2011-12 Next Generation Accountability Policy and Technical Manual

System used to identify Priority, Focus, and Model Title I schools

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Oregon Department of Education

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DRAFT

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I. Introduction

The federal government, though the Elementary and Secondary Education Act (ESEA) requires that states determine whether schools made Adequate Yearly Progress (AYP). The determination was made using student performance on attendance rates, graduation rates, and participation and performance on statewide assessments in reading and mathematics. A hallmark of the law was the requirement that 100% of students meet or exceed achievement standard in reading and mathematics by the 2013-14 school year.

However, in September 2011 the U.S. Department of Education offered states the opportunity to waive certain provisions of the ESEA law, such as the requirement for 100% proficiency by 2014, in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.[1] Oregon submitted its waiver proposal in January 2012, and the waiver was approved in July 2012.

As part of the waiver states were required to develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. One of the requirements of this system was that it identify certain Title I schools as Priority, Focus, and Model schools. This manual provides a detailed explanation of the school rating system that was used in Oregon to identify these Priority, Focus, and Model schools.

Priority, Focus, and Model Schools

The rating system defined in the following sections was designed to determine those schools meeting the federal definitions of Priority, Model, and Focus:[2]

- **Priority Schools:** approximately 5% of Title I schools in the state. Those with the lowest overall achievement, growth, and graduation rates. This category also includes all schools currently receiving federal School Improvement Grant (SIG) funds.
- **Focus Schools:** approximately 10% of Title I schools in the state. Those with low overall achievement, growth, and/or graduation rates that also an achievement gap for historically underserved subgroups.
- **Model Schools:** approximately 5% of Title I schools in the state. Those with the highest achievement, growth, and graduation rates.

The rating system incorporates an important new piece of data: individual student growth. Oregon is measuring student growth using the Colorado Growth Model. This model evaluates the growth of individual students and expresses that growth as a percentile, which allows students, teachers, and parents to compare the growth of a student to other students in the state. Details on this growth model can be found in Section 3.

Overview of Rating System

Schools are rated in the five areas below, with the last two applying only to high schools:

- Academic Achievement – percent meeting or exceeding standard in reading and mathematics.
- Growth – individual student gains in reading and math.
- Subgroup Growth – individual student gains for historically underserved subgroups.

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[1] See http://www.ed.gov/esea/flexibility for more details.
[2] For the precise federal definitions see: http://www.ed.gov/esea/flexibility/documents/esea-flexibility-acc.doc.

- Graduation – four- and five-year cohort graduation rates.
- Subgroup Graduation – four- and five-year graduation rates for students in underserved subgroups.

The ratings in each category are combined into an overall rating that is one of five levels, with Level 5 being the highest rating, and Level 1 being the lowest rating. This rating is used to identify priority, focus, and model schools as follows:

- **Priority Schools**: Title I schools rated as Level 1 and all schools currently served by a federal School Improvement Grant.
- **Focus Schools:** Title I schools rated as Level 2 and that have an achievement gap.
- **Model Schools:** Title I schools rated as Level 5.

For details of the steps schools need to make after their identification as a priority or focus school, please see: http://www.ode.state.or.us/search/page/?id=3742.

II. Achievement Rating

The Achievement rating is the first component of the overall rating system. It is based on the percent of students meeting or exceeding standard in reading and mathematics in grades 3 to 8 and 11.

Student Inclusion Rules

The student inclusion rules are identical to those of the old AYP reports and the Report Card. A full description of the rules can be found at the "Assessment Inclusion Rules for Accountability Reports" link available at: http://www.ode.state.or.us/search/page/?id=218.

The full rules (found above) are lengthy, but can be summarized as follows. Students are included in a school's achievement rating if they are:

- Resident at the school on the first school day in May, as submitted in the 3rd period Cumulative ADM collection;
- Enrolled in grade 3, 4, 5, 6, 7, 8, or 11;
- Have a valid test;
- Not a first-year Limited English Proficient student; AND
- Full Academic Year at their "May 1" school.

Students are offered multiple attempts at the English/language arts and mathematics assessments during the school year. Only the **highest score** for a student in a subject is used each year.

For students enrolled in grades 3 – 8 and 11 with multiple scores for a single test during a school year, the highest score will be credited to the school where the student was enrolled on the first school day in May, even if the score was earned in another school and district. Students in 11th grade can use high school assessments taken in earlier grades so long as they met the high school achievement standard.

In Oregon, the term "**full academic year**" describes enrollment in a school or district for more than one-half of the instructional days in the school or district prior to the first school day in May. This definition does not require that enrollment be continuous nor do the enrolled days have to be consecutive. Enrollment may be part time or full time.

The Full Academic Year (FAY) flags are calculated in the Third Period Cumulative ADM (Average Daily Membership) Collection and applied to assessment data. Students are identified as enrolled for a full academic year when their ADM within a resident school is greater than .5. If a student is resident at a school on the last day of Third Period (May 1 in 2011-12) and the total non-weighted ADM submitted for the student at the resident school exceeds 0.5, the student is designated as enrolled for a full academic year in the school.

Extended assessments are subject to a 1% cap: the number of extended assessments meeting the alternate achievement standards can represent no more than 1% of the tests meeting the standard at the district level. For more details on this please see: http://www.ode.state.or.us/news/announcements/announcement.aspx?id=8408&typeid=6.

Assessment results of **Limited English Proficient** students in their first year of enrollment in the United States are not included in calculating the academic achievement of a school.

Calculating Combined Percent Met

The counts of tests and students meeting or exceeding standard in reading and mathematics will match those in each school's 2011-12 AMO report.

The combined percent met is an average of the percent of student meeting in the 2010-11 and 2011-12 school year. It is calculated as the number of valid test scores meeting standard form students enrolled for a full academic year in a school divided by the number of valid tests from students enrolled for a full academic year in the school.

$$Combined\ Percent\ Met = \frac{\begin{array}{c}Number\ of\ Students\ Meeting\ or\ Exceeding\ in\ 2010 - 2011 \\ +\ Number\ of\ Students\ Meeting\ or\ Exceeding\ in\ 2011 - 2012\end{array}}{\begin{array}{c}Number\ of\ Tests\ in\ 2010 - 2011 \\ +\ Number\ of\ Tests\ in\ 2011 - 2012\end{array}}$$

Results are always rounded to the nearest tenth of a percent. An example is shown below:

Percent Met Sample Calculation

Subject	2010-11		2011-12		Combined		Combined % Met
	# Tests	# Met	# Tests	# Met	# Tests	# Met	
Reading	118	91	114	85	232	176	75.9%
Math	118	61	114	64	232	125	53.9%

Minimum n-size

The minimum n-size requirements are identical to those of the old AYP reports. Schools with at least 42 tests in each subject from the two most recent years combined are rated on two years of data. Schools that do not meet the minimum of 42 tests over two years are rated based on four years of assessment data. Schools that do not meet the minimum of 42 tests over four years are asked to provide additional data prior to a determination of their achievement rating. For more details on how small schools are handled, please see the Small School and New School RulesSubgroup Determinations section.

Subgroup Reporting

ODE shall also calculate and display the percent of students meeting standard for the following subgroups:

- Economically disadvantaged;
- Limited English proficient;
- Students with disabilities;
- American Indian/Alaska Native
- Asian
- Black
- Hispanic
- Pacific Islander
- White
- Multi-racial/multi-ethnic
- Underserved races/ethnicities

For rules on determining subgroup membership, see the Subgroup Determinations section.

For the purposes of calculating school ratings, the following subgroups are combined into a single "Underserved Races/Ethnicities" subgroup:

- American Indian/Alaska Native
- Black
- Hispanic
- Pacific Islander

Subgroups with fewer than 6 tests in a school year shall have their results suppressed to protect student confidentiality. Subgroups with at least 42 tests over two years (or four years for small schools) shall have their achievement compared to achievement targets, but these ratings are not incorporated into the overall rating for the school.

Calculating Reading and Math Points

The rating system assigns schools a rating in reading and mathematics on a five point scale. To do this, the Combined Percent Met in reading and mathematics is then compared to the following chart to determine the number of points earned in each subject:

Achievement Points Cutoffs

Points	Elem/Middle		High	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Notice that the cutoffs depend upon the type of school being rated. High schools are those schools with grade 10 or higher. Schools serving kindergarten through high school grades are considered high schools for accountability purposes.

The cutoffs for the various levels are determined as follows:

- **5 points:** schools at this level are in the top 10 percent of all schools in the state for the percent met in reading or mathematics.
- **4 points:** schools at this level are above the average of all schools in the state, but not in the top 10 percent.
- **3 points:** school that are below the state average in percent met, but also not in the lowest 15 percent of schools.
- **2 points:** schools that are in the lowest 15 percent of schools in terms of percent met, but not in the lowest 5 percent.
- **1 point:** schools that are in the lowest 5 percent of all schools in the state for percent met in reading or mathematics.

Calculating the Achievement Rating

We add the points earned in reading and mathematics to determine an Achievement Rating for each school. The table below lists the cutoffs for the achievement rating levels.

Achievement Rating Cutoffs

Rating	Points	Percent of Points Earned
Level 5	9 or 10	90% or 100%
Level 4	7 or 8	70% or 80%
Level 3	5 or 6	50% or 60%
Level 2	3 or 4	30% or 40%
Level 1	2	20%

For example, to earn a Level 5 rating a school needs to be in the top 10% of all schools in the state in at least one subject, and in the top 50% of all schools in the state in the other subject. By contrast, to receive a Level 1 rating a school was in the lowest 5% of all schools in the state for both reading and mathematics.

While the rating system uses points to determine a level, it is the **percent of points earned in each category that is incorporated into the overall rating calculation**. It is important to realize this "percent of points earned" is not equivalent to the percent met.

III.   The Oregon Growth Model

An important new feature in the Next Generation rating system is the evaluation of individual student growth. By growth we mean the year-to-year change in a student's statewide assessment scores in reading and mathematics. The model implemented is the Colorado Growth Model, adapted to Oregon's assessment and school accountability system.[3] This section gives an overview of the growth model and how it is used to calculate growth.

Overview of the Growth Model

Past accountability models in Oregon relied largely on student status, meaning the percent of students meeting or exceeding on statewide assessments. Status has long been viewed as a one-dimensional look at school performance. What is missing from a status model is a measure of how a student's score changes over time. This change over time on the reading and mathematics statewide assessments is often called "growth." Interest in growth models has been growing in Oregon and throughout the nation.

While growth is simply the change in a student's year-to-year test scores in reading and in mathematics, there are many ways to evaluate this growth. Oregon's existing growth model focused on students below standad and provided each of those students a target score for the current year. For more information on this model, see: http://www.ode.state.or.us/search/page/?id=2495.

What was missing from this growth model was an evaluation of the growth of students at or above standard. The Colorado Growth model, as adapted to Oregon's standards and assessments, provides a gauge of student growth for all students, including those who are meeting or exceeding standard.

The adopted growth model does the following:
- Students with two consecutive years of test scores are included in the model.
  - Extended assessments are not included in the model.
- A Student's growth is compared to "academic peers," who are students with similar score histories. Loosely speaking, this means that:
  - The growth of a low performing student is compared to that of other low performing students; and
  - The growth of high performing students is compared to that of other high performing students.
- A student's growth is expressed as a percentile.
  - For example, a student growth percentile of 60 means the student grew as much or more than 60 percent of students with similar test score histories.
- The growth model also produces a growth target for future years, also expressed as a percentile.
  - This percentile represents the growth needed in order for the student to meet or continue to meet standard in three years.
  - All students receive this growth target, whether they are currently above or below standard.

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[3] More information on Colorado's implementation of the growth model can be found at http://www.cde.state.co.us/research/GrowthModel.htm.

Both the growth percentile and the target growth percentile are incorporated into the rating system.

Student Inclusion Rules

As outlined above, the most important output from the growth model is the calculation of a growth percentile for all students with two or more test scores. To ensure that as many students as possible are included in the growth model, the model includes the best score each year from students who are:

- Enrolled on the first school day in May, as submitted in Third Period Cumulative ADM.
- Enrolled in grades 3, 4, 5, 6, 7, 8, or 11.
- Have a valid assessment score which is not an Extended Assessment
- Are not a first year Limited English Proficient student.

These are the students who are required to be tested each year and whose scores are reported on school and district public assessment reports.

For student in grade 4 to 8 we use up to four years of available test scores. High school student's growth is based on growth from grades 7 and 8 to high school. The table below shows the student test scores that are included in the model, according to the current grade of the student.

Student Test Inclusion by Grade

Current Grade	Tests Included for each student, when available						
	3	4	5	6	7	8	11*
3	X						
4	X	X					
5	X	X	X				
6	X	X	X	X			
7		X	X	X	X		
8			X	X	X	X	
11*					X	X	X

*- Grade 10 for growth calculated for 2009-10 and earlier.

The majority of students, usually in excess of 80%, have test scores from all available grades included in the growth model. However, all students with at least two consecutive years of test scores receive growth percentiles, as described below. This means that about 90% of students in grades 4 to 8 and 11 are included in the growth model.

Student Growth Percentiles

The growth model computes a student growth percentile (SGP) for all students in grades 4 to 8 with assessment scores in the two most recent school year that are in consecutive grades, and for all 11th grade students with an 8th grade assessment score. It also compute growth targets (see below) for all students in grades 3 to 8 with an assessment.

The growth model is a regression model that uses two to four years of data for each student to determine each growth percentile. Growth percentiles are based on "academic peers," which are students with the same test score history over the past one to three years. Since this is a

regression model, the percentile curves are subject to smoothing. Growth percentiles for 6th grade reading in 2009-10 are shown below.

Growth Percentiles - Reading Grade 6 for 2009-10
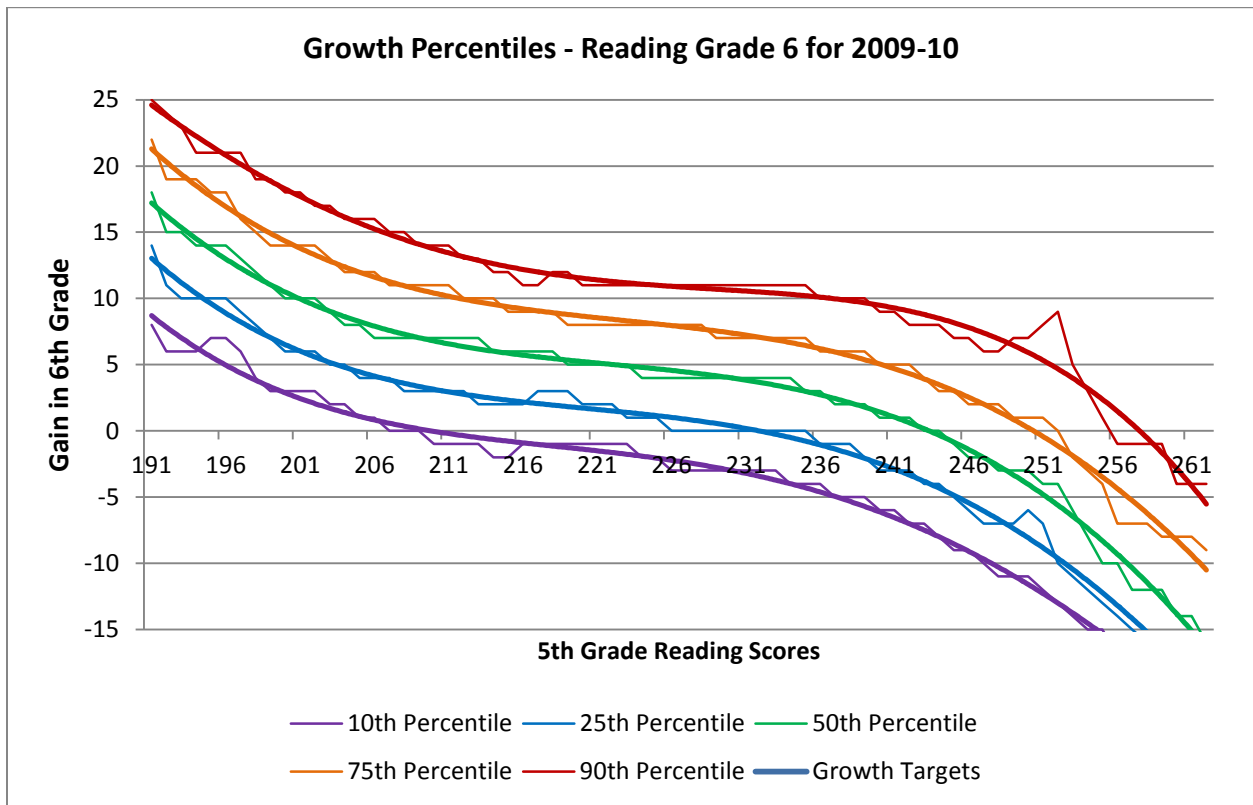
There are similar growth percentile calculations based on two and three years of prior data. The growth model uses the percentile calculation based on the maximum years of data available.

Target Growth Percentiles

The model also computes target growth percentiles (TGPs). These are the growth percentiles each student would need to maintain over the next three years in order to either move up to or remain at standard. While the student growth percentiles (SGPs) are an evaluation of the growth that happened in the previous year, the TGPs are forward looking and indicate the growth needed for the future.

Grade Target Projected Grades

Current Grade	Target Grade
3	6
4	7
5	8
6	11
7	11
8	11
11	NA

By comparing the SGP with the TGP one can get an indication of whether a student is "on-track" to meeting or continuing to meet standard in three years. In particular if the SGP is less than the TGP, the student is not on-track to meeting in 3 years, whereas if the SGP is as high or higher than the TGP, that student is expected to be on-track to meeting standard in three years.

School Level Aggregations

For school accountability we aggregate both SGPs and TGPs at the school level. This is done using the school's median SGP and median TGP. The use of the median rather than the mean is the recommendation of the author of the growth model.[4]

An example of how the median scores are reported is shown below.

Subject	Median Growth Percentile			Median Target Percentile		
	2010-11	2011-12	Combined	2010-11	2011-12	Combined
Reading	45	51	47	34	37	36
Math	55	48	51	65	63	64

In the above example the typical (median) SGP in reading is higher than the typical TGP. This indicates that the typical student in this school is on-track in reading. By contrast, the data for math show that the typical student is not on-track in mathematics.

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[4] See pages 4 and 5 of "A Primer on Student Growth Percentiles" by Damian Betebenner. Available at: http://www.cde.state.co.us/cdedocs/Research/PDF/Aprimeronstudentgrowthpercentiles.pdf.

IV. Growth Rating

The Growth Rating is the second component of the overall rating system. This is a major addition to Oregon's federal and state accountability system. Prior federal accountability used only year-to-year changes in the percent of students meeting or exceeding at a school. The growth measure described below uses the individual student growth model described in The Oregon Growth Model section. It applies to elementary and middle school student in grades 4 or higher who have tests scores in at least two consecutive years, and to 11th grade students who also have an 8th grade test score.

Student Inclusion Rules

The student inclusion rules are based on those of the old AYP reports and the Report Card, with the additional requirement that a student have two or more years of testing data.

The full rules are lengthy, but can be summarized as follows. Students are included in a school's growth rating if they are:

- **Included in the schools achievement rating** calculation (see the Achievement Rating section):
- **Are included in the growth model** calculations outlined in The Oregon Growth Model section.

These students can be characterized as those that:

- Are in grades 4, 5, 6, 7, 8, and 11 in the current school year;
- Who are full academic year at a school;
- Have a standard OAKS assessment in the current year (including banked tests for high school students)
- Have a standard OAKS assessment from the prior tested grade.

Median Growth Percentile

The school level measure for growth is the **median growth percentile**, which is a measure of the typical growth at a school. A median is a middle score in a set of scores or numbers. For this measure half of the students in the school had growth at or above the median growth, while half of the students in the school had growth below the median growth.

Example: Suppose the growth percentiles at a school are: 37, 58, 39, 65, 46, 51, and 57. We order these scores from lowest to highest as: 37, 39, 46, 51, 57, 58, and 65. The median is the "middle score" of 51.

If the number of tests is even the median is the average of the two middle scores, which can result in a median score which is not a whole number, such as 51.5.

Medians are reported for each school year, and we also calculate the median growth when both years of data are combined. This is not the average of the two medians. Rather, we combine the two years of growth data, order the growth percentiles for this combined list and find the middle score.

Results are always shown to nearest tenth. An example is shown below:

Median Growth Example

Subject	Median Growth Percentile		Combined Median SGP
	2010-11	2011-12	
Reading	39.0	51.5	45.0
Math	53.0	56.0	54.5

Minimum n-size

Schools must have at least 30 students with growth percentiles to be rated on Growth. The number of years of data used is the same as is used for the Achievement rating: for most schools the requirement is that a total of 30 students received growth percentiles in 2010-11 and 2011-12 combined. For small schools using four years of data the requirement is that at least 30 students received growth percentiles in 2008-09, 2009-10, 2010-11, and 2011-12 combined.

The choice of 30 as the minimum n-size for reporting balanced two needs. First, many of Oregon's elementary schools are K-5 schools. In these schools grades 3, 4 and 5 are tested, but only students in grades 4 and 5 have growth scores. This suggests a minimum n-size of roughly two-thirds of the 42 tests needed for achievement.

Secondly, like assessment scores, growth percentiles include a standard error of measurement. Analysis of this standard error of measurement shows that a minimum n-size of 30 is required in order to achieve valid growth ratings. Details will be included in a forthcoming Growth Model Technical Manual.

Median Target Growth Percentile

An important part of the growth rating is a measure of whether a typical student in a school is "on-track" to be meeting standard in three years. This is represented in the growth model by the target growth percentile (TGP) determined for each student.

The school level measure for the Target Growth is the **median TGP**, which is a measure of the typical growth needed by students at a school.

Medians are reported for each school year, and we also calculate the median growth when both years of data are combined. This is not the average of the two medians. Rather, we combine the two years of growth data, order the growth percentiles for this combined list and find the middle score.

Results are always shown to nearest tenth. An example is shown below:

Median Target Growth Example

Subject	Median Target Growth Percentile		Combined Median TGP
	2010-11	2011-12	
Reading	68.0	63.0	66.5
Math	51.0	48.0	50.0

On-Track Growth

This is a yes or no determination that indicates whether or not the typical student at a school is meeting their target growth percentile (TGP) – that is, is a typical student at the school likely to be on track to meeting standard in three years.

If the median student growth percentile (SGP) is at least as high as the median TGP, the school's growth is "on-track." If the median SGP is less than the TGP, then the school's growth is not "on track." Examples are shown below:

On-Track Growth Example

Subject	Median Student Growth Percentile	Median Target Growth Percentile	On-Track Growth?
Reading	45	42	Yes
Math	56	67	No

Since students in grade 11 are not assigned TGPs, the calculation of on-track growth is only applied to elementary and middle schools.

Calculating Growth Points in Reading and Math

The rating system assigns schools a rating in reading and mathematics growth on a five point scale. To do this, the Median Growth Percentile and the Making Adequate Growth determination are used to calculate the points earned in each category:

Median Growth Percentile Points Cutoffs

Points	On-Track Growth Indicator (Elementary/Middle Schools)		High Schools
	Yes	**No**	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

The effect of these cutoffs is that elementary schools where student are generally not meeting growth targets must show higher growth to earn each rating.

Calculating the Growth Rating

The points earned in reading growth and mathematics growth are added to determine a Growth Rating for each school. The table below lists the cutoffs for the growth rating levels.

Growth Rating Cutoffs

Rating	Points	Percent of Points Earned
Level 5	9 or 10	90% or 100%
Level 4	7 or 8	70% or 80%
Level 3	5 or 6	50% or 60%

Level 2	3 or 4	30% or 40%
Level 1	2	20%

While the rating system uses points to determine a level, it is the **percent of points earned in each category that is incorporated into the overall rating calculation**. It is important to realize this "percent of points earned" is not equivalent to the percent of students meeting, say, their growth targets. Instead it is reflection of the points earned by the school out of the total possible points for growth.

V.   Subgroup Growth Rating

The Subgroup Growth Rating is the third component of the overall rating system. It uses the individual student growth model described in The Oregon Growth Model section. It applies to elementary and middle school student in grades 4 or higher who have test scores in at least two consecutive years, and to 11th grade students who also have an 8th grade test score. In this category student growth is disaggregated by subgroup, and the ratings for various subgroups in a school are combined into the Subgroup Growth Rating.

Student Inclusion Rules

The student inclusion rules for Subgroup Growth Rating are identical to those for the Growth Rating. Students are included in a school's growth rating if they are:

- **Included in the schools achievement rating** calculation (see the Achievement Rating section) AND
- **Are included in the growth model** calculations as described in The Oregon Growth Model section.

Note that **extended assessments** are not included in the growth model, and that assessment results of **Limited English Proficient** students in their first year of enrollment in the United States are not included in calculating growth calculations.

Median Growth Percentile

The subgroup measure for growth is also the **median student growth percentile** (SGP), which is a measure of the typical growth at a school.

As with the Growth Rating, medians for subgroups are reported for each school year, and we also calculate the median growth when both years of data are combined. Results are always shown to nearest tenth. An example is shown below:

Median Growth Example

Subgroup	Median Growth Percentile		Combined Median
	2010-11	2011-12	
Economically Disadvantaged	39.0	51.5	45.0
Limited English proficient	53.0	56.0	54.5

Subgroup Accountability

ODE shall calculate and display growth data for the following subgroups:

- Economically disadvantaged;
- Limited English proficient;
- Students with disabilities;
- American Indian/Alaska Native
- Asian
- Black
- Hispanic

- Pacific Islander
- White
- Multi-racial/multi-ethnic
- Underserved races/ethnicities

For the rules on determining subgroup membership, see the Subgroup Determinations section. Subgroups with fewer than 6 students with growth percentiles shall have their results suppressed to protect student confidentiality.

While growth data will be displayed for all subgroups only the four subgroups below are used to determine the Subgroup Growth Rating:

- **Economically disadvantaged;**
- **Limited English proficient**;
- **Students with disabilities;**
- **Underserved races/ethnicities**, which contains all students who are:
  - American Indian/Alaska Native
  - Black
  - Hispanic
  - Pacific Islander

Each of the four subgroups listed in bold above will be rated on growth, provided they meet the minimum n-size requirements of at least 30 students with growth percentiles.

Median Target Growth Percentile

An important part of the growth rating is a measure of whether a typical student in a school is "on-track" to be meeting standard in three years. This is represented in the growth model as the target growth percentile (TGP) determined for each student.

The school level measure for the Target Growth is the **median TGP**, which is a measure of the typical growth needed by students at a school to meet or continue to meet standard in three years.

Medians for TGP are reported for each school year, and we also calculate the median TGP when both years of data are combined. This is not the average of the two medians. Rather, we combine the two years of growth data, order the growth percentiles for this combined list and find the middle score.

Results are always shown to nearest tenth. An example is shown below:

Median Target Growth Example

Subgroup	Median Target Growth Percentile		Combined Median
	2010-11	2011-12	
Economically Disadvantaged	68.0	63.0	66.5
Limited English proficient	51.0	48.0	50.0

Making On-Track Growth

This is a yes or no determination that indicates whether or not the typical student at a school is meeting their target growth – that is, is a typical student at the school likely to be on track to meeting standard in three years.

If the median student growth percentile (SGP) is at least as high as the median target growth percentile (TGP), the school's growth is "on-track." If the median SGP is less than the median TGP, then the school's growth is "not on-track." Examples are shown below:

Making Adequate Growth Example

Subgroup	Median Student Growth Percentile	Median Target Growth Percentile	Made On-Track Growth?
Economically Disadvantaged	45	42	Yes
Limited English proficient	56	67	No

Since students in grade 11 do not receive Growth Targets, the calculation of on-track growth is only applied to elementary and middle schools. Note that on-track growth determinations are made for each subgroup.

Calculating Growth Points in Reading and Math

The rating system assigns subgroups a growth rating in reading and mathematics on a five point scale. To do this, the Median Growth Percentile and the Making Adequate Growth determination are used to calculate the points earned in each category:

Growth Percentile Cutoffs

Points	Made On-Track Growth?		High Schools
	Yes	**No**	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

The effect of these cutoffs is that elementary schools where student are generally not meeting growth targets must show higher growth to earn each rating.

While all subgroups are rated, points are only assigned to the following subgroups:

- Economically disadvantaged;
- Limited English proficient;
- Students with disabilities;
- Underserved races/ethnicities

provided that they meet minimum n-size requirements.

Calculating the Growth Rating

We add the points earned in reading growth and mathematics growth and divide by the total possible points that could be earned by rated subgroups to determine a the "Percent of Growth Points Earned" for each school. An example calculation is shown below:

Example Subgroup Growth Calculation

Reading	Points Earned	Points Eligible	Median Growth	Made On-Track Growth?
Economically disadvantaged	4	5	55	Yes
Limited English proficient	3	5	53	No
Students with disabilities	--	--	46	N/A
Underserved race/ethnicity	3	5	44	Yes
Math				
Economically disadvantaged	3	5	46	No
Limited English Proficient	5	5	61	Yes
Students with disabilities	--	--	39	N/A
Underserved race/ethnicity	2	5	34	Yes
Totals	**20**	**30**		
Percent of Points Earned	**66.7%**			

In the above example the students with disabilities subgroup did not meet the minimum n-size requirement and was not rated. As a result only 6 subgroups/subject combinations were rated. This gives the school 30 possible points for subgroup growth, and the school received 20 of those points. This is calculated as a percent, which is 66.7%. This "percent of growth points earned" is used to determine a subgroup growth rating.

The table below lists the cutoffs for the subgroup growth rating.

Growth Rating Cutoffs

Rating	Percent of Points Earned
Level 5	90% or above
Level 4	70% to 89.9%
Level 3	50% or 69.9%
Level 2	30% or 49.9%
Level 1	Less than 30%

Note that the cutoffs for this rating are identical to those for Achievement and Growth. The main difference is that many schools will have ratings based on multiple subgroups, meaning the resulting percentiles are often not whole numbers, as is the case for the Achievement and Growth ratings.

As with the other ratings, it is the **percent of points earned in each category that is incorporated into the overall rating calculation**.

VI.   Graduation Rating

The Graduation Rating is the fourth component of the overall rating system and it applies only to schools that have grade 12. This measure uses cohort graduation rates, which follow students over time to determine four- and five-year graduation rates for schools.

Overview of Cohort Graduation Rates

A graduation cohort is a group of students who entered 9th grade in the same school year. Cohort graduation rates follow these students over time to determine the percent that graduate within a particular time frame, such as four or five years. Because a student's cohort is based on his or her first year as a 9th grader, and not the student's year of graduation, cohorts are labeled by the student's 9th grade school year. For example, the 2006-07 cohort consists of student who first entered 9th grade in the 2006-07 school year. These students form the expected graduating class of 2010.

A school's cohort changes over time. Students who transfer into a school are added to a school's cohort, while students who transfer out of a school are removed from a cohort. Students who drop out or otherwise leave school without enrolling in high school elsewhere are not removed from a school's cohort. If these leavers do not earn a regular high school diploma they are counted as non-graduates in the cohort rate.

The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, who graduate with a regular high school diploma within four years of entering high school. The four-year cohort graduation rate for the 2007-08 cohort is defined as:

$$\text{Four year graduation rate} = \frac{\begin{array}{c}\textit{Number of students in the adjusted cohort}\\ \textit{earning a regular high school diploma by August } 31, 2011\end{array}}{\begin{array}{c}\textit{Number of students in the adjusted cohort of}\\ \textit{first} - \textit{time } 9th \textit{ grade students in } 2007-08\end{array}}$$

The five-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, who graduate with a regular high school diploma within five years of entering high school, and is calculated similarly. For more information see the Cohort Graduation Rate page at: http://www.ode.state.or.us/search/page/?id=2644.

Both of these graduation rates are used in school accountability. Oregon's calculated the first official four-year and five-year cohort rates for the 2005-06 ninth-grade cohort. The state has set targets for four- and five-year cohort graduation rates, and these targets are used in school accountability ratings. The targets for the next few years are shown in the table below:

Cohort Graduation Rate Targets

Rate	Accountability Year*					
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Four-Year	67%	67%	69%	72%	75%	78%
Five-Year	72%	72%	74%	77%	80%	82%

*- This is the year the rates appear on schools reports. Data is lagged one year on these reports.

These rise over time until they meet the state's graduation rate goal of 90% in 2020-2021. Targets for all years can be found on the last page of the state's accountability workbook, which can be found at: http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypwb_current.pdf.

Minimum n-size

Graduation rates are based on two years of data for all schools. For the 2011-12 school reports the rates used are:

- Four-year rates for the 2006-07 and 2007-08 cohorts.
- Five-year rates for the 2005-06 and 2006-07 cohorts.

High schools with at least 40 students in their 2006-07 and 2007-08 four-year cohorts combined are rated on their four-year graduation rates. Schools with 20 to 39 students in their combined cohorts have the option of using the four-year graduation rate for their overall rating. Schools with fewer than 20 students are not rated using graduation.

Five-year graduation rates are used only when the combined 2005-06 and 2006-07 cohorts consist of at least 40 students.

Calculating Graduation Points

The rating system assigns schools points for both the four-year cohort rate and the five-year cohort rate, subject to the minimum n-size requirements listed above. We begin by calculating the combined graduation rate for the two cohorts combined. For example the combined four-year cohort graduation rate is:

$$Combined\ 4-year\ rate = \frac{Diplomas\ in\ the\ 2006-07\ four-year\ rate\ +\ diplomas\ in\ the\ 2007-08\ four-year\ rate}{Number\ of\ students\ in\ the\ 2006-07\ four-year\ cohort\ +\ the\ number\ of\ students\ in\ the\ 2007-08\ four-year\ cohort}$$

Results are rounded to the nearest tenth or a percent. An example is shown below:

Combined Graduation Rate Example

Cohort	2006-07 Cohort			2007-08 Cohort			Combined Cohorts		Combined Rate
	Students	Diplomas	Rate	Students	Diplomas	Rate	Students	Diplomas	
Four-year	54	37	68.5%	58	44	75.9%	112	81	72.3%

Because there is no growth measurement for graduation rates we calculate a "best rate" for both the four- and five-year cohort rates. The "best rate" is the higher of:

- The combined graduation rate; OR
- The most recent cohort rate, provided the cohort has at least 20 students.

In the above example the "best rate" would be 75.9%, since this was higher than the combined rate and the 2007-08 cohort met the minimum n-size requirements of 20.

Once the best rate is determined, the four- and five-year cohort rates are assigned points as follows.

Graduation Rate Cutoffs

Points	Best Four-year Rate	Best Five-year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60	60
1	<60	<60

The cutoffs for the various levels are determined as follows:

- **5 points:** schools at this level are in the top 10 percent of all schools in the state for their graduation rate.
- **4 points:** schools at this level are above the average of all schools in the state, but not in the top 10 percent.
- **3 points:** schools that met the cohort rate targets, but are below the state average.
- **2 points:** schools that did not meet the cohort rate targets, but are above the federal minimum 60 percent graduation rate.
- **1 point:** schools with a graduation rate below the federal minimum of 60 percent.

Calculating the Graduation Rating

The graduation rating is based on the higher of the points earned the four-year rate and the five-year rate. The table below lists the cutoffs for the graduation rating levels.

Achievement Rating Cutoffs

Rating	Highest Points	Percent of Points Earned
Level 5	5	100%
Level 4	4	80%
Level 3	3	60%
Level 2	1	40%
Level 1	1	20%

For example, to earn a Level 5 rating a school needs to be in the top 10% of all schools in the state for either the four-year rate or the five-year rate. By contrast, to receive a Level 1 rating the school needed to have graduation rates below 60 percent for both their four- and five-year cohort rates. Schools that received a Level 1 in graduation can have an overall rating no higher than Level 2. For Title I schools, this means that receiving a Level 1 in graduation automatically place the school in either Focus or Priority status. For more details, see the Overall Rating section.

While the rating system uses points to determine a level, it is the **percent of points earned in each category that is incorporated into the overall rating calculation**. It is important to realize this "percent of points earned" is not equivalent to the school's graduation rate.

VII. Subgroup Graduation Rating

The Subgroup Graduation Rating is the fifth component of the rating system and it also applies only to schools with grade 12.

Minimum n-size

Subgroups with at least 40 students in their 2006-07 and 2007-08 four-year cohorts combined are rated on their four-year graduation rates. Subgroups with fewer than 40 students are not rated using graduation. Five-year graduation rates are also used only when the combined 2005-06 and 2006-07 cohorts consist of at least 40 students.

ODE shall calculate and display graduation data for the following subgroups:
- Economically disadvantaged;
- Limited English proficient;
- Students with disabilities;
- American Indian/Alaska Native
- Asian/Pacific Islander
- Black
- Hispanic
- White
- Multi-racial/multi-ethnic
- Underserved races/ethnicities

For the rules on determining subgroup membership, see the Subgroup Determinations section. While graduation will be evaluated for all subgroups only the four subgroups in bold above are used to determine the Subgroup Growth Rating:
- **Economically disadvantaged;**
- **Limited English proficient;**
- **Students with disabilities;**
- **Underserved races/ethnicities**, which contains all students who are:
  - American Indian/Alaska Native
  - Black
  - Hispanic

Because the cohort graduation rates include four or five years of data on each student, and the Pacific Islander subgroup data was only available starting in the 2009-10 schools year, we are not yet able to reliably disaggregate the Asian/Pacific Islander subgroup.

Calculating Graduation Points

The rating system assigns schools points for both the four-year cohort rate and the five-year cohort rate, subject to the minimum n-size requirements listed above. We begin by calculating the combined graduation rate for the two cohorts combined. For example the combined four-year cohort graduation rate is:

$$Combined\ 4-year\ rate = \frac{Diplomas\ in\ the\ 2006-07\ four-year\ rate\ + \\ diplomas\ in\ the\ 2007-08\ four-year\ rate}{Number\ of\ students\ in\ the\ 2006-07\ four-year\ cohort\ + \\ the\ number\ of\ students\ in\ the\ 2007-08\ four-year\ cohort}$$

Results are rounded to the nearest tenth or a percent. An example is shown below:

Combined Four-Year Graduation Rate Example

Subgroup	2006-07 Cohort			2007-08 Cohort			Combined Cohorts		Combined Rate
	Students	Diplomas	Rate	Students	Diplomas	Rate	Students	Diplomas	
Hispanic	54	37	68.5%	58	44	75.9%	112	81	72.3%
White	96	68	70.8%	102	71	69.6%	198	139	70.2%

Because there is no growth measurement for graduation rates we calculate a "best rate" for both the four- and five-year cohort rates. The "best rate" is the higher of:
- the combined graduation rate; OR
- the most recent cohort rate, provided the cohort has at least 20 students.

In the above example the "best rate" for the Hispanic subgroup would be 75.9%, since this higher than the combined rate and the 2007-08 cohort met the minimum n-size requirements of 20. Meanwhile, the best rate for the White subgroup would be the combined rate of 70.2%.

Once the best rate is determined, the four- and five-year cohort rates are assigned points as follows.

Graduation Rate Cutoffs

Points	Best Four-year Rate	Best Five-year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60	60
1	<60	<60

The cutoffs for the various levels are determined as follows:
- **5 points:** schools at this level are in the top 10 percent of all schools in the state for their graduation rate.
- **4 points:** schools at this level are above the average of all schools in the state, but not in the top 10 percent.
- **3 points:** schools that met the cohort rate targets, but are below the state average.
- **2 points:** schools that did not meet the cohort rate targets, but are above the federal minimum 60 percent graduation rate.
- **1 point:** schools with a graduation rate below the federal minimum of 60 percent.

Calculating the Graduation Rating

The graduation rating is based on adding the higher of the points earned the four-year rate and the five-year rate.

Subgroup Graduation Points Calculation

Reading	Points		Four-Year Rate		Five-Year Rate	
	Earned	**Possible**	**Best Rate**	**Points**	**Best Rate**	**Points**
Economically disadvantaged	4	5	76.8%	4	73.6%	3
Limited English proficient	3	5	69.1%	3	72.6%	3
Students with disabilities	--	--	--	--	--	--
Underserved race/ethnicity	3	5	64.5%	2	73.4%	3
Totals	**10**	**15**				
Percent of Points Earned	**66.7%**					

The table below lists the cutoffs for the graduation rating levels.

Achievement Rating Cutoffs

Rating	Highest Points	Percent of Points Earned
Level 5	5	90% or higher
Level 4	4	70% to 89.9%
Level 3	3	50% to 69.9%
Level 2	1	30% to 49.9%
Level 1	1	Less than 30%

While the rating system uses points to determine a level, it is the **percent of points earned in each category that is incorporated into the overall rating calculation**. It is important to realize this "percent of points earned" is not equivalent to the school's graduation rate.

VIII.   Overall Rating

The Overall rating is calculated by using a weighted combination of the percent of points earned in each category.

Weights for the Overall Rating

The percent of points earned in each rated category for a school are combined into an overall point value for the school. The categories are combined according to the weights in the table below:

Weights used in the Overall Rating

Category	Elementary/ Middle Schools	High Schools
Achievement	25%	20%
Growth	50%	20%
Subgroup Growth	25%	10%
Graduation	--	35%
Subgroup Graduation	--	15%
Total	100%	100%

Overall Rating Calculation

The overall rating is based on the weighted percent for each school. The weighted percent is found by multiplying the percent earned in each category by the weights listed above and then summing across categories. Examples for elementary and high schools are shown below.

Sample Elementary School Overall Rating

Rating Category	Rating	% of Points Earned	Weight	Weighted Points
Achievement	Level 4	70	25	17.5
Growth	Level 3	50	50	25.0
Subgroup Growth	Level 4	75	25	18.8
Totals			100	60.3
Weighted Percent		60.3/100 = 60.3%		

Sample High School Overall Rating

Rating Category	Rating	% of Points Earned	Weight	Weighted Percent
Achievement	Level 4	70	20	14.0
Growth	Level 3	60	20	12.0

Subgroup Growth	Level 4	75	10	7.5
Graduation	Level 5	100	35	35.0
Subgroup Graduation	Level 4	83	15	12.5
Totals			100	81.0
Weighted Percent			81.0/100 = 81.0%	

The weighted percent is compared to the following table to determine a rating:

Overall Rating Cutoffs

Rating	Weighted Percent
Level 5	87.0 or above
Level 4	70.0 to 86.9
Level 3	44.0 to 69.9
Level 2	26.5 to 43.9
Level 1	Less than 26.5

The elementary school above would be rated as Level 3, while the high school would be rated as Level 4.

Participation

The final piece of the rating system brings in the participation rates for statewide assessments in reading and mathematics. School ratings are valid only if all students in a school are tested. To reflect this, schools are required to test at least 95% of students enrolled on the first school day in May. These targets apply to subgroups where at least 40 students were expected to test over the last two years (four years for small schools). The subgroups required to meet participation targets are:

- All Students
- Economically Disadvantaged
- Limited English Proficient
- Students with Disabilities
- American Indian/Alaska Native
- Asian
- Black
- Hispanic
- Pacific Islander
- White
- Multi-racial

Schools that that miss one or more participation targets in reading or mathematics will have their overall rating lowered by one level.

Schools with Low Graduation Rates

Schools that receive a Level 1 rating in graduation are subject to a special rule regarding their overall rating. A Level 1 in graduation means that both the four-year and five-year graduation rates for the school were less than 60%. These schools cannot have an overall rating higher

than Level 2. This means that a high school that would otherwise have received a rating of Level 3, 4 or 5, but that has a Level 1 in graduation, would receive an overall rating of Level 2. The effect on Title I schools is that any Title I high school with a Level 1 graduation rating is automatically either a focus or priority school.

Small School Examples

There are schools, especially smaller schools, that may not have a sufficient number of students to be rated in growth. Other schools may not have subgroups that meet size requirements, and these schools may not have a rating for subgroup growth or for subgroup graduation.

Schools that are not rated in all categories are rated based on their weighted points divided by the total weights for their rated categories. For example, the school below did not receive a rating for subgroup growth. In this case their rating is based only on Achievement and Growth and their total weighted points is divided by 75, which is the total of the weights for the school's rated categories.

Sample Elementary School Overall Rating

Rating Category	Rating	% of Points Earned	Weight	Weighted Points
Achievement	Level 4	70	25	17.5
Growth	Level 3	50	50	25.0
Subgroup Growth	Not Rated		--	--
Totals			75	42.5
Weighted Percent			42.5/75 = 56.7%	

Focus, Priority and Model Schools

Once each school receives a rating the priority, focus, and model schools are chosen as follows:
- **Priority Schools**: Title I schools rated as Level 1 and all schools currently served by a federal School Improvement Grant.
- **Focus Schools:** Title I schools rated as Level 2 and that have an achievement gap.
- **Model Schools:** Title I schools rated as Level 5.

The overall ratings cutoffs were chosen so that approximately number of priority schools is approximately equal to 5% of the number of Title I schools in the state, the number of Focus schools represents about 10% of the number of Title I schools in the state, and the number of Model schools represents about 5% of the Title I schools.

IX.   Subgroup Determinations

The subgroup membership rules are the same as those used for previous AYP and Graduation rate reporting, with the exception of the combined underserved races/ethnicities subgroup, as described below.

Subgroup Membership Rules for Achievement and Growth

All Students -- The All Students group includes all students enrolled in the school or district on the first school day in May except the following:
- home schooled, tuitioned, or foreign exchange students;
- students enrolled in private alternative programs who are not receiving instruction in core academic content areas assessed by the state assessments;
- students identified by the school or district as transferring in without a test score after the testing window has closed; or
- (for schools) students enrolled in district special education programs.

Students with Disabilities -- The students with disabilities group includes all students served at any time during the school year by special education programs in which students are instructed and monitored based on decisions defined by Individualized Education Programs (IEP).

Limited English Proficient -- Included in the Limited English Proficient group (see **Table 13** for LEP Subgroup Definitions) is any student who is identified by the district in the NCLB Limited English Proficiency collection as either:[5]
1. Limited English Proficient (LEP), an individual who:
    - is aged 3 through 21;
    - is enrolled or preparing to enroll in an elementary school or secondary school;
    - was not born in the United States or whose native language is a language other than English;
    - is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    - is migratory, whose native language is a language other than English, and
    - comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
        i. the ability to meet the State's proficient level of achievement on State assessments (described in section 1111(b)(3) of the No Child Left Behind Act);
        ii. the ability to successfully achieve in classrooms where the language of instruction is English; or
        iii. the opportunity to participate fully in society.
2. Former LEP students (see Memorandum No. 010-2006-07) who are identified as exiting an LEP program in either of the two previous school years.

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[5] Taken from the definition in the ESEA law.

Economically Disadvantaged -- The eligibility application for free and reduced price meal programs will be used to determine membership in this subgroup. Students eligible for free and reduced price lunch are identified by the district in the Third Period Cumulative ADM Collection. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means. For further information about the use of free and reduced price meal data for this purpose, please see page 28 of the Oregon Cumulative ADM Manual. (See https://district.ode.state.or.us/apps/info/docs/2011-12_Cumulative_ADM_Manual_41612.pdf.)

Race/Ethnicity -- Race/ethnicity classification changed in 2010-11. Students are classified into one of seven categories listed below. The data for Asians and Pacific Islanders are displayed separated for both achievement and growth. However, the cohort graduation data for these two subgroups is still combined. Race/Ethnicity Categories are:
- **American Indian/Alaska Native**: A student having origins in any of the original peoples of North America and who is not Hispanic.
- **Asian**: A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, and who is not Hispanic.
- **Native Hawaiian/Pacific islander**: A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands and who is not Hispanic.
- **Black**: A student having origins in any of the black racial groups of Africa and who is not Hispanic.
- **Hispanic origin**: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- **White**: A student having origins in any of the original peoples of Europe, North Africa, or the Middle East and who is not Hispanic.
- **Multi-racial**: A student having origins in more than one race and who is not Hispanic.

The Combined Underserved Races/Ethnicites subgroup

The Next Generation school accountability ratings use a new subgroup in the school rating determinations. This subgroup, often abbreviated as "Underserved races/ethnicities" is a combined subgroup consisting of all students who are:
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- Black
- Hispanic

These are the racial and ethnic subgroups that have an historic achievement gap in Oregon. Note that the graduation data does not yet include the Native Hawaiian/Pacific Islander subgroup in this underserved races/ethnicities subgroup. This is due to the fact that cohort graduation rates rely on four or five years of data on students and the Pacific Islander race category was only reported starting with the 2009-10 school year.

Data Sources for Subgroup Membership

Demographic data for academic achievement are identified using the following sources:
- **Students with disabilities** are identified based on information in the Third Period Cumulative ADM Collection.
- **Limited English Proficient** students are identified in the NCLB English Language Proficiency Collection as:
  - served by an LEP program and have not scored proficient on an assessment of English Language Proficiency; or

- have reached proficiency in English and exited an ELL program within the previous two academic years (see *Executive Numbered Memorandum 010-2006-07*).
- **Economically disadvantaged** students are students identified by the district as eligible for free or reduced price lunch in the Third Period Cumulative ADM Collection. In schools and districts that do not administer school lunch programs, students may be identified as economically disadvantaged by other means.
- **Race/ethnicity** is based on race and ethnicity information in the Third Period Cumulative ADM Collection.

Subgroup Membership for Graduation Rates

Graduation rates are based on following students through four or five years of high school. Because multiple years of data are used we use multiple years of data to determine subgroup membership, as follows:
- **Economically disadvantaged**: If any Third Period Cumulative ADM Collection or Spring Membership collection identified the student as economically disadvantaged during any school year in which the student was enrolled in a high school grade.
- **Limited English proficient:** If any LEP Collection record identified the student as Limited English Proficient during any school year in which the student was enrolled in a high school grade.
- **Students with disabilities:** If any Special Education Child Count record indicates a student was served by special education programs during any school year in which the student was enrolled in a high school grade.
- **Race/Ethnicity:** The student collection record that determines the final outcome of the student, or in the student's last enrollment record, whichever is later.

X. Small School and New School Rules

Which institutions receive ratings?

All public schools that are open on the first school day in May, have resident students, and have operated for two or more years, including charter schools, alternative schools, state operated schools, and correction facilities in Oregon, receive Next Generation Accountability ratings each year.

District administered programs, as well as other public and private programs, do not receive ratings. The following link will provide more information about the definitions of schools and programs and how to distinguish between programs from schools: http://www.ode.state.or.us/pubs/instID/institutions-definitions-081506.pdf.

New or Newly Reconfigured Schools

Schools that have been operational for only one year receive a report that includes their data from the most recent school year, but the report does not include an overall rating designation. These schools will receive a rating after their second year of operation.

Small Schools

A number of small schools and districts may not meet minimum size requirements for participation or achievement, even after combining four years of data. The Department will contact small schools and districts to request additional data. The preliminary focus, priority, and model school media file and detail sheets will reflect a "Pending" designation status until additional data is provided.

For additional assessment data, schools or districts can submit:
- Two additional years OAKS data or
- Local assessments that assess student achievement of state content standards and are reported on a scale aligned with the Oregon Assessment of Knowledge and Skills. The Oregon Department of Education will assist schools and districts in identifying local assessments that meet these criteria.

Once the additional assessment data is received the school will be rated based on the available data, regardless of whether or not it meets the minimum n-size requirements.

Schools without Assessed Grades

Some schools, such as K-2 schools, do not serve assessed grades. The main tool for evaluating these schools is to use the assessment results from the school into which the largest group of students was promoted, as identified by the district. This relationship is called a "feeder-receiver" relationship. The default use of this data is as follows:

- The feeder school's Achievement rating uses the receiver schools' assessment results.
- No growth ratings are determined.

Upon notification, a district may request review of the preliminary rating designation for the feeder school using one of the alternatives listed below.
- The results of the receiver school's third grade assessments, of only the students sent to the receiving school by the sending school, may be used. The sending school may

choose to limit the identified students to those who attended the sending school for a full academic year. K-2 Targeted Assistance Schools may also elect to look only at the third grade assessment results of students served by the sending school for any groups designated as not making AYP in the preliminary determination.

- For Kindergarten-only schools: The results of assessments of foundational skills in reading and mathematics that are administered locally and are aligned with the Oregon Statewide Content Standards and have pre-determined, standard passing levels may be used to determine AYP. The Department of Education will provide assistance to districts in identifying and determining which Kindergarten assessments meet these criteria.

For schools without a feeder-receiver pattern as described above, local assessments that assess student achievement of state content standards and are reported on a scale aligned with the Oregon Statewide Assessments must be submitted by the district. The Oregon Department of Education will assist schools and districts in identifying local assessments that meet these criteria.