



# Illinois State Board of Education

Rod R. Blagojevich, Governor  
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In 2005, the U. S. Department of Education granted Illinois' request for a change in the definition of full academic year. The definition of a full academic year is used to establish the date at which a student's scores count or don't count for purposes of adequate yearly progress (AYP). All students must take the state assessments.

There are three factors that apply to achieving AYP:

- participation;
- performance on state assessments; and
- attendance (elementary/middle schools) or graduation rate (high schools) or both (unit districts).

Student scores will not count in the academic performance category for AYP if they are not enrolled, per the definition, for a full academic year.

Illinois changed the date for full academic year *from* September 30 of the current year *to* May 1 of the previous year in its 2005 *Illinois Assessment Workbook* changes. This means that a student who was newly enrolled in a school or district **after** May 1 would not be counted for AYP purposes for the following school year.

Many questions have been raised regarding the May 1 date as it applies to full academic year. This document addresses some of the common questions.

**Q. How has the state defined a full academic year for the purposes of including students in the accountability system at the various levels (school, district, and state)?**

- A. Beginning in the 2005-06 school year and thereafter, a full academic year for which a student is to count for AYP/academic performance on state testing, the student must be enrolled in the school or district on or before May 1 of the previous academic year and continuously enrolled through the next year's spring testing.

For the state tests administered in 2006, the student has to have been enrolled in the district on or before May 1, 2005. This ensures that the full academic year definition is less than 365 calendar days, as specified in federal law, but allows for a longer period of local instruction before the student counts for academic performance towards AYP.

**Q. What does continuously mean? Do I have to know when the student enrolled prior to May 1 of the previous year?**

- A. If a student has been enrolled in the district or school on or before May 1 and has not withdrawn since May 1 before state testing in the following year then that student has been continuously enrolled.

Another way to explain it is any student who enrolls on or after May 2, 2005 must take the test but will not count for academic performance towards AYP the following spring.

An example would be a student who is in a school on May 1, 2005, but then withdraws September 10, 2005, and re-enrolls January 6, 2006. That student has **not** been continuously enrolled since May 1.

It does not mean that you need to know the child's enrollment date prior to May 1.

**Q. What if a student was with the district/school on May 1 but withdraws later and then re-enrolls?**

- A. The most recent time of enrollment is used and the student is considered new to the school or district. In the Pre-ID Assessment File, this is considered a code “NO” – NOT ENROLLED ON OR BEFORE MAY 1.

**Q. What if a student moves between schools but stays in the district?**

- A. If the student moves schools at the beginning of the school year *or* during the school year because of parent choice, the child is considered NEW to the school – enrolled after May 1. But the student is not new to the district. Test scores will count at the district level but not at the school level.

**Q. What if a student moves to a new school because a district program (gifted, special education, etc.) is located at that school?**

- A. The student will count at the district level if he/she has not newly enrolled in the district after May 1. If the student moves to a new school because of district policy or program location, then that student counts at the new school for academic performance. If a student moves to a new school for the new school year due to parent choice, such as moving to a magnet school, then the student will be counted at the district level but not at the school level.

**TEST SCORES FOR STUDENTS WITH IEPs, WHO ARE PLACED IN OTHER SCHOOLS THAN THEIR HOME SCHOOL FOR SERVICES, COUNT AT THEIR HOME SCHOOL. ( corrected on March 15, 2006)**

**Q. What if a student moves to another school because of overcrowding or boundary changes made in the district?**

- A. Any student who is continuously enrolled within the district and moves because of district policy or program location is counted at the district **and** school level for academic performance. If a child moves within the district because of parental choice after May 1, then the student will be counted at the district level, but not at the school level.

**Q. What about students who advance to another grade level but the next grade is at another building?**

- A. Students who follow the natural progression of their academic career and feed into another school for the new academic school year within the district because of natural housing needs will not be considered a new student. Even though these students will be attending a new school, they will not be considered new students as they are enrolled continuously within the district and moving with all of their peers. They will count in this new school at the district and school level.

Any student who is continuously enrolled within the district but changes to a new school within the district for reasons other than those determined by the district (e.g., overcrowding) after May 1 will be counted at the district level, not at the school level.

**Q. What if the district has built a new building and students are newly enrolled at the new building?**

- A. *If the district has created a new attendance center – school – and the district policy is to move students to that school, then those students count at the district and school level for academic performance.* For example, a new fifth grade school is opened and all fifth graders in the area or district go to that school. The students count at both levels.

If the district has created a new attendance center – school – but the parents may choose to go to that school (e.g., a magnet school), then the students do not count at the school level, only at the district level, during that first year.

**Q. Where do we report the enrollment date of the student for testing purposes?**

- A. The information is self-reported by the school or district on the Assessment form for pre-ID labels – either by uploading onto the State Student Information System or through one of the testing contractor’s systems. This information is used by the testing contractor for scoring and reporting.

**Q. How do we know if the student should be counted at the school level, given the new May 1, 2005, deadline information?**

- A. An easy way to remember this is who made the choice to have the student attend a new school after May 1 – parents or district:

If the school district made the choice to move the child to a subsequent school (e.g., regular matriculation to another school, an overcrowding situation where the entire 2<sup>nd</sup> grade is moved), then the school is not considered a new school for that child. The scores count at the district and school level.

If the family made the choice to move the child to a subsequent school (e.g., moved in the community, enrolled the child in a magnet school, petitioned into another school of choice, or if the choice was made under *NCLB*’s public school choice program), then the school is considered a new school for that child. The student must take the test but their scores do not count at the school level. They are counted for participation.

Three examples of students being moved to new buildings:

1) A brand new building was built and opened as a new magnet school - a school of choice for families. Parents select whether or not their children may attend (generally through an application process). This situation means that the school is considered a new school for those children. Students must take the assessments but their scores will not count for this testing year. However, if the student had been in the district as of the previous May 1, then the student is not new to the district and their scores will count at the district level.

2) If a district must move students from Building A to Building B because of program changes or overcrowding, then the students are not new to the school placement or the district – the scores count at the school level. If the student had been in the district as of the previous May 1, then the student will also count at the district level.

3) If a district builds a new school and the students are moved there due to overcrowding or new boundaries, then the students are NOT new and their scores count. If the student had been in the district as of the previous May 1, then the student will also count at the district level.

**Q. Do a student’s scores count at my school, if they transfer after the May 1 date to another school within our district or outside of our district?**

- A. If the student has withdrawn from your school before the time of testing, then your school is no longer accountable. The student will be tested at his/her new school. If the student withdraws from the district before the time of testing, then the student will be tested in another district.

If the student who was enrolled on or before May 1 of the previous year withdraws from a school and moves into the attendance area of another school within the district due to parental choice, then the student is tested and counts at the district level only.

Those who have enrolled in the district after May 1 are not counted for AYP purposes for that year at either level but must be tested. They will be counted *at the state level*.

**Q. Do we in the field have a choice to count students that have moved in after the May 1 deadline?**

- A. No, there is no such choice available. They must be assessed but will not count at the school or district level that year.

**Q. What is in state rules on this issue?**

- A. The final rules are as follows in ISBE 23 ILLINOIS ADMINISTRATIVE CODE 1.60 as follows:

**Section 1.60 Subgroups of Students; Inclusion of Relevant Scores**

A student's scores shall count among those for his or her school or district, as applicable, for a given year only if he or she was enrolled continuously in the district on or before May 1 of the previous academic year through State testing the following spring. Students who feed into another school within the same district during the summer based upon the district's progression of students among attendance centers based on grade level shall have their scores counted for the school and district. Any student who is continuously enrolled within the district but, for reasons not mandated by the district, changes to a new school within the district after May 1 will be counted at the district level but not at the school level. Nothing in this Section is intended to exempt a student from the requirement for participation in the State assessment, except as provided in subsection (b)(1) of this Section.

**Q. How has ISBE communicated this information to the field?**

- A. ISBE has stated this issue to the field. The July 18, 2005 *Superintendent's Bulletin* said: "*There is one additional change [in the Illinois Accountability Workbook] which was approved, effective **beginning with the 2006 tests**. Note that May 1, 2005 enrollment data will be critical to use in calculating the 2006-07 AYP status based on the 2006 assessments, as noted below:*

*Move the beginning date for determination of a full academic year from September 30 to May 1. Assessment results for all students enrolled in a school by this date will be included in AYP calculations.*

*Note: Students not enrolled in the district as of May 1 will be assessed but not included in the AYP calculations of the district.*

*Note: Students enrolled in the district by May 1 and matriculating from one school to another (e.g., K-2 building into a 3-5 building) over the summer will be seen as continuously enrolled in the district and part of the grades 3-5 building and included in AYP calculations. Students, enrolled in the district by May 1, and who move from one school in the district to another in the same district for any other reason will be considered as not enrolled for a full academic year and thus not included in the AYP calculation for the school.*

*Note: Should the district need to move a grade or grades to another building at the beginning of the school year (e.g., due to overcrowding), those students who were enrolled in the district by May 1 and moving to the new building because of district needs would be seen as students continuously enrolled in the district and part of the new building AYP calculations."*

In the instructions for ISAT and PSAE, this issue is also addressed. In the *Spectrum Pre-ID Field directions for ISAT and PSAE* was the following:

Enrolled in Home School	Identifies a student enrolled continuously in their home school on or before
	May 1 of the previous school year. This includes students who matriculated
On or Before May 1	from one school to another with the same district (e.g., from a K-2 building to a 3-5 building) and students who were moved from one school to another within the same district because of district needs (e.g., overcrowding, school closing). It does not include students who moved from one school to another for parental reasons (e.g., family relocated in the district, parental choice under NCLB). Scores for these students will not count for AYP performance in the new school during the current school year. (01 = yes, 02 = no)
Enrolled in Home District	Identifies a student enrolled continuously in their home district on or before
	May 1 of the previous school year. (01 = yes, 02 = no)
On or Before May 1	

The instructions for the IAA also addressed the May 1 issue, as follows: Enrollment Date: Information about when a student enrolled in the Home School and District for the 2005-2006 school year is recorded on this grid. The school year is divided into two time periods: on or before May 1, 2005 and on or after May 2, 2005.

**Q. What are the State’s procedures for holding the state accountable for students who have not attended any one school or district for a full academic year, but have attended schools in the state for at least a full academic year?**

**A.** The student's assessment score will be included in the state composite.