

Common Accountability Errors and Implications

**Michigan Department of Education
Office of Educational Assessment and Accountability**

**Paul Bielawski
Conference 2009**

Common Problems

- Security
- Feeder Codes and FAY
- Provisional and Growth
- District AYP
- Student Data File

MDE - Adequate Yearly Progress - Windows Internet Explorer

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http://www.michigan.gov/mde/0,1607,7-140-22709_22875---,00.html

CEPI - SCM Michigan School... OEAA - Login MDE - Adeq... CEPI - Graduati...

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- Education YES!
- English Language Proficiency Assessment (ELPA)
- MI-Access
- Michigan Educational Assessment Program (MEAP)
- Michigan Merit Examination
- Michigan School Report Card
- National Assessment of Educational Progress
- OEAA Secure Site
- Secondary Credit Assessment System

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AYP Adequate Yearly Progress

Adequate Yearly Progress (AYP) is a cornerstone of the federal *No Child Left Behind Act* (NCLB) of 2001. In Michigan, it measures year-to-year student achievement on the Michigan Education Assessment Program (MEAP) for elementary and middle schools, or the Michigan Merit Examination (MME) for high schools. Other indicators, such as the number of students who participate in the assessments and graduation rate for high schools, are also considered in the calculation.

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- [Appeal Deadline for 2008 Draft School Report Cards](#) PDF
- [Guide to Reading 2008 Michigan School Report Cards](#) PDF
- [Instructions for Correction of Report Card Data](#) PDF
- [2008 Application for MI-Access Reallocation](#) EXCEL
- [2008 Application for One Percent Exception \(Only needed if the district did not apply in 2006 or 2007\)](#) EXCEL
- [More Michigan High Schools Not Making Adequate Yearly Progress - "Education Reforms Need Time To Work"](#)
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- [Safe Harbor Spreadsheet](#) EXCEL
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http://www.michigan.gov/mde/

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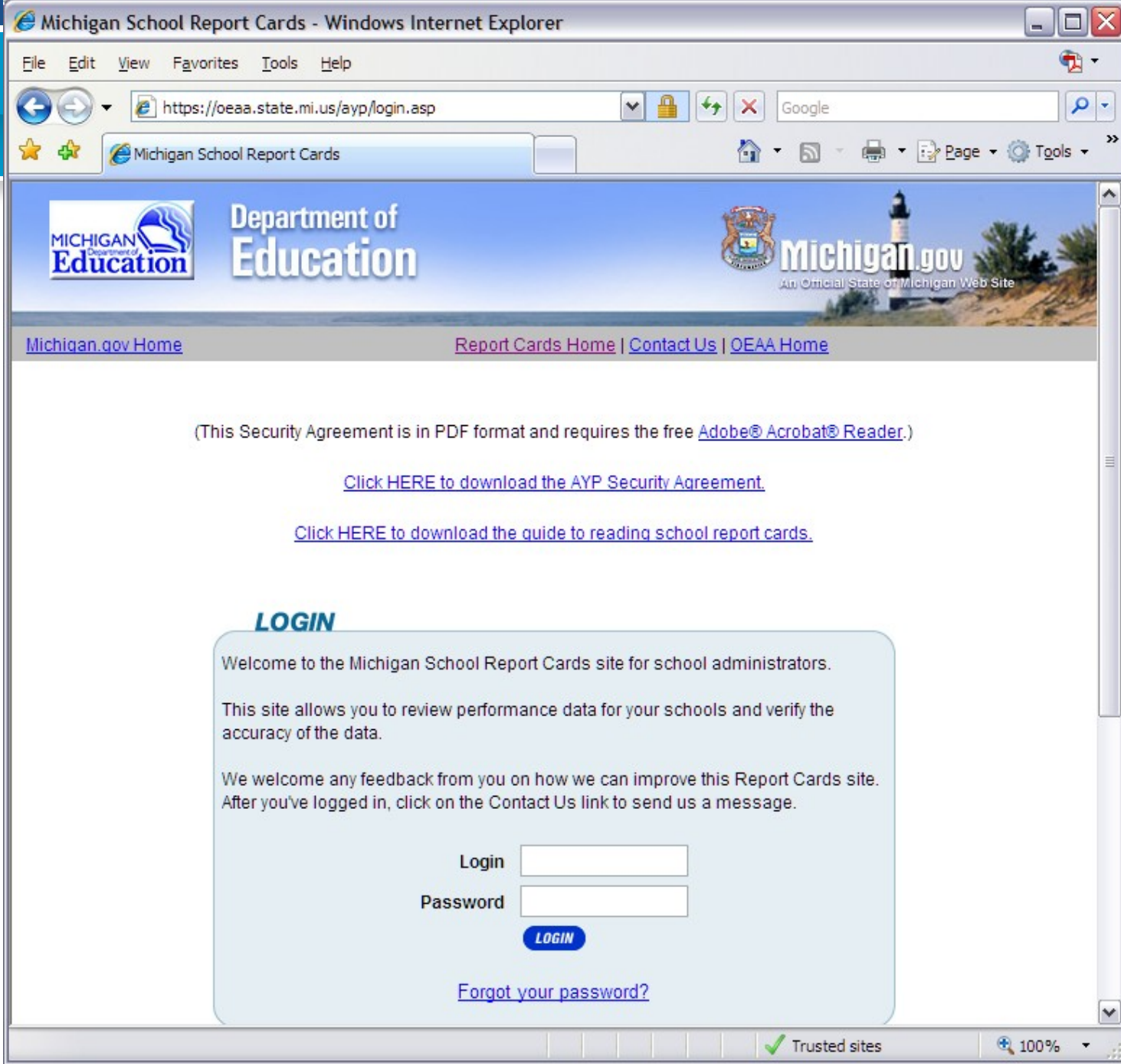
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Under "Search by", enter the name of your school and hit the Go button. You can also click the links for School, District, City, & County to see listings for each.

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Welcome to the 2006-2007 Michigan School Report Card !

The Michigan Department of Education annually makes a determination of Adequate Yearly Progress (AYP) for all public elementary, middle schools, and high schools in Michigan. AYP evaluates schools and school districts in the areas of academic achievement, participation in state assessment, graduation rate for high schools, and student attendance for elementary and middle schools. In addition, the Department reports on *Education YES! - a Yardstick for Excellent Schools*, the state school accreditation system under which letter grades are assigned for academic achievement and indicators of school performance to determine state accreditation of Michigan schools.

This report card system is available for parents, citizens, teachers, and school administrators to learn about how schools are both performing and improving. You may search or browse for a school to view its report card. The report card provides a composite grade for the school. You may then View Details on each report card to understand the basis of each grade. Please read our [Frequently Asked Questions](#) and [Guide to Reading School Report Cards](#) for more information about interpreting these reports. If you feel you still have questions, feel free to use the [Contact Us](#) link at the bottom of the page.

The 2006-2007 Report Card

Several aspects of AYP determination and the *Education YES!* system have been updated for 2006-2007. The [Guide to Reading School Report Cards](#) contains a listing of "What's New in the 2007 Michigan School Report Cards."

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WAVERLY COMMUNITY SCHOOLS

[Explain AYP](#) 515 Snow Road
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 Superintendent (517)321-7265
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List of Schools in District - Waverly Community Schools

School	Grades Tested	Ed Yes! Grade 2006-2007	School AYP Status 2006-2007	School Phase 2006-2007
Elmwood Elementary School	3 - 5	A	Met AYP	0
Meryl S. Colt Elementary School	3 - 5	B	Met AYP	0

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https://oeaa.state.mi.us/ayp/school_one_only_1_2004.asp?ECDi

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School Report Card - Grades Tested 3 - 5

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2006-2007	Adjusted Score 2006-2007	Ed Yes! Grade 2006-2007	
Student Achievement	View Details			
English Language Arts	86.3	96.3	A	
Mathematics	92.6	100	A	
Achievement Subtotal	89.4	98.2	A	
Indicators of School Performance		90	A	View Details
Preliminary Grade		96	A	
AYP Status (Adequate Yearly Progress)		Met AYP		View Details
Composite Grade		A		

[View list of reports for Elmwood Elementary School](#)

The Composite Grade

An achievement score for each content area is computed by averaging the Status and Change (or adjusted Change) scores for a content area. A preliminary composite

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Reports available for Elmwood Elementary School

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- [English Language Arts](#)
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mailto:vhendrickson@waverlyk12.net

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This report indicates how many students were assessed in a variety of demographics.

Student Group	Students Enrolled	Students Assessed in 2006-2007	Percent Assessed in 2006-2007	Two Year Average Percent	Three Year Average Percent	Met Goal Level - 95%
All Students	96	96	100%	99.5%	99.6%	Yes
Ethnicity				View Details	View Details	
Black or African American	34	34	100%	100%	101.2%	Yes
American Indian or Alaska Native	1	1	-	-	-	-
Asian American Native Hawaiian or other Pacific Islander	7	7	-	-	-	-
Hispanic or Latino	5	5	-	-	-	-
White	45	45	100%	99%	99.1%	Yes
Multiracial	4	4	-	-	-	-
Students with Disabilities	10	10	-	-	-	-
Limited English Proficient	2	1	-	-	-	-
Economically Disadvantaged	26	26	-	-	-	-

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AYP Status - Student Assessment Detail in English Language Arts for All Students

This report indicates how many students were assessed in a variety of demographics.

Grade	Students Enrolled	Students Assessed in MEAP	Students Assessed in MI-Access (P/SI)	Students Assessed in MI-Access (FI)	Students Assessed in ELPA	Total Students Assessed in 2006-2007	Percent Assessed
3	52	52	-	-	-	52	100%
4	44	44	-	-	-	44	100%
Total	96	96	-	-	-	96	100%
Met Goal Level							Yes

A dash (-) indicates that there are too few students in this category for this rating to be applicable. The minimum group size for students enrolled in this building is 30 students.

AYP and MI-Access Assessments

Students that take any of the MI-Access assessments are counted as "participating in assessment" for the purpose of calculating the minimum 95%.

Nonstandard Accommodations

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AYP State Objective Status in English Language Arts - Grades Tested 3 - 5

This report indicates the percentages of students who were proficient based on MEAP scores for each demographic category, as compared to the state's objective.

Student Group	Total FAY Assessed 2006-2007	Total In 2006-2007	Total Provisonally In 2006-2007	Students Proficient:		Single Year Index	Two Year Index	Three Year Index	Met State Objective
				Percent In 2006-2007	Percent Provisonally In 2006-2007				
All Students	127	118	7	92.9%	5.5%	45	45.6	45.8	Yes
Black or African American	35	33	2	94.3%	5.7%	46	45.4	46.4	Yes
American Indian or Alaska Native	1	1	0	-	-	-	-	-	-
Asian, Native Hawaiian, or Pacific Islander	8	8	0	-	-	-	-	-	-
Hispanic or Latino	5	5	0	-	-	-	-	-	-
White	69	63	4	91.3%	5.8%	43.4	44.8	45.7	Yes
Multiracial	9	8	1	-	-	-	-	-	-
Students with Disabilities	13	8	3	-	-	-	-	-	-
Limited English Proficient	0	-	-	-	-	-	-	-	-
Economically Disadvantaged	32	29	4	90.6%	12.5%	42.6	43.1	43.1	Yes

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ELMWOOD ELEMENTARY SCHOOL

[Explain AYP](#)

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COMPOSITE
GRADE
A

AYP Status - Single Year 2007 Student Proficiency Detail in English Language Arts for All Students

Grade	Target	Total FAY Assessed	Total Students Prof.	Total Students Prov. Prof.	% Prof.	% Prof. Difference	Grade Weight Level	Proficiency Index
3	50%	42	38	2	90.5%	4.8%	40.5	0.33
4	48%	42	42	1	100%	2.4%	52	0.33
5	46%	43	38	4	88.4%	9.3%	42.4	0.34
Total		127	118	7	92.9%	5.5%		44.95
Met State Objective								Yes


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WAVERLY EAST INTERMEDIATE SCHOOL

[Explain AYP](#)

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 COMPOSITE
GRADE
B

School Report Card - Grades Tested 5 - 7

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	Status Score 2006-2007	Adjusted Score 2006-2007	Ed Yes! Grade 2006-2007	
Student Achievement	View Details			
English Language Arts	76.8	76.8	C	
Mathematics	86.9	86.9	B	
Science	-	-		
Social Studies	-	-		
Achievement Subtotal	81.8	81.9	B	
Indicators of School Performance		95	A	View Details
Preliminary Grade		86	B	
AYP Status (Adequate Yearly Progress)		Met AYP		View Details
Composite Grade		B		

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Grades Tested 5 - 7

This report indicates how many students were assessed in a variety of demographics.

Student Group	Students Enrolled	Students Assessed in 2006- 2007	Percent Assessed in 2006- 2007	Two Year Average Percent	Three Year Average Percent	Met Goal Level - 95%
All Students	459	462	100.7%	100.6%	99.4%	Yes
Ethnicity				View Details	View Details	
Black or African American	132	133	100.8%	100.7%	99%	Yes
American Indian or Alaska Native	2	2	-	-	-	-
Asian American Native Hawaiian or other Pacific Islander	17	17	-	-	-	-
Hispanic or Latino	33	35	106.1%	103.7%	102.4%	Yes
White	213	213	100%	100%	98.7%	Yes
Multiracial	62	62	100%	103.2%	103.2%	Yes
Students with Disabilities	66	67	101.5%	101.6%	101.6%	Yes
Limited English Proficient	6	5	-	-	-	-
Economically Disadvantaged	151	154	102%	102%	100.6%	Yes

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AYP Status - Student Assessment Detail in English Language Arts for All Students

This report indicates how many students were assessed in a variety of demographics.

Grade	Students Enrolled	Students Assessed in MEAP	Students Assessed in MI-Access (P/SI)	Students Assessed in MI-Access (FI)	Students Assessed in ELPA	Total Students Assessed in 2006-2007	Percent Assessed
5	219	219	-	3	-	222	101.4%
6	239	233	-	6	-	239	100%
7	1	-	-	1	-	1	100%
Total	459	452	-	10	-	462	100.7%
Met Goal Level							Yes

A dash (-) indicates that there are too few students in this category for this rating to be applicable. The minimum group size for students enrolled in this building is 30 students.

AYP and MI-Access Assessments

Students that take any of the MI-Access assessments are counted as "participating in

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AYP State Objective Status in English Language Arts - Grades Tested 5 - 7

This report indicates the percentages of students who were proficient based on MEAP scores for each demographic category, as compared to the state's objective.

Student Group	Students Proficient:								
	Total FAY Assessed In 2006-2007	Total In 2006-2007	Total Provisionally In 2006-2007	Percent In 2006-2007	Percent Provisionally In 2006-2007	Single Year Index	Two Year Index	Three Year Index	Met State Objective
						40.7	40.5	40.5	Yes
All Students	425	360	43	84.7%	10.1%				
Black or African American	110	87	15	79.1%	13.6%	35	36.5	36.5	Yes
American Indian or Alaska Native	3	2	0	-	-	-	-	-	-
Asian, Native Hawaiian, or Pacific Islander	15	12	1	-	-	-	-	-	-
Hispanic or Latino	37	29	4	78.4%	10.8%	34.4	36.3	36.3	Yes
White	208	183	19	88%	9.1%	44	43.6	43.6	Yes
Multiracial	52	47	4	90.4%	7.7%	46.7	46.8	46.8	Yes
Students with Disabilities	61	26	8	42.6%	13.1%	0.9*	0.2*	0.2*	Yes
Limited English Proficient	1	0	0	-	-	-	-	-	-
Economically Disadvantaged	115	92	15	80%	13%	36.1	34.7	34.7	Yes

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AYP Status - Single Year 2007 Student Proficiency Detail in English Language Arts for All Students

Grade	Total FAY	Total Students	Total Students Prof.	% Prof.	% Prov. Prof.	% Prov. Prof.	Difference	Grade Weight	Proficiency Index
5	46%	1	1	0	100%	0%	54	0	0
6	45%	202	176	13	87.1%	6.4%	42.1	0.48	20.21
7	43%	222	183	30	82.4%	13.5%	39.4	0.52	20.49
Total		425	360	43	84.7%	10.1%			40.7
Met State Objective									Yes

Michigan has developed vertically articulated performance standards for MEAP and MI-Access. The Assessments have reported proficiency for each grade (3-8) tested at each school. The performance standards (cut scores) have been set in a way where the difficulty at a particular grade level is very similar to the difficulty at adjacent grade levels. Because valid scores in English language arts and mathematics cannot be ignored, the scores of all tested students must be used in the AYP determination.

Michigan has extended the grade range targets with separate targets for each grade, and to base a school's target on a weighted average of the statewide targets for the grades tested at the school. This procedure accounts for differences in performance standards across grade levels. It also permits a single AYP determination for the school, through a comparison between a student achievement and the school's target.

Proficiency for AYP is based on the weighted sum of the proficiency index that is computed at each grade (3-11) counted for AYP at the school. The proficiency index is weighted by the

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AYP Status - Single Year 2007 Student Proficiency Detail in English Language Arts for Students with Disabilities Students

The school makes AYP because federal Interim Option 1 has been used to adjust the AYP decision because this is a school that would not make AYP solely due to the students with disabilities subgroup. The AYP target for the students with disabilities subgroup has been adjusted by 15.0% percentage points through this federal flexibility.

Grade	Total FAY Target	Total Students Assessed	Total Students Prof.	Total Students Prof.	% Prof.	% Prof.	% Prof.	Grade Weight Difference	Grade Weight Proficiency Index
5	30.8%	0	0	0	0%	0%	0	0	0
6	29.8%	29	16	3	55.2%	10.3%	15	0.48	7.2
7	27.8%	32	10	5	31.3%	15.6%	-12.2	0.52	-6.34
Total		61	26	8	42.6%	13.1%			0.86
Met State Objective									Yes

Michigan has developed vertically articulated performance standards for MEAP and MI-Access. The Assessments have reported proficiency for each grade (3-8) tested at each school. The performance standards (cut scores) have been set in a way where the difficulty at a particular grade level is very similar to the difficulty at adjacent grade levels. Because valid scores in English language arts and mathematics cannot be ignored, the scores of all tested students must be used in the AYP determination.

Michigan has extended the grade range targets with separate targets for each grade, and to base a school's target on a weighted average of the statewide targets for the grades tested at the school. This procedure accounts for differences in performance standards across grade

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Request Appeal

A school district has the opportunity to appeal any data that affect its grade or AYP status if it has evidence that the data may be inaccurate. For example, the school district might identify corrected data regarding the number of students that were enrolled and should have been assessed.

One common appeal concerns miscoding of student demographic data. The Department matched the assessment and SRSD data using the Unique Identification Codes (UICs) to update the demographics to use the data from the Fall 2006 SRSD, which is considered most recent. The school district may submit revised data for the appropriate numbers (students enrolled, students tested, and/or students proficient) as part of its appeal. The Report Card web site allows authorized users to request a student data file showing the demographics used for AYP. The data file may be returned with corrected demographic information.

The school district must provide specific evidence of the matter being appealed. Corrections are made at the student level. Therefore, it is necessary to reference the names of specific students for whom the data needs to be corrected. The Department will prioritize those corrections that will change the district's AYP status.

School districts will have until midnight on Friday, June 22, 2007 to submit an appeal, if necessary, for an elementary or middle school.

An email acknowledgment of the appeal will be immediately sent to the school district. Please contact the Department if you do not receive an email conformation of your appeal.

You may also want to read our [Frequently Asked Questions](#) or our [Guide to Reading School Report Cards](#) for additional information.

Name:

District:

School:



When replying to an automated email, only the AYP Administrator that sent the email will receive the information in your email reply and the information won't be added to the solution of your issue. Automated generated emails are really to be used to inform you and AYP Administrators of any activity within a given issue. Preferred correspondence should be done via this website. With proper use of this system, each issue will have collected all the correspondence from users and administrators.

Your Issues

Active Issues:

No Issues Available For Viewing.

Resolved Issues:

Issue: 5529 - 9/5/2007 4:18:13 PM [Detroit Academy of Arts and Sciences]

[View](#)

Other Issues Within This District

Active Issues:

No Issues Available For Viewing.

Resolved Issues:

Issue: 3889 - 5/30/2007 2:42:15 PM [Waverly East Intermediate School]

[View](#)



Department of Education



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WHAT TO KNOW

[Frequently Asked Questions](#)[Guide to Reading School Report Cards](#)[Glossary](#)[About This Site](#)[Report Card Resources for Schools](#)[School Administrator Logout](#)

Issue Tracker

Welcome, please take a minute to read the following.

Below there are two sets (sections) of drop-down boxes. Within the two sets there are two drop-down boxes. The first labeled "Active issues" and the other is labeled "Resolved Issues". From these boxes you can make choices on what to view.

Sections:

- The section labeled "*Your Issues*" are all the issues that you have submitted personally.
- The section labeled "*Other Issues Within This District*" are all the issues for Waverly Community Schools that have been submitted by others.

Drop-Down Boxes:

- *Active Issues* - List of pending appeals.
- *Resolved Issues* - List of resolved appeals.

After selecting an issue you can read all the correspondence that has taken place. You will also have the ability to enter new information on the selected issue at any time even if the issue has been resolved. After updating a selected issue a confirmation email will be sent to you with the new information that you have submitted to the issue. Along with your confirmation email, emails will be sent to all the Michigan Department of Education AYP

Proficiency Index

- The difference between the percent proficient and the grade level target is computed for each grade level
- The difference is weighted by the number tested at each grade
- The weighted differences are summed across grades
- The school meets the state objective if the Proficiency Index is 0 or more

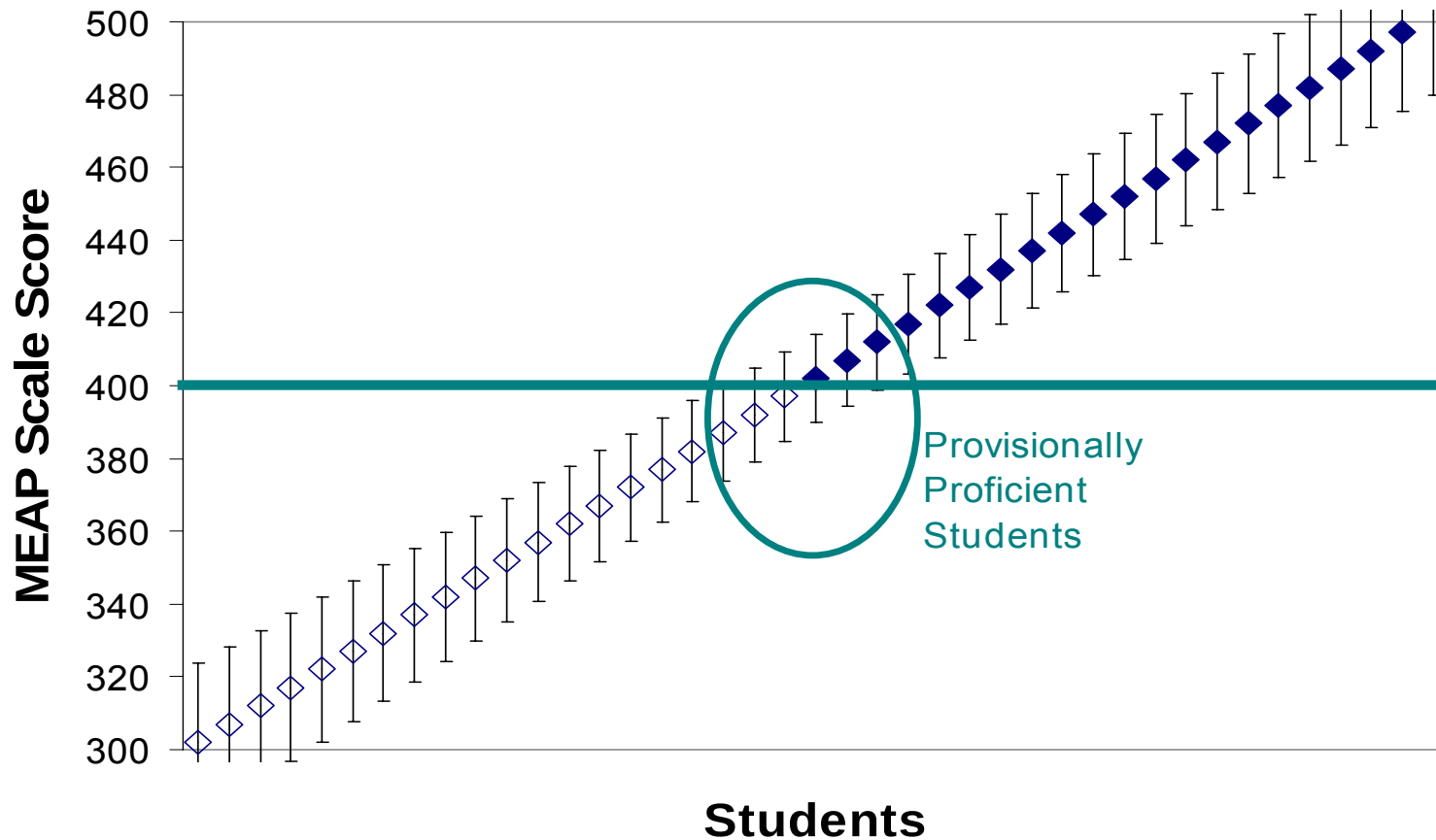
Index ELA

Grade	Target	Number Tested	Number Proficient	Percent Proficient	Difference From Target	Grade Level Weight	Proficiency Index
3	60%	30	25	83.3%	23.3	0.09	2.10
4	59%	40	30	75.0%	16.0	0.11	1.76
5	57%	100	60	60.0%	3.0	0.29	0.87
6	56%	10	3	30.0%	-26.0	0.03	-0.78
7	54%	30	25	83.3%	29.3	0.09	2.64
8	53%	40	30	75.0%	22.0	0.11	2.42
11	61%	100	60	60.0%	-1.0	0.29	-0.29
Total		350	233	66.6%			8.72

AYP Reliability - Margin of Error

- Provisionally Proficient
 - Would the student score the same if tested again?
- Conditional Standard Error of Measurement
 - Differs by grade, subject and form
 - Applies to “partially proficient” students on MEAP

Provisionally Proficient



Progress/Growth

- Frustration with the assessment data used for AYP
 - classifies a student at a single point in time (status)
- Teachers often work students and make improvements in achievement
- Status models alone do not allow student improvement, which may be attributable to teacher intervention, to be tracked
- Growth Model gives credit in the AYP decision for growth from year-to-year by demonstrating that improvement in the student's achievement is on a trajectory such that the student is expected to attain proficiency within the next three years.

MEAP Progress Value Table

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	N	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	N	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	N	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	N	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	N	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	N	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	N	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	N	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	N	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	N	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	N	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	N
		SD = Significant Decline			N = No Change			I = Improvement					
		D = Decline						SI = Significant Improvement					

“On Trajectory” Toward Proficiency

Fall 2006 Achievement ELA		Fall 2007 Achievement ELA					
		Not Proficient			Partially Proficient		
		Low	Mid	High	Low	Mid	High
Not Proficient	Low			412	232	180	113
	Mid				521	272	150
	High					2,738	1,817
Partially Proficient	Low					4,636	3,996
	Mid						6,635
	High						
Proficient	Low						
	Mid						
	High						
Advanced	Low						
	Mid						
	High						

“On Trajectory” Toward Proficiency

Fall 2006 ELA Achievement		Fall 2007 ELA Achievement		
		Emerging		
		Low	Mid	High
Emerging	Low		53	43
	Mid			176
	High			
Attained	Low			
	High			
Surpassed	Low			
	Mid			
	High			

Growth Model Message

- Focus on “improvement”
 - Don’t work only with “bubble” students
 - Getting from 4-L to 3-L is enough improvement to be “on trajectory”
- The growth models provides modest adjustments

Multiple Year Averaging

- Can only help a school or district
- Can be used for participation or achievement
- Only used when the school or district doesn't meet AYP using current year data
- Doesn't create a subgroup
- Achievement targets are still the same

Safe Harbor

- An additional way to meet the AYP achievement target
- Achievement must improve from year to year
- Provisionally proficient students counted in both the prior year and the current year

Safe Harbor Example

		2008-09		2009-10	
Percent Proficient		41.3%		44.6%	
Percent NOT Proficient		58.7%		52.7%	
10% of Prior Year		5.9%			
Safe Harbor Target		52.8%			
Safe Harbor Met				TRUE	

Student Attendance

- Student attendance is taken from the End-of-Year SRSD submission of the prior school year
- Attendance is computed by summing the scheduled and actual days of attendance and then dividing the sum of the actual by the sum of scheduled

District AYP

- Treats the district as one big school
- May have different group size
- Only done if district has more than one school

District AYP

- Elementary Range
 - Grades 3-5
- Middle School Range
 - Grades 6-8
- High School Range
 - Grade 11
- Ranges used for District AYP regardless of School Configurations

District AYP

- Some students are counted as district FAY and school LTFAY if the student moves from school to school within the district
- District is considered to make AYP if it makes AYP at least at one grade range

Group Size

- **ALL** schools are given an AYP status
- Group Size applies to subgroups – **NOT to all students**
- Small school procedure
 - Improved reliability for small schools
 - At least one student must be proficient

Group Size

- Minimum Group Size – Across Grades Tested is 30
- If total enrollment is more than 3,000
 - 1% Percent of Total Enrollment (district or school)
 - District AYP
 - Maximum subgroup size is 200

Student Data File

- Enrollment
 - Students counted from SRSD
- Participation
 - MEAP, MME, MI-Access, and ELPA
- Proficiency
 - Full Academic Year
 - Feeder Codes for grades 3-9

Student Data File

Less Than Full Academic Year ▼	Corrected ▼	Duplicate Student ▼	Not My Student - Mistake ▼	District Code Where Tested ▼	Building Code Where Tested ▼	UIC ▼	LastName ▼	FirstName ▼
				01010	00001	6501771017	Granderson	Curtis
				01010	00001	7289456586	Polanco	Placido
				01010	00002	1893342870	Sheffield	Gary
				01010	00001	3314488156	Ordoñez	Magglio
				01010	00001	0964790519	Guillen	Carlos
				01010	00001	8669691197	Rodriguez	Ivan
				01010	00001	8556553987	Inge	Brandon

Enrollment in Data File

- Enrollment
- Enrollment District Code
- Enrollment Building Code

Enrollment in Data File

UIC	LastName	FirstName	Grade Tested	Enrollment	Enrollment District Code	Enrollment Building Code
6501771017	Granderson	Curtis	3	TRUE	01010	00001
7289456586	Polanco	Placido	4	TRUE	01010	00001
1893342870	Sheffield	Gary	4	FALSE	01010	00002
3314488156	Ordoñez	Magglio	5	TRUE	01010	00001
0964790519	Guillen	Carlos	5	TRUE	01010	00001
8669691197	Rodriguez	Ivan	4	TRUE	01010	00001

Participation in Data File

- District Code Where Tested
- Building Code Where Tested
- ELA valid
- Math valid

Participation in Data File

District Code Where Tested ▼	Building Code Where Tested ▼	UIC ▼	LastName ▼	FirstName ▼	Grade Tested ▼	ELA Assessment ▼	ELA PL ▼	ELA SS ▼	ELA Valid ▼
01010	00001	6501771017	Granderson	Curtis	3	MEAP	2	317	1
01010	00001	7289456586	Polanco	Placido	4	MEAP	0		0
01010	00001	1893342870	Sheffield	Gary	4	MEAP	2	316	1
01010	00001	3314488156	Ordoñez	Magglio	5	MEAP	1	448	1
01010	00002	0964790519	Guillen	Carlos	5	MEAP	2	338	1
01010	00001	8669691197	Rodriguez	Ivan	4	MEAP	1	343	1
01010	00001	8556553987	Inge	Brandon	5	P/SI	1		1

Proficiency in Data File

- Feeder Codes (school and district)
- Previous Feeder Codes (school and district)
- FAY designation

Proficiency in Data File

UIC	Last Name	First Name	Grade Tested	meap Feeder DCODE	meap Feeder BCODE	District FAY	School FAY	ELAPL	ELASS
6501771017	Granderson	Curtis	3	01010	00001	TRUE	TRUE	2	317
7289456586	Polanco	Placido	4	01010	00001	TRUE	TRUE	1	347
1893342870	Sheffield	Gary	4	01010	00002	TRUE	TRUE	2	316
3314488156	Ordoñez	Magglio	5	01010	00001	TRUE	TRUE	1	548
0964790519	Guillen	Carlos	5	01010	00001	TRUE	TRUE	2	538
8669691197	Rodriguez	Ivan	4	01010	00001	TRUE	TRUE	1	443
8556553987	Inge	Brandon	5	01010	00001	TRUE	FALSE	1	557

Proficiency in Data File

UIC	Last Name	First Name	Grade Tested	meap Feeder BCODE	Building Code EOY 2006	Building Code Spring 2006	Building Code Fall 2005	School FAY
6501771017	Granderson	Curtis	3	00001	00001	00001	00001	TRUE
7289456586	Polanco	Placido	4	00001	00001	00001	00001	TRUE
1893342870	Sheffield	Gary	4	00002	00002	00002	00001	TRUE
3314488156	Ordoñez	Magglio	5	00001	00001	00001	00001	TRUE
0964790519	Guillen	Carlos	5	00001	00001	00001	00001	TRUE
8669691197	Rodriguez	Ivan	4	00001	00001	00001	00001	TRUE
8556553987	Inge	Brandon	5	00001	00001	00001	00002	FALSE

District FAY

UIC	Last Name	First Name	Grade Tested	meap Feeder DCODE	District Code EOY 2006	District Code Spring 2006	District Code Fall 2005	District FAY
6501771017	Granderson	Curtis	3	01010	01010	01010	01010	TRUE
7289456586	Polanco	Placido	4	01010	01010	01010	01010	TRUE
1893342870	Sheffield	Gary	4	01010	01010	01010	01010	TRUE
3314488156	Ordoñez	Magglio	5	01010	01010	01010	01010	TRUE
0964790519	Guillen	Carlos	5	01010	01010	01010	01010	TRUE
8669691197	Rodriguez	Ivan	4	01010	01010	01010	01010	TRUE
8556553987	Inge	Brandon	5	01010	01010	01010	01010	TRUE

Corrections to Data File

Less Than Full Academic Year ▼	Corrected ▼	Duplicate Student ▼	Not My Student - Mistake ▼	District Code Where Tested ▼	Building Code Where Tested ▼	UIC ▼	LastName ▼	FirstName ▼
				01010	00001	6501771017	Granderson	Curtis
				01010	00001	7289456586	Polanco	Placido
				01010	00002	1893342870	Sheffield	Gary
				01010	00001	3314488156	Ordoñez	Magglio
				01010	00001	0964790519	Guillen	Carlos
X				01010	00001	8669691197	Rodriguez	Ivan

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