

CT-SEDS to TIDE Designated Supports/Accommodations Frequently Asked Questions – SY 2024-25

Documented designated supports and accommodations for students participating in optional interim assessments (Fall 2024) and summative assessments (Spring 2025) are captured in the Test Information Distribution Engine (TIDE) system.

Prior to this documentation, CSDE preloads TIDE with certain demographic information for all K-12 students from the Public School Information System (PSIS). The demographic information was preloaded on August 22, 2024. For students with disabilities (IDEA and Section 504), these demographic fields are reflective as of these dates:

- Those identified in PSIS on June 30, 2024, as IDEA; and
- Those identified in PSIS on May 31, 2024, as Section 504 of the Rehabilitation Act.

This will allow districts to check and verify designated supports and accommodations in TIDE for students who will participate in the optional interim assessments in fall 2024 and on summative assessments in spring 2025.

Once districts sign off on their freeze zero data in PSIS this October 2024, the CSDE will conduct a second upload of student demographic information in PSIS to TIDE for students in K-12.

Please follow this important guidance for students with **finalized and implemented** Individualized Education Programs (IEPs) or Section 504 Plans whose designated supports and accommodations are planned for their current grade of enrollment. The process is dependent on the two specific timeframes in PSIS outlined below that accounts for student demographics from the registration file at the start of the school year and then after districts sign off on freeze zero data files in October.

August 22 – Mid-November 2024:

- Designated supports and accommodations from the student's IEP or Section 504 Plan (**identified with solid blue star in Student History inside CT-SEDS**) will sync daily between CT-SEDS and TIDE.
- Only designated supports and accommodations from the student's current grade of enrollment will sync between CT-SEDS and TIDE. See [FAQ pages 3-10](#) for more specific information if designated supports and accommodations were not planned for student's current grade of enrollment.

IMPORTANT NOTE for INTERIM ASSESSMENTS: Designated supports and accommodations can be provided through the Test Administration System the day of **interim** testing for students who were identified for services under IDEA or Section 504 **after** June 30, 2024 (IDEA) or May 31, 2024 (Section 504), and are participating in interim assessments. Teachers should review the [Documenting](#)

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student's current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student's record in CT-SEDS under **Student History**.

[Designated Supports and Accommodations in TIDE brochure](#) and the [Smarter Balanced Interim Assessment Test Administration Manual for](#) details.

- Prior to selecting accessibility supports in the Test Administration Interface the day of interim testing, the teacher/test administrator should be informed of all designated supports and accommodations recommended for their student's current grade of enrollment in the plan indicated with a **solid blue star in Student History** inside **CT-SEDS. (See FAQ below for more specific information about Student History).**
- For students participating in the optional Science Interim Assessments in off grades (Grades 3, 4, 6, 7, 9, and 10), designated supports and accommodations can be provided through the Test Delivery System the day of interim testing. These accessibility supports should mirror those selected for Smarter Balanced ELA and math that are in the finalized and implemented plan for that current grade level. Refer to the [Documenting Designated Supports and Accommodations in TIDE](#) brochure for more information.
- Please note that accommodations and designated supports should **never** be manually entered (or batch uploaded) into TIDE for students with documented plans in CT-SEDS.

Mid-November 2024 – June 2025:

CSDE will populate student demographic data from PSIS to TIDE in mid-November after districts sign off on their PSIS registration data (Freeze Zero). Designated supports and accommodations recommended in finalized and implemented IEP/Section 504 Plans will sync to TIDE daily for those students in PSIS indicated as receiving services under IDEA or Section 504.

- Designated supports and accommodations from the student's IEP or Section 504 Plan (**identified with solid blue star in Student History inside CT-SEDS**) will sync daily between CT-SEDS and TIDE.
- Only designated supports and accommodations from the student's current grade of enrollment will sync between CT-SEDS and TIDE. See [FAQ pages 3-10](#) for more specific information if designated supports and accommodations were not planned for student's current grade of enrollment.

Additional Considerations

- If you find a discrepancy with a student's accommodations or designated supports, contact the student's Case Manager. **All edits must be made through the amendment or reconvening process and documented in a finalized and implemented plan in CT-SEDS.**
- Designated supports and accommodations from CT-SEDS will not sync to TIDE if the PSIS registration file does not indicate the student as IDEA or Section 504 eligible. Communicate with your PSIS Coordinator to make the update directly in PSIS if the indicator is missing.

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student's current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student's record in CT-SEDS under **Student History**.

Resources

A link to the [CSDE Resources for PPTs and 504 Teams—CT SEDS and Statewide Assessments](#) webpage is included on Announcements Widget on the right side of the CT-SEDS homepage. The webpage includes a variety of resources including those highlighted below. Please encourage your PPT and Section 504 Teams to review them when making decisions about statewide testing accommodations. Additionally, the resources below can also be found in Documents Widget on the CSDE State tab.

- [Assessment Resources for PPT and Section 504 Teams-](#) This resource provides various informational tools available for decision making purposes.
- [Description of Designated Supports and Accommodations-](#) This quick guide provides an explanation of the types of accessibility supports available along with a brief description of their purpose and functionality.

Announcements

Please [CLICK HERE](#) to access CT-SEDS Updates.

Contact the [CT-SEDS Help Desk](#) for support!

IEP and CT-SEDS Training Opportunities: [New IEP/CT-SEDS](#)

Statewide Assessment [Resources](#) for PPT and Section 504 Teams.

Frequently Asked Questions:

Below is a list of questions/answers regarding this process. For any other assessment questions, please email ctstudentassessment@ct.gov.

1. *How do districts know if a student's IEP/Section 504 Plan is finalized and implemented?*

Answer: Documents and events can be found in the student record in CT-SEDS under the **Admin Tab** → **Student History**. The designated supports and accommodations established for the student's current grade of enrollment will be pulled from the IEP/Section 504 Plan with the solid blue star. Please note, the solid blue star will not be associated with the finalized plan until the Begin Date of that plan. For example, if an IEP was **finalized** on 11/5/24, and the Begin Date (**implemented**) is not until 11/25/24, accommodations and designated supports from this plan will not begin syncing to TIDE until 11/25/24, when the plan is **implemented**. Long delays in finalization will prolong the sync to TIDE.

2. *What if the team determines that another designated support or accommodation needs to be added or removed after an IEP/Section 504 Plan has been finalized?*

Answer: The team may schedule a PPT to review or revise the IEP, or if a parent agrees to the change or revision in the IEP without the need to convene the PPT, the school can complete the amendment process in CT-SEDS. The Section 504 Team must reconvene for a Section 504 meeting to revise the plan and update the designated supports or accommodations as applicable in CT-SEDS. Keep in mind that any new designated supports and accommodations added or removed to the plan will not sync with TIDE until the document has been created (finalized) and the begin date (implementation date) is in effect.

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student's current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student's record in CT-SEDS under **Student History**.

Long delays in finalization will prolong the sync to TIDE. **Designated Supports and accommodations should not be manually added/removed or batch uploaded to TIDE.**

3. *How long will it take for designated supports and accommodations to appear in TIDE?*

Answer: Although there will be a daily sync, PCG and CSDE recommend that districts allow for two business days following the date of implementation (or begin date) for a change made in the IEP/Section 504 Plan to appear in TIDE. Please note, if the IEP or Section 504 Plan was finalized and the implementation date has not yet passed, the accessibility supports will not sync unless the IEP or Section 504 Plan is both finalized and implemented in CT-SEDS.

4. *There are students in CT-SEDS with IEP/Section 504 Plans, but the IDEA or Section 504 status is not reflected in PSIS Registration. Will designated supports and accommodations sync to TIDE?*

Answer: No. The IDEA and Section 504 Indicator must be set in PSIS Registration for designated supports and accommodations to sync to TIDE. It is important to communicate any inconsistencies or missing/updated student demographics with your PSIS Coordinator.

5. *A student's designated supports or accommodations are not syncing even though there is an IEP/Section 504 Plan in CT-SEDS. What may be causing this?*

Answer: This may be due to one or more of the following reasons:

- The State Assigned Student Identifier (SASID) is missing in CT-SEDS.
- The IEP or Section 504 plan does not address accommodations and designated supports for the student's current enrolled grade. For example, a finalized IEP from March 2024, addresses accommodations and designated supports for student's current grade at the time of the PPT (Grade 5). For school year 2024-25, the student is in grade 6 and scheduled to take interim assessments in September, but there are no accommodations in the March 2024 IEP that address this current enrolled grade (Grade 6) for this new school year. See question 2 for information related to adding accommodations. In the State Testing Tile within the IEP/Section 504 Plan, the user can select both grades to set the designated supports and accommodations for two grade levels. This is to ensure that accessibility supports span the duration of the plan. After the user checks those boxes, the additional panels would appear to then set those designated supports and accommodations. If the designated supports and accommodations were only set for one year (e.g., reflecting last year's grade), then the user could make an amendment, or hold a Review/Revise PPT to set the designated supports and accommodations for this year.
- The IDEA or 504 Indicator is not turned on in TIDE. To correct this, please work with your district's PSIS coordinator to make this update in PSIS directly.

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student's current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student's record in CT-SEDS under **Student History**.

6. *What is the guidance for a PPT or Section 504 Team that determine a “Customized” or “Print-on-Demand” special documented accommodation is required (or recommended) for a student?*

Answer: Per the guidance documented in the special documented accommodations section of CT-SEDS, PPTs/Section 504 Teams will need to contact the Performance Office (ctstudentassessment@ct.gov) directly to determine the process for requesting these accommodations. For additional guidance, refer the [CSDE Assessment Guidelines](#).

7. *If a student qualifies for the Connecticut Alternate Assessment System and the PPT completed the Connecticut Alternate Assessment System Eligibility Form and verified eligibility status directly in CT-SEDS, will the student’s Alternate Assessment Indicator status activate in TIDE?*

Answer: Yes. If PPTs complete the eligibility form and select the Verification checkbox within CT-SEDS and the IEP is finalized and implemented, the student will be officially identified as qualifying for alternate assessments. A daily sync will occur between CT-SEDS and TIDE to populate the student’s Alternate Assessment Indicator, which will allow the student access to the alternate assessments through the Test Delivery Interface. As a reminder, the student must also be identified under IDEA in PSIS for the sync to be successful.

The timeliness of PPT decisions in determining student eligibility for the Connecticut Alternate Assessment System is critical in planning and administering these assessments. Given that the CSDE provides testing vendors, such as Data Recognition Corp (DRC) and the College Board, with student files in December, it is important to know which students qualify for the alternate assessments. Therefore, the PPT must make every effort to meet these specified deadlines for each test and grade. Please see the [Table 1](#) below for the specific deadlines.

Please direct questions to [Deirdre Ducharme](#) (860-713-6859) and [Katie Seifert](#) (860-713-6722) in the Performance Office.

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student’s current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student’s record in CT-SEDS under **Student History**.

Table 1: Connecticut Alternate Assessment System Eligibility Form Verification in CT-SEDS

CT-SEDS Implementation Date	Assessment
<p>Fully Implemented IEP by December 20, 2024</p>	<p>Eligibility forms must be approved, verified, and implemented in the IEP in CT-SEDS for the following assessments for the students to be correctly registered for the:</p> <ul style="list-style-type: none"> • CAAELP (students identified as EL/ML in Grades K-12); and • CTAA and CTAS (Grade 11)
<p>Fully Implemented IEP by February 1, 2025</p>	<p>Eligibility forms must be approved, verified, and implemented in the IEP in CT-SEDS for the following assessments for the students to be correctly registered for the:</p> <ul style="list-style-type: none"> • CTAA (Grades 3-8, and newly identified students in Grade 11); and • CTAS (Grades 5, 8, and newly identified students in Grade 11)

8. *Accessibility supports are not showing for my student for science interims because they are not enrolled in a NGSS tested grade. How can my student receive the accessibility supports they need?*

Answer: Accommodations and designated support may need to be manually entered into the Test Delivery Interface on the day of interim testing for those students in Grades 3-4, 6-7, 9-10, and 12. Refer to the [Documenting Designated Supports and Accommodations in TIDE](#) brochure for more information.

9. *What if the PPT/Section 504 planning meeting occurs during the spring testing window (February- May 2025)?*

Answer: Please note the following:

- Your team should plan for both grade levels to cover the duration of the plan (IEP/Section 504 Plan). Therefore, **indicate the current and future grade of enrollment for state testing**. Remember, the plan (and associated designated supports and accommodations, if applicable) should reflect all grades covered by the duration of the IEP/Section 504 Plan.
- If the team is considering changing assessment status (i.e., standard to alternate or alternate to standard), the school should **not** test the student until the plan is finalized and implemented to prevent over-testing of the student or incorrect administration of assessments. Delay testing until the team makes an official determination and the plan is finalized and implemented.
- If the team is considering changing accommodations, the school should **not** test the student until the plan is finalized and implemented to prevent over-testing of the student or incorrect administration of assessments. Delay testing until the team makes an official determination and the plan is finalized and implemented.
- If a change to the student’s assessment occurs within a plan **after the student has begun testing**, notify the District Administrator for Testing immediately. To avoid over testing or inappropriate

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student’s current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student’s record in CT-SEDS under **Student History**.

testing, the student's assessment(s) should be paused immediately, as the changes to the plan may result in a test irregularity. The DA should contact the CSDE to determine the next steps. Changes to a student's test selection within the assessment window may impact district participation rates.

10. *What happens if a student eligibility status changes from a standard to an alternate assessment (or vice versa) during the spring testing window?*

Answer: Teams should ensure that any changes made to a student's eligibility status for standard or alternate assessment occurs before the student participates in spring testing. Regular communication between the Case Manager and the District Administrator for Testing, English Language Assessment Coordinator (if applicable), or CT SAT School Test Coordinator (if applicable) will assure that the student participates in the most appropriate assessment. The student's test administration should be delayed until decisions are made and the IEP is finalized and implemented. Once the plan is finalized and implemented, the alternate assessment data will sync to TIDE and activate (or deactivate) the student's Alternate Assessment Indicator.

11. *Does CT-SEDS sync to the College Board's TIDE system for the Connecticut SAT School Day?*

Answer: No. Accommodations in CT-SEDS do not sync to the College Board's accommodation system for the Connecticut SAT School Day. Accommodations are directly requested and entered in the College Board's Services for Students with Disabilities (SSD) Online system. Refer to your high school SSD Coordinator for details or refer to this College Board [accommodation resource](#).

12. *Does CT-SEDS sync to the Data Recognition Corporation (DRC) for the LAS Links English Language Proficiency Assessment for students in Grades K-12?*

Answer: No. CT-SEDS does not sync to the Data Recognition Corporation system for the LAS Links Assessment. DRC requires English Language Assessment Coordinators to set accommodations in the DRC INSIGHT Portal. Refer to the [DRC INSIGHT Portal User Guide](#) for more information.

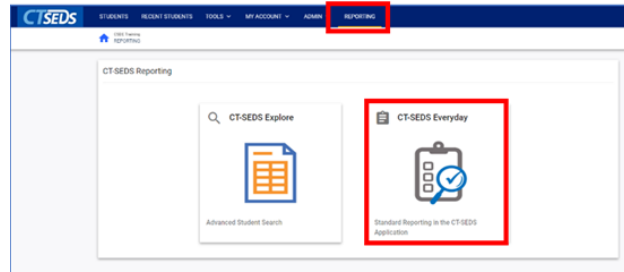
13. *Is there a report that TIDE users can generate that lists the designated supports and accommodations assigned to individual students?*

Answer: Yes. Please see [TIDE User Guide](#) for specific details.

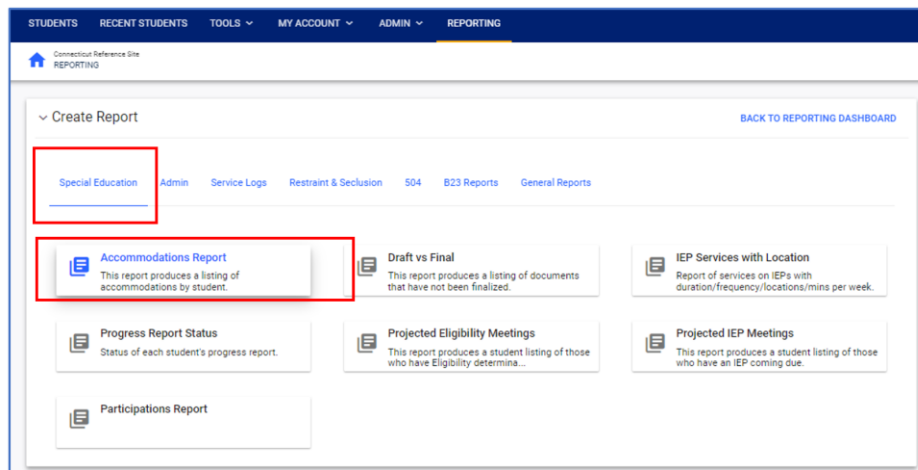
14. *Does CT-SEDS provide accommodation reports for state-wide testing for districts to review?*

Answer: Yes. There are currently two reports in **CT-SEDS Everyday** available to *OSEP Aggregate District Administrators, OSEP Aggregate Data Manager, Office Staff, and Aggregate Office Staff* user types. To

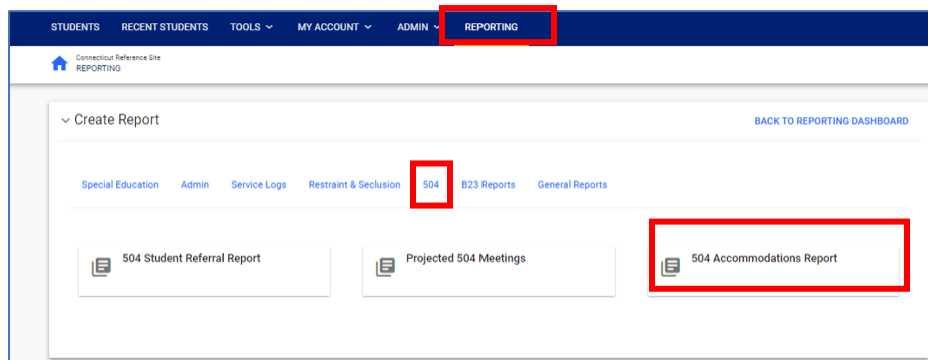
access these reports, click the **Reporting** tab on the dark blue navigation panel, and then click **CT-SEDS Everyday**.



To Access the IEP Accommodations Report: Click the **Special Education Tab** → **Accommodations Report**.



To Access the Section 504 Accommodations Report: Click the **504 Tab** → **Accommodations Report**.

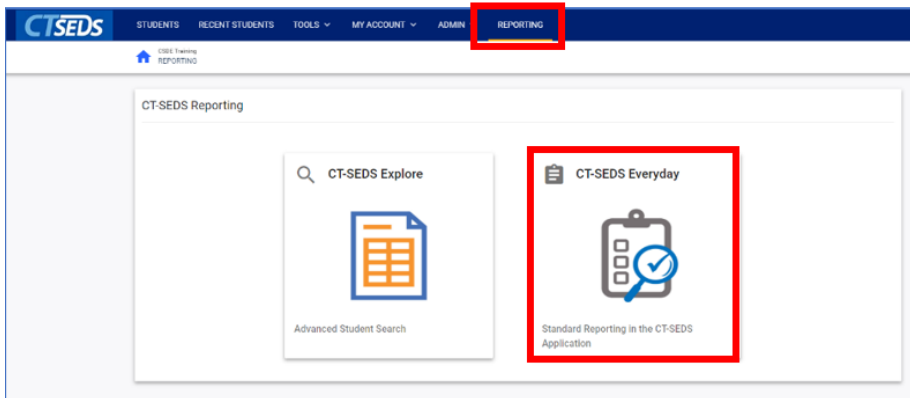


NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student’s current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student’s record in CT-SEDS under **Student History**.

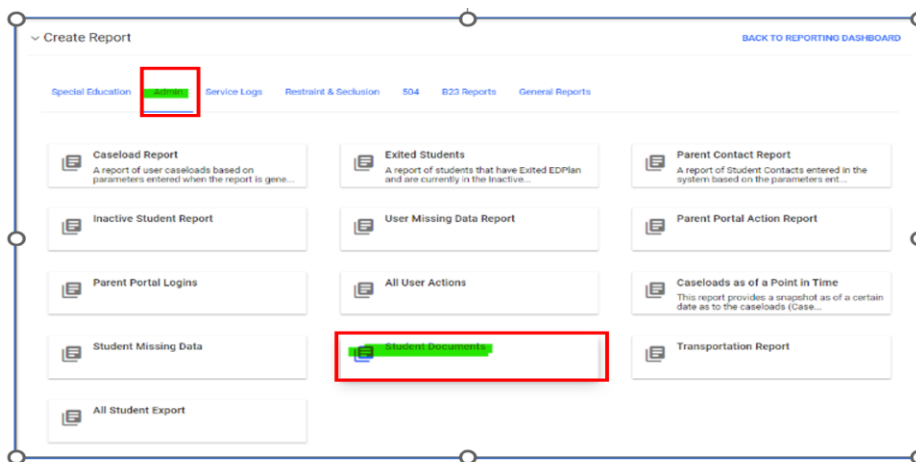
15. *Is there a report in CT-SEDS that can be used to generate a list of students that have a complete Connecticut Alternate Assessment Eligibility Form?*

Answer: Yes. OSEP Aggregate District Administrators and OSEP Aggregate Data Managers can run a report through Student Documents in CT Everyday. This will generate a list of students on the district site that had an Alternate Assessment Eligibility Form finalized in CT-SEDS. This eligibility form generates every time an IEP is finalized. If a student had more than one IEP finalized over the year, this student will display more multiple times on this report. In the sync to TIDE, only the latest record will sync. Please Note: Just because the student has the Alternate Assessment Eligibility form generated, does not automatically mean they are eligible. Eligibility for the alternate assessments is dependent on the answers in the checklist and verification.

- a. Enter **CT-SEDS Everyday** from the **Reporting Tab** in CT-SEDS.



- b. Choose the **Admin Tab** and select **Student Documents** report.



NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student’s current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student’s record in CT-SEDS under **Student History**.

- c. Type in the **date created-** (i.e., use date within the last year 11/3/2023).

- d. Don't check any of the schools.
- e. Scroll down to **Document Name** and Select **Alternate Assessment Eligibility**.

- f. **Student Status** and **Documents** dropdowns should be set to **Active**.

- g. Click **Generate Report**.

NOTE: The designated supports and accommodations information must be selected for all grades covered by the duration of the IEP. Those accessibility features indicated for the student’s current grade of enrollment will pull from the IEP/Section 504 Plan with the solid blue star ★ found in the student’s record in CT-SEDS under **Student History**.