

APPENDIX S—ANALYSIS AND REPORTING DECISION RULES

**Analysis and Reporting Decision Rules
Massachusetts English Proficiency Assessment (MEPA)
Spring 11-12 Administration**

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the “Data Processing Specifications.” This document is considered a draft until the Massachusetts Department of Elementary and Secondary Education (ESE) signs off. If rules are added or modified after ESE sign-off, a new sign-off will be obtained for each new or modified rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Grade Span	Subject	Test items used for Scaling
0K02	Reading	All Level A or Level B items
0K02	Writing	All Level A or Level B items
0K02	MELA-O	N/A
0K02	Overall	Reading, Writing and MELA-O items
0304	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0304	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0304	MELA-O	N/A
0304	Overall	Reading, Writing, MELA-O items
0506	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0506	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0506	MELA-O	N/A
0506	Overall	Reading, Writing, MELA-O items
0708	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0708	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0708	MELA-O	N/A
0708	Overall	Reading, Writing, MELA-O items
0912	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0912	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0912	MELA-O	N/A
0912	Overall	Reading, Writing, MELA-O items

B. *Reports Produced:*

1. Student Label – Test Results (printed)
2. Parent/Guardian Report (printed and online)
3. School Roster of Student Results by Grade Span (online)
4. Summary Report Package (online)
5. Making Progress Report Package (online- See Making Progress Decision Rules Document)

C. *Files Produced:*

1. The following data files are provided in a comma separated variable (CSV) format. See the 'Data File Rules' section for information on the construction and layouts of these files.
 - a. State Student Level Data File
 - b. District and School Student Level Data File Slices
2. Mode of Testing Participation File (Delivered to PM)

D. *School Type*

SchType	Source	Description
'PRI'	Reporting school's district code starts with 8 or 9.	These students are aggregated with their Official district and are listed on their testing School Roster.
'TES'	Reporting school's district code starts with a 6 or 7.	These students are aggregated with their Official school and district and are listed on their testing School Roster.
'OTH'	Reporting school's district code does not start with a 6, 7,8 or 9	These students are aggregated with their Official school and district and are listed on their testing School Roster.

E. *Other Information*

1. Where applicable, the March SIMS (delivered in April) is the source of student demographics. The Data Processing specifications describe the application of SIMS.
2. 3-12 reading and writing students are required to take either sessions 1 & 2 or sessions 2 & 3. See section II.B for determining reporting sessions.
3. K-2 students are required to submit either a level A or a level B booklet. The level of booklet submitted is the reported level.
4. Students are reported based on the grade span administered, not grade level.
5. Some students in grades 3-12 participate in computer based testing (CBT). CBT students are reported using the same rules as their paper based tested (PBT) counterparts.
6. The non standard accommodations used in MEPA are:
 - a. Reading – Accommodation 26
 - b. Writing – Accommodation 29 (accommodation not available on the K-2 Level A test)
8. Prior to analysis for 3-12, Data Processing will select which sessions in each test booklet are scored based on the following rules:
 - a. Session 2 of Reading and Writing are always scored.
 - b. For Reading:
 - i. If neither session 1 nor session 3 has at least one multiple choice (MC) item attempted and the teacher did not bubble any sessions, then both sessions are scored.

- II. If the student answers at least one session 1 MC item or the teacher bubbles session 1 & 2 then session 1 is scored.
 - III. If the student answers at least one session 3 MC item or the teacher bubbles session 2 & 3 then session 3 is scored.
- c. For Writing:
- I. If at least one MC item is attempted in session 3 and the teacher bubbles sessions 2 & 3 then session 1 is not scored. Otherwise, session 1 is scored.
 - II. If one MC item is attempted in session 3 or the teacher bubbles session 2 & 3 then session 3 is scored.

II. Student Participation / Exclusions

A. Test Attempt Rules

1. A student is considered to have attempted the MELA-O portion of the test if the student has a score (0-5) for all MELA-O items.
2. A student is considered to have attempted the reading (writing) portion of the test if at least one multiple choice or one non field test open response item was attempted where:
 - i. A multiple choice item has been attempted if it was not left blank.
 - ii. An open response item has been attempted if it was not left blank or was not unscorable.

B. Determining Reported Sessions Per Content Area (3-12 only)

1. The proportion of multiple choice and non field test open response items attempted in each session determines the reported sessions.
2. If the student attempted a greater proportion of session 1 items than session 3 items, report as sessions 1 & 2.
3. If the student attempted a greater proportion of session 3 items than session 1 items, report as sessions 2 & 3.
4. In the case where the proportion of session 1 items equals the proportion of session 3 items then the reported sessions are the sessions indicated on the booklet. If no sessions are indicated, report as sessions 1 & 2.

C. Participation Status

1. The hierarchies below are used to assign the participation status.
2. Reading (Writing) Participation Status Hierarchy (For students who did not attempt Reading (Writing))
 - a. Security breach
 - b. Alternate assessment not available
 - c. Deaf/Hard of Hearing
 - d. Required test accommodations not available
 - e. Transferred (a change of enrollment reason was indicated)
 - f. Medically documented absence
 - g. If none of the above are applied then the Reading (Writing) participation status is defaulted to: Not tested absence.

3. Reading (Writing) Participation Status Hierarchy (For students who did attempt Reading (Writing))
 - a. Security breach
 - b. (For 3-12 students) Transferred: if the student did not attempt both of their reported sessions and a change of enrollment reason was indicated.
 - c. Tested
4. MELA-O Participation Status Hierarchy (For students who did not attempt MELA-O)
 - a. Deaf/Hard of Hearing
 - b. (a change of enrollment reason was bubbled)
 - c. Medically documented absence
 - d. If the final participation status for both reading and writing is Deaf/Hard of Hearing, then the student is Deaf/Hard of Hearing for MELA-O.
 - e. If none of the above are applied then the MELA-O participation status is defaulted to: Not tested absence.
5. MELA-O Participation Status Hierarchy (For students who did attempt MELA-O)
Tested
6. To determine the MEPA reading/writing participation status, apply the not tested hierarchy above to the reading participation status and to the writing participation status.
7. To determine the overall MEPA participation status, apply the not tested hierarchy above to the reading/writing participation status and MELA-O participation status.

D. *Student Participation Summary*

Participation Status Code	Participation Status	Raw Score	Scaled Score	Proficiency Level	Data Code	Roster Code
A	Security breach				IN	INV
B	Not tested: Alternate assessment not available				AA	ANA
C	Not tested: Deaf/Hard of Hearing				DF	ANA
D	Not tested: Required test accommodations not available				TA	ANA
E	Transferred				TR	TRN
F	Not tested: Medically documented absence				MD	MED
G	Not tested: Other absence				OA	ABS
Z	Tested	✓	✓	✓		

III. Calculations

A. Raw scores

1. MELA-O listening raw score is the one MELA-O listening score (Listening).
2. MELA-O speaking raw score is the sum of the four MELA-O speaking scores (Fluency, Vocabulary, Pronunciation and Grammar).
3. Reading (writing) raw score is the sum of the common item scores of the two reported sessions.
4. Overall raw score used in calculating the overall scaled score is the sum of MELA-O listening raw score, MELA-O speaking raw score, reading raw score, and writing raw score.

B. Scaling

1. Scaling is done using look-up tables provided by psychometrics.
2. Overall Scaled score, overall performance level, overall scaled score lower bound and overall scaled score upper bound are assigned based on the student's grade span tested, overall raw score and reading & writing sessions reported.
3. Reading (writing) scaled scores are assigned based on the student's grade span tested, reading (writing) raw score, and reading (writing) sessions reported.

C. Compared to Level 5 (Reading, Writing, MELA-O – Listening, MELA-O – Speaking)

1. For Level 5 students, psychometrics provides a look-up table containing the mean score and standard deviation at each grade span and subject.
2. For reading (writing) use the student's reading (writing) scaled score. For listening (speaking) use the student's raw listening (speaking) score.
3. If the student's score is greater than or equal to the Level 5 mean score then the student is "at or above" (comp score = 3).
4. If the student's score is less than the Level 5 mean score and greater than or equal to the mean score minus one standard deviation, then the student is "approaching" (comp score = 2).
5. If the student's score is less than the Level 5 mean score minus one standard deviation, then the student's score is "below" (comp score = 1)
6. Students who tested in reading will receive a comparison for reading. Students who tested in writing will receive a comparison score for writing. Students who tested MELA-O will receive a comparison score for listening and speaking.

D. Official district code (*sprp_dis*):

1. If the student's testing district code begins with a 6, 7, 8 or 9, then the official district is the sending district from SIMS (if it exists) concatenated with 4 zeroes at the end except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list. If the student's testing district code begins with a 6, 7, 8 or 9 and no sending district exists then the official district is 99999999.
2. Otherwise, the official district is the testing district code concatenated with 4 zeroes at the end.

E. *Official school code (sprp_sch):*

1. If the student's testing district code begins with a 6 or 7, then the official school is the school code from SIMS except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list below.
2. Otherwise, the official school is the testing school.
3. If the student tested at a test site (district code begins with 6 or 7) and the student does not link to SIMS resulting in a blank sprp_sch, sprp_sch is set to the test site.

• **Assigning sprp_dis and sprp_sch: Exceptions**

system	school	sprp_dis	sprp_sch
7005	0004	00350000	From SIMS
7005	0005	00350000	From SIMS
7005	0062	04700000	04700105
7005	0063	04910000	04910550
7005	0064	04910000	04910550
7005	0066	04870000	04870550
7005	0067	04870000	04870550
7005	0068	04870000	04870550
7005	0050	06050000	06050505
7005	0051	06050000	06050505
7005	0074	02810000	02810506
7005	0082	04490000	04490305
7005	0079	04690000	04690505
7005	0087	04870000	04870550

F. *Test administration date*

The administration date is the month of the administration concatenated with the two digit administration year

G. *First Tested*

1. The first tested administration is the first MEPA administration, starting from the spring 2009 administration, in which the student received a performance level.
2. SASID links students across administrations

H. *Linking*

1. Starting from the spring 2009 administration, the previous administration is the most recent administration with non invalidated results.
2. A student is linked to one previous administration.
3. SASID links students across administrations

I. Making Progress Calculations

Please refer to the Making Progress Decision rules.

J. Unique Identifier (mcasrowid)

The 15 digit unique identifier, mcasrowid, will be calculated as follows:

First 5 digits:

Comprised of this information (in this order):

year	2 digits
grade span	2 digits

MCASROWID	Grade Span
K2	K-2
34	3-4
56	5-6
78	7-8
HS	9-12

test	1 digit
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S: Spring MEPA administration
 F: Fall MEPA Administration

Remaining 10 digits:

-SASID or bookletnumber if SASID is blank

K. Data Changed (datachanged)

Set "datachanged" variable to 1 if data have been updated since initial reporting.

Otherwise "datachanged" variable will be set to 0. Schoolname and District (district name) are not included in the calculation of Datachanged.

IV. Report Specific Rules

A. Student Label – Test Results (printed)

1. A student label is printed for every MEPA student.
2. Within each school students are sorted by grade, last name, first name, mi unless:
 - a. Student name exists and student grade does not exist then by last name, first name at the bottom of the report.
 - b. Student name does not exist and student grade does exist then the student's name is displayed as "BLANK NAME" and is located at the bottom of the student's grade.
 - c. Student name is missing and student grade does not exist then the student's name is displayed as "BLANK NAME" and is located at the end of the report.
3. Grade is sorted in the following order: K,1,2,3,4,5,6,7,8,9,10,11,12,SP,student grade does exist
4. Student names are displayed in the following format: LAST NAME, FIRST NAME MI.
5. If grade is not provided then report grade as '-'

6. If overall participation status in the current or previous administration (where applicable) is not “Tested” then print “– “ for scaled score and print the performance level text using the table below based on the roster code.

Roster Code	Performance Level Text
MED	Absent – Medical
ANA	Did Not Participate
ABS	Absent
TRN	Transferred
INV	Invalidated

7. The left hand side displays the current administration results. Print the Current administration above the results.
8. The right hand side displays the previous administration results. Print the previous administration above the results.
9. Print '[month of release] [4 digit year of release]' at the bottom of the report on the right hand side.

B. *Parent/Guardian Report*

1. All students receive a parent/guardian report.
2. For students with an overall MEPA performance level in the current administration:
 - a. Use the table below to populate the performance level text in the student result box.

Overall Performance Level	Performance Level Text
1	Level 1
2	Level 2
3	Level 3
4	Level 4
5	Level 5

- b. Print the scaled score under “Score:” in the student result box.
- c. Place the student result box so the left arrow is pointing to the student’s overall performance level and the right arrow points to the appropriate performance level definition.
- d. Print “Spring 2012” under the black bar.
- e. The height of the black bar represents the student’s scaled score.
- f. The grey bar represents the range of likely scores the student could receive if the test was taken many times.

- g. Print the scaled score to the left of and next to the top of the black bar.
 - h. If a student is included in progress calculations (see Making Progress Decision Rules) then print one of the following underneath the scaled score in the student result box:
 - i. If the student is making progress print: “Your child is making progress according to the explanation on the back page”
 - ii. If the student is not making progress print: “Your child is not making progress according to the explanation on the back page”
 - i. If a student received a scaled score in reading (writing) and used a reading (writing) non standard accommodation then print the following underneath the scaled score (and making progress text were applicable) in the student result box:
 - i. Reading
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Reading test was read aloud to your child) as required by his or her IEP or 504 plan.
 - ii. Writing
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Writing test was scribed for your child) as required by his or her IEP or 504 plan.
 - iii. Reading and Writing
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Reading test was read aloud to your child; the MEPA Writing test was scribed for your child) as required by his or her IEP or 504 plan.
3. For students without an overall MEPA performance level in the current administration do the following:
- a. Use the table below to populate the performance level text in the student result box.

Roster Code	Performance Level Text
MED	Absent – Medical
ANA	Did Not Participate
ABS	Absent
TRN	Transferred
INV	Invalidated

- b. Do not draw the black (grey) bar.
- c. Place the student result box across from Level 5. Do not print an arrow.
- d. Replace the section “...Spring 2012 performance compared to other students who have been enrolled in Massachusetts public schools for [XX] year(s)” with the section “Explanation of Non-Participation Status”.

4. For students with an overall MEPA performance level in the previous administration where the previous administration grade span equals the current administration grade span:
 - a. Print the previous administration (e.g. Spring 2010) under the black bar.
 - b. The height of the black bar represents the student's scaled score.
 - c. The grey bar represents the range of likely scores the student could receive if the test was taken many times.
 - d. Print the scaled score to the left of and next to the top of the black bar
5. For students without an overall MEPA performance level in the previous administration:
 - a. Do not reference the previous administration.
 - b. If the student received an overall performance level in the current administration then center the current administration bar.
6. For each subtest (reading, writing, listening, speaking) in the "...compared to a typical student performing at Level 5" section, if the student has a not tested reason, then leave the sub-content area associated with the subtest blank.
7. For the section "...Spring 2012 performance compared to other students who have been enrolled in Massachusetts public schools for [XX] year(s):
 - a. Populate [XX] with the number of years the student has been enrolled in Massachusetts schools.
 - b. Based on the number of years the student has been enrolled in Massachusetts schools create a bar for each overall performance level using the state level data reported on the Preliminary Results by Year of Enrollment in Massachusetts Schools report.
 - c. For students who received an overall performance level, shade with black the bar corresponding to their overall performance level.
 - d. For students in which the number of years enrolled in Massachusetts Schools are unknown (yearsMass is null), leave the [XX] blank and do not draw the bars.
8. Print '[month of release] [4 digit year of release]' on the bottom right hand side.

C. *School Roster of Student Results*

1. Students are listed on their tested school report for the MEPA grade span.
2. Print 'Spring 2012' underneath 'Massachusetts Department of Elementary and Secondary Education'.
3. Under the MEPA-R/W and Reading (Writing) column for K-2, print 'Level' in the column to the left of the Scaled Score column. For 3-12, print 'Sessions'.
4. Student names are displayed in the following format: Last name, First name MI.
5. Students are sorted by student grade, last name, first name, mi unless:
 - a. Student name exists and student grade does not exist then by last name, first name at the bottom of the report.
 - b. Student name does not exist and student grade does exist then the student's name is displayed as "BLANK NAME" and is located at the bottom of the student's grade.

- c. Student name is missing and student grade does not exist then the student's name is displayed as "BLANK NAME" and is located at the end of the report.
6. Students with a previous administration, as described in section III.H, will have their previous administration results displayed below their current administration results.
 7. If a student is making progress (Please refer to the Making Progress Decision Rules for calculation rules) print 'Yes' in the 'Made Progress' column. If the student is not making progress print 'No' in the 'Made Progress' column. If making progress was not calculated for the student print 'N/A' in the 'Made Progress' column.
 8. Alpha and numeric sorting is done in ascending order.
 9. Grade is sorted in the following order: K,1,2,3,4,5,6,7,8,9,10,11,12,SP and Missing.
 10. If Grade (Yrs. in Mass.) is not provided, then report Grade (Yrs. in Mass.) as '-'.
 11. If reading (writing) participation status is not "Tested" then print the roster code in the reading (writing) scaled score column and print the reading (writing) session as '-'.
 12. If MELA-O participation status is not "Tested" then print the roster code in both the MELA-O Listening and Speaking Raw Score columns.
 13. If overall participation status is not "Tested" then print a '-' for overall scaled score and print the roster code from the Student Participation Summary table (see section II. D) for the overall performance level.
 14. Starting with the spring 2010 administration, Students who receive a scaled score in reading (writing) and used a reading (writing) non standard accommodation will receive a superscript footnote marker ('a' for reading, 'b' for writing) on the right hand side of their reading (writing) scaled score. Below is the related reading (writing) footnote text.
 - a. Reading Footnote Text
 - i. ^a Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Reading test was read aloud to the student) as required by his or her IEP or 504 plan.
 - b. Writing Footnote Text
 - i. ^b Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Writing test was scribed for the student) as required by his or her IEP or 504 plan.
 - c. The footnote text will appear underneath the legend and within the black boarder on the left hand side.
 15. Print '[month of release] [4 digit year of release]' underneath the legend and within the black boarder on the right hand side.
 16. Pages are numbered sequentially from 1 to [last page in report].

D. *Preliminary Participation Report by Grade Span*

1. Report all counts.
2. The “Number of Students Enrolled” is the number of students who submitted booklets or were built out from SIMS.
3. The “Number tested” is the number of students from “Number Enrolled” who received an overall participation status of tested.
4. The “Percent Tested” is the “Number Tested” divided by the “Number of Students enrolled” rounded to the nearest whole number. The value is displayed without a percentage sign.
5. Students with an overall Participation Status of “Security breach” are included in the ‘Not Tested Other Absence’ totals.
6. Print ‘[month of release] [4 digit year of release]’ at the bottom of the report and within the black boarder on the right hand side.

E. *Preliminary Results by Year of Enrollment in Massachusetts schools*

1. If the number of students enrolled is 0, then report “Percent Tested” as ‘-’.
2. If the number of students included in the making progress calculations is 0 then report “% Made Progress” as ‘-’. Please refer to the Making Progress Decision Rules for calculation rules.
3. Aggregate data relative to student performance should not be reported if the number of tested students in the ‘All LEP’ category is less than 10. Report Average Scaled Score, Number and Percent at each performance level (Made Progress) as ‘-’.
4. “# Enrolled” is the number of students who submitted booklets or were built out from SIMS.
5. “# Tested” is the number of students from “Number Enrolled” who received an overall participation status of tested.
6. “% Tested” is the “Number Tested” divided by the “Number of Students enrolled” rounded to the nearest whole number. The value is displayed without a percentage sign.
7. “Made Progress” # is the number of student making progress. Please refer to the Making Progress Decision Rules for calculation rules.
8. “Made Progress” % is the “Made Progress” # divided by the number of students included in the making progress calculations. The value is displayed without a percentage sign. Please refer to the Making Progress Decision Rules for calculation rules.
9. Report all data in “Tested [Year] MEPA-R/W & MELA-O”.
10. The “Average Scaled Score” is rounded to the nearest whole number.
11. All students in the raw data file are included in the “All LEP” row.
12. Only students with a value for Year of Enrollment in Massachusetts schools are included in enrollment rows.
13. The total number of students in the first 5 ‘Years of Enrollment...’ rows may not equal the “All LEP” row because the number of enrollment years will be missing for some students.

14. The “Number Enrolled” and “Number and Percent Tested for All LEP” will equal the “Number of Students Enrolled”, “Number Tested”, and “Percent Tested” on the Preliminary Participation Report for “MEPA-R/W & MELA-O”.
15. Print '[month of release] [4 digit year of release]' at the bottom of the report and within the black boarder on the right hand side.

V. Data File Rules

A. *State Student Level Data File*

1. The CSV file is named MEPA1112Spring.csv and will be posted to the ftp site
2. The CSV file will follow the layout: 'MEPA Spring 2012 State File Layout.xls'
3. MELA-O raw scores are provided.
4. Non-zero values of variables “amendwri” and “amendrea” will be set to 1.

B. *District and School Student Level Data File Slices*

1. The CSV files are named MEPA1112Spring_AllGrades[x].csv where x is 4 digit district code or 8 digit school code.
2. The CSV files will be posted Online
3. The CSV files will follow the layout: 'MEPA Spring 2012 District School File Layout.xls'
4. MELA-O raw scores are provided.
5. A student is included in the school slice if he has the school as his official school code or testing school code.
6. A student is included in the district slice if he has the district as his official district code or testing district code.

C. *Mode of Testing Participation File*

1. A file 'mepa1112s_CBTparticipation.xls' containing the counts and percentages of students who tested paper, CBT, and a combination of the paper/CBT for each grade span excluding K-2 will be provided to PM. In addition an overall count and percent of students who tested paper, CBT, and a combination of the paper/CBT will be provided in the same file (grade = 'Overall').
 - a. Build out and K-2 students will be excluded from all counts and percentages.
 - b. The final reporting test type (Paper, CBT or Paper/CBT Combination) provided by DP will be used to calculate the counts/percentages.
 - c. Percentages are rounded to the nearest .01.

VI. Shipping Product Code Summary

A. School (ReportFor='1')

Grade	Report Name	ReportType	Contentcode	Form	Quantity
00	Student Label	03	00		1
00	Parent/Guardian Report (School Copy)	01	00		1
00	Parent/Guardian (Parent Copy)	02	00		1
0K	Report Sample	90	00	01	1 for each student who speaks this language.
0K	Report Sample	90	00	02	1 for each student who speaks this language.
0K	Report Sample	90	00	03	1 for each student who speaks this language.
0K	Report Sample	90	00	04	1 for each student who speaks this language.
0K	Report Sample	90	00	05	1 for each student who speaks this language.
0K	Report Sample	90	00	06	1 for each student who speaks this language.
0K	Report Sample	90	00	07	1 for each student who speaks this language.
0K	Report Sample	90	00	08	1 for each student who speaks this language.
0K	Report Sample	90	00	09	1 for each student who speaks this language.
0K	Report Sample	90	00	10	1 for each student who speaks this language.
32	Report Sample	90	00	01	1 for each student who speaks this language.
32	Report Sample	90	00	02	1 for each student who speaks this language.
32	Report Sample	90	00	03	1 for each student who speaks this language.
32	Report Sample	90	00	04	1 for each student who speaks this language.
32	Report Sample	90	00	05	1 for each student who speaks this language.
32	Report Sample	90	00	06	1 for each student who speaks this language.
32	Report Sample	90	00	07	1 for each student who speaks this language.
32	Report Sample	90	00	08	1 for each student who speaks this language.
32	Report Sample	90	00	09	1 for each student who speaks this language.
32	Report Sample	90	00	10	1 for each student who speaks this language.

B. Three shrink wrapped packets per school are created at the printers

1. Student report- Parent Copy
 - a. All grades are included

- b. Sorted by grade, Lastname, Firstname, MI
 - 2. Student report- School Copy
 - a. All grades are included
 - b. Sorted by grade, Lastname, Firstname, MI
 - 3. Student Result labels-
 - a. All grades are included
 - b. Sorted by grade, Lastname, Firstname, MI
 - 4. The parent report is one page (11 by 17) folded in half.
 - 5. Where applicable, translated samples (1 per student with translated language) of the student report will be shipped unsecure with the above reports
 - a. Speakers of Cantonese, Chinese, Taiwanese and Mandarin receive translated samples in Chinese.
- C. Form represents the language of the report sample. See the table below:

Form	Language
01	Arabic
02	Cape Verdean
03	Chinese
04	Haitian Creole
05	Khmer
06	Korean
07	Portuguese
08	Russian
09	Spanish
10	Vietnamese

**Analysis and Reporting Decision Rules
Massachusetts English Proficiency Assessment (MEPA)
Spring 11-12 Administration
Making Progress Reporting**

This document details rules for analysis and reporting of MEPA 2011-2012 Making Progress. This document is considered a draft until the Massachusetts Department of Elementary and Secondary Education (ESE) signs off. If there are rules that need to be added or modified after said sign-off, ESE sign-off will be obtained for each such rule.

I. General Information

a. Tested Administered

- i. Making Progress reporting requires linking students' current administration test results to either the prior fall or prior spring administration test results. (The rules for linking are specified later on in this document.)
- ii. Current: MEPA Spring 11-12 Administration
 1. Analysis and Reporting Decision Rules: MEPA1112SDDecision Rules.pdf
- iii. Prior Fall: MEPA Fall 11-12 Administration
 1. Analysis and Reporting Decision Rules: MEPA1112FDDecision Rules.pdf
- iv. Prior Spring: MEPA Spring 10-11 Administration
 1. Analysis and Reporting Decision Rules: MEPA1011SDDecision Rules.pdf

b. Reports Produced

- i. School MEPA 2011-2012 Progress Report
- ii. District MEPA 2011-2012 Progress Report
- iii. School and District Reports will be posted online
- iv. State Report will be posted to the ftp site

II. Defining Making Progress Steps by Grade Span

- a. Each of the lower four performance levels (Levels 1-4) are divided into two performance level steps (Low and High) as follows:
 - i. The midpoint of the overall scaled score range for each performance level is calculated as $(\text{Minimum Possible Scaled Score} + \text{Maximum Possible Scaled Score (in the performance level)}) / 2$ rounded to the nearest whole number.
 - ii. High: All Overall Scaled Scores satisfying: $\text{Midpoint} \leq \text{Overall Scaled Scores} \leq \text{Maximum possible scaled score for the performance level}$
 - iii. Low: All Overall Scaled Scores satisfying: $\text{Minimum possible scaled score for the performance level} \leq \text{Overall Scaled Scores} < \text{Midpoint}$
- b. Performance Level 5 is divided into five 10-point steps

c. Table of Performance Level Steps:

Step	Performance Level		Scaled Score Ranges				
			GradeSpan 0K02	GradeSpan 0304	GradeSpan 0506	GradeSpan 0708	GradeSpan 0912
1	Low	1	(400-425)	(400-415)	(400-417)	(400-420)	(400-424)
2	High	1	(426-452)	(416-431)	(418-435)	(421-442)	(425-449)
3	Low	2	(453-458)	(432-441)	(436-445)	(443-452)	(450-456)
4	High	2	(459-465)	(442-451)	(446-455)	(453-463)	(457-463)
5	Low	3	(466-474)	(452-462)	(456-466)	(464-474)	(464-475)
6	High	3	(475-484)	(463-473)	(467-478)	(475-485)	(476-488)
7	Low	4	(485-491)	(474-486)	(479-488)	(486-492)	(489-493)
8	High	4	(492-499)	(487-499)	(489-499)	(493-499)	(494-499)
9	1	5	(500-510)	(500-510)	(500-510)	(500-510)	(500-510)
10	2	5	(511-520)	(511-520)	(511-520)	(511-520)	(511-520)
11	3	5	(521-530)	(521-530)	(521-530)	(521-530)	(521-530)
12	4	5	(531-540)	(531-540)	(531-540)	(531-540)	(531-540)
13	5	5	(541-550)	(541-550)	(541-550)	(541-550)	(541-550)

III. Student Level Reporting Data

- a. The final student level data for each included administration will be used. Please refer to the administration specific analysis and reporting decisions rules for details on the individual files.
- b. Students reported in the current administration are linked to either the prior fall administration or the prior spring administration using the 10 digit SASID as follows:
 - i. Current student records will be linked to the prior spring administration if the student received an overall performance level in the prior spring administration and the prior grade span is the same or one grade span lower than the current grade span. (For example, if the current grade span is 3-4, then only prior administration grade spans K-2 and 3-4 will be linked.)
 - ii. Otherwise, current student records will be linked to the prior fall administration if the student received an overall performance level in the prior fall administration and the prior grade span is the same or one grade span lower than the current grade span.
 - iii. All student demographic data will be pulled from the current student record. If the student links to a prior administration, only the student's prior tested grade span and scores will be pulled forward.
- c. Determine Making Progress by Student
 - i. For each administration, identify the student's Making Progress Step using the corresponding overall scaled score.
 - ii. Included in Progress Calculation Identifier ("incprogress")
 1. If a student tested in both the current and prior administration set "incprogress" to 1. Otherwise, set to 0.

- iii. Making Progress Identifier (“stuprogress”)
 - 1. If a student did not test in both the current and prior administrations then Making Progress identifier is left blank.
 - 2. Otherwise, the Making Progress identifier is set to ‘1’ if the student’s prior administration tested grade span is the same as the current grade span and if one of the following is true
 - a. The prior administration performance level step is Level 1 Low – Level 3 Low and advances two (or more) steps
 - b. The prior administration performance level step is Level 3 High – Level 5 and advances one (or more) step. For example a student with Level 5.1 (500-510) in the current administration must move at least to Level 5.2 (511-520) to be making progress.
 - c. The prior administration performance level step is Level 5.5 (541-550) and maintains Level 5.5 (541-550)
 - 3. Otherwise, the Making Progress identifier is set to ‘1’ if the student’s prior administration tested grade span is one grade span lower than the current grade span and if one of the following is true
 - a. The prior administration performance level step is Level 1 Low – Level 4 High and advances one (or more) step
 - b. The prior administration performance level step is Level 5 and maintains Level 5. For example a student with Level 5.1 (500-510) in the current administration must maintain or exceed Level 5.1 (500-510) to be making progress.
 - 4. Otherwise, if a student did test in both administrations and is not identified as Making Progress, then set the Making Progress to 0.

IV. Generating Report Data

- a. School and District Impact on Aggregations

- i. School Aggregate Data

- 1. The current administration official school is used for aggregations.
 - 2. Students whose official school code (sprp_sch) starts with a ‘6’, ‘7’, ‘8’, or ‘9’ are excluded from school aggregations.

- ii. District Aggregate Data

- 1. The current administration official district is used for aggregations.
 - 2. Students whose official district code (sprp_dis) starts with a ‘6’, ‘7’, ‘8’, or ‘9’ are excluded from district aggregations.

- iii. State Aggregate Data

1. Students are not excluded based on official school or official district for state level aggregations.
- b. Aggregate Data Calculations
- i. Please note in the formulas below an “*” indicates multiplication and “/” indicates division.
 - ii. Report Section: Progress of Students Tested in Current Administration
 1. Only students included at the aggregate level based on school and district official codes who received an overall performance level in both the current and prior administrations are included in aggregations.
 2. Calculations are done by Grade Span and All Grades combined.
 3. Number of Students Included = The number of students included in aggregations
 4. Number of Students Making Progress = The number of students included in aggregations who are identified as Making Progress
 5. Percent of Students Making Progress = $100 * \text{Number of Students Making Progress} / \text{Number of Students Included}$ rounded to the nearest whole number
 - iii. Report Section: Students in Level 4 High and Level 5 in the Current Administration by Number of Years in Massachusetts Public Schools
 1. Only students included at the aggregate level based on school and district official codes who received an overall performance level in the current administrations are included in aggregations.
 2. Calculations are by Current Grade Span and Years in Mass
 3. Number (prints above bar graph) = The number of students included in aggregations who are identified in the Upper Level 4 or Level 5 in the current administration for the grade span with the specific value for Years in MA
 4. Percent (prints above bar graph) = $100 * \text{Number (prints above bar graph)} / \text{the number of students included in aggregations who received an overall performance level in the current administration for the grade span with the specific value for Years in MA}$ rounded to the nearest whole number
 - iv. Report Section: Comparison of Performance Levels of Students Tested in current administration at grade span X – Y and Spring/Fall prior administration at grade span X – Y(V – W), where V – W is one grade span lower than X-Y

1. Only students included at the aggregate level based on school and district official codes who received an overall performance level in both the current and prior administrations are included in aggregations
 2. Spring/Fall Prior Performance Level Step: n = Number of students included in aggregations and identified with the Current Performance Level Step and Prior Performance Level Step combination
 3. Spring/Fall Prior Performance Level Step: $\% = 100 * n / \text{Total for the Spring/Fall Prior Performance Level Step rounded to the nearest whole number.}$ (In other words, the denominator is the number printing in the Total column for the particular Spring/Fall Prior Performance Level Step row)
 4. Total n for an administration and Performance Level Step = Number of students included in the aggregate level with the administration performance level step
 5. Spring/Fall Prior Total $\% = 100 * \text{Total } n \text{ for an administration and Performance Level Step} / \text{Number of students included in aggregations rounded to the nearest whole number}$
- v. Report Section: Summary of Average Score Change of Students Tested in current and prior administrations
1. Only students included at the aggregate level based on school and district official codes who received an overall performance level in both the current and prior administrations in the same grade span are included in aggregations
 2. Administration Average Score = Average of the administration score for included students rounded to the nearest tenth
 3. Change = Current Administration Average Score – Prior Administration Average Score

V. Generating Making Progress Report

- a. A District[School] Making Progress report will be generated when there are 10 or more students tested in any one grade span for the current administration
 - i. The page containing “Progress of Students Tested in [Current administration]” and “Students in Level 4 High and Level 5 in [Current administration] by Number of Years in Massachusetts Public Schools” will be generated
 - ii. The page containing “Comparison of Performance Levels of Students Tested in [Current administration] in Grade Span X-Y and [Prior administration] Grade Span X –Y will be generated for Grade Span X-Y when 10 or more students

tested in both administrations at grade span X – Y and are included in aggregations.

- iii. The page containing “Comparison of Performance Levels of Students Tested in [Current administration] in Grade Span X-Y and [Prior administration] Grade Span V –W will be generated for Grade Span X-Y when 10 or more students tested in current administration at grade span X – Y and also tested in the prior administration at V – W and are included in aggregations. (Grade Span V – W is one grade span less than X –Y)
 - iv. The last two pages of the report include explanatory text.
 - v. The page numbers included in the header box should be consecutive.
- b. General Format Rule: If a calculated percent rounds to 0 and the numerator is greater than 0, then print '<1' for the percent.
- c. Report Section: Progress of Students Tested in Current Administration
- i. “Number of Students Included”: If no students are included for a grade span, print 0. Otherwise print calculated data.
 - ii. “Number of Students Making Progress”: If “Number of Students Included” is 10 or more then print. Otherwise, leave blank.
 - iii. “Percent of Students Making Progress”: If “Number of Students Included” is 10 or more then print bar graph and the percent with the percent symbol. Otherwise, leave blank.
- d. Report Section: Students in Level 4 High and Level 5 in the Current Administration by Number of Years in Massachusetts Public Schools
- i. If no students are included in the denominator to calculate the percent or the number of students tested in the current administration at the grade span is less than 10, then do the following:
 1. Do not print bar graph
 2. Do not print Number
 3. Do not print Percent
 - ii. Otherwise, if at least one student is included in the denominator and the number of students included in the numerator is 0, then do the following:
 1. Do not print a bar graph
 2. Print 0 for the number
 3. Print (0%) for the percent
 - iii. Otherwise, do the following
 1. Print bar graph
 2. Print the Percent in parentheses with a percent symbol over the bar graph

3. Print the Number above the Percent

- e. Report Section: Comparison of Performance Levels of Students Tested in current administration at grade span $X - Y$ and Spring/Fall prior administration at grade span $X - Y$ (or $V - W$, where $V - W$ is one grade span less than $X - Y$)
 - i. Shade cells identified as Making Progress
 - ii. If the number of students included in the denominator for a percent is 0, then leave the corresponding percent cell blank
- f. Report Section: Summary of Average Score Change of Students Tested in current and prior administration (Report section only appears if the current and prior grade spans are the same.)
 - i. Print data as calculated.

**Analysis and Reporting Decision Rules
 Massachusetts English Proficiency Assessment (MEPA)
 Fall 2011-2012 Administration**

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the “Data Processing Specifications.” This document is considered a draft until the Massachusetts State Department of Elementary and Secondary Education (ESE) signs off. If there are rules that need to be added or modified after said sign-off, ESE sign off will be obtained for each rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Grade Span	Subject	Test items used for Scaling
0K02	Reading	All Level A or Level B items
0K02	Writing	All Level A or Level B items
0K02	MELA-O	N/A
0K02	Overall	Reading, Writing and MELA-O items
0304	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0304	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0304	MELA-O	N/A
0304	Overall	Reading, Writing, MELA-O items
0506	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0506	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0506	MELA-O	N/A
0506	Overall	Reading, Writing, MELA-O items
0708	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0708	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0708	MELA-O	N/A
0708	Overall	Reading, Writing, MELA-O items
0912	Reading	All Sessions 1 & 2 or Sessions 2 & 3 items
0912	Writing	All Sessions 1 & 2 or Sessions 2 & 3 items
0912	MELA-O	N/A
0912	Overall	Reading, Writing, MELA-O items

B. *Reports Produced:*

1. School Roster of Student Results by Grade Span (online)

C. *Files Produced:*

1. The following data files are provided in a comma separated variable (CSV) format. Refer to the ‘Data File Rules’ section for information on the construction and layouts of these files.
 - a. State Student Level Data File
 - b. District and School Student Level Data File Slices

D. *School Type*

The testing school is the school which submitted the booklet.

SchType	Source	Description
'PRI'	Testing school's district code starts with 8 or 9.	Students are listed on their Testing School Roster.
'TES'	Testing school's district code starts with a 6 or 7.	Students are listed on their Testing School Roster.
'OTH'	Testing school's district code does not start with a 6, 7,8 or 9	Students are listed on their Testing School Roster.

E. *Other Information*

1. Where applicable, the October SIMS (delivered in December) is the source of student demographics. The Data Processing specifications describe the application of SIMS.
2. The fall 2011 test is the spring 2011 common form test.
3. Students who received a performance level in the spring 2011 test should not take the 2011 fall test. Their results are invalidated.
4. Students taking the K-2 test are required to submit either a level A or a level B booklet. The level of booklet submitted is the reported level.
5. The 3-12 reading and writing students are required to take either sessions 1 & 2 or sessions 2 & 3. See section II.B for determining reporting sessions.
6. A student is reported based on the grade span administered, not the student's grade level.
7. The non standard accommodations used in MEPA are:
 - a. Reading – Accommodation 26
 - b. Writing – Accommodation 29 (accommodation not available on the K-2 Level A test)
8. For 3-12, prior to analysis, Data Processing will select which sessions in each test booklet are scored based on the following rules:
 - a. Session 2 of Reading and Writing are always scored.
 - b. For Reading:
 - I. If neither session 1 nor session 3 has at least one multiple choice (MC) item attempted and the teacher did not bubble any sessions, then both sessions are scored.
 - II. If the student answers at least one session 1 MC item or the teacher bubbles session 1 & 2 then session 1 is scored.
 - III. If the student answers at least one session 3 MC item or the teacher bubbles session 2 & 3 then session 3 is scored.

- c. For Writing:
 - I. If at least one MC item is attempted in session 3 and the teacher bubbles sessions 2 & 3 then session 1 is not scored. Otherwise, session 1 is scored.
 - II. If one MC item is attempted in session 3 or the teacher bubbles session 2 & 3 then session 3 is scored.

II. Student Participation / Exclusions

A. Test Attempt Rules

1. A student is considered to have attempted the MELA-O portion of the test if the student has a score (0-5) for all MELA-O items.
2. A student is considered to have attempted the reading (writing) portion of the test if at least one item was attempted where:
 - I. A multiple choice item has been attempted if it was not left blank.
 - II. An open response item has been attempted if it was not left blank or was not unscorable.
3. A student is considered to have not attempted the reading (writing) portion of the test if a booklet was submitted with no items attempted.

B. Determining Reported Sessions Per Content Area (3-12 only)

1. The proportion of the items attempted in each session determines the reported sessions.
2. If the student attempted a greater proportion of session 1 items than session 3 items, report as sessions 1 & 2.
3. If the student attempted a greater proportion of session 3 items than session 1 items, report as sessions 2 & 3.
4. In the case where the proportion of session 1 items equals the proportion of session 3 items then the reported sessions are the sessions indicated on the booklet. If no sessions are indicated, report as sessions 1 & 2.

C. Participation Status

1. Students not allowed to test

Students who received a performance level in the spring 2011 MEPA administration should not test in the fall 2011 MEPA administration. All reading, writing, and MELA-O scores for these students are invalidated. SASID identifies a student across administrations.
2. The hierarchies below are used to assign the participation status.
3. Reading (Writing) Not Tested Hierarchy (For students who did not attempt Reading (Writing))
 - a. Security breach or student not allowed to test
 - b. Alternate assessment not available
 - c. Deaf/Hard of Hearing
 - d. Required test accommodations not available
 - e. Transferred (a change of enrollment reason was bubbled)

- f. Medically documented absence
 - g. If none of the above are applied then the Reading (Writing) participation status is defaulted to: Not tested absence.
4. Reading (Writing) Not Tested Hierarchy (For students who did attempt Reading (Writing))
 - a. Security breach or Student not allowed to test
 - b. (For 3-12 students) Transferred: if student did not attempt both of their reported sessions and a change of enrollment reason was bubbled.
 - c. Tested
 5. MELA-O Not Tested Hierarchy (For students who did not attempt MELA-O)
 - a. Student not allowed to test.
 - b. Deaf/Hard of Hearing
 - c. Transferred (Added or removed reason given)
 - d. Medically documented absence
 - e. If the participation status for both reading and writing is Deaf/Hard of Hearing, then the participation status is Deaf/Hard of Hearing for MELA-O.
 - f. If none of the above are applied then the MELA-O participation status is defaulted to: Not tested absence.
 6. MELA-O Not Tested Hierarchy (For students who did attempt MELA-O)
 - a. Student not allowed to test
 - b. Tested
 7. The MEPA reading/writing participation status is determined by applying the not tested hierarchy listed in section C.3 to the reading participation status and to the writing participation status.
 8. The overall MEPA participation status is determined by applying the not tested hierarchy listed in section C.3 to the reading/writing participation status and MELA-O participation status.

D. *Student Participation Summary*

Participation Status Code	Participation Status	Raw Score	Scaled Score	Proficiency Level	Data Code	Roster Code
A	Security breach or Student not allowed to test				IN	INV
B	Not tested: Alternate assessment not available				AA	ANA
C	Not tested: Deaf/Hard of Hearing				DF	ANA
D	Not tested: Required test accommodations not available				TA	ANA
E	Transferred				TR	TRN
F	Not tested: Medically documented absence				MD	MED
G	Not tested other absence				OA	ABS
Z	Tested	✓	✓	✓		

III. Calculations

A. *Raw scores*

1. MELA-O listening raw score is the one MELA-O listening score.
2. MELA-O speaking raw score is the sum of the four MELA-O speaking scores.
3. Reading (writing) raw score is the sum of all item scores of the two reported sessions.
4. Overall raw score used in calculating the overall scaled score is the sum of MELA-O listening raw score, MELA-O speaking raw score, reading raw score, and writing raw score.

B. *Scaling*

1. Scaling is done using look-up tables provided by psychometrics. The fall 2011 test uses the spring 2011 look-up tables.
2. Overall Scaled score, overall performance level, overall scaled score lower bound and overall scaled score upper bound are assigned based on the student's grade span tested, overall raw score and reading & writing sessions reported.
3. Reading (writing) scaled scores are assigned based on the student's grade span tested, reading (writing) raw score, and reading (writing) sessions reported.

C. *Compared to Level 5 (Reading, Writing, MELA-O – Listening, MELA-O – Speaking)*

1. For Level 5 students, psychometrics provides a look-up table containing the mean score and standard deviation at each grade span and subject. The fall 2011 test uses the spring 2011 look-up tables.
2. For reading (writing) use the student's reading (writing) scaled score. For listening (speaking) use the student's raw listening (speaking) score.
3. If the student's score is greater than or equal to the Level 5 mean score then the student is "at or above" (comp score = 3).
4. If the student's score is less than the Level 5 mean score and greater than or equal to the mean score minus one standard deviation, then the student is "approaching" (comp score = 2).
5. If the student's score is less than the Level 5 mean score minus one standard deviation, then the student's score is "below" (comp score = 1)
6. Students who are tested in reading will receive a comparison for reading. Students who are tested in writing will receive a comparison score for writing. Students who are tested for MELA-O will receive a comparison score for listening and speaking.

D. *Official district code (sprp_dis):*

1. If the student's testing district code begins with a 6, 7, 8 or 9, then the official district is the sending district from SIMS (if it exists) concatenated with 4 zeroes at the end except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list. If the student's testing district code begins with a 6, 7, 8 or 9 and no sending district exists then the official district is 99999999.
2. Otherwise, the official district is the testing district code concatenated with 4 zeroes at the end.

E. *Official school code (sprp_sch):*

1. If the student's testing district code begins with a 6 or 7, then the official school is the school code from SIMS except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list below.
2. Otherwise, the official school is the testing school.
3. If the student tested at a test site (district code begins with 6 or 7) and the student does not link to SIMS resulting in a blank sprp_sch, sprp_sch is set to the test site.

Assigning sprp_dis and sprp_sch: Exceptions

system	school	sprp_dis	sprp_sch
7005	0024	02810000	02810506
7005	0028	02810000	02810506
7005	0029	02810000	02810506
7005	0030	02810000	02810506
7005	0039	02810000	02810506
7005	0040	02810000	02810506
7005	0041	02810000	02810506
7005	0065	02810000	02810506
7005	0004	00350000	From SIMS
7005	0005	00350000	From SIMS
7005	0062	04700000	04700105
7005	0063	04910000	04910550
7005	0064	04910000	04910550
7005	0066	04870000	04870550
7005	0067	04870000	04870550
7005	0068	04870000	04870550
7005	0087	04870000	04870550
7005	0050	06050000	06050505
7005	0051	06050000	06050505
7005	0074	02810000	02810506
7005	0082	04490000	04490305
7005	0079	04690000	04690505

F. *Test administration date*

The administration date is the month of the administration concatenated with the two digit administration year

G. *First Tested*

1. The first tested administration is the first MEPA administration, starting from the spring 2009 administration, in which the student received a performance level.
2. SASID links students across administrations

H. *Making Progress*

Making Progress variables are not calculated in the fall 2011 administration.

I. *Unique Identifier (mcasrowid)*

The 15 digit unique identifier, mcasrowid, will be calculated as follows:

First 5 digits:

Comprised of this information (in this order):

year 2 digits
grade span 2 digits

MCASROWID	Grade Span
K2	K-2
34	3-4
56	5-6
78	7-8
HS	9-12

test 1 digit

S: Spring MEPA administration
F: Fall MEPA Administration

Remaining 10 digits:

-SASID or bookletnumber if SASID is blank

J. *Data Changed*

For each student the “datachanged” variable in the *State Student Level Data File* is set to 1 if the student’s data has been updated after initial reporting. Otherwise “datachanged” is set to 0. If the only update is to the school and/or district name then “datachanged” is set to 0.

IV. **Report Specific Rules**

A. *School Roster of Student Results*

1. The roster will only display the results for the fall 2011 administration of MEPA. Past administrations are not displayed.
2. Print ‘Fall 2011’ underneath ‘Massachusetts Department of Elementary and Secondary Education’.
3. Students are listed on their tested school report for the MEPA grade span.
4. Student names are truncated as follows:
 - a. Last name: after the 12th letter
 - b. First name: after the 10th letter
5. Student names are displayed in all caps in the following format: Last name, First name MI.
6. Students are sorted by student grade, last name, first name, mi unless:
 - a. Student name exist and student grade does not exist then by last name, first name at the bottom of the report.
 - b. Student name does not exist and student grade does exist then the student’s name is displayed as “BLANK NAME” and is located at the bottom of the student’s grade.

- c. Student name is missing and student grade does not exist then the student's name is displayed as "BLANK NAME" and is located at the end of the report.
- 7. Alpha and numeric sorting is done in ascending order.
- 8. Grade is sorted in the following order: K,1,2,3,4,5,6,7,8,9,10,11,12,SP and Missing.
- 9. If Grade (Yrs. in Mass.) is not provided, then report Grade (Yrs. in Mass.) as '–'.
- 10. The roster codes are from Student Participation Summary table (see section II.D)
- 11. If the reading (writing) participation status is not "Tested" then print the roster code in the reading (writing) scaled score column and print the reading (writing) session as '–'.
- 12. If the MELA-O participation status is not "Tested" then print the roster code in both the MELA-O Listening and Speaking Raw Score columns.
- 13. If overall participation status is not "Tested" then print a '–' for overall scaled score and print the roster code from the Student Participation Summary table for the overall performance level.
- 14. Students who receive a scaled score in reading (writing) and used a reading (writing) non standard accommodation will receive a superscript footnote marker ('a' for reading, 'b' for writing) on the right hand side of their reading (writing) scaled score. Below is the related reading (writing) footnote text.
 - a. Reading Footnote Text
 - I. ^a Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Reading test was read aloud to the student) as required by his or her IEP or 504 plan.
 - b. Writing Footnote Text
 - I. ^b Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Writing test was scribed for the student) as required by his or her IEP or 504 plan.
 - c. The footnote text will appear underneath the legend and within the black border on the left hand side.
- 15. Print '[month of release] [4 digit year of release]' underneath the legend and within the black border on the right hand side.
- 16. Pages are numbered sequentially from 1 to [last page in report].

V. Data File Rules

A. State Student Level Data File

- 1. The CSV file is named MEPA2011Fall.csv and will be posted to the ftp site
- 2. The CSV file will follow the layout: 'MEPA Fall 2011 State File Layout.xls'
- 3. MELA-O raw scores are provided.
- 4. Non-zero values of variables "amendwri" and "amendrea" will be set to 1.

B. District and School Student Level Data File Slices

- 1. The CSV files are named MEPA2011Fall_AllGrades[x].csv where x is 4 digit district code or 8 digit school code.
- 2. The CSV files will be posted Online

3. The CSV files will follow the layout: 'MEPA Fall 2011 District School File Layout.xls'
4. MELA-O raw scores are provided.
5. A student is included in the school slice if he has the school as his official school code or testing school code.
6. A student is included in the district slice if he has the district as his official district code or testing district code.

**Analysis and Reporting Decision Rules
Massachusetts English Proficiency Assessment (MEPA)
Spring 10-11 Administration**

This document details rules for analysis and reporting. The final student level data set used for analysis and reporting is described in the “Data Processing Specifications.” This document is considered a draft until the Massachusetts Department of Elementary and Secondary Education (ESE) signs off. If rules are added or modified after ESE sign-off, a new sign-off will be obtained for each new or modified rule. Details of these additions and modifications will be in the Addendum section.

I. General Information

A. *Tests administered:*

Grade Span	Subject	Test items used for Scaling
0K02	Reading	Level A common Items or Level B common items
0K02	Writing	Level A common Items or Level B common items
0K02	MELA-O	N/A
0K02	Overall	Reading, Writing and MELA-O items
0304	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0304	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0304	MELA-O	N/A
0304	Overall	Reading, Writing, MELA-O items
0506	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0506	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0506	MELA-O	N/A
0506	Overall	Reading, Writing, MELA-O items
0708	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0708	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0708	MELA-O	N/A
0708	Overall	Reading, Writing, MELA-O items
0912	Reading	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0912	Writing	Sessions 1 & 2 common items or Sessions 2 & 3 common items
0912	MELA-O	N/A
0912	Overall	Reading, Writing, MELA-O items

B. *Reports Produced:*

1. Student Label – Test Results (printed)
2. Parent/Guardian Report (printed and online)
3. School Roster of Student Results by Grade Span (online)
4. Summary Report Package (online)
5. Making Progress Report Package (online- See Making Progress Decision Rules Document)

C. *Files Produced:*

1. The following data files are provided in a comma separated variable (CSV) format. See the ‘Data File Rules’ section for information on the construction and layouts of these files.
 - a. State Student Level Data File

- b. District and School Student Level Data File Slices
- 2. Mode of Testing Participation File (Delivered to PM)

D. *School Type*

SchType	Source	Description
'PRI'	Reporting school's district code starts with 8 or 9.	These students are aggregated with their Official district and are listed on their testing School Roster.
'TES'	Reporting school's district code starts with a 6 or 7.	These students are aggregated with their Official school and district and are listed on their testing School Roster.
'OTH'	Reporting school's district code does not start with a 6, 7,8 or 9	These students are aggregated with their Official school and district and are listed on their testing School Roster.

E. *Other Information*

1. Where applicable, the March SIMS (delivered in May) is the source of student demographics. The Data Processing specifications describe the application of SIMS.
2. 3-12 reading and writing students are required to take either sessions 1 & 2 or sessions 2 & 3. See section II.B for determining reporting sessions.
3. K-2 students are required to submit either a level A or a level B booklet. The level of booklet submitted is the reported level.
4. Students are reported based on the grade span administered, not grade level.
5. Some students in grades 3-12 participate in computer based testing (CBT). CBT students are reported using the same rules as their paper based tested (PBT) counterparts.
6. The non standard accommodations used in MEPA are:
 - a. Reading – Accommodation 26
 - b. Writing – Accommodation 29 (accommodation not available on the K-2 Level A test)
8. Prior to analysis for 3-12, Data Processing will select which sessions in each test booklet are scored based on the following rules:
 - a. Session 2 of Reading and Writing are always scored.
 - b. For Reading:
 - I. If neither session 1 nor session 3 has at least one multiple choice (MC) item attempted and the teacher did not bubble any sessions, then both sessions are scored.
 - II. If the student answers at least one session 1 MC item or the teacher bubbles session 1 & 2 then session 1 is scored.
 - III. If the student answers at least one session 3 MC item or the teacher bubbles session 2 & 3 then session 3 is scored.
 - c. For Writing:

- I. If at least one MC item is attempted in session 3 and the teacher bubbles sessions 2 & 3 then session 1 is not scored. Otherwise, session 1 is scored.
- II. If one MC item is attempted in session 3 or the teacher bubbles session 2 & 3 then session 3 is scored.

II. Student Participation / Exclusions

A. Test Attempt Rules

1. A student is considered to have attempted the MELA-O portion of the test if the student has a score (0-5) for all MELA-O items.
2. A student is considered to have attempted the reading (writing) portion of the test if at least one multiple choice or one non field test open response item was attempted where:
 - i. A multiple choice item has been attempted if it was not left blank.
 - ii. An open response item has been attempted if it was not left blank or was not unscorable.

B. Determining Reported Sessions Per Content Area (3-12 only)

1. The proportion of multiple choice and non field test open response items attempted in each session determines the reported sessions.
2. If the student attempted a greater proportion of session 1 items than session 3 items, report as sessions 1 & 2.
3. If the student attempted a greater proportion of session 3 items than session 1 items, report as sessions 2 & 3.
4. In the case where the proportion of session 1 items equals the proportion of session 3 items then the reported sessions are the sessions indicated on the booklet. If no sessions are indicated, report as sessions 1 & 2.

C. Participation Status

1. The hierarchies below are used to assign the participation status.
2. Reading (Writing) Participation Status Hierarchy (For students who did not attempt Reading (Writing))
 - a. Security breach
 - b. Alternate assessment not available
 - c. Deaf/Hard of Hearing
 - d. Required test accommodations not available
 - e. Transferred (a change of enrollment reason was indicated)
 - f. Medically documented absence
 - g. Not tested absence
3. Reading (Writing) Participation Status Hierarchy (For students who did attempt Reading (Writing))
 - a. Security breach
 - b. (For 3-12 students) Transferred: if the student did not attempt both of their reported sessions and a change of enrollment reason was indicated.
 - c. Tested

4. MELA-O Participation Status Hierarchy (For students who did not attempt MELA-O)
 - a. Deaf/Hard of Hearing
 - b. Transferred
 - c. Medically documented absence
 - d. If the final participation status for both reading and writing is Deaf/Hard of Hearing, then the student is Deaf/Hard of Hearing for MELA-O.
 - e. Not tested absence (MELA-O was not submitted)
5. MELA-O Participation Status Hierarchy (For students who did attempt MELA-O)
Tested
6. To determine the MEPA reading/writing participation status, apply the not tested hierarchy above to the reading participation status and to the writing participation status.
7. To determine the overall MEPA participation status, apply the not tested hierarchy above to the reading/writing participation status and MELA-O participation status.

D. *Student Participation Summary*

Participation Status Code	Participation Status	Raw Score	Scaled Score	Proficiency Level	Data Code	Roster Code
A	Security breach				IN	INV
B	Not tested: Alternate assessment not available				AA	ANA
C	Not tested: Deaf/Hard of Hearing				DF	ANA
D	Not tested: Required test accommodations not available				TA	ANA
E	Transferred				TR	TRN
F	Not tested: Medically documented absence				MD	MED
G	Not tested: Other absence				OA	ABS
Z	Tested	✓	✓	✓		

III. **Calculations**

A. *Raw scores*

1. MELA-O listening raw score is the one MELA-O listening score (Listening).
2. MELA-O speaking raw score is the sum of the four MELA-O speaking scores (Fluency, Vocabulary, Pronunciation and Grammar).

3. Reading (writing) raw score is the sum of the common item scores of the two reported sessions.
4. Overall raw score used in calculating the overall scaled score is the sum of MELA-O listening raw score, MELA-O speaking raw score, reading raw score, and writing raw score.

B. *Scaling*

1. Scaling is done using look-up tables provided by psychometrics.
2. Overall Scaled score, overall performance level, overall scaled score lower bound and overall scaled score upper bound are assigned based on the student's grade span tested, overall raw score and reading & writing sessions reported.
3. Reading (writing) scaled scores are assigned based on the student's grade span tested, reading (writing) raw score, and reading (writing) sessions reported.

C. *Compared to Level 5 (Reading, Writing, MELA-O – Listening, MELA-O – Speaking)*

1. For Level 5 students, psychometrics provides a look-up table containing the mean score and standard deviation at each grade span and subject.
2. For reading (writing) use the student's reading (writing) scaled score. For listening (speaking) use the student's raw listening (speaking) score.
3. If the student's score is greater than or equal to the Level 5 mean score then the student is "at or above" (comp score = 3).
4. If the student's score is less than the Level 5 mean score and greater than or equal to the mean score minus one standard deviation, then the student is "approaching" (comp score = 2).
5. If the student's score is less than the Level 5 mean score minus one standard deviation, then the student's score is "below" (comp score = 1)
6. Students who tested in reading will receive a comparison for reading. Students who tested in writing will receive a comparison score for writing. Students who tested MELA-O will receive a comparison score for listening and speaking.

D. *Official district code (sprp_dis):*

1. If the student's testing district code begins with a 6, 7, 8 or 9, then the official district is the sending district from SIMS (if it exists) concatenated with 4 zeroes at the end except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list. If the student's testing district code begins with a 6, 7, 8 or 9 and no sending district exists then the official district is 99999999.
2. Otherwise, the official district is the testing district code concatenated with 4 zeroes at the end.

E. *Official school code (sprp_sch):*

1. If the student's testing district code begins with a 6 or 7, then the official school is the school code from SIMS except for the test sites on the "**Assigning sprp_dis and sprp_sch: Exceptions**" list below.
2. Otherwise, the official school is the testing school.

3. If the student tested at a test site (district code begins with 6 or 7) and the student does not link to SIMS resulting in a blank sprp_sch, sprp_sch is set to the test site.

- **Assigning sprp_dis and sprp_sch: Exceptions**

system	school	sprp_dis	sprp_sch
7005	0024	02810000	02810506
7005	0028	02810000	02810506
7005	0029	02810000	02810506
7005	0030	02810000	02810506
7005	0039	02810000	02810506
7005	0040	02810000	02810506
7005	0041	02810000	02810506
7005	0065	02810000	02810506
7005	0004	00350000	From SIMS
7005	0005	00350000	From SIMS
7005	0062	04700000	04700105
7005	0063	04910000	04910550
7005	0064	04910000	04910550
7005	0066	04870000	04870550
7005	0067	04870000	04870550
7005	0068	04870000	04870550
7005	0050	06050000	06050505
7005	0051	06050000	06050505
7005	0074	02810000	02810506
7005	0082	04490000	04490305
7005	0079	04690000	04690505
7005	0087	04870000	04870550

F. *Test administration date*

The administration date is the month of the administration concatenated with the two digit administration year

G. *First Tested*

1. The first tested administration is the first MEPA administration, starting from the spring 2009 administration, in which the student received a performance level.
2. SASID links students across administrations

H. *Linking*

1. Starting from the spring 2009 administration, the previous administration is the most recent administration with non invalidated results.
2. A student is linked to one previous administration.
3. SASID links students across administrations

I. *Making Progress Calculations*

Please refer to the Making Progress Decision rules.

J. *Unique Identifier (mcasrowid)*

The 15 digit unique identifier, mcasrowid, will be calculated as follows:

First 5 digits:

Comprised of this information (in this order):

year 2 digits
grade span 2 digits

MCASROWID	Grade Span
K2	K-2
34	3-4
56	5-6
78	7-8
HS	9-12

test 1 digit

S: Spring MEPA administration
F: Fall MEPA Administration

Remaining 10 digits:

-SASID or bookletnumber if SASID is blank

K. *Data Changed (datachanged)*

Set "datachanged" variable to 1 if data have been updated since initial reporting.

Otherwise "datachanged" variable will be set to 0. Schoolname and District (district name) are not included in the calculation of Datachanged.

IV. **Report Specific Rules**

A. *Student Label – Test Results (printed)*

1. A student label is printed for every MEPA student.
2. Within each school students are sorted by grade, last name, first name, mi unless:
 - a. Student name exists and student grade does not exist then by last name, first name at the bottom of the report.
 - b. Student name does not exist and student grade does exist then the student's name is displayed as "BLANK NAME" and is located at the bottom of the student's grade.
 - c. Student name is missing and student grade does not exist then the student's name is displayed as "BLANK NAME" and is located at the end of the report.
3. Grade is sorted in the following order: K,1,2,3,4,5,6,7,8,9,10,11,12,SP,student grade does exist
4. Student names are displayed in the following format: LAST NAME, FIRST NAME MI.
5. If grade is not provided then report grade as '-'.
 6. If overall participation status in the current or previous administration (where applicable) is not "Tested" then print "- " for scaled score and print the performance level text using the table below based on the roster code.

Roster Code	Performance Level Text
MED	Absent – Medical
ANA	Did Not Participate
ABS	Absent
TRN	Transferred
INV	Invalidated

7. The left hand side displays the current administration results. Print the Current administration above the results.
8. The right hand side displays the previous administration results. Print the previous administration above the results.
9. Print '[month of release] [4 digit year of release]' at the bottom of the report on the right hand side.

B. Parent/Guardian Report

1. All students receive a parent/guardian report.
2. For students with an overall MEPA performance level in the current administration:
 - a. Use the table below to populate the performance level text in the student result box.

Overall Performance Level	Performance Level Text
1	Level 1
2	Level 2
3	Level 3
4	Level 4
5	Level 5

- b. Print the scaled score under "Score:" in the student result box.
- c. Place the student result box so the left arrow is pointing to the student's overall performance level and the right arrow points to the appropriate performance level definition.
- d. Print "Spring 2011" under the black bar.
- e. The height of the black bar represents the student's scaled score.
- f. The grey bar represents the range of likely scores the student could receive if the test was taken many times.
- g. Print the scaled score to the left of and next to the top of the black bar.
- h. If a student is included in progress calculations (see Making Progress Decision Rules) then print one of the following underneath the scaled score in the student result box:

- i. If the student is making progress print: “Your child is making progress according to the explanation on the back page”
 - ii. If the student is not making progress print: “Your child is not making progress according to the explanation on the back page”
- i. If a student received a scaled score in reading (writing) and used a reading (writing) non standard accommodation then print the following underneath the scaled score (and making progress text were applicable) in the student result box:
 - i. Reading
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Reading test was read aloud to your child) as required by his or her IEP or 504 plan.
 - ii. Writing
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Writing test was scribed for your child) as required by his or her IEP or 504 plan.
 - iii. Reading and Writing
 - Information provided by the school indicates your child received a nonstandard accommodation (the MEPA Reading test was read aloud to your child; the MEPA Writing test was scribed for your child) as required by his or her IEP or 504 plan.

- 3. For students without an overall MEPA performance level in the current administration do the following:
 - a. Use the table below to populate the performance level text in the student result box.

Roster Code	Performance Level Text
MED	Absent – Medical
ANA	Did Not Participate
ABS	Absent
TRN	Transferred
INV	Invalidated

- b. Do not draw the black (grey) bar.
 - c. Place the student result box across from Level 5. Do not print an arrow.
 - d. Replace the section “...Spring 2011 performance compared to other students who have been enrolled in Massachusetts public schools for [XX] year(s)” with the section “Explanation of Non-Participation Status”.
- 4. For students with an overall MEPA performance level in the previous administration where the previous administration grade span equals the current administration grade span:
 - a. Print the previous administration (e.g. Spring 2010) under the black bar.

- b. The height of the black bar represents the student's scaled score.
 - c. The grey bar represents the range of likely scores the student could receive if the test was taken many times.
 - d. Print the scaled score to the left of and next to the top of the black bar
5. For students without an overall MEPA performance level in the previous administration:
 - a. Do not reference the previous administration.
 - b. If the student received an overall performance level in the current administration then center the current administration bar.
 6. For each subtest (reading, writing, listening, speaking) in the "...compared to a typical student performing at Level 5" section, if the student has a not tested reason, then leave the sub-content area associated with the subtest blank.
 7. For the section "...Spring 2011 performance compared to other students who have been enrolled in Massachusetts public schools for [XX] year(s):
 - a. Populate [XX] with the number of years the student has been enrolled in Massachusetts schools.
 - b. Based on the number of years the student has been enrolled in Massachusetts schools create a bar for each overall performance level using the state level data reported on the Preliminary Results by Year of Enrollment in Massachusetts Schools report.
 - c. For students who received an overall performance level, shade with black the bar corresponding to their overall performance level.
 - d. For students in which the number of years enrolled in Massachusetts Schools are unknown (yearsMass is null), leave the [XX] blank and do not draw the bars.
 8. Print '[month of release] [4 digit year of release]' on the bottom right hand side.

C. *School Roster of Student Results*

1. Students are listed on their tested school report for the MEPA grade span.
2. Print 'Spring 2011' underneath 'Massachusetts Department of Elementary and Secondary Education'.
3. Under the MEPA-R/W and Reading (Writing) column for K-2, print 'Level' in the column to the left of the Scaled Score column. For 3-12, print 'Sessions'.
4. Student names are displayed in the following format: Last name, First name MI.
5. Students are sorted by student grade, last name, first name, mi unless:
 - a. Student name exists and student grade does not exist then by last name, first name at the bottom of the report.
 - b. Student name does not exist and student grade does exist then the student's name is displayed as "BLANK NAME" and is located at the bottom of the student's grade.
 - c. Student name is missing and student grade does not exist then the student's name is displayed as "BLANK NAME" and is located at the end of the report.

6. Students with a previous administration regardless of the previous administration grade span have their previous administration results displayed below their current administration results.
7. Alpha and numeric sorting is done in ascending order.
8. Grade is sorted in the following order: K,1,2,3,4,5,6,7,8,9,10,11,12,SP and Missing.
9. If Grade (Yrs. in Mass.) is not provided, then report Grade (Yrs. in Mass.) as '-'.
10. If reading (writing) participation status is not "Tested" then print the roster code in the reading (writing) scaled score column and print the reading (writing) session as '-'.
11. If MELA-O participation status is not "Tested" then print the roster code in both the MELA-O Listening and Speaking Raw Score columns.
12. If overall participation status is not "Tested" then print a '-' for overall scaled score and print the roster code from the Student Participation Summary table (see section II. D) for the overall performance level.
13. If a student is making progress (Please refer to the Making Progress Decision Rules for calculation rules) print 'Yes' in the 'Made Progress' column. If the student is not making progress print 'No' in the 'Made Progress' column. If making progress was not calculated for the student print 'NA' in the 'Made Progress' column.
14. Starting with the spring 2010 administration, Students who receive a scaled score in reading (writing) and used a reading (writing) non standard accommodation will receive a superscript footnote marker ('a' for reading, 'b' for writing) on the right hand side of their reading (writing) scaled score. Below is the related reading (writing) footnote text.
 - a. Reading Footnote Text
 - i. ^a Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Reading test was read aloud to the student) as required by his or her IEP or 504 plan.
 - b. Writing Footnote Text
 - i. ^b Information provided by the school indicates the student received a nonstandard accommodation (the MEPA Writing test was scribed for the student) as required by his or her IEP or 504 plan.
 - c. The footnote text will appear underneath the legend and within the black boarder on the left hand side.
15. Print '[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]' underneath the legend and within the black boarder on the right hand side.
16. Pages are numbered sequentially from 1 to [last page in report].

D. *Preliminary Participation Report by Grade Span*

1. Report all counts.
2. The "Number of Students Enrolled" is the number of students who submitted booklets or were built out from SIMS.

3. The “Number tested” is the number of students from “Number Enrolled” who received an overall participation status of tested.
4. The “Percent Tested” is the “Number Tested” divided by the “Number of Students enrolled” rounded to the nearest whole number. The value is displayed without a percentage sign.
5. Students with an overall Participation Status of “Security breach” are included in the ‘Not Tested Other Absence’ totals.
6. Print ‘[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]’ at the bottom of the report and within the black boarder on the right hand side.

E. *Preliminary Results by Year of Enrollment in Massachusetts schools*

1. If the number of students enrolled is 0, then report “Percent Tested” as ‘-’.
2. If the number of students included in the making progress calculations is 0 then report “% Made Progress” as ‘-’. Please refer to the Making Progress Decision Rules for calculation rules.
3. Aggregate data relative to student performance should not be reported if the number of tested students in the ‘All LEP’ category is less than 10.
4. “# Enrolled” is the number of students who submitted booklets or were built out from SIMS.
5. “# Tested” is the number of students from “Number Enrolled” who received an overall participation status of tested.
6. “% Tested” is the “Number Tested” divided by the “Number of Students enrolled” rounded to the nearest whole number. The value is displayed without a percentage sign.
7. “Made Progress” # is the number of student making progress. Please refer to the Making Progress Decision Rules for calculation rules.
8. “Made Progress” % is the “Made Progress” # divided by the number of students included in the making progress calculations. The value is displayed without a percentage sign. Please refer to the Making Progress Decision Rules for calculation rules.
9. Report all data in “Tested [Year] MEPA-R/W & MELA-O”.
10. If “Number Tested” is less than 10, then report Average Scaled Score, Number and Percent at each performance level as ‘-’.
11. The “Average Scaled Score” is rounded to the nearest whole number.
12. All students in the raw data file are included in the “All LEP” row.
13. Only students with a value for Year of Enrollment in Massachusetts schools are included in enrollment rows.
14. The total number of students in the first 5 ‘Years of Enrollment...’ rows may not equal the “All LEP” row because the number of enrollment years will be missing for some students.
15. The “Number Enrolled” and “Number and Percent Tested for All LEP” will equal the “Number of Students Enrolled”, “Number Tested”, and “Percent Tested” on the Preliminary Participation Report for “MEPA-R/W & MELA-O”.

16. Print '[month of release] [4 digit year of release] [4 digit District code]-[4 digit School code]' at the bottom of the report and within the black boarder on the right hand side.

V. Data File Rules

A. *State Student Level Data File*

1. The CSV file is named MEPA2011Spring.csv and will be posted to the ftp site
2. The CSV file will follow the layout: 'MEPA Spring 2011 State File Layout.xls'
3. MELA-O raw scores are provided.
4. Non-zero values of variables "amendwri" and "amendrea" will be set to 1.

B. *District and School Student Level Data File Slices*

1. The CSV files are named MEPA2011Spring_AllGrades[x].csv where x is 4 digit district code or 8 digit school code.
2. The CSV files will be posted Online
3. The CSV files will follow the layout: 'MEPA Spring 2011 District School File Layout.xls'
4. MELA-O raw scores are provided.
5. A student is included in the school slice if he has the school as his official school code or testing school code.
6. A student is included in the district slice if he has the district as his official district code or testing district code.

C. *Mode of Testing Participation File*

1. A file 'mepa1011s_CBTparticipation.xls' containing the counts and percentages of students who tested paper, CBT, and a combination of the paper/CBT for each grade span excluding K-2 will be provided to PM. In addition an overall count and percent of students who tested paper, CBT, and a combination of the paper/CBT will be provided in the same file (grade = 'Overall').
 - a. Build out and K-2 students will be excluded from all counts and percentages.
 - b. The final reporting test type (Paper, CBT or Paper/CBT Combination) provided by DP will be used to calculate the counts/percentages.
 - c. Percentages are rounded to the nearest .01.

VI. Shipping Product Code Summary

A. School (ReportFor='1')

Grade	Report Name	ReportType	Contentcode	Form	Quantity
00	Student Label	03	00		1
00	Parent/Guardian Report (School Copy)	01	00		1
00	Parent/Guardian (Parent Copy)	02	00		1
0K	Report Sample	90	00	01	1 for each student who speaks this language.
0K	Report Sample	90	00	02	1 for each student who speaks this language.
0K	Report Sample	90	00	03	1 for each student who speaks this language.
0K	Report Sample	90	00	04	1 for each student who speaks this language.
0K	Report Sample	90	00	05	1 for each student who speaks this language.
0K	Report Sample	90	00	06	1 for each student who speaks this language.
0K	Report Sample	90	00	07	1 for each student who speaks this language.
0K	Report Sample	90	00	08	1 for each student who speaks this language.
0K	Report Sample	90	00	09	1 for each student who speaks this language.
0K	Report Sample	90	00	10	1 for each student who speaks this language.
32	Report Sample	90	00	01	1 for each student who speaks this language.
32	Report Sample	90	00	02	1 for each student who speaks this language.
32	Report Sample	90	00	03	1 for each student who speaks this language.
32	Report Sample	90	00	04	1 for each student who speaks this language.
32	Report Sample	90	00	05	1 for each student who speaks this language.
32	Report Sample	90	00	06	1 for each student who speaks this language.
32	Report Sample	90	00	07	1 for each student who speaks this language.
32	Report Sample	90	00	08	1 for each student who speaks this language.
32	Report Sample	90	00	09	1 for each student who speaks this language.
32	Report Sample	90	00	10	1 for each student who speaks this language.

- B. Three shrink wrapped packets per school are created at the printers
1. Student report- Parent Copy
 - a. All grades are included
 - b. Sorted by grade, Lastname, Firstname, MI
 2. Student report- School Copy
 - a. All grades are included
 - b. Sorted by grade, Lastname, Firstname, MI
 3. Student Result labels-
 - a. All grades are included
 - b. Sorted by grade, Lastname, Firstname, MI
 4. The parent report is one page (11 by 17) folded in half.
 5. Where applicable, translated samples (1 per student with translated language) of the student report will be shipped unsecure with the above reports
 - a. Speakers of Cantonese, Chinese and Mandarin receive translated samples in Chinese.
- C. Form represents the language of the report sample. See the table below:

Form	Language
01	Arabic
02	Cape Verdean
03	Chinese
04	Haitian Creole
05	Khmer
06	Korean
07	Portuguese
08	Russian
09	Spanish
10	Vietnamese

VII. Addendum

5/27/10 – On the *Preliminary Results by Year of Enrollment in Massachusetts schools* report, aggregate data relative to student performance is only suppressed if the number of students tested overall (i.e. “All LEP”) is less than 10.