

The following sections provide additional information from the *2016–2017 Procedures Manual for the Minnesota Assessments*, posted to PearsonAccess Next, based on revised timelines for the implementation of the Every Student Succeeds Act (ESSA). The first implementation school year for ESSA will be 2018–2019, meaning new accountability system calculations will begin with the 2018 test results rather than the 2017 results as previously indicated in Chapter 1.

The purpose of this addendum is in an effort to facilitate a smooth 2016–2017 test administration. More information and details will be shared by mid-March from the Commissioner’s Office regarding application of test scores to support schools during the 2017–2018 school year.

Accountability Window

The accountability window is not changing from what is in the *2016-2017 Procedures Manual*. There will be one accountability window for all accountability assessments (MCA, MTAS, ACCESS for ELLs, and Alternate ACCESS for ELLs): April 10–April 21.

Alternate Assessment Waiver

Alternate assessment waivers will be continued as in past years for 2017. Prior to administering the MTAS, districts may submit an alternate assessment waiver detailing unusual circumstances that could result in more than 1 percent of their students demonstrating proficiency on the MTAS (sometimes referred to as the “1 percent cap”). Requests for a waiver can be entered by district staff in consultation with the director of special education but must be formally authorized by the superintendent. The dates for requesting an alternate assessment waiver are communicated by the MDE Divisions of Student Support and Special Education.

The IEP team should determine which assessment is most appropriate for each student with an IEP; these decisions should not be based on concerns about calculations.

Growth

Growth calculations and reporting of growth, including the Growth Detail Download and Growth Summary Report and Download in Secure Reports, will not change based on ESSA in 2017.

Full Academic Year

“Full academic year” will continue to be defined as follows for 2017: a student is enrolled on October 1 and continues to be enrolled during the accountability window. (If October 1 is a Saturday or Sunday, the operative date is October 2 or 3.) Districts are responsible for testing all students enrolled during the accountability window, including those who were not enrolled for a full academic year.

Important Dates and Release of Results

The release of final assessment results is expected to follow the same process as in the past and as outlined in Chapter 10 of the *Procedures Manual*, with an embargoed release of final results to districts, a media release, and a public release. Final reporting dates have been determined and are available in the final *Important Dates* sheets at the end of this document.

Indicating Student Characteristic Codes

Student characteristic codes for standards-based and English language proficiency accountability assessments are used to indicate additional information about a student test, including if a student should be removed from district/school summaries.

The following student characteristic codes will be indicated in Posttest Editing, as applicable; see the subsequent sections for additional information about indicating these codes.

- Foreign Exchange
- Home Schooled
- New to Country
- Significant Gap in Enrollment

Foreign Exchange

Participation in the standards-based accountability assessments is optional for foreign exchange students.

- If foreign exchange students will not participate in MCA or MTAS, no action is needed. The student's record will appear in PearsonAccess Next but no test record will be expected if the State Aid Category is indicated correctly in MARSS.
- If foreign exchange students do test, districts may choose to indicate Foreign Exchange in Test WES during Posttest Editing. An Individual Student Report (ISR) will be generated for the student but the student's results will not be included in school and district summaries. However, if the Foreign Exchange code is not indicated, these students will be included in the district and school summaries.

See information in Chapter 7 about the participation of Foreign Exchange students in the English language proficiency assessments.

Home Schooled

Home-schooled students are not public school students and are not required to participate in the standards-based accountability assessments. Refer to Chapter 7 for additional information about the participation of home-schooled students.

The Homeschooled student characteristic code should be verified in Test WES during Posttest Editing to ensure the students are removed from district and school summaries.

New to Country

The option to exempt English learners who meet the requirements of new to country continues for the Reading MCA and Reading MTAS.

A new-to-country English learner is a student who is designated as EL in MARSS and first enrolled in a U.S. school within 12 months of the first day of the accountability window.

The New-to-Country student characteristic code is applicable only in relation to participation in the standards-based accountability assessments. Students who are new to country must still take an English language proficiency accountability assessment.

New-to-country status will be verified using the student's enrollment date in MARSS as the beginning date and the first day of the accountability window as the end date to calculate less than 12 months. For example:

- A student enrolled April 10, 2016 or earlier cannot be considered new to country for 2017 since the accountability window starts on April 10, 2017.
- A student enrolled April 11, 2016 or later can be considered new to country for 2017 (if new to country was not indicated last year).

Students are eligible to be designated as new to country for only **one** test administration during the first 12 months of enrollment in a Minnesota school. Early Childhood (EC) records (in addition to K–12 records) are included in the validation of enrollment reported in MARSS. While MDE can only validate enrollment in a Minnesota school, if you know the student has been enrolled in other U.S. schools for more than 12 months, the New-to-Country code should not be indicated. The Student Identity Validation Interface can be used to determine if the student was enrolled in a Minnesota school in the past.

For reading, new-to-country students **do not** need to take a Reading MCA or MTAS if they have met one of the following conditions.

- Valid score (VS) for the Reading test of the ACCESS or Alternate ACCESS
- Invalid (INV) score for the Reading test of the ACCESS or Alternate ACCESS
- Student did not have the opportunity to take the ACCESS or Alternate ACCESS Reading test because the student enrolled after the ACCESS testing window

For mathematics and science, new-to-country students **must** take the MCA or MTAS assessments. Districts can indicate that these students are new to country in Test WES during Posttest Editing, and their scores will be removed from the district/school summaries for mathematics.

The New-to-Country code is indicated by subject. It is not automatically applied by MDE; a district could determine, for example, to indicate new to country for reading but not mathematics.

English learners from Puerto Rico can be considered new to country for standards-based accountability assessments. Note: students from Puerto Rico must also be designated as EL in MARSS in order to be considered as new to country.

Significant Gap in Enrollment

Students with a significant gap in enrollment must participate in the applicable standards-based and English language proficiency accountability assessments.

If a student enrolled the full academic year has been absent for a significant period of time (at least 15 consecutive days) and dropped in MARSS, the district can choose to indicate Significant Gap by subject in Test WES during Posttest Editing. Significant Gap will be validated against MARSS. Significant Gap is not automatically applied by MDE; districts must indicate the Significant Gap code. Significant Gap is indicated for reading and mathematics only.

Test Codes

There are expanded test codes for REF (REF-P and REF-S) and INV (INV-S, INV-D, and INV-O) in 2016–2017. The expanded test codes will be included in district/school summary files.

Important Dates for 2016–2017

Important Dates for 2016–2017 OLPA¹	
Event	Dates for Reading and Mathematics OLPA
Student data sent in precode files ²	Sept. 16–Feb. 9
Test administration resources available by	Sept. 26
Eligible students initially loaded into PearsonAccess Next	Sept. 26
Begin creating test sessions, adding students to test sessions, and proctor caching	Oct. 3
TESTING DATES	Oct. 17–Feb. 10

¹ Test results are available in PearsonAccess Next. No results are available through MDE’s Data Center, and paper reports are not provided.

² 2016–2017 MARSS data must be submitted in order to have student information and test eligibility sent in precode files for OLPA.

Important Dates for 2016–2017 Standards-Based Accountability Assessments³

Event	Dates for Reading and Mathematics MCA	Dates for Reading, Mathematics, and Science MTAS	Dates for Science MCA
Confirm Site Readiness in Test WES for MCA	Dec. 12–March 3		
Complete Pretest Editing in Test WES	Dec. 12–May 4		Dec. 12–May 11
Pretest Editing deadline for initial test materials shipment ⁴	Jan. 20		
Student data sent in precode files	Jan. 20–May 4		Jan. 20–May 11
Test administration resources available by	Jan. 23		
Eligible students initially loaded into PearsonAccess Next	Jan. 30		
Begin creating test sessions, adding students to test sessions, and proctor caching	Feb. 20		
Receive paper accommodated and MTAS test materials	Feb. 21 or 28		
Order additional paper accommodated and MTAS test materials in PearsonAccess Next ⁵	Feb. 21–May 4		Feb. 21–May 11
Data entry available in PearsonAccess Next for LCI data ⁶	N/A	Feb. 27	N/A
TESTING DATES (including make-ups) ⁷	Online testing and data entry: March 6–May 5		Online testing and data entry: March 6–May 12
Ship secure accommodated and MTAS test materials to Pearson by	May 15		
Posttest Editing in Test WES	May 22–June 9		
Last day to update MARSS data for accountability ⁸	June 7		

³ Alternate Assessment Waiver and accountability data release dates are communicated by the MDE Division of Student Support.

⁴ MARSS updates must be submitted by Jan. 19 in order for students to be included in this precode file. This date may be earlier if you use a student information service provider; check with your provider for dates.

⁵ Additional test materials can be ordered until noon on the day before the end of the testing window so that test materials will arrive in time for test administration.

⁶ Data entry opens ONLY to allow for earlier Learner Characteristics Inventory (LCI) data entry. No MTAS tests may be administered and no MTAS scores can be entered prior to the MTAS testing window.

⁷ Preliminary test results are available in PearsonAccess Next following online testing and data entry for MCA.

⁸ This date may be earlier if you use a student information service provider; check with your provider for dates.

Important Dates for 2016–2017 Standards-Based Accountability Assessments³

Event	Dates for Reading and Mathematics MCA	Dates for Reading, Mathematics, and Science MTAS	Dates for Science MCA
Retrieve embargoed final math, reading, and science DSR and SSR files in Assessment Secure Reports	June 26		
Retrieve embargoed final math, reading, and science school and district summary results in Assessment Secure Reports	July 24		
Media receives embargoed final assessment results for school and district ⁹	July 26		
Access Published and Longitudinal Reports in PearsonAccess Next ¹⁰	July 26		
Public release of final assessment results in Data Center	July 27		
Student reports (including DVD) arrive in district ¹¹	July 31		

⁹ Media files will also be provided to districts through Assessment Secure Reports on the same date.

¹⁰ Results available in PearsonAccess Next are considered preliminary and final data is accessed at MDE.

¹¹ The deadline to request a rescore or late score entry is Oct. 23. District Assessment Coordinators must submit rescore requests to MDE for approval; see Chapter 8 for additional information.

Important Dates for 2016–2017 English Language Proficiency Accountability Assessments¹²

Event	Dates for ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs
Indicate the number of online testers for grades 1–12 and order test materials in WIDA Assessment Management System (AMS) ¹³	Nov. 28–Dec. 16
Student data sent in precode to load students into WIDA AMS and to print student labels ¹⁴	Dec. 20
Complete administration tasks in WIDA AMS	Jan. 9–March 24
Receive paper test materials and student labels	Jan. 20
Order additional paper accommodated and other paper test materials in WIDA AMS	Jan. 20–March 17
TESTING DATES	Jan. 30–March 24
Make-up Dates	Any day in the window after scheduled testing
Ship paper accommodated and other paper test materials to DRC by	March 31
Retrieve early student-level results in Test WES	May 22
Posttest Editing in Test WES	May 22–June 9
Retrieve embargoed final DSR and SSR files in Assessment Secure Reports	June 26
Retrieve embargoed final school and district summary results in Assessment Secure Reports	July 24
Retrieve results on WIDA AMS ¹⁵	July 26
Public release of final assessment results in Data Center	July 27
Student reports arrive in district ¹⁶	July 31

¹² Accountability data release dates are still to be determined and will be communicated by the MDE Division of Student Support.

¹³ Paper accommodated test materials are available to order for eligible students for online testing. Other paper test materials that can be ordered include Kindergarten ACCESS and Alternate ACCESS.

¹⁴ MARSS updates must be submitted by Dec. 19 in order for students to be included in this precode file. This date may be earlier if you use a student information service provider; check with your provider for dates.

¹⁵ Results available in WIDA AMS are considered preliminary and final data is accessed at MDE.

¹⁶ The deadline to request a score appeal for ACCESS Speaking or Writing will be provided in the *Assessment Update*. District Assessment Coordinators must submit score appeal requests to MDE for approval; see Chapter 8 for additional information.