Maryland
Adequate Yearly Progress
Appeals Manual

For Elementary, Middle, and High Schools

June 2010

This manual covers procedures for appealing AYP designations for the following reasons:

- Coding errors (2010 will be the final year for coding appeals.)
- Serious medical emergencies
- Participation Rate for AYP calculations affected by the impact of student absences during the State testing window for the 2010 Maryland School Assessment. Absences must be related to H1N1 or flu-like symptoms. This is an allowable appeal for 2010 only.

MARYLAND STATE DEPARTMENT OF EDUCATION

Achievement Matters Most

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A.1 Introduction

The *Maryland Adequate Yearly Progress Appeals Manual for Elementary, Middle, and High Schools 2010* provides you with procedures for developing an appeal to the Maryland State Department of Education for schools for which you think the initial Adequate Yearly Progress (AYP) designation should be revisited. School systems can appeal school AYP designations for the following reasons:

- **Coding Errors.** Students are miscoded or attributed to the wrong group, subgroup, or school, or there are data problems. This would include errors in coding participation. (2010 will be the final year for coding appeals.)

- **Serious Medical Emergency.** A student was unable to take the State assessment or the make-up exams due to a serious medical emergency.

- **Participation Rate.** Schools may appeal for a waiver of the 95% required Participation Rate if student illnesses during the 2010 State testing window can be documented as related to H1N1 or flu-like symptoms.

Section A of this manual outlines the criteria by which MSDE determines AYP for a school and School Improvement status for the coming year. Note that A.2 outlines the schedule of data releases and other activities regarding AYP and School Improvement over the coming months. Reference charts are also included to aid you in understanding and communicating procedures to school staffs. Sections B, C, and D provide specific directions for determining if the AYP designation for a school should be appealed. Section F provides the procedures that must be followed by the local school system to submit changes to the student-level data file.

Names of Department staff and their contact information are provided in each section for your assistance.

A.2 2010 process for AYP appeals activities

Below is the process for the release of the MSA results and AYP for elementary and middle schools. Specific dates will be announced.
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The <u>embargoed</u> AYP data file, upon which the preliminary Schools in Improvement list is based, is sent to local accountability coordinators so they can analyze the data and begin working on any appeals of AYP status.

MSA, Alt-MSA, and attendance data will be released publicly via a news release and published on MSDE's Report Card Web site: www.mdreportcard.org.

The preliminary AYP data and Schools in Improvement list <u>will not be made public</u> at this time, as these are subject to change due to appeals.

School systems likely will not be submitting appeals for most schools and, therefore, should begin as soon as possible to notify parents of students in affected Title I schools of their school choice and supplemental educational services.

<u>Appeals must be received and signed for in MSDE's Division of Academic Policy by the announced deadline.</u> Appeals will be processed in priority order received. Title I schools that may be required to offer or terminate Choice and SES services will be processed first.

Local school systems will receive information on the planning requirements for the schools and systems at each level of improvement and specific guidelines for corrective action and restructuring plans in accordance with the federal No Child Left Behind (NCLB) Act.

Public release of AYP data for elementary and middle schools, and public release of elementary and middle Schools in Improvement list. (Please note, the Schools in Improvement list is based on schools <u>operating</u> in the 2009-10 school year.)

Following is the process that will be followed for the release of the HSA results and AYP for high schools when that information is available.

Algebra/data analysis, biology, English, and government HSA data will be released publicly. Preliminary AYP status will not be released publicly at that time.

Deadline for submitting appeals will be announced.

Final AYP status for high schools will be published on the Web and the list of high schools on the Schools in Improvement list will be released publicly following the conclusion of the appeals process.

A.3 How MSDE determines a school's AYP status

Achieving Adequate Yearly Progress
For a school to achieve Adequate Yearly Progress (AYP), it must achieve all of the targets or Annual Measurable Objectives (AMOs) in a particular year. Nineteen group and subgroup checks for AMOs must be met for a school to achieve AYP, <u>and</u> elementary, middle, and high schools must meet the 95% participation requirement.

Not making AYP does not automatically identify a school for School Improvement. For example, in some instances, a school will not achieve a target in one subject in a particular year. The next year the school may make the target in that subject but miss it in another subject. Such schools will not be identified for School Improvement.

Annual Measurable Objectives
The AMOs for reading performance, math performance, and the other academic indicators increase each year. The AMOs for the current and next years can always be found on the Report Card Web site, www.mdreportcard.org. From the page displaying the state, system, or school Adequate Yearly Progress status chart, click on the blue links for reading and math proficiency and the links for attendance, graduation, and/or dropout rate.

Entering School Improvement
Schools that do not meet targets in the same subject for two or more consecutive years are identified for School Improvement. Same subject is defined as reading (participation or performance) or mathematics (participation or performance) or other academic indicator (attendance or graduation rate). See Section A.4 for more information on State School Improvement.

95% Participation Requirement
A 95% participation rate is required. The participation rate calculation is based on the number of students enrolled during the testing window.

Maryland's method for checking and ensuring a 95% participation rate remains unchanged. Participation rate is computed for each subgroup, and in the aggregate, for each of the reading and mathematics assessments by dividing the number of students present in each testing group by the number of enrolled students in that group. The participation rate is calculated for each subgroup and for the aggregate separately in each of reading and mathematics assessments where a group includes at least:

    i. 30 students for schools with one grade tested,
    ii. 60 students for schools with two or more grades tested, or
    iii. 60 students for school systems.

Groups not meeting the minimum criteria listed are not checked for participation rate. (Note the minimum group size (N) for checking performance remains 5.)

Adequate Yearly Progress Overview
- To make AYP, a school must meet the annual measurable objective in all 19 cells shown below and schools must meet the 95% participation rate for groups and subgroups.

- A school is identified for School Improvement only if it does not meet targets in the same subject—reading (performance or participation), mathematics (performance or participation), or other academic indicator—for two consecutive years. In high schools, reading and mathematics are measured by the High School Assessment in English and algebra/data analysis, respectively. The "other academic indicator" is attendance for elementary and middle schools and graduation rate for high schools. Some atypical high schools may use dropout rate.

All Students Subgroups of Students		Adequate Yearly Progress		
		Reading (performance and participation)	Mathematics (performance and participation)	Other Academic Indicator
	All Students			
Race/ Ethnicity Subgroups	Am. Ind./Native Amer.			
	Asian/Pacific Islander			
	African American			
	White (not of Hispanic origin)			
	Hispanic			
Special Services Subgroups	Special Education			
	Limited English Proficient			
	Free/Reduced Price Meals			

Using the Safe Harbor Provision
If a school does not meet the AMO for each subgroup, federal rules include a provision called Safe Harbor that still allows a school to make AYP if the school:
- Meets all participation requirements, meets all AMOs in the aggregate, the percentage of students achieving below the proficient level in that subgroup decreases by 10 percent, **and**
- For elementary and middle schools: if the subgroup that did not meet the AMO shows improvement in that subgroup's attendance rate or meets the attendance AMO.

- For high schools: if the subgroup that did not meet the AMO shows improvement in that subgroup's graduation rate or meets the graduation AMO.

A.4 How AYP status relates to School Improvement

What should I do with the list of schools NOT achieving AYP?
Please note the descriptions below and use this reference document to check the status of each school on your list.

When does a school NOT achieve AYP?
A school does not achieve AYP when it does not meet the 95% participation rate requirement for all students and for subgroups, or when it does not achieve…

- the Annual Measurable Objective (AMO), or
- the bottom limit of the confidence interval (except confidence interval cannot be used to achieve AYP for graduation rate), or
- Safe Harbor (see page 6)

for any group or subgroup in reading or mathematics, or for overall performance on the other academic indicator (attendance or graduation rate).

A school not achieving AYP does not necessarily go into School Improvement.

In August 2008, Maryland received approval from the U. S. Department of Education to participate in a Differentiated Accountability pilot for school improvement, allowing the state to better target resources and provide interventions better suited to the needs of a school working to improve student achievement. For more detailed information about Maryland's Differentiated Accountability pilot, go to www.marylandpublicschools.org.

When does a school move into the School Improvement process?
After failing to achieve AYP for two consecutive years, school results are analyzed. Schools that missed AMOs in the same reported area (reading, mathematics or the other academic indicator) for the two consecutive years are placed on two different pathways, pending the scope of the school's needs as shown by the results. Schools must also meet the 95% participation requirement in the tested area. For example:

- **Reading.** A school that does not achieve the reading AMO for any of the student subgroups for two years in a row will be placed in School Improvement. A school that does not achieve a reading AMO one year and does not meet the participation requirement in reading the next year would also be placed in School Improvement.

- **Mathematics.** The same would be true if the school did not achieve the mathematics AMO and/or meet the participation requirement in mathematics for two years in a row.

- **Other Academic Indicator.** A school that does not achieve the AMO for attendance or show improvement in attendance over the previous year or a high school that does not achieve the AMO for graduation rate or achieve the school-specific Graduation Growth Rate Target will enter the School Improvement process as well.

What are the School Improvement Pathways?
Schools entering School Improvement are placed in one of two pathways: Comprehensive Needs or Focused Needs.

- **Comprehensive Needs Pathway.** This pathway is similar to the NCLB traditional pathway, but it is limited to schools with a wider pattern of student subgroup failures. Typically, these schools will have failed to meet the AMO for either reading or mathematics for the All Students group and/or will have failed to achieve AMOs for three or more subgroups in either reading or mathematics.

- **Focused Needs Pathway.** This pathway includes schools that have not achieved the AMO in one or two subgroups in the same reported area, permitting school systems to attend to the specific needs of schools in that pathway. A school with a population consisting of 100% of students from a special services population, regardless of the number of AMOs it misses, will enter the Developing Schools stage as a Focused Needs school.

How do schools progress through the Pathways?
Schools that repeatedly fail to achieve AYP progress through stages in the assigned Pathway. These stages parallel the traditional NCLB steps currently in the federal law.

- **Developing Schools Stage.** The first three stages are referred to as the Developing Schools Stage and include the NCLB-mandated School Improvement Years 1 and 2 and Corrective Action.

- **Priority Schools Stage.** Schools that continue to not make AYP over several years despite the early interventions will move into the Priority Stage. This stage replaces Restructuring Planning and Implementation from the NCLB-mandated stages. The most significant interventions will be required for all schools in this stage regardless of their pathway.

A school will maintain its previous year's status if it achieves the AMO target in the reported area where it previously failed to meet the AMO.

When does a school move out of School Improvement?
A school can move out of School Improvement only when it makes Adequate Yearly Progress for two consecutive years. To make AYP, a school must meet the 95% participation requirement and achieve all AMOs. (See the chart on page 6.)

- **Schools Exiting School Improvement**
    - A school will exit School Improvement when it makes Adequate Yearly Progress overall for two consecutive years.

- **Schools On Alert Requiring Local Attention**
    - <u>Schools Not Achieving AYP for the First Time.</u> These are schools that met all AYP targets in 2009 but missed one or more of the targets for the first time in 2010. (These schools must achieve all 2011 AYP targets in the subject in which they failed in 2010.)

        or

    - <u>Schools Not Achieving AYP for a Second Year, but Missed the Targets in a Different Subject.</u> These are schools that missed targets in one subject only in 2009, are now achieving targets for that same subject in 2010, but are now missing targets in *another* reported area for 2010. These schools are also alerted that they cannot miss additional AMOs in 2011 in the reported area in which they failed to achieve targets in 2010. Again, these schools are *not* placed in School Improvement, but they should be aware of their possible status if continued failures occur.

A.5 How schools progress through School Improvement

Identification and Progression

Schools that do not meet the targets—Annual Measurable Objectives for performance and 95% participation—in the same subject for two or more consecutive years are identified for School Improvement. Same subject is defined as reading, mathematics, or other academic indicator.

A school is held at the previous year's School Improvement status if it achieves all the targets in the subject for which it was identified for School Improvement. A school exits School Improvement when it achieves all the targets (i.e., makes Adequate Yearly Progress) two years consecutively.

The chart below outlines the five consecutive steps in the School Improvement process. Schools on Alert Requiring Local Attention are shown for contextual purposes only. There is no state requirement for Schools on Alert Requiring Local Attention.

Years Not Achieving AYP	DIFFERENTIATED ACCOUNTABILITY SCHOOL PATHWAYS	
0	**Achieving Schools** Meeting AYP Alert Schools Exited School Improvement	
1		
	Comprehensive Needs Schools	Focused Needs Schools
2 3 4	Developing Comprehensive Needs Schools	Developing Focused Needs Schools
5 6 7+	Priority Comprehensive Needs Schools	Priority Focused Needs Schools

A.6 How to plan for remaining 2010 AYP releases

Preparing for the Release of Data for Elementary and Middle Schools

<u>Elementary and Middle Schools</u>   It is estimated that the first round of AYP data as described in this manual will be released in June. At the elementary and middle school levels, we report reading, mathematics, and attendance—the data needed to make AYP designations for those schools. **School systems will have 5 business days beginning the day the data is released to the local system to file appeals for elementary and middle schools.** After the appeal process is completed, MSDE will release the final status for elementary and middle schools and the list of elementary and middle schools in improvement.

Preparing for the Release of Data for High Schools

<u>High Schools</u>   School systems will receive data on the High School Assessments in algebra/data analysis, biology, English, and government in June. At that time, school systems should notify schools and parents of student results, complete their end of year (status model) file with students' best scores to submit to MSDE no later than June 30 with data finalized by July 26, and plan for student participation in summer programs and testing and/or the Bridge Plan for Academic Validation. Mod-HSA data will be available at the same time in June.

Preliminary AYP results will be released in early to mid-August. **School systems will have 5 business days beginning the day the data is released to the local system to identify and correct data coding errors.** The HSA scores in biology and government are not used to calculate AYP.

At the conclusion of the final AYP process, MSDE will publish the status for high schools and the list of high schools in improvement.

<u>School Systems</u>   Once school AYP status is complete, MSDE can determine System Improvement status.

B.1 How to appeal a school's 2010 AYP designation

Local School System Next Steps

The following steps should be taken after you receive the list of schools identified for your school system:

1. <u>Review the list of schools and confirm their present (2009-2010) status and the status they will enter in 2010-2011.</u> Schools will be listed as follows:
    - Schools in School Improvement
    - Schools Exiting School Improvement
    - Schools Requiring Local Attention (There is no state requirement for Schools Requiring Local Attention.)

    > If you have questions about the placement of any school, please contact the Division of Academic Policy (Sandy Shepherd at 410-767-0476 or sshepherd@msde.state.md.us) to discuss your question.

2. <u>Review the AYP data for each school to determine if the data are correct.</u> The data are available in the data files transmitted to your local accountability coordinator.

3. <u>Determine if you wish to file an appeal with MSDE.</u> In previous years, common errors on which appeals were based included the following state or local errors:

    - *Miscoding*   Most discrepancies in data resulted from students whose records were incorrectly attributed to the wrong category. For instance, a regular education student may have been coded improperly and identified inaccurately as a special education student.

    - *Full academic year*   For elementary and middle schools, ensure that students included in calculations have been in the school for a full academic year (e.g., enrolled in the school on September 30 of the school year). This is only applicable to elementary and middle schools.

4. <u>Compile documentation for your appeal.</u>   If you believe that there are coding or mathematical errors in the identification of any school that merit an appeal, you should compile appropriate documentation to support your appeal. Documentation should include:
   - photocopies of appropriate student records,
   - a detailed explanation of the rationale for the appeal outlining the suspected source of error, and
   - other supporting information as appropriate.

> **Submit all appeals to Mary Gable, Assistant State Superintendent for Academic Policy, <u>to ensure receipt at MSDE by close of business on day of the announced deadline</u>. Obtain a signed copy of your system cover letter from the Division of Academic Policy.** If you have any questions about the appeal process, contact M. Gable at 410-767-0473 or mgable@msde.state.md.us.

Title I Schools

5. <u>Prepare for Title I requirements.</u>   Using final AYP determinations, develop your list of receiving schools to which students may transfer. More than one school must be offered for School Choice. Notify all parents about their option to transfer their child to another public school in the LEA that is not identified as a Priority Needs school or a Comprehensive Needs school.

> Contact Maria Lamb (410-767-0286) in MSDE's Title I office to assist your local staff in ensuring that you meet the requirements associated with this offering.

6. <u>Identify Supplemental Educational Services options.</u> Develop your slate of supplemental educational services options to offer parents of Title I eligible students who are attending schools that are identified as a Comprehensive Needs school or a Focused Needs school for two or more years. The local list of options must be developed from the state list of current approved supplemental educational service providers. Questions should be referred to Maria Lamb.

7. <u>Notify Title I parents of options.</u> Communicate to parents of affected Title I schools prior to 14 days before the start of school, the options you will offer them for school choice and supplemental educational services. An aggressive communication plan that is clear, concise, and distinguishable from other school improvement information is critical to ensure that all parents are aware of their options under federal law. Maria Lamb will assist local staff in ensuring that they meet the requirements outlined in state and federal law.

B.2   How to develop the letter for an appeal based on <u>data</u> and <u>coding</u> problems

There are several possible causes for appeals. The appeal letter should be explicit in its introduction so MSDE reviewers can understand the cause for the appeal (coding or data problems, medical exemptions). An appeal for any one school may have multiple causes. <u>These directions are specific to appeals letters regarding data and coding problems.</u> Please refer to section C of this manual for additional specifications for letters regarding medical exemptions and to section D for information regarding appeals for participation rate.

The letter should come from the local superintendent and include adequate information so MSDE can review the documentation, complete the verification, and act on the request. Be sure to submit the completed *Elementary/Middle/High School Appeals Form 2009-10* for <u>each</u> school (section D). It is important to include accurate and complete documentation to expedite the review process. As you begin the letter, please adhere to the following:

- The superintendent must sign the appeal letter. (An appeal cannot be filed by a principal of a school or by a central office employee other than the superintendent.) Submit the superintendent's letter with an appeal form for <u>each</u> school (see section E).

- A school system contact name, phone number, and email address must be included so that MSDE can follow up with questions and requests if needed.

- The letter should include a detailed explanation for the appeal, including a description of the documentation that is enclosed.

- The letter must include the school's four-digit identification number and school name. If the school has changed name or number in the last year, please ensure that changes are cited and explained. If the school grade configuration has changed in the past year, please describe that change.

- For students whose records are involved in the appeal, it will be critical to have the full names of the students and the state's unique student number.

- Data reports and student record cards that support the appeal and are cited in the body of the letter should be photocopied and attached to the letter.

If you have questions about the structure of details of the appeals letters or attachments, please contact Leslie Wilson in the Division of Accountability and Assessment at 410-767-0027 or by email at <u>lewilson@msde.state.md.us</u>. All appeals letters must be received by close of business on the day of the announced deadline.

C.1 Appealing AYP based on a medical emergency

The United States Department of Education granted Maryland permission to omit students from the performance calculation when such students cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.

A significant medical emergency is a significant health impairment that renders the student incapable of participating in ANY academic activities, including State assessments, for the primary and make-up testing window. Examples might include hospitalization for a life-threatening condition or a serious car or other accident. Determination of a "significant medical emergency" must be made by a medical doctor and documentation must be kept available at the district for review.

For the 2010 administration of MSA and for AYP purposes, this year, MSDE will offer school systems the opportunity to identify any such cases where significant medical emergencies have resulted in absence from testing. The school system can file an appeal with MSDE with documentation so that a recalculation of scores and AYP could be pursued. It is expected that school systems maintain appropriate documentation for such students who have been determined by a medical practitioner to be incapacitated to the extent they are unable to participate in the appropriate State assessment. Recognizing medical confidentiality guidelines, appeals letters will be accepted on this topic.

Questions on this issue can be directed to Leslie Wilson at 410-767-0027.

C.2 How to develop the letter for an appeal based on a medical emergency

As with the data and coding appeals letters, the letter should come from the local superintendent and include adequate information so that the MSDE can review the documentation, complete the verification, and act on the request. It is important that accurate and complete documentation be included to expedite the review process. Please note that you should file only one letter per school, and the letter should include all of the issues that you wish to resolve via appeal. In addition, please complete the *Elementary/Middle/High School Appeals Form 2009-10* (see section E.) for each school and each appeal.

As you begin the letter, please adhere to the following:

- The superintendent must sign the appeal. (An appeal cannot be filed by a principal of a school or a central office employee other than the superintendent.) Submit the superintendent's letter with an appeal form for each school (see section E.).

- A school system contact name, phone number, and email address must be included so that MSDE can follow up with additional questions and requests if necessary.

- The letter should include a detailed explanation for the appeal, including a description of the documentation that is enclosed.

- The letter must include the school's four-digit identification number and school name. If the school has changed name or number in the last year, please ensure that changes are cited and explained. If the school grade configuration has changed in the past year, please describe that change to the reader.

- For any student for whom a medical exemption from AYP is requested, it will be critical to have the full name of the student and the state's unique student number. Determination of a "significant medical emergency" must be made by a medical doctor and documentation clearly outlining the significant medical emergency causing absence from the test administration is necessary. Dates must be included in documentation so that it is clear that the absence is directly related to the medical emergency. This documentation must be kept available at the district for review.

> If you have questions about the structure or details of the appeals letters or necessary attachments, please contact Leslie Wilson in the Division of Accountability and Assessment at 410-767-0027 or by email at lewilson@msde.state.md.us. Due date for all appeals letters is by the close of business on the day of the announced deadline.

D. Appealing AYP based on Participation Rate

The United States Department of Education granted Maryland permission to allow a one-year waiver of the required 95% Participation Rate on the State assessments for each of the required subgroups, including the all students group, **if the school's, or LEA's, failure to make AYP is solely due to the failure to make the 95% Participation Rate because of flu-related absences during the State testing window.** This waiver is available for the 2009-2010 school year only.

To be eligible, local school systems must verify that the flu-related absences comprise at least 50% of the absences on two or more days during the State testing window. Schools or LEAs that do not meet the 50% threshold may also apply for a Participation Rate waiver; however, those requests, with supporting documentation, will be forwarded to USDE for final determination on a case-by-case basis.

How to Appeal
For schools or LEAs that are granted waivers, the 2008-09 Participation Rate will be used in making AYP determinations based on assessments administered during the 2009-10 school year.

- The superintendent must sign the appeal. Submit the superintendent's letter with an appeal form for each school (see section E). Include the school's four-digit identification number and the name of the school in the letter.

- The request for a waiver must include information concerning the circumstances believed to warrant the waiver and sufficient evidence to support the request. This could include evidence that the number of absences during a reported H1N1 outbreak was significantly higher than the number of absences during a similar timeframe in prior years (or during other periods in the same school year), and reports from media or health organizations regarding an H1N1 outbreak within a particular school.

- Evidence must include the total number of absences for the school or school system for the dates in question AND the total number of documented absences due to H1N1 or flu-like symptoms. Failure to document that incidences of absenteeism are related to flu-related illnesses will either negate the waiver request or will result in a requirement to submit evidence of an H1N1 outbreak or outbreaks in the community served by the school. This additional evidence may include documented admissions or treatments for H1N1 or flu-like symptoms for community hospitals, clinics, doctors' offices, or records of incidences from community health department files for the dates in question. If additional evidence is requested, the local school system will have five business days to make the submission.

- The waiver request cannot result in a delay of the publication of Adequate Yearly Progress results for affected schools. If it is determined that there is inadequate time for the school or school system to produce the required documentation, the calculated AYP determination for the affected school or school system will stand.

LEA Instructions

Print on brightly colored paper.
Complete a form for *each* type of appeal (Coding, Medical Emergency,
Participation) for *each* school.

EXAMPLE: School "A" has an appeal for both Coding and Medical. Complete
one appeal form for Coding and a second appeal form for Medical. Attach
the appropriate documentation to the proper appeal form for each type of
appeal. Repeat the process for each school.

MSDE ONLY

\#_____ Initials_____

Rec'd Date: _____

Cover Letter: Yes _____
                        No_____
Letter Date: _____
Letter Signed By:
_____

Elementary/Middle/High School Appeals Form
SY 2009-10

LEA Transmittal Date: _____

System Name _____ **System ID Number** _____

School Name _____

School ID Number _____ **(four digits)**

Appeal Type: ☐   **Coding**   ——— # of students

                  ☐   **Medical Emergency**   _____   # of students

                  ☐   **Participation (H1N1 related)**   _____   # of students

MSDE ONLY

OAP Log   ☐ _____
Transmitted to:
    Spec Ed   ☐ _____
    DAA   ☐ _____

Final Notification Letter sent from Dr. Grasmick to the LEA Superintendent ☐   Date: _____

APPENDIX A

INSTRUCTIONS FOR
SUBMITTING DATA FOR THE MODIFIED ASSESSMENT APPEALS

The following pages are instructions for submitting information using the MSDE Secure Transport Application. The data collection subject area folder to be used for your file is: **MSA** for Maryland School Assessment and **HighSchool** for the High School Assessment.

MSDE SECURE TRANSPORT APPLICATION INSTRUCTIONS

Open your web browser and access the following address: https://sst.msde.state.md.us

- Log into the application with your Name and Password.

- Click the appropriate subject area—**MSA or HighSchool**

- ***To receive a file uploaded from MSDE, click the From_MSDE link. To upload a file to MSDE, click the To_MSDE link.*** (Note: Screenshots sample show Attendance. Please use appropriate folder—MSA or HighSchool.)
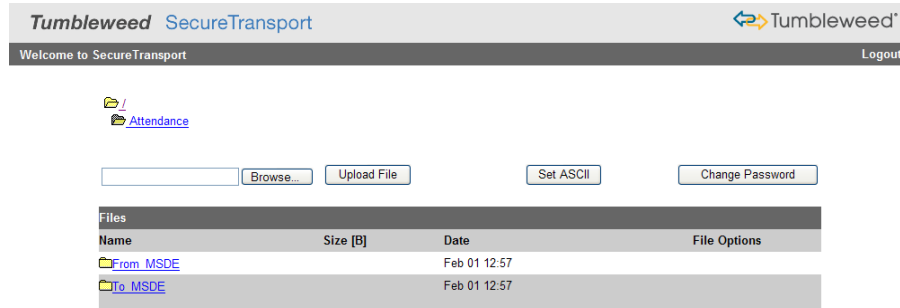
- Any files uploaded by MSDE will be listed in the "Files" section. To download this file, select the file link under the "Name" column or the tool icon under "File Options" column.
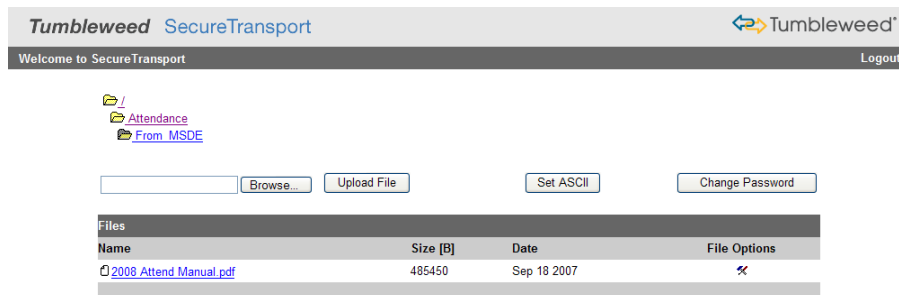
- If you select the file link under "Names", you will be prompted with the following window – select Save this file to disk and click Ok.
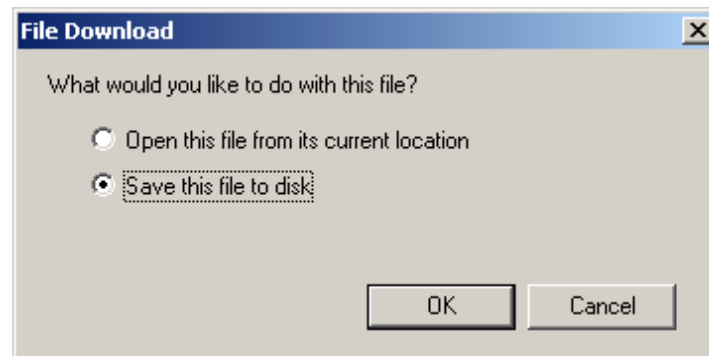
- If you select the tool icon under "File Options", the following window appears. Download as application/octet-stream allows you to download the file to your hard drive (the same as clicking the file link). Download as text/plain opens the file within your browser in text/plain

format. Download as text/html opens the file within your browser in test/html format. The Delete link will delete the file from the server.

- To upload a file to MSDE under the To_MSDE directory, either enter the local path and file name directly in the field to the left of the Browse button or select the Browse button, point to the desired file on your hard disk, and select open which will automatically fill in the path and file information. Click the Upload File button to proceed.
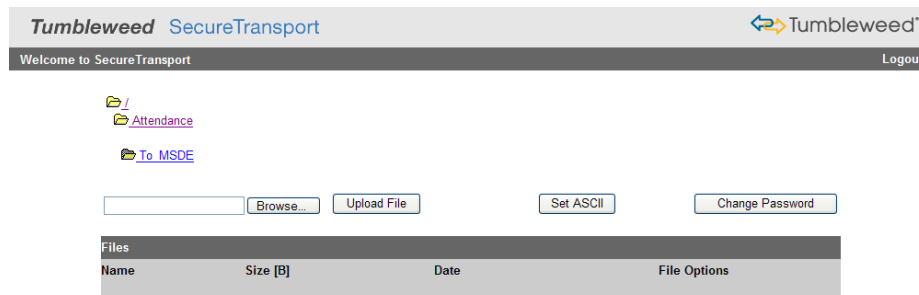
- When finished with a session, please select the Logout button located near the top right portion of the screen.

If you have technical difficulties with the website, please call the MSDE Help Desk at 410-767-0543 not the data coordinator.

Maryland School Assessment 2010
Master Layout for Local School Systems

Data Element	Len	Beg	End	Type	Description
LEA	2	1	2	C	LEA Number (01-23, 24, 30, 32 and 55)
SCHOOL_NUMBER	4	3	6	C	School Number (Valid MSDE or LEA 24 school)
STATEWIDE IDENTIFIER	10	7	16	C	Unique Statewide Identifier (MSDE Assigned) - right justified with
STUDENT_NUMBER	10	17	26	C	Student Identification Number
LAST_NAME	25	27	51	C	Student Last Name - if absent, BlankName will appear
FIRST_NAME	15	52	66	C	Student First Name - if absent, BlankName will appear
MIDDLE_NAME	1	67	67	C	Student Middle Initial
GENERATIONAL SUFFIX	3	68	70	C	Jr, Sr, I, II, III etc. - no punctuation
DOB	8	71	78	C	Student's Date of Birth (YYYYMMDD)
GRADE	2	79	80	C	Student Grade (03, 04, ,05, 06, 07, 08)
GENDER	1	81	81	C	Gender (1 = Male; 2 = Female)
HISPANIC/LATINO ETHNICITY	1	82	82	C	N = No; Y = Yes

NEW RACE DESIGNATION	5	83	87	C	Ethnic Code:
					    0 or 1 = American Indian/Alaskan Native
					    0 or 2 = Asian/Pacific Islander
					    0 or 3 = African American
					    0 or 4 = Native Hawaiian or other Pacific Islander
					    0 or 5 = White

FILLER (Social Security Number)	9	88	96	N	FILLER

RACE **(Historic)**	1	97	97	C	Ethic Code
					
					    1 = American Indian
					    2 = Asian/Pacific Islander
					    3 = African American
					    4 = White
					    5 = Hispanic

TITLE1	1	98	98	C	Title 1 (N = No; Y = Yes)
FARMS	1	99	99	C	Free and Reduced Meals (N = No; Y = Yes)
MIGRANT	1	100	100	C	Migrant (N = No; Y = Yes)
FILLER (Foreign Exchange Student)	1	101	101	C	FILLER
SPECIAL_EDUCATION	1	102	102	C	Special Education (N = No; Y = Yes; 2 = Code 504; 3 = Exited SPED, Enrolled in 504; E = Exited)
SPED_END_DATE	8	103	110	C	SPED Services Ended (YYYYMMDD)
FILLER (SpEd Certificate)	1	111	111	C	FILLER
LEP	1	112	112	C	Limited English Proficient (N = No; Y = Yes; E = Exited (Redesignated LEP))
LEP_BEGIN_DATE	8	113	120	C	LEP Services Began (YYYYMMDD)
LEP_END_DATE	8	121	128	C	LEP Services Ended (YYYYMMDD)
FILLER	1	129	129	C	
AYP_ENTRY_STATUS_CODE	2	138	139	C	Student Entry Code (01, 02, 06, 07, 08, 09, 10, 13, 14, 15, 16, 17, 18, 21, 22, 24, 25, 26, 27)
AYP_DATE_OF_ENTRY	8	140	147	C	Date of Entry (YYYYMMDD)
AYP_REPORTING_SYSTEM	2	148	149	C	School System for AYP Reporting (Valid School System)
AYP_REPORTING_SCHOOL	4	150	153	C	School for AYP Reporting (Valid MSDE School)
READING_TEST_GROUP	4	154	157	C	Reading Test Group - Locally Defined
MATHEMATICS_TEST_GROUP	4	158	161	C	Mathematics Test Group - Locally Defined
BRAILLE_FLAG	1	162	162	C	Braille (0 = No; 1 = Yes) - produced by vendor beginning in 2008.
TESTED_WITH_ACCOM_MATH	1	163	163	C	Tested with Accommodations (0 = No; 1 = Yes) From bio sheet
TESTED_WITH_ACCOM_READ	1	164	164	C	Tested with Accommodations (0 = No; 1 = Yes) From bio sheet
VERBATIM_RDG_FLAG	1	165	165	C	Verbatim Reading Flag (N = No; Y = Yes) - MSDE Generated
HOME_LEA	2	166	167	C	Home LEA (For use with LEA24 only)
ACCOMMODATIONS_RDG	40	168	207	C	Reading Accommodations (40) (0 = No; 1 = Yes)

Data Element	Len	Beg	End	Type	Description
CONTENT_FLAG	1	208	208	C	Content Flag - M=Mathematics; R=Reading; G=Combined
BARCODE_MATH	10	209	218	C	Vendor Assigned Student Barcode - Left Justified
BARCODE_READ	10	219	228	C	Vendor Assigned Student Barcode - Left Justified
FORM_MATH	2	229	230	C	A-K for Mathematics (Skipped I) - Left Justified
FORM_READ	2	231	232	C	01-10 for Reading - Left Justified
LEVEL	2	233	234	C	05, 06, 07, 08, 09, 10, 13, 14, 15, 16, 17, 18, 20
EXCUSED	1	235	235	C	Excused Student (N=N; Y=Yes)
MSDE_DUP_FLAG	1	236	236	C	MSDE Duplicate (Y=Yes; N=No)
LEP_EXEMPT_RDG	1	237	237	C	LEP Exempt Reading (Y=Yes; N=No)
LEP_EXEMPT_MATH	1	238	238	C	LEP Exempt Mathematics (Y=Yes; N=No)
CRT CONTENT SCORES					
RD_SS	3	239	241	C	Reading Scale Score (001 - 999)
RD_PL	1	242	242	C	Reading Performance Level (1 = Basic, 2 = Proficient, 3 = Advanced)
MATH_SS	3	243	245	C	Math Scale Score (001 -999)
MATH_PL	1	246	246	C	Math Performance Level (1 = Basic, 2 = Proficient, 3 = Advanced)
CRT OBJECTIVE SCORES					
RDOBJ1_SS	3	247	249	C	General Reading Processes Objective Scale Score
RD0BJ2_SS	3	250	252	C	Informational Reading Processes Objective Scale Score
RDOBJ3_SS	3	253	255	C	Literary Reading Processes Objective Scale Score
FUTURE USE	31	256	286	C	Reserved for Future Use for Objectives
MATHOBJ1_SS	3	287	289	C	Algebra, Patterns, or Functions Objective Scale Score
MATHOBJ2_SS	3	290	292	C	Geometry and Measurement Objective Scale Score
MATHOBJ3_SS	3	293	295	C	Statistics and Probability Objective Scale Score
MATHOBJ4_SS	3	296	298	C	Number and Relationships Computation Objective Scale Score
MATHOBJ5_SS	3	299	301	C	Processes of Mathematics Objective Scale Score
FILLER	40	302	341		
ACCOMMODATIONS_MATH	40	342	381	C	Mathematics Accommodations (40) (0 = No; 1 = Yes).
NONASSESSED_SCHOOL	4	382	385	C	Student Identified for School with NonAssessed Grade
TEST_SEC_FLAG_MATH	1	386	386	C	Test Security Flag
TEST_SEC_FLAG_READ	1	387	387	C	Test Security Flag
SCHOOL ENDING YEAR	4	388	391	C	School Year (YYYY)
DATE OF CREATION	8	392	399	C	Date File Created (YYYYMMDD)
DEAF_FLAG	1	400	400	C	Deaf/HH flag (N=No, Y=Yes) - MSDE Generated
NO_PRINT_FLAG_MATH	1	401	401	C	Y=Yes or Blank If yes, no label printed--absent or no test taken.
NO_PRINT_FLAG_READ	1	402	402	C	Y=Yes or Blank If yes, no label printed--absent or no test taken.
AYP_2PERCSWD_PROF_FLAG_MATH	1	403	403	C	Y = Yes, N = No. Yes indicates students to be counted as Proficient for AYP under the 2% rule of Students w/ Disabilities
AYP_2PERCSWD_PROF_FLAG_READ	1	404	404	C	Y = Yes, N = No. Yes indicates students to be counted as Proficient for AYP under the 2% rule of Students w/ Disabilities
MEDICAL_EMERGENCY_FLAG_MATH	1	405	405	C	Y = Yes, N = No. Yes indicates students to be excluded from Performance/AYP Proficiency calculation due to medical emergencies, but will be counted towards AYP Participation
MEDICAL_EMERGENCY_FLAG_READ	1	406	406	C	Y = Yes, N = No. Yes indicates students to be excluded from Performance/AYP Proficiency calculation due to medical emergencies, but will be counted towards AYP Participation
ACCOMMODATED_STUDENT_RDG	1	407	407	C	N = No, Y = Yes Student received any accommodation(s) during the MSA Reading
ACCOMMODATED_STUDENT_MATH	1	408	408	C	N = No, Y = Yes Student received any accommodation(s) during the MSA Mathematics

Data Element	Len	Beg	End	Type	Description
MASAA - Math	1	409	409	C	Modified Achievment Standard - Alternate Assessment Student (0 = No; 1 = Yes)
MASAA - Reading	1	410	410	C	Modified Achievment Standard - Alternate Assessment Student (0 = No; 1 = Yes)
MASAA - Science	1	411	411	C	Modified Achievment Standard - Alternate Assessment Student (0 = No; 1 = Yes)
PARTICIPATION_FLAG_MATH	1	412	412	C	N = No, Y = Yes, W = Withdrawn If student is indicated as Y for Yes, these students are considered participating in the test and are included in performance, AYP participation, and AYP proficiency reporting. If the student is indicated as N for No, these students are considered as non-participants and are **not included** in the performance and AYP proficiency reporting. These students are included in the AYP participation calculations. These non-participating students will have a blank in their scale score and proficiency level.
PARTICIPATION_FLAG_READ	1	413	413	C	N = No, Y = Yes, W = Withdrawn If student is indicated as Y for Yes, these students are considered participating in the test and are included in performance, AYP participation, and AYP proficiency reporting. If the student is indicated as N for No, these students are considered as non-participants and are **not included** in the performance and AYP proficiency reporting. These students are included in the AYP participation calculations. These non-participating students will have a blank in their scale score and proficiency level.
					Exception: LEP exempt students for both reading and mathematics are not included in the performance and AYP proficiency reporting. They are only included in the AYP participation calculations.
MSDE IDENTIFIER	10	414	423	C	MSDE Identifier
TEST_FORMAT - MASSA_MATH	1	424	424	C	(E = Electronic; P = Paper) MOD-MSA ONLY
TEST_FORMAT - MASSA_READ	1	425	425	C	(E = Electronic; P = Paper) MOD-MSA ONLY
MOD-MSA - MATH VALIDATION	1	426	426	C	Y = Yes, N = No
MOD-MSA - READ VALIDATION	1	427	427	C	Y = Yes, N = No
AYP - MATH BASIC FLAG LEA LEVEL	1	428	428	C	Y = Yes, N = No
AYP - MATH BASIC FLAG SCH LEVEL	1	429	429	C	Y = Yes, N = No
AYP - READ BASIC FLAG LEA LEVEL	1	430	430	C	Y = Yes, N = No
AYP - READ BASIC FLAG SCH LEVEL	1	431	431	C	Y = Yes, N = No
MATH AYP INVALIDATION	1	432	432	C	Y = Yes, N = No
READ AYP INVALIDATION	1	433	433	C	Y = Yes, N = No
SECURE_BARCODE_NUMBER_MATH	10	434	443	C	Secure Barcode Number
SECURE_BARCODE_NUMBER_READ	10	444	453	C	Secure Barcode Number
UNADJUSTED SCALE SCORE RDG	3	454	456	C	Reading Scale Score (001 - 999)
UNADJUSTED PROFICIENCY LEVEL RDG	1	457	457	C	Reading Performance Level (1 = Basic, 2 = Proficient, 3 = Advanced)
UNADJUSTED SCALE SCORE MATH	3	458	460	C	Reading Scale Score (001 - 999)
UNADJUSTED PROFICIENCY LEVEL MATH	1	461	461	C	Reading Performance Level (1 = Basic, 2 = Proficient, 3 = Advanced)

AYP Participation Rate = $\dfrac{Y}{Y+N}$

Note: Y and N represent the sum of students that are participants (Y) and non-participants (N). The AYP rules for entry status and   full academic year also apply to the AYP participation rate.

High School Assessment Status and Completion (HSSC)
Local Deliverable – AYP Individual Student File Layout

Data Item	Valid Codes	Type	Length	Position Start	End
Student Demographic Data					
School System (LEA)	01-23,30	C	2	1	2
School Number	Valid MSDE School Number	C	4	3	6
Student ID Number	Locally defined	C	10	7	16
State Assigned Student ID	State Assigned Student ID	C	10	17	26
Last Name	No punctuation	C	25	27	51
First Name	No punctuation	C	15	52	66
Middle Initial	No punctuation	C	1	67	67
Generational Suffix	Jr, Sr, I, II, III, etc.	C	3	68	70
Date of Birth	YYYYMMDD	N	8	71	78
Grade	09, 10, 11, 12	C	2	79	80
Gender	1, 2	C	1	81	81
Hispanic/Latino Ethnicity	Y or N	C	1	82	82
Race/Codes (New)	Five position field as follows: 0 = No, 1 = American Indian/Alaskan Native 0 = No, 2 = Asian 0 = No, 3 = Black or African American 0 = No, 4 = Native Hawaiian or Other Pacific Islander 0 = No, 5= White	N	5	83	87
Social Security Number		C	9	88	96
Race/Ethnic Group **(Historic)**	1-5	C	1	97	97
School Year	10	C	2	98	99
Filler		C	2	100	101
Special Education Services as of EOY	Y, N or E = Exited	C	1	102	102
Free/Reduced Price Meals as of EOY	Y or N	C	1	103	103
Title I Indicator as of EOY	Y or N	C	1	104	104
ELL Indicator as of EOY	Y, N or E = Exited	C	1	105	105
504 as of EOY	Y or N	C	1	106	106
Migrant as of EOY	Y or N	C	1	107	107
High School Completer Data					
High School Program Completion	00-04	C	2	108	109
Career and Technology Education CIP	CIP Code	C	6	110	115
Course Indicators:					
Foreign Language	Y or N	C	1	116	116
Mathematics	Y or N	C	1	117	117
Science	Y or N	C	1	118	118
Approved Advanced Tech Ed	Y or N	C	1	119	119
GPA > 3.0	Y or N	C	1	120	120
SAT > 1000	Y or N	C	1	121	121
ACT > 20	Y or N	C	1	122	122

Data Item	Valid Codes	Type	Length	Position Start	Position End
High School Assessment Status and Scale Score					
Algebra:					
Regular HSA Status	01-06, 08	C	2	123	124
Regular HSA Scale Score	240-650 or blank	N	3	125	127
Modified HSA Status	01-04	C	2	128	129
Modified HSA Scale Score	240-650 or blank	N	3	130	132
Modified HSA Plus+ Status	01-04	C	2	133	134
Modified HSA Plus+ Scale Score	240-650 or blank	N	3	135	137
Bridge Plan/Waiver Student	W, B or N	C	1	138	138
Bridge Plan Project Code	3 digit project code for up to 7 projects	C	21	139	159
Bridge Plan Completer Results	Y= Met or N = Not Met	C	1	160	160
Linking Study Student in 2008	Y or N	C	1	161	161
Biology:					
Regular HSA Status	01-06, 08	C	2	162	163
Regular HSA Scale Score	240-650 or blank	N	3	164	166
Modified HSA Status	01-04	C	2	167	168
Modified HSA Scale Score	240-650 or blank	N	3	169	171
Modified HSA Plus+ Status	01-04	C	2	172	173
Modified HSA Plus+ Scale Score	240-650 or blank	N	3	174	176
Bridge Plan/Waiver Student	W, B or N	C	1	177	177
Bridge Plan Project Code	3 digit project code for up to 7 projects	C	21	178	198
Bridge Plan Completer Results	Y= Met or N = Not Met	C	1	199	199
Linking Study Student in 2008	Y or N	C	1	200	200
English2:					
Regular HSA Status	01-06, 08	C	2	201	202
Regular HSA Scale Score	240-650 or blank	N	3	203	205
Modified HSA Status	01-04	C	2	206	207
Modified HSA Scale Score	240-650 or blank	N	3	208	210
Modified HSA Plus+ Status	01-04	C	2	211	212
Modified HSA Plus+ Scale Score	240-650 or blank	N	3	213	215
Bridge Plan/Waiver Student	W, B or N	C	1	216	216
Bridge Plan Project Code	3 digit project code for up to 7 projects	C	21	217	237
Bridge Plan Completer Results	Y= Met or N = Not Met	C	1	238	238
Linking Study Student in 2008	Y or N	C	1	239	239
Government:					
Regular HSA Status	01-06, 08	C	2	240	241
Regular HSA Scale Score	240-650 or blank	N	3	242	244
Modified HSA Status	01-06	C	2	245	246
Modified HSA Scale Score	240-650 or blank	N	3	247	249
Modified HSA Plus+ Status	01-04	C	2	250	251
Modified HSA Plus+ Scale Score	240-650 or blank	N	3	252	254
Bridge Plan/Waiver Student	W, B or N	C	1	255	255
Bridge Plan Project Code	3 digit project code for up to 7 projects	C	21	256	276
Bridge Plan Completer Results	Y= Met or N = Not Met	C	1	277	277
Linking Study Student in 2008	Y or N	C	1	278	278

Data Item	Valid Codes	Type	Length	Position Start	End
Alternate MSA High School Student:					
Reading Percentage	Percent of Objectives Mastered	N	3	279	281
Mathematics Percentage	Percent of Objectives Mastered	N	3	282	284
AltMSA Identified Student	Y, N, or T	C	1	285	285
Special Education Certificate Student	Y or N	C	1	286	286
Met All Local Graduation Requirements	Y or N	C	1	287	287
Entered 9th Grade before Fall 2005 (2006 SY)	Y or N	C	1	288	288
Accommodations and Special Services by Content Area and Test Type					
Algebra:					
Regular HSA (Algebra)					
Accommodated	Y or N	C	1	289	289
SPED Indicator	Y, N, E, 2, 3	C	1	290	290
ELL Indicator	Y, N or E	C	1	291	291
FARMS Indicator	Y or N	C	1	292	292
Modified HSA (Algebra)					
Accommodated	Y or N	C	1	293	293
SPED Indicator	Y, N, E, 2, 3	C	1	294	294
ELL Indicator	Y, N or E	C	1	295	295
FARMS Indicator	Y or N	C	1	296	296
Modified HSA Plus+ (Algebra)					
Accommodated	Y or N	C	1	297	297
SPED Indicator	Y, N, E, 2, 3	C	1	298	298
ELL Indicator	Y, N or E	C	1	299	299
FARMS Indicator	Y or N	C	1	300	300
Biology:					
Regular HSA (Biology)					
Accommodated	Y or N	C	1	301	301
SPED Indicator	Y, N, E, 2, 3	C	1	302	302
ELL Indicator	Y, N or E	C	1	303	303
FARMS Indicator	Y or N	C	1	304	304
Modified HSA (Biology)					
Accommodated	Y or N	C	1	305	305
SPED Indicator	Y, N, E, 2, 3	C	1	306	306
ELL Indicator	Y, N or E	C	1	307	307
FARMS Indicator	Y or N	C	1	308	308
Modified HSA Plus+ (Biology)					
Accommodated	Y or N	C	1	309	309
SPED Indicator	Y, N, E, 2, 3	C	1	310	310
ELL Indicator	Y, N or E	C	1	311	311
FARMS Indicator	Y or N	C	1	312	312
English2:					
Regular HSA (English2)					
Accommodated	Y or N	C	1	313	313
SPED Indicator	Y, N, E, 2, 3	C	1	314	314
ELL Indicator	Y, N or E	C	1	315	315
FARMS Indicator	Y or N	C	1	316	316

Data Item	Valid Codes	Type	Length	Position	
				Start	End
Modified HSA (English2)					
Accommodated	Y or N	C	1	317	317
SPED Indicator	Y, N, E, 2, 3	C	1	318	318
ELL Indicator	Y, N or E	C	1	319	319
FARMS Indicator	Y or N	C	1	320	320
Modified HSA Plus+ (English2)					
Accommodated	Y or N	C	1	321	321
SPED Indicator	Y, N, E, 2, 3	C	1	322	322
ELL Indicator	Y, N or E	C	1	323	323
FARMS Indicator	Y or N	C	1	324	324
Government:					
Regular HSA (Government)					
Accommodated	Y or N	C	1	325	325
SPED Indicator	Y, N, E, 2, 3	C	1	326	326
ELL Indicator	Y, N or E	C	1	327	327
FARMS Indicator	Y or N	C	1	328	328
Modified HSA (Government)					
Accommodated	Y or N	C	1	329	329
SPED Indicator	Y, N, E, 2, 3	C	1	330	330
ELL Indicator	Y, N or E	C	1	331	331
FARMS Indicator	Y or N	C	1	332	332
Modified HSA Plus+ (Government)					
Accommodated	Y or N	C	1	333	333
SPED Indicator	Y, N, E, 2, 3	C	1	334	334
ELL Indicator	Y, N or E	C	1	335	335
FARMS Indicator	Y or N	C	1	336	336
AltMSA Students:					
Reading (AltMSA)					
Accommodated	Y or N	C	1	337	337
SPED Indicator	Y, N, E, 2, 3	C	1	338	338
ELL Indicator	Y, N or E	C	1	339	339
FARMS Indicator	Y or N	C	1	340	340
Mathematics (AltMSA)					
Accommodated	Y or N	C	1	341	341
SPED Indicator	Y, N, E, 2, 3	C	1	342	342
ELL Indicator	Y, N or E	C	1	343	343
FARMS Indicator	Y or N	C	1	344	344
Adequate Yearly Progress Data					
ELL Begin Date	YYYYMMDD	C	8	345	352
ELL End Date	YYYYMMDD (ELL Indicator = E)	C	8	353	360
Filler (formerly Special Ed. Begin Date)		C	8	361	368
Special Ed End Date	YYYYMMDD (SPED Indicator = E)	C	8	369	376
AYP Reporting System	01-23,30	C	2	377	378
AYP Reporting School	Valid MSDE school number	C	4	379	382

Data Item	Valid Codes	Type	Length	Position Start	Position End
TEST RESULTS:					
Algebra:					
Algebra Mod Appeal (prior to MAY 2008)	Y, N or blank	C	1	383	383
Regular HSA (Algebra)					
Pass/Fail	P or F	C	1	384	384
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	385	385
AYP Invalid Flag	Y=Invalid for AYP	C	1	386	386
Test Security Flag	Y=Test Security Issue	C	1	387	387
Modified HSA (Algebra)					
AYP ALG Basic Flag LEA-level	Y, N or blank	C	1	388	388
AYP ALG Basic Flag School-level	Y, N or blank	C	1	389	389
Pass/Fail	P or F	C	1	390	390
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	391	391
AYP Invalid Flag	Y=Invalid for AYP	C	1	392	392
Test Security Flag	Y=Test Security Issue	C	1	393	393
Modified HSA Plus+ (Algebra)					
Pass/Fail	P or F	C	1	394	394
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	395	395
Test Security Flag	Y=Test Security Issue	C	1	396	396
Biology:					
Regular HSA (Biology)					
Pass/Fail	P or F	C	1	397	397
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	398	398
Test Security Flag	Y=Test Security Issue	C	1	399	399
Modified HSA (Biology)					
Pass/Fail	P or F	C	1	400	400
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	401	401
Test Security Flag	Y=Test Security Issue	C	1	402	402
Modified HSA Plus+ (Biology)					
Pass/Fail	P or F	C	1	403	403
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	404	404
Test Security Flag	Y=Test Security Issue	C	1	405	405
English2:					
English Mod Appeal (prior to MAY 2008)	Y, N or blank	C	1	406	406
Regular HSA (English2)					
Pass/Fail	P or F	C	1	407	407
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	408	408
AYP Invalid Flag	Y=Invalid for AYP	C	1	409	409
Test Security Flag	Y=Test Security Issue	C	1	410	410
Modified HSA (English2)					
AYP ENG2 Basic Flag LEA-level	Y, N or blank	C	1	411	411
AYP ENG2 Basic Flag School-level	Y, N or blank	C	1	412	412
Pass/Fail	P or F	C	1	413	413
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	414	414
AYP Invalid Flag	Y=Invalid for AYP	C	1	415	415
Test Security Flag	Y=Test Security Issue	C	1	416	416

Data Item	Valid Codes	Type	Length	Position Start	End
Modified HSA Plus+ (English2)					
Pass/Fail	P or F	C	1	417	417
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	418	418
Test Security Flag	Y=Test Security Issue	C	1	419	419
Government:					
Regular HSA (Government)					
Pass/Fail	P or F	C	1	420	420
Test Security Flag	Y=Test Security Issue	C	1	421	421
Modified HSA (Government)					
Pass/Fail	P or F	C	1	422	422
Test Security Flag	Y=Test Security Issue	C	1	423	423
Modified HSA Plus+ (Government)					
Pass/Fail	P or F	C	1	424	424
Test Security Flag	Y=Test Security Issue	C	1	425	425
AltMSA Student:					
Reading (AltMSA)					
Pass/Fail	P or F	C	1	426	426
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	427	427
AYP Reading Basic Flag LEA-level	Y, N or blank	C	1	428	428
AYP Reading Basic Flag School-level	Y, N or blank	C	1	429	429
AYP Invalid Flag	Y=Invalid for AYP	C	1	430	430
Test Security Flag	Y=Test Security Issue	C	1	431	431
Mathematics (AltMSA)					
Pass/Fail	P or F	C	1	432	432
Proficiency Level	1=Basic, 2=Proficient, 3=Advanced	N	1	433	433
AYP Mathematics Basic Flag LEA-level	Y, N or blank	C	1	434	434
AYP Mathematics Basic Flag School-level	Y, N or blank	C	1	435	435
AYP Invalid Flag	Y=Invalid for AYP	C	1	436	436
Test Security Flag	Y=Test Security Issue	C	1	437	437
From End-of-Year Attendance					
Promotion Code	01=Promoted, 02=Not Promoted	C	2	438	439
Completion Status	C=Completed	C	1	440	440
Completion Code	60, 62, or 70	C	2	441	442
Foreign Exchange Student	Y or N	C	1	443	443