
OREGON SCHOOL AND DISTRICT REPORT CARD POLICY AND TECHNICAL MANUAL

REPORT CARDS TO BE ISSUED OCTOBER 11, 2012

OREGON DEPARTMENT OF EDUCATION
SALEM, OREGON



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I. INTRODUCTION

The school and district report cards were created by the 1999 Oregon Legislature. The legislation requires that the Oregon Department of Education (ODE) produce and issue a report card to all public schools and districts in the state. The report cards are designed to:

- Communicate the many good things occurring in Oregon’s public schools;
- Provide a fair and reliable means of reporting ratings of current school performance and improvement over time; and
- Demonstrate to the public that the schools are accountable for their work.

Oregon Revised Statute (ORS) 329.105 lists information that is required to be included in these performance reports. The report cards also display additional data in order to meet the reporting requirements of the federal No Child Left Behind (NCLB) Act of 2002, which reauthorized the Elementary and Secondary Education Act

ODE is committed to making the report card a valuable tool for parents, educators, and community members throughout the state. This policy and technical manual is a compilation of the policies, processes, strategies, and timelines that relate to producing and improving the report card. This manual is updated annually to provide you with the latest information about policies and timelines.

We encourage your feedback.

For additional information, comments, or suggestions on the report card, please contact the Oregon Department of Education at (503) 947-5764 or email jon.wiens@state.or.us. For information about accountability requirements for Title I schools and districts, please contact Jan McCoy at the Oregon Department of Education at 503-947-5704 or email jan.mccoy@state.or.us.

PURPOSE AND GUIDING PRINCIPLES

The purpose of the Oregon School and District Report Cards is to communicate information to parents about school progress and achievement while meeting the legislative expectation for school and district accountability. As such, the report cards should:

- Be clear, concise, well-defined, and understandable.
- Use information that is valid, stable, and reliable.
- Include all students.
- Report current levels of performance and continuous improvement over time.
- Rate school effectiveness, not individual student performance.
- Provide an opportunity for schools and districts to define unique characteristics through local information.
- Be viewed as one part of a larger accountability system.
- Meet federal and state requirements.

A Report Card Team at ODE facilitates the updating, improvement, and production of the annual school and district report cards. The team gathers input from parents, educators, legislators, advisory groups, community members, and all departments within the Oregon Department of Education to continuously identifying issues associated with the display of the information and the methodology used in generating the school ratings.

DEVELOPMENT OF THE SCHOOL AND DISTRICT REPORT CARDS

School report cards were first issued in January 2000 with the rating formulas and rules remaining largely unchanged during the first three years. Extensive revisions in the formula were reflected in the report cards released in January 2003. Additional changes in displays were incorporated for January 2004 to bring the report card into compliance with requirements of the No Child Left Behind Act.

The 2007 legislature amended the school and district report card requirements by reducing the number of rating categories from five to three and changing some of the required data elements that are used in the school rating formula. The Oregon Department of Education worked with stakeholder groups to revise the school rating system and the 2008-2009 school and district report cards were the first to implement these changes.

ODE anticipates that the School and district report cards will be significantly revised for 2012-13.

Date	Significant Events in the Development of the Report Cards
June 1999	The State Legislature established the rating labels and categories. The Department of Education was instructed to research, develop, and implement all other components of the report card.
Fall 1999	Several prototype report cards were developed and feedback was gathered from stakeholders throughout the state. The Department of Education contracted with The National Center for the Improvement of Educational Assessment for assistance in the development of the report card.
January 2000	The Department of Education issued the first report cards to over 1300 schools and districts.

July 2001	The Oregon State Legislature passed Senate Bill 811 mandating additional elements to be displayed on the report cards.
January 2002	The Department of Education issued the third school and district report cards. Federal “No Child Left Behind” legislation was passed into law impacting future school and district report cards with mandated federal requirements.
January 2004	The Department of Education issued 2003-2004 School and District Report Cards that comply with the federal No Child Left Behind Act.
October 2005	The Department of Education issued 2004-2005 School and District Report Cards using more closely aligned test and student inclusion rules between the federal Adequate Yearly Progress (AYP) reports and the school and district report cards.
July 2007	The Oregon State Legislature passed HB2263 mandating a change to the school rating system and the required elements displayed on the report cards.
November 2009	The Department of Education issued 2008-2009 School and District Report Cards with a revised rating system that includes individual student growth, and aligned test and student inclusion rules for AYP and report card.

SCOPE OF THE REPORT CARD

The report card is an annual snapshot of school quality. The Department requires that all statistics used in the report card be reliable and consistently reported across the state. Only data that are comparable from school to school can be used. Data that do not meet this rigorous test are not included in the report card.

Schools and districts are encouraged to use the local information panel on the report card to include information not currently available at the state level. This should be an important feature of every report card sent from schools to parents.

The school and district report card contain a large amount of data, including:

- Oregon School Report Card ratings;
- Enrollment, including students eligible for special education and students participating in English as a second language programs;
- Attendance, dropout and graduation rates;
- School and staff, including the percent of teachers that are highly qualified;
- District Expenditures per student;
- Participation rates on statewide assessment; and
- Student performance on statewide assessments.

This manual identifies and describes each of the data elements on the report card.

SCHOOL RATINGS

An important part of the report cards is the Oregon school rating system. Oregon law (ORS 329.105) requires that ODE produce annual school and district performance reports, but the law was revised in 2011 to remove any legislative requirements for a school rating system. As such, the State Superintendent and the Oregon Department of Education are charged with establishing the specific methodology for calculating the ratings and reporting the results. Working with consultants and stakeholders throughout the state, the Department has produced the specific formulas, definitions, and procedures for the school report cards.

The school rating formula was revised in 2009. The new rating formula has the following features:

- Schools receiving a report card rating will be rated as one of: Outstanding, Satisfactory, or In Need of Improvement.
- An Achievement Index has been created that rewards schools for students that exceed, meet, or meet growth targets.
- Improvement in student performance for elementary and middle school students is measured by the Student Centered Growth Model. This model evaluates individual student performance from year to year.
- Improvement in student performance for high schools will be based year-to-year improvement in the performance of the school as a whole.
- A school's rating may be lowered if it does not meet minimum targets for attendance, graduation, or participation.

This manual describes the rating system used for the 2011-2012 School Report Cards. It provides detailed information about the specific formula used, as well as definitions and examples of how the ratings are calculated.

GUIDELINES FOR REPRODUCING AND DISTRIBUTING THE REPORT CARDS

Districts must take responsibility for ensuring that the report cards reach the parents of all children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-1060, each parent must receive a copy of the report cards by January 15, 2012. Most districts choose to mail their report cards, but this is not a requirement, and the distribution procedures are left to the discretion of the district.

The 2011-2012 School and District Report Cards and supporting documents will be available for download from the Oregon Department of Education website beginning October 11, 2012. Schools and districts that are distributing paper copies of the report cards are requested to use 8.5 x 14 legal-size paper. Electronic copies of the school and district report cards and the report card detail sheets can be found at: <http://www.ode.state.or.us/data/reportcard/reports.aspx>.

LOCAL INFORMATION PANEL

Each district is required to reproduce and distribute the report cards in their entirety, exactly as they are received from the Oregon Department of Education. Districts may not cut and paste, delete, or

rearrange portions of the official report cards. The only exception to this rule is the information presented by districts within the Local Information panel.

The Local Information panel is provided for the school and district to communicate local information that is not available statewide. This information might include additional data or honors particular to a school, school improvement plans, or a letter from a superintendent or principal focusing on successes and progress by a school or district. Local information does not appear on the report cards displayed on the ODE website.

BOXES MARKED FOR DEPARTMENT OF EDUCATION NOTES

Many schools have special circumstances that may affect their data or ratings. To provide additional information about the circumstances particular to a school, the Department will use note boxes that contain explanations and clarifications associated with an asterisk or a superscripted number. The note boxes may not be altered by districts, even though the boxes shown on the report card may be blank. Most schools will have nothing printed in the boxes.

II. FREQUENTLY ASKED QUESTIONS

WHAT ARE THE REPORT CARDS?

In 1999 the Oregon Legislature enacted ORS 329.105 requiring that the Oregon Department of Education produce and issue annual report cards for all schools and districts. This law codified the desire of the public for consistent and reliable information about schools. Oregon SB 811 (in 2001) mandated additional requirements for the school and district report cards. In January 2002, the Federal HR 1 “No Child Left Behind” law listed specific requirements for schools and districts that led to changes in 2003-2004 and subsequent report cards. Oregon HB 2263 (in 2007) made additional changes to the requirements for the school and district report cards. Oregon SB 800 (in 2011) removed the specific requirements for a rating and some of the requirements for data reporting.

WHAT IS THE PURPOSE OF THE REPORT CARDS?

The school report card is one of several programs initiated to improve education throughout Oregon by providing an opportunity to communicate and celebrate the many good things that are happening in schools. The report card may assist in initiating discussions about areas targeted for improvement. Demonstrating that schools are accountable, the report card displays consistent and reliable information about each school and district directly to parents and community members.

WHO WILL RECEIVE THE SCHOOL REPORT CARD?

All schools in Oregon that meet the definition of a public school and have resident students will be included in the Oregon report card system. These report cards are to be distributed to every parent with a child enrolled in a public school in the state.

DO DISTRICTS RECEIVE REPORT CARD RATINGS?

No, districts do not receive ratings in the Oregon report card system. District report cards contain district-wide statistics and list ratings for schools in the district.

DO REPORT CARDS GIVE SCHOOLS LETTER GRADES?

No, schools do not receive letter grades. Schools are assigned one of three ratings: Outstanding, Satisfactory, or In Need of Improvement.

WHAT HAPPENS IF A SCHOOL RECEIVES AN *IN NEED OF IMPROVEMENT* RATING ON THE REPORT CARD?

The *In Need of Improvement* rating can be addressed and corrected. Report cards help focus local and state assistance with low-performing schools receiving technical assistance from the Oregon Department of Education.

WHEN WILL THE REPORT CARDS BE ISSUED?

The 2011-2012 school and district report cards will be publicly released on October 11, 2012. Under OAR 581-022-1060, schools and districts must provide copies of the report cards to all parents by January 15, 2012 and are strongly urged to distribute the cards sooner. English and Spanish versions of the report cards are posted at <http://www.ode.state.or.us/data/reportcard/reports.aspx>.

ARE THERE CHANGES FOR THE 2010-2011 REPORT CARD?

Yes. These are explained, beginning with page 13.

HOW DO WE KNOW THAT THE INFORMATION IN THE REPORT CARD IS ACCURATE?

District staff are provided an opportunity to review and to correct the information they submit describing their students and schools. Tests are scored by professionals outside the Oregon Department of Education skilled in this type of work and the results are thoroughly validated. If school or district staff find an error in the results once the Report Cards are created, they have the opportunity to add explanatory information to the Report Card in the local information panel.

WHAT TYPES OF TESTS ARE INCLUDED IN DETERMINING REPORT CARD PERFORMANCE RATINGS?

The highest test score from a standard test administration at or above grade level (with or without accommodations) from students (except for first year Limited English Proficient (LEP) students) enrolled in a district on the first school day in May for a full academic year are included in the Report Card student performance data. Modified and targeted down assessments are considered nonstandard administrations and are not included in Report Card performance calculations. Extended assessments are included in performance data.

HOW ARE THE SCORES OF STUDENTS WHO MEET THE STATE'S ALTERNATE STANDARDS ON AN EXTENDED ASSESSMENT INCLUDED IN THE PERCENTAGE OF STUDENTS MEETING STANDARD?

For the Report Card, up to 1% of the tests in a district used to calculate participation rates may be from students that meet the state's alternate standards. If the percentage of tests that meet the alternate standards in a district exceeds 1%, the district must identify which tests are to be counted as not meeting standard when determining the Report Card for the district and its schools.

WHEN DO STUDENTS HAVE TO BE ENROLLED IN THE SCHOOL TO BE INCLUDED IN PARTICIPATION RATES FOR SCHOOLS AND DISTRICTS?

Students enrolled on the first school day in May and during the testing window that do not participate in the state assessment are counted as non-participants. Students who are enrolled on the first school day

in May and were not enrolled during the testing window or who arrived so late in the school's test window that a test cannot be completed can be excused from participation at the district's discretion.

WHAT IS STUDENT PARTICIPATION?

Student participation is the percentage of students participating in statewide assessments in English/language arts and mathematics at the benchmark grades of 3 through 8, and 11, in writing assessments at grade 11, and in science at grades 5, 8, and 11. The Oregon assessment system offers a variety of options for testing conditions with the expectation of including all students.

HOW ARE STUDENTS WHOSE PARENTS REFUSE TO GIVE CONSENT FOR TESTING INCLUDED IN AYP, ASSESSMENT RESULTS, AND REPORT CARDS?

The student counts as a non-participant in all report cards and reports of assessment results.

WHAT TESTS ARE INCLUDED IN THE CALCULATION OF STUDENT PERFORMANCE?

Student performance is the measure of academic achievement on required statewide assessments for 2010-2011 and 2011-2012 in the following subjects and grades:

- Reading/Literature from students enrolled at grades 3 through 8 and 11.
- Mathematics from students enrolled at grades 3 through 8 and 11.

Only standard administrations of tests at or above a student's grade level are included in the calculation of student performance for the School and District Report Card. Eighth grade students must take the 8th grade assessment to be included in performance calculations.

WHICH STUDENTS MUST SCHOOLS INCLUDE IN STATE ASSESSMENTS?

All students for whom public funds are expended on instruction are expected to participate in all required state assessments. This includes registered home schooled students, privately schooled students, tuitioned students, and any other students exempted from compulsory school attendance, who attend public schools or programs part time receive instruction provided by the district in the state content standards during the school year.

ARE STUDENTS WITH LIMITED ENGLISH PROFICIENCY INCLUDED ON THE REPORT CARD?

Yes, those students who are able to participate in the state mathematics assessments in Spanish, Russian, or English are included in Student Participation. These scores are also included in Student Performance with the exception of beginning LEP students (those who enrolled in a U.S. school for the first time after May 1 of the prior school year). Eligible students who participate in the writing assessment by responding in Spanish are also included.

2011-2012 Oregon Statewide Assessments for English Language Learners	
Reading/ Literature	Spanish Grade 3: An optional assessment, it will count toward AYP or Report Card. Districts must use OAKS reading/language arts for accountability reporting for all students except those students who are eligible to take the ELPA in place of the OAKS.
Math Knowledge and Skills	Spanish/English Side-by-Side: Included in Performance and Participation.
Writing	Responses in English included in Performance and Participation. Responses in Spanish included in Performance and Participation for students whose English Language proficiency is not adequate to yield reliable results in English.

HOW ARE SCORES FROM LIMITED ENGLISH PROFICIENT (LEP) STUDENTS NEW TO THE UNITED STATES USED?

Limited English Proficient students who enroll in a U.S. school for the first time after May 1, 2011 were not required to take the state assessments in reading and writing during the 2011-2012 school year. However, these first year LEP students are counted as participants in the report card in reading or writing tests only if reported as taking the state's English Language Proficiency Assessments during the school year. First year LEP students are required to take state assessments in mathematics and science. The scores of first year LEP students are not included in determining the percentage of students meeting standard in report card ratings.

STUDENTS TAKE BENCHMARK TESTS THAT DO NOT CORRESPOND WITH THEIR GRADE LEVELS. ARE THESE SCORES INCLUDED IN THE REPORT CARD CALCULATIONS?

It depends. Students targeting up are counted as participants and as meeting standard if they meet the achievement/performance standard for the test. There is an exception to this rule. An 8th grade student who targets up to the high school test is not counted as participating unless the student takes the test for 8th grade as well. The score from the 8th grade test is included in the report card while a passing score on the high school test is included in the report card when the student is enrolled in grade 11.

Students targeting down are not counted in participation or performance.

HOW ARE SCORES RESULTING FROM THE EXTENDED ASSESSMENT OF STUDENTS WITH DISABILITIES INCLUDED ON THE REPORT CARD?

The scores of students taking extended assessments will be included in participation counts and will be included in student performance counts. However, the total number of extended assessments that can be designated as meets or exceeds in a district cannot exceed one percent of the total number of

assessments included in participation counts. Additional information about Extended Subject Area Assessments is on the web at <http://www.ode.state.or.us/search/results/?id=178>.

WHAT IS THE POLICY FOR STUDENTS WHO FAIL TO ANSWER THE MINIMUM NUMBER OF QUESTIONS TO DETERMINE A VALID TEST SCORE?

Students who fail to answer the minimum number of questions on a standard test administration will not be included in the student performance ratings and will be included in participation as “Did not Participate in Statewide Assessments”. This would include students who attempted an Oregon Assessment of Knowledge and Skills (OAKS) Online test and answered fewer than 5 questions or a paper and pencil test and answered fewer than 10 questions or a writing test and presented a response that could not be scored.

IF A STUDENT COMPLETES A WRITING ASSESSMENT THAT IS OFF-TOPIC, HOW IS THE SCORE USED IN CALCULATING STUDENT PARTICIPATION?

A writing assessment that is complete but off-topic submitted by a student at grade 11 cannot be scored, and the student is counted as non-participant.

HOW WILL STUDENTS OF NON-CONSENTING PARENTS BE INCLUDED ON THE REPORT CARD?

Students whose parents provide a written refusal of consent on the basis of religious or IEP disability related reasons, as provided for in OAR 581-022-1910, will not be included as non-participants in the calculation of participation rates.

HOW ARE SCORES FOR 12th GRADE STUDENTS TAKING THE GRADE 11 ASSESSMENTS REPORTED?

Students in Grade 12 who are taking the Grade 11 test will not be reported either in participation or student performance. Only the scores of students who are in benchmark grades are included in participation and student performance.

HOW ARE SCORES FOR 9th and 10th GRADE STUDENTS TAKING THE GRADE 11 ASSESSMENTS REPORTED?

Students in 9th or 10th grade may elect to take the Grade 11 assessment. Scores meeting or exceeding the standard will be held until the student is in Grade 11. If the student retests in Grade 11, the highest of all scores the student earns will be reported.

HOW ARE SCORES FOR 8th GRADE STUDENTS TAKING THE GRADE 11 ASSESSMENTS REPORTED?

Students in advanced coursework who are in 8th grade may elect to take the Grade 11 assessment. Scores meeting or exceeding the standard will be held until the student is in Grade 11. If the student retests in 9th or 10th grades, the highest score the student earns will be reported. To be counted as participants in the report card for the current year, an 8th grade student must take the 8th grade test. The score from the 8th grade test is included in student performance calculations.

HOW ARE “CONDITIONALLY MEETS” IN WRITING INCLUDED IN THE DISPLAYS ON THE REPORT CARD?

On page 2 of school and district report cards, the bar graphs entitled “Percent of Students Meeting Standards” no longer include the “conditionally meets” scores on Writing assessments as “meets” the standards beginning with the 2006-07 report card. In reporting statewide assessment results on page 3 of the report cards, “conditionally meets” scores are included in the column “does not meet” standard.

ARE SCIENCE RESULTS INCLUDED IN THE REPORT CARD THIS YEAR?

Science participation and performance for 2011-2012 is displayed on page 3 of the School Report Card. Science participation rates were included in the school rating formula starting for the 2009-2010 to 2010-11 Report Cards, but are not included in the participation rating for 2011-12.

WHERE WILL THE ASSESSMENT SCORES BE REPORTED FOR STUDENTS IN ALTERNATIVE PROGRAMS?

Student scores will be associated with the resident school on the first school day in May, as identified in the third period cumulative ADM collection. Students enrolled in programs whose “resident school” is reported as being the district will not have their scores reported on a school report card, but their scores will be reported on the district report card.

WHAT IS MEANT BY THE PHRASE “FOR DISPLAY ONLY”?

Many data elements are shown on the report card for informational purposes only with no ratings attached to the data. The purpose of the displays is to give more information to individuals interested in school performance.

WHAT ACCOUNTS FOR THE DIFFERENT PARTICIPATION AND PERFORMANCE RATES REPORTED ON SCHOOL AND DISTRICT REPORT CARDS?

The participation rate on page one of the Report Card combines the participation rates for reading, mathematics, science, and writing assessments. The participation denominator and numerator will be based on students enrolled on the first school day in May.

The student performance denominator for both statewide assessment results and report card will include only tests from students enrolled on the first school day in May. The report card rating

calculation and the achievement data on page 2 students includes only students who were enrolled at the school for at least half of the school year. In addition students who meet or exceed on extended assessments will (up to the 1% cap) count as a meets or exceeds in the achievement index.

The statewide assessment results on page 3 include all students enrolled on the first school day in May. Results from extended assessments are included as “does not meet” standard.

WHERE CAN I GET MORE INFORMATION ABOUT WHAT MAKES A "HIGHLY QUALIFIED" TEACHER?

We have questions and answers specific to highly qualified teachers online at <http://www.ode.state.or.us/search/results/?id=102>.

IS THERE A DOCUMENT THAT COMPARES SCHOOLS' SCORES TO OTHER SCHOOLS IN THE STATE?

The comparison schools report is sorted by grade and socioeconomic status (SES) rank and can be found at <http://www.ode.state.or.us/search/page/?=1306> through the link “Assessment Results.” While this page does not provide direct comparison of schools or districts, data are available here both for online viewing and for downloading to a spreadsheet for manipulation and display. This would allow comparisons to be drawn at the local school.

This page links not only to the most current year's data but also to all previous years' archived data. Using these data, it is possible to draw conclusions comparing each school to itself over time as well as comparing a school to other similar schools in the state. All of these data, regardless of year, are available for download.

The report card for schools displays a bar graph of academic achievement for the reported school and their comparison schools.

WHERE CAN I FIND MORE INFORMATION ABOUT STATE ASSESSMENTS?

More details about the Oregon Statewide Assessment System can be found on the Assessment/Testing webpage at <http://www.ode.state.or.us/search/results/?id=169>.

III. CHANGES TO THE 2011-2012 REPORT CARD

There are changes to the 2011-2012 Report Card and to the rating system.

PRIORITY, FOCUS, AND MODEL SCHOOL DESIGNATIONS

The ESEA Waiver requires Oregon to designate certain Title I schools as Priority, Focus, or Model schools. Priority and Focus schools are schools which will receive additional supports and interventions from the state to help increase student achievement and close persistent achievement gaps. For more information see: <http://www.ode.state.or.us/search/page/?id=3742>.

ADEQUATE YEARLY PROGRESS INFORMATION

Oregon received an ESEA Waiver in July 2012 that removes the requirement for an Adequate Yearly Progress (AYP) rating for all schools. These data have been removed from the report card. For more information on the ESEA waiver see: <http://www.ode.state.or.us/search/page/?id=3475>.

READING CUT SCORES

In June 2011 the State Board of Education adopted revised reading cut scores for 2011-12 and beyond. These cut scores are the minimum scores required to meet or exceed on the statewide assessment in reading. The revised K-8 cut scores are higher than those previously adopted. As a result, the percentage of students meeting or exceeding on the reading assessment are not directly comparable from year-to-year. For more information on the changes to reading achievement standards see: <http://www.ode.state.or.us/search/page/?id=3296>.

SCIENCE CUT SCORES

In October 2011 the State Board of Education adopted revised science cut scores for 2011-12 and beyond. These cut scores are the minimum scores required to meet or exceed on the statewide assessment in science. The revised 5th and 8th grade cut scores are higher than those previously adopted. As a result, the percentage of students meeting or exceeding on the science assessment are not directly comparable from year-to-year. For more information on the changes to science achievement standards see: <http://www.ode.state.or.us/search/page/?id=3319>.

GRADUATION RATING

The graduation rating on the report card now includes two years of five-year cohort graduation rates. In addition, ODE calculates a “best rate” for both the four-year and five-year cohort rate. This best rate is the higher of the most recent rate and the two year average.

ACHIEVEMENT INDEX

The 2011-12 achievement index calculations no longer provide a bonus for student who exceed. Previously a student who exceeded earned the school 133 points in the achievement and performance index. For 2011-12 students who exceed standard will provide only 100 points in both indices.

PARTICIPATION RATING

The participation rating for 2011-12 will no longer include participation rates for writing and science. Instead, the participation rating will use disaggregated participation rates for reading and mathematics only. Schools that meet participation requirements for all subgroups in both reading and mathematics will receive an “Outstanding” participation rating. Schools that miss one or more participation targets will receive an “In Need of Improvement” participation rating. Participation targets can be met using the most recent participation rate or the two-year average of participation rates.

IV. DATA COLLECTION, VALIDATION AND REPORTING

Data is released on the report cards and detail sheets only after being reviewed and validated by the districts. ODE has a specified data collection and validation cycle that ensures that the data collected from districts is comparable and accurate.

DATA COLLECTION AND REPORTING CYCLE

Districts and ODE staff work together to ensure that the data presented in the report cards is as accurate as possible. The data collection and reporting process can be summarized in four steps.

Data Collection

Districts submit data to ODE on published schedule. Data is checked upon submission to see if it conforms to the data submission rules. ODE and Education Service District partners work with data submitters to ensure the submission is as accurate as possible.

Data Validation

Schools are given multiple opportunities to validate the data that are used on the report cards. Data validation windows are scheduled from March through September each year. If an error exists there are multiple opportunities for appeal and subsequent correction prior to the release of the report cards.

Report Card Preview

Report cards are available for district examination on the ODE district secure website prior to the public release. The purpose of this preview window is to provide schools and districts with time to prepare communication materials during the week of the public release. Changes will not be made to the report cards during the preview window unless the Department made an error.

After The Report Card Is Released

If a district or school finds an error after the report cards are released to the public, a correction will be made only if the Department made the error. If the district validated the data as it is displayed on the report cards, corrections will be made for historical purposes, but the report cards will not be re-released.

DATA SOURCES FOR THE REPORT CARD

Many data collection reports are filed each year with the Oregon Department of Education. District staff are responsible for reporting the information and validating some of the same information later in the year. The Oregon Department of Education collects this information and annually displays the data on the school and district report cards. The chart on the following page provides contact information for those managing these data sets.

Data Sources for the Report Card				
Report Card Element	Data Collection Survey	ODE Staff	Phone	Due Date
Attendance	3 rd Period Cumulative ADM 2011-2012	Joy Blackwell	503-947-5767	7/15/12
School Size	3 rd Period Cumulative ADM 2011-2012	Joy Blackwell	503-947-5767	7/15/12
Students Attending From/In Another District	3 rd Period Cumulative ADM 2011-2012	Joy Blackwell	503-947-5767	7/15/12
English Language Learners	Limited English Proficient Collection	Kim Miller	503-947-5712	7/15/12
School Personnel	Staff Position 2011-2012	Isabella Jacoby	503-947-5878	4/9/12
Graduates	Annual Cumulative ADM 2010-2011	Isabella Jacoby	503-947-5878	7/23/2011
Dropout Rate	Annual Cumulative ADM 2010-2011	Isabella Jacoby	503-947-5878	7/23/2011
Special Education	Special Education Child Count	Steve Smith	503-947-5711	12/10/11
General Fund Expenditures	Actual Expenditures 2010-2011	Barbara Cruickshank	503-947-5916	12/11/11
Bond Levy	Bond Levy	Joy Blackwell	503-947-5767	4/28/12
ESD Support	ESD Direct Support 2010-2011	Barbara Cruickshank	503-947-5916	12/31/11
Expulsions Due to Weapons	Suspensions, Expulsions, Truancy 2011-12	Scott Hall	503-947-5628	6/30/12
Classes Taught by Highly Qualified Teachers	Staff Assignment 2011-2012	Heather Mauze	503-947-5806	5/7/12
SAT Scores	Collected directly from the College Board	Jon Wiens	503-947-5764	9/15/12
Class Size	Class Size 2011-2012	Isabella Jacoby	503-947-5878	5/7/12
Emergency/Provisional Credential	Collected directly from TSPC	Heather Mauze	503-947-5806	9/2/12
Assessment Results		Cindy Barrick	503-947-5822	9/12/12
Priority, Focus, and Model School Designations		Jon Wiens	503-947-5764	9/10/12

V. OREGON STATEWIDE ASSESSMENTS

A major component of the report card and the school rating system is student data from the Oregon Statewide Assessment system. This system is designed to be comprehensive and inclusive of all students. Options for testing conditions are designed so that every student has the opportunity to participate.

TESTING CONDITIONS AND INCLUSION IN THE REPORT CARD

In the following chart, testing conditions are listed with the resulting formula considerations for Student Performance (Academic Achievement) and Participation in Statewide Assessments. Specific details about the formula and rating of each report card component can be found in the Technical Bulletin.

Testing Conditions	Inclusion in Report Card Analyses	
	Participation	Performance
Standard assessments (with or without accommodations)	Included	Included
Target up* (Higher level assessment than expected for grade of enrollment or age of the student)	Included	Included
Target down	Included as non-participant	Not included
Extended assessments	Included	Included
Modified assessments	Included as non-participant	Not included
Exempted (First year ELL for reading or writing if English Language Proficiency Assessment is taken)	Included as participant	Not included
Non-completers (See page 11 for minimum responses)	Included as non-participant	Not included
Non-consent of parent for religious or disability-related reasons	Included as non-participant	Not included
Absent/Non-attempt/Non-consent of student	Included as non-participant	Not included
Side-by-Side English-Spanish or English-Russian	Included	Included
Spanish Responses in Writing	Included	Included
Reading Assessment in Spanish (Available for Grade 3 only)	Not Included	Not included
Students enrolled on the first school day in May that were enrolled during a test window and not tested	Included as non-participant	Not included

* Eighth grade students targeting up must take the eighth grade test to be counted as a participant.

Specific information regarding testing conditions and inclusion in report card analyses can be found in *Assessment Inclusion Rules for Accountability Reports 2011-2012* that can be downloaded from the ODE website at <http://www.ode.state.or.us/search/page/?id=218>.

STUDENT PERFORMANCE LEVELS IN 2010-2011

The chart below shows cutoff scores for performance levels by content area as adopted by the Oregon State Board of Education in October 2010. These cut scores apply to assessments taken in 2010-2011.

2010-2011 Oregon Statewide Assessments Performance Levels and Cut Scores by Content Area and Grade					
Content Area and Grade	Scale Score Ranges for Each Performance Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
Reading/Literature					
Grade 3	218 & above	204 – 217	199 – 203	189-198	below 189
Grade 4	223 & above	211 – 222	205 – 210	198-204	below 198
Grade 5	230 & above	218 – 229	209 – 217	202-208	below 202
Grade 6	234 & above	222 – 233	214 – 221	207-213	below 207
Grade 7	239 & above	227 – 238	219 – 226	211-218	below 211
Grade 8	241 & above	231 – 240	224 – 230	213-223	below 213
Grade 11	248 & above	236 – 247	231 – 235	217-230	below 217
Math Knowledge and Skills					
Grade 3	219 & above	212 – 218	205 – 211	190-204	below 190
Grade 4	227 & above	219 – 226	212 – 218	198-211	below 198
Grade 5	234 & above	225 – 233	219 – 224	203-218	below 203
Grade 6	237 & above	227 – 236	222 – 226	207-221	below 207
Grade 7	242 & above	232 – 241	228 – 231	211-227	below 211
Grade 8	245 & above	234 – 244	230 – 233	213-229	below 213
Grade 11	251 & above	236 – 250	232 – 235	214-231	below 214
Writing					
Grade 4	40 – 48	32 – 39	28 – 31	16 – 27	0 – 15
Grade 7, 11	50 – 60	40 – 49	35 – 39	20 – 34	0 – 19
Science					
Grade 5	238 & above	225 – 237	216 – 224	209-215	below 209
Grade 8	246 & above	234 – 245	229 – 233	217-228	below 217
Grade 11	249 & above	240 – 248	235 – 239	220-234	below 220

STUDENT PERFORMANCE LEVELS IN 2011-2012

The chart below shows cutoff scores for performance levels by content area as adopted by the Oregon State Board of Education in 2011. These cut scores apply to assessments taken in 2011-2012.

2011-2012 Oregon Statewide Assessments Performance Levels and Cut Scores by Content Area and Grade					
Content Area and Grade	Scale Score Ranges for Each Performance Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
Reading/Literature					
Grade 3	224 & above	211 – 223	204 – 210	189-203	below 189
Grade 4	226 & above	216 – 225	210 – 215	198-209	below 198
Grade 5	230 & above	221 – 229	214 – 220	202-213	below 202
Grade 6	237 & above	226 – 236	217 – 225	207-216	below 207
Grade 7	241 & above	229 – 240	222 – 228	211-221	below 211
Grade 8	242 & above	232 – 241	226 – 231	213-225	below 213
Grade 11	247 & above	236 – 246	232 – 235	217-231	below 217
Math Knowledge and Skills					
Grade 3	219 & above	212 – 218	205 – 211	190-204	below 190
Grade 4	227 & above	219 – 226	212 – 218	198-211	below 198
Grade 5	234 & above	225 – 233	219 – 224	203-218	below 203
Grade 6	237 & above	227 – 236	222 – 226	207-221	below 207
Grade 7	242 & above	232 – 241	228 – 231	211-227	below 211
Grade 8	245 & above	234 – 244	230 – 233	213-229	below 213
Grade 11	251 & above	236 – 250	232 – 235	214-231	below 214
Writing					
Grade 11	50 – 60	40 – 49	35 – 39	20 – 34	0 – 19
Science					
Grade 5	239 & above	226 – 238	216 – 225	209-215	below 209
Grade 8	247 & above	235 – 246	229 – 234	217-228	below 217
Grade 11	252 & above	240 – 251	235 – 239	220-234	below 220

VI. SCHOOL RATINGS OVERVIEW

A major component of the school report cards is the Oregon Report Card Overall Rating, which is listed on the first page of each school's report card. District report cards list the ratings for each school in the district. The basic requirements for this rating system are contained in ORS 329.105. This statute requires that ODE rate schools as one of Outstanding, Satisfactory, or In Need of Improvement. Further details of the rating system can be found in OAR 581-022-1060.

COMPONENTS OF THE OVERALL RATING

Overall ratings are based a number of data elements. Some of the components apply only to high schools, some to elementary and middle schools.

Academic Achievement (For Elementary and Middle Schools)

The rating is based on the average of the Achievement Index on the 2010-2011 and 2011-2012 statewide knowledge and skills assessments in reading and math. Achievement is based on the cut scores in effect during the year the test was taken. Note that the bonus for exceeds has been removed from this year's Achievement Index.

Academic Achievement (For High Schools)

The rating is based on the average of the Achievement Index on the 2010-2011 and 2011-2012 statewide knowledge and skills assessments in reading and math. Achievement is based on the cut scores in effect during the year the test was taken. This rating may be affected by Improvement (see below). Note that the bonus for exceeds have been removed from this year's Achievement Index and Performance Index.

Improvement (For High Schools)

The rating is based on the increase in the school's Performance Index from 2010-2011 to 2011-2012. Schools that receive an "Improved" rating and whose Academic Achievement rating would otherwise have been "In Need of Improvement" or "Satisfactory" will have their Academic Achievement rating increased by one category.

Attendance (For Elementary and Middle Schools, and small or new High Schools)

The rating is based on the average of the student attendance rates in the 2010-2011 and 2011-2012 school years. Grades 1-12 are included in the attendance rating. Kindergarten is not included.

Graduation (For High Schools with sufficient graduation data)

The rating is based on the four-year cohort graduation rates reported in 2009-2010 and 2010-2011 and on the five-year cohort graduation rate reported in 2009-2010 and 2010-2011. Because of data collection cycles, the graduation data are lagged by one year.

Participation

The rating is based on the participation rate in reading, mathematics, disaggregated by subgroup and subject. The participation rate is defined as the number of participating tests in a subject and subgroup among students enrolled on the first school day in May divided by the

number of expected tests in the subject and subgroup from students enrolled on the first school day in May.

The data supporting the school overall rating can be found on the Report Card Detail Sheets. We summarize some of the key features of the rating system below. For more detail on each rating factor, please see its corresponding section later in this manual.

CALCULATING THE COMPONENT RATINGS

The overall rating for a school is based on the ratings for each of the components. These ratings are based on the cut scores listed in the table below. The high school academic achievement cut scores are five points higher than the cut scores in 2009-10, due to the change in the high school year of accountability. The graduation cut scores have been revised to reflect the inclusion of the cohort graduation rates in the report card rating system.

Category		In Need of Improvement	Satisfactory	Outstanding
Academic Achievement	Elementary and Middle Schools	Less than 50.0	50.0 to 74.9	75.0 or greater
	High Schools*	Less than 50.0	50.0 to 74.9	75.0 or greater
Attendance		Less than 89.0	89.0 to 91.9	92.0 or greater
Graduation		Best 4-year rate below 67.0 and Best 5-year rate below 72.0	Best 4-year rate of 67.0 or Best 5-year rate of 72.0	Best 4-year rate of 72.0 <u>or</u> Best 5-year rate of 77.0
Participation		One or more participation rates less than 95%		All subjects and subgroup with participation rates of at least 95%
		Not Improved	Improved	
Improvement		Less than 3.3	3.3 or greater	

* - High Schools with an Improvement Rating of "Improved" will have their Academic Achievement rating increased by one rating category.

CALCULATING THE OVERALL RATING

The overall rating for a school is generally equal to its Achievement Rating. However, if the Attendance/Graduation or Participation Rating is lower than the Achievement Rating, the overall school rating is the lower of the Attendance/Graduation and Participation rating. The table below gives a summary of the overall rating system.

Overall Rating	Achievement Rating	Lower of the Attendance/Graduation and Participation Ratings
Outstanding	Outstanding	Outstanding
Satisfactory	Outstanding	Satisfactory
Satisfactory	Satisfactory	Satisfactory or Outstanding
In Need of Improvement	In Need of Improvement	<i>Any Rating</i>
In Need of Improvement	<i>Any Rating</i>	In Need of Improvement

DISPLAY OF THE OVERALL RATING

The school overall rating is included on the first page of the school's report card. In addition, a graphic display of the rating is included. Below is a sample of the display:



The position of the “egg” gives an indication the relative position of the school within each category and is determined primarily by the value of the school's Achievement Index. The school in the example above received a rating of Outstanding, with the value school Achievement Index in the lower end of the “Outstanding” range.

CIRCUMSTANCES WHICH MAY PREVENT A SCHOOL FROM RECEIVING A RATING

All schools will receive a report card; however some schools will not receive ratings. Oregon is committed to rating only those schools with sufficient data to guarantee a reliable rating. Schools that do not receive ratings are generally small schools, or newly opened or reconfigured schools. The chart below describes the circumstances when a school will not receive a rating.

Circumstances	Will the school receive a Report Card ?	Will the school receive an Overall Rating ?
A two-year combined total of fewer than 80 test scores in Reading and Math Knowledge and Skills tests.	Yes	No
Fewer than 50 students attending the school in the two most recent school years combined.	Yes	No
Schools without a benchmark grade (3, 4, 5, 6, 7, 8, or 11).	Yes	No
Schools newly opened within the last year.	Yes	No
Schools with a significant population change due to boundary changes.	Yes	No
Schools with a significant population change due to grade level configuration changes.	Yes	No
Schools with less than two years of data.	Yes	No
Schools with only two years of data.	Yes	Yes

DATA SUPPRESSION AND ROUNDING RULES

Under certain conditions summary data are not reported. The confidentiality data suppression rules are shown below.

Rating Category	Condition	Display
Student Performance Academic Achievement	Percent of students meeting benchmark is either less than 5.0% or greater than 95.0%	Data are either displayed as "<5.0%" or ">95.0%".
Student Performance	Number of students tested in a subject area or an ethnic group is 5 or fewer	Data are suppressed.
SAT	Number tested is 5 or fewer	Performance data are suppressed. Participation will be displayed.

Rounding to the nearest tenth occurs after the each calculation shown on the report card detail sheet.

VII. STUDENT CENTERED GROWTH MODEL

Individual student growth was introduced in the 2008-2009 Report Cards. The Student Centered Growth Model provides students who did not meet standard in the prior school year with a growth target for the current year. This growth target (described in detail below) is a target score for the current year assessment, and that target represents significant progress by the student toward meeting standard. Students who meet their growth target will receive credit in the report card Achievement Index.

GROWTH MODEL INCLUSION RULES

Growth targets have been calculated in reading and mathematics for eligible students in 2010-11 and 2011-2012.

Students are included in the growth calculations for 2011-2012 if:

- The student meets the requirements for inclusion in school performance calculations for 2011-2012;
- The enrolled grade of the student in 2010-2011 was grade 3, 4, 5, 6, 7, or 8;
- The enrolled grade of the student in 2011-2012 was grade 3, 4, 5, 6, 7, or 8;
- The student had valid online or paper/pencil assessments in 2010-2011 and 2011-2012;
- The test taken 2011-2012 was at most two grades higher than the test taken in 2010-2011; and
- The test taken in 2011-2012 was not at a lower grade level than the test taken in 2010-2011.

Students are included in the growth calculations for 2010-2011 if:

- The student meets the requirements for inclusion in school performance calculations for 2010-2011;
- The enrolled grade of the student in 2009-2010 was grade 3, 4, 5, 6, 7, or 8;
- The enrolled grade of the student in 2010-2011 was grade 3, 4, 5, 6, 7, or 8;
- The student had valid online or paper/pencil assessments in 2009-2010 and 2010-2011;
- The test taken 2010-2011 was at most two grades higher than the test taken in 2009-2010; and
- The test taken in 2010-2011 was not at a lower grade level than the test taken in 2009-2010.

Note that:

- Extended assessments and 2009-10 Spanish reading assessments are not included in growth model calculations.
- High school students are not provided with growth targets.
- Prior year test scores are used regardless of whether the student was included in Spring Membership for that year.
- Prior year test scores are used regardless of the district in which the student was resident.

Further details on the growth model can be found online at:

<http://www.ode.state.or.us/search/page/?id=2495>.

GROWTH TARGET CALCULATIONS

Growth targets are based on the growth in achievement standard and are set based on the expectation that students achieve proficiency in about three years. The targets are based on the expectation that students not meeting in the prior year must reduce the RIT points they are below standard by a certain percentage. In particular, they are based on a reduction in each student's prior year gap:

$$\text{Gap} = \text{Current Year Achievement Standard for prior year test} - \text{Score on the prior year test}$$

Those students below standard in the prior year are provided with a "growth target" for the current school year. This target is computed as:

$$\text{Target} = \text{Standard for current year test} - (1 - \text{Expected Gap Closure}) * \text{Gap}$$

Since students are expected to meet or exceed this target, if the target is not a whole number we round the target up to the next higher integer. The Expected Gap Closure is the percentage by which the student is expected to reduce their Gap each year. These gap closures vary by subject and are provided in the table below. They are based on the benchmark of the test taken in the current year. For almost all students the grade level of the test is identical to their enrolled grade in spring membership.

Prior Year Test (Test Bench)	Current Year Test (Test Bench)	Expected Gap Closure		
		Reading 2010-2011	Reading 2011-2012	Math
3rd (1B)	4th (G4)	7/18 = 38.89%	5/15 = 33.3%	7/15 = 46.67%
4th (G4)	5th (2B)	7/16 = 43.75%	5/13 = 38.5%	6/13 = 46.15%
5th (2B)	6th (G6)	4/13 = 30.77%	5/11 = 45.5%	2/9 = 22.22%
6th (G6)	7th (G7)	5/14 = 35.71%	3/10 = 30.0%	5/9 = 55.56%
7th (G7)	8th (3B)	4/9 = 44.4%	3/7 = 42.9%	2/4 = 50.00%

An on-line growth target calculator is available at: <http://www.ode.state.or.us/search/page/?id=2495>.

HOW EXPECTED GAP CLOSURES ARE DETERMINED

Expected Gap Closures are based on a “three years to proficiency” model and the principal of proportional growth. We shall illustrate the method that sets the gap closure for third grade reading.

A student at standard in third grade reading has a score of 211, while the standard for sixth grade is 226. The standard at fourth grade is 216, so a student who is exactly at standard should “grow” five points in fourth grade (from 211 to 216), while the expected “growth” from third to sixth grade is 15 points (from 211 to 226). Hence a third grade student at standard is expected to show 5/15 (or 33.3%) of their growth toward the sixth grade standard in their fourth grade year.

Third grade students who are below standard are expected to reach standard by 6th grade, and their growth should be proportional to the growth expected by a student who is exactly at standard each year. That is, a student below standard in 3rd grade reading is expected in fourth grade to close 33.3% of the gap between their third grade score and the 6th grade standard.

Student A, say, whose third grade score is 192 is expected to show 34 points of growth by sixth grade (192 to 226). We expect 5/15 (or 33.3%) of this growth to occur in fourth grade. This means we expect a growth of $34 * .333 = 11.33$ points in fourth grade. This growth is rounded up to 12 points, so the growth target for this student in fourth grade is $192 + 12 = 204$.

This process is equivalent to having students reduce their “Gap” by the Expected Gap Closure. To illustrate this let’s use Student A, who had a gap of 19 points (192 to 211) in 3rd grade. The gap must be reduced by $19 * .333 = 6.33$ points in fourth grade. This gap closure is always rounded up, to 7 points in this case. The student must reduce his/her gap from 19 points to 12 points. Since standard in fourth grade is 216, this student has a target of $216 - 12 = 204$.

The following tables illustrate how the gap closures are determined for reading and mathematics.

Gap Closures for Reading (2011-2012)						
Prior Year Grade	Current Year Grade	Target Year for Proficiency	Achievement Standards			Gap Closure
			Prior Year	Current Year	Target Year	$\frac{\text{Current} - \text{Prior}}{\text{Target} - \text{Prior}}$
3rd	4th	6th	211	216	226	5/15
4th	5th	7th	216	221	229	5/13
5th	6th	8th	221	226	232	5/11
6th	7th	11th	226	229	236	3/10
7th	8th	11th	229	232	236	3/7

Gap Closures for Mathematics						
Prior Year Grade	Current Year Grade	Target Year for Proficiency	Achievement Standards			Gap Closure
			Prior Year	Current Year	Target Year	$\frac{\text{Current} - \text{Prior}}{\text{Target} - \text{Prior}}$
3rd	4th	6th	212	219	227	7/15
4th	5th	7th	219	225	232	6/13
5th	6th	8th	225	227	234	2/9
6th	7th	10th	227	232	236	5/9
7th	8th	10th	232	234	236	2/4

SPECIAL CASES

Most students follow the usual pattern of taking tests that advance by one grade-level each year. However, there are about 500 students each year (out of the approximately 200,000 elementary and middle school students with tests in two consecutive years) where a student either repeats a grade-level test from the prior year, or advances two grade levels in a single year.

Schools benefit from student inclusion in the growth model, so the growth model includes in its calculations students who:

- Repeated grade-level test in two consecutive years; or
- The current year test is two grade levels above the prior year test.

The growth target for these students is computed in the same manner as for all other students:

$$\text{Gap} = \text{Achievement Standard for prior year test} - \text{Student score on the prior year test}$$

Those students below standard are provided with a “growth target” for the current school year. This target is computed as:

$$\text{Target} = \text{Standard for current year test} - (1 - \text{Expected Gap Closure}) * \text{Gap}$$

Since students are expected to meet or exceed this target, we round the target up to the next higher integer.

The Expected Gap Closure is the percentage by which the student is expected to reduce their Gap each year. These gap closures vary by subject and are provided in the table below. The only addition for these students the expected gap closure in third grade, for which we use the fourth grade values.

Current Year Test (Test Bench)	Expected Gap Closure		
	Reading 2010-2011	Reading 2011-2012	Math
3rd (1B)	7/18 = 38.89%	5/15 = 33.3%	7/15 = 46.67%
4th (G4)	7/18 = 38.89%	5/15 = 33.3%	7/15 = 46.67%
5th (2B)	7/16 = 43.75%	5/13 = 38.5%	6/13 = 46.15%
6th (G6)	4/13 = 30.77%	5/11 = 45.5%	2/9 = 22.22%
7th (G7)	5/14 = 35.71%	3/10 = 30.0%	5/9 = 55.56%
8th (3B)	4/9 = 44.4%	3/7 = 42.9%	2/4 = 50.00%

More information on the growth model can be found at:

<http://www.ode.state.or.us/search/page/?id=2495>.

VIII. CALCULATING THE ACHIEVEMENT RATING

The Achievement Rating is the primary data used in the overall school rating. The data for the achievement rating can be found on page 2 of the detail sheets.

INCLUSION RULES FOR PERFORMANCE

The Achievement Rating is based on student performance in reading and mathematics on Oregon Statewide Assessments during the two most recent school years, 2010-2011 and 2011-2012. It also utilized the student centered growth model which measures growth in individual student achievement from 2009-2010 to 2010-2011 and from 2010-2011 to 2011-2012.

Students included in school performance calculations include all students with a valid reading or mathematics test in 2010-2011 and 2011-2012 who:

- Are enrolled on the first school day of May and resident at the school, as reported in the third period cumulative ADM collection;
- Were enrolled at the school for at least half the school year;
- Took an assessment under standard test administrations conditions;
- Have a valid test;
- Are not an exempted first-year Limited English Proficient student.

The rules for including tests in the calculation of student performance have changed over time.

- For the 2004-2005 school year and beyond, the highest score earned during the school year that a student taking a standard administration of a test at or above the student's enrolled grade is included in the school and district where the student was enrolled for a full academic year in the school of enrollment on the first school day in May.
- The scores of students enrolled in grade 11 who took and passed the test the previous school year or who targeted up and passed the test as an 8th grade student are included using the inclusion rules for the appropriate school year.
- Beginning in 2006-07, a student must meet the achievement standard of the targeted up assessment to be counted as meeting standard for the student's grade.
- Beginning in 2006-07, an eighth grade student who targets up to the high school assessment must take the eighth grade assessment in order to be counted as a participant. Only the eighth grade test score is eligible for inclusion in the accountability reports for the year the test is taken. When the student is reported in the Spring Membership as enrolled in grade 11, scores that meet or exceed the achievement/ performance standard for high school from prior years, including target up assessments from 8th grade students, are eligible for inclusion in the report card.

Note that registered home schooled students, private school students, tuitioned students and students attending public or private alternative programs for whom public funds are not expended on the education of the student or did not receive instruction from the district in the state content standards are excluded from district and school report card calculations when so identified by the district.

THE ACHIEVEMENT INDEX

A key feature of the Achievement Index is student growth. Individual student growth was first introduced into the report cards for 2008-2009, and the achievement index was developed to incorporate this new data. The 2011-2012 Achievement Index has been modified by reducing the weight for exceeds from 133 down to 100.

The Achievement Index is calculated using reading and mathematics assessment results, and students are given weights according to the following table:

Achievement Index Weights		
Performance Level		Weight
Meets or Exceeds	Exceeds	100
	Meets	100
Does Not Meet	Meets Growth	100
	Does Not Meet Growth	0
	Growth Target Not Applicable*	0

* Includes students in grade 10, grade 11, or students without a prior year test.

The Achievement Index weights are calculated for each subject and school year and for each student in the following student subgroups:

- **All Students**
- **Economically disadvantaged**
- **Limited English proficient**
- **Students with disabilities**
- **American Indian/Alaskan Native**
- **Black (not of Hispanic origin)**
- **Hispanic**
- Asian/Pacific Islander
- White (not of Hispanic origin)
- Multi-racial/multi-ethnic

A weighted index is calculated by adding the weights for the subgroups in bold above and dividing by the sum of the student counts in each bold subgroup. This average is the Achievement Index for the subject and school year. The reading and mathematics achievement index scores for 2010-2011 and 2011-2012 are averaged to compute the school Achievement Index.

The subgroups in bold above are those subgroups that have an historic achievement gap in the state. By using an average of the All Students subgroup and those subgroups (in bold) that typically score below the state average, the Achievement Index addresses the achievement gap.

SAMPLE CALCULATION OF THE ACHIEVEMENT INDEX

To calculate the achievement index for a subject and school year we create a table that lists the number of students in each category above, disaggregated by the subgroups included on Adequate Yearly Progress (AYP) reports. These tables are shown on page 2 of the detail sheets.

A sample is shown below. Note that subgroups with fewer than 6 students will have their data suppressed on the public version of the detail sheets.

2010-2011 Reading						
Subgroup	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target?			
			Yes	No	NA	
All Students	92	122	13	25	8	260
Economically Disadvantaged	30	56	11	18	3	118
Limited English Proficient	6	22	10	10	1	49
Students with Disabilities	11	14	2	10	1	38
American Indian/Alaskan Native	0	0	0	0	0	0
Black (not of Hispanic origin)	1	2	3	3	1	10
Hispanic	4	23	6	9	2	44
Asian/Pacific Islander	11	10	1	1	0	23
White (not of Hispanic origin)	67	71	2	11	5	155
Multi-Racial/Multi-Ethnic	9	16	1	2	0	28
Column Totals (excluding White, Asian/PI and Multi)	144	239	45	75	16	519

Weights are then applied to the column totals at the bottom of the last page:

Achievement Index			
Performance Level	Weight	Column Totals	Weighted Counts
Exceeds	100	144	14,400
Meets	100	239	23,900
Meets Growth	100	45	4,500
Does Not Meet Growth	0	75	0
Growth Target not Applicable	0	16	0
Totals		519	42,800
Achievement Index		42,800 / 519 = 82.5	

The achievement index is calculated for 2010-2011 and 2011-2012 for both math and reading. These are combined into a school achievement index as follows:

$$\text{Reading Index} = (\text{2010-2011 Reading Index} + \text{2011-2012 Reading Index}) / 2$$

$$\text{Math Index} = (\text{2010-2011 Math Index} + \text{2011-2012 Math Index}) / 2$$

$$\text{School Achievement Index} = (\text{Reading Index} + \text{Math Index}) / 2$$

Note: Results are rounded to one decimal after each division.

ACHIEVEMENT INDEX RATING

School Achievement Index Scores will be calculated and compared to the index score ranges below to determine the Achievement Index rating. High school achievement ratings can be affected by Improvement, as detailed in the next section. The ratings cutoffs have been changed for 2011-2012 to reflect changes in achievement standards and the removal of the bonus for exceeds.

Achievement Index Ratings		
Rating	Elementary and Middle Schools	High Schools (can be modified by the Improvement Index)
Outstanding	75.0 or higher	75.0 or higher
Satisfactory	50.0 to 74.9	50.0 to 74.9
In Need of Improvement	Less than 50.0	Less than 50.0

IX. IMPROVEMENT RATING (HIGH SCHOOLS ONLY)

The growth model applies only to grades 3-8. To account for growth in high school we compare average student performance in 2010-2011 to average student performance in 2011-2012. Schools with significant improvement will have their Achievement Rating increase by one level.

CALCULATING THE IMPROVEMENT INDEX

Improvement will be based on the two-year change in the Performance Index for the high school. The Performance Index assigns weights to students based on their performance level. The weights are 100 for Exceeds, 100 for Meets, 67 for Nearly Meets, 33 for Low and 0 for Very Low. Note that for 2011-2012 the weight for exceeds has been lowered from 133 down to 100.

For each school year and subject we calculate a Performance Index using the total number of students at each performance level at the school. We multiply the number of students at each proficiency level by the appropriate weight, sum the result and then divide by the number of tested students at the school. An example is shown below.

Performance Index Weights			
Performance Level	Weights	# Students	Weighted
Exceeds	100	46	4,600
Meets	100	107	10,700
Nearly Meets	67	45	3,015
Low	33	22	726
Very Low	0	8	0
Totals		228	19,041
Index		19,041 / 228 = 83.5	

Combined reading and math performance indexes are calculated for 2010-2011 and 2011-2012.

$$2010-2011 \text{ Performance Index} = (\text{Reading } 2010-2011 + \text{Math } 2010-2011) / 2$$

$$2011-2012 \text{ Performance Index} = (\text{Reading } 2011-2012 + \text{Math } 2011-2012) / 2$$

The Improvement Index is the change in the Performance Index from 2010-2011 to 2011-2012:

$$\text{Improvement Index} = 2011-2012 \text{ Performance Index} - 2010-2011 \text{ Performance Index}$$

Note: Results are rounded to one decimal after each division.

IMPROVEMENT INDEX RATING

The schools' Improvement Index will be calculated and compared to the index score ranges below to determine the Improvement rating.

Improvement Rating	
Rating	High Schools Only
Improved	3.3 or higher
Not Improved	Less than 3.3

The Improvement rating can modify the school's achievement rating. High schools that have an "Improved" rating can have their achievement rating raised by one category. This is illustrated in the table below.

Achievement Rating, adjusted for Improvement Rating		
Preliminary Achievement Rating	Final Achievement Rating	
	Not Improved	Improved
Outstanding	Outstanding	Outstanding
Satisfactory	Satisfactory	Outstanding
In Need of Improvement	In Need of Improvement	Satisfactory

If the Achievement rating has been adjusted due to improvement, the adjusted achievement rating will be reported on page 2 of the report card detail sheets, together with a note explaining the adjustment.

X. CALCULATING THE ATTENDANCE RATING

Attendance will be based on attendance rates in grades 1-12 for the 2010-2011 and 2011-2012 school years. Schools rated on attendance are:

- Elementary and Middle Schools
- High Schools that used attendance on their AMO report. These are generally smaller schools with a combined total of fewer than 40 students in the 2006-2007 and 2007-2008 four-year graduation cohorts.

DEFINITION OF ATTENDANCE RATE

The attendance rate is the average percentage of enrolled students attending school each day. An attendance rate of 100% means that every enrolled student attended school every day. Because there is a normal rate of illness and other incidents, it is reasonable for schools to have attendance rates less than 100%.

Attendance rates include absences that are excused and unexcused. When a student is not at school (unless withdrawn) the student is counted as absent, whether the absence is excused or not. Out-of-school suspensions are included as absences. Attendance is defined using the standard definitions published by the Oregon Department of Education.

The attendance rate for a school year calculates using total numbers of days present and days absent.

- Total Days Present: The sum of the number of students in grades 1-12 present in the school each day, across all the days in the reporting period.
- Total Days Absent: the sum of the number of students in grades 1-12 absent in the school each day, across all the days in the reporting period.

The reporting period for 2010-2011 and 2011-2012 is the first day of school through the first school day in May.

To calculate the attendance rate we divide day present by days present plus days absent, and multiply the result by 100.

$$\text{Attendance Rate} = 100 * \text{Total Days Present} / (\text{Total Days Present} + \text{Total Days Absent})$$

The attendance rating will be based on the average of attendance rates in grades 1-12 for the two most recent years:

$$\text{Attendance Rate} = (\text{2010-2011 Attendance Rate} + \text{2011-2012 Attendance Rate}) / 2$$

Notes:

All attendance rates are rounded to one decimal place after each division.

Attendance rates are not mitigated either by excused or unexcused absences. More information on student attendance is included in the Cumulative ADM Manual which can be found at https://district.ode.state.or.us/apps/info/docs/2011-12_ADM_Manual_Final.pdf.

ATTENDANCE RATING

Schools receive an attendance rating based on their combined attendance, as shown below:

Attendance Rating	
Rating	Attendance Rate
Outstanding	92.0 or higher
Satisfactory	89.0 to 91.9
In Need of Improvement	Less than 89.0

Attendance rates of less than 92.0 may lower the school's overall rating, as explained in section XIII.

XI. CALCULATING THE GRADUATION RATING

The graduation rating on the 2011-2012 Report Cards utilizes both four-year and five-year cohort graduation rates. Cohort graduation rates are defined as the percentage of students graduating with a regular high school diploma within four or five years of first entering 9th grade. The National Center for Education Statistics (NCES) Graduation rate is no longer being used for the Report Cards or for AYP.

Schools are rated on graduation if they were rated on graduation on AYP. Generally, these are high schools with:

- Grade 12 in 2010-2011; and
- A combined total of at least 40 students in their 2006-2007 and 2007-2008 four-year cohorts.

Some high schools with 20 to 39 in their combined four-year cohort were given permission to use the cohort graduation rate on the AMO reports and on the Report Card. High schools that were not rated on graduation were rated on attendance.

The graduation rate for a school year is calculated dividing the number of regular diplomas earned by students in the cohort, divided by the number of students in the cohort, and multiplying the result by 100.

DEFINITION OF A GRADUATION COHORT

Each student attending high school is assigned to a graduation cohort based on his or her first year in 9th grade. This cohort assignment does not change if a student transfers from one high school to another or is a student is retained in or skips a high school grade.

School graduation rates are based on the percent of student in each graduation cohort who earn a regular high school diploma by the end of the reporting period, which is four or five years. Cohorts are adjusted as students transfer into and out of a high school, and the graduation rate is based on the school's cohort at the end of the four- or five-year reporting period.

For example, a school's 2006-2007 graduation cohort began with the entering first-time 9th graders the fall of 2006. This was the expected graduation class of 2010. As students who were first-time 9th graders elsewhere in 2006-2007 transfer into the school they are added to the school's 2006-2007 cohort. Students are removed from the cohort only when they transfer to another high school in the United States, transfer to home or private school, emigrate, or are deceased. It is important to note that students who drop out of school are retained in a school's cohort, and student who graduate early are retained in their original cohort.

The 2006-2007 cohort's four year graduation rate is based on students in the school's cohort at the end of the 2009-2010 school year, and the five-year graduation rate will be based on the students in the school's cohort at the end of the 2010-2011 school year. Note that students who transfer into a school during their fifth year of high school are added to the school's cohort for the five-year rate.

DEFINITION OF THE COHORT GRADUATION RATES

Federal regulations require that cohort graduation rates are based on the percent of students in a school's cohort that earn a regular high school diploma. Modified diplomas, extended diplomas, GEDs and Adult High School Diplomas are counted as non-graduates for purposes of the cohort graduation rates.

For example, suppose a school had a 2006-2007 cohort of 100 students at the end of four years. Among these students, 75 earned a regular diploma, 5 earned a modified diploma, 2 earned a GED, 12 were still enrolled in their fifth year, and 6 were dropouts. This school's four-year cohort graduation rate would be 75%. It is important to note a cohort "non-graduate" is not necessarily a dropout. In this case only 6 of the 25 non-graduates would be defined as dropouts according to federal regulations and state law.

The 2006-2007 four-year cohort graduation rate is defined as:

$$\text{2006-2007 Four-Year Rate} = 100 * \frac{\text{Number of regular diplomas earned by August 31, 2010 among students in the adjusted cohort}}{\text{Number of students in the schools 2006-2007 adjusted cohort as of the end of the 2009-2010 school year}}$$

The 2007-2008 four-year cohort graduation rate is defined as:

$$\text{2007-2008 Four-Year Rate} = 100 * \frac{\text{Number of regular diplomas earned by August 31, 2011 among students in the adjusted cohort}}{\text{Number of students in the schools 2007-2008 adjusted cohort as of the end of the 2010-2011 school year}}$$

The 2005-2006 five-year cohort graduation rate is defined as:

$$\text{2005-2006 Five-Year Rate} = 100 * \frac{\text{Number of regular diplomas earned by August 31, 2010 among students in the adjusted cohort}}{\text{Number of students in the schools 2005-2006 adjusted cohort as of the end of the 2009-2010 school year}}$$

The 2006-2007 five-year cohort graduation rate is defined as:

$$\text{2006-2007 Five-Year Rate} = 100 * \frac{\text{Number of regular diplomas earned by August 31, 2011 among students in the adjusted cohort}}{\text{Number of students in the schools 2006-2007 adjusted cohort as of the end of the 2010-2011 school year}}$$

The report card also calculates the average graduation rate for two most recent four- and five-year graduation rates.

$$\text{Average Four-Year Graduation Rate} = (\text{2006-2007 Four-Year Rate} + \text{2007-2008 Four-Year Rate})/2$$

$$\text{Average Five-Year Graduation Rate} = (\text{2005-2006 Four-Year Rate} + \text{2006-2007 Four-Year Rate})/2$$

GRADUATION RATING

Schools receive a graduation rating based on a combination of their four- and five- year cohort rates. First we determine the "Best Rate" for both the four- and five-year cohort rates.

$$\text{"Best" Four-Year Rate} = \text{Higher of the Average Four-year rate and the 2007-2008 Four-year rate}$$

“Best” Five-Year Rate = Higher of the Average Five-year rate and the 2006-2007 Five-year rate

A school’s graduation rating is based on both the Best Four-year Rate and the Best Five-Year Rate. The 2011-12 state target for the four-year rate is 67.0% and the target for the five-year rate is 72.0%. Schools that meet either of these targets will be rated as Satisfactory in Graduation. School that fail to meet either target will be rated as In Need of Improvement. In addition, schools whose Best Four-Year rate is 72.0% or higher or whose Best Five-Year rate is 77.0 or higher will be rated as Outstanding. This is summarized in the table below:

Graduation Rating	
Rating	Graduation Rate
Outstanding	Best 4-Year Rate of 72.0 <u>or</u> Best 5-Year Rate of 77.0
Satisfactory	Best 4-Year Rate of 67.0 or higher <u>or</u> Best 5-Year Rate of 72.0 or higher
In Need of Improvement	Best 4-Year Rate less than 67.0 <u>and</u> Best 5-Year Rate

Graduation ratings of Satisfactory or In Need of Improvement may lower the school’s overall rating, as explained in section XIII.

Notes:

For more information which students are considered graduates and to view annual statewide reports on graduation, see <http://www.ode.state.or.us/search/page/?id=471>.

For more information on the cohort graduation rate, see <http://www.ode.state.or.us/search/page/?id=2644>.

For more information which students are considered dropouts and to view annual statewide reports on dropouts, see <http://www.ode.state.or.us/search/page/?id=1>.

XII. CALCULATING THE PARTICIPATION RATING

It is important that schools include all students in the statewide assessment system. As the number of participating students increases the accuracy of the depiction of the school performance also increases. If a school selects only a portion of the student body for assessments, the scores cannot be depended upon to represent all students. Valid comparisons of the school, whether to itself over time or to others schools for the current year, require that a representative group of students is included in the assessment data.

The participation rates for the 2011-2012 Report Cards include all students enrolled in a school or district on the first school day in May, except those students who had a medical emergency during the testing window or were not enrolled at the current school during the testing window. The rates exclude students attending public or private alternative programs for whom public funds are NOT expended on the education of the student, or students who did not receive instruction from the district in the state content standards in 2010-2011. Those not required to test include private school students, tuitioned students, and registered home school students. Students who tested but were not required to be tested are excluded when so identified by the district.

Non-participants are students enrolled on the first school day in May who were enrolled during a test window and were not tested. This includes answer sheets coded as “absent,” students who refuse to participate, and students whose parents refused to have their students tested.

Students with “special codes” in Writing (e.g. “too long,” “too short,” “off topic”) are included as non-participants.

For 2011-2012, the expected tests for students enrolled during a test window were the following:

- Reading/Literature grades 3, 4, 5, 6, 7, 8, and 11;
- Mathematics grades 3, 4, 5, 6, 7, 8, and 11;
- Writing grades 4, 7, and 11; and
- Science grades 5, 8, and 11.

The participation rate for all four subjects combined is shown on page one of the report card. However, the participation rating reflects participation in reading and mathematics only.

DEFINITION OF PARTICIPATION RATE FOR REPORT CARD RATING

The ESEA waiver changed the requirements for the participation rating on the report card. In prior years the participation rating was based on a combined participation rate in reading, mathematics, writing in science. The 2011-2012 report card participation rating will use only reading and mathematics and it uses participation rates disaggregated by the following subgroups:

- All Students
- Economically Disadvantaged
- Limited English Proficient
- Students with Disabilities
- American Indian/Alaskan Native
- Black/African American
- Hispanic

- Asian/Pacific Islander
- White
- Multi-racial/Multi-ethnic

Each participation rate reflects the proportion of students in each subgroup eligible to participate in the reading or mathematics Oregon Statewide Assessments who actually received scores. For the purposes of the school report card system, the participation rate is defined as follows:

$$\text{Subgroup Reading Participation Rate} = \frac{\text{number of participating tests in reading}}{\text{expected number of tests in reading}}$$

$$\text{Subgroup Mathematics Participation Rate} = \frac{\text{number of participating tests in mathematics}}{\text{expected number of tests in mathematics}}$$

The target for participation rates is 95%. This target may be met by using either the combined 2010-2011 and 2011-2012 participation rates, or the 2011-2012 participation rates. However, only subgroups with at least 40 expected tests for 2010-2011 and 2011-12 combined are rates. Subgroups that do not meet this minimum size requirements are not rated.

Note that these definitions also reflect the percentage of students who should have participated in assessments but did not participate. A subgroup misses a participation target in a subject if more than 5% of expected tests from students enrolled on the first school day in May are non-participants.

PARTICIPATION RATING

The school participation rating will be based on the number of subject and subgroups in which the school missed participation targets, among those subgroups meeting the minimum size requirement of 40 expected tests for 2010-2011 and 2011-2012 combined. Each school will receive a participation rating reflecting its subgroup participation rates as shown in the table below.

Participation Rating	
Rating	Participation Rate
Outstanding	No participation targets missed.
In Need of Improvement	One or more participation targets missed.

A Participation Rating of In Need of Improvement may lower the school’s overall rating, as explained in section XIII.

PARTICIPATION INCLUSION RULES

The specifics of student participation for the 2011-2012 report card are shown. The rule that counts “parent non-consent” as a non-participant went into effect with the 2008-2009 report cards.

Testing Conditions	Participation Formula
	2010-2011 Report Card
Standard assessments (with or without accommodations)	Included
Targeted up (8 th grade students must take the 8 th grade test to be counted as participants)	Included
Targeted down	Included as non-participant
Extended assessments	Included
Modified assessments	Included as non-participant
Parent Non-consent	Included as non-participant
Student Non-consent/No attempt	Included as non-participant
Exempted First Year Limited English Proficient*	Included
Non-completers	Included
Absent due to medical emergency	Not included
Students enrolled on the first school day in May enrolled during a test window but not tested	Included as non-participant

* Limited English Proficient (LEP) students who enrolled in a U.S. school for the first time after May 1, 2011 were not required to take the state assessments in reading and writing in 2011-2012. However, these first year LEP students are counted as participants in reading or writing tests only if reported as taking the state's English Language Proficiency Assessment during the 2011-2012 school year. First year LEP students are required to take state assessments in mathematics and science.

XIII. CALCULATING THE OVERALL RATING

FORMULA DESCRIPTION

The Overall rating will be based on the

- Achievement Rating: Student performance and growth on statewide assessments in reading and math for 2010-2011 and 2011-2012.
- Improvement Rating: Change in performance on statewide assessments during the two most recent school years. This applies to high schools only.
- Attendance/Graduation Rating: Attendance or graduation rates during the two most recent school years.
- Participation Rating: Participation in reading and mathematics for 2010-2011 and 2011-12, disaggregated by subgroup.

The primary basis of the Overall rating will be the Achievement Rating. Participation rates and attendance or graduation rates that do not meet minimum requirements may lower the school's overall rating.

EFFECT OF ATTENDANCE, GRADUATION, PARTICIPATION AND AYP

These additional indicators serve as limiters to the school's overall rating. Schools that do not meet the targets for participation, attendance, or graduation may have an overall rating that is lower than their Achievement rating. Their effect of these additional indicators is described below:

Additional Indicator	Limit to the Overall Rating		
	No Limit	No higher than Satisfactory	In Need of Improvement
Participation	Outstanding		In Need of Improvement
Attendance	Outstanding	Satisfactory	In Need of Improvement
Graduation	Outstanding	Satisfactory	In Need of Improvement

CALCULATING THE OVERALL RATING

The Overall Rating can be computed by either of the two methods listed below.

Method 1

The Overall rating can be computed through the three-step process outlined below.

Step 1: Compute the Achievement, Attendance, Graduation, and Participation Ratings, as applicable.

Step 2: The Overall rating is calculated as the lowest of the Achievement, Attendance/ Graduation, and Participation ratings.

Method 2

The Overall rating can be determined using the table below.

Overall Rating	Achievement Rating*	Lower of the Attendance/Graduation and Participation Ratings
Outstanding	Outstanding	Outstanding
Satisfactory	Outstanding	Satisfactory
Satisfactory	Satisfactory	Satisfactory or higher
In Need of Improvement	In Need of Improvement	<i>Any Rating</i>
In Need of Improvement	<i>Any Rating</i>	In Need of Improvement

***Includes the effect of improvement (high schools only).**

RESOURCES AND BACKGROUND MATERIALS

There are many Oregon School Report Card resources available. Most of these can be accessed at <http://www.ode.state.or.us/search/page/?id=1786>. There are also many links to other resources at the ODE website.

- The ODE report card website contains all past editions of school and district report cards:
<http://www.ode.state.or.us/data/reportcard/reports.aspx>
- The 1999 Legislation that created the Oregon School Report Card:
<http://www.leg.state.or.us/99reg/measures/sb1300.dir/sb1329.en.html>
- The Oregon Administrative Rules that describe the report card ratings:
http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html
- A communications toolkit prepared by OSBA for districts and schools:
http://www.osba.org/Resources/Article/Improving_Education/Report_card_toolkit.aspx
- How to Read the Oregon School and District Report Cards:
<http://www.ode.state.or.us/search/page/?id=661>
- Information on the Oregon Statewide Assessments:
<http://www.ode.state.or.us/search/results/?id=169>
- NCLB Non-Regulatory Guidance on School, District, and State Report Cards:
<http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>

APPENDIX A: SCHOOL REPORT CARD DATA ELEMENTS

Introduction

The schools report cards contain a number of data elements that are not used in the school rating. Many of these data elements are required by either federal or state law. This appendix describes each of the additional data elements that are included on the school report cards.

Federal Designation for Title I Schools

This box indicates whether the school was identified as a Priority, Focus, or Model school as described on Oregon's ESEA waiver. For more information on the ESEA waiver see: <http://www.ode.state.or.us/search/page/?id=3475>.

Student Population

The Number of Students is based on the average daily membership from the period from beginning of the school year through the first school day in May. It is based on full-time equivalency, and represents the average number of students enrolled during the period. The calculation includes only records with ADM program types of '01' and '04' to '12'. However, because it is based on full-time equivalency, kindergarten students each count as one-half.

Percent of Students in ESL Programs

The percent of students in English as a Second Language programs, as reported in 3rd period cumulative ADM. The percent is found by dividing the average daily membership in ESL programs divided by the average daily membership at the school as a whole.

Staffing

Staffing is based on the 2011-2012 Staff Position collection. Numbers are based on adding the full-time equivalency (FTE) for all staff in each category. FTE is calculated by taking the reported contract length divided by the reported full contract length. Categories are:

- Administrators
- Teachers
- Educational Assistants
- Other Staff

Note: The 2010-2011 and 2011-2012 Report Cards include contracted staff in the Other Staff category. Because of this, the Other Staff FTE counts for 2010-2011 and 2011-2012 are not comparable to the Other Staff FTE counts for earlier report cards.

Average years of experiences is calculated for the teachers category and is weighted by the FTE. For instance, if a school has one full-time staff member with 30 years of experience and one half-time staff member with 10 years of experience, the average years of experience is 26.7, not 20:

$$\text{Average Experience} = \frac{1.0\text{FTE} \times 26 \text{ years} + 0.5 \text{ FTE} \times 10 \text{ years}}{1.0 \text{ FTE} + 0.5 \text{ FTE}} = \frac{40}{1.5} = 26.7 \text{ years}$$

This section contains also data on the percent of teachers that meet the federal definition of Highly Qualified. For more information, see: <http://www.ode.state.or.us/search/results/?id=102>.

Class Size (Elementary School only)

This data is only reported for self contained elementary classrooms. Classes are grouped into sizes: 0 to 19, 20 to 25, 26 to 30, and over 30.

SAT Scores (High Schools only)

SAT scores reported for each high school. Student level data is provided by the College Board. The College Board data includes the student's school, and the scores for the student. The report only includes those students who indicated they expected to graduate in 2011-12. It is important to note that the data includes only the last test taken by the student, and it includes tests taken prior to 2011-12.

Attendance

This shows the average attendance rate for the period from the start of the school year through the first school day in May. It includes only students in grades 1-12 with standard enrollment; these are the students are reported with days present and days absent. Attendance is based on total days present divided by total days present plus total days absent.

The district and state attendance rates are attendance rates for similar grade spans. For elementary schools these are the 1-5 attendance rates; for middle schools these are the 6-8 attendance rates; for high schools these are the 9-12 attendance rates.

Expulsions

The number of expulsions due to weapons is taken from the Discipline Incidents 2011-12 collection.

Testing Participation

This is the combined participation rate for reading, mathematics, writing, and science in 2011-2012. This rate is for display only and is not used in the participation rating. Note that the 2011-2012 subject and subgroup participation rates for reading, writing, and science are included on page 3 of the report card.

Graduation Rates (High Schools only)

The three graduation rates shown are the four- and five-year graduation rates for the 2006-2007 cohort and the four-year rate for the 2007-2008 cohort. The 2006-2007 cohort consists of students who first entered 9th grade in the 2006-2007 school year, which was the expected graduating class of 2010. The 2007-2008 cohort consists of student who first entered 9th grade in the 2007-2008 school year, which was the expected graduating class of 2011.

Dropout Rates (High Schools only)

Dropout rates are based on the NCES dropout rate formula. They are one-year dropout rates and are calculated as the number of dropouts in grades 9-12 during 2010-2011 divided by the 2010 Fall Membership count for grades 9 to 12. Note that data are lagged by one year.

Academic Achievement

These bar charts show the percent of students meeting academic achievement standards in 2010-2011 and 2011-2012. The grades included are displayed below the bar chart. The district and state percentages are for the same grades.

These percentages include:

- Students resident at the school on the first school day in May that are also full academic year.
- First year LEP students are excluded from the calculation.
- Extended assessments meeting the alternate achievement standards are counted as proficient. There is a cap on the number of extended assessments that can count as met. For details see: <http://www.ode.state.or.us/news/announcements/announcement.aspx?id=7455&typeid=6>.

The “Comparison Schools” are based on the percent of students that met or exceeded in schools with similar poverty, ELL, mobility and attendance rates. These are schools with broadly similar demographics. For more details see: <http://www.ode.state.or.us/search/page/?=3082>.

Improvement in Student Performance

These tables include data from Oregon’s growth model. Students that did not meet standard can meet a growth target, as explained in section VII. The % for reading and math are the percent of students that either met/exceeded or met their growth target on the assessment.

High school report cards also include disaggregated four- and five-year cohort rates.

Statewide Assessment Results

These data are the percent of students exceeding, meeting, and not meeting for 2011-12 in reading, mathematics, and science. The data on this page is different in several respects from the data on the previous page of the report card:

- Includes all students resident at the school on the first school day in May.
- First year LEP students are excluded.

- All extended assessments are classified as “not met.”
- The LEP subgroup does not include students that exited LEP status within the last two years.

The Family Educational Rights and Privacy Act (FERPA) requires ODE to protect student confidentiality. ODE suppresses all data if a subgroup has fewer than 6 students. If the subgroup has 6 or more students and more than 95% met standard, we report “>95%”; if fewer than 5% met standard we report “<5%”.

Participation data is based on the participation rate for all students resident at a school on the first school day in May. To be counted as a participant the student must:

- Take a valid assessment without modifications.
- Students who are first year LEP are not required to take the reading assessment. These students are counted as participants if they took the ELPA during 2011-12. First year LEP students who did not participate in ELPA will be counted as non-participants in reading. Note: first year LEP students are required to take the science and mathematics assessments.

This data can also be found at:

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx>.

Public School Seismic Safety Information

This box provides a link to the Department of Geology and Mineral Industries seismic safety surveys for Oregon schools.

APPENDIX B: DISTRICT REPORT CARD DATA ELEMENTS

Introduction

The district report cards contain a number of data elements that are not included on the school report cards. Many of these data elements are required by either federal or state law. This appendix describes each of the data elements that are included on either the district report cards.

School Ratings

This section lists all of the schools in the district, their Report Card Rating and whether the school was identified as a Priority, Focus, or Model school as described in Oregon's ESEA Waiver. For more details on ESEA waiver see: <http://www.ode.state.or.us/search/page/?id=3475>.

Federal Designation for Title 1 Schools

This section gives counts of the number of schools in the district that were designated as Priority or Focus schools, as described in Oregon's ESEA Waiver. Title 1 funds provide financial assistance to districts and schools with high numbers or high percentages of economically disadvantaged children, to help ensure that all children meet state academic standards.

For more details on the ESEA waiver see: <http://www.ode.state.or.us/search/page/?id=3475>.

Testing Participation

This is the combined participation rate for reading, mathematics, writing, and science for 2011-2012.

Limited English Proficient (LEP) students who enrolled in a U.S. school for the first time after May 1, 2011 were not required to take the state assessments in reading and writing in 2011-2012, but they were required to take the English Language Proficiency Assessment (ELPA) during 2011-2012. The "Number of Reading Test Exemptions" is the number of first year LEP students who tested in ELPA but did not take the reading assessment.

Attendance

This shows the average attendance rate for the period from the start of the school year through the first school day in May. It includes only students in grades 1-12 with standard enrollment; these are the students are reported with days present and days absent. Attendance is based on total days present divided by total days present plus total days absent. State attendance is shown for comparison.

District Staffing

Staffing is based on the 2011-2012 Staff Position collection. Numbers are based on adding the full-time equivalency (FTE) for all staff in each category. FTE is calculated by taking the reported contract length divided by the reported full contract length. Categories are:

- Administrators
- Teachers
- Educational Assistants
- Other Staff

Note: The 2010-2011 and 2011-2012 Report Cards include contracted staff in the Other Staff category. Because of this, the Other Staff FTE counts for 2010-2011 and 2011-2012 are not comparable to the Other Staff FTE counts for earlier report cards.

Average years of experiences is calculated for the teachers category and is weighted by the FTE. For instance, if a school has one full-time staff member with 30 years of experience and one half-time staff member with 10 years of experience, the average years of experience is 26.7, not 20 :

$$\text{Average Experience} = \frac{1.0\text{FTE} \times 26 \text{ years} + 0.5 \text{ FTE} \times 10 \text{ years}}{1.0 \text{ FTE} + 0.5 \text{ FTE}} = \frac{40}{1.5} = 26.7 \text{ years}$$

Highly Qualified Teachers

This section contains data on the percent of teachers that meet the federal definition of Highly Qualified. The state percents are shown for comparison. Also included are the percent of teachers that are Highly Qualified at High Poverty and at Low Poverty schools. The High Poverty schools are the 25% of schools in the state with the highest poverty rates. The Low Poverty schools are the 25% percent of schools in the state with the lowest poverty rates. Note that a district may not have any High Poverty or Low Poverty school.

For more information on teacher quality, see: <http://www.ode.state.or.us/search/results/?id=102>.

Special Populations

The data in this section are based on the 3rd period Average Daily Membership collection, which is a collection that records student attendance and program participation in Oregon public schools. All of the figures are based on the total unweighted ADM (full time equivalency) for the students in the various categories.

- Special Education: the percent of ADM that is claimed by students enrolled in special education programs in the district.
- ESL Programs: the percent of ADM claimed for students enrolled in English as a second language programs.

- Attending School in Another District: the ADM for students that are resident to the district, but attending another district, divided by the total ADM for all students attending the district. This includes students attending an ESD run institution.
- Attending School From Another District: the ADM for students that are attending the district, but resident at another district, divided by the total ADM for all students attending the district.

Academic Achievement

These bar charts show the percent of students meeting academic achievement standards in 2010-2011 and 2011-2012. The data is disaggregated by grade, with the grade displayed below the bar chart. The state percentages are shown for comparison.

These percentages include:

- Students resident at the district on the first school day in May that are also full academic year in the district.
- First year LEP students are excluded from the calculation.
- Extended assessments meeting the alternate achievement standards are counted as proficient. There is a cap on the number of extended assessments that can count as met. For details see: <http://www.ode.state.or.us/news/announcements/announcement.aspx?id=7455&typeid=6>.

The Family Educational Rights and Privacy Act (FERPA) requires ODE to protect student confidentiality. ODE suppresses all data if a subgroup has fewer than 6 students. If the subgroup has 6 or more students and more than 95% met standard, we report ">95%"; if fewer than 5% met standard we report "<5%".

Statewide Assessment Results

These data are the percent of students exceeding, meeting, and not meeting for 2011-12 in reading, mathematics, and science. The data on this page is different in several respects from the data on the previous page of the report card:

- Includes all students resident at the district on the first school day in May.
- First year LEP students are excluded.
- All extended assessments are classified as "not met."
- The LEP subgroup does not include students that exited LEP status within the last two years.

The Family Educational Rights and Privacy Act (FERPA) requires ODE to protect student confidentiality. ODE suppresses all data if a subgroup has fewer than 6 students. If the subgroup has 6 or more students and more than 95% met standard, we report ">95%"; if fewer than 5% met standard we report "<5%".

Participation data is based on the participation rate for all students resident at the district on the first school day in May. To be counted as a participant the student must:

- Take a valid assessment without modifications.
- Students who are first year LEP are not required to take the reading assessment. These students are counted as participants if they took the ELPA during 2011-12. First year LEP students that

did not participate in ELPA will be counted as non-participants in reading. Note: first year LEP students are required to take the science and mathematics assessments.

This data can also be found at:

<http://www.ode.state.or.us/data/schoolanddistrict/testresults/reporting/pagrsurpressed.aspx>.

Public School Seismic Safety Information

This box provides a link to the Department of Geology and Mineral Industries seismic safety surveys for Oregon schools.

2011 NAEP Results

This section includes the most recently available data from the National Assessment of Educational Progress (NAEP).

The National Assessment of Educational Progress (NAEP), also known as "the [Nation's Report Card](#)," has conducted nationally representative assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science, and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

Federal law requires states that receive Title I funding to participate in NAEP mathematics and reading assessments in grades 4 and 8 every other year and to publish the state results in district and statewide report cards. While NAEP and state assessments such as OAKS differ in scope and content, both can be used to assess progress and develop policies to improve education.

District Financial Data

This data includes district funding data for the 2010-2011 school year, which is the last year for which final funding data is available.

This section also includes data on Bond Levy and Local Option elections for the last three calendar years.