

2015-16 Precode Manual for SC Testing Programs (DRAC No. SCDE-08-0005)

Note: A number of text changes from last year’s precode manual are highlighted in pink.

The annual precode manual has been available online by the Tuesday after Labor Day for the last several years. You can more or less expect this same schedule every year.

The 2015-16 precoding instructions were released in two parts:

- (1) early fall precoding instructions for early childhood (4K and 5K) assessments, CogAT/IA, and alternate assessment coding released in mid-August through a training session (details on early childhood and CogAT/IA are in Appendix M); and
- (2) precoding for fall EOCEP and other spring-administered assessments released the Tuesday after Labor Day with this precode manual.

The following table summarizes the status of precoding instructions in this manual by testing program.

Semester Administered	Testing Program	Precoding Instructions in this Manual
Fall	CogAT and IA	See early fall precoding instructions in Appendix M. For questions related to CogAT or IA, contact Susan Creighton (803-734-8535; SCreight@ed.sc.gov).
Fall	Early childhood (K4 and K5) assessments:	4K: GOLD, MyIGDIs, PALS; 5K: DRA2 (see Appendix M)
For Spring	Alternate Assessment NCSC for grades 3-8 ELA and Math NCSC for grade 11 ELA and Math SC-Alt for grades 4-8 Science and Social Studies SC-Alt for grade 11 Biology	All precoding instructions for SC-Alt are in this manual. Information for NCSC is to be determined but precoding requirements will likely be similar to SC-Alt.
Fall and Spring	EOCEP	All precoding instructions are in this manual.
Spring	South Carolina Performance Tasks (a.k.a. Project STAR)	Contractor will contact districts directly (list of required fields are in Appendix A). For questions related to SC Performance Tasks, contact Amelia Brailsford (803-734-0163; abrailsf@ed.sc.gov).
Spring	SCPASS (grades 4-8 science and social studies only)	All precoding instructions are in this manual.
Spring	National Assessment of Educational Progress (NAEP)	All precoding instructions are in Appendix E. Data collected in QDC1 are used for NAEP sampling and reporting. For questions related to NAEP data requirements, contact Chris Webster (803-734-5721; cwebster@ed.sc.gov).
Spring	ACT WorkKeys®	All precoding instructions are in Appendix L.
Spring	Grades 3–11 assessment(s)	To be determined (see Appendix N)
Spring	English language proficiency assessment	To be determined (see Appendix O)

The data collection schedule is based on the requirements of several contractors. Even if the contractors for a number of assessments have yet to be determined, the state will more or less collect the data using its typical schedule and make adjustments to it as needed. Precoding for such assessments will involve basic identifying information and variables needed for state and federal reporting. Instructions for each program will be disseminated as soon as the information is available.

Definition of Precode

Precode refers to the student information in school databases that is shared with testing contractors for the purpose of pre-populating online testing systems and/or pre-assigning answer documents and test booklets to students via scannable (barcoded) test documents or labels. When a school successfully participates in the precode project, the vast majority of test documents do not need to be manually coded by teachers and students, which saves time and labor and prevents errors. Observe all data quality control procedures and deadlines to ensure you receive correctly precoded materials.

The precode data include identifying and demographic information. In addition, the precode data allow schools to indicate, among other things:

- how school materials should be sorted,
- which customized materials students need,
- which students are eligible for alternate assessments, and
- programs students have participated in.

This manual is not designed to answer questions related to state and federal accountability.

Any references to accountability emphasize the need for quality data entry because low quality data may adversely affect not just precoding but other SCDE initiatives related to federal and state reporting including accountability (e.g., alternate assessment field is used for precoding and for calculating the participation rate for accountability purposes).



WHERE IS THE LATEST VERSION OF THE PRECODE MANUAL?

The precode manual's most current version is posted online via the "Precode" link at:

<http://ed.sc.gov/agency/ac/Assessment/>

or directly at: <http://ed.sc.gov/agency/programs-services/46/>

The manual should be interpreted together with any advisories and/or supplements, also listed on the same web page. Precode coordinators will be emailed whenever an advisory or supplement is posted online. The web page also contains links to precode training resources. District precode coordinators must complete online training by the end of September. The district precode coordinator, district test coordinator, and other district personnel (e.g., ESOL coordinator) are responsible for providing precode information or training to district and school personnel by the end of October.

Report any errors in the precode manual to Aaron Brown in the Office of Assessment via e-mail at arbrown@ed.sc.gov (with the subject line of "Precode Manual Error") or by phone at (803) 734-0874. Always include your phone number in your e-mails.

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Summary of Changes for 2015–16

Note: A number of text changes from last year's precode manual are highlighted in pink.

Notes:



1. **IMPORTANT:** The Office of Assessment will continue to use the following method for ordering materials. The precoded materials will depend on the EFA grade field values and not the *true grade* field values. Materials for students whose *true grade* value differs from the EFA grade value should be ordered through eDIRECT. For such students, be sure to set the applicable materials order fields in PowerSchool to 0 so that there will be no duplicate order.
2. If there are inconsistencies between SCPASS and alternate assessment orders, the alternate assessment materials order will prevail. (That is, if a student was coded to receive SCPASS and alternate assessment materials, only alternate assessment materials will be provided.)
3. The True Grade and Instructional Setting fields are now set to blank during precode initialization. Therefore, these fields need to be populated annually after precode initialization occurs. The Instructional Setting field also needs to be updated whenever a student's instructional setting changes. Errors in these fields will complicate federal and state reporting efforts.
4. At the bottom of the precode data entry tab, there are fields reporting on students who did not test. The Office of Assessment does not use these data. Although these fields appear in the precode data entry tab and mention testing, they are primarily used for accountability purposes. If you have any questions regarding these fields, contact Lisa Woodard from the Office of Research and Data Analysis at (803) 734-8573 or lwoodard@ed.sc.gov.
5. For general questions related to accountability (state report card and ESEA waiver), contact Sylvia Sievers from the Office of Research and Data Analysis at (803) 734-8215 or ssievers@ed.sc.gov.
6. Appendix A has the list of PowerSchool fields collected by the Office of Assessment, followed by PowerSchool screen shots.
7. Appendix B contains the alternate assessment age and birth date reference sheet and has been updated for this school year.
8. Appendix C contains PowerSchool coding rules for LEP students and has been updated for this school year.
9. Appendix D provides an explanation of EFA coding.
10. Appendix E contains information regarding NAEP precoding.
11. Appendix F shows how to log into the SCDE's Web site.
12. Appendix G shares district precode project best practices.
13. Appendix H describes how to use the Advanced Data Transfer System (ADTS), used in prior years to post data validation reports generated by the Office of Assessment. The Office of Assessment uses ADTS to transmit student-level and other data to selected districts, as needed, to explain why records are problematic, etc. Districts will be notified via e-mail through the precode coordinator when files are posted on ADTS.
14. Appendix I is **NEW**. This appendix covers how to download and use AxCrypt, a free encryption software used by the SCDE.
15. Appendix J contains the school IDs for alternative school programs. Aveene Coleman ((803)734-3057, acoleman@ed.sc.gov) assigns school ID numbers to alternative school programs on an annual basis. These school IDs can be used for receiving EOCEP and SCPASS test materials but **NOT** for coding as the student's home school for reporting purposes. Using these codes for reporting purposes will cause problems in reporting and later the district, via the district test coordinator, will be asked to provide the correct school IDs. **This was Appendix I last year.**
16. Appendix K contains the adult education school IDs that should be used for tests. Adult Education students do not receive precoded materials, but schools are required to use the school IDs in this appendix for EOCEP. **This was Appendix J last year.**
17. Appendix L contains precoding information for WorkKeys®.
18. Appendix M contains precoding information for the early fall precoding (early childhood assessments and CogAT/IA). This precoding was complete before this manual was posted, but is supplied here for the districts' convenience.
19. Appendix N is reserved for precoding information for the grades 3-11 assessment(s).
20. Appendix O contains precoding information for the English language proficiency assessment.
21. The SCDE's data collection schedule is posted at: <http://ed.sc.gov/agency/rda/Power-School-Administration/DataCollectionInformation.cfm> (click the "Data Collection Schedule" link).

CHANGES:

1. The Office of Exceptional Children has been renamed as the Office of Special Education Services.
2. Katina Montgomery, the contact for VirtualSC, has a new phone number. It is 803-734-0016.
3. Dedra Cox joined the PowerSchool support team (Louise Amos, Kelly Wishert-Hoskins). She can be reached at dcox@ed.sc.gov or 803-734-0283.
4. The schedule for PowerSchool data extractions are implemented by the Office of Research and Data Analysis. Due to unavoidable circumstances, these dates are subject to change. Therefore the reader is referred to an online page, which lists the most recent dates for the quarterly and other data collections, including precode data extractions:
<http://ed.sc.gov/agency/rda/Power-School-Administration/DataCollectionInformation.cfm>
5. All districts and special schools are required to participate in the Early Validation for QDC2/P in December. In the past, some districts were unable to meet the January deadline due to technical issues. This requirement will allow the SCDE to at least have December data for the many assessments precoded with QDC2/P. All districts should plan to submit their data by the deadlines. Key personnel need to make sure someone else will do the work when they are on leave.
6. The homeless field was removed from the precode manual and is now described in the PowerSchool Specific Fields Manual.
7. The four fields that refer to HSAP have been deleted from the precode tab in PowerSchool.
8. VirtualSC no longer provides the instructor's social security number (VSP SSN.) This field may be left blank in PowerSchool.
9. The English field was modified to accommodate ACCESS for ELLs scores. Read the instructions carefully. To exit the LEP program, a student must score 5 or higher on all four domains of the English language proficiency test. Prior to 2014-15, a score of 6 on the assessment necessarily meant that a student scored 5 or higher on all four domains. In 2014-15, it was possible to get a composite score of 6 without scoring 5 or higher on all four domains. Therefore, it was necessary to allow a way to distinguish between students who scored 6 and did exit and those who scored 6 and did not exit. The 'Initially Proficient' label now encompasses English field values of 5.0-5.9 and 6NE (6 Not Exited). 1st Year Exited is now coded as 6P (6 Proficient). 2nd Year Exited is now coded as 7P (7 Proficient).
10. The 9GR field has returned to the precode manual because WorkKeys and the 11th grade assessment (TBD) are administered to students in their third year in high school. The 9GR field for students taking those tests in 2015-16 is 14 (which represents 2013-14).
11. Two general precode field values were added to the precode tab screen. Do not use these fields unless otherwise directed by the SCDE.
12. Beginning in 2015-16, 3K students can be identified using the EFA grade level field. Last year, 3K students were identified by entering PK in PowerSchool and entering EC3 into the 1st EIA field. 3K students do not participate in 4K assessments. Be sure to select 3K in the EFA grade field for 3K students this year.
13. The Kindergarten-Previous Program field, which is collected for research purposes, was simplified. Follow the directions to determine which value the 5K student should have.
14. Like in 2014-15, SCPASS is administered only in science and social studies in grades 4-8. Use the Science and Social Studies Sort ID fields as they have been used for SCPASS. Every contractor's precoding system is different. If the vendor for the to-be-determined test in grades 3-8 can accept/use the sort ID values, the SCDE will transmit these values to control the sorting of physical materials or student grouping in online systems. There is no guarantee at this point that the data can be used. Whenever a contractor needs a unique teacher ID for grouping, the only alternative is to use the course scheduling information since the teacher name there is linked to a unique teacher ID within the PowerSchool database. (This teacher ID is different from the certificate ID.)
15. **Online administration of SCPASS is still being offered (and strongly encouraged) this year.** The SCPASS Online fields for Science and Social Studies on the precode tab should be used to designate which students will be tested online. It is critical that these fields have correct information because paper-and-pencil materials will be printed and shipped using data provided. Section 7 has been updated to reflect which customized materials are available for online administration. Sections 10 and 11 have been updated with information related to sorting physical materials and grouping students for online testing. Although the update phase will be used to populate online test sessions, it is important that enrollment numbers are accurate during the print phase even when testing online because print phase counts will be used to determine the number of manuals shipped to districts and schools.

16. The course code, 3141, for Mathematics for Technologies 1 was discontinued after 2014–15. No district should be using this course code this school year. Consequently, the course code, 3142, for Mathematics for Technologies 2 will be discontinued after the 2015-16 school-year.
17. The course code, 3226, for Applied Biology 1 was discontinued after 2014–15. No district should be using this course code this school year. Consequently, the course code, 3227, for Applied Biology 2 will be discontinued after the 2015-16 school-year.
18. The course codes 4111 for Algebra 1 and 3024 for English 1 were discontinued after 2014–15. These course codes will still be collected during precode for 2015–16 due to the likelihood of miscoding.
19. The course name for course code 4114 has been shortened to Algebra 1. The course name for course code 4117 has been shortened to Intermediate Algebra. The course name for course code 3024 has been shortened to English 1.
20. The Alternate Assessment field only requires the user to select Y if the student meets the eligibility requirement for alternate assessment **regardless of age or grade designation**. Select Y even if the eligible student is in a grade that is not to be tested or is overage for testing. Other students should have a value of N or blank (also treated as N). Given the selection, SCDE will calculate the student's age and determine who is age-eligible to be tested. Therefore, it is critical the date of birth is correct for all students, especially for students who are identified for alternate assessments.
21. During precode initialization, the 2014-15 Alternate Assessment (AltAssess) field value will be carried over to the 2015-16 database. Blank values will be left blank. The AltAssess value should be updated by QDC1. The SCDE will use QDC1 data and generate its alternate assessment student roster in the fall because, in the past, some districts did not code their students correctly and there was no time to correct the data in January prior to transmitting the data to the contractor, resulting in students receiving incorrect materials. Districts should review the roster carefully and make corrections in PowerSchool. For students not on the roster who should be OR students who are on the roster but should not be, the districts should carefully enter the CORRECT AltAssess and date of birth values for the student, bearing in mind there will be no time to make corrections in January. The state will generate a follow-up roster using QDC2/P data. The districts should use this roster to make corrections for the QDC3 data or first day of test data.
22. The Alternate Assessment Teacher Administrator in the Precode tab worked real well in 2014-15. Please continue to use it while being careful to enter the same value for the same teacher. Variations in the data entry for the same teacher will count as multiple teachers. The teacher administrator's name will be recorded in two fields: first name and last name. This field is used to sort alternate assessment materials instead of the Home Room field.

SCPASS and EOCEP Data Collection Schedule

A copy of this year’s data collection schedule is available online at

<http://ed.sc.gov/agency/rda/Power-School-Administration/DataCollectionInformation.cfm>

All schools **must** participate in **both phases** of the precode project:

- The print phase produces preprinted answer documents and determines the quantity of printed materials to be sent to schools.
- In general, the **update phase** produces labels that are applied to answer documents for new students who were not in the print phase. Corrections to print phase demographic data are made in time for this submission. The contractor will update their database with these corrections. **The update phase is also used to populate online test sessions.**

Strictly observe the deadlines:

- Whenever applicable, districts that fail to meet the deadline for the print phrase will receive labels for new students printed by the testing contractor. Districts will have to apply these labels to the answer documents manually.
- **Districts that fail to meet the deadline for the update phase will have to manually code answer documents or manually enter students into the online testing system.**

The precode coordinators, technology coordinators, and various District Test Coordinators (DTCs) should work together since the data should be loaded into PowerSchool BEFORE the data are transmitted by the Technology Coordinators to the SCDE. The SCDE currently does not have the ability to retrieve remotely, on its own, district data. Therefore, the SCDE only has data that are transmitted from the districts.

	Event	SCPASS	EOCEP
Fall	Early Validation	NA	NA
	Print Data Extraction	NA	NA (Submit print counts through eDirect)
	Update Data Extraction	NA	Yes
Spring	Early Validation	Yes	Yes
	Print Data Extraction	Yes	Yes
	Update Data Extraction	Yes	Yes

General Data Collection Notes

1. Take advantage of early validation reports. USE the validation tools to identify data that are wrong AND fix the data prior to your final transmission.
2. QDC2/P uploads are **not date-specific**—the district **does NOT** have to wait until its 90th day to submit its data.
3. For help with PowerSchool-related questions, using SWEET, or general QDC 2/P questions, contact District Services through <https://eservices.ed.sc.gov>.
4. Instructions regarding PowerSchool’s South-Carolina-defined pages and precode data collection requirements are also mentioned in the PowerSchool manuals and reference materials at: <http://ed.sc.gov/agency/rda/Power-School-Administration/PowerSchoolManualsforS.C.Pages.cfm>.
5. Districts have been concerned that, if they receive materials for students who did not need to be tested, this would count against their participation rate; such is not the case. The data for precoding is **not** used for participation rates. If you have any questions, please contact Cynthia Hearn from the Office of Research and Data Analysis at chearn@ed.sc.gov.

Precode Fields that Matter During Print and Update Phases

This section contains information for SCPASS, EOCEP, and alternate assessments. The following table shows which fields that affect the assignment of accommodations (for online testing) and the shipping of materials (for paper testing) should be updated for each precode phase. Fields marked '+' will be used; fields marked 'X' will not be used. Fields marked 'NA' do not apply to the testing program.

For paper testing: update phase will be used to order SCPASS physical customized materials only for new students, that is, students which were not in print phase. If student records are included in print phase with blank customized material fields, they receive Form A; these are not considered new records even if they have customized materials in update phase. New students who need Form A should use overage. For EOCEP, new students who need Form A should use overage and the district should place additional material orders for any customized materials they need.

Alternate assessment tests are shipped to students with an Alternate Assessment field value of Y.

Fields	SCPASS Print (Science and Social Studies)	SCPASS Update (Science and Social Studies)	Fall EOCEP Print	Fall EOCEP Update	Spring EOCEP Print	Spring EOCEP Update	Alternate Assessment Print	Alternate Assessment Update
Customized Test Booklets	+	+ See note A	X	+ see note B	+ see note C	+ see note D	NA	NA
Oral/Signed Administration	+		X	+ see note B	+ see note C	+ see note D	NA	NA
Online Administration	+		X	+ see note B	+ see note C	+ see note D	NA	NA
Materials Sort	+ see sections 10 and 11	+ see sections 10 and 11	NA	NA	NA	NA	NA	NA
Home Room			NA	NA	NA	NA	NA	NA
Alternate Assessment	If alternate assessment materials are ordered, SCPASS materials are not provided.	If alternate assessment materials are ordered, SCPASS materials are not provided.	NA	NA	NA	NA	+	See note E
Alternate Assessment Test Administrator Name	NA	NA	NA	NA	NA	NA	+ See sections 10 and 11	

- A. **SCPASS:** During the spring update phase, the customized test booklets and oral/signed administration materials fields can be used to order materials for students who have no prior test materials order from the spring print phase; for these new students, precode labels will be generated only where online administration = N. This only includes students who were not in the spring print phase. Districts should also make sure that the Customized Test Booklets and Oral/Signed Administration fields are current for the Update Phase for all students since this data will be used to populate online test sessions.
- B. **Fall EOCEP:** Precode labels will be generated for records where online administration = N based on fall update phase data; if online administration = Y, precode labels will not be printed. Districts are responsible for determining numbers of paper materials and entering these counts into eDIRECT for pencil-and-paper testers. Online test sessions will be populated with student data based on the fall update phase data.
- C. **Spring EOCEP:** If the districts elect to order spring materials via QDC2/P, they will receive over-printed answer documents based on the QDC2/P file and new student labels based on the spring update file for students testing paper/pencil (Online Administration = N). If the districts decide to order spring materials via eDIRECT, they will receive pre-ID labels based on the spring update file for students testing paper/pencil (Online Administration = N).
- D. **Spring EOCEP:** Update phase data will not be used to order paper materials. However, districts should make sure that the Customized Test Booklets and Oral/Signed Administration fields are current for the Update Phase since this data will be used to populate online test sessions.
- E. **Alternate Assessments:** The precode process for this year may differ slightly from previous years. Historically, data collected during the update phase is only used to update demographic data because, due to timing, new materials are not issued. It is anticipated but not certain that 2015-16 will still follow this pattern.

EOCEP Precoding

The online administration fields need to be populated for the fall and spring so that labels will not be printed for online testers. Labels will be printed only for students who are enrolled in EOCEP courses and with N in the corresponding online administration fields. All precode data, whether marked for online test administration or not, are used to populate the online testing system.

Fall EOCEP “Print” Phase

This phase only involves printed material counts collected through eDIRECT and does not involve student-level precoding. The counts will help the contractor determine the print counts for paper-and-pencil materials. In the past, student-level data for printing labels were collected in September, but the data were not timely and eventually student-level data were only collected during QDC1 (see Fall EOCEP “Update” Phase below).

Fall EOCEP “Update” Phase

QDC1 data are used to print precode labels for paper-and-pencil tests, while all precode data are used to populate the online testing system.

The customized test booklet and oral administration fields do NOT need to be populated for paper-and-pencil tests. For online test-takers, any customized test, oral administration, or sign language administration information should be populated.

Spring EOCEP Print Phase and Update Phase

Online testers should have their information entered into PowerSchool in time for the Spring Update collection; this is the case even if the district decides to use eDIRECT for ordering materials.

All schools within a district must use QDC2/P or eDIRECT but not both to specify their spring print counts. This option is allowed because, as school year start dates vary across districts, the QDC2/P collection is too early for certain districts.

If the districts decide to order spring materials via QDC2/P, they will receive over-printed answer documents based on the QDC2/P file and new student labels for paper/pencil testers based on the spring update file.

If the districts decide to order materials via eDIRECT, they will receive pre-ID labels for paper/pencil testers based on the spring update file.

Corrections to print phase demographic data are made in time for this submission. The contractor will update their database with these corrections.

The following fields are collected for EOCEP precoding:

Student Information

- District Code
- School Code
- School Name
- Student ID
- State ID
- Student Last Name
- Student Middle Name
- Student First Name
- Date of Birth
- Ethnicity
- Race

- Gender
- Grade
- True Grade
- Migrant Status
- ESL
- EFAPrimary, EFA02 – EFA10
- IEP-DB
- IEP-MD
- Plan504
- Instructional Setting
- EIA01 – EIA10

Course Information

- Section ID
- Term ID
- Tested School ID
- Start Date
- End Date
- Teacher Number
- Teacher Certificate Number
- Teacher Last Name
- Teacher First Name
- Teacher Middle Name
- VSP Teacher Name
- VSP Certificate Number
- VSP SSN

Only courses with standard course codes will be considered for precoding. A common precoding error is schools do not follow the instructions for assigning course codes.

Course	Standard Course Code
Mathematics for the Technologies 2	3142
Intermediate Algebra	4117
Algebra 1	4114
English 1	3024
Biology 1	3221
Applied Biology 2	3227
U.S. History and the Constitution	3320
Advanced Placement U.S. History	3372
International Baccalaureate History of Americas HL-2	336D
Dual Enrollment American History 1877 to Present (HIS 202)	3322

Note: 4111 (Algebra 1) and 3011 (English 1) are courses that are no longer offered. However, if a district uses these codes in error, the SCDE will still precode for those students in EOCEP.

EOCEP Frequently Asked Questions (FAQ)

Q: Why are we missing precoded materials for students?

A: A number of things could cause this:

- The course code used for the student did not belong to the list of codes used to select records for precoding. Although the course code is supposed to be standard for courses, districts make mistakes or don't always follow instructions.
- The student's course information was not entered into PowerSchool prior to the data extraction.

Q: Our database allowed us to enter 780995 as the tested school number for several students. Why did the materials arrive labeled for 780 instead of 780995.

A: The SCDE only uses the first three digits of the school number provided in PowerSchool. The school number is supposed to be the school number for one school and not a combination code of two school numbers.

Q: We used SEAL1, SEAL2, and SEAL3 as section numbers. When our materials arrived, the students in the SEAL1, SEAL2, and SEAL3 sections were all under the SEAL section. Why is the section number just SEAL instead of the original SEAL1, SEAL2, and SEAL3.

A: The SCDE only uses the first FOUR characters of the section number. The EOCEP class header on paper only has space for four characters for the section number.

Q: The SCDE told us that we can use letters in the section numbers. Letters are very useful in making the section numbers more understandable. When we use letters, why do we then start having problems with PowerScheduler?

A: Section numbers can be any 4-character combination of letters from A to Z and numbers from 0 to 9. However, PowerScheduler cannot function properly when there are letters in the section numbers. This problem and its solution are documented below.

Problem: PowerScheduler does not function as expected when there are letters in the section numbers. Using alpha characters in the section number will stop the Automated Walk-in (AWI) application from functioning properly.

Solution:

- 1.) If PowerScheduler needs to be run through certain classes, assign the section numbers to these classes without alpha characters.
- 2.) Commit the schedule for these classes in PowerScheduler.
- 3.) Add the letters to the section numbers on the live or production side of PowerSchool.

Q: Every now and then we have non-public school students (e.g., home school, private school, adult education) who need to take the EOCEP. Since they are not precoded, what do we use as their PowerSchool student numbers and their state IDs when they don't have either number?

A: You may opt to use the Social Security Number as one of the numbers, but using the SSN is neither required nor recommended.

- If the student is tested on paper, you are able to leave both ID numbers blank.
- To use the online system, you must enter a PowerSchool number. For students not in PowerSchool databases, the SCDE recommends using 1 for your first student in this situation, then 2, then 3, and so on. It is helpful to use these numbers so that we can differentiate between real PowerSchool numbers and those entered for students without PowerSchool numbers. You do not need to enter a State ID, so this field can be left blank. This information will also be included in the Test Setup portion of the TAM.
- The Office of Assessment is working with VirtualSC to include VirtualSC non-public students in the precode data file given to the contractor. The end result will be that VirtualSC students from private or home schools who have to take the EOCEP test at a district will be loaded into an online EOCEP test session for that district and coded as Virtual School students, thereby eliminating the need for districts to enter information for the student.
- If the students are successfully entered into the precode file, the SCDE will assign PowerSchool numbers to the students, beginning with 1, then 2, then 3, and so on. In the unlikely event that these students are precoded but another student shows up who needs to take EOCEP, assign them the next available PowerSchool number. For example, if the SCDE assigned PowerSchool numbers to ten students (1-10), assign this student the number 11.

All EOCEP materials will be sorted according to the tested school identification number (SIDN), which is the school ID for where the student took the course. The tested school ID can be specified in PowerSchool through the "School" link at the main PowerSchool page.

Under "School", select Courses, then the number of Sections for the course, then the section number for the class in question.



Scheduling	Description
Constraints	Define scheduling constraints for stud
Course Groups	Define course groups for use with Gra
Courses	Manage information about individual
Days	Define day names for the current scho

Sections
4
2

Exp	Sec #	Term	Teacher	Rm	Size
1(A-B)	1	10-11	Sand, Victor E	302	9
2(A-B)	2	10-11	Sand, Victor E	302	12
6(A-B)	3	10-11	Sand, Victor E	302	16

Make all students listed above the current selection

There, you can enter the tested school ID into the "School Where Taught" field.

Maximum Enrollment	<input type="text" value="22"/>
District Where Taught (Enter District ID If Taught At Different District. Otherwise, Leave Blank.)	<input type="text" value="0"/>
School Where Taught (Enter School ID If Taught At Different School. Otherwise, Leave Blank.)	<input type="text" value="0"/>
Dependent Sections (course.section, course.section, etc.)	<input type="text"/>

The Office of Assessment refers to the base school's ID as the "reported school ID." For students who take the course in the base school, the tested school ID is the base school's ID. The scores of the student will be reported under the "reported school ID" even if they took the course or EOCEP test elsewhere.

For paper-and-pencil test takers, the header should reflect the correct school ID values. The values from the header will prevail regardless of what was submitted as precode data.

SIDN	
Tested School	Reported School
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Because the "tested school ID" is sometimes an unofficial ID number used mainly for the shipping and distribution of materials, test administrators must remember to use the "reported school ID" on the header or indicate the correct reported school ID in the online testing system.

EOCEP Precoding for VirtualSC

This section only applies for districts that have students participating in the VirtualSC. If students are successfully flagged during precode as taking a VirtualSC course that requires EOCEP results, the EOCEP results will be automatically sent to VirtualSC administrators for determining the final course grades. For any questions, contact Katina Montgomery (803-734-0016; kmontgomery@ed.sc.gov).

- The SCDE is investigating methods for simplifying the data entry process for VirtualSC.
- No Child Left Behind requirements include publication of the percent of core academic classes taught by non-Highly Qualified teachers on school, district, and state report cards. Accurate coding in PowerSchool for classes taught by Highly Qualified VirtualSC teachers positively affects these percentages. Coding other school personnel as the teachers can have a negative impact on the reported percentages.

For detailed information related to the fields described below, see the PowerSchool Specific Fields Manual, available online at <http://ed.sc.gov/agency/rda/Power-School-Administration/PowerSchoolManualsforS.C.Pages.cfm>.

The VirtualSC will provide the guidance counselor with VirtualSC teacher information required for PowerSchool:

- VSP Teacher's Last Name, First Name, and Middle Initial (Enter the instructor's data exactly as provided since a difference will cause a mismatch.)
- VSP Instructor's Certificate Number

All VirtualSC students will be tested at the base school (i.e., the “brick-and-mortar” school). The school should assign a teacher at the base school to be the principal for each gateway course offered at VirtualSC. Within each school, the student will be listed under the principal in the online testing system. All paper-and-pencil EOCEP materials will be sorted by subject and principal.

- 1) Enter the course code information in the Edit Section of PowerSchool. Enter the principal as the teacher of record at the brick-and-mortar school; select this name in the “Teacher” field’s drop-down list. (For consistency across the state, do not enter the VirtualSC class teacher as the teacher of record at the brick-and-mortar school because this can create problems in certain district payroll systems.)
- 2) **Instruction type should be B – SC Virtual School Program**, as shown below, so that the EOCEP scores are automatically sent to VirtualSC for final course grade computation. **It is the instruction type value that will ensure these students are precoded.** The students will be precoded under the principal’s name in terms of any paper-and-pencil materials and in the online system. Selecting the B value is critical because this will flag students as enrolled in VirtualSC regardless of whether the VSP teacher information fields are blank or contain any values.
- 3) Enter the VSP Teacher Name and Certificate Number into the appropriate fields (shown below).

SC Additional Section Information			
Instruction Type	<div style="border: 1px solid black; padding: 2px;"> (blank) - Select One (blank) - Select One A - Instructor Led B - SC Virtual School Program C - Online In-State D - Distance Learning E - Online Out-of-State </div>		
Single Gender	(blank) - Select One		
Is this section a homeroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
SectionID:	* Section numbers must be unique among sections of the same course for a given school year.		
Complete for SC Virtual School Program Instructor ONLY:			
VSP Teacher Name	LN: <input style="width: 150px;" type="text"/>	FN: <input style="width: 100px;" type="text"/>	MI: <input style="width: 50px;" type="text"/>
VSP Certificate No.	<input style="width: 150px;" type="text"/>	(ex: 123456)	
VSP SSN	<input style="width: 150px;" type="text"/>	(Do not enter dashes or hyphens ex: 123456789)	

- 4) All students listed for this section will be flagged as students enrolled in VirtualSC.

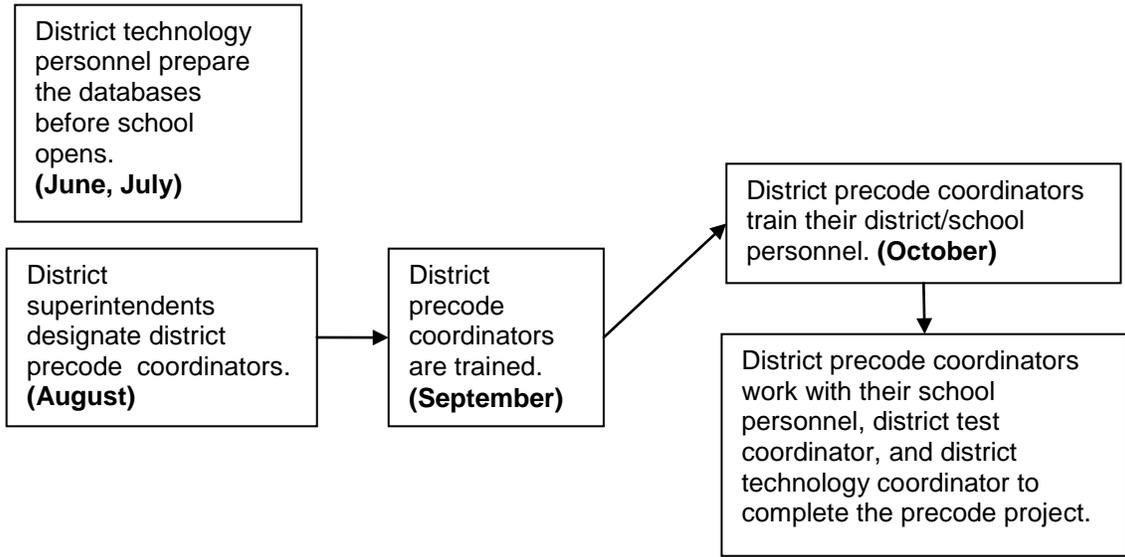
General Precode Process

- **Checking data quality vigilantly cannot be overemphasized.** Check your data using the data verification and validation tools as soon as possible. If you do not check the data, errors will likely be undetected. Be aware of how errors occur so that you can prevent them from happening.
- For optimal results, transmit correct data to the SCDE **before** the precode collections end. This ensures getting the highest quality individual student and district/school/class reports from the testing contractors and the most accurate accountability results. Although changes/corrections to certain demographic data can still be made on answer documents during testing, the precode data dominate the final data used for a number of summary reports and longitudinal databases.
- If you realize that incorrect data were transmitted during precoding, you can still, as a last resort, correct the data in the databases in time for your district's first-day-of-testing data transmission to the SCDE. The SCDE uses the first-day-of-testing demographic data as the basis for accountability data processing. Corrections made after precode and before first-day-of-testing data collections may affect the matching of student data with test data because of differences in demographic data values. Avoid changes to the state ID, student ID, date of birth, and name during this time as it will cause problems in matching.
- Once the data are received at the SCDE, it takes several hours to a few business days in total to process the data from the entire state. Several programs are run through the data to check for errors, make corrections, and exclude records. The Office of Research and Data Analysis produces a file, against which the Office of Assessment runs its own checks. After the Office of Assessment conducts quality control procedures on the file, the file is transmitted to the testing contractor. The QDC2/P deadline cannot be set any later; otherwise there will be adverse consequences in materials production.

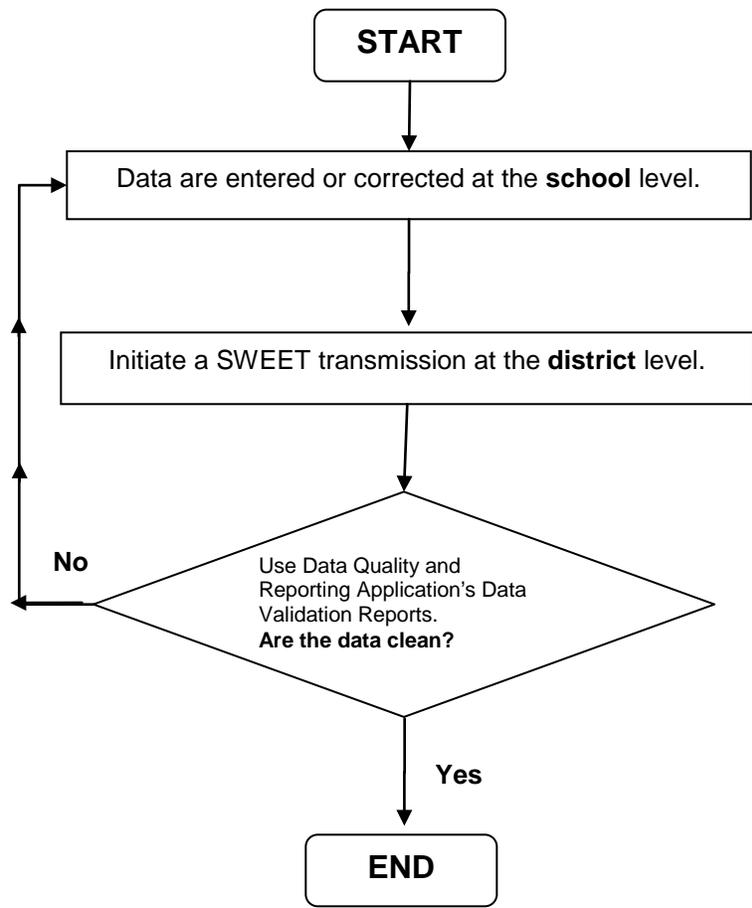
Here are examples of consequences of poor data quality:

- If the wrong materials are ordered for a student, the school has to go through the inconvenience of correcting the situation. Costs may be incurred if additional materials must be ordered.
- If the materials are not sorted in the desired order, the school has to expend valuable man-hours to rearrange the materials.
- Some of the data values are rolled over from year to year (e.g., race and ethnicity fields). Bad data from one year can just get passed on to another year. The problems that arise are compounded by affecting data from more than one year.
- The demographic data are used to calculate performance statistics. Poor quality data can introduce errors in the calculations that can make the school performance look worse or better than it really is.
- Poor data even after the first-day-of-testing data extraction lead to inaccurate state and federal accountability results. Poor data unnecessarily complicate the data review and appeals process for accountability initiatives.

General Precode Process



POWERSCHOOL PRECODE DATA CYCLE



Important Note:
Districts get access to their data validation reports from the state through the Data Quality and Reporting Application.

General Print Phase Procedures

#1 Multiple transmissions during the print phase are allowed.

PRECODE will be collected using a SWEET extract, which allows districts to transmit their data multiple times during the data collection period. Transmit your data early to allow for resubmissions that revise previously submitted data. Each day during the collection period, data validation reports that list all errors still existing in the PRECODE data will be posted to a secure page in the Data Quality and Reporting Application. You must log in to www.ed.sc.gov to view these reports. These edit reports will be broken down by school within district.

#2 There can be multiple transmissions per day.

If you transmit a file and then discover that some of the data are incorrect, make the necessary corrections in the database. Notify your district technology coordinator so that he/she may resend data to the SCDE.

#3 Check the Data Quality and Reporting Application for feedback.

District personnel who have an ed.sc.gov account can obtain feedback for previously transmitted data. Access to the data submission feedback reports require an account registration at www.ed.sc.gov. To create an account, contact your district web access coordinator. Errors will be listed on data validation reports. Data may be corrected and resubmitted during the data collection period.

General Update Phase Procedures

The print phase procedures (#1–#3) still apply for the update phase.

- The update and print phase records are matched by school ID and student database number. After that, the SCDE will mark records for **new** students within a school (i.e., records not in the print phase but in the update phase). The contractor may print labels and/or generate other materials for the new students. (What actually happens will depend on the testing program.)
- For student records that are not new and in both the print and update phase data, the contractor will update the information for print phase records with the update phase data. This updating occurs in the background; prepared materials from the print phase are not reprinted.
- Preprinted test materials vary in appearance depending on the testing program. In general, only basic identifying information, such as the name, is printed on them. Most other information is not printed.
- What happens if the data change for the same student between the print and update phases?
 - If in the update phase the student or homeroom teacher name changes, the preprinted material will have the old name(s). The new name(s) and any other new data will be applied to that student record in the background. The preprinted material with the old name(s) can still be used. Materials with the new name(s) will not be printed.
 - Materials distribution will be based on print phase data.
- Certain changes to student records made after the print phase submission will not affect testing materials sent by the contractors. This depends on the testing program.
 - Students coded for regular materials (code 0) in the print phase will not receive customized materials even if these fields are changed to customized materials (codes 1–4) during the update phase. To order customized materials, refer to the appropriate testing program's ordering instructions. (Online testers will still be set up in online test sessions with the appropriate accommodations.)
 - The materials sort field values should be checked and validated prior to the end of the print phase. Once the materials are printed and sorted, they will not be reprinted or resorted even if all of the field values are changed for the update phase.
- In general, the latest precode data will appear in the test data files that districts receive. The exceptions occur when selected data from a hand-coded answer document overrides precode data. This will vary depending on the testing program and the fields involved.
- If the student was in the print phase but is no longer in the update phase, you will generally still receive materials for the student because the materials production is controlled by print phase data.
- There might be exceptions to the actions listed above depending on the testing program, the timing of the materials production, and the timing of the data transmissions to the contractor.

Initialization of Precode Tab Fields

At the beginning of a new school year, District Technology Directors should run PowerSchool's Precode Initialization, which sets **every** field in the precode tab to its default value. This process should be run **one time only** at the beginning of the school year. Done a second time, it will overwrite any data in the precode tab fields with their default values. Therefore, only start entering data in the precode fields **after** the initialization.

Troubleshooting Examples

Whenever you report problems to the SCDE, ensure you have already taken the following steps:

- Read what the precode manual has to say about the fields. You can use a search for the key words to be able to read everything about the topic.
- If the precode manual content does not resolve the issue, be prepared to send a detailed account of what the problem is, what variables are involved, etc. The most common e-mail message we receive is one with insufficient details to troubleshoot immediately. To expedite troubleshooting, please provide enough details in your message and include a phone number should we need to call you.

The following examples are provided to help you troubleshoot or determine the course of action when certain situations are encountered.

Scenario 1: The precoded materials do not reflect the materials ordered.

"The data don't have the values we entered."

"Students are missing from our data."

The questions that will be asked are "When were the data entered and when did the district transmit the data?" In most cases that have been investigated by the SCDE, the data were not entered BEFORE the district transmitted data. The most common reason for this complaint is that the data were entered AFTER the data transmission.

Anyone involved with data entry should be informed of WHEN the district will send its FINAL transmission for a particular data collection since districts can send data repeatedly. There is no way in PowerSchool to record all the values that have been entered into a field. If for today a value of 0 is transmitted and then tomorrow someone changes it to a 1 and retransmits the data, then 1 will be the value given to the contractor. Sometimes school personnel insist that they entered certain values and later the SCDE determines that someone else changed the value between the time the value was first entered and the final transmission. Another example is from 2010–11: districts were certain they followed the correct procedure, but the data at the state level were incorrect. One district helped uncover the PowerSchool error causing the problems. It helped that the district documented their work and kept records of data transmission times.

Scenario 2: A district did not submit all of its PowerSchool tables during a print phase data collection.

"Our data were not transmitted."

"Variables are missing from our data."

PowerSchool is a relational database, and data from many tables are linked together. A district sometimes fails to transmit all of its data tables. The consequences vary depending on which tables/data were not transmitted. The district's technology director should make sure all the necessary tables were transmitted.

Scenario 3: The errors in the DQR reports are no longer in the database.

DQR reports are generated using data from a specific point in time. Sometimes the SCDE has callers who are puzzled that their DQR reports do not reflect the data currently in the database. It could be that someone changed the data after the DQR reports were generated.

Scenario 4: Data from several schools are missing.

"Schools are missing from our data."

Now that PowerSchool is a district-wide database, when data are missing for schools, this could indicate an incomplete transmission caused perhaps by technical difficulty either at the district or SCDE end.

Precode Project Inclusions and Exclusions

For the precode project master data file, the SCDE collects all active grades PK4–12 (Grade Level is '-2' through '12') records in instructional schools. The SCDE then creates the vendor file, a subset of the master file, that testing contractors use to generate precoded materials. Only students from active and instructional schools are considered.

The project excludes the following types of students:

- Graduated students (Grade Level 99)
- Inactive, preregistered, and transferred-out students
- Home school students
- Private school students
 - Private school students might be attending a public school to receive special education services. They are identified using an Eei value in PowerSchool (*Entry Code* field). (EntryCode = 'Eei')
- No-show students (ExitCode = 'NS')
- Inferred no-show students (EntryDate = ExitDate)
- Students not to be included in SC reporting (SC_IncludeInReporting = 1 for No [do not include], 0 for Yes [include]) (Caution: An entire school was excluded from precoding because someone, probably with good intentions, changed the value of the field to Y for all students. The value that will include the student is a 0 and not Y.)
- Students who already transferred or dropped out but are still marked as actively enrolled and future students with active enrollment (current date is between EntryDate and ExitDate)

On School Identifying Numbers (SIDN), Student Names, State IDs, Birth Dates, and SSN

School Identifying Numbers (SIDN) (a.k.a. BEDS Codes)

- A district is responsible for submitting student records with correct school-identifying numbers. District personnel should carefully report changes in school information (e.g., name changes) to the SCDE's Office of Federal and State Accountability. In the past, school names and SIDNs have been interchanged accidentally, creating a problem that persisted throughout the school year.

Student Names

- Enter the student's full legal name as it appears on the student's birth certificate or subsequent legal document.
- If a student's name changes, make the changes to the existing student record in PowerSchool. Do not enroll the student a second time with their new name.
- The Last Name, First Name, and Middle Name fields in PowerSchool should not contain a student's nickname, generation code, or any information other than the student's legal names.

State ID

- When you see the message—"State ID is retired. Contact SCDE for assistance."—what do you do? Each student should have a unique state ID. However, there are always students who have duplicate IDs. The SCDE periodically checks for and retires duplicate IDs. If a student receives precoded documents with a retired ID, the document can still be used. Student records with retired state IDs require special attention by the district technology coordinator. That is why schools should be careful not to make mistakes in entering the state ID or request a state ID for a student who already has one. Retired state IDs also complicate the matching process for accountability purposes. However, the SCDE keeps a record of retired IDs and provides them to the offices that match data for accountability and other purposes.
- The SCDE has noticed that there are state ID fields with a value that exceeds the 10-digit length maximum. This is due to human error and the fact that PowerSchool accepts an entry with up to 13 numbers even if the state ID is only supposed to have 10 numbers. In such cases, the SCDE will truncate the values to the first 10 digits.

Date of Birth

- Double check the student's date of birth, particularly the birth year. During busy school openings, it is easy to transpose birth month and birth day or to enter the current year as the student's birth year.

Social Security Number (SSN)

- A student Social Security number is not required for enrollment in PowerSchool. However, if you are provided with the student's SSN, you may enter it; if entered, please verify its accuracy. If you do not have the SSN for a student, please leave the SSN field BLANK. (Note: The SCDE does not use the SSN for precoding purposes.)

PowerSchool Mass Updates/Changes for Precoding Purposes

Sometimes it is easier to assign all records in a school a specific field value and to modify it for the few exceptional records. The process of assigning such a value to a set of records is a mass update/change.

Because the mass update procedure can affect many records in a district's database, making a mistake can be very dangerous. Therefore, districts that want to perform mass updates require additional training. Please contact your district's technology director (who might already have sufficient training) or contact District Services through the following link to request the training required to perform mass updates: <https://eservices.ed.sc.gov>.

Procedures for Gaining Access to Data Validation Reports Generated by the State

District and school staff log into the SCDE Web site in order to access specific applications and/or information (e.g., district staff need to access SWEET). Precode coordinators will need to log into the Web site to access data validation reports via the *Data Quality and Reporting Application* for PowerSchool.

To create a new account:

1. Go to www.ed.sc.gov.
2. Click the login link at the top left corner of the page.
3. On the login page, click "Create Account."
4. Enter your information and click submit.
5. Your information will be sent to your District's Web Access Coordinator (WAC) to be approved. Upon approval, you will receive an e-mail with your account information.

If you experience trouble logging into your current account or forget your password, click the "reset password" button. The system will take you through a series of steps to reset your password.

Ensure your WAC uses the Web Access application to assign the "precode coordinator" role to the district's precode coordinator. This will provide the district precode coordinator with automatic access to the data validation reports. That is, the link to the appropriate Web application will appear automatically upon logging into the Member Center at www.ed.sc.gov. School-level users who will be checking their school's DQR reports should be assigned the "school DQR coordinator" role. You may contact your district's technology department to find out who is your district's WAC.

See Appendix F for screenshots related to creating a new account on the SCDE's Web site.

Where to Get Help for 2015–16 Precode

For help with PowerSchool-related questions, using SWEET, or general QDC 2/P questions, contact District Services through <https://eservices.ed.sc.gov>. For inquiries not related to the fields listed below, contact Aaron Brown in the Office of Assessment via e-mail at arbrown@ed.sc.gov (with the subject line of "Precode") or by phone at (803) 734-0874. Please always include your phone number in your e-mails.

Field Description	PowerSchool Field Name	PowerSchool Location	Assessment Programs Affected by this Field	Contact Person	
Enrollment Date	School Entry Date	Transfer Information	All Programs *	SCDE Technology Services	
Next School	Next School Indicator	Scheduling Setup	SCPASS	SCDE Technology Services	
Free/Reduced Meals Program	Lunch Status	Lunch (under Administration)	NAEP	Roy Stehle	
Migrant Status	Migrant	Additional Student Information	All Programs *	Jennifer Almeda	
Date student enrolled in school in the U.S.	US Sch Entry Date	Additional Student Information	SCPASS, Title III	Crystal Fields	
Foreign country where student was born	Birth Country	Additional Student Information	SCPASS		
English Proficiency	English Prof	Additional Student Information	All Programs *		
Cohort Group	Program Names in the dropdown list are ELLI01–ELLI09; ESOL01–ESOL14	ESOL and ELLI values are found on the same dropdown list. Special Programs (under Enrollment; click 'Add' if none already there)	Title III		
ESOL Instructional Models					
First Language Spoken	1 st Lang Spoken	Additional Student Information			
Alternate Assessment Eligibility	Alternate Assessment	Precode	Alternate Assessments	Suzanne Swaffield	
Alternate Assessment Exception	Alternate Assessment Exception				
Alternate Assessment Test Administrator Name (First and Last)	Alternate Assessment Test Administrator				
504 Accommodations Plan	504 Plan	Student Supplemental	All Programs *	Fred Edora	
Standard EFA Classification	EFA Primary, EFA 2-9	EFA/EIA Classification – EFA Code Entry	All Programs *	Mellanie Jinnette	
Profoundly Mentally (PMD)					
Other Health Impair (OHI)					
Traumatic Brain Inj (TBI)					
Developmental Delay (DD)					
Deaf-Blindness	Deaf-Blindness	Precode		Anne Mruz	
Multiple Disabilities	Multiple Disabilities				
True Grade	True Grade	Additional Student Information	All Programs *	Fred Edora	
Instructional Setting	Instructional Setting	Additional Student Information	All Programs *	Fred Edora	
Customized Test Booklet–ELA	ELA Custom Materials	Precode	EOCEP	Anne Mruz	
Customized Test Booklet–Math	Math Custom Materials		EOCEP		
Customized Test Booklet–Science	Science Custom Materials		SCPASS, EOCEP (Biology)		
Customized Test Booklet–Social Studies	Soc Stu Custom Materials		SCPASS, EOCEP		
Oral/Signed Administration for ELA	ELA/Signed Oral Administration	Precode	EOCEP	Anne Mruz	
Oral/Signed Administration for Math	Math Oral/Signed Administration		EOCEP		
Oral/Signed Administration for Science	Science Oral/Signed Administration		SCPASS, EOCEP		
Oral/Signed Admin. For Social Studies	Social Studies Oral/Signed Administration		SCPASS, EOCEP		
LEP Alternate Assessment Eligibility	LEP Alternate Assessment	Precode	See Appendix O	Jill Christmus	
LEP Custom Materials–Reading	LEP Reading Custom Materials		See Appendix O		Anne Mruz
LEP Custom Materials–Writing	LEP Writing Custom Materials				
LEP Custom Materials–Listening	LEP Listening Custom Materials				
LEP Custom Materials–Speaking	LEP Speaking Custom Materials				
LEP Oral Administration for Writing	LEP Writing Oral Admin				
SCPASS Online Science	SCPASS Online – Science	Precode			
SCPASS Online Social Studies	SCPASS Online – Social Studies	Precode	EOCEP	Kirsten Hural	
EOCEP Online Algebra	EOCEP Online - Algebra				
EOCEP Online English	EOCEP Online - English				
EOCEP Online Biology	EOCEP Online - Biology				
EOCEP Online USHC	EOCEP Online - USHC				
LEP Online Reading	LEP Online - Reading	Precode	Not Used This Administration	Leslie Dawes	
LEP Online Writing	LEP Online - Writing				
LEP Online Listening	LEP Online - Listening				
LEP Online Speaking	LEP Online - Speaking				
Sort Materials Sci	Science Sort ID	Precode	SCPASS	Susan Creighton and Sheila Graybeal	
Sort Materials Soc St	Social Studies Sort ID				
Previous Program–Grade K	Kindergarten-Previous Program	Precode	For research needs	Penny Danielson	

Note: * see Appendix A for complete details

Contact Information

Name	Phone Number	E-mail Address	Fields Needed for the Precode Project
Almeda, Jennifer	(803) 734-8219 Cell: (803) 609-8361	jimalmeda@ed.sc.gov	All programs: MIGRANT
Brown, Aaron	(803) 734-0874	arbrown@ed.sc.gov	All programs: Home Room
Christmus, Jill	(803) 734-8048	mchristmus@ed.sc.gov	Alternate ACCESS for ELLs: LEP Alternate Assessment field
Creighton, Susan	(803) 734-8535	screight@ed.sc.gov	SCPASS: Sorting Science, Sorting Social Studies, SCPASS Online fields; CogAT/IA: precode questions; Early Childhood Assessments: precode questions
Danielson, Penny	(803) 734-8251	pdanielson@ed.sc.gov	For research needs: KDR
Dawes, Leslie	(803) 734-4944	ldawes@ed.sc.gov	Limited English Proficiency assessment: precode questions
Edora, Fred	(803) 734-0388	fedora@ed.sc.gov	All programs: 504, Instructional Setting, True Grade
Fields, Crystal	(803) 734-8306	cfields@ed.sc.gov	All programs: ESL; Title III: Birth Country, FirstLangSp, US Sch Entry, ESOL, ELLI
Graybeal, Sheila	(803) 734-8649	sgraybea@ed.sc.gov	SCPASS: Sorting Science, Sorting Social Studies, SCPASS Online fields
Hural, Kirsten	(803) 734-5981	khural@ed.sc.gov	EOCEP: precode questions
Jinnette, Mellanie	(803) 734-3605	mjinnett@ed.sc.gov	All programs: EFA codes
Montgomery, Katina	(803) 734-0016	kmontgomery@ed.sc.gov	EOCEP: VirtualSC precoding
Mruz, Anne	(803) 734-8034	amruz@ed.sc.gov	All programs: DB, MD, Customized Materials, Oral/Signed Administration
Stehle, Roy	(803) 734-8118	rstehle@ed.sc.gov	All programs: Meals
Swaffield, Suzanne	(803) 734-5721	sswaffie@ed.sc.gov	Alternate assessments: Alternate Assessment, Alternate Assessment Exception, Alternate Assessment Test Administrator Name

Section 1: SELECTED PRECODE FIELDS

1.1 RACE AND ETHNICITY

The fields used for precoding are located on the General Demographics page in PowerSchool. Ignore the race and ethnicity fields on the Additional Student Information page, which are locked (grayed out) and cannot be filled.

The 2010–11 school year is the first year the state started collecting race and ethnicity according to current federal guidelines. The SCDE collects this information only from the Ethnicity and Race fields shown below.

The screenshot shows a form titled "Federal Ethnicity and Race". Under the "Ethnicity" heading, there is a radio button for "No" (selected) and a radio button for "Yes". Under the "What is the student's race?" heading, there are checkboxes for "American Indian", "Black", "Hawaiian-Pacific Islander", "White", and "Asian". The "White" and "Asian" checkboxes are checked.

In 2011–12, the SCDE stopped collecting data from the separate Scheduling/Reporting Ethnicity field in PowerSchool.

1.2 ENROLLMENT DATE

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
School Entry Date	Transfer Information	See Appendix A	SCDE Technology Services

Promptly withdraw students who are no longer enrolled. A student should appear in a district's database only once. Due to human error, sometimes a student will appear in a database twice. The enrollment date will help the SCDE resolve duplicates and determine which school to assign a student to.

Use the Entry Date found in the Transfer Information page. Although the entry date can be found on other screens, it is blocked (cannot be edited) in other locations.

1.3 NEXT SCHOOL (SCPASS)

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Next School Indicator	Scheduling Setup	SCPASS	SCDE Technology Services

The users will see a dropdown list with school names for their districts.

The Office of Assessment uses Next School values only as the fall assignment code for precoding grades 4-8 for SCPASS. Next school values from other grades are disregarded.

The field does not have to be populated in time for the precode print phase. However, it needs to be populated in time for the precode update phase for its intended use by the contractor.

When the data are transmitted to the contractor, the Next School field value is actually the last three digits of the 7-digit school ID instead of the school name. If the 3 digits do not correspond to the last 3 digits of a real school in the same district, the field will be treated as blank. If the field is blank, the testing contractor will assume the next school is the school the student is currently enrolled in. The field can be left blank for students who will remain in the same school the following school year. If the field was left blank and actually needs to be a non-blank value, the schools must provide the information by traditional means—manually coding the answer document or the answer document return forms with the appropriate fall assignment code.

1.4 FREE/REDUCED MEALS PROGRAM

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Lunch Status	Lunch (under Administration)	See Appendix A	Roy Stehle

This field defaults in PowerSchool to P (Full Pay). For precoding purposes, a blank will be treated as Full Pay.

Note: Migratory students who have a Certificate of Eligibility (COE) (i.e., those who have a check in the MIGRANT checkbox) automatically qualify for free meals (i.e., MEALS field value should be F). Homeless students automatically qualify for free meals (i.e., MEALS field value should be F).

- There are six codes that all PowerSchool users will see in the dropdown list. You will see the three codes from SASI (free, reduced, none), where None (N) is now listed as Full Pay (P). The three other codes will be used by districts that opt to use the PowerLunch application that works with PowerSchool.
- If your district does not use PowerLunch, indicate Free, Full Pay, or Reduced only. If you select the other codes by mistake, the SCDE will invalidate the values.
- If your district uses PowerLunch, contact the Office of Assessment (Aaron Brown, arbrown@ed.sc.gov, (803)734-0874) for precoding directions.

Full Description	Data File Code	PowerSchool Dropdown List Description
The student is eligible for free meals status.	F	Free
The student is not eligible for free/reduced-price meals status.	P	Full Pay
The student is eligible for reduced-price meals status.	R	Reduced
For PowerLunch users only	E	Exempt
For PowerLunch users only	T	Temporary
For PowerLunch users only	FDC	Free-DC

1.5 MIGRANT STATUS

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Migrant	Additional Student Information	See Appendix A	Jennifer Almeda

Checkbox	Full Description
Unchecked	The student is NOT a migratory student.
Checked	The student is a migratory student.

Note: **DO NOT** mass change this field except to clear it for all students.

Check the box to indicate a student is a migrant. **A state-education-agency-reviewed (SEA-reviewed) and approved Certificate of Eligibility (COE) is required to determine eligibility for migrant status while resident and enrolled in a school district.** The SEA may have a COE on a student, or a school district may obtain a COE. If the SEA has a COE on a student, the district will be notified via the Categorical eligibility list at the beginning of the school year. Districts should check if student names on that list are present within the district. If the students are present, their migrant field should be checked in PowerSchool. (Some students may have two last names and no middle name; be aware that such students may have been entered incorrectly with the first last name as a middle name.) If a school district obtains a COE on a student, the school district must provide the original, completed COE to the SEA Migrant Program. If you are unsure whether a student qualifies as a migrant, or if you need assistance in interviewing a child/family regarding their status and completing a COE, please contact Jennifer Almeda. Zachary Taylor may also be contacted at (803) 391-9393 or at ZTaylor@ed.sc.gov for help with completing a COE.

Categorical free meal service is automatic with migrant status (i.e., MEALS field value should be F). Eligibility for benefits while resident in the school district ends at the end of the third school year from the qualifying arrival date on the COE. The COE form is located on the Accountability Web site at <http://ed.sc.gov/agency/programs-services/88/>.

Migrant status is based on Federal law 107-110, Title I, Part C Section 1309(2), §200.81(e) of the Migrant Education Program (MEP) regulations, and the Office of Migrant Education (OME) Guidance Chapter II, Section A, and is defined as follows:

A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to [seek or] obtain, or accompany such parent or spouse in order to obtain temporary or seasonal employment in agricultural or fishing work:

- has moved from one school district to another; or
- in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Qualifying work can include

- activities directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence (this can include nursery work; picking, planting, preparing, weeding, pruning, etc. fields; working at a packing shed; etc.);
- activities directly related to the cultivation or harvesting of trees (this can include planting, pruning, weeding, collecting pine straw, etc.); or
- activities directly related to fish farms (this can include activities related to fishing and seafood catching, harvesting, cleaning, etc.).

For more details, see §200.81(a) and §200.81(i) of the MEP regulations and OME Guidance Chapter II, section G.

Section 2: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) FIELDS



Read Appendix C on Coding Rules for LEP Students for further details.

2.1 DATE STUDENT ENROLLED IN SCHOOL IN THE U.S.

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
US Sch Entry Date	Additional Student Information	See Appendix A	Crystal Fields

The format for the date entry is mm/dd/yy with two digits for the month, date, and year (e.g., 02/02/06). This field should be left blank for students born in the United States, except for the RTN-US students selected in the “foreign country where student was born” field (see the next section below). Only students who were born in another country or U.S. territory should have a U.S. School Entry Date.

2.2 FOREIGN COUNTRY WHERE STUDENT WAS BORN

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Birth Country	Additional Student Information	See Appendix A	Crystal Fields

This field should be left blank for most students born in the United States. It is used for students born in a foreign country or U.S. territory, or for students who qualify as RTN-US. RTN-US identifies students who were born in the U.S., moved to the parents’ home country before entering school, and then returned to the U.S. and entered a U.S. school for the first time in third or higher grade.

2.3 ENGLISH PROFICIENCY

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
English Prof	Additional Student Information	See Appendix A	Crystal Fields

The field defaults in PowerSchool to blank if a student has values other than 8 or 9. For precoding purposes, a blank will be treated as a 9 (fully English proficient).

IMPORTANT NOTES: both decimals & whole numbers are valid for 15-16

- This field must not be left blank. If PK students have 1 as their English Proficiency value, then their Cohort Group value must be “< 1 year of ESOL service” OR “at least 1 but < 2 yrs of ESOL service” and they must have an ESOL Instructional Models field value specified.
- For returning students, the “English Language Proficiency (ELP) assessment” is ACCESS for ELLs. For new students, it is the assessment used as an initial placement test (i.e., Woodcock-Munoz, IPT, LAS, or TELPA).
- Beginning 2012–13, students who score as Fully English Proficient on an initial placement test do not need to take the English language proficiency assessment. See details in the table below.
- The value for a student in the current school year is not necessarily the same one as in prior school year. The values for students will be based on the last ELP assessment scores. It is the responsibility of the district test coordinator and/or the ESOL district coordinator to ensure the values are correct.
- If a student’s English Proficiency option is 1 through 5, you must select a decimal value from the field that displays to the right. You cannot submit the data entry until a decimal value from .1 to .9 is selected. For other options, the decimal field is not displayed. The same PowerSchool internal field stores the decimal and non-decimal values.

Screenshot of a selection not requiring a decimal place (6NE, 6P, 7P, 8-9; A-E; X) 	Screenshot of a selection requiring a decimal place (1-5)
--	---

Data File Code	Full Description	Dropdown List Description	LEP Test Required
Blank	NA.	Select a value	Y
1.0-1.9	Student scored "Pre-functional" on an English language proficiency (ELP) assessment and is receiving ESOL services from mainstream or ESOL teacher(s). <ul style="list-style-type: none"> Only 1.0 should be used for all 4K or younger students with a language other than English on the Home Language Survey. 	Pre-functional	Y
2.0-2.9	Student scored "Beginner" on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Beginner	Y
3.0-3.9	Student scored "Intermediate" on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Intermediate	Y
4.0-4.9	Student scored "Advanced" on an ELP assessment and is receiving ESOL services from mainstream or ESOL teacher(s).	Advanced	Y
5.0-5.9	Student scored Level 5—may not be English Proficient at grade level. <ul style="list-style-type: none"> A student could have a composite score higher than 5 on the 2015 ACCESS but will result in the student not scoring FEP (A student must score a 5 in each of the four domains). 	Initially Proficient	Y
6NE	Student scored a composite score of 6 but did not exit (i.e., did not score 5 or higher on every one of the four domains).		Y
6P	Student scored proficient (Level = 5 to 6) and is no longer funded by Title III—monitored and can receive accommodations on assessments.	1 st Year Exited	N
7P	Student is in second year of exited status—monitored and can receive accommodations on assessments.	2 nd Year Exited	N
8	Former LEP student or Bilingual (student scored Fully English Proficient on an Initial Placement Test.)	English Speaker I	N
9	Student is a native English speaker.	English Speaker II	N
A	Student scored "Pre-functional" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Pre-Functional Waiver	Y
B	Student scored "Beginner" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Beginner Waiver	Y
C	Student scored "Intermediate" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Intermediate Waiver	Y
D	Student scored "Advanced" on an ELP assessment and is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Advanced Waiver	Y
E	Student scored "Fluent" on an ELP assessment but did not receive a 5 in each of the four assessed domains. Student is not receiving direct ESOL services based on parent refusal. Served by mainstream teachers only.	Fluent Waiver	Y
X	Student has been identified as an LEP student through a former assessment. However, there is no score from the previous school year.	Student missed annual ELD assessment	Y

Note that LEP students should never be given an English Proficiency field value of 9.

2.4 COHORT GROUP AND ESOL INSTRUCTIONAL MODELS

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
ELLI 01–09; ESOL 01–14 (listed under "Programs" when adding a new category)	ESOL and ELLI values are found on the same dropdown list. Special Programs (under Enrollment; click 'Add' if none already there)	Title III	Crystal Fields

The Cohort Group (ESOL01–ESOL14) and ESOL Instructional Models (ELLI01–ELLI09) information are all in the Program dropdown list.

New Special Program Enrollment  

Ackerman, Stan 9 3833 AGHS1

Comment

Entry Date

Exit Date

Exit Reason

Grade Level

Program

- CRED10-Credit Recovery Pgm 10th Grade
- CRED11-Credit Recovery Pgm 11th Grade
- CRED12-Credit Recovery Pgm 12th Grade
- ELLI01-ESL Pull-Out Class**
- ELLI02-ESL Class Period
- ELLI03-ESL Push-In
- ELLI04-ESL Newcomer Position
- ELLI05-ESL Sheltered Content-Based Pgm
- ELLI06-ESL Structured Immersion
- ELLI07-ESL Mainstream with Accommodations
- ELLI08-ESL Mainstream without Accommodations
- ELLI09-ESL Monitored
- ESOL01-ESOL Svc <1 Year
- ESOL02-ESOL Svc >1 but <2 Years
- ESOL03-ESOL Svc >2 but <3 Years
- ESOL04-ESOL Svc >3 but <4 Years
- ESOL05-ESOL Svc >4 but <5 Years
- ESOL06-ESOL Svc >5 but <6 Years
- ESOL07-ESOL Svc >6 but <7 Years
- ESOL08-ESOL Svc >7 but <8 Years
- ESOL09-ESOL Svc >8 but <9 Years
- ESOL10-ESOL Svc >9 but <10 Years
- ESOL11-ESOL Svc >10 but <11 Years
- ESOL12-ESOL Svc >11 but <12 Years
- ESOL13-ESOL Svc >12 but <13 Years
- ESOL14-ESOL Svc 13 or More Years
- Home-based

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If you do not see the correct dropdown list, you must use the **SCDE TECH NOTE #15** to correct the dropdown list entries (accessible through link below). Contact your district's technology coordinator for more details.
<http://ed.sc.gov/agency/rda/Power-School-Administration/PowerSchoolTechnologyNotes.cfm>

2.4.1 Cohort Group (ESOL)

- This program service field is required for ESL 1–5, 6NE, A–E, or X students and optional for ESL 6P or 7P students. This field should be blank for ESL 8 and 9 students. The number of years of ESOL service time should be increased by one year at the start of each school year for every student still enrolled in the district.
- If PK students have 1–5 or A–D as their English Proficiency value, then their Cohort Group value must be “< 1 year of ESOL service” OR “at least 1 but < 2 yrs of ESOL service” and they must have an ESOL Instructional Models field value specified.

Data File Code	Dropdown List Description
A	< 1 year of ESOL service
B	at least 1 but < 2 yrs of ESOL service
C	at least 2 but < 3 yrs of ESOL service
D	at least 3 but < 4 yrs of ESOL service
E	at least 4 but < 5 yrs of ESOL service
F	at least 5 but < 6 yrs of ESOL service
G	at least 6 but < 7 yrs of ESOL service
H	at least 7 but < 8 yrs of ESOL service
I	at least 8 but < 9 yrs of ESOL service
J	at least 9 but < 10 yrs of ESOL service
K	at least 10 but < 11 yrs of ESOL service
L	at least 11 but < 12 yrs of ESOL service
M	at least 12 but < 13 yrs of ESOL service
N	13 or more years of ESOL service

2.4.2 ESOL Instructional Models (ELLI)

Note: ELLI stands for English Language Learner Instruction.

- This program service field is required for ESL 1–5, 6NE, A–E, or X students and optional for ESL 6P or 7P students. This field should be blank for ESL 8 and 9 students. In the ELLI field, multiple choices can be made for one student, but the main purpose of this field is to record the primary way the student receives additional ESOL support.
- If PK students have 1–5 or A–D as their English Proficiency value, then their Cohort Group value must be “< 1 year of ESOL service” OR “at least 1 but < 2 yrs of ESOL service” and they must have an ESOL Instructional Models field value specified.

Data File Code	Dropdown List Description
1	ESL Pull-out Class
2	ESL Class Period
3	ESL Push-In
4	ESL Newcomer Program
5	Sheltered Content-Based Program
6	Structured Immersion
7	Mainstream w/accom
8	Mainstream w/o-accom
9	Monitored

The Cohort Group (ESOL01–ESOL14) and ESOL Instructional Models (ELLI01–ELLI09) information are all in the Program dropdown list.

2.5 FIRST LANGUAGE SPOKEN

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
1st Lang Spoken	Additional Student Information	Title III	Crystal Fields

Select the language the ESOL student first spoke. If the student was raised in a bilingual home with English as one language, select the other language. If the language is not listed on the drop down menu, select a language in the same linguistic family or select OTH (Other). This field should not be used for native English speakers. For Title III reporting, this field will be used rather than the Primary Language field.

More language options are available in 2015-16 than there were in 2014-15. Please check students whose First Language Spoken is coded as "OTH" (for "Other") and recode them if their first language spoken is now part of the list in PowerSchool.

Section 3: SPECIAL EDUCATION FIELDS

Alternate Assessment	<input type="checkbox"/>	Alternate Assessment Test Administrator
Alternate Assessment Exception	<input type="checkbox"/>	First Name <input style="width: 100px;" type="text"/> Last Name <input style="width: 100px;" type="text"/>

3.1 ALTERNATE ASSESSMENT ELIGIBILITY

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Alternate Assessment	Precode	Alternate Assessment	Suzanne Swaffield

The field defaults in PowerSchool to blank. For precoding purposes, a blank will be treated as No. **Beginning in 2015-16, this field will not be set to blank during precode initialization.**

This is a Y/N field. Select Y if the student meets the eligibility requirement for alternate assessment **regardless of age or grade designation**. Select Y even if the eligible student is in a grade that is not to be tested or is overage for testing. Otherwise, you **may leave the field blank. A blank value will be treated as N.**

The SCDE will calculate students' ages to that the proper test form is administered. An age and birth date reference sheet is provided in Appendix B for your convenience.

Data File Code	Full Description	Dropdown List Description
N, blank	N – No (not eligible for alternate assessment)	N – No
Y	Y – Yes (eligible for alternate assessment)	Y - Yes

The identification of students in this field in PowerSchool must be completed accurately for the January extraction. Errors in the coding of this field adversely affect the alternate assessment testing program(s) and accountability calculations.

Frequently Asked Questions (FAQ)

Q: A student was inadvertently coded for this field during the print phase and was flagged as needing alternate assessments materials. What can we do to correct this?

A: Since these materials can be very expensive, report this error immediately to Aaron Brown (arbrown@ed.sc.gov; 803-734-0874). If the data have not yet been transmitted to the contractor, there is a chance the order can be dropped.

3.2 ALTERNATE ASSESSMENT EXCEPTION

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Alternate Assessment Exception	Precode	Alternate Assessment	Suzanne Swaffield

The field defaults in PowerSchool to blank. For precoding purposes, a blank will be treated as No. **This field is being used for 2015-16.**

Data File Code	Dropdown List Description	Full Description
N	N – No	No exception
Y	Y – Yes	Exception

Details:

The 2015–16 exception criteria is defined relative to the 2015–16 alternate assessment High School age-eligibility criteria. In 2015–16, only students who are 16 need to take the alternate High School test. Therefore, the alternate assessment exception is: students who were not assessed with the high school form of the alternate assessment at age 16 last year (2014–15) due to district error may be assessed the following year (this year, 2015–16) at age 17.

Age Eligibility Criteria for 2015–16	Test Eligible For
The student requires alternate assessment and is 8–10 years old on September 1, 2015.	Alternate Elem School
The student requires alternate assessment and is 11–13 years old on September 1, 2015.	Alternate Middle School
The student requires alternate assessment and is 16 years old on September 1, 2015. A student who is 17 years old may test under special circumstances described in the Details section above.	Alternate High School
The student requires alternate assessment, and was younger than age 8, was age 14–15, or was age 17 or older on September 1, 2015.	Not age-eligible for alternate assessment

3.3 ALTERNATE ASSESSMENT TEST ADMINISTRATOR NAME

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Alternate Assessment Test Administrator First Name	Precode	Alternate Assessment	Suzanne Swaffield
Alternate Assessment Test Administrator Last Name			

These fields default in PowerSchool to blank.

The first and last name of the test administrator for the alternate assessment should be entered into this free-form field. This field will be used to sort materials (see Section 10.3 for details). For students who do not test in an alternate assessment, this field should be left blank. It is possible to enter the name of the same teacher in several different ways, e.g., Jane Doe, J. Doe, Jan Doe. When this happens, the data will be alphabetized according to the name entered. **Make every effort to make the data entry for this field consistent.**

3.4 LEP ALTERNATE ASSESSMENT

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Alternate Assessment	Precode	LEP Alternate Assessment	Jill Christmus

The field defaults in PowerSchool to blank. For precoding purposes, a blank will be treated as No.

Data File Code	Dropdown List Description	Full Description
Y	Y - Yes	The student will take the alternate LEP assessment.
N	N - No	The student will not take the alternate LEP assessment.

This field is only used if the student has an English Proficiency field value of 1.0-5.9, 6NE, A-E, or X.

This field should be populated with 'Y' for alternate students who need to take the English language proficiency assessment. See Appendix O for more details.

3.5 504 ACCOMMODATIONS PLAN

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
504 Plan	Student Supplemental	See Appendix A	Fred Edora

Specify the substantially limited major life activity under which the student with a physical or mental impairment qualified for a 504 Accommodations Plan. The Office of Assessment transmits to testing contractors only overall Yes and No values to indicate whether a student has a 504 Plan.

Data File Code	Dropdown List Description
Blank	No Plan
BH	Breathing
CFO	Caring for Oneself
ET	Eating
HR	Hearing
IWO	Interacting with Others
LN	Learning
LT	Lifting
PMT	Performing Manual Tasks
SE	Seeing
SK	Speaking
THK	Thinking
WK	Walking
WOK	Working

3.6 INSTRUCTIONAL SETTING

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Instructional Setting	Additional Student Information	See Appendix A	Fred Edora

The Instructional Setting (IS) field should reflect the student’s current status at any given time during the school year. This, together with other fields, will be used to identify students receiving special education for state and federal accountability and reporting purposes. Incorrectly coding this field would complicate federal and state reporting.

- Each student, at any given time, will only be receiving one type of service: regular education (blank), special education (SE), or a 504 Plan (504).
- At the beginning of the year, use only blank, SE, or 504 with each student. If the student receives the same service throughout the school year, the code does not need to be changed.
- For any student that shifts from one type of service to another during the school year, use the SR, SP, RS, RP, PR, and PS codes where the first letter represents the current status and the second letter represents a prior status. For example, if a student was in regular education and then served through a 504 Plan, the code changes to PR.

Data File Code	Dropdown List Description	Full Description
Blank-default	Regular Ed – Full Yr.	The student received regular education for the entire school year.
504	504 Plan – Full Yr.	The student had a 504 Plan during the entire school year.
SE	Special Ed – Full Yr.	The student received special education for the entire school year.
SR	Currently SE, was Reg. Ed.	The student is currently in special education but had regular education immediately prior to the change in instructional setting.
SP	Currently SE, was 504 Plan	The student is currently in special education but had a 504 Plan immediately prior to the change in instructional setting.
RS	Currently Reg. Ed., was SE	The student is currently in regular education but had special education in the past during the current year.
RP	Currently Reg. Ed., was 504 Plan	The student is currently in regular education but had a 504 Plan immediately prior to the change in instructional setting.
PR	Currently 504 Plan, was Reg. Ed.	The student currently has a 504 Plan but had regular education immediately prior to the change in instructional setting.
PS	Currently 504 Plan, was SE	The student currently has a 504 Plan had special education in the past during the current year.

- For any student that shifts from one type to another more than once during the same school year, first look at the last two services received. Next, select the code that reflects the most recent change **unless** doing so removes any reference to special education in the sequence of services. **Preserving reference to special education is the priority.** Consider the following examples with the chronological sequence of services received by a student.

	Chronological Sequence of Services	Sequence of Instructional Setting Field Values
Example 1	regular education, 504, SE , 504	Blank → PR → SP → PS
Example 2	regular education, 504 , regular education	Blank → PR → RP
Example 3	regular education, SE , regular education , 504	Blank → SR → RS → PS (instead of PR) If the first letter in the code is not S, always code S as the second letter once the student was receiving special education at any time during the school year.
Example 4	SE, regular education, SE	SE → RS → SR For the last code SR, the first letter S already indicates special education so the second letter can be an R.

3.7 TRUE GRADE

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
True Grade	Additional Student Information	See Appendix A	Fred Edora

- The true grade reflects the grade level standards on which the student's instruction is based or aligned. The true grade is populated when a student's grade is not included in the school's grade range in PowerSchool. This may occur when students are served at a location for administrative reasons rather than academic reasons. For example, a 7th grade student with special education services who is attending a K–5 school has a grade field value of 5 and a true grade field value of 7.
- State and federal accountability and reporting require the true grade value for special education students when the accurate grade level cannot be listed in the regular grade field or when a student remains until age 21 after completing instruction on or aligned to 12th grade. There are consequences for incorrectly coding this field.
- Populate true grade for students receiving special education (instructional setting field values of SE, SR, or SP) only when the regular grade field cannot represent the student's actual grade level.
- The True Grade reflects age-level progression on grade level standards unless the student was retained in accordance with district policy for promotion/retention and the IEP team decision. For example, a student retained in the 2nd grade will repeat standards based on or aligned to the 2nd grade. In this case, the grade and true grade will remain 2nd grade for an additional year.
- Students are entitled to a Free and Appropriate Public Education (FAPE) until receipt of a regular high school diploma or reaching the maximum age of 21 prior to September 1 of the new school year. Therefore, students may be eligible to return for additional years after completing instruction on or aligned to the 12th grade. Use codes Z1–Z4 to designate additional years of attendance for students continuing in enrollment after completing the 12th grade. For example, a student received a district Employability Credential last year while in the 12th grade and returns this year to further develop his transition skills. He will be coded Z1 this year, Z2 next year, and so on. Such students should not be confused with students retained in the 12th grade. For example, a student who is retained due to failure of a required English credit and repeats this course in order to meet the requirements for a SC High School Diploma would remain in grade 12.

Data File Code	Dropdown List Description	Full Description
-2	PK3	Three-Year Preschool
-1	PK4	Four-Year Preschool
0	K	Five-Year Kindergarten
1	1	First Grade
2	2	Second Grade
3	3	Third Grade
4	4	Fourth Grade
5	5	Fifth Grade
6	6	Sixth Grade
7	7	Seventh Grade
8	8	Eighth Grade
9	9	Ninth Grade
10	10	Tenth Grade
11	11	Eleventh Grade
12	12	Twelfth Grade
AE	Adult Education-ungraded	Adult Education- ungraded
Z1	1 st yr. after 12 th grade	First year of return after the 12 th grade due to continued eligibility
Z2	2 nd yr. after 12 th grade	Second year of return after the 12 th grade due to continued eligibility
Z3	3 rd yr. after 12 th grade	Third year of return after the 12 th grade due to continued eligibility
Z4	4 th yr. after 12 th grade	Fourth year of return after the 12 th grade due to continued eligibility

Section 4: SPECIAL IEP DISABILITY FIELDS

4.1 DEAF-BLINDNESS

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Deaf-Blindness	Precode	See Appendix A	Anne Mruz

The field defaults in PowerSchool to an N.

Data File Code	Dropdown List Description	Full Description
N	N – No	Does not apply to student
Y	Y – Yes	Deaf-Blindness

Deaf-blindness is defined as “concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.”

(Reference: <http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E8%2C>)

4.2 MULTIPLE DISABILITIES

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Multiple Disabilities	Precode	See Appendix A	Anne Mruz

The field defaults in PowerSchool to an N.

Data File Code	Dropdown List Description	Full Description
N	N – No	Does not apply to student
Y	Y – Yes	Multiple Disabilities

“Multiple disabilities” mean concomitant impairments, such as mental retardation-blindness, mental retardation-orthopedic impairment, etc., the combination of which causes such severe educational needs that students cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

(Reference: <http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2CA%2C300%252E8%2C>)

Section 5: CUSTOMIZED TEST BOOKLETS

To be used properly, the customized test booklet fields should be used **in conjunction with** the oral/signed administration fields. Consult the table in Section 7.

- **These fields do not apply to alternate assessments.**
- **For the English language proficiency assessment, see Appendix O** for information related to ordering materials.
- **For Fall EOCEP**, all paper orders must be submitted to the contractor through eDIRECT. Additional customized materials (i.e., those ordered after the eDIRECT deadline) should be ordered from the testing contractor. Use these PowerSchool fields for all testers, both paper and online; update phase data will be used to populate online test sessions for all students, enabling paper and pencil testers to test online if desired.
- **For Spring EOCEP**, only print phase data will count towards an order of paper customized materials at no cost to the district. Data from the update phase will not be used for ordering materials; additional customized materials (i.e., those ordered after print phase) should be ordered from the testing contractor. Update phase data will be used to populate online test sessions.
- **For SCPASS Science and Social Studies**, customized test booklet and oral/signed administration (student-level) materials will be provided automatically for new students who appear on the update precode file (no additional material order is necessary) **at no cost to the district**.
- On very rare occasions, a student might need more than one type of customized test booklet (e.g., loose leaf and large print). Only one type of material can be ordered through this field; the other type should be ordered through the contractor directly. Address the student's needs through the contractor and district test coordinator.
- In cases where students will take more than one exam, e.g. SCPASS and EOCEP, material preferences indicated in these fields will apply for both testing programs.
- The fields for customized test booklets and oral/signed administration in the subject area are used across testing programs. A certain number of students may have to take SCPASS and EOCEP (e.g., 8th graders). For the vast majority of students, whatever materials are ordered for one testing program's subject test will also apply for the other testing program's corresponding test. Conflicts between these orders are extremely rare. In case of a conflict, contact the SCDE for further instructions.

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
ELA Custom Materials	Precode	EOCEP (English)	Anne Mruz
Math Custom Materials		EOCEP (Algebra)	
Science Custom Materials		EOCEP (Biology), SCPASS	
Social Studies Custom Materials		EOCEP (USHC), SCPASS	
LEP Reading Custom Materials		See Appendix O	
LEP Writing Custom Materials			
LEP Listening Custom Materials			
LEP Speaking Custom Materials			

The field defaults in PowerSchool to a 0.

SCPASS and EOCEP Dropdown List

Data File Code	Dropdown List Description	Full Description
0	Not needed	No customized test booklet needed. Also, select this value for students who require a regular format (non-customized) Form A oral administration test booklet.
1	Large print	Large Print (Form A). May also be used for a Form A oral administration.
2	Loose leaf	Loose Leaf (Form A). May also be used for a Form A oral administration.
3	Deaf/Hard of hearing	Test booklet for students who are deaf or hard of hearing (Form C/C-SL)
4	Braille	Braille (Form C/C-BR)

Note: The Alternate Assessment Eligibility field should contain a value of N for all students testing SCPASS. If the Alternate Assessment Eligibility field contains a value of Y, any orders for SCPASS materials will **NOT** be fulfilled.

Section 6: ORAL/SIGNED ADMINISTRATION FIELDS

To be used properly, the oral/signed administration fields should be used **in conjunction with** the customized test booklet fields. Consult the table in Section 7.

- **These fields do not apply to alternate assessments.**
- **For the English language proficiency assessment, see Appendix O** for information related to ordering materials.
- **For Fall EOCEP**, all paper orders must be submitted through eDIRECT. Use these PowerSchool fields for all testers, both paper and online; update phase data will be used to populate online test sessions for all students, enabling paper and pencil testers to test online if desired.
- **For Spring EOCEP**, these fields should be used for both online and paper-and-pencil testers. Update phase data will be used to populate online test sessions.
- In cases where students will take more than one exam, e.g., SCPASS and EOCEP, material preferences indicated in these fields will apply for both testing programs.
- The fields for customized test booklets and oral/signed administration in the subject area are used across testing programs. A certain number of students may have to take SCPASS and EOCEP (e.g., 8th graders). For the vast majority of students, whatever materials are ordered for one testing program's subject test will also apply for the other testing program's corresponding test. Conflicts between these orders are extremely rare. In case of a conflict, contact the SCDE for further instructions.

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
ELA Oral/Signed Admin	Precode	EOCEP (English)	Anne Mruz
Math Oral/Signed Admin		EOCEP (Algebra)	
Science Oral/Signed Admin		EOCEP (Biology), SCPASS	
Social Studies Oral/Signed Admin		EOCEP (USHC), SCPASS	
LEP Writing Oral Admin		See Appendix O	

The field defaults in PowerSchool to a 0

SCPASS and EOCEP Dropdown List

Data File Code	Dropdown List Description	Full Description
0	Not needed	No oral/signed administration materials are needed.
1	Oral/Signed Administration Script	Oral/Signed Administration Script (Form A, C, C-BR, and C-SL). Signed administration script not available for EOCEP.
2	Audio CD/CD-ROM	Audio CD/CD-ROM (Form A and C/C-BR) for paper/pencil and Human Voice Audio (HVA) for online. Form A Audio CD-ROMs are now available for all grades of SCPASS; Form C-BR CD-ROM not available for SCPASS.
3	ASL DVD	ASL DVD (Form C/C-SL) for paper/pencil and Video Sign Language (VSL) for online.
4	PSE DVD	PSE DVD (Form C/C-SL) for paper/pencil and Video Sign Language (VSL) for online. Not available for SCPASS.

Note: The Alternate Assessment Eligibility field should contain a value of N for all students testing SCPASS. If the Alternate Assessment Eligibility field contains a value of Y, any orders for SCPASS materials will **NOT** be fulfilled.

Section 7: Customized Test Booklet and Oral/Signed Administration Fields for EOCEP and SCPASS

SCPASS/EOCEP Note: Students with an online testing designation as "N" are considered paper/pencil testers. However, student data will be loaded into Test Setup in eDIRECT and students will be placed into a test session. Students who test via paper/pencil do not have to be removed from the online test sessions.

EOCEP Note: For the spring administration, paper/pencil testers will receive test materials as ordered via precode or online enrollment, based on district ordering election.

Test Materials	For the student who:	Customized Test Booklet Field	Oral/ Signed Administration Field	Online Testing Designation	SCPASS/EOCEP Action
Form A Test Booklet	needs a regular (non-customized) test booklet and does not need an oral administration	0	0	Y	Student will be placed into a test session as an online tester with a regular Form A test.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session and may test online if desired.
Form A Test Booklet + Oral Administration Script	needs a regular or Form A oral administration test booklet and an oral administration (read aloud) by a test administrator (TA)	0	1	Y	Student will be placed into a test session as an online tester with an oral administration (HVA) accommodation and Form A oral administration test form.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form A Test Booklet + Audio CD-ROM	needs a regular or Form A oral administration test booklet and an oral administration via computer	0	2	Y	Student will be placed into a test session as an online tester with an oral administration (HVA) accommodation and Form A oral administration test form.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form A Large-Print Test	needs large-print format (i.e., has difficulty reading standard size text) and does not need an oral administration	1	0	Y	Student will be placed into a test session as an online tester with a large-print accommodation and Form A test; student will also be given a paper copy of the Form A large-print test booklet.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form A Large-Print Test + Oral Administration Script	needs large-print format (see above) and an oral administration by a TA	1	1	Y	Student will be placed into a test session as an online tester with large-print and oral administration (HVA) accommodations and Form A oral administration test form; student will also be given a paper copy of the Form A large-print test booklet.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form A Large-Print Test + Audio CD-ROM	needs large-print format (see above) and an oral administration via computer	1	2	Y	Student will be placed into a test session as an online tester with large-print and oral administration (HVA) accommodations and Form A oral administration test form; student will also be given a paper copy of the Form A large-print test booklet.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form A Loose-Leaf Test	needs loose-leaf format (i.e., removable pages and/or 1 item per page) and does not need an oral administration	2	0	Y	Student will be placed into a test session as an online tester with a loose-leaf accommodation and Form A test; student will also be given a paper copy of the Form A loose-leaf test booklet.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form A Loose-Leaf Test + Oral Administration Script	needs loose-leaf format (see above) and an oral administration by a TA	2	1	Y	Student will be placed into a test session as an online tester with loose-leaf and oral administration (HVA) accommodations and Form A oral administration test form; student will also be given a paper copy of the Form A loose-leaf test booklet.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.

Test Materials	For the student who:	Customized Test Booklet Field	Oral/ Signed Administration Field	Online Testing Designation	SCPASS/EOCEP Action
Form A Loose-Leaf Test + Audio CD-ROM	needs loose-leaf format (see above) and an oral administration via computer	2	2	Y	Student will be placed into a test session as an online tester with loose-leaf and oral administration (HVA) accommodations and Form A oral administration test form; student will also be given a paper copy of the Form A loose-leaf test booklet.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired.
Form C Sign Language Test	is deaf or hard of hearing and does not need a signed administration	3	0	Y	Student will be placed into a test session as an online tester with the sign language (Form C/C-SL) test.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with the accommodation above, and may test online if desired.
Form C Sign Language Test + Signed Administration Script	is deaf or hard of hearing and needs a signed administration by a TA	3	1	Y	NA for EOCEP SCPASS student will be placed into a test session as an online tester with an ASL VSL accommodation and sign language (Form C-SL) test.
				N	NA for EOCEP SCPASS student is considered a paper/pencil tester. Student will also be placed into an online test session with the above accommodations, and may test online if desired.
Form C Sign Language Test + ASL DVD	is deaf or hard of hearing and needs a signed administration in ASL via DVD	3	3	Y	Student will be placed into a test session as an online tester with an ASL VSL accommodation and sign language (Form C/C-SL) test.
				N	Student is considered a paper/pencil tester. Student will also be placed into an online test session with the above accommodations, and may test online if desired.
Form C Sign Language Test + PSE DVD	is deaf or hard of hearing and needs a signed administration in PSE via DVD	3	4	Y	EOCEP student will be placed into a test session as an online tester with a PSE VSL accommodation and sign language (Form C) test. NA for SCPASS
				N	EOCEP student is considered a paper/pencil tester. Student will also be placed into an online test session with above accommodations, and may test online if desired. NA for SCPASS
Form C Braille Test Packet	reads classroom materials in Braille and does not need an oral administration	4	0	Y N	Student will not be placed into a test session. Student is considered a paper/pencil tester.
Form C Braille Test Packet + Oral Administration Script	reads classroom materials in Braille and needs an oral administration by a TA	4	1	Y N	Student will not be placed into a test session. Student is considered a paper/pencil tester.
Form C Braille Test Packet + Audio CD/CD-ROM	reads classroom materials in Braille and needs an oral administration via computer (EOCEP)	4	2	Y	NA for SCPASS
				N	EOCEP student will not be placed into a test session. Student is considered a paper/pencil tester.

INVALID Materials Combinations for Customized Test Booklet and Oral/Signed Administration Fields (EOCEP and SCPASS)

NOTE: If an invalid material combination occurs in the customized test booklet and oral/signed administration fields, the customized test booklet will be provided AND the oral/signed administration material **will not be provided**. For example, if a Braille test booklet (4 in the customized test booklet field) and an ASL DVD (3 in the oral/signed administration field) is ordered, the Braille test booklet will be provided, but the ASL DVD will not. **Any additional materials that are needed as a result of invalid material combinations will be at the district's expense.** See the chart below for a list of possible INVALID material combinations for the testing programs indicated.

Customized Test Booklet	Oral/Signed Administration	Testing Programs	Additional Information
0, 1, 2	3, 4	BOTH	ASL or PSE DVDs are not produced for Form A Test Booklets (regular, oral administration, large-print, and loose-leaf). The test booklet will be provided. The ASL or PSE DVD will not be provided nor substituted.
3	1	EOCEP only	Signed Administration Scripts are not available for EOCEP. The Form C Deaf/Hard of hearing test booklet will be provided. No oral/signed administration material will be provided.
3	2	BOTH	Audio CDs/CD-ROMs are not produced for Form C/C-SL Deaf/Hard of hearing test booklets. Form C/C-SL Deaf/Hard of hearing test booklet will be provided. The Audio CD/CD-ROM will not be provided nor substituted.
3	4	SCPASS only	PSE DVDs are not available for SCPASS. The Form C-SL Deaf/Hard of hearing test booklet will be provided. No oral/signed administration material will be provided.
4	2	SCPASS only	Form C-BR Audio CD-ROMs are not available for SCPASS. The Form C-BR Braille test packet will be provided. No oral/signed administration material will be provided.
4	3, 4	BOTH	ASL or PSE DVDs are not produced for Form C/C-BR Braille test booklets. The Form C/C-BR Braille test packet will be provided. The ASL or PSE DVD will not be provided nor substituted.

Section 8: ONLINE ADMINISTRATION FIELDS

For the current school year, schools should ignore the SCPASS Writing, ELA, and Math Online fields. **Details for the English language proficiency assessment are unavailable at this time**, so **LEP Online fields should be ignored** as well. Any Y values for these fields will be ignored.

8.1 SCPASS ONLINE ADMINISTRATION FIELDS FOR SCIENCE AND SOCIAL STUDIES

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
SCPASS Online - Science	Precode	SCPASS	Susan Creighton and Sheila Graybeal
SCPASS Online - Social Studies			

The fields default in PowerSchool to N.

Data File Code	Description	Full Description
Y	Yes	The student will take the test online.
N	No	The student will not take the test online.

These fields should be updated by the Spring Update phase in order to populate Test Setup for SCPASS online testing. It is critical that these fields have correct information during print phase because paper-and-pencil materials will be printed and shipped using data provided. Students will be grouped for online administration according to the values in the Materials Sort field (see Section 11).

8.2 EOCEP ONLINE ADMINISTRATION FIELDS FOR ALGEBRA, ENGLISH, BIOLOGY, AND USHC

For Fall: These fields will be ignored for the print phase, but they will be used for the update phase. Districts must use eDIRECT for the fall.

For Spring: For the print phase, the districts will have the option to submit their counts for materials through eDIRECT or precode; if choosing precode, these fields must be completed for the print phase. These fields must be completed for the update phase, regardless of how counts are submitted.

These fields are ignored for any student who is not taking an EOCEP course. If a student is tested in the Spring but not the Fall, these fields are ignored during the Fall data collection.

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
EOCEP Online - English	Precode	EOCEP (English)	Kirsten Hural
EOCEP Online - Algebra		EOCEP (Algebra)	
EOCEP Online - Biology		EOCEP (Biology)	
EOCEP Online - USHC		EOCEP (USHC)	

The field defaults in PowerSchool to a Y since the majority of students take the tests online.

Data File Code	Description	Full Description
Y	Yes	The student will take the test online.
N	No	The student will not take the test online.

NOTE: An online administration value of 'Y' will be ignored if a value of '4' is entered in the customized test booklet field.

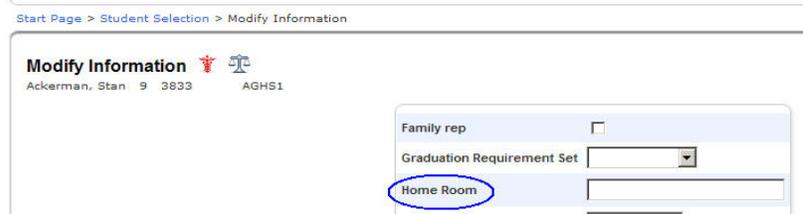
Section 9: HOME ROOM

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Home Room	Modify Information	See Appendix A	Aaron Brown

This field can affect the way SCPASS materials are sorted. Read Section 10: How Materials Are Sorted and Section 11: Materials Sort Fields (SCPASS) for details. This field no longer impacts the sorting of alternate assessment materials.

The homeroom teacher information is in a free form field. That is, it is possible to enter the name of the same teacher in several different ways, e.g., Jane Doe, J. Doe, Jan Doe. When this happens, the data will be alphabetized according to the name entered. **Make every effort to make the data entry for this field consistent.** If you know that **all** the students have proper information in the Home Room teacher field and you approve of that sort order, then you need not do anything else. Leave the materials sort fields blank.

Enter the teacher’s last name, followed by a comma, and then the teacher’s first name (i.e., “last name, first name”). If a teacher’s name is entered inconsistently, the teacher will receive two or more different teacher rosters and test security checklists. The SCDE will use only the first twenty characters entered in this field.



The Home Room field values for students remain the same from year to year unless the values are changed. Schools and districts have the option to reset the values to blank at the beginning of the school year by contacting District Services through <https://eservices.ed.sc.gov>. Resetting values eliminates the risk that values are not updated from prior school years. When names of teachers who are no longer with the school appear on the materials, this could be a sign that the Home Room field values were not updated properly.

In the past, there were two other homeroom-related fields in PowerSchool. These have been removed from the data entry portion of PowerSchool but are still in the database tables. Only the homeroom field described above is used for precoding purposes.

Section 10: How Paper-and-Pencil Test Materials Are Sorted

10.1 ORDER OF SCPASS TEST MATERIALS

In order to complete these fields successfully for SCPASS at the school level, each school must first determine how each student will be tested (online or paper-and-pencil) for science and social studies. Each student may test exclusively on paper-and-pencil, exclusively online, or a combination of both.

All students are loaded into the online testing system, regardless of their Online Administration fields. Test sessions are according to the values in the Materials Sort fields as described below.

For online:

- Test session groups are determined by the science and social studies material sort field values. Both the science and social studies material sort fields should be populated. (Regardless of how the values are entered, each actual test session should not involve more than 50 students at a time according to the online testing contractor.)
 - If the science field is left blank, grouping for the science test will be determined by the Home Room field.
 - If the social studies field is left blank, grouping for the social studies test will be determined by the Home Room field.
- You may, if you choose to, have the same value for both fields.

For paper-and-pencil:

- SCPASS uses the science materials sort field only because there is only one answer document for both tests. The following rules apply:
 - If the science field is left blank, the social studies materials sort field will be used.
 - If both the science and social studies materials sort fields are left blank, the Home Room field will be used.
- SCPASS uses these same sorting rules for students with labels generated from the update phase.

See section 11 for more information about the materials sort fields.

10.2 ORDER OF EOCEP TEST MATERIALS

EOCEP paper-and-pencil materials are sorted alphabetically within each class.

10.3 ORDER OF ALTERNATE ASSESSMENT TEST MATERIALS

Materials for alternate assessment will, to the extent it is possible in the contractor's system, be assigned and labeled for the teacher whose name is provided in the “**Alternate Assessment Test Administrator Name**” field (see Section 3.3). Enter the name correctly and consistently for each student. **Any coding found in the SCPASS Materials Sort Fields will be ignored for students identified for alternate assessment.**

Section 11: MATERIALS SORT FIELDS (SCPASS)

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Science Sort ID	Precode	SCPASS	Susan Creighton and Sheila Graybeal
Social Studies Sort ID			

The field defaults in PowerSchool to a blank.

SCPASS uses the Science and Social Studies materials sort fields. See section 10.1 for details. These fields will be used to sort materials for paper-and-pencil testing and to group students for online testing.

The data entered in these fields will determine the order and grouping of **test materials** and **security checklists** sent to schools for **SCPASS**. Pay special attention to the following information to ensure that materials are packaged appropriately.

- Use one of four options for the sort fields:
 1. An alphanumeric entry up to 9 characters (e.g., 321, A12, AAA, etc.) to sort materials by teacher, test administrator, or other grouping;
 2. **AWG** to sort materials alphabetically within each grade; or
 3. blank to sort materials by home room field value.

Note: AWS (alphabetically within school) is no longer a valid sorting option.
- If information is entered in the materials sort fields, then these values will be used to sort materials.
- The SCDE removes leading spaces from the materials sort fields and uses only the first twenty characters of data. Therefore, leading spaces do not need to be entered.
- If no information is entered in the materials sort fields, then by default, the materials will be sorted and grouped according to home room field value. If you **DO NOT** want materials sorted by homeroom teacher, you **MUST** enter the necessary information in the materials sort fields.
- **If ALL values (materials sort and home room fields) are blank, materials will be sorted alphabetically within grade.**

Scenarios:

- If the school does not want its materials to be sorted according to the home room field value, then complete the materials sort fields. For example, if the materials are to be sorted alphabetically within grade, then put AWG in the materials sort fields.
- If you know **all** the students have proper information in the home room field and you approve of that sort order, then you need not do anything else. Leave the materials sort fields blank.
- **If ALL values (materials sort and home room fields) are blank, materials will be sorted alphabetically within grade.**

PACKAGING MATERIALS BY ALTERNATIVE SCHOOLS

- An entry (e.g., ALT) in the materials sort fields can be used to have materials packaged by alternative schools. By using this option, answer documents for students testing in ‘alternative’ sites would be packaged together to allow for easier distribution from the reported school (where materials are assigned and packaged) to the tested (e.g., alternative) school.

Section 12: Type of 4-K Preparation Received by Current 5-Year-Old Kindergarteners

This section has changed significantly.

This information is required only for current 5-K students. For all others, the field should be blank.

PowerSchool Field Name	PowerSchool Location	Programs Affected	Contact Person
Kindergarten-Previous Program	Precode	For research needs	Penny Danielson

The field defaults in PowerSchool to blank.

This field is primarily used for research, which requires identifying the type of 4-K preparation (in the prior school year) the current 5-K students received. Use the rules, in sequence, below to populate this field.

1. Leave the field **blank** if any of the following apply:
 - 1.1. The student is **NOT in 5-K**.
 - 1.2. You cannot determine if student was in a 4-K program.
 - 1.3. The student is a repeater and was in 5-K last year.

2. Was the 5-K student enrolled in a 4-K program **last school year**?
 - 2.1. If not enrolled in a 4-K program, select **No 4K program last year**.
 - 2.2. Was enrolled in a 4-K program:
 - 2.2.1. Select **Head Start 4K** for the federal Head Start program
 - 2.2.2. Select **Public 4K** for a public school
 - 2.2.3. Select **Private 4K** for a private school or center (e.g., First Steps, child care center, church preschool)
 - 2.2.4. Select **Other 4K** for all other 4-K programs that are not described above (Head Start, Public, or Private) or if you cannot determine what type of 4-K program the student was in.
 - 2.2.5. If a student was in more than one program, select the program the student spent the most time in.
 - 2.2.6. If it is unknown which program the student spent the most time in, select the program the student was in most recently.

Data File Code*	Dropdown List Description	Full Description
Blank		See 1.1-1.4 above.
N	No 4K program last year	The 5-K student was not enrolled in any 4-year-old program last year.
Hd	Head Start 4K	The 5-K student was enrolled in 4-K Head Start last year.
St	Public 4K	The 5-K student was enrolled in a SC public school 4-K program last year.
Prv	Private 4K	The 5-K student was enrolled in a SC private 4-K program last year (e.g., First Steps, child care center, church preschool).
O	Other 4K	The 5-K student was enrolled in an out-of-state program or SC program that is not in the Head Start, Public, or Private categories.

Appendix A: PowerSchool Fields for Precode

This table summarizes the precoding requirements for the Office of Assessment by testing program. Precode data are used for a variety of purposes, including accountability and research. For example, Kindergarten-Previous Program is only used for research. Fields that are marked by an asterisk are used for the indicated testing program. **The English Proficiency fields are marked based on last year's precode requirements; this year's precoding requirements are to be determined.**

PowerSchool Display Name	PowerSchool Table	PowerSchool Internal Field Name	Assessment Field Name	SCPASS	EOCEP	NAEP	English Proficiency	SC-Alt	SC Perf. Tasks	CogA T/IA
School Number	Schools(39)	School_Number	SchoolID	*		*	*	*		*
NA	Schools(39)	District_Number	District	*		*	*	*		*
School Name	Schools(39)	Name	School	*		*	*	*		*
Grade Level	Students(01)	Grade_Level	Grade	*		*	*	*		*
True Grade	Students(01)	SC_TrueGrade	True Grade	*	*	*	*	*		*
Name(Last, First MI)	Teachers(05)	Varies in PowerSchool	TeachName	*		*	*	*		*
State ID	Students(01)	State_StudentNumber	StateID	*		*	*	*		*
Student Number	Students(01)	Student_Number	StudentID	*		*	*	*		*
Name	Students(01)	Last_Name	LName	*		*	*	*		*
Name	Students(01)	First_Name	FName	*		*	*	*		*
Name	Students(01)	Middle_Name	MName	*		*	*	*		*
Gen (Jr., III, etc.)	Students(01)	SC_StudentGeneration	Generation	*		*	*	*		*
DOB	Students(01)	DOB	DOB	*		*	*	*		*
Gender	Students(01)	Gender	Gender	*		*	*	*		*
Ethnicity	Students(01)	FedEthnicity	Hispanic	*		*	*	*		*
Race	StudentRace(201)	RaceCD	RaceI, RaceA, RaceB, RaceP, RaceW	*		*	*	*		*
EFA Code Entry	VirtualTablesData2	Varies in PowerSchool	EFA1 – EFA10	*		*	*	*		*
Deaf-Blindness	S_SC_STU_X	DeafBlindInd	IEP_DB	*	*	*	*	*	*	*
Multiple Disabilities	S_SC_STU_X	MultiDisabInd	IEP_MD	*	*	*	*	*	*	*
504 Plan	Students(01)	SC_Plan504Code	Plan504	*		*	*	*		*
Instructional Setting	Students(01)	SC_InstrSetting	InstrSetting	*	*	*	*	*		*
EIA Code Entry	VirtualTablesData2	Varies in PowerSchool	EIA1 – EIA10	*	*	*	*	*		*
Lunch Status	Students(01)	LunchStatus	Meals	*	*	*	*	*	*	*
Migrant	Students(01)	SC_Migrant	Migrant	*	*	*	*	*	*	*
Engl Prof	Students(01)	SC_Engl_Prof	English	*	*	*	*	*	*	*
Birth Country	Students(01)	SC_Student_BirthCntry	COB	*		*	*	*		*
1st Lang Spoken	Students(01)	SC_First_Lang_Spoken	FirstLang	*		*	*	*		*
US Sch Entry Date	Students(01)	SC_USSchEntryDate	USEntry	*		*	*	*		*
New Special Program Enrollment	SpEnrollments(41)	Varies in PowerSchool	ESOLCohort, ESOLModel				*	*		*
Alternate Assessment	S_SC_STU_X	AltAssessCde	AltAssess				*	*		*
Alternate Assessment Exception	S_SC_STU_X	AltAssessException	AltExcept				*	*		*
Alternate Assessment Test Administrator (First, Last)	S_SC_STU_X	AltAssesTA_FirstName, AltAssesTA_LastName	AltTAFName, AltTALName				*	*		*
Home Room	Students(01)	Home_Room	TeachName	*		*	*	*		*
Precode 1	S_SC_STU_X	Precode1	Precode1	*	*	*	*	*	*	*
Precode 2	S_SC_STU_X	Precode2	Precode2	*	*	*	*	*	*	*
Science Sort ID	S_SC_STU_X	ScienceSortID	SciSort	*		*	*	*		*
Social Studies Sort ID	S_SC_STU_X	SocStudiesSortID	SocSort	*		*	*	*		*
ELA Custom Materials	S_SC_STU_X	CustomELACde	ELACustom		*	*	*	*		*
Math Custom Materials	S_SC_STU_X	CustomMathCde	MathCustom		*	*	*	*		*
Science Custom Materials	S_SC_STU_X	CustomSciCde	SciCustom	*	*	*	*	*		*
Soc Stu Custom Materials	S_SC_STU_X	CustomSocStuCde	SocCustom	*	*	*	*	*		*
ELA Oral/Signed Admin	S_SC_STU_X	OralELA	ELAOralAdmin	*	*	*	*	*		*
Math Oral/Signed Admin	S_SC_STU_X	OralMath	MathOralAdmin	*	*	*	*	*		*
Science Oral/Signed Admin	S_SC_STU_X	OralScience	SciOralAdmin	*	*	*	*	*		*
Social Studies Oral/Signed Admin	S_SC_STU_X	OralSocStudies	SocOralAdmin	*	*	*	*	*		*
LEP Alternate Assessment	S_SC_STU_X	LEPAltAssess	LEPAltAssess				See Appendix O	*		*
LEP Reading Custom Materials	S_SC_STU_X	CustomLEPRead	ReadCustom					*		*
LEP Writing Custom Materials	S_SC_STU_X	CustomLEPWrit	WritCustom					*		*
LEP Listening Custom Materials	S_SC_STU_X	CustomLEPListen	ListenCustom					*		*
LEP Speaking Custom Materials	S_SC_STU_X	CustomLEPSpeak	SpeakCustom					*		*
LEP Writing Oral Admin	S_SC_STU_X	OralLEPWrit	WritOralAdmin				*		*	
SCPASS Online – Science	S_SC_STU_X	PASSOnlineScience	SciOnline	*		*	*	*		*
SCPASS Online – Social Studies	S_SC_STU_X	PASSOnlineSocStudies	SocOnline	*		*	*	*		*
EOCEP Online - Algebra	S_SC_STU_X	EOCEPOnlineAlg	AlgebraOnline		*	*	*	*		*
EOCEP Online - English	S_SC_STU_X	EOCEPOnlineEng	EnglishOnline		*	*	*	*		*
EOCEP Online - Biology	S_SC_STU_X	EOCEPOnlineBio	BiologyOnline		*	*	*	*		*
EOCEP Online - USHC	S_SC_STU_X	EOCEPOnlineUSHC	USHCOnline		*	*	*	*		*
LEP Online -Reading	S_SC_STU_X	ELDAOnline_Reading	ReadOnline				*	*		*
LEP Online -Writing	S_SC_STU_X	ELDAOnline_Writing	WritOnline				*	*		*
LEP Online -Listening	S_SC_STU_X	ELDAOnline_Listening	ListenOnline				*	*		*
LEP Online -Speaking	S_SC_STU_X	ELDAOnline_Speaking	SpeakOnline				*	*		*
Next School	Students(01)	Next_School	NextSch	*		*	*	*		*
Entry Date	Reenrollments(18)	EntryDate	EnterDate	*	*	*	*	*	*	*
Entry Code	Reenrollments(18)	EntryCode	EnterCode	*		*	*	*		*
Zip Code	Students(01)	Zip	ZipCode			*	*	*		*

General Demographics (click "Demographics" under Information)

Precode Length	Power School Field Name	Field Description
40	Name (last, first MI)	Three fields for last name, first name, and middle initial are after the same label. This field is for the last name.
20	Name (last, first MI)	First Name
13	Name (last, first MI)	Middle Initial
10	Zip	Student Zip Code for Home Address
8	DOB	Date of Birth
1	Ethnicity	Latino question
1 each	Race	This contains the five Race codes.
1	Gender	Gender
2	Grade Level	Grade (Note: Cannot be edited on this page)
12	Student Number	Student ID number in PowerSchool

[Start Page](#) > [Student Selection](#) > [General Demographics](#)

(Last Login: 7/6/2011)

General Demographics

Vanhoেকে, Marshall P 11 2525 AGHS1

Name (last, first MI) Vanhoেকে, Marshall P

Home Address

Street, Apt/Suite 1610 Saint Ann St

City, State, Zip Jackson SC 39202

Geocode Lat: 32.3195635, Lng: -90.1646814

Mailing Address - Copy From Home Address

Street, Apt/Suite 1610 Saint Ann St

City, State, Zip Jackson SC 39202

Geocode

Home phone

Age 18 yrs 1 month

Aggregate days of membership (YTD) 234

Area/neighborhood

DOB 6/11/1993

Federal Ethnicity and Race

Ethnicity Is the student Hispanic or Latino? Yes No

Race What is the student's race?
 American Indian Black
 Hawaiian-Pacific Islander Asian
 White

Scheduling/Reporting Ethnicity American Indian or Alaska Native (I)

Father (last, first) Kevan Vanhoেকে

Father's Day Phone

Father's Employer Bob's Bait and Tackle

Father's Home Phone

Gender Male

Grade Level 11

Graduation Year

Guardianship

Guardian Email momanddad@PSSIS.com

Mother (last, first) Katie Vanhoেকে

Mother's Day Phone

Mother's Employer PowerSchool

Mother's Home Phone

Previous Student ID

SSN

Student Number 2525

Modify Information (click "Modify Information" under Information)

Precode Length	Power School Field Name	Field Description
20	Home Room	Homerom teacher (last name, first name)

Start Page > Student Selection > Modify Information

Modify Information

Ackerman, Stan 9 3833 AGHS1

Family rep

Graduation Requirement Set

Home Room

Locker Combination

Locker Number

Lunch ID

Part-Time Student Indicator

Phone ID

Current Team

Current House

Current Campus/Building

Track

Tracker

District Entry Date

District Entry Grade Level

School Entry Date

School Entry Grade Level

[Auto-assign IDs for this student](#)

South Carolina State Information (click "State/Province – SC" under Information)

Precode Length	Power School Field Name	Field Description
10	State ID	State ID number (Student Unique Numbering System [SUNS])

South Carolina State Information

Ackerman, Stan 9 3833 AGHS1

South Carolina State Information

State ID

Include this student in State Reporting

Self Contained Date

[EFA/EIA Classification Information](#)

CATE

District Items

Early Childhood

Student Supplemental

Precode

Transportation

Work-based Learning

[Additional Student Information](#)

[Graduation Rate Planning Worksheet](#)

Additional Student Information (click "State/Province – SC" under Information)

Precode Length	Power School Field Name	Field Description
4	Gen (Jr., III, etc.)	Student generation
8	US School Entry Date	Date student enrolled in school in the U.S.
3	English Prof	Proficiency level in English
3	1st Lang Spoken	First language spoken
5	Birth Country	Birth country
2	Instructional Setting	Instructional Setting
2	True Grade	True Grade
1	Migrant	Migrant status

South Carolina Additional Student Information

Gen (Jr., III, etc.) Nickname

Alias Name SC County

Birth Place US Sch Entry Date

English Prof 1st Lang Spoken

Home Lang

Birth Country Parent Military Status

SC IEP Ind. School Res

Transp Needed Unlisted Phone

Bus 1

Bus 2

Diploma Type (for Transcript) Grad Date

Orig Entry Date (Current School)

Advisor

Instructional Setting True Grade

Medicaid No

Grid Code

Migrant* Middle/Early College (HS only)

*An SEA reviewed and approved Certificate of Eligibility is required for Migrant students. See SC Specific Fields Manual for details.

Student Supplemental Data Entry (click "State/Province – SC" under Information)

Precode Length	Power School Field Name	Field Description
1	504 Plan	504 accommodations plan

Start Page > Student Selection > South Carolina State Information > SC Student Supplemental

Student Supplemental Data Entry

CATE | Early Childhood | Student Supplemental | Precode | Transport | Work-Based Learning

Diploma Earned

Diploma Ordered

Diploma Order Num

Award Earned

Award Ordered

Scholarship Ordered

Date GED Earned

Retained Reason

Times Retained

Alt School Program

Group Home Facility (Where Student is served)

Group Home Services (How Student is served)

Foster Home

504 Plan

Comp Health

PE Compliance

Ninth Grade Code

G&T Qualified

Precode Data Entry (click “State/Province – SC” under Information)

Fields on the precode tab that may be left blank this year are highlighted grey in the table below.

In the event that such fields need to be used, the Office of Assessment will inform District Test Coordinators and Precode Coordinators. For example, it is uncertain if the LEP Custom Materials and Oral Admin fields will be used this school year; if we can use them this school year, we will send out instructions as soon as possible.

Precode Length	Power School Field Name	Field Description
1	Alternate Assessment	Alternate assessment eligibility
1	Alternate Assessment Exception	Alternate assessment: students requires alternate assessment but is not age-eligible
20	Alternate Assessment Test Administrator First Name	Alternate assessment test administrator's first name
20	Alternate Assessment Test Administrator Last Name	Alternate assessment test administrator's last name
1	LEP Alternate Assessment	Alternate assessment eligibility for LEP test
1	LEP Reading Custom Materials	Customized test booklet – Reading for LEP test
1	LEP Writing Custom Materials	Customized test booklet – Writing for LEP test
1	LEP Listening Custom Materials	Customized test booklet – Listening for LEP test
1	LEP Speaking Custom Materials	Customized test booklet – Speaking for LEP test
1	LEP Writing Oral Admin	Oral administration – Writing for LEP test
1	Writing Custom Materials	Customized test booklet – Writing
1	ELA Custom Materials	Customized test booklet – ELA
1	Math Custom Materials	Customized test booklet – Mathematics
1	Science Custom Materials	Customized test booklet – Science
1	Social Studies Custom Materials	Customized test booklet – Social Studies
1	Writing Oral/Signed Admin	Oral/Signed administration – Writing
1	ELA Oral/Signed Admin	Oral/Signed administration – ELA
1	Math Oral/Signed Admin	Oral/Signed administration – Mathematics
1	Science Oral/Signed Admin	Oral/Signed administration – Science
1	Social Studies Oral/Signed Admin	Oral/Signed administration – Social Studies
1	PASS Online – Writing	SCPASS Online – Writing
1	PASS Online – ELA	SCPASS Online – ELA
1	PASS Online – Math	SCPASS Online – Math
1	PASS Online – Science	SCPASS Online – Science
1	PASS Online – Social Studies	SCPASS Online – Social Studies
1	EOCEP Online – English	EOCEP Online – English
1	EOCEP Online – Algebra	EOCEP Online – Algebra
1	EOCEP Online – Biology	EOCEP Online – Biology
1	EOCEP Online – USHC	EOCEP Online – USHC
1	LEP Online – Reading	LEP Online – Reading
1	LEP Online – Writing	LEP Online – Writing
1	LEP Online – Speaking	LEP Online – Speaking
1	LEP Online – Listening	LEP Online – Listening
10	Precode 1	General field. Leave blank unless otherwise instructed by the SCDE.
10	Precode 2	
3	Kindergarten – Previous Program	4-year-old program the 5-year-old kindergartener was enrolled in last school year
1	Deaf-Blindness	Deaf-blindness
1	Multiple Disabilities	Multiple disabilities
9	Writing Sort ID	Writing materials sort field
9	ELA Sort ID	ELA materials sort field
9	Math Sort ID	Mathematics materials sort field
9	Science Sort ID	Science materials sort field
9	Social Studies Sort ID	Social studies materials sort field

Fields circled in red may be left blank. If conditions change and they need to be used, the SCDE will need instructions to District Test Coordinators and Precode Coordinators.

Precode Data Entry

Contacts | CATE | Early Childhood | SC Student Information | **Precode** | Transport | Work-Based Learning

Alternate Assessment Alternate Assessment Test Administrator

Alternate Assessment Exception First Name Last Name

LEP Alternate Assessment

LEP Reading Custom Materials 0 - Not needed

LEP Writing Custom Materials 0 - Not needed LEP Writing Oral Admin 0 - Not needed

LEP Listening Custom Materials 0 - Not needed

LEP Speaking Custom Materials 0 - Not needed

Writing Custom Materials Writing Oral/Signed Admin

ELA Custom Materials ELA Oral/Signed Admin

Math Custom Materials Math Oral/Signed Admin

Science Custom Materials Science Oral/Signed Admin

Social Studies Custom Materials Social Studies Oral/Signed Admin

Writing Sort ID SCPASS Online - Writing

ELA Sort ID SCPASS Online - ELA

Math Sort ID SCPASS Online - Math

Science Sort ID SCPASS Online - Science

Social Studies Sort ID SCPASS Online - Social Studies

EOCEP Online - English LEP Online - Reading

EOCEP Online - Algebra LEP Online - Writing

EOCEP Online - Biology LEP Online - Listening

EOCEP Online - USHC LEP Online - Speaking

Precode 1 Precode 2

Kindergarten - Previous Program (5K Only)

Deaf-Blindness

Multiple Disabilities

Accountability Reporting - Student Not Tested (Elementary/Middle School/High School/LEP Testing)

Student Not Tested Student Not Tested - LEP Testing

Test Missed Student Not Tested - LEP only

Students Not Tested Reason Students Not Tested Reason - LEP only

Request Exclusion Indicator (Documentation to SCDE Required)

EFA Code Entry (click “State/Province – SC” under Information, click EFA/EIA Classification)

Precode Length	Power School Field Name	Field Description
4 each	EFA Primary, EFA 2-10	Primary EFA code, second through tenth EFA codes

EIA Code Entry (click “State/Province – SC” under Information, click EFA/EIA Classification)

Precode Length	Power School Field Name	Field Description
5 each	EIA 1-10	First through tenth EIA codes

Lunch (accessed by clicking “Lunch” under Administration)

Precode Length	Power School Field Name	Field Description
1	Lunch Status	Participation in the free and reduced meals program

Special Programs (click “Special Programs” under Enrollment)

Precode Length	Power School Field Name	Field Description
1+10	ELLI 01 – 09; ESOL 01-14 (listed under “Programs” when adding a new category)	In PowerSchool, the ESOL and ELLI values are found on the same dropdown list.

Transfer Information (click “Transfer Info” under Enrollment)

Precode Length	Power School Field Name	Field Description
3	Entry Code	Enter code
8	School Entry Date	Enrollment Date

Scheduling Setup (click “Scheduling Setup” under Scheduling)

Precode Length	Power School Field Name	Field Description
3	Next School Indicator	Next School Indicator

Staff: Edit Information (under Staff, not under Student data)

Precode Length	Power School Field Name	Field Description
20	ID	Teacher number for the teacher currently assigned to a student
36	Name (Last, First MI)	Teacher name associated with the teacher number (ID).

PowerSchool

- Search Staff
- ← List (31) →
- Current Schedule
- Edit Information**
- Functions
- Photo
- Schedule Setup
- Schedule Matrix
- Security Settings
- Transactions
- Custom Screens

Name (Last, First MI) Accatino, Steve

Preferred Name

Email Address staff@pssis.com

Title

Gender

Federal Ethnicity and Race

Ethnicity Is the staff member Hispanic or Latino? Yes No

Race What is the staff member's race?

American Indian Black

Hawaiian-Pacific Islander Asian

White

Reporting Ethnicity

ID 555555

StatePrId

Appendix B: 2015–16 Alternate Assessment Age and Birth Date Reference Sheet

Identifying Students for Alternate Assessment during the 2015–16 School Year and Required Precode Project Coding (Alternate Assessment field)

This chart pertains only to students who meet the participation criteria for alternate assessment. See the Precode Manual (Section 3) for details on coding alternate assessment students.

Age as of 9/1/15	Corresponding Birth Date Range		Age- Based Grade	Alternate Assessment Required 2015-16
	Beginning DOB	Ending DOB		
5	9/02/09	9/01/10	K	
6	9/02/08	9/01/09	1	ELL Alternate Assessment*
7	9/02/07	9/01/08	2	ELL Alternate Assessment*
8	9/02/06	9/01/07	3	ELA/Math Alternate Assessment ELL Alternate Assessment*
9	9/02/05	9/01/06	4	ELA/Math Alternate Assessment Science/Social Studies Alternate Assessment ELL Alternate Assessment*
10	9/02/04	9/01/05	5	ELA/Math Alternate Assessment Science/Social Studies Alternate Assessment ELL Alternate Assessment*
11	9/02/03	9/01/04	6	ELA/Math Alternate Assessment Science/Social Studies Alternate Assessment ELL Alternate Assessment*
12	9/02/02	9/01/03	7	ELA/Math Alternate Assessment Science/Social Studies Alternate Assessment ELL Alternate Assessment*
13	9/02/01	9/01/02	8	ELA/Math Alternate Assessment Science/Social Studies Alternate Assessment ELL Alternate Assessment*
14	9/02/00	9/01/01	9	ELL Alternate Assessment*
15	9/02/99	9/01/00	10	ELL Alternate Assessment*
16	9/02/98	9/01/99	11	ELA/Math Alternate Assessment Biology Alternate Assessment ELL Alternate Assessment* Transition Assessment (Alternate to ACT WorkKeys®) **
17***	9/02/97	9/01/98	12	ELL Alternate Assessment*
18	9/02/96	9/01/97		ELL Alternate Assessment*
19	9/02/95	9/01/96		ELL Alternate Assessment*
20	9/02/94	9/01/95		ELL Alternate Assessment*
21	9/02/93	9/01/94		ELL Alternate Assessment*

* The ELL alternate assessment is only for alternate assessment eligible students who are also English language learners (ELLs). See the 2015-16 Precode Manual (Appendix O and Section 3.4) for details on coding students to take the alternate English language proficiency assessment.

** District-selected SCDE approved transition assessment.

***Students who were not assessed with the alternate assessment at age 16 due to district error may be assessed the following year at age 17. See the 2015-16 Precode Manual (Section 3.2) for details.

Appendix C: 2015–16 PowerSchool Coding Rules for LEP Students

ESOL/LEP Students

Every student must have a valid English Proficiency (English Prof) code.

First Language Spoken

If the English Prof code is not 9, then the *First Language Spoken* field must have a valid value other than English.

The majority of English Prof 9's (native English speaker) will have a blank *First Language Spoken* field value. (Blank is equivalent to English.) The few truly bilingual students fluent in both English and another language should have an *English Prof* code of 8 and *First Language Spoken* field value other than English. An ESOL and ELLI entry **should not** be present for a student with an English Prof code of 9.

ESOL and ELLI (Student Program Services Atom)

If the English Proficiency code is not 6P, 7P, 8, or 9, then a current ESOL and one or more current ELLI entries are required. (Note: "Current" means the entry has a program *Entry Date* from the current school year and there is no *Exit Date* yet.)

- There may be only one current ESOL entry per student per school year. There may be more than one current ELLI entry.

Entry and Exit Dates

- The program *Entry Date* for active ESOL and ELLI entries must be later than the last day of school for the last school year.
- The SCDE will use the following rules to check for errors.
 - Any current ESOL or ELLI entry with a program *Entry Date* from last school year (i.e., no later than the close of school for the last school year) will not be considered current.
 - The ESOL and ELLI exit dates should not exceed the latest date that any school closes in S.C.



Bilingual, Exited, and Former LEP Students

For bilingual, exited, and former LEP students (English Prof code is 6P, 7P, or 8), ESOL and ELLI entries are optional but, when present, must follow the rules for those entries.

Immigrant Students

For immigrant students from English-speaking countries, the English Prof code is 9 and the US School Entry Date (*US Sch Entry Date*) and *Birth Country* fields must have values. Students born in the United States should not have a US Sch Entry Date or Birth Country. **(A blank *Birth Country* and *US Sch Entry Date* field value is equivalent to the United States.)**

Birth Country

Beginning in 2009–10, *US Territory* (e.g., American Samoa, Guam, Puerto Rico, U.S. Virgin Islands) is an option in the Birth Country dropdown list.



Note: The option RTN-US has been added to the dropdown list for Birth Country. This option is used to identify students who were (1) born in the US, (2) moved to parents' home country before entering school, and (3) returned to the U.S. and entered a US school for the first time in grade three or higher. Select RTN-US and enter the correct date in the US Sch Entry Date field. Students in this specific circumstance might qualify for the first-year AYP exemption. The Title III office will closely scrutinize students in this category to insure that the RTN-US code is not misused.

DEFINITIONS

Birth Place	<input type="text"/>	US Sch Entry Date	<input type="text"/>
English Prof	Select One	1st Lang Spoken	(blank) - English
Home Lang	(blank) - English	Parent Military Status	(blank) - Neither Parent
Birth Country	Select One		

The ***US School Entry Date*** is the earliest date a student enters any US school. The first date does not change as students enter, exit, and re-enter US schools. For example, Juan was born in Mexico and entered a US school for the first time on October 3, 2001. He stayed in school for six months and then returned to Mexico. Six months later he returned to a US school. His *US School Entry Date* remains October 3, 2001.

A ***Title III-Eligible Immigrant*** has a birth country other than the US or a US Territory, and has been in US schools for three years or less. While there is a PowerSchool *Title III Elig Immigrant* checkbox for such students, SCDE does not use it and instead uses the *U.S. School Entry Date* to determine eligibility.

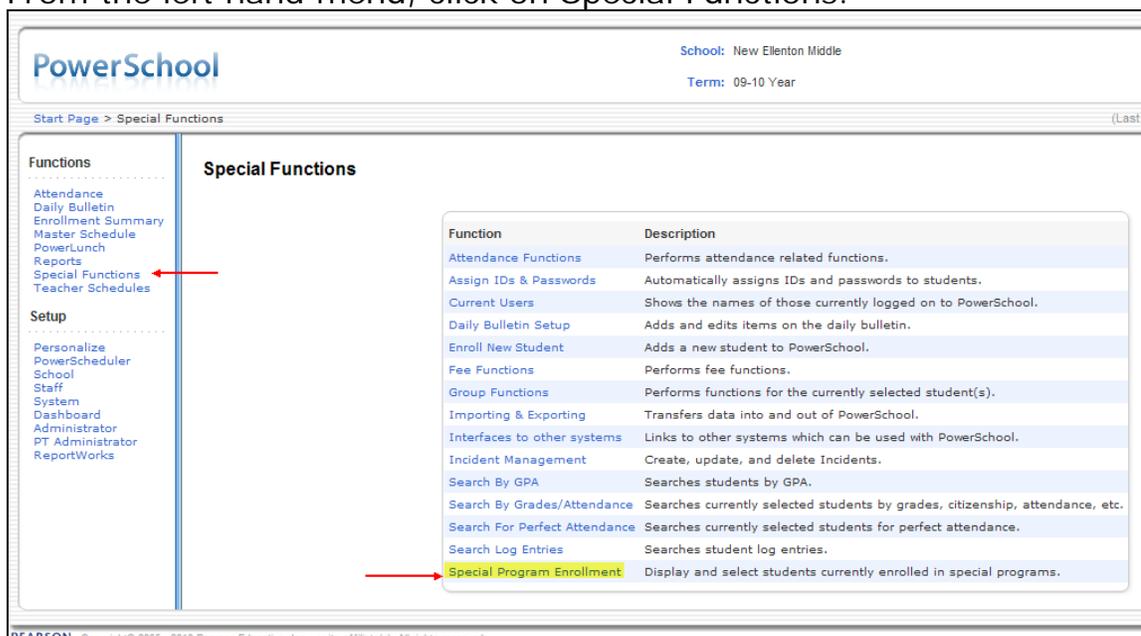
Mass Data Enrollment for ESOL and ELLI

Note: This process applies to all Special Programs.

This section provides instructions on how to mass enroll a group of students in existing Special Programs data.

This process may be accomplished at either the district or school level. Obviously, the process at the district level will allow the user to choose the special enrollment programs for **all** students served in the district versus those in any one particular school. Exceptions, such as students who are no longer served, must be handled on an individual basis.

1. Login to PowerSchool.
2. Select a particular school or choose to run the procedure from the district level.
3. From the left hand menu, click on Special Functions.

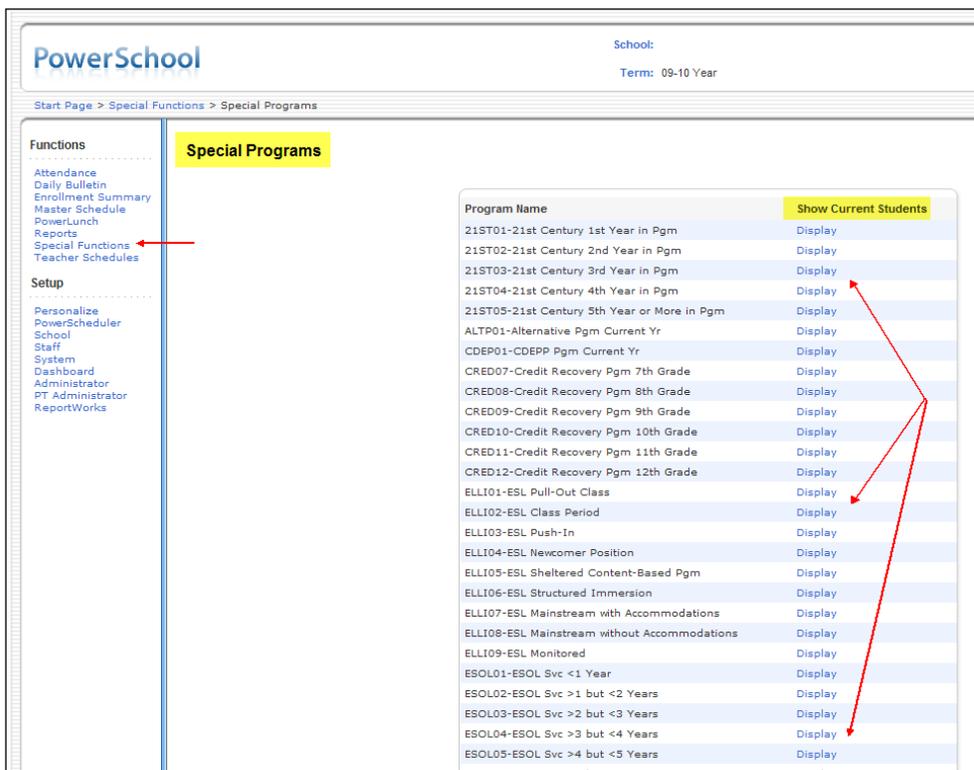


The screenshot shows the PowerSchool interface. At the top, it displays 'School: New Ellenton Middle' and 'Term: 09-10 Year'. Below this is a breadcrumb trail: 'Start Page > Special Functions'. On the left, there is a navigation menu with two sections: 'Functions' and 'Setup'. Under 'Functions', 'Special Functions' is highlighted with a red arrow. Under 'Setup', 'Special Functions' is also listed. The main content area is titled 'Special Functions' and contains a table with two columns: 'Function' and 'Description'. The table lists various functions, and 'Special Program Enrollment' is highlighted in yellow with a red arrow pointing to it.

Function	Description
Attendance Functions	Performs attendance related functions.
Assign IDs & Passwords	Automatically assigns IDs and passwords to students.
Current Users	Shows the names of those currently logged on to PowerSchool.
Daily Bulletin Setup	Adds and edits items on the daily bulletin.
Enroll New Student	Adds a new student to PowerSchool.
Fee Functions	Performs fee functions.
Group Functions	Performs functions for the currently selected student(s).
Importing & Exporting	Transfers data into and out of PowerSchool.
Interfaces to other systems	Links to other systems which can be used with PowerSchool.
Incident Management	Create, update, and delete Incidents.
Search By GPA	Searches students by GPA.
Search By Grades/Attendance	Searches currently selected students by grades, citizenship, attendance, etc.
Search For Perfect Attendance	Searches currently selected students for perfect attendance.
Search Log Entries	Searches student log entries.
Special Program Enrollment	Display and select students currently enrolled in special programs.

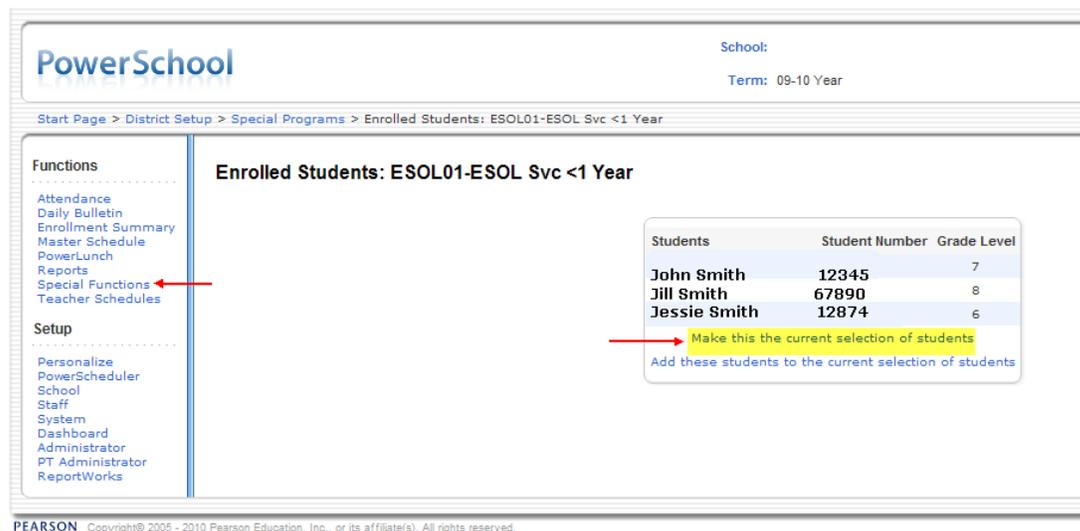
4. Select **Special Program Enrollment**.

5. Display the students of a particular special program.

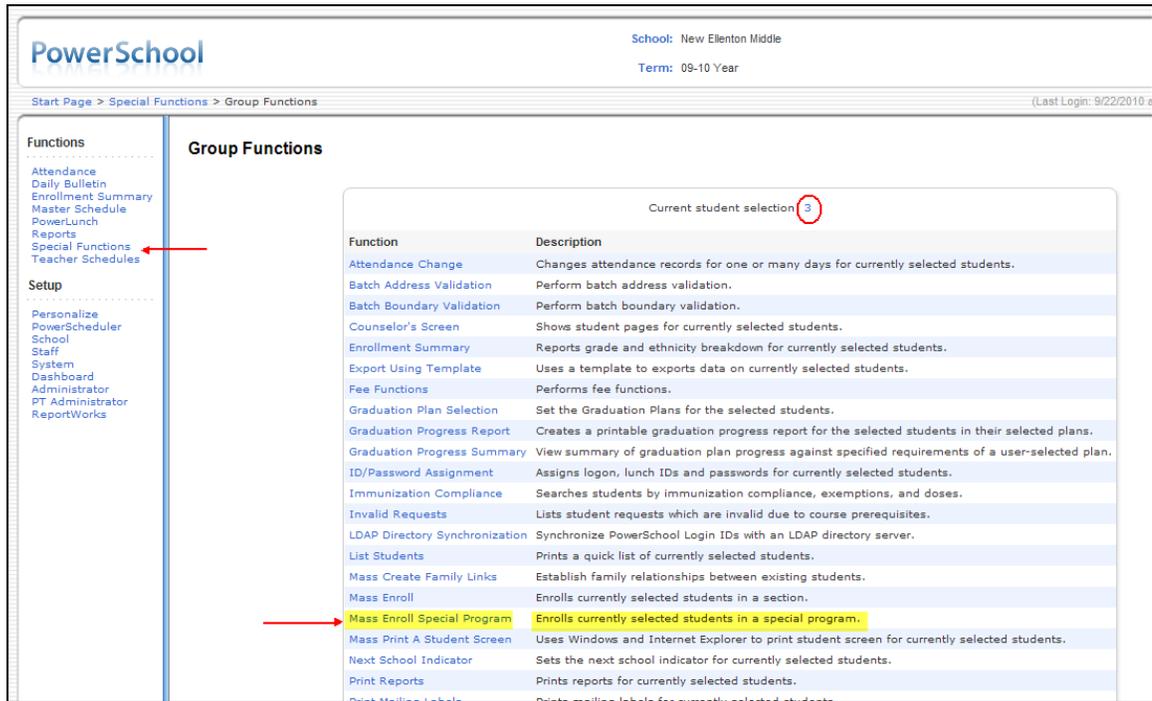


6. Note: All students in the district served by that program or students served at a particular school will display dependent on login choices.

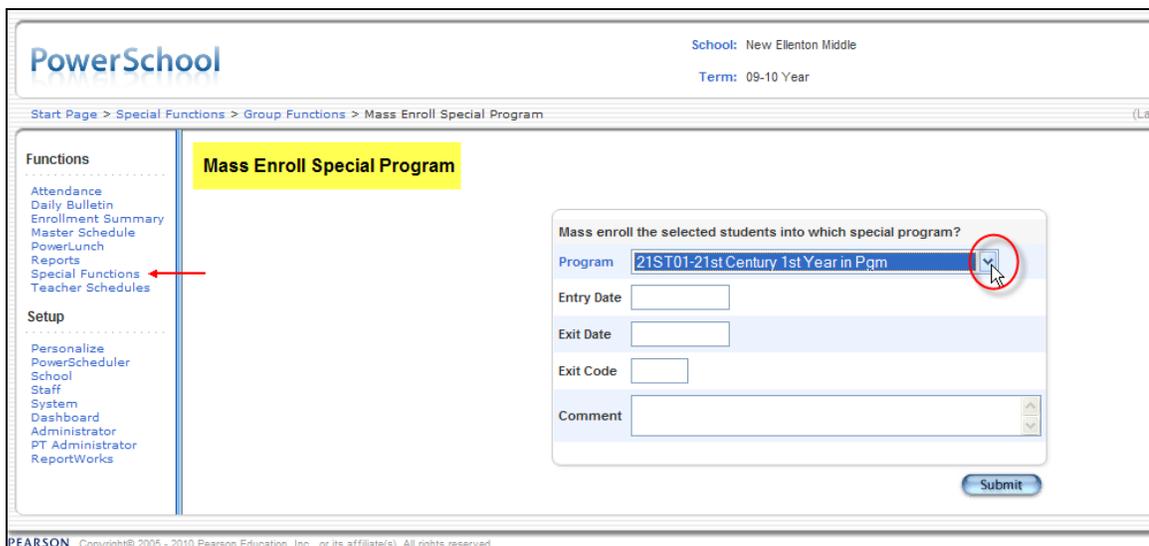
7. Click **Make this the current selection of students.**



- You can now choose which students to group together within the desired program.



- Select the option to **Mass Enroll Special Program**.



PowerSchool School: New Ellenton Middle
Term: 09-10 Year

Start Page > Special Functions > Group Functions > Mass Enroll Special Program

Mass Enroll Special Program

Functions

- Attendance
- Daily Bulletin
- Enrollment Summary
- Master Schedule
- PowerLunch
- Reports
- Special Functions ←
- Teacher Schedules

Setup

- Personalize
- PowerScheduler
- School
- Staff
- System
- Dashboard
- Administrator
- PT Administrator
- ReportWorks

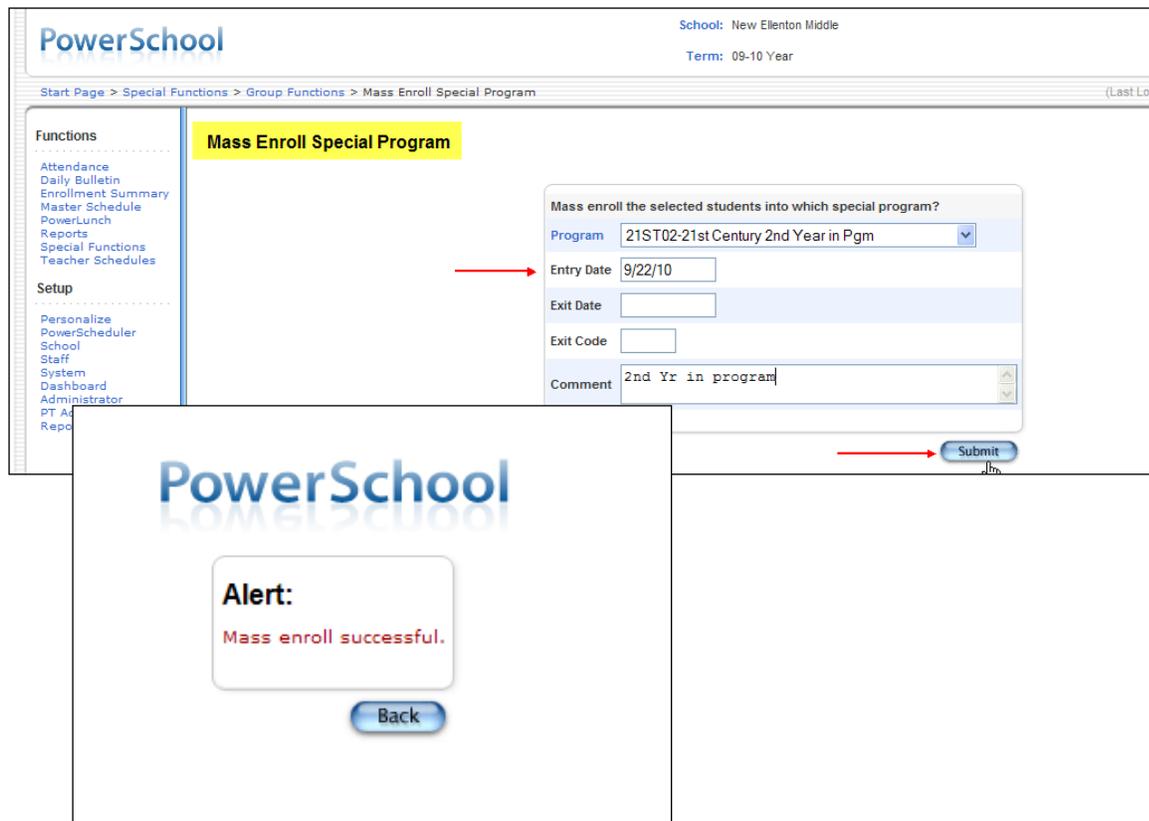
Mass enroll the selected students into which special program?

Program	21ST01-21st Century 1st Year in Pgm
Entry Date	21ST01-21st Century 1st Year in Pgm
Exit Date	21ST02-21st Century 2nd Year in Pgm
Exit Code	21ST03-21st Century 3rd Year in Pgm
Comment	21ST04-21st Century 4th Year or More in Pgm

ALTP01-Alternative Pgm Current Yr
CDEP01-CDEPP Pgm Current Yr
CRED07-Credit Recovery Pgm 7th Grade
CRED08-Credit Recovery Pgm 8th Grade
CRED09-Credit Recovery Pgm 9th Grade
CRED10-Credit Recovery Pgm 10th Grade
CRED11-Credit Recovery Pgm 11th Grade
CRED12-Credit Recovery Pgm 12th Grade
ELLI01-ESL Pull-Out Class
ELLI02-ESL Class Period
ELLI03-ESL Push-In
ELLI04-ESL Newcomer Position
ELLI05-ESL Sheltered Content-Based Pgm
ELLI06-ESL Structured Immersion
ELLI07-ESL Mainstream with Accommodations
ELLI08-ESL Mainstream without Accommodations
ELLI09-ESL Monitored
ESOL01-ESOL Svc <1 Year
ESOL02-ESOL Svc >1 but <2 Years
ESOL03-ESOL Svc >2 but <3 Years

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- You may now mass populate the group of students' **Program**, **Entry Date**, and other information as appropriate. Be sure to Click **Submit**.



Instructions on how to input Special Program Enrollment Exit Dates for Students is available on the Technology Services Web page:
<http://ed.sc.gov/agency/rda/Power-School-Administration/PowerSchoolManualsforS.C.Pages.cfm>

Appendix D: EFA Coding for Students with Disabilities

There are ten EFA fields (the EFA Primary code, plus EFA Secondary codes from EFA 2 through EFA 10).

- K, P, EL, HS, HO, and VOC are not considered disabilities.
- For the beginning of a new school year, the EFA fields are emptied and defaulted to the student’s EFA designation based on grade value (e.g., K, PR for primary (grades 1-3), EL (grades 4-8), and HS (grades 9-12). All EFA codes should just reflect the codes for the current school year.
- If HO is used as the EFA Primary code **and** the student also has a disability, include the student’s disability code(s) in the EFA Secondary codes fields. The Office of Assessment needs to determine what the disability codes are for HO (home-bound) students.
- *OHI, *TBI, *PMD, and *DD do not have specific funding weights associated with them. These codes will be rolled into other EFA codes for funding purposes as specified in the EFA pupil classifications weighting table in the Pupil Accounting System Manual. For example, the *PMD code would be rolled into TM.

Each student in grades K–12 must have an EFA Primary code.

- ✓ Students in PK can only have one of two EFA code values: HH or VH.

PowerSchool

Start Page > Student Selection > South Carolina State Information > EFA Code Entry

EFA Code Entry

EFA Code Entry	EIA Code Entry	High Achieving	Add-on Weightings	EFA History	EIA History	High Achieving History	Standardized Test Performance Level
----------------	----------------	----------------	-------------------	-------------	-------------	------------------------	-------------------------------------

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA Primary:</td> <td style="border: 1px solid #ccc; padding: 2px;">K - Kindergarten</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA Secondary:</td> <td style="border: 1px solid #ccc; padding: 2px;">P - Primary</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA 2:</td> <td style="border: 1px solid #ccc; padding: 2px;">EL - Elementary</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">HS - High School</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA 4:</td> <td style="border: 1px solid #ccc; padding: 2px;">AU - Autism</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">EM - Mental Disabi-Mild</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA 6:</td> <td style="border: 1px solid #ccc; padding: 2px;">EH - Emotional Disability</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">HH - Deaf/Hard Hearing</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA 8:</td> <td style="border: 1px solid #ccc; padding: 2px;">HO - Homebound</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">LD - Spfc Learning Disabi</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;">EFA 10:</td> <td style="border: 1px solid #ccc; padding: 2px;">OH - Orthopedic Impair</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">SP - Speech/Lang. Impair</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">TM - Mental Disabi-Mod</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">VH - Visual Impairment</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">VOC - Vocational (Gr9-12)</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">*OHI - Other Health Impair</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">*TBI - Traumatic Brain Inj</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">*PMD - Mental Disabi-Severe</td> </tr> <tr> <td style="border: 1px solid #ccc; padding: 2px;"></td> <td style="border: 1px solid #ccc; padding: 2px;">*DD - Developmental Delay</td> </tr> </table>	EFA Primary:	K - Kindergarten	EFA Secondary:	P - Primary	EFA 2:	EL - Elementary		HS - High School	EFA 4:	AU - Autism		EM - Mental Disabi-Mild	EFA 6:	EH - Emotional Disability		HH - Deaf/Hard Hearing	EFA 8:	HO - Homebound		LD - Spfc Learning Disabi	EFA 10:	OH - Orthopedic Impair		SP - Speech/Lang. Impair		TM - Mental Disabi-Mod		VH - Visual Impairment		VOC - Vocational (Gr9-12)		*OHI - Other Health Impair		*TBI - Traumatic Brain Inj		*PMD - Mental Disabi-Severe		*DD - Developmental Delay	<table style="width: 100%;"> <tr> <td style="width: 50%;">EFA 3:</td> <td style="border: 1px solid #ccc; width: 50%;"></td> </tr> <tr> <td>EFA 5:</td> <td style="border: 1px solid #ccc;"></td> </tr> <tr> <td>EFA 7:</td> <td style="border: 1px solid #ccc;"></td> </tr> <tr> <td>EFA 9:</td> <td style="border: 1px solid #ccc;"></td> </tr> </table>	EFA 3:		EFA 5:		EFA 7:		EFA 9:	
EFA Primary:	K - Kindergarten																																														
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EFA 5:																																															
EFA 7:																																															
EFA 9:																																															

The EFA Primary code’s weight should have the highest funding weight among all EFA codes for the student. If a student has one or more **active** disability codes in addition to the EFA Primary code, enter the additional codes in the EFA Secondary Codes fields. Please see the Funding Manual, produced by the SCDE Office of Finance, for a complete list of EFA codes and weights.

EFA codes do not automatically roll over in PowerSchool from year to year. Students should only have as EFA codes for a particular school year those codes that apply and are currently active during that school year. The SCDE discourages maintaining inactive eligibility codes in the EFA fields; however, if it is necessary for a district to maintain this information, these inactive codes may be entered into EFA 6 through EFA 10.

The Office of Special Education Services uses the term Intellectual Disability instead of Mental Disability. If a student has an Intellectual Disability (mild, moderate, or severe), Mental Disability (mild, moderate, or severe) should be entered into PowerSchool.

EFA Code Entry		EIA Code Entry		High Achie	
EFA Primary:	<input type="text"/>	<ul style="list-style-type: none"> K - Kindergarten P - Primary 			
EFA Secondary:	<input type="text"/>	<ul style="list-style-type: none"> EL - Elementary HS - High School 			
EFA 2:	<input type="text"/>	<ul style="list-style-type: none"> AU - Autism EM - Mental Disabi-Mild 			
EFA 4:	<input type="text"/>	<ul style="list-style-type: none"> EH - Emotional Disability HH - Deaf/Hard Hearing HO - Homebound 			
EFA 6:	<input type="text"/>	<ul style="list-style-type: none"> LD - Spfc Learning Disabi OH - Orthopedic Impair SP - Speech/L ang Impair TM - Mental Disabi-Mod 			
EFA 8:	<input type="text"/>	<ul style="list-style-type: none"> VH - Visual Impairment VOC - Vocational (Gr9-12) *OHI - Other Health Impair *TBI - Traumatic Brain Inj 			
EFA 10:	<input type="text"/>	<ul style="list-style-type: none"> *PMD - Mental Disabi-Severe *DD - Developmental Delay 			

Appendix E: NAEP Precoding

In the spring of 2016, a sample of students in grade 8 will participate in NAEP. District test coordinators are notified of NAEP school selections each year in June. For each school selected for the sample, the SCDE is responsible for providing student demographic data to the NAEP sampling contractor.

Because data are due to the contractor in November, the SCDE must use data collected during QDC1. If you have questions regarding data required for NAEP, contact Chris Webster at cwebster@ed.sc.gov or (803) 734-5721.

The following fields are collected for NAEP:

School Information

- District
- SchoolID (School ID)
- School
- Home Room (Homeroom Teacher)

Student Information

- LName (Last Name)
- FName (First Name)
- MName (Middle Name)
- DOB (Date of Birth)
- Gender
- Latino Question
- five Race fields
- Grade
- Instructional Setting
- True Grade
- EFA1–EFA10
- Deaf-Blindness
- Multiple Disabilities
- Meals (Lunch Status)
- English Prof (English Proficiency)
- Student ZIP Code

Appendix F: Logging Into the SCDE's Web Site

To create a new account:

1. Go to www.ed.sc.gov.
2. Click the login link at the top right corner of the page.



3. On the login page, click "Create Account"

A screenshot of the 'Login to the SCDE Web Site Member Center' page. The page has a light blue background. At the top, it says 'Login to the SCDE Web Site Member Center'. Below this, there is a section titled 'Log on using E-Mail Address'. It contains two input fields: 'User Id / E-mail:' and 'Password:'. To the right of the 'User Id / E-mail:' field is a 'Log On' button. Below the input fields, there is a link for 'Teachers' and a link to 'Click here to view Certification Status'. At the bottom of the login section, there is a message: 'If you are experiencing issues with 'Authorization' of your log in, please use the 'Reset Password' option below.' Below this message are three buttons: 'Create Account', 'Reset Password', and 'Request Tech Support'. At the very bottom of the page, there is a footer with the text: '© 2012 South Carolina Department of Education. All rights reserved. Privacy & Legal Information.'

4. Enter your information and click submit.
5. Your information will be sent to your District's Web Access Coordinator (WAC) to be approved. Upon approval, you will receive an e-mail with your account information.

If you experience trouble logging into your current account or forgot your password, click the "Reset Password" button (see image under step 3, above). The system will take you through a series of steps to reset your password.

Appendix G: District Precode Project Best Practices

This appendix contains tips and insights for both new and experienced precode coordinators. A few district staff members were surveyed in 2007–08 in order to compile this material. We thank them and their colleagues for sharing their district experiences with us.

- Lynn Liebenrood, Dillon Two
- Debi Gilliam and Dale Alston, Dorchester Two
- Diane Wingate, Georgetown
- Diane Dogan and Jim Dugan, Greenville
- Herbert Shrieves, Horry
- Russ Bowling, Lexington One
- Gregg Bibb, Oconee

Note: district affiliations are from when this appendix was written. Affiliations may have changed.



If you wish to contribute to this appendix, contact Aaron Brown in the Office of Assessment via e-mail at arbrown@ed.sc.gov with the subject line of “Precode Best Practices.”

Note: The state began its transition to PowerSchool (PS) in 2008–09. References in this appendix to the SASI coordinator were changed to SIS (student information system) coordinator in 2009–10.

THE PRECODE COORDINATOR

The precode coordinator is typically a person who does not exclusively work on the precode project but manages the precode project in addition to his/her (often many) other duties. Districts vary in size and capabilities and have a variety of configurations. There are districts where:

- ❑ Only the SIS coordinator is in charge of precode. The Director of Technology sometimes serves as the SIS coordinator. (Larger districts may have more than one SIS coordinator.)
- ❑ Only the district test coordinator is in charge of precode. (In larger districts, the district test coordinator may have several people assisting him/her.)
- ❑ The SIS coordinator (a technology representative usually) and the district test coordinator work together.
- ❑ Other (e.g., the PS, precode, and district test coordinators are the same person)

COLLABORATION WITH STAKEHOLDERS



The precode project is a partnership and team effort between assessment and technology (PS, precode, and test coordinators; PS school-level operators), with additional support from the accountability coordinator and student program experts (e.g., guidance counselors, special education teachers, ESOL teachers). Program coordinators are responsible for data within their area.

- ❑ Create lines of communication between the stakeholders in order to develop a robust system so that each person has a working knowledge of the others' duties.
- ❑ Understand and communicate how report cards and AYP are dependent on QDC, precode, assessment, and data quality. The “big picture” view will help you convey the importance of the project

and justify the effort required. Helping constituents understand the process may be one of the most difficult challenges districts face.

THINGS YOU NEED TO KNOW

If you are new to PS and the precode project, it helps to work with someone who knows PS and to have an experienced precode coordinator in a nearby district to call. It is helpful if the precode coordinator knows about the following:

- ❑ how your district has handled the precode project in the past
- ❑ the different areas the precode project has an impact on (**Tip:** Create a precode reference book that has assessment, accountability, and student program services [e.g., special education, ESOL] resources that help you see how the pieces fit together.)
- ❑ assessments and how data are used for state and federal accountability (**Tip:** Know who your district report coordinator is and read data advisories from that person and ask questions.)
- ❑ various coordinators in your district (ESOL, Special Education, etc.) and how to request their assistance with the precode project as needed
- ❑ who works with PS/Precode Project in schools (**Tip:** Create a list by school of PS and/or Precode contacts. Ask principals to identify their school's contact person.)
- ❑ PS (**Tip:** Be able to navigate within PS and find the fields that are part of the precode project. Keep up-to-date with PS since its template or appearance can change from year to year.)
- ❑ PS fields that are part of the precode project and their correct codes (**Tip:** Read the precode manual and take advantage of training provided by the SCDE.)
- ❑ how districts should validate their PS data prior to submitting data to the SCDE
- ❑ how districts submit PS data to the SCDE
- ❑ how to use the Data Quality and Reporting Application
- ❑ types of customized test booklets and oral/signed administration materials (**Tip:** Have a copy of the test administration manuals available online in PDF form. School personnel may also contact their school's test coordinator or their school's special education contact person for this information.)



CREATE TIMELINES

Develop a plan for how your district wishes to manage the precode project and create a timeline. Start the process early and do not wait until the last minute. The SCDE only recommends the following general timeline due to differences in district calendars.

- ❑ District Precode Coordinators finish training no later than September.
- ❑ School-level personnel are trained no later than the end of October.
- ❑ Data are entered and checked periodically from November until the precode project ends.

Here are ideas from a few districts:

- ❑ The first meeting about precode is in October when the district is getting ready for the 45-day report.
- ❑ The district sends out data quality reports listing number of precode errors by school to district administrators and principals for visibility of issues. Weekly reports are sent out in November/December and daily during the last ten days.



- ❑ The district communicates with the schools daily during the precode window in January and the update window in March. However, weekly communication and school visits start in December in an attempt to help the district be ready in January.

IMPORTANCE OF DATA QUALITY

“Pay now or pay later.” In the areas of precode, testing, and accountability, this motto reminds us that data quality is critical. Plan ahead, check your data constantly, and your efforts will be worth it in the end.

- ❑ Understand the process. Don't just assume certain things are true. If you are not absolutely sure, ask questions and investigate.
- ❑ Check and recheck the data periodically. If you do not check your data, do not assume your data are correct. Errors go undetected when data are not checked. When you catch errors, study how they occurred so that you will be better equipped to prevent similar errors in the future.
- ❑ Emphasize the importance of data quality to your stakeholders. Explain what, when, and why things need to be done. Also explain the consequences of poor data quality.



DATA QUALITY STRATEGIES

Your district's data quality is an indicator of how ready your district is to submit its final precode data. Data quality control, an ongoing process, can be checked through the following means:

- ❑ Perform multiple extracts for precode and have several rounds of data validation.
- ❑ Use the error-checking reports.
- ❑ Get a list of students and the values that need to be entered into PS. Make sure the values are entered. Keep track of students whose data have already been entered so that you do not need to enter the same data repeatedly.
- ❑ Check the frequency of the responses for each variable. For example, if you know you have many alternative school program students and yet no one appears to be coded as such, then there is an error.
- ❑ Spot check randomly selected student records.
- ❑ Run data checks prior to QDC extractions, examine the data, and distribute the SCDE data validation reports with error feedback to the schools.
- ❑ Send the error feedback reports to the schools several times (weekly or daily as the need arises) during the precode window.
- ❑ In smaller districts, members of the district office may each take a school and check that school's precode data.
- ❑ One district sends each principal the error report. The principal goes over the file with the school's data team and signs off that it is correct or that they made the necessary changes in PS. They must also report what changes were made in PS.
- ❑ The SIS coordinator analyzes the precode data extractions, reviews the data, and reminds the schools to check their reports. Principals are constantly reminded of the importance of correct data when extraction times are nearing. The superintendent also provides reminders during principal meetings.
- ❑ In one district, the contract for PS system operators was extended to 245 days per year.
- ❑ Some districts have their own computer programs that check for errors in their PS data.
- ❑ Some districts are able to view their precode data in Excel and Access. They might provide Microsoft Excel and Access training for PS data personnel clerks to enable them to filter and query PS data for omissions and errors.

STRATEGIES FOR TRAINING DISTRICT AND SCHOOL PERSONNEL

Do not assume that stakeholders understand the precode project. Train them every time like they have never heard it before. Communicate with them regularly throughout the school year.

- Training
 - District leaders train school PS data entry personnel and test coordinators and go through the state's precode manual and review requirements and procedures. Answer questions about assessment-related issues and PS fields.
 - One district requires all PS system operators, guidance counselors, ESOL teachers, and special education liaisons from each school to attend the annual precode meeting. The district test coordinator conducts the meeting, 2 to 3 hours long, and answers testing- and accountability-related questions with the district SIS coordinators at hand to answer PS questions.
 - In another district, the training includes each school's data team (the principal, PS operator, school test coordinator, guidance counselors, and special education chairperson). The training lasts from 3 to 3½ hours. Follow-up school visits are made as needed.
- E-mail (information and reminders, especially about deadlines)
- Other mechanisms
 - Reminders are announced during all testing in-service days.
 - Reminders are included in district's online bulletin or electronic newsletter that is e-mailed to its constituents.
- Meetings
 - Hold regular, monthly, or quarterly general PS meetings. (Some districts meet with all levels at the same time or divide their meetings for elementary, middle, and high school groups.)
 - If someone else organizes PS meetings, request to be included on the agenda for those meetings.
 - Try to get on the agenda of the district's principal meeting to inform principals of what the precode project requires. It is important to gain the support of the principal for this process.
- Create a district version of the precode manual if you do not wish to use the state's precode manual as is.
 - You may annotate or revise the state's precode manual to suit your district's needs.
 - Distribute the precode manual as soon as possible. If you use a district version, send only the district version to avoid confusion.
 - Examples of additions include a timeline of tasks with dates, participation guidelines for HSAP and alternative assessment, and a form for ESOL teachers to use.
 - Some districts add the syntax for PS queries that assist in data checking for every precode field. Strategies for mass data changes may also be presented. Mass updates are convenient. However, users must be careful not to introduce invalid values using this method. For example, although PS limits gender values to M and F, another value can enter the gender field accidentally via a mass update query.

Appendix H: Advanced Data Transfer System (ADTS) Site Tutorial

If you need access to ADTS, please contact your district Web Access Coordinator (WAC).

If you are able to access ADTS but having difficulty with downloading or uploading files, please try a different internet browser.

1. Login to the SCDE website.



2. Click on “Advanced Data Transfer System” under Web Applications

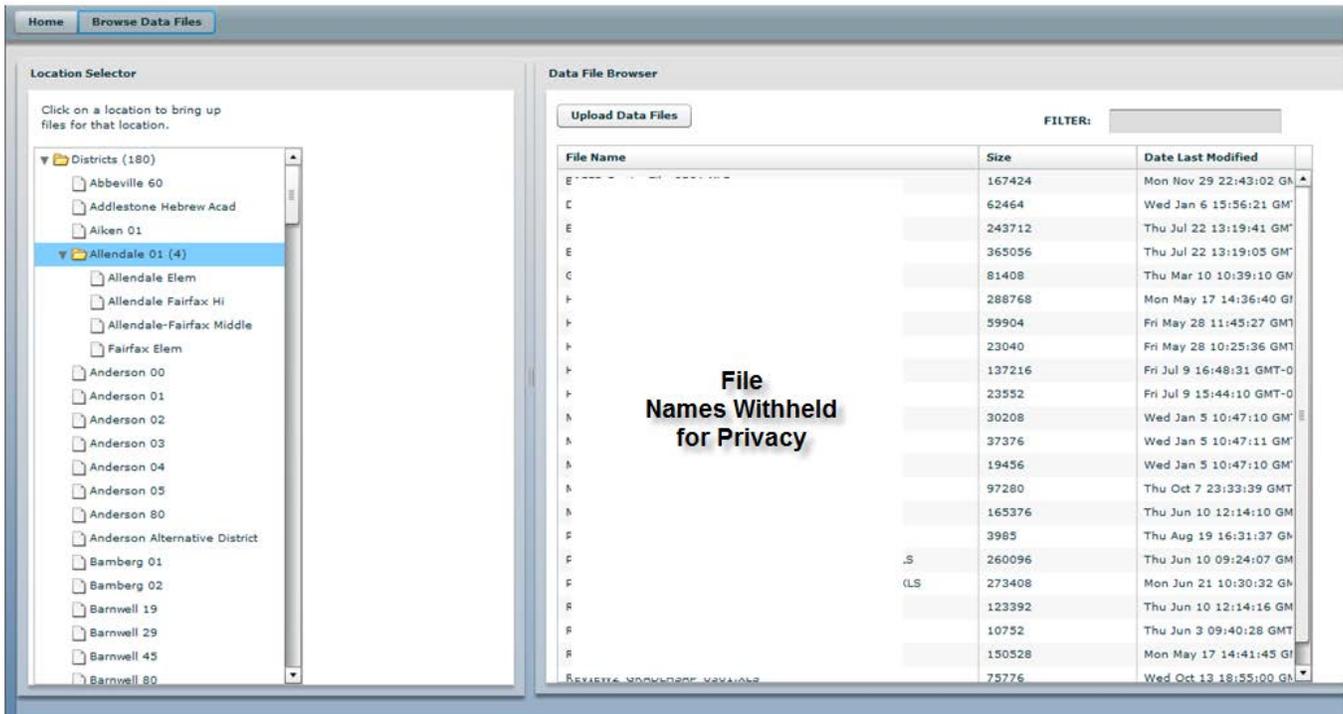


3. You may need to enter your login information again to enter ADTS.

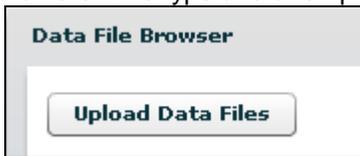
4. Once you are logged in, click on “Browse Data Files” button in the upper lefthand corner.



5. From here you can look at the files you have access to, likely your district and/or school. The Location Selector on the left lets you choose which district or school’s folder you are looking in. The Data File Browser on the right lets you look at individual files. Note that the Office of Assessment will post files to your **Assessment** folder; other offices may post files to other folders.



6. Click the “Upload Data Files” button to load data files. ADTS allows users to upload a number of file types, including .pdf, .csv, .txt, .xls, and .doc. However, if you receive an error message after trying to upload a file, please resave it as a different file type and attempt to upload again.



7. You can open or download a data file by clicking on it. (It sometimes takes a few seconds after your click for the options to appear. Please be patient.)

Appendix I: AxCrypt Encryption Instructions

These are instructions on how to download and use AxCrypt, a free encryption software created by Axantum (<http://www.axantum.com/Start.html>). Please note that you may have to talk to your district or school technology staff to properly install the software. Also, these instructions are true as of June 10, 2015; updates to software or the Axantum website could render aspects of these instructions invalid.

Downloading the Software

1. Go to the downloads page here (<http://www.axantum.com/AxCrypt/Downloads.html>) and select the version that works best for you. The download section should look like the following:

AxCrypt Downloads
 AxCrypt is file encryption software running on your PC or device.

OS Type	Download	Description	Type
32- or 64-bit	AxCrypt-1.7.3156.0-Setup.exe	AxCrypt 1.x	Full Setup w/OpenCandy
32- or 64-bit	AxCrypt2Go.exe	AxCrypt 1.x	Limited Portable
32- or 64-bit	AxCrypt2Go-Setup.msi	AxCrypt 1.x	Limited Portable Setup
32- or 64-bit	AxDecrypt.exe	AxCrypt 1.x	Limited Portable Decryption Only

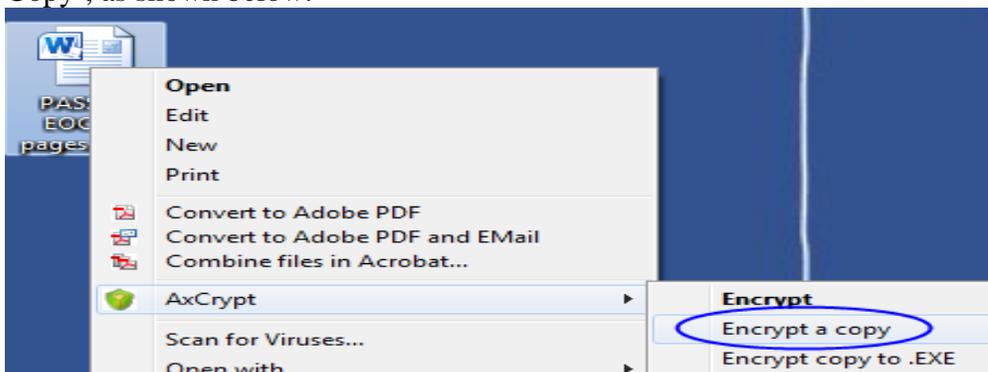
The downloads may include advertisement offers for additional software to finance further development of AxCrypt via the [OpenCandy](#) network, or via [Softonic](#) Universal Downloader. You may decline OpenCandy offers by [selecting the 'I do not accept'](#) radio button at the offer screen, and Softonic offers by [unchecking the checkbox](#). You must still accept license agreement in the first dialog. Please read more [here](#).

If you are not certain which version to download, please consult your district/school's IT staff.

2. Once you have downloaded the executable file (.exe file), click on it and choose 'Run' to start the installation. If you are unable to install or encounter any issues, please consult your district/school's IT staff.

Encrypting a File

1. Once the program is installed, you can right-click on a file, go to AxCrypt, then choose 'Encrypt a Copy', as shown below:

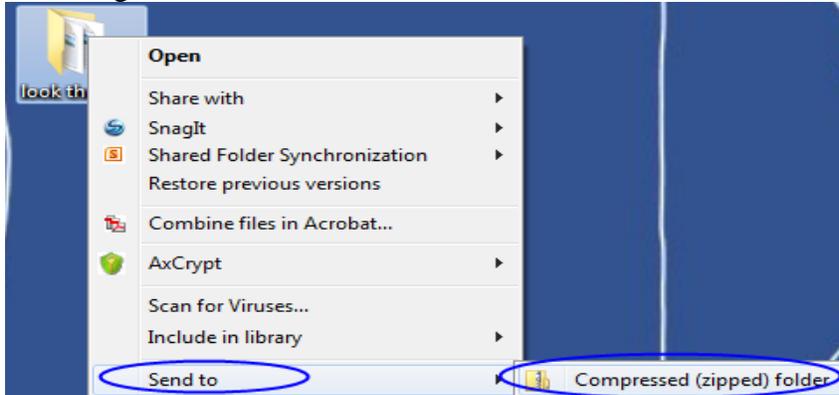


It is important to choose 'Encrypt a copy', not just 'Encrypt', because otherwise you lose your original.

2. It will ask you for a password/phrase. This is what a person must enter to decrypt the file.

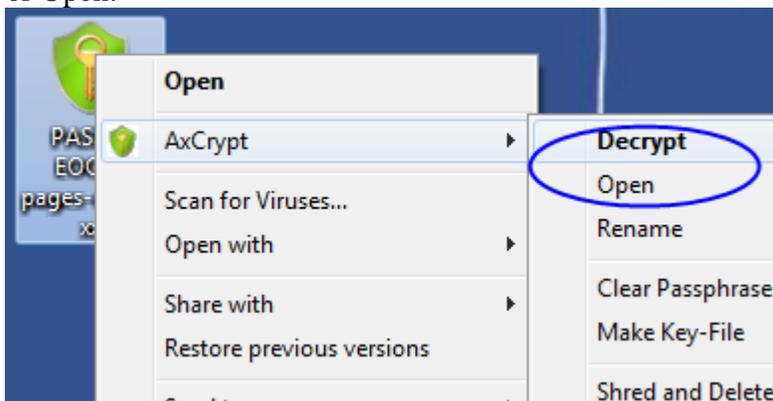
3. Once you have the encrypted file, e-mail it to the appropriate person. For security purposes, e-mail the password in a *separate* e-mail or call the person and tell them over the phone.

User's Tip: if you have a lot of files to encrypt, the easiest method is to put them all in a folder, then to zip the folder. Then, simply encrypt and send the one zipped folder instead of several files. See the following screenshot:



Decrypting a File

4. To decrypt a file encrypted by AxCrypt, right-click on the encrypted file and choose either Decrypt or Open:



You will have to enter the password/phrase. If you choose Decrypt, the encrypted version will be replaced with the decrypted file. If you choose open, the encrypted version remains and the decrypted version opens in the appropriate program.

Appendix J: Alternative School Program List

These numbers should only be used for site identification. All student-level data should be reported to the student's home school. If you have questions regarding the alternative school list, contact Aveene Coleman at acoleman@ed.sc.gov or (803) 734-3057.

District	Alternative School Program	Number
Abbeville	▪ Abbeville County Alternative School	0160750
Aiken	▪ The Center for Innovative Learning at Pinecrest	0201750
Allendale	▪ Allendale-Fairfax Learning Center	0301750
Anderson 1-5	▪ Anderson County Alternative School	0470750
Barnwell 19	▪ Blackville-Hilda Alternative School	0619750
Barnwell 29 (Williston)	▪ Williston School District Alternative Learning Center	0629750
Barnwell 45	▪ Guinyard Bulter Middle School Alternative School	0645750
Beaufort	▪ Right Choices	0701750
Berkeley	▪ Berkeley Alternative School	0801750
Calhoun	▪ Calhoun County Opportunity School	0901750
Charleston	▪ Daniel Jenkins Creative Learning Center ▪ CCSD Summit Program	1001755 1001750
Cherokee	▪ Copeland Academy	1101750
Chester County School	▪ The Learning Center	1201750
Chesterfield County School District	▪ Palmetto Learning Center	1301750
Clarendon 1	▪ Clarendon One Alternative School	1401750
Clarendon 2	▪ Outdoor Youth Development Program	1402750
Clarendon 3	▪ Youth Learning Institute	1403750
Colleton	▪ Colleton County Alternative Program	1501750
Darlington	▪ Darlington County Intervention School	1601750
Dillon 3, & 4	▪ Dillon County Academy for Academic and Career Advancement	1704750
Dorchester 2	▪ Givhans Alternative Program	1802750
Dorchester 4	▪ Odyssey Educational Center Jenkins Hill Campus	1804750
Edgefield	▪ Edgefield County School District Alternative Program	1901750
Fairfield	▪ Gordon Odyssey Academy	2001750
Florence 1	▪ Alfred Rush Academy	2101750
Florence 2	▪ HPEM Career Education Alternative Program (CEAP)	2102750
Florence 3	▪ Alternative Center for Education	2103750
Florence 4	▪ Soar Learning Center	2104750
Florence 5	▪ Florence School District 5 Alternative Program	2105750
Georgetown	▪ Howard Optional Program	2201750
Greenville	▪ Sullivan Center High School Alternative Program ▪ West Greenville Middle School Program ▪ Donaldson Middle School Program ▪ Bonds Middle School Program	2301752 2301758 2301753 2301750
Greenwood 50	▪ Genesis Education Center	2450750
Greenwood 51	▪ Ware Shoals High Learning Academy	2451750
Greenwood 52	▪ Ninety Six Learning Center	2452750
Hampton 1	▪ Hampton One Academy for Success	2501750
Hampton 2	▪ The Host Learning Center	2502750
Horry	▪ Horry County Education Center	2601751
Jasper	▪ JCAP-Jasper County Alternative Program	2701750
Kershaw	▪ Continuous Learning Center	2801750
Lancaster	▪ Barr Street Learning Center	2901750
Laurens 55	▪ Preparatory Academy	3055750
Laurens 56	▪ Institute for Student Advancement	3056750

District	Alternative School Program	Number
Lee	▪ Lee County Academic Learning Center Alternative School Program	3101750
Lexington 1	▪ FOCUS Program	3201750
Lexington 2	▪ Pair Education Center	3202750
Lexington 3	▪ Lexington III SIR Program	3203750
Lexington 4	▪ Swansea High School Alternative Program	3204750
Lexington/Richland 5	▪ Academy for Success	3205750
Marion County	▪ Success Academy	3410750
Marlboro	▪ AMIkids Infinity School Marlboro	3501750
McCormick	▪ The REAL Academy	3301750
Newberry	▪ Newberry Alternative School (NAS)	3601750
Oconee	▪ Code Academy Middle/High	3701750
Orangeburg 3	▪ Students Actively Fostering Effective Change (SAFE-C)	3803750
Orangeburg 4 Bamberg 1 & 2	▪ STAR Center for Learning	3804750
Orangeburg 5	▪ OCSD5 Alternative School	3805750
Pickens	▪ C3-Career, College and Citizenship	3901750
Richland 1	▪ Olympia Learning Center	4001750
Richland 2	▪ Blythewood Academy ▪ Anna Boyd School	4002750 4002751
Saluda	▪ Saluda Opportunity Academy	4101750
Spartanburg 1-7	▪ Spartanburg County Alternative School Program	4207750
Sumter County	▪ Brewington Academy	4301750
Union	▪ Union County Achievement Academy	4401750
Williamsburg	▪ HOPE Academy	4501750
York 1	▪ York One Academy	4601750
York 2	▪ Blue Eagle Academy	4602750
York 3	▪ Renaissance Academy ▪ Phoenix Academy ▪ Rebound Alternative Program	4603750 4603751 4603752
York 4	▪ Fort Mill Alternative School Programs	4604750

Appendix K: Adult Education Program List

The following is a complete list of adult education sites, sorted by the fiscal agent district ID.

- The districts in bold are the fiscal agent for the adult education site; this is relevant for certain sites which serve multiple districts. For example, Bamberg 1 is the fiscal agent for the Bamberg/Barnwell Adult Education site (0501551), which serves Bamberg 1, Bamberg 2, Barnwell 19, Barnwell 29, and Barnwell 45.
- The Site SIDN column contains the ship-to site IDs. This value should be entered as the tested and reported school IDs for EOCEP. In most cases, this SIDN corresponds to the fiscal agent (ex. 0160551 is the site SIDN for 0160); exceptions are noted in the table below.
- The SC Charter School District (4701), as well as special districts (SIDN begins with 5) besides Palmetto Unified (5209), do not have adult education programs and are not listed below.
- It is possible for the adult education school list to change from year to year.

If you have questions regarding the adult education school list, contact Jennifer Cooper-Keels at jckeels@ed.sc.gov or (803) 734-8070.

District ID	District Name	Site Name	Site SIDN
0160	Abbeville	Abbeville Adult Education	0160551
0201	Aiken	Aiken Adult Education	0201551
0301	Allendale	Allendale Adult Education	0301551
0401	Anderson 1	Anderson 1 & 2 Adult Education	0401551
0402	Anderson 2		
0405	Anderson 5	Anderson 3, 4, & 5 Adult Education	0405551
0403	Anderson 3		
0404	Anderson 4		
0501	Bamberg 1	Bamberg/Barnwell Adult Education	0501551
0502	Bamberg 2		
0619	Barnwell 19		
0629	Barnwell 29		
0645	Barnwell 45		
0701	Beaufort	Beaufort Adult Education	0701551
0801	Berkeley	Berkeley Adult Education	0801551
1001	Charleston	Charleston Adult Education	1001551
1101	Cherokee	Cherokee Adult Education	1101551
1201	Chester	Chester Adult Education	1201551
1301	Chesterfield	Chesterfield Adult Education	1301551
1401	Clarendon 1	Clarendon Adult Education <i>(This site has its materials shipped to Clarendon 2 instead of the fiscal agent.)</i>	1402551 <i>(Clarendon 2 SIDN)</i>
1402	Clarendon 2		
1403	Clarendon 3		
1501	Colleton	Colleton Adult Education	1501551
1601	Darlington	Darlington Adult Education	1601551
1704	Dillon 4	Dillon Adult Education	1704551
1703	Dillon 3		
1802	Dorchester 2	Dorchester Adult Education	1802551
1804	Dorchester 4		
1901	Edgefield	Edgefield Adult Education	1901551
2001	Fairfield	Fairfield Adult Education	2001551
2101	Florence 1	Florence 1 & 4 Adult Education	2101551
2104	Florence 4		
2103	Florence 3	Florence 2, 3, & 5 Adult Education	2103551
2102	Florence 2		
2105	Florence 5		
2201	Georgetown	Georgetown Adult Education	2201551
2301	Greenville	Greenville Adult Education	2301551
2450	Greenwood 50	Greenwood Adult Education	2450551
2451	Greenwood 51		
2452	Greenwood 52		
2501	Hampton 1	Hampton/Jasper Adult Education	2501551

District ID	District Name	Site Name	Site SIDN
2502	Hampton 2		
2701	Jasper		
2601	Horry	Horry Adult Education	2601551
2801	Kershaw	Kershaw Adult Education	2801551
2901	Lancaster	Lancaster Adult Education	2901551
3055	Laurens 55	Laurens Adult Education	3055551
3056	Laurens 56		
3101	Lee	Lee Adult Education	3101551
3201	Lexington 1	Lexington 1 Adult Education	3201551
3202	Lexington 2	Lexington 2 & 4 Adult Education	3202551
3204	Lexington 4		
3203	Lexington 3	Lexington 3 Adult Education	3203551
3205	Lexington 5	Lexington 5 Adult Education	3205551
3301	McCormick	McCormick Adult Education	3301551
3410	Marion	Marion Adult Education	3410551
3501	Marlboro	Marlboro Adult Education	3501551
3601	Newberry	Newberry Adult Education	3601551
3701	Oconee	Oconee Adult Education	3701551
3803	Orangeburg 3	Orangeburg/Calhoun Adult Education	3805551
0901	Calhoun	<i>(This site has its materials shipped to Orangeburg 5 instead of the fiscal agent.)</i>	<i>(Orangeburg 5 SIDN)</i>
3804	Orangeburg 4		
3805	Orangeburg 5		
3901	Pickens	Pickens Adult Education	3901551
4001	Richland 1	Richland 1 Adult Education	4001551
4002	Richland 2	Richland 2 Adult Education	4002551
4101	Saluda	Saluda Adult Education	4101551
4207	Spartanburg 7	Spartanburg Adult Education	4207551
4201	Spartanburg 1		
4202	Spartanburg 2		
4203	Spartanburg 3		
4204	Spartanburg 4		
4205	Spartanburg 5		
4206	Spartanburg 6		
4301	Sumter	Sumter Adult Education	4301551
4401	Union	Union Adult Education	4401551
4501	Williamsburg	Williamsburg Adult Education	4501551
4602	York 2	Tri-District Adult Education	4602551
4601	York 1		
4604	York 4		
4603	York 3 (Rock Hill)	Rock Hill Adult Education	4603551
5209	Palmetto Unified Schools	Palmetto Unified Schools Adult Education	5209551

Appendix L: ACT WorkKeys® Precoding

The decision to administer ACT WorkKeys via paper-and-pencil or online testing is pending. For paper-and-pencil tests only, below are the student-level fields which are collected for WorkKeys® precoding.

Length for WorkKeys® Precoding	WorkKeys® Precoding Field
6	ACT HS Code
12	Last Name
9	First Name
1	Middle Initial
2	Grade Level
6	Date of Birth
13	Student State ID

ACT requires that the test be administered using an ACT HS Code instead of South Carolina's 7-digit school IDs (SIDNs). This field is not collected through PowerSchool; the SCDE will add this field to the precode file submitted to ACT based on the SIDNs submitted by the district through PowerSchool.

The WorkKeys® assessment is a nationally-administered test. Precoding specifications were determined by ACT and are limited: names are truncated, only the State ID (not the PowerSchool ID) will be transmitted, and no other demographic information is transmitted.

For questions related to the WorkKeys® assessment, contact Kevin Fatica at KJFatica@ed.sc.gov or (803) 734-8282.

For questions related to an alternate assessment for WorkKeys®, contact Jill Christmus at mchristmus@ed.sc.gov or (803) 734-8048.

Appendix M: Early Fall Precoding

This appendix covers early childhood assessments and CogAT and the Iowa Assessments (IA). Precoding for these assessments was completed before this manual was posted.

The early childhood assessments for this school year are **DRA2 for 5-year-old kindergarten and GOLD, MyIGDIs, and PALS for 4-year-old kindergarten**. For questions related to these assessments, contact Susan Creighton at (803) 734-8535 or SCreight@ed.sc.gov.

Detailed notes on how the SCDE processed this precode data was sent to the districts on September, 2, 2015. See the rest of this appendix for a copy of these notes.

<p>SC Department of Education, Office of Assessment, 2015-16 4K/5K/2nd Grade Fall Precoding, 20150902</p> <p style="text-align: center;">2015-16 Precoding for Early Childhood (4K and 5K) and 2nd Grade Assessments</p> <p>This document contains instructions related to files the SCDE has posted to the Advanced Data Transfer System (ADTS) and how the SCDE precoded for five assessments (4K: GOLD, myIGDIs, and PALS; 5K: DRA2; and 2nd grade COGAT/IA).</p> <p>Precode data for the tests were obtained from the district's PowerSchool data submission to the SCDE on or around August 31 depending on each district's submission. The SCDE is only providing assistance with precoding at the beginning of the school year. Once the online systems are loaded, the districts are responsible for keeping it updated with new student information.</p> <p style="text-align: center;">Table of Contents</p> <p>Step 1: Log on to ADTS, download your precode files, and follow the actions required of the district.2</p> <p>Step 2: Review the summaries.3</p> <p>Step 3 (ONLY FOR DRA2): Upload the DRA2 files to the online system.4</p> <p>Step 4 (ONLY for 4K/5K Assessments): Make teacher-level and then student-level corrections within the 4K/5K online systems.4</p> <p>Step 5: Know Where to Get Additional Help.....4</p> <p>APPENDIX: DETAILED PRECODING INFORMATION5</p> <p style="padding-left: 20px;">School Information5</p> <p style="padding-left: 20px;">Teacher Information for DRA2.....5</p> <p style="padding-left: 20px;">Teacher Information for GOLD5</p> <p style="padding-left: 20px;">Teacher Information for myIGDIs.....5</p> <p style="padding-left: 20px;">Teacher Information for PALS5</p> <p>Recoding PowerSchool Values Per Contractor Requirements6</p> <p style="padding-left: 20px;">COGAT/IA7</p> <p style="padding-left: 20px;">DRA27</p> <p style="padding-left: 20px;">GOLD8</p> <p style="padding-left: 20px;">myIGDIs9</p> <p style="padding-left: 20px;">PALS10</p>	<p style="text-align: right;">Page 1 of 11</p>
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Step 1: Log on to ADTS, download your precode files, and follow the actions required of the district.

IMPORTANT UPDATE: The PALS contractor has agreed to upload precode data into their online system on behalf of the districts. This means that all 4K assessment contractors will upload the data into their online systems. Districts should wait for communication from the contractor regarding the data's availability online.

For 4K and 5K, contact the contractor for support with online account access using the phone numbers below. The Office of Assessment will not be able to help you with account access and online system support. You will be referred to the contractor for all such questions.

Go to the 'Assessment' folder in the Advanced Data Transfer System (ADTS). If you need assistance using ADTS, see Appendix H of the precode manual (available at <http://ed.sc.gov/agency/programs-services/46/>). There is also a summary of the data provided on ADTS for your convenience.

The SCDE has posted 3 sets (4K, 5K, 2nd grade) of precode data files for your records. The data files contain student-level and teacher/class-level precode data shared with the contractors.

Grade Level: Test	Files Posted on ADTS (All examples use Aiken below.)	Required District Action
4K: MyIGDIs	1 data file for your records: ex. PRECODE 2015-16 My IGDIs Aug 31 0629 Aiken.csv 1 summary ex. PRECODE 2015-16 My IGDIs Aug 31 0629 Aiken SUMMARY.xls	Review. If you have questions about the online system, call the support line at 612-466-4980 (extension 3) or go to myigdis.com/help .
4K: PALS	1 data file for your records: ex. PRECODE 2015-16 PALS Aug 31 0160 Aiken.csv 1 summary: ex. PRECODE 2015-16 PALS Aug 31 0160 Aiken SUMMARY.xls	Review. If you have questions about the online system, call the support line at 888-924-7257 or e-mail support@palshelp.com
4K: GOLD	1 data file for your records: ex. PRECODE 2015-16 GOLD Aug 31 0201 Aiken.csv 1 summary: ex. PRECODE 2015-16 GOLD Aug 31 0201 Aiken SUMMARY.xls	Review If you have questions about the online system, call the support line at 800-637-3652 (extension 2).
5K: DRA2	2 data files for uploading: ex. PRECODE 2015-16 DRA2 Aug 31 0160 Aiken 1 STUDENTS.csv ex. PRECODE 2015-16 DRA2 Aug 31 0160 Aiken 2 TEACHERS.csv 1 summary: ex. PRECODE 2015-16 DRA2 Aug 31 0160 Aiken 3 SUMMARY.xls	Review and prepare to upload the 2 files. If you have trouble uploading the files or using the online system, you can call Pearson's technical support at 800-968-4558 or e-mail Technical.Support@pearson.com . Guides for using the online system can be found at www.draoms.com .
2 nd grade: COGat/IA	1 data file for your records: ex. PRECODE 2015-16 COGAT-IA Aug 31 1001 Aiken 01.csv 1 summary: PRECODE 2015-16 COGAT-IA Aug 31 1001 Aiken 01 SUMMARY.xls	Review. No further action is needed for the CogAT/IA assessment.

Updated contact information for GOLD:

For Teaching Strategies GOLD® technical support please call 1-866-736-5913, or e-mail techsupport@teachingstrategies.com.

Hours: Monday through Thursday 8:00 a.m. to 7:00 p.m. ET, Friday 8:00 a.m. to 6:00 p.m. ET.

Step 2: Review the summaries.

The summaries contain total counts by district, school, and teacher.

Notes for Reviewing the Files

- Student records were grouped according to available homeroom information (teacher names and/or teacher ID numbers) using the following hierarchy:
 - Teacher names and teacher/employee IDs were taken from the student's 0896 or 0897 course enrollment. If a student appears under both course codes, only the 0896 data were used.
 - If the student is neither in 0896 nor 0897, the Home Room field on the Modify Information tab in PowerSchool was the source for the teacher's name, which is supposed to "lastname, firstname" format. The text to the left of the comma was used for Last Name and the text to right as First Name. If there was no comma, all of it was put in Last Name. Fake teacher IDs were generated and begin with Z.
 - If Home Room was also blank, no teacher information was available. A name of 'UNKNOWN' was used when a teacher name value was required by the contractor. The teacher ID is UUUUU in this case.
- The resulting teacher IDs were also used as class ID values whenever applicable.
- Due to a technical issue, the Office of Assessment did not receive all of the teacher e-mails required for precoding. We matched this collection's teacher names and IDs to last year's in order to find as many teacher e-mails as possible. Consequently, e-mail addresses for new teachers or teachers whose names had changed were not precoded. When the contractor required an e-mail address, the SCDE generated a fake e-mail address. CogAT/IA and myIGDIs did not require an e-mail address, so they were not impacted.

Assessment	Example of Fake E-mail	Details
4K: GOLD	UPDATE.THIS@FAKE.EMAIL	One value was used for all fake e-mails.
4K: PALS and 5K: DRA2	0160020UUUUU@FAKE.EMAIL 0160020Z123@FAKE.EMAIL	The first 7 characters are the School ID followed by the fake teacher ID.

Notes for Data Files

- Contractors required that the student name, birthdate, and state IDs all be populated for each student. The state only lost four records during precoding for the five assessments due to missing birthdates.
- All contractors required a unique, non-blank State ID. Uniqueness was either within the district (MyIGDIs, PALS, DRA2) or within the state (GOLD, CogAT/IA).
- Student records with blank or duplicate State IDs were isolated and renumbered with IDs that begin with 99999 and are followed by a sequential number (for example, 9999900001, 9999900002, etc.). Thousands of records had no value for State ID.
- The contractors required the Office of Assessment to recode many PowerSchool field values into codes that the contractors' systems require. The recoding rules are at the end of this document.

Step 3 (ONLY FOR DRA2): Upload the DRA2 files to the online system.

All districts must upload their precode data into the DRA2 online system. **Upload the teacher file first, then the student file**, because otherwise student records will be rejected. Pearson, the DRA2 contractor, will be providing the District Test Coordinators support for uploading the files. If you have trouble uploading the files, you can call Pearson's technical support at 800-968-4558. Guides for using the online system can be found at www.draoms.com.

ONLY for Technically Savvy: Optional Editing Prior to Uploading. Districts who are not sure of how to deal with relational data files should not edit the files and should only make changes online. Upload only the ORIGINAL .CSV files downloaded from ADTS. Using an edited version may cause problems. For districts with the technical knowledge, you may attempt to make changes (edit fake state IDs and fake emails) to the DRA2 precode files before uploading to minimize the need for updating within the online system. We recommend you look at the columns as text columns so you can see all the leading zeroes. Note that since the IDs are character values, a teacher ID of 0123 is not the same as 123. If you change a teacher name in the teacher file, you must make the same change for that teacher in the student file. The names in both teacher and student files must be exactly the same. The data from both files are linked only via the teacher names. Students records with teacher names that are not in the teacher file will be rejected. You must also make sure the leading zeroes in the numeric fields including the teacher ID are retained because the teacher ID is processed as a character. If you make a mistake, the Office of Assessment will be unable to assist; re-download the files from ADTS in this situation.

Step 4 (ONLY for 4K/5K Assessments): Make teacher-level and then student-level corrections within the 4K/5K online systems.

The SCDE has sent the pre-K information directly to the contractors, who will use it to populate the online systems. Wait for the contractors notifications regarding how to access the online accounts and when the precode data have been loaded. Do not contact the Office of Assessment for assistance in this area. You will be referred to the contractor.

Once your data have been loaded, make corrections as needed. If you need assistance using the online system, contact the testing contractor's helpdesk (see Step 1 for phone numbers).

- Districts may not add, remove, or edit school names or SIDNs without approval from the Office of Assessment.
- Update teacher information as needed and make sure that all students are assigned to their actual teacher. Do not change teacher IDs in the online system; other teacher information may be updated. Students must be assigned to the correct teacher.
- Most systems will not allow you to change the fake state IDs to the actual state ID. Change it to the actual one if the system will allow you to. Otherwise, leave it as is. The student name and birth dates must be correct and identical to the values in PowerSchool.
- Manually enter data for new (not precoded) students. Make sure that the name, date of birth, and State ID values are correct and identical to the values in PowerSchool.

Step 5: Know Where to Get Additional Help

Questions related to the online systems, including online account access and when precode data will be available within the online system, should be directed to the testing contractor's helpdesk. See the table on page 2 of this document for contact information.

If you have questions related specifically to the precoded data, you may contact Aaron Brown at ARBrown@ed.sc.gov via email. Due to call volume, please send an email instead of calling unless absolutely necessary.

APPENDIX: DETAILED PRECODING INFORMATION

School Information

- The test contractor did not always accept a school ID (the 7-digit SIDN), and, in these cases, the SCDE added the school ID to the school name field to upload both values.
- PALS requested contact information for a representative and a principal per school. The representative fields were populated with the DTC's information.

Teacher Information for DRA2

- The EmployeeID field was created by concatenating the school ID with the teacher ID. When a teacher ID was not available but the name was available, a fake ID was made as 'Z#', where # is a counter (ex. Z1, Z2, etc.) When both the teacher ID and the name were unavailable, 'UUUUU' was used as the teacher ID.

Teacher Information for GOLD

- The SourceUserID was created by concatenating the school ID with the teacher ID. When a teacher ID was not available, a fake ID was made as 'Z#', where # is a counter (ex. 0701008-Z1). The username field is based off this field (ex. SC0701008.Z1). Classrooms use the same ID as the teacher they are associated with. The SourceUserIDs are not visible in the online system.
- The contractor requested the teacher's phone number. The SCDE provided the school's main phone number for the teachers to protect the teacher privacy.

Teacher Information for myIGDIs

- The Classroom Name field is populated by the teacher's name (from the teacher information or the Home Room field). It is rendered as 'UNKNOWN' when both were unavailable. The Classroom ID field is populated with the teacher ID. When a teacher ID was not available but the name was available, a fake ID was made as 'Z#', where # is a counter (ex. Z1, Z2, etc.) When both the teacher ID and the name were unavailable, 'UUUUU' was used as the teacher ID.

Teacher Information for PALS

- Teacher First Name, Teacher Last Name, and Teacher E-mail all had to have values for teacher-level information to be loaded. When a teacher ID was not available but the name was available, a fake ID was made as 'Z#', where # is a counter (ex. Z1, Z2, etc.) A value of 'UNKNOWN' was used for First Name or Last Name when one name field had a value but the other was blank (e.g., if the last name is 'Smith' but the first name is unknown, the teacher was entered as 'UNKNOWN Smith' in the precode file).
If the teacher name and ID were both unavailable, these three fields were all blank. In those cases, the students are entered into a school pool. District or school staff will need to create teacher accounts and move the students from the school pool to the appropriate teacher.

Recoding PowerSchool Values Per Contractor Requirements

The data that the SCDE collects from PowerSchool is often in a different format than what is accepted by the test contractor. Below are some general notes, followed by descriptions of how fields were coded to fit the contractor specifications.

Race and Ethnicity Fields. Students were coded according to their federal race/ethnicity code. See the table below for how this code is determined from PowerSchool data.

Federal Race/Ethnicity Code	General Description	Programming Notes
<blank: no code appears>	blank because of lack of information	Hispanic/Latino field and all Race fields are blank in PowerSchool
H	Hispanic or Latino	Hispanic or Latino marked Yes in PowerSchool regardless of how many races were selected.
I	American Indian or Alaska Native	Student is NOT Hispanic/Latino (no or blank in PowerSchool). If only one race was selected, the code that corresponds to that race is used. If two or more races were marked, show code M.
A	Asian	
B	Black or African-American	
P	Native Hawaiian or Other Pacific Islander	
W	White	
M	Two or More Races	

Limited English Proficiency. The SCDE wants classify students into the LEP group and non-LEP group regardless of how the contractor labels the group (e.g., one contractor called the LEP group 'English as a Second Language'). The SCDE precoded students as English Language Learners if they are not marked 8, 9, or blank in the English proficiency field in PowerSchool. Teachers should follow this pattern when manually entering students into the online system.

Disability Status. Precoding was based on EFA codes instead of Instructional Setting as previously stated in a training handout. There were technical issues that kept the Office of Assessment from using Instructional Setting. Districts may use Instructional Setting field to determine the disability status of the student. Students who have SE, SP, or SR values belong to the students with disabilities group.

Lunch Status. The SCDE is not collecting this information and did not precode for this. Teachers do not need to complete this field online unless the district is interested in seeing the values in the data file.

COGAT/IA

The contractor only accepts 10 digits for the PowerSchool ID. Since a number of districts have PowerSchool IDs with more than 10 digits, the SCDE precoded using the last 10 digits of the PowerSchool ID.

The contractor requires a value for the student's first and last names, birthdate, gender, and state ID. Blank State IDs were populated using fake IDs. Records with missing names, birth dates, or gender were not precoded.

DRA2

For DRA2 and per contractor specifications, a value of 'Skip' was used for blank data. This refers to skipping the field during the upload process.

Federal Race/Ethnicity Code	Contractor's Ethnicity ID Value
H	Hispanic
<i>Blank</i>	Skip
A	Asian
B	African American
I	Native American
P	Other
W	Caucasian
M	Other

Other Demographic Fields

- For the Language field, 'English' was coded for students with an 8, 9, or blank in the English Proficiency field. All other students were coded as 'English as a Second Language'.
- Migrant students should have a Migrant value of 'Migrant'. Non-migrant students should have a value of 'Non-migrant'.
- Special needs or IEP students should have an IEP value of 'IEP Yes'. Other students should be coded 'IEP No'.

GOLD

The SourceChildID field was populated by the student's State ID (or a fake ID, when State ID is blank). The Identifier field was populated by the student's School ID. The StudentID field was populated by the student's PowerSchool ID. Note that the SourceChildID field is not visible in the online system.

The Identifier field is populated with the student's School ID (i.e., the SIDN of the school the student is enrolled in.)

GOLD has a numeric Ethnicity ID and Race ID. Below is how the federal race/ethnicity codes correspond to the numeric codes used by GOLD.

Federal Race/Ethnicity Code	Contractor's Ethnicity ID Value	Contractor's Race ID Value
<i>Blank</i>	25	43
A	1	22
B	1	2
H	23	42
I	1	37
M	1	44
P	1	36
W	1	1

First Language Spoken was also recoded to numeric codes:

First Language Spoken	Contractor's Value
<i>Blank (English)</i>	1
ARB	13
CMB	65
CNT	5
FRN	6
GJR	40
GRM	7
HMN	3
HND	43
JPN	51
KRN	54
MND	5
OTH	3
PRT	77
RSN	11
SPN	2
TGL	8
VTN	9

Other Demographic Fields

- Language was set to 1 for Limited English Proficiency students. Students with an English Proficiency value of 8, 9, or blank have a value of 0.
- Socio-economic Status was set to 0, since we did not collect lunch status. A value of 1 means free/reduced lunch.
- Special Needs was set to 1 for students with a disability code. Other students have a value of 0.

myIGDIs

This assessment has one field that covers ethnicity and race.

Federal Race/Ethnicity Code	Value Submitted to Contractor
H	Hispanic/Latino
B	African/African-American
A	Asian/Asian-American
P	Pacific Islander
I	Native American
W	Caucasian/White
M	Multi-ethnic

This assessment requested the student's first language spoken

First Language Spoken Value from PowerSchool	Value Submitted to Contractor
ARB	Arabic
CNT, MND	Chinese
FRN	French
GRM	German
HMN	Hmong
KRN	Korean
SPN	Spanish
VTN	Vietnamese
Any other code	Other
Blank	English

PALS

PALS has one field for ethnicity and another for race. The Hispanic field contains a 1 for Hispanic students and a 0 for non-Hispanic.

The race field is coded as shown below:

Race Code Values (Y=marked in PowerSchool)					Value Submitted to Contractor
A	B	I	P	W	
		Y			01
Y					02
	Y				03
					04
				Y	05
			Y		06
Y		Y			07
	Y	Y			08
		Y		Y	09
		Y	Y		10
Y	Y				11
Y				Y	12
Y			Y		13
	Y			Y	14
	Y		Y		15
			Y	Y	16
Y	Y	Y			17
Y		Y		Y	18
Y		Y	Y		19
Y	Y			Y	20
Y	Y		Y		21
	Y		Y	Y	22
	Y	Y	Y		23
	Y	Y		Y	24
		Y	Y	Y	25
Y			Y	Y	26
Y	Y	Y		Y	27
Y	Y		Y	Y	28
	Y	Y	Y	Y	29
Y		Y	Y	Y	30
Y	Y	Y	Y		31
Y	Y	Y	Y	Y	32

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The Disability Status was populated based on EFA disability codes, the Multiple Disabilities field, and the Deaf-Blind field. The primary disability was determined from these values, which were then recoded according to the table below.

Primary Disability	Value Submitted to Contractor
None	1
Autism	13
Emotional handicapped	9
Educable mentally handicapped	19
Hearing handicapped	7
Learning disability	8
Orthopedic handicapped	5
Speech handicapped	10
Trainable mentally handicapped	19
Visually handicapped	6
Other health impaired	11
Traumatic brain injury	14
Profoundly mentally handicapped	19
Development delay	16
Multiple Disabilities	4
Deaf-Blind	12

Appendix N: Grades 3-11 Assessment(s) Precoding

Specific test names will be known as soon as the contracts have been awarded. Precoding instructions are not currently available, but will be released as soon as possible.

Appendix O: LEP Assessment

The Office of Assessment anticipates that many of the fields collected for Title III will be used for this year's English language proficiency assessment. **Known precoding information is listed below; additional information will be released as soon as possible.**

Students are identified to test this assessment if they have an English Proficiency value of 1.0-5.9, **6NE**, A-E, or X. 6P is considered exited and students coded 6P will not be precoded for this test.

The precode tab in PowerSchool contains specific fields for the LEP assessment. At the time of this manual's publication, the English proficiency assessment for 2015-16 is unknown.

- (1) How, if at all, the customized materials and oral administration fields will be used cannot be determined at this time. Districts may leave these fields blank.
- (2) There are no plans to use the LEP Online fields this year. Districts may leave these fields blank.
- (3) The LEP Alternate Assessment field should be populated with 'Y' for alternate students who need to take the English language proficiency assessment. Exact details about how this field and the Alternate Assessment field will be used will be determined after the assessment is determined.

Contact Information

- If you have questions regarding the precoding for the English language proficiency test, contact Leslie Dawes at ldawes@ed.sc.gov or (803) 734-4944.
- For questions related to an alternate version of the English language proficiency test, contact Jill Christmus at mchristmus@ed.sc.gov or (803) 734-8048.
- For questions related to customized materials, contact Anne Mruz at amruz@ed.sc.gov or (803) 734-8034.
- For questions directly related to Title III, contact Crystal Fields at cfields@ed.sc.gov or (803) 734-8306.