2013–14 Accountability Progress Reporting System

2014 Adequate Yearly Progress Report Information Guide

August 2014

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 for meeting the requirements of the federal Elementary and Secondary Education Act (ESEA).

Prior to 2013–14, the California Department of Education (CDE) reported results for both state and federal accountability requirements, which included information about the state, LEAs, schools (including charter schools), and numerically significant student groups using an integrated approach system called the Accountability Progress Reporting (APR). **For 2013–14, the APR will reflect AYP results for high schools and high school LEAs, PI results for all Title I-funded schools and LEAs, and cohort graduation rate results for all schools and LEAs that had grade twelve enrollment or at least one graduate in the 2012–13 graduation cohort.**The terms *high school* and *high school LEA* used throughout this guide refer to any school or LEA that had enrollment in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. (Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA.")

2013–14 APR System

State Accountability Reporting (Public Schools Accountability Act of 1999)	Federal Accountability Reporting (Elementary and Secondary Education Act)
At the March 2014 meeting, the State Board of Education (SBE) approved the State Superintendent of Public Instruction's (SSPI's) recommendation to not calculate the following Academic Performance Index (API) reports: ■ 2014 Growth API ■ 2014 Base API ■ 2015 Growth API As a result of not reporting the above APIs, the SBE also approved the removal of the API as an additional indicator for high schools within the AYP. For further details of the future of API reporting and the 3-Year Average API Reports released in May 2014, please view the 10-page document, *Status of the API and the 3–Year Average Information Guide*,available on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.	■ 2014 AYP Reports for high schools and high school LEAs that had enrollment in grades nine, ten, eleven, and/or twelve. (Refer to page 23 for details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA.") (release September 2014) ■ 2014–15 PI Reports for Title I-funded schools and LEAs. Refer to the PI section on page 57 for more information on the years of AYP used for PI status and placement determinations. (release September 2014)

This guide is not intended to serve as a substitute for federal laws or regulations or to detail all of an accountability coordinator's responsibilities in applying accountability requirements to a school or an LEA. 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 listing, please visit the Accountability Listserv Web page at http://www.accountabilityinfo.org/ or contact the Academic Accountability Unit (AAU) 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 (AMARD). 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 2014 AYP and 2014–15 PI Reports

Who Will Receive an AYP Report?

On March 7, 2014, the U.S. Department of Education (ED) approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the ESEA, as amended. Specifically, a one-year waiver was granted that allows flexibility in making AYP determinations for elementary and middle schools and elementary and unified school districts participating in the Smarter Balanced Field Test.

However, the CDE will continue to make AYP determinations for high schools and high school LEAs having enrollment in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013. (Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA.") The AYP determinations will be based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA), as well as the cohort graduation rate.

Who Will *Not* Receive an AYP Report?

Due to the approved waiver noted above, the CDE will **not** produce a 2014 AYP Report for elementary and middle schools, and elementary and unified school districts.

Who Will Receive a PI Report?

All Title I-funded schools and LEAs will receive a 2014–15 PI Report. For high schools and high school LEAs, the 2013 and 2014 AYP will be used to identify PI status and to determine exit from PI. PI placement for high schools and high school LEAs that were in PI during the 2013–14 year will be based on 2014 AYP information.

The PI status and placement for other Title I-funded schools and LEAs (i.e., those that had student enrollment outside of grades nine through twelve on Fall Census Day in October 2013) will have the same PI status and placement as identified on the 2013–14 PI Report. These schools and LEAs in PI will continue to implement the PI requirements associated with their 2013–14 PI placement. For example, PI Year 1 must continue to offer school choice. Additional information on PI requirements for schools and LEAs can be found on the CDE PI Web page at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp.

All Title I-funded schools and LEAs can access their PI Report through two options:

- For high schools and high school LEAs, the information is available through the 2014 AYP Report.

- For all **non**-high schools and **non-**high school LEAs, please see the section *How to Access AYP, PI, and Cohort Graduation Rate Reports* on page 12 for details.

Who Will Receive a Cohort Graduation Rate Report?

All schools and LEAs that had grade twelve enrollment or at least one graduate in the 2012–13 graduation cohort will receive a 2012–13 Cohort Graduation Rate Report. These schools and LEAs can access their cohort graduation report through two options:

- For high schools and high school LEAs, the information is available through the 2014 AYP Report.

- For all **non**-high schools and **non-**high school LEAs, please see the section *How to Access AYP, PI, and Cohort Graduation Rate Reports* on page 12 for details.

Accountability Workbook

The importance of stronger accountability was emphasized by 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 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.

In 2014, the SBE approved the following amendments to California's Accountability Workbook:

- Eliminate the API as an additional indicator for high schools, **and**

- Add an extended-year cohort graduation rate (i.e., six-year cohort graduation rate) to be used as another alternative method to meeting the graduation rate criteria for LEAs, schools, and student groups.

Elimination of the API as an Additional Indicator

The 2014 Smarter Balanced Field Test did not generate assessment results, and the 2015 Smarter Balanced assessment results will not be available until after the 2015 spring administration. Therefore, the SBE approved (at the March 2014 meeting) the SSPI's recommendation to suspend the API for the 2014 Growth, 2014 Base, and 2015 Growth reports. The SBE also approved, for high schools and high school LEAs, the elimination of the API as an additional indicator within AYP. The ED requires LEAs and schools to meet only one additional indicator for AYP determinations, which is the cohort graduation rate for high schools.

As a result, the required AYP indicators for the 2014 AYP reports are:

- Participation rate,**and**
- Annual Measurable Objectives (AMOs), also known as percent proficient, **and**
- Graduation rate.

Changes to the Graduation Rate

For the 2014 AYP, the four-year cohort graduation rate will be used. The school or LEA and all numerically significant student groups will be required to meet the graduation criteria for an LEA or school to make AYP in 2014.

The fixed four-year rate growth schedule, effective for 2014 AYP determinations, was established based on the difference between the school's or LEA's 2009–10 four-year cohort graduation rate and the 90 percent goal divided by the number of years remaining before the 2019 AYP (i.e., eight years). The difference was used to establish eight equal graduation rate targets which will remain in place until 2019.

Beginning with the 2013 AYP determinations, the five-year cohort graduation rate was used as an alternative method for meeting the AYP graduation rate criteria. Beginning with the 2014 AYP determinations, the six-year cohort graduation rate will be used as an alternative method for any school or LEA that does not meet the four-year or five-year cohort graduation rates. If a school, an LEA, or a student group does not meet their four-year cohort rate target, the graduation rate indicator can be met by having a five- or six-year graduation rate that is one percent higher than the four-year graduation rate. (Note: There must be at least one more graduate in the five-year cohort or at least one more graduate in the six-year cohortin order for the five-year or six-year graduation rate alternative method to be applied.)

AYP Targets Increase for 2014

In 2014, the AYP targets increased to **100** percent. Thus, for high schools and high school LEAs receiving an AYP report, the requirement is for **100** percent of students to be proficient or above in English-language arts (ELA) and mathematics.

The AYP targets for the graduation rate will increase until 2019 if the school or LEA has a graduation rate below 90 percent.

Continued Use of CALPADS for Continuous Enrollment and Demographic Data

Starting with the 2011–12 accountability reporting cycle, the CDE began using enrollment and exit data from the California Longitudinal Pupil Achievement Data System Operational Data Store (CALPADS ODS) to determine which students were continuously enrolled. Starting 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 the National School Lunch Program [NSLP], parent education level, etc.) was taken from the CALPADS ODS.

The CDE will continue to use the CALPADS for purposes noted above for the production of the 2014 AYP and 2014–15 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 "Demographic Data Processing for Accountability Reporting" 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 2014 AYP and 2014–15 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 "Determining Students Who Are Continuously Enrolled" 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). (Note: For 2014, a state-level AYP report will not be produced.)

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, by 2014.

- ### Title I

  Schools and LEAs 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 face ESEA PI requirements if they do not meet AYP criteria.

  PI is a formal designation for Title I-funded schools and LEAs. A Title I school or LEA is identified for PI if it does not meet AYP criteria for two consecutive years in the same subject area or for two consecutive years 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 for PI. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years.

  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.

- ### 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 *2013–14 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

Based on California's approved accountability workbook, schools and LEAs are required to meet or exceed requirements within each of the following areas to make AYP annually:

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—AMOs
- Requirement 3: 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 requirement.

Sources of Data Used in AYP Calculations

The information that forms the basis for AYP participation rate and percent proficient calculations (Requirements 1 and 2) comes from the CAHSEE and CAPA assessment results. Information about the CAHSEE and CAPA are located on the CDE Testing and Accountability Web page at http://www.cde.ca.gov/ta/. The ESEA mandates that all students tested on statewide assessments in ELA and mathematics perform at the proficient or above levels on these assessments by 2014. The following chart shows the assessment results that were used in 2014 AYP calculations.

Assessment Results Used in 2014 AYP Calculations
California High School Exit Examination (CAHSEE)
CAHSEE (administered in February and March, and in May for make-ups) • English-language arts, including a writing component, and mathematics Grade ten
California Assessment of Student Performance and Progress (CAASPP)
California Alternate Performance Assessment (CAPA) • English-language arts and mathematics Grade ten

For Requirement 3, four years of enrollment and exit data are used to calculate the graduation rate for a school and an LEA. 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 tests using test variations or who take the tests based on alternate standards.

■ Variations, Accommodations, and Modifications

Students who take the CAHSEE may be provided certain test variations, accommodations, and/or modifications. A description of these varied test administrations are provided in "Matrix 2: Matrix of Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test and the Physical Fitness Test" located on the CDE Matrix Two: CAHSEE, CELDT, and PFT Web page at http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp. Test administration variations and accommodations do not result in changes to AYP calculations. Modifications, however, do result in changes. Scores for students tested with modifications are counted as not participating in statewide testing (which impacts the participation rate indicator), with one exception.If the student used a calculator on the mathematics portion of the CAHSEE, the student's results are counted as tested and are considered in percent proficient determinations. Changes due to modifications are made to accountability reporting only and do not affect the individual student's score report. The student receives an individual score report with his or her actual score.

Students Who Use Calculators on CAHSEE Mathematics

SWDs who used calculators on the mathematics portion of the CAHSEE in

accordance with their Individualized Education Programs (IEPs) or Section 504 Plans are counted as participants. The students' scores will be counted as proficient if the scale score was 387 or above for the February administration, or 383 or above for the March administration, or 386 or above for the May administration.

CAPA in AYP

In response to federal requirements of the Individuals with Disabilities Education Act (IDEA), Amendments of 1997, and the ESEA, California developed the CAPA, an alternate assessment for students with significant cognitive disabilities who cannot participate in the CAASPP or CAHSEE, even with accommodations or modifications. A student's IEP or Section 504 Plan specifies whether the student should take the CAPA. Students taking the CAPA work toward achieving selected state academic standards using alternate achievement standards to measure their progress.

The alternate assessment population is made up of a relatively small number of students with significant cognitive disabilities. In California, less than one percent of the total number of students statewide take the CAPA. Since examiners may adapt the CAPA based on students' instruction mode, accommodations and modifications do not apply to the CAPA. Further information is located on the CDE CAPA Web page at http://www.cde.ca.gov/ta/tg/sr/capa.asp.

For AYP reporting, the CAPA performance level the student receives (advanced, proficient, basic, below basic, or far below basic) is the level that is included in the AYP calculations. The CAPA is not treated as a separate test for accountability, because the CAPA is an "alternate" to the CAASPP and CAHSEE. The same basic calculation rules used for the CAASPP also apply to the CAPA in AYP calculations.

CDS Codes and Charter School Information

CDS Codes

A high school and charter high school must have a county-district-school (CDS) code, and a high school LEA must have a county-district (CD) code, at the time of testing to receive an AYP report. An LEA, for AYP reporting, is defined as a school district, a county office of education (COE), or a statewide benefit charter. Information about CDS code assignments is located on the CDE Schools and Districts Web page at http://www.cde.ca.gov/ds/si/ds/. Any entity receiving Title I funds will need to comply with the PI accountability provisions under ESEA Section 1116 of Title I. (Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a “high school” or a “high school LEA.”)

Charter Schools

Charter schools that are locally funded (i.e., funded through the LEA) and charters that are their own LEA (i.e., 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 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 *Education Code* [*EC*]Section 47650) 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 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. The CAPA 1.0 percent cap applies to LEAs, excluding direct funded charter schools.

How to Access AYP, PI, and Cohort Graduation Rate Reports

Reports for High Schools and High School LEAs

The AYP, PI, and Cohort Graduation Rate reports for high schools and high school LEAs that had enrollment in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 are available through the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/. For details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA,"please see page 23. (Note: For 2014, a state-level AYP report will not be produced.)

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
    - ELA Participation Rate and AMO
    - Mathematics Participation Rate and AMO
    - Graduation Rate indicator
- PI Status of the school or LEA

The school and LEA reports have selection tabs in the middle of the Web page which allows users to easily move between AYP, PI, and cohort graduation rate results. In addition, the five-year and six-year cohort graduation rates can be accessed by clicking on the "Cohort Graduation Rates" button located at the top right of the AYP reports.

Reports for Non-High Schools and Non-High School LEAs

As noted earlier, all Title I-funded schools and LEAs will receive a 2014–15 PI Report. All schools and LEAs that are not identified as a "high school" or a "high school LEA" can access their 2014–15 PI Report through the CDE APR Web page at http://www.cde.ca.gov/ta/ac/ar/ (see the following page for more information). Schools and LEAs that were identified for PI on the 2013–14 PI Report will have the same PI status and placement identified on the2014–15 PI Report.

All schools and LEAs that had grade twelve enrollment or at least one graduate in the graduation cohort will receive a Cohort Graduation Rate Report. These schools and LEAs can access their cohort graduation report through the CDE APR Web page at http://www.cde.ca.gov/ta/ac/ar/ (see the following page for more information).

Locationfor Accessing the PI and Cohort Graduation Rate Reports

The CDE APR Web page at http://www.cde.ca.gov/ta/ac/ar/ is divided into multiple sections (see print screen below) and contains direct links to all accountability reports released for 2014:

- AYP (for high schools and high school LEAs)
- Cohort Graduation Rate (for all schools and LEAs that had grade twelve enrollment or at least one graduate in the graduation cohort
- PI (for all Title I-funded schools and LEAs)

Accountability Progress Reporting (APR)

California's integrated accountability system that reports both the state Academic Performance Index (API), and the federal Adequate Yearly Progress (AYP) and Program Improvement (PI).

FAQs for 2014 Accountability Reporting (Coming Soon)
Frequently asked questions (FAQs) posed by schools, districts, and the public.

Academic Performance Index (API)

- API Program Documentation
- API Reports
  Note: No 2014 API reports were produced
  - School Level API Reports
  - District Level API Reports
  - County Level API Reports
  - State Level API Reports
- API Data Files

Adequate Yearly Progress (AYP)

- AYP Program Documentation
- AYP Reports
  - School Level AYP Reports
  - District Level AYP Reports
  - County Level AYP Reports
  - State Level AYP Reports
- AYP Data Files

AYP Cohort Graduation Rate (Coming Soon)

- 2014 Cohort Graduation Rate Reports
  - School Level Graduation Rate Reports
  - District Level Graduation Rate Reports
- Cohort Graduation Rate Data Files - Starting with 2009–10

Program Improvement (PI)

- PI Documentation
- PI Reports
  - School Level PI Reports
  - District Level PI Reports
  - State Level PI Reports
- PI Data Files

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 DBF and TXT formats and are downloadable from the following links on the CDE APR Web page at http://www.cde.ca.gov/ta/ac/ar/:

- AYP Data Files
- Cohort Graduation Rate Data Files
- PI Data Files

Associated record layouts, data definitions, and download instructions are also available within each of the links noted above.

Accountability Reporting Timeline

September 2014

The 2014 AYP and 2014–15 PI reports are released on the CDE APR Web page at http://www.cde.ca.gov/ta/ac/ar/.

The Title III Accountability Report is released on the CDE Title III Accountability Web page at http://www.cde.ca.gov/ta/ac/t3/.

The deadline for submitting an AYP appeal is ten business days after the release. The due date is identified on the appeals form.

September - November 2014

LEAs can make assessment-related corrections to the CAHSEE data through September 30, 2014 using the Educational Testing Service (ETS) CAHSEE online system, which is available through the ETS CAHSEE Web page at https://cahsee.ets.org/. Please note that because the Statewide Student Identifier (SSID) is used to match the student answer document (SAD) to CALPADS, CAHSEE records should be reviewed carefully for accuracy. LEAs with SAD records that are missing SSIDs are encouraged to input the SSIDs into the ETS CAHSEE online system.

No assessment-related data corrections can be made to the California Standards Test (CST) for science, California Modified Assessment (CMA) for science, or CAPA assessment files through ETS.

LEAs can make corrections to demographic data in the CALPADS ODS through the end of business on October 31, 2014. The CDE will extract demographic data, enrollment and exit data, and special program data (e.g., EL, SWD, and socioeconomically disadvantaged [SED] students) from the CALPADS ODS on November 3, 2014.

To view when data will be extracted from the CALPADS ODS for accountability purposes, as well as CALPADS Snapshot collection windows and certification deadlines, please go the CDE CALPADS Calendar Web page at http://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp.

February 2015

Updated 2014 AYP and 2014–15 PI reports are released on the CDE APR Web page. These reports will reflect final data corrections made through the CALPADS ODS.

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.

Student Groups

Schools and LEAs must meet percent proficient and participation rate criteria (Requirements 1 and 2) in each content area (ELA and mathematics). Also, each numerically significant student group within a school or an LEA must meet Requirements 1 and 2 in order for the school and LEA to make AYP. Reporting occurs for student groups with at least 11 students enrolled on the first day of testing 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
A student group is "numerically significant" for AYP if it has:	Participation Rate • 100 or more students enrolled on the first day of testing - or - • 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total population Percent Proficient - AMOs • 100 or more students with valid scores - or - • 50 or more students with valid scores who make up at least 15 percent of the total number of all students with valid scores Note: A school or an LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant student groups for that indicator for AYP purposes.
Student groups used in the AYP calculations:	• 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:	• Students where both parents have not received a high school diploma - or - • Students who are eligible for the free or reduced-price lunch program, also known as the NSLP
"English Learners" are defined as:	• Students are identified as EL based on results of the California English Language Development Test (CELDT) - or - • Reclassified fluent English proficient (RFEP) students who have not scored at proficientor above on the CST, CMA, or a combination of both in ELA three times after being reclassified. These students are counted in determining numerical significance for the EL student group.(Note: An RFEP student's inclusion in the EL student group is determined by using the CALPADS "Student Proficient or Advanced ELA Code" which reflects the student's 2013–14 status before taking the 2014 assessments.)
"Students with Disabilities" are defined as:	• Students who receive special education services and have a valid disability code or took the CAPA - or - • Students who were previously identified as special education but have not received 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, RFEP students who have not scored proficient or above on the CST, the CMA, or a combination of both in ELA three times since reclassification are included in calculating the participation rate and AMOs for the EL student group. These RFEP students are counted when determining whether the EL student group meets the minimum student group size to be numerically significant.(Note: An RFEP student's inclusion in the EL student group is determined by using the CALPADS "Student Proficient or Advanced ELA Code" which reflects the student's status based on prior years' assessment results.)

For AYP calculations, RFEP student records for grades five and higher that are blank in the section that indicates whether or not the student scored at proficient or above on the CST or CMA in ELA three times default to a "yes." This means that RFEP student records for grades five or higher without information in CALPADS are not included in the EL student group.

ELs First Enrolled in U.S. Schools

The results of ELs who were first enrolled in U.S. schools for less than a year before testing are not included in the count of valid scores or in the count of proficient or above. The definition of "the year ELs are first enrolled in U.S. schools" for 2014 AYP compares the date first enrolled to the date when most students have yet to start testing, which was determined to be March 15, 2014. Any EL with an enrolled date after March 15, 2013, is considered as enrolled in a U.S. school less than a year before CAHSEE or CAPA testing and is not included in the count of valid scores or the count of proficient or above. These students, however, are included in the AYP participation rate.

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 IDEA, 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 March 15, 2012, 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 CAPA are considered as receiving special education services, even if the disability code 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 '0000001'), 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 system in the following ways:

- The student is required to participate in the state's academic assessment system.
- The assessment results are included in the LEA and statewide AYP decisions.
- The student counts towards the LEA's 1.0 percent CAPA cap.

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. The subcategories for Asian (i.e., Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Other Asian, or Hmong) are counted as Asian. The subcategories for Native Hawaiian or Pacific Islander (i.e., Native Hawaiian, Guamanian, Samoan, or Tahitian) are counted as Native Hawaiian or Pacific Islander. If multiple subcategories 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.

The following steps determine in which race/ethnicity student group a student's test results are included in the AYP report:

1. If the CALPADS student record shows Hispanic or Latino, 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 statewide student identifier (SSID) on the CAHSEE or CAPA student answer document is missing, and the SSID cannot be retrieved from the CALPADS ODS by matching other student-identifying information (i.e., first and last name, date of birth, gender, and local identifier number) those students' race/ethnicity are reported as "Two or More Races." In addition, these students are not included in any of the special programs (i.e., SWD, EL, or SED).

AYP Criteria

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

- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient—AMOs
- Requirement 3: Graduation Rate

Requirements 1, 2, and 3 apply at the school, LEA, and student group 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 60 different criteria to meet in order to make AYP.

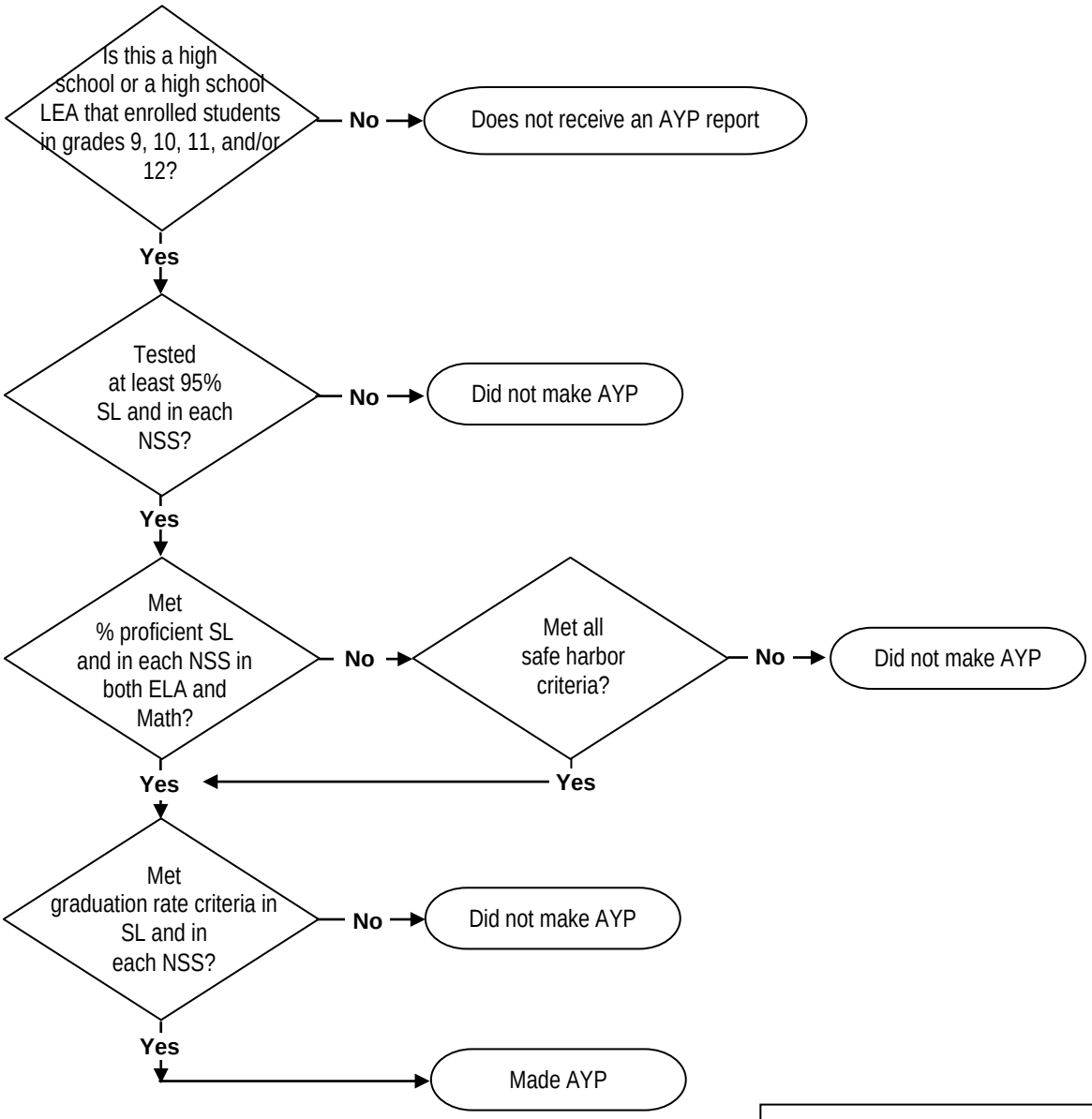
Requirements may be applied using **standard criteria** or **small school/LEA/student group criteria.** Standard criteria were established for schools, LEAs, or student groups with sufficient numbers of test results or data. Small school/LEA/student group criteria using alternative methods and/or special 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 26 through 42.

2014 AYP Criteria Flowchart

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

High School or High School LEA that Had Enrollment in Grades 9, 10, 11 and/or 12 in 2012–13

(Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA.")

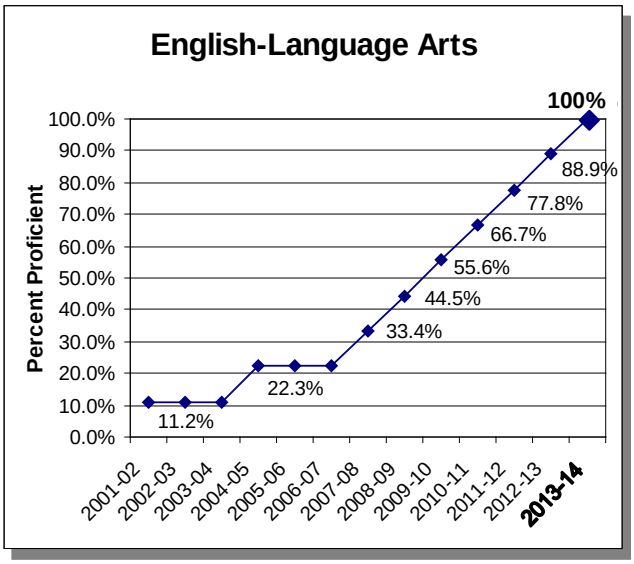


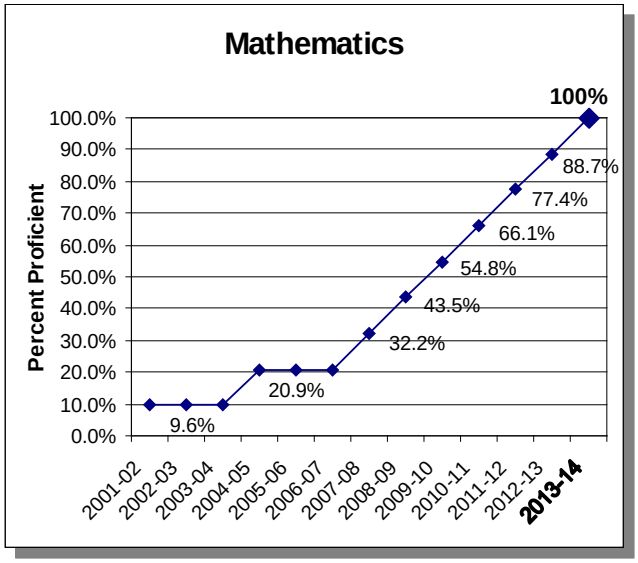
AYP	=	Adequate Yearly Progress
ELA	=	English-language arts
LEA	=	Local educational agency (school district, COE, or statewide benefit charter)
NSS	=	Numerically significant student group
SL	=	Schoolwide or LEA-wide

AYP Targets, 2002–2014
High Schools and High School LEAs with Enrollment in Grades 9, 10, 11, and/or 12 in 2012–13

(Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA.")

- Participation Rate – 95 percent (schoolwide/LEA-wide and student groups)
- Percent Proficient – AMOs (schoolwide/LEA-wide and student groups)





- Minimum graduation rate *or* fixed growth target *or* variable growth target(schoolwide/LEA-wide and student groups) *or* 5-year graduation rate *or* 6-year graduation rate

Minimum Graduation Rate

- 2014 AYP graduation rate of at least 90.00

  - or -
- 2014 fixed growth target rate for a school, an LEA, or a student group

  - or -
- 2014 variable growth target rate for a school, an LEA, or a student group

  - or -
- 2014 5-year graduation rate

  - or -
- 2014 6-year graduation rate

Note: AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly-qualified teacher is in every classroom).

Determining High Schools and High School LEAs by Enrollment

In prior AYP reports, school and LEA were determined as elementary, middle, high, unified school district, union high school district, etc. based on multiple criteria. However, because only high schools and high school LEAs will receive a 2014 AYP report, the CDE first used the enrollment data from CALPADS to identify which schools and LEAs had 90 percent of their students enrolled in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013 (Step 1). Of these schools and LEAs, the CDE then applied additional criteria to determine which schools and LEAs will receive a 2014 AYP report (Step 2).

DeterminationCriteria

Step 1: Identify schools and LEAs with at least 90 percent*of their students enrolled in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2013.

Step 2: Of those identified from Step 1, apply the following criteria:

LevelAssigned to Schools and LEAs for AYP Reporting	Enrollment Data Used from CALPADS (as of Fall Census Day in October 2013)
• High School • High School LEA	Grades 9, 10, 11, and/or 12 made up 100%* of the total enrollment
• High School • High School LEA	The total enrollment was 100 or more students and: • The school had nine or less students enrolled in grades K–8 - or - • Grades 9, 10, 11, and/or 12 made up 99%* or more of the total enrollment
• High School • High School LEA	The total enrollment was less than 100 students and: • The school had 5%* or less students enrolled in grades K–8

Note: When grade level determinations were made for high school LEAs, the enrollment from direct funded charter schools were not counted in the enrollment of the sponsoring LEA.

* Rounded up to the nearest whole number

AYP Criteria Summary

The following two tables summarize the AYP criteria for 2014. The table below displays the targets and standard criteria for most schools, and the table on the next page displays the targets and criteria for a small school, an LEA, or a student group.

2014 AYP Targets, Standard Criteria

In order for the standard criteria to be applied to schools, LEAs, and numerically significant student groups, they must have (1) 100 or more students enrolled on the first day of testing to meet the participation rate or (2) 100 or more valid scores to meet AMOs. 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.

Schoolor LEA	Requirement 1: Participation Rate	Requirement 2: Percent Proficient – AMOs	Requirement 3: Graduation Rate (Applies only to schools, LEAs, and student groups with grade 12 enrollment or at least one graduate in the cohort)
• High Schools • High School LEAs (with students in grades 9, 10, 11, and/or 12*)	ELA: 95% Math: 95%	ELA: 100% Math: 100%	Meet at least one: • 90.00% • Fixed growth target rate • Variable growth target rate • 5-year graduation rate • 6-year graduation rate

Note: Not all schools have results for each AYP requirement, and alternative methods and/or special conditions are applied in some cases to ensure that schools and LEAs receive an AYP report. These methods and codes are described in the “Alternative Methods and Special Conditions” section on pages 38 through 41.

*Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a “high school” or a “high school LEA.”

2014 AYP Targets, Small School/LEA/Student Group Criteria

The criteria identified in the table below are applied to schools, LEAs, and numerically significant student groups with less than 100 students. To be considered numerically significant under Requirement 2, the student group must be in a school or an LEA that has at least 100 valid scores. If not, none of the student groups are considered numerically significant, and Requirement 2 would not apply. 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	Requirement 2: Percent Proficient – AMOs	Requirement 3: Graduation Rate
51–99 students	ELA: 95% Math: 95%	ELA: 100% Math: 100%	Meet at least one: • 90.00% • Fixed growth target rate • Variable growth target rate • 5-year graduation rate • 6-year graduation rate
50 students	Must test at least 47 students	ELA: 100% Math: 100%	Meet at least one: • 90.00% • Fixed growth target rate • Variable growth target rate
11–49 students	N/A	ELA: 100% Math: 100%	N/A
Fewer than 11 students	N/A	ELA: 100% Math: 100%	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 schools and LEAs receive an AYP report. These methods and codes are described in the “Alternative Methods and Special Conditions” section on pages 38 through 41.

AYP Criteria Details

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

- ## Requirement 1: Participation Rate

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

  ### Standard Criteria

  A participation rate of 95 percent (rounded using standard rounding rules) is required of a school, an LEA, or a numerically significant student group with 100 or more students enrolled on the first day of testing.

  ### Small School/LEA/Student Group Criteria

  For small schools, LEAs, and student groups, alternative criteria are applied. If the school or LEA has 49 or fewer students enrolled on the first day of testing, the participation rate requirement does not apply. If the school, LEA, or student group has 50 students enrolled on the first day of testing, 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 on the first day of testing, 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” are not counted for or against the school or LEA in the participation rate.

  ELs are included in the participation rate during their first year of enrollment in U.S. schools.

  ### Student Groups

  For participation rate calculations, a numerically significant student group is defined as having 100 or more students enrolled on the first day of testing or 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total student population. If the school or LEA has 100 or more students enrolled on the first day of testing, the participation rate is calculated for student groups that are numerically significant. If the school or LEA has fewer than 100 students enrolled on the first day of testing, none of the student groups

are considered numerically significant.

Alternative Methods

A two-year and three-year average participation rate will be considered for schools, LEAs, and numerically significant student groups that have not met the 2014 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 Formulas

Two-Year Participation Rate	Three-Year Participation Rate
Number Tested in 2014 + Number Tested in 2013 **divided by** Enrollment on the First Day of Testing 2014 + Enrollment on the First Day of Testing 2013	Number Tested in 2014 + Number Tested in 2013 + Number Tested in 2012 **divided by** Enrollment on the First Day of Testing 2014 + Enrollment on the First Day of Testing 2013 + Enrollment on the First Day of Testing 2012

■ Requirement 2: Percent Proficient—AMOs

The ESEA mandates that all students perform at the proficient or above level on statewide assessments in ELA and mathematics by 2014. California's AMOs are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments used for AYP. The AMOs increased each year until 2014. For the 2014 AYP determination and beyond, 100 percent of students in all schools, LEAs, and numerically significant student groups must score at the proficient or above level.

Standard Criteria

The following table shows California's 2014 percent proficient standard criteria for schools, LEAs, and numerically significant student groups that have 100 or more students or 50 or more students who make up at least 15 percent of the total number. The percent proficient rates are rounded to the nearest tenth.

Standard Criteria for AMOs

These criteria apply to schools, LEAs, and numerically significant student groups that have 100 or more students, or 50 or more students who make up at least 15 percent of the total number of valid scores.

Percent Proficient or Above
on the CAHSEE and CAPA for 2014

High Schools and High School Districts	English–Language Arts	Mathematics
• High Schools (with grades 9, 10, 11, and/or 12*)	100	100
• High School Districts (with grades 9, 10, 11, and/or 12*)	100	100

* Please see page 23 for details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA."

Small Student Groups

The school or LEA must have at least 100 valid scores for the student group to be considered numerically significant for the AMO. If the school or LEA has fewer than 100 valid scores, none of the student groups are considered numerically significant and Requirement 2 would not apply. For example, a student group with 99 valid scores in a school would not be considered numerically significant.

If the numerically significant student group is in a school or an LEA with 100 or more valid scores, the standard criteria for AMOs are applied if the student group has between 50 to 99 valid scores which make up 15 percent of the total number of valid scores. Student groups with 49 or fewer valid scores are not numerically significant, and AMOs would not apply.

Exclusions

Students who are absent from testing due to a significant medical emergency are excluded from the percent proficient calculations. (Student records marked as "not tested due to significant medical emergency" are not counted for or against the school or LEA in the percent proficient.)

ELs are excluded from the percent proficient calculations during their first year of enrollment in U.S. schools.

Student Groups

If the school or LEA has 100 or more valid test scores, the percent proficient is

calculated for numerically significant student groups. For percent proficient calculations, a numerically significant student group is defined as having 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the total number of students with valid scores. If the school or LEA has fewer than 100 valid scores, none of the student groups are considered numerically significant.

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 2014). On other CDE reports, the graduation rate is defined as the school year of the graduating class (e.g., Class of 2012–13). Note that the AYP cohort graduation rate data on the report are one year older (e.g., 2012–13) than other data on the AYP report (e.g., 2013–14). 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 2014 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 2019 AYP.

Standard Graduation Rate Criteria

Type	Criteria
Schools and LEAs with grade 12 enrollment and at least one graduate in cohort	To meet graduation rate criteria for AYP the school, LEA, or student group must: ● Have a four–year graduation rate of at least 90.00 - or - ● Meet its four–year graduation rate **fixed growth target rate** - or - ● Meet its four–year graduation rate **variable growth target rate** - or - ● Meet the 5-year graduation rate criteria - or - ● Meet the 6-year graduation rate criteria

Fixed Growth Target Rate

The **fixed growth** four-year cohort graduation rate 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 again.

For a school with a 2009–10 four-year cohort graduation rate of 70 percent, the fixed target schedule would be 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).

Variable Growth Target Rate

The **variable growth** four-year cohortgraduation rate 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 2014 AYP variable four-year target rate was calculated using the 2011–12 four-year cohort graduation rate.

A school with a 2013 AYP four-year cohort graduation rate of 60 percent would have a variable target of 5.0 percentage points for the 2014 AYP. If this same school has a 2014 four-year cohort graduation rate of 62 percent, its variable target for the 2015 AYP would be 5.6 percentage points.

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 2014 AYP determinations.

Four-Year Cohort Graduation Rate Formula for ESEA

Four-Year Cohort Graduation Rate for 2014
Number of cohort members who earn a regular high school diploma by the end of 2012–13 divided by Number of first-time grade nine students in 2009–10 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2009–10, 2010–11, 2011–12, and 2012–13.

Three Options for Meeting 2014 AYP Graduation Rate Criteria

Three options for meeting 2014 AYP graduation rate criteria are shown below and on the next page.

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

Option 1 Example
North Star High School

Must have minimum Four-Year Cohort Graduation Rate of 90.00% to meet requirement

537 / 575 = 93.39%
Graduates / (Graduates + Non-graduates) = Rate

↓

Met requirement

In this example, North Star High School met its 2014 AYP criteria for the four-year cohort graduation rate under Option 1 because the rate for 2014 was 93.39, which exceeds the goal of 90.00 percent.

Option 2: Meet Fixed Growth Target Rate

Option 2 Example
Polaris Union High School District

Four-Year Cohort Graduation Rate for 2011

1,601 / 2,015 = 79.45%
Graduates / (Graduates + Non-graduates) = Rate

Fixed Growth Target Rate Based on the 2011 Four-Year Graduation Rate

(90.00% – 79.45) / 8 = 1.32% (annual increase)

2014 Fixed Growth Target Rate

79.45% + 3.96% (annual x 3) = 83.41%

Must meet fixed growth target rate to meet requirement

Four-Year Cohort Graduation Rate for 2014

1,657 / 1,863 = 88.94%
Graduates / (Graduates + Non-graduates) = Rate

88.94% exceeds 83.41%

Meets requirement

In this example, Polaris Union High School District met its 2014 AYP criteria for the graduation rate under Option 2 because its 2014 four-year graduation rate of 88.94 percent exceeded the fixed growth target rate of 83.41 percent, which was calculated using the four-year cohort graduation rate schedule determined in 2011.

Option 3: Meet Variable Growth Target Rate

Option 3 Example
Saturn High School

Four-Year Cohort Graduation Rate for 2013

498 / 602 = 82.72%
Graduates / (Graduates + Non-graduates) = Rate

Variable Growth Target

(90.00% - 82.72 %) / 6 = 1.21%

Variable Growth Target Rate

82.72% + 1.21% = 83.93%

Must meet variable growth target rate to meet requirement

Four-Year Cohort Graduation Rate for 2014

498 / 612 = 81.37%
Graduates / (Graduates + Non-graduates) = Rate

81.37% is less than 83.93%

Did not meet requirement

In this example, Saturn High School did not meet its 2014 AYP criteria for the four-year graduation rate under Option 3 because the school's 2014 graduation rate of 81.37 percent is less than its variable growth target rate of 83.93 percent.

Two Alternative Methods for Meeting Graduation Rate Criteria

1. 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.

Five-Year Cohort Graduation Rate Formula for 2014
Number of 2011–12 four-year cohort students who earn a regular high school diploma by the end of 2012–13 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, and 2012–13

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 five-year cohort rate must contain at least one additional graduate.

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.

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.

2. Six-Year Cohort Graduation Rate

Beginning with the 2014 AYP, schools and LEAs that meet certain criteria will be 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 2014
Number of 2010–11 four-year cohort students who earn a regular high school diploma by the end of 2012–13 school year **divided by** Number of first-time grade nine students in 2007–08 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2007–08, 2008–09, 2009–10, 2010–11, 2011–12, and 2012–13

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 six-year cohort rate must contain at least one additional graduate.

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.

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 2012–13 cohort will have their 2014 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 2014 AYP determination compares the 2012–13 graduation rate to the 2011–12 graduation rate to determine if the 90 percent goal or growth targets 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.

Safe Harbor

The ESEA contains a "safe harbor" provision for meeting AMOs in some circumstances and is applied in the AYP reports when these circumstances occur. Safe harbor is an alternate method of meeting the AMOs. Currently, if a school, an LEA, or a student group does not meet its AMO criteria in either or both content areas but shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, it may make AYP if all of the following conditions are met:

- The percentage of students in the school, LEA, or student group performing below the proficient level in either ELA or mathematics decreased by at least 10 percent from the preceding school year; **and**

- The school, LEA, or student group had a "Yes" or blank in the "Met 2014 AYP Criteria" column for participation rate for the assessments in ELA or mathematics; **and**

- The school, LEA, or student group met graduation rate criteria.

In order to apply safe harbor, the school, LEA, or student group current year's percent

proficient or above level must be higher than the previous year's percent proficient or above level. A confidence interval adjustment of 75 percent is applied to safe harbor calculations. Safe harbor is one of the alternative methods approved by the ED for meeting AMO targets. (See the "Alternative Methods and Special Conditions" section on pages 38 through 41.) Like the other alternative methods, there is no limit on how many times a school or an LEA may make AYP using safe harbor. No distinction is made regarding how schools and LEAs make AYP, only whether or not AYP is met. Therefore, schools and LEAs may exit PI if they meet AYP for two consecutive years, even if AYP was made using safe harbor or another alternative method.

Example of Safe Harbor

In the example of safe harbor shown on the following page, the high school shows 69.4 percent of its students scoring at the proficient level or above schoolwide in 2013 in ELA (shown as PP_{13} in row D, column A).

In 2014, the school's percent at the proficient or above level in ELA increased to 73.3 percent (shown as PP_{14} in row D, column B). Except for ELA, the school met all the other criteria for making AYP. It met its AMO in mathematics, it had a "Yes" or blank in the "Met 2014 AYP Criteria" column for participation rate in ELA and mathematics, and it met the graduation rate criteria.

The school would not ordinarily make AYP in 2014 because 73.3 percent is below the AMO of 100 percent for ELA. However, the school's percentage at the below proficient level in ELA decreased by the safe harbor requirement of at least 10 percent with the 75 percent confidence interval adjustment (shown in the calculation steps in rows E through I). According to safe harbor rules, the school meets AYP because the percentage of students below the proficient level decreased by at least 10 percent from the preceding school year in ELA, the content area in which AMO was not met, and it met its other AYP criteria.

The 75 percent confidence interval is computed, providing a margin of error to enhance accuracy in determining whether or not schools meet the safe harbor criteria. The safe harbor calculations are automatically applied to schools and LEAs that fail to meet one or more of their AMOs.

Example of Safe Harbor for a High School

The school met its 2014 AMO in mathematics schoolwide but missed its 2014 AMO in ELA schoolwide. Also in 2014, the school had a "Yes" in the "Met 2014 AYP Criteria" column for participation rate in both ELA and mathematics and met the graduation rate criteria.

Step	(A) 2013 ELA	(B) 2014 ELA	(C) Calculation
A. Number Proficient or Above (NP)	220 (NP_{13})	211 (NP_{14})	(enter from AYP report)
B. Number Below Proficient (NBP)	97 (NBP_{13})	77 (NBP_{14})	(TN – NP = NBP)
C. Total Number of Valid Scores (TN)	317 (TN_{13})	288 (TN_{14})	(enter from AYP report)
D. Percent Proficient or Above (PP)	69.4 (PP_{13})	73.3 (PP_{14})	(NP/TN) x 100
E. Percent Below Proficient (PBP) The 2014 rate should decrease by at least 10 percent from the 2013 rate to meet safe harbor criteria.	30.6 (PBP_{13})	26.7 (PBP_{14})	100 – PP
F. Maximum Percent Below Proficient (MPBP) This is the maximum percent below proficient for 2014 to meet safe harbor criteria.	(Blank)	27.5 (MPBP)	0.9 x PBP_{13}
G. Minimum Percent Proficient Safe Harbor (PPSH) This is the minimum 2014 percent proficient or above necessary to meet safe harbor criteria in 2014.	(Blank)	72.5 (PPSH)	100 – MPBP
H. 75 Percent Confidence Interval (CI) This is the extra margin of error provided to the 2014 percent proficient or above.	(Blank)	2.510 (CI)	0.68 x SQRT (PP_{13} x PBP_{13}/TN_{13} +PPSH x $MPBP/TN_{14}$)
I. 2014 Percent Proficient for 2014 Safe Harbor with 75 Percent Confidence Interval (PPCI) If this rate is higher than the minimum PPSH for 2014, the safe harbor criteria were met.	(Blank)	75.774 (PPCI)	PP_{14} + CI If PPCI > PPSH, criteria met.

This school met the safe harbor schoolwide criteria for the AMO in ELA because the "2014 Percent Proficient for 2014 Safe Harbor with 75 Percent Confidence Interval" (75.774) is greater than the "Minimum Percent Proficient Safe Harbor for 2014 (72.5 percent).

Alternative Methods and Special Conditions

The ESEA requires that all high 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 high schools and high school LEAs receive an AYP report. Only schools and LEAs with CAHSEE or CAPA results in grade ten were processed for participation rates and percent proficient according to the standard procedures.

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.
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 and COEs, 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 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 and COEs, 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 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 district averages. ASAM schools with grade twelve students, and administered by a school district, have districtwide 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 and (2) the five-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.
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 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
EN = Enrollment less than 50	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 2014 AYP Criteria" column on the report.
ER = Enrollment 50 to 99	Schools, LEAs, or student groups with 50 students enrolled meet participation rate criteria by having at least 47 students tested. Schools, LEAs, or student groups that have between 51 and 99 students enrolled meet participation rate criteria by having a participation rate of at least 95 percent, with the rate rounded up to the nearest whole number.
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 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.
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.
SH = Passed by safe harbor	The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the AMO if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.
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 and (2) the six-year graduation rate was 1.0 percentage point higher than the four-year graduation rate.
Y2 = Passed by using 2-year average	Schools, LEAs, or student groups that have not met 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 have not met 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, even though the alternative method is used as the criterion, unless the school, LEA, or student group had no results for enrollment, valid scores, and/or graduation rate. 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, AMO, 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.

Alternative Method	Participation Rate	AMO	Graduation Rate
CA = County average	N/A	SL	SL/NSS
C5 = County average 5-year graduation rate	N/A	N/A	SL/NSS
C6 = County average 6-year graduation rate	N/A	N/A	SL/NSS
DA = District average	N/A	SL	SL/NSS
D5 = District average 5-year graduation rate	N/A	N/A	SL/NSS
D6 = District average 6-year graduation rate	N/A	N/A	SL/NSS
EN = Enrollment less than 50	SL	N/A	N/A
ER = Enrollment 50	SL/NSS	N/A	N/A
5Y = 5-year graduation rate	N/A	N/A	SL/NSS
OT = Other	SL/NSS	SL/NSS	N/A
SA = State average	N/A	SL	N/A
SH = Passed by safe harbor	N/A	SL/NSS	N/A
6Y = 6-year graduation rate	N/A	N/A	SL/NSS
Y2 = Passed by using 2-year average	SL/NSS	N/A	N/A
Y3 = Passed by using 3-year average	SL/NSS	N/A	N/A

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

Special Condition Descriptions

Special Condition	Description
NC = Non certified CALPADS data	Data was 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	Schools without grade twelve enrollment or at least one graduate in the prior year, and a graduation rate was not calculated in the prior year.
PY50	Schools, LEAs, or student groups had fewer than 50 students in the prior year graduation rate denominator, and a graduation rate was not calculated in the prior year.
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 the current year's graduation data, and a graduation rate was not 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, AMO, 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.

Special Condition	Participation Rate	AMO	Graduation Rate
NC = Data not certified in CALPADS	N/A	N/A	SL/NSS
NG12 = No grade 12 data	N/A	N/A	SL
PY12	N/A	N/A	SL/NSS
PY50	N/A	N/A	SL/NSS
U50 = Less than 50 in graduation rate	N/A	N/A	SL/NSS
YMA = Yes, met on appeal	SL/NSS	SL/NSS	SL/NSS

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 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

The table below lists the only reasons appeals of the 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.
Medical emergency	A significant medical emergency prevented the student from taking the originally scheduled state assessment(s) as well as the make-up assessment(s) used for establishing AYP (CAHSEE and CAPA for grade ten), and the schoolwide and/or numerically significant student group participation rate has been affected.

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 appeals process is separate from the data correction process. 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.

Percent Proficient Caps for LEAs

This section describes the criteria and methodology for meeting the requirements of the ESEA regulations concerning alternate assessment in determining AYP based on statewide testing. It explains the rules for the CAPA 1.0 percent cap and the method for reassignment of scores.

CAPA 1.0 Percent Cap

On December 9, 2003, federal regulations were adopted that set a cap of 1.0 percent on the percentage of students in LEAs, excluding direct funded charter schools, whose scores can be counted as proficient or above based on an alternate assessment using alternate achievement standards. The alternate assessment used in California for students with severe cognitive disabilities is the CAPA. The 1.0 percent cap may be exceeded in cases where the LEA provides adequate justification to the state. Absent an approved exception from the CDE, proficient or advanced level scores above the cap must be counted as not proficient in AYP calculations.

All LEAs were notified of the process to apply for an exception. Exception requests are reviewed and processed by the CDE. The official AYP determination of LEAs that are over the 1.0 percent cap is included in the initial release of the AYP reports. Questions regarding the application for exception to the 1.0 percent cap should be addressed to Assessment, Evaluation, and Support Unit of the Special Education Division, by phone at 916-445-4628.

Automatic Exception for COEs and Small LEAs

All COEs and any LEA with ten or fewer valid CAPA scores in a content area (ELA or mathematics) or five or fewer valid proficient and advanced CAPA scores in a content area receive an automatic exception.

How the Percent Proficient Rate is Calculated

The CAPA percent proficient rate is calculated using the following formula:

- Numerator = Number of 2014 CAPA scores in the proficient and advanced levels in grade ten by content area from students who were continuously enrolled in the LEA since the Fall Census Day (i.e., the first Wednesday in October).

- Denominator = 2014 CAHSEE and CAPA enrollment on the first day of testing in grade ten (non-duplicated count) for students who were continuously enrolled in the LEA since the Fall Census Day.

The example below shows how the percentage is calculated for determining if an LEA is above the 1.0 percent cap. The rate is calculated separately for ELA and mathematics. The example shows the calculation for ELA only.

Example of CAPA Percent Proficient Rate for ELA

Polaris High School District

The school district shows the following data:

- 840 students enrolled on the first day of testing
- 10 of those students were not continuously enrolled since the Fall Census Day
- 11 students with CAPA scores at proficient or advanced level in ELA
- 2 of those students were not continuously enrolled since the Fall Census Day

Numerator	Denominator	Rate
Proficient and advanced on CAPA in ELA for students continuously enrolled 11 - 2 = 9	CAHSEE and CAPA enrollment on the first day of testing for students continuously enrolled 840 - 10 = 830	CAPA percent proficient rate for ELA: 9 ÷ 830 = 1.08%

The LEA in this example is above the CAPA 1.0 percent rate for ELA because 1.08 percent is greater than 1.0 percent. The numerator only includes CAPA scores used to calculate the percent proficient or above and the denominator includes a non-duplicated count of enrollment on the first day of testing based on grade 10 CAHSEE and CAPA. There is no rounding in determining the percent (e.g., 1.08 is not 1.0, and since this exceeds the cap, one proficient student would be reassigned as not proficient).

Reassignment of Scores Exceeding the Caps

Without an approved CAPA exception, proficient and advanced alternate assessment scores that exceed the 1.0 percent cap must be counted as not proficient in the AYP calculations for the applicable schools and LEAs. An equitable and efficient method to identify the particular student records to be reassigned in an LEA was developed to address this issue. Reassignment in this section refers to the process of identifying and changing student scores from proficient or advanced to not proficient. It should be noted the reassignments are only applicable to AYP calculations at the school and LEA levels; individual student scores do not change. Reassignments are done separately for ELA and mathematics.

■ Reassignment of Scores Exceeding 1.0 Percent Cap

To accomplish the reassignment process, records of students who took the CAPA in an LEA are reassigned separately by each content area (ELA and

mathematics). For each content area in the LEA, the number of scores that must be reassigned is determined. The number of scores that must be reassigned is the number in excess of the 1.0 percent cap. (See “How the Percent Proficient Rate is Calculated” on page 43.) Next, the advanced and proficient scores in the LEA are identified. Reassignment of those advanced and proficient scores then occurs in the following order:

1. Student scores in the school district program are reassigned first. These student records show a school code of ‘0000001.’

2. Student scores that have not been enrolled in a school continuously since the Fall Census Day are reassigned next.

3. Student scores of tests that were taken at the district of residence are reassigned next (i.e., the district of residence field is blank).

4. Student scores that were transferred from the district of attendance to the district of residence are reassigned next.

Within each group above, prioritize the records according to the following:

1. Scores of advanced students are reassigned first and the scores of proficient students are reassigned second. The reassignments are done in priority order from the highest to the lowest scale score. In the event that there are several students with the same scale score, reassignment occurs in the following order:

    a. Student records showing a missing date of birth are reassigned first.

    b. Student records with the most recent date of birth are reassigned first, followed by the next most recent date of birth, and so on, until the least recent date of birth is reassigned.

    c. Student records with the lowest SSID are reassigned first, followed by the next highest SSID, and so on, until the highest SSID is reassigned.

Example of Reassignment

An example of the method for reassigning scores is described in this section. The chart on the following page shows an LEA’s percent proficient rate for the CAPA in ELA and the number of scores that must be reassigned.

Example of CAPA Reassignment

Saturn High School District

The LEA shows the following data:

- 1,500 students enrolled on the first day of testing
- 75 of those students not continuously enrolled since the Fall Census Day
- 50 students with CAPA scores at proficient or advanced in ELA
- 14 of those students were not continuously enrolled since the Fall Census Day

Numerator	Denominator	Rate
Proficient and advanced on CAPA in ELA for students continuously enrolled: 50 – 14 = 36	CAHSEE and CAPA enrollment on the first day of testing for students continuously enrolled: 1,500 – 75 = 1,425	CAPA percent proficient rate for ELA: 36 ÷ 1,425 = 2.5% (2.5% - 1.0% cap = 1.5% excess)

21 (1,425 x 1.5%) scores to be reassigned
(i.e., changed from proficient or advanced to not proficient)

In the example above, 36 students were continuously enrolled in the LEA and scored proficient or advanced on the CAPA in ELA. These 36 students represent the total pool of students whose scores may be reassigned. Scores from 21 of the total pool of 36 students in the LEA must be reassigned from proficient or advanced to not proficient.

Reassignments in this example LEA are done as follows:

1. Of the 21 students, two students were in the school district program and are reassigned first.

2. Ten students have not been enrolled in a school continuously since the Fall Census Day and are reassigned next.

3. Five more students had a blank district of residence code and are reassigned after that.

4. The remaining four reassignments are made among all other student records in the LEA who have not yet been reassigned and who were continuously enrolled and scored proficient or advanced on the CAPA in ELA. The following paragraph describes how the remaining four reassignments are made.

To reassign the remaining four student scores, it is necessary to examine the remaining pool of scores. Of the 36 total pool of students, 17 of the scores have been reassigned (as described in the preceding paragraph), leaving a potential pool of 19 students from which the remaining four scores may be reassigned. Three of the 19 students scored proficient, and the remaining 16 students scored advanced. The advanced scores in the potential pool are ordered from highest to lowest scale score. The highest scale score should be reassigned first. However, in this example, the 12 highest advanced scores have the same scale score. Therefore, the birth date of these students must be examined in order to determine which student scores will be reassigned. Those with a missing birth date are reassigned first. One student has a missing birth date and is reassigned. However, five students have the same birth date. The SSIDs of these students must be examined to determine the order for the remaining reassignments. The three students with the lowest SSIDs are reassigned, bringing the total number reassigned in this LEA example to 21. The chart below summarizes the reassignment process for this LEA.

Summary: Example of CAPA Reassignments

Saturn High School District

The LEA shows the following data:

- 36 students with CAPA scores at proficient or advanced in ELA who have been continuously enrolled since the Fall Census Day
- 21 scores of those students must be reassigned

The scores that must be reassigned are processed in the following order:

- 2 in the school district program are reassigned
- 10 not continuously enrolled in a school since the Fall Census Day are reassigned
- 5 with a blank district of residence code are reassigned
- 4 of all other students are reassigned
  - 1 with missing birth date is reassigned (of 12 with same advanced scale score)
  - 3 of the lowest SSIDs are reassigned (of 12 with same advanced scale score)

Questions about the calculation of the caps, reallocation, and reassignment of scores should be addressed 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 CAHSEE and CAPA test results as the first preliminary step to 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 as student mobility, student absence from testing, test administration, and test type. 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 50 through 54 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 First Day of Testing
- Number of Students Tested

Percent Proficient:

- Valid Scores
- Number At or Above Proficient

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:

Step 1 –Determining Which Record to Use: CAHSEE or CAPA, Grade Ten

Step 2 – CAHSEE, Grade Ten

Step 3– CAPA, Grade Ten

Once each step is completed, the results of all three steps are summed and 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 and CAHSEE and CAPA matching methods considered when applying inclusion/exclusion rules. In addition, the:

- "Testing Codes Considered in AYP Calculations" are provided on page 55.
- "CAHSEE Matching Rules" are provided on page 56.

"Score" in the flowchart refers to a performance level of advanced, proficient, basic, below basic, or far below basic on the CAPA. For AYP, proficient or above on the CAHSEE is a scale score of at least 380 for ELA or mathematics, except if an SWD took the mathematics test with a calculator. These students are counted as tested and in the number of valid scores, but their score results are counted as proficient only if the scale score was 387 or above for the February administration, or 383 or above for the March administration, or 386 or above for the May administration. Inclusion/exclusion and adjustment rules for AYP calculations may not always match the procedures used for generating the CAHSEE summary reports.

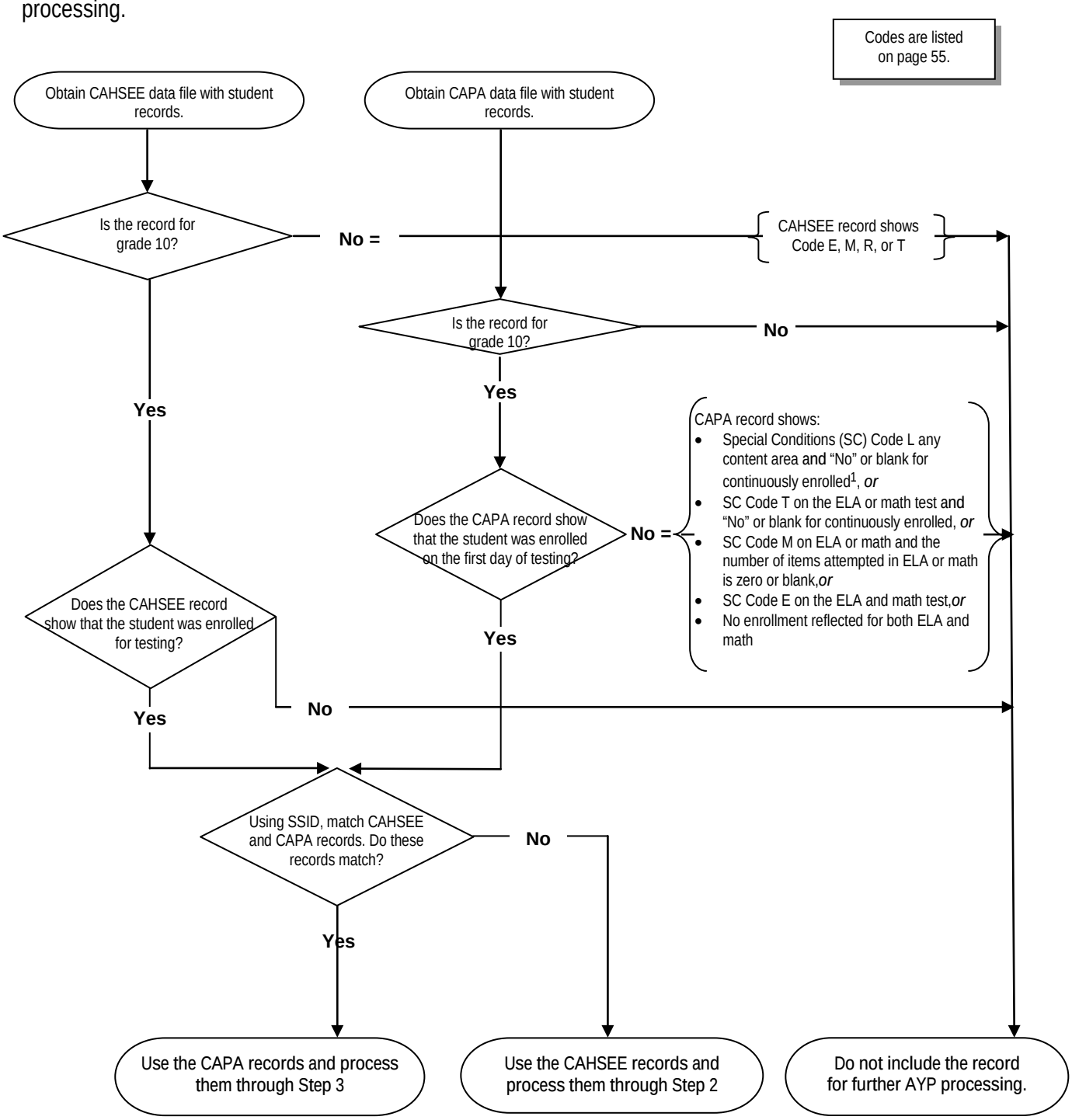
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 1

Determining Which Record to Use: CAHSEE or CAPA, Grade 10

Matching CAHSEE and CAPA Records

Match test records to determine if the CAHSEE record or the CAPA record should be used for AYP processing.



1"Continuously enrolled" means the student was enrolled from the Fall Census Day through the first day of CAHSEE and/or CAPA testing without a break in enrollment of more than 30 consecutive calendar days.

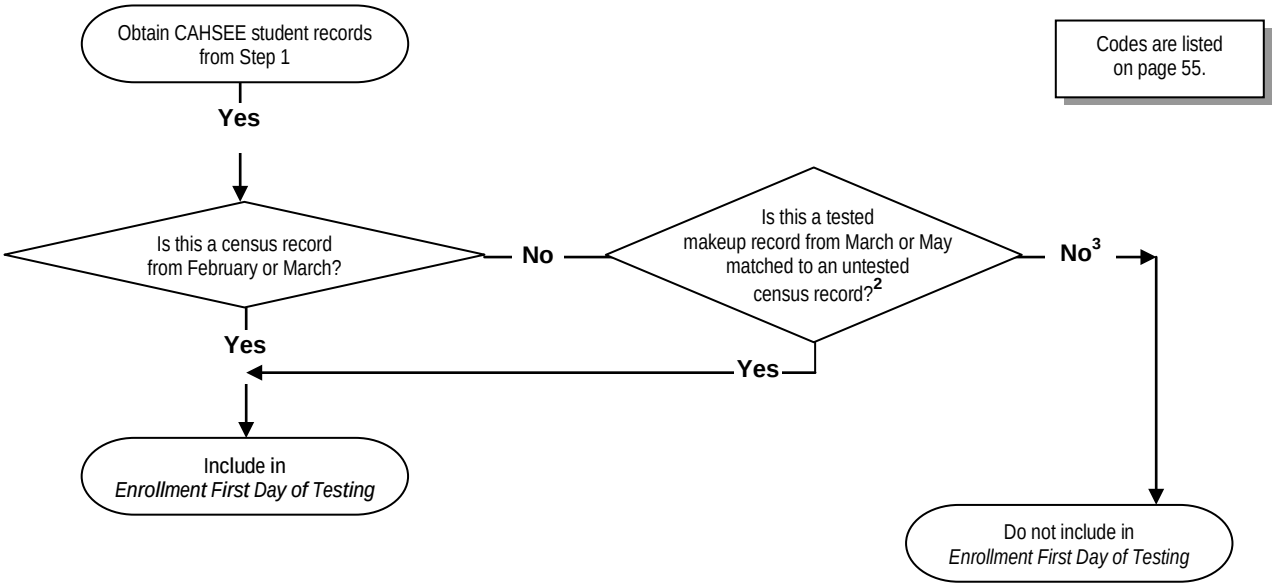
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 2

CAHSEE, Grade 10

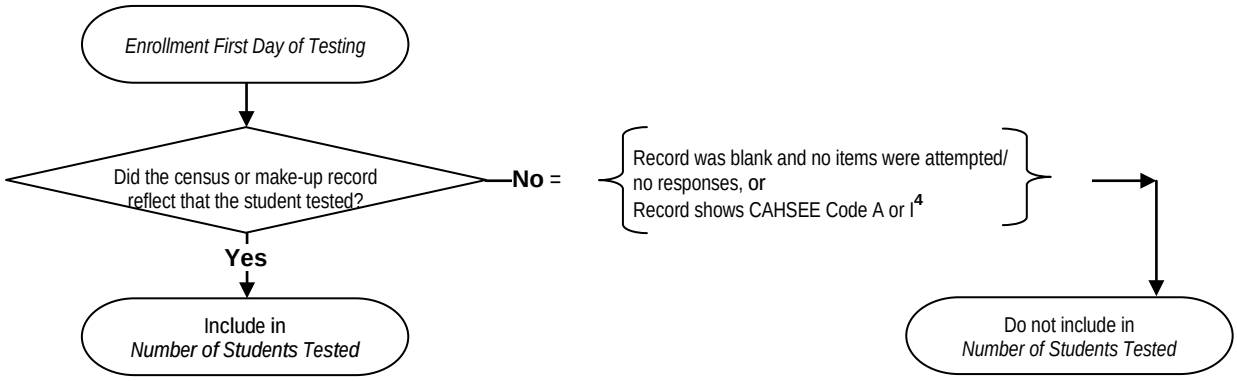
Enrollment First Day of Testing

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



Number of Students Tested

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



2 The tested makeup record takes the place of the untested census record when they are matched by SSID. A tested makeup record does not show CAHSEE Code A, E, M, R, or T. An untested census record shows CAHSEE Code A or E. If a record has no census or makeup flag, it is treated as census. If a school has no February or March records marked as census, then all records are treated as census.

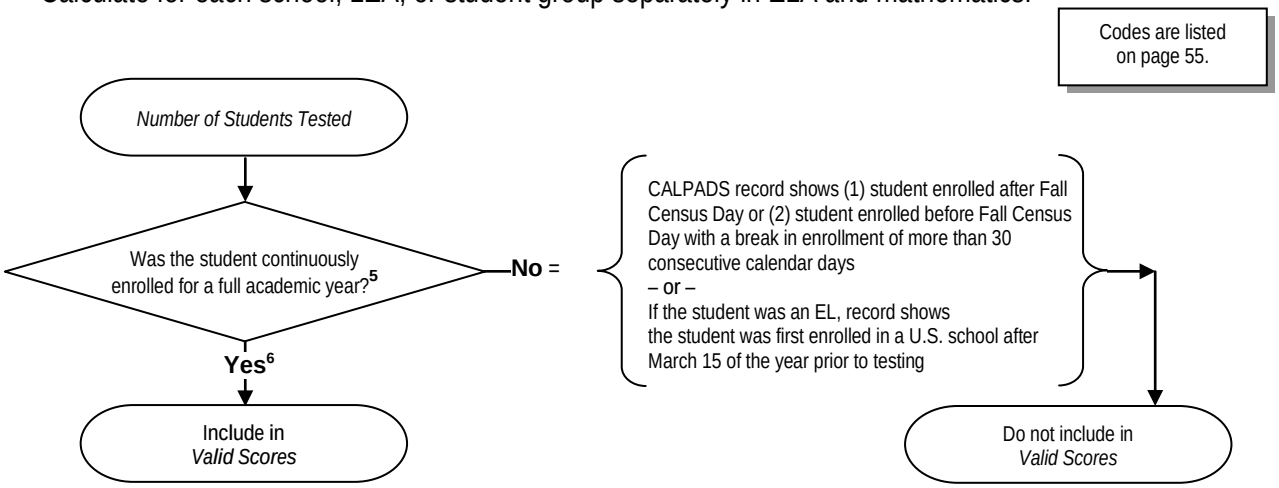
3 This record is either a census record tested in May or a makeup not matched to a census record, and is not included in enrollment.

4 If the CAHSEE student record shows a Modification Code I and the only modification is the "Calculator Used" for math, then the student record is included in the *Number of Students Tested*.

Inclusion/Exclusion and Adjustment Rules Flowchart
Step 2 (continued)
CAHSEE, Grade 10

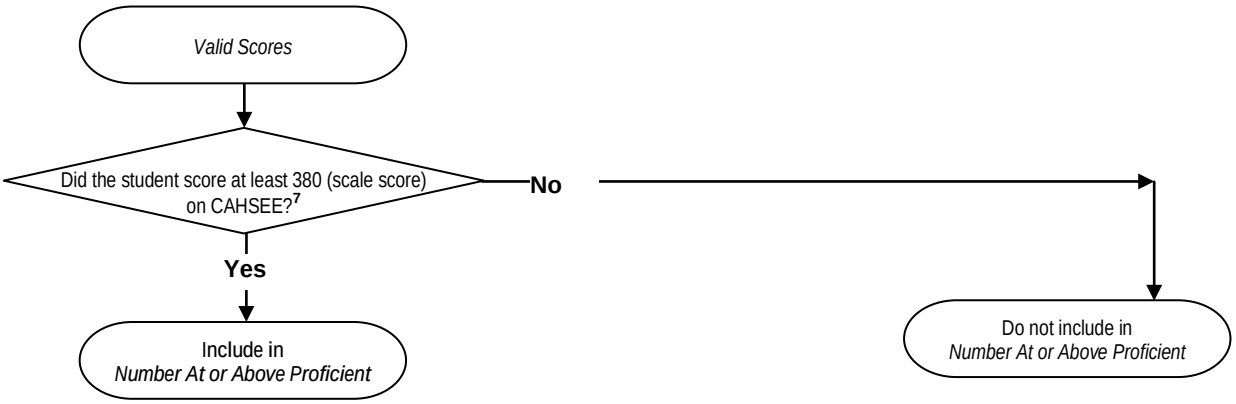
Valid Scores

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.



5 If the student answer document is not matched to an SSID in CALPADS, the student will be considered continuously enrolled.

6 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.

7 SWDs who used a calculator on the mathematics portion of the CAHSEE will be counted as tested for AYP. The student's score will be counted as proficient if the scale score was 387or above for the February administration, or 383 or above for the March administration, or 386 or above for the May administration.

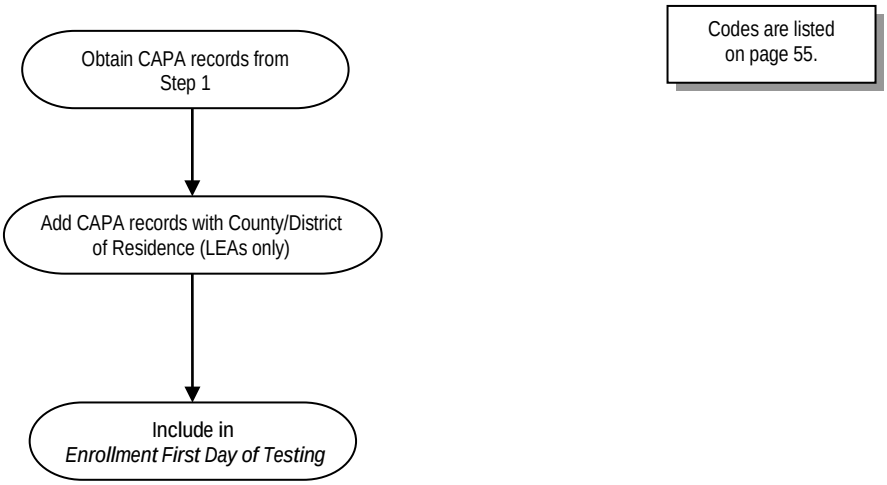
Inclusion/Exclusion and Adjustment Rules Flowchart

Step 3

CAPA, Grade 10

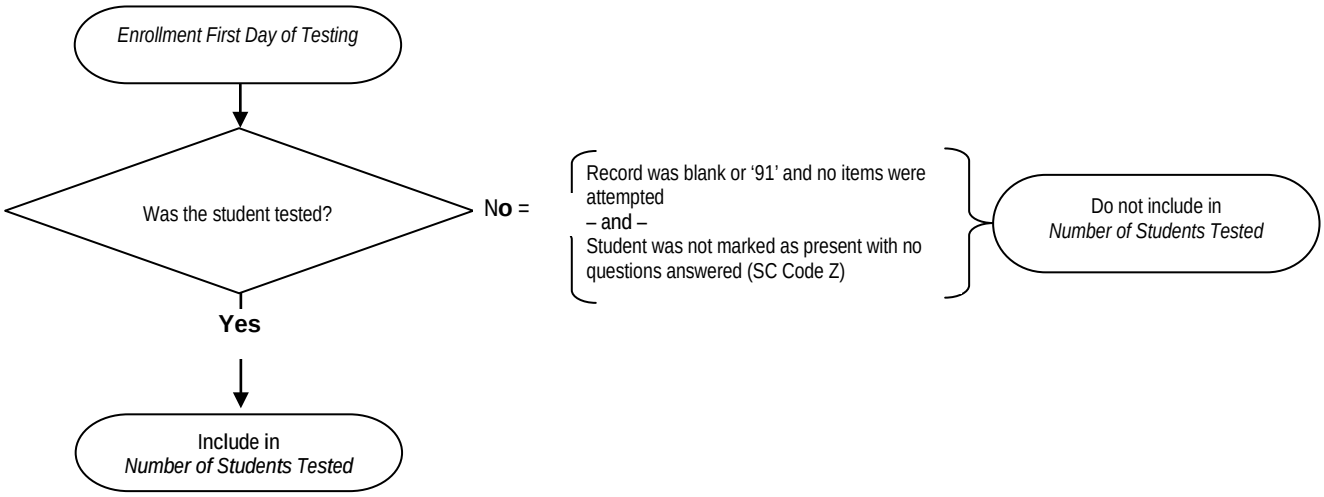
Enrollment First Day of Testing

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



Number of Students Tested

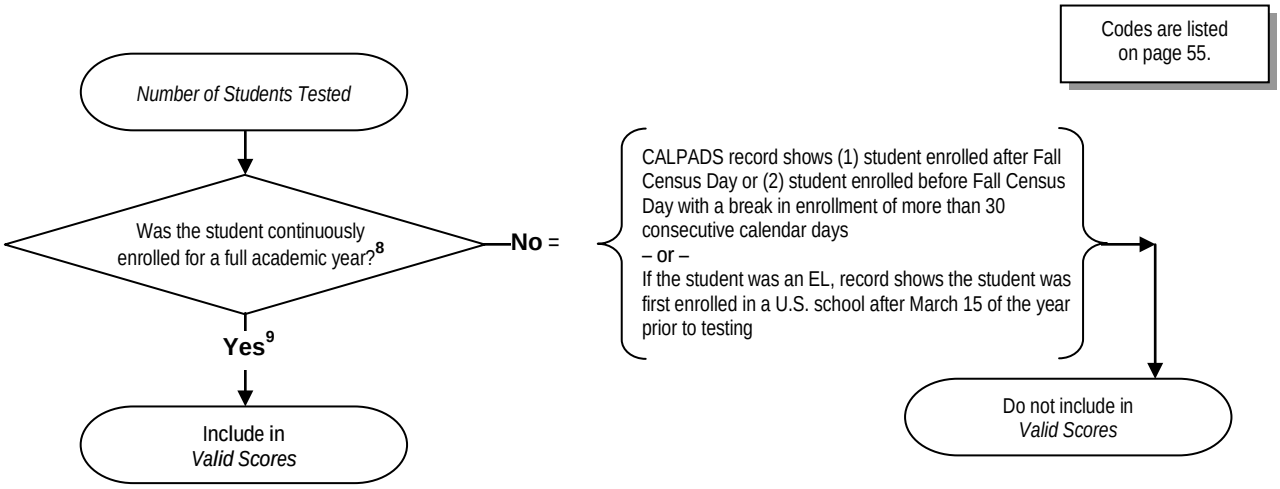
Calculate for each school, LEA, or student group separately in ELA and mathematics.



Inclusion/Exclusion and Adjustment Rules Flowchart
Step 3 (continued)
CAPA, Grade 10

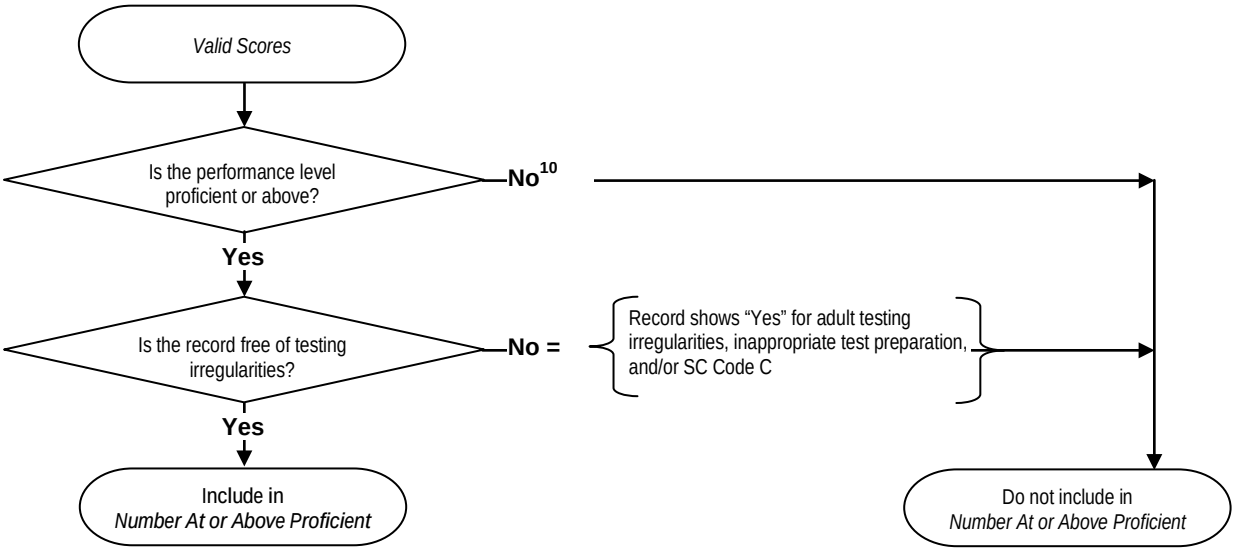
Valid Scores

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.



8 If the SSID on the student answer document is missing or the SSID on the student answer document does not match to an SSID in CALPADS, the student will be considered continuously enrolled.

9 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.

10 Results of records counted as tested but without a valid performance level are counted as not proficient for the content area.

Testing Codes Considered in AYP Calculations

■ CAHSEE Testing Codes Considered in AYP Calculations

The following table shows the CAHSEE testing codes **(Grade Ten Census Only)** that are considered in AYP calculations.

Codes	Enrolled First Day of Testing**	Tested**	Valid Scores**	Percent Proficient**
(A) Absent	Yes	No	No	No
(C) Score invalidated (cheating)	Yes	Yes	Yes	No
(E) Not tested due to significant medical emergency	No	No	No	No
(H) Pending (on hold or cancelled)	Yes	Yes	Yes	No
(I) Modified (modification used)	Yes	No*	No*	No*
(M) Moved day of testing	No	No	No	No
(N) Not passed	Yes	Yes	Yes	No
(P) Passed	Yes	Yes	Yes	Yes, with scale score of at least 380*
(R) Previously satisfied requirement	No	No	No	No
(X) Not attempted	Yes	No, unless items attempted	No	No
(T) Tested before	No	No	No	No
(Z) Not attempted (0 responses)	Yes	Yes	Yes	No

* Exception: An SWD with a CAHSEE Code I (modification used) who used a calculator on CAHSEE mathematics will be counted as tested and in the number of valid scores. The student's score will be counted as proficient if the scale score was 387 or above for the February administration, or 383 or above for the March administration, or 386 or above for the May administration. (Passing scores vary by test administration dates.)

** Included in AYP calculations

■ CAPA Special Conditions Codes

The following CAPA testing codes are considered for AYP calculations:

(C) Student observed cheating

(E) Not tested due to significant medical emergency

(L) Enrolled after first day and was tested

(M) Took some tests but moved before these tests were administered

(T) Enrolled during testing and tested at previous school

(Z) Tested but marked no answers

CAHSEE Matching Rules

CAHSEE census and makeup records have the following matching rules:

Rule 1: Same District; Two Different Schools; Same SSID

A tested make-up record from School B is matched with an untested census record at School A in the same district. The untested census record is dropped from School A and the make-up record is counted as March census at School B. No district adjustment is needed.

Rule 2: Two Different Districts; Same SSID

A make-up record from District E is matched with an untested census record at a District F. The untested census record is dropped from District F (and from the District F school) and the make-up record is counted as March census at District E (and at the District E school). Both district and school level adjustments are made.

Rule 3: Same CDS Code; Same SSID (Duplicate Records)

A tested census record is matched with a second tested census record or with a tested make-up record from the same school or district in the same content area. The first tested record is counted and the duplicate record is dropped.

Program Improvement

Elementary and Middle Schools, and Elementary and Unified School Districts

As noted in the "Key Changes" section of this guide, the ED granted a one-year waiver that allows flexibility in making AYP determinations for schools and LEAs participating in the Smarter Balanced Field Test. As a result, Title I-funded elementary and middle schools, and elementary and unified school districts (or any school or LEA that was **not identified** asa high school or a high school LEA) that were in PI for 2013–14 will remain in PI and carry over the PI placement for 2014–15. These schools and LEAs must continue to implement the PI requirements associated with their current PI status. (For example, PI Year 1 must continue to offer school choice.) Additional information on PI requirements for schools and LEAs can be found on the CDE PI Web page at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp.

Title I-funded elementary and middle schools, and elementary and unified school districts can access their 2014–15 PI Reports through the option identified in the section*How to Access AYP, PI, and Cohort Graduation Rate Reports* on page 12.

High Schools and High School LEAs that Enrolled Students in Grades 9, 10, 11 and/or 12

Based on the ED one-year waiver, the CDE will continue to make PI determinations for any Title I-funded high schools and Title I-funded high school LEAs based on the 2014 AYP Reports. Please see the CDE PI Web page noted above to access PI requirements for high schools and high school LEAs. For details on the criteria used to determine how schools and LEAs were identified as a "high school" or a "high school LEA,"please see page 23.

School Accountability

Identification of Schools for PI

High schools that receive Title I funds will be identified for PI if they do not meet AYP criteria for two consecutive years in the same subject area or for two consecutive years on the graduation rate 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 subsequent year, the school is considered to have failed to make AYP in ELA for two consecutive years.)

The PI requirements of ESEA do not apply to schools that do not receive Title I funds. A school must receive Title I funds for two consecutive years before it is considered for PI identification. PI determinations are based on the prior two years of Title I funding. For

example, 2014–15 PI determinations are based on receipt of Title I funds during the 2013–14 and 2012–13 school years. Schools in PI that are no longer receiving Title I funds in the current year (i.e., 2014–15) are not required to implement PI activities.

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 high schools as either PI or not PI based on their 2014 AYP results and the 2014–15 PI identification criteria shown in the table below. Examples of PI identification are also provided on the following page for clarification. The 2014–15 PI status of schools (and LEAs) based on 2013 and 2014 AYP results may be confirmed by consulting the 2014–15 PI Report. The following table shows the PI identification criteria for Title I high schools.

PI Identification Criteria for Title I High Schools

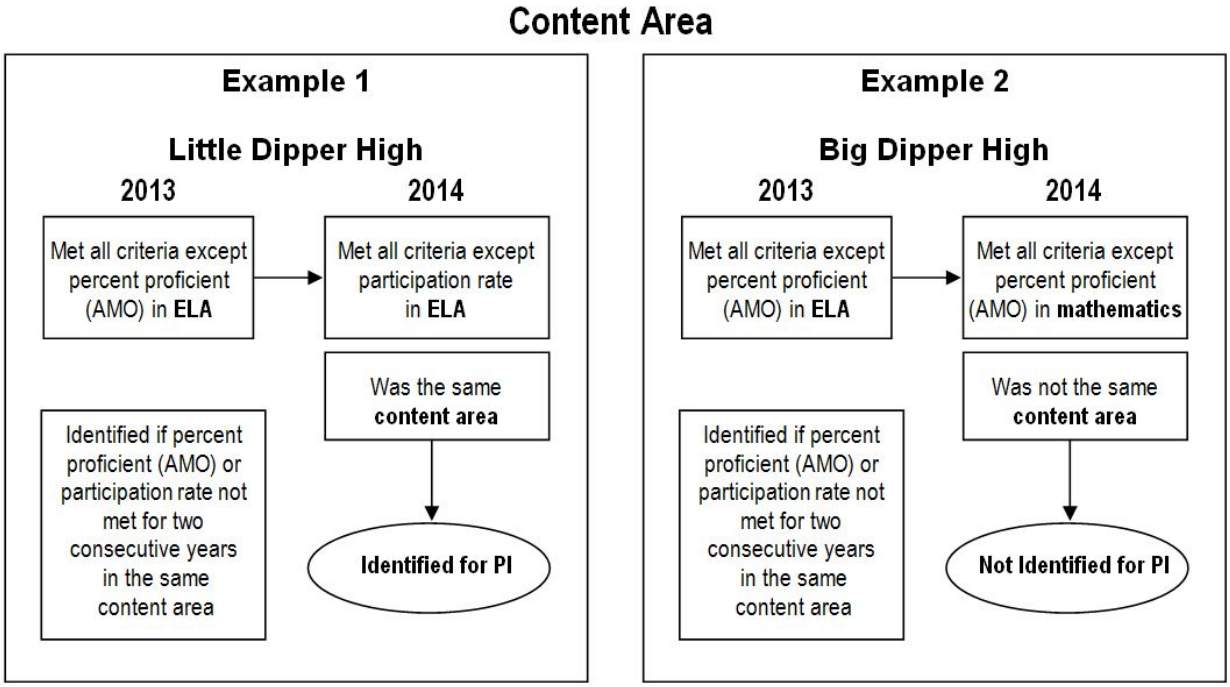
A Title I high school will be identified for PI when, for each of two consecutive years, the school:

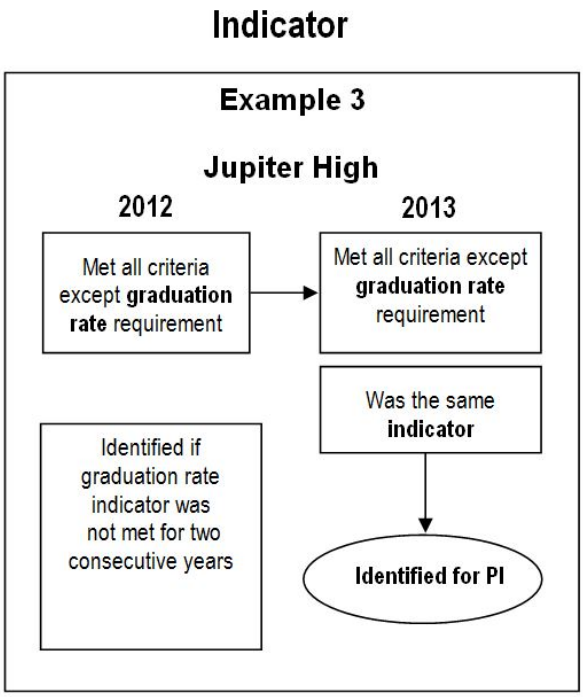
- Does not make AYP in the same content area (ELA or mathematics)

– or –

- Does not make AYP on the graduation rate indicator

Examples of PI Identification of Title I High Schools





High Schools Already in PI

Three options for Title I-funded **high schools** that have been identified for PI are as follows:

- ### Advancing in PI

  A high school that begins the school year in PI and does not meet all AYP criteria (i.e., participation rate, AMOs, and graduation rate) for that school year will advance to the next year of PI. For example, a high school that implemented Year 1 of PI during the 2013–14 school year and did not meet all 2014 AYP criteria will advance to Year 2 of PI during 2014–15. This high school must continue the interventions that began during Year 1 and begin those interventions required in Year 2. PI requirements for high 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 high school that begins the school year in PI and meets all AYP criteria (i.e., participation rate, AMOs, and graduation rate) for that school year will maintain the same PI status for the next school year. For example, a high school that implemented Year 1 of PI during the 2013–14 school year and met all 2014 AYP criteria will maintain Year 1 of PI during 2014–15. This high school must continue the same interventions begun during Year 1.

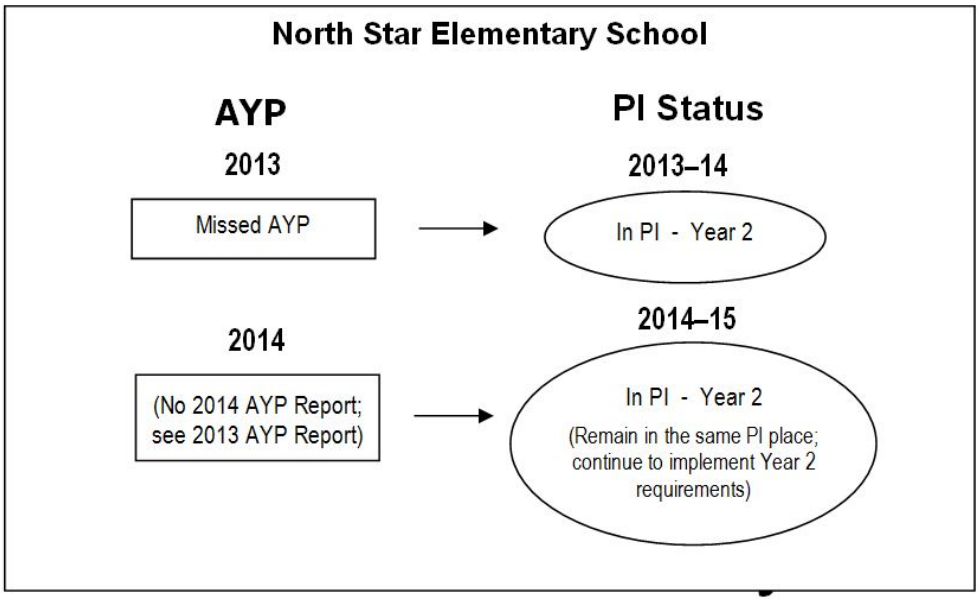
Exiting PI

A high school will exit PI if it makes AYP for two consecutive years. A high 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, a high school that was in PI during the 2012–13 school year and met all 2013 and 2014 criteria will exit PI at the end of the 2013–14 academic year and is not subject to Title I corrective action or other ESEA sanctions during the 2014–15 academic year.

Elementary and Middle Schools in PI During 2013–14

As noted earlier, Title I-funded elementary and middle schools that were in PI during 2013–14 will remain in PI and will carry over the PI placement for 2014–15.

Example



LEA Accountability

Identification of LEAs for PI

For the 2014–15 PI Reports, the CDE will identify for PI any Title I-funded high school LEA that has not made AYP for two consecutive years in the same subject area or for two consecutive years on the graduation rate indicator. The requirements of the ESEA to identify LEAs for PI do not apply to LEAs that do not receive Title I funds. An LEA must receive Title I funds for two consecutive years before it is considered for PI identification. PI determinations are based on the prior two years of Title I funding. For example, 2014–15 PI determinations are based on receipt of Title I funds during the 2013–14 and 2012–13 school years. LEAs in PI that are no longer receiving Title I funds in the current year (i.e., 2014–15) 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 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 57 through 60. PI information for high school LEAs is included in the 2014–15 PI Reports.

PI Identification Criteria for Title I High School LEAs

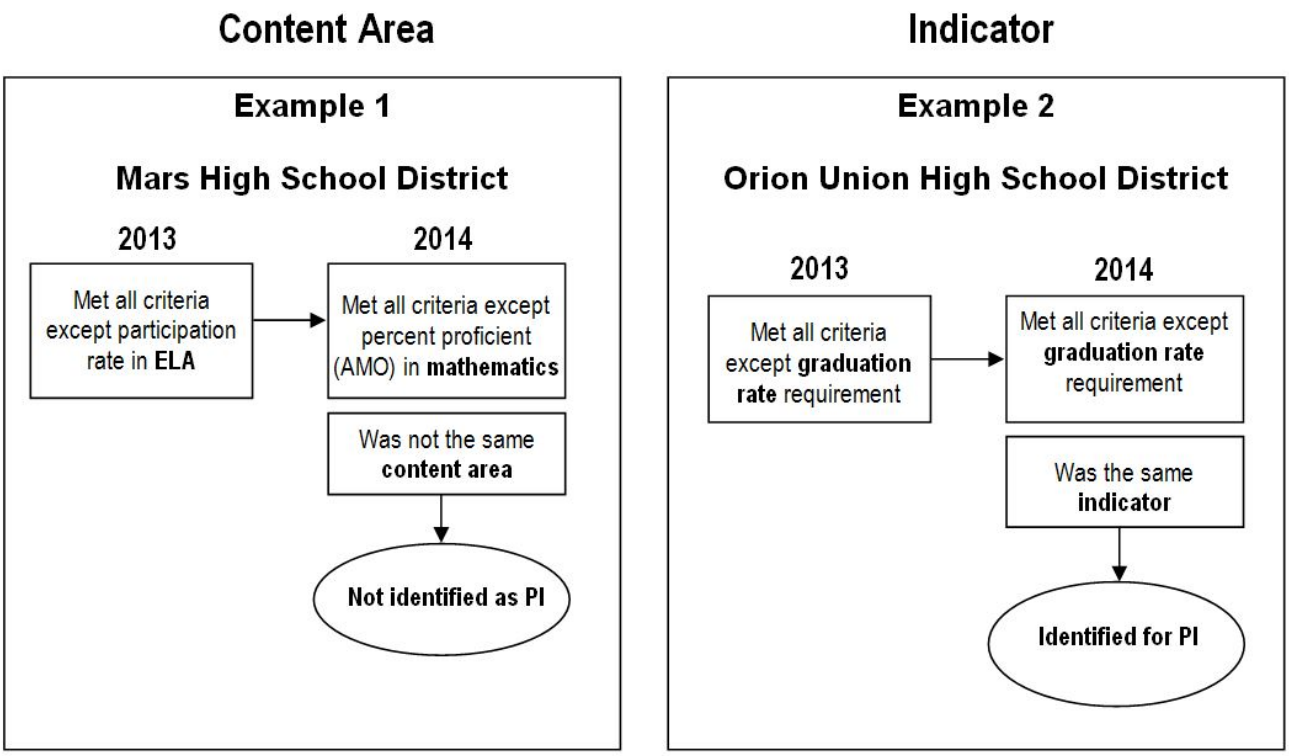
A high school LEA receiving Title I funds will be identified for PI status when, for each of two consecutive years, the LEA:

- Does not make AYP in the same content area (ELA or mathematics)

  – or –
- Does not make AYP on the graduation rate indicator

Examples of PI Identification of Title I High School LEAs

Achievement data of high school LEAs that receive Title I funds are aggregated to the LEA level to determine which LEAs missed AYP in the same content area or on the graduation rate indicator for two consecutive years. Only LEAs that missed criteria for the same content area or graduation rate over two consecutive years would be identified for PI. (See examples 1 and 2 below.)



High School LEAs Already in PI

Similar to Title I-funded high schools identified for PI, Title I-funded high school LEAs already identified for PI have three options: advancing in PI, maintaining PI status, and exiting PI.

- ### Advancing in PI

  A high school LEA that begins the school year in PI and does not meet all AYP criteria (i.e., participation rate, AMOs, and graduation rate) for that school year will advance to the next year of PI status. For example, a high school LEA that implemented Year 1 of PI during the 2013–14 school year and did not meet all 2014 AYP criteria will advance to Year 2 of PI during 2014–15. 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

  A high school LEA that begins the school year in PI and meets all AYP criteria (i.e., participation rate, AMOs, and graduation rate) for that school year will maintain the same PI status for the next school year. For example, a high school LEA that implemented Year 1 of PI during the 2013–14 school year and met all

2014 AYP criteria will maintain Year 1 status during 2014–15. This LEA must continue to implement the plan developed in Year 1.

- **Exiting PI**

  A high school LEA will exit PI if it makes AYP for two consecutive years. An LEA that has exited PI will not be subject to Title I corrective actions or other ESEA sanctions. For example, a high school LEA that was in PI during the 2013–14 school year and met all 2013 and 2014 criteria will exit PI at the end of the 2013–14 academic year and is not subject to Title I corrective action or other ESEA sanctions during the 2014–15 academic year.

School and LEA Accountability

Breaks in Title I Funding

Normally, schools and LEAs receive Title I 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 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 an LEA is in PI, during the initial year of a break in Title I 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 an LEA regains Title I funding after a break, it will retain the same PI placement that was last reported. For example, a high school that was last reported with a PI placement of Year 1 prior to a break in Title I funding would retain the same Year 1 PI placement upon regaining Title I funding. A school with a PI placement of Year 2 would retain Year 2 PI placement upon regaining Title I funding; and so on. This rule is applicable for up to three years only, unless the school or LEA makes AYP for two consecutive years. If a school or LEA makes AYP for two consecutive years, 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 funding, regardless of the PI status and placement prior to the break in funding. Thus, a school or an LEA could not be identified for PI again until it missed AYP for two consecutive years.

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.

CDE Contacts and Related Internet Pages

Topic	Contact Office	Web Page
	Analysis, Measurement, and Accountability Reporting Division 916-319-0869	
• API and AYP Calculations, and AYP Appeals	Academic Accountability Unit 916-319-0863 aau@cde.ca.gov	http://www.cde.ca.gov/ta/ac/ap/ http://www.cde.ca.gov/ta/ac/ay/
• Access to DataQuest	Data Reporting Office 916-327-0193	http://dq.cde.ca.gov/dataquest/
• PI Data and ASAM	Data Visualization and Reporting Office 916-322-3245 piaccountability@cde.ca.gov asam@cde.ca.gov	http://www.cde.ca.gov/ta/ac/ay/tidatafiles.asp http://www.cde.ca.gov/ta/ac/am/
• 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, CST Science, CMA Science, and CAPA	California Assessment of Student Performance and Progress Office 916-445-8765 caaspp@cde.ca.gov	http://www.cde.ca.gov/ta/tg/ca/
• CAHSEE	High School and Physical Fitness Assessment Office 916-445-9449 cahsee@cde.ca.gov	http://www.cde.ca.gov/ta/tg/hs/
• Awards Programs	Awards Unit 916-319-0842 awards@cde.ca.gov	http://www.cde.ca.gov/ta/sr/

Topic	Contact Office	Web Page
	Improvement and Accountability Division	
• 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/
	Educational Data Management Division 916-324-1214	
• Information on CALPADS	CALPADS/CBEDS/CDS Operations Office 916-324-6738 calpads@cde.ca.gov	http://www.cde.ca.gov/ds/sp/cl/index.asp
	Coordinated Student Support	
• Educational Options	Educational Options, Student Support, and American Indian Education Office 916-323-2183	http://www.cde.ca.gov/sp/eo/
	Special Education Division	
• 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	
• Charter Schools	916-322-6029 charters@cde.ca.gov	http://www.cde.ca.gov/sp/cs/

Acronyms

AAU	Academic Accountability Unit
AMAO	Annual Measurable Achievement Objective
AMARD	Analysis, Measurement, and Accountability Reporting Division
AMO	Annual Measurable Objective
API	Academic Performance Index
APR	Accountability Progress Reporting
ASAM	Alternative Schools Accountability Model
AYP	Adequate Yearly Progress
CAHSEE	California High School Exit Examination
CALPADS	California Longitudinal Pupil Achievement Data System
CAPA	California Alternate Performance Assessment
CAASPP	California Assessment of Student Performance and Progress
CDE	California Department of Education
CD Code	County-District Code
CDS Code	County-District-School Code
CELDT	California English Language Development Test
CMA	California Modified Assessment
COE	County Office of Education
CST	California Standards Test
DVRO	Data Visualization and Reporting Office
EC	*Education Code*
ED	U.S. Department of Education
EL	English Learner
ELA	English-language arts
ESEA	Elementary and Secondary Education Act
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Educational Agency

Acronyms (Continued)

NSLP	National School Lunch Program
NSS	Numerically Significant Student Group
ODS	Operational Data Store
PI	Program Improvement
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
SSPI	State Superintendent of Public Instruction
SWD	Students with Disabilities