

ASSESSMENT INCLUSION RULES FOR ACCOUNTABILITY REPORTS

2012-2013

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I. INCLUSION RULES FOR ACCOUNTABILITY REPORTS

Assessment Content and Grade Levels by Data and Report Year

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

Table 1 Test Inclusion Rules in Accountability Reports by Report Year

Accountability Report	Participation	Performance
AYP 2011-12	2010-11: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11	2010-11: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11
	2011-12: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11	2011-12: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11
Report Card 2011-12	2010-11: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11	2010-11: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11 SC Grades 5, 8, 11 (display only)
	2011-12: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11	2011-12: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11 SC Grades 5, 8, 11 (display only)
Report Card 2012-13	2012-13: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11	2009-10: RL Grades 3, 4, 5, 6, 7, 8, 10 (display only) MA Grades 3, 4, 5, 6, 7, 8, 10 (display only) WR Grades 4, 7, 10 (display only) SC Grades 5, 8, 11 (display only)
		2010-11: RL Grades 3, 4, 5, 6, 7, 8, 11 (display only) MA Grades 3, 4, 5, 6, 7, 8, 11 (display only) WR Grades 4, 7, 11 (display only) SC Grades 5, 8, 11 (display only)
		2011-12: RL Grades 3, 4, 5, 6, 7, 8, 11 (display only) MA Grades 3, 4, 5, 6, 7, 8, 11 (display only) WR Grade 11 (display only) SC Grades 5, 8, 11 (display only)
		2012-13: RL Grades 3, 4, 5, 6, 7, 8, 11 MA Grades 3, 4, 5, 6, 7, 8, 11 WR Grade 11 (display only) SC Grades 5, 8, 11 (display only)

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 for which public funds are expended for the education of the student.

A student is expected to participate in all required state tests that assess the content areas in which the student received instruction paid for by public funds. This includes registered home schooled students, privately schooled students, tuitioned students or any other students who are exempted from compulsory school attendance, and who are attending public schools or programs part time, if the student is claimed by any district for the equivalent ADM and the student received instruction provided by the district in the state content standards 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. Scores of grade 11 students who tested and met or exceeded the standard while identified as enrolled in grade 9 or grade 10 in a prior school year will be included in participation and performance calculations as valid test scores for the current school year. Because these students were in high school when attempting the high school assessment, they will be counted among participants during their 11th grade year.
 - b. Scores of grade 11 students who tested 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.
 - c. Scores of grade 8 students who “target up” to the high school test and met or exceeded the standard two years 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.
Under NCLB, 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 AYP 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 <http://www.ode.state.or.us/apps/faqs/index.aspx?=111>.
- (2) Registered home schooled students, private school students, tuitioned students and students attending public or private alternative programs part time that are not claimed by any district for ADM or did not receive instruction from the district in the state content standards during the current school year assessed by a required state test. Test scores or virtual records indicating non-participation from these students are excluded from accountability reports by marking the student’s test record in Student Staging with an Administration Code of 6. Note: Any student may request to participate in state tests. The scores of registered home schooled, private school students, or tuitioned students for whom any district does not claim or receive ADM are excluded from a district's assessment, AYP, or report card calculations or reports when the student’s test record in Student 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, 2011. 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 Staging with an Administration Code of 6.
- (4) Limited English Proficient (LEP) students during their first year of enrollment in U.S. schools may participate in the state’s language arts assessments, but are not required to do so. LEP students during their first year of enrollment in U.S. schools (enrolling after May 1, 2011) who take an English Language Proficiency Assessment will be counted as participating in the reading and writing assessments. LEP 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 below in Table 2.

Table 2 Inclusion Rules by Test Type/Conditions

Testing Conditions	Report Card		Assessment Group Reports	
	Participation	Performance	Participation	Performance
Standard assessments	Included	Included	Included	Included
Standard with accommodations	Included	Included	Included	Included
Target up ⁽¹⁾⁽⁵⁾	Included	Included	Included	Included
Target down ⁽¹⁾⁽²⁾	Included as non-participant	Not included	Included as non-participant	Not included
Extended assessments	Included	Included ⁽³⁾	Included	Included as not met standard
Modified assessments ⁽¹⁾	Included as non-participant	Not included	Included as non-participant	Not included
Exempted (First year ELL for reading or writing)	Included as participant	Not included	Included as participant	Not included
Partial (Non-complete) tests ⁽¹⁾	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
Absent/Non-attempt/Non-consent of student	Included as non-participant	Not included	Included as non-participant	Not included
Side-by-Side Spanish	Included	Included	Included	Included
Spanish Writing ⁽⁴⁾	Not included	Not included	Included	Included
Spanish Reading (available for Grade 3 only) ⁽⁴⁾⁽⁶⁾	Included	Included	Included	Included
Students enrolled on the first school day in May who were 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 2006-07 school year. See Executive Memorandum 004-2006-07, <http://www.ode.state.or.us/news/announcements/announcement.aspx?=1698>.

⁽²⁾ No longer an assessment option.

⁽³⁾ The percentage of extended assessments that meet the alternative achievement standards that can be included in the percentage of tests meeting standard is limited to 1% at the district level [Title I Final regulations section 200.13 as amended December 9, 2003]. For the purpose of determining AYP, the state must ensure that districts reclassify proficient scores above the 1% cap to count as non-proficient when the 1% cap is exceeded by a district. To account for small numbers of students in very small districts, reclassification of proficient test scores as non-proficient will occur only if there are five or more test scores in the district meeting the alternate assessment standards.

⁽⁴⁾ NCLB allows states to offer students who are not proficient in English the opportunity to be tested in their native language in reading or English Language Arts for up to five years. These tests must be in a language and form most likely to yield accurate data about what such students know and can do in academic content areas (Section 1111(b)(3)(C)(ix-x)).

Students who are eligible are those who 1) have been educated in the United States for three or fewer consecutive years and 2) have not yet reached a sufficient level of English language proficiency such that being tested in English would produce a valid and reliable score.

After three years, a district may determine on a case-by-case basis that a student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such a student knows and can do on the English version of the reading or English language arts tests. At that time, the student may continue to respond in their native language for up to an additional two years.

In Oregon, eligible students are students reported in the NCLB English Language Proficiency Collection who are not proficient in English and enrolled in a U.S. school after May 1 of the fifth school year prior to the current school year. Test records for these students are marked with a “B” or “Y” in the Limited English Proficient Field (AYP_LEP). Eligible assessments include Spanish reading offered by the State at grade 3, writing responses in Spanish or writing responses in the student’s native language that are submitted by the district as part of the State’s juried assessment process. Tests from eligible students that meet the standard are included as meeting standard in report card, AYP and reports of statewide assessment results (unless the student is a first year LEP student, in which case the results are excluded from the calculation of the percentage of students meeting standard in accountability reports). Tests from ineligible students are considered modifications and are included as non-participants in accountability reports, report cards, and reports of statewide assessment results and are excluded from the calculation of the percentage of students meeting standard.

- (5) Under NCLB, 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 AYP 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 beginning in 2006-07; all students targeting up must meet the standard for the test attempted in order to be counted as meeting standard in accountability reports.
- (6) In January 2011, ODE received approval from the U.S. Department of Education for the native language Spanish Reading assessment to be used for the purpose of AYP Accountability for eligible students enrolled in Grade 3. Students taking the Spanish Reading assessment still have only a total of three opportunities taken in any combination of Spanish and English. Following the approval from the USED, districts no longer need to ensure that students are tested in both English and Spanish for those using the Grade 3 Spanish Assessment.

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 2012-13 as listed in Table 3.

Table 3 Inclusion for Meeting Academic Assessment Standards

Accountability Report	Students included in calculating percentage of students meeting standard
Report Card	Enrolled on 1 st school day in May for a full academic year
Assessment Group Reports	Enrolled on 1 st school day in May

Students excluded from the calculation of students meeting standard

Home Schooled/Private Schooled students may request to participate in state tests. Test scores of registered home schooled, private school students, or tuitioned students for whom any district does **not** claim or receive ADM are excluded from accountability reports when the student's test record in Student 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, 2011. Test scores from these students are excluded from accountability reports when the student's test record in Student Staging is marked by the district with an Administration Code of 6.

The scores of *Beginning LEP students* during their first year of enrollment in U.S. schools (after May 1, 2011) 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 LEP with English Language Proficiency Assessment (ELPA)) or 'A' (beginning year LEP without an ELPA) in the Limited English Proficient field (AYP_LEP) based on information provided by the district in the NCLB English Language Proficiency Collection. Test scores with a 'B' or 'A' in the LEP field are excluded from the calculation of the percentage of students meeting standard in accountability reports. More detailed information related to LEP students can be found in Table 8.

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).

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 parents 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
E	No Reading, Writing, Listening & Speaking per IEP team (available only for ELPA tests)	Non-participant	Not used

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 parent request for refusal or request for a specific mode (i.e. paper or Online).	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
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 refused to complete test (at least 5 responses on Online test or at least 10 on paper test)	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'

Other factors also contribute to the determination of a valid test, such as whether the Writing response was scorable and not off-topic or blank. Students may take the Reading or Writing Test in Spanish only if the students have been in an LEP program for less than 5 years. (See Table 10.)

Determining a Student's Highest Test Score

Many students attempt multiple state assessments in the same subject during a single school year. For reporting purposes, the Department of Education must determine the highest test score the student (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 10 responses if paper and pencil, at least 5 responses if Online, scorable if in writing). 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 Online or paper and pencil tests are considered higher than scores from 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. TSTVALIDFG = 'Y'
2. TSTVALIDFG = 'V' (Virtual record)
3. TSTVALIDFG = 'N'

For test records where TSTVALIDFG = 'Y'

II. Assessments of the Academic Achievement and Alternate Achievement Standards

1. SRTTSTTYP = 'T' or 'P' (Online, Paper Pencil)
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. Score Rank Order

- * For TESTSUBJ = RL, MA, SC, SS - use highest RIT_TOT numeric score
- * For TESTSUBJ = WR - use highest composite TotCompScoreGrd numeric score for the Student's Grade level, where LANGUAGE <> S

NOTE: Score Rank Order only applies to the following test types, since other test types do not have numeric scores available: SRTTSTTYP = 'P' (paper-pencil), 'T' (Online), and 'X' (Extended MA, RL, SC)

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 (TSTVALIDFG = 'V') are created for any student who does not have a valid test score. This includes students not completing tests or taking modified administrations of assessments.

Attemptedness and invalid tests:

- Partial tests (TSTATMPTFG = 'P') are 1 to 4 responses on Online tests and 1 – 9 responses on paper and pencil tests. Partial tests have insufficient responses to score and are invalid tests (TSTVALIDFG = 'N').
- Non-attempts (TSTATMPTFG = 'N') are invalid tests (TSTVALIDFG = 'N').
- Other tests considered as invalid tests (TSTVALIDFG = 'N') include below the enrolled grade of the student (target down), modified test administrations, native language responses from ineligible LEP students, non-scorable writing responses, 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 for which public funds are expended for the education of the student. 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 Staging for the student during the school year. These students are generally counted as non-participants in accountability reports (see Section III).

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 and for which public funds are expended 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 (ParticSchlInstID) school and May 1 (ParticDistInstID) district 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. Note that the Federal Educational Rights and Privacy Act (FERPA) prohibits the state from electronically transferring assessment results between school districts when students move.

As noted in Section III, the inclusion of test results in the calculation of the percentage of students meeting standard for report card or AYP determinations 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	Enrolled on	Highest test score	Enrolled in	Enrolled on	Highest test score	Participation credited to	Performance credited to
District A	9/1/2012	Y	District B	11/1/2012	N	District B	District B
District A	9/1/2012	N	District B	11/1/2012	Y	District B	District B
District A	9/1/2012	Y	District B	4/1/2013	N	District B	None*
District A	9/1/2012	N	District B	4/1/2013	Y	District B	None*
District A	9/1/2012	Y	Out of state	11/15/2012	N	None	None
District A	9/1/2012	Y	Out of state	4/15/2013	N	None	None

* Performance is credited to neither district for Report Card if a student is not enrolled for a Full Academic Year. Performance is credited to District B in Assessment Group Reports.

IV. ADDITIONAL USEFUL TECHNICAL RULES

Table 8 LEP Valid Codes Assigned to AYP_LEP field

LEP Collection Record Type Code (LEPRecTypCd)	ELPA required in 12-13	Inclusion in LEP subgroup	Student Centered Staging assigned LEP code (AYP_LEP)	Additional notes
1A – LEP student entered and served during 2012-13	YES*	YES	B – Beginning LEP with ELPA (Start > 5/1/12), or A – Beginning LEP without ELPA (Start > 5/1/12)	Eligible to use ELPA in place of participation in Reading or Writing test Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08)
1B – LEP student continuing (Start date prior to 2012-13)	YES*	YES	Y – Year 2-5 (Only if Start <= 5/1/12 and > 5/1/08), or E – Experienced LEP (if Start <= 5/1/08)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08)
1C – LEP student exited during 2012-13	YES*	YES	X – Exited LEP (Exit Date > 5/1/13), or W – Exited LEP (Exit Date <= 5/1/13)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08) and if LEP Exit Date <= 5/1/13
1D – LEP student re-entered after exiting in a prior year	YES*	YES	Y – Year 2-5 (Only if Start <= 5/1/12 and > 5/1/08), or E – Experienced LEP (if Start <= 5/1/08)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08)
1E – LEP student in an LEP program but did not take ELPA**	YES*	YES	B – Beginning LEP with ELPA (Start > 5/1/12), or A – Beginning LEP without ELPA (Start > 5/1/12), or Y – Year 2-5 (Only if Start <= 5/1/12 and > 5/1/08), or E – Experienced LEP (if Start <= 5/1/08)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08)
4N – Eligible LEP student declined services and took ELPA	YES*	YES	B – Beginning LEP with ELPA (Start > 5/1/12), or Y – Year 2-5 (Only if Start <= 5/1/12 and > 5/1/08), or E – Experienced LEP (if Start <= 5/1/08), or X – Exited LEP (Exit Date > 5/1/13), or W – Exited LEP (Exit Date <= 5/1/13)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08) Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08) and if LEP Exit Date <= 5/1/13
4O – Eligible LEP student declined services and was enrolled outside the ELPA window	NO	YES	A – Beginning LEP without ELPA (Start > 5/1/12), or Y – Year 2-5 (Only if Start <= 5/1/12 and > 5/1/08), or E – Experienced LEP (if Start <= 5/1/08)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <= 5/1/12 and > 5/1/08)
Prior 2 years of LEP Collections				
1C – LEP student exited in prior 2 years (2010-11 and 2011-12) and not re-entered in 2012-13	NO	YES	T – Transitioning Former LEP student not re-entered in 2012-13 and in: 2010-11 LEP collection with Exit Date >= 8/15/10, or 2011-12 LEP collection with Exit Date >= 8/15/11 and < 8/15/12	
Not included in LEP subgroup				
3H – Not Eligible for LEP services (due to proficient score on placement test)	NO	NO	N – Not LEP student	

* Virtual records will be created in the ELPA database to identify LEP students who were required to participate in the ELPA and did not take an ELPA in the 2012-13 year.

** All LEP 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 AYP_LEP field in Student Staging.

Table 9 Report Card Data Sources and Definitions

2012-13 School and District Report Cards		
	Definitions	Sources of Data
Participation	<p>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))</p> <p>LEP students in their first year of the LEP program are credited with participation in Reading and Writing if they have taken the English Language Proficiency Assessment (ELPA).</p>	<p>Ratings based on the following OAKS tests administered in 2012-2013 to students enrolled in the school on the first school day in May:</p> <p>Reading grades 3, 4, 5, 6, 7, 8, 11</p> <p>Math grades 3, 4, 5, 6, 7, 8, 11</p>
Performance (Academic Achievement)	<p>Number of tests meeting or exceeding standards divided by Total number of tests</p> <p>Student test scores from Extended assessments* count as meeting the standard.</p> <p>Scores of students who target up count as meeting the standard if RIT score meets or exceeds the standard of the benchmark in which the student is tested.</p> <p>Students targeting up are required to take the 8th grade assessment during their 8th grade year. The 8th grade score is included in accountability reports for the current year.</p>	<p>Ratings based on the following OAKS tests administered in 2011-2012 and 2012-2013 to students enrolled for a full academic year in the school on the first school day in May:</p> <p>Reading grades 3, 4, 5, 6, 7, 8, 11</p> <p>Math grades 3, 4, 5, 6, 7, 8, 11</p>

* The number of Extended assessments that meet the alternative achievement standards that can be included in the percentage of tests meeting standard is limited to 1% of tests at the district level.

Table 10 Technical Definition of Test Valid Flag (TstValidFg) 2012-13

Valid TstValid values	Test Type	Applicable Subjects	Definition	Valid values for PLG or PLB ¹	Valid values for PL5G or PL5B ²	Valid values for CalcAdmnCd ³	Use in Participation Denominator	Use in Participation Numerator	Eligible for use in Performance Denominator
Y (Yes, Valid Attempt)	Online	MA, RL, SC, SS, WR	At least 5 items answered for MA, RL, SC, SS or scorable response to prompt for WR (Special Code is 9 or blank) And if RL or WR is in Spanish, then AYP_LEP = A, B, W, Y	D, M, E	1, 2, 3, 4, 5	Blank, 1, 3, 5, 6, 7	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 1, 6, 7	Yes, except CalcAdmnCd = 1, 6, 7
	Paper	MA, RL, SC, WR	At least 10 items answered for MA, RL, SC or scorable response to prompt for WR (Special Code is 9 or blank) And if RL or WR is in Spanish, then AYP_LEP = A, B, W, Y	D, M, E	1, 2, 3, 4, 5	Blank, 1, 3, 5, 6, 7	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 1, 6, 7	Yes, except CalcAdmnCd = 1, 6, 7
	Extended	Ext MA, Ext RL, Ext SC, Ext WR	All items must be answered	D, M, E	2, 3, 4, 5	Blank, 1, 3, 5, 6, 7	Yes, except CalcAdmnCd = 6	Yes, except CalcAdmnCd = 1, 6, 7	Yes, except CalcAdmnCd = 1, 6, 7
P (Partial Attempt)	Online	MA, RL, SC, SS (Not applicable for WR)	Any incomplete (1 or more responses but fewer than 5 responses) test for MA, RL, SC, SS (Not applicable for WR) And if RL or WR is in Spanish, then AYP_LEP = A, B, W, Y	N	0	Blank, 3, 5, 6	Yes, except CalcAdmnCd = 6	No	No
	Paper	MA, RL, SC (Not applicable for WR)	1 to 9 items answered per section for MA, RL, SC (Not applicable for WR) And if RL or WR is in Spanish, then AYP_LEP = A, B, W, Y	N	0	Blank, 3, 5, 6	Yes, except CalcAdmnCd = 6	No	No
	Extended	Ext MA, Ext RL, Ext SC, Ext WR	NA	NA	NA	NA	NA	NA	NA
N (Non-Attempt)	Online		Not applicable (NA)	NA	NA	NA	NA	NA	NA
	Paper	MA, RL, SC, WR	No items answered Or if RL or WR is in Spanish, and AYP_LEP <> A, B, W, Y	N	0	1, 3, 5, 6, 7, 8, 9 (if no Admin Code, record deleted)	Yes, except CalcAdmnCd = 6, 8, 9	No	No
	Extended	Ext MA, Ext RL, Ext SC, Ext WR	Any incomplete test for MA, RL, SC, WR	N	0	1, 3, 5, 6, 7, 8, 9	Yes, except CalcAdmnCd =	No	No

Valid TstValid values	Test Type	Applicable Subjects	Definition	Valid values for PLG or PLB ¹	Valid values for PL5G or PL5B ²	Valid values for CalcAdmnCd ³	Use in Participation Denominator	Use in Participation Numerator	Eligible for use in Performance Denominator
		WR					6, 8, 9		
V (Virtual Record)	ODE created	MA, RL, SC, WR	Expected test matching Third Period Cumulative ADM Collection, but no test found or test was "not attempted"	Blank	Blank	Blank, 1, 6, 7, 8, 9	Yes, except CalcAdmnCd = 6, 8, 9	No [Exception in RL or WR where AYP_LEP = B, first year LEP can take ELPA in lieu of RL or WR]	No

Notes:

- 1 Performance levels for Grade (PLG) and Performance levels for Benchmark (PLB) valid values: D = Does Not Meet; M = Meets; E = Exceeds
- 2 Numeric 5-Level Performance levels for Grade (PL5G) and Performance levels for Benchmark (PL5B) valid values: 1 = Does Not Meet; 2 = Does Not Meet; 3 = Nearly Meets; 4 = Meets; 5 = Exceeds
- 3 Calculated Administration Code (CalcAdmnCd) valid values: 1 = Absent/Student Refusal; 3 = Modified-Language; 5 = Modified-Disability; 6 = Not Enrolled/Home schooled/Out of State; 7 = Parent Refusal; 8 = Not enrolled at May 1 school during available testing window(s); 9 = Medical Emergency

Table 11 Participation & Performance Flags and Calculation Rules for Accountability Reports 2012-13

Report Card FLAGS IN STUDENT STAGING	RC SCHOOL PARTICIPATION & PERFORMANCE	RC DISTRICT PARTICIPATION & PERFORMANCE
<ul style="list-style-type: none"> • RC PARTICIPATION SCHOOL RCSchlPartic = 'Y' (Set to 'Y' if used in Participation Denominator of a School Report Card) • RC PARTICIPATION DISTRICT RCDistPartic = 'Y' (Set to 'Y' if used in Participation Denominator of a District Report Card) • RC PERFORMANCE SCHOOL RCSchlPerf = 'Y' (Set to 'Y' if used in Performance Denominator of a School Report Card) • RC PERFORMANCE DISTRICT RCDistPerf = 'Y' (Set to 'Y' if used in Performance Denominator of a District Report Card) <p>Report Card 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).</p> <p>Subjects/Grades: 2011-12: RL (Grades 03, 04, 05, 06, 07, 08, 11) WR (Grade 11) MA (Grades 03, 04, 05, 06, 07, 08, 11) SC (Grades 05, 08, 11) 2012-13: RL (Grades 03, 04, 05, 06, 07, 08, 11) WR (Grade 11) MA (Grades 03, 04, 05, 06, 07, 08, 11) SC (Grades 05, 08, 11)</p> <p>Overall rating includes RL & MA only.</p> <p>Determining SSID Best Score: The Highest Resolved Score is the highest passing score from the current year assessments.</p> <p>The Highest Resolved Score for students enrolled in grade 11 (as reported in the Third Period Cumulative ADM 2012-13 collection) is the highest passing score from current year high school assessments and passing scores from prior year high school assessments.</p>	<p>I. RC School Participation</p> <p>A. Denominator (RCSchlPartic = 'Y') where</p> <ol style="list-style-type: none"> 1) SSIDBestScore = 'Y' and 2) Included in Third Period Cumulative ADM Collection and 3) CalcAdminCd = blank, '1' or '3' or '5' or '7' and 4) TstValidFg = 'V' (virtual records) OR TstValidFg = 'Y' (valid test) and 5) DistSPED <> 'Y' (not in District Special Ed Program) <p>B. Numerator Calculated where</p> <ol style="list-style-type: none"> 1) (See Participation Denominator for School) and 2) CalcAdminCd = blank and 3) TstValidFg = 'Y' (valid test) OR (TstValidFg = 'V' or 'N' and AYP_LEP = 'B' and TestSubj= RL or WR) <p>C. Note: CalcAdminCd = '1' or '3' or '5' or '7' or TstValidFg = 'V' will adversely affect Participation rating; CalcAdminCd = '6' or '8' or '9' omitted from denominator and numerator.</p> <p>II. RC School Performance</p> <p>A. Denominator (RCSchlPerf = 'Y') where</p> <ol style="list-style-type: none"> 1) (See Participation Numerator for School) and 2) Exclude AYP_LEP = 'B' or 'A' (first year LEP with or without ELPA) and 3) StayInSchl <> 'N' (include only if enrolled for full academic year) <p>B. Numerator Calculated -- Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = 'M' or 'E' (Online or Paper-pencil) 2) PLB_TOT = 'M' or 'E' (Extended) 	<p>I. RC District Participation</p> <p>A. Denominator (RCDistPartic = 'Y') where</p> <ol style="list-style-type: none"> 1) SSIDBestScore = 'Y' and 2) Included in Third Period Cumulative ADM Collection and 3) CalcAdminCd = blank, '1' or '3' or '5' or '7' and 4) TstValidFg = 'V' (virtual records) OR TstValidFg = 'Y' (valid test) <p>B. Numerator Calculated where</p> <ol style="list-style-type: none"> 1) (See Participation Denominator for District) and 2) CalcAdminCd = blank and 3) TstValidFg = 'Y' (valid test) OR (TstValidFg = 'V' or 'N' and AYP_LEP = 'B' and TestSubj=RL or WR) <p>C. Note: CalcAdminCd = '1' or '3' or '5' or '7' or TstValidFg = 'V' will adversely affect Participation rating; CalcAdminCd = '6' or '8' or '9' omitted from denominator and numerator.</p> <p>II. RC District Performance</p> <p>A. Denominator (RCDistPerf = 'Y') where</p> <ol style="list-style-type: none"> 1) (See Participation Numerator for District) and 2) Exclude AYP_LEP = 'B' or 'A' (first year LEP with or without ELPA) and 3) StayInDist <> 'N' (include only if enrolled for full academic year) <p>B. Numerator Calculated -- Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = 'M' or 'E' (Online or Paper-pencil) 2) PLB_TOT = 'M' or 'E' (Extended) up to 1% of total tests with scores

Assessment Group Report

FLAGS IN STUDENT STAGING

PARTICIPATION & PERFORMANCE -
SCHOOL & DISTRICT LEVEL

Group Report District Participation
GpRptDistPartic = 'Y'

Group Report District Performance
GpRptDistPerf = 'Y'

Group Report School Participation
GpRptSchlPartic = 'Y'

Group Report School Performance
GpRptSchlPerf = 'Y'

Group Reports include 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:

RL (Grades 03, 04, 05, 06, 07, 08, 11)

WR (Grade 11)

MA (Grades 03, 04, 05, 06, 07, 08, 11)

SC (Grades 05, 08, 11)

Determining 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 (as reported in the Third Period Cumulative ADM 2012-13 collection) is the highest passing score from current year high school assessments and passing scores from prior year high school assessments.

AGR SCHOOL PARTICIPATION & PERFORMANCE

I. AGR School Participation

A. Denominator (GpRptSchlPartic = 'Y') where

- 1) SSIDBestScore = 'Y'
and
- 2) Included in Third Period Cumulative ADM Collection
and
- 3) CalcAdminCd = blank, '1' or '3' or '5' or '7'
and
- 4) TstValidFg = 'V' (virtual records)
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) CalcAdminCd = blank
and
- 3) TstValidFg = 'Y' (valid test)
OR
(TstValidFg = 'V' or 'N' **and** AYP_LEP = 'B'
and
TestSubj= RL or WR)

C. Note:

CalcAdminCd = '1' or '3' or '5' or '7' or TstValidFg = 'V' will adversely affect Participation rating; CalcAdminCd = '6' or '8' or '9' omitted from denominator and numerator.

II. AGR School Performance

A. Denominator (GpRptSchlPerf = 'Y') where

- 1) (See Participation Numerator for School)
and
- 2) Exclude AYP_LEP = 'B' or 'A'
(first year LEP with or without ELPA)

B. Numerator Calculated

-- Use Performance Denominator and

- 1) PLG_TOT = 'M' or 'E'
- Note: PLG_TOT = 'D' for all Extended assessments

AGR DISTRICT PARTICIPATION & PERFORMANCE

I. AGR District Participation

A. Denominator (GpRptDistPartic = 'Y') where

- 1) SSIDBestScore = 'Y'
and
- 2) Included in Third Period Cumulative ADM Collection
and
- 3) CalcAdminCd = blank, '1' or '3' or '5' or '7'
and
- 4) TstValidFg = 'V' (virtual records)
OR
TstValidFg = 'Y' (valid test)

B. Numerator Calculated where

- 1) (See Participation Denominator for District)
and
- 2) CalcAdminCd = blank
and
- 3) TstValidFg = 'Y' (valid test)
OR
(TstValidFg = 'V' or 'N' **and** AYP_LEP = 'B'
and
TestSubj=RL or WR)

C. Note:

CalcAdminCd = '1' or '3' or '5' or '7' or TstValidFg = 'V' will adversely affect Participation rating; CalcAdminCd = '6' or '8' or '9' omitted from denominator and numerator.

II. AGR District Performance

A. Denominator (GpRptDistPerf = 'Y') where

- 1) (See Participation Numerator for District)
and
- 2) Exclude AYP_LEP = 'B' or 'A'
(first year LEP with or without ELPA)

B. Numerator Calculated

-- Use Performance Denominator and

- 1) PLG_TOT = 'M' or 'E'
- Note: PLG_TOT = 'D' for all Extended assessments

V. FOR MORE INFORMATION

Quick Links to Accountability Reports

Report Cards, Report Card Detail Sheets, and AYP/AMO Reports (public)

<http://www.ode.state.or.us/data/reportcard/reports.aspx>

Public Reports of Assessment Results (in Education Data Explorer)

<http://www.ode.state.or.us/apps/Navigation.Web/#/PAGR>

Quick Links to Accountability Documents

Report Card Policy and Technical Manual

<http://www.ode.state.or.us/search/page/?id=3881>

Frequently Asked Questions about Report Cards

<http://www.ode.state.or.us/apps/faqs/index.aspx?=41>

Test Administration Page and Test Manuals

<http://www.ode.state.or.us/search/page/?id=625>