

INCLUSION RULES FOR ACCOUNTABILITY REPORTS 2007-08



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	NOT MET
Limited English Proficient	NOT MET	MET	NOT MET	NOT MET	NOT 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	NOT MET	NOT MET
Multi-Racial/Multi-Ethnic	MET	MET	MET	NOT MET	NOT MET

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May 2008



I. Inclusion Rules for Accountability Reports

Assessment Content and Grade Levels by Data and Report Year

The annual published accountability reports Adequate Yearly Progress (AYP), School and District Report Card (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 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 MA Grades 3, 4, 5, 6, 7, 8, 10	2006-07: RL Grades 3, 4, 5, 6, 7, 8, 10 MA Grades 3, 4, 5, 6, 7, 8, 10
AYP 2007-08	2006-07: RL Grades 3, 4, 5, 6, 7, 8, 10 MA Grades 3, 4, 5, 6, 7, 8, 10	2006-07: RL Grades 3, 4, 5, 6, 7, 8, 10 MA Grades 3, 4, 5, 6, 7, 8, 10
	2007-08: RL Grades 3, 4, 5, 6, 7, 8, 10 MA Grades 3, 4, 5, 6, 7, 8, 10	2007-08: RL Grades 3, 4, 5, 6, 7, 8, 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 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 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 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 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	2005-06: RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grades 4, 7, 10 (4 and 7 display only) MA Grades 3, 4, 5, 6, 7, 8, 10
		2006-07: RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grade 4, 7, 10 (4 and 7 display only) MA Grades 3, 4, 5, 6, 7, 8, 10
Report Card 2007-08	2007-08: 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 Grade 4, 7, 10 (4 and 7 for display only) MA Grades 3, 4, 5, 6, 7, 8, 10
		2007-08: RL Grades 3, 4, 5, 6, 7, 8, 10 WR Grade 4, 7, 10 (4 and 7 display only) MA Grades 3, 4, 5, 6, 7, 8, 10

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 10 on the first school day in May for which public funds are expended for the education of the student.

The inclusion rules for calculating the participation rate are the same for the 2005-06, 2006-07, and 2007-08 school years. (See Table 2 below.)

Table 2 Inclusion for Participation Rates

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

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, 2007. 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, 2007) 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.

A detailed list of the inclusion rules by test type for participation and performance can be found below in Table 3.

Table 3 Inclusion Rules by Test Type/Conditions

Testing Conditions	AYP		Report Card Formula		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 ⁽¹⁾⁽²⁾	Included as non-participant	Not included	Included as non-participant	Not included	Included as non-participant	Not included
Extended assessments	Included	Included ⁽³⁾	Included	Not included	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	Included as non-participant	Not included	Not included	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 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 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 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 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.

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 2007-08 as listed in Table 4.

Table 4 Inclusion for Meeting Academic Assessment Standards

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, 2007. 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, 2007) 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 9.

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).

II. Test Validity and Highest Test Score

Determining a Valid Test

Test administration is considered when determining if a test is valid. Table 5 identifies test administration codes (CalcAdminCd) related to the student, and Table 6 identifies situations related to testing errors and its impact on participation or performance calculations.

Table 5 Non-Participants Identified by Test Administration Codes

Administration Code (CalcAdminCd)	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 that 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

Table 6 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 TESA).	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., TESA display issues)	Excluded	Non-participation if no other test	Set TstValidFg to 'N'
Test scored incorrectly	Included (with rescore where possible)	Counts as participation	None
Student refused to complete test (at least 5 responses on TESA or at least 10 on paper test)	Not met	Counts as participation	None
	Excluded	Non-participant	None
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 student answered enough questions on the test (at least 10 items on a paper test or at least 5 items on the TESA test), or the Writing response was scorable and not off-topic or blank. Students may take the Reading or Writing Test in Spanish only if the student has been in an LEP program for less than 5 years. (See Table 11.)

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 Table 7 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 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.

Table 7 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" 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. 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 TESA 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

- 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.

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 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 (ParticSchInstID) 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 8 shows some example scenarios of students moving between districts and the application of the inclusion rules described in the next section.

Table 8 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	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.

IV. Additional Useful Technical Rules

Table 9 LEP Valid Codes Assigned to AYP_LEP flag

NCLB LEP collection Record Type Code (LEPRecTypCd)	ELPA required in 07-08	Inclusion in LEP subgroup	Student Centered Staging assigned AYP code (AYP_LEP)	Additional notes
1A – LEP student entered during 2007-08	YES*	YES	B – Beginning LEP with ELPA (Start > 5/1/07), or A – Beginning LEP without ELPA (Start > 5/1/07)	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 <=5/1/07 and >5/1/03)
1B – LEP student continuing (Start date prior 2007-08)	YES*	YES	Y – Year 2-5 (Only if Start < =5/1/07 and > 5/1/03), or E – Experienced LEP (if Start <= 5/1/03)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <=5/1/07 and >5/1/03)
1C – LEP student exited during 2007-08	YES*	YES	X – Exited LEP with ELPA (Exit Date > 5/1/08), or W – Exited LEP with ELPA (Exit Date <= 5/1/08), or NOTE: Exited LEP without ELPA will be identified as “not” exited for accountability reporting and assigned one of the following codes depending on LEP start date: AYP_LEP = A, Y or E (see above)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <=5/1/07 and >5/1/03) and if LEP Exit Date <= 5/1/08
1D – LEP student re-entered after exiting in a prior year	YES*	YES	Y – Year 2-5 (Only if Start < =5/1/07 and > 5/1/03), or E – Experienced LEP (if Start <= 5/1/03)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <=5/1/07 and >5/1/03)
1E – LEP student in an LEP program but did not take ELPA **	YES*	YES	B – Beginning LEP with ELPA (Start > 5/1/07), or A – Beginning LEP without ELPA (Start > 5/1/07), or Y – Year 2-5 (Only if Start < =5/1/07 and > 5/1/03), or E – Experienced LEP (if Start <= 5/1/03)	Eligible to take Reading or Writing in Spanish if less than 5 years in LEP program (Start date <=5/1/07 and >5/1/03)
4N – Eligible LEP student declined services	YES*	YES	Z – Eligible, not served	Not eligible to take Reading or Writing in Spanish since no Start Date was provided
Prior 2 years of NCLB LEP Collections				
1C – LEP student exited in prior 2 years (2005-06 or 2006-07) and not reentered 2007-08	NO	YES	T – Transitioning Former LEP student not re-entered in 2007-08 and in: 2005-06 LEP collection with Exit date > = 8/15/05 and < 8/15/06, or 2006-07 LEP collection with Exit date > = 8/15/06 and < 8/15/07	
Not included 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 2007-08 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 10 Comparison of AYP and Report Card Data Sources and Definitions

	2007-2008 AYP Designation		2007-2008 School and District Report Cards:	
	Definitions	Sources of Data	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 that were not enrolled during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students))</p> <p>LEP students in their first year of the LEP program are credited with participation in Reading if they have taken the English Language Proficiency Assessment (ELPA).</p>	<p>Designations based on the following OSA tests administered in 2006-2007 and 2007-2008 to students enrolled in the school or district on the first school day in May:</p> <p>Reading grades 3, 4, 5, 6, 7, 8, 10</p> <p>Math grades 3, 4, 5, 6, 7, 8, 10</p>	<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 that were not enrolled during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students) – test records with administration code of 7 (parent refusal))</p> <p>LEP students in their first year of the LEP program are credited with participation in Reading if they have taken the English Language Proficiency Assessment (ELPA).</p>	<p>Designations based on the following OSA tests administered in 2007-2008 to students enrolled in the school on the first school day in May:</p> <p>Reading grades 3, 4, 5, 6, 7, 8, 10</p> <p>Math grades 3, 4, 5, 6, 7, 8, 10</p> <p>Writing grades 4, 7, 10</p>
Academic Assessments	<p>Number of tests meeting or exceeding standards divided by Total number of tests</p> <p>Student test scores from extended assessments* count as meet the standard.</p> <p>Scores of students who target up count as meeting the standard if RIT score meets or exceeds the benchmark standard of the grade 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>Designations based on the following OAKS tests administered in 2006-2007 and 2007-2008 to students enrolled for a full academic year in the school or district on the first school day in May:</p> <p>Reading grades 3, 4, 5, 6, 7, 8, 10</p> <p>Math grades 3, 4, 5, 6, 7, 8, 10</p>	<p>Index points assigned, based on number of students in each category of exceeding, meeting, nearly meeting, low, and very low.</p> <p>Note: Scores on writing performance assessments that are reported as Conditionally Meets are not counted as meeting the standard for the purposes of calculating report card ratings.</p> <p>Student test scores from extended assessments* are not used.</p> <p>Scores of students who target up count as meeting the standard if RIT score meets or exceeds the benchmark standard of the grade 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>Schools without grade 10:</p> <p>Ratings based on Knowledge and Skills OSA administered in 2006-2007 and 2007-2008 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, 10</p> <p>Math grades 3, 4, 5, 6, 7, 8, 10</p> <p>Data from 2004-2005 and 2005-2006 also included in the Improvement rating.</p> <p>Reading grades 3, 4, 5, 6, 7, 8, 10</p> <p>Math grades 3, 4, 5, 6, 7, 8, 10</p> <p>Schools with grade 10:</p> <p>In addition to the above, ratings based also on Writing Performance Assessments from grade 10 students administered in 2006-2007 and 2007-2008</p>

* The number of Extended assessment 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 11 Technical Definition of Test Valid Flag (TSTVALIDFG) 2007-08

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 CalcAdminCd ³	Use in AYP Participation Denominator	Use in AYP Participation Numerator	Eligible for use in AYP Performance Denominator
Y (Yes, Valid Attempt)	Paper	MA, RL, SC, SS, WR	At least 10 items answered per section for MA, RL, SC, SS or scorable response to prompt for WR (Special Code is blank or 9) And if RL or WR is in Spanish, then AYP_LEP = "A", "B", "Y", "X"	D, M, E (& C for WR)	1, 2, 3, 4, 5	blank, 1, 3, 5, 6, 7	Yes except CalcAdminCd = 6	Yes except CalcAdminCd = 1, 6, 7	Yes except CalcAdminCd = 1, 6, 7
	TESA	MA, RL, SC, SS, WR	At least 5 items answered	D, M, E (& C for WR)	1, 2, 3, 4, 5	blank, 1, 3, 5, 6, 7	Yes except CalcAdminCd = 6	Yes except CalcAdminCd = 1, 6, 7	Yes except CalcAdminCd = 1, 6, 7
	Extended	Ext MA, Ext RL, Ext WR, Ext SC	All items must be answered	D, M, E	3, 4, 5	blank, 1, 3, 5, 6, 7	Yes except CalcAdminCd = 6	Yes except CalcAdminCd = 1, 6, 7	Yes except CalcAdminCd = 1, 6, 7
P (Partial Attempt)	Paper	MA, RL, SC, SS (Not applicable for WR)	1 to 9 items answered per section for MA, RL, SC, SS (Not applicable for WR) And if RL or WR is in Spanish, then AYP_LEP = "A", "B", "Y", "X"	N	0	blank, 3, 5, 6	Yes except CalcAdminCd = 6	No	No
	TESA	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)	N	0	blank, 3, 5, 6	Yes, except CalcAdminCd = 6	No	No
	Extended	Ext MA, Ext RL, Ext WR, Ext SC	NA	NA	NA	NA	NA	NA	NA

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 CalcAdminCd ³	Use in AYP Participation Denominator	Use in AYP Participation Numerator	Eligible for use in AYP Performance Denominator
N (Non-Attempt)	Paper	MA, RL, SC, SS, WR	No items answered Or if RL or WR is in Spanish, and AYP_LEP <> "A", "B", "Y", "X"	N	0	1, 3, 5, 6, 7, 8, 9 (If no Admin Code, Record deleted)	Yes, except CalcAdminCd = 6, 8, 9	No	No
	TESA		Not applicable (NA)	NA	NA	NA	NA	NA	NA
	Extended	Ext MA, Ext RL, Ext WR, Ext SC	Any incomplete test for MA, RL, SC, WR	N	0	1, 3, 5, 6, 7, 8, 9 (If no Admin Code, Record deleted)	Yes, except CalcAdminCd = 6, 8, 9	No	No
V (Virtual Record)	ODE created	MA, RL, SC, WR	Expected test matching Spring Membership Collection, but no test found or test was "not attempted"	blank	blank	blank, 1, 6, 7, 8, 9	Yes, except CalcAdminCd = 6, 8, 9	No [Exception in RL or WR where AYP_LEP = "B", which 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; (C = Conditionally Meets for WR only)
- 2 Numeric 5-Level Performance levels for Grade (PL5G) and Performance levels for Benchmark (PL5B) valid values: 1=Very Low; 2=Low; 3=Nearly Meets; 4=Meets; 5=Exceeds
- 3 Calculated Administration Code (CalcAdminCd) valid values: 1 = Absent; 3 = Modified-Language; 5 = Modified-Disability 6 = Not Enrolled/Home schooled; 7 = Parent Refusal; 8 = Not enrolled at May 1 school during available testing window(s); 9 = Medical Emergency

Table 12 Participation & Performance Flags and Calculation Rules for Accountability Reports 2007-08

AYP FLAGS SET IN STUDENT STAGING	AYP SCHOOL PARTICIPATION & PERFORMANCE	AYP DISTRICT PARTICIPATION & PERFORMANCE
<p>[*] AYP PARTICIPATION SCHOOL AYPSchlPartic = "Y" (Set to "Y" if used in Participation Denominator of a School AYP Report)</p> <p>[*] AYP PARTICIPATION DISTRICT AYPDistPartic = "Y" (Set to "Y" if used in Participation Denominator of a District AYP Report)</p> <p>[*] AYP PERFORMANCE SCHOOL AYPSchlPerf = "Y" (Set to "Y" if used in Performance Denominator of a School AYP Report)</p> <p>[*] AYP PERFORMANCE DISTRICT AYPDistPerf = "Y" (Set to "Y" if used in Performance Denominator of a District AYP Report)</p> <p>AYP Report includes test records of student enrolled on the first school day in May (as submitted by the district in the Spring membership collection).</p> <p>Tests/Enrolled Grades: English Language Arts (ELA) - RL (Grades 03, 04, 05, 06, 07, 08, 10) Math - MA (Grades 03, 04, 05, 06, 07, 08, 10)</p> <p>Determining SSID Best Score: The Highest Resolved Score is the highest score from the current year assessments.</p> <p>The Highest Resolved Score for students enrolled in grade 10 (as reported in the Spring Membership 07-08 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>Of tests used to determine district AYP performance: -Only 1% may be Extended tests where PLB_TOT = "M" or "E"</p> <p>2007-08 Changes - AYP Performance Denominator excludes where AYP_LEP in "B" (first year LEP with ELPA) or "A" (first year LEP without ELPA)</p>	<p><i>I. AYP School Participation</i></p> <p>A. Denominator (AYPSchlPartic = "Y") where</p> <ol style="list-style-type: none"> 1) SSIDBestScore = Y and 2) Included in Spring Membership 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 Sp 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" and AYP_LEP = "B" and TestSubj=RL) <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><i>II. AYP School Performance</i></p> <p>A. Denominator (AYPSchlPerf = "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 for enrolled full academic year) <p>B. Numerator Calculated - Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" (TESA or Paper-pencil) 2) PLB_TOT = "M" or "E" (Extended) 	<p><i>I. AYP 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 = 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" and AYP_LEP = "B" and TestSubj=RL) <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><i>II. AYP District Performance</i></p> <p>A. Denominator (AYPDistPerf = "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 for enrolled full academic year) <p>B. Numerator Calculated - Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" (TESA or Paper-pencil) 2) PLB_TOT = "M" or "E" (Extended) up to 1% of total tests with scores

Report Card FLAGS IN STUDENT STAGING	RC SCHOOL PARTICIPATION & PERFORMANCE	RC DISTRICT PARTICIPATION & PERFORMANCE
<p>[*] RC PARTICIPATION SCHOOL RCSchlPartic = "Y" (Set to "Y" if used in Participation Denominator of a School Report Card)</p> <p>[*] RC PARTICIPATION DISTRICT RCDistPartic = "Y" (Set to "Y" if used in Participation Denominator of a District Report Card)</p> <p>[*] RC PERFORMANCE SCHOOL RCSchlPerf = "Y" (Set to "Y" if used in Performance Denominator of a School Report Card)</p> <p>[*] RC PERFORMANCE DISTRICT RCDistPerf = "Y" (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 (as submitted by the district in the Spring membership collection).</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: 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 07-08 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>2007-08 Changes - RC Performance Denominator excludes where AYP_LEP in "B" (first year LEP with ELPA) or "A" (first year LEP without ELPA)</p>	<p><i>I. RC School Participation</i></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 = 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 = 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 TSTValidFg = "V" will adversely affect Participation rating; CalcAdminCd = "6" or "8" or "9" omitted from denominator and numerator.</p> <p><i>II. RC School Performance</i></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 for enrolled full academic year) and 4) CalcAdminCd = blank and 5) Exclude TSTBnch = "XE" or "XJ" or "XH" (extended assessments) <p>B. Numerator Calculated – Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" (TESA or Paper-pencil) 	<p><i>I. RC District Participation</i></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 = 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 = 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 TSTValidFg = "V" will adversely affect Participation rating; CalcAdminCd = "6" or "8" or "9" omitted from denominator and numerator.</p> <p><i>II. RC District Performance</i></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 for enrolled full academic year) and 4) CalcAdminCd = blank and 5) Exclude TSTBnch = "XE" or "XJ" or "XH" (extended assessments) <p>B. Numerator Calculated – Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" (TESA or Paper-pencil)

Assessment Group Report	AGR SCHOOL PARTICIPATION & PERFORMANCE	AGR DISTRICT PARTICIPATION & PERFORMANCE
<p>FLAGS SET N STUDENT STAGING PARTICIPATION & PERFORMANCE - SCHOOL & DISTRICT LEVEL</p> <p>Group Report District Participation GpRptDistPartic = "Y"</p> <p>Group Report District Performance GpRptDistPerf = "Y"</p> <p>Group Report School Participation GpRptSchlPartic = "Y"</p> <p>Group Report School Performance GpRptSchlPerf = "Y"</p> <p>Group Reports include test records of student enrolled on the first school day in May (as submitted by the district in the Spring membership collection) whether or not the student was enrolled for a full academic year.</p> <p>Subjects/Grades: 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 07-08 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>2007-08 Changes - AGR Performance Denominator excludes where AYP_LEP in "B" (first year LEP with ELPA) or "A" (first year LEP without ELPA)</p>	<p>AGR SCHOOL PARTICIPATION & PERFORMANCE</p> <p><i>I. AGR School Participation</i></p> <p>A. Denominator (AYPSchlPartic = "Y") where</p> <ol style="list-style-type: none"> 1) SSIDBestScore = Y and 2) Included in Spring Membership 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 Sp 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" 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><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" or "A" (first year LEP with or without ELPA) <p>B. Numerator Calculated – Use Performance Denominator and</p> <ol style="list-style-type: none"> 1) PLG_TOT = "M" or "E" Note: PLG_TOT = D for all Extended assessments 	<p>AGR DISTRICT PARTICIPATION & PERFORMANCE</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 = 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" 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><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" or "A" (first year LEP with or without ELPA) <p>B. Numerator Calculated – Use Performance Denominator and</p> <ol style="list-style-type: none"> 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 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/PublicRpt.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/apps/faqs/index.aspx?39>

Report Card Policy Manual and Report Card Technical Manual

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>

Frequently Asked Questions about Assessment

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