

AYP Requirements Document

Business Rules for AYP Calculation

Version 4.2

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New Mexico Public Education Department

DIVISION OF ASSESSMENT AND ACCOUNTABILITY

ACADEMIC GROWTH AND ANALYSIS BUREAU

Revision History

Date	Description of Major Changes	Reference	Author
VERSION 1.0			
12.20.06	<i>Initial version (Extract requirements and rules; accompanied by 14 page flow chart, examples of reports)</i>	V1.0	T Dauphinee
VERSION 2.0			
5.29.07	<i>Expansion; clarifying language; Flow chart excluded from further revision at IT request</i>	V2.0	C Gregory
7.27.07	<i>Treatment of duplicate records added (for 2008)</i>	V.C.	C Gregory
8.27.07	<i>Participation Averaging added (for 2007)</i>	VII.C.4,5	S Marquez
VERSION 3.0			
5.31.08	<i>Expansion; clarifying language throughout</i>	V3.0	C Gregory
5.31.08	<i>Growth Model #2 (student model)</i>	X.A.3.b).(5)	A Buff
5.31.08	<i>Reorganized Schools</i>	XIII.B.	T Dauphinee
5.31.08	<i>Clarification District Designations</i>	XI.B.	C Gregory
5.31.08	<i>Removed first day of test window from FAY definition</i>	III.A. & V.D.	C Gregory
5.31.08	<i>Clarification of Rounding</i>	VI.A.	C Gregory
5.31.08	<i>Rescinded Partial Test blending credit</i>	VII.G.	C Gregory
VERSION 4.0			
3.20.09	<i>Removed references to Growth calculation</i>	X.A.	C Gregory
3.20.09	<i>Added FAY State</i>	III.A.4	C Gregory
3.20.09	<i>Updated dates to reflect later testing</i>	III.A.11	C Gregory
3.20.09	<i>Clarified Reconciliation of TC SS and PL</i>	V.A.	C Gregory
3.20.09	<i>Clarified Participation & Proficiency denominator</i>	VII.C.j-n D.a-e	C Gregory
3.20.09	<i>Added Feeder School requirement for Other</i>	VII.E.	C Gregory
3.20.09	<i>Rates for Schools with no tested students (new)</i>	VII.G.	C Gregory
4.21..09	<i>Added to definition of FAY (Reorganized Schools)</i>	II.A.2.b, III.I.c.4	C Gregory
4.21..09	<i>Added Graduation Cohort rules</i>	VI.E.4	C Gregory
5.7.09	<i>Clarified language and updated dates</i>	V4.0	C Gregory
6.1.09	<i>Clarified Safe Harbor minimum group size</i>	IX.A.3.B.(4)	C Gregory
VERSION 5.0			
2.5.10	<i>Subgroups Abbreviation "FRLP" to "FRL"</i>	I.A.9	S Marquez
2.5.10	<i>Removed "Grade Span" from District AYP</i>	II.C.1, IV.B.2	S Marquez
2.5.10	<i>Added Rounding Rules clarifications</i>	V.4.a.b.c.	S Marquez
2.5.10	<i>Added table to Master School File description</i>	III.A.2	S Marquez
2.5.10	<i>Added Validation Process</i>	III.B.1-III.B.2	S Marquez
2.5.10	<i>Added detail to AYP History files</i>	III.C.1-III.C.2	S Marquez
2.5.10	<i>Added Validation Process</i>	III.J.1-III.J.2	S Marquez
2.5.10	<i>Split Preliminary Files Other Indicator into two: attendance</i>	III.G.1 to III.G.9	S Marquez
2.5.10	<i>Split Preliminary Files Other Indicator into two: graduation</i>	III.H	S Marquez
2.5.10	<i>Clarified AMO District (K-12 for all)</i>	VII.D.	S Marquez
2.5.10	<i>Additional Indicator for District Graduation</i>	VII.E	S Marquez
5.1.10	<i>Duplicate Processing</i>	IV.B	C Gregory

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I. Subgroups

A. *The NCLB student subgroups required to calculate AYP are:*

1. All students (reported as “All Students”)
2. Caucasian/White-Non Hispanic (reported as “Caucasian”)
3. Black-Non Hispanic (reported as “African-American”)
4. Hispanic (reported as “Hispanic”)
5. Asian/Pacific Islander (reported as “Asian”)
6. Native American (reported as “American Indian”)
7. English Language Learners (reported as “English Language Learners”; abbreviated as “ELL” where necessary)
8. Special Ed-Not Gifted (reported as “Students with Disabilities”; abbreviated as “SWD” where necessary)
9. FRL, free/reduced lunch program (reported as “Economically Disadvantaged”)
10. Gender (reported as “F” or “M”) (beginning 2007-2008 must be reported but is not utilized in AYP calculations)

B. *Other student subgroups required for Federal reporting that do NOT count for AYP are currently:*

1. Bilingual (reported as “Bilingual”)
2. Title 1 (Title 1A) (reported as “Title 1”)
3. Migrant (Title 1C) (reported as “Migrant”)
4. Immigrant (reported as “Immigrant”)
5. US Schools 3 years (special qualifier to the definition of Immigrant; not reported separately)
6. Homeless

II. Definitions

A. *Terms used in this document and their meaning to AYP:*

1. Waiver 1 and Waiver 2 are special dispensations made by PED for students who may test in their native language for 2 additional years beyond that allowed by the State. They are not used in calculations but are required for approval processes.
2. FAY School indicates students who count at the school level for AYP calculation. FAY is YES if a student is enrolled at the 120th day of the previous school year, and the 40th, 80th, and 120th day of the current school year. There are two exceptions to this rule:

- a) Students in transition grades (in lowest grade at school) are FAY=Yes provided they are enrolled 40th, 80th, 120th. The previous year's enrollment must show that the student was in the same district as the transition school. This includes district charter schools.
 - b) Students in schools that have reorganized in the current year are FAY=Yes under the same provision as transition grades (above) provided they are in a grade that is new to the school (NEWGRADE).
 - c) Students in New Schools are FAY=Yes under the same provisions as transition grades (above).
 - d) State charter schools and BIE schools will follow the FAY definitions above, but without the requirement for district membership in the prior year.
3. FAY district indicates students who are eligible to count at the district level for AYP calculation. FAY is YES if the student is enrolled 120th day of previous year, and the 40th, 80th, and 120th day of the current school year. Students who are not FAY school or FAY district are counted at the State level for AYP.
4. FAY state indicates students who are eligible to count at the state level for AYP calculation. FAY is YES if the student is enrolled 120th day of previous year, and the 40th, 80th, and 120th day of the current school year in any public school in New Mexico. Any additional records created for purposes of computing Feeder Schools or the 1% rule are excluded.
5. Feeder schools are schools that have no grades that are tested. For elementary these are schools with grades K-2 (testing begins in the third grade) and for high schools with grades 9th, 10th, or 12th (high school testing is in grade 11 only) Feeder school AYP ratings are based on test results of students in a subsequent grade (i.e. third grade for a K-1 school, or 11th grade for a 9-10th grade school) who graduated from these feeder schools. Third graders whose scores are counted for feeder schools have the location code of the relevant feeder school indicated in the fields (Feeder-1, Feeder-2, and Feeder-K). Exited students used to assign AYP for feeder schools must reside currently at a school that is in the same district as the feeder school. If a student attended more than one feeder school, their test results will contribute to each school attended, provided they were FAY at each (i.e. school A was K only, school B was grades 1-2).

(2008) New rules apply to feeder schools that do not meet typical feeder rules:

- a) Schools for whom no exiting students are found to be tested (i.e. a new school that is adding one grade at a time and has not yet reached a tested grade; students are anticipated to continue at the given school, so no feeder pattern can be identified)
 - b) There is no clear feeder pattern for the school (i.e. students from a 9th grade academy exit to multiple high schools)
6. Designation refers to the placement of a school, district, or state in the correctional ladder. Designations are based on the sequence of years AYP is either met or not met and its computation requires historical data. The designations are in increasing order of severity:
- a) Progressing (no consequences – school made AYP)
 - b) Improvement I (begins the Improvement continuum)
 - c) Improvement II
 - d) Corrective Action

- e) Restructuring I
 - f) Restructuring II
 - g) Schools that fail to make AYP for two consecutive years enter the school improvement continuum. Each additional year in failure to Meet AYP moves the school further down the continuum. In the first year that a school makes AYP while they are in the improvement continuum, they receive a "Delay" in their designation. In other words, if the school in Improvement I Meets AYP, they receive the designation Improvement I Delay. When a school is in delay status and makes AYP for a second year, the NCLB designation is removed; their NCLB designation is "Progressing."
 - h) The same designations are applied to districts. Designations are covered fully at the end of this document.
7. Safe Harbor is a complex set of rules that allow schools who otherwise don't meet AYP to make AYP provided they show progress. If a school fails to meet or exceed the Annual Measurable Objective (AMO), and they fail to surpass the lower limit of the AMO confidence interval, then they may still make AYP by reducing the non proficiency rate by 10%. This means that the non proficiency that is 70% in year one must fall by at least 7 percentage points (10% of 70%) in year two to make AYP. Safe Harbor can only be invoked if the school meets all other AYP requirements, including the additional indicator (attendance or graduation rate) for the subgroup(s) in question. Other Safe Harbor calculations are described in *AYP Calculations, School*. Safe Harbor computation requires historical data by subgroup. The eight AMO configurations for New Mexico are:
- a) K-5
 - b) K-6
 - c) K-8
 - d) 6-8
 - e) 7-8
 - f) 7-12
 - g) 9-12
 - h) K-12
8. One Percent Rule. This rule, set by the US Department of Education, requires that the percentage of students scoring *proficient* or *advanced proficient* on an Alternate Assessment cannot exceed one percent of the total number of students tested in the district. If the District violates this rule, a random selection of students equal to the excess above 1%, who took the Alternate Assessment and scored *proficient* or *advanced proficient* must be converted to *not proficient*. This rule is applied only to District AYP.
9. AMOs (Annual Measurable Objectives) are grade specific proficiency targets that depend on the configuration of the school. AMOs are provided for reading and math, and determine the minimum percent proficient that must be met for school, districts, and the state to make AYP.
10. Additional Indicator refers to Attendance Rate or Graduation Rate, whichever applies. Schools and districts must meet or exceed this value to make AYP. There are special provisions under Safe Harbor described later.

- a) The target for graduation is determined by a different set of fixed AMOs specific to graduation. Schools and districts must meet or exceed the AMO to make AYP. The AMOs increase percent graduated by 2.5% per year to reach a projected goal of 90% by 2020. Graduation AMOs are appended to this document.
 - b) The target for attendance rate is 92%. Schools must meet or exceed this value to make AYP. The attendance target applies to all elementary and middle schools. All schools that lack a 12th grade must use the attendance indicator.
11. First Day of Test Window is generally the last Monday of March, and the window lasts for 4 weeks. For practical purposes, the window is considered the date of test administration, and the location code from the test identifies where the student's participation should be credited. The location code does not impact FAY, which is taken from enrollment snapshots 120D, EOY, 40D, 80D, and 120D.
12. Duplicate refers to two test records that have the same student ID.
- a) The treatment depends on the estimated cause:
 - b) When the same student was tested twice, such as English and Spanish; or when a student moves during the test window and is retested at a different school
 - c) If both tests are complete and scorable, one test must be invalidated from all computations, participation, proficiency, and scoring. If tests are partially complete, the tests are blended into one record for further processing.
 - d) When different students are mistakenly identified as being the same, which happens with the accidental mislabeling of a test, or with an incorrectly bubbled ID.
 - e) Each test is considered independent and valid for all AYP computations. The decision rules for handling duplicates are described in "Data Conditioning".

III. Preliminary Data Files

A. Preliminary Files: Master School

1. Master School table lists all schools of all **school types** in New Mexico, including BIE Schools, Charter Schools, Public Schools, State Supported Schools (School for the Deaf, School for the Visually Handicapped, CYFD Juvenile Justice Schools, Children/Adolescent Treatment Centers), Offsite Schools (Homebound Hospital, Juvenile Detention Centers, Residential Treatment Centers).
2. The table includes the following **data fields**: School Code, District Code, District Name (30 characters), School Name (35 characters), School Type, K through 12 Enrollment on 120th day of the previous year, whether the school was identified as a New School in the current AYP test year, whether the school was identified as Closing during the current AYP test year, the Grade span in School, including a field for the Lowest Grade in School, and the Highest Grade in School, and whether the school is a program that does not get rated.

3. The Master School file includes the following fields:

Field Name	Values
District Code	001-999
District name	30 characters
Location Id	001-999
Location name	35 characters
Grade Range	LLHH (where LL is lowest grade and HH is highest grade at location)
Location type	BIE, Public, Central Office, Charter, Home School, Off-site, State Supported
Location Status	Open, New, Closed, Reorg
AYP Grade Range	GKN_05, GKN_06,GKN_08,G06_08,G07_08,G07_12,G09_12
AYP Indicator	ES/MS, HS, N/A

4. The **purpose** of this table is to finalize which individual schools receive an AYP rating, and their characteristics that impact calculations. Occasionally, schools merge, change configuration, change name, or are considered a “program” rather than a school (and vice versa). Such changes should be finalized prior to AYP calculation and reporting.
5. Which schools receive AYP ratings:
- AYP calculations are performed for all **State Supported Schools**, provided there is at least one student that qualifies as Full Academic Year in the school. New Mexico Military Institute is exempt because it receives private money in addition to State funds.
 - AYP calculations are performed for all **Public Schools**, including charter schools. If students take the test at a school program for only part of the day, their home school must be identified and their scores attributed to their home school. Scores of students in transient programs (i.e. programs at different schools in which the student is enrolled for several weeks or months) may also be assigned to their home school, after application for pre-approval by PED.
 - BIE Schools** are rated, but results are not posted in STARS. BIE results are reported separately and disseminated in PDF format. BIE demographics are not recorded in STARS and are taken directly from the test data.
 - Students in **Off-Site** programs, such as treatment centers, correctional facilities, or hospitals generally are excluded from school level calculations and counted only at the District level for AYP. However, if the student moved prior to testing but qualified as FAY at the school or district, their test will count at the school or district where they were FAY. Off-site programs are not rated.
6. The Master School File is used to match schools with the **AMOs** that apply to them, based on the school’s grade span configuration (see Section on AMO File below).
7. The Master School File identifies **new schools** for identifying students with a modified definition for Full Academic Year School (the less restrictive: 40th, 80th, and 120th days).
8. The Master School File is used to verify students that are in the low grade of a **transition school** (a middle or high school). Students in the lowest grade of the transition school have a modified definition of Full Academic Year School (the less restrictive: 40th, 80th, and 120th days). And, they must have been within the district the prior year.
9. The Master School File is used to determine the appropriate **additional indicator**, attendance rate or graduation rate. If a school has a 12th grade the graduation indicator is used, otherwise

the attendance rate is used.

10. Validation Process

- a) An independent party should validate the school table by ensuring that all schools with enrolled students are included in the school master file as Open, New or Reorg, that the enrolled grades in the enrollment file from 120th day agree with the lower and upper grade ranges that are contained in the school table and that the AYP grade range agrees with the lower and upper grade range for the school.
- b) Any discrepancies should be presented to AGA and resolved.

B. Preliminary Files: Previous Year School Ratings

- 1. Prior 2 Years of official AYP school and district ratings, determinations and subgroup data are required for averaging and improvement (Safe Harbor) rules. The accuracy of the calculations for current AYP depends on using the certified data for school and district AYP ratings, including participation and proficiency rates and the number of students in proficiency rate calculation from the prior year for ratings, determinations, safe harbor and participation ratings. The participation rates from the official school and district ratings from two years prior are required to accurately calculate participation rates for the current year.
- 2. All rates are by subgroup, and by content area (Reading, Math, etc.). These files consist of the following fields:

Field Name	Values
School Year	YYYY-06- 30, YYYY (where YYYY is the 4 digit year representing the ending date of the academic year)
District Code	001-999
District name	30 characters
Location Id	001-999
Location name	35 characters
Organization type Code	BIE, Public, Central Office, Charter, Home School, Off-site, State Supported, Private, State Charter
Location Status	Open, New, Closed, Reorg
AYP Grade Level Range	(Also known as AMOTYPE) GKN_05,GKN_06,GKN_08,G06_08,G07_08,G07_12,G09_12
Location AYP Status Code	Met, Not Met, (blank)
Location Safe Harbor Application Status Code	Yes, No, N/A, (blank)
Location Improvement Status	Progressing, SI-1, SI-1 delay, SI-2, SI-2 delay, CA, CA delay, Restructuring 1, Restr. 1 delay, Restructuring 2
AYP Additional Indicator Type	ES/MS, HS, N/A
Math Proficiency Target Code	Yes, No, N/R, (blank)
Location Reading Proficiency Status Code	Yes, No, N/R, (blank)
Math Participation Status Code	Yes, No, N/R, (blank)
Location Reading Participation Status Code	Yes, No, N/R, (blank)
Location Measure Category1	Attendance Rate (Addl. Indicator), AYP Additional Indicator, AYP NCLB Designation, AYP Non Proficiency Rate, Graduation Rate (Addl. Indicator), Met AYP Goal, Met Participation Rate, Number Enrolled in AYP Grades, Number Tested FAY
Location Measure Category2	Attendance Rate, Graduation Rate, Math, Reading
Location Measure Category3	African-American, All Students, Asian/Pacific, Caucasian, Economically Disadvantaged, English Language Learners, Hispanic, Native American, Students with Disabilities
Location Measure Category4	Safe Harbor, Confidence Interval, Target Rule, AMO, Appeal, N/A
Location Measure Type	COUNT, PERCENT, SUMMARY

Location Measure Count	1 – 999999 (blank)
Location Measure Percent	0.00 – 100.00 , (blank)
Location Measure Amount	1-100, (blank)
Location Measure Indicator	YES, NO, N/A, UNK, N/R,(Blank)

3. Typically these records are populated from the AYP calculations of the prior years. However, because of the appeals process, NMPED can change ratings for subgroups and ratings and designations for schools and districts that do not flow from the underlying data. This data override is allowed under NCLB extraordinary circumstances rules. In order to accommodate coding in the Location Facts file NMPED staff will need to be able to update records where Location Measure Category 1 records are = Met AYP Goal.
4. The field Location Measure Category 4 will contain a new value of 'Appeal Process'. NMPED will have the ability to update the following fields in the applicable records:
 5. Location AYP Status Code
 6. Location Improvement Status
 7. Math Proficiency Target Code
 8. Math Proficiency Status Code
 9. Location Reading Proficiency Status Code
 10. Location Reading Participation Code

C. Preliminary Files: Previous Year District Ratings

1. This file contains historical data required for determination of District AYP. Requirements are the same as for school only aggregated at the District rather than the School.

D. Preliminary Files: PED District AYP Records

1. This file is the source of information for determining if the district fails to make AYP in any subject area for the second consecutive year, as outlined in *Designations*.

E. Preliminary Files: Annual Measurable Objectives (AMO)

1. All targets for Annual Measurable Objectives (AMOs) are expressed as percentages. The AMOs for the year of calculation will be used, and these AMOs are available in the Excel file posted on the PED website. The appropriate grade specific AMO must be applied to each school, district, and state. Any school with a grade configuration that does not exactly match one of the 8 AMO configurations (see *Definitions*) will be assigned the AMO that allows the beginning and ending grade to fit inside the boundaries (i.e. a school configured 5-8 will utilize the K-8 AMO). A school's AMO will need to be revised if the school has reconfigured their grades. AMO tables are appended to this document.
2. A separate set of AMOs are utilized for graduation. These are also represented as percentages, and are appended to this document.

F. Preliminary Files: Additional Indicator--Attendance

1. An attendance rate is computed for every NCLB subgroup, and schoolwide, for every school that does not have a grade 12.

2. Attendance rates include grades K-8 for schools that contain any of those grades. For schools configured with only grades 9, 10, or 11 (no 12th grade, and no K-8 grades) attendance will be calculated for the grades present. Feeder schools must meet the attendance indicator unless they are a 12th grade school, in which case they must meet the graduation requirement.
3. Ineligible student attendance records must be removed prior to calculation:
 - a) Days Present < 0 or missing
 - b) Days enrolled <=0 or missing
 - c) Days present > Days Enrolled
 - d) Attendance record for student without a corresponding record in Student Snapshot at SAME location
4. The rate is the average attendance rate of every student in K-8 from the beginning of the current school year to the 120th day of enrollment
5. Numerator: days attended accumulated across all enrollment periods (40th, 80th, 120th day snapshots) for a single student.
6. Denominator: days enrolled accumulated across all enrollment periods (40th, 80th, 120th day snapshots) for a single student.
7. Compute the percentage rate per student using the above numerator and denominator.
8. Compute the school average: sum percentage rates for all students and divide by the total number of students.
9. Note that a single student can contribute to the rate of more than one school if they are mobile.
10. When a school is missing a reporting period (40th, 80th, or 120th) compute the attendance rate in the same manner, only excluding the missing reporting period from the days attended and days enrolled.
11. Attendance is rounded to two significant digits (i.e. 92.34%).
12. BIE school attendance will be provided in a separate file.

G. Preliminary Files: Additional Indicator--Graduation

1. **Description and Purpose**
 - a) The graduation rate is computed for every NCLB subgroup including school wide for every school that has a 12th grade.
 - b) To make AYP, a school must achieve requirements through one of the following three graduation calculation methods:
 - (1) *Meet Target*: achieve a graduation rate at or above the AMO for that year utilizing proportional weighting (see *Technical Manual* appended)
 - (2) OR
 - (3) *Collective Cohort*: for schools with fewer than 30 students after proportional weighting (see *Technical Manual* appended)

2. BIE graduation will be provided in a separate file.

H. Preliminary Files: Test Data

1. The Test Data File will be supplied by PED in early July in a flat text file that contains merged records from two test vendors (Pearson, AIR). It includes student level records with district, school, test scores, and demographics:
 - a) School and District Fields, such as distcode (district code number), schnumb (school code number), schtype (school type).
 - b) Student Demographics and Program Fields, such as stateid (state student id), lname, fname, mi, grade, dob, ethcode (ethnicity code), gender, primary disability, plan504, title1, migrant, immigrant, homeless, bilingual, careertech, frlpcode (Free and Reduced Price Lunch Eligibility), ellstatus, us3years (US Schools 3 Years), waiver1 (waiver from English form of test first year), waiver2 (waiver from English form of the second year), faysch (Full Academic Year-School), faydist (Full Academic Year-District), spedcode (Special Ed-Not Gifted), gifted.
 - c) Test Data Fields, such as vendor (Pearson, AIR), test completion statuses (TC, Proficiency levels (PL), testlang (test language), acc (response accommodation for math), acc1 through acc24 (accommodations), scaled scores (SS), Braille (Braille version of test)
 - d) the exact layout and coding of these fields varies slightly each year. A current layout and data description will be provided by AGA.
2. Other Potentially Useful Fields (programmer's discretion): seq# (record sequence number from vendor), imseq# (record number from vendor)
3. "Exclude from" fields indicate records that count only at the school, district, or state level of AYP calculations. In Pearson, there are three fields: exclude from school, exclude from district, and exclude from state. A "1" or "Y" in any field signifies that that record should be excluded from processing for the level indicated (school, district, or state).

I. Preliminary Files: Student Rosters

1. For calculations AGA will need a roster of all students who took either SBA or NMAPA with all identifiers (ID, school, etc.) and AYP variables (ELL, etc.), FAY status, Test name (SBA, NMAPA), Subtest (Math Reading), Proficiency Level, Scaled score, and Grade of Test

J. Validation Process

1. An independent party should validate the resulting Location Facts files by ensuring that all school and subgroup ratings agree with the official record and that subgroup counts and proficiency and participation rates agree with the most recent prior year. The Location Facts files for schools and districts shall be matched with the official files provided by AGA.
2. Any discrepancies should be presented to PED staff and resolved.

IV. Conditioning of Data

A subset of records in the test data file, and tests within records (Reading, Math), is used for AYP calculations. Results for Spanish and English administrations are included in AYP calculations, as are tests from both vendors. The following guidelines apply to the selection and cleaning of those records.

A. Reconcile Test Completion Code, Scaled Score, Proficiency Level, and

Exclude from Summaries.

1. The Test Completion Status (TC) is a field that is bubbled by the testing administrator at the time of testing. Often it is bubbled incorrectly, overridden by scoring (failing attemptedness rule), or by a sanction imposed by PED for a testing irregularity. Because TC is used for various counts, it must match the results of scoring, Scaled Score (SS) and Proficiency Level (PL).
2. Reconciliation occurs in three sequential steps. Note that steps 1 and 2 apply only when the TC is 0 or missing, and step 3 applies when the TC code indicates the scores should be invalidated (TC=2, 5, 6, 7, 8):
 - a) Use SS to recode improperly coded TC.
 - (1) When the TC=0 and the SS \geq 995 (indicating test was not scorable), recode the TC code to 6 (other noncompletion)
 - (2) When the TC=missing or blank and the SS \geq 995 (indicating test was not scorable), recode the TC code to 6 (other noncompletion).
 - (3) When the TC is missing or blank and the SS $<$ 995 (indicating the test was successfully scored), recode the TC code to 0 (completed all sessions).
 - b) Use PL to recode improperly coded TC:
 - (1) When the TC=0 and the PL=5 (indicating test was not scorable), recode the TC code to 6 (other noncompletion)
 - (2) When the TC=missing or blank and the PL=5 (indicating test was not scorable), recode the TC code to 6 (other noncompletion).
 - (3) When the TC is missing or blank and the PL is 1, 2, 3, or 4 (indicating the test was successfully scored), recode the TC code to 0 (completed all sessions).
 - c) Use TC to recode scored fields PL and SS:
 - (1) When the TC is 2, 5, 6, 7, or 8 then the SS should be blanked or converted to missing.
 - (2) When the TC is 2, 5, 6, 7, or 8, then the PL should be recoded to 5
3. Allow the score of the subtest of a student who withdrew before completion (TC=1) to be omitted from the invalid count. Do the same for all other subtests (Math, Science, Social Studies, etc.).
4. Allow the Reading score of a student who had a language exemption (TC=3) to be omitted from the invalid count. Reading is the only subtest for which TC=3 allows the test to be omitted from the invalid count.
5. Note that a single student can have a valid MATH test (TC=0) and an invalid READING test (TC=5). This impacts participation rates for each content area.
6. Note that a student can take the test in more than one school (i.e. Math in school A, and Reading in school B). Special rules apply and are explained in *AYP Calculations, School*.
7. Limit records to students in AYP eligible grades (3 through 8, and 11). Occasionally students are tested out of grade (i.e. NMAPA is given to students in the Spring as a substitute for the High School Exit Exam and so will have 10th and 12th graders mixed in) and these tests should be removed from AYP calculations.
8. Limit records to eligible school types (exclude Private, Home schools). Note that BIE schools are not counted in school, district, or state AYP.

9. Missing values default as follows:
 - a) ELL (missing) = "N"
 - b) Ethnicity (missing) = (missing)
 - c) SPED (missing) = "N"
 - d) FRL (missing) = "N"
 - e) Gender (missing) = (missing)

B. Determine the treatment of duplicate records (see Definitions: Duplicate)

1. The first section of procedures will be performed by the test vendor prior to handoff to PED (pre SOAP). The test vendor keeps records of booklet IDs that were merged should a question arise.
2. The second set of procedures will be performed by AGA during SOAP, and continue after the biodata are returned to the test vendor. The second set of procedures will govern local AYP calculations, and will not be completed in time to affect the final reporting by the test vendor. Late changes that affect vendor reporting are minimal, historically routine, and accepted by districts.
3. The decision rules are applied to *Exclude from Summaries* or *VOID*. If one record is coded "Y" in *Exclude from All Summaries*, or *VOID*, that record should not be considered in any computations, counts, participation, or proficiency. Both tests were determined by PED to be from the *same* student, and one record is invalid. The invalid record must be coded so that it is not advertently included in any reports, or calculations. It may be archived for potential lookup but should otherwise be invisible to AYP
4. Pre SOAP record merging (performed by test vendor)
 - a) When SCHOOL (Location Code) and by default DISTRICT (District Code) are the same:
 - (1) A completed or partially-completed test overrides blank test. (BLANKS)
 - (2) Partially completed tests when the subject areas do not duplicate (i.e. Math-Math) are merged into a single record. (OVERLAPPING)
 - (3) The assignment of SCHOOL and DISTRICT are unambiguous since they are the same in both records.
 - b) When SCHOOL and/or DISTRICT are different:
 - (1) The same rules above (A) apply.
 - (2) The assignment of SCHOOL and/or DISTRICT follows these rules in this hierarchy:
 - a. WITHDRAWN: When one record has a completion code of 1 (TC=1, *Withdrew before Completion*), it will be known as the Accountable school/district. This record is presumed to be the location of the first test, and where the student is most likely to be FAY. The second record where the TC<>1 will be considered the Reporting location, where Test vendor may send reports and scores.
 - b. LABEL-GRID: When one record has a label, and the other was from the biogrid, the SCHOOL and/or DISTRICT that has the label will be considered the Accountable school/district. The record that is biogridded will be considered the Reporting location.

- c. LABEL-LABEL: When both records have labels (rare), one of two conditions applies.
 - 1) MAJORITY: Assignment will come from the record that has the greatest number of completed subjects.
 - 2) NO MAJORITY: Where the prevalence of subjects is not clear, location will be randomly assigned. The method can be determined by the test vendor. Suggestions include odd/even booklet ID, order of presentation in the file, lower/higher booklet ID, or similar systematic but unbiased assignment.
- (3) The rules for assignment are dictated by the location where the student was FIRST tested. Test vendor will keep separate reporting codes for LAST tested for reporting.

5. SOAP and Post-SOAP merging (performed by AGA)

- a) (OVERLAPPING DUPS SAME) Partially completed tests, either within or between districts, when:
 - subject areas duplicate (i.e. Math-Math).
 - There are no more than 2 duplicating subject areas (i.e. math & science).
 - Comparison of the label to the bubbled information implies that the same student owns both versions of the test.
 - Test completion codes do not indicate which duplicate to invalidate (i.e. 0 and 6).
 - Test language does not imply an English/Spanish pair
 - Scaled scores are within one SEM of each other (varies by grade, subtest, and scaled score)
- (1) When within-district, this is presumed to occur when a student's original answer document is corrupted or large print, the answers transposed to a second answer document, and both are mistakenly returned with scored materials. It can also occur when a student takes both English and Spanish versions.
- (2) When between-district, this is presumed to occur when a student crosses boundary lines and is mistakenly retested.
- (3) If one record contains a greater total number of successfully completed subjects (TC=0), that record will be the *primary* record for that student. Any remaining completed tests from the *secondary* record will be used to complement the *primary* record by transferring scores, item data, and test completion codes to the *primary* record. The *secondary* record will then be invalidated and not considered in any computations, counts, participation, or proficiency. Invalidation will be accomplished by coding the VOID field.
- (4) If neither record contains a majority of TC codes=0, a *primary* and *secondary* record will be assigned at random using a method that does not introduce bias. One test record will be considered *primary*, and the remaining record the *secondary*. Test blending will occur as in the previous step. For example:
 - (a) Test record A is primary and contains valid Reading and Math (same school, 2 subtests)
 - (b) Test record B is secondary and contains valid Reading and Science (same school, 2 subtests)
 - (c) Test record A will prevail in Math and Reading. Science will be added from test record B. All valid tests will reside in test record A, and test record B will be removed from any further computations, counts, participation, or proficiency.
 - (d) Because the school / district are the same on both records, FAY will not contribute to the decision.

- b) (OVERLAPPING DUPS DIFFERENT) Partially completed tests when the same conditions apply, except:

There are 3 or more duplicating subject areas (i.e. math, reading, & science) OR Scaled scores are > one SEM of each other.

- (1) When within-district, this is presumed to occur when a label is erroneously applied to another student's answer document, and the duplicate tests are from different students.
- (2) When between-district, this is presumed to occur when 2 students are sharing the same ID.
- (3) No treatment is applied to these records, all allowed to stand independently. The duplicating ID will be adjusted as required for data processing.

C. Calculation of FAY

1. FAY (see definitions) is determined by where the student was enrolled at 120D of the prior year; and 40D, 80D, and 120D of the test year; or in the case of a transition grade, reorganized grade span, or a new school enrollment at 40D, 80D, and 120D in test year provided the student was in the same district. The determination of FAY no longer is linked to where the student tested, beginning in 2008.
2. For students who are FAY at a single school or district **other than** where they were tested:
 - a) The student's participation credit goes to the school/district where the student was FAY (FAY school/district) (2009)
 - b) The student's proficiency score goes to the school/district where the student was FAY (FAY school/district)
3. For students who are NOT FAY at any school or district:
 - a) The student's participation credit goes only to the school/district where they tested
 - b) The student's proficiency score goes to the state
4. FAY State is a new variable in 2009 that will be computed for each student so that it may be reported to the federal government. It is NOT used in AYP computation.

V. Calculation Rules

A. Rounding

1. No rounding occurs until the final rates are reported. All computations prior to reporting utilize unrounded figures.
2. All rounding occurs to the second decimal (i.e. rates round to 92.23%) unless otherwise indicated.
3. Data files provided to AGA will include non-rounded figures, or if necessary rounded to the 4th significant digit beyond what is reported (i.e. 92.234821 in the previous example)
4. The rounding rule dictates that a terminal digit of 5 is rounded up.
 - a) If the first digit to be dropped is less than 5, the last retained digit is not changed. For

example, rounding the number 92.334567 to 2 decimal places will result in the number 92.33, since the number in the 3rd decimal place is less than 5.

- b) If the first digit to be dropped is greater than or equal to 5, the last digit to be retained in increased by 1. For example, the number 92.335567 will result in the number 92.34.
 - c) At no time shall a calculator look beyond the number in the place you are rounding and the number immediately to the right of the digit to be retained in order to round a number.
5. Note that Participation is truncated to the nearest significant digit and is not rounded.

VI. AYP Calculations, School

A. Schools Rated

- 1. School calculations include charter, public, BIE, feeder, and state supported schools.
- 2. School calculations exclude off-site schools, and students in those schools.

B. Requirements

- 1. To make AYP, every subgroup within a school must meet goals for Participation and Proficiency, and the whole school must pass the Additional Indicator.

C. Participation

- 1. Rates are computed for the subgroups outlined in Definitions:
 - a) All Students
 - b) Caucasian/White-Non Hispanic (ethcode ='C')
 - c) Black-Non Hispanic (ethcode='B')
 - d) Hispanic (ethcode='H')
 - e) Asian/Pacific Islander (ethcode='A')
 - f) Native American (ethcode='I')
 - g) English Language Learners (ellstatus=1 or ellstatus=2 or ellstatus=3)
 - h) Special Ed-Not Gifted (spedcode=Y)
 - i) FRLP is Yes when student is either Free (F) or reduced (R)
- 2. Participation is currently based on test records, not enrollment from an external source such as STARS, although that may change in subsequent years. Participation rates are not computed for feeder schools.
- 3. Participation rate is a percentage:
 - a) Numerator READING: count if PL is 1, 2, 3, or 4 (valid score). Add students for whom the TC is equal to 3, which means they are counted for participation even though they do not have a scored test.

- b) Denominator READING: count all students with a TC other than 1.
 - c) Numerators MATH, SCIENCE, SOCIAL STUDIES: count if the PL is 1, 2, 3, or 4 (valid score) for each subtest.
 - d) Denominators MATH, SCIENCE, SOCIAL STUDIES: count all students with a TC other than 1.
 - e) Compute the percentage. For reporting truncate calculation to the whole number.
4. Participation Averaging, Two Year.
- a) If school does not meet the 95% rate for all subgroups eligible for AYP (n=40 or greater), compute for all eligible subgroups an UNWEIGHTED average. For example the two year rate would be:
 - (1) $(\text{current year participation percentage} + \text{previous year participation percentage})/2$
 - (2) Note that this calculation does not use the number of students, but only the percentage rates from the years being considered.
 - (3) Two year averaging calculation should be rounded to two significant digits (i.e. 93.46%).
5. Participation Averaging, Three year.
- a) If a school does not meet Participation, via the target (95%) or via the two-year average (1), compute the three year participation average, in the same way:
 - (1) $(\text{current year percentage} + \text{previous year percentage} + \text{year antecedent to previous year percentage})/3$.
 - (2) Three year averaging calculation should be rounded to two significant digits (i.e. 93.46%).

D. Proficiency

1. Proficiency rates are computed for all subgroups (see *Definitions*).
2. Select only students who are Full Academic Year School=Yes for AYP School Proficiency calculations.
3. Proficiency rate is a percentage:
 - a) Numerator READING: count if PL=3 (proficient) or PL=4 (advanced proficient).
 - b) Denominator READING: count all students with a TC other than 1 or 3. Note that this denominator is different from participation, because students with TC=3 count for Participation, and do not count in Proficiency calculations.
 - c) Numerators MATH, SCIENCE, SOCIAL STUDIES: count if PL =3 (proficient) or PL=4 (advanced proficient).
 - d) Denominators MATH, SCIENCE, SOCIAL STUDIES: count if the PL is 1, 2, 3, or 4 (valid score) for each subtest .
 - e) Compute the percentage. Round the calculation to two significant digits (i.e. 92.34%).

E. Additional Indicator

1. Attendance Rates.
 - a) To make AYP, a school must achieve a school wide attendance rate of 92%.
 - b) Attendance rate is computed for every NCLB subgroup (for Safe Harbor; see *Definitions*) as well as school wide, for every school that does not have a 12th grade.
2. Attendance rates include grades K-8 for schools that contain any of those grades. For schools configured with only grades 9, 10, or 11 (no 12th grade, and no K-8 grades) attendance will be calculated for the grades present. Feeder schools must meet the attendance indicator unless they are a 12th grade school, in which case they must meet the graduation requirement.
3. Ineligible student attendance records must be removed prior to calculation:
 - a) Days Present < 0 or missing
 - b) Days enrolled <=0 or missing
 - c) Days present > Days Enrolled
 - d) Attendance record for student without a corresponding record in Student Snapshot at SAME location
4. The rate is the average attendance rate of every student in eligible grades, ever enrolled, for any duration, from the beginning of the current school year to the 120th day of enrollment:
 - (1) Numerator: days attended accumulated across all enrollment periods (40th, 80th, 120th day snapshots) for a single student.
 - (2) Denominator: days enrolled accumulated across all enrollment periods (40th, 80th, 120th day snapshots) for a single student.
 - (3) Compute the percentage rate per student using the above numerator and denominator.
 - (4) Compute the school average: sum percentage rates for all students and divide by the total number of students.
 - (5) Note that a single student can contribute to the rate of more than one school if they are mobile.
 - b) When a school is missing a reporting period (40th, 80th, or 120th) compute the attendance rate in the same manner, only excluding the missing reporting period from the days attended and days enrolled.
 - c) Attendance is rounded to two significant digits (i.e. 92.34%).
 - d) BIE school attendance will be provided in a separate file.
5. Graduation Rates.
 - a) To make AYP, a school must achieve requirements through one of the following three graduation calculation methods:
 - (1) *Meet Target*: achieve a graduation rate at or above the AMO for that year utilizing proportional weighting (see *Technical Manual* appended)

(2) OR

(3) *Collective Cohort*: for schools with fewer than 100 students after proportional weighting (see *Technical Manual* appended)

- b) The graduation rate is computed for every NCLB subgroup (for Safe Harbor; see *Definitions 1.a.*) as well as school wide for every school that has a 12th grade.
- c) Graduation rates will be provided by AGA in early July.
- d) BIE graduation will be provided in a separate file.

F. Participation and Proficiency Rates for Feeder Schools (see Definitions)

- 1. Students can contribute scores to as many as three feeder schools (for example, if a student attended schools consisting of a single grade level, K, 1, and 2). Create new records with student demographic and test score data for each unique feeder school listed in the third grader's record (FeederK, Feeder1, and Feeder2).
- 2. Feeder schools are only analyzed at the school level. They are not included in district and state analyses.
- 3. No participation rates are calculated for feeder schools.
- 4. All third grade students with feeder schools identified (FeederK, Feeder1, and Feeder2) are considered FAY=Yes for the feeder school.
- 5. Feeder School Proficiency rate is calculated the same as for non feeder schools (above).
- 6. Feeder school attendance rates are calculated the same as for non feeder schools (above).

G. Participation and Proficiency Rates for Schools with No Tested Students

A small number of schools will have no current or exited students tested, for example, a 9th grade academy whose exited students have not yet aged into the 11th grade, or a mobile population in which no students are FAY.

- 1. These schools will receive the relevant District AYP rating and designation for Reading and Math.
- 2. Like Feeder Schools, their own Additional Indicator (Graduation or Attendance) will apply.
- 3. The overall School status will be applied from the District.
- 4. The school does not inherit counts or rates, only the status (Met, Not Met) and Designation for the All Students subgroup.

VII. AYP Calculations, District

A. Groups Rated

- 1. District AYP calculations include students from public schools and off-site schools.
- 2. District AYP calculations exclude students in charter, BIE, feeder, and state supported schools.

B. Participation

1. Participation rates are computed for all NCLB subgroups, using the same methods as for schools.
2. Calculate numerators, denominators, and percentages using the same rules applied to school participation. This includes averaging rules.

C. Proficiency

1. Proficiency rates are computed for all NCLB subgroups using the same rules applied to school proficiency.
2. Select only students who are Full Academic Year District=Yes for AYP District Proficiency calculations.
3. Application of the One Percent Rule:
 - a) Determine separately for Reading and for Math, if the number of students scoring proficient or above (readpl, mathpl=3,4) on the NMAPA exceeds 1% of all students tested in the district (SBA and NMAPA together).
 - b) For every district that exceeds 1%:
 - (1) Determine the number of students that exceed 1% (N).
 - (2) Randomly select N students that took the NMAPA and scored proficient or above (PL=3, or 4)
 - (3) Recode their performance level to Nearing Proficient (PL = 2).
 - (4) Use the values recoded from the One Percent Rule for district AYP calculations. Calculate numerators, denominators, and percentages using the same rules applied to school proficiency.

D. AMO

1. The AMO for K-12 will be applied to all districts.

E. Additional Indicator (Graduation only)

1. **Graduation Rates.** The graduation rate is computed for every NCLB subgroup statewide for every 12th grader, using the same rules applied to schools.

VIII. AYP Calculations, State

A. Groups Rated

1. State AYP calculations include public, charter, state supported, off-site, and unidentified schools.
2. State AYP calculations exclude BIE and Feeder schools.
3. All tests with a valid test completion code (TC other than 1 or 3)

B. Participation

1. Participation rates are computed state wide for all NCLB subgroups.

2. Calculate numerators, denominators, and percentages using the same rules applied to school participation.

C. Proficiency

1. Proficiency rates are computed for all NCLB subgroups.
2. All students tested in eligible grades (3-8, 11) are aggregated at the state level (except BIE and Feeder).
3. Use the expanded dataset to calculate numerators, denominators, and percentages, using the same rules applied to schools.

D. Additional Indicator (Graduation only)

1. **Graduation Rates.** The graduation rate is computed for every NCLB subgroup statewide for every 12th grader in each district, using the same rules applied to schools.

IX. Computing AYP Ratings, School

A. Decision rules for determining AYP

1. Values for Participation, Proficiency, and the Additional Indicator are compared with targets to determine AYP ratings.
2. Participation: the number of students in each subgroup within school must be 40 or more (number in the denominator of participation rate) in order to compare the subgroup percentage to the target. If the number is fewer than 40 students, no comparison is made.
 - a) Subgroups with 40 or more students must meet or exceed 95% participation to meet AYP on this measure.
3. Proficiency: the number of students in each subgroup within school must be 25 or more (number in denominator of proficiency rate) in order to compare the subgroup percentage to the target.
 - a) There is one exception to the minimum group size. If a school has fewer than 25 students, Proficiency is computed for the *All Students* subgroup as long as there is at least one student.
 - b) Three comparisons are made for each subgroup before it is determined that AYP was not met:
 - (1) **AMO:** First, the subgroup rate is compared to the appropriate AMO (grade and school configuration). If the rate meets or exceeds the AMO, it meets AYP for this measure (Reading, Math). If the subgroup percentage is smaller than the AMO, it fails to meet AYP under the first comparison.
 - (2) **Confidence Interval (CI):** If the school fails to demonstrate proficiency through AMO, then a second rule is applied. A one-tailed 99% confidence interval is computed for the AMO for this subgroup. Confidence intervals are computed for every subgroup N size equal to or greater than 25 students. For schools with fewer than 25 students, the confidence interval is computed for the All Students group, as long as there is at least one student in the group. The rate for each subgroup is compared to the lower bound value of the confidence interval. If the proficiency percentage is equal to or greater than the confidence interval, the subgroup meets AYP for this measure.

- (3) There are two CI formulae that may be used to evaluate CI proficiency. AGA is waiting to hear approval from USED on the use of the one-tailed t.

- (a) The one-tailed Ghosh (99%):

```
DO IF ((subgroup>0) OR (subgroup>=25)).
COMPUTE Z=2.33.
COMPUTE P=AMO/100.
COMPUTE N=denominator for proficiency rate.
COMPUTE Q=1-P.
COMPUTE TERM1=N/(N+(Z*Z)).
COMPUTE TERM2=P+((Z*Z)/(2*N)).
COMPUTE TERM3=Z*(Square root of (((P*Q)/N) + ((Z*Z)/(4*(N*N))))).
COMPUTE confidence interval value=TERM1 * (TERM2-TERM3).
END IF.
```

- (b) The one-tailed t (99%):

```
DO IF ((subgroup>0) OR (subgroup>=25)).
COMPUTE T=(see t table appended).
COMPUTE P=AMO/100.
COMPUTE N=denominator for proficiency rate.
COMPUTE Q=1-P.
COMPUTE TERM1=N/(N+(T*T)).
COMPUTE TERM2=P+((T*T)/(2*N)).
COMPUTE TERM3=T*(Square root of (((P*Q)/N) + ((T*T)/(4*(N*N))))).
COMPUTE confidence interval value=TERM1 * (TERM2-TERM3).
END IF.
```

- (4) Safe Harbor (SH): A third option is applied if the subgroup fails to meet AYP under the previous two conditions. The Safe Harbor provision is used to determine if the subgroup might still meet AYP by making progress:

- (a) SH compares rates for the subgroup and content area (Math or Reading) to the same subgroup and content area from the previous year. Comparisons are completed for every subgroup in every school for reading and math proficiency separately. To make AYP through SH, three conditions must be met:
- (b) Show improvement in the Non Proficiency Rate:
- Determine the non-proficiency rate from the previous year (for example, 70% non proficient)
 - Determine 10% of the non proficient rate (in this example, 7%)
 - Subtract the amount determined in step 2 from the non proficient rate in step 1 (in this example, 63%)
 - To meet AYP under Safe Harbor, the school would need to show a proficiency rate of at least 37% (a non proficiency rate of 63%)
 - If the subgroup does not meet the minimum group size, then Safe Harbor is not applicable.
- (c) The subgroup must surpass the target for the appropriate Additional Indicator for the school (see *Additional Indicator*):
- Attendance for the subgroup must equal or surpass 92%, OR
 - Graduation rate for the subgroup must equal or surpass the AMO.
 - There is no minimum group size for either graduation or attendance.
- (d) The subgroup must meet the 95% participation requirement to meet AYP under Safe Harbor.
- (e) If the subgroup does not meet the minimum group size of 25 students, then Safe Harbor is not applicable.

4. Additional Indicator (depending upon the configuration of the school)
 - a) Attendance rate: The school must meet or exceed an attendance rate of 92% to make AYP.
 - b) Graduation rate: The school must have a 12th grade to use graduation rate as the Additional Indicator. The school's percent graduated must meet the AMO target for that year. There are three methods for computing a rate to determine if the school meets AYP, and details are appended to this document in the *New Mexico Shared Accountability Graduation Technical Manual..* They are applied in the following sequential order:
 - (1) The school wide graduation rate is computed from the 4-year cohort of students using proportional weighting.
 - (2) The school wide graduation rate is computed with the Collective Cohort for schools with fewer than 100 students in the proportional weight.
 - (3) The school wide graduation rate is estimated from the Averaged Freshman Graduation rate.
 - c) The attendance rate will be computed by eScholar and supplied to all calculators in a Preliminary File. The graduation rates will be computed by Academic Growth and Analysis Bureau and supplied to all calculators in a Preliminary file.

B. Apply AYP Decision Rules

1. Each school receives an AYP rating in *Reading, Math, and Additional Indicator* (Reported as "Yes" or "No" for met and not met). To demonstrate AYP a school must:
 - a) Achieve Proficiency (through either AMO, CI, or SH) in each eligible subgroup
AND
 - b) Meet Participation in each eligible subgroup
AND
 - c) Meet Additional Indicator goal (Attendance for EL & MID; Graduation for HS)
2. AYP ratings for Indicators are then used to derive an overall AYP rating (Met, Not Met) for the school. The overall rating is Met only when all three indicators are Met. If any one or more indicators are Not Met, the school does not meet AYP.
3. Each rating is accompanied by a Designation (see Definitions), so a school generally holds 4 designations, one each for Math, Reading, Additional indicator, and overall). The assignment and progression of Designations are described fully in XIII.

X. Computing AYP Ratings, District

A. Decision Rules for AYP

1. Values for Participation, Proficiency, and the Additional Indicator are compared with targets to determine AYP. The process parallels AYP for Schools (previous section).
2. Participation: the number of students in each subgroup must be 40 or more (number in the denominator of participation rate) in order to compare the subgroup percentage to the target.

3. The AMO target for district calculations uses the AMO for K-12.
4. Proficiency: the number of students in each subgroup must be 25 or more (number in denominator of proficiency rate) in order to compare the subgroup to the target. The same exception as for schools is made for districts with fewer than 25 students.
 - a) The same comparisons are made for each subgroup before it is determined that AYP was not met as for schools (see previous section). For Safe Harbor, comparisons are completed for every subgroup for reading and math separately.
5. Additional Indicator: Graduation Rate is computed as the additional indicator for all districts, using the rules applied for schools in the previous section.

B. Apply AYP Decision Rules

1. Each district receives an AYP rating in *Reading*, *Math*, and *Additional Indicator* (Reported as “Yes” or “No” for whether the indicator was met or not met). To demonstrate AYP a district must:
 - a) Achieve Proficiency (through either AMO, CI, or SH) in each eligible subgroup
AND
 - b) Meet Participation in each eligible subgroup
AND
 - c) Meet Additional Indicator goal (Graduation)
2. **Indicators** (Reading, Math, and Additional Indicator) are assigned AYP ratings.
3. AYP ratings for Indicators are then used to derive a single **Overall District AYP** rating. If the district does not make AYP in one or more of the three Indicators, the district does not meet AYP.
4. Each indicator carries its own designation (see Section XII).

XI. Computing AYP Ratings, State

A. AYP Decision Rules

1. Values for Participation, Proficiency, and the Additional Indicator are computed statewide utilizing the same rules applied to a school.
2. Participation: The number of students in each subgroup is number in the denominator of participation rate.
3. Proficiency: The number of students in each subgroup is the number in denominator of proficiency rate.
4. Additional Indicators: The Graduation Rate and attendance are computed state wide using the rules applied for schools.

B. Apply AYP Decision Rules

1. The State does not have an AYP rating or designation applied. All rates and counts are reported similar to schools; however there is no requirement for an AYP rating either at the Indicator or

overall level.

XII. Determining NCLB Designations.

A. School

1. Indicator Designations (Content Areas): Schools that fail to make AYP for two consecutive years in the same content area (Reading or Math) or in the Additional Indicator enter the school improvement continuum and receive the first designation, School Improvement I.
 - a) For example, a school that does not meet AYP in Math for a second year, but passes AYP in Reading and their Additional Indicator receives a designation of SI-1 in Math, and “Progressing” in Reading and the Additional Indicator.
 - b) A school will have 3 indicator designations:
 - (a) 2 content areas (Reading, Math)
 - (b) 1 (Graduation or Attendance)
2. School Designation: The overall designation for the school matches the most severe Indicator Designation. If a school had an Indicator Designation of SI-1 in mathematics and an SI-2 in reading, the School Designation would be SI-2
3. Each additional year in failure to make AYP in the same content area or the Additional Indicator moves the school further down the continuum (see *Definitions*). The process of making a designation content-specific was implemented in 2006, and previous to that (2003-4, 2004-5) the ratings applied to all three indicators (baseline year).
4. If a school misses AYP while in Delay for a designation, the next most serious designation is applied to the school. For example, if the school is in Restructuring-1 delay, and misses AYP, the school will move to Restructuring-2. In other words, Delay only stops the progression to a more serious designation when the school makes AYP.
5. When AYP is met for a second year for a School or Indicator Designation in delay, the NCLB designation for the secondary or primary designation is removed, and the NCLB designation is “Progressing.”

B. Reorganized and New Schools in the Current AYP Year

1. New School. A new school may be required to inherit the designation of a sending school under certain circumstances:
 - a) When a newly opened or reconfigured school's total enrollment consists of less than 61% of students from a single sending school, the newly opened or reconfigured school is considered new for accountability purposes, and no NCLB designation is applied.
 - b) The percentage of students is truncated and not rounded (i.e. 60.75% is considered less than 61%).
 - c) If the newly opened or reconfigured school's enrollment consists of 61% or more of students from a single sending school, the school receives the NCLB designation of the sending school from the prior year.
 - d) For example, a newly opened school enrolls students in grades 1 through 3. Seventy-five percent of the enrollment at the newly opened school is accounted for by a K-2 school that

is now closed. Because the enrollment at the newly opened school exceeds the 61% threshold, that school receives the NCLB designation of the sending school from the prior year.

- e) A second example – a newly opened school enrolls students in grade 9. Students enroll from many schools, and no sending school explains 61% or more of the newly opened school's enrollment. That school is deemed a new school and no AYP designation is applied.
2. Reorganized School. Schools that add or delete grades from their configuration are subject to the same rules as a New School. If 61% of the enrolled students were there the prior year the school will retain its designation, except when the school makes AYP, it will advance into delay status or the designation will be removed, whatever the regular progression specifies.
3. Newly opened or reconfigured schools that do not meet the 61% enrollment begin the AYP determination cycle of their own as soon as students have been enrolled for a full academic year, as defined for "New Schools" (students enrolled in the 40th day, 80th day, and 120th day data submission in STARS).
4. Academic Growth and Analysis Bureau will supply any inherited designations or rates required for current computations. These will be supplied by way of the history files (see Preliminary Files).

C. District

1. Indicator Designations: Districts that fail to make AYP for two consecutive years in the same indicator (Reading or Math) or in the Additional Indicator enter the district improvement continuum (DINOI) using the same rules applied to schools with the exception that there are only three DINOI designations, SI-1, SI-2, and CA. Districts do not receive R-1 and R-2 designations.
 - a) Districts which do not meet AYP in the same subject area, or fail the additional indicator, in the second year of two continuous years, move one step further down the designation continuum.
2. District Designation: The overall designation for the district matches the most severe secondary designation. For example, a district that was "SI-1" in Math, "Progressing" in Reading, and "CA" in Additional Academic Indicator would receive "CA" overall.
3. Both Indicator and overall designations receive a "delay" status, when the AYP is met in the current year for that designation group. In other words, a district with the prior designation of *SI-1* in Math, and that makes AYP in Math in the current year, will receive the designation *SI-1 delay* in Math.
4. When AYP is met for a second year for a given Indicator or District Designation in delay, the NCLB designation for the secondary or primary designation is removed, and the NCLB designation is "Progressing."
5. If a district misses AYP while in Delay for a designation, the next most serious designation is applied, as described in School.

D. State

1. There is no designation applied at the state level.

XIII. Reports

A. Confidentiality

1. All reports of Standards Based Assessment results follow certain procedures to protect the privacy of individual students. Any public disclosure of information that could potentially identify a student will violate confidentiality requirements mandated by FERPA.
2. Proficiency rates that contain 100% in any of the four levels (Beginning, Nearing, Proficient, Advanced) are redistributed using the following rules:
 - a) 1% is moved to an adjacent vacant category, and the 100% category is changed to 99%
 - b) If the 100% is in either Proficient or Advanced, the 1% is distributed in that pair of categories
 - c) If the 100% is in either Beginning or Nearing, the 1% is distributed in that pair of categories
 - d) For example
 - (1) Beginning (0%), Nearing (100%), Proficient (0%) and Advanced (0%)
 - (2) would be transformed to
 - (3) Beginning (1%), Nearing (99%), Proficient (0%) and Advanced (0%)
3. Any percent proficient (Proficient and Above) for a group, regardless of size, that is greater than 98% or less than 2% should be noted with ">90%" and "<2%" respectively. For example:
 - a) School Proficiency for Hispanics that was actually 1.5% would be reported as "<2%".
4. Any group size with fewer than 10 students (denominator) should have proficiency rates masked (use asterisk or other symbol)
5. Any report that does NOT mask subgroup information using the rules above should have a bold disclaimer that "These data are CONFIDENTIAL and not to be released publicly" or similar warning.

B. AYP School Accountability Reports (see reports from 2007-08)

1. A report must exist for every public, state-supported, feeder, charter, and BIE school:
2. The report must apply masking rules (see section above)
3. The report should mirror as closely as possible the format from AYP year 2007-2008 (appended).
 - a) The "Number Enrolled" is the number in the denominator of the proficiency rate calculation.
 - b) The "Number Participating" is the number of students in the numerator of the participation rate calculation
 - c) Include all explanatory footnotes.
 - d) "Number Tested" is the denominator of the proficiency rate calculation

4. Reports should be produced for the BIE schools, although these must not be posted in STARS or the PED website.
5. Reports should be provided in PDF format for distribution to districts and for posting on the PED website.

C. AYP District and State Accountability Reports (see reports from 2007-08)

1. District reports do not include students from charter, BIE, feeder, or state supported schools.
2. The report should mirror as closely as possible the format from AYP year 2007-2008 (appended).
3. Field titles are same as for the school report.
4. Reports should be provided in PDF format for distribution to districts and for posting on the PED website.

D. AYP Results Summary (see reports from 2007-08)

1. Fields include:
 - a) Number of AYP indicators met school wide
 - b) Number of indicators not met school wide
 - c) Number of schools not meeting AYP in Reading, Math, or the Additional Indicator
 - d) Number of schools not meeting AYP in Reading
 - e) Number of schools not meeting AYP in Math
 - f) Number of schools not meeting AYP in attendance
 - g) Number of schools not meeting AYP in graduation
 - h) Calculation of percentages by districts, region of state, and types of schools
2. The summary should be provided in the form of a spreadsheet for posting on the PED website

E. Achievement Gap (see Power Point from 2007-08)

1. The same population used for State AYP is also used for Achievement Gap, that is, all students who took the test regardless of FAY. BIE and Feeders school students are excluded.
2. Rates are computed consistent with AYP:
 - a) Numerator: students who scored Proficient or Advanced.
 - b) Denominator: All students with valid scores (PL=1, 2, 3, 4), along with students who had invalid tests (PL=5 because of TC= 2, 4, 5, 6. or 7). [Students who withdrew before completion (TC=1, Math & Reading), and were exempt from Reading (TC=3, Reading only) are excluded from their respective rates.]
 - c) All analyses are by Subgroup at the State level, ignoring school and district.

F. Standards & Benchmarks

1. Standards Based Data are not to be released at the Benchmark or Standard level without the following disclaimer printed on every page:
 - a) “The SBA by design is NOT diagnostic. The number of items per benchmark and standard renders the test NOT RELIABLE at this level of interpretation. Users should utilize benchmark and standard information only in large aggregates, and with the strong caveat that Short Cycle Assessments are better designed to inform individual student and curricular decisions.

G. Quick Facts (see report from 2007-08)

1. Quick Facts does not include students from BIE. It does include charter schools, state supported schools, and feeder schools.
2. The report should mirror as closely as possible the format from AYP year 2007-2008 (appended).
3. The summary should be provided in the form of a spreadsheet or PDF document for posting on the PED website

H. Missed Measures (see report from 2007-08)

1. Quick Facts does not include students from BIE. It does include charter schools, state supported schools, and feeder schools.
2. The report should be provided in the form of a spreadsheet or PDF document for posting on the PED website.

I. Attendance (see report from 2007-08)

1. Attendance utilizes calculations as described in School AYP.
2. The rates are aggregated by School, District, and State, by Subgroup
3. The report should be provided in the form of a spreadsheet for posting on the PED website.

J. AYP Proficiencies School, District, and State (see report from 2007-08)

1. Proficiencies include all students statewide, the same group that is used for the Achievement Gap.
2. The first level of aggregation is by School, District, or State by Subgroup. The second level of aggregation should be by grade. Examples of these files are on the PED website (*State, District, School, State by Grade, District by Grade, School by Grade*)
3. The report should be provided in the form of a spreadsheet for posting on the PED website.

K. AYP Scaled Score Summary School, District, and State (see reports from 2007-08)

1. Scaled score summaries include all students statewide, the same group that is used for the Achievement Gap.

2. The first level of aggregation is by School, District, or State. The second level of aggregation is by grade. Examples of these files are on the PED website (*State, District, School, State by Grade, District by Grade, School by Grade*)
3. The report should be provided in the form of a spreadsheet for posting on the PED website.

L. Graduation Summary School, District, and State (provided by AGA)

1. The rates are aggregated by School, District, and State, by Subgroup
2. The report should be provided in the form of a spreadsheet for posting on the PED website.

XIV. Data Files

A. Student File

1. A student-level test file will be supplied to AGA utilizing the data specifications in the accompanying document "Student Data Specs.doc".
2. The file must include unmasked raw data for all students, including feeder and BIE students.
3. Any student data that was altered because of the One Percent Rule must be restored to its original score.

B. School File

1. A school file will be supplied to AGA that utilizes the data specifications in the accompanying document "School Data Specs.doc".
2. The file must include unmasked raw data for all schools rated for AYP, including feeder, Charter, and BIE schools.
3. The file must include all final revisions to AYP ratings and designations that were gained through the appeals process.

C. District File

1. A district file will be supplied to AGA that utilizes the data specifications in the accompanying document "District Data Specs.doc".
2. The file must include unmasked raw data for all districts rated for AYP, including Juvenile Justice.
3. The file must include data for each district, including their AYP and designation status.
4. The file must include all final revisions to AYP ratings and designations that were gained through the appeals process.

XV. Appendices

A. Data Specifications

1. Student File
2. School File
3. District File

B. Report Templates

1. School Accountability Report
2. District Accountability Report
3. School Listing
4. District Listing
5. Achievement Gap
6. Quick Facts
7. Graduation
8. Attendance
9. Missed Measures

C. Reference

1. Scale Score Tables (SBA, NMAPA)

D. AMOs (Proficiency and Graduation)

E. Dates (Calendar)

F. Graduation Technical Manual

G. Masking Rules