MARYLAND STATE DEPARTMENT OF
EDUCATION
Achievement Matters Most

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State Superintendent of Schools

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Date: October 5, 2006

To: Local Accountability Coordinators and Maryland School Assessment Data Contacts

From: Gary Heath, Assistant State Superintendent
               Division of Accountability and Assessment

Subject: *Maryland School Assessment (MSA) and Alternate Maryland School Assessment (Alt-MSA)*
               2007 Pretest and Posttest Specification Manual

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Attached to this memorandum is the *Maryland School Assessment (MSA) and Alternate Maryland School Assessment (Alt-MSA) 2007 Pretest and Posttest Specification Manual.*

Students in grade 3 – 8 who do not participate in MSA must be identified for the Alternate Maryland School Assessment (Alt-MSA). Grade 10 Alt-MSA students should be included in the pretest and posttest files.

- The regular administration dates for the Maryland School Assessment are March 12—221, 2007.
- The make-up administration dates for the Maryland School Assessment are March 22—27, 2007.
- For the Alt-MSA, the last date for portfolio construction is March 14, 2007.

The Posttest File due date is April 3, 2007.

Please note that ELL (LEP) students *who are in their first year of enrollment in U.S. schools* may substitute their score on the English Language Proficiency Test for the MSA reading test. ELL students must participate in the MSA reading test starting in their second year of enrollment in U.S. schools. ELL students must participate in MSA mathematics testing, regardless of how recently they entered the U.S. educational system. These students may be indicated as LEP exempt students for both reading and mathematics and, therefore, would not be included in the performance and AYP proficiency reporting. They would be included only in the AYP participation calculations. For complete details on test participation, see the *Test Administration and Coordination Manual* (TACM), the Test Examiner Manuals and/or *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities.*

Please review the specification manual, layout, and detailed explanations of the elements carefully. If you have any questions on the MSA/Alt-MSA or the Manual, please contact one of the following MSDE staff:

Maryland School Assessment Program	Ray Scott (Reading)	410-767-0038
	Julia Walters (Mathematics)	410-767-0035
Alternate Maryland School Assessment	Martin Kehe	410-767-0080
	Sharon Hall	410-767-0738
Pretest/Posttest Files and/or Submission of Files	Gayle Scott	410-767-0078

GH:gs
Attachment
c: J. Johnson, M. Pautz, R. Scott, J. Walters, G. Scott

MARYLAND SCHOOL ASSESSMENT (MSA) and ALTERNATE MARYLAND SCHOOL ASSESSMENT (AltMSA) 2007

Pretest and Posttest Specification Manual

October 5, 2006

Maryland State Board of Education

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Pretest and Posttest Specification Manual

Introduction

The Maryland School Assessment (MSA) is the measure of student achievement in reading (grades 3—8) and mathematics (grades 3—8). This assessment meets the federal testing requirements of the No Child Left Behind Act (NCLB). The Alternate Maryland School Assessment will the same data file for the pretest and posttest data files.

For the Maryland School Assessment, the regular administration dates are March 12—221, 2007. The make-up administration dates are March 22—27, 2007. For the Alt-MSA, the last date for portfolio construction is March 14, 2007.

The 25 local school systems will submit pretest and posttest data files as outlined in this specification manual for all students in membership in grades 3—8 (and grade 10 for AltMSA students).

The MSA and Alt-MSA data contact person is:

> Gayle Scott
> Data Processing Staff Specialist
> Division of Accountability and Assessment
> Education Accountability Branch
> Telephone: (410) 767-0078
> FAX: (410) 333-2017
> E-Mail: gscott@msde.state.md.us

Pretest File

The Pretest File must include **all** students enrolled in grades 3—8, (and 10--for Alt-MSA only) in each public school as of the pretest file submission dates. All students in the test grades in Maryland **must** participate in either MSA or Alt-MSA.

The file must identify all students in membership for either the Maryland School Assessment or the Alternate Maryland School Assessment (Alt-MSA). The pretest file must also include the grade 10 Alt-MSA students. The pretest file may be used for both the MSA and Alt_MSA testing vendors' website.

In the Pretest File, students receiving Free/Reduced Price Meals, Title 1, Special Education, Code 504, or LEP services and students receiving accommodations will **not** be identified. These special service indicators and accommodations will be identified on the posttest file. The file layout indicates the data elements required for the pretest file by a checkmark in the pretest column.

The pretest file will be used to create the preprint file used to create student labels for the test booklets. For your information, the website submission dates for the pretest file are as follows:

Assessment	Website Opens for Uploading Pretest Files	Website Closes for Uploading Pretest Files	Website Opens for On-Line Updates/ Additional Orders	Website Closes for On-Line Updates/ Additional Orders
MSA	November 13, 2006	January 26, 2007	January 29, 2007	March 21, 2007
Alt-MSA	November 1, 2006	December 15, 2006	December 18, 2006	February 2, 2007

Please note the majority of the MSA or Alt-MSA students should be uploaded, edited, and confirmed early in the website process. The additional pretest submission window allows for last minute additions, deletions or changes.

Again, the Department will not be collecting special services or accommodations in the pretest file. The special order tests (Braille, Large Print, and Kurzweil) will be handled separately using the same process as in the past.

Pretest Edit Process

The pretest file is edited to make sure the file conforms to the layout required by MSDE and all data elements are edited as follows:

- School number is compared and verified to master school list maintained at MSDE
- Schools having enrollment in grades 3—8 must have students scheduled to take the MSA.
- The pupil number cannot be missing, must be complete, and unique within the local school system.
- The student name must be present without punctuation.
- Birth month and day are edited for logical numbers.
- Birth year is also edited for logical ages of students taking the MSA to catch keying errors.
- Valid values for the various elements (grade, gender, race, etc.) are checked.
- Test group must be designated for all students. MSA students must be assigned 01—99 and Alt-MSA students must be assigned 00.
- A duplicate record check is performed.

Posttest File

The Posttest File must include all students enrolled in grades 3-8 in each public school as of the ending of MSA testing, March 27, 2007. The posttest file must also include all Alt-MSA students (Grades 3-8 and 10) enrolled as of the ending of Alt-MSA testing, March 14, 2007. As stated earlier, the posttest file process will capture the special service indicators and accommodation data. The file layout indicates the data elements required for the posttest file by a checkmark in the posttest column.

Again this year, MSDE will be collecting and reporting the verbatim reading accommodations for the reading and mathematics. According to the new accommodations document, *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities,* there are four accommodations (1-F, 1-G, 1-M, and 1-N) for verbatim reading accommodations (see layout and detailed explanation). Also the data elements, *Accommodated Student for Reading* and *Accommodated Student for Mathematics* will identify students that had any accommodations during testing. These elements are required due the amendment of the Individuals with Disabilities Education Act (IDEA) [the "Individuals with Disabilities Education Improvement Act of 2004] for reporting on accommodations (Part A, Section 612a(16)(D).

Again this year, the data element Deaf/Hard of Hearing will be on the posttest file for **3rd and 4th grade** test takers. The identification of **3rd and 4th grade** deaf/hard of hearing test takers will ensure that accurate reading performance measurements are applied. Test takers in **3rd and 4th grade** that have one of the following codes for Disability: 02—Hard of Hearing, 03—Deaf, or 12—Deaf-Blindness must be tracked using the Deaf/Hard of Hearing flag for appropriate scoring of the reading assessment. This information is available in the Special Service Information System (SSIS) for students with disabilities. **The Deaf/Hard of Hearing flag is to be applied to 3rd and 4th grade test takers ONLY.**

The following dates have been established for the posttest processes.

By April 3, 2007   The Posttest File is submitted to MSDE's Secure Transport Server. MSDE edits the posttest File and compares it with the Pretest File last uploaded to the reading and Alt-MSA vendors' website.

April 16, 2007   MSDE contacts LEAs with the results of the posttest edit process.

April 19, 2007   MSDE compares the Posttest File with the testing vendors' Participation File (participation cleaning process). Student demographics are updated from the Posttest File for preparation of the students' individual labels and home reports results by the testing vendors.

Again, the Special Education students in Grades 3—8 **not** participating in the MSA will be identified on the Posttest File through the Alt-MSA Indicator element. Grade 10 Alt-MSA students must be included on the posttest file.

Purpose of the Posttest File

The posttest file is used during the participation cleaning process. When MSDE receives the participation file from the testing vendors, the participation file is update with the following information from the posttest file in order to have accurate student labels and home reports:

- School Number
  - The local school system is able to change the school to where the scores should be reporting for MSA performance reporting.
- Pupil identification number
  - If the pupil number was bubbled incorrectly or is missing.
  - If there has been a change between the pretest and posttest files.
- Student Name, Race, Gender, and Date of Birth
  - If the above information was bubbled incorrectly or is missing.

The posttest file is also used in determining if all students have been tested as required by the NCLB. The information from the posttest file is also used during the AYP process. All the special services indicators (gender, race, Free/Reduced Price Meals, Title 1, Special Education, Code 504, and LEP), and the AYP information (entry code, entry date, AYP reporting system, and AYP reporting school) from the Posttest File are used with the final scored file to determine AYP results.

Posttest File Edit Process

The Posttest File is edited to make sure the file conforms to the layout required by MSDE. All data elements are edited as follows:

- School number is compared and verified to master school list maintained at MSDE
- Schools having enrollment in grades 3—8 (and 10 for Alt-MSA) must have students scheduled to take the MSA.
- School-level membership is compared with the September 30 enrollment count to determine if there are large discrepancies.
- The pupil number cannot be missing, must be complete, and unique within the local school system.
- The student name must be present without punctuation. Any punctuation will be replaced with a space
- Birth month and day are edited for logical numbers.
- Birth year is also edited for logical ages of students taking the MSA to catch keying errors.
- Valid values for the various elements (grade, gender, race, Title 1, FRPM, LEP, Special Education, Migrant, etc.) are checked.
- Dates for LEP begin/exit are checked.
- LEP exempt edits (valid values, services indicated, etc.).
- Alt-MSA students are checked by grade, pupil identification number, and test group. If identified as Alt-MSA students, the test group must be '00.'
- Service flags for Special Education must be present if the student is identified as participating in Alt-MSA.
- Service flags for Special Education, Code 504 students, or LEP must be present if the student is accommodated.
- Title 1 schoolwide and targeted schools are verified to determine if students have been correctly identified as receiving Title1 services.
- A duplicate record check is performed.
- Title1, FARMS, Special Education, and LEP summary student counts are compared to federal funding counts.
- Adequate Yearly Progress (AYP) data elements are checked.

A summary report is produced from the edited posttest file and forwarded to the local school systems for their review and feedback as a final check for accuracy of the data submitted. The summary report is at the local school system level by school and grade and contains the following information: number of students (posttest membership) by grade, gender, and race; enrollment count; number of Alt-MSA students, number of Special Education, LEP, Title 1, Code 504, Migrant, Free/Reduced Priced Meals, and Deaf/Hard of Hearing students.

File Layout Specifications for MSA 2007 Pretest/Posttest File

Field Name	Size	Class	Positions	Comments	Pretest	Posttest
LEA	2	N	1-2	01-23, 30, 31	√	√
School Number	4	N	3-6	Must be valid MSDE number	√	√
Grade	2	N	7-8	03, 04, 05, 06, 07, 08 (and 10 for Alt-MSA students)	√	√
Test Group	2	N	9-10	Test Group—01, 02, 03-99 For Alt-MSA students, use 00	√	√
Pupil Number	9	N	11-19	LEA assigned	√	√
Last Name First Name Middle Initial	14 9 1	C C C	20-33 34-42 43	No punctuation No punctuation No punctuation	√	√
Birth Date	8	N	44-51	MMDDYYYY	√	√
Gender	1	N	52	1 = Male, 2 = Female	√	√
LEP Services Indicator	1	C	53	N = No, not receiving LEP services Y = Yes, currently receiving LEP Services E = Exited the program within the past two years and not currently receiving services MSDE uses the date 06012005 as the start of the two-year reporting period.		√
Special Education Services	1	C	54	N = No, Y = Yes, 2 = 504		√
Title 1	1	C	55	N = No, Y = Yes		√
Race	1	N	56	1 = American Indian 2 = Asian/Pacific Islander 3 = African American 4 = White 5 = Hispanic	√	√
Migrant	1	C	57	N = No, Y = Yes		√
Alt-MSA Indicator	1	C	58	N = No, Y = Yes End of Pretest File--Rdg/Math	√	√
Posttest File Status	1	N	59	0 = Student continues to be enrolled (was on the Pretest File) 1 = Record was added 2 = Student withdrew from the school system prior to testing (was on Pretest file)		√
Reading Accommodations See *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities* for complete details.	4	N	60-63	0 = No, 1 = Yes in Positions 60, 61, 62, or 63 **FOR ALL GRADES** ***Auditory Presentation Accommodations:*** **Position 60**—1-F, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of the Entire Test **Position 61**--1-G, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test ***Multi-Sensory Presentation Accommodations***: **Position 62**—1-M, Screen Reader for Verbatim Reading of Entire Test **Position 63**—1-N, Screen Reader for Verbatim Reading of Selected Sections of Test		√

Field Name	Size	Class	Positions	Comments	Pretest	Posttest
Unused	9	C	64-72	Filler – do not use		
Test Format	1	C	73	Test Format (*for MSA Science only*—see specification manual)		
Unused	13	C	74-96	Filler – do not use		
Free/Reduced Price Meals	1	C	97	N = No, Y = Yes		√
Excused	1	C	98	N = All Other Students Y = Excused Students		√
LEP Begin Date	8	N	99-106	MMDDYYYY - LEP services began. **Required if student is currently receiving LEP services or exited the program within the past two school years.**		√
LEP End Date	8	N	107-114	MMDDYYYY – LEP services ended. **Required if LEP indicator = E** MSDE uses the date 06012005 as the start of the two-year reporting period**.**		√
AYP Student Entry Status Codes	2	N	115-116	**Required for all students.** The two-digit codes from *Maryland Student Records System Manual, 2005* will be used in conjunction with the date of entry to determine if the assessment results should be included at the school and/or local school system levels for Adequate Yearly Progress (AYP). See detailed explanation section.		√
Date of Entry	8	N	117-124	MMDDYYYY		√
AYP Reporting System	2	N	125-126	School System for AYP Reporting **Required even if same as LEA in column 1-2**		√
AYP Reporting School	4	N	127-130	School for AYP Reporting **Required even if same as School Number in column 3-6**		√
Unused	3	C	131-133	Unused		
Mathematics Accommodations See *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities* for complete details.	4	N	134-137	0 = No, 1 = Yes in Positions 134, 135, 136, or 137 **FOR ALL GRADES** *Auditory Presentation Accommodations:* **Position 134**—1-F, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of the Entire Test **Position 135**--1-G, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test *Multi-Sensory Presentation Accommodations*: **Position 136**—1-M, Screen Reader for Verbatim Reading of Entire Test **Position 137**—1-N, Screen Reader for Verbatim Reading of Selected Sections of Test		√

Field Name	Size	Class	Positions	Comments	Pretest	Posttest
Unused	33	C	138-170	Unused		
School with Non-assessed Grade	4	N	171-174	Reporting AYP results to previously attended school that is without an assessed grade; i.e., K-2 school receives grade 3 assessment results for feeder students.		√
LEP MSA Reading Exempt	1	C	175	N = No, Y = Yes

ELL (LEP) students *who are in their first year of enrollment in U.S. schools* may substitute their score on the English Language Proficiency Test for the MSA reading test. ELL students must participate in the MSA reading test starting in their second year of enrollment in U.S. schools. ELL students must participate in MSA mathematics testing, regardless of how recently they entered the U.S. educational system.

Note: 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. | | √ |
| LEP MSA Mathematics Exempt | 1 | C | 176 | N = No, Y = Yes

ELL (LEP) students *who are in their first year of enrollment in U.S. schools* may substitute their score on the English Language Proficiency Test for the MSA reading test. ELL students must participate in the MSA reading test starting in their second year of enrollment in U.S. schools. ELL students must participate in MSA mathematics testing, regardless of how recently they entered the U.S. educational system.

Note: 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. | | √ |
| Deaf/Hard of Hearing Flag | 1 | C | 177 | N = No, Y = Yes   **FOR GRADES 3 AND 4**

This Flag should be coded as "Y" if the student is in **3rd or 4th grade**, are not able to receive phonics instruction, and has a Disability Code of 02, 03, or 12. | | √ |
| Accommodated Student for Reading | 1 | C | 178 | N = No, Y = Yes   **FOR ALL GRADES**

Student received any accommodation(s) during the MSA Reading including the verbatim reading accommodations previously noted (required for Federal special education reporting). | | √ |
| Accommodated Student for Mathematics | 1 | C | 179 | N = No, Y = Yes   **FOR ALL GRADES**

Student received any accommodation(s) during the MSA Mathematics including the verbatim reading accommodations previously noted (required for Federal special education reporting). | | √ |

Detailed Explanations of the Elements on the MSA 2007 Pretest/Posttest File

LEA	Valid Codes: 01-23, 30, 31
School Number	Use only valid MSDE assigned 4 digit codes.
Grade	Valid codes 03, 04, 05, 06, 07, 08,(and 10 for Alt-MSA) correspond to the grade in which the student is enrolled
Test Group	Test Group: 01—99. For Alt-MSA students, use 00. Test groups are determined at the local level implementing current classroom testing procedures. If your system is not using test groups, please use the default test group of "01" for this element.
Pupil Number	Nine digit number assigned by the LEAS; must be unique within a system
Last Name First Name Middle Initial	Each field in the name must contain only alpha characters. Use no punctuation
Birth Date	MMDDYYYY - Date of Birth
Gender	1 = Male 2 = Female
LEP Services Indicator	N = No, not receiving LEP services Y = Yes, currently receiving LEP Services E = Exited the program, not currently receiving LEP services within the past two school years MSDE uses the date 06012005 as the start of the two-year reporting period..
Special Education Services	N = Student does NOT have an IEP and is not receiving Special Education services. Y = Student has an IEP and is receiving Special Education services. **2 = Student is receiving 504 services. (504 is not Special Education)**
Title 1	N = No Y = Yes—Student is enrolled in a school wide program or is receiving Title 1 services in a school with a targeted assistance program.
Race	1 = American Indian 2 = Asian/Pacific Islander 3 = African American 4 = White 5 = Hispanic
Migrant	N = No Personnel in the Migrant Office (Telephone: 410-221-0151, cvieta@comcast.net) Y= Yes will contact the Local Accountability Coordinators and provide a list of Migrant students that have been certified by the Migrant Office. A Migrant student is defined under 34 CFR 200.40 and required by the *No Child Left Behind Act, Section 1309 (2).*
Alt-MSA Indicator	N = Student is participating in MSA. Y = Student has an IEP stating he/she is participating in an alternate assessment (Alt-MSA) and not participating in MSA. See *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities* for complete details.
Posttest File Status	0 = Student continues to be enrolled. 1 = Record was added to the Pretest File. 2 = Student withdrew from the school system prior to first day of testing (e.g., the student was on the Pretest File, but withdrew prior to the 2006 MSA administration).

Reading Accommodations	0 = No; 1 = Yes (for verbatim reading accommodations used with the reading test) Positions 60, 61, 62, or 63 **FOR ALL GRADES** *Auditory Presentation Accommodations:* **Position 60**—1-F, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of the Entire Test **Position 61**--1-G, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test *Multi-Sensory Presentation Accommodations*: **Position 62**—1-M, Screen Reader for Verbatim Reading of Entire Test **Position 63**—1-N, Screen Reader for Verbatim Reading of Selected Sections of Test See *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities* for complete details.
Test Format	**For use with MSA Science only** – For further information, see the MSA Science specification manual.
Free/Reduced Price Meals	N = Student is not eligible approved for Free/Reduced Price Meals. Y = Student is eligible for Free/Reduced Price Meals. An indicator of a student's eligibility to receive Free/Reduced Price Meals. Student's application for Free/Reduced Price Meals meets the family size and income guidelines (as promulgated annually by the U.S. Department of Agriculture) or the student has been approved through direct certification.
Excused Students	N = All other students Y = Excused students See *A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities* for complete details.
LEP Begin Date	MMDDYYYY - LEP services began. **Required if student is currently receiving LEP services or exited the program within the past two school years (LEP = Y or E).**
LEP Exit Date	MMDDYYYY – LEP services ended. **Required if student exited the program within the past two school years (LEP = E)** MSDE uses the date 06012005 as the start of the two-year reporting period.
AYP Student Entry Status Codes	**Required for all students.** The two-digit code from the *Maryland Student Records System Manual, 2005*, will be used in conjunction with the date of entry to determine if assessment results should be included at the school and/or local school system levels for adequate yearly progress (AYP). 01—First entry into any school—usually pre-kindergarten, kindergarten or first grade, or first entry into any school from home schooling. 02—Continuing in the same school. 06—Re-entry after involuntary withdrawal termination, by the school or local administration, from school during the current August/September-June reporting period. 07—Re-entry after voluntary withdrawal termination, by the student, from school during the current August/September—June reporting period. 08—Re-entry after involuntary withdrawal, by the school or local administration, from school during any reporting period prior to the current August/September—June reporting period. 09—Re-entry after voluntary withdrawal, by the student, from school during any reporting period prior to the current August/September-June reporting period. 10—By transfer from another public school in the same local school system. 13—By transfer from a Maryland public school outside the local school system. 14—By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school. 15—By transfer from a nonpublic school in the same local school system. 16—By transfer from a Maryland nonpublic school outside the local school system. 17—By transfer from a United States nonpublic school in another state or territory of the United States. 18—By transfer from a school (public or nonpublic) of a foreign country. 21—By transfer from an evening high school program. 22—By transfer from a state institution in Maryland within an educational program. 24—Re-entry from home school pursuant to COMAR 13A.10.01 after withdrawing. 25—Parental choice transfer from a Title 1 public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR 13A.01.04.07. 26—Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20.27. 27—Transfer from a public school after having withdrawn due to a homeless situation pursuant to COMAR 13A.05.09.03. For further clarification, see Maryland Student Records System Manual, 2005, Section C.

Date of Entry	MMDDYYYY
	In the *Maryland Student Records System Manual, 2005*, entry date is defined as the date on which the student first enrolled. **For this data collection, if a student has attended different schools during the year, the last entry date and school attended should be reported.**
	For all students who enter on or before September 30, the date of entry is the first day of school if:
	• Student is continuing in the same school attended last school year
	• Student is transferring from another school in the local unit because of promotion, administrative decision, or change of residence
	• Student registered for enrollment prior to the opening of school
	• Student registered and attended on the first day of school.
	For all students not included in above, the date of entry is the first day the student attends class in school. This includes students who:
	• Were not enrolled in the local unit at the end of the prior school year, were not registered prior to the first day of school, or were enrolled on or after the second day of school.
	• Transferred from another school (in or out of the local unit) or re-entered.
	For further clarification, see Maryland Student Records System Manual, 2005, Section C, page C-2 and pages C6-C7.
AYP Reporting System	School System for AYP Reporting—Valid Codes: 01-23, 30, 31 **Required even if same as the attending LEA**
	• Records for public school students attending for **less than a full academic year** (defined as enrolled after September 30) alternative education school operated by local school systems, juvenile institutions, nonpublic special education schools, the Maryland School for the Deaf, or the Maryland School for the Blind shall be included in the performance reports of the **sending LEA and school.** For specific examples, see the *Adequate Yearly Progress (AYP) Aggregation Decision Chart* on pages 13.
	• Records for public school students attending for **a full academic year** (defined as enrolled on or prior to September 30) alternative schools operated by local school systems, juvenile institutions, nonpublic special education schools, the Maryland School for the Deaf, or the Maryland for the Blind shall be included in the performance reports of the **attending LEA and school.**
AYP Reporting School	School for AYP Reporting—Use only valid MSDE assigned 4 digit codes. **Required even if same as attending school** (See explanation above.)
Unused	Unused
Mathematics Accommodations	0 = No; 1 = Yes (for accommodations used with the reading test) Positions 134, 135, 136, or 137 **FOR ALL GRADES**
	Auditory Presentation Accommodations: **Position 134**—1-F, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of the Entire Test **Position 135**--1-G, Human Reader, Audio Tape, or Compact Disk Recording for Verbatim Reading of Selected Sections of Test
	Multi-Sensory Presentation Accommodations: **Position 136**—1-M, Screen Reader for Verbatim Reading of Entire Test **Position 137**—1-N, Screen Reader for Verbatim Reading of Selected Sections of Test
	See A Guide to Selecting, Administering, and Evaluating the Use of Accommodations for the Instruction and Assessment of Students with Disabilities for complete details
School with Non-assessed Grade	Reporting AYP results to previously attended school that is without an assessed grade; i.e., K-2 school receive grade 3 assessment results for feeder students.

Detailed Explanations of the Elements on the MSA 2007 Pretest/Posttest File
(continued)

LEP MSA Reading Exempt	N = No, Y = Yes
	ELL (LEP) students *who are in their first year of enrollment in U.S. schools* may substitute their score on the English Language Proficiency Test for the MSA reading test. ELL students must participate in the MSA reading test starting in their second year of enrollment in U.S. schools. ELL students must participate in MSA mathematics testing, regardless of how recently they entered the U.S. educational system.
	Note: 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.
LEP MSA Mathematics Exempt	N = No, Y = Yes
	ELL (LEP) students *who are in their first year of enrollment in U.S. schools* may substitute their score on the English Language Proficiency Test for the MSA reading test. ELL students must participate in the MSA reading test starting in their second year of enrollment in U.S. schools. ELL students must participate in MSA mathematics testing, regardless of how recently they entered the U.S. educational system.
	Note: 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.

Deaf/Hard of Hearing Flag	**FOR GRADES 3 AND 4**
	N = No
	Y = 3rd or 4th **grade** student who are not able to receive phonics instruction, as indicated in their Individualized Educational Program (IEP) and has one of the following Disability codes:
	    02 – Hard of Hearing
	    03 – Deaf
	    12 – Deaf/Blind
	
	See *Special Service Information System* (SSIS) to determine student's Disability code

Accommodated Student for Reading	N = No, Y = Yes **FOR ALL GRADES** Student received any accommodation(s) during the MSA Reading including the verbatim reading accommodations previously noted. This element has been added due to the requirement in the amendment of the Individuals with Disabilities Education Act (IDEA) [the "Individuals with Disabilities Education Improvement Act of 2004] that requires reporting on accommodations (Part A, Section 612a(16)(D).
Accommodated Student for Mathematics	N = No, Y = Yes **FOR ALL GRADES** Student received any accommodation(s) during the MSA Mathematics including the verbatim reading accommodations previously noted. This element has been added due to the requirement in the amendment of the Individuals with Disabilities Education Act (IDEA) [the "Individuals with Disabilities Education Improvement Act of 2004] that requires reporting on accommodations (Part A, Section 612a(16)(D).

Adequate Yearly Progress (AYP)
Aggregation Decision Chart

Based on the date of entry and entry codes, the assessments results will be aggregated at different levels. The following chart is a guide concerning AYP aggregation decisions.

	AYP School	AYP LEA*	State
ENROLLED ON OR PRIOR TO 9/30 (inclusive of all entry codes)			
All Public, Nonpublic, and Non-DJS LEA 24 Schools	Yes	Yes	Yes
DJS (Department of Juvenile Services)	Yes	No	Yes
ENTRY CODES WITH ENTRY DATE AFTER 9/30			
All Public, Nonpublic, and Non-DJS LEA 24 Schools			
01	No	Yes	Yes
02	No	Yes	Yes
06	Yes	Yes	Yes
07	No	Yes	Yes
08	Yes	Yes	Yes
09	No	Yes	Yes
10	No	Yes	Yes
13	No	No	Yes
14	No	No	No
15	No	No	No
16	No	No	No
17	No	No	No
18	No	No	No
21	No	Yes	Yes
22	No	Yes	Yes
24	No	Yes	Yes
25	No	Yes	Yes
26	No	Yes	Yes
27	No	Yes	Yes
DJS (inclusive of all entry codes)	No	No	Yes

* For nonpublic and DJS schools, the AYP LEA is the Home LEA.

01—First entry into any school—usually prekindergarten, kindergarten or first grade, or first entry into any school from home schooling.
02—Continuing in the same school.
06—Re-entry after involuntary withdrawal termination, by the school or local administration, from school during the current August/ September-June reporting period.
07—Re-entry after voluntary withdrawal termination, by the student, from school during the current August/September—June reporting period.
08—Re-entry after involuntary withdrawal, by the school or local administration, from school during any reporting period prior to the current August/September—June reporting period.
09—Re-entry after voluntary withdrawal, by the student, from school during any reporting period prior to the current August/September-June reporting period.
10—By transfer from another public school in the same local school system.
13—By transfer from a Maryland public school outside the local school system.
14—By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school.
15—By transfer from a nonpublic school in the same local school system.
16—By transfer from a Maryland nonpublic school outside the local school system.
17—By transfer from a United States nonpublic school in another state or territory of the United States.
18—By transfer from a school (public or nonpublic) of a foreign country.
21—By transfer from an evening high school program.
22—By transfer from a state institution in Maryland within an educational program.
24—Re-entry from home school pursuant to COMAR 13A.10.01 after withdrawing.
25—Parental choice transfer from a Title 1 public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR 13A.01.04.07.
26—Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20.27.
27—Transfer from a public school after having withdrawn due to a homeless situation pursuant to COMAR 13A.05.09.03.

INSTRUCTIONS SUBMITTING AND RETRIEVING
MSA STUDENT LEVEL DATA

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

The Posttest File name should be POST## (## = local school system number, i.e., POST01 = Allegany County data).

MSDE SECURE TRANSPORT APPLICATION INSTRUCTIONS

- Open Internet Explorer and access the following address:

https://st.msde.state.md.us

The following Security Alert will appear – click yes to proceed.

- When prompted with the following authentication window, enter your username and password provided to you by your MSDE contact.

- The first time the site is accessed by your PC, the following Security Warning will appear - click Yes to continue. This installs the Active X component required for guaranteed delivery. This is not a requirement for Netscape Browsers.
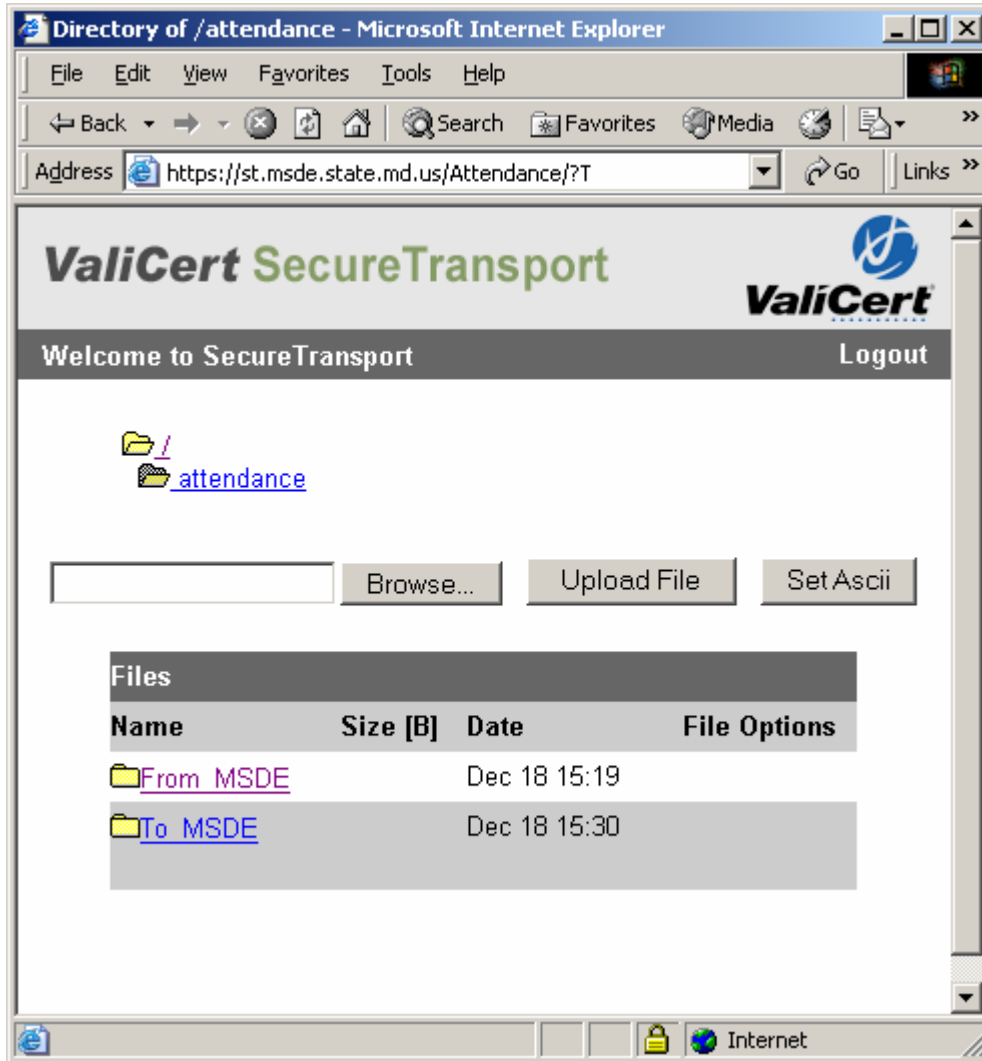

- Click the appropriate subject area—**MSA** for Maryland School Assessment.

The example shows *Attendance* – please submit all data in the **MSA** folder.
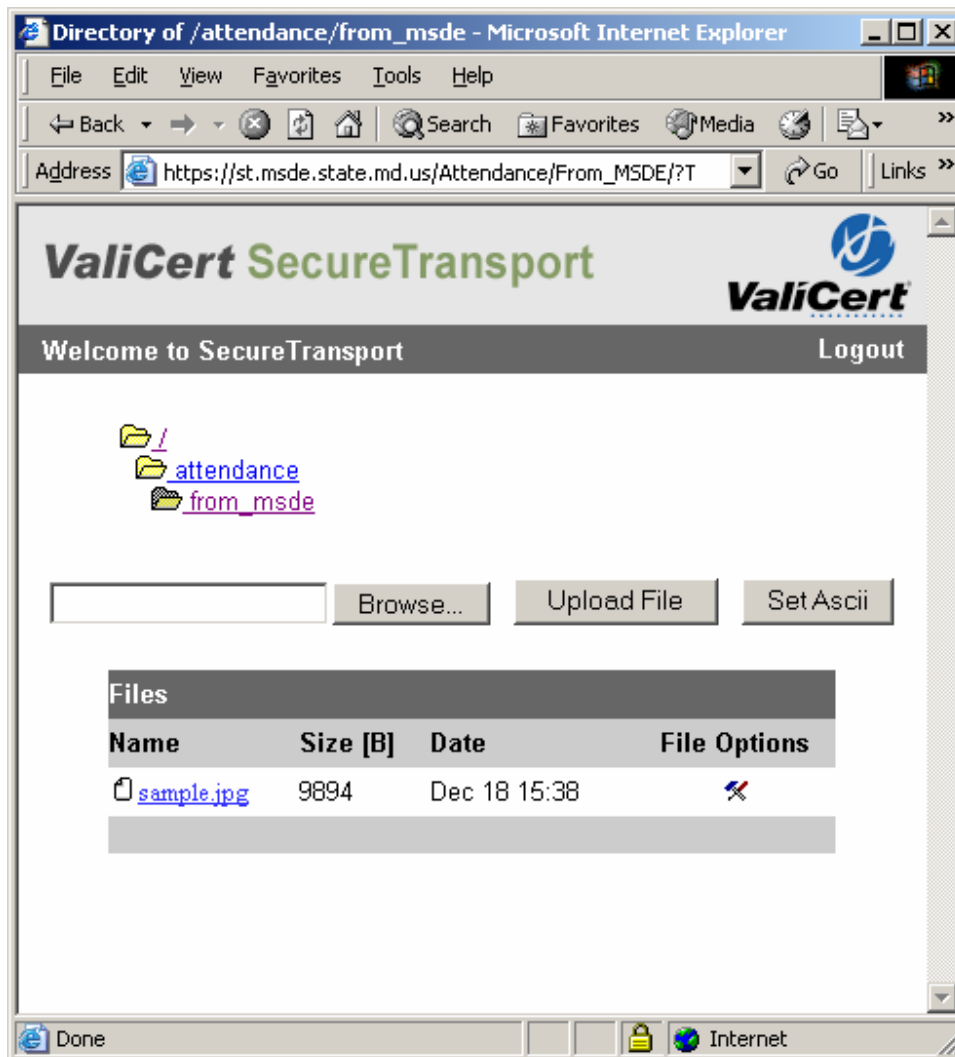

.
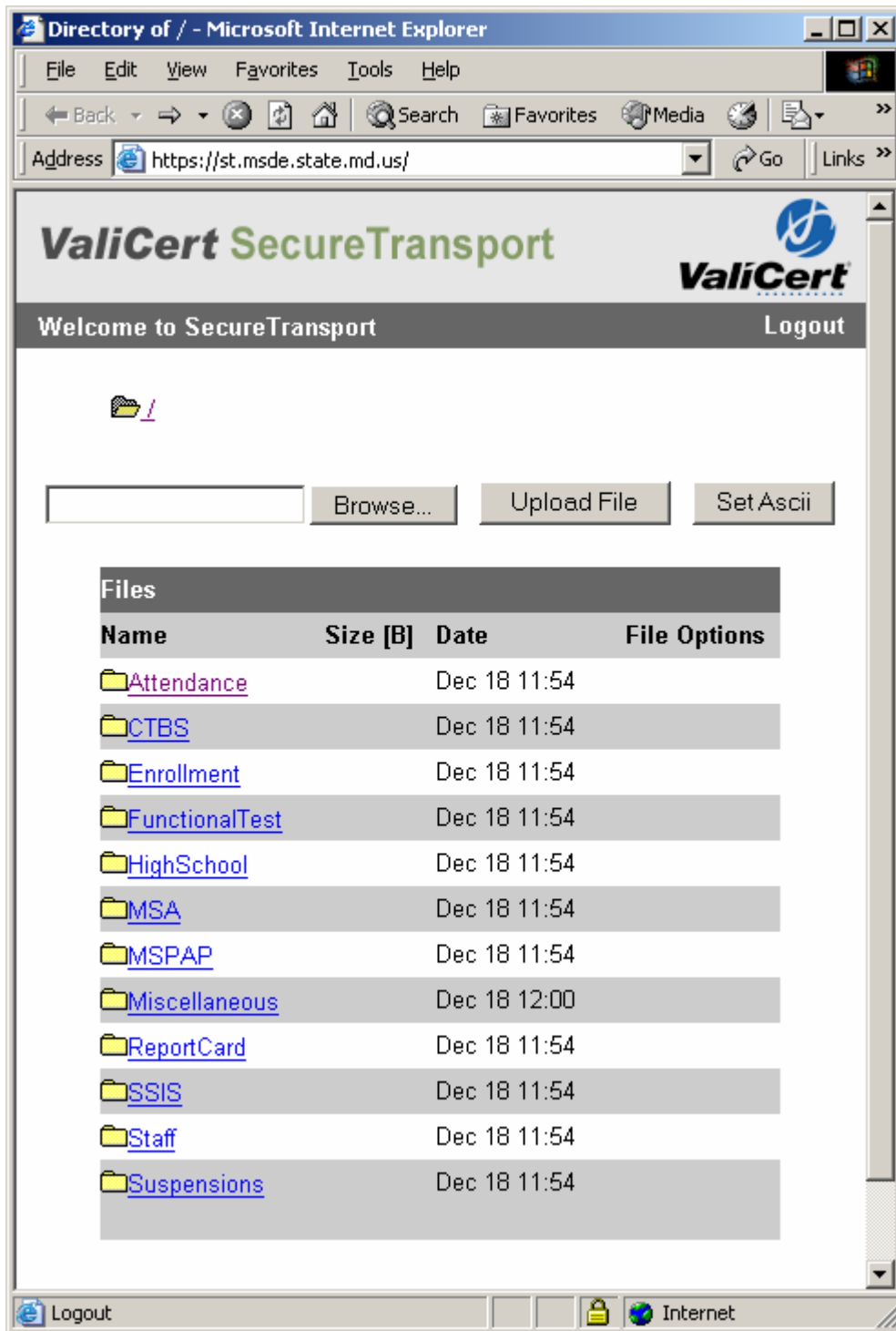
- To receive a file uploaded from MSDE, click the From_MSDE link. To upload a file to MSDE, click the To_MSDE link.

The example shows *Attendance* – please submit all data in the **MSA** folder.

- Any files uploaded by MSDE will be listed in the "Files" section (ex. sample.jpg). To download this file, select the file link under the "Name" column or the tool icon under "File Options" column.
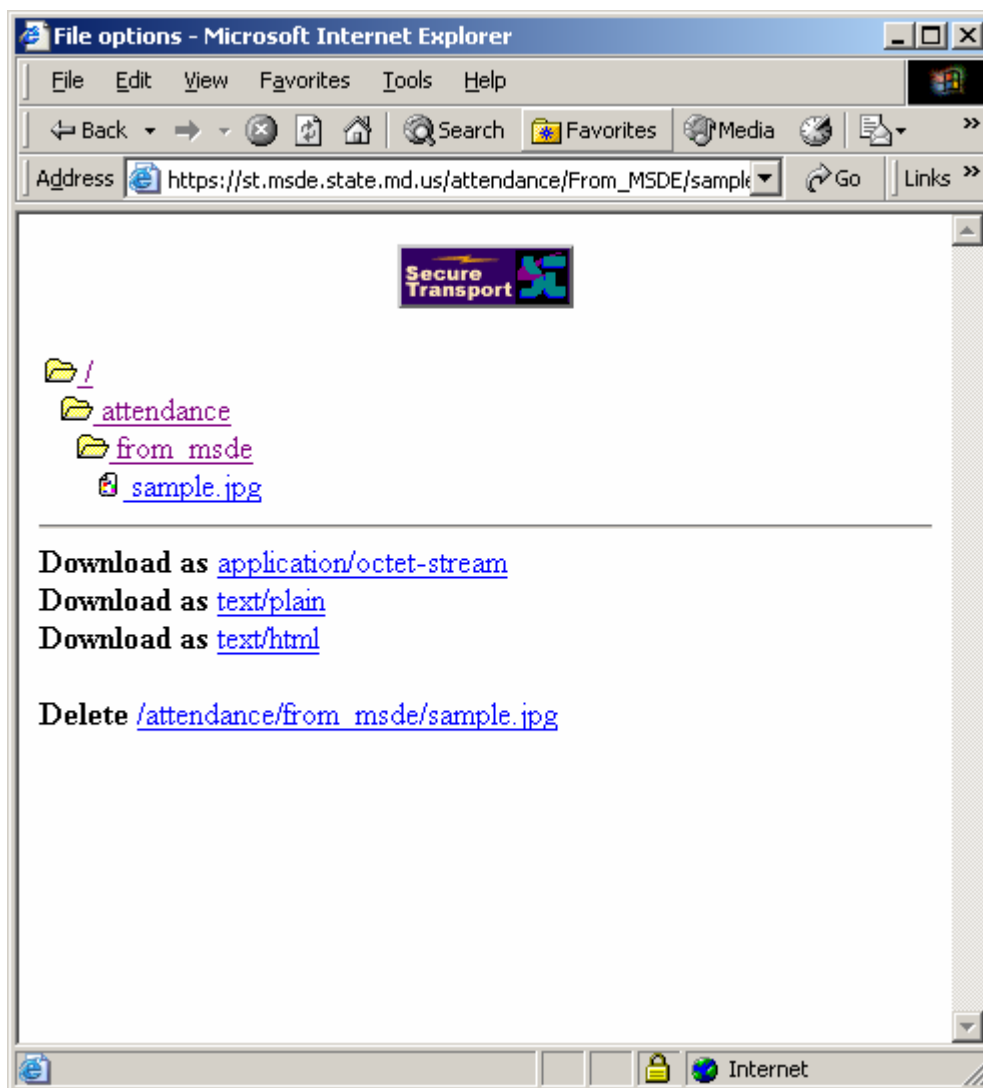
The example shows *Attendance* – please submit all data in the **MSA** folder.

- 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.
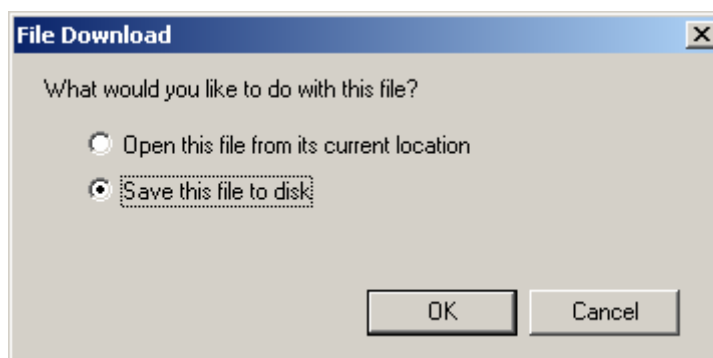

- If you select the tool icon under "File Options", the following window appears. Download as application/octet-stream allows you to download the file to your hard drive (the same as clicking the file

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.

The example shows *Attendance* – please submit all data in the **MSA** folder.

- 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.
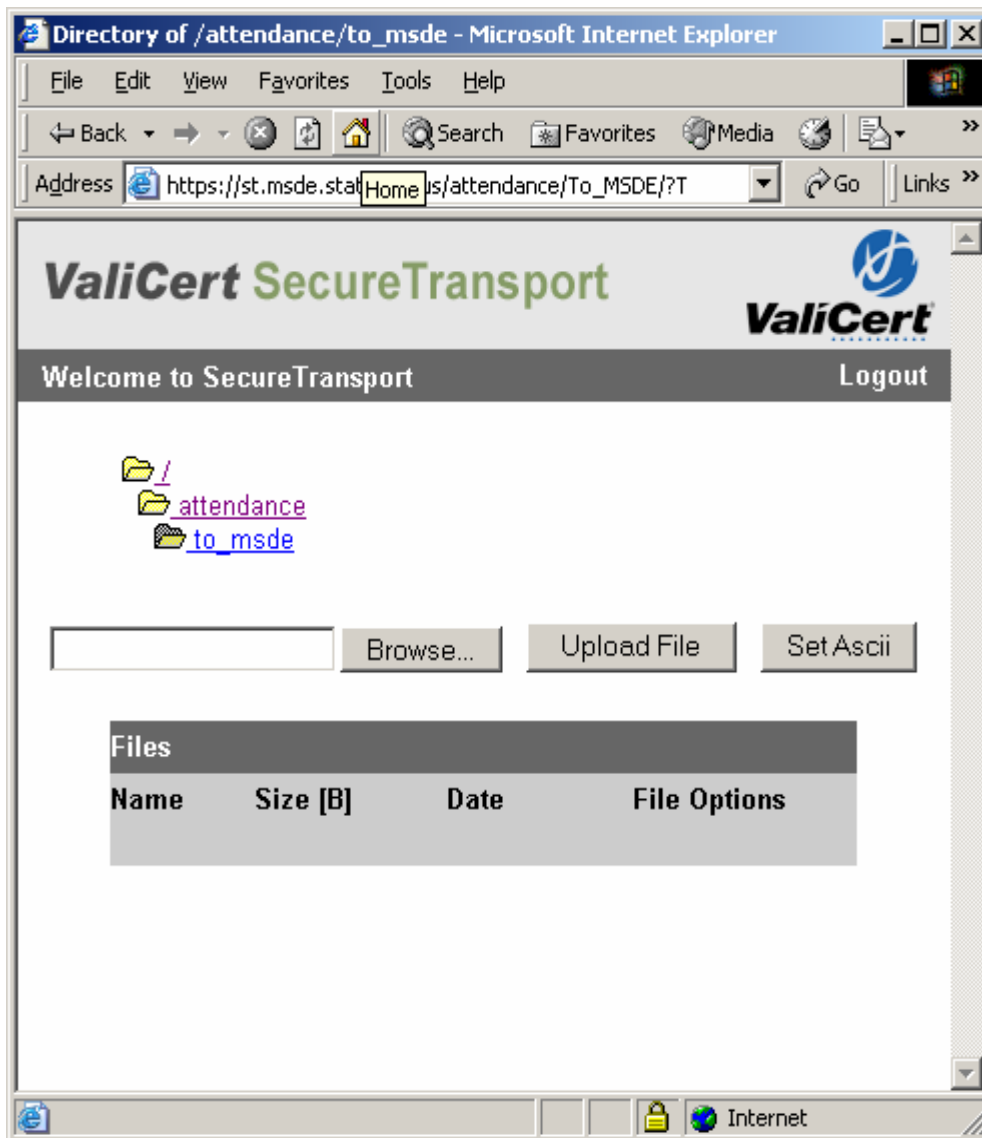
The example shows *Attendance* – please submit all data in the **MSA** folder.

- When finished with a session, please select the Logout button located near the top right portion of the screen.