification Code	96	Misreported Graduate, Postsecondary Program – Prior school exit 00 *Note: Student is counted as a graduate for graduation rates*

Prior Graduates in Postsecondary Program or SPED Transition

Students counted as graduates who return to participate in postsecondary programs (i.e., ASCENT, PTECH, TREP) or Special Education 18-21 transition services remain in the graduation cohort for the LEA where they were counted as a graduate in a prior year. These students will have a school exit type that indicates they are a previous graduate with a coding pattern matching their circumstance. See the coding patterns in section 5 of this manual for more details. See the SSA file layout posted on the Student Interchange website for detailed descriptions of each school exit type.

File	Data Field	Code	Short Description
SSA	School Exit Type	22	Student exited the LEA after previously being coded as a graduate in a prior year
SSA	School Exit Type	23	Previous graduate did not complete a postsecondary program
SSA	School Exit Type	24	Previous graduate completed postsecondary program
SSA	School Exit Type	27	Previous graduate who will participate in special education 18-21 transition services next year
SSA	School Exit Type	28	Previous graduate who completed special education 18-21 transition services

International Exchange/Foreign Exchange Students in the AYG Cohort

Students in grades K-11 participating in international exchange who complete the school year with school exit type 00 will not negatively impact the AYG cohort because their AYG would be set based upon their grade level in the current year and would not be an AYG old enough to receive a rate in the current year. The student would have a one-day record the following year to transfer the student out of the LEA just like any other exit between school years scenario.

Special care is needed for students in grade 12 participating in international exchange because their AYG will be set to the current year, impacting the 4-year AYG cohort.

LEAs must follow their local policies to determine the appropriate final school exit type for a student participating in an international exchange. Below are the three outcomes based upon the LEA's policies regarding international exchange.

Scenario 1: Student will not receive a completion certificate or diploma

This is the most common scenario. The student participates in the program and then returns to their home country to continue their education, receiving the equivalent of a completion certificate or diploma from a school in their home country. The LEA does not have a policy that would allow the student to be awarded a completion certificate or diploma.

In this scenario, the student is removed from the AYG cohort at the end of the year because of their final school exit type.

School Code	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	AYG set based on current year record (2024-2025 example)
1234	120	08152024	05	05252025	05	2025

Scenario 2: Student receives a non-diploma certificate of completion

Some LEAs have a policy that allows the student to receive a non-diploma certificate of completion at the end of their international exchange year. When this occurs, the LEA may count the student as an 'other completer.'

In this scenario, the student remains in the AYG cohort and counts as a completer for completion rates

School Code	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	AYG set based on current year record (2024-2025 example)
1234	120	08152024	05	05252025	92	2025

Scenario 3: Student receives a high school diploma

In very rare circumstances, a LEA may have a policy that allows the student to receive a high school diploma from the Colorado high school attended during their international exchange program. These rare circumstances are impacted by the student's visa type, transcripts, LEA graduation requirements, and state graduation guidelines requirements. If a student meets LEA policy and graduation guidelines to be considered a graduate, the LEA will indicate them as such in their SEY reporting.

In this scenario, the student remains in the AYG cohort and counts as a graduate for graduation rates.

School Code	Grade Level	School Entry Date	School Entry Type	School Exit Date	School Exit Type	AYG set based on current year record (2024-2025 example)
1234	120	08152024	05	05252025	90	2025

Adjustment Records

Adjustments are used to update the school exit type scenario for a student in your AYG cohort who attended your district in a prior year, did not attend your district in the current year, but your district received updated information regarding their educational status in the current year.

Adjustment records are only used for students in grades 7-12 who attended your district in a prior year and were reported as a dropout, expulsion, HSED transfer, not exiting, or an exit type that keeps the student in your AYG cohort (prior year school exit types 00, 40, 50, 70, 18, 19, 21, 26, 30). If a school district receives notification that a student who remains in their AYG cohort is an HSED Recipient or has transferred to a new educational setting, an adjustment record may be used to update the AYG cohort.

These records are most commonly used during the Cross LEA phase of the Student End of Year (SEY) collection to address SE700 series errors but can be added at any point during the collection cycle.

Adjustment records do one of the following things:

1. Count the student as an HSED Recipient.
    a. The student remains in the AYG cohort and is counted as a completer for completion rates.
2. Remove the student from the AYG cohort because adequate documentation of transfer shows the student has transferred to a new educational setting.
3. Count the student with exit type 00 in the prior year as a dropout in the current year.
    a. This may also be accomplished using a one-day record instead of an adjustment record.
4. Count the student with exit type 00 in the prior year as a graduate.
    a. This is often better handled with a one-day record because of graduation guidelines checks.

See the Adjustment File Directions on the [SEY Website](#) for more information.

Section 7: SEY Data Use and Privacy Guidelines

SEY data has multiple uses including publicly reported rates, accountability frameworks, federal EdFacts reporting, legislative reports, and much more. [See the Mandatory Data Pipeline Collections Legislation and Uses document posted on the Data Pipeline Resources page for more information about the legislative mandates for required CDE data collections.](#)

Public Rates

The primary use of SEY data is publicly reported graduation/completion, dropout, and mobility/stability rates. These rates are posted on the Colorado Education Statistics website and utilized across many programs at CDE when reflecting upon student outcomes. See each specific rate website for information regarding the calculations used for each of these rates.

- [Graduation and Completion Statistics Website](#)
- [Dropout Statistics Website](#)
- [Mobility and Stability Statistics Website](#)

Accountability: Performance Frameworks

School and District Performance Frameworks utilize data from the SEY collection. This includes graduation rate, dropout rate for grades 9-12, and the percentage of military enlisted students age 17 and older. [See the state accountability website for more information.](#)

Federal EdFacts & ESSA Reporting

SEY data is the source for several EdFacts files that Colorado submits to the U.S Department of Education. This includes data such as dropout counts, graduate and completer counts, graduation rates, counts of homeless students, counts of Title 1 students, and more.

Due to nuanced differences in state guidelines compared to federal guidelines, the graduation rates used for EdFacts and ESSA are slightly different than the publicly reported graduation rates used for state accountability frameworks. In all cases the publicly reported graduation rate for state accountability frameworks is the same or higher than the graduation rates reported for EdFacts and ESSA.

There are slight differences in state and federal reporting of students completing their education who are not graduates. State reporting generates completion rates where federal reporting only requires a count of completers.

The CEDAR/COGNOS report 'Federal Reporting: Graduation Data,' allows LEAs to review the counts of students reported as graduates and completers for federal reporting and the federal graduation rate.

Federal vs State Graduate

Colorado allows students indicated as working on alternate state standards (alternate assessment participants) to be counted as graduates at the state level. These students do not meet the federal definition of a graduate and are counted as completers rather than graduates for federal reporting. CDE uses the data field 'alternate assessment participant' in conjunction with the school exit types indicating graduates (90, 95, 96) to differentiate between students counted as graduate at the state level and those who must be considered other completers at the federal level.

The CEDAR/COGNOS report 'Student List: AYG Cohort' includes the alternate assessment participant field to allow LEAs to validate this information at the student level.

School Exit Type 90, 95, 96 with Alternate Assessment Participant 1 (yes) indicates a student who will be counted as a graduate in state graduation rates, but as an 'other completer' for federal EdFacts reported graduate counts and rates.

See your local LEA policies regarding students working on alternate state standards to determine if the student meets your local graduation requirements to be counted as a graduate, or if your local policy would consider these students as other completers who receive a non-diploma certificate of completion.

Federal vs State Completer

State completion rates consider students with school exit type 92 (other completer) and school exit types 93/94 (HSED recipient) as completers. Federal reporting does not recognize students receiving their HSED as a high school completer. Federal reporting does not generate completion rates either, only counts of completers. In federal reporting, students with school exit type 92 are counted as 'other completers' **and** students with school exit type 90, 95, or 96 who also have alternate assessment participant = 1 (yes) are counted as 'other completers.'

Other Data Uses

SEY data is used for many statutorily required reports. These reports can be viewed on CDE's statutorily required reports website. Other data uses for SEY include internal analysis designed to inform CDE program staff regarding specific programs, outcomes, and student populations to support data driven decision-making.

Data Privacy Guidelines

Beginning with the 2022-2023 school year, data privacy guidelines are applied to publicly reported district and school level graduation/completion, dropout, and mobility/stability rates to maintain student data

privacy. The methods for student data privacy include blurring of AYG cohort/membership base sizes with small populations, blurring AYG cohort/membership base sizes for subgroups with small populations, and top/bottom masking of rates. While complicated, these methods ensure student data is protected while providing transparent information regarding graduation/completion rates, dropout rates, and mobility/stability rates as much as possible.

For more information regarding these guidelines, see the SEY Data Privacy Guidelines site.