

INCLUSION RULES FOR ACCOUNTABILITY REPORTS 2006-07



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	MET	MET	MET
Economically Disadvantaged	NOT MET	MET	MET
Limited English Proficient	NOT MET	MET	MET
Students with Disabilities	NOT MET	NOT MET	MET
Asian/Pacific Islander	MET	MET	MET
Black (not of Hispanic origin)	NOT MET	MET	MET
Hispanic origin	NOT MET	NOT MET	MET
American Indian/Alaskan Native	MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET

English \ Language Arts (Reading and Writing)	English Language Arts AYP	Participation	Academic Status	Academic Growth	Graduation
All Students	MET	MET	MET	MET	MET
Economically Disadvantaged	NOT MET	MET	NOT MET	NOT MET	MET
Limited English Proficient	NOT MET	MET	NOT MET	NOT MET	MET
Students with Disabilities	NOT MET	MET	NOT MET	NOT MET	NOT MET
Asian/Pacific Islander	MET	MET	MET	MET	MET
Black (not of Hispanic origin)	NOT MET	MET	NOT MET	NOT MET	NOT MET
Hispanic origin	NOT MET	MET	NOT MET	NOT MET	NOT MET
American Indian/Alaskan Native	MET	MET	NOT MET	MET	MET
White (not of Hispanic origin)	MET	MET	MET	MET	MET
Multi-Racial/Multi-Ethnic	MET	MET	MET	MET	MET

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March 2007

I. 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 May 1 regardless of the school of enrollment when the test was administered. The algorithm for determining this highest score is included on page 14.

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 TESA, 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 TESA, paper and pencil, or Aprenda 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.

The complete business rules for determining a student's highest test score can be found in Section V (page 14) of this document.

II. 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 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 10 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 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 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 (Partic) school and May 1 (Partic) 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.)

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	09/07	Y	District B	11/01	N	District B	District B
District A	09/07	N	District B	11/01	Y	District B	District B
District A	09/07	Y	District B	04/01	N	District B	None*
District A	09/07	N	District B	04/01	Y	District B	None*
District A	09/07	Y	Out of state	11/15	N	None	None
District A	09/07	Y	Out of state	04/15	N	None	None

* Since not enrolled for a full academic year in District B on the first school day in May. Performance is credited to District B in Assessment Group Reports.

III. 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 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 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 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 10th grade 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 will be counted as valid test scores for the current school year.
 - c. Scores of grade 8 students who “target 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 10th grade school year in the school and district where the student is reported as enrolled on the first school day in May of the 10th 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 CIM 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 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 the first school day in May, 2006. 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 the first school day in May, 2006) 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 the 2004-05, 2005-06, and 2006-07 school years.

Accountability Report	Students included in participation rate calculation
AYP*	Reported as enrolled on 1 st School day in May
Report Card	Reported as enrolled on 1 st School day in May [^]
Assessment Group Reports	Reported as enrolled on 1 st 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 remain the same for school year 2006-07.

Accountability Report	Students included in calculating percentage of students meeting standard
AYP	Enrolled on 1 st school day in May for a full academic year.
Report Card	Enrolled on 1 st school day in May for a full academic year with standard administration of a test at or above grade level.
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 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 the first school day in May, 2006. 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 (after the first school day in May, 2006) 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" 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 LEP 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 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
	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 [^]

[^]Inclusion rules to be determined

Inclusion Rules by Test Type and Accountability Report 2006-07

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 ⁽¹⁾⁽⁵⁾	Included	Included	Included	Included	Included	Included
Target down ⁽⁴⁾⁽²⁾	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Extended assessments	Included	Not included	Included	Included ⁽³⁾	Included	Included as not met standard
CLRAS ⁽¹⁾⁽²⁾	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Juried assessment ⁽¹⁾	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Modified assessments ⁽¹⁾	Included as non-participant	Not included	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	Included as participant	Not included
Non-completers ⁽¹⁾	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
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
Absent/Non-attempt/Non-consent of student	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 ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾
Spanish Reading (Available for Grade 3 only)	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾	Included ⁽⁴⁾
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⁾ Inclusion rules have changed from the 2005-06 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 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.
- (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 1st 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 CIM test in 8th grade must still attempt the 8th grade assessment that same year. Students that 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.

IV. 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

<http://www.ode.state.or.us/search/page/?id=218>

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/page/?id=661>

Test Administration Page and Test Manuals

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

Frequently Asked Questions about Assessment

<http://www.ode.state.or.us/search/page/?id=203>

V. Technical Business Rules

HIGHEST TEST SCORE RESOLUTION RULES 2006-07—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. Valid Test Rank Order
 1. TSTVALIDFG = "Y"
 2. TSTVALIDFG = "V"*
 3. TSTVALIDFG = "N"

For test records where TSTVALIDFG = "Y"

- II. Assessments of the Academic Achievement and Alternate Achievement Standards
 1. SRTTSTTYP = "T" or "P" or "A" (TESA, Paper Pencil, Aprenda)
 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', 'US')	6. ENRLGRADE = '05'
2. ENRLGRADE = '08'	7. ENRLGRADE = '04'
3. ENRLGRADE = '07'	8. ENRLGRADE = '03'
4. ENRLGRADE = '06'	9. ENRLGRADE = 'UE'
5. ENRLGRADE = 'UM'	
- 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) and "T" (TESA)
- VII. Latest Test Rank Order
 1. TSTDY closest to May 18, 2007 and not greater than May 18, 2007
- VIII. Latest Test Event Identifier number
 1. Highest "First 8 numbers of PADMID text data field"
 - * Virtual records 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.

ADDITIONAL NOTES:

Attemptedness

- Partial tests (TSTVALIDFG = 'P') are 1 to 4 responses on TESA tests and 1 - 9 responses on paper and pencil tests.
- Non-attempts (TSTVALIDFG = 'N') include non-responses, tests 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

8th grade 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 CIM standard will be eligible for identification and reporting as the highest score of the student when the student enrolls in 10th grade.

PARTICIPATION AND PERFORMANCE FOR AYP, REPORT CARD, AND ASSESSMENT GROUP REPORTS 2006-07

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. 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) 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 including passing scores from 05-06 CIM as an 8 th grader and passing scores from 06-07 CIM as a 9 th grader or 10 th grader. Of tests used to determine district AYP: --Only 1% may be Extended tests where PLB_TOT = "M" or "E"	AYP SCHOOL PARTICIPATION & PERFORMANCE <i>I. AYP School Participation</i> A. Denominator (AYPSchlPartic = "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 = "Y" (valid test) and 5) DISTSPED <> "Y" (not in District Sp Ed Program) B. Numerator Calculated where 1) (See Participation Denominator for School) and 2) CalcAdminCd (or CEXMOD) = blank and 3) TSTValidFg = "Y" (valid test) OR (TSTValidFg = "V" and AYP_LEP = "B" and TestSubj=RL or WR) C. Notations: CEXMOD = "1" or "3" or "5" or "7" or TSTValid = "V" will adversely affect Participation rating; CEXMOD = "6" or "8" or "9" omitted from denominator and numerator. <i>II. AYP School Performance</i> 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 Performance Denominator and 1) PLG_TOT = "M" or "E" (TESA or Paper) 2) PLB_TOT = "M" or "E" (Extended)	AYP DISTRICT PARTICIPATION & PERFORMANCE <i>I. AYP District Participation</i> 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 = "Y" (valid test) B. Numerator Calculated where 1) (See Participation Denominator for District) and 2) CalcAdminCd (or CEXMOD) = blank and 3) TSTValidFg = "Y" (valid test) OR (TSTValidFg = "V" and AYP_LEP = "B" and TestSubj=RL or WR) C. Notations: CEXMOD = "1" or "3" or "5" or "7" or TSTValid = "V" will adversely affect Participation rating; CEXMOD = "6" or "8" or "9" omitted from denominator and numerator. <i>II. AYP District Performance</i> 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 Performance Denominator and 1) PLG_TOT = "M" or "E" (TESA or Paper) 2) PLB_TOT = "M" or "E" (Extended)

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.</p> <p>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 05, 08, 10)</p> <p>School Characteristics rating includes RL, MA, WR only</p> <p>Student Performance rating includes RL, MA, WR (grade 10 only)</p> <p>Determining SSID Best Score:</p> <p>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 06-07 Collection) is the highest passing score from current year assessments and prior year assessments including passing scores from 05-06 CIM as an 8th grader and passing scores from 06-07 CIM as a 9th grader or 10th grader.</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 Spring Membership Collection and 3) CalcAdminCd (or CEXMOD) = blank or "1" or "3" or "5" and 4) TSTValidFg = "V" (virtual records) OR TSTValidFg = "Y" (valid test) and 5) DISTSPED <> "Y" (not in District Sp Ed Program) <p>B. Numerator Calculated where</p> <ol style="list-style-type: none"> 1) (See Participation Denominator for School) and 2) CalcAdminCd (CEXMOD) = blank and 3) TSTValidFg = "Y" (valid test) OR (TSTValidFg = "V" or "N") and AYP_LEP = "B" and TestSubj=RL or WR) <p>C. Notations: CEXMOD = "1" or "3" or "5" or TSTValid = "V" will adversely affect Participation rating; CEXMOD = "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" and 3) StayInSchl <> "N" and 4) CalcAdminCd (CEXMOD) = blank and 5) TSTBnch <> "XR" or "XM" or "XW" or "XS" <p>B. Numerator Calculated – Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" (TESA or Paper) 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 Spring Membership Collection and 3) CalcAdminCd (or CEXMOD) = blank or "1" or "3" or "5" 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 (CEXMOD) = blank and 3) TSTValidFg = "Y" (valid test) OR (TSTValidFg = "V" or "N") and AYP_LEP = "B" and TestSubj=RL or WR) <p>C. Notations: CEXMOD = "1" or "3" or "5" or TSTValid = "V" will adversely affect Participation rating; CEXMOD = "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" and 3) StayInDist <> "N" and 4) CalcAdminCd (CEXMOD) = blank and 5) TSTBnch <> "XR" or "XM" or "XW" or "XS" <p>B. Numerator Calculated – Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" (TESA or Paper) 2) PLB_TOT = "M" or "E" (Extended)

ASSESSMENT GROUP REPORTS	AGR SCHOOL PARTICIPATION & PERFORMANCE	AGR DISTRICT PARTICIPATION & PERFORMANCE
<p>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.)</p> <p>Group Reports include test records of students enrolled on the first school day in May 2007 whether or not the student was enrolled for a full academic year.</p> <p>Subjects/Grade: RL (Gr 03, 04, 05, 06, 07, 08, 10) WR (Gr 04, 07, 10) MA (Gr 03, 04, 05, 06, 07, 08, 10) SC (Gr 05, 08, 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 including passing scores from 05-06 CIM as an 8th grader and passing scores from 06-07 CIM as a 9th grader or 10th grader.</p>	<p><i>I. AGR School Participation</i></p> <p>A. Denominator (AYPSchIPartic = "Y") where</p> <ol style="list-style-type: none"> 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 = "Y" (valid test) and 5) DISTSPED <> "Y" (not in District Sp Ed Program) <p>B. Numerator Calculated where</p> <ol style="list-style-type: none"> 1) (See Participation Denominator for School) and 2) CalcAdminCd (or CEXMOD) = blank and 3) TSTValidFg = "Y" (valid test) OR (TSTValidFg = "V" and AYP_LEP = "B") and TestSubj=RL or WR) <p>C. Notations: CEXMOD = "1" or "3" or "5" or "7" or TSTValid = "V" will adversely affect Participation rating; CEXMOD = "6" or "8" or "9" omitted from denominator and numerator.</p> <p><i>II. AGR School Performance</i></p> <p>A. Denominator where</p> <ol style="list-style-type: none"> 1) (See Participation Numerator for School) and 2) Exclude AYP_LEP = "B" <p>B. Numerator Calculated – Use Performance Denominator and PLG_TOT = "M" or "E" Note: PLG_TOT = D for all Extended assessments</p>	<p><i>I. AGR District Participation</i></p> <p>A. Denominator (AYPDistPartic = "Y") where</p> <ol style="list-style-type: none"> 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 = "Y" (valid test) <p>B. Numerator Calculated where</p> <ol style="list-style-type: none"> 1) (See Participation Denominator for District) and 2) CalcAdminCd (or CEXMOD) = blank and 3) TSTValidFg = "Y" (valid test) OR (TSTValidFg = "V" and AYP_LEP = "B") and TestSubj=RL or WR) <p>C. Notations: CEXMOD = "1" or "3" or "5" or "7" or TSTValid = "V" will adversely affect Participation rating; CEXMOD = "6" or "8" or "9" omitted from denominator and numerator.</p> <p><i>II. AGR District Performance</i></p> <p>A. Denominator where</p> <ol style="list-style-type: none"> 1) (See Participation Numerator for District) and 2) Exclude AYP_LEP = "B" <p>B. Numerator Calculated – Use Performance Denominator and PLG_TOT = "M" or "E" Note: PLG_TOT = D for all Extended assessments</p>