

How to Review the Report Card Rating Details Report 2016-2017

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How to Review the Report Card Rating Details Report 2016-2017

(Published 7/27/2017)

Section 1: Introduction

This document is intended as a brief outline to help districts and schools identify critical timelines for reviewing and validating the Report Card Rating Details reports and to provide a general understanding of the calculations reported. Links for additional detailed information are listed in the last section.

Please refer to the separate document [How to Review the Assessment Validations 2016-17](#) for detailed information about validating the assessment data used on the Report Card Rating Details Report.

Section 2: Timelines

Report Validation, Preview and Public Release

Reports are available within the [Achievement Data Insight](#) (ADI) application on the [district secure website](#). Permissions must be granted by the [District Security Administrator](#) (DSA) for each validation individually.

- **Preliminary Report Card Rating Details** reports can be previewed by districts from **July 20** through **October 4, 2017**. (Reports will be refreshed for each of the following Thursdays based on the latest data from the Friday before: July 27, August 3, August 10, August 17, August 24.)
- **Preliminary Report Card Summary** sheets can be previewed by districts from **July 27** through **October 4, 2017**. (Reports will be refreshed for each of the following Thursdays based on the latest data from the Friday before: August 3, August 10, August 17, August 24, September 21, September 28.)
- **Final Report Cards and Details** will be available for final district preview on **October 5** and posted for public release on **October 12, 2017**.

Data Sources Open for Edits

- **Student Centered Staging** for English language arts (ELA) and mathematics assessment data will be open for editing through **August 18, 2017 at 5 PM**.
- **Third Period Cumulative ADM collection** closed May 26 but may be re-opened for edits by request through **August 18, 2017 at 11:59 PM**.
- **Absolutely NO edits to this data will be allowed after August 18.**

Data Collection Validations

Validations are available within the [Achievement Data Insight](#) (ADI) application on the [district secure website](#). Permissions must be granted by the [District Security Administrator](#) (DSA) for each validation individually.

- **Institutions for Accountability Reporting** was open for validation April 20 to May 15. Boundary change requests for 2016-17 were required by May 12.
- **Not Chronically Absent** is open for district validation through **August 18**. (Data counts will be refreshed from Third Period Cumulative ADM collection on June 15, June 22, June 29, July 13, July 27, August 10, and August 17.)
- **Student Enrollment counts** by attending district and school are open for district validation through **August 18**. (Data counts will be refreshed from Third Period Cumulative ADM collection on June 15, June 22, June 29, July 13, July 20, July 27, August 10, and August 17.)
- **Student Mobility** is open for district validation through **August 18**. (Data counts will be refreshed from Third Period Cumulative ADM collection on June 15, June 22, June 29, July 13, July 20, July 27, August 3, August 10, and August 17.)
- **Graduation Rates are final** and were validated in November - December 2016 for the four-year and five-year cohort graduation rates. This data may still be viewed in the ADI application, under “All” validations, but may no longer be edited.

Additional dates are available in the [Collection and Validation Dates](#) schedule:

https://district.ode.state.or.us/wma/training/docs/rc_collectionvalidationdates_1617.xlsx

Section 3: Report Card Rating Details Reports

for Elementary/Middle, High School, Combined School, and District

The Oregon Department of Education (ODE) will not assign overall ratings to schools on the 2016-17 Report Card Rating Details report, given the expiration of Oregon’s ESEA flexibility waiver on August 1, 2016, and the transition to the Every Student Succeeds Act (ESSA) in 2017-18. ODE will continue to provide “Indicator” ratings for achievement, growth (at elementary and middle school only), and graduation, for all students as well as student groups for each school.

Once the ESSA State Plan has been approved by the U.S. Department of Education, ODE will release data on the new accountability indicators and use 2016-17 data to provide districts with a preview of the 2017-18 school accountability system.

Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by ESSA. The ESSA State Plan includes new targets for Achievement and Graduation (formerly called Annual Measurable Objectives). Assessment participation does not have a MIP; however, it does have an annual goal of 95%.

The 2016-17 Report Card Rating Details report displays two or three years of Achievement and Participation data (depending on school size), current year Growth data, and two or four years of Graduation data (depending on school size).

Elementary or Middle School Rating Details Report

Page 1 - Summary - Overall (*Overall Level, Indicator Levels, Weighted Percent, Federal Reporting Designations*)

For the 2016-17 school year, the Report Card Rating Details report will NOT display the Overall Level and Weighted Percent data, but will display the individual Indicator Levels, percent of Points Earned, and At Least One Student Group Missed a Participation Target (Yes/No).

The Federal Reporting Designations indicate whether a school received Title I funds in 2016-17.

Page 2 - Summary - Indicators (*Indicator Levels, Points Earned, and Points Eligible for Academic Achievement, Academic Growth, Student Group Growth*)

Displays Indicator Levels, Points Earned, and Points Eligible for Academic Achievement and Academic Growth for English Language Arts and Mathematics, and Student Group Growth by subject and four student groups (Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities); also displays Category Level Cutoffs for each level.

Page 3 - Academic Achievement Details for English Language Arts and Mathematics (*Indicator Levels, Number of Tests, Percent Level 3/4, Combined Percent Met*)

Displays Academic Achievement Indicator Levels, current and prior year assessment data, and Combined Percent Met for each subject and twelve student groups; also displays Achievement Level Cutoffs for each subject.

The MIP targets for English Language Arts and Mathematics are displayed above each data table (57% for English Language Arts, 47% for Mathematics).

Pages 4 & 5 - Academic Growth & Student Group Growth Details for English Language Arts and Mathematics (*Indicator Levels, Number of Students, Median Growth Percentile, Combined Median Growth Percentile*)

Displays Academic Growth Indicator Levels, current and prior year growth data, and Combined Median Growth Percentile for each subject and twelve student groups. Also displays the Growth Level Cutoffs for the Median Growth Percentile.

The Report Card Rating Details report expresses growth for each subject as a median growth percentile representing the typical or average student's ranking on the current year assessment (i.e., Smarter Balanced 2016-17 tests) as compared to academic peers with similar scores on prior year assessments (i.e., OAKS Online and Smarter Balanced tests). For example, a median growth percentile of 60 in English language arts would indicate that the typical or average student in the school exhibited growth in English language arts as high or higher than 60 percent of academic peers.

It's important to note that, unlike the Academic Achievement indicator, both the Academic Growth and Student Group Growth indicators do not have MIP targets. However, schools can demonstrate low, typical, and high growth given the value of their respective median growth percentile. For instance, low growth refers to median growth percentiles less than 35, typical growth represents median growth percentiles greater than or equal to 35 and less than 66, and high growth refers to median growth percentiles greater than or equal to 66.

Page 6 - Participation Details for English Language Arts and Mathematics (*Status, Number of Participants, Number of Non-Participants, Participation Rates, Applied Rate*)

Displays the Participation Status, current and prior year participation data, and the Applied Rate for each subject and twelve student groups. The Applied Rate is the higher of the Combined and the most recent rate if the student group meets the minimum n-size (40 students across two or three years).

The goal for Participation is displayed above the data tables (94.5%).

Schools with a Status of Not Met in the "All Students" row for either subject will have a note on the Academic Achievement, Academic Growth, and Student Group Growth pages indicating that the available tests may not be representative of all students required to test, and results should be interpreted with caution.

High School Rating Details Report

Page 1 - Summary - Overall (*Overall Level, Indicator Levels, Weighted Percent, Federal Reporting Designations*)

For the 2016-17 school year, the Report Card Rating Details report will NOT display the Overall Level and Weighted Percent data, but will display the individual Indicator Levels, percent of Points Earned, and At Least One Student Group Missed a Participation Target (Yes/No).

The Federal Reporting Designations indicate whether a school received Title I funds in 2016-17.

Page 2 - Summary - Indicators (*Indicator Levels, Points Earned, and Points Eligible for Academic Achievement, Academic Growth, Student Group Growth, Cohort Graduation, Student Group Graduation*)

Displays Indicator Levels, Points Earned, and Points Eligible for Academic Achievement and Academic Growth for English Language Arts and Mathematics, and Student Group Growth by subject and four student groups (Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities); also displays Category Level Cutoffs for each level.

Displays Indicator Levels, Points Earned, and Points Eligible for Cohort Graduation for All Students and for four student groups (Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities).

Page 3 - Academic Achievement Details for English Language Arts and Mathematics (*Indicator Levels, Number of Tests, Percent Level 3/4, Combined Percent Met*)

Displays Academic Achievement Indicator Levels, current and prior year assessment data, and Combined Percent Met for each subject and twelve student groups; also displays Achievement Level Cutoffs for each subject.

The MIP targets for English Language Arts and Mathematics are displayed above each data table (57% for English Language Arts and 47% for Mathematics).

Pages 4 & 5 - Academic Growth & Student Group Growth Details for English Language Arts and Mathematics *(Indicator Levels, Number of Students, Median Growth Percentile, Combined Median Growth Percentile)*

Displays Academic Growth Indicator Levels, current and prior year growth data, and Combined Median Growth Percentile for each subject and twelve student groups. Also displays the Growth Level Cutoffs for the Median Growth Percentile.

The Report Card Rating Details report expresses growth for each subject as a median growth percentile representing the typical or average student's ranking on the current year assessment (i.e., Smarter Balanced 2016-17 tests) as compared to academic peers with similar scores on prior year assessments (i.e., OAKS Online and Smarter Balanced tests). For example, a median growth percentile of 60 in English language arts would indicate that the typical or average student in the school exhibited growth in English language arts as high or higher than 60 percent of academic peers.

It's important to note that, unlike the Academic Achievement indicator, both the Academic Growth and Student Group Growth indicators do not have MIP targets. However, schools can demonstrate low, typical, and high growth given the value of their respective median growth percentile. For instance, low growth refers to median growth percentiles less than 35, typical growth represents median growth percentiles greater than or equal to 35 and less than 66, and high growth refers to median growth percentiles greater than or equal to 66.

Pages 6 & 7 - Graduation & Student Group Graduation Details *(Indicator Levels, Adjusted Cohort, Graduation Rates for Current and Prior Cohorts, Combined Graduation Rate, Applied Rate)*

Displays the Indicator Levels, current and prior cohort data and rates, the Combined Rate, and the Applied Rate, for the Four-Year and Five-Year Cohorts, for twelve student groups; also displays the Graduation Level Cutoffs for the Four-Year Rate and Five-Year Rate. These rates include only graduates, not other completers. Go to the [Cohort Graduation Rate](#) webpage for additional breakdowns and more information on the calculation.

The MIP targets for Graduation and Student Group Graduation are available in the [MIP Summary](#) document on the [Report Card Policy](#) webpage.

Page 8 - Participation Details for English Language Arts and Mathematics *(Status, Number of Participants, Number of Non-Participants, Participation Rates, Applied Rate)*

Displays the Participation Status, current and prior year participation data, and the Applied Rate for each subject and twelve student groups. The Applied Rate is the higher of the Combined and the most recent rate if the student group meets the minimum n-size (40 students across two or three years).

The goal for Participation is displayed above the data tables (94.5%).

Schools with a Status of Not Met in the “All Students” row for either subject will have a note on the Academic Achievement, Academic Growth, and Student Group Growth pages indicating that the available tests may not be representative of all students required to test, and results should be interpreted with caution.

Combined School Rating Details Report

Combined Schools have high school graduates and offer grade 7 or lower.

Page 1 - Summary - Overall *(Overall Level, Indicator Levels, Weighted Percent, Federal Reporting Designations)*

For the 2016-17 school year, the Report Card Rating Details report will NOT display the Overall Level or Weighted Percent data, but will display the individual Indicator Levels, percent of Points Earned, and At Least One Student Group Missed a Participation Target (Yes/No).

The Federal Reporting Designations indicate whether a school received Title I funds in 2016-17.

Page 2 - Summary - Indicators *(Indicator Levels, Points Earned, and Points Eligible for Academic Achievement, Academic Growth, Student Group Growth, Cohort Graduation, Student Group Graduation)*

Displays Indicator Levels, Points Earned, and Points Eligible for Academic Achievement and Academic Growth for English Language Arts and Mathematics, and Student Group Growth by subject and four student groups (Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities). Also displays Category Level Cutoffs for each level.

Displays Indicator Levels, Points Earned, and Points Eligible for Cohort Graduation for All Students and for four student groups (Economically Disadvantaged, English Learners, Students with Disabilities, and Underserved Races/Ethnicities).

Page 3 - Academic Achievement Details for English Language Arts and Mathematics *(Indicator Levels, Number of Tests, Percent Level 3/4, Combined Percent Met)*

Displays Academic Achievement Indicator Levels, current and prior year assessment data, and Combined Percent Met for each subject and twelve student groups; also displays Achievement Level Cutoffs for each subject.

The MIP targets for English Language Arts and Mathematics are displayed above each data table (57% for English Language Arts and 47% for Mathematics).

Pages 4 & 5 - Academic Growth & Student Group Growth Details for English Language Arts and Mathematics *(Indicator Levels, Number of Students, Median Growth Percentile, Combined Median Growth Percentile)*

Displays Academic Growth Indicator Levels, current and prior year growth data, and Combined Median Growth Percentile for each subject and twelve student groups. Also displays the Growth Level Cutoffs for the Median Growth Percentile.

The Report Card Rating Details report expresses growth for each subject as a median growth percentile representing the typical or average student's ranking on the current year assessment (i.e., Smarter Balanced 2016-17 tests) as compared to academic peers with similar scores on prior year assessments (i.e., OAKS Online and Smarter Balanced tests). For example, a median growth percentile of 60 in English language arts would indicate that the typical or average student in the school exhibited growth in English language arts as high or higher than 60 percent of academic peers.

It's important to note that, unlike the Academic Achievement indicator, both the Academic Growth and Student Group Growth indicators do not have MIP targets. However, schools can demonstrate low, typical, and high growth given the value of their respective median growth percentile. For instance, low growth refers to median growth percentiles less than 35, typical growth represents median growth percentiles greater than or equal to 35 and less than 66, and high growth refers to median growth percentiles greater than or equal to 66.

Pages 6 & 7 - Graduation & Student Group Graduation Details (*Indicator Levels, Adjusted Cohort, Graduation Rates for Current and Prior Cohorts, Combined Graduation Rate, Applied Rate*)

Displays the Indicator Levels, current and prior cohort data and rates, the Combined Rate, and the Applied Rate, for the Four-Year and Five-Year Cohorts, for twelve student groups; also displays the Graduation Level Cutoffs for the Four-Year Rate and Five-Year Rate. These rates include only graduates, not other completers. Go to the [Cohort Graduation Rate](#) webpage for additional breakdowns and more information on the calculation.

The MIP targets for Graduation and Student Group Graduation are available in the [MIP Summary](#) document on the [Report Card Policy](#) webpage.

Page 8 - Participation Details for English Language Arts and Mathematics (*Status, Number of Participants, Number of Non-Participants, Participation Rates, Applied Rate*)

Displays the Participation Status, current and prior year participation data, and the Applied Rate for each subject and twelve student groups. The Applied Rate is the higher of the Combined and the most recent rate if the student group meets the minimum n-size (40 students across two or three years).

The goal for Participation is displayed above the data tables (94.5%).

Schools with a Status of Not Met in the "All Students" row for either subject will have a note on the Academic Achievement, Academic Growth, and Student Group Growth pages indicating that the available tests may not be representative of all students required to test, and results should be interpreted with caution.

District MIP Details Report

Page 1 - Description

The first page explains the purpose of the District Measures of Interim Progress (MIP) Details report and outlines the grade bands and page numbers for each section.

Pages 2, 3, 4 - Elementary (Grades 3-5), Middle (grades 6-8), High (Grade 11) Academic Achievement

Details for English Language Arts and Mathematics (*Indicator Levels, Number of Tests, Percent Level 3/4, Combined Percent Met*)

Displays Academic Achievement Indicator Levels, current and prior year assessment data, and Combined Percent Met for each subject and twelve student groups; also displays Achievement Level Cutoffs for each subject.

The MIP targets for English Language Arts and Mathematics are displayed above each data table (57% for English Language Arts and 47% for Mathematics).

Pages 5, 6, 7 - Elementary (Grades 3-5), Middle (grades 6-8), High (Grade 11) Growth Details for English Language Arts and Mathematics (*Indicator Levels, Number of Students, Median Growth Percentile, Combined Median Growth Percentile*)

Displays Academic Growth Indicator Levels, current and prior year growth data, and Combined Median Growth Percentile for each subject and twelve student groups. Also displays the Growth Level Cutoffs for the Median Growth Percentile.

The Report Card Rating Details report expresses growth for each subject as a median growth percentile representing the typical or average student's ranking on the current year assessment (i.e., Smarter Balanced 2016-17 tests) as compared to academic peers with similar scores on prior year assessments (i.e., OAKS Online and Smarter Balanced tests). For example, a median growth percentile of 60 in English language arts would indicate that the typical or average student in the school exhibited growth in English language arts as high or higher than 60 percent of academic peers.

It's important to note that, unlike the Academic Achievement indicator, both the Academic Growth and Student Group Growth indicators do not have MIP targets. However, schools can demonstrate low, typical, and high growth given the value of their respective median growth percentile. For instance, low growth refers to median growth percentiles less than 35, typical growth represents median growth percentiles greater than or equal to 35 and less than 66, and high growth refers to median growth percentiles greater than or equal to 66.

Page 8 - Graduation Details (*Indicator Levels, Adjusted Cohort, Graduation Rates for Current and Prior Cohorts, Combined Graduation Rate, Applied Rate*)

Displays the Indicator Levels, current and prior cohort data and rates, the Combined Rate, and the Applied Rate, for the Four-Year and Five-Year Cohorts, for twelve student groups; also displays the Graduation Level Cutoffs for the Four-Year Rate and Five-Year Rate. These rates include only graduates, not other completers. Go to the [Cohort Graduation Rate](#) webpage for additional breakdowns and more information on the calculation.

The MIP targets for Graduation and Student Group Graduation are available in the [MIP Summary](#) document on the [Report Card Policy](#) webpage.

Pages 9, 10, 11 - Elementary (Grades 3-5), Middle (grades 6-8), High (Grade 11) Participation Details for English Language Arts and Mathematics (*Status, Number of Participants, Number of Non-Participants, Participation Rates, Applied Rate*)

Displays the Participation Status, current and prior year participation data, and the Applied Rate for each subject and twelve student groups. The Applied Rate is the higher of the Combined and the most recent rate if the student group meets the minimum n-size (40 students across two or three years).

The goal for Participation is displayed above the data tables (94.5%).

Schools with a Status of Not Met in the “All Students” row for either subject will have a note on the Academic Achievement, Academic Growth, and Student Group Growth pages indicating that the available tests may not be representative of all students required to test, and results should be interpreted with caution.

Section 4: Non-Assessment Indicators - Definitions

Graduation Rates

Definitions:

The **four-year cohort** is the set of all students who entered high school for the first time in 2012-13, and is adjusted (the Adjusted Cohort) to reflect students who transfer in or out of the school over the course of the following four years. The four-year cohort graduation rate is the number of students in the adjusted cohort who earned a standard (regular or modified) diploma by August 31, 2016, divided by the size of the adjusted cohort.

The **five-year cohort** is the set of all students who entered high school for the first time in 2011-12, and is adjusted (the Adjusted Cohort) to reflect students who transfer in or out of the school over the course of the following five years. The five-year cohort graduation rate is the number of students in the adjusted cohort who earned a standard (regular or modified) diploma by August 31, 2016, divided by the size of the adjusted cohort.

Link for more information: [Cohort Graduation Rate](#) webpage

Section 5: Student Groups - Definitions and Data Sources

The following tables identify the definitions and data sources of the student groups, depending on the indicator. Any data changes during the open editing period for each data source are not immediately reflected on the Report Card Rating Details report but will be reflected on the refresh dates listed for report generation in Section 2 – Timelines.

Student Groups for Assessment

Student Group	Definition	Data Source(s)
Economically Disadvantaged	Student participating in or eligible for the Free & Reduced Lunch (FRL) Program or household income similar to FRL guidelines	Updated weekly in Student Centered Staging from Third Period Cumulative ADM collection starting 6/3/2017 (except 7/1)
English Learners	Student identified in the English Learners (EL) collection in 2016-17 or any EL student exited in either 2015-16 or 2014-15	Updated weekly in Student Centered Staging from LEP collection starting 6/3/2017 (except 7/1)
Students with Disabilities	Student participating in an Individualized Education Plan (IEP) any time during the academic year (from the first school session day through the first school day in May)	SSID System at time of test record load; and Updated weekly in Student Centered Staging from Third Period Cumulative ADM collection starting 6/3/2017 (except 7/1) Note: No longer editable in Student Centered Staging after 6/2/2017; update Third Period Cumulative ADM records if needed
Race/Ethnicity	Categories same as last year; multi-racial category does not include any student of Hispanic origin.	SSID System at time of test record load; and Updated weekly in Student Centered Staging from Third Period Cumulative ADM collection starting 6/3/2017 (except 7/1) Note: No longer editable in Student Centered Staging after 6/2/2017; update Third Period Cumulative ADM records if needed
Migrant Education	Student participating in or eligible for instructional or support services in a Migrant Education Program (MEP)	SSID System at time of test record load; and Updated on 6/3/2017 from Oregon Migrant Student Information System (OMSIS) Federal Reporting (1516 table) Note: No longer editable in Student Centered Staging after 6/2/2017

Student Groups for Graduation - Cohort graduation rates

Student Group	Definition	Data Source(s)
Economically Disadvantaged	Student identified in the Third Period Cumulative ADM Collection or Spring Membership collection as economically disadvantaged during any school year in which the student was enrolled in a high school grade	Third Period Cumulative ADM collections from 2011-12 (five year cohort) or 2012-13 (four year cohort) through 2015-16

Student Group	Definition	Data Source(s)
English Learners	<p>Student identified as eligible for/receiving services in the English Learners collection during any school year in which the student was enrolled in a high school grade</p> <p>NOTE: do not confuse this student group with “Ever English Learners” which is not used on the Detail sheets.</p>	English Learners collections from 2011-12 (five year cohort) or 2012-13 (four year cohort) through 2015-16
Students with Disabilities	Student served by special education programs during any school year in which the student was enrolled in a high school grade	Special Ed Child Find (Indicator 11), December SECC, and June Special Education Exit collections from 2011-12 (five year cohort) or 2012-13 (four year cohort) through 2015-16
Race/Ethnicity	Same categories used for ADM enrollment in 2012-13 or later	The race/ethnicity attached to the student’s final outcome record in Cumulative ADM (Annual ADM 2011-12 through 2015-16, or First Period ADM 2016-17)
Migrant Education	Student participating in or eligible for instructional or support services in a Migrant Education Program (MEP) during any school year in which the student was enrolled in a high school grade	Oregon Migrant Student Information System (OMSIS)

Section 6: Achievement Data Insight (ADI) application

The Achievement Data Insight (ADI) application was developed in 2013 as a tool to replace the Report Card/Accountability Reports application. The ADI is used for validation of School and District Report Cards and data elements, as well as other accountability reports.

You must have a username and password (provided by your [District Security Administrator](#)) to log into this site and access this application. **Permissions must be granted for each validation separately within the ADI application.**

REMINDER: All summary data is **embargoed** until it is publicly released on **October 12, 2017**. Do not share embargoed data outside of authorized district staff.

Navigation

Instructions for navigating the ADI were included in the [video training presentation](#) on June 1, 2017 (see slides 3-33).

Description

The description box contains information about the reports that are or will be available.

Reporting Year: [Click here for instructions](#)

This validation provides districts and schools with an opportunity to preview the Report Card summary and the Report Card Rating Details report. Both reports will be released to the public on October 12, 2017. Please note that the Ratings Detail report is currently unsuppressed. The suppressed version will be available on October 5, 2017.

To view data from previous years, use the Reporting Year drop-down box to select a different year.

Instructions

Click on the link at the top, or scroll down to the bottom of the screen to view the instructions.

Report Card Instructions:

Validation of the Report Card Rating Details report is open July 20 through October 4, 2017. The Report Card summary will open on July 27, 2017 and close October 4, 2017. Both reports include data that are available in detail in other validations within the ADI. This review is confidential with unsuppressed data. When you review both reports, you should ensure that the correct data are appearing.

Section 7: Report Card Appeals

There is a separate process for submitting an appeal of a Report Card data element. ODE will consider appeals regarding accountability data displayed on the 2016-2017 school and district Report Cards. You may submit an appeal by following the instructions located on the [Report Card Policy](#) webpage. The deadline for submitting appeals is **5 PM on Wednesday, August 9, 2017**. You will be notified via email when your appeal has been received. Appeals will be reviewed by the Accountability Reporting Advisory Committee, and the submitter will be notified by Thursday, August 31 of acceptance or rejection of appeal.

Most of the time, the appeal is related to a data error from the district's data submission and needs to be corrected by the submitter. You may be able to avoid a long wait time for a response to an appeal by obtaining assistance from your [Regional ESD Partner](#).

Section 8: Documentation

Report Card Policy & Technical Manual will be available on the [Report Card Policy](#) page on the public website.

Cohort Policy and Technical Manual is available on the [Cohort Graduation Rate](#) page on the public website.

Cumulative ADM Manual is available on the [ADM Resources](#) page on the District website.

Assessment Inclusion Rules Manual is available on the [Assessment Results](#) page on the public website.

User Guides for Assessment Applications are available on the District website.

File Layouts, Instructions, and FAQ are available on the [Student Centered Staging Resources](#) page on the District website.