2017-2018 DLM: ELA & Mathematics Student Biographical Data (SBD) Review

Purpose:
The purpose of the Dynamic Learning Maps (DLM): ELA and Math Student Biographical Data (SBD) review is to review and to update the biographical data associated with the DLM assessment.
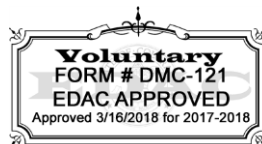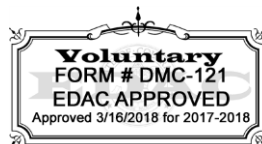
Dependencies:
None

Record Expectation:
N/A

🔑 - Indicates Primary Key

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SBD?
Sequence Number 🔑	7	1	7	1	A	Numeric	1234567	NO
AYP School Identifier*	30	8	37	2	B	Numeric	22223333	YES
Residence District Identifier	30	38	67	3	C	Numeric	2222	YES
Student Legal Last Name	60	68	127	4	D	Alpha	Smith	YES
Student Legal First Name	60	128	187	5	E	Alpha	Sarah	YES
Student Legal Middle Name	60	188	247	6	F	Alpha	Jane Blank	YES
Gender	2	248	249	7	G	Numeric	01 – Female 02 – Male	YES
Date of Birth	8	250	257	8	H	MMDDYYYY Date format	11012015	YES
Current Grade Level	2	258	259	9	I	Numeric	3 through 11	NO
Local Student Identifier	10	260	269	10	J	Alpha	5678901234 Blank	YES
State Student Identifier	10	270	279	11	K	Numeric	1234567890	YES
Attendance School Program Identifier*	10	280	289	12	L	Numeric	22223333	NO
Comprehensive Race	2	290	291	13	M	Numeric	01 – American Indian or Alaskan Native 02 – Asian 03 – Black or African American 04 – Hispanic or Latino 05 – White 06 – Native Hawaiian or Pacific Islander	YES

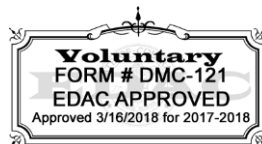# 2017-2018 DLM: ELA & Mathematics Student Biographical Data (SBD) Review

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SBD?
							07 – Two or more races	
Primary Disability Code	2	292	293	14	N	Alpha	ID – Intellectual Disability ED – Serious Emotional Disability or Emotional Disability LD – Specific Learning Disability HI – Hearing Impairment VI – Visual Impairment SL – Speech or Language Impairment DB – Deaf-Blindness or Deaf-Blind MD – Multiple Disabilities AM – Autism Spectrum Disorders or Autism DD – Developmental Delay (ages 3-9 years only) TB – Traumatic Brain Injury (TBI) OI – Orthopedic Impairment OH – Other Health Impairment	YES
~~Hispanic Ethnicity~~	~~3~~			~~15~~	~~O~~	~~Alpha~~	~~Yes No Blank~~	~~REMOVED~~
First Language	2	294	295	15	O	Numeric	See Data Management Manual	YES
Subject	3	296	298	16	P	Alpha	ELA Math	NO
Special Circumstance Code	5	299	303	17	Q	Numeric	03454 – Medical waiver 13815 – Home schooled 13818 – Special treatment center (DES) 13820 – Parent refusal 13824 – Homebound (DES) 13826 – Student refusal 13831 – Other reason for nonparticipation 13832 – Left testing (Interrupted/Not completed) 13836 – Misadministration/Non-approved accommodation 09999 – Withdrew before completion	YES
Free/Reduced Lunch Eligible	2	304	305	18	R	Numeric	00 – Not eligible 01 – Free lunch eligible 02 – Reduced lunch eligible	YES
~~Migrant~~	~~1~~			~~19~~	~~S~~	~~Numeric~~	~~0 – Non migrant 1 – Migrant~~	~~REMOVED~~
Homeless	1	306	306	19	S	Numeric	0 – No 3 – Yes and in custody of parent/guardian 4 – Yes and not in custody of parent/guardian	YES
Language Proficiency	1	307	307	20	T	Numeric	0 – N/A 1 – NEP 2 – LEP	YES

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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Format	Valid Values	Updateable for SBD?
							3 – FEP 4 – PHLOTE 5 – FELL 6 – FEP Monitored Year 1 7 – FEP Monitored Year 2 8 – FEP Exited Year 1 9 – FEP Exited Year 2	
Continuous in District	1	308	308	21	U	Numeric	0 – No 1 – Yes	YES
Continuous in School	1	309	309	22	V	Numeric	0 – No 1 – Yes	YES
Date First Enrolled in U.S.	8	310	317	23	W	MMDDYYYY Date format	11012015	YES
Expelled	1	318	318	24	X	Numeric	0 – No 1 – Yes	YES
IEP	1	319	319	25	Y	Numeric	Default to 1	NO
504 Plan	1	320	320	26	Z	Numeric	0 – No 1 – Yes	YES
ESL Program	1			28	AB	Numeric	0 – No/NA 1 – Yes 2 – Redesignated (Monitored Year 1) 3 – Redesignated (Monitored Year 2) 4 – Exited program (Year 3+) 5 – Not in program, parent choice	REMOVED
Bilingual Program	1			29	AC	Numeric	0 – No/NA 1 – Yes 2 – Redesignated (Monitored Year 1) 3 – Redesignated (Monitored Year 2) 4 – Exited program (Year 3+) 5 – Not in program, parent choice	REMOVED
Language Instruction Program	2	321	322	27	AA	Numeric	00 – No or Not Applicable 01 – English as a Second Language (ESL) or English Language Development (ELD) 02 – Dual language or two-way immersion 03 – Transitional bilingual education or early-exit bilingual education 04 – Content classes with integrated ESL support 05 – Newcomer programs 97 – Other 98 – Not in a language instruction program, parent choice	YES New field

*School codes in DLM are the district and school codes concatenated (DDDDSSSS). **These fields have special instructions** (see page 4).

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<u>**VARIABLE DEFINITIONS**</u>
No blanks are allowed unless specified above.

Sequence Number – A unique code assigned to a record by Data pipeline used to identify records in this SBD file

AYP School Identifier – The district and school code for the school where the student is enrolled that will count for accountability purposes (i.e., reporting school). If it is different from the **Attendance School Program Identifier** and was not completed during enrollment, then update this to match the enrollment school. This field will be filled with the **Attendance School Program Identifier** if it was left blank in the enrollment file.
NOTE: If the AYP School Identifier is updated during SBD to a district that does not match the Attendance School Program Identifier, the change in enrollment must be verified with the receiving district. DO NOT submit a Failsafe request. If you have any questions about moving students in DLM, contact sbdsupport@cde.state.co.us.

Residence District Identifier – A unique code assigned to a district by CDE. This is the district of residence if that differs from the district of attendance.

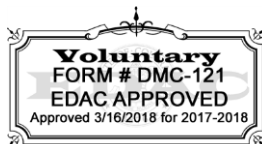**Student Legal Last Name** – Student's last name as recorded in the KITE system, restricted to 60 characters

Student Legal First Name – Student's first name as recorded in the KITE system, restricted to 60 characters

Student Legal Middle Name – Student's middle name as recorded in the KITE system, restricted to 60 characters. Blanks are allowed.

Student's Gender – An individual's sex

01	Female
02	Male

Student's Date of Birth – The month, day, and year on which an individual was born in the MMDDYYYY format (e.g., 01012000)

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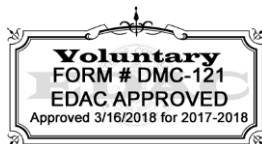# 2017-2018 DLM: ELA & Mathematics Student Biographical Data (SBD) Review

Current Grade Level – Grade level test administered to the student. This may not be updated during the SBD review. If a student tested in the wrong grade they should be invalidated using **13836 - Misadministration**. DO NOT submit a Failsafe requesting grade changes.

3	Grade 3
4	Grade 4
5	Grade 5
6	Grade 6
7	Grade 7
8	Grade 8
9	Grade 9
10	Grade 10
11	Grade 11

Local Student Identifier (LASID) – The student's locally assigned student ID (LASID). Blanks are allowed.

State Student Identifier (SASID) – A unique 10-digit number must be assigned to each student by CDE

Attendance School Program Identifier – The district and school code for the school that administered the assessment (i.e., testing school). This may not be updated during the SBD review.
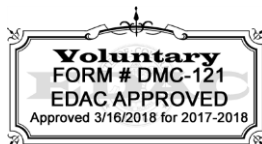
Comprehensive Race Category – The single category used to classify the student or staff member in aggregated federal or state reporting such as pupil counts, graduation rates, and assessment results. This designation is based on the race and ethnicity information provided to the reporting district by the student (or his or her parent/guardian) or staff member. **NOTE:** DLM data has been recoded to reflect codes used in other Data Pipeline collections.

01	American Indian or Alaska Native
02	Asian
03	Black or African American
04	Hispanic or Latino
05	White
06	Native Hawaiian or other Pacific Islander
07	Two or more races

For more information regarding ethnicity and race reporting categories, please see the CDE Race and Ethnicity Brochure at the following link: http://www.cde.state.co.us/cdereval/rvRace-Ethnicity.htm.

Primary Disability – A two-letter code representing the student's primary disability. If the student has more than one disability, the code reported must be that of his or her major disability as reflected on the student's Individualized Education Program (IEP). All students taking DLM must have an IEP and a Primary Disability.

ID	Intellectual Disability or Significant Limited Intellectual Capacity
ED	Serious Emotional Disability or Emotional Disability
LD	Specific Learning Disability
HI	Hearing Impairment, Including Deafness or Hearing Disability
VI	Visual Impairment, Including Blindness or Visual Disability
SL	Speech or Language Impairment
DB	Deaf-Blindness or Deaf-Blind
MD	Multiple Disabilities
AM	Autism Spectrum Disorders or Autism
DD	Developmental Delay (ages 3-9 years only)
TB	Traumatic Brain Injury (TBI)
OI	Orthopedic Impairment
OH	Other Health Impairment

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~~**Student's Ethnicity: Hispanic/Latino** – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino." Blanks are allowed.~~

~~No~~	~~Not Hispanic/Latino~~
~~Yes~~	~~Hispanic/Latino~~

First Language – A two-digit code representing the student's primary language or dialect. The two most common codes are listed below. For a full list of the codes, please refer to pp. 59-60 of the DLM [Data Management Manual](). Blanks are allowed.

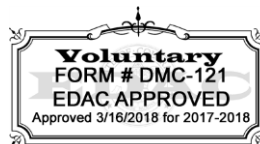|	
Blank	English
13	Spanish
14	Vietnamese

Subject – Indicates the content area assessed. This field may not be changed during the SBD review. **NOTE:** Beginning in 2016-2017, there will be separate student records for ELA and math. The Data Pipeline system will require demographic data to be the same across records.

ELA	ELA assessment
Math	Math assessment

Special Circumstance Code – Special circumstance codes were collected through the KITE system for this administration. These may vary between ELA and math records. If a student record is invalidated, the student will not receive a report from DLM for that subject. **NOTE: Check with your DAC to see if the schools logged special circumstances codes for Parent Excuses in Educator Portal or if they planned to enter them during SBD.**

03454	Medical Waiver*
13815	Home Schooled For Assessed Subjects
13818	Special Treatment Center (District Education Services)*
13820	Parent Refusal
13824	Homebound (District Education Services)*
13826	Student Refusal
13831	Other Reason For Nonparticipation (Took general assessment)*
13832	Left Testing (Interrupted/Not Completed)
13836	Misadministration/Non-approved accommodation
09999	Withdrew Before Completion*

*Exempt from participation

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The following fields are not collected by DLM. They will be added to the SBD file from the Student Enrollment Data Pipeline collection for inclusion in the final DLM data file to meet federal and state reporting requirements. If the data is not correct or available in the Data Pipeline, these may be updated during SBD.

Free and Reduced Lunch Eligibility – Student meets the eligibility criteria for free or reduced lunch pursuant to the provisions of the Federal National School Lunch Act. For specific guidelines in meeting the criteria for free/reduced lunch, refer to the procedures manual and the Rules for the Administration of the Public School Finance Act. **NOTE:** Although a school may not provide a lunch program, eligibility should be marked if documented. Districts may use Student October or updated information if it is available.

00	Not Eligible
01	Free Lunch Eligible
02	Reduced Lunch Eligible

~~**Migrant** – Student considered a migrant according to 1115(b)(1)(A) and 1309(2) of the No Child Left Behind Act of 2001 and section 200.81(d) of the Code of Federal Regulations. For more information, please see the Student Interchange File Layout and Definitions – Student Demographics document at the following link: http://www.cde.state.co.us/DataPipeline/inter_student.asp.~~

~~0~~	~~No~~
~~1~~	~~Yes~~

Homeless – Indicates that the student meets the criteria of a homeless individual according to the 2001 McKinney-Vento reauthorization Act. For more information, please see Student Interchange File Layout and Definitions – Student Demographics document at the following link: http://www.cde.state.co.us/DataPipeline/inter_student.asp.
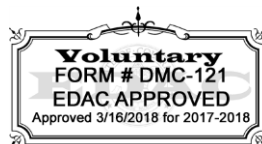
0	No
3	Yes and is in the physical custody of a parent or guardian
4	Yes and is **not** in the physical custody of a parent or guardian (unaccompanied youth)

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Language Proficiency – A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English. English Learners (EL) must have an English Proficiency rating entered (1, 2, 6, 7, 8, 9) and non-EL students must be coded as 0 or 4. Former English Learners are coded as 5. **Note:** the rules regarding FEP (6, 7, 8, and 9) and FELL (5) have changed, once a student has been FEP for four consecutive school years (two years monitored followed by two years exited) they should be moved to FELL status.

0	Not Applicable
1	**NEP – Non English Proficient** – A student who speaks a language other than English and does not comprehend, speak, read, or write English
2	**LEP – Limited English Proficient** – A student who comprehends, speaks, reads, or writes some English but whose predominant comprehension or speech is in a language other than English
3	~~**FEP – Fluent English Proficient** – A student who has spoken or currently speaks a language other than English but who is able to comprehend, to speak, to read, and to write English on a level comparable to his or her monolingual English speaking peers~~
4	**PHLOTE – Primary or Home Language Other Than English** – A student new to a district who has a primary or home language other than English, *has never been served in a language instruction education program (i.e., ELA, ESL, bilingual),* and is determined to be proficient in English after initial screening (currently W-APT) and review of a body of evidence
5	**FELL – Former ELL** – A student new to a district who has a primary or home language other than English, *was previously served in a language instruction education program (i.e., ELA, ESL, bilingual)* in a different district, and is determined to be proficient in English after initial screening (currently W-APT) and a review of a body of evidence
6	**FEP, Monitor Year 1** – A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student in Monitor Year 1 should have been redesignated based upon assessments and a body of evidence from the previous school year.
7	**FEP, Monitor Year 2** – A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student in Monitor Year 2 should have been redesignated based upon assessments and a body of evidence and have been in Monitor year 1 during the previous school year.
8	**FEP, Exited Year 1** - A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student who is coded as Exited Year 1 should have been coded as Monitor Year 2 in the previous school year and determined to be exited.
9	**FEP, Exited Year 2** - A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student who is coded as Exited Year 2 should have been coded as Exited Year 1 in the previous school year and determined to be exited.

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Continuously in District (Enrolled 1 Year) – Indicates whether a student has been continuously enrolled in the district over the course of the academic year leading up to the administration of annual state assessments. Students who have been continuously enrolled in the district should be coded as '1.' Students who have not been continuously enrolled should be coded as '0.'
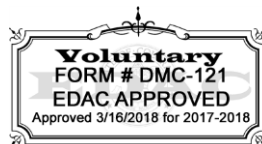
CDE has developed new guidance concerning the definition of continuous enrollment to be implemented beginning with the 2015-16 academic year. Under this guidance, students are considered to be continuously enrolled in a district if all of the statements listed below are true. Students failing to meet one or more of these criteria are considered to be non-continuous:

1. The student had an active enrollment record in the district on the October count date.

2. The student had an active enrollment record in the district at the start of the testing window or at any point prior to the end of the testing window.

3. The district code in the student's enrollment record as of the October count date was equal to the district code in the student's enrollment record at the time of the test administration.

4. Between the student's enrollment on the October count date and the testing date, there has been no single enrollment gap within the district lasting 10 or more consecutive instructional days.

5. Between the student's enrollment on the October count date and the testing date, there have not been multiple non-consecutive enrollment breaks within the district cumulatively equaling 10 or more instructional days.

To review the complete guidance on continuous enrollment, including information on accountability reporting as well as technical notes and examples, please see the "Definition of Continuous Enrollment" document at the following link:
http://www.cde.state.co.us/datapipeline/definitioncontinuousenrollment.

0	No
1	Yes

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Continuously in School – Indicates whether a student has been continuously enrolled in the school over the course of the academic year leading up to the administration of annual state assessments. Students who have been continuously enrolled in the school should be coded as '1.' Students who have not been continuously enrolled should be coded as '0.'
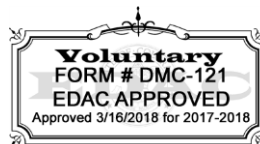
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1. The student had an active enrollment record in the school on the October count date.

2. The student had an active enrollment record in the school at the start of the testing window or at any point prior to the end of the testing window.

3. The school code in the student's enrollment record as of the October count date was equal to the school code in the student's enrollment record at the time of the test administration.

4. Between the student's enrollment on the October count date and the testing date, there has been no single enrollment gap within the school lasting 10 or more consecutive instructional days.

5. Between the student's enrollment on the October count date and the testing date, there have not been multiple non-consecutive enrollment breaks within the school cumulatively equaling 10 or more instructional days.

To review the complete guidance on continuous enrollment, including information on accountability reporting as well as technical notes and examples, please see the "Definition of Continuous Enrollment" document at the following link: http://www.cde.state.co.us/datapipeline/definitioncontinuousenrollment.

0	No
1	Yes

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Date First Enrolled in U.S. – Date a student first enrolled in any public or non-public US school (not Puerto Rico) in MMDDYYYY format (e.g. 09012001).

1. Districts may zero fill this field, and CDE will calculate the date of first enrollment based upon the date a student first had an entry date in a CDE student interchange data collection.
2. If a date has been entered for a student, CDE will not override that field with a calculated value even though the entered value may not be more recent than the date CDE calculates.
3. Students with an entry type of 14 (entry from another state) as their earliest entry in their educational history may not have this field zero filled.
4. Schools on US military bases count as US schools.
5. Home school does not count as a "public or non-public school."

NOTE:

- Students with an entry code of 05 (entry from another country) and 16 (entry from homeschool) will generate a warning asking a district to confirm the date of first enrollment.
- Student in grades greater than 010 (first grade) will generate a warning if their entry type is 01 (new to educational system) or 06 (entry from unknown educational setting).
- Student's date of first enrollment will be calculated based on entry type and date in the grades kindergarten and greater.

Expelled – This field is used for tracking Expelled students. If a student record is marked as 1 for this field the record will automatically be excluded from school level reporting, but will still be included at the district level.
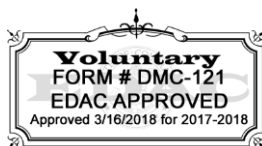
0	No
1	Yes

IEP – Student has an Individualized Education Plan. All students completing DLM are required to have an IEP; this will default to 1.

504 Plan – Student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973 but may or may not be eligible for special education placement under the Individuals with Disabilities Education Act

0	No
1	Yes

~~**Bilingual Program** – This one digit field indicates whether the student is currently enrolled in a bilingual program, is in the monitoring period, or is exited.~~

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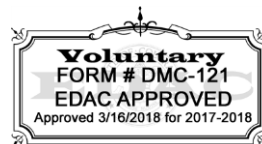| 0	No or Not Applicable
1	Yes – Student is in a Bilingual Program
2	Re-designated Bilingual Program (Monitored Year 1)
3	Re-designated Bilingual Program (Monitored Year 2)
4	Exited Bilingual Program (Year 3+)
5	Not in Bilingual Program, Parent Choice

ESL Program – Indicates whether the student is currently enrolled in English as a Second Language Immersion program, is in the monitoring period, or is exited.

0	No or Not Applicable
1	Yes – Student is in an ESL Program
2	Re-designated ESL Program (Monitored Year 1)
3	Re-designated ESL Program (Monitored Year 2)
4	Exited ESL Program (Year 3+)
5	Not in ESL Program, Parent Choice

Language Instruction Program – Type of English language instructional program used to educate a student who is an English learner
- Students with a language background of English should be coded 00 (No or Not Applicable).
- Students with a language background that is not English and have a Language Proficiency code of NEP (1) , LEP (2), or FEP Monitored Year 1 and Year 2 (6 or 7) should have a valid non-zero (00) code for this field.
- Students who have a Language Proficiency code of PHLOTE (4) or FELL (5) should be coded as Not Applicable (00).
- Students who have a Language Proficiency code of FEP Exited Year 1 or Year 2 (8 or 9) may be coded using any LIP value.
- Students may not be coded in more than one Language Instruction Program. If multiple programs are used to educate a student, please use the one that is predominately used to educate the student.

00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual language or two-way immersion
03	Transitional bilingual education or early-exit bilingual education
04	Content classes with integrated ESL support
05	Newcomer programs
97	Other
98	Not in a language instruction program, parent choice

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