2010 Annual Report Guide Book

Version 1.0
4 June 2010

Bureau of Indian Education
Division of Performance and Accountability

Contents

Introduction

The 2010 Annual Report marks a significant change in the data collection methods used by the Bureau of Indian Education (BIE). Since the passage of No Child Left Behind, the US Department of Education has required an increased level of reporting from states and, in turn, schools. The BIE must also accommodate requests for data from both internal (Line Officers, Education Specialists, even those working at the Department of the Interior, among others) and external (tribal education departments, states, members of Congress, among others) sources. This drive for more and more reporting is fueled by the desire to move toward a "data driven decision-making" model. To oversimplify data driven decision-making, those distributing money to our schools are demanding accountability for how that money is spent, not just in terms of accounting for the funds in a strictly financial sense but also in terms of student performance.

To accommodate this increased need for data, and to increase the precision and accuracy of the data that BIE is required to collect, the Division of Performance and Accountability (DPA) changed its primary method for collecting data from schools, the Annual Report, to both utilize information schools have already entered into NASIS and to collect that information at the student level. There are several reasons for both changes, not the least of which is that the level of specificity that the BIE must adhere to in reporting to the US Department of Education has increased significantly as the EdFacts Initiative has been implemented. But DPA, in addition to fulfilling a need to collect data at the student level, saw the opportunity to simplify the Annual Report system. The processes that now support the Annual Report have been greatly simplified.

Accessing the Annual Report

The link to the Annual Report is the same as it has been in years past. You may find a link to the Annual Report at the BIE web site under Data and Accountability. You may also type the link into your web browser.

http://www.ar.bia.edu

If you have downloaded this file to your computer, you may also click this link and open the Annual Report right here and right now.

Savvy computer users on the BIE network will notice that the address still references the old BIA.edu domain. That is by design, and a migration of the Annual Report to the new BIE.edu domain will likely occur in 2011. One other thing to keep in mind is that the Annual Report will be moved to a "secure" site once the BIE's secure site certificate is renewed. That does not mean that the Annual Report is currently not secure – it resides on the BIE internal network and is not exposed to entities that do not have a BIE network address. It means that the current site license has expired and is in the process of being renewed. Once the certificate is renewed, this will be the web site for the Annual Report:

https://www.ar.bia.edu

Once you have arrived at the Annual Report, you will click on the top link listed under Systems to access the Annual Report version for schools. For seasoned Annual Report users, this will look exactly the same as it did in prior years.

What if my school is not on the BIE network?

Many contract and grant schools have opted not to participate in the BIE network. The result is that their schools' computers do not have a BIE network address. In order for these schools to gain access to the Annual Report, they will need to do one of two things. First, they may travel to their Education Line Office to access the BIE network from BIE computers. This will need to be worked out with your Education Line Officer. Second, schools may contact Steve King with BIA OCIO. Mr. King will be able to coordinate between BIE and your school to permit a specific network "IP Address" to access the BIE network through a "firewall." It sounds complicated, but your school's IT person will understand what needs to be done.

User Name and Password

As in prior years, you will receive your User Name and Password from your Education Line Officer or her or his designee. Do not call the Data Unit for this information – they will direct you to call your Education Line Office. The user names for the 2010 Annual Report are the same as they were last year. However, with the revision and upgrade of the Annual Report, new passwords have been created for each school. As these are considered to be "strong" passwords, they will consist of letters (lower and upper case), numbers, and special characters. It is important to pay close attention to your school's password as you are typing it in.

IMPORTANT: *Do not expose your password to persons not authorized to access the Annual Report. While DPA has taken measures to ensure the privacy of your school's student information, that privacy is first and foremost controlled by you. If you have questions about who should have access to the Annual Report, discuss this with your principal or ELO. Do not give out your password*.

Once you have arrived at the Annual Report web site and have clicked on the link to take you to the user name and password page, enter your user name and password and you will be granted access to your school's Annual Report. For users who are familiar with the Annual Report, this will all be familiar ground. For users who are new to the Annual Report, there is little complexity at this point in the process – you will catch on just fine.

Main Menu

The opening page, or Main Menu (figure 1), will look familiar to people who used the Annual Report last year. However, it has also been streamlined to reduce the number of sections and simplify the edit checks involved with data entry. You will notice that, instead of assessment information by subject and separate data entry points for Special Education, these groupings reflect data to be entered at the school level and data to be entered at the student level. It will become apparent in a moment how this reduces the amount of work you have to do to complete the Annual Report.

Figure 1.

Each of the sections should be fairly intuitive as they are descriptively described here. We will examine each in more detail as we deal with those sections throughout this guide book.

Instructions

There are generic instructions built into the opening page (figure 2) that can inform you as to what you need to do as you progress through the Annual Report. These instructions discuss the basics of editing each section, marking your progress within the system, and give tips on printing reports.

The process of completing the Annual Report is encompassed by three broad steps: Data Entry, Report Generation, and Submission. Each step is mutually exclusive – you cannot perform more than one step at a

single point in time. You cannot perform Report Generation when you are still in the Data Entry step. Likewise, you cannot enter data while you are in the Report Generation step. While there are "business rules" in place to keep you locked in step, the Annual Report system accommodates moving from the Report Generation step to the Data Entry step if errors in Data Entry are discovered when the reports are generated.

Figure 2.
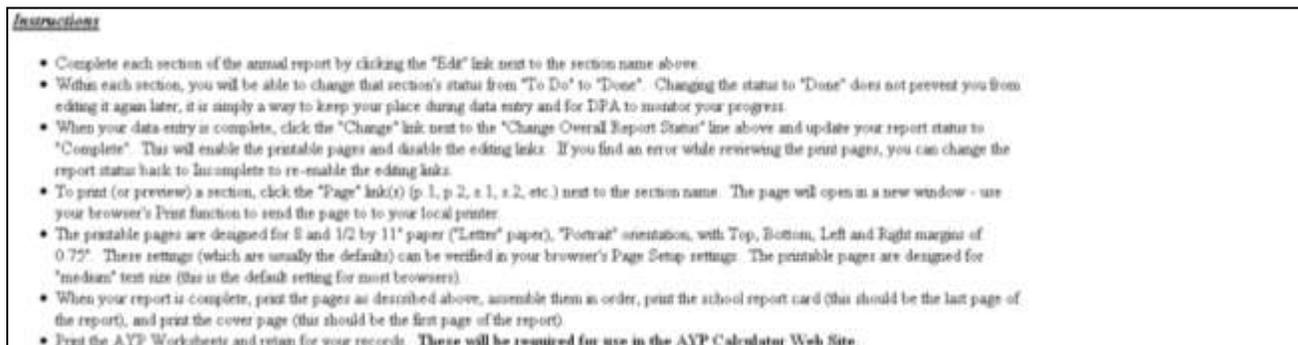
The Annual Report system allows you to move between the Data Entry and Report Generation steps by changing your "Overall Report Status." So long as the report is "Incomplete," you will be able to enter and change data within each of the sections. Once you have set the Overall Report Status to "Complete," you will only be allowed to generate reports. You may return the status back to "Incomplete" to change your data, but while the Annual Report is in the "Incomplete" status you will not be able to generate reports. You may freely move back and forth between the Data Entry and Report Generation steps.

However, if after you have formally changed the Overall Report Status to "Submitted" you discover that you need to make changes, you will need to contact DPA to get the Annual Report re-opened. Once you have changed the Annual Report status to Submitted, you will no longer be permitted to switch the status to "Incomplete" but you may continue to print reports.

Progress

One of the changes made to the Annual Report from last year to this year is the ability to edit each section in the order of your choosing. Last year, you had to complete sections on Enrollment, Special Education, Alternate Assessments (Standards and Results), and Regular Assessments a specific order. If you needed to make changes to either the Enrollment section or the Special Education participation sections, you could not do so from the assessment results entry screen. You had to go back to the beginning.

This year, each of the sections listed on the Main Menu may be completed independently from one another. The advantage to completing the Annual Report in this manner is that you do not have to wait until you have your assessment results in-hand prior to starting the Annual Report. In fact, if you diligently address the Annual Report starting when it is available, entering your assessment results should take little time once you have received them from the state or test vendor. You should complete the Annual Report literally within hours of receiving your school's assessment results.

Though the Annual Report sections may be completed out of sequence, this guide book will proceed in the order the sections are presented in the Main Menu.

School Address Information

For nearly all the schools the BIE oversees with the Annual Report, this section will be relatively easy. DPA is merely seeking information about your school, its location, grades administered, and accreditation. For all schools, this information is probably already filled-out correctly using last year's Annual Report. When you have finished filling out this section, set the Section Status to "Done" and click the "Update" button. You will be returned to the Main Menu.

Figure 3.

Attendance, Dropouts, and Graduation

This report is the same in content as the Annual Report was last year. However, the organization of these data requests has changed. Hopefully, by grouping these items together in the same place, the 2010 Annual Report is easier to complete.

The attendance numbers can be generated directly from NASIS. Simply go to Attendance, click on Reports, and then choose ADM-ADA report. Add the appropriate filter from the report (the Annual Report filters will be tagged with "AR"), check the "Exact" option, and for these reports you can choose "Summary." Run the report for the entire school year (first day of school through the last day of school) then enter the appropriate numbers here. Note that while attendance is not an AYP indicator for high schools, the BIE is required to report attendance information for high schools both to the US Department of Education as well as the US Department of the Interior (in the Government Performance Results Act of 1993, GPRA).

Figure 4.

Attendance, Dropouts and Graduation

	All Students	LEP	Special Ed
Average Daily Attendance Rate K-8	%	%	%
Average Daily Attendance 9-12	%	%	%

	All Students	LEP	Special Ed
Dropouts (K-6)	Male/Female	Male/Female	Male/Female
Dropouts (Grade 7)	Male/Female	Male/Female	Male/Female
Dropouts (Grade 8)	Male/Female	Male/Female	Male/Female
Dropouts (Grade 9)	Male/Female	Male/Female	Male/Female
Dropouts (Grade 10)	Male/Female	Male/Female	Male/Female
Dropouts (Grade 11)	Male/Female	Male/Female	Male/Female
Dropouts (Grade 12)	Male/Female	Male/Female	Male/Female

12th Grade Graduating Cohort			
9th Grade Students 4 years ago	Male/Female	Male/Female	Male/Female
Transfers In	Male/Female	Male/Female	Male/Female
Transfers Out	Male/Female	Male/Female	Male/Female
Cohort Graduates	Male/Female	Male/Female	Male/Female

Section Status
- ◉ To Do
- ○ Done

Retain each of the NASIS canned reports for attendance for review at the AYP meeting or for production upon request during the AYP verification process.

A slightly different way of reporting dropouts is required by the US Department of Education this year. As you can see in Figure 4, the breakdown of dropouts by grade needs to be completed. For all students for whom a transfer to another school cannot be confirmed when enrollment at your school stops, these students are considered dropouts and reported here by grade.

When a student's enrollment stops, it is in your school's best interest to try to determine whether that student has enrolled at a different institution. Often in high school, students who enroll at a different school will request their transcripts to receive credit at the new institution. Document such requests so that you may sustain the enrollment end status of "transferred" if asked to do so.

The graduation rate is the 4-year on-time cohort model required by the US Department of Education. This is the most stringent graduation calculation available. It requires that schools only count as graduates any student who was a first time freshman (ninth grader) at any school in the fall of SY 2008-09 to be counted as part of the cohort Class of 2010 and who graduated on-time or prior to the school year ending in 2010. Students who were first time freshmen in SY 2008-09 at a different school but who enter your school become part of your school's graduation cohort for the Class of 2010. Students in the cohort who verifiably transfer to a different school are subtracted from the cohort Class of 2010 along with any deceased students from this cohort.

This cohort number is divided into the number of graduates. If you have students who were in this cohort but graduated early, you can count these early graduates toward your SY 2009-10 graduation rate. However, if you have students who received a GED or a "certificate of completion," these students are not considered graduates. Students who are returning for fifth or sixth years also remain in the cohort; if they later graduate, they do not count toward the cohort's graduation rate nor do they count toward any subsequent cohort's graduation rates.

The Annual Report asks you to fill in the same information across three groups: All Students, Limited English Proficient (LEP) Students, and Special Education Students. These demographics are further disaggregated to specify the number of males and females who were in the cohort in each of these groups.

Now that there should be four complete years of data for your school in NASIS, the process of determining cohort membership should be easier than ever. Simply run your enrollment status report for each of the grades comprising the cohort starting in SY 2006-07 (9th grade; SY 2007-08 for 10th grade; SY 2008-09 for 11th grade; and SY 2009-10 for 12th grade). Track the number of students transferring into and out of the cohort and make note of any drops during the same time period. By tracking the drops, you or your staff may be able to follow-up on students to determine whether they may have enrolled at a different school and can be removed from your cohort rather than remaining part of it as a drop. Enter the number of students receiving a regular diploma. The Annual Report system will perform the graduation rate calculation for you once the data are entered.

If you need to make any changes to NASIS, do so. Then reprint your enrollment status reports for verification by DPA.

Lastly, when you have completed the section, mark it as "Done" and click the "Update" button. This will return you to the Main Menu.

Enrollment – List of Grade Rosters

One of the major upgrades to the Annual Report this year comes from its ability to pull data you have already entered from NASIS. With this concept, if you have accurately captured your data in NASIS and maintained it throughout the school year, you will find that the information contained in the Annual Report is nothing more than a reflection of the work you have already done. For your school's enrollment, data were pulled from NASIS across the entire school year and aggregated by grade for you. The important part of this section is for you to verify that the information pulled from NASIS and placed into the Annual Report is accurate.

Figure 5.

Grade Rosters					
Grade (click for roster)	Students	ISEP	LEP	SPED	Homeless
KG	7	6	0	2	0
01	11	10	0	3	0
02	6	5	0	1	0
03	13	13	0	5	0
04	11	11	0	4	0
05	9	9	0	1	0
06	7	7	0	0	0
07	11	11	0	0	0
08	4	3	0	2	0
09	8	8	0	5	0
10	9	9	0	1	0
11	10	10	0	2	0
12	7	7	0	2	0
Totals	113	109	0	28	0

The way the Annual Report works is that it pulls information from NASIS at the student level and places it into a staging area. When you log into the Annual Report and visit the Enrollment section, you will see the total number of students enrolled in any of your grades at any time during the school year (Figure 5). This number is what is reported to the Department of Education for participation in school-wide Title I programs. To see which students comprise this number, click on the grade – it is a link to the students who were in that grade at any time during the school year.

Single Grade Rosters

Once you have clicked on a grade, you will be shown a list of students that NASIS indicated were enrolled in that grade at any time during the school year (Figure 6). Of course you will see students that came late in the year as well as ones who left early. This is to be expected. The information for these students still needs to be complete, accurate, and captured in the Annual Report.

Figure 6.

If you notice that there are students missing from the rosters, you may add them on this screen. At the bottom of the screen is a row where you must add that student's first and last name and NASIS ID number. When you click the "Add" button, the student will be added to that grade's roster.

If you notice there is a student in the grade whose record is not valid, you will need to dig a bit further into the system to make a correction. In fact, as that is the next stop, we will head to the Student Editor. To get there, click on either the student's name or the student's NASIS ID.

Note: You should be in the appropriate grade for the student prior to adding them to the roster. If you add, for example, a fifth grader to a sixth grade roster, that student will not show up on the fifth grade roster.

Student Editor

This screen represents the largest and most significant change in the Annual Report system. In addition to needing to report on additional categories to the US Department of Education (homeless by LEP and SPED; test scores by homeless status; categories of homelessness; free and reduced lunch; even participation in assessments by FAY status among other data elements), DPA is seizing the initiative in addressing likely changes to the Elementary and Secondary Education Act (aka – No Child Left Behind). The most major change will probably be the use of growth models at the student level to determine AYP. More will be learned upon reauthorization.

As mentioned above, if you have an invalid record in one of the Grade Rosters, you can indicate that it is invalid by unchecking the "Valid Record" box. But the bulk of your work will be in verifying that the student's characteristics as pulled from NASIS are accurate. You should note changes that you need to make to bring the record up-to-speed in the Annual Report and make those changes in NASIS.

Figure 7.

After you have verified the accuracy of the student's information, you simply need to click "Update" to save it to the system. Student information can and should be verified for accuracy prior to entering the assessment results. Doing so will limit the amount of time you spend doing the Annual Report after your test scores come in.

Assessments

Undoubtedly, you noticed the section for filling out assessment results. This is another simplification of the Annual Report that will allow you to handle this student's information only one time (which makes a big difference when you are adding up scores for All Students, LEP, and SPED!). The caveat when using this section of the Annual Report is to know that the assessment results section applies to all students enrolled during the test window. Only check the "Enrolled" box if the student was enrolled during the test window. All students enrolled at your school during the test window should be tested even if the rest of the school has already taken the test.

The FAY element refers to the AYP concept of a "full academic year" student. No Child Left Behind stipulates that schools are not to count students' assessment results toward AYP if they do not qualify as having attended the school continuously for a full academic year prior to the examination. The definition of FAY varies by state. The way in which DPA determines full academic year is by examining the student enrollment status report for grades 3-8 and the relevant grade in high school to determine whether the students who took the test were enrolled for the entirety of the FAY period in their respective state.

In years past, students who were not FAY were placed on the "exclusion list" in the Annual Report. This year, you exclude students from the AYP process by not checking the FAY box for the particular assessment in which the student failed to meet the AYP requirements. For all students who meet the FAY requirements, check the FAY box.

The Tested box allows you to choose from a range of options to indicate whether the student took the test and if they did not, why they did not. For students who were not enrolled during the test window, this box does not apply – do not fill it out.

The Test Type box allows you to specify which version of the standards-based assessment (your state's general assessment) the student took. This box applies to everyone, but it is especially important for special education

students who may have taken an alternate assessment. The improvement here is that there is no Special Education Section to complete – you treat Special Education students' scores as you would everyone else's.

You may fill out the assessment section of the Annual Report in advance of receiving the results. Just leave the test results section as it is. As you can see in Figure 8, if you have not filled out all of the test scores for the students on the roster, the subject for which the test score is missing will be blank. Subjects where the test was not administered will show up as "Not Tested" – do not confuse this with the similar concept of the test having been administered but the student was "Not Tested."

Figure 8.

When the test results arrive, you can rather quickly fill out this section and, if you have completed the rest of the Annual Report, you will be shortly ready to submit the Annual Report for verification by DPA.

The results portion of the assessment information will be much the same as it was last year. Scores will be Basic, Proficient, or Advanced, as cross-walked with the levels of achievement on your state's assessments. Schools in Minnesota, Wisconsin, Mississippi, and Louisiana, will have an additional category to choose from beyond the three encountered elsewhere.

Note: On the Assessment portion of the Student Editor, do not fill out any test information for tests not administered to the student. For example, many states only test fourth and eighth graders for Science. Students in all other grades should not have any information completed for Science. Similarly, if your state tests Language Arts instead of Reading, do not fill out the Reading assessment information.

When you have completed the information required in the Student Editor, you can click "Update" and be taken back out to the Single Grade Roster. When you have finished with all the grade rosters and all the assessment results have been entered, as with other portions of the Annual Report, you can mark the section as "Done," click "Update," and return to the Main Menu to tackle other sections or to complete the Annual Report.

Student Behavior

With each year that passes, we have more and more schools coming online to enter behavior incidents in NASIS. In the coming school year, NASIS will move to a standardized reporting system for behavior incidents developed by NCES and modified by the BIE to fit our schools. As the organization progresses, DPA will start using NASIS to prepopulate the behavior section of the Annual Report. Until DPA can fully prepopulate the Annual Report with NASIS data, DPA will compare what is in NASIS with what schools report on the Annual Report.

Figure 9.

Student Behavior

Incidents of Drug and Alcohol Use

Please note the grade ranges have changed from previous years.

Supply data indicating the prevalence of alcohol/drug use incidents at your school. The Department of Education defines such incidents as situations involving the use or possession of drugs, alcohol or tobacco. Incidents counted are those taking place during the school day and during before and after school student activities. An incident may involve one or more offenders. In number of offenders involved, report how many students were involved over the year. Do not count a student more than once even if he/she was involved more than once.

K-5	Incidents occurring on property of elementary schools kindergarten through fifth grade	
	Number of Incidents	
	Student Offenders (unduplicated)	
	Non-student Offenders	
	Suspensions for Alcohol Abuse	
	Expulsions for Alcohol Abuse	
	Suspensions for Drug Abuse	
	Expulsions for Drug Abuse	
6-8	Incidents occurring on property of middle schools sixth through eighth grade	
	Number of Incidents	
	Student Offenders (unduplicated)	
	Non-student Offenders	
	Suspensions for Alcohol Abuse	
	Expulsions for Alcohol Abuse	
	Suspensions for Drug Abuse	
	Expulsions for Drug Abuse	
9-12	Incidents occurring on property of high schools ninth through twelfth grade	
	Number of Incidents	
	Student Offenders (unduplicated)	
	Non-student Offenders	
	Suspensions for Alcohol Abuse	
	Expulsions for Alcohol Abuse	
	Suspensions for Drug Abuse	
	Expulsions for Drug Abuse	

Note: There has been a change in how the grades are grouped to reflected Department of Education reporting requirements; sixth grade is now lumped in with seventh and eighth grades.

This section of the Annual Report is nearly the same as it was last year.

Please note that this section will also start coming from NASIS. Please keep your staff and course information up-to-date in NASIS. The only way we can move away from this system of data entry and capitalize on the efficiency of NASIS is for all schools to use NASIS and maintain the accuracy of the data it contains.

Figure 10.

School Activities

This is yet another section that is similar to the previous year's Annual Report. It should be relatively easy for school staff to identify the programs implemented by the school during SY 2009-10 and to mark these boxes as appropriate.

Figure 11.

<h1 style="text-align:center">Limited English Proficient (LEP)</h1>

As with prior years, schools need to report the numbers of students they tested for English proficiency and how well they performed on the LEP assessment. In some states, this may also be referred to as ELL or English Language Learner.

Schools are not required to administer the state assessment of LEP, but they must administer to their students an assessment designed to measure LEP. List those tests here as well as how the students performed on the test.

Figure 12.

Part 6: Limited English Proficiency (LEP) State Assessment Data

Please provide the following data for at least 1 LEP State Assessment. The second and third rows need only be entered if more than 1 LEP assessment was used

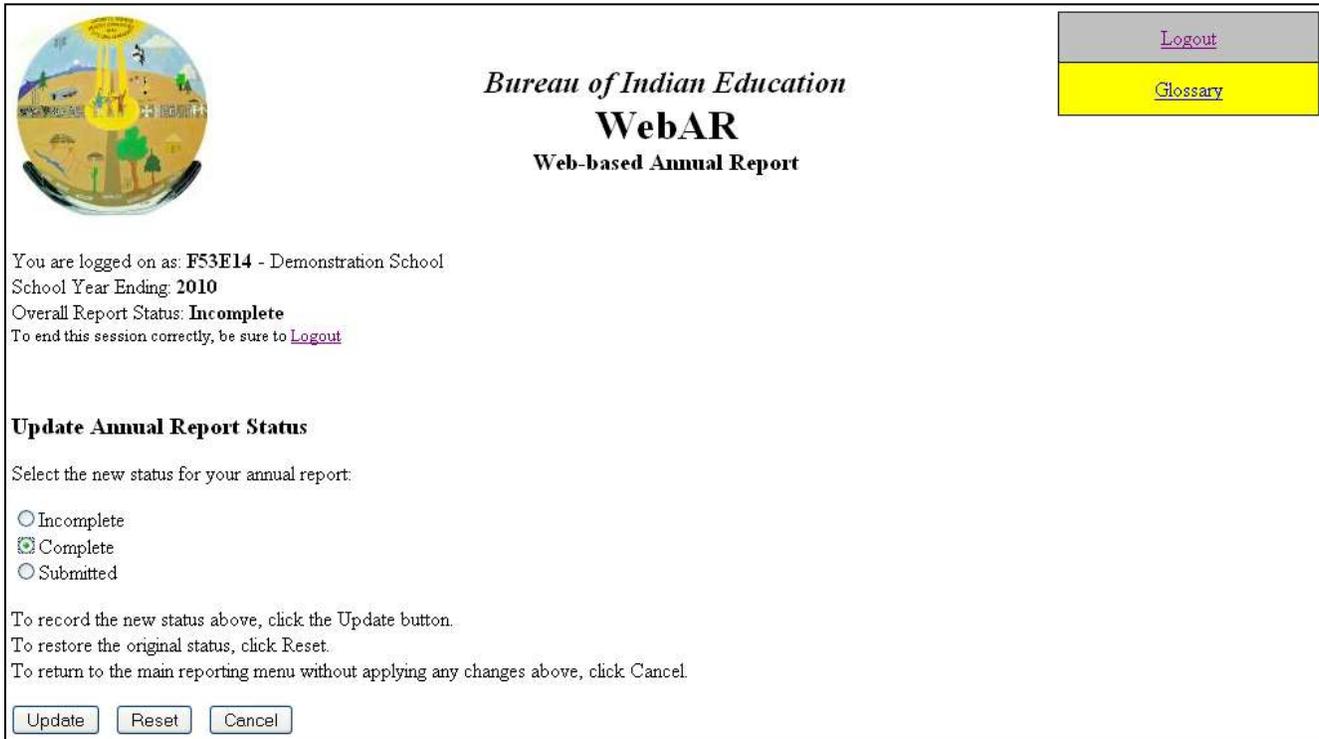|	Name of LEP Assessment (1)	Total number of ALL students assessed for LEP (2)	Total number of ALL students identified as LEP (3)	Number of LEP in column (3) at Basic or Level 1 (4)	Number of LEP in column (3) at Intermediate or Level 2 (5)	Number of LEP in column (3) at Advanced or Level 3 (6)	Number of LEP in column (3) at Proficient or Level 4 (7)
1							
2							
3							

Section Status
- ◉ To Do
- ○ Done

To record any changes made above, click the Update button
To restore the original data on this page, click Reset
To return to the main reporting menu without applying any changes above, click Cancel

[Update] [Reset] [Cancel]

Completing the Annual Report

Once you have completed each section of Data Entry, you are ready to move to the Report Generation step and the Submission step. By changing your status from "Incomplete" to "Complete," you switch the Annual Report system from allowing you to enter and change data to only being able to access reports and print them.

Figure 13.

The list of reports (Figure 14) and their formatting is identical to how the Annual Report functioned in the past. Please check each of the reports against what you believe is the accurate data at your school.

Once you have verified the data, you may change the status to "Submitted." After you have changed your status to Submitted, you will not be allowed to change any data in the system without going through DPA to regain access to the Data Entry step.

There are two differences worth noting about the Report Generation process: First and foremost, you have three additional reports referred to as AYP Worksheets. When you have completed the Annual Report and DPA has verified the information contained within it, print off each of the three AYP reports. You will be able to use these to quickly and easily enter your school's data from the Annual Report into the online AYP worksheet (more on this later!).

Second, you will not have to print every page of the Annual Report to send in. After DPA has verified your Annual Report and you have changed the status to "Submitted," you may print off the signature page, obtain the appropriate signatures, and mail the original copy of the signatures to your Education Line Officer. From there, the Line Officer will sign the page and send it to DPA for processing. This should cut down tremendously on the amount of paper being used for this endeavor.

Figure 14.

Printout Sections	Print
Section A: Special Ed - Enrollment Data	s.1
Section B: Special Ed - Language Arts	s.2 s.3 s.4 s.5
Section C: Special Ed - Reading	s.6 s.7 s.8 s.9
Section D: Special Ed - Mathematics	s.10 s.11 s.12 s.13
Section E: Special Ed - Science	s.14 s.15 s.16 s.17
Part 1: Participation in School Program	p.1 p.2 p.3
Part 2a: School Achievement - Language Arts	p.4 p.5 p.5h
Part 2b: School Achievement - Reading	p.6 p.7 p.7h
Part 2c: School Achievement - Mathematics	p.8 p.9 p.9h
Part 2d: School Achievement - Science	p.10 p.11 p.11h
Part 3: Staff Development	p.12
Part 4: Provision for Safe and Drug Free School	p.13 p14
Part 5: Extended Learning, Language and Culture	p.15
Part 6: LEP State Assessment Summary	p.16
Print School Report Card	Print
Print Report Cover Page	Print
AYP Worksheets	ayp.1 ayp.2 ayp.3

Privacy Concerns

For all of our schools, the privacy of student information is a primary concern. BIE requires all of its employees to become acquainted with FERPA, the Privacy Act, and best practices for handling sensitive data containing Personally Identifiable Information. DPA takes the privacy of student information seriously.

All student level data used as the basis for the Annual Report may contain sensitive information. Please handle it carefully, and do not grant access to the Annual Report system to people who do not need to access it.

But it is important to understand the precautions DPA has taken in revamping its Annual Report system to include student level data. Specifically, while student names are part of the initial database used for entering information into the Annual Report, once your school's Annual Report is submitted the student names are stripped from the records. Without student names guiding data entry, the data entry itself would become tedious in trying to match student test results with NASIS ID numbers.

It is worth noting that prior years' Annual Reports have already captured student names in the Exclusions List. When it came time for public reporting of BIE data, those names were protected, stripped from the reports created out of the Annual Report system.

DPA takes the protection of student records seriously. If you have a concern about the Annual Report system and how it handles sensitive information, please feel free to contact representatives of DPA.

Resources

The Annual Report contains a Glossary of useful information.

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