



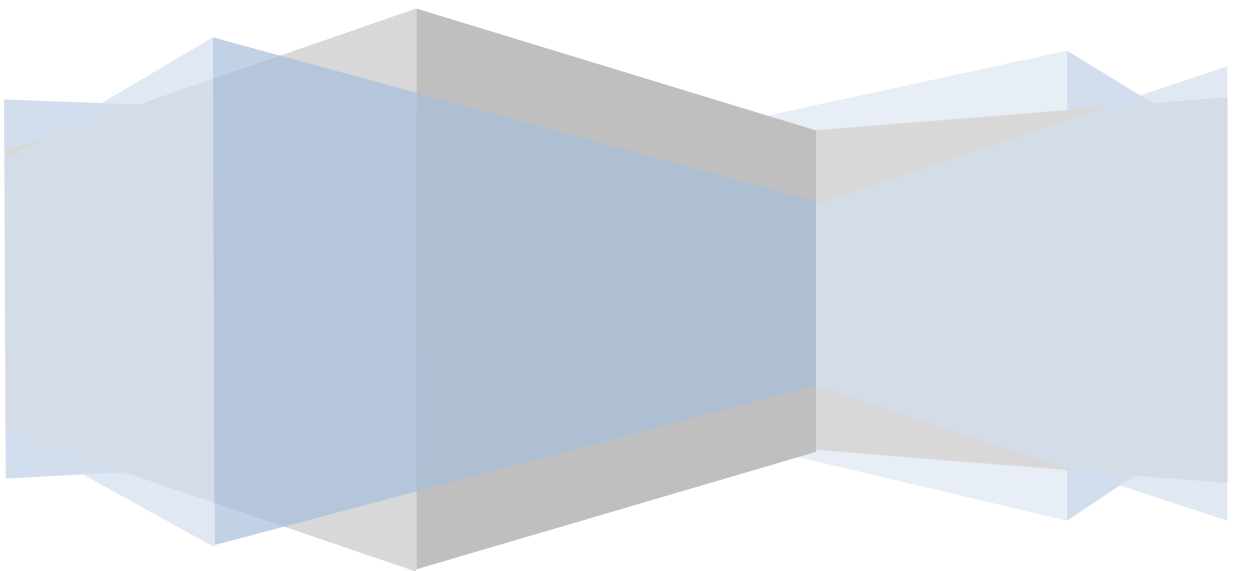
DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

## **2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification: Technical Guide**

**April 5, 2017**





## **2016-17 CONSOLIDATED DEMOGRAPHIC, ENROLLMENT, AND ASSESSMENT PARTICIPATION**

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## Overview

This document serves as the technical user guide for the 2016-17 Consolidated Demographic, Enrollment, and Assessment Participation Certification process. Please see the “Consolidated Demographic, Enrollment, and Assessment Participation Certification: Process Overview” for detailed information on the certification timeline and process.

The Consolidated Demographic, Enrollment, and Assessment Participation Certification process is supported by the Demographic Certification Qlik application. This Qlik application will display all student-level demographic, enrollment, and assessment participation information that schools are expected to certify for 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. These data dashboards are designed to facilitate the identification of any data errors or discrepancies in student- and school-level that may need to be resolved by the LEA prior to certification.

This document serves as a technical user guide for the certification process. The Demographic Certification Qlik Application is organized into fourteen data sheets:

1. Demographic Certification Overview
2. Demographic Conflicts
3. Entry and Exits
4. Grades
5. First Ninth Grade Year
6. Students with Disabilities (SWD)
7. Historic Students with Disabilities
8. English Learner
9. Historic English Learner
10. Economic Disadvantage and At-Risk
11. School Testing Window
12. PARCC
13. MSAA
14. DC Science

This technical user guide is organized to mirror the corresponding data sheets in the Qlik application. Each section of this document corresponds to a data sheet in the Qlik application and contains a *Data Elements* section, which serves as a data dictionary for all data elements on the corresponding data sheet in the Qlik application. Following the data dictionary table in each section, there may be two additional sections: *Derived Data Methodology* and *Data Resolution*. These section types are described in more detail below.



## Data Elements

The “Data Elements” section provides a data dictionary formatted into a table that describes the data fields, definition, permitted values, default value, and data element type included in each corresponding sheet in the Qlik application.

### Permitted Values

The data dictionary provides all the permitted values for each data element. All value inputs must align with the permitted values in the data dictionary tables.

### Default Value

All data elements have a default value. A default value of “NA” indicates an instance where a value for the corresponding data element is not expected. A default value of “Missing” indicates an instance where a value for the corresponding data element is expected and where data needs to be provided by the LEA. All “Missing” values are designated using **red text** in the Qlik application to aid LEAs in the identification and resolution of missing data elements.

### Data Element Type

The data dictionary provides an indication of the data element type for each data element. As previously described in the Consolidated Demographic, Enrollment, and Assessment Participation Certification: Process Overview document, there are five types of data elements: *primary data*, *historical data*, *informational data*, *administrative data*, and *derived data*. Please refer to the process overview document for details regarding the categories of data elements. For *primary* data elements, there is an indication of the source system for the data element. This information is provided to assist LEAs in identifying which source system needs to be updated to resolve a data error or anomaly.

### Student Identifiers

In addition to the data fields included in the data dictionary, each Qlik sheet also includes the following student-level identifiers:

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>School Name</b>	The name of the school at which the student is actively enrolled or was most recently enrolled if the student has not re-enrolled since exiting.	<Character>	<None>	Primary: LEA SIS
<b>USI</b>	The unique student identifier (USI) is the official state identifier assigned to all students attending District of Columbia LEAs by OSSE.	<Numeric Value> 10-digit	<None>	Primary: LEA SIS
<b>Last Name</b>	The legal last name of the student.	<Open text>	<None>	Primary: LEA SIS
<b>First Name</b>	The legal first name of the student.	<Open text>	<None>	Primary: LEA SIS
<b>Date of Birth</b>	The day, month, and year on which the student was born.	MM/DD/YYYY YYYY-MM-DD	<MISSING>	Primary: LEA SIS



## Derived Data Methodology

The *Derived Data Methodology* section provides a brief description of the logic that was used to construct derived elements contained within the given Qlik sheet. This section is not provided for Qlik sheets that do not contain any derived data elements.

## Data Resolution

The *Data Resolution* section provides information pertaining to resolving data discrepancies identified by the LEA or by OSSE. All OSSE- or LEA-identified data errors among the primary data elements must be resolved in the appropriate corresponding source systems as specified in the process overview document and as reiterated in this technical guide.

Additionally, LEAs are expected to respond to all outstanding Unified Data Errors (UDEs) that correspond to the data elements displayed in the Demographic Certification Qlik application. To support LEAs in the resolution of data errors and discrepancies, additional UDEs were created that are specific to the Consolidated Demographic, Enrollment, and Assessment Participation Certification. Detail on these new UDEs are provided in the *Data Resolution* sections corresponding to each Qlik sheet. To support LEAs in the resolution of any outstanding errors, all data elements which have a corresponding data error or anomaly are designated using **red text** throughout the Qlik application.

LEAs should follow these steps to review and resolve any data errors or discrepancies in the Qlik application:

1. **Review each individual data sheet** in the Qlik application:
  - a. Data visualizations and high-level counts for data elements are provided on each Qlik sheet to aid LEAs in the identification of data errors or anomalies.
  - b. OSSE-identified data errors or anomalies are designated using **red text**. OSSE-identified data errors or anomalies can also be viewed in the UDE Qlik application.
2. **Review the Unified Data Errors Qlik application** for any UDEs that are specified as impacting the Demographic Certification Process:
  - a. All UDEs or anomalies that are relevant for the certification process can be found in the 2016-17 School Year Unified Data Errors document (<https://osse.dc.gov/publication/2016-17-school-year-unified-data-errors>). Any UDEs or anomalies that are **new** for the certification process are also described in the specific *Data Resolution* sections of this document which correspond to a given Demographic Certification Qlik application sheet.
3. **Make any necessary corrections to data in the source system** as specified in the *Data Resolution* guidance corresponding to the Qlik application data sheet (see below).
4. **Confirm in the Qlik application** the following business day that the updates transmitted correctly:



- a. Different data elements have different source systems. Resolution of data errors or inconsistencies which involve the PAN or MSAA data systems will transmit on a weekly basis. It may take up to one week for an LEA to see an update made in PAN or the MSAA data system in the Demographic Certification Qlik application.
5. If the issue persists, submit a request for support through [OSSE.Data@dc.gov](mailto:OSSE.Data@dc.gov)

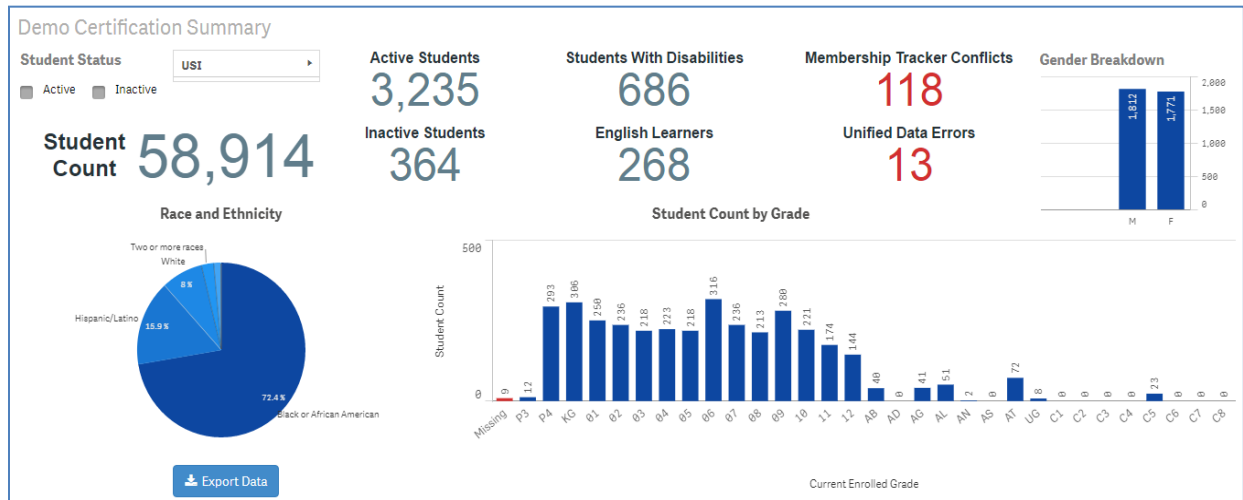
There are three primary processes through which LEAs may resolve data errors and discrepancies:

1. Resolve data errors through the LEA Membership Tracker process.
2. Update the source system (LEA SIS, EasyIEP, PAN, or MSAA system).
3. Request an administrative update to the source data *for 504 Plan and First Ninth Grade Year only* via the OSSE Support Tool.

## Demo Certification Summary

The Demo Certification Summary sheet provides an analytical overview of the LEA's student data for key demographic, enrollment, LEA Membership Tracker conflicts, and related Unified Data Errors (UDEs).

**Figure A. Demo Certification sheet**



## Demographic Conflicts

### Qlik Demographic Conflicts Sheet

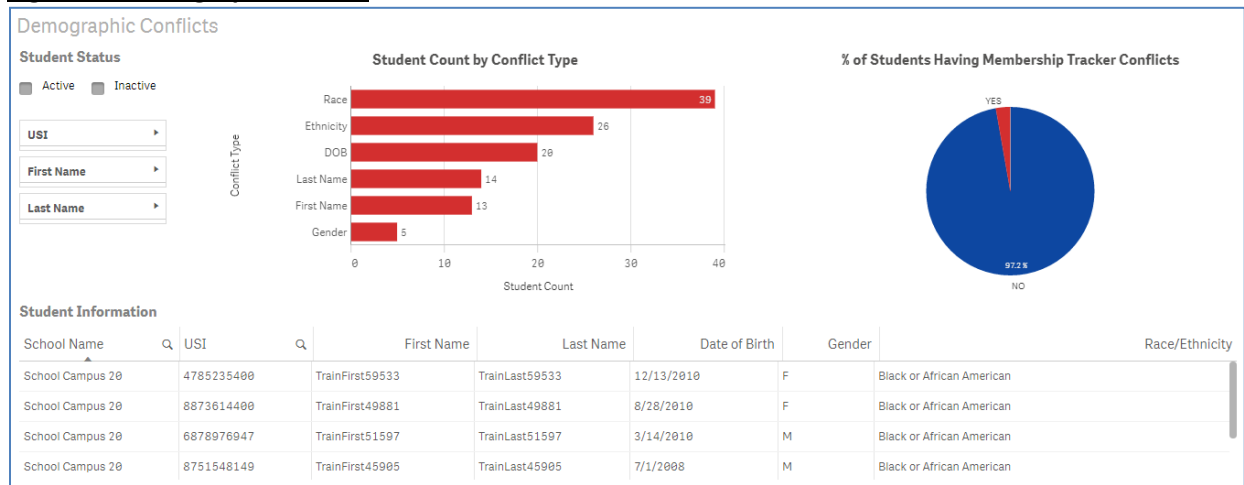
The Demographics sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI, first name and last name;
- Number of students by LEA Membership Tracker conflict type; and
- Percentage of Stage 5 enrolled student with a conflict in the LEA Membership Tracker





**Figure B. Demographics sheet**



## Data Elements

The following table describes the data elements that are shown on the “Demographic Conflicts” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>Date of Birth</b>	The day, month, and year on which the student was born.	MM/DD/YYYY	<MISSING>	Primary: LEA SIS
<b>Gender</b>	A coded value representing the student’s gender; Gender is a person’s actual sex or perceived sex.  UNKNOWN indicates that the value is missing and needs to be completed by the LEA.	<ul style="list-style-type: none"> <li>Male</li> <li>Female</li> <li>&lt;MISSING&gt;</li> </ul>	<MISSING>	Primary: LEA SIS
<b>Race/Ethnicity</b>	The reported race/ethnicity of the student.  One and only one race/ethnicity option may be selected per student.  UNK indicates that the value is missing and needs to be completed by the LEA.	<ul style="list-style-type: none"> <li>American Indian/Alaskan Native</li> <li>Asian</li> <li>Black/African American</li> <li>Hispanic/Latino</li> <li>Multiracial</li> <li>Pacific Islander/Native Hawaiian</li> <li>White/Caucasian</li> <li>&lt;MISSING&gt;</li> </ul>	<MISSING>	Primary: LEA SIS

## Data Resolution: Demographics

LEAs should resolve any data errors pertaining to student First Name, Last Name, Date of Birth, Gender, and Race/Ethnicity through the LEA Membership Tracker process. The *Demographic Conflicts* sheet in



the Qlik application provides a summary of outstanding conflicts by conflict type that require action by the LEA. LEAs are expected to continue resolving all outstanding LEA Membership Tracker conflicts throughout the Demographic, Enrollment and Assessment Participation Certification window.

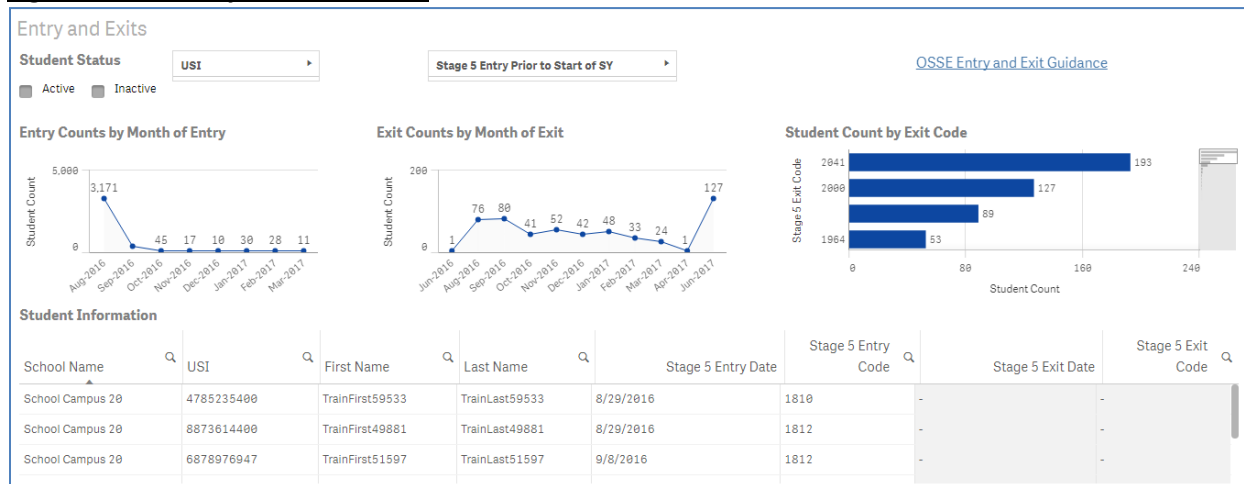
## Entry and Exits

### Qlik Entry and Exits Sheet

The Entry and Exit sheet provides visualizations highlighting the following:

- A link to the OSSE Entry and Exit Guidance;
- Filter by Active or Inactive students;
- Filter by USI;
- Filter for the students with a Stage 5 entry date prior to the first day of school;
- Number of entries for the current school year by the entry month;
- Number of exits for the current school year by exit month; and
- Number of exited students grouped by the exit code for the current school year

**Figure C. Qlik Entry and Exits sheet**



### Data Elements

The following table describes the data elements that are shown on the “Entry and Exits” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
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.	• MM/DD/YYYY	No Default	Primary: LEA SIS



<b>Stage 5 Entry Code</b>	An indication of the reason that the student enrolled in an LEA or school.	(See <a href="#">“OSSE Entry and Exit Guidance – July 1, 2016”</a> for the most current list of valid entry and exit codes.)	No Default	Primary: LEA SIS
<b>Stage 5 Exit Date</b>	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.  Students who are currently active will not have a Stage 5 Exit Date.	• MM/DD/YYYY	No Default	Primary: LEA SIS
<b>Stage 5 Exit Code</b>	An indication of the reason that the student exited or withdrew from an LEA or school.  Students who are currently active will not have a Stage 5 Exit Code.	(See <a href="#">“OSSE Entry and Exit Guidance – July 1, 2016”</a> for the most current list of valid entry and exit codes.)	No Default	Primary: LEA SIS

## Data Resolution: Entry and Exits

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

Any students with a valid Stage 5 Enrollment are included in the student universe for the 2016-17 school year. Any outstanding duplicative enrollment errors that may impact entry and exit data elements can be viewed in the Unified Data Error Qlik application.

## Grades

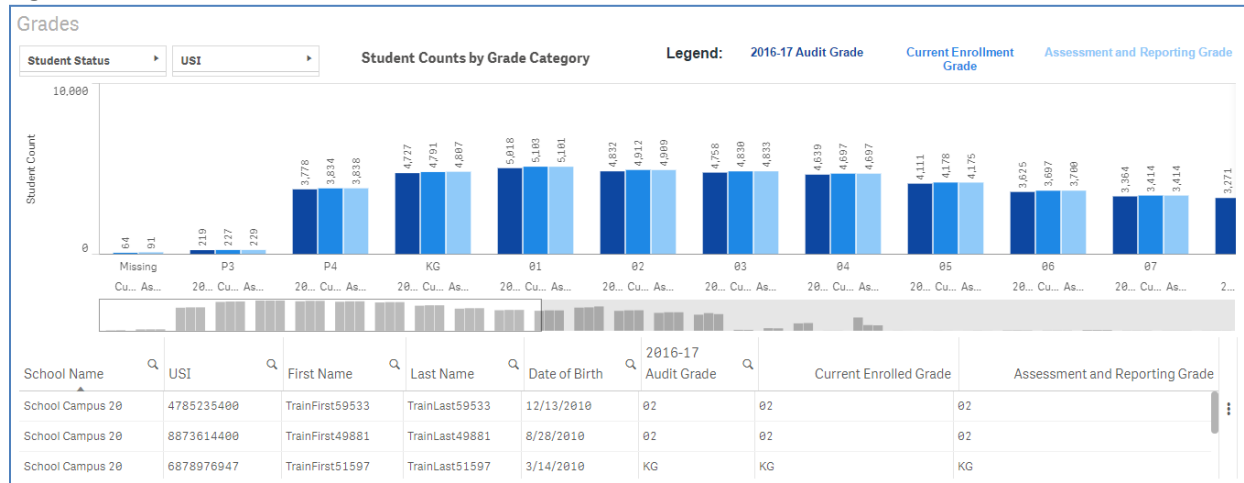
### Qlik Grades Sheet

The Grades sheet provides visualizations highlighting the following:

- Filter by USI;
- Filter by Active or Inactive students;
- Number of students by 2016-17 Audit Grade Level;
- Number of students by Current Enrolled Grade Level; and
- Number of students by Assessment Grade Level



**Figure D. Qlik Grades sheet**



## Data Elements

The following table describes the data elements that are shown on the “Grades” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>2016-17 Audit Grade</b>	<p>The final enrolled grade level for the student in the final Enrollment Audit file.</p> <p>If a student was not in the audit, the student’s Audit Grade will be “NA.”</p>	(See values for “Current Enrolled Grade”)	NA	Historical
<b>Current Enrolled Grade</b>	The grade level of primary instructional level at which the student receives services in a school.	P3 - Pre-Kindergarten (3-year-olds) P4 - Pre-Kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade 11 - Eleventh grade 12 - Twelfth grade UN- Ungraded AW – Adult Workforce	<MISSING>	Primary: LEA SIS



		Training AB – Adult Basic Education AS – Adult Secondary Education AG – Adult GED AN – Adult National External Diploma Program AL – Adult ELL AT- Adult Other C1-C8												
Assessment and Reporting Grade	<p>The grade that will be used for the purposes of assessment, federal, and other local reporting for the 2016-17 school year.</p> <p>Derived from:</p> <ul style="list-style-type: none"><li>Longest Enrolled Grade</li></ul> <p>Please note that this data element will equal “Longest Enrolled Grade” unless OSSE approves documentation from the LEA of a different grade level for the student.</p> <p>High school students on the certificate track whose grades are listed as C1-C8 will be reported in their age appropriate grade as of Sept. 30, 2016.</p> <p>Additionally, students reported as adult or ungraded in degree-granting adult or alternative programs, respectively, will be translated to their age appropriate grade as follows:</p> <table><tr><td>Age (9/30/2016)</td><td>Grade</td></tr><tr><td>14 years old</td><td>9<sup>th</sup></td></tr><tr><td>15 years old</td><td>10<sup>th</sup></td></tr><tr><td>16 years old</td><td>11<sup>th</sup></td></tr><tr><td>17 or older</td><td>12<sup>th</sup></td></tr></table>	Age (9/30/2016)	Grade	14 years old	9 <sup>th</sup>	15 years old	10 <sup>th</sup>	16 years old	11 <sup>th</sup>	17 or older	12 <sup>th</sup>	P3 - Pre-Kindergarten (3-year-olds) P4 - Pre-Kindergarten (4-year-olds) KG - Kindergarten 01 - First grade 02 - Second grade 03 - Third grade 04 - Fourth grade 05 - Fifth grade 06 - Sixth grade 07 - Seventh grade 08 - Eighth grade 09 - Ninth grade 10 - Tenth grade 11 - Eleventh grade 12 - Twelfth grade UN - Ungraded AE - Adult Education	<MISSING>	Derived
Age (9/30/2016)	Grade													
14 years old	9 <sup>th</sup>													
15 years old	10 <sup>th</sup>													
16 years old	11 <sup>th</sup>													
17 or older	12 <sup>th</sup>													
Longest Enrolled Grade	The grade in which the student was enrolled for the greatest number of days according to the enrollment data received by OSSE from the LEA SIS.	(See values for “Current Enrolled Grade”)	<MISSING>	Derived										



## Derived Data Methodology: Determining Grade Data Elements

### Assessment and Reporting Grade

A student's Assessment and Reporting Grade reflects the grade in which the student was enrolled for the greatest number of days at the student's current school. A student's Assessment and Reporting Grade will be used for assessment, federal, and other local reporting for the 2016-17 school year.

### Data Resolution: Grade

The following table specifies the OSSE-identified UDE data errors and suggestion resolution path for Current Grade and Assessment and Reporting Grade.

Error	Error Code	Description	Resolution
<b>Grade Not Served</b>	E317	The student is currently enrolled in a grade that the school does not serve, according to most recent EMI form.	The LEA must update the current enrolled grade in the SIS.
<b>Current Grade Error</b>	E352	The grade level assigned to the student for the majority of the year (derived field "Assessment and Reporting") does not equal the current enrolled grade in the LEA SIS.	LEA must update the current enrolled grade in the LEA SIS or submit student transcript to OSSE to confirm current grade is valid.

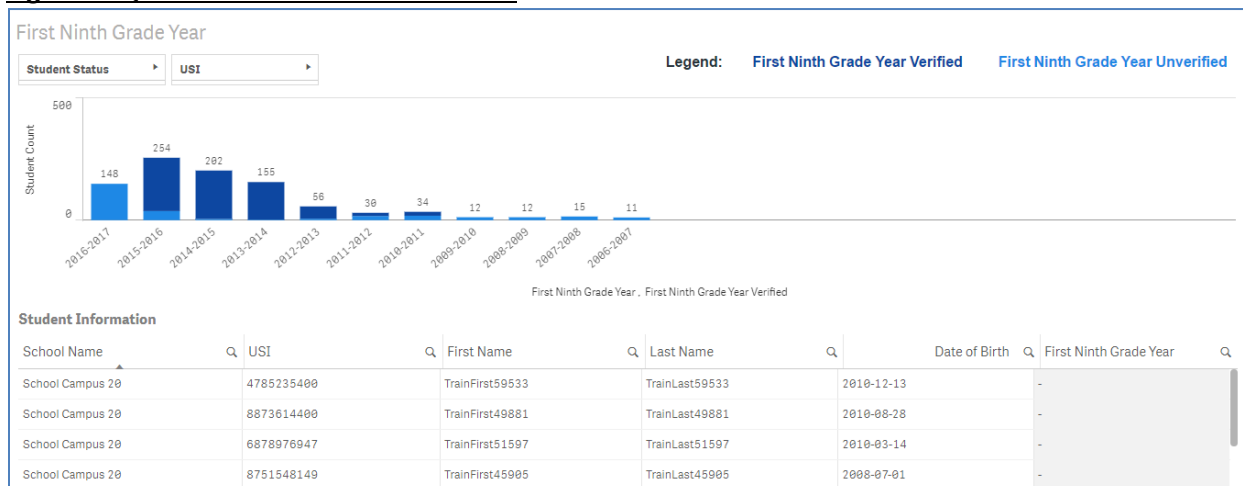
## First Ninth Grade Year

### Qlik First Ninth Grade Year Sheet

The First Ninth Grade Year sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI; and
- Number of students by their first ninth grade year;

**Figure E. Qlik First Ninth Grade Year sheet**





## Data Elements

The following table describes the data elements that are shown on the “Grades” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>First Ninth Grade Year</b>	An indication of the first school year during which a student first enrolled in ninth grade anywhere in the United States. Derived from: <ul style="list-style-type: none"><li>• Grade Level</li><li>• Enrollment History</li><li>• Date of Birth</li></ul>	2008-2009 2009-2010 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017	<MISSING>	Derived
<b>First Ninth Grade Year Verified</b>	An indication of whether the “First Ninth Grade Year” value has previously been verified by an LEA.	YES NO <MISSING>	<MISSING>	Historical

## Derived Data Methodology: Determining First Ninth Grade Year Data Elements

### First Ninth Grade Year

The “First Ninth Grade Year” data element reflects the first school year during which the student first enrolled in ninth grade anywhere in the United States. For detail on how OSSE determines First Ninth Grade Year, please see the [OSSE Adjusted Cohort Graduation Rate Guidance](#) document.

### Data Resolution: First Ninth Grade Year

The “First Ninth Grade Year” sheet in the Qlik application provides a visualization of the number of students whose first ninth grade year occurred in either the current school year or each of the previous ten school years. In previous school years, LEAs have verified the first ninth grade year through the Adjusted Cohort Graduate Rate verification process for many currently enrolled students. These students are designated as “First Ninth Grade Year Verified” in the Qlik sheet.

Those “First Ninth Grade Year” values that have *not* been previously verified are designated “First Ninth Grade Year Unverified.” LEAs may appeal unverified values by submitting a **student transcript** to OSSE for review through the OSSE Support Tool (OST). Please note that in some instances the student’s enrollment history may reflect an earlier first ninth grade year than what is shown on the student transcript; if OSSE has an enrollment record indicating an earlier first ninth grade year at a different school or LEA, the earlier first ninth grade year will be assigned to the student.



## Students with Disabilities

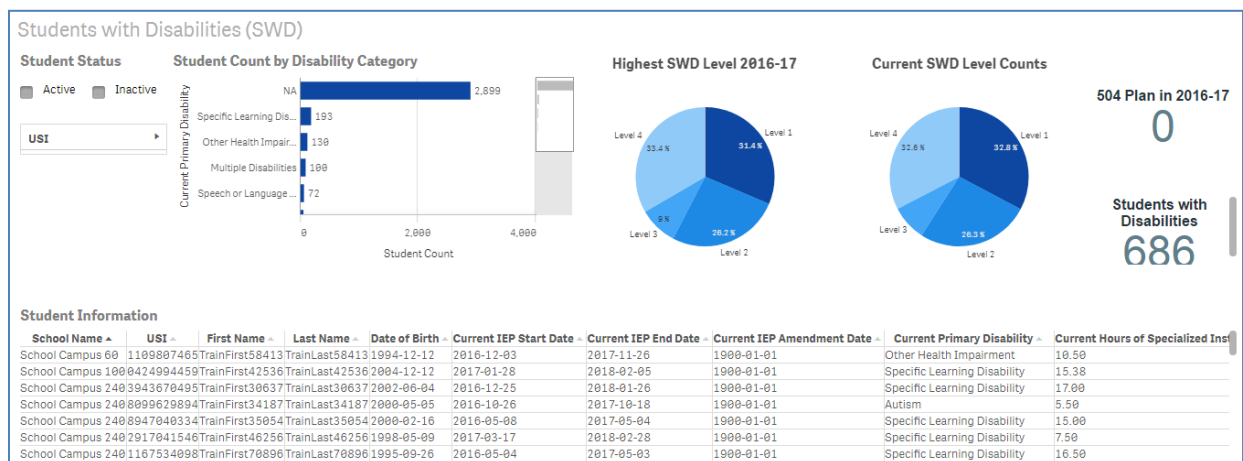
There are two classifications of special education data elements that are part of the certification process: **current** and **historical**. Current special education data elements are typically representative of a student's identification in the current school year, 2016-17. Historical special education data elements are typically representative of a student's identification in prior school years or looking over the course of the current school year.

### Qlik Students with Disabilities (SWD) Sheet

The Students with Disabilities (SWD) sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;
- Number of students by their primary disability;
- Number of students by the highest sped level for 2016-17 school year;
- Number of students by the current sped level in SEDS;
- Number of students with a 504 Accommodation Plan for 2016-17 school year; and
- Number of students with disabilities

**Figure F. Qlik Students with Disabilities (SWD) sheet**



### Data Elements: Current Students with Disabilities

The following table describes the data elements that are shown on the “Students with Disabilities” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>Current IEP Start Date</b>	The day, month, and year on which the student's current IEP started.	MM/DD/YYYY		Primary: EasyIEP
<b>Current IEP End Date</b>	The day, month, and year on which the student's current IEP will end.	MM/DD/YYYY		Primary: EasyIEP





<b>Current IEP Amendment Date</b>	The day, month, and year on which the student's current IEP was most recently amended.	MM/DD/YYYY		Primary: EasyIEP
<b>Current Hours Specialized Instruction</b>	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 the most current IEP).	<Numeric Value> Between 0.5 and 35, inclusive		Primary: EasyIEP
<b>Current SWD Level</b>	The current special education level for the student in 2016-17. Derived from: <ul style="list-style-type: none"> <li>Current Hours Specialized Instruction</li> </ul>	Level 1 Level 2 Level 3 Level 4 Not Identified	Not Identified	Derived
<b>Current Primary Disability</b>	The primary disability specified on the student's current IEP.	<ul style="list-style-type: none"> <li>Specific learning disability (SLD)</li> <li>Speech or language impairment (SLI)</li> <li>Intellectual disability (ID)</li> <li>Emotional disturbance (ED)</li> <li>Autism spectrum disorder (ASD)</li> <li>Hearing impairment (HI)</li> <li>Visual impairment (VI)</li> <li>Deaf-blindness (DB)</li> <li>Orthopedic impairment (OI)</li> <li>Traumatic brain injury (TBI)</li> <li>Other health impairment (OHI)</li> <li>Multiple disabilities (MD)</li> <li>Developmental delay (DD)</li> </ul>		Primary: EasyIEP
<b>Highest SWD Level</b>	An indication of the highest level of special education services a student received during the 2016-17 school year.  Derived from: <ul style="list-style-type: none"> <li>All finalized IEPs in SEDS that contain a start or end date which falls within the 2016-17 school year</li> </ul>	Level 1 Level 2 Level 3 Level 4 Not Identified	Not Identified	Derived
<b>504 Plan in</b>	An indication that the student is eligible	YES	NO	Primary:



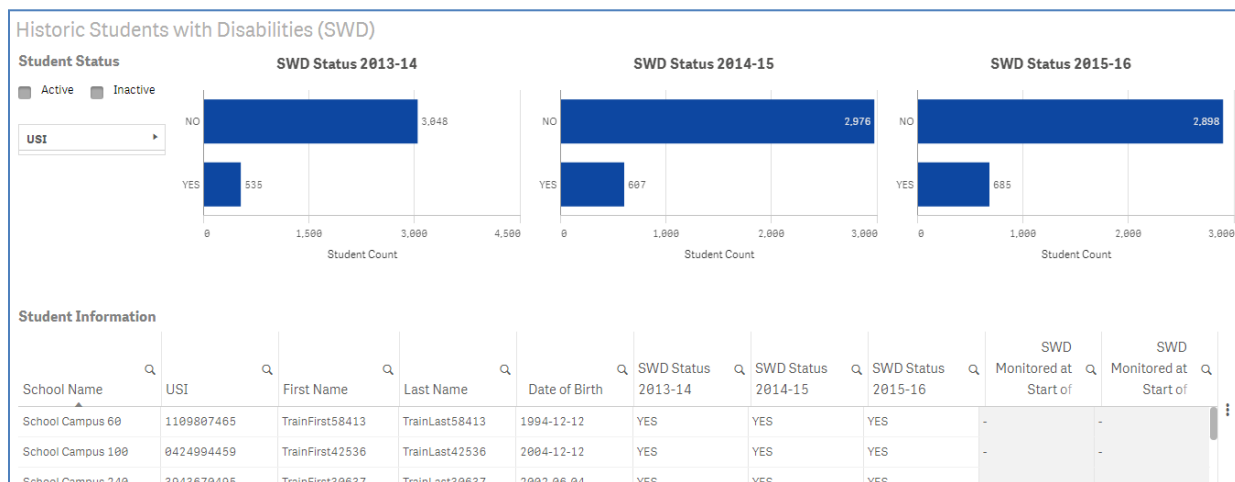
2016-17	for accommodations under Section 504 of the Rehabilitation Act of 1973.	NO		Collection
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## Historic Students with Disabilities Sheet

The Students with Disabilities sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;
- Number of students with disabilities in 2013-14 school year;
- Number of students with disabilities in 2014-15 school year; and
- Number of students with disabilities in 2015-16 school year

**Figure G. Qlik Student Status sheet**



## Data Elements: Historical Students with Disabilities

The following table describes the data elements that are shown on the “Historic Students with Disabilities (SWD)” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>SWD Status 2013-14</b>	An indication that the student was identified as receiving special education services under IDEA in the 2013-14 school year.	YES NO	NO	Informational Only: Previously Verified
<b>SWD Status 2014-15</b>	An indication that the student was identified as receiving special education services under IDEA in the 2014-15 school year.	YES NO	NO	Informational Only: Previously Verified
<b>SWD Status 2015-16</b>	An indication that the student was identified as receiving special education services under IDEA in the 2015-16	YES NO	NO	Informational Only: Previously



	school year.			Verified
<b>SWD Monitored at Start of [PARCC/MSAA/DC Science] Testing</b>	<p>An indication that the student exited special education status since the start of the statewide assessment testing window during the 2014-15 school year and is being monitored for academic progress.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• Testing Window Start Date for [PARCC/MSAA/DC Science]</li> <li>• Special Education Status 2014-15</li> <li>• Special Education Status 2015-16</li> <li>• Historical IEP information in SEDS</li> </ul> <p>Students who stopped receiving special education services between March 2, 2015 and the start of a school's testing window in the 2016-17 school year are included.</p>	<p>YES</p> <p>NO</p>	NO	Derived

## Derived Data Methodology: Determining Students with Disabilities Data Elements

### Current Special Education Level

A student's special education level is determined by the number of hours of specialized instruction and related services and any dedicated aid hours received (as indicated on the most current IEP, even if the IEP is expired). Special education levels are defined as follows:

- Level 1 – 0 to 8 hours
- Level 2 – 8.01 to 16 hours
- Level 3 – 16.01 to 24 hours
- Level 4 – more than 24 hours

### Special Education Monitored at Start of [PARCC/MSAA/DC Science]

A student is identified as special education monitored if the student was ever identified as special education within two years of the start date of testing and has since exited special education status. This field is derived from a combination of the student's current special education status and historical special education status. A student is identified as special education monitored based on the following logic:

Special Education Monitored		
Special Education Start of Testing	Previous Special Education (since 3/2/2015)	Special Education Monitored
Yes	Yes	No
Yes	No	No
No	Yes	Yes
No	No	No



## Data Resolution: Students with Disabilities

### Special Education Student Information

EasyIEP is the primary system for documenting special education student information for students with disabilities. If any special education student information is inaccurate, the data must be corrected in EasyIEP. In many cases, corrections to the student special education information will require an IEP amendment. The current special education student information for students reflects data from the most recent IEP or IEP amendment. The LEA should complete all IEP amendments prior to the start of their school's testing window to resolve any inaccuracies in a student's "SWD Level at Start of Testing" or "SWD Monitored at Start of Testing". Please see "PARCC/MSAA/DC Science Data Elements" for further detail.

### 504 Plan

LEAs will complete the 504 Data Collection from April 3 to May 1, 2017. Data provided by LEAs during this collection window will be used to populate the "504 Plan" data element in the Qlik application. If LEAs wish to make changes to the 504 Plan eligibility status for a student after the May 1, 2017 data collection submission date, the LEA must submit an OST ticket to request an administrative update to data collected during the 504 Data Collection. LEAs should select "Demographic, Enrollment, and Assessment Participation Certification" as the issue Type and "2016-17" as the subcategory in the OST.

## English Learners Data Elements

The District of Columbia has a growing number of students who are developing English language proficiency. These students are identified as English learners (ELs). In the District of Columbia, LEAs are responsible for identifying students who will be screened for English language proficiency. The identification process often uses information from a Home Language Survey to determine if students should be screened. Screening tools vary by grade level and may include WIDA ACCESS placement tests. Once a student is identified as an English learner, the student's English language proficiency is assessed each year using ACCESS for ELLs 2.0 (previously ACCESS for ELLs). When students achieve a composite score signaling *proficiency* (5.0 or higher), they exit EL status.

There are two classifications of English Learner data elements that are part of the certification process: **current** and **historical**. Current English Learner data elements are typically representative of a student's identification in the current school year, 2016-17. Historical English learner data elements are typically representative of a student's identification in prior school years or ACCESS for ELLs exam history.

### Qlik English Learner Sheet

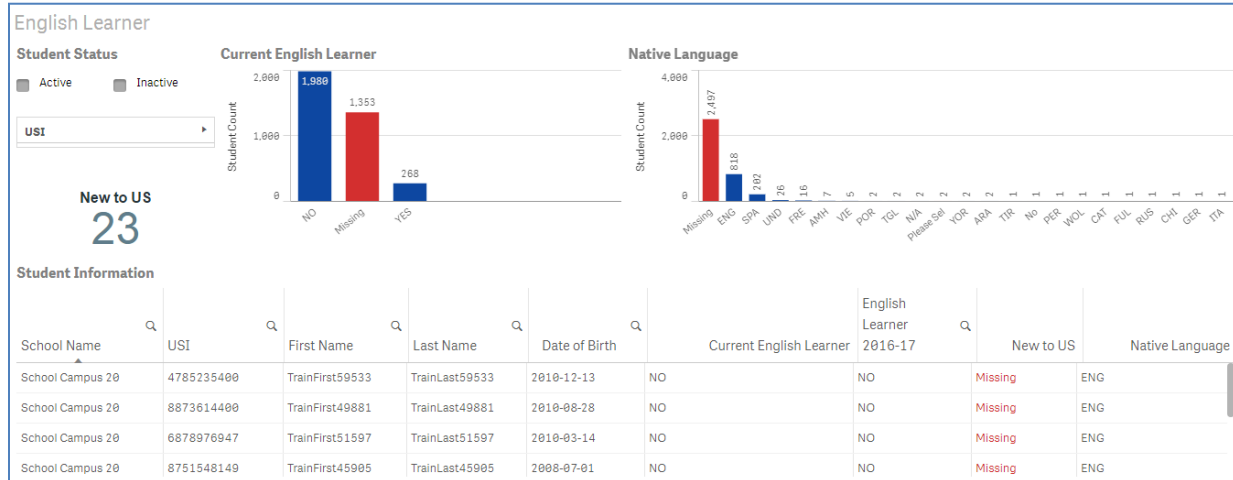
The English Learner sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;



- Number of students new to the US within the past 12 months;
- Number of students for each English Learner status; and
- Number of students by native language

**Figure H. Qlik English Learner sheet**



## Data Elements: English Learners Current

The following table describes the data elements that are shown on the “English Learner” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>Current English Learner</b>	An indication that the student is identified as an English learner.	YES NO	<MISSING>	Primary: LEA SIS
<b>English Learner 2016-17</b>	<p>An indication that a student was identified as an English Learner student during the 2016-17 school year.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• Current English Learner</li> <li>• Enrollment Audit 2016-17 EL Status</li> <li>• ACCESS for ELLs historical composite assessment score data</li> </ul> <p>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.</p>	YES NO	NO	Derived
<b>New to US</b>	An indication that the student enrolled in a U.S. school for the first time within the past 12 months	YES NO	<MISSING>	Primary: LEA SIS
<b>Native Language</b>	The language typically used by the student since birth or the language typically used by the parents of the student.	ISO 369-2 Language Codes. Refer to the ADT Template.	<MISSING>	Primary: LEA SIS

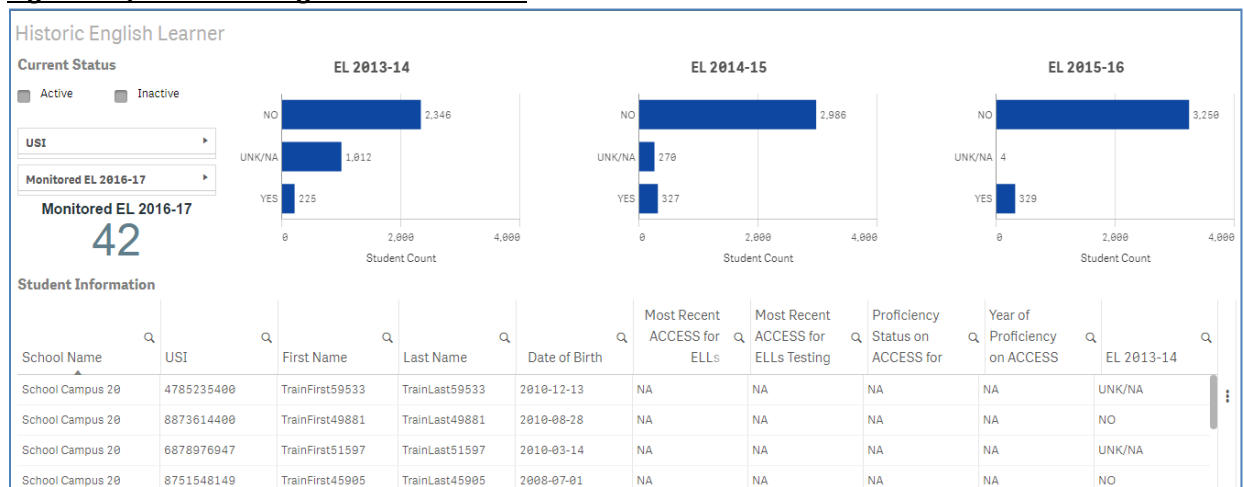


## Qlik Historic English Learner Sheet

The Historic English Learner sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;
- Filter by monitored English Learner students;
- Number of students monitored English Learner in 2016-17 school year;
- Number of students identified as English Learners in 2013-14 school year;
- Number of students identified as English Learners s in 2014-15 school year; and
- Number of students identified as English Learners in 2015-16 school year

**Figure I. Qlik Historic English Learner sheet**



## Data Elements: English Learners Historical

The following table describes the data elements that are shown on the “Historic English Learner” sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>EL 2013-14</b>	An indication of the student’s previously verified English Learner status during the 2013-14 school year.  A default value of “UNK/NA” indicates an instance when the student either was not enrolled in the school year or did not have a verified EL Status for the school year.	YES NO	UNK/NA	Historical Data
<b>EL 2014-15</b>	An indication of the student’s previously verified English Learner status during the	YES NO	UNK/NA	Historical Data



	2013-14 school year.			
<b>EL 2015-16</b>	An indication of the student's previously verified English Learner status during the 2013-14 school year.	YES NO	UNK/NA	Historical Data
<b>Monitored EL 2016-17</b>	<p>An indication that a student exited EL status in the past two years and is being monitored for academic progress.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• EL 2016-17</li> <li>• EL 2015-16</li> <li>• EL 2014-15</li> <li>• ACCESS for ELLs historical composite score results</li> </ul> <p>Students who were identified as EL in 2014-15 or 2015-16 and received a composite score of 5.0 on the 2014-15 or 2015-16 ACCESS assessment are included.</p>	YES NO	NO	Derived
<b>Most Recent ACCESS for ELLs Composite Score</b>	The most recent completed composite score on ACCESS for ELLs.	String: 1.0-6.0 Or A1, A2, etc. (for Alt ACCESS exam)	NA	Historical Data
<b>Most Recent ACCESS for ELLs Testing Year</b>	The most recent year a student has a completed composite score.	YYYY-YYYY NA	NA	Historical Data
<b>Proficiency Status on ACCESS for ELLs</b>	The student's proficiency status on ACCESS. This field is value is "Yes" if the student scored a 5.0 or higher on ACCESS.	YES NO NA	NA	Historical Data
<b>Year of Proficiency on ACCESS for ELs</b>	The most recent year a student scored proficient.	YYYY-YYYY NA	NA	Historical Data

## Derived Data Methodology: Determining English Learner Data Elements

Several of the English learner data elements are defined based on a student's status under other data elements. These derived elements and the logic for determining a student's status are described below.

### English Learner 2016-17

A student is identified as an English Learner for the 2016-17 school year based on a combination of student's EL status in the LEA SIS and the student's 2016-17 Enrollment Audit EL status. The following table provides the possible scenarios and the final determination for whether the student is reported as EL.



Current EL Status	Enrollment Audit EL 2016-17	Identified as EL 2016-17
Yes	Yes	Yes
Yes	No	Yes
No	Yes	Yes
No	No	No

### Monitored EL 2016-17

A student is identified as EL Monitored based on a combination of their current EL status, historic EL status, and historic ACCESS performance. The following table provides the logic used to determine EL Monitored status.

Current EL Status	Enrollment Audit EL 2016-2017	Historic EL Status 2014-2015 or 2015-16	ACCESS Proficient in 2014-15 or 2015-16	Identified as EL Monitored 2016-17
No	No	Yes in at least one year	Yes	Yes
All Other Combinations				No

*Students identified as EL as of the start of the school's testing window may not also be identified as being monitored for EL services.*

### New to U.S. Exempt

A student is considered exempt from taking the PARRC ELA or MSAA ELA assessment due to their "New to U.S." status if the student both enrolled in a U.S. school for the first time within the past 12 months and was an English Learner (EL) during the 2016-17 school year. "New to U.S. Exempt" status is dependent on the derived data element "EL 2016-17" and the primary data element "New to U.S." The following table provides the possible combinations of these fields that determine "New to U.S. Exempt" status.

New to US Status	EL 2016-17 Status	New to US Exempt
Yes	Yes	Yes
All Other Combinations		No

### Most Recent ACCESS for ELLs Composite Score

If a student took multiple ACCESS exams in the same year, the highest score in the most recent year is retained.

### Data Resolution: English Learners

Any errors observed in primary data elements concerning EL students should be corrected directly in the LEA SIS. Errors observed in derived data elements can also often be resolved through correcting primary data elements directly in the LEA SIS. In the rare instance that a student is not identified as a Monitored EL for the 2016-17 school year due to errors in historic EL data, the LEA may submit an OST ticket to request an administrative update to the historic data.





### *English Learner (EL) 2016-17 and EL Monitored 2016-17 Errors and Anomalies*

The following table specifies the OSSE-identified UDE data errors and suggestion resolution path for EL 2016-17 and EL Monitored 2016-17. These data errors and anomalies are triggered from a misalignment between the student's current EL status and historical EL data for the student including historical ACCESS for ELLs composite scores.

Current EL Status	Historic EL Status 2014-15 or 2015-16	Most Recent Year Taking ACCESS	Most Recent Year ACCESS Proficient	Error/ Anomaly Code	Description	Resolution
<b>Yes</b>	-	-	2014-15 <u>or</u> 2015-16	E347	Current EL in SIS but has scored proficient on ACCESS within the last two years.	Update the student's current EL status in the LEA SIS or notify OSSE that the student has re-entered EL status.
<b>No</b>	-	2012-13 or later	2011-12 or earlier <u>or</u> not yet proficient	E348	Not current EL in SIS, but did not demonstrate proficiency on ACCESS between 12-13 and 15-16.	Update the student's Current EL status in the LEA SIS or update the student's historic EL status or submit explanation for why the student exited EL status.
<b>No</b>	Yes in at least one year	-	2013-14 or earlier <u>or</u> not yet proficient	E349	Not current EL in SIS, but EL in one of the last two years without scoring proficient during that window; students with this error are not EL monitored.	
<b>No</b>	No in both years	2014-15 <u>or</u> 2015-16	2014-15 <u>or</u> 2015-16	A358	Not current EL in SIS and not EL in 14-15 or 15-16 historic data, but ACCESS proficient in one or more of those years; students with this anomaly are not EL monitored.	

**E347: Current EL but Recently Proficient** – This error is generated if the student is currently identified as an EL ("YES" for "Current EL"), but reached ACCESS proficiency in the 2014-15 or 2015-16 school year. In this case, the student has recently reached proficiency but continues to be identified as EL. This may be possible if a school has re-entered the student to EL status. An LEA can respond to this error by either



updating the student's "Current EL" status in the LEA SIS or by notifying OSSE that the student has re-entered EL status despite having reached proficiency on ACCESS via the OST.

**E348 - Not EL, Not ACCESS Proficient** – This error is generated if a student is not currently identified as an EL ("NO" for "Current EL"), but did not reach proficiency on any ACCESS for ELLs exams taken between the 2012-2013 and 2015-2016 school years. In this case, there is no evidence that the student exited EL status based on the ACCESS for ELLs exams. An LEA can respond to this anomaly either by updating the student's "Current EL" status in the LEA SIS or by submitting an explanation for why a student exited EL status via the OST. The LEA must specify the school year during which the student exited EL status.

**E349 – Not EL, EL Recently, Not Proficient** – This error is generated if a student is not currently identified as an EL ("NO" for "Current EL"), but was verified as an EL in the recent past ("YES" during the 2014-2015 or 2015-2016 school years), and has not reached proficiency on the ACCESS for ELLs since being identified as an EL. In this scenario, there is no evidence from ACCESS that a student has exited EL status. An LEA can respond to this error by updating the student's "Current EL" status or submitting an explanation for why a student exited EL status.

#### ***English Learner 2016-17 Errors and Anomalies***

The following table provides detail on the OSSE-specified UDE errors and suggested resolution path for EL 2016-17. These specific errors are triggered from a misalignment between the student's current EL status and the student's 2016-17 Enrollment Audit EL status.

Current EL Status	2016-2017 Enrollment Audit EL Status	Error/ Anomaly	Error/ Anomaly Code	Description	Resolution
No	Yes	Not EL is SIS, EL in Audit	E354	Not EL in SIS, but was EL in the 16-17 Enrollment Audit.	Updating the student's SIS EL status or by alerting OSSE to the special circumstances surrounding the EL status of "NO."
Yes	No	EL is SIS, not EL in Audit	A356	EL in SIS, but was not EL in the 16-17 Enrollment Audit.	Updating the student's SIS EL status or by confirming the student's current EL status of "YES."

**E354 – Not EL in SIS, EL in Audit** – This error is generated when a student is not currently identified as EL in the LEA SIS but was EL in the 2016-17 Enrollment Audit. An LEA should respond to this error by updating the student's current EL status in the LEA SIS to reflect that the student is not EL or by



submitting an explanation to OSSE for why the student exited EL status after the 2016-17 Enrollment Audit.

**A356 – EL in SIS, not EL in Audit** – This anomaly is generated when a student is currently identified as EL in the LEA SIS but was not EL in the 2016-17 Enrollment Audit. The LEA should confirm that the student is currently EL or update the student’s current EL status in the LEA SIS to reflect that the student is not an EL.

### ***New to U.S. Exempt Errors and Anomalies***

The following table provides detail on the OSSE-specified UDE errors and suggested resolution path for New to U.S. Exempt.

Error/ Anomaly	Error/ Anomaly Code	Description	Resolution
<b>New to U.S. Conflict</b>	E346	This error is generated when a student is indicated as newly enrolled in a U.S. school within the previous 12 months, but OSSE has a record of student enrollment more than 12 months ago.	The LEA should update the “New to U.S. status” in the LEA SIS to “NO.”
<b>Native Language Missing, Student is EL</b>	E366	This error is generated when the student is identified as an EL but the “Native Language” is missing.	The LEA should provide an indication of the student’s native language through the LEA SIS.

## **Economic Disadvantage and At-Risk**

The “Economic Disadvantage and At-Risk” sheet in the Qlik Application contains data elements related to a number of socio-economic indicators that identify students as “economically disadvantaged” or “at-risk.” There are a number of indicators that lead to the identification of a student as economically disadvantaged and/or at-risk. These indicators may include: (1) whether a student is identified as having received (or is currently receiving) support from a number of assistance programs, including the Temporary Assistance for Needy Families (TANF), the Supplemental Nutrition Assistance Program (SNAP), or Free and Reduced Price Meals (FARMS); (2) whether a student is (or ever was) a ward of the state under the Child and Family Services Agency (CFSA); (3) whether a student attends a school that qualifies for the Community Eligibility Provision (CEP); (4) whether a student was ever identified as homeless; or (5) whether a student is identified as being one or more years older than the expected age for the grade in which the student is enrolled. The complete list of fields that lead to identification under either economically disadvantaged or at-risk are described in the element definitions in the table below.

### **Qlik Economic Disadvantage and At-Risk Sheet**

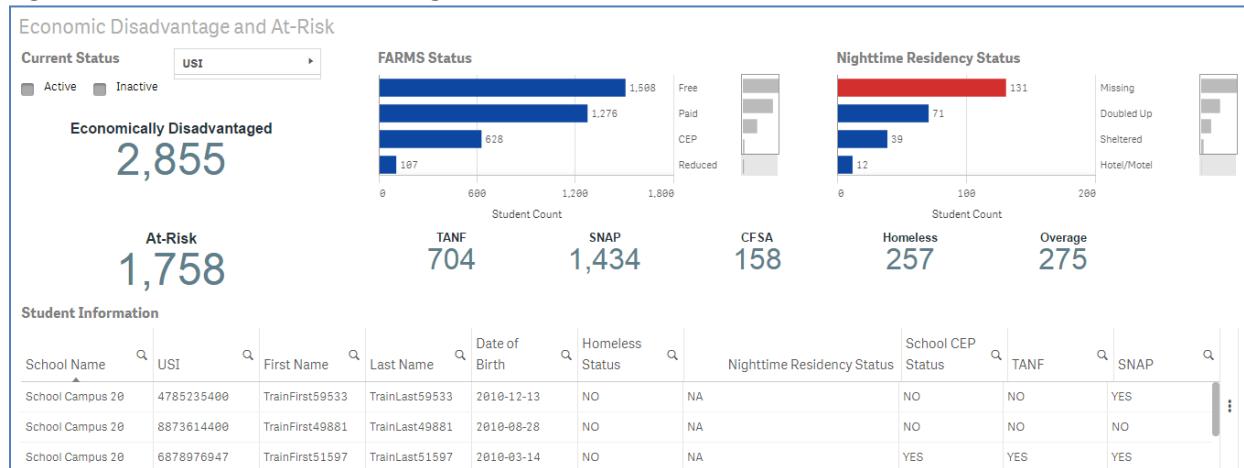
The Economic Disadvantage and At-Risk sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;



- Number of students identified as economically disadvantaged;
- Number of students identified as At-Risk;
- Number of students for each FARMS status;
- Number of students for each nighttime residency status; and
- Number of students for TANF, SNAP, CFSA, homeless and overage;

**Figure J. Qlik Economic Disadvantage and At-Risk sheet**



## Data Elements: Economic Disadvantage and At-Risk

The following table describes the data elements that are shown on the “Economic Disadvantage and At-Risk” sheet in Qlik. All of the data elements in this Qlik sheet are for the 2016-17 school year.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>FARMS Status</b>	The student’s greatest need FARMS status during the 2016-17 school year.	FREE REDUCED PAID CEP	<Missing>	Derived
<b>Homeless Status</b>	An indication that the student was identified as homeless at any point during the 2016-17 school year.  Derived from: <ul style="list-style-type: none"> <li>• Current Homeless Status,</li> <li>• McKinney-Vento Application data</li> <li>• The Community Project (TCP) data feed</li> </ul>	YES NO	NO	Derived
<b>CFSA</b>	An indication that the student was ever a ward of the state during the 2016-17 school year.	YES NO	NO	Informational Only
<b>TANF</b>	An indication that the student ever received TANF during the 2016-17 school year.	YES NO	NO	Informational Only
<b>SNAP</b>	An indication that the student receives or has	YES	NO	Informational



	received during the 2016-17 school year SNAP benefits, a nutrition program administered through the District's Department of Human Services.	NO		Only
<b>Overage</b>	An indication that the student is one or more years older than the expected age for the grade in which the student is enrolled.  Derived from: <ul style="list-style-type: none"> <li>• Assessment and Reporting Grade</li> <li>• Date of Birth</li> </ul>	YES NO	NO	Derived
<b>At-Risk</b>	An indication that the student was identified as at-risk at any point during the 2016-17 school year.  Derived from: <ul style="list-style-type: none"> <li>• TANF 2016-17</li> <li>• SNAP 2016-17</li> <li>• CFSA 2016-17</li> <li>• Homeless status 2016-17</li> <li>• Overage 2016-17 (high school students only)</li> </ul>	YES NO	NO	Derived
<b>Economically Disadvantaged</b>	An indication that the student was identified as economically disadvantaged at any point during the 2016-17 school year.  Derived from: <ul style="list-style-type: none"> <li>• TANF 2016-17</li> <li>• SNAP 2016-17</li> <li>• CFSA 2016-17</li> <li>• Homeless status 2016-17</li> <li>• FARMS status 2016-17</li> <li>• School CEP Status 2016-17</li> </ul>	YES NO	NO	Derived
<b>School CEP Status</b>	An indication that a school qualifies for the Community Eligibility Provision (CEP) during the 2016-17 school year.	YES NO	NO	School Administrative Data
<b>Nighttime Residency Status</b>	An indication of a homeless student's self-reported living situation at the time of the first identification as homeless. This field must be populated if the student's current homeless status is YES.	Sheltered Unsheltered Doubled-Up Hotel/Motel Missing	Missing	Primary



## Derived Data Methodology: Determining Economically Disadvantaged and At-Risk Data Elements

### FARMS Status

A student's FARMS Status is derived using the greatest need for the student during the 2016-17 school year. A student only needs to be identified as having some need at any point in the school year to have a FARMS status. The levels of need from highest need to lowest need are as follows:

- FREE
- REDUCED
- PAID
- CEP

### Homeless Status

A student's Homeless Status is derived using information from the student's current homeless status, McKinney-Vento Application data, and The Community Partnership (TCP) data feed. If a student is identified as homeless from any of these data sources, the student's Homeless Status value will be "YES."

### Overage

A student's overage status is derived from Assessment and Reporting Grade and Date of Birth using the following rules:

- Age 18 or older on September 30, 2016 and enrolled in 12<sup>th</sup> grade
- Age 17 or older on September 30, 2016 and enrolled in 11<sup>th</sup> grade
- Age 16 or older on September 30, 2016 and enrolled in 10<sup>th</sup> grade
- Age 15 or older on September 30, 2016 and enrolled in 9<sup>th</sup> grade

### At-Risk

In the District of Columbia, an at-risk student refers to a student who possesses one of the following characteristics at any point during the 2016-17 school year:

- 1) TANF or SNAP: Eligible to receive TANF or SNAP benefits
- 2) Homeless: Identification as homeless in the homeless data feeds and/or McKinney-Vento (MKV) QuickBase application
- 3) CFSA: Under the care of the Child and Family Services Agency (CFSA)
- 4) Overage (high school only): A high school student is overage if her or she is at least one year older than the appropriate age for their grade

### Economically Disadvantaged

"Economically disadvantaged" refers to a student who possesses one of the following characteristics at any point during the 2016-17 school year:

1. FRL: Received Free or Reduced-Price Lunch (FRL)
2. CEP: Received FRL through CEP (attending a school where the entire student population receives FRL)



3. TANF or SNAP: Eligible to receive TANF or SNAP benefits
4. Homeless: Identification as homeless in the homeless data feeds and/or MKV QuickBase application
5. CFSA: Under the care of CFSA

## Data Resolution: Economically Disadvantaged and At-Risk

### *FARMS Status*

An LEA may identify an error in a student's FARMS status if the student's FARMS status is "NO" in the Qlik application, but the LEA has documentation that a student is eligible for the Free or Reduced Meal Supplement. To correct an LEA-identified error in a student's FARMS status, the LEA must update the student FARMS status in the LEA SIS.

### *Homeless Status*

An LEA may identify an error in a student's Homeless status if the student's Homeless status is "NO" in the Qlik application, but the LEA has documentation that a student is homeless. To correct an LEA-identified error in a student's Homeless status, the LEA must update the student FARMS status in the LEA SIS.

### *Economically Disadvantaged and At-Risk*

FARMS Status and Homeless Status are the only components of "Economically Disadvantaged" and "At-Risk" which the LEA is responsible for providing to OSSE. If an LEA has identified an error in a student's FARMS or Homeless Status (see above), the derived data elements "Economically Disadvantaged" and "At-Risk" will update to reflect changes to these primary data elements made in the LEA SIS.

### *Nighttime Residency Status*

If the LEA has identified a student as homeless, then the LEA must also provide information on the student's nighttime residency. If a student is missing nighttime residency status but has been identified as homeless, the LEA is responsible for providing the nighttime residency via the LEA SIS or the McKinney-Vento Application. Note that, per federal reporting guidelines, nighttime residency status is based on the status that was reported the **first time** that the student was identified as homeless. Therefore, it is possible that the nighttime residency status reported by the LEA does not match the nighttime residency status being displayed in the Qlik Application.

### *School CEP Status 2016-17*

If a school is not designated as "CEP," then the student should not have a "CEP" FARMS status. A student should only be identified as "CEP" under FARMS status if the student's school is a CEP-participating school. The LEA should update the student's FARMS status in the LEA SIS to reflect a value other than "CEP".



## School Testing Windows

### Qlik School Testing Windows Sheet

The School Testing Windows sheet provides a list of the LEA's school(s) testing windows for the below assessments:

- PARCC Testing Window Start Date
- PARCC Testing Window End Date
- MSAA Testing Window Start Date
- MSAA Testing Window End Date
- DC Science Testing Window Start Date
- DC Science Testing Window End Date

**Figure K. Qlik School Testing Windows sheet**

LEA Name	School Name	PARCC Testing Window Start Date	PARCC Testing Window End Date	MSAA Testing Window Start Date	MSAA Testing Window End Date	DC Science Testing Window Start Date
Local Ed Agency 1001	School Campus 6040	-	-	-	-	-
Local Ed Agency 1001	School Campus 8460	-	-	-	-	-
Local Ed Agency 1002	School Campus 60	-	-	-	-	-
Local Ed Agency 1002	School Campus 120	-	-	-	-	-
Local Ed Agency 1002	School Campus 180	-	-	-	-	-
Local Ed Agency 1002	School Campus 360	-	-	-	-	-
Local Ed Agency 1002	School Campus 520	-	-	-	-	-
Local Ed Agency 1002	School Campus 540	-	-	-	-	-
Local Ed Agency 1002	School Campus 740	-	-	-	-	-
Local Ed Agency 1002	School Campus 780	-	-	-	-	-
Local Ed Agency 1002	School Campus 1640	-	-	-	-	-
Local Ed Agency 1002	School Campus 1680	-	-	-	-	-
Local Ed Agency 1002	School Campus 2500	-	-	-	-	-
Local Ed Agency 1002	School Campus 2860	-	-	-	-	-
Local Ed Agency 1002	School Campus 3020	-	-	-	-	-
Local Ed Agency 1002	School Campus 3240	-	-	-	-	-
Local Ed Agency 1002	School Campus 3320	-	-	-	-	-
Local Ed Agency 1002	School Campus 3620	-	-	-	-	-
Local Ed Agency 1002	School Campus 4060	-	-	-	-	-
Local Ed Agency 1002	School Campus 4480	-	-	-	-	-
Local Ed Agency 1002	School Campus 4600	-	-	-	-	-
Local Ed Agency 1002	School Campus 4700	-	-	-	-	-
Local Ed Agency 1002	School Campus 4740	-	-	-	-	-
Local Ed Agency 1002	School Campus 4800	-	-	-	-	-

### Data Elements: School Testing Windows

The following table describes the data elements that are shown on the "School Testing Windows" sheet in Qlik.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>[PARCC/MSAA/DC Science] Testing Window Start Date</b>	The start date for the [PARCC/MSAA/DC Science] testing window for the school.	MM/DD/YYYY	<Missing>	School Administrative Data
<b>[PARCC/MSAA/DC Science] Testing Window End Date</b>	The end date for the [PARCC/MSAA/DC Science] testing window for the school.	MM/DD/YYYY	<Missing>	School Administrative Data





## Data Resolution: School Testing Windows

If an LEA believes that there is an error in the [PARCC/MSAA/DC Science] testing window for a school, the LEA should review the School Test Security Plan which was submitted to the OSSE Assessment Team to confirm that there is an error in the testing dates. If the School Test Security Plan needs to be updated, LEAs should contact Ms. Cassie Lynott at [Cassie.Lynott@dc.gov](mailto:Cassie.Lynott@dc.gov).

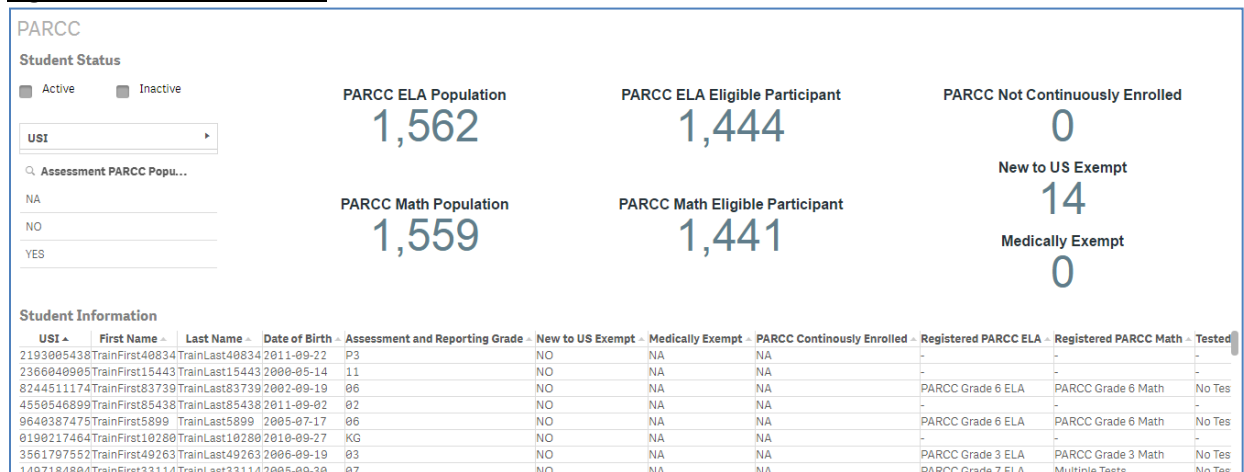
## PARCC/MSAA/DC Science

### Qlik PARCC Sheet

The PARCC sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;
- Filter for the PARCC assessment student population;
- Number of students identified for the PARCC ELA and math population;
- Number of students identified for the PARCC ELA and math eligible participants;
- Number of students identified as PARCC not continuously enrolled;
- Number of students identified as new to US exempt within the last 12 months; and
- Number of students identified as medically exempt

**Figure L. Qlik PARCC sheet**



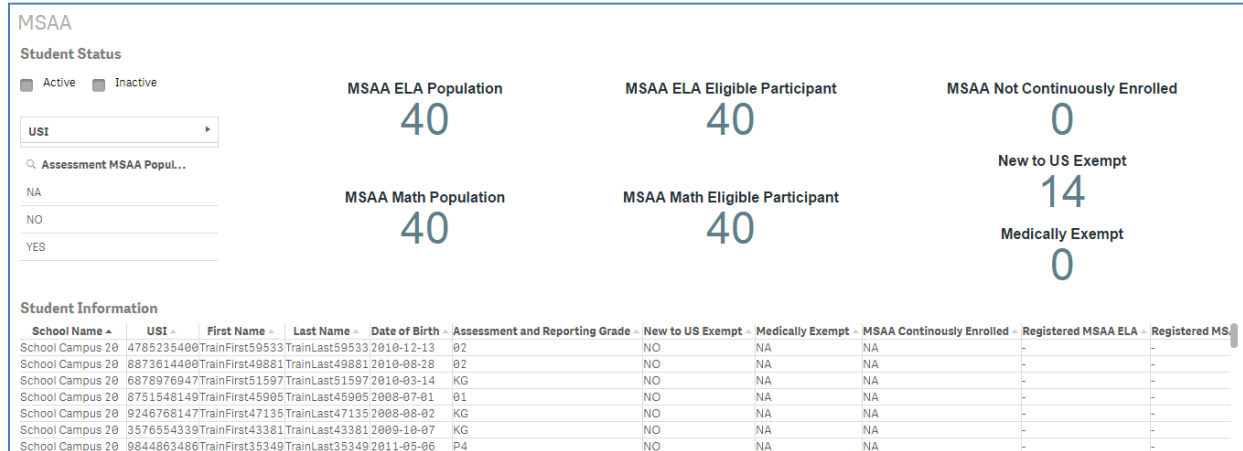
### Qlik MSAA Sheet

The MSAA sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;
- Filter for the MSAA assessment student population;
- Number of students identified for the MSAA ELA and math population;
- Number of students identified for the MSAA ELA and math eligible participants;
- Number of students identified as MSAA not continuously enrolled;
- Number of students identified as new to US exempt within the last 12 months; and
- Number of students identified as medically exempt



**Figure M. Qlik MSAА sheet**

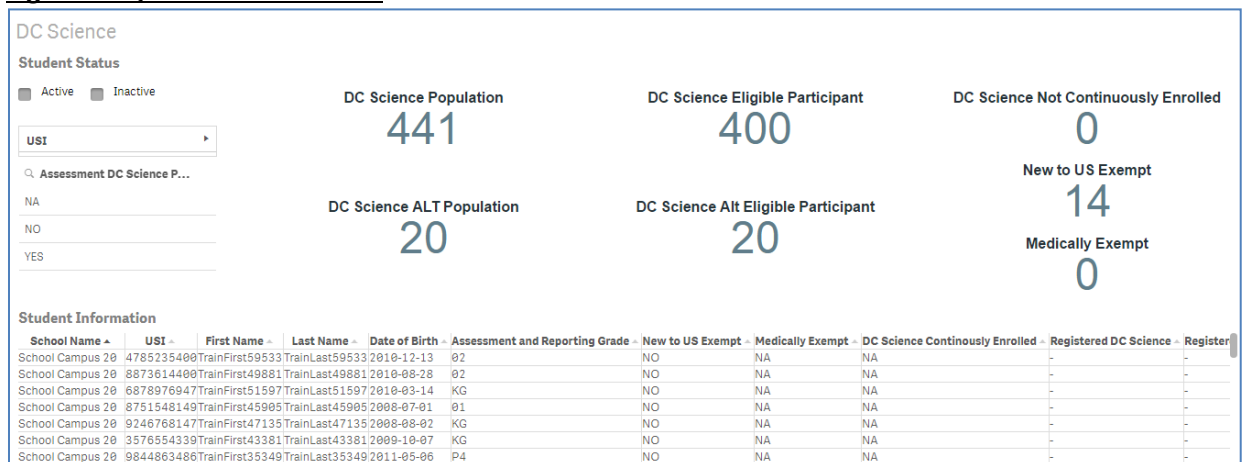


## Qlik DC Science Sheet

The DC Science sheet provides visualizations highlighting the following:

- Filter by Active or Inactive students;
- Filter by USI;
- Filter for the DC Science assessment student population;
- Number of students identified for the DC Science and DC Science ALT population;
- Number of students identified for the DC Science and DC Science ALT eligible participants;
- Number of students identified as DC Science not continuously enrolled;
- Number of students identified as new to US exempt within the last 12 months; and
- Number of students identified as medically exempt

**Figure N. Qlik DC Science sheet**





## Data Elements: PARCC/MSAA/DC Science

The following table describes the data elements that are shown on the “PARCC”, “MSAA”, and “DC Science” Qlik sheets.

Data Field	Definition	Permitted Values	Default Value	Data Element Type
<b>Assessment Reporting Grade</b>	Please see the Data Elements table in the “Grades” section of this document for detailed information about this data element.			
<b>New to U.S. Exempt</b>	<p>An indication of whether recently arrived 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.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• New to U.S.</li> <li>• Native Language</li> <li>• Stage 5 Entry Date</li> <li>• Stage 5 Exit Date</li> </ul>	YES NO	NO	Derived
<b>Medically Exempt</b>	An indication of whether an LEA has submitted documentation of a valid Medical Exemption from an assessment to the OSSE Assessment Team.	YES NO	NO	Derived
<b>[PARCC/MSAA/DC Science] Continuously Enrolled</b>	<p>An indication of whether a student was continuously enrolled during the school’s [PARCC/MSAA/DC Science] 2016-17 testing window.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• Stage 5 Entry Date,</li> <li>• Stage 5 Exit Date,</li> <li>• Testing Window Start Date for [PARCC/MSAA/DC Science]</li> <li>• Testing Window End Date for [PARCC/MSAA/DC Science].</li> </ul> <p>Please see the “<a href="#">Districtwide Assessments Participation Policy for 2016-17</a>” for information on which students are required to participate in assessments.</p>	YES NO	NO	Derived
<b>Registered [PARCC/MSAA] ELA</b>	The specific subject- or grade-specific ELA [PARCC, MSAA] assessment type for which a student is registered (e.g., Grade 3 ELA).	PARCC Grade 3 ELA PARCC Grade 4 ELA PARCC Grade 5 ELA PARCC Grade 6 ELA PARCC Grade 7 ELA PARCC Grade 8 ELA	Not Registered	Student Administrative Data



		PARCC English I PARCC English II PARCC English III MSAA Grade 3 MSAA Grade 4 MSAA Grade 5 MSAA Grade 6 MSAA Grade 7 MSAA Grade 8 MSAA Grade 11 ELA Multiple Tests Not Registered		
<b>Registered [PARCC/MSAA ] Math</b>	The specific subject- or grade-specific Mathematics [PARCC, MSAA] assessment type for which a student is registered (e.g., Grade 3 Math).	PARCC Grade 3 Math PARCC Grade 4 Math PARCC Grade 5 Math PARCC Grade 6 Math PARCC Grade 7 Math PARCC Grade 8 Math PARCC Geometry PARCC Algebra I PARCC Algebra II PARCC Integrated Math I PARCC Integrated Math II PARCC Integrated Math III MSAA Grade 3 Math MSAA Grade 4 Math MSAA Grade 5 Math MSAA Grade 6 Math MSAA Grade 7 Math MSAA Grade 8 Math MSAA Grade 11 Math Multiple Tests Not Registered	Not Registered	Student Administrative Data
<b>Registered DC Science</b>	The specific subject- or grade-specific DC Science assessment type for which a student is registered (e.g., Biology).	Grade 5 Science Grade 8 Science Grade 10 Biology DC Science Alt Multiple Tests Not Registered	Not Registered	Student Administrative Data
<b>Tested [PARCC/MSAA ] ELA</b>	An indication of whether a student tested for the [PARCC, MSAA] ELA assessment.	PARCC Grade 3 ELA PARCC Grade 4 ELA PARCC Grade 5 ELA PARCC Grade 6 ELA PARCC Grade 7 ELA PARCC Grade 8 ELA PARCC English I PARCC English II PARCC English III MSAA Grade 3 MSAA Grade 4 MSAA Grade 5 MSAA Grade 6	No Test Taken	Student Administrative Data



		MSAA Grade 7 MSAA Grade 8 MSAA Grade 11 ELA Multiple Tests No Test Taken		
<b>Tested [PARCC/MSAA] Math</b>	An indication of whether a student tested for the [PARCC, MSAA] Mathematics assessment.	PARCC Grade 3 Math PARCC Grade 4 Math PARCC Grade 5 Math PARCC Grade 6 Math PARCC Grade 7 Math PARCC Grade 8 Math PARCC Geometry PARCC Algebra I PARCC Algebra II PARCC Integrated Math I PARCC Integrated Math II PARCC Integrated Math III MSAA Grade 3 Math MSAA Grade 4 Math MSAA Grade 5 Math MSAA Grade 6 Math MSAA Grade 7 Math MSAA Grade 8 Math MSAA Grade 11 Math Multiple Tests No Test Taken	No Test Taken	Student Administrative Data
<b>Tested [DC Science/DC Science Alt]</b>	An indication of whether a student tested for the DC Science assessment or completed a DC Science Alternate portfolio.	Grade 5 Science Grade 8 Science Grade 10 Biology DC Science Alt Multiple Tests No Test Taken	No Test Taken	Student Administrative Data
<b>[PARCC/MSAA/DC Science] Eligible Participant</b>	<p>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.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• [PARCC/MSAA/DC Science/DC Science Alternate] Continuously Enrolled,</li> <li>• Medically Exempt,</li> <li>• New to U.S. Exempt,</li> <li>• Stage 5 Entry date</li> <li>• Stage 5 Exit Date.</li> </ul> <p>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</p>	YES NO	NO	Derived



	assessments.			
<b>Full Academic Year</b> <b>[PARCC/MSAA/DC Science]</b>	<p>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.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• Stage 5 Entry date</li> <li>• Stage 5 Exit date</li> <li>• State assessment window dates as follows: <ul style="list-style-type: none"> <li>○ PARCC: April 10 – June 5, 2017</li> <li>○ MSAA: March 27 – May 12, 2017</li> <li>○ DC Science: April 24 – June 9, 2017</li> </ul> </li> </ul> <p>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.</p>	SCHOOL LEA STATE NONE	NONE	Derived
<b>SWD Level at Start of</b> <b>[PARCC/MSAA/DC Science]</b> <b>Testing</b>	<p>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.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• Testing Window Start Date for [PARCC/MSAA/DC Science]</li> <li>• IEP data for students identified as receiving special education services during the 2016-17 school year</li> </ul> <p>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.</p>	YES NO	NO	Derived
<b>SWD Monitored at Start of</b> <b>[PARCC/MSAA/DC Science]</b> <b>Testing</b>	<p>An indication that the student exited special education status since the start of the statewide assessment testing window during the 2014-15 school year and is being monitored for academic progress.</p> <p>Derived from:</p> <ul style="list-style-type: none"> <li>• Testing Window Start Date for [PARCC/MSAA/DC Science]</li> <li>• Special Education Status 2014-15</li> </ul>	YES NO	NO	Derived



	<ul style="list-style-type: none"> <li>• Special Education Status 2015-16</li> <li>• Historical IEP information in SEDS</li> </ul> <p>Students who stopped receiving special education services between March 2, 2015 and the start of a school's testing window in the 2016-17 school year are included.</p>			
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## Derived Data Methodology: Determining Assessment Participation and Reporting Data Elements

Many of the assessment participation and reporting data elements are derived from a combination of primary data elements that will be certified through the certification process and data entered by LEAs in the Pearson Access Next (PAN) and MSAA data systems. These derived data elements and the logic for determining a student's status based on these data elements are described in the following section. 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.

### Special Education Level at Start of Testing

A student's special education level at the start of the testing window is determined based on the student's special education level from the start date of the testing window plus seven days following the testing window start date.

A student's special education level is determined by the number of hours of specialized instruction and related services and any dedicated aid hours received (as indicated on the most current IEP, even if the IEP is expired). Special education levels are defined as follows:

- Level 1 – 0 to 8 hours
- Level 2 – 8.01 to 16 hours
- Level 3 – 16.01 to 24 hours
- Level 4 – more than 24 hours

### Special Education Monitored at Start of Testing

See "Derived Data Methodology: Determining Students with Disabilities Data Elements" for additional detail on the methodology for deriving the "Special Education Monitored at Start of Testing" data element, resolution path for any associated data errors, and the corresponding UDE associated with this data element.

### Monitored EL 2016-17

See "Derived Data Methodology: Determining English Learners Data Elements" for additional detail on the methodology for deriving the "Monitored EL 2016-17" data element, resolution path for any associated data errors, and the corresponding UDE associated with this data element.



### New to U.S. Exempt

See “Derived Data Methodology: Determining English Learners Data Elements” for additional detail on the methodology for deriving the “New to U.S. Exempt” data element, resolution path for any associated data errors, and the corresponding UDE associated with this data element.

### Medically Exempt

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.

### Continuously Enrolled

A student is identified as continuously enrolled if the student was enrolled on each day of the testing window at their school of enrollment. As detailed in the “Business Rules for DC Assessment Participation and Performance Calculations for the 2016-17 School Year,” students who were continuously enrolled in multiple schools and who **did not** participate in a required test are included in the participation denominator of the school where the student was enrolled longest during the school year. If a student was continuously enrolled during more than one school’s testing window, the student is counted as a participant at the school in which he/she tested. Furthermore, students who were continuously enrolled in multiple schools and who **did** participate in a required test are included in the participation numerator and denominator of the school where the student took the assessment.

### PARCC/MSAA ELA Eligible Participant

A student is identified as eligible to participate in the PARCC or MSAA ELA assessment based on the following logic:

Enrolled in a grade or course with a required assessment	Continuously enrolled during school’s PARCC testing window OR Tested and received a valid score	New to U.S. Exempt	Medically Exempt	PARCC/ MSAA ELA Eligible Participant
Yes	Yes	No	No	Yes
All Other Combinations				No





### PARCC/MSAA Mathematics or DC Science Eligible Participant

A student is identified as eligible to participate in the PARCC or MSAA ELA assessment based on the following logic:

Enrolled in a grade or course with a required assessment	Continuously enrolled during school's PARCC testing window OR Tested and received a valid score	New to U.S. Exempt	Medically Exempt	PARCC /MSAA Mathematics or DC Science Eligible Participant
Yes	Yes	Yes or No	No	Yes
All Other Combinations				No

### Full Academic Year

A student meets the Fully Academic Year (FAY) designation for assessment reporting based on the following logic:

Enrolled for 85% or more of instructional days between audit and start of testing at a single school	Enrolled for 85% or more of instructional days between audit and start of testing at a single LEA	Enrolled for 85% or more of instructional days between audit and start of testing in the State	FAY Status
YES	YES	YES	School
NO	YES	YES	LEA
NO	NO	YES	State

### Data Resolution: Assessment Participation and Reporting

Any errors observed in primary data elements concerning a student's assessment participation and FAY status should be corrected directly in the LEA SIS. Errors observed in derived data elements can also often be resolved either through correcting primary data elements directly in the LEA SIS. Certain conflicts will require LEAs to update student registration data directly in the PAN or MSAA data systems.

### Participation Universe

The following table specifies the OSSE-identified UDE data errors and suggestion resolution path for the assessment participation universe. These data errors and anomalies are triggered from a misalignment between the expected [PARCC/MSAA/DC Science] roster and the current roster in the PAN or MSAA system.

Error	Error Code	Description	Resolution
<b>Expected Assessment Registrant</b>	E359	The student is not currently registered for an assessment but is actively enrolled in a tested grade and has no known medical or new	The LEA should register the student for an assessment in the PAN or MSAA system.



		to US exemption.	
<b>PARCC Unapproved Registration Conflict</b>	E363	The student is currently registered for the PARCC assessment but is on the state-approval list for participation in the MSAA assessment.	The LEA should remove the student from the PAN roster.
<b>MSAA Unapproved Registration Conflict</b>	A364	The student is currently registered for the MSAA assessment but is not state-approved for participation in the MSAA assessment.	The LEA should register the student for an assessment in the PAN system. Please note: Students who take the MSAA exam who are not on the state-approved participation list will count against the participation rate for PARCC. To avoid being penalized for PARCC participation, the LEA should register the student for an assessment in the PAN system
<b>Assessment Subject Repeater</b>	A362	The student is currently registered for an assessment that the student previously took in a prior testing year.	The LEA should verify that the student is a course repeater. If the student is not a course repeater, the LEA should register the student for a different assessment.
<b>Registration for Multiple Assessments within Subject</b>	E368	The student is registered for multiple assessments within the same subject at a given school (e.g. two different math assessments).	The LEA should deduplicate the registration to only include the appropriate required test based on the student's course progression.

### *Participation Eligibility*

The following table specifies the OSSE-identified UDE data errors and suggestion resolution path for data impacting participation eligibility. These data errors and anomalies are triggered from a misalignment between the student's [PARCC/MSAA/DC Science] medical exemption status in PAN or the MSAA system and the approved medical exemptions on file at OSSE.

Error	Error Code	Description	Resolution
<b>Assessment Medical Exemption Conflict</b>	E365	The student is identified as medically exempt in the PAN or MSAA system, but OSSE has not received documentation supporting the medical exemption from the LEA.	The LEA should submit documentation of a valid medical exemption to the OSSE Assessment Team.



### *Assessment-Specific Reportable Subgroups*

The following table specifies the OSSE-identified UDE data errors and suggestion resolution path for data errors and anomalies triggered from a misalignment between the student's specified [PARCC/MSAA/DC Science] accommodations in PAN or the MSAA system and the student's current EL or SWD status.

Error	Error Code	Description	Resolution
<b>Assessment EL Conflict</b>	E360	The student is identified as receiving English learner (EL) assessment accommodations in the PAN or MSAA system but is not identified as EL or EL monitored.	The LEA should update the student's EL status in the LEA SIS.
<b>Assessment SWD Conflict</b>	E361	The student is identified as receiving special education assessment accommodations in the PAN or MSAA system but is not identified as receiving special education services.	The LEA should update the student's IEP in SEDS.