

Inclusion Rules (Technical Manual)



2004-05 Final AYP Report					
Summary					
District:	State of Oregon	AYP Designation: NOT MET			
School:					
Did the school meet the standard for AYP?					
Overall AYP	English Language Arts AYP	Math AYP	Graduation		
All Students	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Economically Disadvantaged	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Limited English Proficient	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Students with Disabilities	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Asian/Pacific Islander	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Black (not of Hispanic origin)	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Hispanic origin	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
American Indian/Alaskan Native	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
White (not of Hispanic origin)	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Multi-Racial/Multi-Ethnic	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
English Language Arts (Reading and Writing)	English Language Arts AYP	Participation	Academic Status	Academic Growth	Graduation
All Students	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Economically Disadvantaged	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Limited English Proficient	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Students with Disabilities	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Asian/Pacific Islander	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Black (not of Hispanic origin)	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Hispanic origin	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
American Indian/Alaskan Native	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
White (not of Hispanic origin)	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Multi-Racial/Multi-Ethnic	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET
Mathematics (Math and Math Problem-Solving)	Math AYP	Participation	Academic Status	Academic Growth	Graduation
All Students	NOT MET	NOT MET	NOT MET	NOT MET	NOT MET

- I. Determining a Student's Highest Test Score
- II. Assigning the Highest Score to a District for Inclusion in Accountability Reports
- III. Inclusion Rules for Accountability Reports
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April 2006

Determining a Student's Highest Test Score

When a student attempts multiple state assessments in the same subject during the school year, the Department of Education determines the highest test score for the student (SSIDBestScore) for reporting purposes. This highest score is determined regardless of where the student was enrolled when he or she took the test.

Scores from tests taken by students with or without accommodations (standard administrations) are always treated as the highest score compared to modified assessments. In addition, tests taken at or above the student's grade level are always treated as the highest score compared to tests below the student's grade level or assessments of the alternative standards.

If a student has more than one test with the same grade level and type of administration (i.e. standard versus modified), the test with the highest performance level (e.g., meets, low) is designated as the highest score of the student. If a student has more than one test with the same performance level, the test with the highest scale score is deemed the highest score of the student.

The complete business rules for determining a student's highest test score can be found in Section V. of this document.

I. 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 10 on the first school day in May for which the district receives state school fund (ADM). The highest score earned by a student during the school year, no matter where the student was 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 10 on the first school day in May if there are no test records 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 Spring Membership Collection. The resident district and school of the student is the district and school responsible for the education of the student and for which the district receives state school fund 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 (Partic) school and May 1 (Partic) district are noted on test records. The resident school and district on test records is the district and school 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.)

Here are some example scenarios of students moving between districts and the application of the inclusion rules described in the next section.

Enrolled in	Enrolled on	Highest test score	Enrolled in	Enrolled on	Highest test score	Participation credited to	Performance credited to
District A	9/7	Y	District B	11/1	N	District B	District B
District A	9/7	N	District B	11/1	Y	District B	District B
District A	9/7	Y	District B	4/1	N	District B	None*
District A	9/7	N	District B	4/1	Y	District B	None*
District A	9/7	Y	Out of state	11/15	N	None	None
District A	9/7	Y	Out of state	4/15	N	None	None

* Since not enrolled for a full academic year in District B on the first school day in May.

II. Inclusion Rules for Accountability Reports

Inclusion in the Calculation of the 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 10 on the first school day in May for which the district receives state school fund (ADM).

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 the state school fund. 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 10 that met the CIM standard in prior years:
 - a. Scores of grade 9 students who tested and met or exceeded the standard in the previous school year and did not re-test in the current school year will be included in participation and performance calculations as valid test scores for the current school year.
 - b. Scores of grade 10 students who tested and met or exceeded the standard in the previous school year and are repeating grade 10 in the current school year and did not re-test in the current school year will be counted as valid test scores for the current school year.
 - c. Scores of grade 8 students who “challenged up” to the CIM test and met or exceeded the standard two years prior to the current school year will be counted as valid test scores for the current school year in the school and district where the student is reported as enrolled on the first school day in May.
- (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 answer sheet or test record in Student Staging with Administration Code 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 answer sheet or test record in Student Staging is marked with Administration Code 6.
- (3) Foreign exchange students attending school in the United States for the first time after August 15th of the current school year. Test scores from these students or virtual records indicating non-participation are excluded from accountability reports by marking the student’s answer sheet or test record in Student Staging with Administration Code 6.
- (4) 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 August 15 of the current school year) that 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.

Inclusion Rules for Participation Rates in Accountability Reports

The inclusion rules for calculating the participation rate are the same for both 2004-05 and 2005-06.

Accountability Report	Students included in participation rate calculation
AYP*	Reported as enrolled on 1st School day in May
Report Card	Reported as enrolled on 1st School day in May^
Assessment Group Reports	Reported as enrolled on 1st School day in May

* - Two Years of data ^ - Excludes parent refusals

Inclusion Rules for Calculating the Percentage of Students Meeting Standard in Accountability Reports

The inclusion rules for calculating the percentage of students meeting standard are the same for both 2004-05 and 2005-06.

Accountability Report	Students included in calculation percentage of students meeting standard
AYP	Enrolled on 1st school day in May for a full academic year.
Report Card	Enrolled on 1st school day in May for a full academic year with <u>standard</u> administration of a test at or above grade level.
Assessment Group Reports	Enrolled on 1st school day in May

Students that are 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 answer sheet or 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 August 15th of the current school year. Test scores from these students are excluded from accountability reports when the student's answer sheet or 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 (enrolling after August 15 of the current school year) that 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” by ODE 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” in the Limited English Proficiency field are excluded from the calculation of the percentage of students meeting standard in accountability reports.

Inclusion of Students in District Special Education Programs

In the Spring Membership 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 if a school met AYP. The district is still accountable for the attendance and performance of these students and the scores are included in the district’s AYP determination, report card, 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 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).

Test Inclusion Rules in Accountability Reports by Report Year

Accountability Report	Participation	Performance
AYP 2004-05	2003-04: RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10 PS Grades 5, 8, 10	2003-04: RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10 PS Grades 5, 8, 10
	2004-05: RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10	2004-05: RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10
AYP 2005-06	2004-05: RL Grades 3, 5, 8, 10	2004-05: RL Grades 3, 5, 8, 10

	WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10	WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10
	2005-06 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10	2005-06 RL Grades 3, 5, 8, 10* WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10*
AYP 2006-07	2005-06 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10	2005-06 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10
	2006-07 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10	2006-07 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10
Report Card 2004-05	2004-05 RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 5, 8, 10 SC Grades 5, 8, 10 (for display only)	2003-04 RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 (4 and 7 for display only) MA Grades 3, 5, 8, 10 SC Grades 5, 8, 10 (for display only)
		2004-05 RL Grades 3, 5, 8, 10 WR Grades 4, 7, 10 (4 and 7 for display only) MA Grades 3, 5, 8, 10 SC Grades 5, 8, 10 (for display only)
Report Card 2005-06	2005-06 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10 SC Grades 5, 8, 10 (for display only)	2004-05 RL Grades 3, 5, 8, 10* WR Grades 4, 7, 10 (4 and 7 for display only) MA Grades 3, 5, 8, 10* SC Grades 5, 8, 10 (for display only)
		2005-06 RL Grades 3, 5, 8, 10* WR Grades 4, 7, 10 (4 and 7 for display only) MA Grades 3, 5, 8, 10* SC Grades 5, 8, 10 (for display only)
Report Card 2006-07	2006-07 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 MA Grades 3, 4, 5, 6, 7, 8, 10 SC Grades 5, 8, 10^	2005-06 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10^ MA Grades 3, 4, 5, 6, 7, 8, 10 SC Grades 5, 8, 10^
		2006-07 RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10^ MA Grades 3, 4, 5, 6, 7, 8, 10 SC Grades 5, 8, 10^

* For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook: Results from 05-06 reading and math assessments at grades 4, 6, and 7 will not be included in the calculation of student performance in 05-06 AYP reports or report cards rating formulas, but will be included in 06-07 reports and ratings.

^Inclusion rules to be determined

Inclusion Rules by Test Type and Accountability Report

Testing Conditions	Report Card Formula		AYP		Assessment Group Reports	
	Participation	Performance	Participation	Performance	Participation	Performance
Standard assessments	Included	Included	Included	Included	Included	Included
Standard with accommodations	Included	Included	Included	Included	Included	Included
Target up	Included	Included	Included	Included	Included	Included
Target down	Included	Not included	Included	Included (1)	Included	Included as not met standard
Extended assessments /CLRAS	Included	Not included	Included	Included (2)	Included	Included as not met standard
Juried assessments	Included	Included	Included	Included	Included	Included
Modified assessments	Included	Not included	Included	Included as not met standard	Included	Included as not met standard
Exempted (First year ELL for reading or writing)	Included as participant	Not included	Included as participant	Not included	Included as participant	Not included
Non-completers	Included	Included as not met standard	Included	Included as not met standard	Included	Included as not met standard
Non-consent of parent for religious or disability-related reasons	Not included	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Non-attempt/Non-consent of student	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Absent	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Side-by-Side Spanish or Russian	Included	Included	Included	Included	Included	Included
Spanish Writing	Included	Included (3)	Included	Included (3)	Included	Included (3)
Spanish Reading (Available for Grade 3 only)	Included	Included (3)	Included	Included (3)	Included	Included (3)
Students enrolled on the first school day in May that were enrolled during a test window and not tested	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included

(1) The percentage of CLRAS and Extended assessment 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 n, reclassification of proficient test scores as non-proficient will not occur unless the number of test scores in the district meeting the alternative assessment standards exceeds four.

(2) For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook: For the 2004-05 and 2005-06 school years, up to 2% of total test scores in the district used to determine AYP may be from students with persistent academic disabilities who meet or exceed performance standards on a targeted assessment below the student's grade level that most appropriately measures their progress toward benchmark standards, when the student's IEP has determined that such an assessment is appropriate and when the assessment is taken under standard conditions with or without accommodations. For the purpose of determining AYP, the state must ensure that districts reclassify proficient scores above the 2% cap to count as non-proficient when the 2% cap is exceeded by a district. To account for small n, reclassification of proficient test scores as non-proficient will not occur unless the number of test scores in the district meeting the performance standards exceeds eight.

(3) 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 August 15th of the fourth 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 not meeting standard in AYP and reports of statewide assessment results and are excluded from the calculation of the percentage of students meeting standard in report cards.

III. For More Information

Quick Links to Accountability Reports

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

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

Public Reports of Assessment Results

http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/disaggregated_data.aspx

Quick Links to Accountability Documents

AYP Policy and Technical Manual

Frequently Asked Questions about AYP

<http://www.ode.state.or.us/search/results/?id=198>

Report Card Policy Manual and Report Card Technical Manual

Frequently Asked Questions about Report Cards

<http://www.ode.state.or.us/search/results/?id=273>

Test Administration Page

<http://www.ode.state.or.us/search/results/?id=170>

Test Manuals

<http://www.ode.state.or.us/search/page/?id=486>

Frequently Asked Questions about Assessment

<http://www.ode.state.or.us/search/page/?id=202>

IV. Technical Business Rules Highest Test Score Resolution Rules 2005-06

DETERMINING A STUDENT'S BEST SCORE

(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) Attemptedness Rank Order
 1. TSTVALIDFG = "Y"
 2. TSTVALIDFG = "P"
 3. TSTVALIDFG = "V"
 4. TSTVALIDFG = "N"

 - II) Standard vs Modified Admin Rank Order
 1. CALCADMINCD = blank, or null or 6
 2. CALCADMINCD = 3 or 5
 3. CALCADMINCD = 1 or 7 or 8 (skip to Step VII)

 - III) On Grade and Assessments of the Alternate Standards
 1. CHALLENGE = "H" or blank
 2. SRTTSTTYP = "X" or "C" (alternate standard Extended Assessment/CLRAS indicator)
 3. CHALLENGE = "L"

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

 - V) Performance Level Rank Order
 1. PL5G_TOT = 5
 2. PL5G_TOT = 4
 3. PL5G_TOT = 3
 4. PL5G_TOT = 2
 5. PL5G_TOT = 1
 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 (Tests taken in English ranks higher than those take in Spanish)
- 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) and "T" (TESA)
- VII) Latest Test Rank Order
 1. TSTDTClosest to May 23, 2006 and not greater than May 23, 2006

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

PARTICIPATION AND PERFORMANCE FOR AYP, REPORT CARD, AND ASSESSMENT GROUP REPORTS 2005-06

AYP FLAGS IN STUDENT STAGING

[*] AYP PARTICIPATION SCHOOL
(Set to "Y" if used in Participation Denominator of a School AYP Report)

[*] AYP PARTICIPATION DISTRICT
(Set to "Y" if used in Participation Denominator of a District AYP Report)

[*] AYP PERFORMANCE SCHOOL
(Set to "Y" if used in Performance Denominator of a School AYP Report)

[*] AYP PERFORMANCE DISTRICT
(Set to "Y" if used in Performance Denominator of a District AYP Report)

AYP Report includes test records of student enrolled on the first school day in May in 2005 and 2006.

2005-06 Tests/Enrolled Grades:

English Language Arts (ELA) -
RL (Grades 03, 04, 05, 06, 07, 08, 10)
WR (Grades 04, 07, 10)

Math -
MA (Grades 03, 04, 05, 06, 07, 08, 10)
If approved, Grades 04, 06, 07 in RL and MA used for participation only in 05-06 reports

Determining SSID Best Score:

The Highest Resolved Score is the highest score from the current year assessments.

The Highest Resolved Score for students enrolled in grade 10 (as reported in the Spring Membership 05-06 Collection) is the highest passing score from current year assessments and prior year assessments include passing scores from 03-04 CIM as an 8th grader and passing scores from 04-05 CIM as a 9th grader or 10th grader.

Of tests used to determine district AYP:

--Only 1% may be Extended or CLRAS tests where PLB_TOT = "M" or "E"

--Only 2% may be targeted tests where PLB_TOT = "M" or "E" (if approved)

AYP SCHOOL PARTICIPATION & PERFORMANCE

I. AYP School Participation

A. Denominator (AYPSchlPartic = "Y")

where

- 1) SSIDBestScore = Y
- and
- 2) Included in Spring Membership Collection
- and
- 3) DISTSPED <> "Y"
(not in District Sp Ed Program)

and

- 4) CalcAdminCd (or CEXMOD)
= blank, "1" or "3" or "5" or "7"

and

- 5) TSTValidFg = "V" (virtual records) or
TSTValidFg = "N" (Non-attempt) or
TSTValidFg = "Y" or "P" (attempted tests)

B. Numerator Calculated

where

- 1) (See Participation Denominator for School)

and

- 2) CalcAdminCd (or CEXMOD)
= blank, or "3" or "5"

and

- 3) TSTValidFg = "Y" or "P" (attempted tests)
OR
(TSTValidFg = "V" or "N" and AYP_LEP = "B"
and TestSubj=RL or WR)

C. Notations:

CEXMOD = "1" or "7"; or TSTValid = "N" or "V" will adversely affect Participation rating; CEXMOD = "6" or "8" omitted from denominator and numerator.

II. AYP School Performance

A. Denominator (AYPSchlPerf = "Y")

where

- 1) (See Participation Numerator for School)
- and
- 2) Exclude AYP_LEP = "B"
- and
- 3) StayInSchl <> "N"

B. Numerator Calculated

-- Use Denominator and

- 1) PLG_TOT = "M" or "E" (TESA or Paper)
- 2) PLB_TOT = "M" or "E" (Extended or CLRAS)
- 3) PLB_TOT = "M" or "E" and Challenge = "L"

AYP DISTRICT PARTICIPATION & PERFORMANCE

I. AYP District Participation

A. Denominator (AYPDistPartic = "Y")

where

- 1) SSIDBestScore = Y
- and
- 2) Included in Spring Membership Collection
- and

- 3) CalcAdminCd (or CEXMOD)
= blank, "1" or "3" or "5" or "7"

and

- 4) TSTValidFg = "V" (virtual records) or
TSTValidFg = "N" (Non-attempt) or
TSTValidFg = "Y" or "P" (attempted tests)

B. Numerator Calculated

where

- 1) (See Participation Denominator for District)

and

- 2) CalcAdminCd (or CEXMOD)
= blank, or "3" or "5"

and

- 3) TSTValidFg = "Y" or "P" (attempted tests)
OR
(TSTValidFg = "V" or "N" and AYP_LEP = "B"
and TestSubj=RL or WR)

C. Notations:

CEXMOD = "1" or "7"; or TSTValid = "N" or "V" will adversely affect Participation rating; CEXMOD = "6" or "8" omitted from denominator and numerator.

II. AYP District Performance

A. Denominator (AYPDistPerf = "Y")

where

- 1) (See Participation Numerator for District)
- and
- 2) Exclude AYP_LEP = "B"
- and
- 3) StayInDist <> "N"

B. Numerator Calculated

-- Use Denominator and

- 1) PLG_TOT = "M" or "E" (TESA or Paper)
- 2) PLB_TOT = "M" or "E" (Extended or CLRAS)
- 3) PLB_TOT = "M" or "E" and Challenge = "L"

RC FLAGS IN STUDENT STAGING	RC SCHOOL PARTICIPATION & PERFORMANCE	RC DISTRICT PARTICIPATION & PERFORMANCE
<p>[*] RC PARTICIPATION SCHOOL (Set to "Y" if used in Participation Denominator of a School Report Card)</p> <p>[*] RC PARTICIPATION DISTRICT (Set to "Y" if used in Participation Denominator of a District Report Card)</p> <p>[*] RC PERFORMANCE SCHOOL (Set to "Y" if used in Performance Denominator of a School Report Card)</p> <p>[*] RC PERFORMANCE DISTRICT (Set to "Y" if used in Performance Denominator of a District Report Card)</p> <p>Report Card includes test records of student enrolled on the first school day in May 2006.</p> <p>2005-06 Tests/Enrolled Grades: RL (Grades 03, 04, 05, 06, 07, 08, 10) WR (Grades 04, 07, 10) MA (Grades 03, 04, 05, 06, 07, 08, 10) SC (grades 5, 8, 10)</p> <p>School Characteristics rating only includes RL, MA, WR</p> <p>Student Performance rating only includes: RL (Grades 03, 05, 08, 10) MA (Grades 03, 05, 08, 10) WR grade 10.</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 10 (as reported in the Spring Membership 05-06 Collection) is the highest passing score from current year assessments and prior year assessments include passing scores from 03-04 CIM as an 8th grader and passing scores from 04-05 CIM as a 9th grader or 10th grader.</p>	<p>I. RC School Participation</p> <p>A. Denominator (RCSchlPartic = "Y") where 1) SSIDBestScore = Y and 2) Included in Spring Membership Collection and 3) DISTSPED <> "Y" (not in District Sp Ed Prgrm) and 4) CalcAdminCd (CEXMOD) = blank, "1", "3" or "5" and 5) TSTValidFg = "V" (virtual records) or TSTValidFg = "N" (Non-attempt) or TSTValidFg = "Y" or "P" (attempted tests)</p> <p>B. Numerator Calculated where 1) (See Participation Denominator for School) and 2) CalcAdminCd (CEXMOD) = blank or "3" or "5" and 3) TSTValidFg = "Y" or "P" (attempted tests) OR (TSTValidFg = "V" or "N" and AYP_LEP = "B" and TestSubj=RL or WR)</p> <p>C. Notations: CEXMOD = "1" or TSTValid = "N" or "V" will adversely affect Participation rating; CEXMOD = "6", "7", or "8" omitted from denominator and numerator.</p> <p>II. RC School Performance</p> <p>A. Denominator (RCSchlPerf = "Y") where 1) (See Participation Numerator for School) and 2) Exclude AYP_LEP = "B" and 3) StayInSchl <> "N" and 4) CalcAdminCd (CEXMOD) = blank and 5) Challenge <> "L" and 6) TSTBnch <> "XR" or "XM" or "XW" or "XS"</p> <p>B. Numerator Calculated -- Use Denominator and PLG_TOT = "M" or "E"</p>	<p>I. RC District Participation</p> <p>A. Denominator (RCDistPartic = "Y") where 1) SSIDBestScore = Y and 2) Included in Spring Membership Collection and 3) CalcAdminCd (CEXMOD) = blank, "1", "3" or "5" and 4) TSTValidFg = "V" (virtual records) or TSTValidFg = "N" (Non-attempt) or TSTValidFg = "Y" or "P" (attempted tests)</p> <p>B. Numerator Calculated where 1) (See Participation Denominator for District) and 2) CalcAdminCd (CEXMOD) = blank or "3" or "5" and 3) TSTValidFg = "Y" or "P" (attempted tests) OR (TSTValidFg = "V" or "N" and AYP_LEP = "B" and TestSubj=RL or WR)</p> <p>C. Notations: CEXMOD = "1" or TSTValid = "N" or "V" will adversely affect Participation rating; CEXMOD = "6", "7", or "8" omitted from denominator and numerator.</p> <p>II. RC District Performance</p> <p>A. Denominator (RCDistPerf = "Y") where 1) (See Participation Numerator for District) and 2) Exclude AYP_LEP = "B" and 3) StayInDist <> "N" and 4) CalcAdminCd (CEXMOD) = blank and 5) Challenge <> "L" and 6) TSTBnch <> "XR" or "XM" or "XW" or "XS"</p> <p>B. Numerator Calculated -- Use Denominator and PLG_TOT = "M" or "E"</p>

ASSESSMENT GROUP REPORTS

PARTICIPATION & PERFORMANCE - SCHOOL & DISTRICT LEVEL

(There are no specific flags set in Student Staging records to identify records used for this report, however, AYP participation flags for the school and district identify the records used in calculating participation rates for assessment group reports.)

Group Reports include test records of student enrolled on the first school day in May 2006 whether or not the student was enrolled for a full academic year.

Subjects/Grade:

RL (Gr 03, 04, 05, 06, 07, 08, 10)
WR (Gr04, 07, 10)
MA (Gr 03, 04, 05, 06, 07, 08, 10)
SC (Gr 05, 08, 10)

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 10 (as reported in the Spring Membership 05-06 Collection) is the highest passing score from current year assessments and prior year assessments include passing scores from 03-04 CIM as an 8th grader and passing scores from 04-05 CIM as a 9th grader or 10th grader.

AGR SCHOOL PARTICIPATION & PERFORMANCE

I. AGR School Participation

A. Denominator (AYPSchIPartic = "Y")

where

- 1) SSIDBestScore = Y
- and
- 2) Included in Spring Membership Collection
- and
- 3) DISTSPED <> "Y"
(not in District Sp Ed Program)

and

- 4) CalcAdminCd (or CEXMOD)
= blank, "1" or "3" or "5" or "7"

and

- 5) TSTValidFg = "V" (virtual records) or
TSTValidFg = "N" (Non-attempt) or
TSTValidFg = "Y" or "P" (attempted tests)

B. Numerator Calculated

where

- 1) (See Participation Denominator for School)
- and
- 2) CalcAdminCd (or CEXMOD)
= blank, or "3" or "5"

and

- 3) TSTValidFg = "Y" or "P" (attempted tests)
OR
(TSTValidFg = "V" or "N" and AYP_LEP = "B"
and TestSubj=RL or WR)

C. Notations:

CEXMOD = "1" or "7"; or TSTValid = "N" or "V" will adversely affect Participation rating; CEXMOD = "6" or "8" omitted from denominator and numerator.

II. AGR School Performance

A. Denominator

where

- 1) (See Participation Numerator for School)
- and
- 2) Exclude AYP_LEP = "B"

B. Numerator Calculated

-- Use Denominator and
PLG_TOT = "M" or "E"

Note: PLG_TOT = D for all Extended and CLRAS and targeted down assessments

AGR DISTRICT PARTICIPATION & PERFORMANCE

I. AGR District Participation

A. Denominator (AYPDistPartic = "Y")

where

- 1) SSIDBestScore = Y
- and
- 2) Included in Spring Membership Collection
- and

- 3) CalcAdminCd (or CEXMOD)
= blank, "1" or "3" or "5" or "7"

and

- 4) TSTValidFg = "V" (virtual records) or
TSTValidFg = "N" (Non-attempt) or
TSTValidFg = "Y" or "P" (attempted tests)

B. Numerator Calculated

where

- 1) (See Participation Denominator for District)
- and
- 2) CalcAdminCd (or CEXMOD)
= blank, or "3" or "5"

and

- 3) TSTValidFg = "Y" or "P" (attempted tests)
OR
(TSTValidFg = "V" or "N" and AYP_LEP = "B"
and TestSubj=RL or WR)

C. Notations:

CEXMOD = "1" or "7"; or TSTValid = "N" or "V" will adversely affect Participation rating; CEXMOD = "6" or "8" omitted from denominator and numerator.

II. AGR District Performance

A. Denominator

where

- 1) (See Participation Numerator for District)
- and
- 2) Exclude AYP_LEP = "B"

B. Numerator Calculated

-- Use Denominator and
PLG_TOT = "M" or "E"

Note: PLG_TOT = D for all Extended and CLRAS and targeted down assessments