

2005-06 AYP POLICY and TECHNICAL MANUAL

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AYP Policy and Technical Manual

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I. Introduction

What is Adequate Yearly Progress?

The No Child Left Behind Act requires the annual determination of whether schools, districts, and states have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

- In a school, if all groups meet the statewide participation and academic achievement targets in English/Language Arts and Mathematics, and the school meets the statewide target for either attendance in elementary and middle schools or graduation rates for schools with grade 12, the school is designated as *meeting AYP*. The same requirements apply to each district and to the state, except the target for attendance.
- If all students or any subgroup in a school does not meet the targets, or does not make sufficient progress toward the targets, then the school is designated as *not meeting AYP*. The same requirements apply to each district and to the state.

Is AYP Something New?

No. Since the reauthorization of the Elementary and Secondary Education Act of 1994, districts have been required to determine the annual yearly progress of their Title I schools through the use of a formula. However, when the first Oregon School and District Report Cards were issued in January 2000, a transition was made, and the overall rating on the report card was used to determine AYP for Title I schools. Schools that received a *Satisfactory, Strong, or Exceptional* overall rating on the school report cards were designated as *met adequate yearly progress*. The report cards distributed in January 2000, 2001, and 2002 were used to measure AYP for Title I schools.

With the passage of NCLB and the prescription of common principles for determining AYP in schools throughout the nation, the Oregon School and District Report Cards can no longer be used to determine AYP. The last AYP rating that was based on the Oregon School and District Report Cards was issued in January 2002. Therefore, the report card ratings issued to districts and schools in January 2003 have no bearing on AYP. Schools have “held” their 2002 rating since January 2002, and the new AYP designation, distributed in November 2003, continues the AYP cycle for schools and districts.

A new requirement of the law is that all schools and districts, whether they receive Title I funding or not, must now receive AYP determinations. In addition, prescribed sanctions are applied to schools and districts that do not meet AYP if they are receiving Title I funds. Non-Title I schools are also held accountable for meeting AYP, although they are not subject to the sanctions outlined in NCLB.

What does it mean to say a school or district does not meet AYP this year?

A school or district that does not meet AYP should not be labeled as failing. The designation of *not meeting AYP* signals that the school or district as a whole, or one or more

subgroups of students, is not “on track” for meeting the national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

What happens if schools or districts do not meet AYP?

Under NCLB, schools and districts that are designated as *not meeting AYP* in the first year face no sanctions; however, sanctions begin at the end of the second year for Title I schools or districts that are designated as *not meeting AYP* for the second consecutive year in the same area (i.e. English/Language Arts, Mathematics, Other Indicator). Consequences outlined in NCLB increase in severity with each year’s designation of *not meeting AYP* and range from offering school choice to restructuring. Please see the Section XIII for a description of sanctions for Title I schools and districts.

- If a Title I school or district identified for sanctions meets AYP the following year in the area that caused the school to be identified for improvement, then the school or district stays at the previous year’s sanctions level.
- If a Title I school or district meets AYP the following two consecutive years in the area that caused the school or district to be identified for improvement, the school or district is no longer identified for improvement.

Even though mandatory consequences of school choice and supplemental services contained in the No Child Left Behind Act do not apply to schools that do not receive Title I funds, all schools are expected to help all students reach state standards. The Oregon Department of Education is developing policy and processes for assisting schools that do not receive federal Title I funds and are not yet meeting Adequate Yearly Progress. These policies and processes will include assistance in revising their school and district improvement plans to address targets identified in the AYP analysis.

Are there any changes in determining AYP for 2005-06?

ODE has requested amendments to the State’s Accountability Workbook in the following areas:

- Inclusion of 2005-06 Reading and Math Assessments (see pg 7 and 20)
- Determining Group, School, and District Participation Rates (see pg 16)
- Extension of Flexibility Related to 2% Inclusion of Test Scores (see pg 21 and 24)

In addition, district special education students will be included in the calculation of district, but not school, attendance rate (see pgs 8 and 13).

II. Guiding Principles

The federal government established principles to be used in guiding the individual states in the development of their accountability systems. The guiding principles include the methods and means for determining AYP. These principles are summarized below.

- ***The accountability system includes all schools and districts in the state***, and holds them to the same criteria. All schools and districts receive timely information on AYP reports, and the system includes rewards and sanctions based on school or district performance.
- ***The accountability system includes all students***. All students are expected to participate in the statewide assessment system, and schools and districts are accountable for students that have been served for the majority of the school year.
- ***All students including subgroups are expected to make continuous and substantial growth so that all students are proficient on the state's academic standards by 2013-2014***. Schools, districts, and the state are accountable for having students meet the annual targets, including the students who are English language learners, students in poverty, and students with disabilities.
- ***Accountability is based primarily on academic assessments in reading and mathematics, and accountability also identifies additional measures, all of which are to be assessed annually***. In the accountability system, assessments measure student achievement of state content standards in reading and math. Additional factors of attendance or graduation rates will be included in the determination of AYP.
- ***The accountability system is valid and reliable*** and produces reliable and valid decisions about whether a group of students, a school, or a district meets AYP. These decisions include provisions for allowing for changes in a school's population and also protection of student confidentiality.

A full description of the ten principles and Oregon's approved response are in the Oregon Consolidated State Application Accountability Workbook at <http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypworkbook.pdf>

III. AYP Timeline 2005-2006

Date	Significant Events in Report Card/AYP Determination Process
April 20	<ul style="list-style-type: none"> Spring Student Membership 05-06 Collection opens (required for AYP determinations)
May 1	<ul style="list-style-type: none"> NCLB English Proficiency 05-06 Collection opens (required for AYP determinations)
May 3 - 26	<ul style="list-style-type: none"> Spring Validation Window of Report Card Data Elements <p>Changes made after this date to data elements included in the validation will not be reflected in accountability reports.</p>
June 6	<ul style="list-style-type: none"> Student tests records for all subjects and tests (except Writing administered in Spring Testing Window) loaded in Student Centered Staging
June 10	<ul style="list-style-type: none"> First extract of data from Spring Student Membership 05-06 and NCLB English Proficiency 05-06 Collection for application to test records and generation of virtual records for inclusion in pre-preliminary AYP and report card data
June 13	<ul style="list-style-type: none"> Pre-preliminary school and district AYP data and report card detail data on ODE district secure website. Reports are scheduled to be updated weekly through August
June 30	<ul style="list-style-type: none"> Due date for Suspensions/Expulsions/Truancy 05-06
July 9	<ul style="list-style-type: none"> Due date for NCLB Staff 05-06 Collection
July 14	<ul style="list-style-type: none"> Due date for Annual ADM 05-06 and Class Size 05-06 Collections Due date for School Profile Collection 06-07 used for 06-07 AYP and Report Cards
July 25	<ul style="list-style-type: none"> Due date for NCLB English Language Proficiency 05-06
July 28	<ul style="list-style-type: none"> Last date for changes to: <ul style="list-style-type: none"> Spring Student Membership 05-06 Assessment test records <p>For inclusion in Preliminary AYP reports. These data will be released to the media and general public. Districts that wish to have final AYP determinations match these preliminary AYP determinations should complete edits to these collections by this date.</p>
August 1	<ul style="list-style-type: none"> Preliminary school and district AYP reports on ODE district website Preliminary report card detail sheets on ODE district website
August 4	<ul style="list-style-type: none"> Public release of preliminary AYP designations for all schools and districts on the ODE website
August 4 – 22	<ul style="list-style-type: none"> Requests by districts for substantive appeals of preliminary AYP designation due to ODE. Requests must be signed by the district Superintendent or his/her designee.
August 18	<ul style="list-style-type: none"> Last date for changes to: <ul style="list-style-type: none"> Spring Student Membership 05-06 NCLB English Proficiency 05-06 Annual ADM 05-06 <p>Changes made after this date to these data elements will not be reflected in Final AYP determinations, Report Card or Assessment Group report results.</p>
August 25	<ul style="list-style-type: none"> Last date for changes to assessment test records <p>Changes made after this date to these data elements will not be reflected in Final AYP determinations, Report Card or Assessment Group report results.</p>
August 30	<ul style="list-style-type: none"> Requested AYP data reviews completed for all schools and districts and final list of schools and districts identified for improvement posted to public website
September 7 - 28	<ul style="list-style-type: none"> Fall Validation Window of Report Card Data Elements <p>Changes made after this date to data elements included in the validation will not be reflected in published Report Cards</p>
October 10	<ul style="list-style-type: none"> District preview of 2005-06 school and district report cards, including final AYP designations and supporting detail sheets, on ODE district website
October 13	<ul style="list-style-type: none"> 2005-06 school and district report cards, including final AYP designations and supporting detail sheets, available to public on ODE website
No later than December 15, 2006 (proposed)	<ul style="list-style-type: none"> Distribution of school and district report cards completed by districts. Districts are responsible for downloading, duplicating, and distributing report cards as described in the <u>Report Card 2005-2006 Policy Manual</u>

IV. Data Sources

Academic Indicators

NCLB requires that states establish academic achievement targets. The determination of AYP for all schools and districts in the state is required by law to be based on assessments in English/Language Arts and Mathematics. The statewide assessments listed in the table below are used in determining school, district, and state performance relative to the academic targets and school participation requirements of *No Child Left Behind*.

Academic Indicators: Academic Achievement and Participation

Assessment	Assessed Grade Levels By School Year		For Small Schools and Districts If Additional Data is Necessary	
	2005-2006 [^]	2004-2005 [^]	2003-2004 [^]	2002-2003
Reading Knowledge and Skills	3,5,8,10*	3,5,8,10	3,5,8,10	3,5,8,10
Writing	4,7,10	4,7,10	5,8,10	10
Math Knowledge and Skills	3,5,8,10*	3,5,8,10	3,5,8,10	3,5,8,10
Math Problem Solving	@	@	5,8,10#	10

[^] - The scores of students enrolled in grade 10 who took and passed the test the previous school year or challenged up and passed the test as an 8th grade student and did not test again in 2005-06 are included.
[#] - 10th grade math problem solving results are included in participation but not in performance calculations.
[@] - The Department of Education suspended administration of the Math Problem Solving Assessment beginning with the 2004-05 school year. See http://www.ode.state.or.us/pubs/memos/2004_05/014_05.aspx

* For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

- Results from 05-06 reading and math assessments at grades 4, 6, and 7 will not be included in the calculation of student performance in 05-06 AYP reports or report cards rating formulas, but will be included in 06-07 reports and ratings.
- Results from 05-06 reading and math assessments at grades 4, 6, and 7 will be reported on the web as well as included in the Statewide Assessments table in the school and district reports cards and will be included in the calculation of testing participation rates.

Other Academic Indicators

Under NCLB, the other required academic indicator for determining AYP for districts and schools with grade 12 is graduation. For all other schools and districts, Oregon selected attendance as the other indicator. States are required to establish targets for the other academic indicators used to determine whether a school or district has met adequate yearly progress, but the targets for the other indicators are not required to increase over time.

Other Academic Indicators: Attendance and Graduation Rates

Indicator	Data Source	Contact
Attendance Elementary and middle schools	Annual ADM Collection	Terry Kliever 503-378-3600 x 2353 Terry.kliever@state.or.us
Graduation rate High schools and schools with grade 12	Early Leavers Collection High School Completers Collection	Linda Burgin 503-378-3600 x 4453 Linda.burgin@ode.state.or.us

Please note that graduation rates are based on data for school years 2003-2004 and 2004-2005. Data for 2005-2006 are not available until January 2007.

V. Data Definitions: AYP Indicators

Participation in Statewide Assessments

Number of valid test scores from all students for which the district receives state school fund enrolled in the school on the first school day in May divided by (The expected number of tests from students enrolled on the first school day in May - the number of students without test scores that were not enrolled during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students))

For schools, the records for students participating in district special education programs are also removed from the denominator.

Academic Achievement Status

Number of valid test scores meeting standard from students enrolled for a full academic year in the school or district on the first school day in May divided by Number of valid test scores from students enrolled for a full academic year in the school or district on the first school day in May

- Performance standards by test can be found at: <http://www.ode.state.or.us/search/results/?id=223>
- Scores on writing performance assessments that are scored as *Conditionally Meets* are counted as *Does Not Meet* the standard for the purposes of calculating AYP and report card ratings.
- Scores from modified assessments are counted as *Does Not Meet* the standard.
- Scores from targeted up assessments are counted as *Meet* the standard if the RIT score exceeds the benchmark standard for the grade in which the student is enrolled.
- Up to 1% of total test scores in the district used to determine AYP may be from CLRAS and extended assessments if the scores meet or exceed the alternate achievement standards adopted by the state.
- For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

For the 2004-05 and 2005-06 school years, up to 2% of total test scores in the district used to determine AYP may be from students with persistent academic disabilities who meet or exceed performance standards on a targeted assessment below the student's grade level that most appropriately measures their progress toward benchmark standards, when the student's IEP has determined that such an assessment is appropriate and when the assessment is taken under standard conditions with or without accommodations.

Attendance: Elementary and Middle Schools, and Schools Without Grade 12

Weighted average of enrollment times the attendance rate for each year.

The attendance rate is the percentage of students attending in grades 1-12 and is calculated as the ratio of *Total Days Students are Present* to (*Total Days Students are Present + Total Days Students are Absent*).

Enrollment is the number of students in membership on the first school day in May. District special education students will be included in the calculation of district, but not school, attendance rate for 2005-06.

Graduation: High Schools and Schools with Grade 12

Weighted average of enrollment times graduation rate for each year

Graduation rate = *Graduates* divided by (*graduates + dropouts*)

Graduates

- Students **are** counted as graduates if they receive a regular high school diploma, including an adult high school diploma. The Oregon high school diploma requires at least 22 credits to earn.

Not Graduates

- Students **are not** counted as graduates if they receive modified diplomas based on completion of a special education individualized education program.
- Students **are not** counted as graduates if they receive credentials that require less than 22 credits to earn.
- Students **are not** counted as graduates if they finish their senior year and did not receive any credentials.
- Students **are not** counted as graduates if they earn a GED.

Oregon's definition meets requirements of the U.S. Department of Education for calculating a graduation rate.

Enrollment is the number of students in membership in grades 9 –12 on October 1, except for the Limited English Proficient and Economically Disadvantaged groups which use May 1 enrollment.

Dropouts are students who were enrolled during the current school year and have withdrawn from school, or were enrolled in the previous school year but not in the current school year, and **did not** meet any of these conditions:

- Transferred to another school that leads to graduation.
- Moved, and enrollment is verified by contact with the student's new school.
- Received a high school diploma issued by a school district.
- Received a modified diploma based on completion of an IEP.
- Received home instruction paid for by the district.
- Temporarily absent because of suspension, long-term illness, or family emergency.
- Enrolled in an approved, district-sponsored alternative education program.
- Enrolled in a foreign exchange program.
- Moved out of the United States and enrollment status is unknown.
- Enrolled in an adult high school diploma program sponsored by the district.
- In protective custody and the location of the student is not legally available.
- Placed in a corrections facility, substance abuse facility, or mental health facility, or a CSD certified shelter care program, or legally deported.
- Deceased.
- Withdrew to be taught at home by a parent or private tutor and registered with the ESD.
- Received an adult high school diploma at a community college.
- Received a General Educational Development (GED) certificate.

Please note. A student who withdrew from school, and met one of the conditions above, is not a dropout.

The following special cases constitute dropping out. This is a list of the most common cases and does not describe every circumstance of dropping out.

- Left school without notice and cannot be located.
- Withdrew from a district-sponsored alternative program.
- Moved with a migrant family and is not known to be in school.
- Moved to another district or state and is not known to be in school.
- Suspended or expelled and did not return to school when scheduled to.
- Expelled and did not enroll in the alternative education program that was offered.
- Reported for active duty in military service before receiving a high school diploma or GED.
- Withdrew for home schooling and did not register with the ESD.
- Was sent back from home schooling by the ESD and did not re-enroll.
- Withdrew near the end of the school year before full credit for classes was awarded.
- Withdrew from a GED program without earning a GED.
- Received a certificate of completion based on completion of an IEP.
- Enrolled independently in an alternative education program.
- Enrolled independently in a community college without having received a high school diploma.
- Was released from compulsory attendance and did not stay in school.
- Received a completion credential requiring less than 22 credits to earn.

A dropout is defined by Oregon Revised Statute ORS 339.505. This definition of dropout is consistent with the definition used by the National Center for Education Statistics and is calculated following the regular definitions published by the Oregon Department of Education.

VI. Data Definitions: Subgroups

Identified Subgroups

Under NCLB, the subgroups identified for determining AYP are Students with Disabilities; Limited English Proficient; Economically Disadvantaged; and the major Racial/Ethnic groups in the state: White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and Multi-Racial/Multi-Ethnic.

Group and Subgroup Membership Definitions

All Students

- All students enrolled in the school or district on the first school day in May except the following:
 - Home schooled, tuition or foreign exchange students
 - Students enrolled in private alternative programs that are not receiving instruction in core academic content areas assessed by the state assessments
 - Students identified by the school or district as transferring in without a test score after the testing window has closed
 - (For schools,) students enrolled in district special education programs

Students with Disabilities

- A student served at any time during the school year by a Special Education program in which students are instructed and monitored based on decisions defined by an Individualized Education Program (IEP).

Limited English Proficient

- A student identified by the district in the English Language Proficiency Survey as:
 - Limited English Proficient (LEP), when used with respect to an individual, means an individual:
 - who is aged 3 through 21;
 - who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (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 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) of the No Child Left Behind Act);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- or
- Transitioning students: LEP students who demonstrate fluency in English on a formal English language proficiency assessment and are on monitoring status for up to two years. LEP

students are on monitoring status for up to two years when they no longer need instructional services and methods provided by the district's LEP program.

- Test records with an LEP flag of B, Y, E, or Z are from students who are Limited English Proficient. Test records with an LEP flag of T are from transitioning students. See Appendix for details.

Economically Disadvantaged

- The eligibility application for free and reduced price meal programs will be used to determine membership in this subgroup. Students eligible for free and reduced price lunch are identified by the district in the Spring Membership Collection. For further information about the use of free and reduced price meal data for this purpose, please see http://www.ode.state.or.us/supportservices/memos/2002_03/143_03.htm. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means.

Race/Ethnicity

- American Indian/Alaskan Native: A student having origins in any of the original peoples of North America
- Asian/Pacific Islander: A student having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent
- Black (not of Hispanic origin): A student having origins in any of the black racial groups of Africa
- Hispanic Origin: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race
- White (not of Hispanic origin): A student having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- Multi-Racial/Multi-Ethnic: A student having origins in more than one race or ethnicity.

Please note that students whose ethnicity is identified as *other* by the district are not included in any ethnicity subgroup calculations for the AYP determination.

Data Sources for Subgroup Membership

Subgroup membership information is collected from several data sources.

Academic Achievement

- Students with Disabilities is based on district pre-coding of student assessment answer sheets and/or the SSID file indicating special education program participation and/or the special education program flag in the Spring Membership Collection.
- Limited English Proficient are students that are listed in the NCLB English Language Proficiency Collection as 1) served by an LEP program and have not scored proficient on a district assessment of English Language Proficiency or 2) have reached proficiency in English and exited an ELL program after August 15, 2004.
- Economically disadvantaged students are students identified by the district as eligible for free or reduced price lunch in the Spring Membership 05-06 Collection. In schools and

districts that do not administer school lunch programs, students may be identified as economically disadvantaged by other means.

- Ethnicity is based on ethnic information in the SSID file.

Attendance

- Attendance data by subgroup membership is collected from districts and schools through the Annual ADM Collection. Economically Disadvantaged students are identified using the Spring Membership Collection and Limited English Proficient students are identified using the NCLB English Proficiency Collection.

Enrollment and Graduation

- Subgroup membership for enrollment and the graduation rate is based on student level collections as shown in the following table:

Subgroup	Enrollment	Graduates	Dropouts
All Students	Fall Membership	High School Completers	Early Leavers
Economically Disadvantaged	Spring Membership applied to collection shown above		
Limited English Proficient	NCLB English Language Proficiency applied to collection shown above		
Students with Disabilities	Fall Membership	High School Completers	Early Leavers
Ethnicity	Fall Membership	High School Completers	Early Leavers

Full Academic Year

Oregon’s definition of a “full academic year” is enrollment in a school or district for more than one half of the instructional days in the school or district prior to the first school day in May. (Note: the number of days enrolled does not have to be consecutive. Enrollment may be part time or full time.)

Districts identify all students enrolled in the school and district on the first school day in May through the Spring Membership Collection. In this collection, the district or school also identifies those students enrolled on the first school day in May that have been enrolled for a full academic year. Scores from all students enrolled on the first school day in May are included in determining school and district AYP participation rates. Only the scores of those students enrolled in the school or district on the first school day in May for a full academic year are included in determining student academic achievement status.

District Special Education Programs

In the Spring Membership Collection, districts identify students enrolled in schools that are placed in district-wide special education programs. The assessment results and attendance for students served by district special education programs are excluded from the calculations for determining if a school met AYP. The district is still accountable for the attendance and performance of these students and the scores are included in the district’s AYP determination.

Students with disabilities who are instructed in a general education setting, regular classroom and/or resource room, for 40% of their time or more are included in the school AYP reports with other students in the same grade, class, and school. These are students

who are reported on the December Special Education Child Count (SECC) in the special education federal placement categories of

- “instruction in regular classes” (including special education and related services instruction and support provided in a resource room for less than 21% of the student’s instructional day) [Federal Placement Code = 30] or
- “instruction in regular class, with resource room support” (including special education and related services instruction and support provided in a resource room environment for 21-60% of the student’s instructional day) [Federal Placement Code = 31].

Students with disabilities who are instructed in a general education classroom for less than 40% of their time will be included only in district level AYP reports (district = district of residence). These are students who are reported in one of the following district special education placements [Federal Placement Code = 32 or higher]: separate class (placement in which students are served more than 60% of their school day away from the general education classroom environment); special schools (including public and private residential and day placements); hospitals and institutions; and homebound (not home schooled).

VII. AYP Calculations and Determinations

Statewide Targets for All Schools and Districts

The school or district as a whole must meet each indicator target for the school or district to be designated as *meeting AYP*, except as noted. In each subject, a total of 42 test scores from the two most recent years combined is required to make the determination of AYP. Schools and districts with less than 42 test scores or fewer than a total of 84 students enrolled during the two most recent years combined will require additional data in order to determine their AYP designations. The following table shows the targets, definitions, and data sources for each AYP indicator.

AYP Designation Indicators and Targets

Indicator	NCLB Requirement	Oregon Target and Definition	Data Source
Participation in statewide assessments	95%	95% of all students in school or district or state <i>Number of valid test scores from all students enrolled in the school on the first school day in May divided by (The expected number of tests from students enrolled on the first school day in May - the number of students without test scores that were not enrolled during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students))</i>	Spring Membership Collection and OSA results for 2005-2006 and 2004-2005
Academic Status	Baseline: 2000-2001 + 2001-2002 performance of students at 20 th percentile statewide	ELA 50% = Reading + Writing OSA Math 49% = Math + Math Problem Solving OSA <i>Number of test scores that meet or exceed state standards divided by number of test scores from students enrolled for a full academic year on the first school day in May</i>	Spring Membership Collection and OSA results for 2005-2006 and 2004-2005 from students enrolled for a full academic year
Academic Growth (Required only if Academic Status target is not met.)	Safe Harbor	From prior year to current year, reduce by 10% the percentage of test scores not meeting standards. <i>The percentage of 2005-2006 test scores meeting standards compared to the percentage of 2004-2005 test scores meeting standards</i>	Spring Membership Collection and OSA results for 2005-2006 and 2004-2005 from students enrolled for a full academic year from students enrolled for a full academic year
Attendance for elementary and middle schools. (Required for subgroups only if Academic Status target is not met.)	Other Academic Indicator	92.0% Equivalent to <i>Satisfactory</i> student behavior rating on Oregon School and District Report Cards. <i>Total days students in grades 1- 12 are present divided by (total days present+ total days absent)</i>	Annual ADM collections for 2004-2005 and 2005-2006
Graduation for high schools, schools with grade 12, and districts. (Required for subgroups only if Academic Status target is not met.)	Other Academic Indicator	68.1% Equivalent to percentage of Oregon 9 th grade students who receive a regular diploma within 4 years. <i>Number of students graduating with a regular diploma divided by (number of students graduating with a regular diploma + number of dropouts in grades 9 – 12)</i>	Early Leavers and High School Completers surveys for 2003-2004 and 2004-2005*

* Data for 2005-2006 are not available for determining AYP for this indicator.

Participation

For any school or subgroup within a school to be designated as *meeting AYP*, the school participation in statewide assessments must be 95% or greater. If the participation rate falls below the 95% level for the school as a whole or for any subgroup, the school is designated as *not meeting AYP*. These same requirements apply when determining if a district or the state meet AYP.

For 2005-06, ODE has requested the following amendments to the State's Accountability Workbook:

- *Districts, schools, and disaggregated groups may meet the participation target if the participation rate in either the most current year exceeds the state target or if the combined (current year and prior year) participation rate exceeds the state target.*
- *Students will be omitted from the participation rate calculation when such students cannot take the State assessment during the entire testing window, including the make-up dates, because of a significant medical emergency.*

Academic Status Indicators

To meet the requirements of the law, Oregon set the statewide baseline for determining AYP as the percentage of students at the 20th percentile that were meeting or exceeding state standards. Data from the 2000-2001 and 2001-2002 statewide assessments were combined across grade levels and used to determine the baseline. For 2005-2006 AYP determinations:

- The single **English/Language Arts** target for all schools in the state and also all subgroups is *50% of test scores meeting or exceeding standards*. Statewide assessments in Reading Knowledge and Skills and Writing are used to measure the progress toward this goal.
- The single **Mathematics** target for all schools in the state and also all subgroups is *49% of test scores meeting or exceeding standards*. Statewide assessments in Math Knowledge and Skills and Math Problem Solving are used to measure the progress toward this goal.

With the goal being that all students will meet or exceed academic standards in 2013-2014 as measured by statewide assessments, each state was required by Federal law to set annual targets for the percentage of students meeting or exceeding state academic performance standards. The targets are required to increase over time and at equal intervals, but not necessarily to increase annually. The annual academic targets for all Oregon schools are listed in the following chart by subject and school year.

Statewide Academic Targets for All Schools

The school or district and also subgroups must have the target percentage of students meeting or exceeding the standards to be designated as *meeting AYP*. The same requirements apply to the district and the state.

School Year	English/ Language Arts	Mathematics	School Year	English/ Language Arts	Mathematics
2002- 2003	40%	39%	2008- 2009	60%	59%
2003- 2004	40%	39%	2009- 2010	60%	59%
2004- 2005	50%	49%	2010- 2011	70%	70%
2005- 2006	50%	49%	2011- 2012	80%	80%
2006- 2007	50%	49%	2012- 2013	90%	90%
2007- 2008	60%	59%	2013- 2014	100%	100%

Academic Growth: Safe Harbor

Schools and districts that do not meet the academic status targets may qualify as meeting AYP under another provision of the NCLB law called safe harbor. Using safe harbor, a **school or district or any subgroup** that reduces its percentage of student test scores not meeting the standards by 10% or more, from the prior year to the current year, will be designated as *meeting AYP*, as long as the school, district, or subgroup also meets the target for the other academic indicator of graduation or attendance and the participation target. Please note the provision of safe harbor applies also to the other academic indicators, but the rules for its application to the other academic indicators are different.

Other Academic Indicators: Attendance and Graduation

States are required to establish targets for the other academic indicators used to determine whether a school has met adequate yearly progress. NCLB requires states to include graduation in determining AYP for high schools. This is also the other academic indicator used to determine district AYP. Oregon selected attendance as the other required indicator for elementary and middle schools. Under NCLB, states are not required to increase the targets for the other indicators over time. In the future, Oregon will review statewide attendance and graduation rates and may adjust the targets for these other academic indicators.

- **Attendance for elementary and middle schools:** The attendance target was set at 92.0%. This target is equivalent to a student behavior rating of *satisfactory* on the current school and district report cards.
- **Schools with grade 12:** The graduation target was set at 68.1%. This target is the historically Oregon statewide average of the percentage of 9th grade students receiving regular diplomas within four years.

Note that graduation data are from 2003-2004 and 2004-2005. Data for 2005-2006 are not available until January 2006.

How AYP is Determined for Schools, Districts, or the State

If the school as a whole (the group “all students”) meets 1) the participation requirement, 2) the yearly academic achievement targets in English/Language Arts and Mathematics, and 3) the target for other academic indicator of attendance (for schools without grade 12) or graduation rate (for schools with grade 12) and all subgroups of students meet the participation and yearly academic achievement targets in English/Language Arts and Mathematics, the school is designated as *meeting AYP*. (This determination applies only to those subgroups that meet the minimum cell sizes discussed below.) If the school as a whole, or any subgroup of students, does not meet any one of the targets for any one indicator, the school is designated as *not meeting AYP*, unless the school or subgroup makes “safe harbor” as described below. These same requirements apply when determining if a district or the state met AYP.

Minimum Cell Size (Minimum n) for Accountability Purposes

In order to be certain that AYP determinations are valid and reliable, a minimum cell size (minimum n) has been established by the state. The minimum cell size for each indicator is listed in the table below. To calculate a school or district cell size, use the data from the past two school years and combine results from all included tests (see chart in section IV.) in the school or district.

AYP Decision	Minimum Cell Size (Minimum n) Required
Participation: English/Language Arts and Mathematics	40 expected tests from benchmark grades = All required tests for all benchmark grades combined for the two most recent years combined
Academic Achievement English Language Arts and Mathematics	42 tests from benchmark grades = All tests for all benchmark grades combined for the two most recent years combined
Attendance	84 students enrolled in grades 1 – 12 during the two most recent years combined
Graduation	84 students enrolled in grades 9 – 12 during the two most recent years combined

For schools and districts that do not meet the minimum n of 42 tests in each content area in the two most current years, ODE will “look back” and include assessment results from the two years prior to the two most current years. After the release of preliminary AYP designations in August, the Department will work with very small schools and districts for which there are insufficient data to produce a final AYP designation. It will be necessary to identify additional assessment results from tests that are aligned with Oregon’s academic standards in English/Language Arts and Mathematics, as well as other data, to calculate a valid AYP designation. Districts may also submit additional data for schools that do not enroll students at grades in which Oregon Statewide Assessments are administered.

In the case of very small schools and districts, in which four years of data for Grades 9 -12 does not produce a minimum cell size of 84 students for the graduation indicator, attendance data will be used, and the attendance indicator will replace the graduation indicator.

Please see XI. Special Situations for more information relating to small schools and districts.

Participation Requirement

A student is expected to participate in all required state tests that assess the content areas in which the student received instruction paid for by the state school fund. This includes registered home schooled students, privately schooled students, tuitioned students or any other students who are exempted from compulsory school attendance, and who are attending public schools or programs part time, if the student is claimed by any district for the equivalent ADM and the student received instruction provided by the district in the state content standards during the 2005-2006 school year.

For any school or subgroup within a school to be designated as *meeting AYP*, the school participation in statewide assessments must be 95% or greater. If the participation rate falls below the 95% level for the school as a whole or for any subgroup, the school is designated as *not meeting AYP*. These same requirements apply when determining if a district or the state meet AYP.

The AYP participation denominator is based on students enrolled on the first school day in May as identified in the Spring Membership Collection. A participation record is generated for each required test at the grade at which the student is enrolled and filled with the highest test score to date for the student. Records with an administration code of 6 (Home Schooled/Foreign Exchange Student) are removed from the participation denominator. Any record without a valid test score that the district identifies in Student Staging as from a student enrolled on the first school day in May who was not enrolled during the testing window(s) (administration code of 8) will also be removed from the participation denominator. The records for students identified in the Participation Collection as enrolled in district special education programs are removed from the school's participation denominator.

Registered home schooled students, private school students, tuitioned students and students attending public or private alternative programs that are not claimed by any district for ADM or did not receive instruction from the district in the state content standards during the 2005-06 school year are not required to be assessed. Test scores or virtual records indicating non-participation from these students are excluded from district and school report card and AYP calculations by marking the student's answer sheet or test record in Student Staging with Administration Code 6. Note: Any student may request to participate in state tests. The scores of registered home schooled, private school students, or tuitioned students for whom any district does not claim or receive ADM are excluded from a district's assessment, AYP, or report card calculations or reports when the student's answer sheet or test record in Student Staging is marked with Administration Code 6.

Students that attempt but do not complete a test (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. Incomplete CLRAS and extended assessments are counted as non-participation and are not included in performance calculations. See the Test Valid Code Table in the Appendix for more detail.

2005-2006 Participation Codes

Administration Code and Definition		Participation Indicator	Academic Achievement Indicator
1	Absent (for an extended period of time) or Student Refusal = A student who is absent during the entire testing window and make-up testing period.	Non-participant	Not used
3	Modified – Language = A student who is non-literate in the language of the test and participates in the assessment under modified conditions.	Participant	Does not meet standard
5	Modified – Disability = A student with a disability who participates in the assessment under modified conditions.	Participant	Does not meet standard
6	Home Schooled Student/Foreign Exchange Student	Not used	Not used
7	Parent Request = A student whose parents request that the student not participate in testing for religious or disability related reasons.	Non-participant	Not used
8	Not Enrolled During Test Window = A student without a valid test score that was enrolled on the first school day in May but not during the school's testing window.	Not used	Not used

LEP students during their first year of enrollment in U.S. schools may participate in the state's language arts assessments, but are not required to do so. LEP students during their first year of enrollment in U.S. schools (enrolling after August 15, 2005) that take an English Language Proficiency Assessment will be counted as participating in the 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.

Academic Status Requirement

For any school or subgroup within a school to be designated as *meeting AYP*, the percentage of assessments in each content area meeting state standards plus the margin of error (see next topic) must exceed the state's academic target (described above). Assessment data from the two most recent years are combined to determine the percentage of tests meeting standards. Only the scores from students enrolled for a full academic year in the school or district on first school day in May are included when calculating academic status. If the school as a whole or any subgroup does not meet the academic target in either area, the school is designated as *not meeting AYP*.

The highest score of students enrolled at grades 3-8* with multiple scores for a test during the school year will be credited to the school and district where the student was enrolled on the first school day in May, even if the score was earned in another school and district.

* For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

- Results from 05-06 reading and math assessments at grades 4, 6, and 7 will not be included in the calculation of student performance in 05-06 AYP reports or report cards rating formulas, but will be included in 06-07 reports and ratings.

The highest score of students enrolled at grade 10 with multiple scores for a test during the school year, with scores that meet the standard during the prior school year, or with scores that meet the standard on a CIM test taken as an 8th grader two years prior to the current school year will be credited to the school and district where the student was enrolled on first school day in May, even if the score was earned in another school and district. Scores that

conditionally meet the writing standard in prior years are not included in determining a 10th grade student's highest score.

The percentage of CLRAS and Extended assessment that meet the alternative achievement standards that can be included in the percentage of tests meeting standard is limited to 1% at the district level. [Title I Final regulations section 200.13 as amended December 9, 2003] For the purpose of determining AYP, the state must reclassify proficient scores above the 1% cap to count as non-proficient when the 1% cap is exceeded by a district. To account for small n, reclassification of proficient test scores as non-proficient will not occur unless the number of test scores in the district meeting the alternative assessment standards exceeds four.

For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

For the 2004-05 and 2005-06 school years, up to 2% of total test scores in the district used to determine AYP may be from students with persistent academic disabilities who meet or exceed performance standards on a targeted assessment below the student's grade level that most appropriately measures their progress toward benchmark standards, when the student's IEP has determined that such an assessment is appropriate and when the assessment is taken under standard conditions with or without accommodations.

For the purpose of determining AYP, the state must reclassify proficient scores above the 2% cap to count as non-proficient when the 2% cap is exceeded by a district. To account for small n, reclassification of proficient test scores as non-proficient will not occur unless the number of test scores in the district meeting the performance standards exceeds eight.

Assessment results of LEP students during their first year of enrollment in U.S. schools (enrolling after August 15, 2005) are not included in calculating academic status of a school or district.

Assessments offered by the state in a student's native languages are considered standard administration, and scores from eligible students meeting the performance standard count as meeting standard in AYP calculations. Eligible students, as defined in *NCLB Section 1111(b)(3)(C)(ix-x)* are students 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 or side-by-side version of the assessment. At that time, the student may continue to respond in his/her native language for up to an additional two years. For 2005-06, the following assessments in a student's native language are offered:

- Writing in Spanish at grades 4, 7, and 10
- Reading in Spanish at grade 3
- Juried assessments

These same requirements apply when determining if a district or the state meet AYP.

Margin of Error

In applying the principle that decisions about AYP are valid and reliable, Oregon and a number of other states include *margin of error* in determining whether a school met the annual targets. The purpose of using margin of error is to ensure that the final decision, about whether a school or subgroup of students did not meet the academic status targets, is as accurate as possible, with 99% confidence.

Given that the school and each subgroup of students returning 42 or more tests over two years must meet the state targets in both English/Language Arts and Mathematics, a school may have to reach as many as 20 or more academic targets in order to be designated as *meeting AYP*. Therefore, it is critical that each of these decisions be as accurate as possible. If a school or group of students in a school does not score within the margin of error of the target for the given size of the group, it is only then determined to not meet the achievement status target. For reporting purposes, the margin of error is added to the achievement status of the school or subgroup. If the “adjusted status” exceeds the state target, the school or subgroup is designated as *meeting* the achievement status target.

The margin of error is larger for groups that barely surpass the minimum number of tests required to determine AYP (42 discussed above), and the margin of error is smaller as the number of tests increases. A table of sample targets for schools and districts follows. [Other states have chosen not to use margin of error in their AYP calculations, and instead increase the minimum cell size necessary to make decisions about AYP. However, by increasing the minimum cell size, more subgroups of students in schools are excluded from AYP calculations.]

Margin of Error for Selected Numbers of Tests

Number of Tests (n)	Margin of Error = $233 \cdot \sqrt{(0.25/(n/2))}$
42	25.42
100	16.48
200	11.65
300	9.51
400	8.24
500	7.37
600	6.73
700	6.23
800	5.83
900	5.49

Academic Growth: Safe Harbor

Schools and districts that are identified as *does not meet* the academic status target may qualify as *meeting AYP* under another provision of the NCLB law called safe harbor. Using safe harbor, a school or district or any subgroup that reduces its percentage of tests not meeting the standards by 10% or more, from the prior year to the current year, will be designated as *meeting AYP*, as long as the school, district, or subgroup also meets the target for the other academic indicator of graduation or attendance.

Safe harbor requires the following improvement:

- In English/Language Arts and Mathematics, from the previous year to the current year, the percentage of test scores not meeting state academic performance standards must decrease by 10% or more from the previous year AND
- For attendance or graduation rates, the percentage is at or above the target for the two most recent years combined OR for the most current year only.

These same requirements apply when determining if a district or the state met AYP.

Other Academic Indicator Requirement: Attendance or Graduation

To meet the target requirement for the other indicator, the attendance or graduation rate for the school as a whole or the district as a whole must be at or above the target percentage as a two-year average or at or above the target percentage in the most current year.

- For elementary and middle schools: At or above 92% attendance
- For high schools and schools with grade 12: At or above 68.1% for graduation

Both of these indicators may be met by the two-year weighted average or the rate for the most current year. Note that attendance data for subgroups was first available for the 2004-05 school year.

Calculation Rules

The general rule for calculations and displays is to display calculated percentages one decimal place beyond the number of decimal places in the target. This provides for clear determination of whether a group met or did not meet a specific target.

- **Assessment Data**

Percentages are calculated from whole numbers and are not rounded during subsequent calculations or prior to comparisons with targets. Participation rates are rounded and displayed to the nearest whole number. Academic performance decimals and percentages are rounded and displayed to two decimal places in reports. Academic targets are expressed as whole numbers, except the growth target, which varies by school and subgroup, is expressed to two decimal places.

- **Attendance and Graduation Data**

The calculation of attendance rates and graduation rates (including combined rates) is rounded and displayed to one decimal place and compared to the respective targets, which are expressed to one decimal place.

VIII. The Preliminary AYP Designations and Additional Data

In order to comply with NCLB requirements, the public release of preliminary designation of AYP for the 2005-2006 school year is scheduled for August 4, 2006. Districts may request a review of the preliminary determination for the district or any of its schools by providing additional data as outlined in the law. For the AYP designation for the 2005-2006 school year, schools and districts will provide this information during the review period August 1 – August 25.

Preliminary AYP Preview

Prior to the official release of Preliminary AYP data and designations, there will be a three-day period when schools and districts will be given a courtesy preview of their preliminary AYP data and designations. During this short preview period, **corrections to data will only be made if there is an error on the part of the Department.** Requests to suppress public release of a school or district AYP information will not be considered.

Title I Targeted Assistance Programs

Under NCLB, districts may choose to evaluate only the progress of students served in Title I-A Targeted Assistance programs to determine if a school met AYP. In the case of Title I schools operating Targeted Assistance programs, schools may elect to include only students served by those programs, unless such review determines that by applying the targeted assistance rule, the school or subgroup is removed from the statewide accountability system due to lack of minimum cell size or other exclusions.

During the review period after preliminary AYP designations, districts may request recalculation of AYP based on tests from students served by a targeted assistance program for any categories in which the school did not make AYP in the preliminary designation. Recalculations will only be made for a category in which the minimum cell size (minimum n) is maintained. Students served by Title I-A Targeted Assistance Programs are identified using the Title I flag in the Spring Membership Collection.

Schools with Insufficient Data

During the August 5 – September 28 review period, the Department will work with schools and districts for which there are insufficient data to produce a final AYP designation. It will be necessary to identify additional assessment results from tests that are aligned with Oregon's academic standards in English/Language Arts and Mathematics, as well as other data, to calculate a valid AYP designation. Districts may also submit additional data for schools that do not enroll students at grades in which Oregon Statewide Assessments are administered. Please see XII. Special Situations for more information.

Compliance with 1% and 2% Caps

Prior to August 25, the Department will work with districts to come into compliance with Title I regulations related to inclusion of assessments of the alternate achievement standards in the determination of Adequate Yearly Progress (34 CFR 200.13). According to these regulations, the State must count as non-proficient the number of scores of students that meet the State's alternate assessment standards that exceed 1.0% of all student tests used to determine AYP. Students may meet the alternate achievement standards on either the

CLRAS or extended assessments. Districts will also come into compliance with the 2.0% cap on targeted assessments during this time, provided that the U.S. Department of Education approves the state's amendment to the Accountability Workbook described on page 21.

Review Period

Prior to August 26, the Oregon Department of Education provides districts with the opportunity to correct student demographic data and supply missing demographic data or test administration codes. Through Student Staging, districts have the opportunity to review and make corrections affecting the 2005-2006 assessment results. During the review period, districts will also have access to student level collections for corrections.

Districts will not have the opportunity to correct assessment, enrollment, graduation, and attendance data used in the 2004-2005 AYP determinations. This data was reported and validated by schools and districts in prior years. A district must file a substantive appeal no later than August 22, 2006 with the Department of Education if it believes a preliminary AYP designation for a school or district in 2005-2006 is inaccurate due to uncorrected errors in the 2004-2005 data.

IX. Final AYP Designation

After the processing of requests for review, and in some cases the re-determining of the percentage of students meeting AYP indicators, the Oregon Department of Education notifies schools and districts of final AYP designations by August 30th. Final AYP designations are also reported on school and district report cards issued on October 13, 2006.

AYP and Report Card Preview

Prior to the official release of the school and district report cards, there will be a three-day period when schools and districts will be given a courtesy preview of their final AYP data and Report Cards. During this short preview period, **corrections to data will only be made if there is an error on the part of the Department.** New requests for data reviews will not be accepted during the preview period.

Release of the Report Card with AYP Designations

School and District report cards with final AYP designations and data reflective of any changes during the review period will be released on October 13, 2006. It is the policy of the Oregon Department of Education that report cards will not be reissued following the official release day, unless the Department was in error. If a data error is discovered after the official release day, then data will be corrected only for inclusion on future report cards.

X. Relationship to Oregon's School and District Report Cards

The AYP designations and ratings on the annual school and district report cards are based on similar data but are calculated in different ways.

AYP Designations

AYP designations indicate whether students in the school as a whole, and also subgroups of students, met the annual academic achievement targets established by the state, with the goal being that all students will demonstrate proficiency on statewide assessments by the 2013-2014 school year. The AYP determination is based on two years of data, and the ratings categories are either *met AYP* or *did not meet AYP*, as required under the No Child Left Behind Act. Only test results of students enrolled on the first school day in May in the school or district for a full academic year are included in performance calculations.

Report Card Ratings

Report Card ratings reflect whether a school as a whole has achieved at a satisfactory level and has made significant improvement in student academic achievement during the past four years. Schools receive an overall rating and component ratings in student performance, student behavior, improvement, and school characteristics. Unlike the AYP designation which is based on the percentage of test scores meeting the state's academic standards, the report card ratings recognize the progress of schools in increasing the number of students exceeding state standards over time, as well as reducing the number of students that are farthest from meeting academic standards. The school report card ratings are based on a five-point scale ranging from *exceptional* to *unacceptable* and meet the requirements of Oregon law. Only test results of students taking a standard administration of a test are included in performance calculations.

Comparison of Ratings

AYP designations and report card ratings provide schools, parents, and communities with different views of schools and districts based on similar data. For schools, districts, and the state to meet AYP, all students as a whole, and also subgroups, must meet performance targets in each content area and also participation requirements and targets for attendance or graduation. If any one group misses a single target in any one category, this results in a designation of *not meeting AYP*. In contrast, the report card overall rating is based on performance and improvement over time in all categories by students in the school as a whole, and the ratings in each separate category are combined for an overall rating. The report card operates under a compensatory system while the AYP determination is based on a conjunctive system of AYP determinations.

Reporting of AYP and Non-AYP Data

NCLB requires states, districts, and schools to report a variety of data in report cards that are disseminated to parents and available to the general public. In addition to the data that are used to determine the AYP status of a school, district, or the state, additional information about the safety of schools, the quality of the staff, the availability of technology, and data on how well English Language Learners are acquiring proficiency in English is to be disseminated.

Because much of this data is already required by Oregon legislation for school report cards, or supplements data already reported on school and district report cards, the Department produces a consolidated report card meeting both state and federal timelines and requirements.

XI. Special Situations

Accountability for All Student Results

Districts in Oregon provide students with a wide variety of educational settings to address the unique learning needs of individual students. Consistent with the guiding principle that all students and schools are included in the state's accountability system, Oregon's accountability system includes measurement of the achievement of all students from these diverse settings, as well as through diverse assessment options.

All public schools open on the first school day in May that have operated for a "full academic year" including charter schools, alternative schools, state operated schools, and correction facilities in Oregon receive AYP reports each year with AYP designations, if sufficient data (at least two years of data with minimum cell sizes met) are available. An AYP report without an AYP designation will be issued to schools with only one year of data.

District-administered programs, as well as other public and private programs including Magnet/Special Programs, Special Education, and Professional/Technical do not receive AYP reports based specifically on the students enrolled in their programs. Data generated by students enrolled in these programs is included in the resident school and/or district determination of AYP based on whether the school or district initiated student placement in the program. The achievement of these students is also included in the determination of whether the state *met AYP*. Please see the appendix for definitions of schools and programs and how to determine the difference between a program and a school.

Students enrolled in private schools, home schooled students, tuition students, first year foreign exchange students, and students in private alternative programs not receiving instruction in core academic areas assessed by the Oregon Statewide Assessments are not included in the determination of AYP.

AYP Reports for New Schools

New schools will receive AYP ratings when they have operated for two years. High schools may have two years of assessment data (from 2004-2005 and 2005-2006) but only one year of graduation data (from 2004-2005, the most current data available). If the school has not administered state assessments in the first two years of operation, AYP determinations will be made based on feeder patterns (see below) or the first year the school administers state assessments. Districts must provide data for any school that does not administer benchmark assessments for which there is no clear feeder pattern. Preliminary AYP designations will be issued in each of these cases, and the Oregon Department of Education will work with districts to ensure that final AYP determinations for these schools are valid based on the data supplied by the district.

Students enrolled in new or reconfigured schools will be included in the district's AYP determination during the first year of the schools' operation, but the school will not receive an AYP rating. Oregon Department of Education policy states that if the enrollment of a school changes by more than 40% due to boundary changes, consolidation of schools, or changes in benchmark grades in a school, it is considered a new school. Districts request new school designations and provide supporting evidence for the designation prior to the end of May each school year.

Very Small Schools and Districts

A number of small schools and districts may not meet minimum cell size requirements for participation, assessments, and attendance or graduation, even after combining four years of data. In these cases, districts and schools will provide additional data during the review period in order to determine a final AYP designation.

For additional assessment data, schools or districts can submit

- Two additional years OSA data
or
- Local assessments that assess student achievement of state content standards and, for grades 4, 6, 7, and 9, are reported on a scale aligned with the Oregon Statewide Assessments. The Oregon Department of Education will assist schools and districts in identifying local assessments that meet these criteria.

For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

- *Results from 05-06 reading and math assessments at grades 4, 6, and 7 will not be included in the calculation of student performance in 05-06 AYP reports or report cards rating formulas, but will be included in 06-07 reports and ratings.*

After preliminary AYP reports are generated, ODE will include the results of these assessments for those schools and districts that do not have sufficient data to determine an AYP designation.

For additional graduation and attendance data, schools or districts can submit

- Two additional years of attendance or graduation data to reach the minimum cell size or
- Data on other academic indicators approved by the Oregon Department of Education

If the school or district is still unable to meet the minimum cell size after applying one of the options above, then the school or district may waive the minimum required cell sizes and request an AYP determination with the additional data included. In this circumstance, academic AYP targets will be based on the margin of error for 42 students.

Please note that AYP will be determined for any subgroups that meet the minimum cell size, after including additional assessments or years of data, by following the procedures described above. The additional assessment, attendance, or graduation data beyond the two most current years used to make an AYP determination for a school will not be used in

determining the district's AYP designation unless needed to attain the minimum reliable cell size for the district.

Schools Without Benchmark Grades

The preliminary designation for the sending school will be the same preliminary designation as the single receiving school into which the largest group of students was promoted, as identified by the district.

During the review period, a district may request review of the preliminary AYP designation for the sending school using one of the alternatives listed below.

- The sending school's attendance plus the results of third grade assessments, of only the students sent to the receiving school by the sending school, may be used to determine AYP. The sending school may choose to limit the identified students to those that attended the sending school for a full academic year. K-2 Targeted Assistance Schools may also elect to look only at the third grade assessment results of students served by the sending school for any groups designated as not making AYP in the preliminary determination.
- For Kindergarten-only schools: The results of assessments of foundation skills in reading and mathematics that are administered locally and are aligned with the Oregon Statewide Content Standards and have pre-determined, standard passing levels may be used to determine AYP. The Department of Education will provide assistance to districts in identifying and determining which Kindergarten assessments meet these criteria.

Other Substantive Reasons

The law states that if a principal or a majority of parents feels that an AYP designation for a school is in error for *statistical or other substantive reasons*, the principal may provide supporting evidence to the district, and the district shall consider that evidence before making a final AYP determination.

Substantive appeals for AYP designations will be considered when:

- The written request from the superintendent or his/her designee is received at the ODE within 18 calendar days of the public release of preliminary AYP reports.
- The school is determined to not meet AYP based on unique events that could not be predicted and/or controlled by the school or district
- The data issue contributing to the substantive appeal could not otherwise be remedied through district corrections of related data.

Substantive appeals will not be considered when based on:

- Problems that could be have been avoided based on correction to student test records or student level data
- Challenges to state policy and rules, federal law, regulations or non-regulatory guidance or provisions described in the State's Accountability Workbook
- Lack of knowledge of policies outlined in the AYP/RC manuals and/or the Assessment Administration Manual or numbered memos

The Superintendent of Public Instruction will appoint a committee of at least 8 members of the educational community to serve annually to review district requests for substantive appeals of school AYP determinations. The committee will review appeals based on

- The district’s description of the issue
- The district’s history related to the issue
- Availability of alternatives to mitigate instances of the issue

The committee’s decision regarding appeals will be final.

It should be acknowledged that an extraordinary school tragedy that occurs near or during a testing window (e.g., school fire, school shooting) could significantly impact the results of assessments, the participation rate, or the actual testing window. These extraordinary events will be evaluated by both the district and the Oregon Department of Education and considered on an individual basis.

XII. Title I Notification Requirements

Under NCLB, schools and districts that are designated as *not meeting AYP* in the first year face no sanctions; however, sanctions begin at the end of the second year for Title I schools or districts that are designated as *not meeting AYP* for the second consecutive year in the same area. Schools that are identified for school improvement (that is, schools not meeting AYP in the same content area for two consecutive years) and their districts have an obligation to provide parents with information about AYP and improvement efforts. These required notifications include the following.

Deadline	Action
“promptly” after identification for school improvement	<p>In a language the parents can understand, a district shall provide to parents of each student enrolled in a school identified for school improvement, corrective action, or restructuring</p> <ul style="list-style-type: none"> • explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the district and the State; • reasons for the identification; • explanation of what the school identified for school improvement is doing to address the problem of low achievement; • explanation of what the district or State educational agency is doing to help the school address the achievement problem; • an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and • explanation of the parents’ option to transfer their child to another public school or to obtain supplemental educational services for their student
Before the first day of school	The district must offer public school choice to every student enrolled in the identified school.
After approval by the district of the school improvement plan	The district must publish and disseminate to the parents of each student in the identified school and to the general public, information about any action taken by the school and the district to address the problems that led to identifying the school for improvement. Explain how the school or district will address the problem of low achievement in the school.

The State is responsible for producing and disseminating district AYP reports as well as any corrective actions taken by the State. The determination of AYP designations for schools and the production of AYP reports are district responsibilities under NCLB. The Oregon Department of Education calculates the AYP designations for schools as a service to districts.

XIII. Accountability for Schools and Districts Designated as *Not Meeting AYP*

NCLB requires that a state must have a single accountability system and that the states hold schools and districts accountable for the academic achievement of their students. All schools, districts, and the state are accountable for meeting AYP each year. Mandatory consequences contained in the federal law apply only to schools that receive Title I funding. However, all schools and all districts not yet meeting Adequate Yearly Progress targets are expected to improve; and school, local district and state plans will be revised to reflect the needs identified in the AYP analysis.

Title I of the *No Child Left Behind Act* provides funding on a per student basis based upon 2000 census percentages of low-income families in local districts. These funds must be targeted to schools with low-income students and are designed to provide supplemental services to students to assist them in meeting state academic standards. Schools, that receive Title I funds and that are identified as not meeting Adequate Yearly Progress targets in all categories for the first time, have one year to address the identified problems and to improve. The local district may use its Title I and other federal funding sources to develop revised school and district improvement plans to address the targeted needs. In addition to Title I funds, districts receive federal funding under the *No Child Left Behind Act* for

- professional development, enhancing teacher quality and improving the use of technology (Title II);
- improving services to students with limited English skills (Title III);
- and development of innovative programs (Title V).

In addition, many districts receive additional *No Child Left Behind Act* funding through competitive grants for School Improvement funds, Comprehensive School Reform funds, School-University partnerships, Safe and Drug Free Schools, 21st Century Learning Community program (after school program); Reading First grants for early childhood literacy; Math-Science partnership program and others. Districts also receive other federal funding support in addition to No Child Left Behind in areas of special education and professional-technical education. It is an expectation that local districts use these funds to address the areas in need of improvement identified in the AYP analysis.

Accountability for Title I Schools

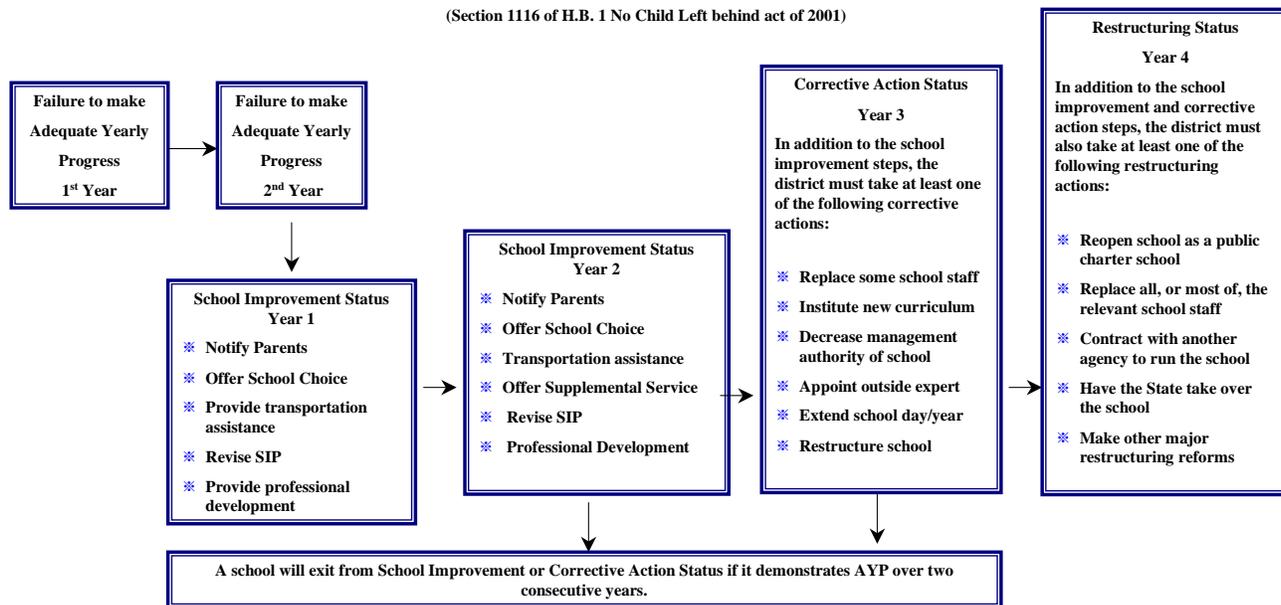
Title I schools that do not meet AYP for one year are not required to implement mandatory federal consequences of school choice or supplemental service (described below). However, the district is required to provide assurance to the Oregon Department of Education that all federal requirements for implementation of the various provisions of *No Child Left Behind Act* are in place. The district will be expected to revise its description of how it will use its federal funding to target the needs of the school or district identified in the

AYP analysis. The revision of these plans is due in October. The Oregon Department of Education will monitor program compliance.

The Oregon Department of Education is required by the U.S. Department of Education to establish targets for expected rates of growth for every school in order to close the achievement gap. The Oregon Department of Education will provide technical assistance and support, along with other key partners such as ESDs, universities, community-based organizations, and professional organizations. Working in shared accountability partnerships among the Oregon Department of Education, districts, schools, and other partners, the education community will utilize a “capacity building” process that leads to better understanding of the nature of student achievement in the districts, analysis of effective strategies, and development of plans that will lead to student success. The expected outcome is a deeper organizational understanding of how to improve student achievement.

Under NCLB, sanctions begin at the end of the second year for Title I schools or districts that are designated as *not meeting AYP* for the second consecutive year. The severity of the required consequences increases with each year’s designation of *not meeting AYP* as outlined in the chart below. [Additional details about sanctions that apply to Title I schools that are designating as *not meeting AYP* may be found in the Appendix.]

FLOW CHART FROM ADEQUATE YEARLY PROGRESS & SCHOOL IMPROVEMENT
(Section 1116 of H.B. 1 No Child Left behind act of 2001)



Please note. If a Title I school identified for sanctions meets AYP in the area for which the school was identified the following year, then the school stays at the previous year’s sanctions level.

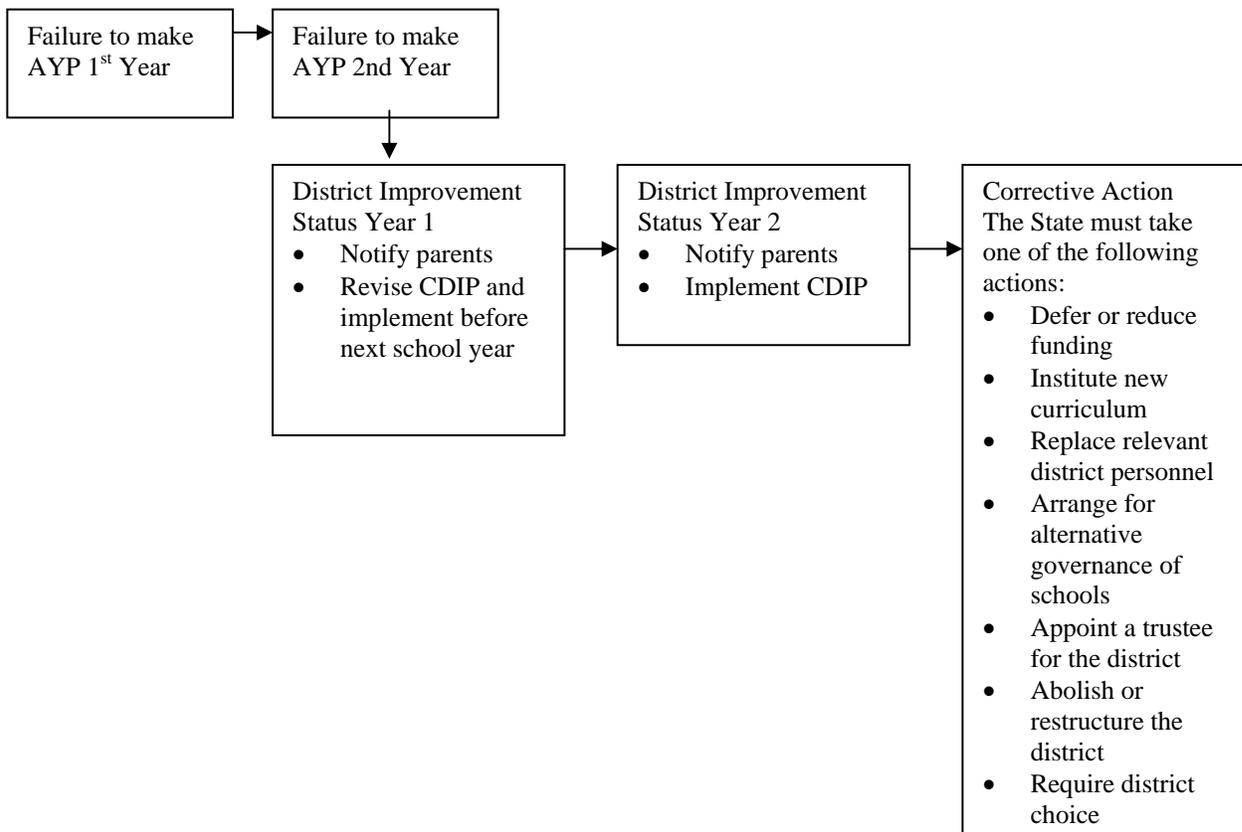
Accountability for Schools Not Receiving Title I Funds

Even though mandatory consequences required in the *No Child Left Behind Act* do not apply to schools that do not receive Title I funds, all schools are expected to help all students reach state standards. The Oregon Department of Education is developing policy and processes for schools not yet meeting Adequate Yearly Progress but that do not receive federal Title I funds. These processes and procedures include assistance in revising school and district plans to address targets identified in the AYP analysis. With the exception of Title I funds that may only be used in eligible schools, districts receive other federal funds that can be used on a district basis. These funds were described earlier in this section. Expected growth targets for all schools will be identified in order for every school to close the achievement gap. The Oregon Department of Education will provide technical assistance to districts, in collaboration with other partners, to develop school and district improvement plans that target these resources to the identified needs. The Oregon Department of Education will offer suggestions for the use of federal funds that provide support for schools that are not eligible for Title I funds.

Accountability for Districts

Under NCLB, sanctions begin at the end of the second year for Title I districts that are designated as *not meeting AYP* for the second consecutive year in the same content area. The severity of the sanctions increases with each year's designation of *not meeting AYP* as outlined in the chart below.

Flowchart for Adequate Yearly Progress and District Improvement
(Section 1116 of No Child Left Behind)

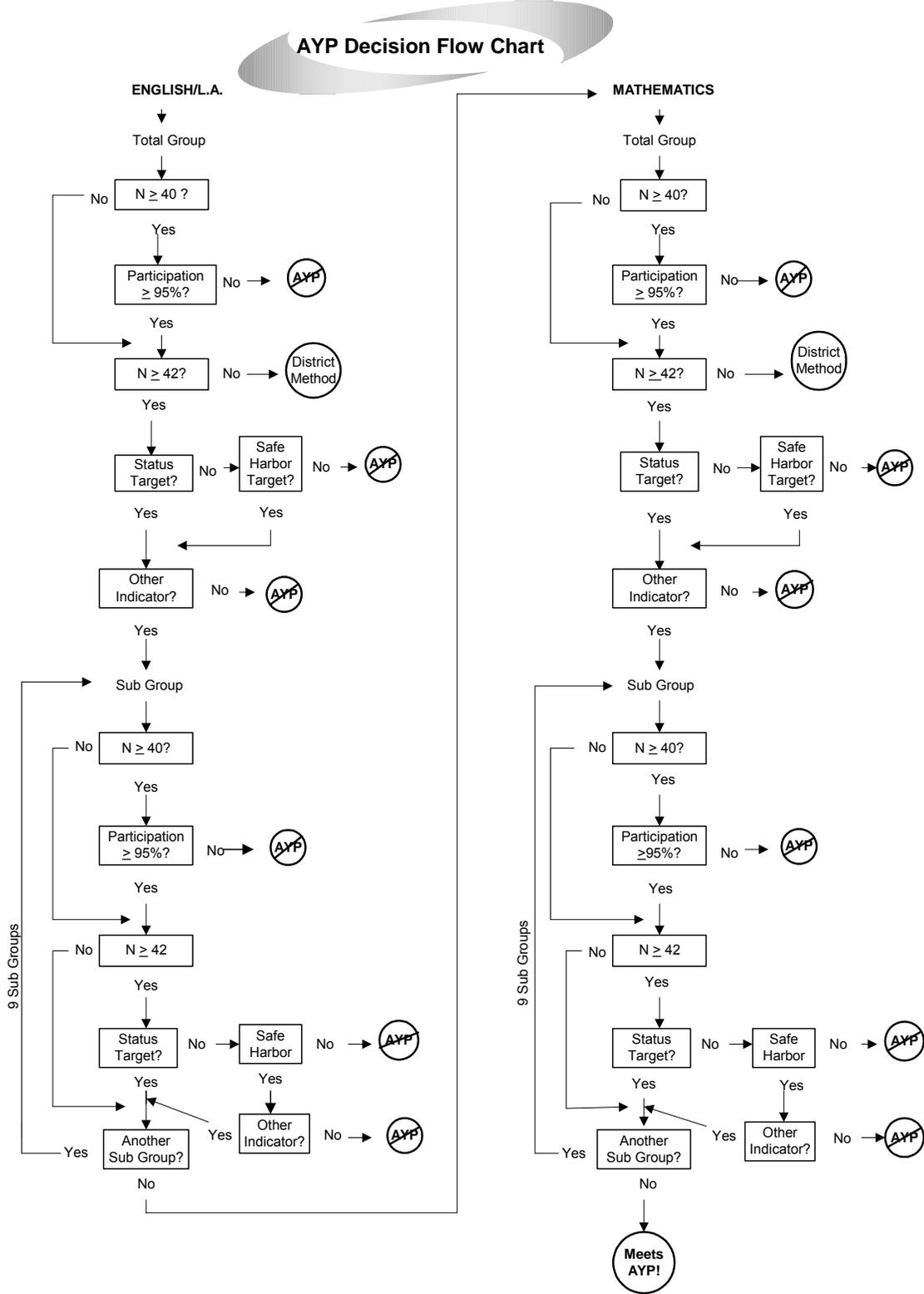


Please note.

- For districts in which AYP is calculated by grade span, the district is designated as *not meeting AYP* in English/Language Arts or Mathematics only when one or more groups of students do not meet AYP at the elementary grades span, the middle grades span, and the high school grades span.
- If a district receiving Title I funds identified for sanctions meets AYP in the area that caused the district to be identified for improvement the following year, then the district stays at the previous year's sanctions level.
- If a district meets AYP in the area that caused the district to be identified for improvement the following two consecutive years, the district is no longer identified for improvement or corrective action.

XIV. AYP Determination Flowchart

The following flowchart portrays the logic for determining AYP and the multiple requirements a school or district must meet in order to be designated as *meeting AYP*.



XV. For Further Information

- Additional information about AYP and NCLB can be found at the Oregon Department of Education's website: <http://www.ode.state.or.us/search/results/?id=198>. Information includes links to federal guidance, Oregon's Accountability Workbook, sample reports, and other links.
- **A Toolkit For Communicating About Adequate Yearly Progress** produced by the Oregon School Boards Association provides educational professionals, administrators, parents, and communities with relevant and reliable information regarding federal Adequate Yearly Progress (AYP) requirements, details on how AYP relates specifically to Oregon's schools, and how to communicate school building results to a variety of audiences. The free toolkit can be downloaded at www.osba.org
- Email questions about AYP to ayp.reports@state.or.us
- Call the Oregon Department of Education at (503) 378-3600 ext. 2287

AYP Resources

For a Live Person at ODE	To Send a Direct Message	To View or Download AYP Reports
<ul style="list-style-type: none"> ▪ AYP Questions: Jon Bridges, Manager, OAIS 503.378.3600 x2287 jon.bridges@state.or.us ▪ Assessment Policy Questions: Tony Alpert, Director, OAIS 503.378.3600 x2656 Tony.alpert@state.or.us ▪ Technical Questions: ODE Help Desk 503.378.3600 x2645 ode.helpdesk@state.or.us 	<p>To send a direct message or question to the AYP mailbox: ayp.reports@state.or.us</p>	<ul style="list-style-type: none"> ▪ Navigate to the ODE AYP and Report Card download page on the ODE Web Site: http://www.ode.state.or.us/data/reportcard/reports.aspx ▪ Select a school district from the drop down list ▪ Click the link for the desired AYP Report or Report Card
For information about accountability and support to districts and schools	To Download or View AYP Supporting Documents and Tools	For Communication Materials
<ul style="list-style-type: none"> ▪ Cathryn Gardner, Educ. Spec. 503.378.3600 x2221 Cathryn.gardner@state.or.us ▪ Helen Maguire, Director EII 503.378.3600 x4504 Helen.maguire@state.or.us ▪ Salam Noor, Assistant Supt. 503.378.3600 x2230 salam.noor@state.or.us 	<ul style="list-style-type: none"> ▪ Navigate to the ODE AYP and Report Card download page on the ODE Web Site: http://www.ode.state.or.us/data/reportcard/reports.aspx ▪ Hover over “AYP/NCLB Menu at the top of the page and select “AYP Home Page” ▪ Click the link for the desired resource 	<ul style="list-style-type: none"> ▪ Navigate to the ODE AYP and Report Card download page on the ODE Web Site: http://www.ode.state.or.us/data/reportcard/reports.aspx ▪ Hover over “AYP/NCLB Menu at the top of the page and select “AYP Home Page” ▪ Click on the link to “AYP Tools” <li style="text-align: center;">or ▪ Visit the Oregon School Boards Association: http://www.osba.org/

XVI. Appendix

School and Program Characteristics

The following list of questions can be used to distinguish between a program and a school.

If the answer to any of the following questions is YES, the organization will be identified as a program, not a school.

- . Is the educational component of the organization secondary to the primary purpose of the organization, which is other than education?
- . Do students enrolled in the organization remain members of the regular school that assigned them?
- . Do students attend generally on a part-time basis?
- . Are students referred by another public school and expected to be enrolled only for a limited duration, after which they are expected to return to the original school?
- . Does the curriculum differ from the standard K-12 curriculum? (OAR 581-22-420 and OAR 581-22-425)
- . Does the curriculum offered cover only a selected portion of the standard K-12 curriculum? (OAR 581-22-420 and OAR 581-22-425)
- . Is the organization registered with the Oregon Department of Education as a private alternative program?

If the answer to any of the following questions is NO, the organization will be identified as a program, not a school.

- . Does the institution administer the Oregon statewide assessment tests at benchmark grades?
- . Does the secondary (grade 9-12) organization offer a diploma? (OAR 581-22-102(11) (except high schools in their first year of operation).

Comparison of AYP and Report Card Data Sources and Definitions

An abbreviated comparison of the similarities and differences of the two systems follows in the chart below.

Data Element Data Source	2005-2006 AYP Designation: Definitions and Sources of Data	2005-2006 School and District Report Cards: Definitions and Sources of Data
Participation	<i>Number of valid test scores from all students enrolled in the school on First school day in May divided by (The expected number of tests from students enrolled on First school day in May - the number of students without test scores that were not enrolled during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students))</i>	<i>Number of valid test scores from all students enrolled in the school on First school day in May divided by (The expected number of tests from students enrolled on First school day in May - the number of students without test scores that were not enrolled during the testing window(s) for the assessment – the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students) – test records with administration code of 7 (parent refusal))</i>
Data Source	Designations based on the following OSA tests administered in 2004-2005 and 2005-2006 to students enrolled in the school or district on the first school day in May: <ul style="list-style-type: none"> • Reading grades 3, 4, 5, 6, 7, 8, 10 • Math grades 3, 4, 5, 6, 7, 8, 10 • Writing grades 4, 7, 10 	Designations based on the following OSA tests administered in 2005-2006 to students enrolled in the school on the first school day in May: <ul style="list-style-type: none"> • Reading grades 3, 4, 5, 6, 7, 8, 10 • Math grades 3, 4, 5, 6, 7, 8, 10 • Writing grades 4, 7, 10
Academic Assessments	<i>Number of tests meeting or exceeding standards divided by Total number of tests</i> Note: Scores on writing and math problem solving performance assessments that are reported as <i>Conditionally Meets</i> are not counted as meeting the standard for the purposes of calculating AYP. <ul style="list-style-type: none"> • Student test scores from modified assessments count as <i>does not meet the standard</i>. • Student test scores from extended[^], CLRAS[^], and target down~ assessments count as <i>meet the standard</i>. • Scores of students who target up count as meeting the standard if RIT score exceeds the benchmark standard of the grade in which the student is enrolled 	<i>Index points assigned, based on number of students in each category of exceeding, meeting, nearly meeting, low, and very low.</i> Note: Scores on writing and math problem solving performance assessments that are reported as <i>Conditionally Meets</i> are not counted as meeting the standard for the purposes of calculating report card ratings. <ul style="list-style-type: none"> • Student test scores from extended, CLRAS, modified, and target down assessments are not included in the calculations of the ratings, except in school characteristics. • Scores of students who target up count as meeting the standard for the benchmark in which they are enrolled
Data Source	Designations based on the following OSA tests administered in 2004-2005 and 2005-2006 to students enrolled for a full academic year in the school or district on the first school day in May: <ul style="list-style-type: none"> • Reading grades 3, 5, 8, 10* • Math grades 3, 5, 8, 10* • Writing grades 4, 7, 10 	Schools without grade 10: Ratings based on Knowledge and Skills OSA administered in 2004-2005 and 2005-2006 to students enrolled for a full academic year in the school on the first school day in May: <ul style="list-style-type: none"> • Reading grades 3, 5, 8, 10* • Math grades 3, 5, 8, 10* Data from 2002-2003 and 2003-2004 also included in the Improvement rating. Schools with grade 10: In addition to the above, ratings based also on Writing Performance Assessments from grade 10 students administered in 2004-2005 and 2005-2006
Attendance	<i>Percentage of students attending in grades 1-12</i> Calculated as the ratio of <i>Total Days Present</i> to <i>(Total Days Present + Total Days Absent)</i>	<i>Percentage of students attending in grades 1-12</i> Calculated as the ratio of <i>Total Days Present</i> to <i>(Total Days Present + Total Days Absent)</i>
Data Source	Data for 2004-2005 and 2005-2006	Data for 2004-2005 and 2005-2006 used in calculating the Student Behavior rating.

		Data for 2002-2003 and 2003-2004 also included in the Improvement rating.
Dropout Rates	Dropout data are used to determine graduation rates. <ul style="list-style-type: none"> Dropouts are students who withdrew from school and did not graduate or transfer to another school that leads to graduation. Dropouts do not include students who: are deceased, are being home schooled, are enrolled in an alternative school or hospital education program, are enrolled in a juvenile detention facility, are enrolled in a foreign exchange program, are temporarily absent because of suspension, a family emergency, or severe health problems that prevent attendance at school, received a GED certificate, received an adult high school diploma from a community college. 	Dropout rates are included in the report card ratings. <ul style="list-style-type: none"> Dropouts are students who withdrew from school and did not graduate or transfer to another school that leads to graduation. Dropouts do not include students who: are deceased, are being home schooled, are enrolled in an alternative school or hospital education program, are enrolled in a juvenile detention facility, are enrolled in a foreign exchange program, are temporarily absent because of suspension, a family emergency, or severe health problems that prevent attendance at school, received a GED certificate, received an adult high school diploma from a community college.
Data Source	Data for 2003-2004 and 2004-2005	Data for 2003-2004 and 2004-2005 used in calculating the Student Behavior rating. Additionally, data for 2000-2001 and 2002-2003 included in the Improvement rating.
Graduation Rates	Graduation rates are included in the determination of AYP. <ul style="list-style-type: none"> Graduates are students earning a regular diploma. Students who receive a regular high school diploma that requires at least 22 credits to earn are counted. Students who receive modified diplomas based on completion of a special education individualized education plan as well as students who receive credentials that require less than 22 credits to earn, or who finish their senior year but did not receive any credential are not graduates. 	Graduation rates are displayed on the report card for information only and are not included in the ratings. Graduates are students earning a regular diploma. <ul style="list-style-type: none"> Students who receive a regular high school diploma that requires at least 22 credits to earn are counted. Students who receive modified diplomas based on completion of a special education individualized education plan as well as students who receive credentials that require less than 22 credits to earn, or who finish their senior year but did not receive any credential are not graduates. The report card also includes the number of graduates who earn a Certificate of Initial Mastery.
Data Source	Data for 2003-2004 and 2004-2005 Data used in AYP determination.	Data for 2004-2005 Data not used in calculating ratings.

* For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

- Results from 05-06 reading and math assessments at grades 4, 6, and 7 will not be included in the calculation of student performance in 05-06 AYP reports or report cards rating formulas, but will be included in 06-07 reports and ratings.

^ The percentage of CLRAS and Extended assessment that meet the alternative achievement standards that can be included in the percentage of tests meeting standard is limited to 1% at the district level.

~For 2005-06, ODE has requested the following amendment to the State's Accountability Workbook:

- For the 2004-05 and 2005-06 school years, up to 2% of total test scores in the district used to determine AYP may be from students with persistent academic disabilities who meet or exceed performance standards on a targeted assessment below the student's grade level that most appropriately measures their progress toward benchmark standards, when the student's IEP has determined that such an assessment is appropriate and when the assessment is taken under standard conditions with or without accommodations.

NCLB Sanction for Title I Schools Designated as *Not Meeting AYP*

Not Met AYP Sanctions by Year

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Year 1	Year 2	Year 1 School Improvement	Year 2 School Improvement	Year 3 School Improvement Corrective Action	Year 4 School Improvement Plan Restructure	Year 5 School Improvement Restructuring status

APY Not Met	APY Not Met	APY Not Met	APY Not Met	APY Not Met	APY Not Met	APY Not Met
		<ul style="list-style-type: none"> • Notify Parents • Offer School Choice • Provide transportation assistance • Revise and implement School Improvement Plan (SIP) • Provide professional development 	<ul style="list-style-type: none"> • Notify Parents • Offer School Choice • Provide transportation assistance • Offer Supplemental Educational Services (SES) • Revise and implement the SIP • Provide professional development 	<p><i>In addition to the school improvement steps, the district must take at least one of the following corrective actions</i></p> <ul style="list-style-type: none"> • Replace some school staff • Institute new curricula • Decrease management authority of school • Appoint outside expert • Extend school day/year • Restructure school 	<p><i>Prepare a restructuring plan to implement at least one of the following:</i></p> <ul style="list-style-type: none"> • Replace all or most of school staff • Contract with an outside entity to operate the school as a public school • Turn the school over to the SEA for operation • Re-open the school as a public charter school • Restructure the school's governance 	Implement the Restructuring Plan

For more information on Title I School Improvement Requirements, see the Title I-A School Improvement Resource Manual posted at: <http://www.ode.state.or.us/search/results/?id=95>

LEP Subgroup Definition

Value	Definition	Start Date	Exit Date	Proficiency Level	Include in LEP subgroup	LEPRecCd
B	beginning LEP (Entry date after August 15, 2005 and Exit date is blank)	> 08/15/2005	is blank or > 5/5/06	is not null and is not proficient*	Y	1A
Y	within 1 to 5 years of LEP start date (Entry date on or before Aug 15, 2005 and after Aug 15, 2001 and Exit date is blank)	<= 08/15/2005 and > 8/15/2001	is blank or > 5/5/06	is not null and is not proficient*	Y	1B, 1D, 2F, 2G
E	experienced LEP (Entry date on or before Aug 15, 2001 and Exit date is blank)	<= 08/15/2001	is blank or > 5/5/06	is not null and is not proficient*	Y	1B, 1D, 2F, 2G
N	Not LEP - Exit date is on or before August 15, 2004	is not blank	<= 08/15/2004	Any value	N	
	Not LEP - proficient and not served	is blank	is blank	is proficient		3H
	Not LEP - proficient and not exited	is not blank	is blank	is proficient		1B, 1D, 2F, 2G
	Not LEP - No ELP test data	is not blank	is blank	Is blank when Proficiency test code = 00		1E
T	Transitioning (Exit date after August 15, 2004)	is not blank	> 08/15/2004 and <= 5/5/06	Any value	Y	1C
Z	Eligible (not proficient), but not served in LEP program	is blank	is blank	is not null and is not proficient*	Y	4N

	Proficiency Definition by test	Not proficient	Proficient
00	Not tested	NA	NA
01	Stanford English language test	01, 02, 03, 04	5
02	Woodcock-Munoz	01, 02, 03, 04	5
03	Language Assessment scales	01, 02, 03, 04	5
04	IPT - IDEA	01 - 08	09, 10
05	Not tested -- on IEP	00	NA
06	ELPA*	Blank	NA

***Students taking ELPA in 2005-06 are assumed to be not proficient.**

Definition of TSTVALID Field 2005-06

3/23/06

Valid TSTVALID values	TestType	Applicable Subjects	Definition	Valid values for PLG or PLB ¹	Valid values for PL5G or PL5B ²	Valid Values for CEXMOD ³	Use in AYP Partic. Denomin.	Use in AYP Partic. Numerat.	Eligible for use in AYP Perform. Denomin.
Y (Yes, Valid Attempt)	Paper	MA, RL, SC, SS, WR	At least 15 items answered per section for MA, RL, SC, SS or Non-blank response to prompt for WR (SP_Code <> "B" or "1")	D, M, E (& C for WR)	blank, 1, 3, 5, 6, 7	blank, 1, 3, 5, 6, 7	Yes except CEXMOD = 6	Yes except CEXMOD = 1, 6, 7	Yes except CEXMOD = 1, 6, 7
	TESA	MA, RL, SC, SS, WR	All items must be answered	D, M, E (& C for WR)	blank, 1, 3, 5, 6, 7	blank, 1, 3, 5, 6, 7	Yes except CEXMOD = 6	Yes except CEXMOD = 1, 6, 7	Yes except CEXMOD = 1, 6, 7
	Extended & CLRAS	Ext MA, Ext RL, Ext WR, Ext SC, CLRAS MA, CLRAS RL, CLRAS SC, CLRAS WR	All items must be answered	D, M, E	blank, 1, 3, 5, 6, 7	blank, 1, 3, 5, 6, 7	Yes except CEXMOD = 6	Yes except CEXMOD = 1, 6, 7	Yes except CEXMOD = 1, 6, 7
P (Partial Attempt)	Paper	MA, RL, SC, SS (Not applicable for WR)	1 to 14 items answered per section for MA, RL, SC, SS (Not applicable for WR)	D	1	blank, 3, 5, 6	Yes except CEXMOD = 6	Yes except CEXMOD = 1, 6, 7	Yes except CEXMOD = 1, 6, 7
	TESA	MA, RL, SC, SS (Not applicable for WR)	Any incomplete (1 or more responses but less than complete) test for MA, RL, SC, SS (Not applicable for WR)	D	1	blank, 3, 5, 6	Yes, except CEXMOD = 6	Yes except CEXMOD = 1, 6, 7	Yes except CEXMOD = 1, 6, 7

Definition of TSTVALID Field 2005-06

3/23/06

	Ext MA, Ext RL, Ext WR, Ext SC CLRAS MA, CLRAS RL, CLRAS SC, CLRAS WR	NA	NA	NA	NA	NA	NA	NA	
N (Non-Attempt)	Paper	MA, RL, SC, SS WR	No items answered	N	0	1, 3, 5, 6, 7, 8 (If no Admin Code, Record deleted)	Yes, except CEXMOD = 6, 8	No	No
	TESA		Not applicable (NA)	NA	NA	NA	NA	NA	NA
	Extended & CLRAS	Ext MA, Ext RL, Ext WR, Ext SC CLRAS MA, CLRAS RL, CLRAS SC, CLRAS WR	Any incomplete test for MA, RL, SC, WR	N	0	1, 3, 5, 6, 7, 8 (If no Admin Code, Record deleted)	Yes, except CEXMOD = 6, 8	No	No
V (Virtual Record)	ODE created	MA, RL, SC, SS, WR	Expected test matching Participation Collection was "not attempted"	blank	blank	blank, 1, 6, 7, 8	Yes, except CEXMOD = 6, 8	No	No

Footnotes:

- 1 Performance levels for Grade (PLG) and Performance levels for Benchmark (PLB) valid values:
D = Does Not Meet; M = Meets; E = Exceeds; (C = Conditionally Meets for WR only)
- 2 Numeric 5-Level Performance levels for Grade (PL5G) and Performance levels for Benchmark (PL5B) valid values:
1=Very Low; 2=Low; 3=Nearly Meets; 4=Meets; 5=Exceeds
- 3 Calculated Administration Code (CEXMOD) valid values:
1 = Absent; 3 = Modified-Language; 5 = Modified-Disability
6 = Not Enrolled/Home schooled; 7 = Parent Refusal; 8 = Not enrolled at May 1 school during available testing window(s)

Handling of Test Administration Errors

Situation	Evidence/Notification to ODE required	Effect on Accountability for Performance	Effect on Accountability for Participation	ODE action on test record (i.e. invalidate or delete)
1) The test was administered in a manner that is inconsistent with parent request for refusal or request for a specific mode (i.e. paper or TESA).	Description of error with PADMID	Excluded	Counts as non-participation if no other test	Set TstValidFg to 'N'
2) The test was administered in a manner that is inconsistent with a student's IEP (or lack thereof)	Description of error with PADMID	Excluded	Counts as non-participation if no other test	Set TstValidFg to 'N'
3) The test was compromised by a teacher/administrator	Notify ODE with PADMIDs and circumstances	Excluded	Counts as non-participation if no other test	Set TstValidFg to 'N'
4) The test was compromised by a student	Notify ODE with PADMIDs and circumstances	Excluded	Counts as non-participation if no other test	Set TstValidFg to 'N'
5) Test not presented in a valid manner (e.g., TESA display issues)	Notify ODE with PADMIDs and circumstances	Excluded	Counts as non-participation if no other test	Set TstValidFg to 'N'
6) Test scored incorrectly	Notify ODE with PADMIDs and circumstances	Included (with rescore where possible)	Counts as participation	None
7) Student refused to complete test	None	Not met	Counts as participation	None
	Request AdminCd of '1'	Excluded	Non-participant	None
8) Student took wrong test	Description of error with PADMID	Excluded	Counts as non-participation if no other test	Set TstValidFg to 'N'