



2015 Accountability Progress Reporting System

2015 Adequate Yearly Progress Report

Information Guide

December 2015

**Prepared by the
California Department of Education**

Available online at:
<http://www.cde.ca.gov/ta/ac/ay/>

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Preface

This information guide provides technical information about Adequate Yearly Progress (AYP) and Program Improvement (PI) reports. The guide is intended for accountability coordinators at local educational agencies (LEAs) to use in administering their academic accountability programs to meet the requirements of the Elementary and Secondary Education Act (ESEA).

Prior to 2014, the California Department of Education (CDE) reported state and federal accountability results for the state, LEAs, schools (which include charter schools), and numerically significant student groups using an integrated approach system called Accountability Progress Reporting (APR). However, with the administration of the Smarter Balanced Summative Assessments field test and the implementation of the Local Control Funding Formula, the State Board of Education (SBE) suspended the state accountability system (or the Academic Performance Index [API]) for two years to focus on the development of a new state accountability system. In addition, because the Smarter Balanced field test did not yield any test results, only high schools and high school LEAs received federal accountability reports, based on results from the California High School Exit Examination (CAHSEE).

In 2015, the SBE continued to suspend the API. As a result, the 2015 APR will report: (1) AYP results for all schools and LEAs, (2) PI results for all Title I-funded schools and LEAs, and (3) cohort graduation rate results for all schools and LEAs that had at least one grade twelve enrollment or at least one graduate in the 2013–14 graduation cohort.

2014–15 APR System

State Accountability Reports (Public Schools Accountability Act of 1999)	Federal Accountability Reports (ESEA)
<ul style="list-style-type: none"> ■ No 2015 Growth and Base API Reports <p>In March 2015, the SBE approved the State Superintendent of Public Instruction's recommendation to not calculate a 2015 Growth and a 2015 Base API.</p> <p>Schools and LEAs that need to fulfill program requirements using the API should review the 3-Year Average API Reports released in May 2014. This 10-page document, <i>Status of the API and the 3-Year Average Information Guide</i>, is available on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.</p>	<ul style="list-style-type: none"> ■ 2015 AYP Reports (release December 2015) ■ 2015–16 PI Reports (release December 2015)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in applying accountability requirements to an LEA or school. The guide should be used in conjunction with academic accountability information provided through the CDE AYP Web page at <http://www.cde.ca.gov/ayp/> and from e-mail and correspondence disseminated by the CDE to accountability coordinators.

For information about being added to the CDE accountability coordinators listserv, please visit the Accountability Listserv Web page at <http://www.accountabilityinfo.org/> or contact the Academic Accountability Unit (AAU) by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

This guide is produced by the CDE's AAU and Data Visualization and Reporting Office (DVRO) in the Analysis, Measurement, and Accountability Reporting Division. Questions about AYP calculations or AYP appeals, should be addressed to the AAU at the phone number or e-mail address listed above. Questions about school and LEA PI determinations and PI reports should be addressed to the DVRO by phone at 916-322-3245 or by e-mail at piaccountability@cde.ca.gov.

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Key Changes to the 2015 AYP and 2015–16 PI Reports

■ What 2015 AYP Indicators Are Schools and LEAs Responsible for Meeting?

Schools and LEAs are responsible for meeting the following 2015 AYP indicators and targets:

Indicator	Target
Participation rate	95%
Attendance rate, if applicable	90%
Graduation rate, if applicable	90% (or will increase until 2019 if the school or LEA has a graduation rate below 90 percent)

Schools and LEAs are **not responsible** for meeting the 100 percent proficient target for the 2015 AYP.

The section titled “Changes to the Federal Accountability Workbook and Approval of Federal Waiver that Impacts the 2015 AYP” contains more details on the changes to the AYP and on an approved one-year waiver by the U.S. Department of Education (ED).

■ Changes to the Calculation of the Participation Rate

California’s student assessment system, known as the California Assessment of Student Performance and Progress (CAASPP) System, includes the Smarter Balanced Summative Assessments, which were first administered as an operational test in 2014–15. This system utilizes computer adaptive tests (CATs) and performance tasks (PTs) that are aligned to state standards for English language arts/literacy (ELA) and mathematics.

The transition from the former paper-pencil test format to a computer-based test, which is dependent on availability of technology resources and requires time for classroom activities prior to taking the PTs, made it necessary to expand the testing window for up to 12 weeks. In prior years, many schools were able to administer the paper-pencil tests to all students within a few weeks.

In light of the changes to the longer testing window, it impacted the rules used to calculate the participation rate. Changes to the participation rate will be discussed in the section entitled “Requirement 1: Participation Rate” (page 25).

■ **Changes to the Federal Accountability Workbook and Approval of Federal Waiver that Impacts the 2015 AYP**

The emphasis of stronger accountability is reflected in the federal requirement for states to complete an Accountability Workbook as the first component of its Consolidated State Application. California's workbook describes its plan for complying with the assessment and accountability requirements of ESEA. The development and continued maintenance of the workbook is based upon a series of action items adopted by the SBE and approved by the ED. Each year since 2003, the SBE has approved and submitted a package of workbook amendments to the ED. Following a period of negotiation, the ED has approved an amended Accountability Workbook for California each year. A copy of the most recent workbook is available on the CDE Accountability Workbook Web page at <http://www.cde.ca.gov/ta/ac/ay/wb.asp>.

At the January 2015 SBE meeting, the SBE approved amendments to California's Accountability Workbook. The ED also approved these amendments and a one-year waiver for AYP and PI determinations which are addressed below:

❖ **Use of Smarter Balanced Summative Assessments and the Replacement of the Grade Ten CAHSEE**

As noted earlier, the first operational Smarter Balanced Summative Assessments were administered in 2014–15. These assessments test students in grades three through eight and eleven in ELA and mathematics and will be used for 2015 AYP determinations.

In prior years, the AYP determinations for high schools were based on results from the CAHSEE for grade ten students. Because the Smarter Balanced Summative Assessments are fully aligned to the state standards, the SBE made a decision to use the grade eleven ELA and mathematics Smarter Balanced Summative Assessment results starting with the 2015 AYP for high schools.

❖ **One-Year Suspension on the Requirement to Meet Percent Proficient**

The ESEA requires that all schools and LEAs meet the percent proficient or Annual Measureable Objectives (AMOs) as part of the AYP determinations. In 2014, the AMO targets reached 100 percent in ELA and mathematics.

California *Education Code*(EC)Section 52052(e)(2)(F) prohibits the comparison of Smarter Balanced Summative Assessment results to Standardized Testing and Reporting (STAR) Program results. Therefore, safe harbor (a growth measure) cannot be used as an alternative method for meeting the AMO targets.

Without safe harbor, schools and LEAs will not have an alternative method of meeting the AMO targets.

As a result, **for the 2015 AYP only**, the percent proficient data will be ***displayed, but not used*** to make AYP determinations. Schools and LEAs will not be responsible for meeting the AMO targets. They will only be responsible for meeting the participation rate and the additional indicator identified in the table on page 3.

In 2016, safe harbor will be available for schools and LEAs to demonstrate growth from one year to the next, and at that time, they will be held responsible for meeting the AMO targets.

❖ **Replacing the API with Attendance Rate as the Additional Indicator for Elementary and Middle Grades**

The ED requires schools and LEAs to meet one additional indicator for AYP determinations. The cohort graduation rate is required as the additional indicator for high schools, but the ED allows each state to choose the additional indicator for elementary and middle grades. The SBE approved the use of the attendance rate as the additional indicator for elementary and middle grades. Therefore, any school or LEA that serves students in Transitional Kindergarten (TK) through grade eight is required to meet the attendance rate indicator.

❖ **Inclusion of the Use of Alternate Assessments**

To date, the AYP included results from students who took an alternate assessment (e.g., the California Alternate Performance Assessment). In spring 2015, the California Alternate Assessment (CAA) field test in ELA and mathematics was administered to eligible students in grades three through eight and eleven who have a significant cognitive disability and whose Individualized Education Program (IEP) requires that an alternative test be administered.

The ED required the CDE to include the CAA field test in the calculation of the participation rate. However, because the CAA field test did not yield any test results, the ED approved not including the CAA field test in the calculation of the 2015 AYP percent proficient results.

❖ **Addition of a Grade Level to Pair and Share**

The ESEA requires that the CDE produce an accountability report for every public school and LEA in the state. In prior years, under the STAR Program, tests were administered starting at grade two. Thus, elementary schools with only kindergarten and/or grade one students had their AYP reports solely based on grade two test results of schools with which they are paired.

Since the Smarter Balanced Summative Assessments are administered to students starting at grade three, pairing and sharing will occur for elementary schools with only kindergarten, grade one, and/or grade two students. Their AYP participation rate and percent proficient results will solely be based on the grade three test results of the school with which they are paired. Pairing is based on matriculation patterns.

❖ **Updating of the Definition of Socioeconomically Disadvantaged**

In prior AYP reporting years, a student was included in the socioeconomically disadvantaged (SED) student group if the student was eligible for Free and Reduced-Priced Meals (FRPM) (also known as the National School Lunch Program [NSLP]) or if the highest level of education for both of the student's parents/guardians was less than a high school diploma. These data were obtained from the California Longitudinal Pupil Achievement Data System (CALPADS).

LEAs are not required to submit an FRPM eligibility record in CALPADS for students who have a migrant, foster youth, or homeless status because they are automatically eligible. Thus, some of these students were not included in the SED student group for accountability reporting. Beginning in 2015, the CDE will include direct certified students in the SED student group for AYP. The direct certified information will be obtained from CALPADS.

❖ **One-Year Federal Waiver for PI Determinations**

The ED approved California's one-year waiver, which allows PI determinations to be made using only the participation rate, attendance rate, and graduation rate for the 2015–16 school year. Only Title I, Part A-funded schools and LEAs that fail the 2015 AYP based on participation rate, attendance rate, or graduation rate will advance in PI or become newly identified for PI. Schools or LEAs that meet all AYP criteria in 2015 may exit PI if they met all AYP criteria in the prior AYP reporting cycle.

■ **Continuous Enrollment and Demographic Data**

Beginning with the 2011–12 accountability reporting cycle, the CDE began using enrollment and exit data from the CALPADS Operational Data Store (ODS) to determine which students were continuously enrolled. Beginning with the 2012–13 reporting cycle, all demographic and program participation data (e.g., race/ethnicity, students with disabilities [SWD] status, English learner [EL] status, eligible for FRPM/NSLP, parent education level, etc.) were taken from the CALPADS ODS.

The CDE will continue to use CALPADS data for purposes noted above for the production of the 2015 AYP and 2015–16 PI reports. Details regarding the business rules for determining continuous enrollment can be found on the CDE CALPADS

Communications Web page at <http://www.cde.ca.gov/ds/sp/cl/communications.asp>. (See document labeled “Determining Students Who Are Continuously Enrolled” within the “Assessment and Accountability” section.)

Details regarding the business rules for finding, selecting, and applying the demographic and program participation data from the CALPADS ODS for the production of the 2015 AYP and 2015–16 PI reports can be found on the CDE CALPADS Communications Web page at <http://www.cde.ca.gov/ds/sp/cl/communications.asp>. (See document labeled “Demographic Data Processing for Accountability Reporting” within the “Assessment and Accountability” section.)

What is AYP?

AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria).

ESEA

AYP is required under Title I of the federal ESEA. States commit to the goals of ESEA by participating in Title I, a program under ESEA that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in ELA and mathematics, as determined by state assessments.

■ Title I

Schools, LEAs, and the state must meet all AYP criteria in order to meet federal ESEA accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to those schools and LEAs that receive federal Title I funds. Schools and LEAs that receive Title I funds are subject to ESEA PI requirements if they do not meet AYP criteria.

PI is a formal designation for Title I, Part A-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two reporting cycles* in the same subject area or on the same indicator. If a school or an LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or an LEA is eligible to exit PI if it makes AYP for two reporting cycles*.

The ESEA contains four education reform principles: (1) stronger accountability for results, (2) increased flexibility and local control, (3) expanded options for parents or guardians, and (4) an emphasis on scientifically-based effective teaching methods. This information guide describes California's implementation of the first principle under Title I of the ESEA. More information about ESEA is located on the ED Web site at <http://www.ed.gov/esea>.

* Typically, a Title I school or LEA is identified for PI if it does not meet AYP criteria for **two consecutive reporting cycles** in the same subject area or for **two consecutive reporting cycles** on the same indicator. However, due to the federal waiver approved for the 2014 AYP, only high schools and high school LEAs received a 2014 AYP Report. High school and high school LEA PI determinations will continue to be made using two consecutive years of AYP (2014 and 2015). But, since a 2014 AYP Report is not available for elementary and middle schools, and elementary and unified school districts, the two AYP reports used for PI determinations for these entities will be 2013 and 2015.

■ Title III

Title III of the ESEA provides supplemental funding to LEAs and consortia to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. Title III requires that each state:

- Conduct an annual assessment of English language proficiency of each EL served under Title III
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students' developing and attaining English proficiency
- Include a third AMAO for meeting AYP for the EL student group at the LEA or consortium level
- Hold LEAs and consortia accountable for meeting the three AMAOs (ESEA Section 3122)

Specific information about Title III accountability is located in the *2014–15 Title III Accountability Report Information Guide* on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

California's Definition of AYP

Under California's criteria for ESEA, schools and LEAs are required to meet or exceed requirements within each of the following three areas in order to make AYP in 2015:

- Requirement 1: Participation Rate
- Requirement 2: Attendance Rate as an Additional Indicator (for schools and LEAs with students enrolled in TK through grade eight)
- Requirement 3: Graduation Rate as an Additional Indicator (for schools and LEAs with at least one twelfth grade enrollment or has at least one graduate in the cohort graduation rate)

If a school or an LEA misses one or more requirements, it does not make AYP and may be identified for PI. The "AYP Criteria" section describes the specifics for each of the three requirements.

As noted earlier in the "Key Changes" section, for the 2015 AYP, the percent proficient calculations will **only be displayed** on the AYP report but will **not be used** as one of the requirements of making AYP. Schools and LEAs are not responsible for meeting the percent proficient target of 100 percent for the 2015 AYP.

Sources of Data Used in AYP Calculations

The information that forms the basis for AYP participation rate and percent proficient calculations comes from assessment results of the Smarter Balanced Summative Assessments. More information about this testing system is located on the CDE CAASPP Web page at <http://www.cde.ca.gov/ta/tq/ca/>. The following chart shows the assessment results that were used in 2015 AYP calculations.

Assessment Results Used in 2015 AYP Calculations

California Assessment of Student Performance and Progress (CAASPP)
<p>Smarter Balanced Summative Assessments</p> <ul style="list-style-type: none"> Grades three through eight and eleven for ELA and mathematics
<p>California Alternate Assessment (CAA)</p> <ul style="list-style-type: none"> Grades three through eight and eleven for ELA and mathematics <p>Because the CAA field test was administered during the 2014–15 academic year, the CAA is only included in the participation rate calculations. The CAA is not used for the calculations of the percent proficient.</p>
<p>NOTE: As in prior years, AYP is based only on ELA and mathematics. Science is not included in AYP calculations.</p>

Requirement 1 uses the assessment data to calculate the participation rate. The CDE received assessment data for all public schools and LEAs from the testing vendor.

Requirement 2 uses the attendance rate as an additional indicator of AYP. The CDE collected attendance data for all public schools with students enrolled in TK through grade eight. The collected data will be reported under this indicator for schools, LEAs and the state.

For Requirement 3, four years of enrollment and exit data are used to calculate the graduation rate for a school, an LEA, and the state. Data used to calculate the graduation rate come from student-level data maintained in the CALPADS.

Considerations Regarding Assessment Results

Special considerations or adjustments are made in AYP calculations for statewide assessment results of students who take the test using an individualized aid that changed the construct of the test.

■ Universal Tools, Designated Supports, and Accommodations

Students who take the Smarter Balanced Summative Assessments may be

provided certain universal tools, designated supports, and accommodations. A description of these varied test administrations are provided on the CDE Matrix One: CAASPP Web page at <http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>.

Providing universal tools, designated supports, and accommodations to students during testing does not result in changes to the AYP calculations. Specific individualized aids, however, do result in changes. Individualized aids are not universal tools, designated supports, or accommodations. Per Title 5 *California Code of Regulations*, 5 CCR Section 853.5(h), a student who uses an individualized aid that changes the construct of a CAASPP test will be counted as “not participating” in statewide testing, which impacts the accountability participation rate indicator. However, students will receive an individual score report with their scale score.

■ **California Alternate Assessment in AYP**

In spring 2015, the CAA field test in ELA and mathematics was administered to eligible students in grades three through eight and eleven who have a significant cognitive disability and whose IEP requires that an alternative test be administered. This assessment is aligned with the state standards. The purpose of the field test was to examine the performance of test items, and it did not yield individual student scores.

For the 2015 AYP reporting cycle, students who participated in the CAA will be included in the numerator of the participation rate. Because the field test did not yield any achievement level results, these students will be excluded from the calculations for percent proficient.

What is Included in AYP Reports?

The AYP reports provide federal accountability information about schools, LEAs, and the state. These reports are accessed on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. This section describes the type of information included in AYP reports.

County and LEA Lists of Schools

The County List of Schools and LEA List of Schools summarize select AYP information for each school and LEA. As in prior years, the AYP reports will contain:

- County and LEA Lists of Schools which summarize selected AYP information for each school and LEA. Both the County and LEA List of Schools contain whether AYP criteria were met for all components of the:
 - ELA Participation Rate
 - Mathematics Participation Rate
 - Attendance Rate
 - Graduation Rate
- PI Status of the school or LEA

School and LEA Reports

The school and LEA reports have selection tabs in the middle of the Web page which allows users to easily navigate between the AYP Report, PI Report, information guide, Frequently Asked Questions, and a glossary. In addition, the “Cohort Graduation Rates” button located at the top right of the AYP Report details the four-year, five-year, and six-year cohort graduation rates for 2015 AYP determinations for LEAs, schools, and numerically significant student groups.

Statewide Data Files

The statewide data files for AYP, Four-Year Cohort Graduation Rate, Five-Year Cohort Graduation Rate, Six-Year Cohort Graduation Rate, and PI results are provided in both XLS and TXT formats and are downloadable from the CDE APR Web page at <http://www.cde.ca.gov/ta/ac/ar/>.

Associated record layouts, data definitions, and download instructions are also provided on this Web page.

Accountability Reporting Timeline

- September 2015** The last day to make condition code corrections in the 2014–15 version of the Test Operations Management System for the Smarter Balanced Summative Assessments was September 15, 2015.
- December 2015** The 2015 AYP and 2015–16 PI reports are released in December 2015 on the CDE APR Web page at <http://www.cde.ca.gov/ta/ac/ar/>.
- The deadline for submitting an AYP appeal is ten business days after the release. The due date is identified on the appeals form.
- January – February 2016** LEAs can make corrections to demographic data in the CALPADS ODS through the end of business on January 30, 2016. The CDE will extract demographic data, enrollment and exit data, and program participation data (e.g., EL, SWD, and SED student groups) from the CALPADS ODS on February 1, 2016.
- The Title III Accountability Report is released on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.
- March 2016** Updated 2015 AYP and 2015–16 PI reports are released on the CDE APR Web page. These reports will reflect final data corrections made through the CALPADS ODS. These updated reports will also incorporate AYP appeal decisions.

For more information about AYP reports, trainings, data reviews, AYP appeals, and correction processes, contact the AAU by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

For more information about PI reports and PI determinations, contact the DVRO by phone at 916-322-3245 or by e-mail at piaccountability@cde.ca.gov (PI determinations and PI reports). For Title III Accountability Reports, contact the DVRO by phone at 916-323-9071 or by e-mail at amao@cde.ca.gov.

Who Receives an AYP Report?

Schools and LEAs

All schools, LEAs, and the state receive an AYP Report. Schools and LEAs that receive federal Title I funds receive a PI status. An LEA, for AYP reporting, is defined as a school district, a county office of education (COE), or a statewide benefit charter.

A school must have a county-district-school (CDS) code, and an LEA must have a county-district (CD) code at the time of testing to receive a report. Information about CDS code assignments is located on the CDE Schools and Districts Web page at <http://www.cde.ca.gov/ds/si/ds/>.

Charter Schools

Charter schools that are locally-funded (funded through the LEA) and charters that are their own LEA (direct-funded charter schools) are subject to the same AYP requirements of the ESEA that apply to all public schools. If the charter school receives Title I, Part A funds, the PI accountability provisions under ESEA Section 1116 of Title I also apply. For accountability purposes, a statewide benefit charter is considered an LEA, and each of its school sites is considered a school.

Although a direct-funded charter school is considered to be its own LEA (California *EC* Section 47636[a][1]), the school is treated as a school for Title I purposes and receives the school report only. In addition, a direct-funded charter school is subject to the PI provisions that apply to schools and not LEAs.

A direct-funded charter school with no valid test scores for assessments used in AYP calculations is assigned the participation rate and percent proficient results of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

AYP results from direct-funded charter schools will not be counted in the AYP results of the sponsoring school district or COE.

Student Groups

For the 2015 AYP, schools, LEAs, and the state must meet participation rate criteria (Requirement 1) in each content area (ELA and mathematics). Also, each numerically significant student group within a school, an LEA, or the state must meet the participation rate in order for the school, LEA, and the state to make AYP. Reporting occurs for student groups with at least 11 students enrolled during the testing window or 11 valid scores, but schools and LEAs are held accountable only for numerically significant student groups.

Definitions of Student Groups Used in AYP

Terms	Definitions
<p>A student group is “numerically significant” for AYP if it has:</p>	<p>Participation Rate</p> <ul style="list-style-type: none"> • 100 or more students enrolled during the testing window - or - • 50 or more students enrolled during the testing window who make up at least 15 percent of the total population eligible for testing <p>Percent Proficient – AMOs</p> <p>For the 2015 AYP, schools and LEAs are not held responsible for meeting the 100 percent proficient target although the AYP report will display the percent proficient data. Schools and LEAs will also not be held accountable for their numerically significant student groups meeting AMOs. As a result:</p> <ul style="list-style-type: none"> • Percent proficient data for student groups with 11 or more students with valid scores are calculated and displayed on the 2015 AYP Report.
<p>Student groups used in the AYP calculations:</p>	<ul style="list-style-type: none"> • Black or African American • American Indian or Alaska Native • Asian • Filipino • Hispanic or Latino • Native Hawaiian or Pacific Islander • White • Two or More Races • Socioeconomically Disadvantaged • English Learners • Students with Disabilities

Definitions of Student Groups Used in AYP (continued)

Terms	Definitions
"Socioeconomically Disadvantaged" students are defined as:	<ul style="list-style-type: none"> • Students where both parents have not received a high school diploma - or - • Students who are eligible for the FRPM (also known as the National School Lunch Program), or has a direct certification for free or reduced-price meals - or - • Students who are migrant, homeless, or foster youth
"English Learners" are defined as:	<ul style="list-style-type: none"> • Students who are identified as EL based on results of the California English Language Development Test (CELDT) - or - • Reclassified fluent English proficient (RFEP) students within the past three years (i.e., the student's reclassification date is after April 15, 2012). These students are counted in determining numerical significance for the EL student group.
"Students with Disabilities" are defined as:	<ul style="list-style-type: none"> • Students who receive special education services and have a valid disability code, or took the CAA - or - • Students who were previously identified as special education but who are no longer receiving special education services for two years after exiting special education. These students are not counted in determining numerical significance for the SWD student group.

Reclassified Fluent English Proficient

In calculating AYP for the EL student group in a school or an LEA, students who were reclassified within the past three years (i.e., the student's reclassification date is after April 15, 2012), are counted when determining whether the EL student group meets the minimum student group size to be numerically significant. An RFEP student's inclusion in the EL student group is determined by using the RFEP data in CALPADS.

ELs First Enrolled in U.S. Schools

Title 5 *CCR* 850(l) and (u) exempts EL students, who were first enrolled in U.S. schools for less than a year before testing, from participating in the ELA assessments. Therefore, any EL student who first enroll in a U.S. school after April 15, 2014, are not required to participate in the ELA CAT and PT of the Smarter Balanced Summative Assessments and the ELA CAT for the CAA. If these students do not take the ELA CAT and PT (or the ELA CAT for the CAA), they will be removed from the participation rate denominator and will not be included in the school's participation rate. However, if they chose to participate in taking the ELA CAT and PT (or the ELA CAT for the CAA), they will be *included* in the ELA participation rate, but will be *excluded* from the percent proficient calculation.

All EL students, regardless of when they were first enrolled in U.S. schools, are required to take the mathematics assessments. These students will be counted in the calculation of the mathematics participation rate. However, ELs who were first enrolled in U.S. schools for less than one year before testing will be *excluded* from the percent proficient calculation.

Students with Disabilities

All student records reflecting a valid disability code in CALPADS are included in the SWD student group. In addition, the scores of students who were previously identified under Section 602(3) of the Individuals with Disabilities Education Act, and received special education services within the last two years are included in the SWD student group. Any student record with a special education exit date after April 15, 2013, is considered to have received special education services within the past two years and is included in the SWD student group. These students, however, are not counted when determining whether the SWD student group meets the minimum group size to be numerically significant.

All students who take the CAA are considered as receiving special education services, even if the disability code in CALPADS is blank.

A student with a disability, with a valid district of residence code in CALPADS and who is enrolled in a special education school or enrolled in a special education program (school code is identified as Non-Public School [NPS]), is included in the district of residence accountability results.

A student with a disability, who is placed in a private school by an LEA, is included in the assessment and accountability systems in the following ways:

- The student is included in the LEA and state calculations of the participation rate.
- The assessment results are included in the LEA and statewide AYP decisions.

Race and Ethnicity Categories

Federal guidance requires states to ask respondents a two-part question. The first question addresses ethnicity and asks whether the respondent is Hispanic or Latino. The second question addresses race, which all respondents (including Hispanic or Latino respondents) are required to answer. It requests the respondent to select one or more races from a list of racial categories. Respondents who indicate they are Hispanic or Latino are reported as Hispanic or Latino, regardless of their response to the race question.

AYP reports data on eight race and ethnicity categories: Black or African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, Native Hawaiian or Pacific Islander, White, and Two or More Races. Specific Asian groups (i.e., Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Hmong, or Other Asian) are counted as Asian. Native Hawaiian or specific Pacific Islander groups (i.e., Guamanian, Samoan, Tahitian, or Other Pacific Islander) are counted as Native Hawaiian or Pacific Islander. If multiple groups are marked in the same racial category (e.g., Chinese and Korean), the student is classified as that category (e.g., Asian), not Two or More Races.

For AYP purposes, the following steps determine which race/ethnicity student group a student's test results are included:

1. If the CALPADS student record shows Hispanic or Latino in any field, the student's results are included in the Hispanic or Latino student group.
2. If the CALPADS student record shows non-Hispanic or Latino and only one race, the student's results are included in the student group of that racial category.
3. If the CALPADS student record shows non-Hispanic or Latino and more than one race, the student's results are included in the Two or More Races student group.
4. If the CALPADS student record shows blank in all fields, the student's results are included in the schoolwide and districtwide data but not in any race/ethnicity student group.
5. If the CAASPP student record cannot be matched to a student record in CALPADS, the student will be included in the Two or More Races student group. Note that unmatched records can only occur with the paper-pencil version of the Smarter Balanced Summative Assessment.

AYP Criteria

This section describes the details of AYP criteria for California. Schools and LEAs are required to meet or exceed the criteria annually in the following areas in order to make AYP:

- Requirement 1: Participation Rate
- Requirement 2: Attendance Rate as an Additional Indicator (if applicable)
- Requirement 3: Graduation Rate as an Additional Indicator (if applicable)

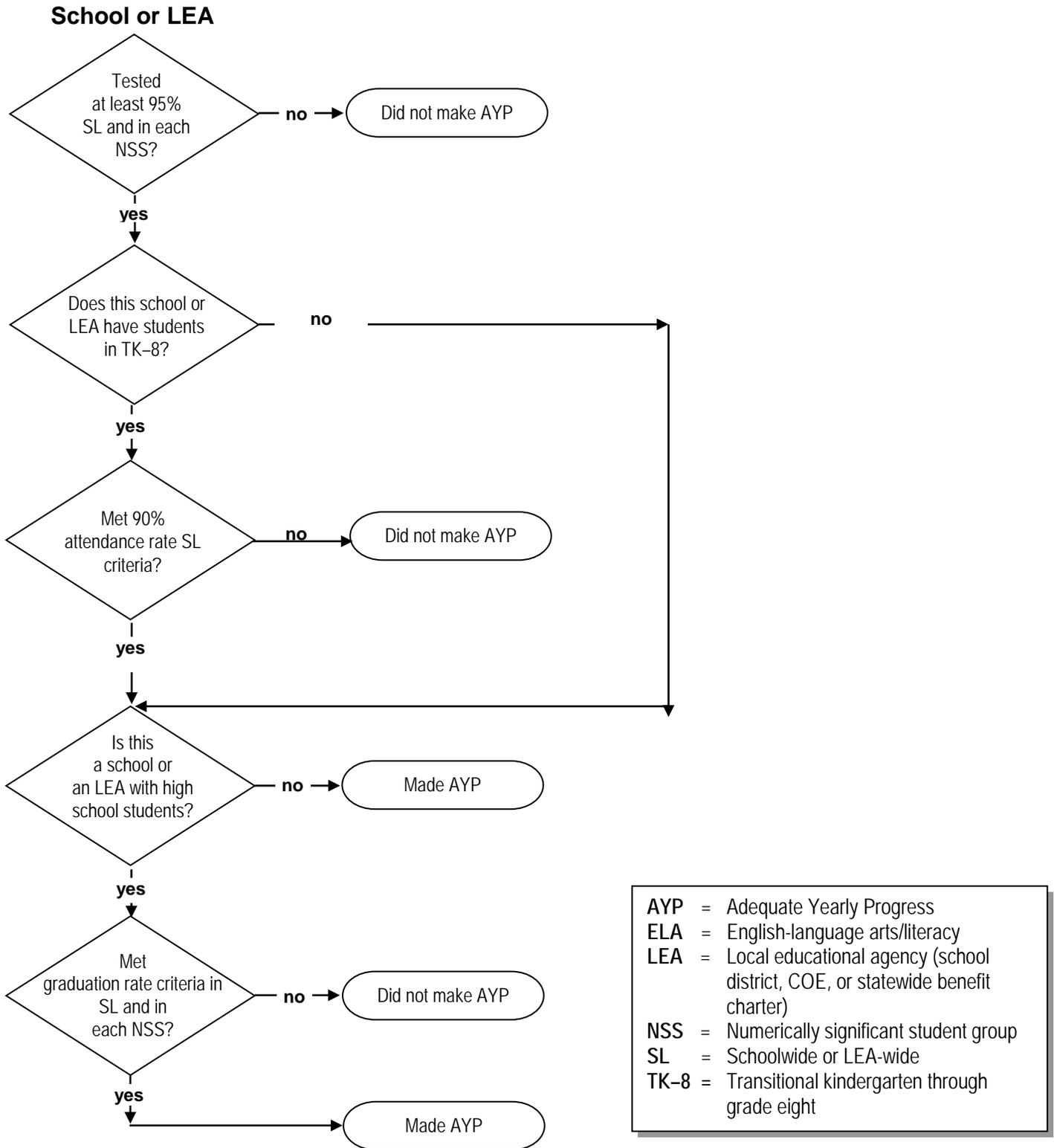
Requirements 1 and 3 apply at the school, LEA, and student group levels. Requirement 2 applies only at the school and LEA levels.

If a school, an LEA, or a student group misses any one criterion of AYP, the school or LEA does not make AYP and could be identified for PI. Potentially, a school or an LEA may have up to 26 different criteria to meet in order to make AYP.

Requirements may be applied using **standard criteria** or **small school/LEA/student group criteria**. Standard criteria were established for schools, LEAs, or student groups with sufficient numbers of test results or data. Small school/LEA/student group criteria using alternative methods and/or special conditions are for schools, LEAs, or student groups with small numbers of test results or data. Criteria details are provided in the “AYP Criteria Details” section on pages 25 through 51.

2015 AYP Criteria Flowchart

This chart illustrates the process of determining whether a school or an LEA makes AYP.



School Type for AYP Purposes

School type designations of elementary, middle, and high are determined using multiple criteria. LEA type is determined from the California Public School Directory database and grade spans.

■ How School Type is Determined

This section describes the basic steps the CDE used in determining school type for 2015 AYP.

Step 1: Grade span is used to assign school type.

In the California Public School Directory database, the CDE lists a school's grade span according to the lowest and highest grade in which student enrollment was reported in the most recent certified CALPADS data collection. For most schools assigned a grade span, the AYP school type can be determined according to the following table:

**Grade Span Criteria
for AYP School Type Classification**

School Type Assigned for AYP	Grade Span Served
Elementary	K-K, K-1, K-2, K-3, K-4, K-5, K-6, K-7, K-8 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8 2-2, 2-3, 2-4, 2-5, 2-6, 2-7, 2-8 3-3, 3-4, 3-5, 3-6, 3-7, 3-8 4-4, 4-5, 4-6, 4-7 5-5, 5-6 6-6
Middle	4-8 5-7, 5-8 6-7, 6-8, 6-9 7-7, 7-8, 7-9, 7-10 8-8, 8-9, 8-10
High	7-11, 7-12 8-11, 8-12 9-9, 9-10, 9-11, 9-12 10-10, 10-11, 10-12 11-11, 11-12 12-12

Step 2: Enrollment is used to assign school type.

Some schools have grade spans that are much broader than those listed in Step 1. For example, a kindergarten through grade twelve school serves elementary, middle, and high school students.

School Type Determined by Enrollment

School Type Assigned for AYP	Grade Span Served
Determined by Enrollment	K-9, K-10, K-11, K-12 1-9, 1-10, 1-11, 1-12 2-9, 2-10, 2-11, 2-12 3-9, 3-10, 3-11, 3-12 4-9, 4-10, 4-11, 4-12 5-9, 5-10, 5-11, 5-12 6-10, 6-11, 6-12

In these cases, school type is determined according to the school's enrollment pattern. School type based on enrollment is determined according to "core" grade spans:

Core Grade Spans for Determining AYP School Type

School Type	Core Grade Span Served
Elementary	K-5
Middle	7-8
High	9-12

Note: Grade six is left out of the core grade span designations. Because some schools view grade six as "elementary" while others view it as "middle," the process remains neutral on whether grade six is considered one or the other.

Schools with a grade span that crosses three core spans (e.g., kindergarten through grade twelve or grades three through eleven) are assigned a school type according to the largest enrollment in a core grade span. For example, a school with grades kindergarten through twelve has enrollment of 106 students in the kindergarten through grade five span; 192 students in the seven and eight span; and 52 students in the nine through twelve span. Since the enrollment in grades seven and eight is the largest of the three core grade spans, the school is assigned a "middle" school type. If the enrollment for two core grade spans is equal, the school type is equal to the previous year's AYP school type.

Step 3: School name or characteristics is used to assign school type.

In a very small number of cases, a school may not have a current grade span or enrollment on file at the CDE. In these situations, the school type may be assigned based on the name or characteristics of the school. Absent the pertinent indicators used to determine a school's type, a school type of "elementary" will be assigned

for AYP purposes. If the school is new and has no test results for the year of the AYP, the school does not receive an AYP Report.

AYP Criteria Summary

The following two tables summarize the AYP criteria that schools and LEAs are responsible for meeting for 2015. The first table displays the standard criteria for most schools, and the second table displays the criteria for a small school, an LEA, or a student group.

2015 AYP Targets, Standard Criteria

These criteria apply to schools, LEAs, and numerically significant student groups that have 100 or more students enrolled during the testing window. Student groups are excluded from Requirement 2. Attendance rate criteria apply to schools and LEAs with 30 or more enrolled students. Graduation rate criteria apply to schools, LEAs, or student groups with grade twelve data and with 50 or more students in the graduation rate denominator (graduates plus non-graduates) of the current and prior year calculation.

Type of School or LEA	Requirement 1: Participation Rate (Applies to schools, LEAs, and numerically significant student groups)	Requirement 2: Attendance Rate as an Additional Indicator (Applies only to schools and LEAs with TK through grade eight)	Requirement 3: Graduation Rate as an Additional Indicator (Applies only to schools, LEAs, and student groups with grade twelve enrollment or at least one graduate in the cohort)
<ul style="list-style-type: none"> Elementary Schools Middle Schools Elementary School Districts 	ELA: 95% Math: 95% (rounded to nearest whole number using standard rounding rules)	90% (rounded to nearest whole number using standard rounding rules)	N/A
<ul style="list-style-type: none"> High Schools High School Districts (These schools and school districts serve students in any grades 9–12.)	ELA: 95% Math: 95% (rounded to nearest whole number using standard rounding rules)	(Not Applicable)	Meet at least one: <ul style="list-style-type: none"> 90.00%, Fixed growth target rate, Variable growth target rate, 5-year graduation rate criteria, or 6-year graduation rate criteria
<ul style="list-style-type: none"> Unified School Districts High Schools and High School Districts COEs (These schools and school districts serve students in grades TK–8 and 9–12.)	ELA: 95% Math: 95% (rounded to nearest whole number using standard rounding rules)	90% (rounded to nearest whole number using standard rounding rules)	Meet at least one: <ul style="list-style-type: none"> 90.00%, Fixed growth target rate, Variable growth target rate, 5-year graduation rate criteria, or 6-year graduation rate criteria

Note: Not all schools contain grades or results for each AYP requirement, and alternative methods and/or special conditions are applied in some cases to ensure that all schools and LEAs receive an AYP Report. These methods and codes are described in the “Alternative Methods and Special Conditions” section on pages 46 through 49.

2015 AYP Targets, Small School/LEA/Student Group Criteria

These criteria apply to schools, LEAs, and numerically significant student groups with fewer than 100 students enrolled during the testing window. Student groups are excluded from Requirement 2. Attendance rate criteria apply to schools and LEAs with 30 or more enrolled students. Graduation rate criteria apply to schools, LEAs, or student groups with grade twelve data and with 50 or more students in the graduation rate denominator (graduates plus non-graduates) of the current and prior year calculation.

Size of School, LEA, or Student Group	Requirement 1: Participation Rate (Applies to schools, LEAs, and student groups)	Requirement 2: Attendance Rate as an Additional Indicator (Applies only to schools and LEAs with TK through grade eight)	Requirement 3: Graduation Rate as an Additional Indicator (Applies only to schools, LEAs, and student groups with grade twelve enrollment or at least one graduate in the cohort)
51–99 students	ELA: 95% Math: 95% (rounded up to nearest whole number)	90% (rounded to the nearest whole number using standard rounding rules)	Meet at least one: <ul style="list-style-type: none"> • 90.00%, • Fixed growth target rate, • Variable growth target rate, • 5-year graduation rate criteria, or • 6-year graduation rate criteria
50 students	Must test at least 47 students	90% (rounded to the nearest whole number using standard rounding rules)	Meet at least one: <ul style="list-style-type: none"> • 90.00%, • Fixed growth target rate, • Variable growth target rate, • 5-year graduation rate criteria, or • 6-year graduation rate criteria
30 – 49 students	N/A	90% (rounded to the nearest whole number using standard rounding rules)	N/A
29 students or less	N/A	N/A	N/A

Note: Not all schools contain grades or results for each AYP requirement, and alternative methods and/or special conditions are applied in some cases to ensure that all schools and LEAs receive an AYP Report. These methods and codes are described in the “Alternative Methods and Special Conditions” section on pages 46 through 49.

AYP Criteria Details

The specific details of Requirements 1 through 3 are described under the next three bulleted items.

■ Requirement 1: Participation Rate

In order to make AYP, ESEA requires a 95 percent participation rate in the percentage of students taking statewide assessments. This requirement is applied separately for schools, LEAs, and numerically significant student groups for each content area (ELA and mathematics).

Participation Rate Formula

Number of students who participated* in the Smarter Balanced Summative Assessments or the CAA

divided by

Number of students enrolled during the testing window

*A student will be counted as a "participant" (or included in the numerator of the participation rate) if the student, at a minimum, logs onto both the CAT and PT (for each content area).

Testing Window

Prior to calculating the participation rate, a school's **testing window** must be determined. For AYP purposes, a school's testing window begins when the first student at the school completes a CAT or PT (in either content area) and ends on the last day of the academic year.

Participation Rate Numerator: Tested

For students to be considered as "participating" and included in the count for tested (i.e., included in the numerator), they must:

- Be deemed as "enrolled." Only students who are included in the count for enrolled are included in the count for tested. (See the next section below for the enrollment criteria.)
- Log onto (or have a test completion date) in both the CAT and the PT in the same content area.

For example, if a student logs onto the ELA CAT and does not log onto the ELA PT, the student would be counted as not participating in the ELA assessment. Similarly, if a student logs onto both the ELA and mathematics PT, but not onto the ELA and mathematics CAT, the student would not be counted as participating in either ELA or mathematics.

Participation Rate Denominator: Enrolled

Students Who *Do Not* Transfer In or Out During the Testing Window

Students who are enrolled during a school's testing window, and **do not transfer in or out** during the testing window, are included in the enrolled count (i.e., included in the participation rate denominator).

Students Who *Do* Transfer In or Out During the Testing Window

Because some students **transfer in and out** during a school's testing window, which may span up to 12 weeks, **grace periods** were developed. These grace periods only apply to certain students who transfer in and out during the testing window to hold schools harmless for not administering the tests to these students.

Since the length of schools' testing windows varies, and because the California Alternate Assessment field test was set for all schools, the following grace periods were applied to determine the accountability testing window, which is defined later:

Grace Periods for the Smarter Balanced Summative Assessments

- **Testing Window is 14 Days:** Schools with a testing window of 14 days *do not have any* grace periods. In this instance, the 14 days comprise the accountability testing window.
- **Testing Window is 15–30 Days:** Schools with a testing window of 15 to 30 days have a 14-day grace period applied *at the end* of the testing window.
- **Testing Window is 31 or More Days:** Schools with a testing window of 31 or more days have two 14-day grace periods: one at the beginning of the testing window and one at the end.

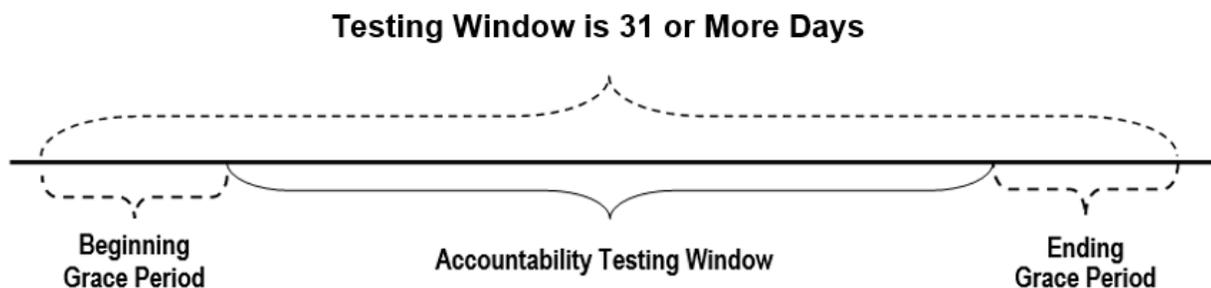
Grace Periods for the California Alternate Assessment Field Test

- The CAA was administered as a field test during spring 2015 and the testing window was set between April 15, 2015 and June 10, 2015. Therefore, two 3-day grace periods were applied at the beginning and end of the CAA testing window. For the 2015 AYP, the accountability testing window for the CAA was set from April 18, 2015 to June 7, 2015.

Accountability Testing Window

The diagram on the next page illustrates the differences between the testing window, grace periods, and accountability testing window. The "testing window" includes both grace periods and the accountability testing window. The days not covered by the grace periods during the testing window reflect the **accountability testing window** (i.e., the grace periods do not overlap into the accountability testing window).

Diagram of Testing Window, Grace Periods, and Accountability Testing Window



Students Who Transfer In or Out

Students not tested will be excluded or included in a school's participation rate based on *when* the student transferred in or out:

- **Transfer In**

Based on the diagram above, schools are **responsible for testing students** who transfer in during the beginning grace period or the Accountability Testing Window. These students **will be included** in the enrolled count (i.e., included in the participation rate denominator).

Schools are **not responsible for testing students** who transfer in during the ending grace period. These students **will not be included** in the enrolled count.

- **Transfer Out**

Using the diagram above, schools are **not responsible for testing students** who transfer out during the beginning grace period. These students **will not be included** in the enrolled count (i.e., not included in the participation rate denominator).

Schools are **responsible for testing students** who transfer out during the Accountability Window or the ending grace period. These students **will be included** in the enrolled count (i.e., included in the participation rate denominator).

Examples of Testing Windows, Grace Periods, and Accountability Testing Windows

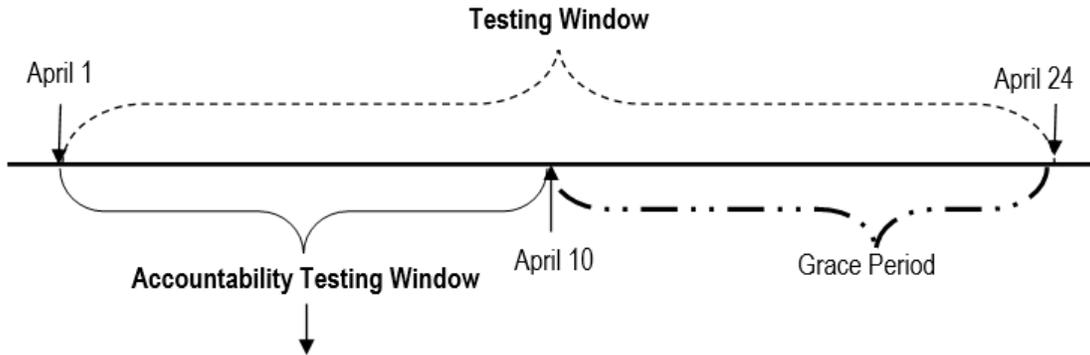
Testing Windows

The examples below detail the information above regarding testing windows, grace periods, and accountability testing windows.

Testing Window is 14 Days
<p>On June 1, the first student at Tallahassee High School completed the Smarter Balanced Summative Assessments CAT or PT. The school's testing window ended on June 14 (i.e., end of the academic year). Because the testing window was 14 days, no grace periods were applied for this school.</p> <div style="text-align: center; margin: 10px 0;"> <p>Testing Window</p> </div> <p style="text-align: center; margin: 10px 0;">Accountability Testing Window</p> <p style="text-align: center;">↓</p> <p>All students who transferred in or enrolled between June 1 and June 14 will be included in Tallahassee High School's participation rate denominator.</p> <p>Students who transferred out during the testing window (June 1 to June 14) will be included in the participation rate denominator, unless the student completed the CAT and PT at another school during its accountability testing window. If this occurs, the student will then be included in the other school's participation rate.</p>

Testing Window is 15 to 30 Days

On **April 1**, the first student at Carson City Middle School completed the Smarter Balanced Summative Assessments CAT or PT. The school's testing window ended on **April 24** (i.e., end of the academic year). Because the testing timeframe was between 15 and 30 days, the school is only eligible for the grace period to be applied at the end of the testing window. Therefore, Carson City Elementary School's grace period is from **April 11** to **April 24**.



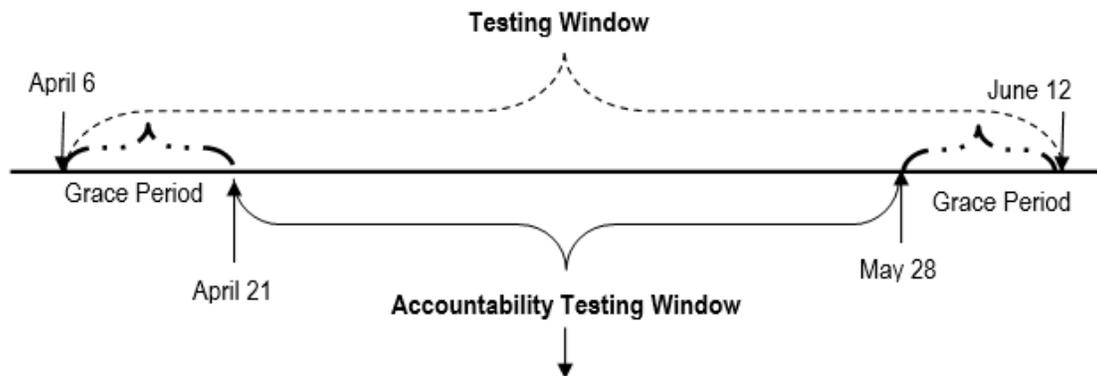
All students enrolled during the **entire** testing window (April 1 to April 24) will be included in Carson City Elementary School's participation rate denominator. In addition:

- Students who **transferred in** during April 1 to April 10 will be included in the school's participation rate denominator.
- Students who **transferred in** during the grace period (April 11 to April 24) will not be included in the participation rate denominator. The school is not held responsible for testing these students.
- Students who **transferred out** during the testing window (April 1 to April 24) will be included in the participation rate denominator, unless the student completed the CAT and PT at another school during its accountability testing window. If this occurs, the student will then be included in the other school's participation rate.

Testing Window is 31 or More Days

On **April 6**, the first student at Jefferson City Junior High School completed the Smarter Balanced Summative Assessments CAT or PT. The school's testing window ended on **June 12** (i.e., end of the academic year). Because the testing timeframe was more than 31 days, the following two 14-day grace periods were applied at the beginning and end of the testing window:

- **April 6 to April 20** at the beginning and
- **May 29 to June 12** at the end



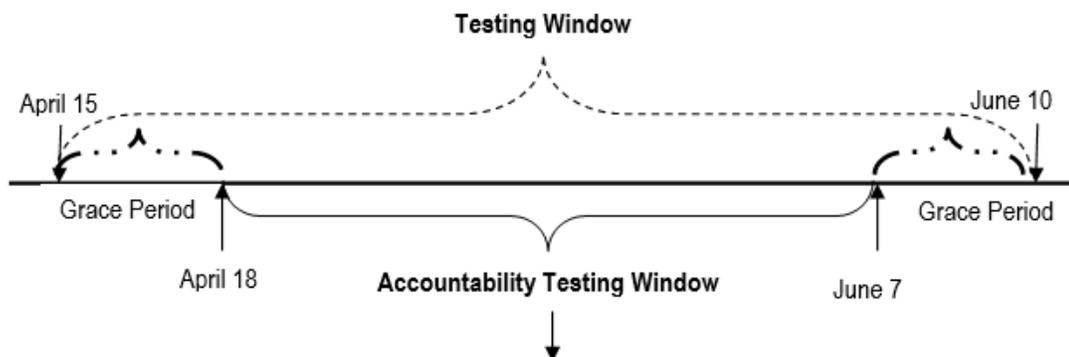
All students enrolled during the **entire** testing window (April 6 to June 12) will be included in the participation rate denominator. In addition:

- Students who **transferred in** between April 6 and May 28 will be included in the school's participation rate denominator.
- Students who **transferred in** during the ending grace period (May 29 to June 12) will not be included in the participation rate denominator. The school is not held responsible for testing these students.
- Students who **transferred out** during the beginning grace period (April 6 to April 21) will not be included in the participation rate denominator. The school is not held responsible for testing these students.
- Students who **transferred out** between April 21 and June 12 will be included in the participation rate denominator, unless the student completed the CAT and PT at another school during its accountability testing window. If this occurs, the student will then be included in the other school's participation rate.

CAA Testing Window

Annapolis High School's first day of the CAA field test was **April 15**. The testing window ended on **June 10***. The following two 3-day grace periods were applied at the beginning and end of the testing window:

- **April 15 to April 17** at the beginning and
- **June 8 to June 10** at the end



All students who enrolled during the **entire** testing window (April 15 to June 10) will be included in the school's participation rate denominator. In addition:

- Students who **transferred in** between April 15 and June 7 will be included in the participation rate denominator.
- Students who **transferred in** during the ending grace period (June 8 to June 10) will not be included in the participation rate denominator. The school is not held responsible for testing these students.
- Students who **transferred out** during the beginning grace period (April 15 to April 17) will not be included in the participation rate denominator. The school is not held responsible for testing these students.
- Students who **transferred out** between April 18 and June 10 will be included in the participation rate denominator, unless the student completed the CAT and PT at another school during its accountability testing window. If this occurs, the student will then be included in the other school's participation rate.

* Since the CAA was administered as a field test during spring 2015, the testing window was set between April 15, 2015 and June 10, 2015. As a result, the accountability testing window for the CAA is set from April 18, 2015 to June 7, 2015.

Students Who Take the CAT or PT at Different School Sites

Students who move during the testing timeframe may take one portion of the test (CAT or PT) at one school and complete (or not complete) the remaining portion of the test at another school. The following table contains examples of when students will be included or excluded from the participation rate if they move during the testing timeframe and take CAT or PT (for each content area) at different schools.

Examples of When Students Are Included or Excluded from the Participation Rate if They Transfer

Student	Jefferson City Junior High (JCJH)	Carson City Middle School (CCMS)	Participation Rate Determination
1	Student exits during the beginning grace period and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments.	(Does Not Enroll)	Due to the grace period applied at the beginning of testing, the student will not be included in JCJH's participation rate (neither the denominator nor the numerator).
2	Student exits during the accountability testing window and never enrolls at another school. The student has not yet taken any of the Smarter Balanced Summative Assessments.	(Does Not Enroll)	Because the student exited JCJH during the accountability testing window (and never enrolled in another school during its accountability testing window), the student will be included in JCJH's denominator for both the ELA and mathematics participation rates. However, the student will not be included in the numerator, since the student did not participate in the assessments.
3	Student completed the ELA PT but exits during the beginning grace period before completing the remaining Smarter Balanced Summative Assessments.	Student enrolls during the beginning grace period, completes the mathematics CAT and PT, but does not complete the ELA CAT.	Because the student enrolled at CCMS during its beginning grace period, CCMS is responsible for administering the ELA CAT, mathematics CAT, and mathematics PT to the student. The student will be included in CCMS's mathematics participation rate numerator and denominator. The student will only be included in the ELA participation rate denominator and not the numerator because the ELA CAT was not completed.
4	Student completed the ELA CAT and PT but exits during the accountability testing window before completing the mathematics CAT and PT.	Student enrolls during the beginning grace period and completes the mathematics CAT and PT.	Because the student completed the ELA CAT and PT at JCJH, the student will be included in both the numerator and denominator for JCJH's ELA participation rate. Since the student enrolled at CCMS its beginning grace period, CCMS is responsible for administering the mathematics CAT and PT to the student. The student will be included in CCMS's mathematics participation rate.
5	Student completed the ELA CAT and PT, and mathematics CAT but exits during the accountability testing window before completing the mathematics PT.	Student enrolls during the accountability testing window.	Since the student completed the ELA CAT and PT at JCJH, the student will be included in JCJH's ELA participation rate (both the numerator and denominator). Because the student enrolled at CCMS during its accountability testing window, CCMS is responsible for administering the mathematics PT to the student. The student will be included in CCMS's mathematics participation rate.

Student	Jefferson City Junior High (JCJH)	Carson City Middle School (CCMS)	Participation Rate Determination
6	Student completed ELA CAT and PT, and mathematics CAT and PT, and exits during the accountability testing window.	Student enrolls during the accountability testing window.	Since the student completed all Smarter Balanced Summative Assessments at JCJH, the student will be included in JCJH's ELA and mathematics participation rates (both the numerator and denominator).
7	Student exits during the accountability testing window. The student has not yet taken any of the Smarter Balanced Summative Assessments.	Student enrolls during the end grace period and does not take any tests.	Because the student enrolled at CCMS during the end grace period, the student will not be included in CCMS's participation rates. However, the student will be included in the denominator of JCJH's ELA and mathematics participation rates because the student transferred <i>after</i> the beginning grace period and during the accountability testing window.
8	Student completed the ELA CAT and PT and mathematics PT and exits during the accountability testing window.	Student enrolls during the end grace period and does not complete the mathematics CAT.	Since the student enrolled at CCMS during the end grace period, the student will not be included in CCMS's mathematics participation rate. However, the student will be included in JCJH's ELA participation rate denominator and numerator, and only in its mathematics participation rate denominator because the student did not complete the mathematics CAT.

Standard Participation Rate Criteria

A participation rate of 95 percent, rounded to the nearest whole number (using the standard rounding rule), is required of a school, an LEA, or a numerically significant student group with 100 or more students enrolled during the testing window.

Small School/LEA/Student Group Participation Rate Criteria

For small schools, LEAs, and student groups, alternative criteria are applied. If the school or LEA has 49 or fewer students enrolled during the testing window, the participation rate requirement does not apply. If the school, LEA, or student group has 50 students enrolled during the testing window, at least 47 students must be tested to meet the participation rate criterion. If the school, LEA, or student group has between 51 to 99 students enrolled during the testing window, the participation rate requirement is 95 percent, rounded up to the nearest whole number.

Exclusions

Students who are absent from testing due to a significant medical emergency are excluded from the participation rate. Student records marked as “not tested due to significant medical emergency” will not be included in the participation rate, unless attempts on test items were made. Any student who attempted one or more test items will be counted for participation rate, regardless of their condition code.

Beginning with the 2014–15 academic year, ELs who have been enrolled in a U.S. school for less than one year are exempt from taking the ELA portion of the Smarter Balanced Summative Assessments. These students will not be included in the ELA participation rate unless the student chooses to participate in the ELA CAT and PT portions of the assessment. Students who chose to participate will be included in the ELA participation rate.

All EL students (regardless of whether they have been enrolled in a U.S. school for less than one year) are expected to take the mathematics portion and will be included in the math participation rate. However, ELs who were first enrolled in U.S. schools for less than one year before testing (i.e., enrolled after April 15, 2014), will be excluded from the ELA and mathematics percent proficient calculations.

Student Groups

A numerically significant student group for participation rate calculations is normally defined as 100 or more students enrolled during the testing window. However, if 50 or more students are enrolled during the testing window, and they make up at least 15 percent of the total student population, they constitute a numerically significant student group.

If the school or LEA has 100 or more students enrolled during the testing window, the participation rate is calculated for student groups that are numerically significant. If the school or LEA has fewer than 100 students enrolled during the testing window, none of the student groups are considered numerically significant.

Alternative Methods

For schools in which no testing data are available, LEA data will be used to determine the participation rate and percent proficient or above level (i.e., use of pair and share alternative method).

A two-year and three-year average participation rates will be considered for schools, LEAs, and numerically significant student groups that have not met the 2015 participation rate criteria using a one-year participation rate calculation. Averages are determined by aggregating enrollments over two or three years. First, the one-year participation rate is calculated. This is the only rate that is

printed on all reports. If a school, an LEA, or a student group does not meet the minimum 95 percent participation rate using the one-year participation rate calculation, the two-year participation rate is calculated. If a school, an LEA, or a student group does not meet the minimum 95 percent participation rate using the two-year participation rate calculation, the three-year participation rate is calculated.

Two-Year and Three-Year Formula for Elementary and Middle Schools and Unified School Districts

Two-Year Participation Rate
Number Tested in 2015 + Number Tested in 2013 divided by Enrollment During the 2015 Testing Window + Enrollment on the First Day of Testing 2013

Three-Year Participation Rate
Number Tested in 2015 + Number Tested in 2013 + Number Tested in 2012 divided by Enrollment During the 2015 Testing Window + Enrollment on the First Day of Testing 2013 + Enrollment on the First Day of Testing 2012

Two-Year and Three-Year Formula for High Schools and High School Districts

Number Tested in 2015 + Number Tested in 2014 divided by Enrollment During the 2015 Testing Window + Enrollment on the First Day of Testing 2014

Number Tested in 2015 + Number Tested in 2014 + Number Tested in 2013 divided by Enrollment During the 2015 Testing Window + Enrollment on the First Day of Testing 2014 + Enrollment on the First Day of Testing 2013

■ **Requirement 2: Attendance Rate as an Additional Indicator**

The ESEA requires an additional indicator for all schools and LEAs. Starting with the 2015 AYP, the ED has approved the attendance rate as the additional indicator, and they have also approved the attendance rate target of 90 percent. A school or an LEA that does not meet the attendance rate target will not meet Requirement 2 and will not make AYP.

Schools that met the following criteria are required to meet the attendance rate indicator:

1. The school's entire enrollment was 100 or more on Fall Census Day in October 2014, **and** the enrollment in TK through grade 8 was 30 or more
2. The school's entire enrollment was between 30 to 99 on Fall Census Day in October 2014, **and** the enrollment in TK through grade 8 was 30 or more, **or** the percent of TK through grade 8 enrollment made up 50 percent or more of the school's enrollment.

Any LEAs that met the following criteria were required to meet the attendance rate indicator:

1. The LEA's TK through grade 8 enrollment was 30 or more on Fall Census Day in October 2014.

To calculate the attendance rate, the CDE collected school-level attendance data from LEAs and direct-funded charter schools. Schools and LEAs were given two options for submitting their attendance data. For both Option 1 and Option 2, the CDE collected 2014–15 attendance data as of the second period (P-2), which is from July 1 through the last school month that ends before April 15, 2015. The calculated attendance rate, for both options, is rounded using standard rounding rules (i.e., 89.5 percent is rounded to 90 percent).

Option 1: Attendance Rate Based on Attendance and Enrollment

Under this option, direct-funded charter schools and LEAs could submit the total number of days that students attended school, along with the number of school days that students were enrolled during the school year as of P-2 reporting.

Formula to Calculate the Attendance Rate Under Option 1

<p>Total Number of Days Attended</p> <p>divided by</p> <p>Total Number of Days Enrolled</p>
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Example

Austin Junior High School enrolled three students during the 2014–15 school year. Of these students:

- Student 1 enrolled on the first day of school, and
- Student 2 and Student 3 enrolled *after* the first day of school

Student	Number of Days Enrolled as of P-2	Number of Days Attended as of P-2
1	180	175
2	125	123
3	70	59
Totals for Austin Junior High School	330	312

Because Student 1 enrolled on the first day of school, compared to Student 2 and Student 3, this student had the highest number of enrolled days (180). Since Student 1 was absent for 5 days, the number of days attended was 175.

This school's attendance rate will be calculated as follows:

312 / 330 = 94.5% rounded up to 95%

↓

School Meets Attendance Rate Target

Option 2: Attendance Rate Based on P-2 Average Daily Attendance [ADA]

Under Option 2, direct-funded charter schools and LEAs could submit total P-2 ADA for each school site. The CDE used Fall Census Day enrollment from CALPADS to calculate the attendance rate. (Note that the collected attendance data will only be used to calculate the attendance rate for AYP and will not replace the ADA submitted to the CDE for apportionment purposes.)

Formula to Calculate the Attendance Rate Under Option 2

P-2 ADA

divided by

Enrollment on Fall Census Day

Example				
Topeka Elementary School District submitted P-2 ADA data for their three schools:				
School	P-2 ADA	Fall Census Day Enrollment (from CALPADS)	Calculation	
A	890	925	$890 / 925 = 96.2\%$ rounded up to 96%	School Meets Attendance Rate Target
B	1,020	1,139	$1,020 / 1,139 = 89.5\%$ rounded up to 90%	School Meets Attendance Rate Target
C	780	878	$780 / 878 = 88.8\%$ rounded up to 89%	School Does Not Meet Attendance Rate Target

Charter Schools

The CDE collects ADA data for all charter schools. As a result, the CDE will use ADA data for any charter school that decided not to submit data and will apply the Option 2 calculation methodology to determine the attendance rate for the school.

Attendance Rate Data Displayed on the 2015 AYP Report

Because LEAs had two options for submitting attendance data, the AYP Report will have a column for each option. The school and LEA attendance rate will be displayed in the column that reflects the option selected by the direct-funded charter school or LEA for submitting attendance data. Direct-funded charter schools or LEAs that submitted data under Option 1 will be able to view their schools' attendance rates under the "School Attendance Enrollment" column. Similarly, direct-funded charter schools or LEAs that submitted data under Option 2 will be able to view their schools' attendance rates under the "Average Daily Attendance" column.

■ Requirement 3: Graduation Rate as an Additional Indicator

The ESEA requires that the state use the graduation rate as an additional indicator for all schools and LEAs with grade twelve students. In 2008, the ED published its final guidance regarding the requirement for all states to use a four-year cohort graduation rate beginning with the 2012 AYP determinations. The four-year cohort graduation rate, for AYP purposes, is defined according to the year of AYP reporting (e.g., four-year rate for 2015). On other CDE reports, the graduation rate is defined as the school year of the graduating class (e.g., Class of 2013–14). Note that the AYP cohort graduation rate data on the report are one year older (e.g., 2013–14) than other data on the AYP report (e.g., 2014–15). This is permissible under federal guidance.

Data used to calculate the graduation rate come from student-level data maintained in the CALPADS.

Schools and LEAs with grade twelve enrollment or at least one graduate in the cohort of the graduation rate will have their graduation rate calculated using the cohort graduation rate formula. The graduation rate goal for all schools, LEAs, and student groups is 90 percent. The graduation growth target structure requires all schools, LEAs, and student groups to meet the 90 percent goal by the 2019 AYP Report (i.e., the class of 2017–18 must meet the 90 percent target).

Calculating the AYP Four-Year Cohort Graduation Rate

The cohort graduation rate methodology is based on the definitions established by the ED. The four-year cohort graduation rate formula is used for the 2015 AYP determinations.

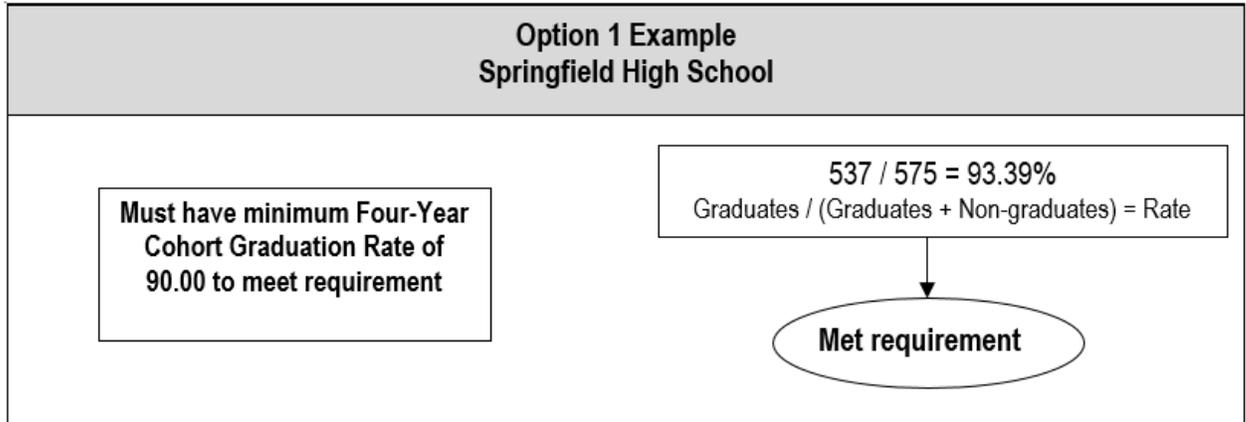
Four-Year Cohort Graduation Rate Formula for ESEA

Four-Year Cohort Graduation Rate for 2015
Number of cohort members who earn a regular high school diploma by the end of 2013–14 divided by Number of first-time grade nine students in 2010–11 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2010–11, 2011–12, 2012–13, and 2013–14.

Graduation Rate Criteria

Type	Criteria
Schools and LEAs with grade 12 enrollment or at least one graduate in the cohort	To meet graduation rate criteria for AYP the school, LEA, or student group must meet a standard or alternative method: Standard Methods: <ul style="list-style-type: none"> • Option 1: Have a four-year graduation rate of at least 90.00 <li style="text-align: center;">- or - • Option 2: Meet its four-year graduation rate fixed growth target rate <li style="text-align: center;">- or - • Option 3: Meet its four-year graduation rate variable growth target rate Alternative Methods: <ul style="list-style-type: none"> • Option 1: Meet the five-year graduation rate criteria <li style="text-align: center;">- or - • Option 2: Meet the six-year graduation rate criteria

Option 1: Meet Four-Year Cohort Graduation Rate of 90.00 Percent or Above

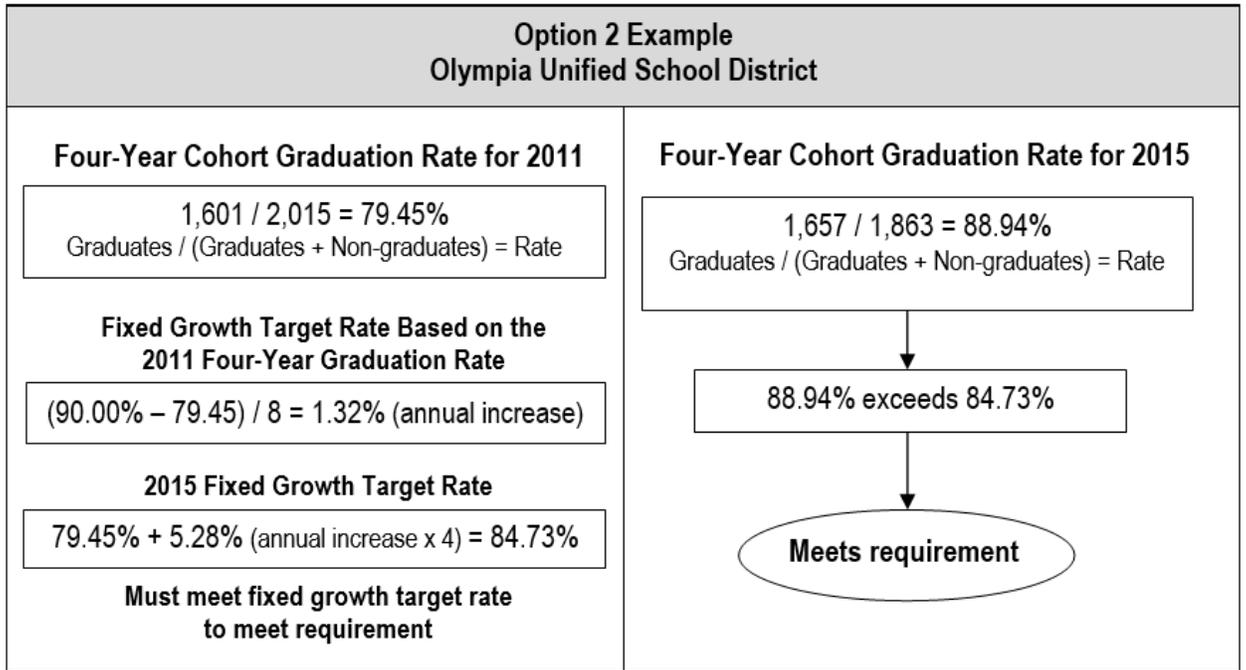


In this example, Springfield High School met its 2015 AYP criteria for the four-year cohort graduation rate under Option 1 because the rate for 2015 was 93.39, which exceeds the goal of 90.00 percent.

Option 2: Meet Fixed Growth Target Rate

The **fixed growth** four-year cohort graduation target schedule was established in 2011 based on the difference between the school's, LEA's, or student group's baseline four-year cohort graduation rate (i.e., 2011 AYP graduation rate) and the 90 percent goal divided by the number of years remaining before the 2019 AYP (i.e., eight years). This difference was used to establish eight equal four-year graduation rate targets and will not be recalculated. In addition, new schools, LEAs, and student groups will have a fixed growth four-year cohort graduation target calculated based on the number years between when the school, LEA, or student group is newly established and the 2017–18 goal year (i.e., 2019 AYP).

For example, a school that had a 2009–10 four-year cohort graduation rate of 70 percent will have a fixed target schedule of 2.50 percentage points per year. The target is calculated by subtracting 70 percent (i.e., baseline 2009–10 four-year cohort graduation rate) from 90 percent (i.e., the graduation rate goal) and dividing by eight (i.e., the number of years until 2019 AYP). The target is used to calculate the schedule of targets for the next eight years (e.g., 72.50, 75.00, 77.5 and so on).

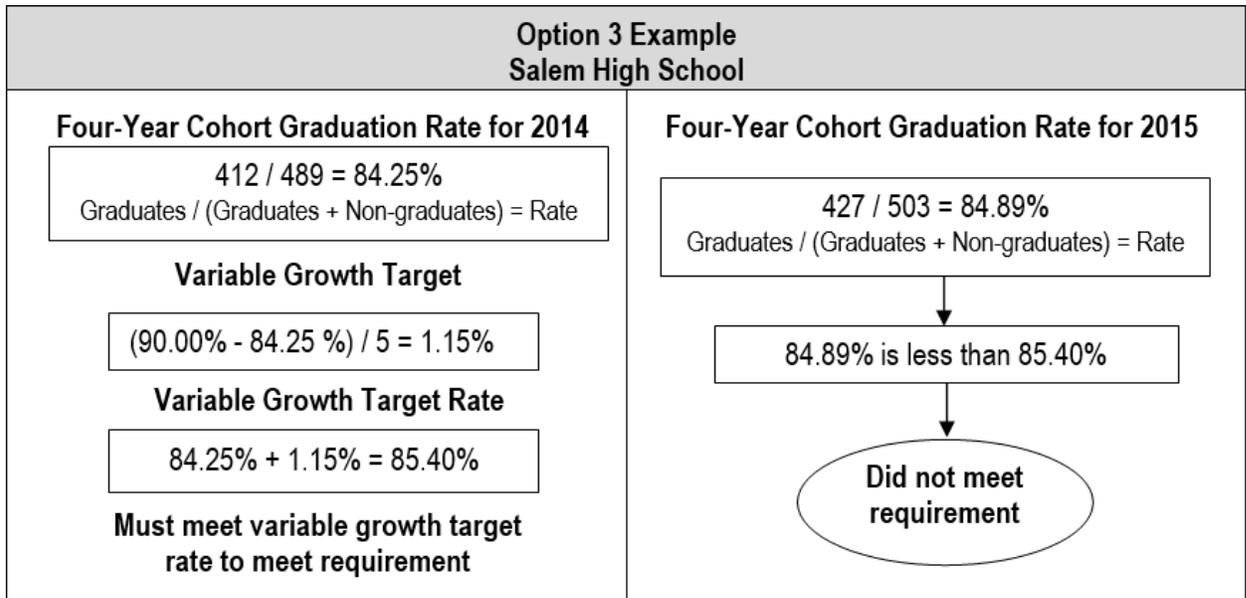


In this example, Olympia Unified School District met its 2015 AYP criteria for the graduation rate under Option 2 because its 2015 four-year graduation rate of 88.94 percent exceeded the fixed growth target rate of 84.73 percent, which was calculated using the four-year cohort graduation rate schedule determined in 2011.

Option 3: Meet Variable Growth Target Rate

The **variable growth** four-year cohort graduation target is established based on the difference between the school's, LEA's, or student group's current graduation rate and the 90 percent goal divided by the number of years remaining before the 2019 AYP. The variable four-year graduation rate target is calculated annually for each school, LEA, and student group. The variable growth target rate changes each year according to the school's current four-year cohort graduation rate. The 2015 AYP variable four-year target rate was calculated using the 2013–14 four-year cohort graduation rate.

A school with a 2014 AYP four-year cohort graduation rate of 60 percent would have a variable target of 6.0 percentage points for the 2015 AYP. If this same school has a 2015 four-year cohort graduation rate of 62 percent, its variable target for the 2016 AYP would be 7.0 percentage points.

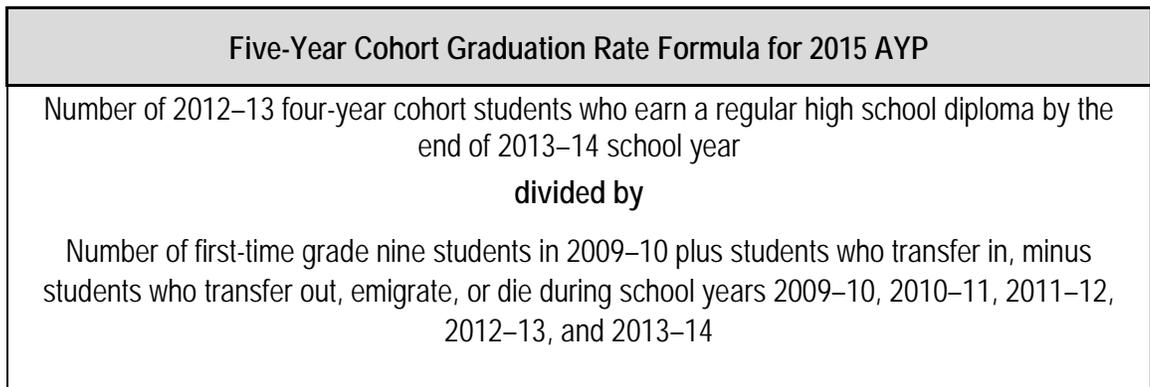


In this example, Salem High School did not meet its 2015 AYP criteria for the four-year graduation rate under Option 3 because the school’s 2015 graduation rate of 84.89 percent is less than its variable growth target rate of 85.40 percent.

Two Alternative Methods for Meeting Graduation Rate Criteria

Option 1: Meet Five-Year Cohort Graduation Rate

Beginning with the 2013 AYP, schools and LEAs that meet certain criteria will be eligible to use a five-year cohort graduation rate as an alternative method to meeting the graduation rate criteria. The five-year cohort graduation rate will be applied to LEAs, schools, and students groups in the same way as the four-year cohort graduation rate is applied.



The alternative method of the five-year cohort graduation rate will only be applied for LEAs, schools, or student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. In addition, LEAs, schools, or student groups must also meet the following

eligibility criterion to have the alternative five-year cohort graduation rate used in determining if the AYP graduation rate criteria are met:

- The number of graduates in the 2012–13 five-year cohort rate must contain at least one additional graduate than the number of graduates in the 2012–13 four year graduation cohort.

If the above criterion is met, then the five-year graduation rate will be considered. The five-year graduation rate must be 1.0 percentage point higher than the four-year graduation rate (i.e., the 2012–13 five-year graduation rate must be 1.0 percentage point higher than the 2012–13 four-year graduation rate).

Meeting the state goal or the annual growth target for either the four-year or the five-year cohort graduation rate would qualify the LEA, school, or student group as meeting the graduation rate criteria for AYP.

Option 2: Meet Six-Year Cohort Graduation Rate

Beginning with the 2014 AYP, schools and LEAs that meet certain criteria are eligible to use a six-year cohort graduation rate as an alternative method to meeting the graduation rate criteria. The six-year cohort graduation rate will be applied to LEAs, schools, and students groups if they do not meet the four- or five-year cohort graduation rates.

Six-Year Cohort Graduation Rate Formula for 2015 AYP
Number of 2011–12 four-year cohort students who earn a regular high school diploma by the end of 2013–14 school year divided by Number of first-time grade nine students in 2008–09 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2008–09, 2009–10, 2010–11, 2011–12, 2012–13, and 2013–14

In addition, LEAs, schools, or student groups must also meet the following eligibility criterion to have the alternative six-year cohort graduation rate used in determining if the AYP graduation rate criteria are met:

- The number of graduates in the 2011–12 six-year cohort rate must contain at least one additional graduate than the number of graduates in the 2011–12 four year graduation cohort.

If the above criterion is met, then the six-year graduation rate will be

considered. The six-year graduation rate must be 1.0 percentage point higher than the four-year graduation rate (i.e., the 2011–12 six-year graduation rate must be 1.0 percentage point higher than the 2011–12 four-year graduation rate).

Graduation Rate Rules

The following rules apply to all schools, LEAs, and/or student groups. Schools and LEAs with grade twelve enrollment or at least one graduate in the 2013–14 cohort will have their 2015 graduation rate calculated using the cohort graduation rate formula.

1. The four-year cohort graduation rate data used to determine AYP are always lagged. For example, the 2015 AYP determination compares the 2013–14 graduation rate to the 90 percent goal or growth targets to determine if the graduation rate criteria were met.
2. Graduation rate criteria apply to all schools, LEAs, and student groups unless the school, LEA, or student group:
 - a. Does not have any grade twelve enrollment or graduates in the cohort in either the prior or current graduation rate years
 - b. Has fewer than 50 students in the cohort in either the prior or current graduation rate years
3. All direct-funded charter schools, regardless of whether they are Alternative Schools Accountability Model (ASAM) or county run schools, with 50 or more students in both the prior and current year's graduation rate have their own graduation rate calculated.
4. Countywide graduation rates are assigned to the following entities when the four-year cohort has 50 or more students in both the prior and current year's graduation rate:
 - a. COEs
 - b. Schools that are run by COEs and are not direct-funded charter schools
 - c. State special schools (i.e., schools for the deaf and blind)
5. LEA-wide graduation rates are assigned to the following entities when the four-year cohort has 50 or more students in both the prior and current year's graduation rate:
 - a. LEAs

b. ASAM schools that are run by an LEA and are not direct-funded charter schools

6. All students' cohort data are rolled up to the LEA, including students in schools without grade twelve enrollment and students in schools that do not receive a graduation rate. This excludes direct-funded charter schools and state special schools.

■ **Percent Proficient (AMO): Displayed for Reporting Purposes Only**

As noted in the “Key Changes” section at the beginning of this guide, the ED has approved a one-year suspension on the requirement to meet the 100 percent proficient target. Therefore, for the **2015 AYP only**, the percent proficient data will be calculated for **display purposes only**. The percent proficient data **will not be used** to make AYP determinations, and schools and LEAs **will not be responsible** for meeting the 100 percent proficient target.

The percent proficient indicator reflects the percentage of students who perform at the proficient or above level on statewide assessments in ELA and mathematics. Students who have an achievement level of “Standard Met” or “Standard Exceeded” on the Smarter Balanced Summative Assessments will be included in the count of “proficient or above.”

Standard Criteria

Because the one-year waiver granted by the ED allowed for the percent proficient indicator to not be used for the 2015 AYP determinations, the CDE will report percent proficient data for all schools, LEAs, and schools with 11 or more students. The percent proficient rates are rounded to the nearest tenth.

Exclusions

The following students are excluded from the percent proficient calculations:

- Students who have a significant cognitive disability and whose IEP required that an alternative test be administered, and were eligible to take the spring 2015 CAA field test.
- ELs who were enrolled in a U.S. school for less than one year.
- Students who are not continuously enrolled. (Continuous enrollment is defined as enrollment from Fall Census Day [first Wednesday in October] to testing without a gap in enrollment of more than 30 consecutive calendar days.)

Student Groups

For the 2015 AYP, schools and LEAs are **not held responsible** for meeting the

100 percent proficient target for numerically significant student groups. As a result, the AYP Report will display percent proficient data calculated for any student group that has 11 or more students with valid scores.

Alternative Methods and Special Conditions

The ESEA requires that all schools be included in AYP reporting. Not all schools contain grades or results for which AYP data are collected. A number of alternate methodologies to combine and report data are required to ensure all schools and LEAs receive an AYP Report. Only schools and LEAs with 2015 CAASPP results in grades three through eight and/or eleven were processed for participation rates according to the standard procedures. Other schools and LEAs were evaluated using other methodologies.

Alternative Method Descriptions

Alternative Method	Description
CA = County average	For schools without test results, calculations were based on the school district averages. If school district values are not available, county averages were used. For LEAs (school districts and COEs) without test results, county averages were used. For COEs that oversee schools that serve high school students, countywide average graduation rates were used for both the schools and the COEs. ASAM schools, that are direct-funded charter schools, received graduation rates based on the schools' own data.
C5 = County average 5-year graduation rate	The county average five-year cohort graduation rate was used as an alternative to meeting the graduation rate criteria for county-run schools, COEs, state special schools, and their student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. To have this alternative method applied, county-run schools, COEs, and state special schools and their student groups must meet the following: (1) the number of graduates in the five-year cohort rate contained at least one additional graduate than the four-year cohort and (2) the five-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.
C6 = County average 6-year graduation rate	The county average six-year cohort graduation rate was used as an alternative to meeting the graduation rate criteria for county-run schools, COEs, state special schools, and their student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. To have this alternative method applied, county-run schools, COEs, and state special schools and their student groups must meet the following: (1) the number of graduates in the six-year cohort rate contained at least one additional graduate than the four-year cohort and (2) the six-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.
DA = District average	For schools without test results used in AYP, calculations were based on the school districts' averages. ASAM schools with grade twelve students, and administered by a school district, have districtwide four-year cohort graduation rates.
D5 = District average 5-year graduation rate	The district average five-year cohort graduation rate was used as an alternative to meeting the graduation rate criteria for ASAM schools with grade twelve students and their student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. To have this alternative method applied, ASAM schools and their student groups must meet the following: (1) the number of graduates in the five-year cohort rate contained at least one additional graduate than the four-year cohort and (2) the five-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.

Alternative Method Descriptions (continued)

Alternative Method	Description
D6 = District average 6-year graduation rate	The district average six-year cohort graduation rate was used as an alternative to meeting the graduation rate criteria for ASAM schools with grade twelve students and their student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. To have this alternative method applied, ASAM schools and their student groups must meet the following: (1) the number of graduates in the six-year cohort rate contained at least one additional graduate than the four-year cohort and (2) the six-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.
EN = Enrollment 50 or less	Schools, LEAs, or student groups with 50 students enrolled meet participation rate criteria by having at least 47 students tested. Schools or LEAs with less than 50 students enrolled do not have participation rate criteria, and "Yes" is shown for schoolwide or LEA-wide in the "Met 2015 AYP Criteria" column on the report.
5Y = 5-yr graduation rate	The five-year cohort graduation rate was used as an alternative to meeting the graduation rate criteria for LEAs, schools, or student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. To have this alternative method applied, LEAs, schools, or student groups must meet the following: (1) the number of graduates in the five-year cohort rate contained at least one additional graduate than the four-year cohort and (2) the five-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.
OT = Other	In very rare cases, special calculations may be used due to unique situations.
PS = Pair and Share	California testing begins in grade three. For schools with only kindergarten, grade one, and/or grade two, the third grade scores of the schools to which these students matriculate will be used. This is referred to as "pairing and sharing." For schools that do not supply pair and share data, or for new schools that do not have any matriculation patterns, the school district or county third grade values are used.
SA = State average	For schools without test results, calculations were based on the school district averages. If school district values are not available, county averages were used. If county averages are not available, then the state averages were used. For LEAs (school districts and COEs) without test results, county averages were used. For LEAs that do not have county averages, the state averages were used.
6Y = 6-yr graduation rate	The six-year cohort graduation rate was used as an alternative to meeting the graduation rate criteria for LEAs, schools, or student groups that did not make the state goal or the annual growth target for the four-year cohort graduation rate. To have this alternative method applied, LEAs, schools, or student groups must meet the following: (1) the number of graduates in the six-year cohort rate contained at least one additional graduate than the four-year cohort and (2) the six-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.

Alternative Method Descriptions (continued)

Alternative Method	Description
Y2 = Passed by using 2-year average	Schools, LEAs, or student groups that did not meet the AYP participation rate using a one-year formula met the participation rate using a two-year formula.
Y3 = Passed by using 3-year average	Schools, LEAs, or student groups that did not meet the AYP participation rate using a one- or two-year formula met the participation rate using a three-year formula.

Note: The original data for the school, LEA, or student group are shown on the AYP Report for enrollment and valid scores, even though the alternative method is used as the criterion, unless the school, LEA, or student group had no results for enrollment and valid scores. In those cases, the alternative data are shown on the report.

Alternative Method Codes

The alternative methods may apply to one or more of the three areas of AYP requirements (participation rate, attendance rate, and graduation rate). The following chart shows whether each method applies to the AYP areas and whether the method is applicable to a school, an LEA, or a student group. Please note that alternative methods are still applied to the calculation of percent proficient [AMO] even though it is not a requirement to meet the percent proficient indicator for the 2015 AYP.

Alternative Method	Participation Rate	Attendance Rate	Graduation Rate	AMO
CA = County average	N/A	N/A	SL/NSS	SL
C5 = County average 5-year graduation rate	N/A	N/A	SL/NSS	N/A
C6 = County average 6-year graduation rate	N/A	N/A	SL/NSS	N/A
DA = District average	SL	N/A	SL/NSS	SL
D5 = District average 5-year graduation rate	N/A	N/A	SL/NSS	N/A
D6 = District average 6-year graduation rate	N/A	N/A	SL/NSS	N/A
EN = Enrollment 50 or less	SL/NSS	N/A	N/A	N/A
5Y = 5-year graduation rate	N/A	N/A	SL/NSS	N/A
OT = Other	SL/NSS	SL/NSS	N/A	SL/NSS
PS = Pair and share	SL	N/A	N/A	SL
SA = State average	N/A	N/A	N/A	SL
6Y = 6-year graduation rate	N/A	N/A	SL/NSS	N/A
Y2 = Passed by using 2-year average	SL/NSS	N/A	N/A	N/A
Y3 = Passed by using 3-year average	SL/NSS	N/A	N/A	N/A

SL = Schoolwide or LEA-wide; NSS = Numerically significant student group; N/A = Not Applicable

Special Condition Descriptions

Special Condition	Description
BPR = Below Percent Requirement	An attendance rate was not calculated because the school's enrollment was greater than or equal to 30 and less than 100, and the enrollment for kindergarten through grade eight was less than 30, and made up less than 50 percent of the school's enrollment.
G100 = Greater than 100 enrolled	An attendance rate was not calculated because the school's enrollment was greater than or equal to 100, and the enrollment for kindergarten through grade eight was less than 30.
NC = Non certified CALPADS data	Data were not certified through CALPADS (used for graduation rate).
NG12 = No grade 12 data	Schools without grade twelve enrollment or at least one graduate in the cohort in the current year do not have a graduation rate reported.
PY12 = No prior year graduation data	Prior year graduation rate was not calculated because the school or LEA did not have grade twelve enrollment or at least one graduate in the prior year.
PY50 = Prior year graduation less than 50	Prior year graduation rate was not calculated because the school, LEA, or student group had fewer than 50 students in the prior year graduation rate denominator (graduates plus non-graduates).
U30 = Enrolled less than 30	Schools or LEAs that have fewer than 30 students enrolled on Fall Census Day do not have an attendance rate reported.
U50 = Graduation less than 50	Schools, LEAs, or student groups that have fewer than 50 students in the graduation rate denominator (graduates plus non-graduates) in either the prior or current year's graduation data do not have a graduation rate reported.
YMA = Yes, met on appeal	The school, LEA, or student group met criteria because its appeal was approved.

Special Condition Codes

Special conditions may apply to one or more of the three areas of AYP requirements (participation rate, attendance rate, and graduation rate). The following chart shows whether each condition applies to the AYP areas and whether the condition is applicable to a school, an LEA, or a student group. Please note that special condition codes are still applied to the calculation of percent proficient [AMO] even though it is not a requirement to meet the percent proficient indicator for the 2015 AYP.

Special Condition	Participation Rate	Attendance Rate	Graduation Rate	AMO
NC = Data not certified in CALPADS	N/A	N/A	SL/NSS	N/A
NG12 = No grade 12 data	N/A	N/A	SL	N/A
PY12 = No prior year graduation data	N/A	N/A	SL/NSS	N/A
PY50 = Prior year graduation less than 50	N/A	N/A	SL/NSS	N/A
U30 = Less than 30 enrolled for attendance rate	N/A	SL	N/A	N/A
U50 = Less than 50 in graduation rate	N/A	N/A	SL/NSS	N/A
YMA = Yes, met on appeal	SL/NSS	SL/NSS	SL/NSS	SL

SL = Schoolwide or LEA-wide; NSS = Numerically significant student group; N/A = Not Applicable

AYP Appeals Process

An LEA on its own behalf or on behalf of its schools may appeal AYP results. Appeals are accepted after the initial release and after each AYP update. A separate appeal form must be submitted for the LEA and each school. The appeal form is posted on the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>. The CDE will accept appeals of updated AYP results only if the AYP status of the school or LEA changed as a result of the updated AYP Report. The deadline for submitting an AYP appeal is ten business days after the release of the AYP Report.

The results of an AYP appeal could impact the PI status of any Title I-funded school or LEA that will potentially enter, advance in, or exit from PI. Therefore, it is essential that LEAs submit all appeals by the deadline indicated on the appeal form. Schools or LEAs making an appeal will remain in the same AYP and PI status until final decisions are reached on all appeals.

Criteria for Appeals of the AYP Determination

This table lists the only reasons appeals of an AYP determination will be accepted by the CDE.

Reason for Appeal	Description
Substantive reason	An example would be a natural disaster that prevented the LEA from administering the applicable assessment. Supporting documentation should establish the unique character of the substantive reason.
Technical issues	The LEA or school was unable to administer or complete the administration of the Smarter Balanced Summative Assessments due to technical issues beyond their control which affected schoolwide and/or significant student group participation rates. For example, a student accidentally completed a test using the incorrect Statewide Student Identifier (SSID). Due to a delay in associating the test results with the correct SSID, the student who "owned" the SSID was unable to take the test.
Pair and share	The AYP determination was based on results from other students, schools, or LEAs. (The AYP was based on pairing and sharing the results of other schools or of the school district or county in which the school is located.) In this instance, the LEA or school must submit test results or other data that are a more valid measure of the LEA's or school's performance than the information that appears on the AYP Report.

Appeal results will be incorporated into the revised AYP reports scheduled for release in March 2016.

Each appeal must include appropriate documentation supporting the appeal criteria and a detailed description of the issue and how its resolution would modify the AYP determination. Failure to submit appropriate documentation will result in denial of the appeal.

The appeal process is separate from the assessment and demographic correction processes. Appeals based on the submission of erroneous data by schools or LEAs will

not be considered by the CDE. These errors should be corrected by the school or LEA.

Questions about the AYP appeals process may be directed to the AAU by phone at 916-319-0863 or by e-mail at aau@cde.ca.gov.

Inclusion/Exclusion and Adjustment Rules

Inclusion/exclusion and adjustment rules have been established in order to treat student data as fairly and consistently as possible in AYP calculations. These rules are applied to the Smarter Balanced Summative Assessments and the CAA field test as the first preliminary step for calculating AYP results. In this process, some student records are excluded, and some performance levels are adjusted in order to account for differences that affect test results, such individual aids that change the constructs of a test or security breaches. The rules are applied in AYP calculations for a school, an LEA, or a student group only and do not affect the score report an individual student receives.

An “Inclusion/Exclusion and Adjustment Rules Flowchart” is provided on pages 54 through 57 to describe the rules and to illustrate the procedures used in applying the rules. The rules are applied in calculating the participation rate and percent proficient results shown on AYP reports. The following key counts are provided on AYP reports for each school, LEA, or student group separately in ELA and in mathematics:

Participation Rate:

- Enrollment During the Testing Window
- Number of Students Tested

Percent Proficient:

- Valid Scores
- Number At or Above Proficient (Achievement Levels Standard Met and Standard Exceeded)

The inclusion/exclusion rules are applied in determining these counts, which are thereafter used to calculate the percentages for the AYP participation rate and the percent proficient. The “Inclusion/Exclusion and Adjustment Rules Flowchart” shows how the rules are applied in three steps, according to each type of test and grade level:

Step 1 – Determining the Accountability Testing Windows for the Smarter Balanced Summative Assessments and CAA, Grades Three Through Eight and Eleven

Step 2 –Determining the Enrolled and Tested for Participation Rate

Step 3 – Determining the Valid and Proficient for Percent Proficient

Once each step is completed, the results are used to calculate the percentages for a school, an LEA, or a student group in ELA and mathematics.

Tools for Using the Flowchart

The following flowcharts include references to testing codes that are considered when applying inclusion/exclusion rules. Reference information is located in separate sections:

- “Testing Codes Considered in AYP Calculations” are provided on page 58.

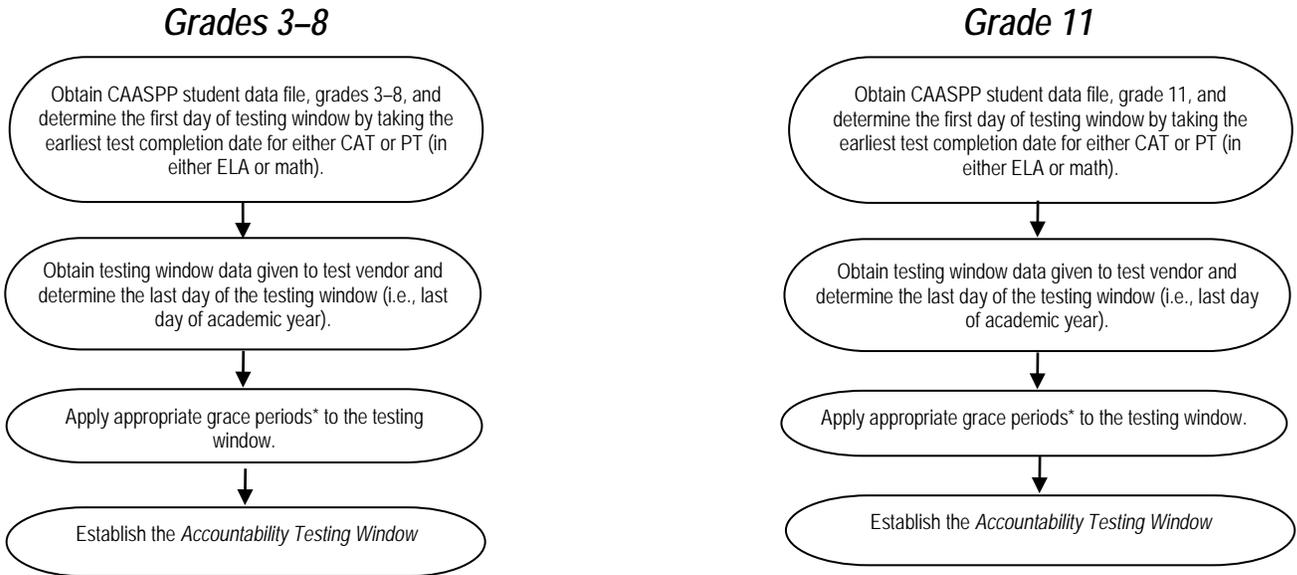
“Score” in the flowchart refers to the following CAASPP achievement levels: Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded. For AYP, students who have an achievement level of Standard Met or Standard Exceeded will be included in the count of “proficient or above.” As noted earlier in the “Key Changes” section, although the percent proficient calculations will be displayed on the AYP reports, schools and LEAs will not be held responsible for meeting the 100 percent proficient target.

Inclusion/Exclusion and Adjustment Rules Flowchart

Step 1a: Determining the Accountability Testing Window for the Smarter Balanced Assessments, Grades Three Through Eight and Eleven

Accountability Testing Window for Smarter Balanced Summative Assessments

Determine for each school, per grade span(s) and testing administration, as applicable.



Step 1b: The Accountability Testing Window for the CAA Field Test, Grades Three Through Eight and Eleven

Accountability Testing Window for CAA

For the 2015 AYP, the CAA was administered as a field test and the testing window was set between April 15, 2015 and June 10, 2015. Thus, for the 2015 AYP, the grace periods applied for the CAA will be 3-days at the beginning and end of the testing window. Therefore, the accountability testing window for the CAA is set from April 18, 2015 to June 7, 2015.

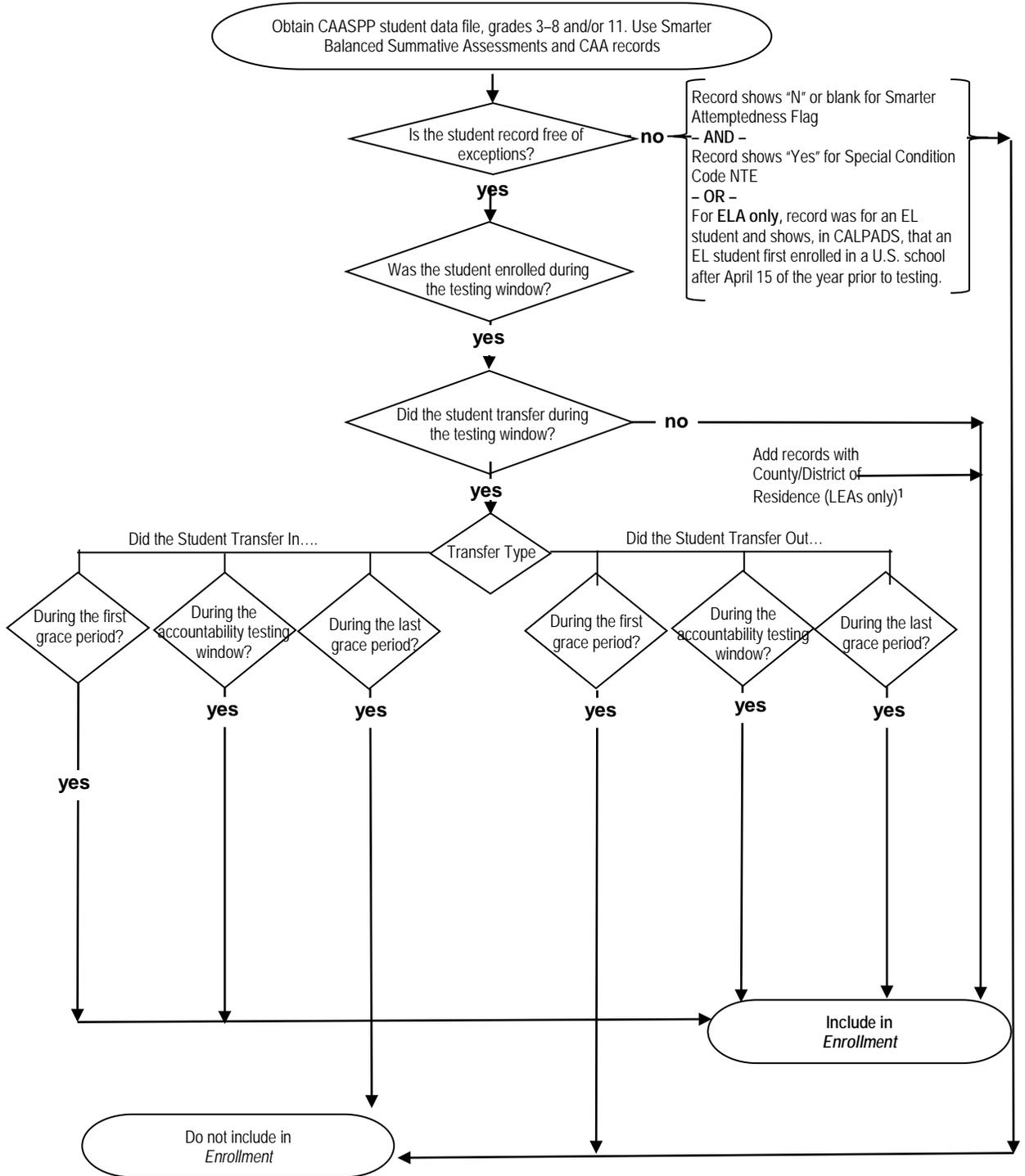
* Different grace periods were applied based on length of a school's testing window. See page 25 "Requirement 1: Participation Rate" section for further details.

Inclusion/Exclusion and Adjustment Rules Flowchart Step 2: Participation Rate CAASPP, Grades Three Through Eight and Eleven

Enrollment During the Testing Window

Calculate for each school, LEA, or student group separately in ELA and mathematics.

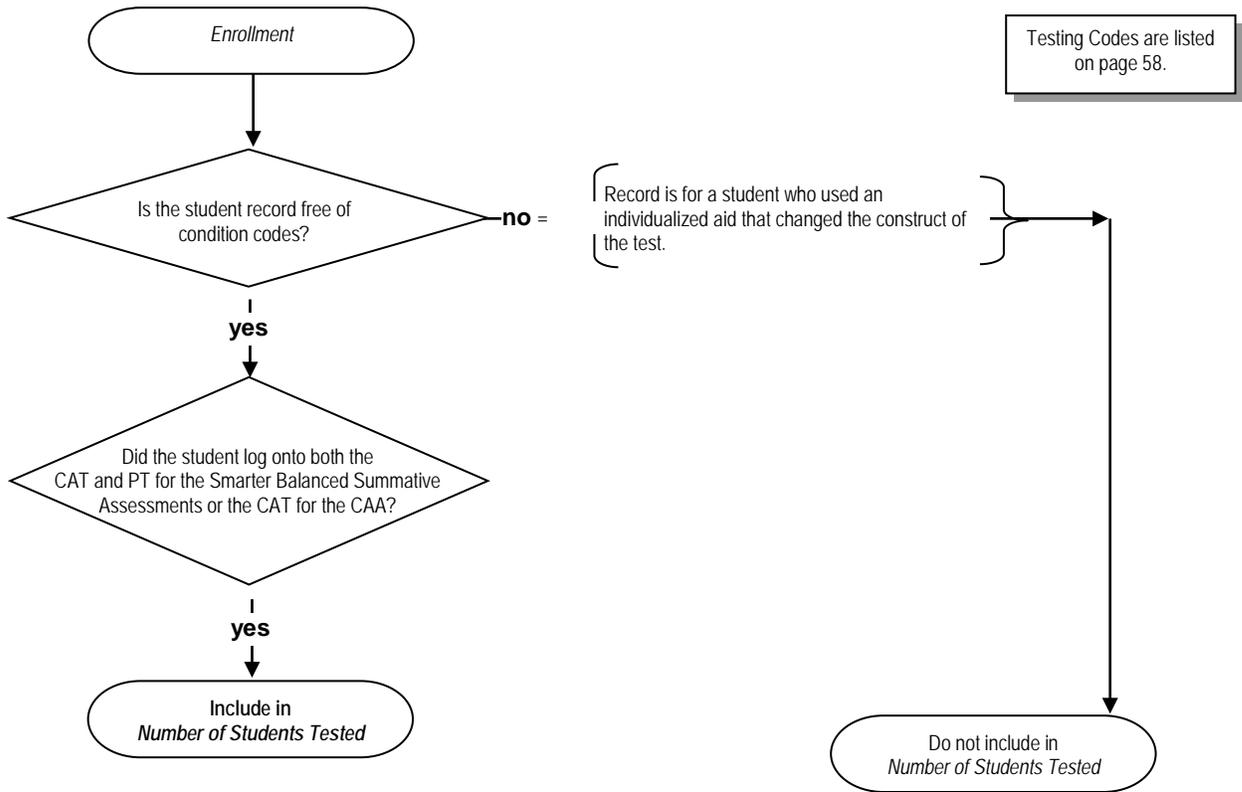
Testing Codes are listed on page 58.



¹ For LEAs only, a student record with a valid County/District of Residence code and a valid Primary Disability code (other than 000) (or the assessment is CAA) is included in the county/district of residence for the LEA report if the student's school of attendance (normal CDS code) is a special education school. The record is also included in the student's school of attendance.

Number of Students Tested

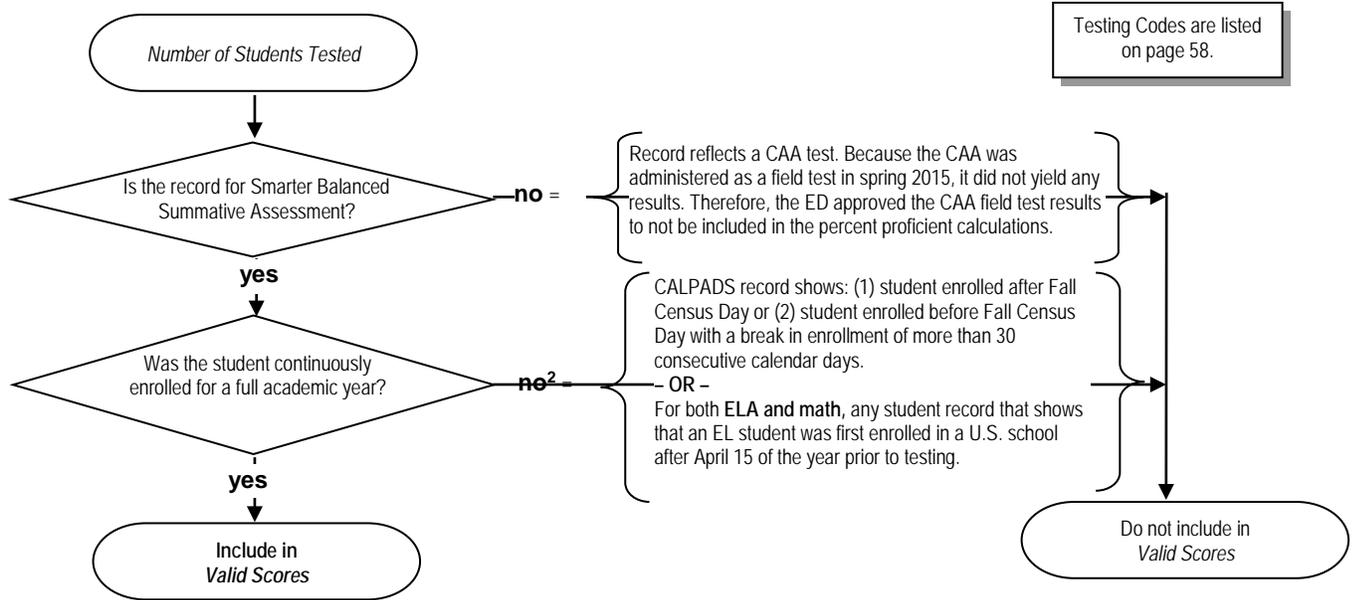
Calculate for each school, LEA, or student group separately in ELA and mathematics.



Inclusion/Exclusion and Adjustment Rules Flowchart Step 3: Percent Proficient CAASPP, Grades Three Through Eight and Eleven

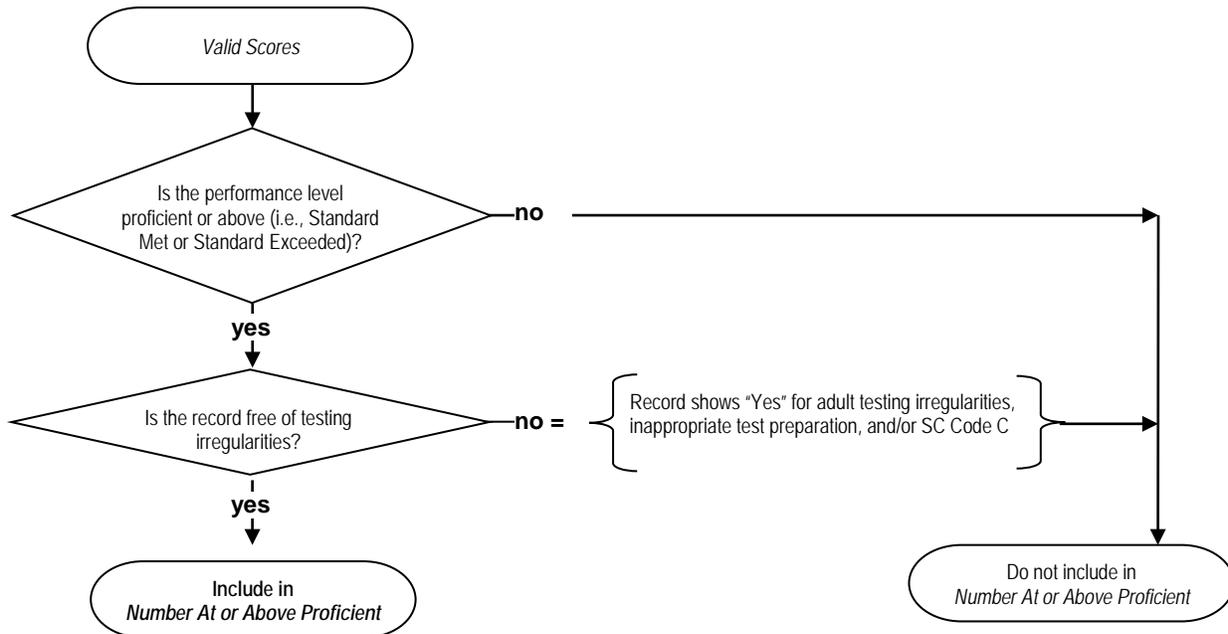
Valid Scores

Calculate for each school, LEA, or student group separately in ELA and mathematics.



Number At or Above Proficient

Calculate for each school, LEA, or student group separately in ELA and mathematics.



2 "Continuously enrolled" means the student was enrolled from the Fall Census Day through the first day of CAASPP testing without a break in enrollment of more than 30 consecutive calendar days. Mobility/Continuous Enrollment Rule: If the student has been continuously enrolled in a school, the student is counted in the school AYP. If the student has been continuously enrolled in the LEA, the student is counted in the LEA AYP.

Testing Codes Considered in AYP Calculations

The following are the CAASPP testing codes that are considered in AYP calculations:

■ CAASPP Testing Codes

(NTE)	Not tested due to significant medical emergency
(Smarter Attemptedness Flag)	Student logged on to only a portion of the test (either CAT or PT but not both)
(Smarter Invalidated Status Flag)	Student record was invalidated due to a testing security incident
(SOC)	Student cheating

■ CAASPP Testing Codes for Paper-Pencil Versions of the Smarter Balanced Summative Assessments

- There were adult testing irregularities (Box A1–Scoring Use Only–Row 1)
- There was inappropriate test preparation (Box A1–Scoring Use Only–Row 2)
- Special Conditions Code (C) student observed cheating

Program Improvement School Accountability

Identification of Schools for PI

The ESEA requires that all schools annually meet AYP criteria. (Please see the section titled “One-Year Federal Waiver for PI Determinations” on page 6 for the AYP criteria used for PI determinations.) Schools that receive Title I, Part A funds will be identified for PI if they do not meet AYP criteria for two reporting cycles* in the same subject area or on the same indicator. (Note: Failing in a subject area at the school level or in any student group means that the school failed to make AYP in the subject area. For example, if a school fails to meet the AYP criteria in ELA for one student group one year, and fails ELA for a different student group in the other year, the school is considered to have failed to make AYP in ELA for two reporting cycles*.)

The PI requirements of ESEA do not apply to schools that do not receive Title I, Part A, funds. A school must receive Title I, Part A, funds before it is considered for PI identification. Since only high schools received a 2014 AYP, eligibility to receive a PI determination for the 2015 AYP is based on the prior two or three years of Title I, Part A, funding depending on whether the school received a 2014 AYP report. The table below identifies the Title I, Part A, funding years used to decide if a school is eligible to receive a 2015 PI determination.

Title I, Part A, Funding Years Used to Decide If a School Is Eligible to Receive a PI Determination

PI Determination Type	Schools that Did Not Receive a 2014 AYP Report	Schools that Did Receive a 2014 AYP Report
Schools Newly Identified for PI	Received Title I, Part A funding in: <ul style="list-style-type: none"> • 2012–13, and • 2013–14, and • 2014–15 	Received Title I, Part A funding in: <ul style="list-style-type: none"> • 2013–14 and • 2014–15
Schools Already in PI	Received Title I, Part A funding in: <ul style="list-style-type: none"> • 2013–14 and • 2014–15 	

Schools in PI that are no longer receiving Title I, Part A funds in the current year (i.e., 2015–16) are not required to implement PI activities. ESEA requirements for PI schools can be found on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

LEAs have the primary responsibility to identify PI schools and to notify parents or guardians of students enrolled in the school of the school’s PI status. LEAs should identify Title I schools as either PI or not PI based on their 2015 AYP results and the 2015–16 PI identification criteria shown in the table below. Examples of PI identification

* Because only high schools received a 2014 AYP Report, the two AYP reports used for PI determinations (for high schools) will be 2014 and 2015. For elementary and middle schools, the two AYP reports used for PI determinations will be 2013 and 2015.

are also provided after the table for clarification. The 2015–16 PI status of schools (and LEAs) based on 2013, 2014, and/or and 2015 AYP results may be confirmed by consulting the 2015–16 PI report. The following table shows the PI identification criteria for Title I schools.

PI Identification Criteria for Title I Schools

A Title I school will be identified for PI when, for each of two reporting cycles*, the school:

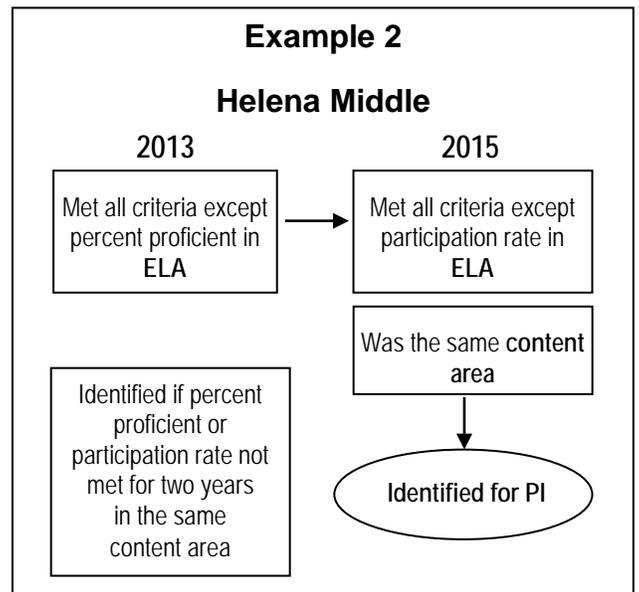
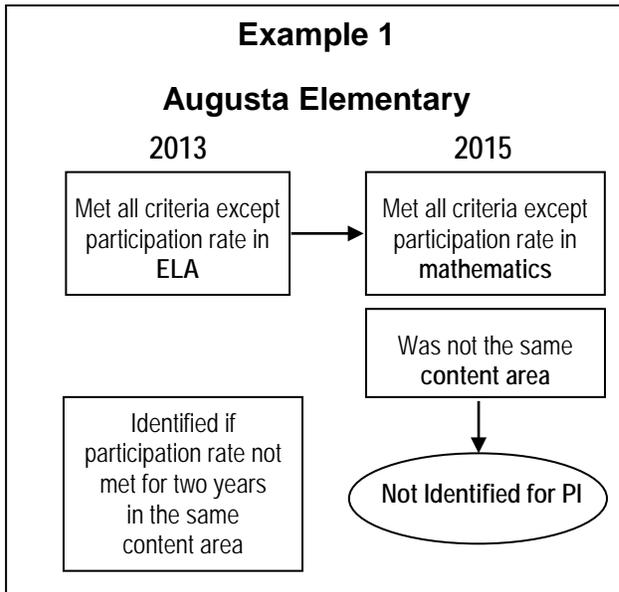
- Does not make AYP in the same content area (ELA or mathematics)
 - or -
- Does not make AYP on the same indicator (graduation rate)
 - Because the attendance rate is a new indicator, it cannot be compared to the API which was an indicator used in prior AYP determinations. Therefore, no school will be newly identified for PI based on 2015 AYP attendance rate.

* Because only high schools received a 2014 AYP Report, the two AYP reports used for PI determinations (for high schools) will be 2014 and 2015. For elementary and middle schools, the two AYP reports used for PI determinations will be 2013 and 2015.

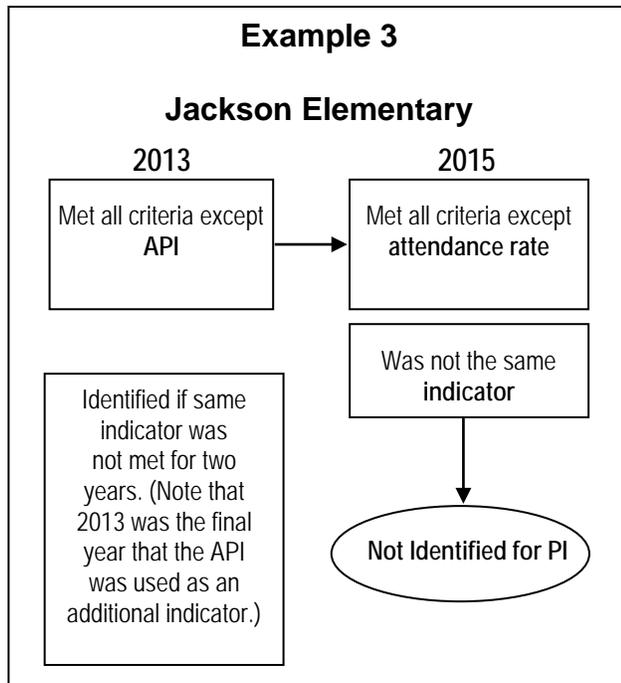
Three Examples of PI Identification for Title I Elementary and Middle Schools

As noted earlier, since elementary and middle schools did not receive a 2014 AYP Report, the two AYP reports used for PI determinations will be 2013 and 2015.

Content Area



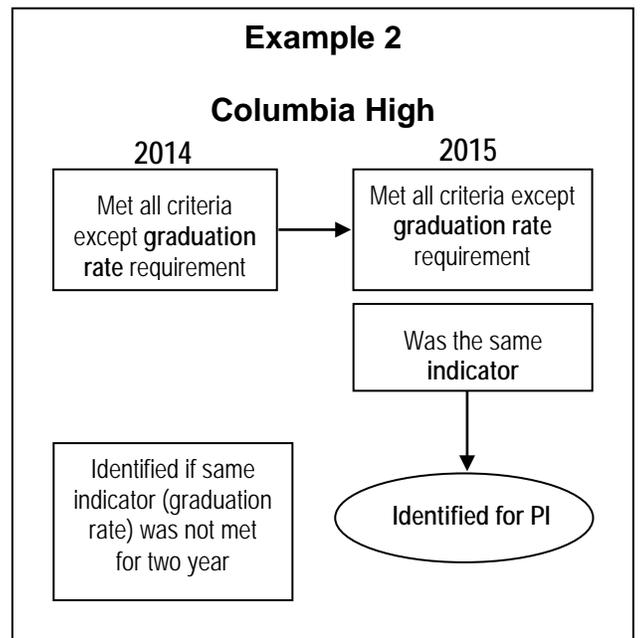
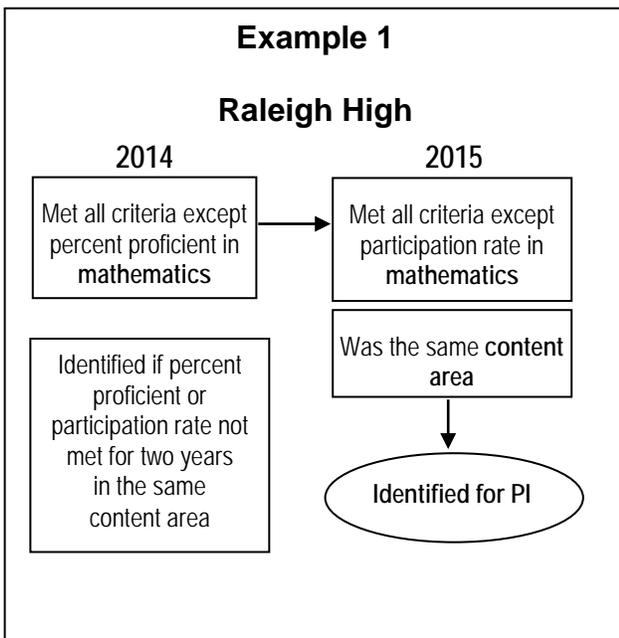
Indicator



Two Examples of PI Identification for a Title I High School

Content Area

Indicator



Schools Already in PI

Three options for schools that have been identified for PI are as follows:

■ Advancing in PI

A school that begins the school year in PI and does not meet all AYP criteria (i.e., participation rate, attendance rate [if applicable], and graduation rate [if applicable])* for that school year will advance to the next year of PI. For example, a school that implemented Year 1 of PI during the 2014–15 school year and did not meet all 2015 AYP criteria will advance to Year 2 of PI during 2015–16. This school must continue the interventions that began during Year 1 and begin those interventions required in Year 2. PI requirements for schools are located on the CDE PI School Requirements Web page at <http://www.cde.ca.gov/ta/ac/ti/schoolpireq.asp>.

■ Maintaining PI Status

A school that begins the school year in PI and meets all AYP criteria (i.e., participation rate, attendance rate [if applicable], and graduation rate [if applicable]) for that school year will maintain the same PI status for the next school year. For example, a school that implemented Year 1 of PI during the 2014–15 school year and met all 2015 AYP criteria will maintain Year 1 of PI during 2015–16. This school must continue the same interventions begun during Year 1.

■ Exiting PI

A school will exit PI if it makes AYP for two reporting cycles**. A school that has exited PI will not be subject to Title I corrective actions or other ESEA sanctions in the school year following PI exit. For example, an elementary school that was in PI during the 2014–15 school year and met all 2013 and 2015 AYP criteria will exit PI at the end of the 2014–15 academic year and is not subject to Title I corrective action or other ESEA sanctions during the 2015–16 academic year. Similarly, a high school that was in PI during the 2014–15 school year and met all 2014 and 2015 AYP criteria will exit PI at the end of the 2014–15 academic year and is not subject to Title I corrective action or other ESEA sanctions during the 2015–16 academic year.

* See "Requirement 2: Attendance Rate" section and "Requirement 3: Graduation Rate" section for full details on the attendance rate and graduation rate indicators.

** Because only high schools received a 2014 AYP report, the two AYP reports used for PI exit determinations (for high schools) will be 2014 and 2015. For elementary and middle schools, the two AYP reports used for PI exit determinations will be 2013 and 2015.

LEA Accountability

Identification of LEAs for PI

ESEA requires the CDE to annually review the performance of each LEA receiving Title I, Part A, funds. (Please see the section titled “One-Year Federal Waiver for PI Determinations” on page 6 for the AYP criteria used for PI determinations.) The CDE must identify for PI any LEA that has not made AYP for two reporting cycles* in the same subject area and in the same subject area in each grade span, or for two reporting cycles* on the same indicator. The requirements of ESEA to identify LEAs for PI do not apply to LEAs that do not receive Title I, Part A, funds. An LEA must receive Title I, Part A, funds before it is considered for PI identification.

Because only high school LEAs received a 2014 AYP Report, eligibility to receive a PI determination for the 2015 AYP is based on the prior two or three years of Title I, Part A, funding depending on whether the LEA received a 2014 AYP. The table below identifies the Title I, Part A, funding years used to decide if an LEA is eligible to receive a 2015 PI determination.

Title I, Part A, Funding Years Used to Decide If an LEA is Eligible to Receive a PI Determination

PI Determination Type	Elementary and Unified School Districts	High School LEAs
Newly Identified for PI	Received Title I, Part A, funding in: <ul style="list-style-type: none"> • 2012–13, and • 2013–14, and • 2014–15 	Received Title I, Part A, funding in: <ul style="list-style-type: none"> • 2013–14 and • 2014–15
Already in PI	Received Title I, Part A, funding in: <ul style="list-style-type: none"> • 2013–14 and • 2014–15 	

LEAs in PI that are no longer receiving Title I, Part A, funds in the current year (i.e., 2015–16) are not required to implement PI activities. ESEA requirements for PI LEAs can be found on the CDE PI Web page at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

Currently, school districts, direct-funded charter schools, and COEs are LEAs that are eligible to receive Title I, Part A, funds. However, single school districts and direct-funded charter schools are treated as schools (not as LEAs) for AYP and PI identification purposes. For these school districts and charter schools, refer to information about school PI identification on pages 59 through 62. PI information for LEAs is included in the 2015–16 PI reports.

* Because only high school LEAs received a 2014 AYP Report, the two AYP reports used for PI determinations (for high school LEAs) will be 2014 and 2015. For elementary school districts and unified school districts, the two AYP reports used for PI determinations will be 2013 and 2015.

PI Identification Criteria for Title I LEAs

An LEA receiving Title I funds will be identified for PI status when, for each of two reporting cycles*, the LEA:

- Does not make AYP in the same content area (ELA or mathematics) **and** does not meet AYP criteria in the same content area in each grade span (elementary, middle, and high)
- or –
- Does not make AYP on the graduation rate indicator for high school LEAs

* Because only high school LEAs received a 2014 AYP Report, the reports used for PI determinations for high school LEAs will be the 2014 and 2015 AYP reports. (Note: For 2014, grade span reports were not necessary for high school LEAs because test results were only available for one grade. Therefore, a grade span report was not produced in 2014.) For elementary school districts and unified school districts, the reports used for PI determinations will be the 2013 and 2015 AYP and grade span reports.

LEA PI Identification Alternative Methods

LEA PI identification uses alternative methods for grade spans. The CDE uses the same alternative methods when calculating AYP at the grade span level as it uses in determining whether or not a school or an LEA has made AYP. These include:

- **Y2 = Passed by using 2-year average:** The use of two-year averaging in determining whether a grade span or numerically significant student group within a grade span has met the participation rate.
- **Y3 = Passed by using 3-year average:** The use of three-year averaging in determining whether a grade span or numerically significant student group within a grade span has met the participation rate.

Five Examples of PI Identification of Title I LEAs

Identifying LEAs for PI is a two-step test. First, Test 1 is applied. Under Test 1, assessment data of LEAs that receive Title I, Part A, funds are aggregated to the LEA level to determine which LEAs missed AYP in the same content area or on the same additional indicator for two reporting cycles. LEAs that missed on the same indicator for two reporting cycles* would be identified for PI and are not subject to Test 2. However, LEAs that missed in the same content area for two reporting cycles would be subject to Test 2.

Note that because only high school LEAs received a 2014 AYP:

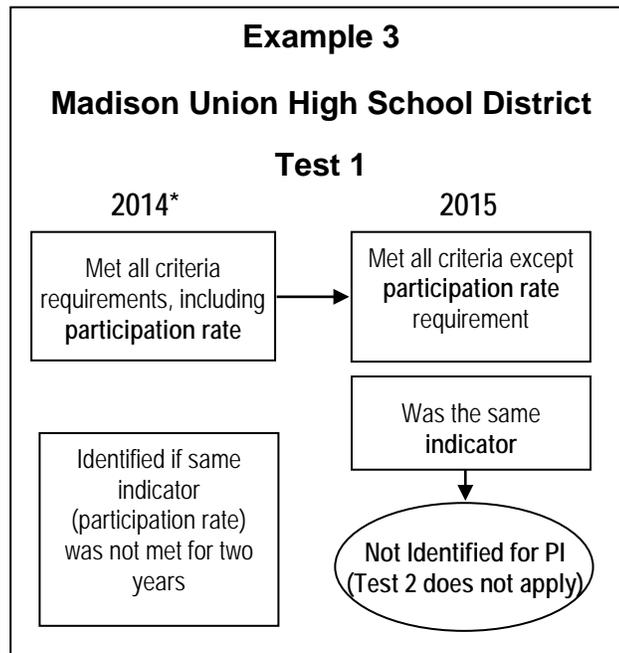
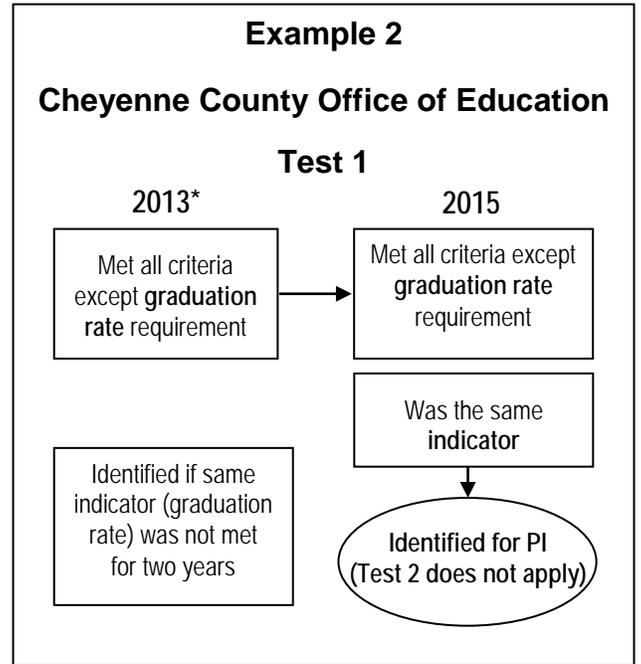
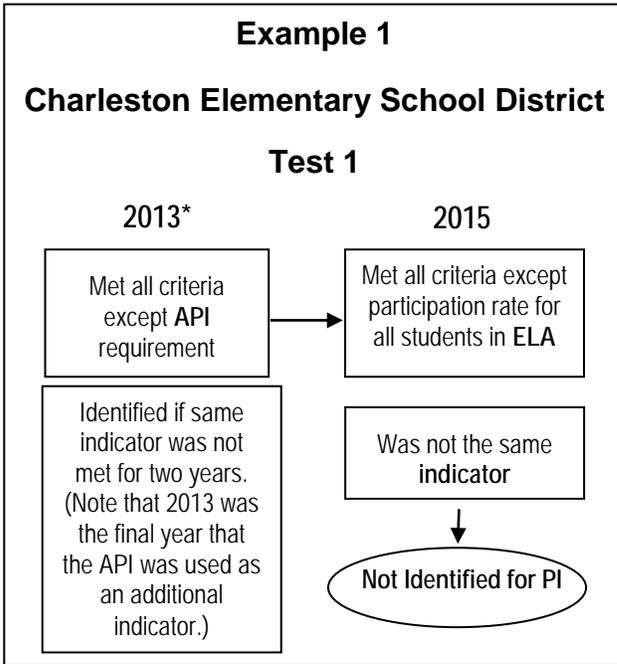
- The 2013 and 2015 grade span results will be used for elementary and unified school districts, **and**
- The 2014 and 2015 grade span results will be used for high school LEAs (Note: For 2014, grade span reports were not necessary for high school LEAs because

* Because only high school LEAs received a 2014 AYP Report, the two AYP reports used for PI determinations (for high school LEAs) will be 2014 and 2015. For elementary school districts and unified school districts, the two AYP reports used for PI determinations will be 2013 and 2015.

test results were only available for one grade. Therefore, a grade span report was not produced in 2014.)

The following examples (1, 2, and 3) show LEAs that did not require Test 2.

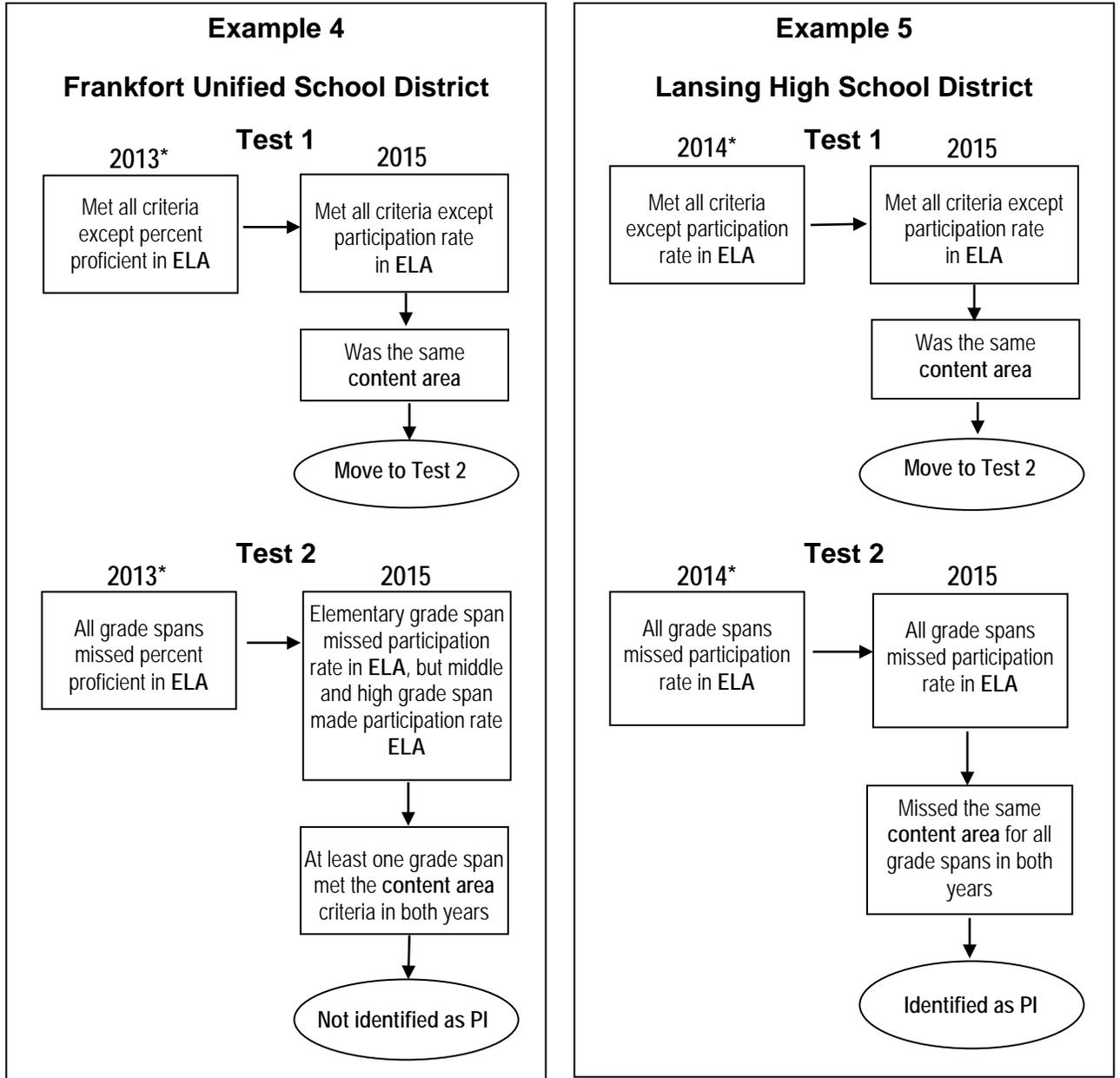
Indicator



* Because only high school LEAs received a 2014 AYP Report, the two AYP reports used for PI determinations (for high school LEAs) will be 2014 and 2015. For elementary school districts and unified school districts, the two AYP reports used for PI determinations will be 2013 and 2015.

Examples 4 and 5 below show where Test 2 is applied. Under Test 2, the LEA results are disaggregated by content area and grade spans. If one of the grade spans meet the content area criteria that was not met at the LEA-level, the LEA will not be identified for PI.

Content Area



* Because only high school LEAs received a 2014 AYP Report, the two AYP reports used for PI determinations (for high school LEAs) will be 2014 and 2015. For elementary school districts and unified school districts, the two AYP reports used for PI determinations will be 2013 and 2015.

The following two tables summarize the results of example 4:

LEA PI Identification Summary for Example 4 (Frankfort Unified School District)

Test 1: Overall LEA Performance

Year	Met AYP for ELA	Met AYP for Mathematics
2013	No	Yes
2015	No	Yes

The LEA missed AYP for two consecutive years in ELA. Proceed to Test 2.

Test 2: Grade Span Performance

Grade Level	2013 Met AYP for ELA
Elementary	No
Middle	No
High	No

Grade Level	2015 Met AYP for ELA
Elementary	No
Middle	Yes
High	Yes

The LEA is not identified for PI because the “2015 Met AYP for ELA” column had “Yes” for two grade spans. (If the LEA and all grade spans missed AYP for two years in ELA, then the LEA would be identified for PI.)

LEAs Already in PI

Similar to schools identified for PI, LEAs that are identified for PI have three options: advancing in PI, maintaining PI status, and exiting PI. The grade span criteria only is applied when initially identifying LEAs for PI and is not applied when determining if LEAs advance in their PI status, maintain their PI status, or exit PI.

■ Advancing in PI

An LEA that begins the school year in PI and does not meet all AYP criteria (i.e., participation rate, attendance rate as an additional indicator [if applicable], and/or graduation rate [if applicable]) for that school year will advance to the next year of PI status. For example, an LEA that implemented Year 1 of PI during the 2014–15 school year and did not meet all 2015 AYP criteria will advance to Year 2 of PI

during 2015–16. This LEA must continue to implement the plan developed in Year 1. PI requirements for LEAs are located on the CDE PI LEA Requirements Web page at <http://www.cde.ca.gov/ta/ac/ti/leapireq.asp>.

■ **Maintaining PI Status**

An LEA that begins the school year in PI and meets all AYP criteria (i.e., participation rate, attendance rate [if applicable], and graduation rate [if applicable]) for that school year will maintain the same PI status for the next school year. For example, an LEA that implemented Year 1 of PI during the 2014–15 school year and met all 2015 AYP criteria will maintain Year 1 status during 2015–16. This LEA must continue to implement the plan developed in Year 1.

■ **Exiting PI**

An LEA will exit PI if it makes AYP for two reporting cycles*. An LEA that has exited PI will not be subject to Title I corrective actions or other ESEA sanctions in the school year following PI exit. For example, an elementary school district that was in PI during the 2014–15 school year and met all 2013 and 2015 AYP criteria will exit PI at the end of the 2014–15 academic year and is not subject to Title I corrective action or other ESEA sanctions during the 2015–16 academic year. Likewise, a high school district that was in PI during the 2014–15 school year and met all 2014 and 2015 criteria will exit PI at the end of the 2014–15 academic year and is not subject to Title I corrective action or other ESEA sanctions during the 2015–16 academic year.

* Because only high school LEAs received a 2014 AYP Report, the two AYP reports used for PI determinations (for high school LEAs) will be 2014 and 2015. For elementary school districts and unified school districts, the two AYP reports used for PI determinations will be 2013 and 2015.

School and LEA Accountability

Breaks in Title I, Part A, Funding

Normally, schools and LEAs receive Title I, Part A, federal funding on a continual basis to meet the educational needs of low-achieving students in California's highest-poverty schools. However, occasionally, schools or LEAs may have a break in their funding and regain funding in a subsequent year. Beginning with the 2007–08 school year, the CDE began tracking breaks in Title I funding.

If a school or an LEA is in PI, but subsequently has a break in Title I, Part A, funding, the school or LEA is not required to continue PI activities during the period in which no funds are received. If a school or LEA is in PI, during the initial year of a break in Title I, Part A, funding, the school or LEA will continue being reported as “In PI” because the PI status and placement are based on the prior year’s AYP and Title I funding data. When a school or LEA regains Title I, Part A, funding after a break, it will retain the same PI placement that was last reported. For example, a school that was last reported with a PI placement of Year 1 prior to a break in Title I, Part A, funding would retain the same Year 1 PI placement upon regaining Title I, Part A, funding. A school with a PI placement of Year 2 would retain Year 2 PI placement upon regaining Title I, Part A, funding; and so on. This rule is applicable for up to three years only, unless the school or LEA makes AYP for two reporting cycles*. If a school or LEA meets all AYP criteria for two reporting cycles*, it will exit PI when it regains funding. A school or an LEA with a break in funding of three years or longer would begin with a designation of “Not in PI” once it regains Title I, Part A, funding, regardless of the PI status and placement prior to the break in funding. Thus, a school or LEA could not be identified for PI again until it missed AYP for two consecutive reporting cycles.

Changes to PI Status

Each year, various data review and correction processes are provided for LEAs to correct demographic data errors that occur as part of statewide testing and the subsequent reporting of accountability data. The CDE revises the accountability reports after demographic corrections are made. In addition, updates and corrections to accountability reports also occur due to other reasons, such as late testing by LEAs, appeal decisions, or other testing and accountability processes. When data are re-released, the appeal window opens for schools or LEAs with changes in AYP or PI status. Some schools or LEAs may be identified for PI after the initial AYP release. In these cases, the school or LEA must immediately implement the required PI activities.

* Typically, LEAs with breaks in Title I funding must make all AYP criteria for two consecutive years in order to exit PI. However, elementary school districts and unified school districts with breaks in Title I, Part A, funding that did not have a 2014 AYP report may exit PI if all AYP indicators are met in both 2013 and 2015.

CDE Contacts and Related Internet Pages

Topic	Contact Office	Web Page
	Analysis, Measurement, and Accountability Reporting Division 916-319-0869	
• AYP Calculations, AYP Appeals, and ASAM	Academic Accountability Unit 916-319-0863 aauc@cde.ca.gov	http://www.cde.ca.gov/ta/ac/ap/ http://www.cde.ca.gov/ta/ac/ay/ http://www.cde.ca.gov/ta/ac/am/
• Access to DataQuest	Data Reporting Office 916-327-0219	http://dq.cde.ca.gov/dataquest/
• PI Data	Data Visualization and Reporting Office 916-322-3245 piaccountability@cde.ca.gov	http://www.cde.ca.gov/ta/ac/ay/tidat/files.asp
• Title III Accountability	Title III Accountability 916-323-3071 amao@cde.ca.gov	http://www.cde.ca.gov/ta/ac/t3/
	Assessment Development and Administration Division 916-319-0803	
• CAASPP – Smarter Balanced Summative Assessments and California Alternate Assessments	California Assessment of Student Performance and Progress Office 916-445-8765 caaspp@cde.ca.gov	http://www.cde.ca.gov/ta/tg/ca/
	Improvement and Accountability Division 916-319-0926	
• ESEA Requirements for PI and Technical Assistance for Schools and LEAs in PI	District Innovation and Improvement Office 916-319-0836	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp http://www.cde.ca.gov/ta/ac/ti/leapireq.asp
• Quality Education Investment Act (QEIA)	School Turnaround Office 916-319-0833	http://www.cde.ca.gov/ta/lp/qe/

Topic	Contact Office	Web Page
	Educational Data Management Division 916-324-1214	
<ul style="list-style-type: none"> • Information on CALPADS 	CALPADS/CBEDS/CDS Operations Office 916-324-6738 calpads@cde.ca.gov	http://www.cde.ca.gov/ds/sp/cl/
	Coordinated Student Support Division	
<ul style="list-style-type: none"> • Educational Options 	Educational Options, Student Support, and American Indian Education Office 916-323-2183 eossaieo@cde.ca.gov	http://www.cde.ca.gov/sp/eo/
	Special Education Division	
<ul style="list-style-type: none"> • Special Education Programmatic Issues Related to Assessment 	Assessment, Evaluation, and Support Office 916-445-4628	http://www.cde.ca.gov/sp/se/
	Charter Schools Division	
<ul style="list-style-type: none"> • Charter Schools 	916-322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Acronyms

AAU	Academic Accountability Unit
ADA	Average Daily Attendance
AMAO	Annual Measurable Achievement Objective
AMO	Annual Measurable Objective
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
CAA	California Alternate Assessment
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CAASPP	California Assessment of Student Performance and Progress
CAT	Computer Adaptive Test
CDE	California Department of Education
CDS Code	County-District-School Code
COE	County Office of Education
DVRO	Data Visualization and Reporting Office
EC	<i>Education Code</i>
ED	U.S. Department of Education
EL	English Learner
ELA	English language arts/literacy
ESEA	Elementary and Secondary Education Act
FRPM	Free and Reduced-Priced Meals
LEA	Local Educational Agency
NSLP	National School Lunch Program
NSS	Numerically Significant Student Group
ODS	Operational Data Store
PI	Program Improvement
PT	Performance Task

Acronyms (Continued)

P2	Second Period
RFEP	Reclassified Fluent English Proficient
SBE	State Board of Education
SC	Special Conditions
SED	Socioeconomically Disadvantaged
SL	Schoolwide or LEA-wide
SSID	Statewide Student Identifier
STAR	Standardized Testing and Reporting
SWD	Students with Disabilities
TK	Transitional Kindergarten