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See noteworthy changes in Section 1.3 and Appendix B

Washington's Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and Secondary Education Act (Public Law 107-110)

DUE: JANUARY 31, 2003

U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

F: State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.

P: State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).

W: State is still working on formulating a policy to implement this element in its accountability system.

Summary of Implementation Status for Required Elements of State Accountability Systems

Principle 1: All Schools		
F	1.1	Accountability system includes *all schools and districts in the state*.
F	1.2	Accountability system holds *all schools to the same criteria*.
F	1.3	Accountability system incorporates the *academic achievement standards*.
F	1.4	Accountability system provides *information in a timely manner*.
F	1.5	Accountability system includes *report cards*.
F	1.6	Accountability system includes *rewards and sanctions*.
Principle 2: All Students		
F	2.1	The accountability system includes *all students*
F	2.2	The accountability system has a consistent definition of *full academic year*.
F	2.3	The accountability system properly includes *mobile students*.
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects *all student subgroups, public schools, and LEAs to reach proficiency by 2013-14*.
F	3.2	Accountability system has a method for determining whether *student subgroups, public schools, and LEAs made adequate yearly progress.*
F	3.2a	Accountability system establishes a *starting point*.
F	3.2b	Accountability system establishes *statewide annual measurable objectives*.
F	3.2c	Accountability system establishes *intermediate goals*.
Principle 4: Annual Decisions		
F	4.1	The accountability system *determines annually the progress* of schools and districts.

STATUS Legend:
F – Final state policy
P – Proposed policy, awaiting State approval
W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system *includes all the required student subgroups*.
F	5.2	The accountability system holds *schools and LEAs accountable for the progress of student subgroups*.
F	5.3	The accountability system includes *students with disabilities*.
F	5.4	The accountability system includes *limited English proficient students*.
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based *primarily on academic assessments*.

Principle 7: Additional Indicators

F	7.1	Accountability system includes *graduation rate for high school*s.
F	7.2	Accountability system includes an *additional academic indicator for elementary and middle school*s.
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for *reading/language arts* and *mathematics*.

Principle 9: System Validity and Reliability

F	9.1	Accountability system produces *reliable decisions*.
F	9.2	Accountability system produces *valid decisions*.
F	9.3	State has a plan for addressing *changes in assessment and student population*.

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the *rate of participation* in the statewide assessment.
F	10.2	Accountability system has a means for *applying the 95% assessment criteria to student subgroups and small schools.*

STATUS Legend:
F – Final policy
P – Proposed Policy, awaiting State approval
W– Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002–2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT
1.1 How does the State Accountability System include every public school and LEA in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State law, Administrative Code, and regulations establish an accountability system that includes all public schools (including alternative schools) and districts in the state. Every public school and LEA in Washington State is required to make adequate yearly progress and is included in the State Accountability System. Washington State has a definition of “public school” in the Washington Administrative Code (WAC 250-65-020) and in the Revised Code of Washington (RCW 28A.150.010) and has adopted the federal definition of “LEA” for AYP accountability purposes.

CRITICAL ELEMENT
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
All public schools and LEAs in Washington State are annually judged on the basis of the same criteria when the state makes an AYP determination. The prior state accountability compared schools to themselves, identifying the number of students meeting the standards at each grade level assessed and setting a goal of reducing the number of students not meeting the standards by 25% in three years. The Academic Achievement and Accountability Commission (A+ Commission) had the statutory authority (RCW 28A.655.030) for various components of Washington's accountability system. (Their duties were transferred to the State Board of Education in July 2005.) Working with the A+ Commission, alignment of state and federal accountability requirements was obtained. Beginning with the data for the 2002-03 school year, the ESEA AYP definition was integrated into the state system by requiring subgroups in schools, districts and the state to meet or exceed the State uniform bar, or meet "Safe Harbor", i.e., an annual reduction of 10% in the number of students not meeting the standard, or a reduction over two or three years equivalent to a rate of 10% per year (i.e., 19% over two years and 27% over three years). All reduction rates are rounded to the nearest whole number using normal rounding rules. The AYP definition is integrated into the single State Accountability System. Any group or subgroup that fails to meet its measurable annual objective will result in the school or district not making AYP. The state will provide a differentiated assistance program based on the number of subgroups within a school or district that do not make AYP for two consecutive years. A very small number of schools do not have a grade that is assessed (e.g., K-2). In addition, some schools and LEAs are so small (with less than the N of 30) that normal AYP decisions would not be statistically reliable (see section 5.5). Any school and district that would not be held accountable using the AYP definitions (i.e., N of 0-29 in all the tested grades for proficiency and N of 0-29 total enrollment for participation and other indicators) will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment.

CRITICAL ELEMENT
1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The accountability system is based on the results of the the statewide assessment and the state alternate assessment *—(see section 5.3). Student achievement levels of *basic*, *proficient* and *advanced* are matched to Levels 2, 3, and Level 4. (Level I is considered "below basic," Level 2 is considered "basic," Level 3 is considered "proficient," and Level 4 is considered "advanced"). The below basic category is needed in order to assist schools in diagnosis and in being able to recognize their degree of progress.

Student achievement levels of *proficient* and *advanced* determine how well students are mastering the materials in the State's academic content standards (Washington's Essential Academic Learning Requirements and Benchmarks); and the *below basic* and *basic* level of achievement provides complete information about the progress of lower-achieving students toward mastering the *proficient* level.

In April 2008, Washington formally adopted new academic content standards for mathematics in grades 3-8. New assessments aligned to these new content standards were first administered in the 2009-10 school year, with achievement standards (i.e., "cut scores") being approved by the State Board of Education on August 10, 2010. Concurrent with the administration of the new grade 3-8 mathematics assessments in spring 2010, the state conducted a "bridge study", providing concordance tables between scale scores on the previous 2009 mathematics WASL and the new 2010 Mathematics Measurements of Student Progress (Math MSP).

In recognition of the transition from the 2009 and earlier performance standards to the new 2010 performance standards, for 2010 only Wahington will classify students as having "Met Standard" on the 2010 Math MSP using Proficiency cut scores based on the 2009 WASL achievement standard, as derived from the Bridge Study. (See table below.)

These adjustments affect scores only in grades 3, 4, and 5 and will be used only in 2010. They will be applied to AYP calculations for all sub-groups, and all schools, districts, and the state. The adjustments will not be applied to "Met Standard" calculations on non-AYP portions of the state's Report Card Web site.

[Across grades 3-8 and high school, students in Washington are classified as having met standard by achieving a scale score of 400 or higher.]

* Beginning in 2009-10, Washington state-level assessments formerly known as the Washington Assessment of Student Learning (WASL) will be replaced by "Measurements of Student Progress" (**MSP**) for assessments in grades 3-8 and "High School Proficiency Exam" (**HSPE**) for high school assessments.

Results of "Bridge Study" comparing new 2010 Math MSP scale relative to 2009 WASL Math scale

	Raw Scores on the 2010 MSP...	...correspond to these Scale Scores on **2010 MSP**...		Scores students in 2010 would have earned on **2009 WASL**...	Bridge Study conclusion and impact on AYP calculation for 2010
Gr. 3	20	392		400	2010 performance standard is more rigorous than 2009. For AYP only, add Gr 3 students with **RS = 20** to the "Met Standard" classification in 2010.
	21	400		405	
Gr. 4	19	392		400	2010 performance standard is more rigorous than 2009. For AYP only, add Gr 4 students with **RS = 19** to the "Met Standard" classification in 2010.
	20	400		401	
Gr. 5	17	387		400	2010 performance standard is more rigorous than 2009. For AYP only, add Gr 5 students with **RS = 17, 18, or 19** to the "Met Standard" classification in 2010.
	18	391		401	
	19	396		406	
	20	400		412	
Gr. 6	23	400		400	2010 and 2009 performance standards are of equal rigor. No AYP adjustment is needed.
Gr. 7	22	400		400	2010 and 2009 performance standards are of equal rigor. No AYP adjustment is needed.
Gr. 8	22	400		400	2010 and 2009 performance standards are of equal rigor. No AYP adjustment is needed.

CRITICAL ELEMENT
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
The statewide assessment and the state alternate assessment are administered each spring to permit assessment of the full year of student attainment of skills at the tested grade levels. The assessments are scored early in the summer, with teachers participating in the scoring process. Initial scores are provided to schools and districts by mid-August. Once verified, statewide results are announced.

Washington State has sought a waiver of the requirement for school districts to provide parents of eligible students with notice of their public school choice options at least 14 days before the start of the school year. Such is prompted by the fact that the state must set cut scores on the new mathematics assessments in Grades 3-8, a process which legislatively requires action by our State Board of Education (SBE) before scores can be reported. The scales for the new Grade 3-8 mathematics assessments will then need to be bridged to the old (2009) scale to establish a new uniform bar for adequate yearly progress (AYP) calculations. The SBE is scheduled to set the cut scores in a special meeting on August 10, 2010, which is the earliest date possible given our schedules for testing, scoring, data processing, and meeting with standard-setting panels.

A time line of key events associated with the new mathematics assessments in Grades 3-8 is provided below.

DATE	ACTION
May 28, 2010	Grade 3-8 test window closes
June 3-4, 2010	Range finding for constructed response (CR) items
June 7-9, 2010	Table Leader training on CR items
June 10-11, 2010	Scorer training on CR items
June 28, 2010	Scoring of Grade 3-8 CR items complete
June 29, 2010	Raw score files from scoring contractor to psychometric contractor
July 9, 2010	Item calibration complete
July 16, 2010	Ordered Item Booklets completed for standard setting
July 26-29, 2010	Standard setting panels A: Grades 3, 5, 7
July 30, 2010	Bridge study completed (2009 WASL Scale to 2010 logit scale)
August 2-5, 2010	Standard setting panels B: Grades 4, 6, 8
August 6, 2010	Articulation Committee: Grades 3-8

August 8, 2010	National TAC reviews standard setting process
August 10, 2010	State Board sets achievement standards; Raw-to-scale score tables transmitted from OSPI to contractors
August 11, 2010	Bridge study linked to 2010 scale scores; New uniform bar established
August 16, 2010	Schools/districts (not eligible for waiver) notify parents of improvement status and their options for public school choice.
No later than August 31, 2010	School/district/state AYP calculations transmitted to schools

Washington State cannot guarantee that all LEAs within the State will be able to comply with the 14-day notice requirement. As outlined above, the state's schedule for mathematics standard setting in Grades 3-8 will not be completed until August 10, 2010. Schools that will move into improvement or schools that may move out of improvement by meeting AYP for two consecutive years will not receive their AYP standing until August 16, 2010, at the earliest, after which time districts and schools will need to notify parents of the AYP status of schools. With Labor Day falling late this year (September 6, 2010) many Washington districts will begin school the week before Labor Day. The 2010 timeline does not allow districts to meet the 14-day notice requirement.

Thus, a waiver of the 14-day notice requirement is necessary to give Washington and its school districts sufficient time to carry out the standard setting process as planned and thereby ensure statistically valid and reliable AYP determinations. Washington must be able to ensure valid and reliable AYP determinations so that schools and school districts can properly implement school improvement activities to increase the quality of instruction for students and ultimately improve the academic achievement of students. It has been Washington's consistent practice to urge districts to communicate options to parents as soon as possible.

CRITICAL ELEMENT
1.5 Does the State Accountability System produce an annual State Report Card?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
The Washington State Report Card presently includes all the required data elements. Graduation rate and teacher professional qualifications were incorporated into the state's data collection system and were reported in the 2003 State Report Card. All required components in these elements (identified in Appendix A) were collected and reported in the 2003 State Report Card and will be collected and reported for subsequent years. The Washington State Report Card with updated results is available to the public at the beginning of the academic year. Assessment results and the other academic indicators (graduation and unexcused absence rates) are reported by student subgroups.

CRITICAL ELEMENT
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?[1]
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State recognizes success (schools making AYP, accomplishing state goals, etc) by sending letters of congratulations co-signed by the State Superintendent of Public Instruction and the Governor. Additional rewards based on improvement in reading, writing, and mathematics are given. Sanctions follow federal requirements. Title I or other funds must be made available to pay for choice-related transportation and supplemental education services when they are requested, up to the minimum 20 percent funding level. The criteria for sanctions are: • set by the State; • based on adequate yearly progress decisions; and • applied uniformly across public schools and LEAs. The criteria for rewards are set by the State and applied uniformly across public schools and LEAs. Some rewards include AYP results in their criteria.

[1] The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT
2.1 How does the State Accountability System include all students in the State?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
All students in Washington State are required to participate in the state assessment program. Test booklets are required for all students enrolled on April 1 and students who arrive after that date through the testing period. Individual test results are provided to each of these students. All students enrolled in Washington State, in the grade levels assessed, are included in the State Accountability System. The percentage of students considered proficient is based on all students who are required to take the assessment. Information on the test administration procedures and additional information on the assessment system is found at http://www.k12.wa.us/assessment/TestAdministration/default.aspx. Per new federal regulations, students who miss the entire testing period due to a significant medical emergency are not required to be assessed and are not counted in participation rate calculations (see section 10.1). The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.

CRITICAL ELEMENT
2.2 How does the State define "full academic year" for identifying students in AYP decisions?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State has defined a "full academic year" for determining which students are to be included in decisions about AYP beginning Fall 2003. The definition of full academic year is all students whose enrollment is continuous and uninterrupted from October 1st in the current school year through the testing administration period for the particular content area being tested. Students who generate state funding are considered enrolled. WAC 392-121-108 defines continuous and uninterrupted attendance with specific descriptions of how to define enrollment when students are absent for an extended period of time.

CRITICAL ELEMENT
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State holds public schools accountable for students who were enrolled at the same public school for a full academic year. Districts report enrollment and transfer dates for all students. Washington State holds LEAs accountable for students who transfer during the academic year from one public school within the district to another public school within the district. Similarly, Washington State is accountable for students who transfer during the academic year from one public school or district within the state to another public school or district within the state.

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State's definition of adequate yearly progress has established the starting points (baselines) in 2002, and annual measurable objectives to ensure all students (100%) in each of the required nine groups will meet or exceed the State's proficient level of academic achievement in reading/language arts and mathematics, not later than 2013-2014. The state Academic Achievement and Accountability Commission adopted these annual objectives at its January 2003 meeting. Appendix B shows these baselines and annual objectives.

~~**NOTE**: The state uniform bar may change based upon new cut scores on the mathematics assessments.~~

CRITICAL ELEMENT
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
In Washington State, for a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the annual measurable objectives in both reading/language arts and mathematics (see Appendix B), each student subgroup must have at least a 95% participation rate in each of the two statewide assessments, and the school must meet the State's requirement for the other academic indicator of attendance rate (as measured by the reduction of unexcused absences) for elementary and middle schools and graduation rate for high schools. For purposes of AYP (other than "Safe Harbor"), the calculation of the additional indicator will apply to the school building and district level, but not to the student subgroup level. Schools and districts that achieve or exceed the additional indicator goals, as well as those that are below the goal but improve the required amount when compared to the previous year, will have met the other academic indicator for purposes of calculating AYP. However, if in any particular year any student subgroup does not meet the State annual measurable objectives, the public school or LEA will have made AYP if the percentage of students in the group(s) who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% (Safe Harbor) of that percentage from the preceding school year (or a different percentage as described in section 1.2); and the group(s) had at least 95% participation rate on the statewide assessments; and the group(s) met the goal of the additional indicator. In general, the state will use the "N" size of 30 for statistically reliable purposes. (For more information, see section 5.5). For schools and districts that give assessments in multiple grades, the state may average test data across grade levels to make AYP determinations, beginning as early as 2004. Districts move into improvement or the next step of sanctions when all of their grade levels (i.e., elementary, middle, and high) do not make AYP in the same subject two years in a row (i.e., same subject, all grade spans). For schools and districts that do not make AYP based on the current year's test data, the state may average data over two or three years on appeal when making AYP determinations to correct for anomalies in student cohort performance that may not accurately reflect school or district performance in general. As required by the department in its July 19, 2006 approval letter, results for grade 4, 7, and 10 in 2005 and 2006 will be averaged when making AYP determinations in 2006. Beginning with the 2007 assessment administration, grades 3-8 and 10 within a school will be combined for adequate yearly progress determinations using a proficiency index. This proficiency index provides the fairest method of evaluating schools taking into account differing annual measurable objectives (AMO) for elementary, middle, and high school grades across Washington's wide variety of school grade configurations. (For more information see section 4.1).

CRITICAL ELEMENT
3.2a What is the State's starting point for calculating Adequate Yearly Progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Using data from tests administered in the spring of 2000, 2001, and 2002, Washington State established separate starting points (baselines) in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement in grades 4, 7, and 10. Each starting point was set using the same method, i.e., the percentage of proficient students in the public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. The scores of the 20th percentile school were in each case higher in the comparisons made between the 20th percentile school and the lowest performing subgroup of students. Washington State has established separate starting points by grade span. There is one same starting point for all elementary schools, one same starting point for all middle schools, and one same starting point for all high schools in reading and mathematics. Within AYP calculations, the elementary school AMO applies to grades 3 through 5, the middle school AMO applies to students in grades 6 through 8, (the majority of Washington 6th grade students attend classes in the 6-8 middle school environment)and the high school AMO applies to students in 10th grade. The one same starting point is applied to each of the required subgroups within each of the grade spans for the two content areas. Appendix B shows the baselines derived using the above methodology.

CRITICAL ELEMENT
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State has annual measurable objectives through 2013–2014 that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments. These annual objectives increase in equal stair step increments, beginning at the 2002 baseline as described in 3.2a above, and are shown in Appendix B. Washington State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement by 2013–2014. Washington State's annual measurable objectives for each of the grade spans are the same throughout the State for each public school, each LEA, and each subgroup of students.

CRITICAL ELEMENT
3.2c What are the State's intermediate goals for determining adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State used the same method for establishing intermediate goals for all grade spans, elementary, middle and high, in both reading/language arts and mathematics. These goals are equal stair step increments over the period covered by the State timeline, beginning from the baseline as described in 3.2a. The first incremental increase in the goal takes effect in the 2004–2005 academic year. (See Appendix B.)

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

CRITICAL ELEMENT

AYP decisions for each Washington public school and LEA are made annually. Data from school year 2002-03 and in subsequent years are used to make these decisions, based on annual assessment performance and other academic indicators, as described in this document.

Beginning in 2007, assessments for grades 3-8 and 10 within a school will be combined for adequate yearly progress determinations using a proficiency index. This proficiency index provides the fairest method of evaluating schools taking into account differing annual measurable objectives (AMO) for elementary, middle, and high school grades across Washington's wide variety of school grade configurations. Within AYP calculations, the elementary school AMO applies to grades 3 through 5 (the majority of Washington 6th grade students attend classes in the 6-8 middle school environment), the middle school AMO applies to students in grades 6 through 8, and the high school AMO applies to students in 10th grade. An example of the proficiency index for a hypothetical school serving grades 5 and 6 is illustrated below by both a tabular representation and a step by step description:

School*Hypothetical Example: Language Arts Proficiency Index for the Asian Subgroup in a School*

Hypothetical Example: Reading Proficiency Index for the Low Income Subgroup in a School

		A	B	C	D	E	F	G
				= B / A		= C - D	= A / Sum A	= E * F
Education Level	Grade	* # CE Enrolled	# Proficient	% Proficient	Annual Measurable Objective (AMO)	Difference between the % Proficient and the AMO	Proficiency Index Weighting Constant	Proficiency Index
Elementary	5	20	8	40.00%	64.20%	-24.20%	40.00%	-9.68%
Middle	6	30	15	50.00%	47.30%	2.70%	60.00%	1.62%
	TOTAL	**50**	**23**					**-8.06%**
		Sum A	Sum B					Sum G

Gray Cells = Variable Designations and Formulas

-8.06% = Proficiency Index for the Subgroup In the School

* # CE Enrolled is Number of continuously enrolled.

Continuously Enrolled, # Proficient, and % Proficient

- o 8 of 20 Asian students in 5th grade tested proficient, or 40% (= 8 / 20).
- o 15 of 30 Asian students in 6th grade tested proficient, or 50% (= 15 / 30).

• Annual Measurable Objective (AMO)

- o The 5th grade reading AMO is 64.2% for 2007.
- o The 6th grade reading AMO is 47.3% for 2007.

• Difference between the % Proficient and the AMO

- o For 5th grade students, the difference between the actual percent proficient and the AMO is -24.20% (= 40.00% - 64.2%).
- o For 6th grade students, the difference between the actual percent proficient and the AMO is 2.70% (= 50.00% - 47.3%).

• Proficiency Index Weighting Constant

- o The weighting constant for the 5th grade is equal to the number of 5th grade students divided by the total number of students in the school, or 0.40 (= 20 / 50)
- o The weighting constant for the 6th grade is equal to the number of 6th grade students divided by the total number of students in the school, or 0.60 (= 30 / 50)

• Proficiency Index

- o The 5th grade proficiency index component is the Difference between the % Proficient and the AMO multiplied by the Proficiency Index Weighting Constant, or -9.68% (= -24.2% * 0.40)
- o The 6th grade proficiency index component is the Difference between the % Proficient and the AMO multiplied by the Proficiency Index Weighting Constant, or 1.62% (= 2.7% * 0.60)

The Proficiency Index for the school is the sum of all individual grade level proficiency index components, in this case, -8.06% (= -9.68% + 1.62%)

A Proficiency Index of zero or higher indicates that the AMO has been met by the subgroup in the school. In this example, the Asian subgroup in this school does not meet the AMO with a proficiency index of -8.06%.

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT
5.1 How does the definition of adequate yearly progress include all the required student subgroups?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency (English Language Learners - ELL). Washington State provides a definition of AYP and data for statewide and alternate assessment results for all students and for each of the subgroups for adequate yearly progress: http://reportcard.ospi.k12.wa.us/.

CRITICAL ELEMENT
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington public schools and LEAs are held accountable for student progress on achievement on the statewide assessment for reading/language arts and mathematics in grades 3-8 and 10 for all students and subgroups (at or above the minimum number needed for accountability purposes), including economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students. See the Report Card Web site for statewide assessment results: http://reportcard.ospi.k12.wa.us/. The state will identify schools and districts not making adequate yearly progress beginning in 2002–2003 using statewide and alternate assessment data for all students and disaggregated subgroups.

CRITICAL ELEMENT
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
All students with disabilities (SWDs) participate in statewide assessments: general assessments with or without accommodations, or an alternate assessment. Per federal regulations, for district AYP calculations, the percentage of students considered proficient via the alternate assessment (based on alternate achievement standards) cannot exceed 1.0% of the district's total enrollment in the tested grades, unless an exception is granted using an appeal process. As part of setting standards on the alternate assessment in January 2003, student results were categorized into four levels of performance (based on alternate academic achievement standards). The percentage of SWDs in each of the four achievement levels on the statewide and alternate will be reported to the public upon completion of data verification. For accountability purposes, performance assessment data for SWDs will be included in the State's accountability system in the following manner: **Advanced**—statewide assessment Level 4 and alternate assessment Level 4 **Proficient**— statewide assessment Level 3 and alternate assessment Level 3 **Basic**— statewide assessment Level 2 and alternate assessment Level 2 **Below Basic**— statewide assessment Level 1 and alternate assessment Level 1

CRITICAL ELEMENT
5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
All LEP students enrolled in Washington State who have attended school in the U.S. for at least one year are required to participate in general statewide assessments, with or without accommodations, in the grade levels assessed and are included in the State accountability system. Per federal guidance as applied to Washington State, LEP students who first enrolled in a U.S. school where English is a language of instruction in the current school year are exempted from taking the reading/language arts statewide assessment. These students must take the Washington Language Proficiency Test (WLPT) instead of the reading/language arts statewide assessment and must take the math statewide assessment. These "first year" LEP students are permitted to take the reading/language arts statewide assessment on a voluntary basis and will be provided with individual results, but they will not be counted toward the minimum N for accountability purposes and their assessment results will not be counted when making AYP determinations. Results for LEP students who have exited the LEP program in the last two years may be used in proficiency calculations through an appeal process but will not be counted in the minimum number for accountability purposes. If an appeal is made, all such students must be considered. Washington State's assessment program ensures that LEP students enrolled in a U.S. school for more than the current school year are fully included in the State Accountability System.

CRITICAL ELEMENT
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State has defined “30” as the number of students required in a subgroup for reporting purposes, and applies this definition consistently across the State. See RCW 28A.655.090 (7). Washington State has defined “30” as the number of students required in a subgroup for accountability purposes, and applies this definition consistently across the State except where noted below. • For small schools and districts, when the N is <30, an improvement plan must be submitted for review (see section 1.2). • When total school or district enrollment (headcount) exceeds 3,000 students, the N for each subgroup is one percent of total enrollment. This policy ensures equitable AYP determinations in these subgroups based on district and school size. Washington State’s definition of subgroup will result in data that are statistically reliable.

CRITICAL ELEMENT
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State has defined “30” as the number of students required in a subgroup for reporting purposes and applies this definition consistently across the State. This provides protection against revealing personally identifiable information.

PRINCIPLE 6. State definition of AYP is based primarily on the State's academic assessments.

CRITICAL ELEMENT
6.1 How is the State's definition of adequate yearly progress based primarily on academic assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington's formula for AYP shows that decisions are based primarily on the statewide assessment and state alternate assessment. The plan clearly identifies which assessments are included in accountability. The percentage of students meeting the standard in reading/language arts and mathematics on the statewide assessment and state alternate assessment in each of the following nine groups will be compared to the state uniform bar each year: - All students - Five racial/ethnic groups - Economically disadvantaged (low socioeconomic status) - Students with disabilities (i.e., served in special education) - Students with limited English proficiency (LEP)

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT
7.1 What is the State definition for the public high school graduation rate?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
The Washington State definition of graduation rate is the percentage of students who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic content standards) in the standard number of years. The period of time required for students with disabilities to graduate is specified in each individualized education program (IEP). Students with disabilities who earn a diploma by completing the requirements of an IEP in the required period of time are counted as on-time graduates. The period of time required for LEP and migrant students to graduate is determined on an individual basis when they enter the district and may be longer than the standard number of years. The period of time required to graduate for a migrant student who is not LEP and does not have an IEP can be one year beyond the standard number of years. LEP and migrant students who earn a diploma in the required period of time are counted as on-time graduates. The graduation rate is calculated as follows:[2] *On-Time Graduation Rate* 100*(1-grade 9 dropout rate)*(1-grade 10 dropout rate)*(1-grade 11 dropout rate)*(1-grade 12 dropout rate-grade 12 continuing rate) with *Dropout Rate*= $\frac{\text{number of students with a dropout, unknown, GED completer code}}{\text{total number of students served (less transfers out and juvenile detention)}}$ The other academic indicator for high schools is achieving or exceeding the graduation rate goal for cohort groups (grades 9-12) in 2014. Graduation rate is included (in the aggregate) for AYP, and disaggregated by demographic groups (as necessary) for use when applying Safe Harbor to make AYP. For purposes of AYP (other than "Safe Harbor"), the calculation of the graduation rate apply to the school and district levels but not to the student subgroup level. Schools and districts that achieve or exceed the annual goal for the graduation rate (73 percent in 2010), as well as those that are below the annual goal but improve their graduation rate by at least four (beginning in 2010) percentage points when compared to the previous year, will have met the other academic indicator for purposes of calculating AYP. To encourage

[2] See http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/03-04/Graduationanddropoutstatistics2003-04Final.pdf, chapter 1, for information about adjustments made to the data prior to calculating the rates and the rationale for using these formulas.

schools to serve students who remain in school beyond 4 years, a separate graduation rate is calculated that includes students who graduate in more than 4 years, and this rate may be used for AYP purposes. The formula for calculating that rate is as follows:

$$\textit{Extended Graduation Rate} \quad \frac{\text{number of on-time and late graduates}}{\text{\# of on-time graduates / on-time graduation rate}}$$

Both the on-time and extended graduation rates will be reported. All rates are rounded to the nearest whole number using normal rounding rules. Dropouts will not be counted as transfers. Since graduation data are not reported until after the beginning of the school year, the rates from the previous year will be used (e.g., Class of 2002 rate in 2003). As approved by the A+ Commission, the annual graduation rate goal will increase in increments from 66 percent to 85 percent in 2013–14 and requires greater improvement when the rate is below the annual goal (see appendix B-4). High schools that do not have the ability to have graduates (e.g., schools serving only grades 9-10) will have their school-wide annual dropout rate as the other indicator. The annual goal for the other indicator in these schools will be met if the rate is 7 percent or less or is below the previous year's rate.

We expect that our graduation rate calculation will be in full compliance with ED regulations and guidance in the 2010–11 school year with the Class of 2010.

CRITICAL ELEMENT
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
In Washington State, for a public school and LEA to make adequate yearly progress in grades 1-8, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's other academic indicator for elementary and middle schools. At its January 13, 2003 meeting, the Academic Achievement and Accountability Commission approved the AYP Work Group recommendation for the State's other academic indicator for public elementary and middle schools as attendance (as measured by the reduction of unexcused absences). Unexcused absence data are used (in the aggregate) for AYP determinations, and disaggregated by subgroup (as necessary) for use when applying "safe harbor." The collection of truancy information is described in RCW 28A.225.151. Each district is required to set policy for excusing absences. An unexcused absence is defined as the failure to meet the district's policy for excused absences. An unexcused absence pursuant to RCW 28A.225.020 means a child has failed to attend the majority of hours or periods in an average school day or has failed to comply with a more restrictive school district's policy for excused absences. The rate for AYP purposes is calculated as follows: $\frac{\text{Total number of student days of unexcused absences in the year}}{\text{Average monthly headcount X number of student days in the school year}}$ AYP will be met if a school/district attains an unexcused absence rate of 1 percent or less. Schools/districts with unexcused absence rates greater than 1 percent must show a reduction from the prior year to meet AYP. By 2014 all districts will attain an unexcused absence rate of 1 percent or less. Unexcused absence data will be reported for the eight demographic subgroups this year and used to determine AYP on the other academic indicator if "safe harbor" is used.

CRITICAL ELEMENT
7.3 Are the State's academic indicators valid and reliable?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State has defined other academic indicators that are valid and reliable and are consistent with nationally recognized standards. The use of attendance (as measured by the reduction in unexcused absences) as the other academic indicator for elementary and middle schools is developmentally appropriate; the use of the cohort graduation rate as the other academic indicator for high schools is a recognized standard.

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State's AYP determination for student subgroups, public schools, and LEAs separately measures reading/language arts and mathematics. AYP is a separate calculation for reading and mathematics and is applied for each subgroup, public school, LEA, and the state.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT
9.1 How do AYP determinations meet the State's standard for acceptable reliability?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington will ensure acceptable reliability regarding AYP determinations as a result of the following: 1. Washington has documented the reliability of its assessments in technical reports, which are available on the agency website: http://www.k12.wa.us/assessment/TestAdministration/. Thus, AYP decisions based on the state assessment results are based on reliable information. 2. Washington uses the standard error of proportion (SEP) to ensure 99 percent confidence when making decisions about whether a school or district has met AYP. This confidence interval applies only to proficiency calculations and not to participation, other indicator, and safe harbor calculations. This prevents the state from falsely identifying a school or district as not meeting AYP when multiple groups are analyzed. This policy has added importance because averages from multiple years will not be used when comparing school and district assessment results to the state targets. Additionally, the state has maintained a high standard for proficiency. 3. A minimum number of students is required for statistically reliable AYP determinations (see section 5.5). Although this requirement may seem redundant because the 99 percent confidence is in place with the standard error of proportion, the minimum number requirement is essential for two reasons: a. Assure the public that the state is reliably identifying schools. b. The standard error of proportion is a parametric statistic that is based on a binomial distribution of probabilities. It becomes more inaccurate as sample size N decreases. Therefore, a minimum "N" assures the appropriate accuracy needed. 4. AYP proficiency determinations will not include students who are not continuously enrolled for the full academic year and LEP students who first enrolled in a U.S. school in the current school year (see sections 2.2 and 5.4). 5. The "Safe Harbor" concept will be employed to avoid identifying a school or district as not making AYP even though they had made substantial progress. In order for a school or district to make AYP based on Safe Harbor, sufficient progress must be made on the additional indicator as well. 6. Washington will determine that a school or district is in "improvement" status or moves to the next step of sanctions when any subgroup does not meet its required goal or make "Safe Harbor" in the same subject (reading/language arts or mathematics) for two consecutive years (see section 3.2 for districts). 7. Washington State has a policy of assessing all students. For AYP determinations, at least 95% of the students in each group must be assessed. This eliminates the possibility that a school or district could make AYP by not assessing certain students. 8. The state used impact data to verify the consistency of AYP decisions applied to schools identified for improvement under the previous set of AYP criteria.

CRITICAL ELEMENT
9.2 What is the State's process for making valid AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State has an established appeals process for public schools and LEAs that reflects the language of NCLB under Section 1116(b)(2). Information is provided to schools and districts not making adequate yearly progress on the appeals process. OSPI provides AYP data and technical assistance to all districts and to all public schools including those in school improvement.

CRITICAL ELEMENT
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

CRITICAL ELEMENT
Washington State presently reports assessment results for reading/language arts and mathematics in grades 3 through 8 and 10. In 2006, assessments for reading/ language arts and mathematics were added in grades 3, 5, 6, and 8. Results from the new assessments will be incorporated into the definition of AYP from 2007 forward. The goals for these grades will reflect increases in 2008, 2011, 2012, 2013, and 2014 and will reach 100 percent in 2014. As required by the department in its July 19, 2006 approval letter, results for grade 4, 7, and 10 in 2005 and 2006 were averaged when making AYP determinations in 2006. Students who take the grade 10 assessment early and meet the proficiency level will have their results counted in grade 10; any early attempt will not count as the first attempt if a student does not meet the proficiency level in that subject area. Students who achieve proficiency in grade 10 after their first attempt in grade 10 will be counted as proficient in that year. This provides an incentive to help students achieve proficiency as soon as possible. In the spring of 2006, Washington State had a comprehensive and operational assessment system that incorporated assessments in grades 3 through 8, and 10 for reading/language arts and mathematics. When new public schools are opened, they are added to the state accountability system the first full academic year that state assessment results are obtained. Washington is one of the states whose assessments have been fully approved by the U.S. Department of Education (ED). The Office of Superintendent of Public Instruction (OSPI) has been directed by our state legislature to take major steps to revise our assessments in reading, mathematics, and science. The revisions required are to refine the 2010 reading and science assessments in all grades and the 2010 high school mathematics assessment. The assessments will all be shortened and have new test specifications. The reading, science, and high school mathematics assessments will continue to align with their respective current content standards. The 2010 mathematics assessments in Grades 3-8 will be aligned to newly adopted mathematics content standards.

Washington State has sought a waiver of the requirement for school districts to provide parents of eligible students with notice of their public school choice options at least 14 days before the start of the school year. Such is prompted by the fact that the state must set cut scores on the new mathematics assessments in Grades 3-8, a process which legislatively requires action by our State Board of Education (SBE) before scores can be reported. The scales for the new Grade 3-8 mathematics assessments will then need to be bridged to the old (2009) scale to establish a new uniform bar for adequate yearly progress (AYP) calculations. The SBE is scheduled to set the cut scores in a special meeting on August 10, 2010, which is the earliest date possible given our schedules for testing, scoring, data processing, and meeting with standard-setting panels.

A time line of key events associated with the new mathematics assessments in Grades 3-8 is provided below.

DATE	**ACTION**
May 28, 2010	Grade 3-8 test window closes
June 3-4, 2010	Range finding for constructed response (CR) items
June 7-9, 2010	Table Leader training on CR items
June 10-11, 2010	Scorer training on CR items
June 28, 2010	Scoring of Grade 3-8 CR items complete
June 29, 2010	Raw score files from scoring contractor to psychometric contractor
July 9, 2010	Item calibration complete
July 16, 2010	Ordered Item Booklets completed for standard setting
July 26-29, 2010	Standard setting panels A: Grades 3, 5, 7
July 30, 2010	Bridge study completed (2009 WASL Scale to 2010 logit scale)
August 2-5, 2010	Standard setting panels B: Grades 4, 6, 8
August 6, 2010	Articulation Committee: Grades 3-8
August 8, 2010	National TAC reviews standard setting process
August 10, 2010	State Board sets achievement standards; Raw-to-scale score tables transmitted from OSPI to contractors
August 11, 2010	Bridge study linked to 2010 scale scores; New uniform bar established
August 16, 2010	Schools/districts (not eligible for waiver) notify parents of improvement status and their options for public school choice.
No later than August 31, 2010	School/district/state AYP calculations transmitted to schools

Washington State cannot guarantee that all LEAs within the State will be able to comply with the 14-day notice requirement. As outlined above, the state's schedule for mathematics standard setting in Grades 3-8 will not be completed until August 10, 2010. Schools that will move into improvement or schools that may move out of improvement

by meeting AYP for two consecutive years will not receive their AYP standing until August 16, 2010, at the earliest, after which time districts and schools will need to notify parents of the AYP status of schools. With Labor Day falling late this year (September 6, 2010) many Washington districts will begin school the week before Labor Day. The 2010 timeline does not allow districts to meet the 14-day notice requirement.

Thus, a waiver of the 14-day notice requirement is necessary to give Washington and its school districts sufficient time to carry out the standard setting process as planned and thereby ensure statistically valid and reliable AYP determinations. Washington must be able to ensure valid and reliable AYP determinations so that schools and school districts can properly implement school improvement activities to increase the quality of instruction for students and ultimately improve the academic achievement of students. It has been Washington's consistent practice to urge districts to communicate options to parents as soon as possible.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
All students enrolled in Washington State, in the grade levels assessed, are required to participate in the state assessment program and are included in the State accountability system. LEP students who first enrolled in a U.S. school where English is the primary language of instruction in the current school year are not included in AYP determinations (see section 5.4). Per new federal regulations, students who miss the entire testing period due to a significant medical emergency are not required to be assessed and are not counted in participation rate calculations. Test booklets are required for all students enrolled on April 1 and students who arrive after that date through the testing period. The percentage of students considered proficient is based on all students who are required to take the assessment. Information on the test administration procedures and additional information on the assessment system is found at http://www.k12.wa.us/assessment/TestAdministration/. Washington State's procedure for calculating the participation rate for each group and subgroup is as follows: $\frac{\text{Total assessed}}{\text{Total enrollment}}$ Washington State public schools and LEAs are held accountable for reaching the 95% participation goal, as required in NCLB Section 1111(b)(2)(I)(ii). If the average participation rate is at least 95% over a 2-3 year period, the goal is considered to have been met. All rates will be rounded to the nearest whole number using normal rounding rules.

CRITICAL ELEMENT
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS
Washington State implements the regulation regarding the use of 95% assessed when the group has a statistically reliable size (see section 5.5). All schools and districts are required to administer the statewide assessment and state alternate assessment to all students enrolled. For accountability purposes, only the assessment results for students who have been continuously enrolled during the current school year or on or before October 1st will be included.

Appendix A
Required Data Elements for State Report Card

1111(h) (1) (C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.

3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.

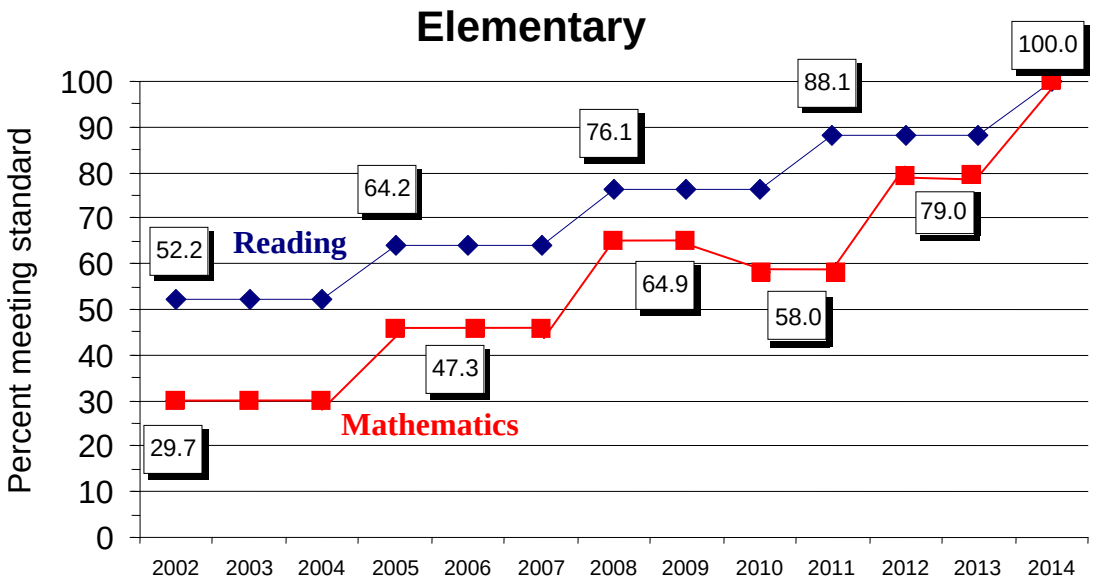
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.

6. Graduation rates for secondary school students disaggregated by student subgroups.

7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.

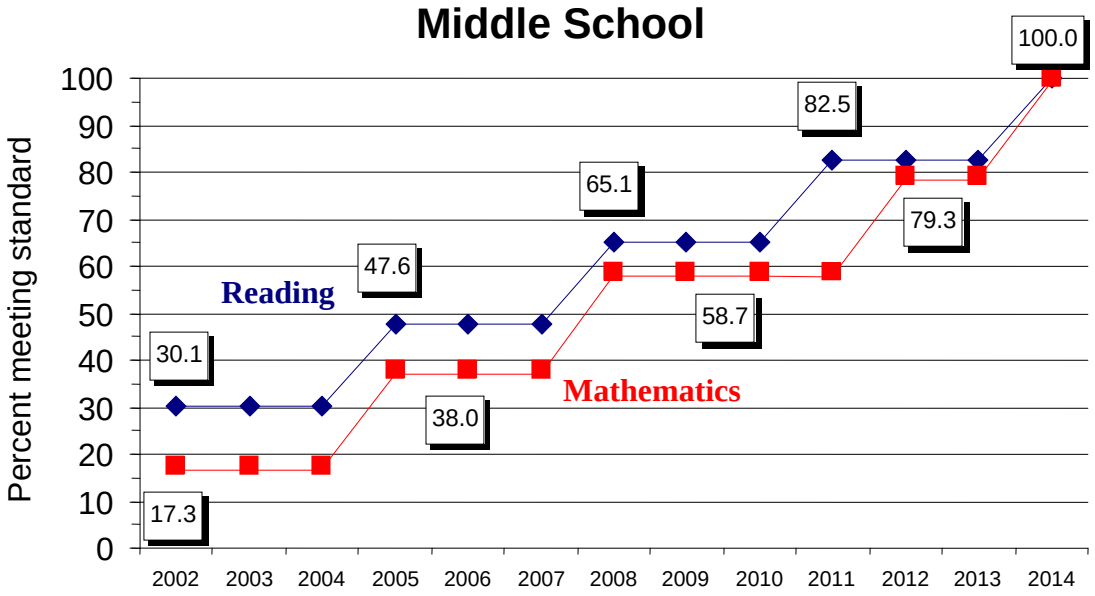
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

Appendix B-1
ELEMENTARY SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)

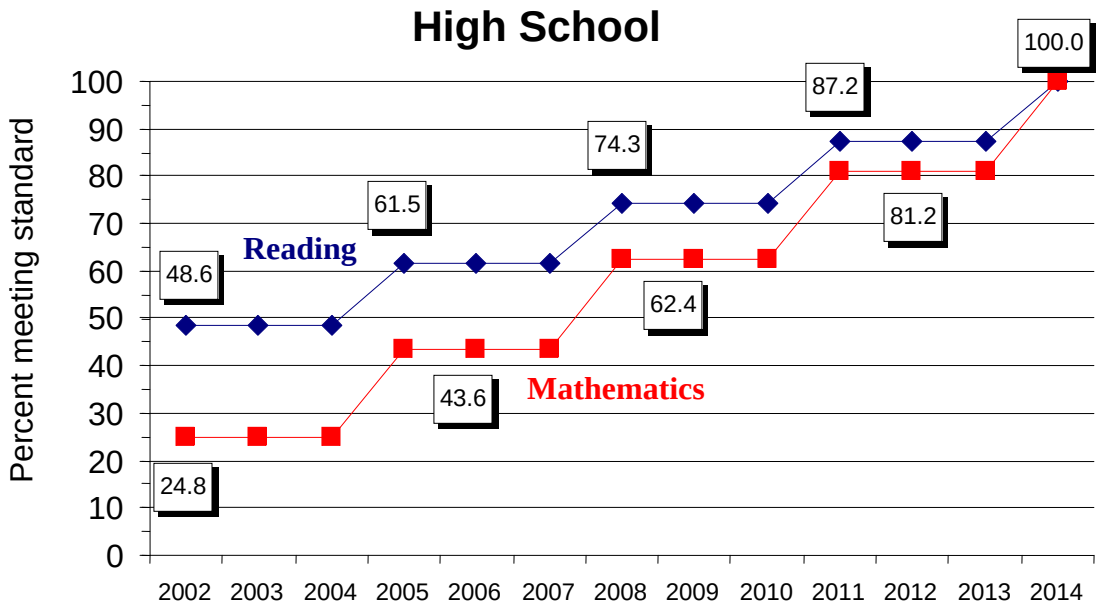
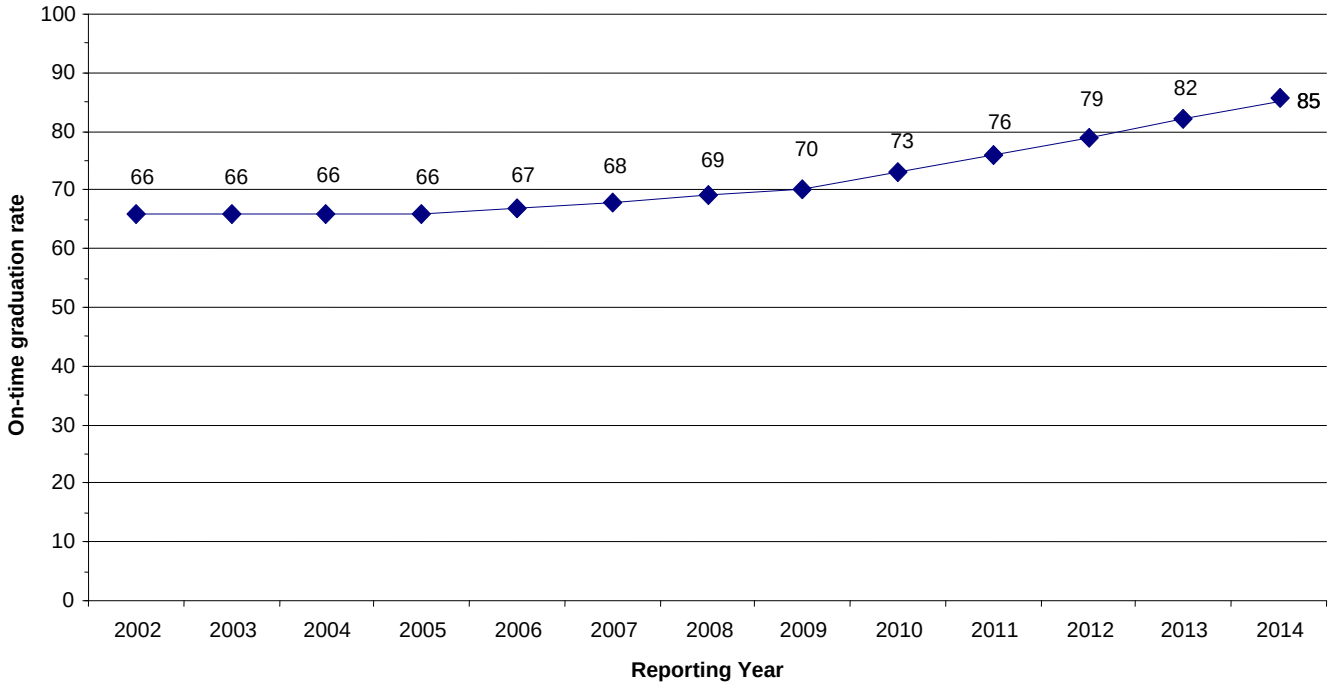


NOTE: The state uniform bar has changed for 2010—13 based upon new cut scores on the mathematics assessments.

Appendix B-2
MIDDLE SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)



Appendix B-3
HIGH SCHOOL STATE UNIFORM BAR GOALS
BASELINE BASED ON 3-YEAR AVERAGE 20TH PERCENTILE (2000-2002)



Appendix B-4
GRADUATION RATE GOALS