"Where Kids Count" Methodology

In order for students to be included in the SDC Reports, the data submitted by the district must pass through several layers and checks. After the data passes all of the error checking done during the aggregation process at the ITC (formerly DA-Site), the data are submitted to ODE. ODE then applies its business rules to the data in the form of "filters." The purpose of these filters is to determine:

1) Whether students are included at the building, district, or state level and then,
2) Which students should be included in each calculation and total.

There are business rules that apply system-wide and business rules that are specific to a calculation or total. Since multiple entities can report the same student, the system-wide business rules or "filters" are designed to determine which students should count at which level and at which entities.

The main *system wide* business rules are:

- The students that will count at a building/district level are students that are reported with a How Received Element of "*", "3", "7", "8", "9", "A", "C", "S", or "W" **and** a student percent of time greater that zero that meet the 'Full Academic Year' criteria at the building/district. NOTE: Students educated through Title I Public School Choice (Student status = W) will be included in the totals in the building and/or district at the educating district if they meet the "full academic year" criteria.

- Students with a Sent Reason Element = "CT", "JV", "ES", "PS", "MR" or "OS" (career-technical education via a contractual arrangement, attending a JVSD, ESC, Postsecondary Institution, or MR/DD or state school) will count at the resident district at the building/district level if they meet the 'Full Academic Year' criteria at the building/district level.

- Students with a How Received Element of "B" are counted at the sending district if the student meets the 'Full Academic Year' criteria at the educating district. These students will count at the educating district for the participation rate calculation.

- Students with a How Received Element of "P" or "T" will not count at the building or district level for the % proficient and performance index calculations, but will be included at the building/district level for participation rate.

- Students with a How Received Element of "M" (Community School) will count at the community school if they meet the 'Full Academic Year' criteria. **If the**

Community School is a Conversion Community School the students will also be included in the sponsoring district's accountability calculations.

- Students that only receive services from a district (How Received Element '6', 'F', 'I') are not included in the accountability calculations for the reporting district or building.

- A student who is reported as being a recently arrived Limited English Proficient student who has been enrolled in US schools for **no** more than 180 school days **AND** HAS NOT previously been exempted from taking the spring administration of either of the State's English language arts assessments (reading or writing) [students with "L" reported in the LEP element (on the student demographic record)] are excluded from all proficiency calculations (% proficient, performance index, and participation rate). The student will still be included in the attendance rate and graduation rate, if applicable. Per assessment rules, these students are still required to take state math and English Language Acquisition assessments.

- Per federal regulations, students who exited the LEP program can be included in the LEP subgroup for up to two years after they exit the program. ODE will use the "Year & Month Reclassified from LEP" element on the student demographic record to determine which students to include.

Elements Calculated Using the 'Full Academic Year' criteria

The "% proficient", Performance Index, and Attendance Rate are calculated based upon the student being enrolled in a building and/or district for a "Full Academic Year". (Please note: the "Full Academic Year" criterion does not apply to the Participation Rate.)

"Full Academic Year"

The definition of a "Full Academic Year" is:

- The student is continuously enrolled in the building/district from October count week through May 10th for grades 3-8 standard assessments or March 19th for all other grades and tests in the current school year.

Since the Majority of Attendance IRN definition is the same definition as the "Full Academic Year," ODE will use the Majority of Attendance IRN to determine if the student met the "Full Academic Year" at the building/district level.

The following steps are taken to determine if the student met the full academic year criteria at the building level, and then at the district level:

- If the Majority of Attendance IRN is a building within the district then the student met the “Full Academic Year” criteria at the building level.

- If the Majority of Attendance IRN is the district IRN then the student met the “Full Academic Year” criteria at the district level but not at a building level.

- If the Majority of Attendance IRN is “******” then the student has not met “Full Academic Year” criteria at either the building or district level for the reporting district.

Full Academic Year for Non-Tested Grade Levels (Attendance Rate)

Attendance for students in non-tested grade levels will be included in the building/district Attendance Rate if they meet the criteria for a “Full Academic Year”.

The Majority of Attendance IRN is used to determine if the student met the criteria for a “Full Academic Year” and the same process that is listed above is used to determine whether the student will be included in building and/or district calculations.

Use of the Accountability IRN

If the ‘Full Academic Year’ criteria is met at the building level, and the district has entered another building IRN in the Accountability IRN element then ODE will use the Accountability IRN to determine in which building the student’s attendance and test results will be included (this does not apply to the participation rate).

District Data Entry of the Accountability IRN

In the Accountability IRN data element field, a district may enter the IRN of a specific building within their district to be accountable for a specific student’s performance results when both of the following criteria are true:

1. Student was enrolled in a building for a ‘Full Academic Year’.

2. Student is simultaneously enrolled in two or more buildings in the district.

OR

The student participates in a special program in another building (other than the building that is in the Majority of Attendance element). An example of this would be an IEP student that attends a different building because the IEP program that he/she is in is housed in that building. If the district does not enter an IRN in the accountability IRN field, the student would be included in the results of the building where that special education program is located. However, the district may enter the IRN of the building that the student would be attending if the student were not in that special program (the resident building IRN) and in such cases, the student would then count at the resident building.

NOTE: It is not necessary for districts to manually enter the Accountability IRN if the student was not enrolled in a building within the district for a "Full Academic Year", but was enrolled in the district. ONLY a **building** IRN of a building **within** the district can be entered into the Accountability IRN.

Students Court-placed or Parent-placed into an Institution

For students court placed into a district (Student Percent of Time > 0% and How Received Element = 'P' or 'T', i.e. How Received Status = '*P' or '*T'), the "Where Kids Count IRN" will be set to '*******'. These students do NOT count at either the district or building for % proficient, performance index or attendance rate; however, the student is included in the participation rate calculation.

Students with Disabilities being Educated Via a Cooperative Agreement

For students with disabilities being educated via a cooperative agreement in a district other than the district of residence (or sending district) (Student Percent of Time > 0% and How Received Element = 'B', i.e. How Received Status = '*B'), the "Where Kids Count IRN" will be the **How Received IRN** if the student met the 'Full Academic Year' criteria in the ***educating*** district**. (**These students will count in the **educating** district for participation rate).

Calculations Based upon the Reporting IRN - The Building IRN reported by school districts on the ***Student Demographic Record*** is considered the "reporting IRN."

Please note that:

- This IRN must be a **public school building** located **within the district** which is reporting the student.

- The **district IRN** can be reported if the student is being educated full-time by employees outside of the reporting district.

- For **ESC's** reporting students, the IRN of the ESC is to be used in the *Building* IRN field.

Graduation Rate

- For the graduation rate, both the numerator and denominator include students who are instructed by the district [How Received Element = "*", "3", "7", "8", "9", "A", "C", "M", "S", "U", "W" and "Y"] AND [STUDENT PERCENT OF TIME > 0] OR resident students attending an ESC, JVS or a post-secondary institution, MR/DD or State School Program [HOW RECEIVED IRN ELEMENT = 'CT', 'JV', 'ES', 'PS', "MR" or "OS"]. The numerator and denominator do not include non-resident career-technical contract students, non-public students, non-resident public students receiving vocational evaluation services only, or students only receiving non-instructional support, supplementary or related services [which are students with HOW RECEIVED = '2', '6', 'F', 'I', respectively].

The **Graduation Rate** is calculated based upon the criteria above – regardless of whether the student was enrolled for a "full academic year" in the building and/or district.

Participation Rate Calculation

The **Participation Rate** is calculated based upon the element *BUILDING IRN - SPRING TEST ADMINISTRATION* reported by school districts on either the Student Achievement Record or the OGT Record reported during the Yearend reporting period – regardless of whether the student was enrolled for a "full academic year" in the building and/or district. It is defined as follows:

Indicates the IRN of the building within the district where the student was enrolled during the May mathematics test administration for grades 3-8 standard assessments or March mathematics test administration for all other grades and tests in 2009-10. If the student was not enrolled in the district at the time of their grade level mathematics test administration, the district should report "******". If a

student has taken a test multiple times, and the highest score was achieved in another building/district, this element should still reflect the IRN of the building within the district where the student attended during their grade level mathematics test administration for 2009-10.

Please note that:

- This IRN must be a **public school building** located **within the district** which is reporting the student.

- This should be the building IRN of the building where the student was **enrolled** during the March or May test administration **even if the student did not take the test during that administration.**

Performance Level Determination

One factor that affects the performance level determination for both the Achievement and OGT tests is the district alternate assessment cap. For more information please refer to Appendix A at the end of this manual.

Achievement test performance level determination: All achievement tests are reported to ODE on a per administration basis and current year test results are used for the performance level determination. Retained students will be counted based on current year performance. All but the grade 3 reading achievement test are administered once a year. For grade 3 reading the highest score earned from the October 2009 and May 2010 (or March 2010 for alternate assessments) administrations will determine the student's performance level provided the student status for both administrations is the same. If the student status changes, the score earned under the most recent student status will be used in determining the performance level of the student. A status change is defined as a change in the required test type data element reported to ODE.

OGT test performance level determination: All OGT tests are reported to ODE on a per administration basis. For this school year ODE will determine a student's performance level based upon the highest score earned across all administrations provided the student status remains the same. If the student status changes, then the highest score attained with the most current status will be used.

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