



**Minnesota Department of Education  
2006 NCLB Adequate Yearly Progress (AYP)  
Business Rules**

**August 2006**



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## **Introduction**

The 2006 AYP Business Rules explain the AYP school and district identification computation and the consequences algorithm. This document is not the Test Procedures Manual. The 2006 AYP Business Rules strictly cover the AYP calculation and the consequences algorithm, it should not be used to determine appropriate test codes or who should test. This document is designed for school and district personnel who have an understanding of Minnesota's assessment system.

## **Schools and Districts**

### **State Definition of Public Schools**

The State of Minnesota defines public schools as a building with equipment, courses of study, class schedules, students in any grades kindergarten through grade 12, and staff meeting the standards established by the Commissioner of the Department of Education. Admission to a public school is free to any person who resides within the district boundaries, has not graduated, is under 21 years of age, and satisfies the minimum age requirements as detailed in Minnesota Statute 120A.20.

Elementary schools have any grades kindergarten through grade 6. Middle school is defined as any school with an approved course of study in a minimum of three consecutive grades above 4th but below 10th. Secondary school is defined as having grades 7 through 12.

### **State Definition of Public School Districts**

District includes any public school district (or LEA) that is under the authority of the Commissioner of the Department of Education per 127A.05, Subd. 3 and as defined in Minnesota Statute 120A.05 (Subdivision 8, 10, 14):

- **District.** "District" means a school district.
- **Independent district.** "Independent district" means any school district validly created and existing as an independent, consolidated, joint independent, county or a ten or more township district as of July 1, 1957, or pursuant to the Education Code.
- **Special district.** "Special district" means a district established by a charter granted by the legislature or by a home rule charter including any district designated a special independent school district by the legislature.

### **AYP Entities**

Not all school and district classifications are included in the AYP system. The decision as to whether a school or a district is an "AYP Entity" is based on the answers to the following questions:

1. *Does the school or district exist primarily to provide education for students?*

If the school's primary purpose is to provide education, it is an official AYP entity.

2. *Is the school or district's primary function to provide other services (medical, treatment etc) with educational services provided only if appropriate?*

If the school or district exists primarily to provide another service such as medical care, with education only provided if appropriate, it is not considered to be an AYP entity. In this case students must test but their results will be reported only at the state level.

3. *Does the school or district hold primary responsibility for the student's education?*

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If the school exists to provide educational services but does not have primary responsibility for the students it educates, it is not considered an AYP entity. In this case students are required to test but their results will be reported at the state level.

### Schools Meeting AYP Entity Requirements

The following school types meet the AYP entity requirements outlined above. Students enrolled in these school types must test and their results are aggregated at the school, district and state levels.

**Table 1**

<b><u>School Types included:</u></b>
10 – Elementary Schools 20 – Middle Schools 31 – Public Junior Highs 32 – Public Senior Highs 33 – Public Secondary Schools 40 – Elementary/Secondary Combined (Limited to district type 7 only)
41 – Public Area Learning Center 42 – Secondary Alternative Program 43- Private Contract Alternatives
46 – Distance Learning Program (State approved)
60–Secondary Vocational

### School Classifications 10, 20, 31, 32, 33

These are elementary, middle, junior high and high schools. Typically students live within the school and district attendance areas and in most cases are not enrolled in multiple school sites. These schools have primary responsibility for the education of their students. These sites are AYP entities. Results will be reported at the school, district and state level for all students served in these sites.

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School Classifications 41, 42, 43– ALC, ALP, Private Contract Alternatives

These sites exist to provide educational alternatives for at risk students. With the exception of facilities located in cities of the first class these sites must accept any students who meet the entrance criteria, space permitting.

These sites are AYP entities. Results will be reported at the school, district and state level for all students served in these sites.

School Classification 46 Virtual Learning Academies

These schools provide education to students via an on-line learning program and do not have an actual physical site. Virtual Learning Academies are AYP entities. Results will be reported at the school, district and state level for all students served in these sites.

**Table 2**

<b>School Classification</b>	<b>AYP Entity Status</b>	<b>Reporting Requirements</b>
10,20,31,32,33,40 Elementary, middle, high schools	Yes	Test results are reported at the serving district and school.
Alternative Learning Center, Alternative Learning Programs 41,42,43	Yes	Test results are reported at the serving district and school.
Virtual Learning 46	Yes	Test results are reported at the serving district and school
Secondary Vocational Programs	Yes	Test results are reported at the serving district and school

**Schools NOT Meeting AYP Entity Requirements**

The following schools do not meet AYP entity requirements since their primary responsibility is to provide non-educational services such as care and treatment. Test results from students in these schools are reported only at the state level.

**Table 3**

<b>School Types excluded at the school and district level</b>
44 – Reserved
45 – Targeted Services Program (State approved)
50 – Special Education
55 – Combination Special Ed & Secondary Vocational Ed Program
70 – Delinquent Student/Correctional Program
71 Misc. Programs
72 – Neglected Student Program
73 – Homeless Student Program
74 – Hospital/Medical Program
75 – Telecommunications
76 – Providing Oversight to Residential Care and Treatment (state approved)
77 – Providing Oversight to Public Residential Care and Treatment programs
90 – Administrative

**School Classifications 50, 55- Special Education Cooperative Sites**

These sites serve districts that do not have the resources to serve the students locally. Students at these sites are placed through an IEP process that has determined this site to be the least restrictive environment. Students at these sites typically come from multiple districts.

Students at these sites must test (IDEA and NCLB). The actual special education site is not an AYP entity since its students come from a variety of districts and those districts hold the students' IEP. AYP results are reported only at the state level.

**School Classifications 70, 72, 74, 76, 77 Care and Treatment, and Private Facilities**

These care and treatment programs exist to provide a range of medical services to students. Test results for these entities are reported at the state level.

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School Classifications 73 – Homeless Shelters

These shelters provide temporary housing and educational services to students in crisis. Test results for these entities are reported at the state level.

**Table 4**

<b>School Classification</b>	<b>AYP Entity Status</b>	<b>Reporting Requirements</b>
Special Education & Special Ed/Secondary Vocational Cooperatives 50,55	No	State Level
Homeless Student Program 73	No	State Level
Care & Treatment Programs 70,71,72,74,76,77	No	State Level

**Districts Meeting AYP Entity Requirements**

The following districts and educational units are included in the state accountability system for No Child Left Behind because they meet AYP entity requirements:

**Table 5**

<b>District Types included</b>
01 – Independent Districts
03 – Special Districts (Minneapolis, South St. Paul)
06 – Intermediate Districts (0287, 0916,0917)
07 – Charter Schools
50 – Miscellaneous Coops
51 – Vocational Coops
52 – Special Education Coops
53 – Vocational and Special Education Coops
61 – Education Districts
62 – Secondary Facilities Cooperatives (Desegregation Coops)
70 – State Operatives Schools (Deaf & Blind, School for the Arts)
83 – Service Cooperatives

**Districts NOT Meeting AYP Entity Requirements**

The district types below are not included in the AYP system because they do not meet the requirements.

**Table 6**

<b>District Types excluded</b>
02 – Common Districts
04 – Technical Colleges
05 – Enhanced Paired Districts (no longer used)
09 – Control District to monitor assessment scoring
21 – Community Colleges
22 – State Universities
23 – University of Minnesota
24 – Private Colleges
25 – Technical Colleges
31 – Nonpublic schools in Independent Districts
32 – Nonpublic schools in Common Districts
33 – Nonpublic schools in Special Districts
34 – Nonpublic Montessori & BIA (Indian) Districts
60 – Correctional Facilities (Dept. of Corrections)
75 – Special Ed. Residential Facilities
77, 78, 79 – Child Nutritional Record
82 – RMIC Region
91 – County Record

### **Small Schools**

All schools eligible for AYP must be rated annually. Schools that do not have enough students (40) to meet participation requirements in the ALL group are rated only on proficiency.

If the ALL group for proficiency is under 20 the cell size limitation is removed. If the cell does not meet the AYP target, data will be combined across multiple years to determine current year AYP status. These cells will be marked with an asterisk indicating that the AYP calculation was done using extenuating rules.

Schools with no data in a given year will be noted in AYP reporting as having Insufficient Data to provide ratings. This will apply to proficiency, attendance and graduation.

Districts may appeal a school's AYP status based on the "small school" calculation.

### **Changes in School or District Configurations**

Schools and districts that meet AYP entity criteria outlined above are assigned a unique NCLB identity number. This number allows the state to track AYP history across years. When schools or districts change their grade or staffing configuration, they do not automatically assume a new AYP status and history. The rules governing these changes are outlined below.

#### Staff Changes

If a school or district changes configuration to the extent that 75% of the staff is new, and the school or district is not under NCLB reconstitution, then the school or district is assigned a new NCLB number and starts a new AYP history. Schools or districts that have less dramatic changes will retain their original AYP history.

#### School Mergers

When two schools that each have a separate AYP history merge, the new merged entity must assume the history of the school that is contributing the majority of the students.

#### New Schools

If a school closes and opens as a different type, (for example a public school that closes but reopens as a charter school), and the school is not under NCLB reconstitution, then the school is assigned a new NCLB ID number and starts a new AYP history.

## Students

All students in the state are included in the AYP calculations. Minnesota tracks information about individual students through a unique MARSS student identification number.

MARSS is a state level student identification system that districts use to assign each student a unique identification number. The Minnesota Department of Education uses the MARSS number to associate a student with demographic information (race/ethnicity, limited English proficient status, special education status, free and reduced price lunch status, migrant status, gender, and date of birth).

Schools have an opportunity to edit demographic designations in the Accountability Gateway. Districts are required to make subsequent changes to the MARSS data during its regularly scheduled submissions.

## Student Groups for AYP

AYP evaluations for schools and districts are based on the student groups below as determined through MARSS.

1. ALL students
2. American Indian or Alaskan Native
3. Asian or Pacific Islander
4. Hispanic
5. Black, not of Hispanic origin
6. White, not of Hispanic origin
7. Limited English Proficient (LEP)
8. Special Education
9. Free/Reduced Price Lunch

1- ALL students is defined as “total number of answer documents returned for students enrolled” for the participation calculation and “total number of answer documents returned for students enrolled Oct 1” for the proficiency calculations (see page 14 for further details).

2-6 Race/Ethnicity should reflect the most recent record on MARSS or the corrections made to either the testing or AYP correction systems.

7- Limited English Proficient (7) includes students who were reported during the year as LEP on MARSS (MARSS LEP = Y) or who have ever been reported as LEP at any time during the past two years.

8- Special education includes students who were reported during the year on MARSS with a special education status of 4. Students remain in this category for AYP if they were identified as special education at any time during the school year or who have ever been reported as special education at any time during the past two years.

9- Free and reduced price lunch designations are reported during the year on MARSS (codes 1, 2, 4, or 5). Students remain in this category for AYP if they were identified as free and reduced price lunch at any time during the school year.

### Special Circumstances Governing Student Inclusion

There are some students where special circumstances affect their inclusion in the AYP system. Some of these circumstances are identified through additional MARSS flags, some through state aid categories, and some through local district action. The inclusion rules for students in each of these groups are outlined below.

### Dual Enrolled Students

The MARSS system can identify students who are enrolled at two different sites. Only one of the sites is considered a primary educational site; the other is providing a supplementary service. These students must test at the primary site. These students are typically enrolled in a traditional high school and go to an ALC or an ALP for an extra class. They should test at the traditional high school. Their results are reported at the traditional high school if the student has been enrolled for a full academic year.

### PSEO Students

PSEO students, as identified in the MARSS system, are full time public school students who attend a post secondary institution for all or part of the day. Schools are responsible for testing these students if they are present. If tested, their results will count for the serving school if the students have been enrolled for a full academic year. Attendance is counted as 100%.

### Foreign Exchange Students

Although these students are enrolled full time in a public school, they are not held to state education requirements as outlined in statute. They may choose to meet or not meet state and district diploma requirements. Their participation in the state testing program is optional. If they do test, their results should not be included in AYP. Districts should remove these students through the AYP correction process.

### Open Enrolled/Parent Choice Program Students

Districts that accept students through the open enrollment process treat them as if they were residents of the district. They have all of the obligations and privileges of other resident students. The host district becomes the de-facto resident district for open-enrolled students. These students test at their open-enrolled site and results are reported at the serving district.

### Shared Time Students

These students are enrolled full time in a private school and attend public school for one or more classes during the school day. Because they are not public school students they are not required to test for AYP purposes. Private schools may participate in the AYP testing activities at their discretion. Test results from private students are not included in AYP calculations. Districts should remove these students from AYP results through the correction process.

### Home School Students

Home school students are not public school students and therefore are not required to test for AYP accountability purposes. Districts may include home school students when they test their own student, but the results are not included in their AYP calculations. Districts should remove these students from their AYP calculations through the correction process.

### Expelled Students

Expelled students who are still enrolled in the district are required to test. Results for these students will be included in the AYP calculations for the school and district. **Districts may appeal the inclusion of expelled students in their AYP calculations.**

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### Suspended Students

Suspended students who are still enrolled in the district are required to test. Results for these students will be included in the AYP calculations for the school and district. **Districts may appeal the inclusion of suspended students in their AYP calculations.**

### Students with Medical Excuses

Students with valid medical excuses may be excluded from both the participation and proficiency AYP calculations. Districts must maintain appropriate documentation regarding the medical circumstances.

### Students who are Absent

Students who are absent during the entire test window are included in the participation calculations, but not the proficiency calculations.

### Full Academic Year Students

Students are included in the proficiency calculations if they have been enrolled a full academic year at the district and/or school. The district is considered to be the serving district and in some cases may not be the actual resident district. (State totals include all students regardless of full academic year status.)

Attending for a full academic year is defined as enrolled on October 1, enrolled during the testing window, and not absent for 15 or more consecutive days during the school year.

### LEP New to Country.

LEP students who were not enrolled in a school in the United States for at least 1 day in any previous school year may be exempted from the proficiency calculations.

The chart below shows if and where students are required to test. In some cases test results are not counted at the site where the student tests. These exceptions are also outlined in the chart below.

**Table 7**

<b>Student Status (State Aid Category)</b>	<b>AYP/Reporting Requirements</b>
Dual enrolled students	Full time serving site
PSEO	Full time serving site
Full time resident students	Full time serving site
Foreign Exchange	Not reported
Open Enrolled/ Parent Choice Programs	Full time serving site
Shared Time	Not reported
Tuition Students/District Placements	Full time serving site

## **Participation Rate**

### **Summary of Key Components**

The 95% test participation rate is used for evaluating schools, districts and the state for purposes of determining Adequate Yearly Progress (AYP). Participation is calculated separately for each subject as follows:

- 95% of all students enrolled must test
- Reading and mathematics are calculated separately
- Absent students are counted as not participating
- Minimum group size is 40
- In some cases, uniform averaging will be applied across three years to determine participation rates
- Test participation codes are used to determine how students are included in the computation

### **Students Included in Calculations**

Virtually all students enrolled on the day of the test must participate in the testing and count toward the ninety-five percent participation requirements.

The participation rate calculation is based on the answer documents returned (the proxy for student enrollment). Schools are required to return an answer document for each student enrolled on the day the test administration period begins.

### **Absences**

Students are considered absent (and included in the test participation rate as NOT participating) if they are unable to take the test during the testing window or if they have been withdrawn from the test based on a parental refusal.

Students who have been suspended during the testing period or expelled prior to the testing period are required to test and are included in the test participation rate, but districts and schools may appeal the inclusion of these students.

Students who are medically unable to test during the testing window may be excluded from the test participation calculation if the district has appropriate documentation.

### **Participation Rate Cell Size**

For each subject, groups must have at least forty students across tested grades to be included in the test participation rate calculation. Any group that does not have at least forty students is not counted. Very small schools with fewer than 40 students in the ALL group will not have participation included in their academic AYP indicator information. These schools will have AYP determined solely on the basis of proficiency.

### **Uniform Averaging**

If any group meets the minimum group size of 40 but does not meet the 95% requirement for the current year, the data for that group will be averaged across two years using a weighted average to determine if the 95% participation rate is met. If the group still does not meet the 95% requirement, data will be averaged across three years using a weighted average.

**Computation Formula**

Test participation codes determine which students are included in the participation computation.

1. The numerator for participation includes:
  - Scored answer documents
  - Answer documents with INV as the test code
  - Answer documents with ALT as the test code AND an alternate assessment score in the alternate assessment database
  - Answer documents with TEAE as the test code with a linked reading Test of Emerging Academic English
  - Answer documents with NA as the test code
  - Answer documents with NC as the test code
  
2. The denominator for participation includes:
  - All answer documents returned including:
    - ABS – Absent
    - INV – Invalid
    - REF – Refused
    - ALT – Special Education alt assessment
    - NA – Not Attempted
    - NC – Not Completed
    - TEAE – Test of Emerging Academic English
  
3. Answer documents with the following test codes are not included in either the numerator or the denominator:
  - NE –not enrolled when the subject was tested
  - ME – medical excuse
  - PSO – PSEO student
  - REM – removed from the AYP calculation
  - WG – student reported in the wrong grade

**Summary Table: 2006 Proportion Participating**

Minimum Cell Size = 40

Target = 95% - If not met over 1 year, combine 2 years of data. If not met over 2 years, combine 3 years of data.

Count of Scored Documents + Count of Alternate Assessments Found + Count of NA + Count of INV+ Count TEAE  
found+ Count of NC

Count of all Documents Returned - Count of NE – Count of NM-count of ME – Count of PSO – Count of REM – Count of WG

## **Proficiency**

### **Summary of Key Components**

Test Proficiency is an indicator for evaluating schools, districts and the state for purposes of determining Adequate Yearly Progress (AYP) as follows:

- Students are included if they are enrolled for a “full academic year” (enrolled on October 1 and took the test)
- Index points for determining AYP are calculated separately for each subject
- Minimum group size is 20 except for Special Education and Limited English Proficient which is 40
- Special education students may test using an alternate assessment as determined by the IEP
- LEP students may substitute the TEAE reading assessment for the MCA-II reading assessment
- For each group meeting the minimum cell size, confidence intervals are applied to the proficiency index target using a sliding scale from .95 to .99 depending on the number of groups
- Safe harbor is calculated for a school or district by determining if the number of non-proficient students declined by 10% compared to the previous year. If any group that meets the minimum cell size does not meet the index target or safe harbor for the current year, the data for that group will be averaged across two years to determine if the current year’s index target can be met. If the group still does not meet the index target, data will be averaged across three years.
- Schools that have no data of any kind will be given a status of “Insufficient Data.”

### **Students Included in Calculations**

Minnesota’s public school accountability system is based on results from the Minnesota Comprehensive Assessments- Series II (MCA-II). Some special education students will use the Minnesota’s alternate assessment to substitute for all or part of the MCA-II. At the school district’s discretion LEP students will use the TEAE reading assessment to replace the MCA-II reading assessment.

The results for the MCA-II will be placed into four levels.

- Does Not Meet the Standards
- Partially Meets the Standards
- Meets the Standards
- Exceeds the Standards

Results for the Minnesota alternate assessment are placed into five levels.

- Level 1- Does Not Meet the Standards
- Level 2- Partially Meets the Standards
- Level 3- Meets the Standards
- Level 4- Exceeds the Standards

Results for the TEAE reading is placed into four levels.

- Level 1- Beginning
- Level 2- Intermediate
- Level 3- Advanced
- Level 4- Transitional

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The goal of the AYP system is to have all students scoring at or above proficiency by 2013-14.

### Index Points

The performance index will be used to determine whether schools, districts and the state are meeting annual measurable objectives. One index point is awarded for each student who scores at or above Meets the Standards. One-half index point is awarded for students who score at Partially Meets the Standards. No index points are awarded for students who score at Does Not Meet the Standards.

Determinations of AYP progress will be made on the basis of performance index scores and annual measurable objectives for student achievement as defined in federal statute. All schools are expected to show improvement at a rate that will result in 100 percent of their students meeting state expectations in reading and mathematics by 2013-14. All schools and districts should strive for an index rate of 100 by 2013-2014.

**Table 8**

<b>MCA-II</b>		
	<b>½ Index Point</b>	<b>1 Index Point</b>
Grade 3 math	340	350
Grade 3 reading	340	350
Grade 5 math	540	550
Grade 5 reading	540	550
Grade 7 math	740	750
Grade 7 reading	740	750
Grade 10 reading	1040	1050
Grade 11 math	1140	1150

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Annual Index Targets

Annual measurable index point targets through 2013-14 for grades 3-8, 10, and 11 are shown in the chart below.

**Table 9**

<b>Math</b>		1	2	3	4	5	6	7	8	9
Grade		2006	2007	2008	2009	2010	2011	2012	2013	2014
	3	0.7895	0.7895	0.8196	0.8496	0.8797	0.9098	0.9399	0.9699	1.0000
	4	0.6964	0.6964	0.7398	0.7831	0.8265	0.8699	0.9133	0.9566	1.0000
	5	0.5979	0.5979	0.6553	0.7128	0.7702	0.8277	0.8851	0.9426	1.0000
	6	0.5989	0.5989	0.6562	0.7135	0.7708	0.8281	0.8854	0.9427	1.0000
	7	0.5880	0.5880	0.6469	0.7057	0.7646	0.8234	0.8823	0.9411	1.0000
	8	0.5839	0.5839	0.6433	0.7028	0.7622	0.8217	0.8811	0.9406	1.0000
	11	0.2813	0.2813	0.3840	0.4866	0.5893	0.6920	0.7947	0.8973	1.0000

**Reading**

Grade	2006	2007	2008	2009	2010	2011	2012	2013	2014
3	0.7222	0.7222	0.7619	0.8016	0.8413	0.8809	0.9206	0.9603	1.0000
4	0.6948	0.6948	0.7384	0.7820	0.8256	0.8692	0.9128	0.9564	1.0000
5	0.7193	0.7193	0.7594	0.7995	0.8396	0.8797	0.9198	0.9599	1.0000
6	0.7027	0.7027	0.7452	0.7876	0.8301	0.8726	0.9151	0.9575	1.0000
7	0.6563	0.6563	0.7054	0.7545	0.8036	0.8527	0.9018	0.9509	1.0000
8	0.6404	0.6404	0.6918	0.7431	0.7945	0.8459	0.8973	0.9486	1.0000
10	0.6477	0.6477	0.6980	0.7484	0.7987	0.8490	0.8993	0.9497	1.0000

Proficiency Rate Cell Size

Calculations will be made for cells that meet the threshold requirements. Minimum cell size is 20 for all groups except for Special Education and Limited English Proficient which is 40.

- Sub-groups that do not meet the minimum cell size are not included in proficiency calculations.
- When the ALL group does not meet the minimum requirement of 20 students, the cell size limitation is removed. The resulting calculation is marked with asterisk to show that it was done on a group that is too small to ensure statistical reliability.
- If the school does not make AYP in the ALL group with the minimum cell size removed, data will be averaged across two years to determine AYP status; if the school still does not make AYP, data will be averaged across 3 years.
- Schools where the minimum cell size requirements were removed may appeal their AYP status.

Alternate Assessments

Special education students may take the alternate assessment instead of the MCA-II. Students who take the alternate assessment count towards the 95% participation requirement if the MCA-II test document is marked ALT and a valid alternate assessment score is found. Index points based on the alternate assessment scores are awarded according to the table below.

The table below shows the alternate achievement standards to be applied to the Minnesota Alternate Assessment composite scores. One-half index point (.5) is generated by students scoring in the partial range and one full index point (1) is generated by students scoring in the proficient range.

**Table 10**

Index Points Based on Alternate Achievement Standards			
Grade	Subject	Partial (.5 index pt)	Proficient (1 index pt)
3	Reading	1.2 – 1.39	≥ 1.4
	Math	1.9 – 2.19	≥ 2.2
	Functional Skills	1.4 – 1.69	≥ 1.7
5	Reading	1.8 – 1.99	≥ 2.0
	Math	2.3 – 2.59	≥ 2.6
	Functional Skills	1.6 – 1.89	≥ 1.9
7	Reading	2.4 – 2.69	≥ 2.7
	Math	2.5 – 2.79	≥ 2.8
	Functional Skills	1.9 – 2.09	≥ 2.1
10	Reading	2.5 – 2.99	≥ 3.0
	Functional Skills	2.2 – 2.49	≥ 2.5
11	Math	2.7 – 3.19	≥ 3.2
	Functional Skills	2.3 – 2.59	≥ 2.6

Cap on Alternate Assessment Proficiency Scores

At the state and district level there is a federally imposed cap of one percent on the number of index points based on alternate assessments that can be included in the index calculations.

If more than one percent of the index points come from alternate assessments, points from students taking the Alternate Assessments will be selected in the following order:

- Fully proficient scores for students representing the greatest number of subgroups (limited English proficient, special education and free and reduced price lunch) will be selected first;
- In the case of ties, students with the lowest Document ID number will be selected;
- Race/ethnicity will not be criteria for selecting students in the one percent cap group.

The remaining Alternate Assessment students above the one percent cap will not generate index points.

TEAE Reading Substitution for the MCA-II

LEP students may substitute the TEAE reading assessment for the MCA-II reading assessment. Students who take the alternate assessment count towards the 95% participation requirement if the MCA-II test document is marked TEAE and a valid score is found. Index points based on the TEAE reading assessment scores are awarded according to Table 11.

Linking between the TEAE reading assessment and the MCA-II is done on the following parameters:

- MCA-II Reading record must have Score Code = TEAE
- MCA-II Reading record must have LEP Indicator = Y
- MCA-II Reading record must have Attempt Logic Met Indicator = N
- The Student cannot attempt any section of the MCA-II
- Matching TEAE record must have Score Code = VS or INV

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To find a matching record between the MCA reading record and the TEAE reading record, the following nine characteristics are to be used.

- Fiscal Year
- District Number
- District Type
- Grade
- MARSS Number
- Last Name
- First Name
- Birth Date
- Gender

If more than one TEAE Reading record matches the MCA Reading record on all nine elements, the record that has the test code of VS should be used. If more than one record still exists with test codes of VS, the record with the highest primary score should be selected.

Confidence Intervals

Confidence intervals are applied to all index targets using a sliding scale from .95 to .99 depending on the number of groups meeting the minimum cell size. Calculations with confidence intervals are made to determine if the entity meets the index target. If there are fewer than 5 groups, a .95 confidence interval will be used.

**Table 11**

Sliding Scale Proportions Based on the Number of Groups															
	Number of Groups														
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Proportion of Inverse T-value for 95%	1.0	0.93	0.86	0.79	0.71	0.64	0.57	0.50	0.43	0.36	0.29	0.21	0.14	0.07	0
Proportion of Inverse T-value for 99%	0.0	0.07	0.14	0.21	0.29	0.36	0.43	0.50	0.57	0.64	0.71	0.79	0.86	0.93	1.0

**Computation Formula**

1. The school and district numerators include:
  - MCA-II index points earned by students who were enrolled on October 1 and enrolled on the day of the test in the same entity
  - Alternate Assessment index points earned by ALT students who were enrolled on October 1 and enrolled on the day of the test in the same entity
  - TEAE Reading index points earned by LEP students who were enrolled on October 1 and enrolled on the day of the test in the same entity
  
2. The following students are excluded from both numerator and denominator at the school, district and state levels

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- Students marked as NE (not enrolled) on the test document
- LEP students who were not enrolled for at least one day in a US school in any previous academic year
- Students who were absent for more than 15 consecutive days
- Students who did not take a test because they were absent (ABS)
- Parents who refused to allow their child to test (REF)
- Medically excused students (ME)
- Students with MCA-II documents marked ALT and an alternate assessment was not found
- Students with MCA-II documents marked TEAE and a score was not found
- Students who missed the test due to being a PSEO student (PSO)
- Students removed from the AYP calculation (REM)
- Student reported in wrong grade (WG)

### **Summary Table -2006 Proficiency Index**

Minimum Cell Size = 20 except for Special Education and Limited English Proficient which is 40

When the ALL group does not meet the minimum requirement of 20 students, the cell size limitation is removed. The resulting calculation is marked with asterisk to show that it was done on a group that is too small to ensure statistical reliability. If the school does not make AYP in the ALL group with the minimum cell size removed, data will be averaged across two years to determine AYP status; if the school still does not make AYP, data will be averaged across 3 years.

Target = statewide starting points for each subject and grade - modified with confidence interval

Safe Harbor = 10% reduction in non-proficient from prior year AND the secondary indicator is above target

Not-Tested documents removed from calculation (ABS, ME, REF, NM, PSO, REM, WG, ALT where AA not found, and Students with MCA-II documents marked TEAE and a score was not found)

Sum of Index Points for October 1 test documents + Sum of Index Points for October 1 Alternate Assessments found + Sum of Index Points for October 1 TEAE Reading scores found

Count of October 1 Test Documents Returned - Count of NE – Count of Not-Tested

### **Safe Harbor Calculations**

Safe harbor calculations will be applied to all cells that do not meet the AYP index target if the cell has also met the AYP requirements for attendance OR graduation rate.

An elementary school needs to meet the safe harbor calculation for proficiency and the AYP requirements for attendance. A high school needs to meet the safe harbor calculation for proficiency and AYP requirements for graduation rate. The district must meet the AYP requirement in either attendance or graduation.

The 'Safe Harbor Proficiency Target' requires a comparison of the entity's current and previous proficiency rate in order to calculate a 10% decrease in non-proficiency. If the entity met safe harbor but did not meet the minimum group size in attendance or graduation, safe harbor is still met.

There is no minimum cell size for computing 'Safe Harbor Proficiency Target'. For example, a single student could be used to determine the entity's 'Prior Proficiency Rate'. There are also no minimum cell sizes for attendance and graduation rates when determining safe harbor for subgroups.

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### Multi-Year Averaging

Multi-year averaging will be applied to cells that do not meet the AYP index target if the cell has also met the requirements for attendance or graduation rate.

Data is combined across two years and then a new index rate is calculated. The index rate is then compared to the index target after adjusting the confidence interval for the increase in the number of students. If the AYP entity does not meet the adjusted index target the index rate is then compared to the safe harbor proficiency target using prior year's data.

If the cell is still not making AYP data is combined across three years and the process is repeated.

### Crosswalk table

When combining data across tests the data must be adjusted to make it comparable. The tables below are used to turn the alternate assessment, TEAE reading, MCA and MCA-II into index points.

**Table 12**

<b>TEAE Reading</b>		
	<b>½ Index Point</b>	<b>1 Index Point</b>
Grade 3 reading	160	200
Grade 5 reading	185	230
Grade 7 reading	195	255
Grade 10 reading	205	265

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**Table 13**

Fiscal Year	Test Name	Subject	Grade	Minimum Score to Generate 0.5 Index Points	Minimum Score to Generate 1.0 Index Points
2003-2005	AA	M	3	1.9	2.2
2003-2005	AA	M	5	2.3	2.6
2003-2005	AA	M	7	2.9	3.1
2003-2005	AA	M	11	2.7	3.2
2003-2005	AA	R	3	1.2	1.4
2003-2005	AA	R	5	1.8	2.0
2003-2005	AA	R	7	2.4	2.7
2003-2005	AA	R	10	2.5	3.0
2003-2005	AA	F	3	1.6	1.8
2003-2005	AA	F	5	1.8	2.1
2003-2005	AA	F	7	2.1	2.4
2003-2005	AA	F	10	2.3	2.7
2003-2005	AA	F	11	2.3	2.7
2006	AA	M	3	1.9	2.2
2006	AA	M	4	2.1	2.3
2006	AA	M	5	2.3	2.6
2006	AA	M	6	2.4	2.7
2006	AA	M	7	2.5	2.8
2006	AA	M	8	2.6	3.1
2006	AA	M	11	2.7	3.2
2006	AA	R	3	1.2	1.4
2006	AA	R	4	1.5	1.7
2006	AA	R	5	1.8	2.0
2006	AA	R	6	2.0	2.3
2006	AA	R	7	2.4	2.7
2006	AA	R	8	2.4	2.8
2006	AA	R	10	2.5	3.0
2006	AA	F	3	1.4	1.7
2006	AA	F	4	1.4	1.7
2006	AA	F	5	1.6	1.9
2006	AA	F	6	1.7	2.0
2006	AA	F	7	1.9	2.1
2006	AA	F	8	2.0	2.3
2006	AA	F	10	2.2	2.5
2006	AA	F	11	2.3	2.6

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**Table 14**

MCA Index Point Values  
for years included in AYP 2006 calculation

Fiscal Year	Test Name	Subject	Grade	Minimum Score to Generate	
				0.5 Index Points	1.0 Index Points
2003	MCA	M	3	1190	1420
2003	MCA	M	5	1410	1530
2003	MCA	R	3	1300	1390
2003	MCA	R	5	1270	1460
2004	MCA	M	3	1190	1420
2004	MCA	M	5	1410	1530
2004	MCA	M	7	1408	1457
2004	MCA	M	11	1510	1650
2004	MCA	R	3	1300	1390
2004	MCA	R	5	1270	1460
2004	MCA	R	7	1366	1434
2004	MCA	R	10	1380	1530
2005	MCA	M	3	1190	1420
2005	MCA	M	5	1410	1530
2005	MCA	M	7	1408	1457
2005	MCA	M	11	1510	1650
2005	MCA	R	3	1300	1390
2005	MCA	R	5	1270	1460
2005	MCA	R	7	1366	1434
2005	MCA	R	10	1380	1530
2006	MCA	M	3	340	350
2006	MCA	M	4	440	450
2006	MCA	M	5	540	550
2006	MCA	M	6	640	650
2006	MCA	M	7	740	750
2006	MCA	M	8	840	850
2006	MCA	M	11	1140	1150
2006	MCA	R	3	340	350
2006	MCA	R	4	440	450
2006	MCA	R	5	540	550
2006	MCA	R	6	640	650
2006	MCA	R	7	740	750
2006	MCA	R	8	840	850
2006	MCA	R	10	1040	1050

**Attendance Rate**

Summary of Key Components

Attendance Rate is a secondary indicator for evaluating schools, districts and the state for purposes of determining Adequate Yearly Progress (AYP) as follows:

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- Applied to schools that do not have seniors (elementary, middle and junior highs).
- Calculations are done only for the ALL group for AYP status (unless used for safe harbor).
- Minimum group size is 40.
- Calculated based on all grades (1 through 12) served at the entity.
- Schools must have average attendance rate of 90% or show one tenth of a percentage point (.1%) improvement from previous year's attendance rate.

### Schools Included in Calculation of Attendance

Schools must have an average attendance rate of at least 90% or show a .1% point improvement in the attendance rate from the previous year. If elementary or middle level schools do not serve tested grades and therefore do not have an academic indicator, attendance will be used as the sole indicator to determine AYP status. Since kindergarten is not required under the Compulsory Attendance Law, it is not included in attendance calculations. Kindergarten-only schools will not receive an AYP determination.

Some secondary schools do not have seniors and therefore cannot use graduation rates in the AYP calculation. In these cases attendance rates will be used as the secondary AYP indicator or as their primary indicator if they do not serve tested grades.

Attendance rates are based solely on the ALL group (unless used in conjunction with safe harbor determinations).

### Students Included in Calculation of Attendance

Attendance rate is the percent of the school year that students attended school. Calculations are based on MARSS End of Year data from the prior year for students who were enrolled at any time during the school year in grades 1-12.

Attendance is calculated for all grades 1 through 12 if MARSS status equals 'A' for active. Student attendance records for the following types of enrollments are included as follows:

- All student records for grades served – regular enrollment
- Concurrent enrollment records – Percent Enrolled = 998 (described as seat-based time at the middle school during the traditional day)
- Dual Enrolled = Yes and Percent Enrolled = 999
- Summer Records
- PSEO – use regular ADA and ADM (not high school PSEO hours)

### Students Excluded from Calculation

The following are excluded from the counts for attendance:

- Grade: Early Childhood (EC) and Kindergarten including all KA to KZ and HK
- State Aid Categories:
  - 14 – Attending in Another State
  - 16 – Shared Time
  - 17 – Shared Time
  - 18 – Shared Time/Tuition
  - 24 – Early Graduate
  - 25 – Adult Student
  - 28 – Resident Attending Non-Public School

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- 98 – Summer Graduate or Dropout
- Targeted Services (School Classification 45)
- MARSS Status = 1 (record with local error, no funding, never paid or corrected)

### Homebound, Independent Study Adjustments

Special consideration will be given in the attendance rate calculation for students who are homebound or on independent study.

- Homebound will be considered 100% in attendance for NCLB purposes – on Homebound Records = Y, raise attendance to equal membership.
- Independent Study will be considered 100% in attendance for NCLB purposes and applied to school types 41, 42 and 43 only. A flag will be added to the AYP verification on attendance. If the flag is checked on a record, raise attendance to equal membership.

### Cell Size

Attendance rates will only be calculated for student groups with at least 40 students. Unlike participation and proficiency, attendance rates are based on students in all grades served at the school. AYP status is based only on students in the ALL group. Sub-group calculations are not used to determine if schools and districts are meeting AYP attendance requirements. The sub-group calculations for attendance are only used for Safe Harbor.

### Computation Formula

A total of the school ADA divided by the total ADM is used to compute the attendance rate. MARSS attendance calculations do **NOT** include fiscal adjustments to ADA and ADM. Average Daily Attendance (ADA) is the portion of the year that a student actually attended school. Average Daily Membership (ADM) is the portion of the year that a student was enrolled in school. ADA and ADM are calculated for each student enrollment record in the year-end MARSS data:

- MEMBERSHIP or ATTENDANCE DAYS (which are expressed in terms of hours for records with a PERCENT ENROLLED of 998 or 999)
- INSTRUCTIONAL DAYS from the school and grade in which the student is enrolled
- LENGTH OF SCHOOL DAY from the school and grade in which the student is enrolled

Slight variations in the ADA and ADM computations are made for students whose membership and attendance is reported in terms of hours:

School Attendance Rate = (School ADA/School ADM)\*100

District Attendance Rate = (District ADA/District ADM)\*100

Statewide Attendance Rate = (State ADA/State ADM)\*100

### Specific Formula Variations by Grade Level

There are several formulas for calculating ADA and ADM, depending on the student's grade level, special education status and program of enrollment. In the current MARSS database, adjustments are made to the

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initial ADM to accommodate fiscal requirements. The following formulas *exclude* these fiscal accommodations to ADA and ADM.

1. Zero ADA and ADM records where:

- Grade = EC or HK or K (1)
- State aid category = 14, 16, 17, 18, 24, 25, 28 or 98 or
- School classification = 45 or
- MARSS error status = 1 or

$$ADA = 0$$

$$ADM = 0$$

2. 1<sup>st</sup> through 12<sup>th</sup> grade, traditional schools with attendance and membership expressed in days where:

- Grades = 1 through 12,
- Percent Enrolled  $\leq 100$ , and
- School classification  $\neq 41, 42, 43, 44$  or 45
- Instructional days  $> 0$

$$ADA = ((\text{attendance} * (\text{percent enrolled} / 100)) / \text{instructional days})$$

$$ADM = ((\text{membership} * (\text{percent enrolled} / 100)) / \text{instructional days})$$

3. 1<sup>st</sup> through 12<sup>th</sup> grade, traditional schools with attendance and membership expressed in hours where:

- Grades = 1 through 12,
- Percent Enrolled = 999, and
- School classification  $\neq 41, 42, 43, 44$  or 45

$$ADA = (\text{attendance} / (\text{instructional days} * \text{length of day} / 60))$$

$$ADM = (\text{membership} / (\text{instructional days} * \text{length of day} / 60))$$

4. 1<sup>st</sup> through 12<sup>th</sup> grade, alternative programs with calendar information where:

- Grades = 1 through 12,
- Percent enrolled  $> 997$ ,
- Instructional days  $> 0$ ,
- Length of day  $> 0$ , and
- School classification = 41, 42, 43, 44, 45

$$ADA = (\text{attendance} / ((\text{instructional days} * \text{length of day} / 60))$$

$$ADM = (\text{membership} / ((\text{instructional days} * \text{length of day} / 60))$$

5. 1<sup>st</sup> through 6<sup>th</sup> grade, alternative programs *without* calendar information where:

- Grades = 01 – 06,
- Percent enrolled  $> 997$ ,
- Instructional days = 0 or Length of day = 0, and
- School classification = 41, 42, 43, 44, or 45

$$ADA = (\text{attendance} / 935)$$

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$$\text{ADM} = (\text{membership} / 935)$$

6. 7<sup>th</sup> through 12<sup>th</sup> grade, alternative programs *without* calendar information where:
- Grades = 07 – 12,
  - Percent enrolled > 997,
  - Instructional days = 0 or Length of day = 0, and
  - School classification = 41, 42, 43, 44, or 45

$$\text{ADA} = (\text{attendance} / 1020)$$

$$\text{ADM} = (\text{membership} / 1020)$$

7. If Independent Study or Homebound, attendance is set to equal membership resulting in 100% attendance.
8. Attendance Rate for all students:  $\text{ADA} / \text{ADM}$

## **Graduation Rate**

### Summary of Key Components

Graduation Rate is a secondary indicator for evaluating high schools, districts and the state for purposes of determining Adequate Yearly Progress (AYP) as follows:

- Schools must have an average graduation rate of 80% or show one tenth of a percentage (.1%) improvement from previous year's graduation rate
- Applied to all schools that graduate seniors
- Calculations for AYP status are done only for the ALL group
- Minimum group size is 40
- Data will be based on the past four years

### Schools Included in Calculations

Schools that graduate seniors must have a graduation rate of at least 80% or show improvement from the previous year of at least one tenth of one percent.

Unlike participation and proficiency, graduation rates are based on students from grades 9, 10, 11 and 12. AYP Graduation Rate is calculated for the following entities:

- Public High Schools with Grade 9-12 or 10-12 (Type 32)
- Grade 7-12 Schools (Type 33)
- Grade K-12 Schools (Type 40)

The graduation formula for three- year high schools will be based on grades 10-12. If schools that graduate seniors do not serve tested grades and therefore do not have an academic indicator, graduation rate will be the sole indicator for determining AYP status.

AYP status for graduation rates is based solely on the ALL group (unless used for safe harbor).

Schools with fewer than three grade levels or that have yet to have a graduating class will use attendance as the indicator.

### Students Included in the Graduation Rate Calculation

The graduation rate calculation used to establish AYP status school year 2005-06 will be based on records from 2000-2005. This includes EOY MARSS 2000 through 2005 and fall MARSS 2005. The process locates the most recent record for each student and evaluates it to determine dropout or graduation status and grade level. All prior records are ignored. A student record must have an active status in MARSS to be part of the graduation rate calculation. If a student record has a MARSS Status equal to one (1), then the record has a local error and is ignored. Students marked as eleventh or twelfth grade, with a status end code of graduate (08 or 09); will be counted as a "completer" in the graduation year.

### Students Counted as Not Graduating

Dropout Status End Codes included for formula dropout counts:

- 06 – Student left school after reaching compulsory attendance age
- 14 – Student withdrawn after 15 consecutive days absence (becomes a dropout if they do not return to the district by school year's end)
- 15 – Student left school because of marriage
- 16 – Student expelled and did not return during the year

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- 17 – Student left due to pregnancy
- 18 – Student withdrew, no transcript requested or transferred to a non-approved non-public school
- 19 – Student was drafted or enlisted into the military
- 31 – Student left school for social reasons
- 32 – Student left school for financial reasons
- 33 – Student left school for family environment reasons
- 34 – Student left school for reasons unknown
- 35 – Student left school after age 21; did not graduate
- 37 – Student left school to attend a GED program or withdrew after taking the GED exam

### Students Excluded from the Calculation

Records for students with State Aid Categories of 14, 15, 16, 17, 18, 25 and 28 are excluded from the counts of dropouts and graduates.

If a later student enrollment record for fall of the fifth year appears in the MARSS Fall file (September to mid-January reporting period), then the student record is ignored, as the student is neither a graduate nor dropout.

### Minimum Group Size

Graduation rates will only be calculated for student groups with at least 40 students. If after calculating Graduation Rate the AYP status is a Z (Cell Size Limitation) or X (No Data), then Attendance will be used as the AYP indicator.

AYP status for graduation is based only on students in the ALL group. Sub-group calculations are not used in determining if schools and districts meet graduation requirements. Sub-group calculations for graduation rate are only used for safe harbor. There is no minimum group size required for sub-group calculations used in safe-harbor.

### Computation Formula

Minnesota will use the emulated cohort formula based on a four-year standard rate recommended by the National Center for Education Statistics (NCES) and used in its Common Core of Data project and reports. The NCES formula is modified to use an unduplicated count for both dropouts and completers based on the Minnesota Automated Reporting Student System (MARSS).

This methodology allows for a consistent computation for all schools and districts in the state and includes students who change high school part way through their high school career. This is a relatively straightforward computation since it is based on students who receive diplomas in year four of the emulated cohort formula.

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# of completers Year 4

Dropouts (Grade 9 Year 1 + Grade 10 Year 2+ Grade 11 Year 3 + Grade 12 Year 4) + Completers Year 4

### **Consequences**

AYP status is reported each year for all schools. Historical records tracking AYP status are maintained to determine if federal consequences need to be applied. The only consequence for schools that are NOT receiving Title I funds is a public report of their annual AYP status.

Schools receiving Title I funds are subject to federally mandated consequences if they do not make AYP for two consecutive years in with the same area. Areas are defined as academics (participation or proficiency), attendance or graduation. Federally mandated consequences are as follows:

AYP Requirements Not Met – Reported Publicly

School Choice

Supplemental Services

Corrective Action

Prepare for Restructuring

Restructuring

These consequences continue to accrue until AYP requirements are met for two consecutive years. Each year AYP is not met, the consequence advances. If at any point AYP requirements are met the school will continue with the same level of consequence for one additional year. The following year the consequence will either be advanced to the next level as a result of not making AYP or the school will exit the series as a result of making AYP.

Consequences are thus based on a time ordered sequence of AYP status values over the time when an entity is receiving Title I funds. This sequence can be broken if an entity stops receiving Title I funds and its start can be different from entity to entity based on when Title I first were accepted. If at any time an entity stops receiving Title I funds, the past record of scores is ignored from a consequences point of view if Title I funds are ever received again in the future. So, another way of stating what sequence of scores is important from a consequences point of view is that consequence accrual level is determined by an entity's most recent continuous series of scores (while receiving Title I funds) from current year back in time.

For example, assume that a school had the following series of AYP scores from oldest to most recent. (It did not make AYP in three consecutive years.)

BBB

Further assume that the school accepted title I funds in all three years. Then the school would have reached consequence level 3 ("supplemental services").

Assume now that the school did NOT receive Title I funds only in the second year. Then the only score that counts towards consequences is the most recent one. Thus consequence level 1 is correct for the school.

Now assume that the school did NOT receive Title I funds only in the first year. Then the scores that count towards consequences are the scores for the two most recent years, and the appropriate consequence level is 2.

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To help visualize this, the acceptance of Title I funds, scores and consequences can be combined using upper and lower case letters, with upper case letters being used to indicate scores in years when Title I funds were accepted. Using this convention, the cases above would be represented as follows.

BBB – consequence level 3

BbB – consequence level 1

bBB – consequence level 2

Other examples could be . . .

BBBbB – consequence level 1

BBBBb – irrelevant, not a Title I school

BBBbA – making AYP, no consequences.

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**Data Verification and Appeals**

Districts will review the data in the AYP Data Verification System and submit corrections for both the district and school level. Web verification will include the ability to review multiple records at the individual student level. The system will be regularly updated to show changes in AYP status following corrections.

Participation and Proficiency

The AYP web verification system will allow schools to **review** individual student records with the following data elements:

1. MARSS ID
2. Local Use ID
3. Student Name
4. Date of Birth
5. District Number & Type
6. School Number
7. Student demographics:
  - a) Race/Ethnicity
  - b) Limited English Proficiency (LEP)
  - c) Special Education
  - d) Free/Reduced Price Meals
8. October 1 school flag
9. October 1 district flag
10. LEP new to country
11. Significant gap in enrollment
12. Medical excuse
13. Participation flag
14. Test Score

The following table outlines the changes allowed by district staff and the changes that require MDE staff review.

**Table 15**

<b>Changes Allowed by District/School within the Data Verification System</b>	<b>Changes Requiring MDE Staff Review</b>
MARSS ID	Add a student test record
Local Use ID	Participated Flag change (programmatically changed)
Student Name	Test Score
Date of Birth	District Number/Type/School Number
Race/Ethnicity	
Limited English Proficient Status (LEP)	
Special Education Status	
Free/Reduced Price Lunch Status	
October 1 School Flag	
October 1 District Flag	
LEP new to country	
Test Condition Code	
Significant gap in enrollment	
Medical excuse	
Not Enrolled (NE)	

**Attendance Rate**

The AYP web verification system will allow schools to **review** individual student records with the following data elements:

1. Number of attendance days or hours on the student record(s)
2. Number of membership days or hours
3. Demographic flags of race/ethnicity
4. Special education
5. Free and reduced price lunch
6. Limited English proficient (LEP) status for the proper assignment for subgroups.
7. Independent Study flag
8. Homebound
9. A field for an Independent Study flag will be part of the verification report for Learning Year Programs which include school classifications 41, 42, and 43.

**Table 16**

<b>Changes Allowed by District/School</b>	<b>Changes Requiring MDE Staff Review</b>
Attendance Days	Add a student record
Independent Study Status	Delete a student record
Homebound	Membership Days
Race/Ethnicity	Instructional Days in Session
	Length of school day
	Free/Reduced Lunch Status
	Special Education Status
	Limited English Proficient Status

**Graduation Rate**

The AYP web verification system will allow schools to **review** individual student records that include the student’s last detailed record for dropout or graduation status:

1. Student Information: MARSS ID, Name, Date of Birth
2. School/District Information: District Number, Type, and School Number
3. Graduate Status
4. Dropout Status
5. Status Start Date
6. Status End Date
7. Student demographics: Race/Ethnicity, Special Ed, LEP, Free/Red Price Meals

**Table 17**

<b>Changes Allowed by District/School</b>	<b>Changes Requiring MDE Staff Review</b>
Dropout or Graduate Status	Add a student
School Number (ONLY within the District)	Delete a student
Race/Ethnicity	Change Status Start or End Dates
	Student ID Information
	District Number/Type and School Number
	Free/Reduced Lunch Status
	Special Education Status
	Limited English Proficient Status

A code of CE will be used in the AYP Data Verification and Correction System to signify a MARSS Status End Code of 40, which means continued enrollment in another district. Use of the CE code will retain the record in the correction system for later verification by MDE or a further change by the district.

## Glossary

**Table 18**

LEP (Limited English Proficiency)	Any student who was reported during the year as LEP in MARSS
Expanded LEP	Any student who was reported during the year as LEP in MARSS during the past 2 years
Special Education	Students with a special education evaluation status of 4 in MARSS
Expanded Special Education	Any student who was reported during the year as special education in MARSS during the past 2 years
FRP (Free or Reduced Price Lunch)	Students with an economic indicator of 1,2,4, or 5 in MARSS
October 1 School	Student was enrolled in school on October 1 <sup>st</sup>
October 1 District	Student was enrolled in district on October 1 <sup>st</sup>
Significant Gap	Student missed 15 consecutive days of school
New To Country	LEP students who were not enrolled in a school in the United States for at least 1 day in any previous school year

## Test Codes

**Table 19**

Full Name	Test Codes	Participation	Proficiency
Absent	ABS	X	
Alternate Assessment	ALT	X	X
Invalid Test	INV	X	X
Medical Exemption	ME		
Not Attempted	NA	X	X
Not Complete	NC	X	X
Not Enrolled	NE		
Parent Refusal	REF	X	
Post Secondary Education Options	PSO		
Remove	REM		
Test of Emerging Academic English	TEAE	X	X
Valid Test Score	SCORE	X	X
Wrong Grade	WG		
X = Used in AYP Calculation			

**2006 NCLB Adequate Yearly Progress (AYP) Business Rules**

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**Table 20**

Machine Generated Test Codes		
Full Name	Test Code	Condition
Not Attempted	NA	The student did not attempt at least four multiple choice items in any one section of the MCA-II
Not Completed	NC	The student attempted between one and four sections of the MCA-II
Valid Test Score	Score	The student attempted four sections of the MCA-II