

2003-2004 ABCs of Public Education Accountability Processing Checklist For LEAs Using SIMS

The processes outlined below appear in the order they would occur during the accountability cycle; high school block scheduling may require modifications to the order given here.

I. Audit Process

The Audit process begins at the school level. ABC Tools Audit for Schools (<http://www.ncwise.org/software.html>) software enables school-level test coordinators or the LEA Test Coordinator to complete the audit process outlined here. Accurate completion of this audit process is a school-level responsibility, as evidenced by the requirement for the school principal's approval of and signature on the final audit report.

The school-level SIMS data manager:

- _____ creates NCTEST to be used for audit and precoding.
- _____ maintains a log of high school students who transferred into the school with scores from another school in the same accountability year (Example: 1st semester 4X4).
- _____ extracts electronic file to include all 9th grade students in membership as of 20th day for 2003-04 and provides it to LEA testing coordinator. Instructions are posted at <https://www10.ncschoolcats.com/eoy2003/9thgrdprocess.html>.

Note:

- Please follow the guidelines for your LEA processing scores for dual enrolled or visiting students. See “Accountability Issues: Dual Enrolled and Visiting Students” attached to this document.
- It will be an LEA decision as to where scores from students with disabilities, who are clustered in separate classrooms, will count for ABCs (including AYP) purposes. The LEA is expected to make the decision on or before **April 2, 2004**. The LEA will use the Online Cluster Utility to move the cluster students. The Online Cluster Utility with instructions is located at <https://www10.ncschoolcats.com/>. The list of cluster students should be posted on or before **May 14, 2004**.
- EOC scores should count where the courses are taught. See procedures and transfer student log at <https://www10.ncschoolcats.com/ProceduresEOY/2004/>.

- A K-2 feeder school serves only students in grades K-2 and sends its students to one or more receiving schools that has a third grade. ABCs awards to the K-2 are based on the ABCs classification of school that receives the largest proportion of K-2 students.
- 12th grade students with “H” for a reason code for 8th grade reading and mathematics should have a date that the student would have taken the 8th grade reading and mathematics tests (if they had been retained in 8th grade, the date should reflect the last time they were in 8th grade). ABC Tools will use this date to compute how many years have lapsed since the eighth grade and receipt of the diploma.
- Verify School Information, Feeder Patterns, and Entering Alternative Schools’ Local Options Data **no later than May 14, 2004**. Access the secure Accountability website at <http://www10.ncschoolcats.com>.
- Review school information at web site <http://sna.dpi.state.nc.us/>. Use the guest login. If the information at that site needs correction notify the LEA staff authorized to make the changes. Reports with the name of schools and other information are collected from this master file.
- Scan IDEA Language Proficiency Test IPT answer sheets for LEP (Limited English Proficiency) students.

The LEA test coordinator and/or the school-level test coordinator, using ABC Tools Audit:

- _____ restores NCTEST to hard drive.
- _____ creates the masterbuild file.
- _____ prints EOG roster with reason codes for schools with grades 3-8.
- _____ verifies that each student’s EOG Reading and Mathematics scores or a reason code are in SIMS database to be used as pretest scores for the current accountability year.
- _____ returns roster with corrections to SIMS data manager for data entry.
- _____ prints *Competency/Computer Skills Grade 8/EOG Grade 8 Rosters* (for any school with grade 8).
- _____ verifies that each student has Grade 8 EOG Reading and Mathematics scores and other scores appropriate to the high school or reason codes, on the roster. **Every student in grades 9-12 must have a grade 8 EOG Reading and Mathematics score or reason code.**

- _____ checks for competency/computer skills pass, fails, or blanks, reason codes (J or K), and verifies accuracy.
- _____ prints EOC roster(s) to identify students in Grade 9 (and grade 10 if school configuration is 10-12) who took Algebra in an earlier grade, and verifies that students have scores.
- _____ returns roster with corrections to SIMS data manager for data entry.

*Note: It may be necessary to repeat the above process to ensure test data are in the SIMS database **by the first day of testing at the end of the year.***

II. NC Competency Standard and NC Computer Skills Multiple Choice Test Processes

The LEA Test Coordinator:

- _____ precodes answer sheets.
- _____ administers tests.
- _____ tests scanner (allows scanner to warm up 30-45 min.; calibrates if necessary), signs, dates, and files test scanner sheets.
- _____ scans and scores tests.
- _____ runs check data files reports.
- _____ edits test files to reconcile any discrepancies found on check data files reports.
- _____ reruns check data files reports after changes until clean.
- _____ signs check data files report and retains for later check-in.

*If competency testing or computer skills multiple-choice testing occurs **before** the first day of End-of-Year testing, the LEA Test Coordinator:*

- _____ creates SPL and sends to each school (for immediate import into SIMS).
- _____ requests a revised audit report (an audit is recommended after each backup of competency and computer skills data).

*If competency testing or computer skills multiple-choice testing occurs **after** the first day of testing, the LEA Test Coordinator:*

- _____ creates SPL for each school for importing into SIMS.

_____ makes backup set of files to Accountability server (see RAC for details).

III. NC Computer Skills Performance Test

The LEA Test Coordinator:

_____ receives electronic files from George/TOPS in late spring from LEA folder on Accountability server (see RAC for details).

_____ creates SPL, labels and sends to each school for importing into SIMS.

IV. NC High School Comprehensive Test (For AYP Only)

_____ precodes answer sheets.

_____ obtains NCTEST from each school on the first day of testing for LEA roster check.

_____ obtains SIMS 807 for membership count on first day of testing.

_____ administers tests.

_____ tests scanner (allows scanner to warm up 30-45 min.; calibrates if necessary), signs, dates, and files test scanner sheets.

_____ scans and scores tests.

_____ runs check data files report.

_____ compares SIMS 807 and check data files reports.

_____ edits test files to reconcile discrepancies found on check data files report.

_____ reruns check data files report after changes until clean.

_____ signs check data files report and retains for later check-in.

_____ creates SPL for each school for importing into SIMS. All scores should be in SIMS before the first day EOG tests are administered is “the first day of testing” if the school administers both EOG and EOC.

V. End of Grade Process

The school-level SIMS data manager:

- _____ creates NCTEST on the first day of testing. *The first day EOG tests are administered is “the first day of testing” if the school administers both EOG and EOC.*
- _____ runs the attendance extract file (#####.ATT) that contains the number of days the student was absent for the AYP attendance rate computation on first day of testing, and provides the #####.ATT file to testing coordinator.
- _____ runs a SIMS 807 for membership count on first day of testing.
- _____ runs **SIMS 121 Report**. The R2s are students who transferred into the LEA. This report should help LEAs to determine which students were in the LEA for 140 days. ABC Tools provides a report that shows which students may not be in the school for 140 days. The masterbuild needs a tag to identify students that were in the LEA for 140 days.

The LEA Test Coordinator:

- _____ precodes answer sheets.
- _____ obtains NCTEST and attendance extract file from each school on the first day of testing.
- _____ obtains SIMS 807 for membership count and SIMS 121 Report on first day of testing.
- _____ administers tests.
- _____ tests scanner (allows scanner to warm up 30-45 min.; calibrates if necessary), signs, dates, and files test scanner sheets.
- _____ scans and scores tests.
- _____ runs check data files report.
- _____ compares SIMS 807 and check data files reports.
- _____ edits test files to reconcile discrepancies found on check data files report.
- _____ reruns check data files report after changes until clean.

_____ signs check data files report and retains for later check-in.

VI. End of Course Process

The school-level SIMS data manager:

- _____ creates NCTEST build and attendance extract file on the first day of testing. *The first day EOG tests are administered is “the first day of testing” if the school administers both EOG and EOC.*
- _____ runs the attendance extract file (#####.ATT) that contains the number of days the student was absent for the AYP attendance rate computation on first day of testing, and provides the #####.ATT file to testing coordinator.
- _____ runs a SIMS 605 for membership count on first day of testing.
- _____ runs **SIMS 121 Report**. The R2s are students who transferred into the LEA. This report should help LEAs to determine which students were in the LEA for 140 days. ABC Tools provides a report that shows which students may not be in the school for 140 days. The masterbuild needs a tag to identify students that were in the LEA for 140 days.

The LEA Test Coordinator:

- _____ precodes answer sheets.
- _____ obtains NCTEST and attendance extract file from each school on the first day of testing.
- _____ obtains SIMS 605 Membership Report and SIMS 121 Report on first day of testing for any EOC test administration.
- _____ administers tests.
- _____ tests scanner (allows scanner to warm up 30-45 min.; calibrates if necessary), signs, dates, and files test.
- _____ scans and scores.
- _____ runs check data files reports.
- _____ compares SIMS 605 and check data files reports.
- _____ edits test files to reconcile discrepancies found on check data files reports.

- reruns check data files reports after changes until clean.
- signs check data files reports and retains for later check-in.

VII. Post EOG and EOC Process for 2003-2004

The LEA Test Coordinator must:

- restore NCTEST build files from first day of testing for each school.
Note: All schools must be in the same directory into C:\Bld04. (For high schools, use End of Course NCTEST builds.)
- create historical masterbuild in C:\Bld04 directory.
- copy the attendance file extract (#####.ATT) from SIMS to the BLD04 directory for the PND process.
- create masterbuild file in Bld04 directory.
- append (PND) the attendance file into the masterbuild.
- use ABC Tools to merge masterbuilds from first semester 4 X 4 and spring semester.
- edit grade 12 students in Winscan whose graduation status changed.
- enter “T” code for EOC students who transfer with a test score from 1st semester or summer 2003.
- edit in students who transferred within LEA and who are in the LEA 140 days.
- print roster of students’ days in membership using ABC Tools; uses the **SIMS 121 Report** with student code of R2 to help identify students who transferred within the LEA.
- run **Years Since Eighth Grade Roster** [In ABC Tools, under ABCSIM 2004, Roster for Selected Grade(s)]
- create backup copy of masterbuild in C:\Bld04\backup directory.
- create PND files in Winscan (include EOC, EOG, NCAAAI, NCAAP, IPT, and grade 12 students [NC High School Graduation Data Sheet]).

- _____ update (appends) masterbuild file with PNDs. *If competency and/or computer skills multiple-choice tests were administered after the first day of testing, then imports these PNDs into the masterbuild as well (assuming that data were NOT put into SIMS earlier).*
- _____ print and reviews Masterbuild File Update Report.
- _____ check for duplicates and corrects scan S04 files, where appropriate.
- _____ identify appended students, correct SCAN files if necessary, check for mismatches on social security numbers; add days in membership; and grade of student if necessary.
- _____ print ABC Tools regular or pre-cluster verification report and check for accuracy using WINSCAN files.
- _____ backup masterbuild to the Accountability server using ABC Tools utility.
- _____ create directory in C:\Bld04\preclusterbld and copy pre cluster masterbuild C:\Bld04\preclusterbld.
- _____ verify the cluster student list and apply changes for clustering to the masterbuild using online utility.
- _____ download updated masterbuild with clustering applied using utility in ABC tools to C:\Bld04.
- _____ print ABC Tools post cluster verification report and check for accuracy.
- _____ print and review EOG rosters with reason codes.
- _____ verify that each student's EOG Reading and Mathematics scores or a reason code are in masterbuild to be used as scores for the current accountability year.
- _____ return roster with necessary corrections to SIMS data manager for data entry so data will be correct in SIMS for the coming year.
- _____ print *Competency/Computer Skills Grade 8/EOG Grade 8 Roster and Roster* for grades 9-12.
- _____ print EOC roster (all courses) for current year.
- _____ print EOC roster to identify students in Grade 9 and grade 10 (if school configuration is 10-12) who took Algebra I in an earlier grade.
- _____ create SPLs for each school for importing into SIMS.

- send audits, SPLs, and verification reports to each school.
- review and sign final audit from masterbuild created on first day of testing (principal's signature also required).
- make backup of all files to LEA folder on Accountability server.
- make a backup CD and backup all files to LEA folder on Accountability server after data is finalized and checked in by the RAC office.

Note: School SIMS data managers upload SPLs into SIMS; after all SPLs are uploaded and the batch transaction correction is complete, the test data transfer process is run to move scores from sending to receiving school. This step must be completed before year-end processing of data. A description of this process is available on the SIMS website.

IX. Graduate Analysis Report

The LEA Test Coordinator must:

- obtain principal's signature on graduate analysis report (Report 195-1) from each high school and retain.

End-of-Year Data Submission and final review with Regional Accountability Coordinator (RAC)

The LEA Test Coordinator:

_____ submits complete and accurate data to regional coordinator, including:

- Check data files reports
- SIMS 605 for High School (if 4 X 4, need fall and spring)
- SIMS 807 for grades 3-8, 10
- SCR files (P04 and S04) via Accountability secure shell server
- Masterbuild files (via Accountability secure shell server)
- Historical Masterbuild (via Accountability secure shell server)
- Verification reports (EOG, EOC, Competency, and Computer Skills)
- Unofficial ABCs Accountability Reports
- AYP Reports
- Signed audit reports
- Test scanner sheets
- List of schools/codes
- Testing Irregularities and Misadministrations
- Superintendent's Approval Form
- Principal's Approval Form
- LEA Testing Coordinator Form
- Alternative Schools and Local Option Data
- Graduate Analysis Report (R195)(signed by principal)
- 9th grade cohort electronic data files updated on Accountability secure shell server
- Verified updated Masterbuild using Online Cluster Utility (Accountability secure shell server)
- SIMS 121 (Rosters of students who transferred within the LEA)

X. Regional Verification and Check-In Process

The Regional Accountability Coordinator and Regional Computing Consultant:

- _____ reviews final data and AYP Results with each LEA Test Coordinator.
- _____ verifies accuracy of data with each LEA Test Coordinator.
- _____ completes check-in procedure using Check-In List (*See attached*).
- _____ approves data on Accountability server.

RAC/RCC Check-In List

- Final Copy of Audit Report (checks accuracy and signatures)*
- Check Data Files Reports includes:
 - Test Scanner Sheets
 - Header Total by Class
 - Number of Absences
 - Number of Exclusions (EOC – LEP)
 - Number of Alternate Assessments
 - Unique School Name on Header
 - Unique Instructor Name on Header
 - Actual Scan # of Documents vs. Header #
 - All Schools Final Run (signed and dated) with Cover Sheet of Final Run, Check Data Files Reports, signed, dated by Testing Coordinator
- Masterbuild (Bld04)*
- Historical Masterbuild (Bld04)*
- S04 and P04 Files in the following directories*:
 - DATA0304 - Computer Skills, Competency & Limited English Proficiency (LEP)
 - DATA2004 - EOG, EOC, HSCT, NCAAAI, & NCAAP
 - DATA2004 - Grade 3 Pretest
 - DATA0304 - RETEST04 – Retest 1, Retest 2, and Merged Retest (GMF) files
- *9th grade cohort electronic data file updated on Accountability Server
- SIMS 605 and SIMS 807 (Hardcopy reports)*
- SIMS 121 (Compare to Less than 140 days report in ABC Tools)
- Verified updated Masterbuild using Online Cluster Utility (Accountability secure shell server)
- ABC Tools Reports (Verification of EOG, EOC, competency, computer skills, and unofficial ABCs Accountability Report)*
- LEA Superintendent's Approval Form*
- Principal's Approval Form (LEA Testing Coordinator keeps on file)
- LEA Testing Coordinator's Sign Off Form*
- Graduate analysis data (R195s signed by principals)*

***These documents are required to be kept on file by RAC/RCC.**

LEA Superintendent's Approval Form

2003-2004 Data Verification

I have reviewed with the testing/accountability coordinator the test data being submitted for the North Carolina Statewide Testing Program and the ABCs of Public Education and certify the following:

- the data contained in uploaded files represent all students and schools in my school system for the tested grades;
- the data were gathered in accordance with the North Carolina Testing Code of Ethics and all applicable guidelines and procedures for the North Carolina Testing Program;
- the data were processed using the guidelines provided in the Accountability Processing Checklist or other more comprehensive local procedures (a list or detailed description should be attached), and may include data transmitted electronically, such as Alternative Schools' Local Option Data, and College University Prep/College Tech Prep Data;
- the data are complete and accurate; and
- all files have been uploaded to DPI Accountability Server.

I understand that these data will be used to determine the ABCs/AYP status of schools in this school district. In addition, I understand that the data will be used to produce the 2003-04 ABCs reports. Based on my review I fully approve the data from my LEA for all North Carolina accountability purposes.

LEA Superintendent's Signature

LEA Name

Date

LEA Code

*This form should be completed and returned with the appropriate files and reports to your Regional Accountability Coordinator on or before **June 30, 2004**. Please contact your Regional Accountability Coordinator for further details.*

Principal's Approval Form

2003-2004 Data Verification

As principal of this school, I have reviewed with the testing/accountability coordinator the test data being submitted for the North Carolina Statewide Testing Program and the ABCs of Public Education and certify the following:

- the test result data and related information contained in the uploaded files submitted to the NCDPI represent all students in my school for the tested grades and/or courses;
- the tests were administered and data were gathered in accordance with the North Carolina Testing Code of Ethics and all applicable guidelines and procedures for the North Carolina Testing Program;
- the data were processed using the guidelines provided in the Accountability Processing Checklist and all applicable guidelines and procedures for the North Carolina Accountability Program or other more comprehensive local procedures (a list or detailed description should be attached), and may include data transmitted electronically, such as Alternative Schools' Local Option Data, and College University Prep/College Tech Prep Data;
- the data are complete and accurate; and

I understand that these data will be used to determine the ABCs/AYP status of this school and schools in this school district. In addition, I understand that the data will be used to produce the 2003-2004 ABCs reports. Based on my review I fully approve the data from my school for all North Carolina accountability purposes.

Principal's Signature

School Name

Date

School Code

*This form should be completed and returned to your LEA Testing Coordinator to keep on file on or before **June 30, 2004**. Please contact your Regional Accountability Coordinator for further details.*

**LEA Testing Coordinator
2003-2004 Data Verification Sign Off**

I, _____, have reviewed with the LEA Superintendent and principal(s) the test data being submitted for the North Carolina Statewide Testing Program and the ABCs of Public Education. I understand that these data will be used to determine the ABCs/AYP status of this school and schools in this school district. I will retain on file all signed copies of the Principal's Approval Forms and original signed audits for each school in the LEA for the 2003-2004 ABCs School Year.

LEA Testing Coordinator's Signature

LEA Name

Date

*This form should be signed and returned to your Regional Accountability Coordinator on or before **June 30, 2004**.*

Transferring Test Scores

Collecting the Scores

Schools' Responsibilities (Schools receiving new student transfers):

1. Check the current students' cumulative folders (permanent education records) from their previous schools for all required test scores. These scores should be entered into the SIMS database using the "*Academic Progress*," "*Student Records*," and "*Student Tests and Scores Update*" function.
2. EOC scores should count where the courses are taught.
3. If scores cannot be found, identify the students' previous public schools, and send written requests to each school for test scores for all students who transferred from that school. Identify each student's:
 - a. Full legal name
 - b. Date of Birth
 - c. Nickname (if known)
 - d. Social Security Number (if known)

LEAs' Responsibilities (Schools Where Students Were Previously Enrolled):

1. Upon receiving a request for test scores from another public school, use the SIMS "*Name to Number Lookup*" function in "*Student Records*" to determine if the students are in your database.
2. Upon verification, record the student's SIMS Student Number for future use.
3. If the number of students is large enough to warrant, you may want to create and populate a Student Group for each school. (Keep in mind that the file extraction and/or report process that will be used to collect the scores does allow you to enter up to 55 student numbers).
4. Print a Testing Profile (Report 174) for each student on the request list. The report setup screen allows you to enter up to 55 students for inclusion in the report (you can select the appropriate student group if you created one),

Or

Use the SIMS Data Exchange Facility to create an electronic test score transfer file for movement of scores between schools instead of printing paper reports. Enter the appropriate student numbers (or student group) on the extraction setup screen. Label the resulting diskette containing the Scan.Spl file "*Test Files for (your school name)*."

5. Mail the properly labeled diskette (or reports) to the student's current school.

Note: If the students for whom test scores have been requested have been deleted from your SIMS database, copies of the students' testing records from their permanent education record should be made and forwarded to the requesting school.

Entering the Scores

Schools' Responsibilities (Schools receiving new student transfers):

Electronic Files

If you receive a diskette from the students' previous schools, tests and scores may be entered electronically as follows:

1. Select "Optical Marks Input" from the SIMS main menu.
2. Select "Read Diskette and Update Database."
3. Select "Update All Forms."
4. Answer "Y" to continue.
5. Put the diskette in Drive "A", make sure your printer is turned on and ready to print, and press the "Enter" key to continue.
6. Examine the edit report (R950) for results, errors, etc.
7. If the R950 lists errors, call the Help Desk at (919) 807-4357 for assistance.
8. Examine the Batch Transactions Audit report (r181). Part 1 of this report lists the records accepted during the ssn/name matching process, which occurs automatically as the data are read from the diskette. Part 2 lists the records rejected. Use the "*Academic Progress*" - "*Student Records*" - "*Batch Transactions Corrections*" screen to correct all rejected records before continuing.

Once the scores have been entered they may be viewed online through the SIMS "*Academic Progress*" - "*Student Records*" - "*Student Tests and Scores Inquiry*" function. You can also print Report 880 (Student Test Profile) to view a complete written record of all tests and scores entered for your students.

Paper Reports

If the test scores are returned as paper reports (Student Testing Profile) use the SIMS, "*Academic Progress*" - "*Student Records*" - "*Student Tests and Scores Update*" function to enter the appropriate tests and scores.

Accountability Issues: Dual Enrolled or Visiting Students

There are several contexts in which students may be enrolled at two different schools, and consequently are designated as visiting students in one of the schools. The question has arisen regarding how to handle such cases for accountability purposes. There are two fundamental positions regarding where scores count for ABCs accountability purposes. During the regular school year, scores are attributed to the school where the course is taught. For high school summer school students, scores are attributed to the home school and count in the next accountability cycle. Several cases are discussed below.

Summer School (All students, including visiting students)

In October 1997 the Compliance Commission recommended that the EOC scores of summer school students “count in the End-of-Course index for the school that the student attended in the spring. These scores are part of the EOC index for the new accountability year.” (Compliance Commission minutes, October 1997)

Operational procedure

Summer school scores are to be “returned” to the home school for inclusion in the accountability database for the next school year. This is accomplished when answer sheets are scored at the end of summer school by grouping students under separate header sheets for each home school. This will produce score files for each home school, which will then be used in the next school year to complete the masterbuild for the accountability cycle through the regular ABCs data processing procedures (see *Accountability Processing Checklist: 2003-2004 ABCs Accountability Cycle*). This guarantees that a student’s score appears in the correct masterbuild even if the student is subsequently enrolled in a different home school during the next school year.

Example:

Students attending Schools A, B and C during 2002-03 (e.g., ten students from each school) attended summer school in School C during the summer of 2003. They take the EOC tests for their respective courses at the end of summer school. When the answer sheets for each EOC test are scored, they are grouped under three headers: a header sheet for School A; another header sheet for School B; and, a header sheet for School C. Students are grouped under the header sheet for the school they attended during 2002-2003. The three PND files and three SPL files (for each EOC test) thus created will be used in the spring of 2003-2004 to add the scores to the masterbuilds and to SIMS in Schools A, B and C respectively.

Regular School Year (Visiting Students)

EOC

In its April 1999 meeting, the Compliance Commission discussed the situation where a student attends a high school during the school year to take a course as a “visiting” student while this student is simultaneously enrolled in their home school (e.g., a middle school or another high school). The Commission recommended that for accountability purposes the score of such a student should be counted where the course is taught.

Note: It will be an LEA decision as to where scores from students with disabilities (IEPs only), who are clustered in separate classrooms, will count for ABCs (including AYP) purposes. The LEA is expected to make the decision on or before **April 2, 2004**. The LEA will use the Online Cluster Utility to move the cluster students. The Online Cluster Utility with instructions is located at <https://www10.ncschoolcats.com/>. The list of cluster students should be posted on or before **May 14, 2004**.

Operational procedure

Scores of visiting students must be included in the SPL files of the school where the course is taught. When that school’s masterbuild is updated with the PND files for the year, the scores of these students are included in its masterbuild, but *are not* included in the masterbuild of the home school.

After the ABCs masterbuilds for both schools have been finalized, the scores of visiting students should be entered into the SIMS database in their home school. This ensures that the scores will appear on transcripts run by the home school in subsequent years or transferred with the student if the student should move to another school.

Example 1:

A student in High School 1 goes to High School 2 to take Physics because it is not offered in High School 1. In the spring, she takes the Physics EOC test at High School 2. Her Physics answer sheet is scored at High School 2 and counts in High School 2’s ABCs data (including AYP) for that accountability year. All historical data required for EOC prediction formulas must be included in SIMS at High School 2. After High School 1 has finalized its ABCs masterbuild for the year, the student’s Physics score from High School 2 should be added to the SIMS database at High School 1 so that it will appear on the student’s transcript.

Example 2:

A middle school student goes to a local high school to take a high school course for which there is an EOC test. The student is tested at the high school and the score is included in the high school’s ABCs data for the year. All historical data required for EOC prediction formulas must be included in SIMS at High School. After the masterbuilds have been finalized for both the high school and the middle school, the student’s score should be added to the SIMS database in the middle school. This will ensure that the score is transmitted with the student’s records when the student exits middle school.

EOG

Some elementary and middle school students receive their instruction in reading, mathematics and writing in their home school, but receive special services required by their IEP in another school because the services are not available in the home school. Such students are enrolled as “visiting” students in the school where they receive special services. However, the student takes the EOG tests (including alternate assessments if applicable) at the home school. Because schools are required to submit an answer sheet for every student in membership, the question arose as to where to count the scores and how to handle the student’s records in SIMS at the visited school.

Operational procedure

The EOG (which includes alternate assessments if applicable) test scores count where the subject is taught and so are attributed to the home school. The school where the student is a visiting student should code the special codes section for such students on their answer sheets and submit them according to testing requirements. By doing this, the student is correctly handled with respect to the 95% rule.

Example:

A fourth grade student attending School A is also enrolled at School B for the purpose of receiving special services as specified in his IEP. The student is taught reading and mathematics at School A and his EOG scores are included in School A’s ABCs masterbuild.

School B must also submit an EOG Reading/Mathematics answer sheet for the student and it will appear in School B’s masterbuild. Because the student does not take the tests at School B, the response sections will be blank. However, the other sections will be completed and the student will be coded on the special codes section on the answer sheet.

(Note: Even if for some reason the student should take the tests at School B, the answer sheets which contain the student’s responses must be scored under School A’s header sheet and included in School A’s masterbuild because that is where the reading and mathematics instruction took place.)

In general, it is the case that elementary and middle school students receive their reading, mathematics and writing instruction in the home school. Thus for elementary and middle schools, the home school is always the school where instruction takes place.

Note: It will be an LEA decision as to where scores from students with disabilities (IEPs only), who are clustered in separate classrooms, will count for ABCs (including AYP) purposes. The LEA is expected to make the decision on or before **April 2, 2004**. The LEA will use the Online Cluster Utility to move the cluster students. The Online Cluster Utility with instructions is located at <https://www10.ncschoolcats.com/>. The list of cluster students should be posted on or before **May 14, 2004**.