

Anticipated Changes for 2003-2004 Report Cards and AYP Designations

Updated 7/28/04

Report Card release date coincides with release of final AYP designations

School and district report cards will be publicly released on November 10, 2004 instead of January 30, 2005.

Report Card Detail Sheets

Detail sheets will be available to districts in August with preliminary data and released to public in November

Validation of Data Collection Submissions

ODE will institute data validation procedures to improve the accuracy of data submissions used in generating preliminary and final AYP reports and report cards. Beginning with spring 2004 data collections, aggregate counts for data elements reported on the report card will be provided to schools and districts as collections are completed.

Business Rules on Issuing Report Cards for Institutions Opening and Closing During the School Year

Report Cards will be issued for all institutions open on May 3rd that have operated for a "full academic year". AYP reports will be produced, but school and districts do not receive AYP designations during the first year of operation.

Revised Business Rules for When Schools Receive Report Card Ratings

Elementary/middle schools: two years for student performance and student behavior ratings and three years for improvement and overall rating.

High schools: two years for student performance, three years for student behavior ratings and four years for improvement and overall ratings due to lagged dropout data.

(Prior report card policy was three years of data required for student performance, student behavior, improvement, and overall ratings.)

Minimum N for Calculating Report Card Student Performance Ratings

80 tests in ELA and Math combined from the two most current years combined are required for a school to receive a student performance rating on the school report card. (Prior rule was 40 tests in ELA and Math combined in each of the two most current years.)

Writing/Math Problem Solving

Writing/Math Problem Solving assessment results will be displayed on the 03-04 report card for students at grades 5 and 8, but not included in ratings. Results from all grades for writing and math problem solving from 03-04 and 04-05 will be included in student performance ratings for the 04-05 report card.

Math Problem Solving results for 03-04 for grade 10 will be included in AYP and report card participation and excluded from AYP and report card performance calculations.

Science

Science assessment results will be displayed on the 03-04 report card for students at grades 5, 8, and 10, but not included in ratings. Results from grades 5, 8, and 10 for science from 03-04 and 04-05 are under consideration for inclusion in student performance ratings for the 04-05 report card.

May 1 Membership as Denominator for School and District AYP Determinations

Oregon's approved accountability plan states that "AYP calculations will be made with total enrollment as the denominator". Schools and districts are reporting all students enrolled on the first school day in May in the Participation Collection due May 15th. Districts and schools are expected to account for the participation status of all students by having a valid test score or a test administration code that explains the lack of a test score for the student. Virtual test records will be generated by ODE and placed in the Student Staging System for any student in the Participation Collection for which test records are not found in the Student Staging System. Districts will then be able to access the virtual records prior to preliminary AYP determinations and request administration code changes to account for the lack of a test score. Scores for tests completed on or before May 21st will be included in AYP performance calculations only for students identified in the Participation Collection as having been enrolled for a full academic year in the school or district.

Accountability for Foreign Exchange Students

Foreign exchange students may participate in Oregon Statewide Assessments if participation would benefit the student's educational program. Consistent with U.S. Department of Education guidance, assessment results for foreign exchange students who are enrolled in a school in the United States for less than a year are not to be included in the determination of Adequate Yearly Progress. Answer sheets with an administration code of 6 (home schooled) should be returned for these students to exclude their scores from AYP and report card calculations.

Accountability for Students Enrolled in Private Alternative Programs

Students who are enrolled part time in private alternative education programs receiving public funds through contracts with school districts and who are receiving instruction in content areas where there are state standards are to take the statewide assessments. The scores of these students will be included in district AYP and report card results. Answer sheets with an administration code of 6 (home schooled) should be returned for students served by private alternative education programs receiving public funds through contracts with school districts and who are not receiving instruction in content areas where there are required statewide assessments.

Economically Disadvantaged Subgroup

For 2003-2004, student membership in the Economically Disadvantaged subgroup will be based on student eligibility for Free and Reduced Price Lunch. Schools and districts are providing this information through the Economically Disadvantaged Collection due May 15th. For this year only, due to the change in subgroup definition, a school or district will meet AYP for this group if the state's performance target is met in either the current year or in the two most recent years combined. For schools and districts that do not operate school lunch programs, the results of the 03-04 assessment survey question on student access at home to a computer connected to internet will continue to be used to define membership in the Economically Disadvantaged group.

Incorporate Alternative Assessment Performance Standards and 1% Cap on Test Scores Meeting Alternate Achievement Standards in AYP Determinations

On December 9, 2003, the US Department of Education provided final regulations on Title I under the No Child Left Behind (NCLB) Act. The regulations allow states to establish alternate performance (achievement) standards for students with the most significant cognitive disabilities and to use the alternate standards in calculating adequate yearly progress (AYP) for up to 1% of the total population of students tested. (See Numbered Memo 023-2003-04 for more information.)

If a district exceeds the 1% cap on students meeting alternate standards, students in district special education programs will first be re-classified as not meeting standards for the purpose of determining district AYP. If the district still exceeds the 1% cap, then students with the lowest scores meeting the alternate standards will be reclassified as not meeting standard for the purpose of determining school and district AYP until the 1% cap is met. After preliminary and prior to final AYP determinations, districts may request reclassification of student scores within the 1% cap. To account for small n, no district will have any test scores meeting the alternate standards reclassified as not meeting the standards for AYP determinations unless the number of test scores meeting the alternate standards exceeds four.

Districts are not permitted to exceed the 1% cap. However, a district not making AYP may request a review of its preliminary AYP determination for the special education group if the district can document that the incidence of students with the most severe cognitive disabilities exceeds 1% and the district can explain the circumstances behind the higher percentage.

Graduation (Applies to schools and districts with graduation as the other academic indicator for AYP.)

Graduation rates for Limited English Proficient and economically disadvantaged subgroups collected in 2002-03 will be displayed in AYP reports and use in safe harbor calculations. For a school or district to meet AYP through safe harbor for these two subgroups, the subgroup must meet the graduation target of 68.1% in the most current year (2002-03).

AYP Attendance

Attendance data for 2002-2003 and 2003-2004 will be used to determine preliminary and final AYP designations for 2003-2004. Districts are strongly advised to submit accurate attendance data in the Quarterly ADM report by the July 9th due date for inclusion in the preliminary AYP reports.

Assessing First Year LEP Students and Score Inclusion Rules

As outlined in Numbered Memo 029-2003-04, LEP students during their first year of enrollment in U.S. schools (enrolling after August 15, 2003) must take an English Proficiency Assessment, but are not required to participate in the state's reading and writing assessments. LEP students during their first year of enrollment in U.S. schools are required to participate in the state's mathematics and science assessments.

If a student takes the district's English Proficiency Assessment, the student is counted as participating in the reading and writing assessments for AYP and report card determinations whether or not (s)he takes the reading and/or writing assessments. If a student takes the state reading and/or writing assessments, the scores will not be included in AYP or report card performance calculations of a school or district. The mathematics assessment results of these students will not be included in AYP or report card performance calculations. ODE will identify first year LEP students using the start date of students submitted by schools and districts in the NCLB Limited English Proficiency (LEP) Collection due May 28th.

Accountability Rules for Students Responding to Writing Assessment in Spanish

In 2003 - 04, students who meet the criteria specified in NCLB Section 1111(b)(3)(C)(ix-x), may continue to respond to the Spanish translated writing prompts in Spanish. Responses to the writing prompt in Spanish are now considered standard administration (with accommodations). The scores will be included in individual, group and state statistics for AYP determinations, but will only be included in participation for the 2003-2004 report cards.

NCLB Section 1111(b)(3)(C)(ix-x)

Students who are eligible are those who 1) have been educated in the United States for three or fewer consecutive years and 2) have not yet reached a sufficient level of English language proficiency such that being tested in English would produce a valid and reliable score.

After three years, a district may determine on a case-by-case basis that a student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such a student knows and can do on the English version of the reading or English language arts tests. At that time, the student may continue to respond in Spanish for up to an additional two years.

For a 10th grade student that has responded to one test in Spanish and one test in English, the highest composite score will be used for AYP determinations while only the English score will be included in report card performance calculations.

Students that respond to writing assessment prompts in any language other than English or Spanish will count as participating and as not meeting the standard for AYP and will count as participating and will not count in report card performance calculations.

ODE will identify eligible LEP students using the start date of students submitted by schools and districts in the NCLB Limited English Proficiency (LEP) Collection due May 28th.

Identification of Title I Schools and Districts for Improvement

Schools and districts are identified for Title I improvement status when the school or district repeatedly does not make AYP in a specific area (English Language Arts, Mathematics, Other Indicator). In other words, to be designated as needing improvement, a school or district must fail to meet AYP targets in English/Language Arts for two consecutive years, in math for two consecutive years, in both subjects simultaneously for two consecutive years, or relative to the other indicator for two consecutive years.

Inclusion of Passing Test Scores from Prior Years for Students Enrolled in Grade 10 in 2003-04

Passing scores of students enrolled at grade 10 that met CIM performance standards on state assessments in 2001-02 as eighth graders challenging up or in 2002-2003 as 9th or 10th graders and did not retest in 2003-04 will be included in 2003-04 AYP and report card calculations. By matching on SSID, these scores will be assigned to the school and district where the student is enrolled on the first school day in May, as indicated in the 2003-04 Participation Collection.

Clarification of the Definition of Participation for AYP and Report Card

Students that attempt (answer at least one question in each section of a knowledge and skills test or begin a response in a performance assessment) will be counted as participating and not meeting standard for AYP and report card calculations. Students that complete tests outside of the test window will also be counted as participating and not meeting standard.

