

Nebraska Student and Staff Record System (NSSRS)

Guidance for Assessment Calculations

- A. STARS Calculations for State of the Schools Report (SOSR): This information is collected in the student and assessment templates(Student and Student Snapshot , Student Achievement (a,b,c,d,e,f)):** Information is collected on the Student and Student Snapshot will be used to disaggregate the assessment data for ELL and SPED. The following business rules (f) will be used to calculate the percent proficient on the SOSR from the student information submitted through the NSSRS system.
- a. County District Number – (00-0000) [Assessment Item Response:District Code (1)]:** These numbers will be used to determine which district the student attended when the assessment of the standard occurred.
 - b. School Number – (000) [Assessment Response:Location Code (12)]:** These numbers will be used to determine which school the student attended when assessment of standard occurred.
 - c. Standards – (STARS or STARS Alternate) [Assessment Response:Test Description (21)].** The district indicates whether the student’s performance was measured on STARS or STARS Alternate standards. **This is a key field.** Use STARS Alternate standards for students receiving special services through an IEP, not ELL or section 504 students.
 - d. Subject/Grade – [Assessment Response:Item Description (41)].** Select the correct subject and grade for each student. Examples would include Reading 03, Reading 04, Reading 05, Mathematics 08, etc.
 - e. Standard Code – [Assessment Response:Item Response Description (7)].** Provide the code value corresponding to the standard being measured. Examples would include NE.4.1.1 for state standards or NE.R.4.1 for state alternate standards or 4.1.1 for local standards.
 - f. Assessment Status – [Assessment Fact:Assessment Status (15)].** Provide code indicating if the student was assessed or not assessed on this Assessment’s Subject/Grade combination. If not assessed, indicate this by selecting either other, medical, or parent but select only one of them.

Code	Description	Explanation of Use
1	Assessed	Student was assessed on 75% of the standards.
2	Not Assessed - Other	Student was not assessed on 75% of the standards for reason other than an Emergency Medical Waiver or Parent Waiver.
3	Medical Waiver	Student was not assessed because of an Emergency Medical Waiver.
4	Parent Waiver	Student was not assessed because of a formal request from parent or guardian.

- g. Achievement Level Code – [Assessment Response: Achievement Level (13)].** Provide the code value for the student’s performance on the standard being measured. Values for all standards are required for each student reported by the district (1-4, 8-9, N, or M). See tables below. Districts will report standard results for any student they have throughout the year. Moved (M) indicates the student moved into the district after the assessment or moved out before the assessment. Not assessed would include students with medical waiver or parent waiver.

Code	Achievement Level (Title One School)
4	Advanced
3	Proficient
2	Progressing
1	Beginning
N	Not Assessed
M	Moved

Code	Achievement Level (non-Title One School)
9	Met
8	Not Met
N	Not Assessed
M	Moved

h. Business rules for STARS calculations for SOSR:

- i. The school data report will be completed by standard for each school and district using information from the Achievement Level Code. The total for each proficiency level for the school or district will be counted from the student data submitted in the NSSRS. The data will be calculated for Reading/Speaking/Listening and Mathematics.
- ii. Disaggregated data will be completed by standard for each school and district using the Achievement Level Code information along with the student indicators for ELL and Special Education. See guidance for ELL and Special Education for rules affecting these subgroups.
- iii. All students performing at the advanced and proficient levels are counted as meeting the standard for the STARS on the SOSR.
- iv. For STARS students who are given an “out-of-level” test are reported as “beginning” and considered participants.
- v. For STARS students who take state and district-wide assessments using any modification are reported at the “beginning” level of the grade in which they are enrolled and considered participants. Do not report these students using STARS Alternate Standards.
- vi. With a few exceptions, all Nebraska public school students in benchmark grades will be included in the school data report for state-approved standards. For most schools the report will be for grades 4, 8, and 11. For a small number of schools whose local standards have been approved by the State Board of Education, the report will be for grades other than 4, 8 and 11.
- vii. Data collected from non-benchmark years will not be included or displayed in the STARS SOSR report.
- viii. For STARS and AYP the “Not included in reporting/not assessed” category in the SOSR will include students coded N (Not Assessed) except for those students with a medical waiver code in the Assessment Status value. Students coded M (moved) for a standard will not count as either assessed or not assessed for that standard.
- ix. Students who change schools but not districts will be counted for the standards assessed by each school separately, but in total at the district.

The district may decide to report the student for one school when data for each school is not available.

- x. Students who change districts when changing schools will be counted at both schools and districts. If the same standard is reported by both districts, the STARS State average will use the higher result.
- xi. STARS Alternate Standards are for students receiving special services through an IEP.

B. AYP Calculations for State of the Schools Report (SOSR): This information is collected in the student and assessment templates(Student and Student Snapshot (i) , Student Indicators and Student Achievement (a,b,c,d,e,f,g,h): Information is collected from the Student and Student Snapshot will be used to disaggregate the assessment data by English Language Learners (ELL), Special Education Students (SPED), gender, race/ethnicity, migrant, and eligibility for free and reduced lunch. The assessment data will be collected from the Student Indicator and Student Achievement templates. The following business rules (f) will be used to calculate the percentage proficient on the SOSR from the student information submitted through the NSSRS system.

- a. County District Number – (00-0000) [Assessment Item Response;District Code (1)]:** These numbers will be used to determine which district the student attended when the assessment of the standard occurred.
- b. School Number – (000) [Assessment Response:Location Code (12)]:** These numbers will be used to determine which school the student attended when assessment of standard occurred.
- c. Standards – (STARS or STARS Alternate) [Assessment Response:Test Description (21)].** The district indicates whether the student’s performance was measured on STARS or STARS Alternate standards. **This is a key field.**
- d. Subject/Grade – [Assessment Response:Item Description (41)].** Select the correct subject and grade for each student. Examples would include Reading 04, Reading 08, Reading 11, etc.
- e. Standard Code – [Assessment Response:Item Response Description (7)].** Provide the code value corresponding to the standard being measured. Examples would include NE.4.1.1 for state standards or NE.R.4.1 for state alternate standards or 4.1.1 for local standards.
- f. Achievement Level Code – [Assessment Response:Achievement Level (13)].** Provide the code for the student’s performance on the standard being measured. Values for all standards are required for each student reported by the district (1-4, 8-9, N, or M). See tables below. Districts will report standard results for any student they have throughout the year. Moved (M) indicates the student moved into the district after the assessment or moved out before the assessment. Not assessed would include students with medical waiver or parent waiver.

Code	Achievement Level (Title One School)
4	Advanced
3	Proficient
2	Progressing
1	Beginning
N	Not Assessed
M	Moved

Code	Achievement Level (non-Title One School)
9	Met
8	Not Met
N	Not Assessed
M	Moved

- g. **Assessment Status – [Assessment Fact:Assessment Status (15)].** Provide code indicating if the student was assessed or not assessed on this Assessment’s Subject/Grade combination. If not assessed, indicate this by selecting either other, medical, or parent but select only one of the them.

Code	Description	Explanation of Use
1	Assessed	Student was assessed on 75% of the standards.
2	Not Assessed - Other	Student was not assessed on 75% of the standards for reason other than an Emergency Medical Waiver or Parent Waiver.
3	Medical Waiver	Student was not assessed because of an Emergency Medical Waiver.
4	Parent Waiver	Student was not assessed because of a formal request from parent or guardian.

- g. **District Full Academic Year Indicator – (1=Yes, 2=No) [Assessment Fact:Assessment Accountable District (42)].** Provide the code indicating if the student should be considered for district-level Adequate Yearly Progress (AYP). Nebraska’s definition of full academic year is that a student would need to have been enrolled from the last Friday in September through the time when all the STARS assessments are given or until the end of the school year.

Code	Description	Explanation of Use
1	Yes	
2	No	Not Full Academic Year

- h. **School Full Academic Year Indicator – (1=Yes, 2=No) [Assessment Fact:Assessment Accountable School (47)].** Provide the code indicating if the student should be considered for school-level Adequate Yearly Progress (AYP). Nebraska’s definition of full academic year is that a student would need to have been enrolled from the last Friday in September through the time when all the STARS assessments are given or until the end of the school year.

Code	Description	Explanation of Use
1	Yes	
2	No	Not Full Academic Year

- i. **Immigrant Indicator – (0 through 4 see table) [Student:Population Code (89)].** – Provide code that best reflects the student’s immigrant status. The district needs to determine whether to include new immigrant are included in AYP calculations. This decision is collected from another report.

Code	Description
0	Not an Immigrant
1	Immigrant <1 year (new immigrant)
2	Immigrant >=1 year but <3 complete school years
3	Immigrant > 3 years

- j. **Business rules for AYP calculations for SOSR:**

- i. The Adequate Yearly Progress report will be completed for each school and district using information from the Achievement Level Codes. The district will identify one grade level grouping for elementary, middle school and high school. For each grade level grouping the school/district AYP totals will indicate the number of students enrolled full academic

year, number of proficient students, and number of students assessed. The data will be calculated for Reading/Speaking/Listening and Mathematics for each grade level grouping that includes grades 3 through 8 and one grade in high school.

- ii. Data for students who take alternate assessments in grades 3 through 8 and one grade in the high school are included in AYP totals.
- iii. Based on the grouping selected by the school district for elementary, middle level, and high school, the total number of students for each of the following AYP totals will be calculated from achievement level codes on the selected grade levels.
 1. **Column A - Number of students enrolled a full academic year** (district and school) - only students coded “1=Yes” for full academic indicator will be counted for each grade in the grouping.
 2. **Column B - Number of students at proficient/advanced levels of performance** – using only students coded “1=Yes” for full academic indicator
 - a. Two Levels (8 or 9) – If designating a code of 9 (Met) or 8 (Not Met), a performance level of 3.5 will be substituted for (Met) and a performance level of 1.5 will be substituted for (Not Met) when calculating AYP. Average each student’s performance (1.5 or 3.5) for all the standards and count the number of students with an average above 2.5 for each grade level in the grouping.
 - b. Four Levels (1, 2, 3, or 4) – average each student’s performance level (1-4) for all the standards and count the number of students with an average above 2.5 for each grade level in the grouping.
 - c. Add the counts from each grade in the grade level grouping to get a total count of proficient students (average above 2.5).
 3. **Column C - Number of students who were assessed on 75% of the standards** – only students coded “1=Yes” for full academic indicator and “1=Assessed” for Assessment Status will be counted.
- iv. For AYP students who are given a modified or “out-of-level” assessment are counted as a student enrolled full academic year (A) but not counted as a proficient student (B) or assessed student (C).
- v. Using the same process described in part iii, the disaggregated data will be tabulated for each grade level grouping for each school/district using the student indicators for ELL, Special Education, gender, race/ethnicity, migrant programs, and eligibility for free and reduced lunch from the student templates. Districts will decide whether “new immigrants” are included in AYP calculations and whether “redesignated as English fluent students” are included in the ELL calculations. See additional guidance sections for special rules affecting ELL and Special Education calculations.
- vi. Number of new immigrant students – only students coded “2=Immigrant \geq 1 year but $<$ 3 complete school years” will be counted in AYP unless the district decides to include new immigrants (1=Immigrant $<$ 1 year (new immigrant). Including new immigrants will decrease the percent proficient since they are counted as a student enrolled full academic year and student assessed but may not be a proficient student. Students coded

“3=Immigrant > 3 years” are included in AYP totals. See additional guidance on new immigrants in section F.

vii.

NSSRS Guidance – Special Populations

A. Students Receiving Services as English Language Learners: This information is collected in the student and assessment templates(Student and Student Snapshot (a,b,c), Student Indicators (d,e)):

- a. **LEP Participation – (1=Yes, 2=No) [Student: LEP Participation (41)].** This determines whether student is participating in a Limited English Proficient program.
- b. **LEP Eligibility – (1=Yes, 2=No) [Student: LEP/ELL Eligibility (95)].** A flag indicating the student has been identified as Limited English Proficient (LEP). The term ‘limited English proficient’, when used with respect to an individual, means an individual who meets the four criteria below –
 - i. (A) who is aged 3 through 21;
 - ii. (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - iii. (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**
 - iv. (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.
- c. **English Language Proficiency – (00-not LEP, 01-LEP, 02-Redesignated as English fluent <= 2 years, 03-Redesignated as English fluent > 2 years) [Student:English Proficiency (113)].** Redesignated as English Fluent is when an LEP student’s eligibility status is changed to “1=No” since the last school year. The district can include students with “Redesignated as English Fluent <= 2 years” in the ELL subgroup for AYP. Students that are “Redesignated as English Fluent > 2 years” are not included in the ELL subgroup for AYP. The code indicates the student's adeptness in English:
 - i. reading skills (the ability to comprehend and interpret text);
 - ii. listening skills (the ability to understand verbal expressions of the language);
 - iii. writing skills (the ability to produce written text with content and format); and
 - iv. speaking skills (the ability to use oral language appropriately and effectively).
- d. **Testing Modifications – (1=Yes, 2=No, 3=Out of Grade Level) [Assessment Fact: Testing Accommodation (34)].** Use code 1 for a student who received modifications on a majority (more than 50%) of the standards. An Out of Grade Level assessment is a type of modification, but students who take out of grade level assessments are not included as a student assessed for AYP. Refer to the

“Accommodations and Modification for ELL Students” published in Update #21 pages 27-30 for additional information.

- e. **Testing Accommodations – (1=Yes, 2=No) [Assessment Fact: Testing Accommodation (43)].** Use code 1 for a student who received accommodations on a majority (more than 50%) of the standards. Refer to the “Accommodations and Modification for ELL Students” published in Update #21 pages 27-30 for additional information.
- f. **Business rule – STARS and AYP:**
 - i. Students who received services in a LEP program can receive accommodations on more than 50% of the standards.
 - ii. The redesignation code (02) should be used for two years after the LEP student’s eligibility status has changed to “2=No”. See definition above.
 - iii. The district can include the redesignated students as LEP students in calculations for STARS and AYP (proficiency and participation). This decision collected from the district will to be applied for all redesignated students within the district. The district reports these students as 02 for English Language Proficiency.
 - iv. The district can exclude the redesignated students as LEP students for STARS and AYP (proficiency and participation). This decision collected from the district will to be applied for all redesignated students within the district. For English Language Proficiency the district reports these students as 02 for the first two years.
 - v. After two years the redesignation code (03) should be used. See definition above.
 - vi. Students receiving modifications (less than 50%) and accommodations (less than 50%) that total more than 50% together should be coded “1=Yes” for accommodations.
 - vii. For AYP, a student taking assessments with modifications (over 50%) will not be counted as a participating or proficient student.
 - viii. For AYP, a student taking out of grade level assessments (over 50%) will not be counted as a participating or proficient student.
 - ix. For STARS, students taking out of grade level assessments or assessments with modifications (over 50%) will be reported at the “beginning” level of proficiency and counted as a participate.
 - x. Students receiving accommodations (over 50%) are included in AYP and STARS calculations.
 - xi. Alternate assessment for ELL students is not the same as an alternate assessment for special education students. Alternate methods of assessment for ELL students are only allowed for non-English speaking ELL students in their first three years in a Nebraska school district. The alternate assessments have to be at grade level and the student is coded “1=Yes” for accommodation. ELL students assessed with an alternate assessments on grade level are counted in STARS and AYP
 - xii. If the alternate assessment is below grade level, the student is coded “1=Yes” for modification. ELL students assessed with an alternate assessment below grade are counted as students with modifications.

B. Students Receiving Special Education Services: This information is collected in the student and assessment templates (Student and Student Snapshot (a,b), Student Indicators (c,d), Standard (e)):

- a. **Verified Disability – (00 through 16, see table below) [Student:Challenge Type (34)].** Please report the verified disability for a student that is receiving Special Education and related services according to an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP). A student should only have one verified disability on the IEP and IFSP. If you have any questions on the disability categories, please see 92 NAC 51-003.08A-003.08M.

Code	Description
00	No verified disability
01	Behavioral Disorder
02	Deaf-Blindness
03	Hearing Impaired
07	Multiple Impairment
08	Orthopedic Impairment
09	Other Health Impairment
10	Specific Learning Disability
11	Speech Language Impairment
12	Visual Impairment
13	Autism
14	Traumatic Brain Injury
15	Developmental Delay
16	Mental Handicap

- b. **Verified Disability Flag – (1=Yes, 2=No) [Student:Special Education (38)]**
 Provide a code indicating that a student has been verified by a multidisciplinary evaluation team as per Rule 51, Section 006 as child with autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments, mental handicaps, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need Special Education and related services. If it is determined, through an appropriate evaluation under Rule 51, Section 006, that a child has one of the disabilities identified above, but only needs a related service and not Special Education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered Special Education rather than a related service, the child would be determined to be a child with a disability (as per 92 NAC 51-003.08). If yes, you must provide a Verified Disability code.
- c. **Testing Modification – (1=Yes, 2=No, 3=Out of Grade Level) [Assessment Fact: Testing Modification (34)].** Use code 1 for a student who received modifications on more than 50% of the standards. An Out of Grade Level assessment is a type of modification, so students who take “out of grade level” assessments are not included as a student assessed for AYP. Refer to the “Accommodations Guidelines for the Instruction and Assessment of Students with Disabilities” or “Information Regarding the Assessment of Students with Disabilities” in the STARS Update #20.
- d. **Testing Accommodations – (1=Yes, 2=No) [Assessment Fact: Testing Accommodation (43)].** Use code 1 for a student who received accommodations on more than 50% of the standards. Refer to the “Accommodations Guidelines

for the Instruction and Assessment of Students with Disabilities” published by the Nebraska Department of Education for additional information.

- e. **Standards – (STARS or STARS Alternate) [Assessment Response: Test Description (2)].** An alternate assessment is appropriate for students whose IEP team has determined and documented that they have a significant cognitive disability. Refer to the “Alternate Standards and Assessments for Students with Disabilities” for guidance.
- f. **Business Rules – STARS and AYP:**
 - i. Students who receive special services (SPED) can receive accommodations on more than 50% of the standards.
 - ii. For STARS and AYP calculations, if students are reclassified as students no longer receiving special education services during the school year, , these students will be counted as receiving services if the most recent student template has the student classified as receiving services.
 - iii. Students cannot be coded “1=Yes” for both modifications and accommodations.
 - iv. Students receiving modifications (less than 50%) and accommodations (less than 50%) that total more than 50% together should be coded “1=Yes” for accommodations.
 - v. Schools have the option to submit alternate local STAR standards to NDE for approval.
 - vi. Students assessed on STARS alternate standards and STARS standards are counted together in AYP (proficiency and participation), but are reported separately for STARS.
 - vii. For AYP, a student taking out of grade level assessments (over 50%) or an assessment with modifications will not be counted as an assessed student or proficient student.
 - viii. For STARS, students taking out of grade level assessments or assessments with modifications (over 50%) will be reported at the “beginning” level of proficiency and counted as a participate.
 - ix. Students receiving accommodations (over 50%) are included in AYP and STARS calculations.
 - x. The number of students with accommodations or modifications is collected and calculated though the NSSRS by the following entries.
 - 1. Number of special education students – “1=Yes” on Verified Disability Flag
 - 2. Number of special education students who participate in the assessments with no accommodations or modification – “1=Yes” on Verified Disability Flag with “2=No” on Testing Modification and “2=No” on Testing Accommodation
 - 3. Number of special education students who participate in the assessments with appropriate accommodations – “1=Yes” on Verified Disability Flag with “2=No” on Testing Modification and “1=Yes” on Testing Accommodation
 - 4. Number of special education students who participate in the assessments with appropriate modifications - “1=Yes” on Verified Disability Flag with “1=Yes” on Testing Modification (includes modified or out of grade level assessments” and “2=No” on Testing Accommodation.

C. Section 504: This information is collected in the student and assessment templates.

(Student and Student Snapshot (a), Student Indicators (b))

- a. **Section 504 – (1=Yes, 2=No) [Plan 504 Indicator (70)].** Provide a code indicating that the student is receiving services under Section 504 of the Rehabilitation Act of 1973.
- b. **Testing Accommodations – (1=Yes, 2=No) [Assessment Fact: Testing Accommodation (43)].** Provide the code indicating if the student received accommodations on more than 50% of the standards.
- c. **Business Rules:**
 - i. Students with a “1=Yes” code for section 504 can receive accommodations on more than 50% of the standards.
 - ii. Students receiving services under Section 504 can receive accommodations on more than 50% of the standards.

D. Migrant Students – This information is collected in the student templates. (Student and Student Snapshot (a))

- a. **Migrant Indicator – (1=Yes, 2=No) (Migrant Status (112))].** Provide a code indicating the student's eligibility as a migrant student, as defined under 34 CFR 200.40. Children are eligible to receive Migrant Education Program (MEP) services if they meet the definition of "migratory child" and if the basis for their eligibility is properly recorded on a certificate of eligibility (COE). The COE is reviewed by personnel from the state MEP to verify that the information on the COE supports a proper determination of eligibility.
- b. The term "migratory child" is:
 - i. The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); **and**
 - ii. The child is a migrant agricultural worker or a migrant fisher or has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; **and**
 - iii. The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; **and**
 - iv. Such employment is a principal means of livelihood; **and**
 - v. The child: 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. (This last provision currently applies only to Alaska).
- c. **Business Rules:**
 - i. Migrant students (1=Yes) are used in calculations for AYP. See AYP process for explanation of calculations for the three categories.

E. Immigrant Students – This information is collected in the student and assessment templates. (Student and Student Snapshot (a), Student Indicators (b,c))

- a. **Immigrant Indicator – (0 through 4 see table) [Student:Population Code (89)].** Provide the code that best reflects the student’s immigrant status. The district’s decision whether to include assessment data for new immigrants in the calculation of AYP will be collected from another source. **Code 1 definition (new immigrant)** – First time enrolled in a U.S. public school for less than one year. To be included for AYP reporting a new immigrant must:
- be enrolled a full academic year and
 - be assessed on reading and mathematics

Code	Description
0	Not an Immigrant
1	Immigrant < 1 year (new immigrant)
2	Immigrant >= 1 year but < 3 complete school years.
3	Immigrant > 3 years

F. District Full Academic Year Indicator – (1=Yes, 2=No) [Assessment Fact:Assessment Accountable District (42)]. Provide the code indicating if the student should be considered for district-level Adequate Yearly Progress (AYP).). Nebraska’s definition of full academic year is that a student would need to have been enrolled from the last Friday in September through the time when all the STARS assessments are given or until the end of the school year.

a.

Code	Description	Explanation of Use
1	Yes	
2	No	Not Full Academic Year

G. School Full Academic Year Indicator – (1=Yes, 2=No) [Assessment Fact:Assessment Accountable School (47)]. Provide the code indicating if the student should be considered for school-level Adequate Yearly Progress (AYP).). Nebraska’s definition of full academic year is that a student would need to have been enrolled from the last Friday in September through the time when all the STARS assessments are given or until the end of the school year.

a.

Code	Description	Explanation of Use
1	Yes	
2	No	Not Full Academic Year

b. Business Rules: STARS and AYP

- i. Code 1 students (new immigrant) may be included in AYP. This is an option, not a requirement. Participation in the language acquisition assessment may be counted as “participation” on the assessments. Using this option may affect (lower) the percent proficient. Code 1 students (new immigrant) are included in AYP calculations if the district decides to include all new immigrant students. This decision will be collected through another source.

- ii. Code 2 students are used in AYP calculations. See AYP process for explanation of calculations for the three categories.
- iii. Students with code 1 or 2 will be used for Title III Immigrant Aid funding.

H. Foreign Exchange Student – This information is collected in student and assessment templates. (Student and Student Snapshot (a))

- a. **Foreign Exchange Student – (1=Yes, 2=No) [Foreign Exchange Student (73)]**
Provide a Yes or No indicator of whether the student has entered the country on a student visa (usually 2 year) and is not intending to remain here permanently. This field should not be used to indicate immigrant status - see Immigrant Indicator [Student:Population Code(89)].
- b. **Business Rules: STARS and AYP**
 - i. Foreign Exchange Students are not included in AYP or STARS calculations.
 - ii.

I.