Assessment Inclusion Rules

for

Accountability Reports

2018-2019

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I. INCLUSION RULES FOR ACCOUNTABILITY REPORTS

Assessment Content and Grade Levels by Report Year

The annual published School and District Report Cards (RC) and Assessment Group Reports (AGR) use the Oregon statewide assessment data to provide the following measures of accountability: participation, academic performance status, and growth for the content and grades listed in Table 1.

Table 1 Assessment Content and Grades Included in Accountability Reports by Report Year

Accountability Report	Participation	Performance
Assessment Group Reports 2010-11 – 2013-14	Reading/Literature, Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11 Writing, Grade 11	Reading/Literature, Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11 Writing, Grade 11
Assessment Group Reports 2014-15 – 2017-18	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11
Assessment Group Reports 2018-19	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11 **(fall 2019)**	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11 **(fall 2019)**

Report Card 2014-15 – 2016-17	2014-15: ELA & Mathematics, Grades 3-8 & 11
	         Science, Grades 5, 8 & 11
	2015-16: ELA & Mathematics, Grades 3-8 & 11
	         Science, Grades 5, 8 & 11
	2016-17: ELA & Mathematics, Grades 3-8 & 11
	         Science, Grades 5, 8 & 11
		2011-12: Science, Grades 5, 8 & 11
		2012-13: Science, Grades 5, 8 & 11
		2013-14: Science, Grades 5, 8 & 11
		2014-15: ELA & Mathematics, Grades 3-8 & 11
		         Science, Grades 5, 8 & 11
		2015-16: ELA & Mathematics, Grades 3-8 & 11
		         Science, Grades 5, 8 & 11
		2016-17: ELA & Mathematics, Grades 3-8 & 11
		         Science, Grades 5, 8 & 11

At-A-Glance & Accountability Details 2017-18	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11 (At-A-Glance only)	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11 Science, Grades 5, 8 & 11 (At-A-Glance only)
At-A-Glance & Accountability Details 2018-19	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11	English Language Arts (ELA), Grades 3-8 & 11 Mathematics, Grades 3-8 & 11

Inclusion Rules for Participation Rate

Districts and schools are expected to account for the participation of all students by having a valid test score or a test administration code that explains the lack of a test score for the student on all students enrolled in the school or district at grades 3, 4, 5, 6, 7, 8, and 11 on the first school day in May.

A student is expected to participate in all required state tests that assess the content areas at their enrolled grade. This includes registered home schooled students, privately schooled students, tuitioned students or any students who are exempted from compulsory school attendance, and who are attending public schools or programs part time during the current school year. There are a few exceptions:

(1) Students enrolled in grade 11 who met the high school standard in prior years:

    a. Students who tested in science and met or exceeded the high school standard while identified as enrolled in grade 9 or grade 10 in a prior school year will be included in <u>participation</u> calculations for the current school year. Because these students were in high school when attempting the high school assessment, they will be counted among participants in Science during their 11th grade year.

    c. Scores of grade 11 students who tested in English language arts and mathematics and met or exceeded the standard in the previous school year and are repeating grade 11 in the current school year will be counted as valid test scores for the current school year.

    d. Scores of grade 8 students who "target up" to the high school science test and met or exceeded the standard prior to the current school year will be counted as valid test scores for the 11th grade school year in the school and district where the student is reported as enrolled on the first school day in May of the 11th grade year.

    Students are required to attempt their grade level assessment to be included among participants. When the student targets up, the score may be "banked" for inclusion in future accountability reports. This means that students who target up, taking the high school test in 8th grade, must still attempt the 8th grade assessment that same year. Students who do not take the 8th grade assessment will be counted as non-participants. See [Test Administration Manual](#), Appendix B.

(2) Registered home schooled students, private school students, tuitioned students, and students attending public or private alternative programs part time. Private and home schooled students who do not receive primary instruction in a subject are exempt from taking the Oregon statewide assessment in that subject (e.g., students receiving supplemental instruction or instruction in a non-tested subject). NOTE: Any student may request to participate in state tests. The scores of registered home schooled, private school students, or tuitioned students are excluded from a district's assessment or report card calculations or reports when the student's test record in Student Centered Staging is marked with an Administration Code of 6.

(3) Foreign exchange students attending school in the United States for the first time after the first school day in May, 2018. Test scores from these students or virtual records indicating non-participation are excluded from accountability reports by marking the student's test record in Student Centered Staging with an Administration Code of 6.

(4) English Learner (EL) students during their first year of enrollment in U.S. schools may participate in the state's English language arts assessments, but are not required to do so. EL students during their first year of enrollment in U.S. schools (enrolling after May 1, 2018) who take an English Language Proficiency Assessment will be counted as participating in the English language arts assessment. EL students during their first year of enrollment in U.S. schools are required to participate in the state's mathematics and science assessments.

A detailed list of the inclusion rules by test type for participation and performance can be found in Table 2.

Table 2 Inclusion Rules by Test Type / Conditions

Testing Conditions	Report Card Participation	Report Card Performance	Assessment Participation	Assessment Performance
Standard assessments	Included	Included	Included	Included
Standard with accommodations	Included	Included	Included	Included
Extended assessments	Included	Included	Included	Included as not met standard
Modified assessments	Included as non-participant	Not included	Included as non-participant	Not included
Exempted (First year EL for English language arts)	Included as participant	Not included	Included as participant	Not included
Partial (Non-complete) OAKS tests	Included as non-participant	Not included	Included as non-participant	Not included
Partial (Non-complete) Smarter Balanced tests[1]	Included	Included	Included	Included
Absent/Non-attempt/Non-consent of student	Included as non-participant	Not included	Included as non-participant	Not included
Non-consent of parent for religious or disability-related reasons	Included as non-participant	Not included	Included as non-participant	Not included
Non-consent of parent (opt-out) [2]	Included as non-participant	Not included	Included as non-participant	Not included
Stacked Spanish-English	Included	Included	Included	Included
Spanish Reading at Grade 3[3]	Included	Included	Included	Included
Target up[4]	Included	Included	Included	Included
Target down[3]	Included as non-participant	Not included	Included as non-participant	Not included
Students enrolled on the first school day in May and enrolled during a test window and not tested	Included as non-participant	Not included	Included as non-participant	Not included

[1]   Inclusion rules were changed in 2015-16 school year. See Executive Memorandum 008-2015-16.

[2]   House Bill 2655 went into effect January 1, 2016 and established a Student Assessment Bill of Rights permitting parents or adult students to annually opt-out of Oregon's statewide summative tests. See Executive Memorandum 003-2015-16.

[3]   No longer an assessment option.

[4]   Students are required to attempt their grade level assessment to be included among participants when the student targets up to a test for which the score may be "banked" for inclusion in future accountability reports. This means that students who target up, taking the high school test in 8th grade must still attempt the 8th grade assessment that same year. Grade 8 students who do not take the 8th grade assessment will be counted as non-participants; all students targeting up must meet the standard for the test attempted in order to be counted as meeting standard in accountability reports.

Inclusion of Students in District Special Education Programs

In the Third Period Cumulative ADM Collection, districts identify students enrolled in schools that are placed in district-wide special education programs. The assessment results and attendance for students served by district special education programs are excluded from the calculations for determining the school rating on the Report Card. The district is still accountable for the attendance and performance of these students, and the scores are included in the district's report card results, and reports of statewide assessment results.

Students with disabilities who are instructed in a general education setting, regular classroom and/or resource room, for 40% of their time or more are included in the school accountability reports (school = school of residence) with other students in the same grade, class, and school. These are students who are reported on the December Special Education Child Count (SECC) in the special education federal placement categories of:

- "instruction in regular classes" (including special education and related services instruction and support provided in a resource room for less than 21% of the student's instructional day) [Federal Placement Code = 30]; or
- "instruction in regular class, with resource room support" (including special education and related services instruction and support provided in a resource room environment for 21-60% of the student's instructional day) [Federal Placement Code = 31].

Students with disabilities who are instructed in a general education classroom for less than 40% of their time will be included only in district accountability reports (district = district of residence). These are students who are reported in one of the following district special education placements [Federal Placement Code = 32 or higher]: separate class (placement in which students are served more than 60% of their school day away from the general education classroom environment); special schools (including public and private residential and day placements); hospitals and institutions; and homebound (not home schooled).

Inclusion Rules for Calculating the Students Meeting Standard

The inclusion rules for calculating the percentage of students meeting standard remain the same for school year 2018-19, as listed in Table 3.

Table 3 Inclusion for Meeting Academic Assessment Standards

Accountability Report	Students included in calculating percentage of students meeting standard
At-A-Glance & Accountability Details	Enrolled on first school day in May for a full academic year[*]
Assessment Group Reports	Enrolled on first school day in May

* See page 10 for the definition of full academic year.

Students Excluded from the Calculation of Students Meeting Standard

Home Schooled and Private Schooled students may request to participate in state tests. Test scores of registered home schooled, private school students, or tuitioned students are excluded from accountability reports when the student's test record in Student Centered Staging is marked by the district with an Administration Code of 6.

Foreign exchange students enrolling in school in the United States for the first time after the first school day in May, 2018. Test scores from these students are excluded from accountability reports when the student's test record in Student Centered Staging is marked by the district with an Administration Code of 6.

The scores of *Beginning English Learners (EL)* during their first year of enrollment in U.S. schools (after May 1, 2018) who take state assessments are excluded from the calculation of the percentage of students meeting standard in all accountability reports. Test records for these students are marked with a 'B' (beginning year EL with English Language Proficiency Assessment (ELPA)) or 'A' (beginning year EL without ELPA) in the LEPFg field based on information provided by the district in the Title III English Learners Collection. Test scores with a 'B' or 'A' in the LEPFg field are excluded from the calculation of the percentage of students meeting standard in accountability reports. More detailed information related to EL students can be found in Table 8.

II. TEST VALIDITY AND HIGHEST TEST SCORE

Determining a Valid Test

Test administration is considered when determining if a test is valid. Table 4 identifies test administration codes (CalcAdmnCd) related to the student, and Table 5 identifies situations related to testing errors and the impact on participation or performance calculations.

Table 4 Non-Participants Identified by Test Administration Codes

Administration Code (CalcAdmnCd)	Definition	Participation Indicator	Performance Test Score
1	Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period.	Non-participant	Not used
3	Modified – Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions.	Non-participant	Not used
5	Modified – Disability = A student with a disability who participates in the assessment under modified conditions.	Non-participant	Not used
6	Home Schooled Student, Foreign Exchange Student or an Out-of-State student	Not used	Not used
7	Parent Request = A student whose parent(s) request that the student not participate in testing for religious or disability related reasons.	Non-participant	Not used
8	Not Enrolled During Test Window = A student without a valid test score who was enrolled on the first school day in May but not during the school's testing window.	Not used	Not used
9	Medical Emergency = A student who cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.	Not used	Not used
U	Invalidated test(s) with no opportunity to retest	Non-participant	Not used
X	Parent Refusal (HB 2655) = A student whose parents request that the student not participate in English language arts or mathematics assessments.	Non-Participant[1]	Not used[1]

[1] Districts must enter code X for all students for whom a parent opt-out form is received. However, use of code X will only result in the student being counted as a non-participant in cases where there is no test record or where a test was started but has too few item responses to meet the threshold for participation.

Table 5 Handling of Test Administration Errors

Situation	Effect on Accountability for Performance	Effect on Accountability for Participation	ODE action on test record (i.e., invalidate or delete)
The test was administered in a manner that is inconsistent with a student's IEP (or lack thereof).	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
The test was compromised by a teacher/administrator.	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
The test was compromised by a student.	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
Test not presented in a valid manner (e.g., Online display issues)	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
Test scored incorrectly	Included (with rescore where possible)	Counts for participation	None
Student completed fewer than the minimum number of items for participation (at least 5 responses for OAKS or at least 5 CAT or 1 PT responses for Smarter Balanced).	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
Student took wrong test	Excluded	Non-participation if no other test	Set TstValidFg to 'N'

Determining a Student's Highest Test Score

Students may attempt multiple OSAS science or social sciences assessments during a single school year. For reporting purposes, the Department of Education must determine the highest test score (SSIDBestScore) the student has earned in each content area. This highest score is included in calculations for the school in which the student was enrolled on the first school day in May, regardless of the school of enrollment when the test was administered. The algorithm for determining this highest score is included in Table 6 below.

The goal in assigning the highest test score is to arrive at a valid decision regarding student performance. With that goal in mind, each test is first evaluated to determine that it meets the attemptedness criteria (at least five responses if social sciences; at least five Computer Adaptive Test (CAT) **or** one Performance Task (PT) responses if English language arts or mathematics; at least one response within the first stand-alone or cluster if OSAS science). After identifying all complete attempts on the part of the student, the outcome of each is evaluated to determine which score represents the student's highest.

Each score is checked for the administration type. Those scores representing standard ELA, mathematics, or science tests are considered higher than scores from Oregon Extended assessments.

This is followed by a check of the student's grade of enrollment. For students who were enrolled in two different grades during the current school year, the grade of enrollment will determine the performance standards used with the student's score.

All remaining test scores at the enrolled grade level are evaluated against performance standards, with the highest performance level being credited to the student and school. If a student has multiple scores at the same performance level, the highest score within that performance level is designated the student's highest score.

Table 6 Highest Test Score Resolution Rules - Determining a Student's Best Score

Rules for selecting highest score per student per subject is indicated by the data field called **SSIDBestScore**.

Oregon Department of Education (ODE) is setting
SSIDBestScore = 'Y' for "Best Score" for each student as identified by a unique SSID using the following rank order criteria:
[NOTE: Data field names are based on "Adjustments" download file format]

I.   Valid Test Rank Order
  1. TstValidCd = 'Y'
  2. TstValidCd = 'V' (Virtual record)
  3. TstValidCd = 'N'

    For test records where TstValidCd = 'Y'
II. Assessments of the Academic Achievement and Alternate Achievement Standards
  1. SrtTstTyp = 'T', 'P', or 'E' (Online, Paper-Pencil, ELPA)
  2. SrtTstTyp = 'X' (alternate standard Extended Assessment indicator)

III. Enrolled Grade of Student (applies only to students enrolled at two different grades during the current school year)
  1. EnrlGrade = ('12', '11', '10', '09')   5. EnrlGrade = '05'
  2. EnrlGrade = '08'   6. EnrlGrade = '04'
  3. EnrlGrade = '07'   7. EnrlGrade = '03'
  4. EnrlGrade = '06'

IV. Target up (When enrolled grade = '08' only)
  1. Challenge is blank
  2. Challenge = 'H'

V.   Performance Level Rank Order
  1. Pl5g_Tot = 5   4. Pl5g_Tot = 2
  2. Pl5g_Tot = 4   5. Pl5g_Tot = 1
  3. Pl5g_Tot = 3   6. Pl5g_Tot = 0 (defined as not applicable)

VI. ELPA Proficiency Status Rank Order (for TestSubj = EL only)
  1. ELPA21ProfStatus = 3
  2. ELPA21ProfStatus = 2
  3. ELPA21ProfStatus = 1

VI. Score Rank Order
  • For TestSubj = CE, CM, NS, SS - use highest numeric score
  NOTE: Score Rank Order only applies to the following test types, since other test types do not have numeric scores available:
  SrtTstTyp = 'T' (online CE, CM, NS, SS), and 'X' (Extended CE, CM, NS)

VII. Latest Test Rank Order
  1. TstDt

VIII. Latest Test Event Identifier number
  1. Highest "First 8 numbers of PADMID text data field"

ADDITIONAL NOTES:

Virtual records
  ● Virtual records (TstValidCd = 'V') are created for any student enrolled on the first school day in May who does not have a valid test score. This includes students not completing tests or taking modified administrations of assessments.

Attemptedness and invalid tests
  ● (SS) Partial tests (TstAtmptCd = 'P') have 1 to 4 responses on Online tests. Partial tests have insufficient responses to score and are invalid tests (TstValidCd = 'N').
  ● OSAS ELA & Math (CE, CM) Partial tests (TstAtmptCd = 'P') have at least 5 CAT or 1 PT responses and are valid tests (TstValidCd = 'Y').
  ● OSAS Science (NS) Partial tests (TstAtmptCd = 'P') have at least one response and are valid tests (TstValidCd = 'Y').
  ● Non-attempts (TstAtmptCd = 'N') are invalid tests (TstValidCd = 'N').
  ● Other tests considered as invalid tests (TstValidCd = 'N') include below the enrolled grade of the student (target down), modified test administrations, and invalid test administrations.

Target Up
  ● Grade 8 students must be assessed at grade level and the results reported to parents. The scores of 8th grade students who target up and meet the high school standard will be eligible for identification and reporting as the highest score of the student when the student enrolls in 11th grade.

III. ASSIGNING THE HIGHEST SCORE TO A DISTRICT FOR INCLUSION IN ACCOUNTABILITY REPORTS

Inclusion of student test results in school and district accountability reports is based on all students enrolled in the school or district at grades 3, 4, 5, 6, 7, 8, and 11 on the first school day in May. The highest score earned by a student during the school year, no matter where the student was enrolled when tested, is assigned to the school and district of enrollment of the student on the first school day in May.

ODE generates a "virtual" test record for any student reported as enrolled at grades 3, 4, 5, 6, 7, 8, and 11 on the first school day in May if there is no valid test score posted in Student Centered Staging for the student during the school year. These students are generally counted as non-participants in accountability reports (see Section I).

Districts report the resident school and district of students on the first school day in May in the Third Period Cumulative ADM Collection. The resident district and school of the student is the district and school responsible for the education of the student. The resident district and school of the student may not be the same as the district and school in which the student receives his or her education (the attending district and attending school). The resident district and school of the student identified in this collection is where the student's highest score is assigned for inclusion in accountability reports. The "May 1 school" (ParticSchlInstID) and "May 1 district" (ParticDistInstID) are noted on test records. The resident school and district on test records is the school and district in which the student was a resident when the test was taken.

As noted in Section I, the inclusion of test results in the calculation of the percentage of students meeting standard for report card ratings is dependent on whether the student was enrolled for a full academic year in the school or district. Oregon's definition of a "full academic year" is enrollment in a school or district for more than one half of the instructional days in the school or district prior to the first school day in May. (Note: the number of days enrolled does not have to be consecutive. Enrollment may be part time or full time.)

Table 7 shows some example scenarios of students moving between districts and the application of the inclusion rules described in the next section.

Table 7 Examples of Participation Credited to District Identified First School Day in May

Enrolled in District A on	Highest test score in District A	Enrolled in	Enrolled on	Highest test score	Participation credited to	Performance credited to
9/1/2018	Y	District B	11/1/2018	N	District B	District B
9/1/2018	N	District B	11/1/2018	Y	District B	District B
9/1/2018	Y	District B	4/1/2019	N	District B	None*
9/1/2018	N	District B	4/1/2019	Y	District B	None*
9/1/2018	Y	Out of state	11/15/2018	N	None	None
9/1/2018	Y	Out of state	4/15/2019	N	None	None

* Performance is credited to neither district for At-A-Glance Profiles or Accountability Details if a student is not enrolled for a Full Academic Year. Performance is credited to District B in public Assessment Group Reports.

IV. ADDITIONAL USEFUL TECHNICAL RULES

Table 8 LEP Valid Codes Assigned to LEPFg field on Test Record

LEP Collection Record Type Code (LEPRecTypCd)	ELPA required in 18-19	Inclusion in EL group	Student Centered Staging assigned LEP code (LEPFg)	Additional notes
1A – Entered EL program in 2018-19	YES*	YES	**B** – Beginning LEP with ELPA (Start > 5/1/18), or **A** – Beginning LEP without ELPA (Start > 5/1/18)	Eligible to use ELPA in place of participation in English Language Arts test
1B – Continuing EL program (Start date prior to 2018-19)	YES*	YES	**Y** – Year 2-5 (only if Start <= 5/1/18 and > 5/1/14), or **E** – Experienced EL (if Start <= 5/1/14)	
1C – Exited EL program in 2018-19	YES*	YES	**X** – Exited EL program (Exit date > 5/1/19), or **W** – Exited EL program (Exit date <= 5/1/19)	
1D – Re-entered EL program after exiting in a prior year	YES*	YES	**Y** – Year 2-5 (only if Start <= 5/1/18 and > 5/1/14), or **E** – Experienced EL (if Start <= 5/1/14)	
1E – Participated in EL program but did not take ELPA**	YES*	YES	**B** – Beginning EL with ELPA (Start > 5/1/18), or **A** – Beginning EL without ELPA (Start > 5/1/18), or **Y** – Year 2-5 (only if Start <= 5/1/18 and > 5/1/14), or **E** – Experienced EL (if Start <= 5/1/14)	Eligible to use ELPA in place of participation in English Language Arts test if Start Date > 5/1/18
4N – Eligible for EL program, parent declined services, and student took ELPA	YES*	YES	**B** – Beginning EL with ELPA (Start > 5/1/18), or **Y** – Year 2-5 (only if Start <= 5/1/18 and > 5/1/14), or **E** – Experienced EL (if Start <= 5/1/14), or **X** – Exited EL program (Exit date > 5/1/19), or **W** – Exited EL program (Exit date <= 5/1/19)	Eligible to use ELPA in place of participation in English Language Arts test if Start Date > 5/1/18
4O – Eligible for EL program, parent declined services, and student was enrolled outside the ELPA window	NO	YES	**A** – Beginning EL without ELPA (Start > 5/1/18), or **Y** – Year 2-5 (only if Start <= 5/1/18 and > 5/1/14), or **E** – Experienced EL (if Start <= 5/1/14)	
Prior 4 years of EL Collections				
5M – EL student exited in prior 4 years (2014-15, 2015-16, 2016-17, or 2017-18) and not re-entered in 2018-19	NO	YES	**M** – Monitored Year 1 (EL student exited in 2017-18 and not re-entered in 2018-19), or **S** – Monitored Year 2 (EL student exited in 2016-17 and not re-entered in 2018-19), or **F** – Former EL student exited three or four years prior and not re-entered in 2018-19	
Not included in EL student group				
5F – EL student exited more than 4 years prior and not re-entered in 2018-19	NO	NO	**G** – Former EL student exited more than four years prior and not re-entered in 2018-19	
3H – Not Eligible for EL program (due to proficient score on placement test)	NO	NO	**N** – Not LEP student	
4P – Exited EL program in a prior year, eligible for EL program, parent declined services	NO	NO	**N** – Not LEP student	

 * Virtual records will be created in the ELPA database to identify EL students who were required to participate in the ELPA and did not take an ELPA in the 2018-19 year.

** All EL collection records claiming or disclaiming participation in an ELPA test are verified against the valid ELPA test records and will be reflected in the accountability reporting codes under the LEPFg field in Student Centered Staging.

Table 9 Definitions and Sources for Assessment Data on the 2018-19 Accountability Details Report

Report Element	Definitions	Sources of Data
Participation	Number of valid test scores from all students enrolled in the school on first school day in May divided by (The expected number of tests from students enrolled on First school day in May – the number of students without test scores who were not enrolled or had a medical emergency during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange/Out of State students)) EL students in their first year of the EL program are credited with participation in English language arts if they have taken the English Language Proficiency Assessment (ELPA).	Results of the 2016-17, 2017-18, and 2018-19 college and career readiness assessments will be displayed on the Accountability Detail Reports: English language arts grades 3, 4, 5, 6, 7, 8, 11 Mathematics grades 3, 4, 5, 6, 7, 8, 11
Performance (Academic Achievement)	Number of tests with achievement levels 3 or 4 divided by (95 percent of *or* Total number of tests from, whichever is higher) all students enrolled in the school on first school day in May for a full academic year Student test scores from Extended assessments count as meeting the alternate standards.	Results of the 2016-17, 2017-18, and 2018-19 college and career readiness assessments will be displayed on the Accountability Detail Reports: English language arts grades 3, 4, 5, 6, 7, 8, 11 Mathematics grades 3, 4, 5, 6, 7, 8, 11

Table 10 Technical Definition of Test Valid Code (TstValidCd) 2018-19

Valid TstValid values	Valid TstAtmpt values	Applicable Subjects	Definition	Valid values for Pl5g or Pl5b[1]	Valid values for CalcAdmnCd[2]	Use in Participation Denominator	Use in Participation Numerator	Eligible for use in Performance Denominator
Y (Yes, Valid Test)	Y (Yes, Valid Attempt)	Social Sciences (SS)	At least 5 items answered	1, 2, 3, 4, 5	Blank, 3, 5, 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6
Y (Yes, Valid Test)	Y (Yes, Valid Attempt)	OSAS ELA & Math (CE, CM)	All CAT and PT items answered	1, 2, 3, 4	Blank, 3, 5, 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6
Y (Yes, Valid Test)	Y (Yes, Valid Attempt)	OSAS Science (NS)	All stand-alone and cluster items answered	1, 2, 3, 4	Blank, 3, 5, 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6
Y (Yes, Valid Test)	Y (Yes, Valid Attempt)	Oregon Extended (CE, CM, NS)	At least 10 items answered	1, 2, 3, 4	Blank, 3, 5, 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 6
Y (Yes, Valid Test)	P (Partial Attempt)	OSAS ELA & Math (CE, CM)	At least 5 CAT items OR 1 PT item answered	1, 2, 3, 4	Blank, 1, 3, 5, 6, 7, 9	Yes, except CalcAdmnCd = 6, 9	Yes, except CalcAdmnCd = 6, 9	Yes, except CalcAdmnCd = 6, 9
Y (Yes, Valid Test)	P (Partial Attempt)	OSAS Science (NS)	At least one response to a stand-alone or cluster item	1, 2, 3, 4	Blank, 1, 3, 5, 6, 7, 9	Yes, except CalcAdmnCd = 6, 9	Yes, except CalcAdmnCd = 6, 9	Yes, except CalcAdmnCd = 6, 9
N (Not Valid)	P (Partial Attempt)	Social Sciences (SS)	Any incomplete (1 or more but fewer than 5 responses) test	0	Blank, 1, 3, 5, 6, 7, 9, U	Yes, except CalcAdmnCd = 6, 9	No	No
N (Not Valid)	P (Partial Attempt)	Oregon Extended (CE, CM, NS)	Not applicable (NA)	NA	NA	NA	NA	NA
N (Not Valid)	N (Non-Attempt)	Social Sciences (SS)	NA	NA	NA	NA	NA	NA
N (Not Valid)	N (Non-Attempt)	OSAS ELA & Math (CE, CM)	Any incomplete (1 or more but fewer than 5 CAT responses and no PT responses) test	0	1, 6, 7, 9, U, X	Yes, except CalcAdmnCd = 6, 9	No	No
N (Not Valid)	N (Non-Attempt)	OSAS Science (NS)	NA	NA	NA	NA	NA	NA
N (Not Valid)	N (Non-Attempt)	Oregon Extended (CE, CM, NS)	Any incomplete (1 or more but fewer than 10 responses) test	0	1, 6, 7, 8, 9, U, X	Yes, except CalcAdmnCd = 6, 8, 9	No	No
V (Virtual Record)	V (Virtual Record)	ODE created (CE, CM, NS)	Expected test matching Third Period Cumulative ADM Collection, but no test found or test was "not attempted"	Blank	Blank, 1, 6, 7, 8, 9, U, X	Yes, except CalcAdmnCd = 6, 8, 9	No [Exception in ELA where first year EL can take ELPA in lieu of ELA (LEPFg = B)]	No

Notes:

1   Numeric Achievement levels for Grade (Pl5g) and Achievement levels for Benchmark (Pl5b) valid values:

(SS) assessments: 1 & 2 = Does Not Meet; 3 = Nearly Meets; 4 = Meets; 5 = Exceeds;   ELA & Math (CE, CM) and OSAS Science (NS) assessments: 1 = Level 1; 2 = Level 2; 3 = Level 3; 4 = Level 4

2   Calculated Administration Code (CalcAdmnCd) valid values:

1 = Absent/Student Refusal; 3 = Modified-Language; 5 = Modified-Disability; 6 = Home schooled/Foreign Exchange/Out of State; 7 = Parent Refusal due to Disability or Religion; 8 = Not enrolled at May 1 school during available testing window(s); 9 = Medical Emergency; U = Invalid test with no opportunity to retest; X = Parent Request for student to not participate in ELA or Math assessment

Table 11 Participation & Performance Flags and Calculation Rules for Accountability Reports 2018-19

Report Card FLAGS IN STUDENT STAGING	**RC SCHOOL PARTICIPATION & PERFORMANCE**	**RC DISTRICT PARTICIPATION & PERFORMANCE**

Report Card FLAGS IN STUDENT STAGING

- RC SCHOOL PARTICIPATION
  RCSchlPartic = Y
    (Set to Y if used in Participation Denominator of school At-A-Glance or Accountability Details)
- RC DISTRICT PARTICIPATION
  RCDistPartic = Y
    (Set to Y if used in Participation Denominator of district At-A-Glance or Accountability Details)
- RC SCHOOL PERFORMANCE
  RCSchlPrfrm = Y
    (Set to Y if used in Performance Denominator of school At-A-Glance or Accountability Details)
- RC DISTRICT PERFORMANCE
  RCDistPrfrm = Y
    (Set to Y if used in Performance Denominator of district At-A-Glance or Accountability Details)

Includes test records of students enrolled on the first school day in May (as submitted by the district in the Third Period Cumulative ADM collection).

Subjects/Grades:
ELA (CE) - Grades 03, 04, 05, 06, 07, 08, 11
Math (CM) - Grades 03, 04, 05, 06, 07, 08, 11

Accountability Details Report displays CE & CM only. OSAS Science (NS) results will be reported on the school At-A-Glance Profiles in 2019-20.

Determining the SSID Best Score:
The Highest Resolved Score is the highest passing score from the current year assessments.

The Highest Resolved Score for students enrolled in grade 11 on the first school day in May (as reported in the Third Period Cumulative ADM 2018-19 collection) is the highest passing score from current year high school assessments and passing scores from prior year high school assessments (ELA and Math only).

RC SCHOOL PARTICIPATION & PERFORMANCE

I. RC School Participation
A. Denominator (RCSchlPartic = Y) where
  1) SSIDBestScore = Y
     and
  2) Included in Third Period Cumulative ADM Collection and enrolled on the first school day in May
     and
  3) CalcAdmnCd = blank, 1, 3, 5, 7, or X
     and
  4) TstValidFg = V (virtual record)
     OR
     TstValidFg = Y (valid test)
     and
  5) DistSPED <> Y (not in District Special Ed Program)

B. Numerator Calculated where
  1) (See Participation Denominator for School)
     and
  2) CalcAdmnCd = blank
     and
  3) TstValidFg = Y (valid test)
     OR
     (TstValidFg = V or N **and** LEPFg = B
       and
       TestSubj = CE)

C. Note:
  CalcAdmnCd = 1, 3, 5, 7, or X or TstValidFg = V will adversely affect Participation rating; CalcAdmnCd = 6, 8, or 9 omitted from denominator and numerator.

II. RC School Performance
A. Denominator (RCSchlPrfrm = Y) where
  1) (See Participation Numerator for School)
     and
  2) Exclude LEPFg = B or A
     (first year EL with or without ELPA)
     and
  3) StayInSchl <> N
     (include only if enrolled for a Full Academic Year)

B. Numerator Calculated
-- Use Performance Denominator and
  1) PLBScore = 3 or 4 (ELA & Math)

RC DISTRICT PARTICIPATION & PERFORMANCE

I. RC District Participation
A. Denominator (RCDistPartic = Y) where
  1) SSIDBestScore = Y
     and
  2) Included in Third Period Cumulative ADM Collection and enrolled on the first school day in May
     and
  3) CalcAdmnCd = blank, 1, 3, 5, 7, or X
     and
  4) TstValidFg = V (virtual record)
     OR
     TstValidFg = Y (valid test)

B. Numerator Calculated where
  1) (See Participation Denominator for District)
     and
  2) CalcAdmnCd = blank
     and
  3) TstValidFg = Y (valid test)
     OR
     (TstValidFg = V or N **and** LEPFg = B
       and
       TestSubj = CE)

C. Note:
  CalcAdmnCd = 1, 3, 5, 7, or X or TstValidFg = V will adversely affect Participation rating; CalcAdmnCd = 6, 8, or 9 omitted from denominator and numerator.

II. RC District Performance
A. Denominator (RCDistPrfrm = Y) where
  1) (See Participation Numerator for District)
     and
  2) Exclude LEPFg = B or A
     (first year EL with or without ELPA)
     and
  3) StayInDist <> N
     (include only if enrolled for a Full Academic Year)

B. Numerator Calculated
-- Use Performance Denominator and
  1) PLBScore = 3 or 4 (ELA & Math)

Assessment Group Report

FLAGS IN STUDENT STAGING

PARTICIPATION & PERFORMANCE –
SCHOOL & DISTRICT LEVEL

- GROUP REPORT DISTRICT PARTICIPATION
  GrpRptDistPartic = Y

- GROUP REPORT DISTRICT PERFORMANCE
  GrpRptDistPrfrm = Y

- GROUP REPORT SCHOOL PARTICIPATION
  GrpRptSchlPartic = Y

- GROUP REPORT SCHOOL PERFORMANCE
  GrpRptSchlPrfrm = Y

Includes test records of students enrolled on the first school day in May (as submitted by the district in the Third Period Cumulative ADM collection) whether or not the student was enrolled for a Full Academic Year.

Subjects/Grades:
ELA (CE) - Grades 03, 04, 05, 06, 07, 08, 11
Math (CM) - Grades 03, 04, 05, 06, 07, 08, 11
Science (NS) - Grades 05, 08, 11

Determining the SSID Best Score:
The Highest Resolved Score is the highest passing score from the current year assessments.

The Highest Resolved Score for students enrolled in grade 11 on the first school day in May (as reported in the Third Period Cumulative ADM 2018-19 collection) is the highest passing score from current year high school assessments and passing scores from prior year high school assessments (ELA and Math only).

AGR SCHOOL PARTICIPATION & PERFORMANCE

I. AGR School Participation
A. Denominator (GrpRptSchlPartic = Y) where
   1) SSIDBestScore = Y
      and
   2) Included in Third Period Cumulative ADM Collection and enrolled on the first school day in May
      and
   3) CalcAdmnCd = blank, 1, 3, 5, 7, or X
      and
   4) TstValidFg = V (virtual record)
      OR
      TstValidFg = Y (valid test)
      and
   5) DistSPED <> Y (not in District Special Ed Program)

B. Numerator Calculated where
   1) (See Participation Denominator for School)
      and
   2) CalcAdmnCd = blank
      and
   3) TstValidFg = Y (valid test)
      OR
      (TstValidFg = V or N **and** LEPFg = B
      and
      TestSubj = CE)

C. Note:
   CalcAdmnCd = 1, 3, 5, 7, or X or TstValidFg = V will adversely affect Participation rating; CalcAdmnCd = 6, 8, or 9 omitted from denominator and numerator.

II. AGR School Performance
A. Denominator (GrpRptSchlPrfrm = Y) where
   1) (See Participation Numerator for School)
      and
   2) Exclude LEPFg = B or A
      (first year EL with or without ELPA)

B. Numerator Calculated
-- Use Performance Denominator and
   1) PLGScore = 3 or 4 (1 or 2 for Extended assessments)

AGR DISTRICT PARTICIPATION & PERFORMANCE

I. AGR District Participation
A. Denominator (GrpRptDistPartic = Y) where
   1) SSIDBestScore = Y
      and
   2) Included in Third Period Cumulative ADM Collection and enrolled on the first school day in May
      and
   3) CalcAdmnCd = blank, 1, 3, 5, 7, or X
      and
   4) TstValidFg = V (virtual record)
      OR
      TstValidFg = Y (valid test)

B. Numerator Calculated where
   1) (See Participation Denominator for District)
      and
   2) CalcAdmnCd = blank
      and
   3) TstValidFg = Y (valid test)
      OR
      (TstValidFg = V or N **and** LEPFg = B
      and
      TestSubj = CE)

C. Note:
   CalcAdmnCd = 1, 3, 5, 7, or X or TstValidFg = V will adversely affect Participation rating; CalcAdmnCd = 6, 8, or 9 omitted from denominator and numerator.

II. AGR District Performance
A. Denominator (GrpRptDistPrfrm = Y) where
   1) (See Participation Numerator for District)
      and
   2) Exclude LEPFg = B or A
      (first year EL with or without ELPA)

B. Numerator Calculated
-- Use Performance Denominator and
   1) PLGScore = 3 or 4 (1 or 2 for Extended assessments)

V.   FOR MORE INFORMATION

Quick Links to Accountability Reports

School and District At-A-Glance Profiles and Accountability Details (public)
https://www.ode.state.or.us/data/reportcard/reports.aspx

Public Reports of Assessment Results

State, District, and School level results (2014-15 through current year)
https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports.aspx

Quick Links to Accountability Documents

Accountability Policy (At-A-Glance Policy and Technical Manual; Accountability Details Manuals)
https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Report-Card-Policy.aspx

Accountability Tools (How to Read School At-A-Glance Profiles; 'How to Review' docs)
https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Report-Card-Tools.aspx

Quick Links to Accountability Information
https://www.oregon.gov/ode/reports-and-data/dataresources/Pages/Quick-Links-to-Accountability-Information.aspx

Test Administration
https://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Administration.aspx