

2002-2003 ABCs of Public Instruction
Accountability Processing Checklist
For LEAs Using NCWISE

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/testingupdate.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.

———— Request to extract electronic file to include all 9th grade students in membership as of 20th day for 2002-03 and provide to LEA testing coordinator. (Instructions posted on TNN March 26, 2003)

Note:

- Please follow the special guidelines for 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 will need to move the answer sheets for these students to the appropriate schools prior to scanning answer sheets. The LEA is expected to make the decision before end of year testing begins. See *2002-2003 Suggested Process for Handling Scores of Students in EC “Cluster” Classrooms and TNN Notice dated April 1, 2003.*
- EOC scores should count where the courses are taught. Please see “2002-2003 Recommended Procedures for High School Transfers” attached to this document.
- A K-2 feeder school serves only students in grades K-2 and sends its students to one or more receiving schools that have 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.

- 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.
- IPT sheets for LEP (Limited English Proficiency), scan last year's sheets if necessary

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

- creates the masterbuild file on line.
- 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 NCWISE database to be used as pretest scores for the current accountability year.
- returns roster with corrections to NCWISE 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 grade 9-12 student must have a grade 8 EOG Reading and Mathematics score or reason code.**
- checks for competency/computer skills passes, fails, or blanks, reason codes (J or K), and verifies accuracy.
- prints EOC roster 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 NCWISE data manager for data entry.

*Note: It may be necessary to repeat the above process to ensure test data are in the NCWISE 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 occur **before** the first day of End-of-Year testing, the LEA Test Coordinator:*

- _____ import .sco file into eSIS
- _____ 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 occur **after** the first day of testing, the LEA Test Coordinator:*

- _____ creates .sco file and import into eSIS
- _____ 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 .sco and import into eSIS

IV. High School Comprehensive Test (For AYP Only)

- _____ precodes answer sheets.
- _____ Collects masterbuild from eSIS.
- _____ obtains SCH440R 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 SCH440R 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 NCWISE. All scores should be in NCWISE 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 NCWISE data manager:

- _____ obtains attendance file (To be provided by NCDPI).
- _____ runs a SCH440R for membership count on first day of testing.
- _____ runs **STU499R (Student Admission/Withdrawal List)** 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.
- _____ collects masterbuild from eSIS
- _____ obtains **SCH440R** for membership count and **STU499R (Student Admission/Withdrawal List)** 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.
- _____ prints rosters of scores of students in EC “cluster” classrooms.
- _____ runs check data files report.
- _____ Compares SCH440R 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 .sco for each school for importing into NCWISE eSIS.

VI. End of Course Process

The school-level NCWISE data manager:

- _____ runs a **SCH570R** membership report on first day of testing for any EOC test administration.
- _____ runs **STU499R (Student Admission/Withdrawal List)**. 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.
- _____ collects masterbuild from eSIS
- _____ obtains *SCH570R* Membership Report and **STU499R (Student Admission/Withdrawal List)** Report and 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 *SCH570R* 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.
- _____ creates .sco for each school for importing into NCWISE eSIS.

VII. Post EOG and EOC process for 2002-2003

The school-level NCWISE data manager:

- _____ collects masterbuild from eSIS (Check to make sure attendance is in masterbuild.)

The LEA Test Coordinator:

- _____ collects masterbuild from eSIS. Place masterbuild file in Bld03 directory.
- _____ uses ABC Tools to merge masterbuilds for first semester 4 X 4 and spring semester data (follow help file procedures in ABC Tools).
- _____ edit students in Winscan who were grade 12 and did not graduate.

- edit in students who transferred into LEA and who are in the LEA 140 days.
 ———— print roster of students' days in membership using ABC Tools. Use the **STU499R (Student Admission/Withdrawal List)** with student code of R2 to help identify students who transferred within the LEA.
- runs **Years Since Eighth Grade Roster** [In ABC Tools, under ABCSIM 2003, Roster for Selected Grade(s)]
- backup copy of masterbuild in C:\Bld03\backup directory.
- creates pnd files in Winscan (include NCAAAI, NCAAP, and add grade 12 students [NC High School 12th Grade Demographics and Student Information Sheet]).
- updates (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.*
- prints and reviews Masterbuild File Update Report.
- checks for duplicates and corrects S03 files, where appropriate.
- identifies appended students, corrects SCAN files if necessary, checks for mismatches on social security numbers; and adds days in membership if necessary.
- prints and reviews EOG rosters with reason codes.
- verifies 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.
- returns roster with necessary corrections to NCWISE data manager for data entry.
- prints *Competency/Computer Skills Grade 8/EOG Grade 8* Roster for grades 9-12.
- prints EOC roster (all courses) for current year.
- prints 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.
- prints ABC Tools verification report and checks for accuracy.
- creates SPLs for each school for importing into NCWISE.

- _____ sends audits, .sco files, and verification reports to each school.
- _____ reviews and signs final audit from masterbuild created on first day of testing (principal's signature also required).

- _____ makes backup of all files to LEA folder on Accountability server (see RAC for details).

- _____ makes a backup CD and backup all files to LEA folder on Accountability server after final RAC check in is complete.

Note: School NCWISE data managers upload .sco files into eSIS; after all .sco files 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 NCWISE website.

VIII. Graduation Analysis Report

The LEA Test Coordinator:

- _____ obtains principal's signature on graduate analysis report from the ***Graduation Report Detailed*** (STU228R) from each high school and retains.

IX. 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:

- | | |
|---|--|
| <input type="checkbox"/> Check data files reports | <input type="checkbox"/> SCH570R for High School (if 4 X 4, need fall and spring) |
| <input type="checkbox"/> SCR files (P03, S03 and V03) via secure shell client server | <input type="checkbox"/> SCH440R for grades 3-8, 10 |
| <input type="checkbox"/> Masterbuild files (via secure shell client server) | <input type="checkbox"/> Verification reports (EOG, EOC, Competency, Computer Skills, unofficial ABCs Accountability Reports, AYP Reports) |
| <input type="checkbox"/> Signed audit reports | <input type="checkbox"/> Test scanner sheets |
| <input type="checkbox"/> Superintendent's Approval Form | <input type="checkbox"/> Principal's Approval Form |
| <input type="checkbox"/> LEA Testing Coordinator Form | <input type="checkbox"/> Testing Irregularities and Misadministrations |
| <input type="checkbox"/> Graduate Report Detailed (STU228R) | <input type="checkbox"/> Alternative Schools and Local Option Data |
| <input type="checkbox"/> List of schools/codes | <input type="checkbox"/> |
| <input type="checkbox"/> 9 th grade cohort electronic data file posted on Accountability Server with rosters of 9 th graders in membership on 20 th day of 2002-03 (computing graduation rate for AYP) | |
| <input type="checkbox"/> Rosters of Students in EC "Cluster" Classrooms | |
| <input type="checkbox"/> STU499R (Student Admission/Withdrawal List)(Identify students who transferred within the LEA) | |

X. Regional Verification and Check-In Process

The Regional Accountability Coordinator and Regional Computing Consultant:

- _____ reviews 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 Exemptions (EOC – LEP)
 - Number of Alternate Assessments
 - 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
 - Test Cycle Code
 - Period Code
 - Duplicates
 - Other Error Messages
 - Unique School Name on Header
- Masterbuild (Bld03)*
- S03, P03, V03 (Summer School) Files in the following directories:
 - DATA0203 - Computer Skills, Competency
 - DATA2003 - EOG, EOC, HSCT, NCAAAI, & NCAAP
 - PTDATA03 - Grade 3 Pretest
 - LEPSRV03 - Limited English Proficiency (LEP)
 - RETEST03 – Retest 1, Retest 2, and Merged Retest (GMF) files
- 9th grade cohort electronic data file posted on Accountability Server with rosters of 9th graders in membership on 20th day of 2002-03*
- SCH570R** and **SCH440R** (Hardcopy reports)*
- STU499R (Student Admission/Withdrawal List). (Compare to Less than 140 days report in ABC Tools)
- Rosters of Students in EC “Cluster” Classrooms
- ABC Tools Reports (Verification of EOG, EOC, competency, computer skills, unofficial ABCs Accountability Reports, and AYP Reports)*
- LEA Superintendent’s Approval Form*
- Principal’s Approval Form
- 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

2002-2003 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 status of schools in this school district. In addition, I understand that the data will be used to produce the 2002-03 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, 2003**. Please contact your Regional Accountability Coordinator for further details.*

Principal's Approval Form

2002-2003 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 status of this school and schools in this school district. In addition, I understand that the data will be used to produce the 2002-03 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, 2003**. Please contact your Regional Accountability Coordinator for further details.*

**LEA Testing Coordinator
2002-2003 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 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 2002-2003 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, 2003.

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 NCWISE 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 NCWISE "*Name to Number Lookup*" function in "*Student Records*" to determine if the students are in your database.
2. Upon verification, record the student's NCWISE Student Number for future use.

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: 2002-03 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 2001-02 (e.g., ten students from each school) attended summer school in School C during the summer of 2002. 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 2001-2002. The three PND files and three SPL files (for each EOC test) thus created will be used in the spring of 2002-2003 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 (IEP’s only), who are clustered in separate classrooms, will count for ABCs (including AYP) Purposes. The LEA will need to move the answer sheets for these students to the appropriate schools prior to scanning answer sheets. The LEA is expected to make the decision before end of year testing begins. Refer to TNN notice dated April 1, 2003.]

Operational procedure

Scores of visiting students must be included in the SCO 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 NCWISE 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 for that accountability year. All historical data required for EOC prediction formulas must be included in NCWISE 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 NCWISE 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 NCWISE at the 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 NCWISE 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 NCWISE 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 (IEP’s only), who are clustered in separate classrooms, will count for ABCs (including AYP) Purposes. The LEA will need to move the answer sheets for these students to the appropriate schools prior to scanning answer sheets. The LEA is expected to make the decision before end of year testing begins. Refer to TNN notice dated April 1, 2003.]