



## **2005–06 Accountability Progress Reporting System**

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# **2006 Adequate Yearly Progress Report**

## **Information Guide**

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**Prepared by the  
California Department of Education**

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# Preface

The 2006 Adequate Yearly Progress (AYP) Report will be released to the public on the California Department of Education (CDE) Web site on August 31, 2006, at <http://www.cde.ca.gov/apr/>.

This *Information Guide* provides technical information for accountability coordinators at local educational agencies (LEAs) to use in coordinating their accountability programs to meet federal requirements of Title I of the No Child Left Behind (NCLB) Act of 2001. The guide explains the background and calculation of the 2006 AYP reports.

The AYP results are part of the 2005–06 Accountability Progress Reporting (APR) system. The CDE now reports both state and federal accountability results under the general heading of APR. The 2005–06 APR includes the 2005 Academic Performance Index (API) Base Report (released in March 2006), the 2006 API Growth Report (released in August 2006), the 2006 AYP Report (released in August 2006), and the 2006–07 Program Improvement (PI) Report (released in August 2006).

For AYP reporting, LEAs include school districts and county offices of education. (Direct-funded charter schools also are considered LEAs under federal definitions but must meet federal requirements and timelines that apply to schools.)

This guide is not intended to serve as a substitute for state and federal laws or regulations or to detail all of an accountability coordinator's responsibilities in administering accountability requirements in an LEA or school. The guide should be used in conjunction with academic accountability information provided on the CDE Web site at <http://www.cde.ca.gov/aypl/>.

The guide is divided into two parts:

- The first part encompasses **New Information** that summarizes key points of this document and of the 2006 AYP reports. The New Information section is aimed at readers who are generally familiar with AYP calculation and reports and need to know only the latest news about AYP.
- The second part covers **Background Information** that is aimed at readers who are unfamiliar with the basic method of AYP calculation and reporting. The Background Information section is for readers who need more specific information about the calculation and requirements of the AYP and types of AYP information produced.

The **Appendixes** are provided at the end of the guide to describe technical details and references related to the 2006 AYP Report. The appendixes include a listing of CDE contacts and Internet sites as well as a glossary of terms and acronyms.

This publication is available on the CDE Web site and can be accessed at <http://www.cde.ca.gov/aypl/>. Material in this publication is not copyrighted and may be reproduced.

## **New Information**

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**Topical Index for This Guide**  
**Highlights of the 2006 AYP Reports**  
**Updates to the 2006 AYP Reports**  
**Talking Points for Local Educational Agencies**  
**Accountability Reports Timeline**

## Topical Index for This Guide

Topic	Description	For More Information
<b><i>New Information</i></b>		
2006 AYP Reports Release	<ul style="list-style-type: none"> <li>■ 2006 Adequate Yearly Progress (AYP) reports will be posted on the California Department of Education (CDE) Web site on August 31, 2006, at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a>.</li> <li>■ Reports include:               <ul style="list-style-type: none"> <li>• All elements and determinations of AYP for schools and local educational agencies (LEAs)</li> <li>• PI status information</li> </ul> </li> <li>■ Reports <b>do not</b> include:               <ul style="list-style-type: none"> <li>• Changes to demographic data made by LEAs through the test publisher</li> </ul> </li> <li>■ Final 2006 AYP reports to be released in February 2007 will include data changes.</li> </ul>	<p>“Highlights of the 2006 AYP Reports” (pages 9 to 15)</p> <p>“Updates to the 2006 AYP Reports” (pages 16 to 17)</p> <p>“Sample Internet Reports” (pages 75 to 90)</p>
AYP Reports as Part of APR	<p>This guide provides information for the 2006 AYP Report, which is part of the 2005–06 Accountability Progress Reporting (APR) system. The CDE now reports both state Academic Performance Index (API) and federal AYP and Program Improvement (PI) results under the general heading of APR. The 2005–06 APR includes the following reports:</p> <ul style="list-style-type: none"> <li>■ 2005 API Base Report (released March 2006)</li> <li>■ 2006 API Growth Report (released August 2006)</li> <li>■ 2006 AYP Report (released August 2006)</li> <li>■ 2006–07 PI Report (released August 2006)</li> </ul>	<p>“AYP Reports as Part of the Accountability Progress Reporting System” (page 9)</p>
No Change in 2006 AYP Targets	<ul style="list-style-type: none"> <li>■ The targets for 2006 AYP are the same as those used for 2005 AYP.</li> <li>■ The 2006 AYP calculations use the same basic methodology as used in the 2005 AYP calculations with the exception of minor revisions resulting from 2006 changes to California’s Accountability Workbook (see next section).</li> </ul>	<p>“Accountability Workbook Revisions and 2006 AYP Calculations” (page 11)</p>

Topic	Description	For More Information
<p>2006 Changes to California's Accountability Workbook</p>	<p>The United States Department of Education (ED) gave approval to a set of amendments which result in changes to the AYP calculations for the 2006 AYP reports:</p> <ul style="list-style-type: none"> <li>■ The criteria for identifying a school for PI no longer distinguishes between a Targeted Assistance School (TAS) or a Schoolwide Program (SWP) school.</li> <li>■ The ED extended the 2005 transitional flexibility regarding students with disabilities and modified achievement standards to also apply in the 2006 AYP. Specifically, 20 percentage points are added to the school's or LEA's percent proficient or above for the students with disabilities subgroup if a school or LEA does not make AYP in 2006 solely because its students with disabilities subgroup did not make its Annual Measurable Objectives (AMOs) in either English-language arts or mathematics.</li> <li>■ A proxy graduation rate is calculated using the school's California Basic Educational Data System (CBEDS) dropout and enrollment data for traditional comprehensive high schools that do not have data for standard graduation rate calculation.</li> </ul>	<p>"Accountability Workbook Revisions and 2006 AYP Calculation" (pages 11 to 13)</p> <p>"PI Identification Simplified for Schools" (pages 11 to 12)</p> <p>"School Accountability" (pages 61 to 64)</p> <p>"Extension of the Transitional Flexibility for Students With Disabilities (SWD) for 2006 AYP" (pages 12 to 13)</p> <p>"Alternative Methods" (pages 52 to 53)</p> <p>"Proxy Rate for High Schools Without a Graduation Rate" (page 13)</p> <p>"Graduation Rate Using Alternative Methods" (page 44)</p>
<p>State and Federal Accountability Have Different Criteria</p>	<p>The accountability criteria are different for state API requirements and federal AYP requirements.</p>	<p>"Differences in State and Federal Accountability Criteria" (pages 13 to 14)</p>

Topic	Description	For More Information
PI Status and Identification	<ul style="list-style-type: none"> <li>■ Information on the PI status of a school or LEA is included in the August 31, 2006, release of the AYP reports.</li> <li>■ LEAs have the primary responsibility to identify PI schools, to notify parents or guardians of students enrolled in the school of the school's PI status and to implement required activities. The parent/guardian notification, including the option to transfer to a non-PI school with paid transportation, must occur no later than September 1.</li> <li>■ The state has the primary responsibility to identify PI LEAs.</li> <li>■ Some schools or LEAs may be identified for PI after the August 31, 2006, release (when the October 2006 or February 2007 updates of the 2006 AYP and 2006–07 PI reports will occur). In these cases, the school or LEA must immediately implement the required PI activities. In addition, if the school or LEA does not make AYP in 2007, it will advance to the next year of PI in the 2007–08 school year.</li> </ul>	<p>“Federal PI Information” (page 14)</p> <p>“Federal Accountability: Program Improvement” (pages 60 to 74)</p>
2006 AYP Appeals	<ul style="list-style-type: none"> <li>■ Except for calculation errors, the criteria for appeals of 2006 AYP determinations are substantively the same as those used for appeals in 2005 AYP. <b>Deadline for appeals is September 15, 2006.</b></li> <li>■ <b>The accuracy of demographic and other background data submitted as part of the assessment process is the final responsibility of the school or LEA.</b></li> </ul>	<p>“2006 AYP Appeals” (page 15)</p> <p>“AYP Appeals Process” (pages 48 to 49)</p>
Updates to the 2006 AYP Reports	<p>The 2006 AYP, PI, and API Growth reports will be updated in October 2006 and in February 2007 to accommodate demographic data changes and corrections.</p>	<p>“Updates to the 2006 AYP Reports” (pages 16 to 17)</p>
Change in Modifications Rule	<p>In previous years, the results of students tested with modifications were counted in the AYP participation rate as “tested” and in the percent proficient as “not proficient.” <b>Beginning with the 2006 AYP reports, these student records are counted in the AYP participation rate as “not tested” and are not counted in the percent proficient calculation.</b></p>	<p>“Change in Modifications Rule” (page 15)</p> <p>“Inclusion/Exclusion Rules” (pages 92 to 95)</p>
Out-of-Level Testing	<p>Beginning in spring 2006, the Standardized Testing and Reporting (STAR) Program does not allow out-of-level testing.</p>	<p>“No Out-of-Level Testing Beginning in 2006” (page 15)</p>

Topic	Description	For More Information
<b>Background Information</b>		
AYP Origins	<ul style="list-style-type: none"> <li>■ AYP is a series of annual academic performance targets set by the state for each school, LEA, and the state as a whole. The goal is for all students in the state to be proficient in English-language arts and mathematics by 2014.</li> <li>■ AYP requirements were established by Title I of the No Child Left Behind (NCLB) Act of 2001.</li> <li>■ This information guide does not contain information about NCLB Title III accountability (AMAOs). For this information, contact the Language Policy and Leadership Office of the CDE at (916) 319-0845 or <a href="http://www.cde.ca.gov/sp/el/t3/acct.asp">http://www.cde.ca.gov/sp/el/t3/acct.asp</a>.</li> <li>■ California's Accountability Workbook, adopted by the State Board of Education (SBE) and approved by ED, describes and guides the state's method for complying with the assessment and accountability requirements of NCLB. A copy of the amended workbook is available on the CDE Web site at <a href="http://www.cde.ca.gov/nclb/">http://www.cde.ca.gov/nclb/</a>.</li> </ul>	"What is AYP?" (pages 23 to 24)
AYP Criteria	<p>Schools, LEAs and the state are required to meet or exceed criteria annually in four areas in order to make AYP:</p> <ul style="list-style-type: none"> <li>■ Requirement 1: Participation Rate</li> <li>■ Requirement 2: Percent Proficient (also known as Annual Measurable Objectives)</li> <li>■ Requirement 3: API as Additional Indicator</li> <li>■ Requirement 4: Graduation Rate</li> </ul> <p>AYP targets increase nearly every year so that 100 percent proficiency is met for all students by 2014. NCLB also contains a provision for meeting AYP in certain circumstances when the percentage of students below proficient decreases by at least 10 percent, called the "safe harbor" provision.</p>	<p>"AYP Targets, 2002–2014" (pages 27 to 29)</p> <p>"2006 Adequate Yearly Progress Criteria Summary" (pages 31 to 32)</p> <p>"Safe Harbor" (pages 45 to 47)</p> <p>"AYP Criteria" (pages 25 to 47)</p>
AYP Appeals	<p>Appeals of the 2006 AYP determination will be accepted for the following:</p> <ul style="list-style-type: none"> <li>■ Substantive reason</li> <li>■ Medical emergency</li> <li>■ Pair and share</li> </ul>	"AYP Appeals Process" (pages 48 to 49)

Topic	Description	For More Information
Subgroup Definitions	The subgroup definitions for AYP and API now match.	"Numerically Significant Subgroups" (pages 50 to 51)
Alternative Methods and Codes	NCLB requires that all schools be included in AYP reporting. Not all schools contain grades or results for which AYP data are collected. Alternative methods to combine and report data are required for AYP reports. Alternative codes are noted on the AYP reports when applicable.	"Alternative Methods" (pages 52 to 54)
Charter Schools	Charter schools, particularly direct-funded charter schools, may have special reporting or calculation rules in the AYP reports. <b>Direct-funded charter schools are also considered LEAs under federal definitions but must meet federal requirements and timelines that apply to schools.</b>	"Charter Schools" (pages 55 to 58)
CAPA 1.0 Percent Cap for LEAs	Federal regulations put a cap on the percentage of students in an LEA whose scores can be counted as proficient or above based on an the California Alternate Performance Assessment (CAPA).	"CAPA 1.0 Percent Cap for LEAs" (page 59)
PI Identification and Status	Schools and LEAs have different criteria for PI identification and implementation.	"School Accountability" (pages 61 to 65) "LEA Accountability" (pages 66 to 74)
Sample Internet Reports	2006 AYP reports use the same basic format as the 2005 AYP reports.	"Sample Internet Reports" (pages 75 to 90)
<b>Appendixes</b>		
Technical Details	The Appendixes include the calculation rules and other technical information related to the 2006 AYP reports.	"Inclusion/Exclusion Rules" (pages 92 to 95)
Where to Find Help	CDE offices that are related to academic accountability can provide further assistance through Internet, e-mail, or phone access.	"CDE Contacts and Related Internet Sites" (pages 96 to 97)

Topic	Description	For More Information
Glossary of Terms and Acronyms	Key terms and acronyms used in describing the AYP and API are provided in the final section of the Appendixes.	"Glossary of Terms and Acronyms" (pages 98 to 104)

## Highlights of the 2006 AYP Reports

California's 2006 Adequate Yearly Progress (AYP) reports were posted on the California Department of Education (CDE) Web site on August 31, 2006, at <http://www.cde.ca.gov/apr/>. The reports show the results for schools, local educational agencies (LEAs), and the state in meeting federal Title I accountability requirements of the No Child Left Behind (NCLB) Act of 2001. An LEA is a school district or a county office of education.

The 2006 AYP reports are based on the results of statewide testing in spring 2006. The test results used in the AYP calculations were from the California Standards Tests (CSTs) in English-language arts (ELA) and mathematics at grades two through eight, the California High School Exit Examination (CAHSEE) in ELA and mathematics at grade ten, and the California Alternate Performance Assessment (CAPA) in ELA and mathematics at grades two through eight and ten. The CAPA is a standards-based assessment for students with significant cognitive disabilities who are unable to take the CSTs even with accommodations or modifications.

### AYP Reports as Part of the Accountability Progress Reporting System

The CDE now reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The APR includes the **state** Academic Performance Index (API) reports as well as the **federal** AYP and Program Improvement (PI) reports, as shown below. The 2006 AYP and PI reports comprise the federal part of California's 2005–06 APR.

#### 2005–06 APR System

State Accountability Requirements (Public Schools Accountability Act of 1999)	Federal Accountability Requirements (No Child Left Behind Act of 2001)
<ul style="list-style-type: none"> <li>■ 2005 API Base Report (released March 2006)</li> <li>■ 2006 API Growth Report (released August 2006)</li> </ul>	<ul style="list-style-type: none"> <li>■ 2006 AYP Report (released August 2006)</li> <li>■ 2006–07 PI Status Report (released August 2006)</li> </ul>

API reports provide information about whether or not schools meet state requirements of the Public Schools Accountability Act (PSAA) of 1999. Similarly, AYP and PI reports provide information about whether or not schools and LEAs meet federal NCLB requirements, including the Program Improvement (PI) status of a school or LEA.

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## State API Accountability

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The state 2006 API Growth reports also were posted on the CDE Web site on August 31, 2006, at <http://www.cde.ca.gov/apr/>. These reports are separate from the federal 2006 AYP reports, but were released in conjunction with the posting of the AYP reports. In March 2006, the 2005 API Base reports were released as the first part of the 2005–06 APR. In August 2006, the release of the 2006 API Growth reports completed the state part of the 2005–06 APR.

California's accountability requirements, reported in terms of API criteria, measure the academic success of a school on the basis of annual improvement. Schools have a minimum growth target for the school year, and the target varies according to the school's API at the beginning of the year (API Base). The growth in the school's API reflects the progress the school made from one year to the next (API Growth minus the API Base).

Detailed information about the 2005 API Base and 2006 API Growth reports can be found in the API information guides located on the CDE Web site at <http://www.cde.ca.gov/api/>.

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## Federal AYP Accountability

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Federal accountability requirements differ from state accountability requirements by focusing on whether or not a school or LEA meets common minimum performance levels for a school year. All schools and LEAs of the same type as well as the numerically significant subgroups in those schools and LEAs must meet the same academic achievement levels statewide.

Federal regulations require that all California schools and LEAs receive an annual AYP determination. The 2006 AYP report includes all the elements used to determine AYP for a school or LEA. The elements used to establish AYP in 2006 include:

- Participation rate of 95 percent or greater in the 2006 assessments used to establish the percentage of students at or above the proficient level for AYP
- Percentage of students performing at or above the proficient level in ELA and mathematics on the 2006 assessments as compared to the NCLB performance targets called Annual Measurable Objectives (AMOs)
- Schoolwide or LEA-wide 2006 API Growth
- Schoolwide or LEA-wide graduation rate for schools or LEAs with high school students (Class of 2004–05)

The 2006 AYP Report includes a breakdown of the participation rates and the percentage of students scoring at the proficient or above level for all numerically significant student subgroups. The report also includes 2006 API Growth and graduation rate results, if applicable. A school or LEA must meet the detailed criteria within all four elements described above to make AYP in 2006.

## Accountability Workbook Revisions and 2006 AYP Calculation

### No Changes in Targets

**The 2006 AYP calculations are based on the same basic methodology as the calculations used for the 2005 AYP reports. The targets for 2006 AYP are the same as those used for 2005 AYP.** A summary of 2006 AYP criteria is provided on pages 31 and 32. Details of AYP criteria are provided on pages 25 through 47.

Although the basic methodology for the 2006 AYP is unchanged, several minor revisions have occurred as a result of 2006 changes to California's Accountability Workbook. All changes are effective for the 2006 AYP results and are not retroactive to the 2005 AYP results.

The standard procedure for amending the Accountability Workbook is for the State Education Agency (SEA) to submit proposed amendments annually in April to the United States Department of Education (ED) for review. State law specifies that the State Board of Education (SBE) is the designated SEA for all federal programs. The SBE approved and submitted a package of Accountability Workbook amendments to the ED in 2004, in 2005, and again in 2006. Following a period of negotiation, the ED eventually approved an amended California Accountability Workbook in all instances. This section summarizes the proposed changes for 2006 which were approved by the ED in June 2006.

### Changes to the Accountability Workbook

The Accountability Workbook for 2006 AYP calculations includes the following changes:

#### ■ PI Identification Simplified for Schools

**The 2006 AYP reports now end the distinction in PI identification for Targeted Assistance Schools (TAS) and Schoolwide Program (SWP) schools.** In TAS, Title I funds benefit only Title I eligible students, while in SWP schools, the funds benefit all students.

In prior years, the Accountability Workbook provided that, in identifying a Title I TAS for PI, the CDE consider the progress of the socioeconomically disadvantaged

(SED) student subgroup only, in accordance with federal law. California had consistently followed this practice as part of its PI identification procedures, using the SED student subgroup as a proxy for Title I eligible students. However, in September 2004, a federal monitoring visit found that in applying this procedure California must go further by disaggregating assessment results by all required numerically significant subgroups within the SED (i.e., ethnic subgroups, English learners, students with disabilities [SWD]).

The requirement to disaggregate results for SED students by numerically significant subgroups virtually eliminated any benefit to TAS in terms of PI identification. In 2005, only 23 schools were advantaged by the separate identification procedure for TAS. As a result, the ED approved CDE's request to drop the distinction in PI identification between TAS and SWP schools. The new procedure greatly simplifies PI identification, and disaggregation for SED students is no longer necessary. Also, the new procedure ends perceived inconsistencies in the treatment of TAS and SWP schools.

A detailed description of school 2006–07 PI identification criteria, including examples, is provided on pages 61 to 65.

#### ■ **Extension of the Transitional Flexibility for Students With Disabilities (SWD) for 2006 AYP**

**The 2006 AYP reports continue to apply transitional option number one from the flexibility granted by the ED on May 10, 2005, for SWD.** This option provides that if an LEA or school does not make 2006 AYP **solely** due to its SWD subgroup not making AMOs, 20 percentage points are added to the LEA's or school's percent proficient or above score. This provision is extended only for 2006 and applies only to LEAs and schools that did not make AYP solely because of assessment results in ELA and mathematics for the SWD subgroup.

The ED had granted this flexibility for modified achievement standards only for the 2005 AYP. However, the ED clearly foresaw that many states would have to apply for an extension in 2006 to allow adequate time for states to develop and implement the modified achievement assessments. The extension of this flexibility for 2006 AYP assumes the publication of final regulations by the ED and the on-going development of the California Modified Assessment (CMA).

More information about the ED policy options are on the ED Web site at <http://www.ed.gov/policy/elsec/guid/raising/alt-assess-long.html>.

### ■ Proxy Rate for High Schools Without a Graduation Rate

Comprehensive high schools and LEAs with appropriate dropout and graduation data have their 2006 graduation rates calculated using standard procedures.

In discussions with California, the ED has insisted that all high schools must have a graduation rate, even those without a graduating class. As a result, high schools without graduation rates or high schools with the primary mission of returning students to the regular classroom in a comprehensive high school are evaluated using alternative methods for California's AYP reports. The alternative method used for 2005 AYP was to assign these schools the school district or the countywide graduation rate. However, a school district or countywide graduation rate may not represent the actual population of a particular school. California requested a revision to its Accountability Workbook for 2006 AYP to use a different alternative method for the graduation rate for traditional comprehensive high schools without data for the standard graduation rate calculation.

**In June 2006, the ED approved California's request to use a proxy graduation rate only for traditional comprehensive high schools that have no graduation rate.** The proxy graduation rate uses a school's California Basic Education Data System (CBEDS) dropout and enrollment data in estimating a graduation rate. This method provides additional flexibility in determining whether these schools meet the criteria for AYP.

A detailed description of the proxy graduation rate calculation, including an example, is provided on page 44.

## Differences in State and Federal Accountability Criteria

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State and federal accountability criteria differ. For example, all elementary schools must have at least 24.4 percent of their students at the proficient level or above in English-language arts (ELA) to make AYP for 2006. Although a school may have shown 100 points in API growth from 2005 to 2006 for state requirements, it must meet all minimum AYP criteria to make AYP for 2006. The school may need to meet as many as 46 criteria to make AYP.

The API is used in both state and federal accountability criteria, but the requirements for the API vary. In order to meet its API growth target under current state requirements, a school must increase its API by 5 percent of the difference between the school API Base and 800 **or** maintain its API at or above 800. In order to meet AYP criteria, however, a school or LEA must have a minimum participation rate and a percentage of its students at the proficient or above level in ELA and mathematics, attain a minimum API Growth of 590 or grow by at least one point, and meet graduation rate requirements if it enrolls high school students.

A detailed side by side comparison of API and AYP key elements and requirements are located on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/apiaypelements05.asp>.

## Federal PI Information

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PI is a formal designation for Title I-funded schools and LEAs. These schools and LEAs face consequences for not meeting AYP criteria. If a school or LEA does not make AYP for two consecutive years in specific areas, it will be identified as PI. If a Title-I funded school or LEA is designated as PI, it must provide certain types of required services and/or interventions during each year it is identified as PI.

The 2006 AYP results are provided prior to the 2006–07 school year in accordance with NCLB requirements so that schools and LEAs identified as PI can implement required services as early as possible. **LEAs have the primary responsibility to identify PI schools, to notify parents or guardians of students enrolled in the school of the school's PI status, and to implement required services. The parent/guardian notification, including the option to transfer to a non-PI school with paid transportation, must occur no later than September 1.**

**Information on the PI status of a school or LEA is included in the August 31, 2006, release of the 2006 AYP reports.** The PI reports include information on whether or not a school or LEA is in PI, the year of PI implementation, and the prior PI status. LEAs should identify schools based on the August 31, 2006, AYP and PI status reports and the information provided in this guide. Specific 2006–07 PI identification criteria for schools and LEAs are listed in the “School Accountability” section on pages 61 to 65 and in the “LEA Accountability” section on pages 66 to 74.

Changes to PI status may occur during the school year as a result of data review and correction processes. **Some schools or LEAs may be identified for PI after the August 31, 2006, release (when the October 2006 or February 2007 updates of the 2006 AYP and 2006–07 PI reports will occur). In these cases, the school or LEA must immediately implement the required PI activities. In addition, if the school or LEA does not make AYP in 2007, it will advance to the next year of PI in the 2007–08 school year.**

## 2006 AYP Appeals

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All schools and LEAs have the opportunity to appeal their 2006 AYP results. Specific information on the grounds for appeal as well as appeal procedures were sent to schools and LEAs in August 2006. **The deadline for appeals is September 15, 2006.** Appeals of the 2006 AYP determination will be accepted due to: (1) a substantive reason, such as a natural disaster, (2) a significant medical emergency, or (3) use of pair and share data from another school or LEA. In the case of pair and share, the

school or LEA will need to submit results or other data that are a more valid measure of performance than the data shown on the 2006 AYP Report.

The accuracy of demographic and other background data submitted as part of the assessment process is the final responsibility of the school or LEA. The CDE does not accept 2006 AYP appeals from schools and LEAs on the grounds that erroneous data were submitted to the test publisher or to the California Basic Educational Data System (CBEDS). Appeals made on those grounds will not be processed. The CDE expects these data issues to be resolved through the data review and correction process beginning in September 2006. LEAs should correct erroneous data submitted on student answer documents through the test publisher. Schools and LEAs with data corrections will remain in the same AYP status as reported on August 31, 2006, until all data correction procedures are complete. This likely will occur in February 2007.

For further information about AYP appeals, refer to the “AYP Appeals Process” section on pages 48 and 49.

## **Change in Modifications Rule**

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In previous years, the results of students tested with modifications were counted in the AYP participation rate as “tested” and in the percent proficient as “not proficient.” This rule changes beginning with the 2006 AYP calculations. **In the 2006 AYP reports, a student record showing the student was tested with modifications is counted in the AYP participation rate as “not tested” and is not counted in the percent proficient calculation.**

## **No Out-of-Level Testing Beginning in 2006**

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Beginning with the spring 2006 test administration, the Standardized Testing and Reporting (STAR) Program does not allow out-of-level testing.

## Updates to the 2006 AYP Reports

Each year, various data review and correction processes are provided for local educational agencies (LEAs) to correct demographic data errors that occur as part of state-wide testing and the concurrent reporting of accountability data. The California Department of Education (CDE) revises the accountability reports after it receives demographic data corrections from the test publisher. In addition, updates and corrections to accountability reports occur due to other reasons, such as late testing by LEAs, appeal decisions, or other testing and accountability processes. The CDE notifies each school and LEA of any changes to Academic Performance Index (API) and Adequate Yearly Progress (AYP) reports, including updates to Program Improvement (PI) status information. The following describes regularly scheduled updates to the AYP and PI status information for 2006–07:

**August 31, 2006**      2006 AYP reports released, including PI status information in the PI reports.

**October 2006**      2006 AYP reports updated to incorporate Standardized Testing and Reporting (STAR) Program data changes for late testing LEAs, California High School Exit Examination (CAHSEE) data corrections made in August, appeal and exception decisions, and California Alternate Performance Assessment (CAPA) reallocations related to the 1.0 percent cap for LEAs.

2006–07 PI status information updated in PI reports following revision of AYP reports.

**February 2007**      2006 AYP reports updated to incorporate final data corrections made through the test publisher.

2006–07 PI status information updated in PI reports following revision of AYP reports.

**LEAs will have the opportunity to make changes to demographic data through the test publisher during the data review process scheduled for September and October 2006. For more information, contact the Academic Accountability Unit (AAU) at [aau@cde.ca.gov](mailto:aau@cde.ca.gov) or (916) 319-0863.**

Note: LEAs may need to consider the data correction process regarding their reclassified-fluent-English-proficient (RFEP) student records. “English learner” for purposes of AYP (and API) is defined as an English learner or a RFEP student who has not scored

at the proficient or above level on the California Standards Test (CST) in English-language arts (ELA) for three years since being reclassified (see pages 50 to 51). These data are based on student answer documents from the 2006 STAR Program and CAHSEE administrations. **For 2006 AYP calculations, RFE student records that are blank in the section indicating if the student scored at the proficient or above level on the CST in ELA for three years will be considered a “yes.” This action will usually lower the percent at or above the proficient level for the English learner subgroup at a school or LEA. Since a blank response is an error for a student record, it must be corrected through the data correction process.**

## Talking Points for Local Educational Agencies (LEAs)

Talking points with options 1 or 2 and A or B can be adapted to address the progress of individual schools and LEAs based on the 2006 AYP reports.

- California's 2006 Adequate Yearly Progress (AYP) reports were posted on the California Department of Education (CDE) Web site on August 31, 2006, at <http://www.cde.ca.gov/apr/>.
- The 2006 AYP reports show the results for our school district (county office of education) and each school in meeting Title I accountability requirements of the federal No Child Left Behind (NCLB) Act of 2001.
- AYP is a series of annual academic performance goals or "targets" set by the state for each school, local education agency (LEA), and the state as a whole. (An LEA can be a school district or a county office of education.) The primary goal of Title I is for all students to be proficient in English-language arts and mathematics, as determined by state assessments, by 2014.
- By participating in Title I, a program under NCLB that provides funding to help educate low-income children, our schools agree to the goals of NCLB.
- The 2006 AYP reports are based on results of 2006 statewide testing. The test results used in the AYP calculations are from the California Standards Tests (CSTs) in English-language arts and mathematics at grades two through eight, the California High School Exit Examination (CAHSEE) in English-language arts and mathematics at grade ten, and the California Alternate Performance Assessment (CAPA) in English-language arts and mathematics at grades two through eight and ten. (The CAPA is a standards-based assessment for students with significant cognitive disabilities who are unable to take the CSTs even with accommodations or modifications.)
- All schools or school districts (county offices of education) of the same type must meet the same performance targets in four areas. The four target areas are: (1) participation rate in test-taking, (2) percent at or above the proficient level on tests, (3) Academic Performance Index (API) criteria, and (4) graduation rate criteria (if high school students are enrolled). Targets must be met both schoolwide and districtwide as well as for student subgroups.

- Our school district and all (some, many) of our schools receive federal Title I funds. Schools or school districts receiving these funds receive information about their Program Improvement (PI) status in their AYP reports. If a school or school district is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI.
- With the current AYP structure, there are up to 46 different criteria for schools and school districts (or county offices of education) to meet in order to make AYP targets. The number of criteria depends on the type of school (elementary, middle, or high school) or LEA (elementary school district, unified school district, high school district, or county office of education) and the number of numerically significant student subgroups within that school or LEA.

Option 1  
for Schools

- (Some, Many, All) schools in our school district met all of the criteria to make AYP for 2006 through the outstanding efforts of our staff, students, and families. The targets were met schoolwide as well as for each numerically significant subgroup in the schools.

Option 2  
for Schools

- The staff, students, and families at (some, many, all) schools in our school district are to be commended for meeting one or more of the 2006 AYP criteria. However, these schools did not make AYP for 2006 because they did not meet all of the requirements.
- Schools in our school district that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements. Schools that are identified as PI must offer parents the choice of their student attending another school in the school district with paid student transportation to attend that school in 2006–07. Some schools in PI also may need to provide supplemental services to eligible students in the school. A PI school also could be subject to other federal requirements.
- We are notifying families and staff of Title I PI schools that are subject to additional federal requirements.

Option A  
for LEAs

- Our school district (county office of education) met all of its criteria to make AYP for 2006. The targets were met districtwide (for the county office of education as a whole) as well as for each numerically significant subgroup in the school district (county office of education).

**Option B  
for LEAs**

- Our school district (county office of education) met one or more of its criteria to make AYP for 2006. However, the school district (county office of education) did not make AYP for 2006 because it did not meet all of the requirements.
- School districts or county offices of education that receive federal Title I funds and have not met AYP criteria for two consecutive years are subject to additional federal requirements.
- We are notifying families and staff in our school district (county office of education) of any additional federal requirements as a result of our AYP status.
- Our challenge is to help all families, students, staff, and community members understand the AYP requirements and to implement all appropriate federal mandates immediately in Title I schools that do not make AYP for two consecutive years.
- Our schools will be scheduling a series of informational meetings about AYP (and the API) and preparing explanatory information for mailings to parents and guardians.
- The goal for each of our schools is to ensure that all students master the knowledge and skills they need to succeed. Our staff, students, families, and community leaders will continue working together to make sure this goal is reached.

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# Accountability Reports Timeline

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<b>August 2006</b>	<p>2006 Adequate Yearly Progress (AYP) appeals information released.</p> <p>2006 Accountability Progress Reporting (APR) made available on the California Department of Education (CDE) Web site on August 31, 2006. The August 2006 APR release includes the 2006 AYP reports, the 2006–07 Program Improvement (PI) reports, and the 2006 Academic Performance Index (API) Growth reports. The reports are on the CDE APR Web site at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a>.</p>
<b>September 2006</b>	<p>Data review process to begin for Standardized Testing and Reporting (STAR) Program, California Alternate Performance Assessment (CAPA), and California High School Exit Examination (CAHSEE) data.</p> <p>Deadline for 2006 AYP appeals is September 15.</p>
<b>October 2006</b>	<p>Revised 2006 AYP and 2006 API Growth reports to be updated to incorporate STAR Program data changes for late-testing local educational agencies (LEAs), CAHSEE data corrections made in August, appeal and exception decisions, and CAPA reallocations.</p> <p>Revised 2006–07 Title I PI status results to be incorporated into the 2006–07 PI reports on the APR Web site.</p>
<b>February 2007</b>	<p>Final 2006 AYP reports and final 2006 API Growth reports to be posted on the APR Web site. These reports will reflect final data corrections made through the test publisher.</p> <p>Revised 2006–07 Title I PI status results to be incorporated into the 2006–07 PI reports on the APR Web site.</p>
<b>March 2007</b>	<p>2006 API Base reports to be posted on the CDE APR Web site at <a href="http://www.cde.ca.gov/apr/">http://www.cde.ca.gov/apr/</a>.</p>

# Background Information

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## I. Federal Accountability: Adequate Yearly Progress

What Is AYP?

AYP Criteria

AYP Appeals Process

Numerically Significant Subgroups

Alternative Methods

Charter Schools

CAPA 1.0 Percent Cap for LEAs

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# What is AYP?

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Adequate Yearly Progress (AYP) is a series of annual academic performance goals set for each school, local educational agency (LEA), and the state as a whole. AYP is required under Title I of the federal No Child Left Behind Act (NCLB) of 2001. States commit to the goals of NCLB by participating in Title I, a program under NCLB that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in English-language arts and mathematics, as determined by state assessments, by 2014.

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## No Child Left Behind Act

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### Title I

Title I of the federal NCLB Act established a new definition of AYP for all schools, LEAs, and the state beginning with the 2002–03 school year.

Schools, LEAs, and the state are required to meet all AYP criteria in order to meet federal NCLB accountability requirements. Currently, the consequences of not meeting AYP criteria apply only to those schools and LEAs that receive Title I funds. Schools and LEAs that receive federal Title I funds face NCLB Program Improvement (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 within specific areas. If a school or LEA is designated PI, it must provide certain types of required services and/or interventions during each year it is identified as PI. A school or LEA is eligible to exit PI if it makes AYP for two consecutive years. More information about PI is on pages 60 to 74.

The NCLB Act contains four education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents or guardians, and an emphasis on scientifically-based effective teaching methods. This information guide describes California's implementation of the first principle under Title I of the NCLB. More information about NCLB is located on the federal Web site at <http://www.nclb.gov> and on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/nclb/>.

### Title III

This guide does not contain information about NCLB Title III accountability. Title III of the NCLB Act provides supplemental funding to LEAs to implement programs

designed to help English learners (ELs) and immigrant students attain English proficiency and meet the state's academic and content standards. Title III requires that each state:

- Establish English language proficiency standards
- Conduct an annual assessment of English language proficiency
- Define two annual measurable achievement objectives (AMAOs) for increasing the percentage of EL students' developing and attaining English proficiency
- Include a third AMAO relating to meeting AYP for the EL subgroup at the LEA level
- Hold LEAs accountable for meeting the three AMAOs (NCLB Section 3122)

For information about Title III accountability requirements under NCLB, contact the CDE's Language Policy and Leadership Office at (916) 319-0845 or go to the CDE Web site at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.

## California's Accountability Workbook

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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. In January 2003, the CDE submitted its Accountability Workbook to the United States Department of Education (ED). The workbook describes California's plan for complying with the assessment and accountability requirements of NCLB. Its development was based upon a series of action items adopted by the State Board of Education (SBE). The ED approved California's workbook in June 2003.

In March 2004, the SBE approved and submitted a package of workbook amendments to the ED. Following a period of negotiation, the ED eventually approved an amended Accountability Workbook for California in September 2004. Since that time, revisions to federal regulations and California's workbook have occurred again in 2005 and 2006. Information provided in the 2006 AYP reports and this information guide reflects additional workbook revisions. A copy of the amended workbook is available on the CDE Web site at <http://www.cde.ca.gov/nclb/index.asp>.

# AYP Criteria

## California's Definition of AYP

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The federal No Child Left Behind (NCLB) Act of 2001 requires that schools, local education agencies (LEAs), and the state meet certain Adequate Yearly Progress (AYP) requirements.

Using the framework established by NCLB, each state defines its own specific criteria for determining AYP. As required by NCLB, the United States Department of Education (ED) must approve that specific criteria in each state's Accountability Workbook. To comply with NCLB, California adopted AYP criteria for 2006 that were approved by the ED in June 2006 in its Accountability Workbook.

Under NCLB criteria, schools and LEAs are required to meet or exceed criteria annually in the following four areas in order to make AYP:

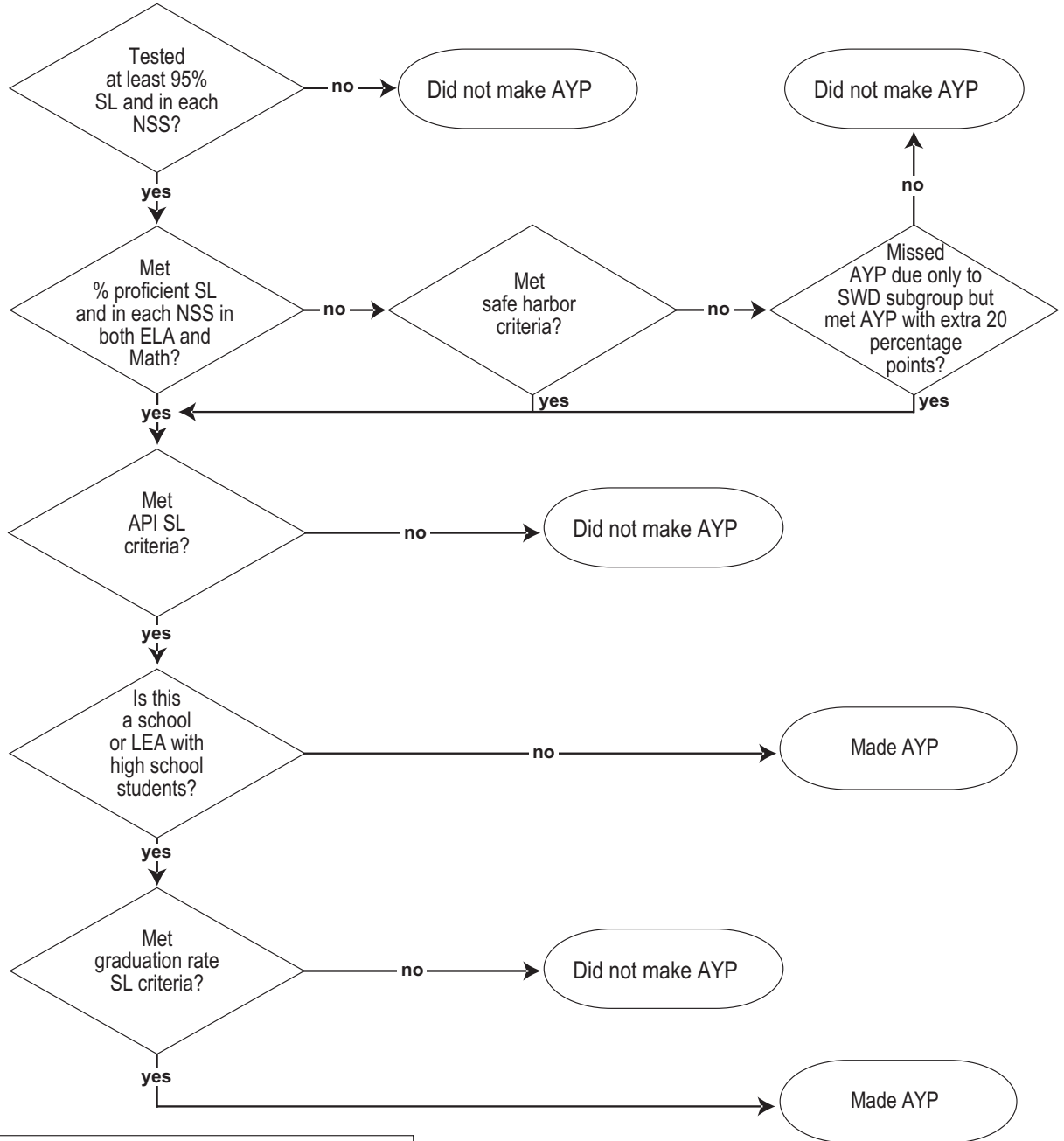
- Requirement 1: Participation Rate
- Requirement 2: Percent Proficient (Annual Measurable Objectives)
- Requirement 3: API as Additional Indicator
- Requirement 4: Graduation Rate

These four areas are described in detail in this "AYP Criteria" section of the guide. Requirements 1 and 2 apply at the school, LEA, and subgroup levels. Requirements 3 and 4 apply only at the school and LEA levels, unless safe harbor criteria are used. Safe harbor is a provision for meeting AYP without meeting the Annual Measurable Objectives, as described in the "Safe Harbor" section (see pages 45 to 47). **If a school, LEA, or subgroup misses any one criterion of AYP, the school or LEA does not make AYP and could be identified for Program Improvement (PI). Potentially, a school or LEA may have up to 46 different criteria to meet in order to make AYP.** Criteria for PI identification are described on pages 60 through 74.

## 2006 AYP Criteria Flow Chart

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

### School or LEA

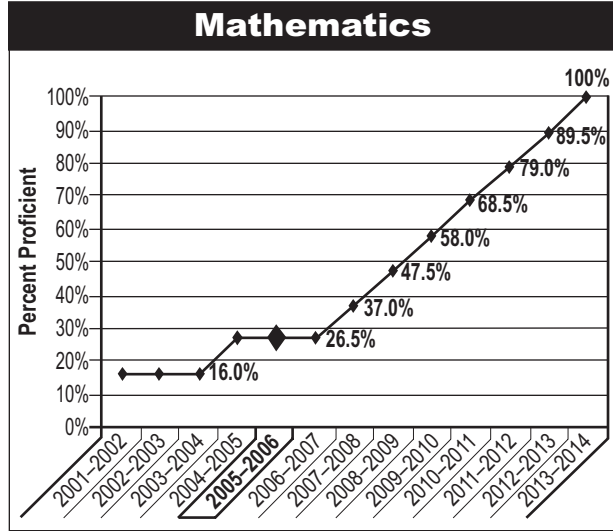
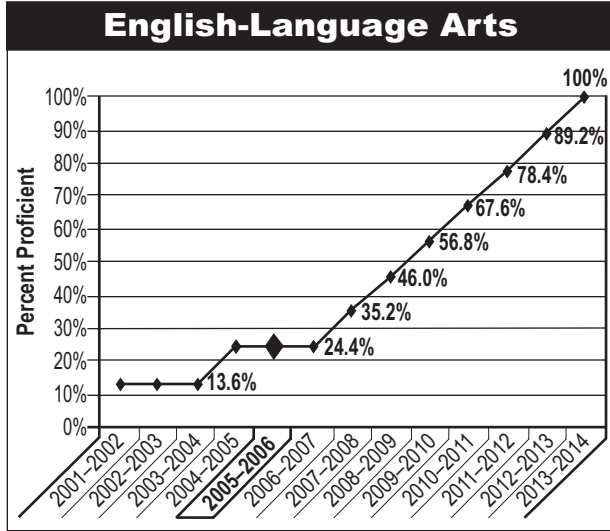


**AYP** = Adequate Yearly Progress  
**ELA** = English-language arts  
**LEA** = Local educational agency  
 (School district or county office of education)  
**NSS** = Numerically significant subgroup  
**SL** = Schoolwide or LEA-wide  
**SWD** = Students with disabilities

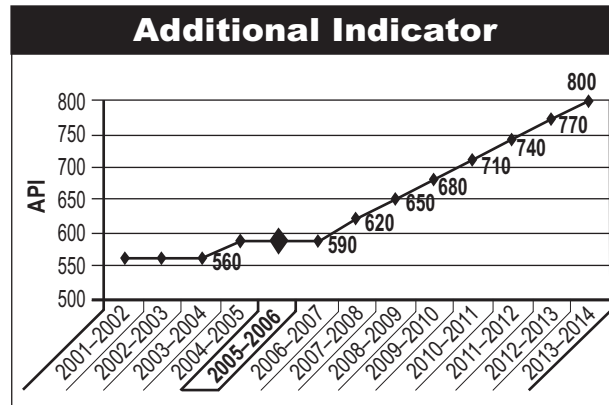
# AYP Targets, 2002–2014

## Elementary Schools, Middle Schools, and Elementary School Districts

- Participation Rate – 95% (schoolwide/LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives (AMOs)<sup>1</sup> (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)



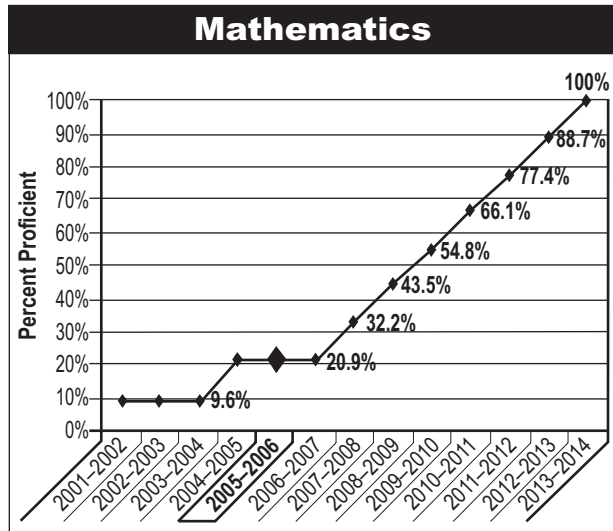
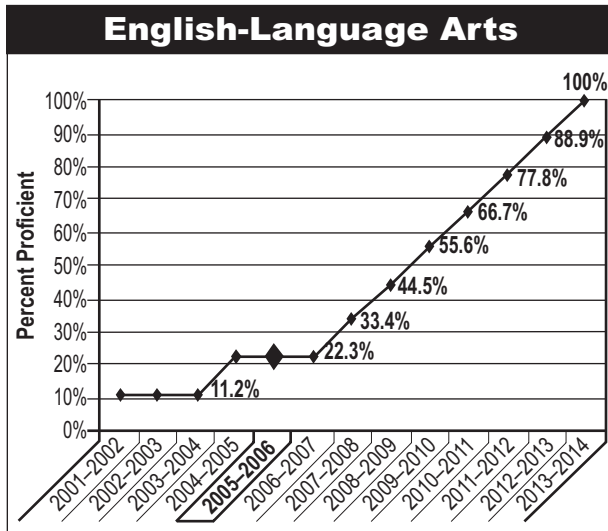
A local educational agency (LEA) is a school district or county office of education.

<sup>1</sup> 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).

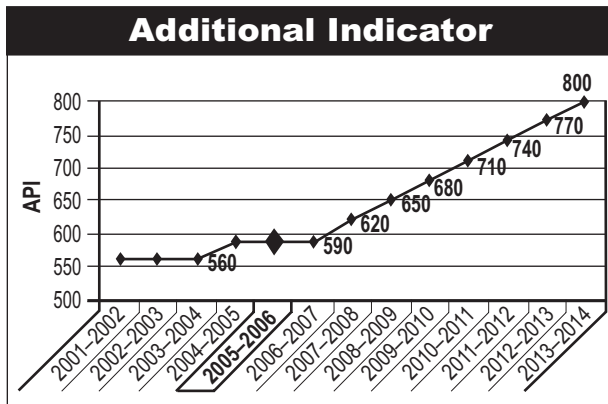
## AYP Targets, 2002–2014 (continued)

### High Schools and High School Districts (with students in any of grades nine through twelve)

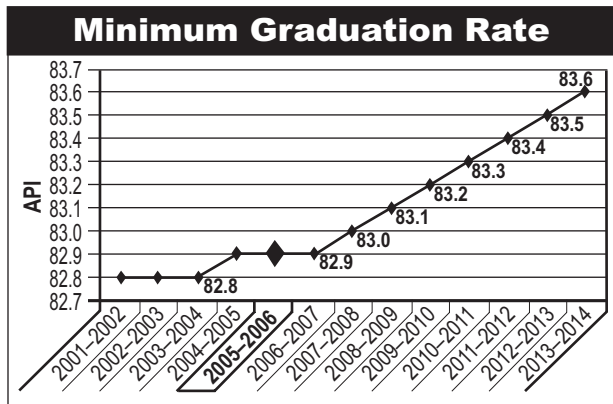
- Participation Rate – 95% (schoolwide/LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives (AMOs)<sup>1</sup> (schoolwide/LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (schoolwide/LEA-wide)



- Minimum graduation rate OR improvement of at least 0.1 from the previous year OR improvement in the rate of at least 0.2 in the average two-year rate (schoolwide/LEA-wide)



A local educational agency (LEA) is a school district or county office of education.

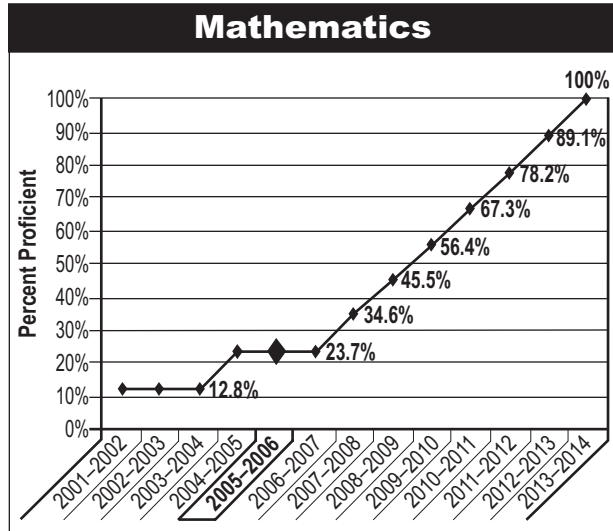
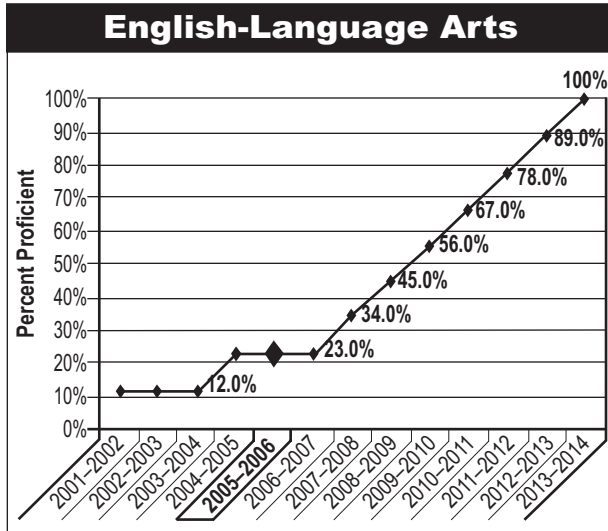
<sup>1</sup> AMO targets are level at two time intervals between 2002 and 2007 and then increase yearly to 2014. This pattern was established to reflect the expectation that the strongest academic gains in schools and LEAs are likely to occur in later years (after alignment of instruction with state content standards, after schools and LEAs have the opportunity for increased capacity, and after a highly qualified teacher is in every classroom).

## AYP Targets, 2002–2014 (continued)

### Unified School Districts, High School Districts, and County Offices of Education (COEs)

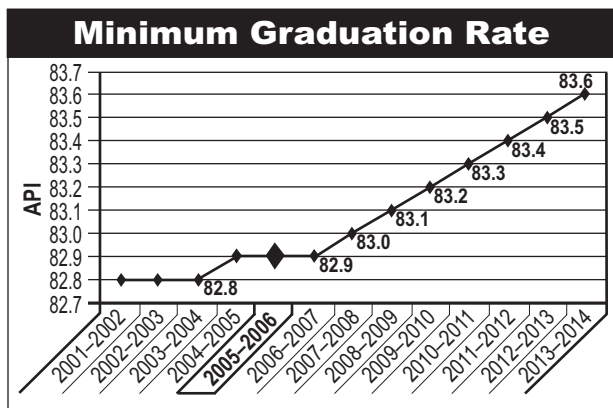
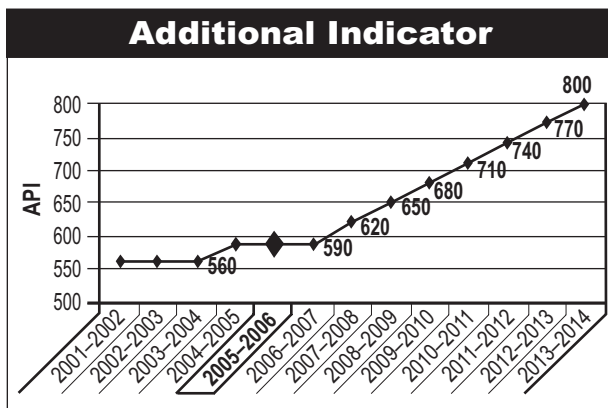
(with students in any of grades two through eight and nine through twelve)

- Participation Rate – 95% (LEA-wide and subgroups)
- Percent Proficient – Annual Measurable Objectives<sup>1</sup> (AMOs) (LEA-wide and subgroups)



- Additional Indicator – Growth in the API of at least one point OR a minimum API score (LEA-wide)

- Minimum graduation rate OR improvement of at least 0.1 from the previous year OR improvement in the rate of at least 0.2 in the average two-year rate (LEA-wide)



A local educational agency (LEA) is a school district or county office of education.

<sup>1</sup> 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).

## Assessments Used in 2006 AYP Calculations

NCLB mandates that all students tested on statewide assessments in English-language arts (ELA) and mathematics perform at the proficient level or above on these assessments by 2014. The following table lists the content areas and grade levels of the assessments used in determining the participation rate and the percent at or above the proficient level for 2006 AYP.

### 2006 Standardized Testing and Reporting (STAR) Program

- California Standards Tests (CSTs)
  - The California English-Language Arts Standards Test (CST in ELA), grades two through eight, including a writing assessment at grades four and seven
  - The California Mathematics Standards Test, grades two through eight
  - The California Alternate Performance Assessment (CAPA) in English-language arts and mathematics, grades two through eight and ten

### 2006 California High School Exit Examination (CAHSEE)

- The CAHSEE, administered in February and March 2006 (and May for makeup exams), grade ten. The CAHSEE has two separate parts, English-language arts and mathematics

## 2006 Adequate Yearly Progress Criteria Summary

The following two tables summarize the AYP criteria for 2006. The first table displays the “standard” criteria, which apply to a school, local educational agency (LEA), or numerically significant subgroup that has at least 100 students enrolled on the first day of testing and/or at least 100 valid test scores. The second table displays the criteria for a small school, LEA, or subgroup that has fewer than 100 students enrolled the first day of testing and/or fewer than 100 valid test scores. For definitions of “Enrollment First Day of Testing,” “Number Tested,” “Number Valid Scores,” and “Number Proficient or Above,” see “Inclusion/Exclusion Rules” on pages 92 to 95.

### 2006 AYP Targets, Standard Criteria

Standard Criteria  (School, LEA, or subgroup has at least 100 students enrolled on the first day of testing and/or at least 100 valid scores.)	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments		Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups		For schools and LEAs	For schools and LEAs
	ELA and Math	ELA	Math		
<b>Schools</b>					
Elementary or Middle Schools	95% (rounded to nearest whole number)	24.4%	26.5%	590 API or 1 point growth	N/A*
High Schools	95% (rounded to nearest whole number)	22.3%	20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
<b>LEAs</b>					
Elementary School Districts	95% (rounded to nearest whole number)	24.4%	26.5%	590 API or 1 point growth	N/A*
High School Districts (with students in any of grades 9–12)	95% (rounded to nearest whole number)	22.3%	20.9%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change
Unified and High School Districts and County Offices of Education (with students in any of grades 2–8 and 9–12)	95% (rounded to nearest whole number)	23.0%	23.7%	590 API or 1 point growth	Meet at least one: • 82.9% • +0.1% one-year change • +0.2% two-year average change

\* Any elementary school, middle school, or elementary school district with students enrolled in grades nine through twelve must meet the high school graduation rate criteria.

#### NOTES:

- AMOs = Annual Measurable Objectives
- The standard criteria apply to subgroups for the Participation Rate (requirement 1) if the school or LEA has 100 or more students enrolled on the first day of testing, **and** the subgroup has 100 or more students enrolled on the first day of testing.
- The standard criteria apply to subgroups for the Percent Proficient (requirement 2) if the school or LEA has 100 or more students with valid test scores, **and** the subgroup has 100 or more students with valid test scores.
- Subgroups are excluded from requirements 3 and 4.

## 2006 AYP Targets, Small School/LEA/Subgroup Criteria

### Small school/LEA/ subgroup criteria

(School, LEA, or subgroup has fewer than 100 students enrolled on the first day of testing and/or at fewer than 100 valid scores.)

	Requirement 1: Participation Rate on Statewide Assessments	Requirement 2: Percent Proficient (AMOs) on Statewide Assessments	Requirement 3: API as Additional Indicator	Requirement 4: Graduation Rate
	For schools, LEAs, and subgroups	For schools, LEAs, and subgroups	For schools and LEAs	For schools and LEAs
	<b>ELA and Math</b>	<b>ELA and Math</b>		
<b>Small Schools, LEA, or Subgroup</b>	<p><b><u>51–99 students enrolled first day of testing</u></b></p> <p>95% (rounded UP to nearest whole number)</p> <p>OR</p> <p><b><u>50 students enrolled first day of testing</u></b></p> <p>Must test at least 47 students</p> <p>OR</p> <p><b><u>1–49 students enrolled first day of testing</u></b></p> <p>Participation rate criteria do not apply.</p>	<p><b><u>Fewer than 100 valid scores</u></b></p> <p>For a school or LEA:</p> <p>Confidence Interval Adjusted AMO Table (see page 37)</p> <p>For a numerically significant subgroup (51–99 valid scores):</p> <p>Standard Criteria (see previous table on page 31)</p>	<p><b><u>11 or more API valid scores</u></b></p> <p>590 API or 1 point growth</p> <p>OR</p> <p><b><u>Fewer than 11 valid scores</u></b></p> <p>Confidence Interval Adjusted API Table (see page 39)</p>	<p>Meet at least one:</p> <ul style="list-style-type: none"> <li>• 82.9%</li> <li>• +0.1% one-year change</li> <li>• +0.2% two-year average change</li> </ul> <p>OR</p> <p>If no graduation rate is available or the primary mission of the school is to return students to the regular classroom in a comprehensive high school, an alternate method is used.</p>

#### NOTES:

- AMOs = Annual Measurable Objectives
- Participation rates for schools, LEAs, or subgroups with 1–49 students enrolled first day of testing will be printed on the report, but “N/A” will be printed in the “Met 2006 AYP Criteria” column.
- Percent proficient numbers and rates and APIs for schools or LEAs with fewer than 11 valid scores will be shown as “N/A” on the report, but results will be printed in the “Met 2006 AYP Criteria” column.
- The small subgroup criteria apply to subgroups for the Participation Rate (requirement 1) if the school or LEA has 100 or more students enrolled on the first day of testing, **and** the subgroup has between 50 to 99 students enrolled on the first day of testing who make up at least 15 percent of the total population. A subgroup is not numerically significant if it has fewer than 50 students enrolled on the first day of testing.
- The small subgroup criteria apply to subgroups for the Percent Proficient (requirement 2) if the school or LEA has 100 or more students with valid test scores, **and** the subgroup has 50 or more students with valid test scores who make up at least 15 percent of the total valid test scores. A subgroup is not numerically significant if it has fewer than 50 students with valid test scores.
- A school or LEA with fewer than 100 enrolled on the first day of testing or fewer than 100 valid test scores has no numerically significant subgroups for that indicator.
- Subgroups are excluded from requirements 3 and 4.

## Requirement 1: Participation Rate

NCLB requires a 95 percent participation rate in the percentage of students tested in order to make AYP. This requirement is applied separately for schools, LEAs, and numerically significant subgroups for each content area (ELA and mathematics).

Students who were absent from testing due to a significant medical emergency are excluded from the participation rate. (Student records marked as “not tested due to significant medical emergency” will not be counted for or against the school or LEA in the participation rate.)

English learners during their first year of enrollment in the United States are counted in the participation rate.

Schools where LEA data are used to determine percent proficient or above (i.e., use of pair and share alternative method) do not have a participation rate calculation. If the school or LEA has 100 or more students enrolled on the first day of testing, the participation rate is calculated for subgroups that are numerically significant. A numerically significant subgroup for participation rate calculations 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 fewer than 100 students enrolled on the first day of testing, none of the subgroups are considered numerically significant.

### 2006 Participation Rate, Standard Criteria

A participation rate of 95 percent, rounded to the nearest whole number, is required of a school, LEA, or numerically significant subgroup with 100 or more students enrolled on the first day of testing to meet participation rate criteria. These requirements comprise the standard criteria for participation rate.

### 2006 Participation Rate, Small School/LEA/Subgroup Criteria

For small schools, LEAs, and subgroups, 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 subgroup has 50 students enrolled on the first day of testing, at least 47 students must be tested to meet the participation rate criteria. If the school, LEA, or subgroup 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.

### Formulas for 2006 AYP Participation Rate Calculation

The table on the following page shows the formulas for calculating the participation rate. A two-year and a three-year average participation rate will be considered for

schools, LEAs, and subgroups that have not met the 2006 participation rate criteria using a one-year formula. 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.** The method of rounding the one-year rate varies according to the number of students enrolled on the first day of testing. If a school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the one-year rate calculation, the two-year participation rate is calculated. If the school, LEA, or subgroup does not meet the minimum 95 percent participation rate using the two-year rate calculation, the three-year participation rate is calculated. If a school, LEA, or subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the Alternative Method column on the report.

## Formulas for 2006 AYP Participation Rate Calculation

Participation rates are determined based on enrollment on the first day of testing, not on the number of valid scores. This is true for schools, LEAs, and numerically significant subgroups. Participation rates are calculated separately for ELA and mathematics.

	One Year Participation Rate Calculation				Two Year Participation Rate Calculation	Three Year Participation Rate Calculation
	A	B	C	D	E	F
If the school, LEA, or subgroup has:	100 or more enrolled first day of testing	51–99 enrolled first day of testing	50 enrolled first day of testing	1–49 enrolled first day of testing (participation rate is printed on report but participation rate criteria do not apply)	Did not meet 95% minimum using one-year rate calculation	Did not meet 95% minimum using one-year or two-year rate calculation
Then, the numerator is:	Sum of the number of students tested on CST, grades 2–8; CAHSEE, grade 10; and CAPA, grades 2–8 and 10				Add numerator for 2006 to numerator for 2005	Add numerator for 2006 to numerators for 2005 and 2004
And the denominator is:	Sum of the STAR enrollment first day of testing, grades 2–8, and CAHSEE enrollment, grade 10				Add denominator for 2006 to denominator for 2005	Add denominator for 2006 to denominator for 2005 and 2004
The rounding method is:	Round to the nearest whole number	Round UP to the nearest whole number			Use rounding method according to number of enrollment	Use rounding method according to number of enrollment
The criteria used for participation rate are:	95%	95%	Minimum 47 tested	Participation rate requirement does not apply.	95%	95%

## Requirement 2: Percent Proficient – Annual Measurable Objectives

NCLB mandates that all students perform at the proficient or above level on state assessments in ELA and mathematics by 2014. California's Annual Measurable Objectives (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 rise almost every year so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient or above level.

Students who were 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.)

**If a school or LEA does not make AYP in 2006 solely due to its students with disabilities subgroup not making AMOs separately in either ELA and/or mathematics, 20 percentage points are added to the school’s or LEA’s percent proficient or above for the students with disabilities subgroup in that content area.**

If the school or LEA has 100 or more valid test scores, the percent proficient is calculated for subgroups that are numerically significant. A numerically significant subgroup for percent proficient calculations 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 valid scores. If the school or LEA has fewer than 100 valid scores, none of the subgroups are considered numerically significant.

## 2006 Percent Proficient, Standard Criteria

The following table shows California’s 2006 percent proficient standard criteria for schools or LEAs with at least 100 valid test scores or for numerically significant subgroups.

It is important to note that the percent proficient criteria for schools in a unified school district differ from the school district’s criteria. The percent proficient criteria for the state are the same as for a unified school district.

## 2006 Percent Proficient, Standard Criteria

Standard Criteria (School or LEA has at least 100 valid scores; subgroup has at least 50 valid scores.)	Percent Proficient or Above On the CST, CAHSEE, and CAPA for 2006	
	English-Language Arts	Mathematics
<b>Schools</b>		
Elementary and Middle Schools	24.4	26.5
High Schools	22.3	20.9
<b>LEAs</b>		
Elementary School Districts	24.4	26.5
High School Districts (with grade levels 9–12)	22.3	20.9
Unified School Districts, High School Districts, and COEs (with grade levels 2–8 and 9–12)	23.0	23.7

Note: COEs = county offices of education.

## 2006 Percent Proficient, Small School/LEA Criteria

All schools and LEAs receive an AYP report, including those in the Alternative Schools Accountability Model (ASAM), small schools, small school districts, and small county offices of education. Schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs must meet the adjusted percent proficient criteria for under 100 valid test scores. The AMOs are adjusted using a confidence interval methodology. Numerically significant subgroups with fewer than 100 valid scores use the standard criteria (see the table shown on the previous page).

The following table shows the number of scores a school or LEA needs at proficient or above in order to meet the adjusted AMO criteria for 2006. The table was generated by using the standard error of the proportion to construct a confidence interval around the school's observed proportion ("proficient or above"), based on a 99 percent confidence interval for each school. This confidence interval covers 2.33 standard deviation units above and below the school's observed proportion. If the percent proficient falls within this range, it cannot be considered statistically different enough from the school's observed proportion; therefore, the school scored high enough to meet the AMO. The percent proficient has been converted into the number of proficient or above scores to facilitate the use of the table. Finally, the table has been adjusted to smooth the transition at the upper range of valid scores so that there is not an abrupt jump in the percent proficient targets when moving from 99 to 100 valid scores.

## Confidence Interval Adjusted AMO Table

To use the table, determine the number of valid scores available in a content area. Then reference the appropriate percent proficient, or AMO criteria, at the top of the table to determine the number of scores at or above the proficient level that are needed to meet the criterion. Refer to page 35 for the appropriate percent proficient for your school or LEA.

Number of Valid Scores	Percent Proficient (AMO) Criteria					
	20.9%	22.3%	23.0%	23.7%	24.4%	26.5%
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	0	0
15	0	0	0	0	0	1
16	0	0	0	0	0	1
17	0	0	0	0	1	1
18	0	0	1	1	1	1
19	0	1	1	1	1	1
20	1	1	1	1	1	1
21	1	1	1	1	1	1
22	1	1	1	1	1	1
23	1	1	1	1	1	2
24	1	1	1	1	1	2
25	1	1	1	1	2	2
26	1	1	2	2	2	2
27	1	2	2	2	2	2
28	1	2	2	2	2	2
29	2	2	2	2	2	3
30	2	2	2	2	2	3
31	2	2	2	2	2	3
32	2	2	2	2	3	3
33	2	2	2	3	3	3
34	2	2	3	3	3	3
35	2	3	3	3	3	4
36	2	3	3	3	3	4
37	3	3	3	3	3	4
38	3	3	3	3	4	4
39	3	3	3	4	4	4
40	3	3	4	4	4	5
41	3	3	4	4	4	5
42	3	4	4	4	4	5
43	3	4	4	4	4	5
44	3	4	4	4	5	5
45	4	4	4	5	5	5
46	4	4	4	5	5	6
47	4	4	5	5	5	6
48	4	4	5	5	5	6
49	4	5	5	5	5	6
50	4	5	5	5	6	6

Number of Valid Scores	Percent Proficient (AMO) Criteria					
	20.9%	22.3%	23.0%	23.7%	24.4%	26.5%
51	4	5	5	5	6	7
52	5	5	5	6	6	7
53	5	5	6	6	6	7
54	5	5	6	6	6	7
55	5	6	6	6	6	7
56	5	6	6	6	7	8
57	5	6	6	7	7	8
58	5	6	6	7	7	8
59	6	6	7	7	7	8
60	6	6	7	7	7	8
61	6	7	7	7	8	9
62	6	7	7	7	8	9
63	6	7	7	8	8	9
64	6	7	7	8	8	9
65	6	7	8	8	8	9
66	7	7	8	8	8	10
67	7	7	8	8	9	10
68	7	8	8	8	9	10
69	7	8	8	9	9	10
70	7	8	8	9	9	10
71	7	8	9	9	9	11
72	8	8	9	9	10	11
73	8	8	9	9	10	11
74	8	9	9	9	10	11
75	8	9	9	10	10	11
76	8	9	9	10	10	12
77	8	9	10	10	10	12
78	8	9	10	10	11	12
79	9	9	10	10	11	12
80	9	10	10	11	11	12
81	9	10	10	11	11	13
82	9	10	10	11	11	13
83	9	10	11	11	12	13
84	9	10	11	11	12	13
85	10	10	11	11	12	13
86	10	11	11	12	12	14
87	10	11	11	12	12	14
88	10	11	12	12	13	15
89	10	11	12	13	13	16
90	11	12	13	14	14	17
91	12	13	14	15	15	18
92	13	14	15	16	16	19
93	14	15	16	17	17	20
94	15	16	17	18	18	21
95	16	17	18	19	19	22
96	17	18	19	20	20	23
97	18	19	20	21	21	24
98	19	20	21	22	22	25
99	20	21	22	23	23	26
100	21	22	23	24	24	27

## Formulas for 2006 AYP Percent Proficient Calculation

The table below shows the formulas for calculating the percent proficient. A two-year and a three-year average percent proficient or above will be considered for schools, LEAs, and subgroups that have not met the 2006 AMOs using a one-year formula. Averages are determined by aggregating results over two or three years. First, the one-year percentage is calculated. **This is the only percentage that is printed on all reports.** If a school, LEA, or subgroup does not meet its AMO target using the one-year method, the two-year method is used. If the school, LEA, or subgroup does not meet its AMO target using the two-year method, the three-year method is used. If a school, LEA, or subgroup meets the AMO through a two- or three-year average, that methodology will be noted in the Alternative Method column on the report.

## Formulas for 2006 AYP Percent Proficient Calculation

The percent proficient is calculated for English-language arts and mathematics.

	One-Year Participation Proficient Calculation		Two-Year Percent Proficient Calculation	Three-Year Percent Proficient Calculation
	A	B	C	D
If the school, LEA, or subgroup has:	100 or more valid test scores	Fewer than 100 valid test scores	Did not meet the AMO criteria using the one year calculation	Did not meet the AMO criteria using the two year calculation
If the subgroup is:	Numerically Significant	N/A*	Did not meet the AMO criteria using the one year calculation	Did not meet the AMO criteria using the two year calculation
Then, the numerator is:	Sum of the number valid proficient or above scores on CST, grades 2–8; CAHSEE, grade 10; and CAPA, grades 2–8 and 10	N/A*	Add numerator for 2006 to numerator for 2005	Add numerator for 2006 to numerator for 2005 and 2004
And the denominator is:	Sum of the total number valid scores on CST, grades 2–8; CAHSEE, grade 10, and CAPA, grades 2–8 and 10	N/A*	Add denominator for 2006 to denominator for 2005	Add denominator for 2006 to denominator for 2005 and 2004
The rounding method is:	Round to the nearest tenth place	N/A*	Use rounding method	Use rounding method
The criteria used for percent proficient are:	Vary by school and LEA type  (see page 35)	Use Confidence Interval Adjusted AMO Table  (see page 37)	Use criteria	Use criteria

\* The percent proficient data for the school, LEA, or subgroup is calculated on the 2006 Adequate Yearly Progress Report using the formula shown in Column A. However, the confidence interval alternative method shown in Column B is used as criteria only for the school or LEA.

**Note:** Valid scores are test takers who are not mobile (see also "Inclusion/Exclusion Rules" on pages 92 to 95).

Students who were absent from testing due to a significant medical emergency are excluded from the percent proficient calculations.

If a school or LEA does not make AYP in 2006 solely due to its students with disabilities subgroup not making AMOs in either English-language arts or mathematics, 20 percentage points are added to the school's or LEA's percent proficient level or above for the students with disabilities subgroup in English-language arts or mathematics.

A two-year and a three-year average percent proficient level or above will be considered for schools, LEAs, and subgroups that have not met the 2006 AMOs using a one-year formula.

## Requirement 3: API as an Additional Indicator

NCLB requires that each state adopt an “additional” indicator for AYP. California has chosen to use the API as an additional indicator for all schools and LEAs. Progress on the API is defined differently for AYP requirements than for the state API requirements.

### 2006 API as an Additional Indicator, Standard Criteria

<p><b>Standard Criteria</b> (School or LEA has at least 11 valid scores)</p>	<p><b>To meet API Additional Indicator requirements for the 2006 AYP:</b></p>	<p>School or LEA must:</p> <ul style="list-style-type: none"> <li>■ Show growth of at least one point for 2005–06</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>■ Have a 2006 API Growth of at least 590</li> </ul>
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For example, a school with a API Base of 493 that grew to 494 on its API Growth would meet the criteria for the additional indicator under AYP. These requirements apply at the school and LEA levels but do not apply to subgroups.

### 2006 API as an Additional Indicator, Small School/LEA Criteria

Small schools and small LEAs with under 11 valid scores have adjusted API criteria for AYP reporting. The following table shows the adjusted API criteria for 2006 AYP.

### Confidence Interval Adjusted API Table

Small School and LEA Criteria (School or LEA has fewer than 11 valid scores.)	Number of Valid Scores	Minimum API
	10	448
	9	440
	8	431
	7	420
	6	406
	5	389
	4	365
	3	330
	2	272
	1	200

**Note:** For a school or LEA with fewer than 11 valid scores, APIs will not be shown on the report. Instead, an “N/A” will be printed on the report ; however, whether or not the LEA or school met the API criteria is still printed.

A school or LEA that had its API invalidated also fails to make AYP.

## Requirement 4: Graduation Rate

NCLB requires that the state use the graduation rate as an additional indicator for all schools and LEAs with high school students.

### 2006 Graduation Rate Criteria

<p><b>To meet Graduation Rate Criteria for the 2006 AYP:</b></p>	<p>School or LEA must:</p> <ul style="list-style-type: none"> <li>■ Option 1: Have a 2006 graduation rate of at least 82.9</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ Option 2: Show improvement in the graduation rate from 2005 to 2006 of at least 0.1</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>■ Option 3: Show improvement in the average two-year graduation rate of at least 0.2</li> </ul>
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The graduation rate for AYP purposes is defined according to the year of AYP reporting (e.g., rate for 2006). On other California Department of Education reports, the graduation rate is defined as the school year of the graduating class (e.g., Class of 2004–05). Note that the AYP graduation rate data on the report are one year older than other data on the AYP report. These data are from the California Basic Educational Data System (CBEDS).

### Calculating 2006 AYP Graduation Rate

The graduation rate calculation method for 2006 AYP is the same as the method used for 2005 AYP. California currently does not have a universal student information system to track students as they change schools, drop out, or graduate; therefore, a four-year completion rate is used, based on the definition established by the National Center for Education Statistics (NCES). This rate includes information on high school completers (e.g., high school graduates who receive a diploma or other type of certificate of completion from high school) and high school dropouts, aggregated over a four-year period. Federal requirements define high school “completers” in the same way as high school “graduates” is defined in the CBEDS.

## Four-Year Graduation Rate Formula for NCLB

$$\frac{\text{High School Graduates, year 4}}{[\text{High School Graduates, year 4} + (\text{Grade 9 Dropouts, year 1} + \text{Grade 10 Dropouts, year 2} + \text{Grade 11 Dropouts, year 3} + \text{Grade 12 Dropouts, year 4})]}$$

In this table, year 4 is the latest year, while year 1 refers to three years prior. For example, in the graduation rate for 2006, year 4 would be 2004–05 data, and year 1 would be 2001–02 data.

### Example of Graduation Rates

In addition to being reported on the AYP reports, graduation rates based on the NCES definition are also reported on the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

The screenshot shows a web browser window titled "Adequate Yearly Progress Report". The address bar is empty. The page content includes the following elements:

- Navigation icons: Back, Forward, Stop, Refresh, Home, AutoFill, Print, Mail.
- Page Title: California Department of Education, Educational Demographics Unit.
- Section: Graduation Rates Based on NCES Definition - District Report.
- Form fields: Select Year (2004-05), Report (empty), Select District (9898765--POLARIS UNIFIED).
- Links: Data sources, FAQs.
- Table of Graduation Rates:

School	Dropouts Gr.9 (01-02)	Dropouts Gr.10 (02-03)	Dropouts Gr.11 (03-04)	Dropouts Gr.12 (04-05)	Dropouts Gr.9 (01-02) through Gr.12 (04-05)	Grade 12 Graduates (04-05)	Graduation rate*
SUNSET HIGH	119	41	9	3	172	508	74.7
SATURN HIGH	52	23	12	27	114	498	81.4
NORTH STAR HIGH	20	15	5	0	40	537	93.1
JUPITER HIGH (CONT.)	1	7	11	3	22	0	n/a
<b>DISTRICT TOTAL:</b>	192	86	37	33	348	1,543	81.6
<b>COUNTY TOTAL:</b>	5,000	3,875	4,137	3,930	16,942	79,509	82.4
<b>STATE TOTAL:</b>	12,006	11,034	11,632	14,313	48,985	325,928	86.9

\*Graduation Rate Formula is based on the NCES definition:  
 Number of Graduates (Year 4)  
 divided by  
 Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

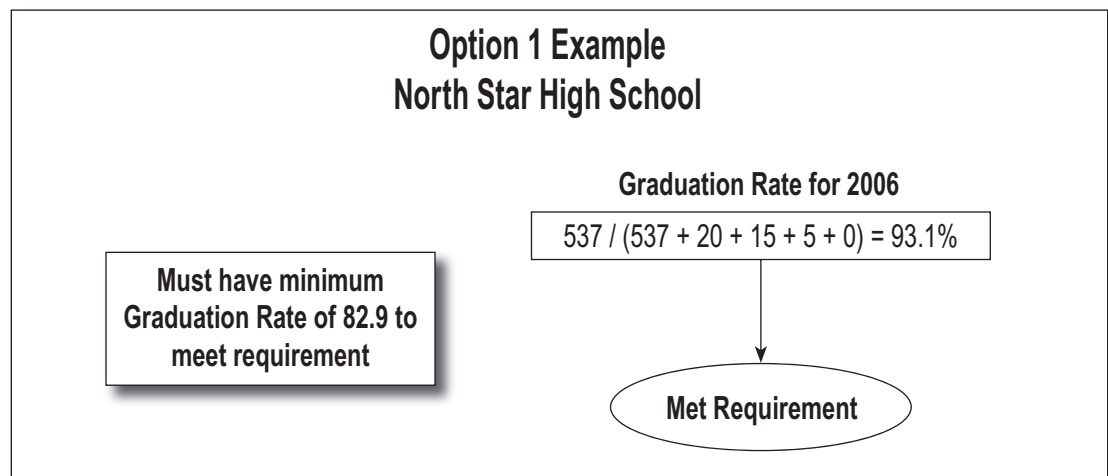
Data Sources:  
 Dropouts Gr.9 (01-02) - CBEDS October 2002  
 Dropouts Gr.10 (02-03) - CBEDS October 2003  
 Dropouts Gr.11 (03-04) - CBEDS October 2004  
 Dropouts Gr.12 (04-05) - CBEDS October 2005  
 Grade 12 Graduates (04-05) - CBEDS October 2005

The graphic on the previous page shows an example of the graduation rate report for a school district. On this report, the graduation rate is listed according to the school year of the graduating class (e.g., Class of 2004–05). However, the graduation rate for AYP purposes is defined according to the year of AYP reporting. Therefore, the “2004–05” graduation rate shown in the sample report (showing Class of 2004–05 data) is referred to as the “graduation rate for 2006” for AYP purposes.

Using these data and the four-year NCLB formula for calculating the graduation rate, three examples below show the three optional methods for meeting 2006 AYP graduation rate criteria. Option 1 is an example of North Star High School. Option 2 is an example of Polaris Unified School District. Option 3 is an example of Saturn High School.

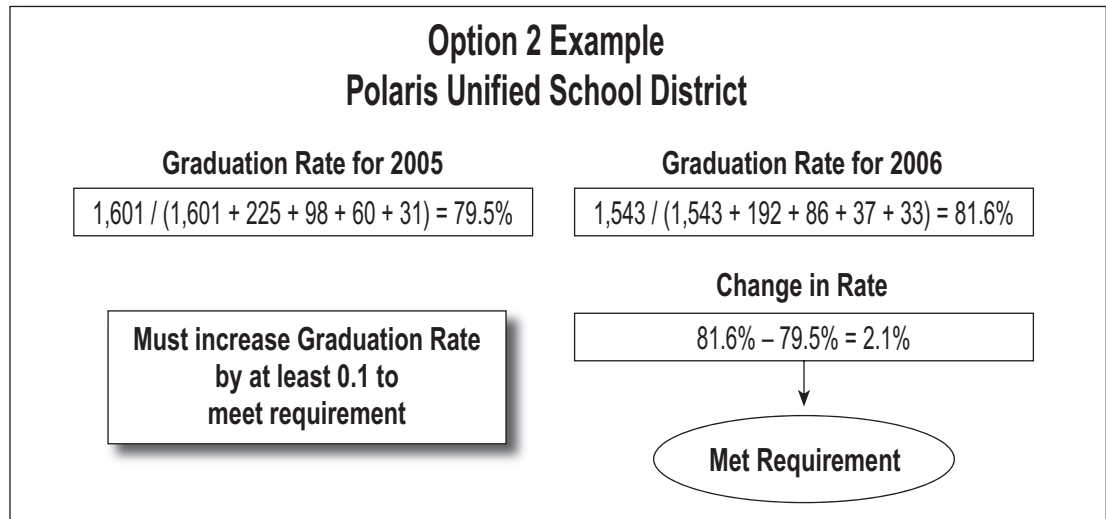
### Examples of Three Methods for Meeting 2006 AYP Graduation Rate Criteria

#### Example of Option 1: Graduation Rate of 82.9 or Above



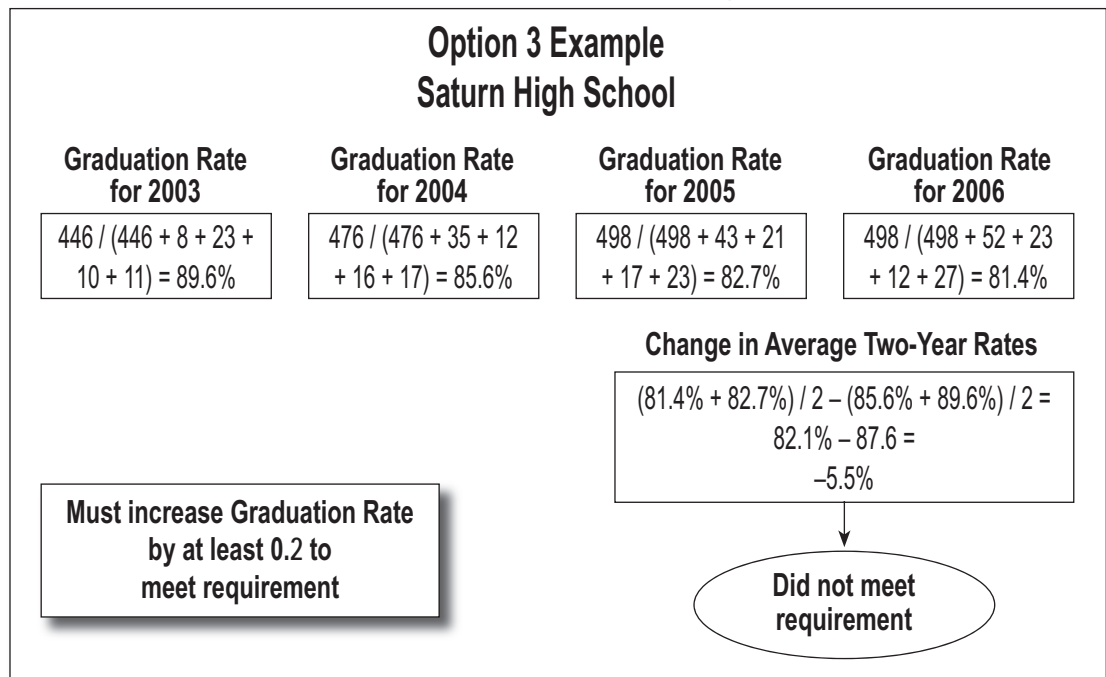
In the example in above, North Star High School met its 2006 AYP criteria for the graduation rate under Option 1 because the rate for 2006 was 93.1, which exceeds the minimum rate of 82.9.

### Example of Option 2: Gain in Rate of At Least 0.1



In the example above, Polaris Unified School District met its 2006 AYP criteria for the graduation rate under Option 2 because the rate change from 2005 to 2006 was 2.1, which exceeds the minimum requirement of a 0.1 gain.

### Example of Option 3: Gain in Two-Year Average Rate of At Least 0.2



In the example above, Saturn High School did not meet its 2006 AYP criteria for the graduation rate under Option 3 because the change in the average of the two-year rates was -5.5, which does not meet the minimum requirement of a 0.2 gain.

Schools or LEAs meet the graduation rate criteria by meeting the requirements of any one of the three options.

## Graduation Rate Using Alternative Methods

Comprehensive high schools and LEAs with appropriate dropout and graduation data have their 2006 graduation rates calculated using standard procedures.

Graduation rates for some schools, however, require alternative methods. In discussions with California, the ED has insisted that all high schools must have a graduation rate, even those without a graduating class. As a result, calculation of graduation rates for schools missing dropout data and graduation data requires alternative procedures. This occurs in two cases: (1) comprehensive high schools without appropriate data to calculate 2006 graduation rates or (2) high schools with the primary mission of returning students to the regular classroom in a comprehensive high school. The methods for these two cases are described in this section.

### ■ Traditional Comprehensive High Schools Without a Graduation Rate

The ED approved California's request to use a proxy graduation rate for traditional comprehensive high schools that have no graduation rate for 2006 AYP. The proxy graduation rate provides additional flexibility in determining whether these schools meet the criteria for AYP.

For traditional comprehensive high schools without a graduating class, a proxy graduation rate is computed for the 2006 AYP reports using available California Basic Educational Data System (CBEDS) dropout and enrollment data. The proxy graduation rate is calculated by first dividing the number of dropouts in all of the grades in the school (grades nine, ten, and eleven) by the enrollment in the same grades. This percentage is then multiplied by four if the school enrolls ninth graders only, by two if the school enrolls ninth and tenth graders only, or by 4/3 if the school enrolls ninth, tenth, and eleventh graders. The result approximates the percentage of students that would have dropped out if the school had enrolled students in all four grades (nine through twelve). This percentage is then subtracted from 100 to approximate the graduation rate for the school.

### Example of Proxy Graduation Rate Calculation

Example: Mercury High School

In the first year of operation, this comprehensive high school enrolls ninth graders only. Each year it will add a grade. Therefore, it will not graduate students until its fourth year of operation. The ninth grade enrollment totals 300 students, five of whom drop out in the first year.

The proxy graduation rate for this school would be:

$$100\% - ((5/300 \times 100) \times 4) = 100\% - 6.6\% = 93.4\%$$

See also "Alternative Methods" on pages 52 to 53 and "Alternative Methods Codes" on page 54.

### ■ High Schools With a Primary Mission of Returning Students to a Regular Classroom Environment in a Comprehensive High School

High schools with a primary mission of returning students to a regular classroom environment in a comprehensive high school (e.g., alternative or continuation schools) have the following alternative methods used for determining the 2006 AYP graduation rate:

- For these high schools that are administered by an LEA, the CDE assigns the value of the LEA graduation rate.
- For these direct-funded charter high schools, the CDE assigns the graduation rate of the charter authorizer. In cases where the charter authorizer does not have a graduation rate, the countywide graduation rate of the county in which the school is located is assigned.
- For these high schools administered by county offices of education, the CDE assigns the countywide graduation rate.

See also “Alternative Methods” on pages 52 to 53 and “Alternative Methods Codes” on page 54.

## Safe Harbor

NCLB contains a “safe harbor” provision for meeting AYP in some circumstances. The safe harbor criteria is applied in the 2006 AYP reports released August 31, 2006. Safe harbor is an alternate method of meeting the AMOs if a school, LEA, or subgroup is showing progress in moving students from scoring below the proficient level to proficient level or above on STAR Program, CAHSEE, and/or CAPA examinations. In the event that a school, LEA, or student subgroup does not meet its AMO criteria in either or both content areas, AYP may be achieved if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below proficient in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year.
- The school, LEA, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics.
- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had an API Growth of 590 or more.
- The school or LEA must have met graduation rate criteria, if applicable.

A confidence interval of 75 percent is applied to safe harbor calculations.

## Example of Safe Harbor Using 75% Confidence Interval

### Example School: Sunshine Elementary

The school met its 2006 Annual Measurable Objectives in mathematics schoolwide and for each numerically significant subgroup. The school had at least a 95 percent participation rate in 2006 for both English-language arts (ELA) and mathematics. The school demonstrated a least one-point growth in its API from 2005 to 2006 and had a 2006 API Growth of 600. The school had no numerically significant subgroups in either 2005 or 2006.

	2005 ELA A	2006 ELA B	Calculation C
A. Number Proficient or Above (NP)	10 (NP <sub>05</sub> )	26 (NP <sub>06</sub> )	
B. Number Below Proficient (NBP)	190 (NBP <sub>05</sub> )	174 (NBP <sub>06</sub> )	
C. Total Number of Valid Scores (TN)	200 (TN <sub>05</sub> )	200 (TN <sub>06</sub> )	
D. Percent Proficient or Above (PP)	5 (PP <sub>05</sub> )	13 (PP <sub>06</sub> )	(NP/TN) x 100
E. Percent Below Proficient (PBP) <i>The 2006 rate should decrease by at least 10 percent from the 2005 rate to meet Safe Harbor criteria.</i>	95 (PBP <sub>05</sub> )	87 (PBP <sub>06</sub> )	100 – PP
F. Maximum Percent Below Proficient (MPBP) <i>This is the maximum percent below proficient for 2006 to meet Safe Harbor criteria.</i>	85.5 (MPBP)		0.9 x PBP <sub>05</sub>
G. Minimum Percent Proficient for 2006 Safe Harbor (PPSH) <i>This is the minimum 2006 percent proficient or above necessary to meet Safe Harbor criteria in 2006.</i>	14.5 (PPSH)		100 – MPBP
H. 75% Confidence Interval (CI) <i>This is the extra margin of error provided to the 2006 percent proficient or above.</i>	1.99110572 (CI)		0.68 x SQRT (PP <sub>05</sub> x PBP <sub>05</sub> /TN <sub>05</sub> + PPSH x MPBP/TN <sub>06</sub> )
I. 2006 Percent Proficient with 75 Percent Confidence Interval <i>If this rate is higher than the Minimum Percent Proficient for 2006 Safe Harbor (PPSH), the Safe Harbor criteria were met.</i>		14.9911057 (PPCI)	PP <sub>06</sub> + CI If PPCI > PPSH, criteria met.

ELA = English-language arts

**This school met the Safe Harbor criteria because the 2006 Percent Proficient with 75 Percent Confidence Interval (14.9911057) is greater than the Minimum Percent Proficient for 2006 Safe Harbor (14.5 percent) needed to show a 10 percent reduction in students below proficient.**

In the example on page 46 of safe harbor, the school shows five percent of its students scoring at the proficient level or above schoolwide in 2005 in ELA (shown as PP<sub>05</sub> in row D, column A). The school does not make AYP in that year because five percent is below the AMO criteria of 24.4 percent for ELA.

In 2006, the school's percent at the proficient or above level in ELA increases to 13 percent (shown as PP<sub>06</sub> in row D, column B). Except for ELA, however, the school met all the other criteria for making AYP. (It made its AMO in mathematics, its API increased by at least one point, and the 95 percent participation rate was met.)

The school would not ordinarily make AYP in 2006 because 13 percent is below the AMO of 24.4 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).

For 2006, the 75 percent confidence interval provides an extra margin of error in the calculations to enhance reliability in the determination of schools meeting safe harbor criteria. Therefore, the school meets AYP according to safe harbor 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.

Note: The safe harbor calculations are not applied to LEA grade span reports. (LEA grade span reports are described on pages 66 to 68 under the heading entitled "2006–07 PI Identification Criteria for Title I LEAs." An example of an LEA grade span report is shown on pages 83 to 84.)

## AYP Appeals Process

A local educational agency (LEA) on its own behalf or on behalf of its schools may appeal the 2006 Adequate Yearly Progress (AYP) results that are shown on the August 31, 2006 AYP Report. A separate appeal form must be submitted for the LEA and each school.

The results of an AYP appeal could impact the Program Improvement (PI) status of any Title I-funded school or LEA that will potentially enter, advance in, or exit from PI in 2006–07. Therefore, it is essential that LEAs submit all appeals by the deadline of September 15, 2006. Regardless of the status of an appeal, LEAs must notify parents or guardians of students enrolled in an identified PI school of the school's PI status and the option to transfer to a non-PI school with paid transportation **no later than September 1**. More information on these requirements may be found at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

### Criteria for Appeals of the 2006 AYP Determination

#### Appeals of the 2006 AYP determination will be accepted for the following reasons:

A. Substantive reason	<ul style="list-style-type: none"> <li>An example would be a natural disaster that prevented the LEA from administering the applicable assessment.</li> <li>Supporting documentation should establish the unique character of the substantive reason.</li> </ul>
B. Medical emergency	<ul style="list-style-type: none"> <li>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 (STAR for grades two through eight, CAHSEE for grade ten, CAPA for grades two through eight and ten), and the schoolwide and/or numerically significant subgroup participation rate has been affected.</li> </ul>
C. Pair and share	<ul style="list-style-type: none"> <li>The AYP determination was based on results from other students, schools, or LEAs. (The AYP was based on pairing and sharing the results of other schools or of the school district or county in which the school is located.) In this instance, the LEA or school will have to submit test results or other data that are a more valid measure of the LEA's or school's performance than the information that appears on the 2006 Accountability Progress Report.</li> </ul>

Appeals must be filed with the Policy and Evaluation Division at the California Department of Education (CDE) by 5:00 p.m. on September 15, 2006. Appeal results will be incorporated into the revised 2006 AYP reports planned for release in October 2006.

The LEA submitting the appeal on its behalf or on behalf of its schools must include appropriate documentation supporting the appeal criteria and a detailed description of the issue and how its resolution will modify the AYP determination. Failure to submit appropriate documentation will result in denial of the appeal.

Questions about the AYP Appeals Process may be directed to the CDE's Evaluation, Research, and Analysis Unit at (916) 319-0875 or by e-mail to [evaluation@cde.ca.gov](mailto:evaluation@cde.ca.gov).

## Numerically Significant Subgroups

AMO and participation rate criteria must be met in each content area (ELA and mathematics) at the school, LEA, and state levels and by each numerically significant subgroup at each of those levels. Reporting occurs for subgroups 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 subgroups.

### Definitions of Subgroups Used in AYP

<p>A subgroup is “numerically significant” for AYP if it has:</p>	<p><b>Participation Rate</b> (schools or LEAs with 100 or more students enrolled on the first day of testing)</p> <ul style="list-style-type: none"> <li>■ 100 or more students enrolled on the first day of testing</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>■ 50 or more students enrolled on the first day of testing who make up at least 15 percent of the total population</li> </ul> <p><b>Percent Proficient (AMOs)</b> (schools or LEAs with 100 or more valid scores)</p> <ul style="list-style-type: none"> <li>■ 100 or more students with valid scores</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>■ 50 or more students with valid scores who make up at least 15 percent of the total valid scores</li> </ul> <p><b>Note:</b> A school or LEA with fewer than 100 students enrolled on the first day of testing or fewer than 100 valid scores has no numerically significant subgroups for that indicator for AYP purposes.</p>
<p>Subgroups used in AYP calculations include:</p>	<ul style="list-style-type: none"> <li>■ African American or Black (not of Hispanic origin)</li> <li>■ American Indian or Alaska Native</li> <li>■ Asian</li> <li>■ Filipino</li> <li>■ Hispanic or Latino</li> <li>■ Pacific Islander</li> <li>■ White (not of Hispanic origin)</li> <li>■ Socioeconomically Disadvantaged</li> <li>■ English Learner</li> <li>■ Student with Disabilities</li> </ul>
<p>“Socioeconomically Disadvantaged” is defined as:</p>	<ul style="list-style-type: none"> <li>■ A student whose parents both have not received a high school diploma</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>■ A student who participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)</li> </ul>

## Definitions of Subgroups Used in AYP (continued)

<p><b>“English Learner” is defined as:</b></p>	<ul style="list-style-type: none"> <li>■ English Learner (EL)</li> <li style="text-align: center;"><b>OR</b></li> <li>■ Reclassified fluent-English-proficient (RFEP) student who has not scored at the proficient level or above on the CST in ELA for three years after being reclassified</li> </ul>
<p><b>“Student with Disabilities” is defined as:</b></p>	<p>A student who receives special education services and has a valid disability code</p>

**Note:** These data are based on student answer documents from the spring 2006 STAR Program and CAHSEE administrations.

## Redesignated Fluent-English-Proficient (RFEP) Students

In calculating AYP for the English learner subgroup for a school or LEA, reclassified fluent-English-proficient (RFEP) students who have not scored at the proficient or above level on the CST in ELA for three years are included in calculating the participation rate and AMOs for the “English Learner” subgroup. However, RFEP students are not counted when determining whether the English learner subgroup meets the minimum group size to be numerically significant. For example, a school with 150 English learner valid scores and 50 RFEP valid scores would have a numerically significant English learner subgroup because 150 is above the definition of at least 100 valid scores to be numerically significant (as defined on the previous page). The calculation of the school’s percent proficient, however, would be based on 200 valid scores, which includes English learner and RFEP student results.

## English Learners First Enrolled in United States Schools

For 2006 AYP, the results of English learners who were first enrolled in United States schools for less than a year are not included in the count of valid scores or in the count of the proficient or above level. However, the definition of “the year English learners are first enrolled in United States schools” for 2006 AYP compares the date first enrolled to the date when most students have yet to start STAR Program testing, which was determined to be March 15, 2006. Any English learner with an enrolled date after March 15, 2005, is considered as enrolled in a United States school less than a year at STAR Program or CAHSEE testing and was not counted in valid scores or AMOs.

## Alternative Methods

The No Child Left Behind (NCLB) Act of 2001 requires that all schools be included in Adequate Yearly Progress (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, therefore, were required for the 2006 AYP reports.

Only schools and LEAs with 2006 STAR Program results in grades two through eight and/or CAHSEE results in grade ten were processed for participation rates, percent proficient, and API according to the standard procedures. Other schools and LEAs were evaluated using alternative methodologies.

Only schools and LEAs with 2006 graduation rates (Class of 2004–2005) had the graduation rates calculated using standard procedures. High schools without 2006 graduation rates or high schools with the primary mission of returning students to the regular classroom in a comprehensive high school were evaluated using alternative methodologies.

Standard calculations were used for most schools, LEAs, and subgroups in the 2006 AYP reports, indicated by a blank in the “Alternative Method” column(s) on the reports. A description of the alternative methods used are listed below:

### Alternative Methods Descriptions

- **AJ = Adjustment for students with disabilities:** If a school or LEA does not make AYP in 2006 solely due to its students with disabilities subgroup not making AMOs, 20 percentage points were added to the school's or LEA's percent proficient for this subgroup. This alternative method was also applied to grade span calculations on the LEA 2006 PI Report when applicable.
- **CA = County average, DA = District average:** For schools with no results on tests used in AYP calculations or no graduation rate (if applicable), calculations were based on the school district averages. If no school district values are available, county-wide averages are used.
- **CI = Passed using confidence intervals:** Small schools and LEAs with fewer than 100 valid scores have adjusted AMOs to account for the small number of test scores. These schools and LEAs met the adjusted percent proficient criteria using a confidence interval methodology. Very small schools and LEAs with fewer than 11 valid scores have adjusted API criteria to account for the very small number of test scores. These schools and LEAs met the adjusted API criteria using confidence interval methodology.
- **CK = CAPA and CAHSEE only:** Schools with CAPA and CAHSEE but no CST results have APIs based only on CAPA and CAHSEE.
- **CP = CAPA only:** Schools with CAPA but no CST results have APIs based only on CAPA.

## Alternative Methods Descriptions (continued)

- **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 school-wide or LEA-wide in the “Met 2006 AYP Criteria” column on the report.
- **ER = Enrollment 50 to 99:** Small schools and LEAs with 50 to 99 enrollment have slightly adjusted participation rate criteria to account for the small numbers. Schools or LEAs with 50 students enrolled met participation rate criteria by having at least 47 students tested. Schools or LEAs with between 51 and 99 students enrolled met participation rate criteria by having a schoolwide or LEA-wide participation rate of at least 95 percent, but the rate is rounded up to the nearest whole number.
- **G1 = Grade 11 only:** High schools without grade ten CAHSEE results and no grade nine CST results but with grade eleven CST results that include at least 95 percent tested on CST Math have participation rates and percent proficient based on grade eleven CST results.
- **G9 = Grade 9 only:** High schools without grade ten CAHSEE results but with grade nine CST results have participation rates and percent proficient based on grade nine CST results.
- **KC = CAHSEE only:** Schools with CAHSEE but no STAR or CAPA results have APIs based only on CAHSEE.
- **OT = Other:** In very rare cases, special calculations may have been required due to unique situations.
- **PS = Pair and share:** California testing begins in grade two. For schools with only kindergarten and/or grade one, the scores for the schools to which these students matriculate were used. This is also referred to as “pairing and sharing.” For schools that do not supply pair and share data, the school district or county values are used (CA or DA).
- **PX = Proxy graduation rate:** For traditional comprehensive high schools with no graduation rates, a proxy graduation rate was calculated based on the school’s available CBEDS dropout and enrollment data for grades 9–11.
- **SH = Passed by Safe Harbor:** The school, LEA, or subgroup met the criteria for Safe Harbor, which is an alternate method of meeting the AMO if a school, LEA, or subgroup shows progress in moving students from scoring at the below proficient level to the proficient level or above on STAR, CAHSEE, and/or CAPA.
- **Y2 = Passed by using 2-year average:** Schools, LEAs, or subgroups that have not met 2006 AYP participation rate or percent proficient (AMO) criteria using a one-year formula met the participation rate or AMO using a two-year formula.
- **Y3 = Passed by using 3-year average:** Schools, LEAs, or subgroups that have not met 2006 AYP participation rate or percent proficient (AMO) criteria using a one- or two-year formula met the participation rate or AMO using a three-year formula.

**Note:** The original data for the school, LEA, or subgroup are shown on the 2006 AYP report, even though the alternative method is used as the criterion, unless the school, LEA, or subgroup had no results for enrollment, valid scores, and/or graduation rate. In those cases, the alternative data are shown on the report.

The alternative methods listed in the table on the previous page may apply to one or more of the four areas of AYP requirements (participation rate, AMO, API, graduation rate). The following chart shows which methods apply to each of the four areas.

### Alternative Methods Codes

Alternative Methods	Participation Rates	AMOs	APIs	Graduation Rates
AJ = Adjustment for students with disabilities		NSS		
CA = County average		SL	SL	SL
CI = Passed using confidence intervals		SL	SL	
CK = CAPA and CAHSEE only			SL	
CP = CAPA only			SL	
DA = District average	SL	SL	SL	SL
EN = Enrollment less than 50	SL/NSS			
ER = Enrollment 50 to 99	SL/NSS			
G1 = Grade 11 only	SL/NSS	SL/NSS		
G9 = Grade 9 only	SL/NSS	SL/NSS		
KC = CAHSEE only			SL	
OT = Other	SL/NSS	SL/NSS	SL	SL
PS = Pair and share		SL	SL	
PX = Proxy graduation rate				SL
SH = Passed by Safe Harbor		SL/NSS		
Y2 = Passed by using 2-year average	SL/NSS	SL/NSS		
Y3 = Passed by using 3-year average	SL/NSS	SL/NSS		

SL = Schoolwide or LEA-wide

NSS = Numerically significant subgroup

# Charter Schools

## NCLB Requirements

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This section summarizes information about the impact of Title I, Part A, requirements on charter schools based on the *Non-Regulatory Guidance: The Impact of the New Title I Requirements on Charter Schools* issued by the United States Department of Education (ED) in July 2004. The guidance is available on the ED Web site at <http://www.ed.gov/policy/elsec/guid/charterguidance03.doc>.

Charter schools that are part of a local educational agency (LEA) (locally funded charter schools) and charters that are their own LEA (direct-funded charter schools) are subject to the same Adequate Yearly Progress (AYP) requirements of the No Child Left Behind (NCLB) Act of 2001 that apply to all public schools. If the charter school receives Title I funds, the Program Improvement (PI) accountability provisions under Section 1116 of Title I, Part A, also apply.

## 2006 AYP Report Rules

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Charter schools may have special reporting or calculation rules in the 2006 AYP reports.

Although a direct-funded charter school is considered to be its own LEA (California *Education Code* Section 47636(a)(1)), the school is treated as a **school** 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.

For direct-funded charter schools with no valid test scores for assessments used in AYP calculations, the school 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.

Direct-funded comprehensive charter high schools with appropriate dropout and graduate data have their 2006 graduation rates calculated using standard procedures.

Direct-funded charter high schools with a primary mission of returning students to a regular classroom in a comprehensive high school (e.g., a charter continuation high school) have their 2006 graduation rates assigned as the graduation rate of its authorizing charter agency. If results of the authorizing agency are absent, results of the county as a whole are used.

Direct-funded comprehensive charter high schools that do not have appropriate graduate data for calculating a standard 2006 graduation rate (e.g., first-year schools)

receive a proxy graduation rate, calculated from their CBEDS dropout and enrollment data. The method of calculating a proxy graduation rate is described on page 44.

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

## Role of Charter School Authorizer

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The entity that authorizes a direct-funded or locally funded charter school has responsibility to assure accountability requirements for a school identified as PI are met. School districts, county offices of education, and the State Board of Education (SBE), as authorizers of charter schools, must work closely with the school to ensure that PI requirements are met and that the school receives technical assistance to improve student performance.

The charter school authorizer is responsible in general for holding charter schools accountable to Title I, Part A, provisions, that include parent/guardian involvement and the highly qualified teacher and paraprofessional requirements.

A charter school authorizer must assure a direct-funded charter school identified as PI takes the following actions:

- Promptly inform parents or guardians of each student enrolled in the school of the school's PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents or guardians can be involved in addressing the academic issues that led to the identification. A sample parent/guardian notification letter for Year 1 PI charter schools is available on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ti/documents/3parenttempcharter.doc>.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and must cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with professional development requirements. PI schools must set aside 10 percent of their Title I allocation for professional development for teachers and other school staff. (This requirement excludes funds provided under NCLB Section 1119(1)—highly qualified teachers and paraprofessionals.)

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## Resources Available for PI Charter Schools

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LEA authorizers that receive Title I funds and direct-funded charters as their own LEA may reserve Title I, Part A, funds on the Consolidated Application (Con App), Part II, on the *Reservations for Title I, Part A*, page to cover the costs of required NCLB-related activities, such as professional development for school staff, parental/guardian involvement, and PI mandates.

Direct-funded charters can help offset the costs incurred by a charter school authorizer that does not receive Title I funds, by using the allowable set-aside funds on the *Reservations for Title I, Part A* page of the Con App to pay for needed services that are provided by the charter school authorizer.

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## Title I Public School Choice and Supplemental Educational Services

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Both locally funded and direct-funded charter schools, in collaboration with the charter school authorizer, must provide and pay for supplemental educational services if the schools are identified as PI schools in Years 2–5. Locally funded and direct-funded charter schools that are not in PI are eligible to become supplemental educational services providers.

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## Locally Funded Charter Schools

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An LEA with a locally funded charter school that is in PI must provide school choice options with paid transportation to non-PI schools within the LEA. The LEA may list locally funded charter schools that are not in PI as choice options for students transferring from PI schools within the LEA. An LEA also may enter into an agreement with a non-PI direct-funded charter school within its geographic area to allow for student transfers. To the extent practicable, the LEA must enter into an agreement with a neighboring school district if no school choice options are available within the LEA.

If there are no choice options within the LEA, the LEA also may offer supplemental educational services for those students that choose to remain at the school during Year 1. LEAs and schools that choose to offer supplemental educational services during Year 1 are not required to use approved supplemental educational services providers.

## Direct-Funded Charter Schools

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Direct-funded charters, with the assistance of the charter school authorizer, must inform the parents or guardians of students enrolled in the school of the option to return to the “home” public school. If the home public school is a PI school, the parent or guardian may obtain information about transferring to a non-PI school within the “home” LEA with paid transportation, by contacting the “home” LEA.

If students choose to remain at the school, direct-funded charter schools in Year 1 of PI may also offer supplemental educational services to students who need additional help.

To the extent practicable, the direct-funded charter (as a charter school LEA) must enter into an agreement with a neighboring LEA if no school choice options are available within the “home” LEA or direct-funded charter school.

## NCLB Qualifications of Teachers and Paraprofessionals

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All charter schools must meet the requirements pertaining to the qualification of teachers under NCLB. Charter school paraprofessionals hired to work in programs supported with Title I, Part A funds must meet the paraprofessional provisions of the law in the same manner as public schools. More information about teacher and paraprofessional requirements can be found on the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/> and <http://www.cde.ca.gov/nclb/sr/tq/parafaq.asp>.

## CAPA 1.0 Percent Cap for LEAs

Accountability under the No Child Left Behind (NCLB) Act for certain students with severe cognitive disabilities is based on performance on the California Alternate Performance Assessment (CAPA), which tests students using a subset of California's content standards. For calculating Adequate Yearly Progress (AYP), federal regulations adopted on December 9, 2003, set a cap of 1.0 percent on the percentage of students in a local educational agency (LEA) whose scores can be counted as proficient or above based on an alternate assessment using alternate achievement standards. (An LEA is a school district or county office of education.) This cap may be exceeded in cases where the LEA provides adequate justification to the state. Absent an exception, proficient or advanced level scores above the cap must be counted as not proficient in AYP calculations.

The percentage for determining if an LEA is above the 1.0 percent cap is calculated separately for both English-language arts (ELA) and mathematics in grades two through eight and ten using the following formula:

- Numerator = Number of proficient and advanced scores on 2006 CAPA from non-mobile students in a content area

“Mobile students” are defined as those who first enrolled in the LEA after the October 2005 CBEDS date.

- Denominator = 2006 Standardized Testing and Reporting (STAR) Program enrollment on the first day of testing, less mobile students

The numerator only includes those scores used in calculating the percent proficient or above level, and the denominator includes all students in the grades assessed. There is no rounding in determining the proportion of test takers (i.e., 1.09 is not 1.1 and a proportion of a student would not be considered one student).

The final federal regulations became effective for the 2004 AYP. The California Department of Education (CDE) developed criteria and the methodology for meeting the NCLB regulations regarding the 1.0 percent cap. All LEAs were notified in July 2006 of the process to apply for an exception. The deadline for applying for an exception was August 4, 2006. **The official AYP determination of LEAs that are over the 1.0 percent cap is not included in the August 2006 release of the 2006 Adequate Yearly Progress reports. This information will be provided in the October 2006 update of the reports.** Exception requests are reviewed and processed by the CDE. The status of exception requests will be noted on later versions of the 2006 AYP Report.

Information about the CAPA 1.0 percent cap criteria is located on the CDE Web site at <http://www.cde.ca.gov/ayp/> and <http://www.cde.ca.gov/sp/se/sr/capa.asp>.

Questions about calculating the 1.0 percent cap should be addressed to the Academic Accountability Unit (AAU) of the Policy and Evaluation Division at (916) 319-0863 or by e-mail at [aau@cde.ca.gov](mailto:aau@cde.ca.gov). Questions regarding the application for exception to the 1.0 percent cap should be addressed to Holly Evans-Pongratz, Consultant, in the Assessment Evaluation and Support Unit of the Special Education Division at (916) 327-3702.

# **Background Information (continued)**

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## **II. Federal Accountability: Program Improvement**

**School Accountability**

**LEA Accountability**

# School Accountability

## Identification of Schools for PI

The federal No Child Left Behind (NCLB) Act of 2001 requires that all schools annually meet Adequate Yearly Progress (AYP) criteria. Schools that receive Title I, Part A, Basic, funds will be identified for Program Improvement (PI) if they do not meet AYP criteria for two consecutive years in specific areas. The PI requirements of NCLB do not apply to schools that do not receive Title I, Part A, Basic funds.

**Local educational agencies (LEAs) have the primary responsibility to identify PI schools and to notify parents or guardians of students enrolled in the school of the school's PI status.** LEAs should identify Title I schools as either PI or not PI based on the August 31, 2006, AYP results, the 2006–07 PI identification criteria shown in the table below, and the examples on the following pages. The parent/guardian notification, including the option to transfer to a non-PI school with paid transportation, must occur **no later than September 1**. The 2006–07 PI status of schools (and LEAs) based on 2005 and 2006 AYP results may be confirmed by consulting the 2006–07 PI Report on August 31, 2006.

In prior years, the determination of a school's PI status depended in part on whether the school was a Targeted Assistance School (TAS) or was operating a Schoolwide Program (SWP). In TAS, Title I funds benefit only Title I-eligible students, while in SWP schools, the funds benefit all students. Therefore for 2005 AYP, the PI identification of a TAS was based in part on the disaggregation of data for the school's socioeconomically disadvantaged (SED) student subgroup.

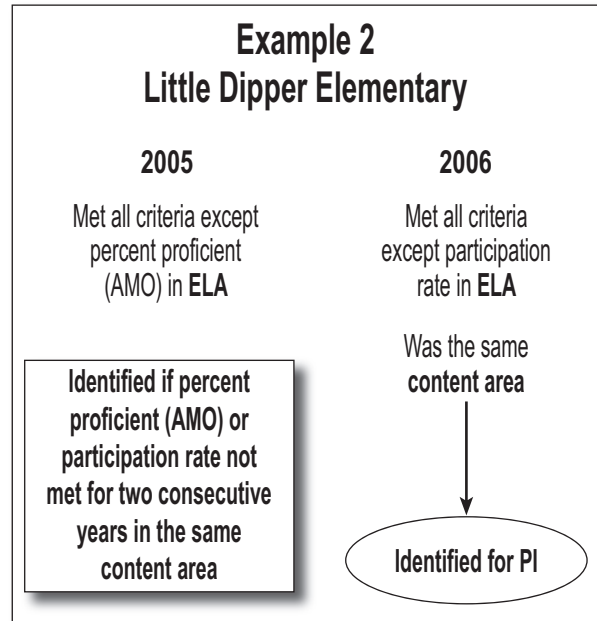
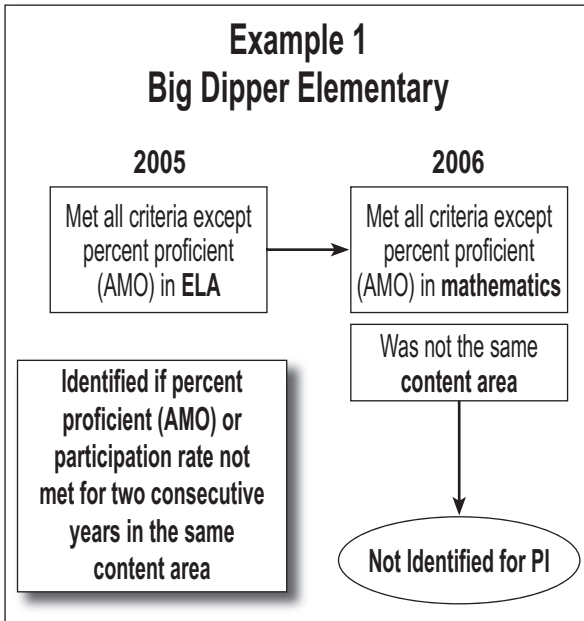
For 2006 AYP, the United States Department of Education (ED) approved California's request to eliminate the distinction between TAS and SWP schools in PI identification. The new procedure ends perceived inconsistencies in the treatment of TAS and SWP schools. Also, the new procedure greatly simplifies PI identification since disaggregation for SED students is no longer necessary and allows the California Department of Education (CDE) to identify schools for PI at the same time the AYP data are released. The following table shows the 2006 PI identification criteria for Title I schools.

### 2006–07 PI Identification Criteria for Title I Schools

<p><b>A Title I school will be identified for PI when, for each of two consecutive years, the school:</b></p>	<p>1. Does not make AYP in the same content area (ELA or mathematics) (schoolwide or any numerically significant subgroup)</p> <p style="text-align: center;"><b>OR</b></p> <p>2. Does not make AYP on the same indicator (API or graduation rate) (schoolwide)</p>
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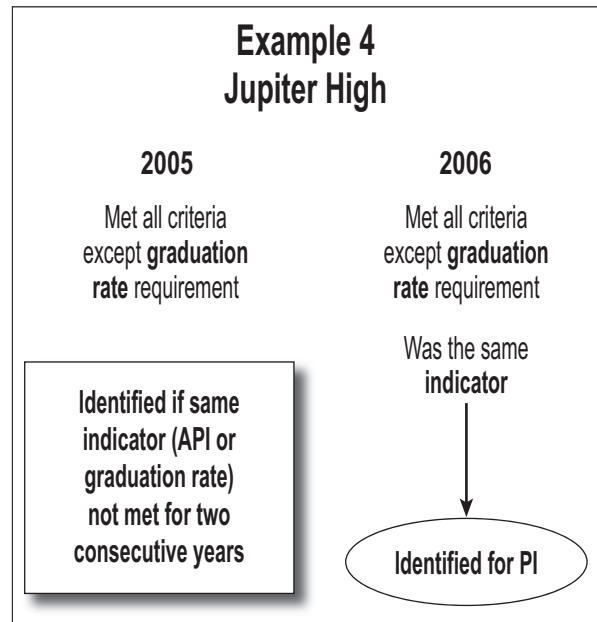
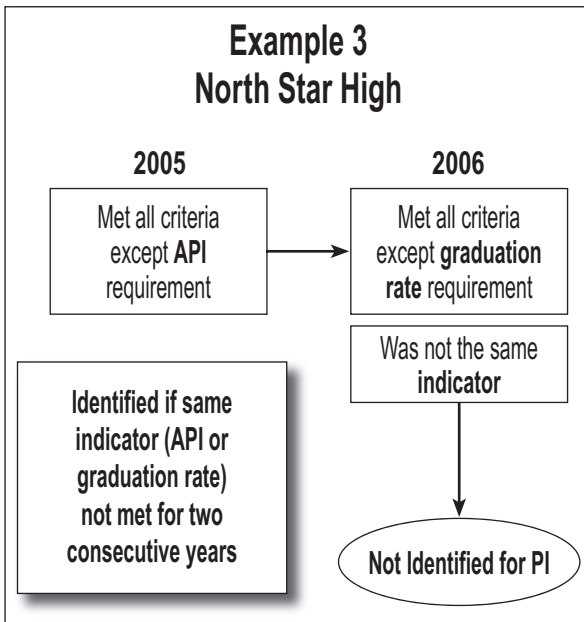
ELA = English-language arts

## Four Examples of PI Identification for Title I Schools Content Area



ELA = English-language arts

## Indicator



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## Schools Already in PI

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

### **Advancing in PI**

A school that begins the school year in PI and does not meet all AYP criteria for that school year will advance to the next year of PI. For example, a school that implemented Year 1 of PI during the 2005–06 school year and did not meet all 2006 AYP criteria will advance to Year 2 of PI during 2006–07. This school must continue the interventions that began during Year 1 and begin those interventions required in Year 2.

### **Maintaining PI Status**

A school that begins the school year in PI and meets all AYP criteria for that school year will maintain the same PI status for the next school year. For example, a school that implemented Year 1 of PI during the 2005–06 school year and met all 2006 AYP criteria will maintain Year 1 of PI during 2006–07. This school must continue to offer the interventions begun during Year 1.

### **Exiting PI**

A school will exit PI if it makes AYP for two consecutive years.

A school exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

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## Changes to PI Status

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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 it receives demographic corrections from the test publisher. 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. The CDE notifies each school and LEA of any changes to API and AYP reports, including updates to PI status information. The following describes regularly scheduled updates to the PI status information for 2006–07:

August 31, 2006      AYP reports released, including PI status information

October 2006	AYP reports updated to incorporate STAR Program data changes for late testing LEAs, CAHSEE data corrections made in August, appeal and exception decisions, and CAPA reallocations
	PI status information updated following revision of AYP reports
January 2007	AYP reports updated to incorporate additional data corrections made through the test publisher
February 2007	PI status information updated following revision of AYP reports

**Some schools or LEAs may be identified for PI after the August 31, 2006, release (when the October 2006 or February 2007 updates of the 2006 AYP and 2006–07 PI reports will occur). In these cases, the school or LEA must immediately implement the required PI activities. In addition, if the school or LEA does not make AYP in 2007, it will advance to the next year of PI in the 2007–08 school year.**

## NCLB PI School Requirements Chart

Number of Years School Does Not Make Adequate Yearly Progress (AYP)						
	Two	Three	Four	Five	Six	Seven
	Program (School) Improvement			Restructuring		
	Corrective Action			Restructuring		
	Year 1	Year 2	Year 3	Year 4	Year 5	
<p><b>Did Not Make AYP</b></p>	<p><b>Local Educational Agency (LEA):</b></p> <ul style="list-style-type: none"> <li>■ Provide technical assistance to PI school.</li> <li>■ Notify parents or guardians of PI status of school and school choice.</li> <li>■ Set aside minimum 5% for professional development to meet highly qualified staff requirements.</li> <li>■ Provide choice to attend another public school in the LEA that is not PI. (LEA is responsible for transportation costs.)</li> <li>■ Establish peer review process to review revised school plan.</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>■ Revise school plan within 3 months to cover 2-year period.</li> <li>■ Use 10% of Title I school funds for staff professional development.</li> <li>■ Implement plan promptly.</li> </ul>	<p><b>LEA Continue:</b></p> <ul style="list-style-type: none"> <li>■ Technical assistance.</li> <li>■ Parent/guardian notification of PI status of school, school choice, supplemental educational services.</li> <li>■ Professional development.</li> <li>■ School choice.</li> </ul> <p><b>LEA Add:</b></p> <ul style="list-style-type: none"> <li>■ Provide supplemental educational services to eligible students.</li> </ul> <p><b>School Continue:</b></p> <ul style="list-style-type: none"> <li>■ Plan implementation.</li> <li>■ Professional development.</li> </ul>	<p><b>LEA Continue:</b></p> <ul style="list-style-type: none"> <li>■ Technical assistance.</li> <li>■ Parent/guardian notification of PI status of school, school choice, supplemental educational services.</li> <li>■ Professional development.</li> <li>■ School choice.</li> <li>■ Supplemental educational services.</li> </ul> <p><b>LEA Add:</b></p> <p>LEA identifies school for corrective action and does at least one of the following:</p> <ul style="list-style-type: none"> <li>■ Replaces school staff.</li> <li>■ Implements new curriculum.</li> <li>■ Decreases management authority at school level.</li> <li>■ Appoints outside expert.</li> <li>■ Extends school year or day.</li> <li>■ Restructures internal organizational structure of school.</li> </ul> <p>LEAs may give direct technical assistance to school site councils in developing school plans.</p> <p>LEA informs parents and public of corrective action and allows comment.</p> <p><b>School Continue:</b></p> <ul style="list-style-type: none"> <li>■ Professional development.</li> <li>■ Collaboration with district to improve student achievement.</li> </ul>	<p><b>LEA Continue:</b></p> <ul style="list-style-type: none"> <li>■ Technical assistance.</li> <li>■ Parent/guardian notification of PI status of school, school choice, supplemental educational services.</li> <li>■ Professional development.</li> <li>■ School choice.</li> <li>■ Supplemental educational services.</li> </ul> <p><b>LEA and School Add:</b></p> <p>During Year 4, prepare plan for alternative governance of school. Select <u>one</u> of the following:</p> <ul style="list-style-type: none"> <li>■ Reopen school as a charter.</li> <li>■ Replace all or most staff including principal.</li> <li>■ Contract with outside entity to manage school.</li> <li>■ State takeover.</li> <li>■ Any other major restructuring.</li> </ul> <p>LEA provides notice to parents and teachers and allows comment.</p> <p><b>School Continue:</b></p> <ul style="list-style-type: none"> <li>■ Professional development.</li> <li>■ Collaboration with district to improve student achievement.</li> </ul>	<p><b>LEA Continue:</b></p> <ul style="list-style-type: none"> <li>■ Technical assistance.</li> <li>■ Parent/guardian notification of PI status of school, school choice, supplemental educational services.</li> <li>■ Professional development.</li> <li>■ School choice.</li> <li>■ Supplemental educational services.</li> </ul> <p><b>LEA and School Add:</b></p> <ul style="list-style-type: none"> <li>■ Implement alternative governance plan developed in Year 4.</li> </ul> <p>School continues in PI, and LEA offers choice and supplemental educational services until school makes AYP for two consecutive years. School exits PI after two consecutive years of making AYP.</p>	
<p><b>Did Not Make AYP</b></p>						

# LEA Accountability

## Identification of LEAs for PI

NCLB Section 1116 (c)(3) requires the California Department of Education (CDE) to annually review the performance of each LEA receiving Title I, Part A, Basic funds. The CDE must then identify for Program Improvement (PI) any LEA that has not made Adequate Yearly Progress (AYP) for two consecutive years in specific areas. The requirements of NCLB to identify LEAs for PI do not apply to LEAs that do not receive Title I, Part A, Basic funds.

Currently, school districts, direct-funded charter schools, and county offices of education are LEAs that are eligible to receive Title I, Part A, Basic 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, which is provided on pages 61 to 65. AYP results from direct-funded charter schools will not be counted in the AYP results of the sponsoring school district or county office of education.**

PI information for LEAs is included in the 2006–07 PI reports released on August 31, 2006.

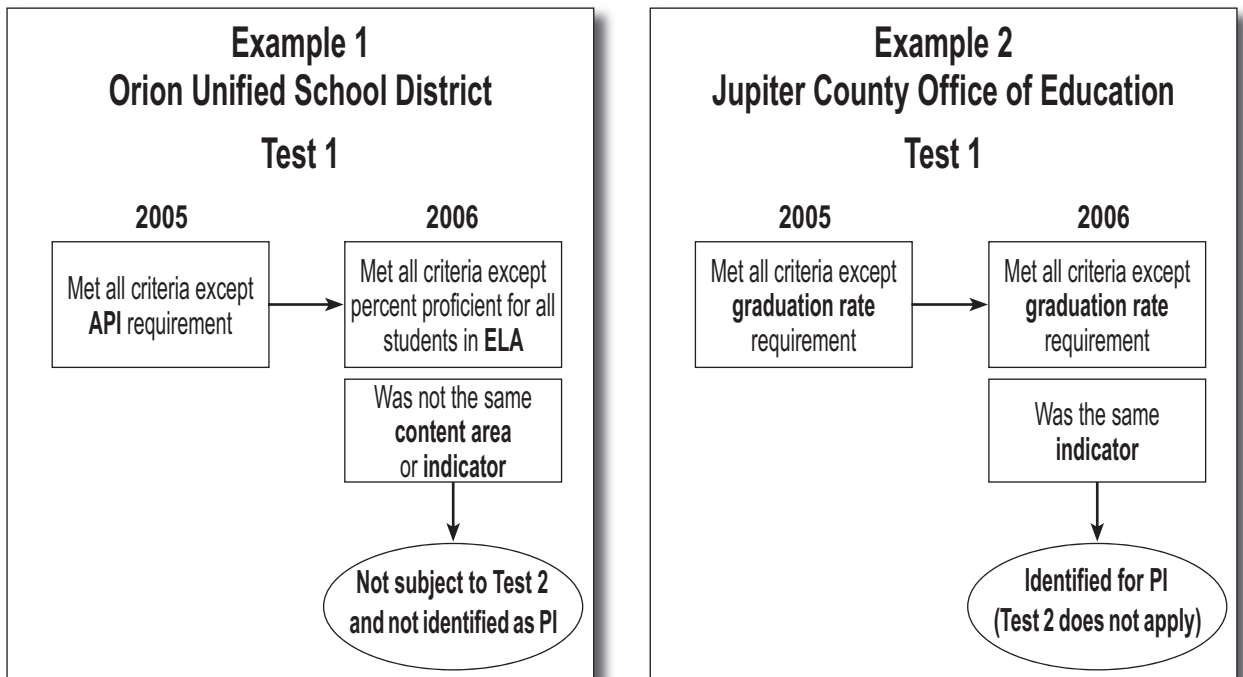
### 2006–07 PI Identification Criteria for Title I LEAs

<p><b>An LEA receiving Title I, Part A, Basic funds will be identified for PI status when, for each of two consecutive years, the LEA:</b></p>	<ul style="list-style-type: none"> <li>■ Does not make AYP in the same content area (English-language arts [ELA] or mathematics) AND does not meet AYP criteria in the same content area in each grade span (grades two through five, grades six through eight, and grade ten)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>■ Does not make AYP on the same indicator (LEA-wide API or graduation rate for high school students)</li> </ul>
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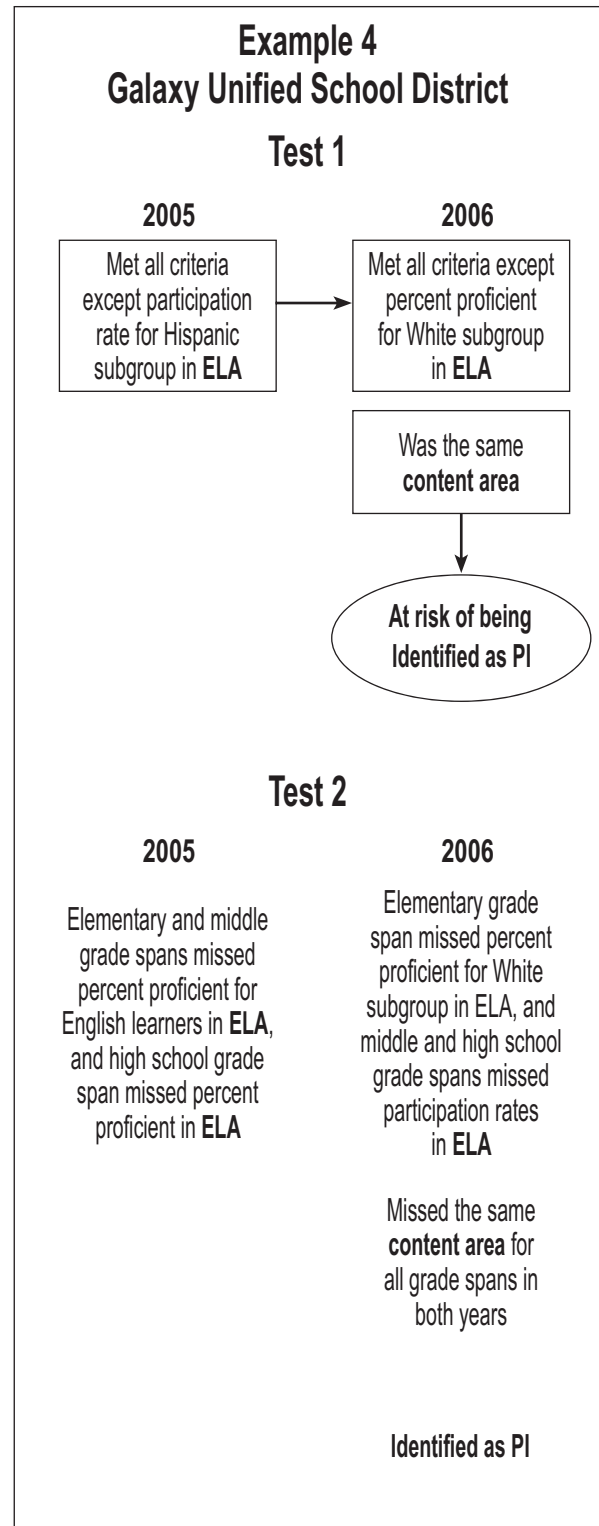
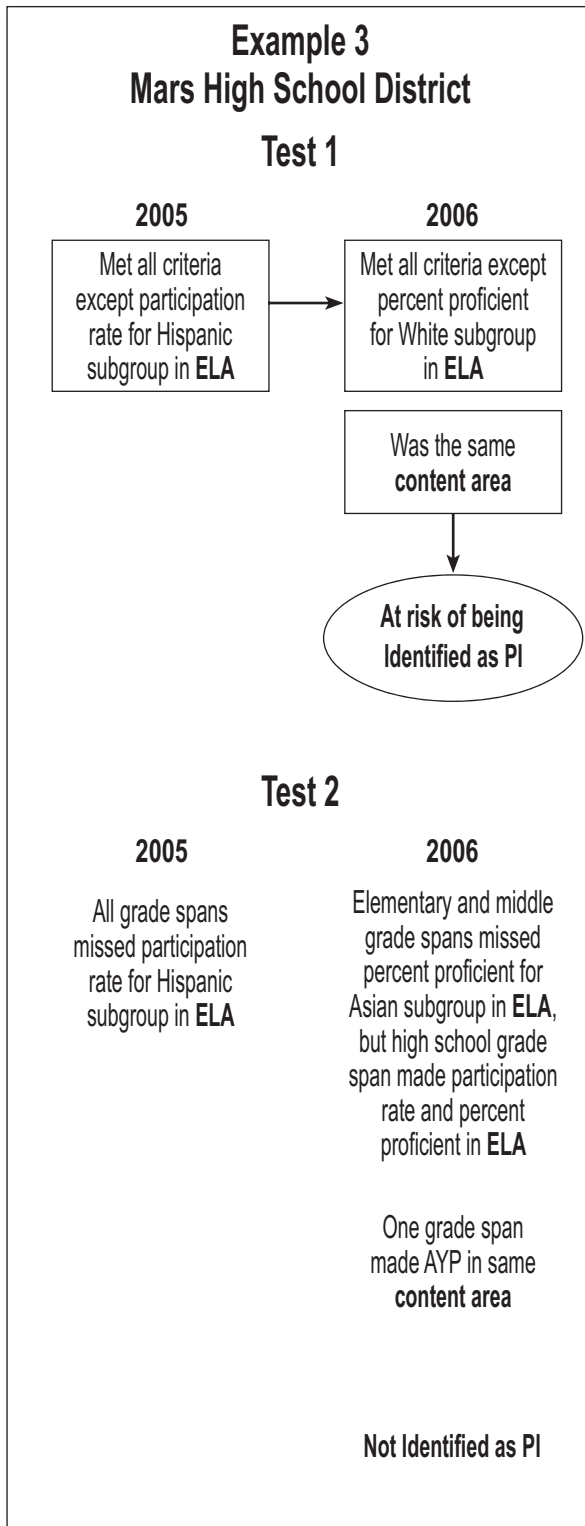
**The AMO targets for grade spans two through five and six through eight are the same as those used for elementary and middle schools (shown on page 27). The AMO targets for grade span ten are the same as those used for high schools (shown on page 28).**

Identifying LEAs for PI is a two-step test. First, test 1 is applied. Under test 1, achievement data of 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 same additional indicator for two consecutive years. LEAs that missed the same additional indicator criteria for two consecutive years are identified for PI. For those LEAs that missed the same content area criteria only, test 2 is applied. Under test 2, the LEA results are disaggregated by grade spans. LEAs that missed the content area criteria are identified for PI if all grade spans missed AYP in the same content area for two consecutive years.

### Four Examples of PI Identification of Title I LEAs Indicator



## Content Area



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## LEAs Already in PI

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

### Advancing in PI

An LEA that begins the school year in PI and does not make AYP will advance to the next year of PI status. For example, if an LEA that implemented Year 1 of PI during the 2005–06 school year and did not make all 2006 AYP criteria will advance to Year 2 of PI during 2006–07. This LEA must continue to implement the plan developed in Year 1.

### Maintaining PI Status

An LEA that begins the school year in PI and makes AYP will maintain the same PI status for the next school year. For example, an LEA that implemented Year 1 of PI during the 2005–06 school year and made all 2006 AYP criteria will maintain Year 1 status during 2006–07. This LEA must continue to implement the plan developed in Year 1.

### Exiting PI

An LEA will exit PI status by making AYP for two consecutive years. An LEA exiting PI will not be subject to Title I corrective actions or other NCLB sanctions.

The grade span criteria only is applied when initially identifying LEAs for PI and does not apply when determining if LEAs advance in their PI status, maintain their PI status, or exit PI.

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## Changes to PI Status

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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 information regarding changes to school PI status described on pages 63–64 also applies to changes to LEA PI status.

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## LEA PI Requirements Summary

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The following summary lists the provisions for an LEA entering or advancing in PI:

- The LEA, with the assistance of the state educational agency (SEA), must inform parents or guardians of the LEA's PI status.
- The LEA must develop or revise the LEA improvement plan within three months of PI identification and promptly implement the plan.

- The LEA must reserve not less than 10 percent of the LEA Title I allocation for high quality professional development. (This requirement excludes funds provided under NCLB Section 1119[i]—highly qualified teachers and paraprofessionals.) In the 10 percent, LEAs may include the school level 10 percent reservation for professional development required in PI schools.
- In Year 2 of PI, the LEA must continue to implement the revised plan.
- In Year 3 of PI, the LEA is subject to corrective action by the State Education Agency (SEA).

## **Impact of PI Status on Providing Supplemental Educational Services**

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An LEA that is identified for PI may not be a supplemental educational services provider. An exception occurs in the case of providing supplemental educational services to English learners and students with disabilities. A PI LEA must provide supplemental educational services to students with disabilities and English learners directly or through a contractor if there are no approved providers to do so.

Results of the July 2005 meeting of the State Board of Education (SBE) has an impact on county offices of education (COEs) identified for PI and on supplemental educational services. If a COE chooses to bifurcate its responsibilities, county operated schools/ programs could fall into PI status while the separate county services function could apply to the state for approval to be a supplemental educational services provider.

## Specific PI Requirements for LEAs

### Parent/Guardian Notification Requirements

1. The state education agency (SEA) must work with a PI LEA to arrange for notification of the parents or guardians of each student enrolled in a school district regarding the LEA's PI status. The information must be provided directly using regular mail or e-mail and indirectly using the Internet, the media, or public agencies.
2. A template, accessible on the CDE Web site in multiple languages, may be used by LEAs to notify parents/guardians. The notification must be written in clear, non-technical language that can be easily understood by parents/guardians. It must inform parents or guardians of:
  - The reason for identification of the LEA as PI
  - How parents or guardians can get involved in improving the LEA
  - Actions the SEA will take to improve the LEA
3. The CDE also must work with the LEA to disseminate information to parents or guardians and the public about the corrective action taken by the CDE for PI LEAs in Year 3. The CDE will publicize such information through the Internet, the media, and public agencies.

## PI LEA Specific Requirements, Years 1–3

Year in PI	Responsibilities of SEA or LEA
Year 1	<p><b>SEA</b></p> <ul style="list-style-type: none"> <li>■ Provide or arrange for the provision of technical assistance or other assistance to the LEA, based on effective methods and instructional strategies grounded in scientifically based research.</li> <li>■ Assist the LEA to revise and then implement its LEA plan for improvement.</li> <li>■ Assist the LEA to work more effectively with its PI schools.</li> </ul>
	<p><b>LEA</b></p> <p><b>A. Revision/development of the LEA plan</b></p> <ul style="list-style-type: none"> <li>■ Develop or revise an improvement plan within three months of PI identification based on the LEA assessment.</li> <li>■ Submit the plan to the local school board for approval and then to the CDE.</li> </ul> <p><b>B. Content of the plan</b></p> <p>The purpose of revising the LEA plan is to address the deficiencies in the LEA that prevent students in its schools from achieving proficiency in reading and mathematics. The plan also must analyze and address LEA problems of leadership for schools, governance, fiscal infrastructure, and curriculum and instruction. Specifically, the plan must:</p> <ul style="list-style-type: none"> <li>■ Define specific measurable achievement goals and targets for each of the student subgroups, especially those that did not make AYP.</li> <li>■ Incorporate strategies grounded in scientifically based research that will strengthen instruction in the core content areas.</li> <li>■ Include, as appropriate, student extended learning activities before and/or after school, during the summer, and during any extension of the school year.</li> <li>■ Provide high-quality professional development for instructional staff that focuses primarily on improved standards-based instruction.</li> <li>■ Include strategies to promote effective parent/guardian involvement in the schools served by the LEA.</li> </ul> <p>The plan must also specify the fiscal responsibilities of the LEA and detail the required technical assistance that the SEA will provide.</p>

Year in PI	Responsibilities of SEA or LEA
	<p><b>C. Reservation of not less than 10 percent of the LEA Title I allocation for high quality professional development.</b></p> <ul style="list-style-type: none"> <li>■ Use the 10 percent specifically for instructional staff to improve classroom teaching.</li> <li>■ May include the 10 percent of Title I, Part A, funds that schools in PI reserve for professional development in this 10 percent total. The LEA may not include in the 10 percent total the minimum 5 percent reserved by the LEA to help teachers to become highly qualified.</li> </ul>
Year 2	SEA
	<ul style="list-style-type: none"> <li>■ Continue to ensure that the LEA is provided with technical assistance.</li> </ul>
	SEA
	<ul style="list-style-type: none"> <li>■ Continue to implement the plan developed in Year 1.</li> </ul>
Year 3	<p><b>SEA</b></p> <p>The SEA must take corrective action against a PI LEA if the LEA remains in PI for two years after identification. However, because the successful functioning of the LEA is critical to school and student academic achievement, the SEA may, at any time during PI, identify an LEA for corrective action as follows:</p> <ul style="list-style-type: none"> <li>■ Notify the LEA of its corrective action status and provide the LEA with a public hearing no later than 45 days following identification, if the LEA requests a public hearing.</li> <li>■ Continue to ensure that the LEA is provided with technical assistance.</li> <li>■ Take at least one of the following corrective actions: <ul style="list-style-type: none"> <li>• Defer programmatic funds or reduce administrative funds.</li> <li>• Institute and fully implement a new curriculum based on state and local content achievement standards, including provision of research-based professional development for all relevant staff.</li> <li>• Replace the LEA staff that are related to the inability of the LEA to make adequate progress.</li> <li>• Remove individual schools from the jurisdiction of the LEA and arrange for their public governance and supervision.</li> <li>• Appoint a receiver or trustee to administer the affairs of the LEA in place of the superintendent and local school board.</li> <li>• Abolish or restructure the school district.</li> </ul> </li> </ul> <p>In conjunction with at least one of the actions above, the SEA also may authorize students to transfer, with paid transportation, to a higher performing school that is not in PI in another LEA.</p> <p>State law allows the State Superintendent of Public Instruction, with the approval of the State Board of Education, to also require the LEA to contract with an LEA assistance and intervention team, in addition to at least one of the sanctions above.</p>

## NCLB PI LEA Requirements Chart

Number of Years LEA Did Not Make Adequate Yearly Progress (AYP) and Did Not Meet AYP Criteria in Each Grade Span				
One	Two	Three	Four	Five
Corrective Action				
		<b>Planning</b>	<b>Plan Implementation</b>	<b>Corrective Action</b>
		PI Year 1	PI Year 2	PI Year 3
		<b>State Education Agency (SEA)</b>	SEA	SEA
		<ul style="list-style-type: none"> <li>■ Disseminate PI results with assistance of LEA to general public.</li> <li>■ Provide or arrange for technical assistance to LEA.</li> </ul>	<p><u>Continue:</u></p> <ul style="list-style-type: none"> <li>■ Provide technical assistance to LEA.</li> </ul>	<p><u>Continue:</u></p> <ul style="list-style-type: none"> <li>■ Technical assistance to LEA</li> <li>■ Notify parents or guardians and public of corrective action taken by SEA.</li> </ul>
		<b>Local Educational Agency (LEA)</b>	LEA	
	Did not make AYP <b>and</b> did not meet AYP grade span criteria (2004-05)	<ul style="list-style-type: none"> <li>■ Notify parents or guardians, with SEA assistance, of                             <ul style="list-style-type: none"> <li>• The identification of LEA as PI</li> <li>• Reasons for PI identification</li> <li>• How they can get involved in improving LEA</li> <li>• Actions the SEA will take to improve the LEA</li> </ul> </li> <li>■ Revise/develop improvement plan within three months of identification.</li> <li>■ Consult with parents, guardians, school staff and others in development of plan.</li> <li>■ Implement plan immediately in current school year following plan development.</li> <li>■ Reserve not less than 10% of its Title I, Part A funds for high-quality professional development.</li> </ul>	<p><u>Continue:</u></p> <ul style="list-style-type: none"> <li>■ Implement plan from Year 1</li> </ul>	<p><u>Add:</u></p> <ul style="list-style-type: none"> <li>■ Provide public hearing to LEA within 45 days following notice of corrective action.</li> <li>■ May take corrective action at any time during improvement process, if necessary, but <u>must</u> take action during Year 3.</li> <li>■ Take at least <u>one</u> corrective action:                             <ul style="list-style-type: none"> <li>• Defer programmatic funds or reduce administrative funds.</li> <li>• Institute new curriculum and professional development for staff.</li> <li>• Replace LEA staff.</li> <li>• Remove individual schools from jurisdiction of LEA and arrange for governance.</li> <li>• Appoint trustee in place of superintendent and school board.</li> <li>• Abolish or restructure LEA.</li> </ul> </li> </ul>
	Did not make AYP <b>and</b> did not meet AYP grade span criteria (2005-06)			<p>In conjunction with one of the above, SEA may authorize student transfers to a school not in PI in another LEA, with paid transportation.</p>

## **Background Information (continued)**

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### **III. Sample Internet Reports for 2006 Adequate Yearly Progress**

#### **List of Schools**

- County List of Schools
- Local Educational Agency (LEA) List of Schools

#### **LEA Report**

- Accountability Progress Reporting (APR) Summary
- Adequate Yearly Progress (AYP) Overview
- AYP Chart
- AYP Report
- Program Improvement (PI) Report
- PI Grade Span Report

#### **School Report**

- APR Summary
- AYP Overview
- AYP Chart
- AYP Report
- PI Report

Sample Internet Reports  
County List of Schools

**2005–06 Accountability Progress Reporting (APR)**



**County List of Schools**  
2006 Adequate Yearly Progress (AYP) Report

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

API County List of Schools

(API = Academic Performance Index)

**COUNTY: ORION**  
County Code: 98

	Met 2006 Criteria for:					PI Status
	All Components	English- Language Arts	Mathematics	API	Graduation Rate	PI Status
<b>POLARIS UNIFIED</b>	No	No	No	Yes	Yes	Year 1
<b>Elementary Schools</b>						
<u>Big Dipper Elementary</u>	No	No	No	Yes	N/A	Year 2
<u>Jupiter Elementary</u>	No	Yes	No	Yes	N/A	Not in PI
<u>Sunrise Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<b>Middle Schools</b>						
<u>Mercury Middle</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>Milky Way Middle</u>	No	No	No	No	N/A	Year 3
<b>High Schools</b>						
<u>North Star High</u>	No	No	No	Yes	Yes	Not in PI
<b>ASAM Schools</b>						
<u>Pluto Middle</u>	No	No	No	Yes	N/A	Not in PI
<b>SATURN UNIFIED</b>	Yes	Yes	Yes	Yes	Yes	Not in PI
<b>Elementary Schools</b>						
<u>Mars Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not in PI
<u>Pluto Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not in T1

Sample Internet Reports

LEA List of Schools

**2005-06 Accountability Progress Reporting (APR)**



**Local Educational Agency (LEA) List of Schools  
2006 Adequate Yearly Progress (AYP) Report**

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

<a href="#">APR LEA Summary</a>
<a href="#">API LEA List of Schools</a>
<a href="#">API County List of Schools</a>
<a href="#">AYP LEA Report</a>
<a href="#">AYP County List of Schools</a>

(An LEA is a school district or county office of education.)  
(API = Academic Performance Index)

	Met 2006 Criteria for:					PI Status
	All Components	English- Language Arts	Mathematics	API	Graduation Rate	PI Status
<b>POLARIS UNIFIED</b>	No	No	No	Yes	Yes	Year 1
<b>Elementary Schools</b>						
<u>Big Dipper Elementary</u>	No	No	No	Yes	N/A	Year 2
<u>Jupiter Elementary</u>	No	Yes	No	Yes	N/A	Not in PI
<u>Sunrise Elementary</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<b>Middle Schools</b>						
<u>Mercury Middle</u>	Yes	Yes	Yes	Yes	N/A	Not T1
<u>Milky Way Middle</u>	No	No	No	No	N/A	Year 3
<b>High Schools</b>						
<u>North Star High</u>	No	No	No	Yes	Yes	Not in PI
<b>ASAM Schools</b>						
<u>Pluto Middle</u>	No	No	No	Yes	N/A	Not in PI

**Sample Internet Reports**

**LEA APR Summary Report—Unified School District**

**2005–06 Accountability Progress Reporting (APR)**



**Local Educational Agency (LEA) Summary  
2005–06 APR**

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

<a href="#">API LEA List of Schools</a>
<a href="#">API County List of Schools</a>
<a href="#">AYP LEA List of Schools</a>
<a href="#">AYP County List of Schools</a>

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**State Accountability: Academic Performance Index (API)**

2005 API Base	2006 API Growth	Growth in the API from 2005 to 2006
720	751	31

API growth target information is not applicable to LEAs, to schools in the Alternative Schools Accountability Model (ASAM), or to schools that do not have a valid 2005 API Base.

**Federal Accountability: Adequate Yearly Progress (AYP)**

**Made AYP:** No

**Met AYP Criteria:**

Participation Rate  
Percent Proficient  
API - Additional Indicator for AYP  
Graduation Rate

**English-Language Arts**

No  
No

**Mathematics**

No  
No

Yes  
Yes

**Program Improvement (PI)**

PI Status: In PI

Sample Internet Reports

LEA AYP Overview—Unified School District

**2005–06 Accountability Progress Reporting (APR)**



**Local Educational Agency (LEA) Overview**  
2006 Adequate Yearly Progress (AYP) Report

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 AYP and PI links:

<a href="#">LEA Chart</a>
<a href="#">LEA Report</a>
<a href="#">LEA PI Status and Grade Spans</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**Federal Accountability: Adequate Yearly Progress (AYP)**

Made AYP: No

Met 27 of 34 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	No	No
Percent Proficient	No	No
API - Additional Indicator for AYP		Yes
Graduation Rate		Yes

**Met 2006 AYP Criteria**

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>LEA-wide</b>	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	Yes	Yes	Yes	Yes
American Indian or Alaska Native	--	--	--	--
Asian	Yes	Yes	Yes	Yes
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes
English Learners	Yes	Yes	No	No
Students with Disabilities	No	No	No	No

## Sample Internet Reports

### LEA AYP Chart—Unified School District

# 2005–06 Accountability Progress Reporting (APR)



## Local Educational Agency (LEA) Chart 2006 Adequate Yearly Progress (AYP) Report

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 AYP and PI links:

<a href="#">LEA Overview</a>
<a href="#">LEA Report</a>
<a href="#">LEA PI Status and Grade Spans</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

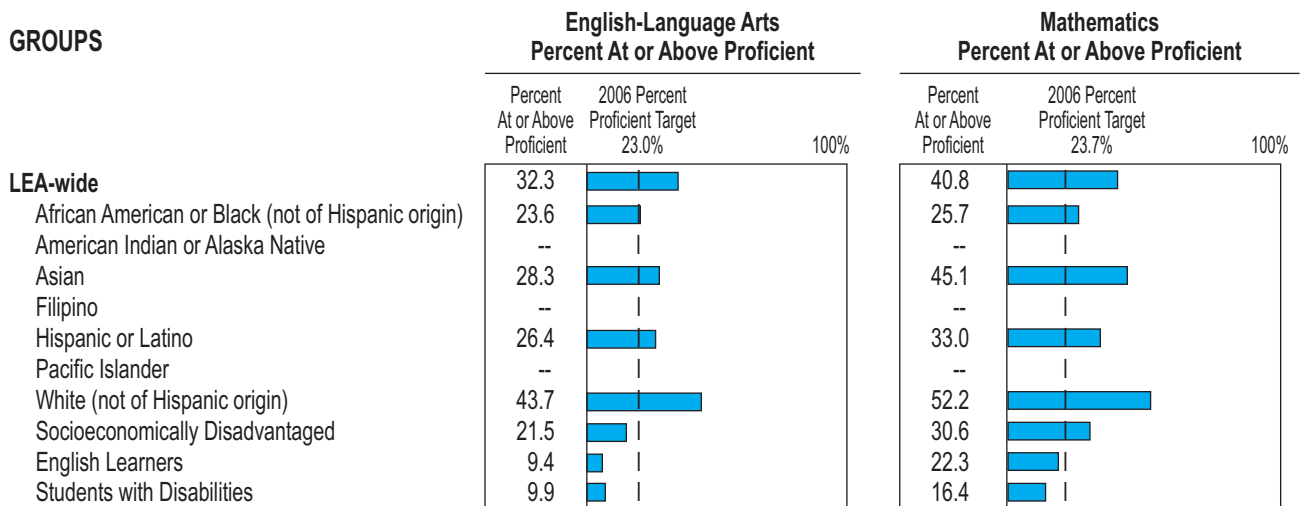
### Federal Accountability: Adequate Yearly Progress (AYP)

**Made AYP:** No

Met 27 of 34 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	No	No
Percent Proficient	No	No
API - Additional Indicator for AYP	Yes	Yes
Graduation Rate	Yes	Yes

### GROUPS



## Sample Internet Reports

### LEA AYP Report—Unified School District

# 2005–06 Accountability Progress Reporting (APR)



## Local Educational Agency (LEA) Report 2006 Adequate Yearly Progress (AYP) Report

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 AYP and PI links:

<a href="#">LEA Overview</a>
<a href="#">LEA Chart</a>
<a href="#">LEA PI Status and Grade Spans</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

### Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 27 of 34 AYP Criteria

#### California Alternate Performance Assessment (CAPA)

	Percent Proficient and Above	Above 1.0	Exception Approved
English-Language Arts	0.7	No	N/A
Mathematics	0.7	No	N/A

#### Participation Rate

**English-Language Arts**  
Target 95%  
Met all participation rate criteria? No

**Mathematics**  
Target 95%  
Met all participation rate criteria? No

GROUPS	English-Language Arts					Mathematics				
	<u>Enrollment</u> <u>First Day</u> <u>of Testing</u>	<u>Number of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met 2006</u> <u>AYP Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First Day</u> <u>of Testing</u>	<u>Number of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met 2006</u> <u>AYP Criteria</u>	<u>Alternative</u> <u>Method</u>
<b>LEA-wide</b>	6,637	6,469	97	Yes		6,637	6,459	97	Yes	
African American or Black (not of Hispanic origin)	580	562	97	Yes		580	533	92*	Yes	Y3*
American Indian or Alaska Native	45	43	96	--		45	43	96	--	
Asian	868	853	98	Yes		868	852	98	Yes	
Filipino	83	82	99	--		5	81	98	--	
Hispanic or Latino	2,872	2,788	97	Yes		2,872	2,795	97	Yes	
Pacific Islander	18	18	100	--		18	18	100	--	
White (not of Hispanic origin)	2,108	2,063	98	Yes		2,108	2,056	98	Yes	
Socioeconomically Disadvantaged	3,490	3,380	97	Yes		3,490	3,385	97	Yes	
English Learners	1,328	1,288	97	Yes		1,328	1,248	94*	Yes	Y2*
Students with Disabilities	724	619	86	No		724	629	87	No	

The 2006 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3- year average). However, only the one-year rate is printed in the "Rate" column (also see page 34). A list of Alternative Methods codes is shown on pages 52 to 54.

## Sample Internet Reports

### LEA AYP Report—Unified School District (continued)

## 2005–06 Accountability Progress Reporting (APR)

### Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 23.0% Met all percent proficient criteria? No					Mathematics Target 23.7% Met all percent proficient criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2006 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2006 AYP Criteria	Alternative Method
<b>LEA-wide</b>	5,930	1,919	32.3	Yes		5,911	2,416	40.8	Yes	
African American or Black (not of Hispanic origin)	491	108	21.9*	Yes	Y2*	481	105	21.8*	Yes	Y3*
American Indian or Alaska Native	36	7	19.4	--		36	12	33.3	--	
Asian	789	224	28.3	Yes		789	356	45.1	Yes	
Filipino	69	37	53.6	--		68	48	70.5	--	
Hispanic or Latino	2,556	676	26.4	Yes		2,557	846	33.0	Yes	
Pacific Islander	11	3	27.2	--		11	6	54.5	--	
White (not of Hispanic origin)	1,949	853	43.7	Yes		1,942	1,015	52.2	Yes	
Socioeconomically Disadvantaged	2,999	645	21.5	No		2,999	919	30.6	Yes	
English Learners	1,174	111	9.4	No		1,173	262	22.3	No	
Students with Disabilities	594	59	9.9	No		601	99	16.4	No	

The 2006 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 35). A list of Alternative Methods codes is shown on pages 52 to 54.

### Academic Performance Index - Additional Indicator for AYP

2005 API Base	2006 API Growth	2005–06 Growth	Met 2006 API Criteria	Alternative Method
720	751	31	Yes	N/A

**2006 API Criteria for meeting federal AYP:** A minimum "2006 API Growth" score of 590 OR "2005–06 API Growth" of at least one point.

### Graduation Rate

Rate for 2005, Class of 2003-04	Rate for 2006, Class of 2004-05	Change	Average 2-Year Change	Met 2006 Graduation Rate Criteria	Alternative Method
79.5	81.6	2.1	0.0	Yes	N/A

**2006 Graduation Rate Criteria:** A "Rate for 2006" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

Sample Internet Reports

LEA PI Report—Unified School District

**2005–06 Accountability Progress Reporting (APR)**



California Department of Education  
Policy and Evaluation Division  
August 31, 2006

**Local Educational Agency (LEA) Report - PI Status and Grade Spans**  
2006–07 Program Improvement (PI) Report

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 AYP and PI links:

<a href="#">LEA Overview</a>
<a href="#">LEA Chart</a>
<a href="#">LEA Report</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**Federal Accountability: Adequate Yearly Progress (AYP)**

PI Status:

2006–07 PI Placement: Year 1  
Prior PI Placement: Not in PI  
First Year of PI Implementation: 2006-07

Met Adequate Yearly Progress (AYP) Criteria

	English-Language Arts	Mathematics	API	Graduation Rate
2005	No	Yes by appeal	Yes	Yes
2006	No	No	Yes	Yes

Met Grade Span Criteria

	English-Language Arts	Mathematics	Grade Span Reports
2005	Grades 2-5	No	<a href="#">Grades 2-5</a>
	Grades 6-8	No	<a href="#">Grades 6-8</a>
	Grade 10	No	<a href="#">Grade 10</a>
2006	Grades 2-5	No	<a href="#">Grades 2-5</a>
	Grades 6-8	No	<a href="#">Grades 6-8</a>
	Grade 10	No	<a href="#">Grade 10</a>

## Sample Internet Reports

### LEA PI Grade Span Report—Unified School District

# 2005–06 Accountability Progress Reporting (APR)



## Local Educational Agency (LEA) Report

### 2006–07 Program Improvement (PI) Report

### 2006 Grade Span Report - Grades 2-5

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

LEA: Polaris Unified  
LEA Type: Unified  
County: Orion  
CD Code: 98-98765

2006 AYP and PI links:

<a href="#">LEA PI Status and Grade Spans</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

### Federal Accountability: Adequate Yearly Progress (AYP)

#### 2006 Participation Rate - Grade Span 2-5

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? No					Mathematics Target 95% Met all participation rate criteria? No				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2006 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2006 AYP Criteria	Alternative Method
<b>All Students in Grade Span</b>	2212	2156	97	Yes		2212	2153	97	Yes	
African American or Black (not of Hispanic origin)	193	187	97	Yes		193	185	96	Yes	
American Indian or Alaska Native	15	15	100	--		15	15	100	--	
Asian	289	284	98	Yes		289	284	98	Yes	
Filipino	28	28	99	--		28	28	100	--	
Hispanic or Latino	957	929	97	Yes		957	932	97	Yes	
Pacific Islander	6	6	100	--		6	6	100	--	
White (not of Hispanic origin)	703	688	98	Yes		703	685	98	Yes	
Socioeconomically Disadvantaged	1163	1127	97	Yes		1163	1163	100	Yes	
English Learners	443	429	97	Yes		443	443	100	Yes	
Students with Disabilities	241	220	91	No		241	215	89	No	

#### 2006 Percent Proficient - Annual Measurable Objectives (AMOs) - Grade Span 2-5

GROUPS	English-Language Arts Target 24.4% Met all participation rate criteria? No					Mathematics Target 26.5% Met all participation rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2006 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2006 AYP Criteria	Alternative Method
<b>LEA-wide</b>	1977	670	33.8	Yes		1970	815	41.3	Yes	
African American or Black (not of Hispanic origin)	164	49	29.8	Yes		160	44	27.5	Yes	
American Indian or Alaska Native	12	3	25.0	--		12	3	25.0	--	
Asian	263	105	39.9	Yes		263	109	41.4	Yes	
Filipino	23	9	39.1	--		23	17	73.9	--	
Hispanic or Latino	852	185	21.7	No		852	283	33.2	Yes	
Pacific Islander	4	--	--	--		4	--	--	--	
White (not of Hispanic origin)	650	264	40.6	Yes		647	342	52.8	Yes	
Socioeconomically Disadvantaged	1000	218	21.8	No		1000	301	30.1	Yes	
English Learners	391	39	9.9	No		391	92	23.5	No	
Students with Disabilities	198	28	14.1	No		200	35	17.5	No	

This sample report shows the LEA's Program Improvement grade span report for 2006 for grades two through five. The LEA's grade span report for 2006 would also include a report of grades six through eight and of grade ten in the same format. The LEA's grade span report for 2005 would include reports for each grade span (grades two through five, grades six through eight, and grade ten) for 2005 also in the same format.

Sample Internet Reports

School APR Summary Report—Elementary School

**2005–06 Accountability Progress Reporting (APR)**



**School Summary**  
2005–06 APR

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary

<a href="#">API LEA List of Schools</a>
<a href="#">API County List of Schools</a>
<a href="#">AYP LEA List of Schools</a>
<a href="#">AYP County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**State Accountability: Academic Performance Index (API)**

2005 API Base	2006 API Growth	Growth in the API from 2005 to 2006
707	686	-21

**Met 2005–06 API Growth Targets:**

Schoolwide	No
Comparable Improvement	No
Both	No

Schools that do not have a valid 2005 API Base will not have any growth or target information.

**Federal Accountability: Adequate Yearly Progress (AYP)**

Made AYP: No

**Met AYP Criteria**

	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP		Yes
Graduation Rate		N/A

**Program Improvement (PI)**

PI Status: In PI

Sample Internet Reports  
School AYP Overview—Elementary School

**2005–06 Accountability Progress Reporting (APR)**



**School Overview**  
2006 Adequate Yearly Progress (AYP) Report

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary

2006 AYP and PI links:

<a href="#">School Chart</a>
<a href="#">School Report</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**Federal Accountability: Adequate Yearly Progress (AYP)**

Made AYP: No

Met 16 of 21 AYP Criteria:

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP		Yes
Graduation Rate		N/A

**Met 2006 AYP Criteria**

GROUPS	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
<b>Schoolwide</b>	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	No	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	No
English Learners	Yes	Yes	No	No
Students with Disabilities	--	--	--	--

Sample Internet Reports  
School AYP Chart—Elementary School

**2005–06 Accountability Progress Reporting (APR)**



**School Chart**  
2006 Adequate Yearly Progress (AYP) Report

California Department of Education  
Policy and Evaluation Division  
August 31, 2006

School: Big Dipper Elementary  
LEA: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543  
School Type: Elementary

2006 AYP and PI links:

<a href="#">School Overview</a>
<a href="#">School Report</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

Direct Funded Charter School: No

(An LEA is a school district or county office of education.)

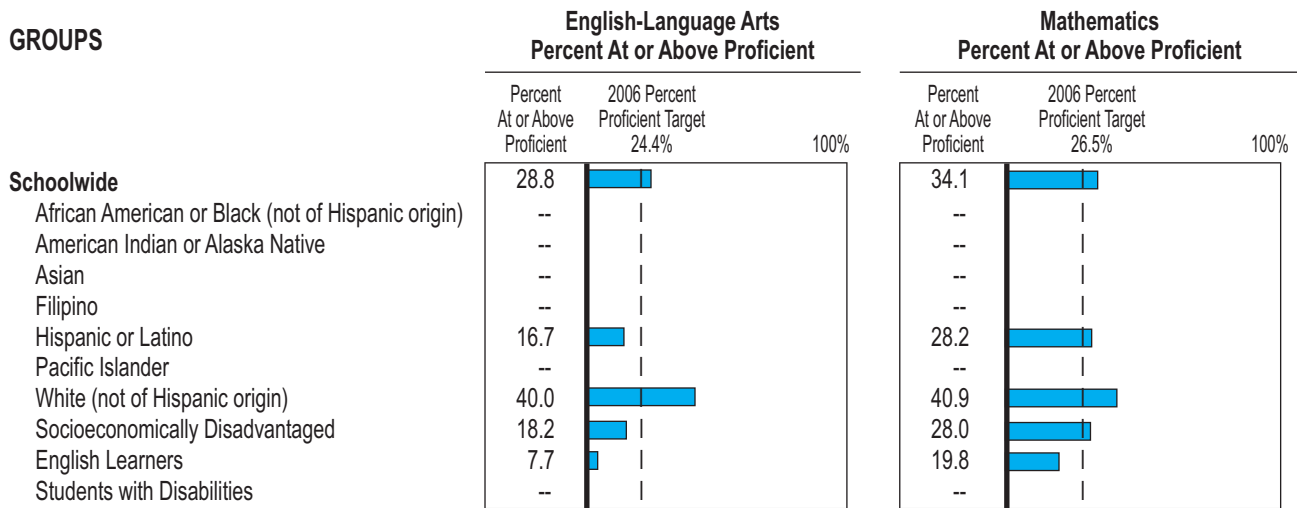
2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**Federal Accountability: Adequate Yearly Progress (AYP)**

Made AYP: Yes

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
API - Additional Indicator for AYP		Yes
Graduation Rate		N/A

**GROUPS**



## Sample Internet Reports

## School AYP Report—Elementary School

## 2005–06 Accountability Progress Reporting (APR)


**School Report**  
 2006 Adequate Yearly Progress (AYP) Report

 California Department of Education  
 Policy and Evaluation Division  
 August 31, 2006

 School: Big Dipper Elementary  
 LEA: Polaris Unified  
 County: Orion  
 CDS Code: 98-98765-9876543  
 School Type: Elementary

2006 AYP and PI links:

<a href="#">School Overview</a>
<a href="#">School Chart</a>
<a href="#">School PI Status</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

## Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP Criteria: No

Met 16 of 21 AYP Criteria

## Participation Rate

**English-Language Arts**  
 Target 95%  
 Met all participation rate criteria? Yes

**Mathematics**  
 Target 95%  
 Met all participation rate criteria? Yes

## GROUPS

## Schoolwide

	English-Language Arts					Mathematics				
	<u>Enrollment</u> <u>First Day</u> <u>of Testing</u>	<u>Number of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met 2006</u> <u>AYP Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First Day</u> <u>of Testing</u>	<u>Number of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met 2006</u> <u>AYP Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	490	460	94*	Yes	Y2*	490	460	94*	Yes	Y2*
African American or Black (not of Hispanic origin)	38	32	84	--		38	33	87	--	
American Indian or Alaska Native	4	3	75	--		4	3	75	--	
Asian	61	60	98	--		61	60	98	--	
Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	212	208	98	Yes		212	208	98	Yes	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	159	147	93*	Yes	Y3*	159	149	94*	Yes	Y3*
Socioeconomically Disadvantaged	323	303	94*	Yes	Y2*	323	303	94*	Yes	Y2*
English Learners	126	125	99	Yes		126	125	99	Yes	
Students with Disabilities	68	54	79	--		66	55	83	--	

The 2006 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 34). A list of Alternative Methods codes is shown on pages 52 to 54.

## Sample Internet Reports

### School AYP Report—Elementary School (continued)

# 2005–06 Accountability Progress Reporting (APR)

#### Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 24.4% Met all percent proficient criteria? No					Mathematics Target 26.5% Met all percent proficient criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2006 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2006 AYP Criteria	Alternative Method
<b>Schoolwide</b>	428	99	23.1*	Yes	Y2*	427	146	34.1	Yes	
African American or Black (not of Hispanic origin)	25	4	16.0	--		25	4	16.0	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	59	17	28.8	--		59	24	40.6	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	191	32	16.7	No		191	54	28.2	Yes	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	145	58	40.0	Yes		144	59	40.9	Yes	
Socioeconomically Disadvantaged	280	51	18.2	No		280	73	26.0	No	
English Learners	116	9	7.7	No		116	23	19.8	No	
Students with Disabilities	52	7	13.4	--		52	8	15.3	--	

The 2006 AYP criterion was met by using the Alternative Method (Y2 = Passed by using a 2-year average; Y3 = Passed by using a 3-year average). However, only the one-year rate is printed in the "Rate" column (also see page 35). A list of Alternative Methods codes is shown on pages 52 to 54.

#### Academic Performance Index - Additional Indicator for AYP

2005 API Base	2006 API Growth	2005–06 Growth	Met 2006 API Criteria	Alternative Method
707	686	-21	Yes	N/A

**2006 API Criteria for meeting federal AYP:** A minimum "2006 API Growth" score of 590 OR "2005–06 API Growth" of at least one point.

#### Graduation Rate

Rate for 2005, Class of 2003-04	Rate for 2006, Class of 2004-05	Change	Average 2-Year Change	Met 2006 Graduation Rate Criteria	Alternative Method
N/A	N/A	N/A	N/A	N/A	N/A

**2006 Graduation Rate Criteria:** A "Rate for 2006" of at least 82.9 OR "Change" (improvement in the rate from the previous year) of at least 0.1 OR "Average 2-Year Change" (improvement in the average two-year rate) of at least 0.2.

**Sample Internet Reports**  
**School PI Report—Elementary School**

**2005–06 Accountability Progress Reporting (APR)**



**School Report - PI Status**  
 2006–07 Program Improvement (PI) Report

California Department of Education  
 Policy and Evaluation Division  
 August 31, 2006

School: Big Dipper Elementary  
 LEA: Polaris Unified  
 County: Orion  
 CDS Code: 98-98765-9876543  
 School Type: Elementary

2006 AYP and PI links:

<a href="#">School Overview</a>
<a href="#">School Chart</a>
<a href="#">School Report</a>
<a href="#">LEA List of Schools</a>
<a href="#">County List of Schools</a>

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guide

**Federal Accountability: Adequate Yearly Progress (AYP)**

**PI Status:**

2006-07 PI Placement: Year 2  
 Prior PI Placement: Year 1  
 First Year of PI Implementation: 2005–06  
 Made 2006 Adequate Yearly Progress (AYP): No

# Appendixes

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**Inclusion/Exclusion Rules**

**California Department of Education (CDE)**

**Contacts and Related Internet Sites**

**Glossary of Terms and Acronyms**

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## Inclusion/Exclusion Rules

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Prior to calculating the Academic Performance Index (API) or Adequate Yearly Progress (AYP), decisions are necessary about how to include, exclude, or account for test scores or records to be used in the calculations. These inclusion/exclusion rules are applied prior to calculating the API or AYP and do not affect the score a student receives. The inclusion/exclusion rules for API, AYP, Standardized Testing and Reporting (STAR) Program, or California High School Exit Examination (CAHSEE) reporting do not always match.

Rules for including, excluding, or accounting for student records in AYP calculations are integrally related to the process of defining the data elements used in the calculation. For the AYP, the primary data elements are the number enrolled, the number tested, the number of valid scores, and the number of proficient and above. The tables on the following pages define these data elements for the 2006 AYP. The inclusion/exclusion rules are explained within the context of the data element definitions.

Student records with a valid district of residence code and a valid disability code (other than 000) are calculated with the district of residence for LEA accountability **if** the school of attendance (normal county-district-school code) is either of the following:

- County office of education special education school

**or**

- LEA special education school

These schools are classified as special education in the public schools directory.

## Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Number Tested			Number Valid Scores		Number Proficient or Above
Columns:	A	B	C	D		
<b>Level of Calculation:</b> Calculation for Grades 2-8 California Standards Test (CST) or California Alternate Performance Assessment (CAPA)	School or LEA  Enrollment first day of testing =  Number of 2006 Standardized Testing and Reporting (STAR) Program student answer documents, grades 2-8  <b>SUBTRACT</b> Students not enrolled or unmatched records <ul style="list-style-type: none"> <li>Students who moved before test was given</li> <li>Unmatched California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) records, grade 3</li> <li>Unmatched CST writing tests or writing only tests, grades 4 and 7</li> <li>For schools and school subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the school since the California Basic Educational Data System (CBEDS) date</li> <li>For LEAs and LEA subgroups, students enrolled after first day of testing, unless the record indicates the student was continuously enrolled in the LEA since the CBEDS date</li> </ul> Students with medical emergencies <ul style="list-style-type: none"> <li>Student records marked as "Not tested due to significant medical emergency" are not included.</li> </ul>	School or LEA for ELA and mathematics separately  Number tested =  Enrollment on first day of testing (results of Column A)  <b>SUBTRACT</b> <u>Untested students</u> <ul style="list-style-type: none"> <li>For CST, student records with 0 items attempted, unless students sat for test</li> <li>CAPA records with 0 items scored</li> <li>Students tested with modifications</li> </ul>	School or LEA for ELA and mathematics separately  Number valid scores =  Number tested (results of Column B)  <b>SUBTRACT</b> <u>Mobile students</u> <ul style="list-style-type: none"> <li>For schools, student records that show student was NOT continuously enrolled in the school since the CBEDS date</li> <li>For LEAs, student records that show student was NOT continuously enrolled in the LEA since the CBEDS date</li> </ul> New English learners <ul style="list-style-type: none"> <li>English learners who were first enrolled in a United States school after March 15, 2005</li> </ul>	School or LEA for ELA and mathematics separately  Number proficient and above =  Number of valid scores (results of Column C) that have a performance level of proficient or advanced  <b>ADJUSTMENTS</b> <u>Irregularities</u> <ul style="list-style-type: none"> <li>Results of records marked as testing irregularity are counted as not proficient for the content area marked.</li> </ul> No performance level <ul style="list-style-type: none"> <li>Results of records counted as tested but without a valid performance level are counted as Not Proficient for the content area.</li> </ul>		

ELA = English-language arts  
 LEA = local educational agency (school district or county office of education)

## Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Number Tested			Number Valid Scores		Number Proficient or Above		
Columns:	A		B		C		D	
Level of Calculation:	School or LEA		School or LEA for ELA and mathematics separately		School or LEA for ELA and mathematics separately		School or LEA for ELA and mathematics separately	
<b>Calculation for Grade 10 California High School Exit Examination (CAHSEE)</b>	<b>Enrollment =</b> Sum of all census 2006 CAHSEE student answer documents for grade 10, except for May test dates  <b>ADJUSTMENTS</b> <u>Previously passed</u> <ul style="list-style-type: none"> <li>Student records marked as previously passed (code R) are not included.</li> </ul> <u>Previously tested</u> <ul style="list-style-type: none"> <li>Student records marked as previously tested (code T) are not included.</li> </ul> <u>Students with medical emergencies</u> <ul style="list-style-type: none"> <li>Student records marked as medical emergency (code E) are not included.</li> </ul> <u>Census and Make-Ups</u> <ul style="list-style-type: none"> <li>If a record has no census or make-up flag, it is treated as census.</li> <li>If a school has no February/March records marked as census, then all records are treated as census</li> <li>All CAHSEE make-up records are matched to absent census records or adjustments are made.</li> <li>May census records are NOT included in the enrollment or the number tested.</li> <li>All other make-up records are excluded.</li> </ul>		<b>Number tested =</b> Enrollment (results of Column A)  <b>SUBTRACT</b> <u>Untested</u> <ul style="list-style-type: none"> <li>Student records coded as Absent (Code A)</li> <li>Student records coded as Did Not Attempt (Code X), unless one or more questions were answered</li> </ul> <u>Modifications</u> <ul style="list-style-type: none"> <li>Student records showing testing with modifications (code "I") are not counted.</li> </ul> <b>ADD</b> <u>Make-Ups</u> <ul style="list-style-type: none"> <li>Student records that indicate a March or May make-up exam and tested and are matched to an absent census record</li> </ul> California Alternate Performance Assessment (CAPA) <ul style="list-style-type: none"> <li>Student records with a valid disability code marked as taking the CAPA are not included since only the CAPA result will be counted as tested.</li> </ul>		<b>Number valid scores =</b> Number tested (results of Column B)  <b>SUBTRACT</b> <ul style="list-style-type: none"> <li>Same as grades 2-8</li> </ul>		<b>Number proficient and above =</b> Number valid scores (results of Column C) that have a proficient or above on Grade 10 CAHSEE  <b>ADJUSTMENTS</b> <u>Irregularities/Pending</u> <ul style="list-style-type: none"> <li>Student records marked as testing irregularity (code C) or as pending (code H) are counted as Not Proficient for the content area marked.</li> </ul>	

ELA = English-language arts  
 LEA = local educational agency (school district or county office of education)  
 Proficient or above on the CAHSEE is an ELA scale score of at least 380 or a mathematics scale score of at least 380.

## Definitions of Numbers Enrolled, Tested, Valid Scores, and Percent Proficient or Above

Definition of:	Enrollment on First Day of Testing (STAR) or Enrollment (CAHSEE)	Number Tested	Number Valid Scores	Number Proficient or Above
Columns:	A	B	C	D
Level of Calculation:	School or LEA	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately	School or LEA for ELA and mathematics separately
Calculation for Grade 10 California Alternate Performance Assessment (CAPA)	Enrollment first day of testing =  Number of California High School Exit Examination (CAHSEE) census student answer documents, grade 10 (use CAHSEE definitions on previous page)  Grade 10 CAPA is not used to establish enrollment.	Number tested =  Number of CAPA student answer documents, grade 10, with one or more questions answered OR marked as present with no questions answered	Number valid scores =  Number tested (results of Column B)  <b>SUBTRACT</b> <ul style="list-style-type: none"> <li>Same as California Standards Test (CST), grades 2-8</li> </ul>	Number proficient and above =  Number valid scores (results of Column C) that have a performance level of proficient or advanced  <b>ADJUSTMENTS</b> <ul style="list-style-type: none"> <li>Same as CST, grades 2-8, except there are no below level adjustments</li> </ul>
Schools and LEAs with grade spans that contain both Grade 8 and Grade 10	Sum of both grades 2-8 and 10 results			

LEA = local educational agency (school district or county office of education)

**NOTES:**

For AYP, participation rate is the results of Column B divided by Column A, and percent proficient is the results of Column D divided by Column C.

LEA totals should exclude enrollment numbers and test results from direct-funded charter schools that share county-district codes with LEAs. There is a record for each LEA (each distinct county-district code combination) with zeros in the fields reserved for the school.

# California Department of Education (CDE) Contacts and Related Internet Sites

Topics	CDE Contact Offices	CDE Web Sites
<p><b>PSAA and NCLB Title I Accountability</b></p> <ul style="list-style-type: none"> <li>NCLB Title I Accountability requirements, AYP Appeals, and Accountability Workbook</li> <li>API and AYP Calculation and Accountability Progress Reporting</li> </ul>	<p>Policy and Evaluation Division (916) 319-0869 <a href="mailto:psaa@cde.ca.gov">psaa@cde.ca.gov</a></p> <p>Evaluation, Research, and Analysis Unit (916) 319-0875 <a href="mailto:evaluation@cde.ca.gov">evaluation@cde.ca.gov</a></p> <p>Academic Accountability Unit (916) 319-0863 <a href="mailto:aauc@cde.ca.gov">aauc@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/ta/ac/pa/">http://www.cde.ca.gov/ta/ac/pa/</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a></p> <p><a href="http://www.cde.ca.gov/nclb/sr/sa/wb.asp">http://www.cde.ca.gov/nclb/sr/sa/wb.asp</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ap/">http://www.cde.ca.gov/ta/ac/ap/</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ay/">http://www.cde.ca.gov/ta/ac/ay/</a></p>
<p><b>NCLB Title I, and Program Improvement (PI)</b></p> <ul style="list-style-type: none"> <li>NCLB Corrective Actions for Program Improvement</li> </ul>	<p>School and District Accountability Division Title I Policy and Partnerships Office (916) 319-0854 <a href="mailto:pi@cde.ca.gov">pi@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/nclb/">http://www.cde.ca.gov/nclb/</a></p> <p><a href="http://www.cde.ca.gov/ta/ac/ti/programimprov.asp">http://www.cde.ca.gov/ta/ac/ti/programimprov.asp</a></p>
<p><b>NCLB Title III Accountability</b></p>	<p>Language Policy and Leadership Office (916) 319-0845 <a href="mailto:amao@cde.ca.gov">amao@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/sp/el/t3/acct.asp">http://www.cde.ca.gov/sp/el/t3/acct.asp</a></p>
<p><b>Graduation Rate for NCLB and Corrections of Graduation Rate and Dropout Data</b></p>	<p>Educational Demographics Unit (916) 327-0219 <a href="mailto:eddemo@cde.ca.gov">eddemo@cde.ca.gov</a></p>	<p><a href="http://dq.cde.ca.gov/dataquest/">http://dq.cde.ca.gov/dataquest/</a></p> <p><a href="http://www.cde.ca.gov/ds/si/ds/certpolicy.asp">http://www.cde.ca.gov/ds/si/ds/certpolicy.asp</a></p>
<p><b>Statewide Assessments</b></p> <ul style="list-style-type: none"> <li>STAR Program – CST, CAT/6 Survey, and CAPA</li> <li>STAR Program – CAPA</li> <li>CAHSEE</li> </ul>	<p>Standards and Assessment Division (916) 445-9441</p> <p>Standardized Testing and Reporting (STAR) Program Office (916) 445-8765 <a href="mailto:star@cde.ca.gov">star@cde.ca.gov</a></p> <p>Special Education Division Assessment, Evaluation, and Support Office (916) 327-3702 <a href="mailto:HEvansPongratz@cde.ca.gov">HEvansPongratz@cde.ca.gov</a></p> <p>High School Exit Examination Office (916) 445-9449 <a href="mailto:cahsee@cde.ca.gov">cahsee@cde.ca.gov</a></p>	<p><a href="http://www.cde.ca.gov/ta/tg/">http://www.cde.ca.gov/ta/tg/</a></p> <p><a href="http://www.cde.ca.gov/ta/tg/sr/">http://www.cde.ca.gov/ta/tg/sr/</a></p> <p><a href="http://www.cde.ca.gov/sp/se/sr/capa.asp">http://www.cde.ca.gov/sp/se/sr/capa.asp</a></p> <p><a href="http://www.cde.ca.gov/sp/se/sr/capa.asp">http://www.cde.ca.gov/sp/se/sr/capa.asp</a></p> <p><a href="http://www.cde.ca.gov/ta/tg/hs/">http://www.cde.ca.gov/ta/tg/hs/</a></p>

# California Department of Education (CDE) Contacts and Related Internet Sites (continued)

Topics	CDE Contact Offices	CDE Web Sites
<b>Low Performing Schools</b>  <ul style="list-style-type: none"> <li>• High Priority Schools Grant Program (HPSG)</li> <li>• Immediate Intervention/ Underperforming Schools Program (II/USP)</li> <li>• Comprehensive School Reform (CSR)</li> <li>• Intervention Assistance</li> </ul>	School Improvement Division (916) 319-0830  High Priority Schools Office (916) 324-3236  Intervention Assistance Office (916) 319-0836	<a href="http://www.cde.ca.gov/ta/lp/">http://www.cde.ca.gov/ta/lp/</a>  <a href="http://www.cde.ca.gov/ta/lp/hp/">http://www.cde.ca.gov/ta/lp/hp/</a>  <a href="http://www.cde.ca.gov/ta/lp/iu/">http://www.cde.ca.gov/ta/lp/iu/</a>  <a href="http://www.cde.ca.gov/ta/lp/cs/">http://www.cde.ca.gov/ta/lp/cs/</a> <a href="http://www.cde.ca.gov/ta/lp/iu/sait.asp">http://www.cde.ca.gov/ta/lp/iu/sait.asp</a>
<b>API Awards Programs</b>	Policy and Evaluation Division Awards Unit, (916) 319-0866 <a href="mailto:awards@cde.ca.gov">awards@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/pa/awards.asp">http://www.cde.ca.gov/ta/ac/pa/awards.asp</a>
<b>Alternative Accountability System, Alternative Schools Accountability Model (ASAM)</b>	Secondary, Postsecondary and Adult Leadership Division Educational Options Office (916) 322-5012 (916) 445-7746 (Robert Bakke) <a href="mailto:rbakke@cde.ca.gov">rbakke@cde.ca.gov</a> (916) 323-2564 (Rose Loyola) <a href="mailto:RLoyola@cde.ca.gov">RLoyola@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/ta/ac/am/">http://www.cde.ca.gov/ta/ac/am/</a>
<b>Special Education Issues</b>	Special Education Division Assessment, Evaluation, and Support Office (916) 445-4628	<a href="http://www.cde.ca.gov/sp/se/">http://www.cde.ca.gov/sp/se/</a>
<b>Charter Schools Issues</b>	Charter Schools Division (916) 322-6029 <a href="mailto:charters@cde.ca.gov">charters@cde.ca.gov</a>	<a href="http://www.cde.ca.gov/sp/cs/">http://www.cde.ca.gov/sp/cs/</a>

# Glossary of Terms and Acronyms

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<b>Additional Indicator</b>	The federal No Child Left Behind (NCLB) Act of 2001 requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP) that is in addition to the mandatory indicators of percent proficient (also known as Annual Measurable Objectives, or AMOs), participation rates, and graduation rates for schools that enroll high school students. California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and local educational agencies (LEAs). (An LEA is a school district or county office of education.) Schools must show at least one point of growth or be above a minimum level of the API each year to meet this part of the AYP criteria. The API criteria for federal AYP requirements are different from the API criteria for state requirements.
<b>AMAOs</b>	Annual Measurable Achievement Objectives (AMAOs) are performance objectives, or targets, that LEAs receiving NCLB Act Title III subgrants must meet each year for its English learners. All LEAs receiving a Title III subgrant are required to meet two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. Both English language proficiency AMAOs are calculated based on data from the California English Language Development Test (CELDT).
<b>AMOs</b>	The Annual Measurable Objectives (AMOs) are the minimum percentages of students who are required to meet or exceed the proficient level on the state assessments in English-language arts (ELA) and mathematics used for calculating AYP under Title I requirements of the federal NCLB Act. The AMOs increase so that by 2014, 100 percent of students in all schools, LEAs, and numerically significant subgroups must score at the proficient level or above.
<b>API</b>	The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of public schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base score is subtracted from its API Growth score in the following year to determine how much the school grew in a year. The API also functions as an Additional Indicator for AYP, but the federal AYP target requirements for the API are different from the state target requirements. (The federal AYP target requirements for the API for 2006 is a 2006 API Growth of at least 590 or growth in the API from 2005 to 2006 of at least one point.)

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**APR**

The California Department of Education (CDE) reports both state API and federal AYP results under the general heading of “Accountability Progress Reporting” (APR). This reporting format provides academic accountability information about the state’s public schools and LEAs in a more cohesive way because California’s complete academic accountability system encompasses both state and federal requirements. The 2005–06 Accountability Progress Reporting (APR) system includes the following reports:

- 2005 API Base Report
  - Released March 2006
- 2006 API Growth Report
  - Released August 2006
- 2006 Adequate Yearly Progress (AYP) Report
  - Released August 2006
- 2006–07 Program Improvement (PI) Report
  - Released August 2006

**ASAM**

Schools in the Alternative Schools Accountability Model (ASAM) include community day, continuation, opportunity, county community, county court, California Youth Authority, and other alternative schools that meet stringent criteria set by the State Board of Education (SBE). ASAM schools must apply for ASAM status. The ASAM is a state-only alternative to the API and is not used in meeting federal AYP requirements.

**AYP**

Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their Adequate Yearly Progress (AYP) toward the federal goal that all students perform at or above the proficient level in English-language arts (ELA) and mathematics by 2014. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as an additional indicator, and graduation rate (if applicable).

**CAHSEE**

Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the CAHSEE is: (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics. There are two parts to the CAHSEE: ELA and mathematics. The CAHSEE is included in API calculations and is the only test for high school included in the AYP calculations.

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<b>CAPA</b>	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the California Standards Tests (CSTs) even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA, administered for the first time statewide in the spring of 2003, is part of the Standardized Testing and Reporting (STAR) Program. The CAPA in ELA and mathematics is included in API and AYP calculations.
<b>CAT/6 Survey</b>	As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in general academic knowledge. The NRT designated by the State Board of Education (SBE) is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics and is not aligned with California content standards.
<b>CBEDS</b>	The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."
<b>CDE</b>	The California Department of Education (CDE) is California's state education agency.
<b>CSR Program</b>	The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive School Reform Demonstration (CSR/D) Program, the program was renamed with the passage of the NCLB Act of 2001. The purpose of the CSR Program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientific research and effective practices. The goal is that all children, especially those in low-performing, high poverty schools, can meet challenging state content standards.

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<b>CST</b>	The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA and mathematics for grades two through eleven became part of the STAR Program in 1999. The CSTs in ELA (including writing at grades four and seven) and mathematics are included in API and AYP calculations. CSTs in history-social science and science also are administered and used in the API. The CSTs are aligned to state-adopted content standards that describe what students should know and be able to do in each grade and subject tested.
<b>Direct-Funded Charter Schools</b>	A direct-funded charter school is an LEA but is considered a school (rather than an LEA) for API and AYP reporting purposes.
<b>ED</b>	The United States Department of Education (ED) is the agency that administers federal education programs, including the requirements of the NCLB Act of 2001.
<b>EL</b>	<p>An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the Home Language Survey. An EL, upon initial assessment on the California English Language Development Test (CELDT) and from additional information when appropriate, has been determined to lack the English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular academic curriculum.</p> <p>The EL subgroup in the AYP and API calculations includes RFEP students who have not scored at the proficient level or above on the CST in ELA for three times since being reclassified.</p>
<b>ELA</b>	This item refers to the content area of English-language arts (ELA).
<b>Grade or grade level</b>	"Grade" or "grade level" refers to the grade level in which a student is enrolled. The "test grade level" is the grade level of the test taken by a student.

**Graduation Rate**

NCLB requires that a graduation rate be used for AYP as an indicator for all schools and LEAs that enroll high school students. Since California does not have a universal student information system, a four-year completion rate is used as the calculation of the graduation rate for AYP reports. This rate includes information on high school completers (i.e., high school graduates) and high school dropouts aggregated over a four-year period. To meet the 2006 AYP graduation rate criteria, a school or LEA must have a 2006 graduation rate of at least 82.9 percent, show improvement in the graduation rate from 2005 to 2006 of a least 0.1 percent, or show improvement in the average two-year graduation rate of at least 0.2 percent.

**HPSGP**

The High Priority Schools Grant Program (HPSGP) provides assistance to the very lowest performing schools (API state ranks 1–5) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on the school's progress.

**II/USP**

The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and non-fiscal rewards or sanctions as possible consequences, depending on schools' progress.

**LEA**

A local educational agency (LEA) is a term used to designate a school district or county office of education.

**LEP**

A limited-English-proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student is also referred to as an English learner (EL). (See "EL" for a precise definition.)

**NCLB**

The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic content standards for proficiency in ELA and mathematics by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

## Numerically Significant Subgroups

Numerical significance refers to subgroups in schools or LEAs with 100 or more students enrolled or tested. For participation rate for AYP, a subgroup is numerically significant if the subgroup has 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 school's total population. For API and the percent proficient for AYP, a subgroup is numerically significant if the subgroup has 100 or more students with valid scores or 50 or more students with valid scores who make up at least 15 percent of the school's total valid scores.

- African American (not of Hispanic Origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic Origin)
- Socioeconomically disadvantaged
- English Learner
- Student With Disabilities

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## Participation Rate

The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of students in every content area to have a valid API. This rule is applied only if the school has at least 100 or more students enrolled in a content area since the CBEDS data collection date.

In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.

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## PI

Program Improvement (PI) is a formal designation for Title I-funded schools and LEAs that do not make AYP for two consecutive years in specific areas. Title I funds are federal funds under the NCLB Act of 2001. There are required services and/or interventions that schools and LEAs must implement during each year they are in PI. A school will exit PI when it makes AYP for each of two consecutive years.

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## PSAA

The Public Schools Accountability Act (PSAA) of 1999 established California's state accountability system requirements. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: (1) the Academic Performance Index (API), (2) the Immediate Intervention/Underperforming Schools Program (II/USP), and (3) the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve non-traditional student populations (the Alternative Schools Accountability Model or ASAM). Currently, the state budget does not include funding for the awards program.

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<b>RFEP</b>	A reclassified fluent-English-proficient (RFEP) student is one whose primary language is not English and who has been reclassified from English learner to fluent-English-proficient. Reclassification is based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA.
<b>SBE</b>	The California State Board of Education (SBE) is the governing and policy-determining body of the California Department of Education (CDE). The SBE sets kindergarten through grade twelve education policy in the areas of standards, curriculum, instructional materials, assessment, and accountability.
<b>STAR</b>	The Standardized Testing and Reporting (STAR) Program is California's primary statewide testing program. The current STAR Program has four components: the California Achievement Test, Sixth Edition Survey (CAT/6 Survey), published by CTB/McGraw-Hill; the California Standards Tests (CSTs), produced for California public schools; the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), an achievement test in Spanish published by Harcourt Assessment, Inc.; and the California Alternate Performance Assessment (CAPA), an assessment related to the California content standards that is designed to assess the performance of students with significant cognitive disabilities.
<b>Title I School</b>	A Title I school receives federal Title I funds. Title I, Part A, of the NCLB Act of 2001 is the largest federal program supporting elementary and secondary education. This program is intended to help ensure that all children have the opportunity to obtain a high-quality education and to reach proficiency on challenging state content standards and assessments. Title I provides flexible funding that may be used to provide additional instructional staff, professional development, extended-time programs, and other strategies for raising student achievement in high-poverty schools. Title I schools that do not make AYP may face NCLB corrective actions.
<b>Title III</b>	Title III of the NCLB provides supplemental funding to LEAs to implement programs designed to help ELs and immigrant students attain English proficiency and meet the state's academic and content standards. Title III accountability includes two annual measurable achievement objectives (AMAOs) for increasing the percentage of ELs who are developing and attaining English proficiency and a third AMAO related to meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level.

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