colorado
Department of Education

## DLM File Structure and Data Dictionary

The DLM Data File is provided in Excel format through the Syncplicity File Share program.

| Column | Field Name | Format | Length | Notation | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A | State Student Identifier | value | 10 | Student's state ID number (SASID) | 2815687243 |
| B | AYP School Identifier | character | 30 | The unique number that has been assigned by DLM to the school building as listed in your State Organization Table. May be blank. | See State Organization Table |
| C | Grade | value | 2 | The grade of record at which the student was tested | 12 |
| D | First Name | character | 60 | Contains the first name of the student taking the test | Neal |
| E | Middle Name | character | 60 | Contains the middle name of the student taking the test, leaving blank if there is not a middle name | R. |
| F | Last Name | character | 60 | Contains the last name of the student taking the test | Smith |
| G | Generation Code | character | 10 | The part of the student's name used to denote the generation in his/her family | Jr. |
| H | Unique Student Identifier | character | 60 | Typically composed of student's first name and last name | demo.neal10 |
| I | First Language | value | 2 | The code for the primary language or dialect (not ethnicity) of the student. Possible values are listed below. | 13 |
| J | Date of Birth | date | 10 | The date (month, day, and year) on which the student was born | 10/15/1999 |
| K | Gender | character | 6 | The student's gender (male, female, blank) | Male |


| Column | Field Name | Format | Length | Notation | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| L | Race | value | 1 | Race is represented by a single-digit number <br> 1 White <br> 2 African American <br> 3 Hispanic <br> 4 Asian <br> 5 American Indian/Alaska Native <br> 7 Two or More Races <br> 8 Native Hawaiian or Pacific islander | 1 |
| M | Hispanic | value | 1 | The code which reflects the individual's recognition of his or her Hispanic ethnicity background. (0,1,blank) | 1 |
| N | Primary Disability Code | character | 2 | ID = Intellectual Disability or Significant Limited <br> Intellectual Capacity <br> ED = Serious Emotional Disability or Emotional Disability <br> LD = Specific Learning Disability <br> HI = Hearing Impairment, including Deafness or Hearing Disability <br> VI = Visual Impairment, including Blindness or Visual Disability <br> SL = Speech or Language Impairment <br> DB = Deaf-Blindness or Deaf-Blind <br> MD = Multiple Disabilities <br> AM = Autism Spectrum Disorders or Autism <br> TB = Traumatic Brain Injury (TBI) <br> OI = Orthopedic Impairment <br> $\mathrm{OH}=$ Other Health Impairment | MD |
| 0 | ESOL Participation Code | value | 1 | The type of ESOL/bilingual program in which the student participates. See Data Steward Manual for complete list of values | 6 |
| P | School Entry Date | date | 10 | The date on which the student enrolls and begins to receive instructional services in a school. If the student should leave and then re-enroll, this date should reflect the most recent enrollment date. | 01/01/2015 |
| Q | District Entry Date | date | 10 | The date (month, day, and year) on which the student enrolls and begins to receive instructional services in a school district. | 01/01/2015 |


| Column | Field Name | Format | Length | Notation | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| R | State Entry Date | date | 10 | The date on which the student enrolls and begins to receive instructional services in the state. If the student should leave the state and then re-enroll in school, this date should reflect the most recent enrollment date. | 01/01/2015 |
| S | Funding District | character | 4 | Responsible/Home District |  |
| T | Funding School | character | 30 | Reporting/Home District and School | 00100187 |
| U | Attendance School Program Identifier | character | 10 | Testing District/School | 00100187 |
| V | State | character | 20 | Participating student's state | Colorado |
| W | District Code | value or combination | 10 | Residence District Code | 1000 |
| X | District | character | 30 | Residence District Name | District Name |
| Y | Schoolcode | value or combination | 10 | Testing School Code | 1000 |
| Z | School | character | 30 | Testing School Name | School Name |
| AA | Teacher First Name | character | 40 | Contains the first name of the teacher whose student(s) took the test | Sue |
| AB | Teacher Last Name | character | 40 | Contains the last name of the teacher whose student(s) took the test | Smith |
| AC | Teacher Username | character | 30 | The code associated with an Educator Portal user profile (typically the educator's e-mail address) for the student's teacher. | sue.smith@cete.org |
| AD | Unique Teacher Identifier | value | 6 | The teacher's unique identifier, assigned by DLM. | 201347 |
| AE | Final ELA Band | character | 20 | The student's final ELA complexity band, including expressive communication, as determined by First Contact survey | Foundational |
| AF | Final Math Band | character | 20 | The student's final mathematics complexity band, including expressive communication, as determined by First Contact survey | Band 2 |
| AG | SGP ELA | percentage <br> value | 3 | Refers to "student growth percentile", indicating a student's growth relative to other students with similar prior achievement in ELA. For instance, a value of . 10 means that the student performed better than or as well as $10 \%$ of peers taking the same test. |  |


| Column | Field Name | Format | Length | Notation | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| AH | SGP Math | percentage value | 3 | Refers to "student growth percentile", indicating a student's growth relative to other students with similar prior achievement in mathematics. For instance, a value of .10 means that the student performed better than or as well as $10 \%$ of peers taking the same test. |  |
| AI | Performance level descriptor ELA | value | 1 | Student's final performance level descriptor for ELA <br> 1 = Emerging <br> 2 =Approaching the target <br> 3 = At target <br> 4 = Advanced <br> 9 = Did not test | 1 |
| AJ | Performance level descriptor math | value | 1 | Student's final performance level descriptor for Math <br> 1 = Emerging <br> 2 = Approaching the target <br> 3 = At target <br> 4 = Advanced <br> 9 = Did not test | 1 |
| AJ-KE | Essential Element codes for ELA and math | value | 255 | A column is included for each EE in the blueprint. The value represents the highest linkage level the student mastered during the academic year <br> $0=$ no evidence of mastery <br> 1 = initial precursor <br> 2 = distal precursor <br> 3 = proximal precursor <br> 4 = target <br> 5 = successor <br> 9 = not assessed | 1 |


| Column | Field Name | Format | Length | Notation | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| KF | Invalidation Codes ELA |  | 2 | 00 = DEFAULT: Student Participated <br> $01=$ Took PARCC Assessment (exempt) <br> 02 = Interrupted and Not Completed <br> 03 = Withdrew Before Completion (exempt) <br> 04 = Test Refusal <br> $05=$ Non-approved Accommodation <br> $06=$ Misadministration <br> 07 = District Education Services <br> 08 = Part Time Public and Part Time Home School <br> Student (exempt) <br> 97 = Did not meet attemptedness <br> 98 = Parent Refusal |  |
| KG | Invalidation Codes Math |  | 2 | 00 = DEFAULT: Student Participated <br> 01 = Took PARCC Assessment (exempt) <br> 02 = Interrupted and Not Completed <br> 03 = Withdrew Before Completion (exempt) <br> 04 = Test Refusal <br> $05=$ Non-approved Accommodation <br> 06 = Misadministration <br> 07 = District Education Services <br> 08 = Part Time Public and Part Time Home School <br> Student (exempt) <br> 97 = Did not meet attemptedness <br> 98 = Parent Refusal |  |
| KH | Free/Reduced Lunch Eligible |  | 2 | 00 Not Eligible <br> 01 Free Lunch Eligible <br> 02 Reduced Lunch Eligible |  |
| KI | Migrant |  | 1 | $\begin{aligned} & 0 \text { No } \\ & 1 \text { Yes } \end{aligned}$ |  |
| KJ | Immigrant |  | 1 | $\begin{aligned} & 0 \text { No } \\ & 1 \text { Yes } \end{aligned}$ |  |
| KK | Homeless |  | 1 | $\begin{aligned} & 0 \text { No } \\ & 1 \text { Yes } \end{aligned}$ |  |


| Column | Field Name | Format | Length | Notation | Example |
| :---: | :---: | :---: | :---: | :---: | :---: |
| KL | Language Proficiency |  | 1 | $\begin{array}{\|l\|} \hline 0 \text { Not Applicable } \\ 1 \text { NEP } \\ 2 \text { LEP } \\ 3 \text { FEP } \\ 4 \text { PHLOTE } \\ 5 \text { FELL } \\ \hline \end{array}$ |  |
| KM | Continuous in CO |  | 1 | $\begin{aligned} & 0 \mathrm{No} \\ & 1 \mathrm{Yes} \end{aligned}$ |  |
| KN | Continuous in District |  | 1 | $\begin{aligned} & \hline 0 \mathrm{No} \\ & 1 \mathrm{Yes} \end{aligned}$ |  |
| KO | Continuous in School |  | 1 | $\begin{array}{\|l\|l\|} \hline 0 \mathrm{No} \\ 1 \mathrm{Yes} \\ \hline \end{array}$ |  |
| KP | October New to School |  | 1 | $\begin{array}{\|l\|l\|} \hline 0 \mathrm{No} \\ 1 \mathrm{Yes} \\ \hline \end{array}$ |  |
| KQ | Date Most Recently Enrolled in US |  | 8 | MMDDYYYY |  |
| KR | Expelled |  | 1 | $\begin{aligned} & 0 \mathrm{No} \\ & 1 \mathrm{Yes} \\ & \hline \end{aligned}$ |  |
| KS | IEP |  | 1 | $\begin{aligned} & 0 \mathrm{No} \\ & 1 \mathrm{Yes} \end{aligned}$ |  |
| KT | Title 1 |  | 1 | $\begin{aligned} & 0 \mathrm{No} \\ & 1 \text { Yes } \\ & \hline \end{aligned}$ |  |
| KU | Bilingual |  | 1 | 0 No or Not Applicable <br> 1 Yes - Student is in a Bilingual Program <br> 2 Redesignated Bilingual Program (Monitored Year 1) <br> 3 Redesignated Bilingual Program (Monitored Year 2) <br> 4 Exited Bilingual Program (Year 3+) <br> 5 Not in Bilingual Program, Parent Choice |  |
| KV | ESL |  | 1 | 0 No or Not Applicable <br> 1 Yes - Student is in an ESL Program <br> 2 Redesignated ESL Program (Monitored Year 1) <br> 3 Redesignated ESL Program (Monitored Year 2) <br> 4 Exited ESL Program (Year 3+) <br> 5 Not in ESL Program, Parent Choice |  |

