

File Layout Resource Overview

Data Submissions

Recorded July 2021



File Layout Resource Basics

Documents created by CDE - one for each file within every state collection by school year

Intent: Provide correct formatting for file submissions

- Common Components:
 - Purpose of the file
 - Data dependencies
 - Data attribute details
 - Indicators of additions/deletions/modifications





File Layout Location

<https://resources.csi.state.co.us/data-submissions-library/>

School Collections

Civil Rights Data Collection

Report Card March

School Discipline

Special Education Collections

December Count

Special Education Discipline

Special Education End of Year

Staff Collections

Human Resources Data
Collection

Student Collections

Career Development Incentive
Program (CDIP)

Alternative Education Campus

End of Year





File Layout Location

Student Collections

Career Development Incentive Program (CDIP)	Alternative Education Campus	End of Year
Impact Aid	October Count	READ Data Collection

Library Ca

Accountability Assessments Data Submissions Finance Operations Legal and Policy Student Services Board Governanc

October Count Submissions Information

File Layouts

Title I File Layout – CSI Additions Open	Student School Association (SSA) File Layout – CSI Additions Open	Student Demographic (SD) File Layout – CSI Additions Open
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2021-2022 Student Interchange – Student Demographic

Purpose:

The purpose of the Student Demographic file is to capture and verify the attributes of a student while he/she attended your district in the currently selected school year.

Dependencies:

Student has been assigned a SASID and updated in the RITS system.

Record Expectation:

In the Student Interchange-Student Demographic file the LEA should submit 1 record per student per LEA for any student who enrolled at any point in the currently selected school year.

Use Summary: (Fields from this file are used in the following CDE Collections which require LEA/AU effort):

[Student October](#), [Student End of Year](#), [Special Education December Count](#), [Special Education End of Year](#), [Special Education Discipline](#), [Student Biographical Data \(SBD\) ACCESS](#), [SBD SAT](#), [SBD CMAS](#), [SBD DLM](#)





- Indicates Primary Key

8001 for CSI schools.

NOTE: ZERO-FILL ALL NON-APPLICABLE FIELDS
You need a header row on your file

Note the required **field/digit length** for each entry to prevent Level 1 Errors in advance.

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
School District/BOCES Code* 	4	1	4	1	A2	0000	8001 for CSI schools.
Student's State ID (SASID)* 	10	5	14	2	B2	0000000000	
Local ID (LASID)*	10	15	24	3	C2	0000000000	
Student's First Name*	30	25	59	4	D2	Valid name	

Last updated 03/10/2021

CSI updated 07/20/2021





2016-2017 Student Interchange – Student Demographics

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
Student's Date of Birth*	8	117	124	8	H2	12312013, 08152008	Format is MMDDYYYY
Student's Address	50	125	174	9	J2		Optional-Removed 2016-17
Student's Address-City	30	175	204	10	J2		Optional-Removed 2016-17
Student's Address-State	2	205	206	11	K2		Optional-Removed 2016-17
Student's Address-Zip	9	207	215	12	L2		Optional-Removed 2016-17
Student's Primary Telephone Number	10	216	225	13	M2		Optional-Removed 2016-17
Student's Secondary Telephone Number	10	226	235	14	N2		Optional-Removed 2016-17
Student's Email Address	50	236	285	15	O2	0	Optional-Removed 2016-17
Student's Ethnicity: Hispanic or Latino*	1	125	125	9	I2	0	Changed to yes-1 or no-0
Student's Race: American Indian or Alaska Native*	1	126	126	10	J2	0	Changed to yes-1 or no-0
Student's Race: Asian*	1	127	127	11	K2	0	Changed to yes-1 or no-0
Student's Race: Black or African American*	1	128	128	12	L2	0	Changed to yes-1 or no-0
Student's Race: White*	1	129	129	13	M2	0	Changed to yes-1 or no-0
Student's Race: Native Hawaiian or Other Pacific Islander*	1	130	130	14	N2	0	Changed to yes-1 or no-0
Free/Reduced Lunch Eligible*	2	131	132	15	O2	00	Modified 03 – Not eligible is now 00 – Not eligible
Section 504 Handicapped*	1	133	133	16	P2	0	
Migrant*	1	134	134	17	Q2	0	Will be removed in 2017-2018
Immigrant*	1	135	135	18	R2	0	
Refugee	1	297	297	26	Z2	0	Removed 2016-2017
Language Background*	3	136	138	19	S2	eng, spa, or vie	



Data Element

Student's Race: American Indian or Alaska Native – A person having origins in any of the original peoples of North or South America (including Central America), and who maintains a tribal affiliation or community recognition.

Also includes:

- Central American Indian groups (e.g., Mayan)
- South American Indian groups (e.g., Taino)
- North American Indian groups (e.g., Navajo)
- Alaska Native groups (e.g., Yup'ik)

Allowable Values

0	No – Not American Indian or Alaska Native
1	Yes – American Indian or Alaska Native

Data Element

Student's Race: Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Allowable Values

0	No – Not Asian
1	Yes – Asian

Data Element

Student's Race: Black or African American – A person having origins in any of the Black racial groups of Africa.

Allowable Values

0	No – Not Black or African American
1	Yes – Black or African American

Student's Race: White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.



Data Element 2016-2017 Student Interchange – Student Demographics

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, or 3) and non-EL students must be coded as 0 or 4. Former English Learners are coded as 5.

Allowable Values

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, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.
4	PHLOTE, English Proficient - A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), has never <i>been served in a language instruction education program (i.e: ELA, ESL, Bilingual)</i> , and after initial screening and review of a body of evidence, is determined to be proficient in English.
5	FELL- Former EL - A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), previously received <i>language instruction education program(i.e: ELA, ESL, Bilingual services in a different district, and after initial screening and a review of a body of evidence is determined to be proficient in English.</i>





CSI clarifications and additions are in green font in this document.


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Ways to Use this Resource

1. Ensure all necessary data is being collected

2016-2017 Student Interchange – Student Demographics

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
Primary Disability*	2	139	140	20	T2	00	Remove code 07 in 2016-17
Attends District Funded HSED Program*	1	141	141	21	U2	0	Field Name Changed in 2016-2017
Homeless*	1	142	142	22	V2	0	
Primary Nighttime Residence*	2	143	144	23	W2	00	
Language Proficiency*	1	145	145	24	X2	0	
Bilingual*	1	146	146	25	Y2	0	
ESL Status*	1	147	147	26	Z2	0	
Special Education Transition*	1	148	148	27	AA2	0	

	Data Element	Collected Through	Input into Data System by
Alternate Assessment Particip.	Primary Disability	IEP	SPED staff
Post Secondary Program Enrol	Homeless	Homeless identification form	Registrar
	Language Proficiency	Home Language Survey, English language proficiency screener	EL staff





Some Ways to Use this Document

2. Ensure relevant school staff are aware of CDE's definitions for each data element

Homeless -- Flag if the student meets the criteria of a homeless individual according to the 2001 McKinney-Vento reauthorization Act. A homeless individual is one who lacks a "fixed, regular, and adequate primary nighttime residence," including children and youth who are:

1. Sharing housing due to loss of housing or economic hardship (not due to cultural preference or a desire to save money)
2. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
3. Living in emergency or transitional housing.
4. Abandoned in hospitals.
5. Awaiting foster care.
6. Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.
7. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
8. Migratory children who qualify as homeless because they are living in circumstances described above.

NOTE: Not all persons living in the situations described would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing. Information to assist with determining Homelessness by the definition can be accessed at http://www.cde.state.co.us/dropoutprevention/homeless_data Select "Determining Homelessness by the Definition"

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)





Some Ways to Use this Document

3. Resolve errors in your data submission

SP22	Error	Gender does not contain a valid code.
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Student's Gender – An individual's sex.

01	Female
02	Male





Thank you!

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