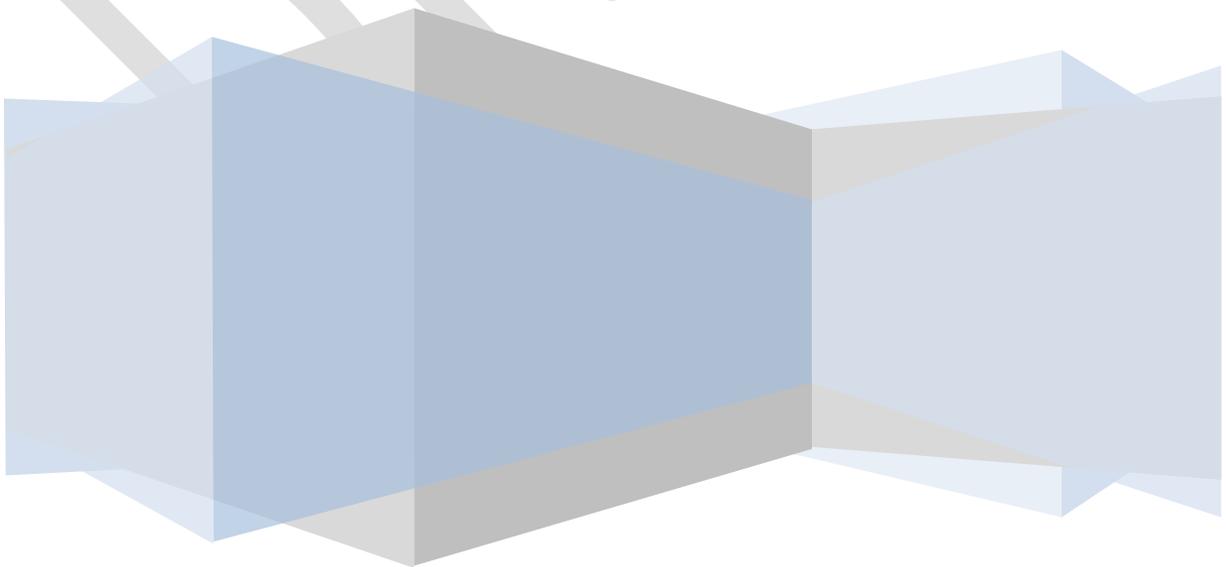# DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

OSSE

2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification: Process Overview

I.   Overview

For the 2016-17 school year, OSSE is leading a unified comprehensive student demographic, enrollment, and assessment participation certification process. The goal of this effort is to support LEAs in the certification of accurate and valid demographic and enrollment information for all students attending school during the 2016-17 school year, which can be used for several key reporting and analysis efforts conducted by OSSE, PCSB, and DCPS. This process is similar to the comprehensive student demographic and enrollment verification which took place in the 2015-16 school year with several key improvements:

- The window for the entire certification process will be increased to run over 15 weeks from April 3, 2017 to July 7, 2017 with two certification deadlines
    - **June 23, 2017** is the deadline for certification of PARCC, MSAA, DC Science, and DC Science Alternate assessment student demographic and participation data
    - **July 7, 2017** is the deadline for certification of demographic and enrollment data for students were not eligible for PARCC, MSAA, DC Science, and DC Science Alternate assessments
    - The two week window between June 23 and July 7 will allow LEAs to certify demographics and enrollment data for students who were not eligible to take the PARCC, MSAA, DC Science, and DC Science Alternate assessment to ensure that data are captured for all students enrolled during the 2016-17, including those who enroll during and after the assessment testing windows;

- The PARCC, MSAA, DC Science, and DC Science Alternate student demographic and participation verification and appeal processes will be combined into one process to allow for earlier release of assessment results;
- LEA-, school-, and student-level data will be viewable in Qlik allowing LEAs to see data errors and discrepancies in near real-time;
- Resolution of data errors will take place in source systems (e.g., LEA Student Information Systems, EasyIEP) to support state-wide efforts to improve data quality, accuracy, and consistency; and
- OSSE will increase technical support to LEAs through a series of in-person and virtual trainings in addition to weekly office hours that will run throughout the certification window.

II.   The Student Population

The certification process includes all students who have ever been enrolled during the course of the 2016-17 school year from the first day of school through the last day of school according to individual school calendars as maintained in ESchoolPlus. Please see Section VII below for more detail on the certification of demographic, enrollment, and assessment participation data for active (currently enrolled) versus inactive (no longer enrolled) students.

III.   Uses

The student demographic, enrollment, and assessment participation data certified through this process will be considered authoritative for all reporting and analysis for the 2016-17 school year. Data will be used for the following purposes:
- The 2016-17 assessment reporting including PARCC, MSAA, DC Science, and DC Science Alternate

- The 2016-17 Equity Reports metric calculations
- Adjusted Cohort Graduation Rate (ACGR) calculations
- OSSE Accountability System Dry-Run in SY2017-18
- Federal Reporting for the 2016-17 school year
- The 2016-17 Charter Performance Management Framework (PMF)
- Review and renewal data analyses completed by the District of Columbia Public Charter School Board (PCSB)
- Other research and reporting for the 2016-17 school year, including but not limited to the OSSE 2016-17 State of Discipline Report and the OSSE 2016-17 State of Attendance Report

The data certified through this process will reflect student demographics and enrollment data as of the end of the 2016-17 school year and will not be used to amend existing prior data sources, such as the 2016-17 Enrollment Audit or Child Count files or prior year's Adjusted Cohort Graduation Rate or Equity Reports data.

IV.   Certification Timeline

The following are key dates for the **2016-17** consolidated demographic, enrollment, and assessment participation certification:
- **April 3, 2017 to June 22, 2017:** window for LEAs to review and update student-level demographic, enrollment, and assessment participation data for students enrolled during the 2016-17 school year and eligible to participate in any PARCC, MSAA, DC Science, and DC Science Alternate assessment
- **June 23, 2017:** final certification date for student-level demographic, enrollment, and assessment participation data for students eligible to participate in any PARCC, MSAA, DC Science, or DC Science Alternate assessment
- **April 3, 2017 to July 6, 2017:** window for LEAs to review and update student-level demographic and enrollment data for students enrolled during the 2016-17 school year but *not eligible* for PARCC, MSAA, DC Science, and DC Science Alternate assessments
- **July 7, 2017:** final certification date for student-level demographic and enrollment data for students not eligible for PARCC, MSAA, DC Science, and DC Science Alternate assessments

V.   Certification Process

The Consolidated Demographic, Enrollment, and Assessment Participation Certification process will be supported by a Qlik application that will display student-level demographic, enrollment, and assessment participation information to schools and LEAs for all students enrolled in the 2016-17 school year. Through the Qlik application, LEAs and schools will be able to view their own aggregate and student-level data through a series of data dashboards designed to facilitate the identification of any data errors or discrepancies which may need to be resolved.

Each data element will have a specific resolution path which will allow LEAs to update data elements for their currently active students in the appropriate, corresponding source system. Section VII of this document provides an overview of the data resolution process. A separate technical guidance document, "2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification: Technical Guide," will be published by OSSE the week of April 3rd detailing the specific steps LEAs need to take to update any data errors or discrepancies which need to be resolved as part of the certification process.

The Qlik application will facilitate the identification and resolution of data errors and discrepancies between OSSE data systems and LEA Student Information Systems by:

- Displaying LEA's own student-level data in a familiar platform with easy-to-use data dashboards;
- Incorporating cross-system data validation and logic checks to aid LEAs in identifying data anomalies and errors which need to be resolved;
- Providing a continuous feedback loop between OSSE and LEAs throughout the certification process with near real-time data updates rather than relying on a shorter, single-iteration verification and appeal window; and
- Consolidating information available in the State Longitudinal Education Data System (SLED), the Special Education Data System (SEDS), Pearson Access Next (PAN), MSAA System, and OSSE Adjusted Cohort Graduation and Outcome Verification Tool so that LEAs can view all required demographic, enrollment, and assessment participation data elements in one location.

Please see Section IX for assistance accessing Qlik.

Specific Expectations of LEAs and Deadlines

Each LEA is expected to complete the following:

March 23, 2017 through March 31, 2017

- Become familiar with the "2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification: Process Overview"
- Identify one primary point-of-contact (POC) who will serve as the LEA lead and be responsible for the 2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification Process
- Identify all personnel at their LEA who will support in the 2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification Process and will require access to the Qlik application

March 31, 2017

- Notify OSSE of the LEA's primary POC for the management of the 2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification Process by sending an email to OSSE.Data@dc.gov with the primary POC's name and email
- Notify OSSE of any additional personnel who require access to Qlik by sending an email to OSSE.Data@dc.gov with the names and emails of the additional personnel
    o Note: LEA data managers and assessment POCs should already have access to Qlik.

April 3, 2017 through April 7, 2017

- Attend one of the in-person training sessions or view the online webinar for the 2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification
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- Become familiar with the "2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification: Technical Guide"

April 3, 2017 through June 9, 2017 (or the close of the individual school's testing window)

- Review student- and school-level demographic, enrollment, and assessment participation (if applicable) information in Qlik for the following student groups:

- o Eligible MSAA Participants
  - o Eligible PARCC Participants
  - o Eligible DC Science Participants
  - o Eligible DC Science Alternate Participants
  - o Continuously Enrolled Students
- Correct any errors and update student-level data (including missing data) in the appropriate source system using the appropriate resolution path

June 9, 2017 through June 22, 2017
- For all students eligible for the PARCC, MSAA, DC Science, or DC Science Alternate assessments:
  - o Final review of student- and school-level demographic information
  - o Final review of Full Academic Year (FAY) status
- Final review of PARCC, MSAA, and DC Science participants
  - o Final review of medically exempt students
  - o Final review of new to U.S. exempt students
  - o Final review of continuously enrolled students

June 16, 2017
- Last day LEAs can update data in Pearson Access Next (PAN) or MSAA System

June 22, 2017
- Last day LEAs can update student-level demographic and enrollment data in the LEA SIS or EasyIEP for students eligible for PARCC, MSAA, DC Science, or DC Science Alternate assessments before final certification of the data for those students

June 23, 2017 by COB (5:00PM EDT)
- For all students eligible to take the PARCC, MSAA, DC Science, or DC Science Alternate assessments:
  - o Certification of demographic data
  - o Certification of students' FAY status
  - o Certification of data elements impacting assessment participation (i.e., Stage 5 enrollment date, Stage 5 exit date, New to U.S., Medical Exemption; *see Section VIII for more information on these and other data elements*)
- The June 23, 2017 data will be considered final and authoritative for all PARCC, MSAA, DC Science, and DC Science Alternate local reporting for the 2016-17 school year.

June 23, 2017 to July 6, 2017
- Final review of student- and school-level demographic and enrollment information for all students not eligible to take the PARCC, MSAA, DC Science, and DC Science Alternate assessments, including currently inactive students who were ever enrolled during the 2016-17 school year
- Final review of changes to student demographic and enrollment information that occurred after the close of the PARCC, MSAA, and DC Science testing windows (*Please see Section VIII for changes to student demographic and enrollment information which will be allowable between June 23 and July 6. Note that 2016-17 assessment reporting will be completed with demographic and participation data confirmed on June 23, 2017.*)

July 6, 2017
- Last day LEAs can update student-level data in LEA SIS or EasyIEP for students not eligible for PARCC, MSAA, DC Science, and DC Science Alternate assessments before final certification of the data for those students

July 7, 2017 by COB (5:00PM EDT)
- Certification of demographic and enrollment data for all students ever enrolled during the 2016-17 school year and were not eligible for PARCC, MSAA, DC Science, and DC Science Alternate assessments

The July 7, 2017 data will be considered final and authoritative for all federal and local reporting (other than Assessment reporting) as stipulated in Section IV.

Final Student Demographic, Enrollment, and Assessment Participation Data Files

Once LEAs have certified their data or the certification deadline passes (whichever comes first), all demographic, enrollment, and assessment participation data will be considered final and authoritative. No appeals to student demographic, enrollment, or assessment participation data will be possible after the certification deadline. Once each certification deadline has passed, OSSE will compile all student demographic, enrollment, and assessment participation data for each LEA.

June 30, 2017
- OSSE will provide each LEA with a copy of the final and authoritative demographic and enrollment file for all students eligible to take the PARCC, MSAA, DC Science, and DC Science Alternate assessments. This file will include a final indicator specifying whether the student was counted as a participant in the PARCC ELA, PARCC mathematics, MSAA, and/or DC Science or DC Science Alternate assessments at each school in the LEA. This file will also include an indicator specifying whether each student met FAY requirements at the school, LEA, and State level.

July 28, 2017
- OSSE will provide each LEA with a copy of the final and authoritative demographic and enrollment file for all students ever enrolled at that LEA during the 2016-17 school year. Ultimately, all students will have a single demographic record, with multiple enrollment records possible for a given student.

VI.   Resolving Discrepant Data

LEAs are responsible for certifying all primary data elements (see Section VIII below). All OSSE- or LEA-identified data errors among these primary data elements must be resolved in the appropriate corresponding source systems as specified in this process overview document and the forthcoming Consolidated Demographic, Enrollment, and Assessment Participation Certification: Technical Guide. These source systems are: the LEA SIS, EasyIEP, Pearson Access Next (PAN), and the MSAA System. The technical guidance document will provide LEAs detail on the specific resolution paths to be used for resolving any data discrepancies in each source system.

For the first certification deadline of June 23, 2017, all changes must be made in the LEA SIS and EasyIEP by June 22, 2017 to be accurately reflected by the certification date. Please note that no changes can be made to the PAN and MSSA systems after June 16, 2017.

For the second certification deadline of July 7, 2017, all changes must be made in the LEA SIS and EasyIEP by July 6, 2017 to be accurately reflected by the certification date.

Active versus Inactive Students

Active Students

LEAs will be responsible for certifying demographic, enrollment, and assessment participation data for their currently active students. Students who have a valid Stage 5 enrollment at a given LEA and who have not exited with a valid Stage 5 exit code will be considered active at that LEA.

Inactive Students

Inactive students are those students who had a valid Stage 5 enrollment at a given LEA at some point during the 2016-17 school year but who are not currently enrolled in that LEA. Inactive students may either be actively enrolled at another LEA or may no longer be enrolled in any DC public LEA. LEAs will be able to view a roster of all their inactive students in the Qlik application. This roster will include an indication as to whether the student is currently enrolled at another LEA in DC.

LEAs will not be responsible for certifying the demographic, enrollment and assessment participation data for their inactive students. Responsibility for resolving any outstanding data errors and certifying the demographic, enrollment, and assessment participation data for inactive students is the responsibility of the LEA where the student is currently active. For students who are inactive but not currently enrolled at another LEA in DC, OSSE will use the most recent authoritative data source in SLED as the 2016-17 final demographic and enrollment data for these students.

In the event that a student exits an LEA and enrolls in a new LEA during the certification window, the new LEA will be responsible for certifying the demographic, enrollment, and assessment participation data for that student. In the rare instance in which a student participates in an assessment at more than one LEA and data errors and discrepancies for that student remain unresolved by the previous LEA, the new LEA may submit to OSSE a request to make an administrative change to the student record through the OSSE Support Tool. Such requests will be considered on a case by case basis; it is the expectation that LEAs maintain current data on all enrolled students and that data are updated and accurate at the time a student exits an LEA.

VII.   Data Elements

The data elements which are a part of the student demographic, enrollment, and assessment participation certification process are divided into five types: *primary data*, *historical data, informational data, administrative data,* and *derived data*. Historical, information, and administrative data will be viewable to LEAs during the certification process to provide transparency around how these data elements are combined with primary data to derive other data fields required for reporting purposes.

- **Primary data** are data elements that LEAs are responsible for maintaining for their currently active students in either their SIS, EasyIEP, or through a specific OSSE data collection.
- **Historical data** are data elements that LEAs verified with OSSE in prior years.

- **Informational data** are data that OSSE receives from external source systems (e.g., receipt of TANF or SNAP benefits); similar to historical data, these data will be viewable to LEAs during the certification process and are combined with primary and/or historical data elements to derive other data fields required for reporting.
- **Administrative data** are data that LEAs provide to OSSE concerning school operations (e.g., school calendar, testing window dates).
- **Derived data** are data elements that are calculated from primary, historical, and/or informational data using established business rules.

The following sections list the primary, historical, informational, administrative, and derived data elements that will be certified during the consolidated demographic, enrollment, and assessment participation certification process.

Primary Data: LEA SIS

The following primary data elements will be certified using data from the LEA SIS.

Student Demographic Data

Data Element	Definition
First Name	The first name of the student
Last Name	The last name of the student
Date of Birth	The month, day, and year of the student's birth
Race/Ethnicity	The student race/ethnicity
Gender	The gender of the student

The First Name, Last Name, Date of Birth, Race/Ethnicity, and Gender data in the Qlik application will reflect the current value from the OSSE authoritative data. Any discrepancies between these values and the values in the LEA SIS will be resolved through the LEA Membership Tracker process.

Data Element	Definition
Current Enrolled Grade Level	The grade level or primary instructional level at which the student receives educational services
Current English Learner (EL)	An indication that the student is identified as an English Learner (EL)
New to U.S.	An indication that the student enrolled in a U.S. school within the past 12 months
Native Language	The language typically used by the student since birth or the language typically used by the parents of the student
Current Homeless Status	An indication that the student is identified as homeless
Nighttime Residency Status	An indication of a homeless student's self-reported living situation at the time of first identification as homeless
Current FARMS Status	An indication of the student's Free or Reduced-priced meals status (FARMS)

The data in the Qlik application will reflect the current value from the LEA SIS. LEAs will resolve any discrepancies in these data elements directly through their SIS.

Student Enrollment Data

Data Element	Definition
Stage 5 Entry Date	The month, day, and year on which the student enters and begins to receive instructional services in a school or an institution during a given school year
Stage 5 Entry Code	An indication of the reason that the student enrolled in an LEA or school. (*See "OSSE Entry and Exit Guidance – July 1, 2016" for the most current list of valid entry and exit codes.*)
Stage 5 Exit Date	The month, day, and year of the first day after the date of the student's last attendance in school (if known), the day on which the student graduated, or the date on which it becomes known officially that the student left school
Stage 5 Exit Code	An indication of the reason that the student exited or withdrew from an LEA or school. (*See "OSSE Entry and Exit Guidance – July 1, 2016" for the most current list of valid entry and exit codes.*)

The data in the Qlik application will reflect a cumulative history of all enrollment instances throughout the 2016-17 school year. LEAs will resolve any discrepancies in these data elements directly through their SIS.

Primary Data: Easy IEP

The following primary data elements will be certified using data from EasyIEP:

Student IEP Data

Data Element	Definition
Special Education Status	An indication that the student is identified as eligible for or receiving special education services
Current IEP Start Date	The day, month, and year on which the student's current IEP started
Current IEP End Date	The day, month, and year on which the student's current IEP will end
Current Primary Disability	The primary disability specified on the student's current IEP
Current Hours of Specialized Instruction	The total number of hours of specialized instruction and related services regardless of the setting where received, and any dedicated aid hours received (as indicated on most current IEP)

The data in the Qlik application will reflect the information contained in the most recent finalized IEP. LEA must complete an IEP amendment directly through EasyIEP to resolve any identified data discrepancies.

Primary Data: 504 Plan

A separate data collection, "504 Plan Participation," will be used as the source data for the 504 plan indicator. Through this collection, LEAs will provide an indication of whether a student is eligible for accommodations under a 504 Plan[1]

The 504 Plan Participation data collection will take place from April 3 through May 1. Any changes to 504 plan status that take place after the close of the collection window must be submitted to OSSE as a request for an administrative change through the OSSE Support Tool (OST). Details on the specific steps LEAs need to take to request an administrative change will be included in the forthcoming "2016-17 Consolidated Demographic, Enrollment and Assessment Participation Certification: Technical Guide".

Historical Data

Data Element	Definition
EL 2013-14	An indication of the student's previously verified English Learner (EL) status during the 2013-14 school year
EL 2014-15	An indication of the student's previously verified English Learner (EL) status during the 2014-15 school year
EL 2015-16	An indication of the student's previously verified English Learner (EL) status during the 2015-16 school year
Most Recent ACCESS for ELLs Composite Score	The student's composite score on the ACCESS for ELLs assessment in the most recent school year during which the student tested
Most Recent ACCESS for ELLs Testing Year	The corresponding school year in which the most recent ACCESS for ELLs assessment was taken
Proficiency Status on ACCESS for ELLs	An indication of whether the student has scored at level 5.0 or higher on the ACCESS for ELLs assessment
Year of Proficiency on ACCESS for ELLs	The most recent school year during which the student scored at level 5.0 or higher
Special Education Status 2013-14	An indication of the student's previously verified special education status during the 2013-14 school year
Special Education Status 2014-15	An indication of the student's previously verified special education status during the 2014-15 school year
Special Education Status 2015-16	An indication of the student's previously verified special education status during the 2015-16 school year

Informational Data

Data Element	Definition
TANF 2016-17	An indication that the student receives, or has received during the school year, benefits from Temporary Cash Assistance for Needy Families (TANF), a welfare cash assistance program

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[1] "Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment." http://www2.ed.gov/about/offices/list/ocr/504faq.html.

SNAP 2016-17	An indication that the student receives or has received during the school year, benefits from the Supplemental Nutrition Assistance Program (SNAP), a nutrition program administered through the District's Department of Human Services
CFSA 2016-17	An indication that the student is, or has been during the school year, a ward of the District of Columbia as a result of being removed from their home by the District's Child and Family Services Agency (CFSA)

School-Level Administrative Data

Data Element	Definition
School CEP Status 2016-17	An indication of whether a school qualifies for the Community Eligibility Provision (CEP) during the 2016-17 school year.
School [PARCC/MSAA/DC Science] Testing Window Start Date	The month, day, and year on which the school's [PARCC/MSAA/DC Science] assessment testing window begins in the 2016-17 school year.
School [PARCC/MSAA/DC Science] Testing Window End Date	The month, day, and year on which the school's [PARCC/MSAA/DC Science] assessment testing window ends in the 2016-17 school year.

Please note: LEAs and schools must submit their specific testing window to the OSSE Assessment Team via the OST in the school's test security plan. The data submitted in the test security plan will be considered the authoritative source for testing window start and end dates for the PARCC, MSAA and DC Science assessments.

Student-Level Administrative Data

Data Element	Definition
[PARCC/MSAA/DC Science] Registered	An indication of whether a student is registered for the [PARCC, MSAA, DC Science] assessment in the assessment [PAN or MSAA] system.
[PARCC/MSAA/DC Science] Registered Test Name	The specific subject- or grade-specific [PARCC, MSAA, DC Science] assessment type for which a student is registered (e.g., ELA03)
[PARCC/MSAA/DC Science] Tested	An indication of whether a student tested for the [PARCC, MSAA, DC Science] assessment.

Derived Data: Assessment Participation and Reporting

This section provides an overview of the derived data elements which will be used for assessment participation and performance calculations for 2016-17 school year. Additional detail on these data elements will be provided in the forthcoming Consolidated Demographic, Enrollment, and Assessment Participation Certification: Technical Guide. Please also see the "Business Rules for DC Assessment Participation and Performance Calculations for the 2016-17 School Year" for detailed business rules pertaining to the calculation of student participation in and performance on the PARCC, MSAA, and DC Science assessments.

Data Element	Definition
Grade Level at Start of Testing	An indication of the enrolled grade level of a student at the start of the testing window. Derived from: Testing Window Start Date for [PARCC/MSAA/DC Science], Enrollment Audit Enrolled Grade Level, Enrolled Grade Level
SPED Level at Start of Testing	An indication of the number of hours of special education a student was receiving at the start of the testing window according to the most recent finalized IEP. Derived from: Testing Window Start Date for [PARCC/MSAA/DC Science], IEP data for students identified as receiving special education services during the 2016-17 school year. The IEP effective dates must contain the school's start-of-testing date for the student to be identified as receiving special education services for purposes of reporting for that assessment.
SPED Monitored at Start of Testing	An indication that the student exited SPED status within two years from the start of testing and is being monitored for academic progress. Derived from: Testing Window Start Date for [PARCC/MSAA/DC Science], Special Education Status 2014-15 and Special Education Status 2015-16, Historical IEP information for students identified as receiving special education services in the 2014-15 and 2015-16 school year.
Monitored EL 2016-17	An indication that a student exited EL status within the past two years and is being monitored for academic progress. Derived from: EL 2014-15 and EL 2015-16 historical data, ACCESS for ELLs historical composite assessment score data
New to U.S. Exempt	An indication of whether recently arrived English learner (EL) students first enrolled in U.S. schools within 12 months from the first day of the previous year's test window are exempt from taking the PARCC ELA or MSAA ELA assessment. Derived from: New to U.S., Native Language, Stage 5 Entry Date, Stage 5 Exit Date
Medically Exempt	An indication of whether an LEA has submitted documentation of a valid Medical Exemption from an assessment to the OSSE Assessment Team. LEAs are responsible for submitting documentation for a valid Medical Exemption from PARCC, MSAA, DC Science, or DC Science Alternate assessments to the OSSE Assessment Team. LEAs must submit Medical Exemption Forms for approval in the OST. Documentation approved by the Assessment Team will be considered the valid, authoritative data source for all medical exemptions and will be used as the basis for making participation determinations for the PARCC, MSAA, DC Science, and DC Science Alternate assessments. As emergencies can result from unplanned events, all LEAs must ensure that medical exemption forms and accompanying physician's signatures are submitted to OSSE no later than 10 business days after the last day of the statewide assessment window. Any documentation received after this date will not be considered in the calculation of assessment participation rates for LEAs or schools.
[PARCC/MSAA/DC Science]	An indication of whether a student was continuously enrolled during

Continuously Enrolled	the school's [PARCC/MSAA/DC Science] 2016-17 testing window. Derived from: Stage 5 enrollment Date, Stage 5 Exit Date, Grade level 2016-17, Testing Window Start Date and Testing Window End Date for [PARCC/MSAA/DC Science]. Please see the "Districtwide Assessments Participation Policy for 2016-17" for information on which students are required to participate in assessments.
[PARCC/MSAA/DC Science] Course Eligible	An indication of whether a student was enrolled in a course with a required assessment, per the requirements in the "Districtwide Assessments Participation Policy for 2016-17". Derived from: 2016-17 Course Enrollment data.
[PARCC/MSAA/DC Science] Eligible Participant	An indication of whether a student was eligible to participate in the [PARCC/MSAA/DC Science/DC Science Alternate] assessment in the 2016-17 school year. Derived from: [PARCC/MSAA/DC Science/DC Science Alternate] Enrolled, [PARCC/MSAA/DC Science/ DC Science Alternate] Course Eligible, Medically Exempt, New to U.S. Exempt, Stage 5 enrollment Date, and Stage 5 Exit Date. Please see the "Business Rules for DC Assessment Participation and Performance Calculations for the 2016-17 School Year" for detailed business rules pertaining to the calculation of student participation in the PARCC, MSAA, and DC Science assessments.
[PARCC/MSAA/DC Science] Full Academic Year (FAY)	An indication of whether a student was enrolled in the same [school/LEA/State] for 85% of the school days between the official Enrollment Audit count day (October 5, 2016) and the first day of the State [PARCC/MSAA/DC Science] assessment windows for 2016-17. Derived from: Stage 5 entry date, Stage 5 exit date, and the State assessment window dates as follows: • PARCC: April 10 – June 5, 2017 • MSAA: March 27 – May 12, 2017 • DC Science: April 24 – June 9, 2017 • DC Science Alternate: This is a portfolio assessment and therefore does not have a comparable test window start date. FAY will be calculated using the MSAA start date of March 27.

Derived Data: School Year Reporting

Data Element	Definition
First Ninth Grade Year	An indication of the first school year during which a student first enrolled in ninth grade anywhere in the United States. Derived from: Grade Level, Enrollment History, and Date of Birth.
Highest SPED Level 2016-17	An indication of the highest level of special education services a student received during the 2016-17 school year. Derived from: all finalized IEPs in SEDS that contain a start or end date which falls within the 2016-17 school year
English Learner (EL) 2016-17	An indication that a student was identified as an English Learner (EL) student during the 2016-17 school year. Derived from: English Learner

	(EL) SIS, ACCESS for ELLs historical composite assessment score data, and ACCESS for ELLs historical assessment data. Students who exited EL status but who were monitored during the school year to ensure academic achievement on grade level do not qualify as EL.
Homeless Status 2016-17	An indication of whether the student was identified as homeless at any point during the 2016-2017 school year. Derived from: Homeless status, McKinney-Vento Application data, and The Community Project (TCP) data feed.
FARMS Status 2016-17	An indication of whether the student was indicated as receiving a Free or Reduced-priced meals at any point during the 2016-17 school year. Derived from: FARMS status.
Economically Disadvantaged 2016-17	An indication of whether the student was identified as economically disadvantaged at any point during the 2016-17 school year. Derived from: TANF 2016-17, SNAP 2016-17, CFSA 2016-17, Homeless status 2016-17, FARMS status 2016-17, School CEP Status.
Overage 2016-17	An indication of whether a student is one or more years older than the expected age for the grade in which the student is enrolled. Derived from: Grade Level 2016-17, Date of Birth.
At-Risk 2016-17	An indication of whether a student was identified as at-risk at any point during the 2016-17 school year. Derived from: TANF 2016-17, SNAP 2016-17, CFSA 2016-17, Homeless status 2016-17, Overage 2016-17 (high school students only).

VIII. Additional Support Resources and Contact Information

In-Person Trainings

OSSE will hold four training sessions on the demographic, enrollment and assessment participation certification process and Qlik application. These trainings will orient LEAs to the certification process, how to use and understand the Qlik application and the data error resolution processes. Please register for a training via the OSSE Data Systems Training Registration. Trainings will be held on the following times and dates:

- **Thursday, April 6, 2017, 9 to 11:30 a.m. – OSSE 3rd Floor Training Lab**
- **Monday, April 6, 2017, 10 a.m. to 12 p.m. – OSSE 3rd Floor Training Lab**
- **Monday, April 10, 2017, 1 to 3p.m. – OSSE 3rd Floor Training Lab**
- **Wednesday, April 12, 2017, 1 to 3 p.m. – Virtual Webinar**

Office Hours

OSSE will hold weekly virtual office hours on Wednesdays from 1-2p.m. During these times, LEAs can raise any questions about the demographic, enrollment and assessment participation certification process.

To join the weekly virtual meeting from your computer, tablet or smartphone:
   1. Click on this link: https://global.gotomeeting.com/join/512414557

2. Use your microphone and speakers (VoIP) - a headset is recommended. Or, call in using your telephone.

> Dial +1 (872) 240-3412
> Access Code: 512-414-557
> Audio PIN: Shown after joining the meeting

OSSE will hold biweekly in-person office hours on every other Thursday from 11a.m.-12p.m. Please register for an in-person meeting via the OSSE Data Systems Training Registration.

OSSE Support Tool
To request for support regarding a specific data issue identified in SLED, submit a ticket to the OSSE Support Tool (https://octo.quickbase.com/db/bh9ehz85s).

OSSE Other Support
All other inquiries can be directed to OSSE.Data@dc.gov.