
AT-A-GLANCE SCHOOL AND DISTRICT PROFILES

2018-2019 Technical Manual

OREGON DEPARTMENT OF EDUCATION

SALEM, OREGON



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INTRODUCTION

What are the At-A-Glance Profiles?

The At-A-Glance profiles are an overview of a school or district and its accountability data. The audience is parents and families, and the intent is to provide a brief overview of the school in a format that is easy to read. This new design was crafted with the help of focus groups of parents from historically underserved and marginalized communities. For more information on the redesign project, go to the [Report Card Redesign](#) web page.

Districts can preview most of the data shown on the At-A-Glance in the secure [Achievement Data Insight](#) (ADI) application. District staff should contact their local district Security Administrator for access to the ADI.

All data is based on the 2018-19 school year unless otherwise noted. Exceptions include the graduation and completion data, college going rates, and teacher and principal turnover.

The following document provides business rules for the At-A-Glance profiles, organized by section. The data elements included in the At-A-Glance profiles vary depending on institution type. There are three profile types: Elementary/Middle, High School, and District. This document is organized into two sections. This first section describes the data included on the Elementary/Middle and High School profiles. The second section describes the data included on the District profiles.

ODE Staff Responsibility and Contact List

Topic	Contact Person	Phone Number
General Questions	Amelia Vargas	503-947-5878
Student Enrollment	Robin Stalcup	503-947-0849
Staff Information	Ryan Clark	503-947-5632
Class Size	Robin Stalcup	503-947-0849
Regular Attenders	Beth Blumenstein	503-947-5767
Individual Student Progress	Josh Rew	503-947-5845
On-Track To Graduate	Beth Blumenstein	503-947-5767
Assessment Data	Cindy Barrick	503-947-5822
Graduation Data	Beth Blumenstein	503-947-5767
College Going	Amelia Vargas	503-947-5878
Student Mobility	Josh Rew	503-947-5845
Narrative Collection	Elyse Bean	503-947-5831

ELEMENTARY/MIDDLE AND HIGH SCHOOL PROFILES

Students We Serve

The major data sources for this section are Spring Membership, as extracted from Third Period Cumulative ADM, and the Staff Position collection.

Student Enrollment

The count of students enrolled in a school. The basis is the resident school as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. For more information on membership extracts, refer to the [Fall Membership Manual](#).

Student Demographics

Student race/ethnicity in a school as reported in Spring Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to 0, we display "<1". Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display ">99".

Teacher Demographics

Teacher race/ethnicity in a school as reported in the Staff Position collection. The Staff Position collection is a December 1 snapshot of all public school and district staff. The data is shown for Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers only (position codes 5, 8, 22, and 23). For more information, refer to the [Staff Position Manual](#).

Ever English Learners

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learner collection, matched to Spring Membership records. Students are considered Ever English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than 3H or 2J. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

Languages Spoken

The number of distinct languages in a school as reported in the "Language of Origin" field in Spring Membership.

Students with Disabilities

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

Required Vaccinations

The percentage of students in a school with all required vaccinations. The denominator is attending school enrollment as reported to the Oregon Health Authority (OHA). The numerator is the total number of students with all required vaccinations. A '*' is displayed for schools where no vaccination data are

available. ODE receives immunization data from the OHA; for more information, go to the OHA's [School Immunization Rates](#) web page.

Free/Reduced Price Lunch

The percentage of students in Spring Membership that were eligible for free or reduced price school meals at any time in the school year, as reported in Spring Membership. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

School Environment

Data includes Regular Attenders and Class Size. This section may evolve over time as new data becomes available.

Class Size

The median class size on the first school day in May, as reported in the Class Roster collection. This calculation includes classes in core subject areas, and excludes non-instructional courses. For more information, refer to the [Class Size Technical Manual](#).

The State Average is the median class size for all schools and all grades combined.

Regular Attenders

The percentage of students who attend more than 90% of their enrolled days within a school. This calculation only includes students in Spring Membership with at least 75 days of attendance in the school. The calculations are based on the attending school field in Third Period Cumulative ADM. For more information, refer to the [Regular Attenders Validation Guide](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

The State Average is the percentage of Regular Attenders for all grades combined, K-12. It does not reflect the grades served by the school.

Academic Progress

The Academic Progress indicator varies by school. Elementary and middle school profiles include Individual Student Progress, based on individual student growth on the English language arts (ELA) and Mathematics statewide assessments. High schools and combined schools use On-Track to Graduate.

Individual Student Progress

Based on the median growth percentiles in both ELA and in Mathematics. This indicator uses the levels assigned to growth for the "All Students" group on the accountability details reports. The dial marker shows only if both ELA and mathematics receive a level and is based on the sum of the levels assigned. A school is "Low" if the sum of the levels is four or less. A school is "Average" if the sum of the levels is five, six, or seven. A school is "High" if the sum of the levels is eight or higher.

On-Track to Graduate

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring

Membership that are full academic year at the school and have a high school entry year of 2018-2019. The numerator is the number of students earning at least one quarter of required credits by August 31 following their first year in high school.

Students are full academic year if they are enrolled at the school for more than half of the school days from the start of the school year through the first school day in May, as reported in Third Period Cumulative ADM. The denominator excludes students who enrolled on the first school day in May but who transfer out of the school prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track Collection Manual](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a “*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

Academic Success

The Academic Success indicators vary by school. Elementary and middle school profiles include English Language Arts, Mathematics, and Science assessment results, while high schools and combined schools use 4-year cohort graduation rates, 5-year cohort completer rates, and College Going rates.

Note that Science assessment results are not available at the time of publication due to the implementation of the new Science assessment in the 2018-2019 school year.

English language arts (ELA)

The percentage of students who achieved a Level 3 or Level 4 on the statewide ELA assessment, among those participating in the assessment. The denominator includes students in Spring Membership that are full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

Students are full academic year if they are enrolled at the school for more than half of the school days from the start of the school year through the first school day in May, as reported in Third Period Cumulative ADM.

For schools that only serve students in grades K-2, ELA assessment data is calculated and published using the K-2 school’s “receiver” school assessment data. “Receiver” schools are those schools that serve students after they matriculate out of grade 2 and into grades that participate in the statewide ELA assessment.

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a “*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

The State Average shown is the state percentage for the grades served by the school. For example, for a K-5 school, the state average would be the state average for grades 3-5.

Mathematics

The percentage of students who achieved a Level 3 or Level 4 on the statewide mathematics assessment, among those participating in the assessment. The denominator includes students in Spring Membership that are full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

Students are full academic year if they are enrolled at the school for more than half of the school days from the start of the school year through the first school day in May, as reported in Third Period Cumulative ADM.

For schools that only serve students in grades K-2, mathematics assessment data is calculated and published using the K-2 school's "receiver" school assessment data. "Receiver" schools are those schools that serve students after they matriculate out of grade 2 and into grades that participate in the statewide mathematics assessment.

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a "*"; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

The State Average shown is the state percentage for the grades served by the school. For example, for a middle school serving grades 6-8, the state average would be the state average for grades 6-8.

Science

Science assessment data is not displayed on this year's At-A-Glance profiles due to the implementation of a new Science assessment in the 2018-2019 school year.

The percentage of students who achieved a Level 3 or Level 4 on the statewide science assessment, among those participating in the assessment. The denominator includes students in Spring Membership that are full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

Students are full academic year if they are enrolled at the school for more than half of the school days from the start of the school year through the first school day in May, as reported in Third Period Cumulative ADM.

For schools that only serve students in grades K-2, science assessment data is calculated and published using the K-2 school's "receiver" school assessment data. "Receiver" schools are those schools that serve students after they matriculate out of grade 2 and into grades that participate in the statewide science assessment.

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a "*"; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

The State Average shown is the state percentage for the grades served by the school. For example, for a school serving grades K-8, the state average would be the state average for grades 5 and 8.

On-Time Graduation

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2014-2015 school year. This was the expected class of 2017-2018 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2018. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

Five-Year Completion

The percentage of students earning a regular diploma, modified diploma, extended diploma, adult high school diploma, or GED within five years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2013-2014 school year. This was the expected class of 2016-2017 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the five-year adjusted cohort for the school. The numerator is students in the denominator who earned a GED or a regular, modified, extended, or adult high school diploma by August 31, 2018. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

College Going

This is the percentage of On-Time graduates who enroll in a postsecondary institution after graduating and before the end of the first academic year that follows the cohort's graduation. The source of postsecondary enrollment data is the National Student Clearinghouse. This is a limited data source since it does not include a comprehensive record of postsecondary enrollment data for all Oregon graduates. As a result, the College Going metric should be interpreted as an underestimate of actual postsecondary enrollment rates.

The denominator includes the cohort of students entering high school for the first time in the 2013-2014 school year and earning a regular or modified diploma by the 2016-2017 school year (within four years of entering high school). The numerator is students in the denominator who have a postsecondary enrollment begin date that follows their high school exit date and is before the end of the first academic year for the 2016-2017 graduating class, which is set as August 30, 2018.

The data are suppressed when necessary: if the number of students in the denominator is less than ten, then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

School and State Goals

The Oregon Department of Education (ODE) provides the State Goals section. The School Goals and the Safe & Welcoming Environment sections are submitted to ODE by districts in the Narrative Collection. For more information on this collection, please refer to the [Narrative Collection Manual](#).

Our Staff (rounded FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year ($FTE * \text{Contract Length} / \text{Full Contract Length}$). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero. FTEs that are less than 1 will be reported as "<1." FTEs that are 1 or greater will be rounded to the nearest whole number. E.g., a FTE of 1.2 rounds to 1, and 1.9 rounds to 2.

Teachers

This is the total adjusted FTE of teachers as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers

(staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Educational Assistants

The total adjusted FTE of educational assistants, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Counselors

The total adjusted FTE of counselors at the school, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors and Rehabilitation Counselors (staff reported with position codes 10 and 33). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Average Teacher Turnover Rate

Based on the three-year average of the percentage of teachers employed at a school that return to teach the following year. The denominator for each school year is the total FTE of teachers at the school, while the numerator is the total FTE of teachers that were not employed at the school in either of the previous two years. Teachers are staff members reported with position codes 5, 8, 22 or 23. A current teacher who was employed in either of the two previous years as an instructional assistant is not included in the numerator.

The three-year average is calculated by taking the sum of the numerators for the three most recent years divided by the sum of the denominators for the three most recent school years. Data is pulled from the 2014-15 through 2018-19 Staff Position collections.

Teacher Experience

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2018-19 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years. Data are matched to the Teacher Standards and Practices Commission (TSPC) data to confirm licensure.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection;
- Teachers who are not matched in TSPC; or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

Same Principal in the last 3 years

A "Yes" indicates that the school had the same principal in the previous three years. Schools with co-principals will have a "Yes" as long as at least one of the co-principals was employed at the school for all three years. A "No" indicates that the school had a change in principals in the previous three years.

Principals are staff members reported with position code 3. Data are from the 2016-17 through 2018-19 Staff Position collections.

Outcomes

The Outcomes section shows disaggregated data for three key indicators from the first page of the report. For the definition of each indicator, see pages 6-9 of this document. The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

Regular Attenders

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Priced Lunch: students eligible at any time during the school year, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the 2018-19 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with a 'Y' in any one of the seven TAG fields in Spring Membership.
- Male/Female/Non-Binary: as reported in Spring Membership.

ELA, Mathematics, and Individual Student Progress

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Price Lunch: students eligible at any time during the school year, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the 2018-19 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with 'Y' in the intellectually gifted, reading or math TAG fields in Spring Membership.
- Male/Female/Non-Binary: as reported in Spring Membership.
- For further details, see [Student Group Definitions for Assessment Results](#).

On-Track to Graduate

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Price Lunch: students eligible at any time during the school year, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the 2018-19 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership.
- Male/Female/Non-Binary: as reported in Spring Membership.

Four-year Graduation

- Race/ethnicity: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' during the period 2007-08 through 2017-18.
- Students with Disabilities: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- Migrant: students submitted to the OMSIS collection in any of the four most recent collections.
- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership for 2014-15 through 2017-18.
- Male/Female/Non-Binary: as reported on the record with the student's highest ranked outcome.
- For details, refer to the Cohort Graduation Rate Policy and Technical Manual.

About Our School

Elementary/Middle school profiles include information on Bullying Harassment and Safety Policies, Extracurricular Activities, Parent Engagement and Community Engagement. High School profiles include information on Advanced Coursework, Career & Technical Information, Extracurricular Activities, and Parent & Community Engagement.

These sections are submitted to ODE by districts in Narrative Collection. For more information on this collection, please refer to the Narrative Collection Manual.

DISTRICT PROFILES

Students We Serve

The major data sources for this section are Spring Membership, as extracted from Third Period Cumulative ADM, and the Staff Position collection.

Student Enrollment

The count of students enrolled in a district. The basis is resident district as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. For more information on membership extracts, refer to the [Fall Membership Manual](#).

Student Demographics

Student race/ethnicity in a district as reported in Spring Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to 0, we display "<1". Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display ">99".

Teacher Demographics

Teacher race/ethnicity in a district as reported in the Staff Position collection, which is a December 1 snapshot of all public school and district staff. The data is shown for Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers only (position codes 5, 8, 22, and 23). For more information, refer to the [Staff Position Manual](#).

Ever English Learners

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learner collection, matched to Spring Membership records. Students are considered English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than 3H or 2J. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

Languages Spoken

The number of distinct languages in district as reported in the "Language of Origin" field in Spring Membership.

Students with Disabilities

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

Mobile Students

The percentage of mobile students in a district as reported in Third Period Cumulative ADM. Students are considered mobile if they meet one or more of the following criteria:

- First reported enrollment was after October 1, 2018
- Last reported enrollment was before May 1, 2019. Unless the last event was the award of a credential (ADM End Date Codes 4A, 4C, 4D, or 4E), the student aged out (ADM End Date Code 3B), or the student is deceased (ADM End Date Code 6A), or the student previously earned a credential (ADM End Date Code 6B).
- Enrolled in more than one school or program, including Juvenile Detention Education Program (JDEP) or Long Term Care and Treatment (LTCT) placements.
- Had a gap of 10 or more consecutive weekdays between enrollments within the same school.

The denominator is the number of attending students enrolled in the district at any point during the school year. The numerator is the total number of students who meet one or more of the above criteria.

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

Free/Reduced Price Lunch

The percentage of students in Spring Membership that were eligible for free or reduced price school meals at any time in the school year, as reported in Third Period Cumulative ADM. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

Start Strong

Grades K-2 Regular Attenders

The percentage of students in grades K-2 who attend more than 90% of their enrolled days within the district. This calculation only includes students in Spring Membership with at least 75 days of attendance in the district. The calculations are based on the attending school field in Third Period Cumulative ADM. For more information, refer to the [Regular Attenders Validation Guide](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

The State Average is the percentage of Regular Attenders for grades K-2.

Grade 3 English Language Arts (ELA)

The percentage of students in grade 3 who achieved a Level 3 or Level 4 on the statewide ELA assessment, among those participating in the assessment. The denominator includes students in Spring Membership who were full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

The State Average shown is the state percentage for grade 3.

Academic Progress

Grades 3-8 Individual Student Progress

Based on the median growth percentiles in both English Language Arts and in mathematics for students in grades 3-8. This indicator uses the levels assigned to growth for the “All Students” group on the accountability details reports. The dial marker shows only if both ELA and mathematics receive a level and is based on the sum of the Levels assigned. A district is “Low” if the sum of the Levels is four or less. A district is “Average” if the sum of the Levels is five, six, or seven. A district is “High” if the sum of the levels is eight or higher.

High School Success

Grade 8 Mathematics

The percentage of students in grade 8 who achieved a Level 3 or Level 4 on the statewide mathematics assessment, among those participating in the assessment. The denominator includes students in Spring Membership who were full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a “*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>9”, respectively.

The State Average shown is the state percentage for grade 8.

Grade 9 On-Track to Graduate

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the district and have a high school entry year of 2018-2019. The numerator is the number of students earning at least one quarter of required credits by August 31 following their first year in high school.

Students are full academic year if they are enrolled at the district for more than half of the school days from the start of the school year through the first school day in May, as reported in Third Period Cumulative ADM. The denominator excludes students who enrolled on the first school day in May but who transfer out of the school prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track Collection Manual](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a “*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>9”, respectively.

Grade 12 On-Time Graduation

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2014-2015 school year. This was the expected class of 2017-2018 school year. Rates are based on an adjusted cohort. Each district’s cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the district and are removed from the district’s cohort if they transfer to another diploma-granting school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the district. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2018. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

District and State Goals

The Oregon Department of Education (ODE) provides the State Goals section. The District Goals section is submitted to ODE in the Narrative Collection. For more information on this collection, please refer to the [Narrative Collection Manual](#). This manual includes information on what kind of information should be included in each submitted section as well as examples.

Our Staff (rounded FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year ($FTE * \text{Contract Length} / \text{Full Contract Length}$). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero. FTEs that are less than 1 will be reported as "<1." FTEs that are 1 or greater will be rounded to the nearest whole number. E.g., a FTE of 1.2 rounds to 1, and 1.9 rounds to 2.

Administrators

This is the total adjusted FTE of Administrators reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Superintendents, Assistant Superintendents, Principals, Assistant Principals, and Special Education Administrators (staff reported using position codes 1, 2, 3, 4, 37, or 38). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Teachers

This is the total adjusted FTE of teachers as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Educational Assistants

The total adjusted FTE of educational assistants, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Counselors

The total adjusted FTE of counselors at the school, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors and Rehabilitation Counselors (staff reported with position codes 10 and 33). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Licensed Librarians

The total adjusted FTE of licensed librarians in the district, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Library/Media Specialists (staff reported with position code 9). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Psychologists

The total adjusted full time equivalent (FTE) or psychologists in the district, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Psychologists and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number.

Teacher Experience

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2018-19 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years. Data are matched to the Teacher Standards and Practices Commission (TSPC) data to confirm licensure.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection;
- Teachers who are not matched in TSPC; or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

Outcomes

The Outcomes sections shows disaggregated data for the indicators from the first page of the district At-A-Glance profile. For the definition of each indicator, see pages 13-15 of this document. The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">9", respectively.

Grades K-2 Regular Attenders

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Priced Lunch: students eligible at any time during the school year, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the 2018-19 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with a 'Y' in any one of the seven TAG fields in Spring Membership.
- Male/Female/Non-Binary: as reported in Spring Membership.

Grade 3 ELA, Grade 8 Mathematics, and Grades 3-8 Individual Student Progress

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Price Lunch: students eligible at any time during the school year, as reported in Spring Membership
- Ever English Learners: students submitted as current or former English Learners in the 2018-19 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with 'Y' in the intellectually gifted, reading or math TAG fields in Spring Membership.
- Male/Female/Non-Binary: as reported in Spring Membership.
- For further details, see [Student Group Definitions for Assessment Results](#).

Grade 9 On-Track to Graduate

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Price Lunch: students eligible at any time during the school year, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the 2018-19 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership.
- Male/Female/Non-Binary: as reported in Spring Membership.

Grade 12 On-Time Graduation

- Race/ethnicity: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' during the period 2007-08 through 2017-18.
- Students with Disabilities: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- Migrant: students submitted to the OMSIS collection in any of the four most recent collections.
- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership for 2014-15 through 2017-18.
- Male/Female/Non-Binary: as reported on the record with the student's highest ranked outcome. Non-Binary disaggregated data for On-Time Graduation will be available 2019-20.
- For details, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

Table 1: Data Elements Included on At-A-Glance Profiles by Institution Type

Data Element	Elementary/Middle	High School	District
Students We Serve			
Student Enrollment	X	X	X
Student Demographics	X	X	X
Teacher Demographics	X	X	X
Ever English Learners	X	X	X
Languages Spoken	X	X	X
Students with Disabilities	X	X	X
Required Vaccinations	X	X	--
Mobile Students	--	--	X
Free/Reduced Price Lunch	X	X	X
School Environment / Start Strong			
Class Size	X	X	--
Regular Attenders	X	X	X
Academic Progress			
Individual Student Progress	X	--	X
On-Track to Graduate	--	X	X
Academic Success / High School Success			
English Language Arts	X	--	X
Mathematics	X	--	X
Science	X	--	--
On-Time Graduation	--	X	X
Five-Year Completion	--	X	--
College Going	--	X	--
Our Staff (rounded FTE)			
Teachers	X	X	X
Educational Assistants	X	X	X
Counselors	X	X	X
Average Teacher Turnover Rate	X	X	--
Teacher Experience	X	X	X
Same Principal	X	X	--
Administrators	--	--	X
Licensed Librarians	--	--	X
Psychologists	--	--	X
Outcomes			
Regular Attenders	X	X	X
English Language Arts	X	--	X
Mathematics	X	--	X
On-Track to Graduate	--	X	X
On-Time Graduation	--	X	X
Individual Student Progress	--	--	X