OREGON SCHOOL & DISTRICT REPORT CARD

2003-2004 POLICY MANUAL

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Policy Manual

I. <u>Introduction</u>

Oregon law and the federal no Child Left Behind Act require the Oregon Department of Education to produce and issue annual report cards for schools and districts. The report card is a logical extension of other programs initiated to improve education in Oregon's schools by encouraging responsible action, identifying excellence, and driving improvement. The report card is designed to

1. communicate the many good things occurring in schools.
2. provide a fair and reliable means of reporting ratings of current school performance and improvement over time.
3. demonstrate to the public that the schools are accountable for their work.

The Oregon School Report Card Manual is a compilation of the policies, processes, strategies, and timelines that relate to producing and improving the report card. It is updated annually to provide you with the latest information about policies and timelines.

We are committed to making the report card a valuable tool for parents, educators, and community members throughout the state. We encourage your feedback. For additional information, comments, or suggestions, please call (503) 378-3600 ext. 2287 or e-mail report.card@state.or.us.

II. <u>Purpose and Guiding Principles</u>

SCHOOL AND DISTRICT REPORT CARDS

<u>Purpose and Guiding Principles</u>

To communicate information to parents about school progress and achievement while meeting the legislative expectation for school and district accountability.

The report cards should

- be clear, concise, well-defined, and understandable.
- use information that is valid, stable, and reliable.
- include all students.
- report current levels of performance and continuous improvement over time.
- rate school effectiveness, not individual student performance.
- provide an opportunity for schools and districts to define unique characteristics through local information.
- be viewed as one part of a larger accountability system.

III. <u>Development of the School **and** District Report Cards</u>

Created by the 1999 Oregon Legislature, the school report card is a part of other programs initiated to improve Oregon's educational system. This legislation requires that the Oregon Department of Education produce and issue a report card to all districts and schools in the state.

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

Date	Significant Events in Development
June 1999	• The State Legislature established the rating labels and categories. • The Department of Education was instructed to research, develop, and implement all other components of the report card.
Fall 1999	• Several prototype report cards were developed and feedback was gathered from stakeholders throughout the state. • The Department of Education contracted with The National Center for the Improvement of Educational Assessment for assistance in the development of the report card. • The State Board of Education approved the first Oregon school report card.
January 2000	• The Department of Education issued the first report cards to over 1300 schools and districts.
Jan. – Dec. 2000	• Feedback helped inform the development of the second report card.
January 2001	• The Department of Education issued the second school and district report cards.
July 2001	• The Oregon State Legislature passed SB 811 mandating additional elements to be displayed on the report cards.
Jan. – Dec. 2001	• Feedback helped inform the development of the third report card.
January 2002	• The Department of Education issued the third school and district report cards. • Federal legislation "No Child Left Behind" was passed into law and will impact future school and district report cards with mandated federal requirements.
January 2004	• The Department of Education issued 2002-2003 School and District Report Cards that comply with the federal No Child Left Behind Act.
Nov. 2004—Feb. 2005	• Stakeholder feedback and work with advisory groups and consultants inform development of future report cards.

IV. <u>General Information</u>

Scope of the Report Card

The report card is a snapshot of school quality. It is limited in its perspective because only data that are comparable from school to school can be used. The Department requires that all statistics used in the report card be reliable and consistent across the state. Data that do not meet this rigorous test are not included in the report card.

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

Frequently Asked Questions

1. **What are the report cards?**
   In 1999, ORS 329.105 was passed by the Oregon Legislature requiring that the Oregon Department of Education produce and issue annual report cards for all schools and districts. This law was passed in recognition of the desire of the public for consistent and reliable information about schools. In 2001, Oregon SB 811 was passed mandating additional requirements for the school and district report cards. In January 2002, Federal HR 1 "No Child Left Behind" legislated specific requirements for schools and districts that affect the 2002-2003 report cards.

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

3. **Who will receive the school report card?**
   All schools in Oregon that meet the definition of a public school will be included in the Oregon report card system.

4. **When will the report cards be issued?**
   The 2003-2004 school and district report cards will be released in November 2004. Schools and districts must provide copies of the report cards to all parents by March 31, 2004.

5. **Do report cards give schools A-F letter grades?**
   No, schools do not receive letter grades. The law lists the five ratings as Exceptional, Strong, Satisfactory, Low, and Unacceptable.

6. **How many report card ratings does a school receive?**
    As required by state law, each school receives an overall rating which is a composite of four ratings in the following categories: **Student Performance** (Academic Achievement), **Student Behavior** (Attendance/Dropout), **Improvement**, and **School Characteristics** (Participation in Statewide Assessments).

7. **What happens if a school receives a *Low or Unacceptable* rating on the report card?**
    Low and Unacceptable ratings can be addressed and corrected. Report cards help focus local and state assistance with low-performing schools receiving technical assistance from the Department. A school must file a school improvement plan with the Superintendent of Public Instruction, the school district board, and the 21st Century Schools Council of the school.

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

New Displays on the 2003-2004 Report Card

The report cards issued in January 2004 included new displays and additional data required by the federal No Child Left Behind Act.

The following new elements will be displayed for informational purposes on the 2003-2004 Report Card:

- **Writing and Math Problem Solving assessment results** will be displayed for grades 5 and 8.
- **Science assessment results** will be displayed on report card detail sheets.
- To help the public better understand the report card rating system, **report card detail sheets** will be available to the public for the first time.
- **Title I District Improvement status** will be displayed on the district report cards as required by the federal No Child Left Behind Act.

Overview of the Formula for the 2003-2004 Report Card

The following key points are discussed further in other sections of this Policy Manual.
Please also see the Technical Bulletin.

School Characteristics Rating

- Schools are accountable for all students' participation in 2003-2004 statewide assessments in reading, mathematics, writing, and math problem solving.
- If less than 85.0% of the eligible students participated in statewide assessments, then the rating for School Characteristics is *Unacceptable,* and the school's overall rating is *Unacceptable.*
- If 85.0% - 94.9% of the eligible students participated in statewide assessments, then the rating for School Characteristics is *Low,* and the school's overall rating is set at a maximum of *Low.*
- If 95.0% or more of the eligible students participated in statewide assessments, then the Overall rating is calculated following the established Report Card procedures.

Student Performance Rating

- Student Performance (Academic Achievement) is calculated as an average of student performance on the 2002-2003 and 2003-2004 Reading and Math Knowledge and Skills Statewide Assessments for elementary and middle schools. Ratings for high schools are based on Reading and Math Knowledge and Skills, Writing, and Math Problem Solving Statewide Assessments, however 2003-2004 Math Problem Solving results for grade 10 are not included.
- Improvement is a factor in the Overall rating but is not a factor in this separate category.

Student Behavior Rating

- Student Behavior (Attendance and Dropout) is calculated as an average of attendance rates for school years 2002-2003 and 2003-2004 and dropout rates for school years 2001-2002 and 2002-2003.
- Improvement is a factor in the Overall rating but is not a factor in this separate category.

<u>Overview of the Formula for the 2003-2004 Report Card</u> continued

Improvement

- The component ratings for Student Performance, Student Behavior, and Improvement are calculated separately and displayed separately.
- The Improvement rating is based on four-year improvement in knowledge and skills assessment scores, attendance, and dropout rates.
- The Improvement rating is combined with the Student Performance rating and the Student Behavior rating to determine the Overall rating.

Overall Rating

- The Overall rating is a combination of
  Student Performance rating (2 year average) + Student Behavior rating (2 year average) + Improvement in Student Performance and Student Behavior (4 year average).

Distribution of the Report Cards

Districts must take responsibility for ensuring that the report cards reach the parents of all children enrolled in Oregon public schools. Most districts choose to mail their report cards, but it is not a requirement. By rule, each parent must receive a copy of the report cards by March 31, and the distribution procedures are left to the discretion of the district. The Department urges districts to distribute the cards earlier than March 31 now that the cards are available in November.

Guidelines for Reproducing and Distributing the Report Cards

Copies for Distribution
The 2003-2004 School and District Report Cards are available to download from the Oregon Department of Education website beginning November 10, 2004. In early December, districts will receive from the Department a packet of report cards and support documents to be reproduced. Schools and districts are requested to copy all official report cards on 8.5 x 14 legal-size paper.

Local Information Panel
Each district is required by state law to reproduce and distribute the report cards in their entirety, exactly as they are received from the Oregon Department of Education. Districts may not cut and paste, delete, or rearrange portions of the official report cards. The only exception to this rule is the design of the information presented by districts within the **Local Information** panel.

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

Local information does not appear on the report cards displayed on the ODE website.

Boxes Marked for *Department of Education Notes*
Many schools have special circumstances that may not apply to all schools but which affect their data or ratings. To provide additional information about the circumstances particular to a school, the Department will use note boxes to reference explanations and clarifications with an asterisk or a superscripted number. The note boxes may not be altered by districts, even though the boxes shown on the report card may be blank. Most schools will have nothing printed in the boxes.

V. <u>Assessment</u>

The Oregon Statewide Assessment system is designed to be comprehensive and inclusive of all students. Options for testing conditions are designed so that every student has the opportunity to participate.

Testing Conditions and the 2003-2004 Report Card Formula

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

Testing Conditions	Report Card Formula	
	Student Performance	**School Characteristics**
Standard assessments	Included	Included
Standard with accommodations	Included	Included
Challenge up	Included	Included
Challenge down	Not included	Included
Extended assessments	Not included	Included
Juried assessments	Included	Included
Modified assessments	Not included	Included
Exempted (First year ELL for reading or writing) This testing condition was not available in 2002-2003.	Not included	Included
Non-completers	Not included	Included
Non-consent of parent	Not included	Not included
Non-attempt/Non-consent of student	Not included	Included as non-participant
Absent	Not included	Included as non-participant
Side-by-Side Spanish	Included	Included
Side-by-Side Russian (see page 11 for specific details)	Included only in Math Problem Solving	Included
Spanish Writing	Not included	Included
Plain Language	Included	Included

Frequently Asked Questions

1. **What is student participation?**
   Student participation is the percentage of students participating in statewide assessments. The Oregon assessment system offers a variety of options for testing conditions with the expectation of including all students. For specific details about the testing conditions, see the table above and on the previous page.

2. **What is student performance?**
   Student performance is the measure of academic achievement on statewide assessments in benchmark grades 3, 5, 8, and 10.

3. **What is a rated element?**
   A rated element is a set of data that has been assigned to a corresponding rating system. Other elements may be reported or displayed but not included in determining a school's ratings.

4. **What is meant by the phrase "for display only"?**
   Many data elements are shown on the report card for informational purposes only, with no ratings attached to the data. The purpose of the displays is to give more information to parents.

5. **Students may take benchmark tests that do not correspond with their grade levels. For example, a 5th grader who takes the 8th grade benchmark assessment is "challenging up". Similarly, a 5th grader who takes a 3rd grade test is "challenging down". Are these scores included in the report card calculations?**
   The scores of students who **challenged up** are figured into both the participation rate and the student performance. Scores will be included in student performance for the grade level in which the student is currently enrolled. The students who **challenged down** will be counted in participation but will not be included in the formula calculations for student performance.

Frequently Asked Questions continued

6. **Are students with limited English proficiency included on the report card?**
   Yes, those students who are able to participate in the state mathematics assessments in Spanish, Russian, or English are included in **Student Participation**. Some scores will also be included in **Student Performance**. See the chart below for specific details. Students who participate in the writing assessment in Spanish are also included. Please see the chart below for specific details.

2003-2004 Oregon Statewide Assessments for English Language Learners	
Reading/Literature	Operational test. (No current English Language Learners test.)
Math Knowledge and Skills	Plain Language: Included in Performance and Participation. Spanish/English Side-by-Side: Included in Performance and Participation. Russian/English Side-by-Side: Included in Performance and Participation. Operational test.
Writing	Spanish/English: ▶ Responses in English included in Performance and Participation. ▶ Responses in Spanish included in Participation only. Operational test.
Math Problem Solving	Spanish/English Side-by-Side: ▶ Responses in either language included in Performance and Participation. Russian/English Side-by-Side: ▶ Responses in either language included in Performance and Participation. Operational test.

7. **Beginning with the Spring 2001 assessments, ODE has provided extended assessments. How are these assessment scores included on the report card?**
   The scores of students taking extended assessments will be included in participation but will not be included in student performance.

8. **Are students who are using the TESA (Technologically Enhanced Student Assessment) system included on the report card?**
   Yes, those students who are assessed using TESA will have their scores included in student performance and participation formulas.

9. **What is the policy for students who fail to answer the minimum number of questions?**
   Students who fail to answer the minimum number of questions will not be included in the student performance rating. They will be included in participation as "Participated in Statewide Assessments".

10. **How will students of non-consent parents be included on the report card?**
Students whose parents provide a written refusal of consent on the basis of religious or IEP disability related reasons will not be included in the 2003-2004 report card calculations for student performance or participation. The students are considered ineligible for testing.

11. **How are the scores reported for 11th and 12th grade students taking the CIM assessments?**
Students in Grades 11 and 12 who are taking the Grade 10 CIM test will not be reported in either participation or in student performance. Only the scores of students who are in benchmark grades (Grades 3, 5, 8, 10) are included in participation and student performance.

12. **How are the scores reported for 9th grade students taking the CIM assessments?**
Students who are in 9th grade may elect to take the CIM assessment. Scores will be held until the student is in Grade 10. If the student retests in Grade 10, the higher score will be reported.

13. **If a student completes a writing assessment that is off-topic, how is the score used in calculating student performance and participation?**
A writing assessment that is complete but off-topic is counted as a "Does Not Meet" in student performance. The score is included in participation.

14. **How are Math Problem Solving and Writing "Conditionally Meets" scores used in the *calculations* of the report card ratings?**
A "conditionally meets" assessment score does not count as a "meets" when calculating the student performance rating and the overall rating. The score is included in participation.

15. **Are "Conditionally Meets" in Math Problem Solving and Writing included in the *displays* on the report card?**
On both the school and district report cards, the graphs entitled " Percent of Students Meeting Standards" include the "conditionally meets" scores on Math Problem Solving and Writing assessments as "meets" the standards. The graphs on the report cards refer to meeting the benchmark standard, not solely the assessment standard. A student with a score in the "conditionally meets" range may or may not meet the benchmark standard on the two performance tests. Schools determine if students meet benchmark standards based on state assessment results and locally assessed work samples. Since the state does not collect information on locally assessed work samples, the assumption is that all students in these circumstances will meet the benchmark standard. Therefore, "conditionally meets" scores are included as "meets" the standards in the displays only.

16. **Where will the assessment scores be reported for the students who are in alternative programs?**
Districts are responsible for attaching student test scores from alternative programs to report card schools in situations where the school is responsible for making educational decisions about the student. For alternative programs that have a direct relationship with a single high school, the Department will consult with the district about the addition of the test scores for the alternative program to the high school's results. For alternative programs that do not have a direct relationship with a single high school, it is the responsibility of each district to ensure the integrity of the system by accounting for all students' participation in statewide assessment.

17. **Where can I find more information about state assessments?**
More details about the Oregon Statewide Assessment System can be found on the Assessment and Evaluation website at http://www.ode.state.or.us/search/results/?id=169

VII. Ratings and Formulas

Please refer to the Technical Bulletin for a detailed explanation of the rating system and its calculations.

Circumstances Which May Prevent a School From Receiving a Rating(s)

All schools will receive report cards; however, some schools will not receive ratings.
See below for circumstances which may apply to particular schools.

Circumstances	Will the school receive a **Report Card?**	Will the school receive a **Rating(s)**?				
		School Characteristics	Student Performance	Student Behavior	Improvement	Overall
Less than a 2-year combined total of 80 test scores in Reading and Math Knowledge and Skills tests.	Yes	Yes	No	Yes	No	No
During each of the two most recent years, fewer than 25 students attending the school.	Yes	Yes	No	No	No	No
Schools without a benchmark grade (Grades 3, 5, 8, 10).	Yes	No	No	Yes	No	No
Schools newly opened within the last year.	Yes	Yes	No	No	No	No
Schools with a significant population change due to boundary changes.	Yes	Yes	No	No	No	No
Schools with a significant population change due to grade level configuration changes.	Yes	Yes	No	No	No	No
Schools with less than two years of data.	Yes	Yes	No	No	No	No
Schools only two years of data.	Yes	Yes	Yes	Yes	No	No

Years of Data

Using four years of data is optimal in calculating the Improvement rating and the Overall rating. However, some schools do not have four consecutive years of data. In these cases, three years of data may be used to calculate Improvement in Student Performance (academic achievement) and Student Behavior (attendance/dropout). The two most recent years of data will be used for improvement and the other year will be used for a baseline.

Please note that on the 2003-2004 Report Card, only one year of data is necessary to **display** school characteristics data.

Confidentiality

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

Data Suppression Rules

Rating Category	Condition	Display
Student Performance Academic Achievement	Percent of students meeting benchmark is either 0% or 100%	Data is either categorized as *5% or less* or *95% or greater*.
Student Performance Academic Achievement	Number of students tested in a subject area or an ethnic group is 5 or less	Data is suppressed.
SAT	Number tested is 5 or less	Performance data is suppressed. Participation will be displayed.

Rounding calculations

Rounding to the nearest tenth occurs after every arithmetic calculation.

Overall Rating

Formula
The Overall Rating will be based on a weighted average of the component ratings:

Student Performance (Academic Achievement)
For Elementary and Middle Schools:
The rating will be calculated as an average of student performance on the 2002-2003 and 2003-2004 statewide knowledge and skills assessments in reading and math.
Student Performance (Academic Achievement)
For High Schools:
The rating will be calculated as an average of student performance on the 2002-2003 and 2003-2004 statewide assessments in reading and math knowledge and skills, writing, and 2002-2003 math problem solving.

Student Behavior (Attendance)
For Elementary and Middle Schools:
The rating will be calculated as an average of student attendance in 2002-2003 and 2003-2004.
Student Behavior (Attendance/Dropout)
For High Schools:
The rating will be calculated as an average of student attendance rates in 2002-2003 and 2003-2004 and dropout rates in 2001-2002 and 2002-2003.

Improvement will be based on changes in performance on statewide reading and math knowledge and skills assessments, attendance rates, and dropout rates from 2000-2001 to 2003-2004.

School Characteristics will play a key role in determining the Overall Rating.
- If 95.0% or more of the eligible students participated in the 2003-2004 statewide assessments, then the overall rating formula will be applied to the school data. The Overall rating will be one of the following: *Exceptional, Strong, Satisfactory, Low, or Unacceptable.*
- If 85.0% - 94.9% of the eligible students participated in the 2003-2004 statewide assessments, the school will receive a maximum Overall rating of *Low*.
- If less than 85.0% of the eligible students participated in the 2003-2004 statewide assessments, the school will automatically receive an *Unacceptable* Overall rating.

Display
The 2003-2004 report card will again feature a continuum displaying the Overall rating.

Overall Rating: Strong

Unacceptable   Low   Satisfactory   Strong   Exceptional
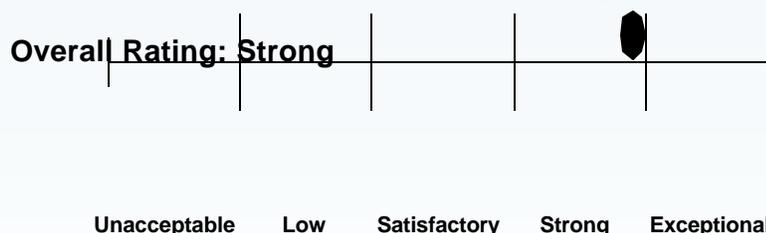
State Average
The state average has **no** impact on the calculation of a school's Overall rating. The state averages are displayed on the report card for informational purposes only.

Student Performance (Academic Achievement) Rating

Performance Levels Used in the Report Card Calculations
Five performance levels of assessment results: Exceeds, Meets, Nearly Meets, Low, and Very Low.
The scale score ranges for each performance level are shown below by test and by grade level.

Oregon Assessments Performance Levels and Cut Scores by Content Area and Grade					
Content Area and Grade	**Scale Score Ranges for Each Performance Level**				
	Exceed the Standard	**Meet the Standard**	**Nearly Meet the Standard**	**Low**	**Very Low**
Reading/Literature					
Grade 3	215 & above	201 – 214	196 – 200	190 – 195	below 190
Grade 5	231 & above	215 – 230	209 – 214	201 – 208	below 201
Grade 8	239 & above	231 – 238	223 – 230	208 – 222	below 208
Grade 10	249 & above	239 – 248	230 – 238	214 – 229	below 214
Math Knowledge and Skills					
Grade 3	215 & above	202 – 214	196 – 201	186 – 195	below 186
Grade 5	231 & above	215 – 230	210 – 214	202 – 209	below 202
Grade 8	239 & above	231 – 238	225 – 230	216 – 224	below 216
Grade 10	249 & above	239 – 248	229 – 238	219 – 228	below 219
Writing					
Grade 10	50 – 60	40 – 49	35 – 39	20 – 34	0 – 19
Math Problem Solving					
Grade 10	50 – 58	40 – 49	36 – 39	21 – 35	0 – 20

Formula
Elementary and Middle School: Student Performance will be calculated as an average of scores on Reading and Math Knowledge and Skills statewide assessments for the two most recent years.
High School: Student Performance will be calculated as a weighted average of scores on Reading and Math Knowledge and Skills, and Writing statewide assessments for the two most recent years and Math Problem Solving statewide assessments for 2002-2003.

Display
The percentage of students meeting or exceeding the standards will be displayed for Reading and Math Knowledge and Skills tests. Graphs will display the percentage of students exceeding, meeting, and conditionally meeting the state standards on Writing.   Graphs will display the percentage of students exceeding, meeting, and conditionally meeting the state standards on Math Problem Solving tests for schools with grade 5 and/or 8.

Weights
Elementary and Middle School: In calculations of the Student Performance ratings, results for Reading and Math Knowledge and Skills assessments will each contribute 50% of the total.

High School: In calculations of the Student Performance ratings, results for each of the assessments will contribute to the total with the following percentages:

2002-2003
- Reading Knowledge and Skills: 35%
- Math Knowledge and Skills: 35%
- Writing: 20%
- Math Problem Solving: 10%

2003-2004
Reading Knowledge and Skills: 39%
Math Knowledge and Skills : 39%
Writing: 22%

Student Behavior (Attendance/Dropout) Rating

Grades Used in Calculating the Attendance Rate
Grades 1-12 are used in calculating the attendance rating. Kindergarten will not be included in the attendance rating.

Grades Used in Calculating the Dropout Rate
Grades 9-12 are used in calculating the dropout rate.

Formula
Elementary and Middle School: The Student Behavior rating will be calculated as an average of attendance rates during the two most recent years.
High School: The Student Behavior rating will be calculated as an average of attendance and dropout rates during the two most recent years.

Display
The attendance and dropout rates will be displayed in table format as shown below.

Attendance
Student Behavior Rating: Strong

Attendance	School	District	State
2002-2003	95.0%	92.3%	94.1%
2003-2004	95.0%	92.3%	94.1%

Dropout
Student Behavior Rating: Strong

Dropout	Number	School	District	State
2001-2002	3	5.2%	5.2%	6.2%
2002-2003	3	5.2%	5.2%	4.2%

Improvement Rating

Emphasis on Improvement
The Oregon Report Card rating system credits schools for improving student performance on statewide assessments, attendance, and the dropout rate. Because the Oregon Accountability System is a continuous improvement model, student growth is expected, and schools are expected to continuously update their school improvement plans.

Formula
The Improvement rating will be based on four-year improvement in reading and math knowledge and skills assessment scores, attendance, and dropout rates. The component ratings for Student Performance (Academic Achievement), Student Behavior (Attendance/Dropout), and Improvement will be calculated separately and displayed separately. The Improvement rating will be combined with the Student Performance rating and the Student Behavior rating to produce the Overall rating.

Display
Four-Year Improvement in Student Performance and Student Behavior will be rated and displayed on the 2003-2004 Report Card. Historical data for Reading and Math Knowledge and Skills, Attendance, and Dropout rates will be displayed on graphs. See examples below.

Improvement in Attendance

	93.1%	93.2%	93.0%	93.3%
100%				
80%				
	2000-2001	2001-2002	2002-2003	2003-2004

Improvement in Math Knowledge and Skills

	60.2%	65.3%	66.8%	70.2%
100%				
20%				
	2000-2001	2001-2002	2002-2003	2003-2004
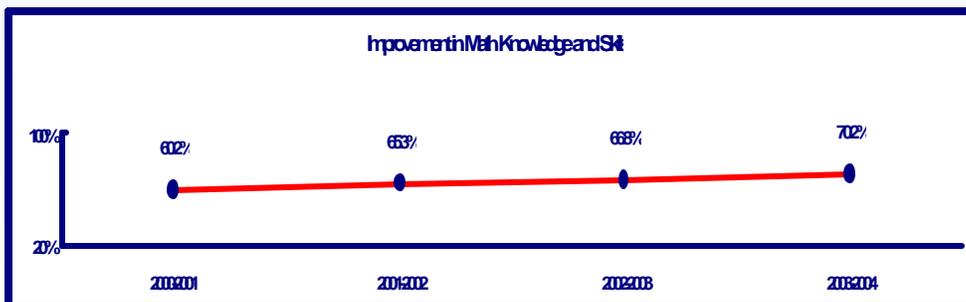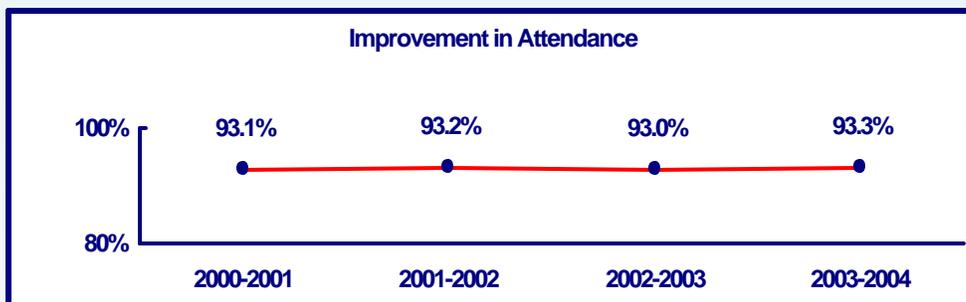
School Characteristics Rating

Emphasis on the Percentage of Students Tested

The percentage of students who participate in statewide assessments is a good indicator of whether all eligible students receive the same basic educational opportunities. High participation rates also help ensure sound comparisons over time, a key element of validity.

School Characteristics will play a key role in determining the Overall rating.

- If 95.0% or more of the students participated in statewide assessments in 2003-2004, then the Overall rating formula will be applied to the school data. The Overall rating will be one of the following: *Exceptional, Strong, Satisfactory, Low, or Unacceptable.*
- If 85.0%-94.9% of the students participated in the 2003-2004 statewide assessments, the school will receive a maximum Overall rating of *Low.*
- If less than 85.0% of the eligible students participated in statewide assessments in 2003-2004, the school will automatically receive an *Unacceptable* Overall rating.

Formula

The participation rate is the proportion of students eligible to be assessed to those who actually received scores. The participation rate: The number of students who attempted the test under standard conditions, the challenge ups, the challenge downs, extended and juried assessments, and modified ELLs and IEPs **DIVIDED BY** the number of students who attempted the test under standard conditions plus the challenge ups, the challenge downs, extended and juried assessments, plus the modified ELLs and IEPs **PLUS** the number of students that were not assessed because they were absent or student refusals.

$$\frac{\text{Standard + Challenge Up + Challenge Down + Extended + Juried + Side-by-Side + Plain Language + Modified LEP \& IEP + TESA + Non-completers}}{\text{Standard + Challenge Up + Challenge Down + Extended + Juried + Side-by-Side + Plain Language + Modified LEP \& IEP + TESA + Non-completers + Absent / Student Refusals}}$$

Display

The rates of participation in statewide assessment will be displayed in table format as shown in the example below.

Grade 10	School	State
Participated in 2003-2004 Statewide Assessments	98.0%	98.0%

VII. Data

Data Validation
Schools are given multiple opportunities to validate the data that are used on the report cards. Data validation windows are scheduled in advance. If it is believed that an error exists, there are multiple opportunities for appeal and subsequent correction prior to the release of the report cards in November.

Report Card Preview Days
Report cards will be ready for examination on the ODE website prior to the public release. The purpose of this preview window is to provide schools and districts with time to prepare communication materials during the week prior to public release.

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

Data Sources for the Report Card

Many data collection reports are *filed* each year with the Oregon Department of Education. Staff members in each school district are responsible for *reporting* the information and *validating* some of the same information later in the year. The Oregon Department of Education collects this information and annually displays the data on the school and district report cards.

Report Card Element	Data Collection Survey	ODE Staff	(503) 378-3600 Extension	Due Date
Attendance	Quarterly ADM	Tamara Forrette	X2629	10/10, 1/10, 4/10, 7/10
School Size	Quarterly ADM	Tamara Forrette	X2629	10/10, 1/10, 4/10, 7/10
Students Attending From/In Another District	Annual School Fund: Non Resident Students	Tamara Forrette	X2629	7/10
English Language Learners	Annual School Fund: ESL	John Ewing	X4468	7/10
School Personnel	FTE of School Level Staff	Lyn McAllister	X2644	11/1
School Personnel	Certificated Staff	Brian Reeder	X2631	11/1
School Personnel	FTE of Combined School/District Staff	Lyn McAllister	X2644	11/1
Graduates/CIM Completion	High School Completers	Linda Burgin	X4453	7/10, 11/1
Dropout Rate	Early Leavers	Linda Burgin	X4453	7/10, 11/1, 12/15
Special Education	Special Education Child Count	Bruce Bull	X2316	7/10
General Fund Expenditures	Actual Expenditures	Barbara Cruickshank	X2652	12/11
Bond Levy	Bond Levy	Lyn McAllister	X2644	
ESD Support	ESD Direct Support	Barbara Cruickshank	X2652	10/10
Expulsions Due to Weapons	Suspensions, Expulsions, truancy	John Lenssen	X2709	7/10
Classes Taught by Highly Qualified Teachers	NCLB Staff Survey	Carla Wade	X2283	7/10
Report Card Validation		Help Desk	X2645	
SAT Scores	Collected directly from the College Board	Bruce Lowther	X2641	
Class Size	Class Size	Lyn McAllister	X2644	7/10
Emergency/Provisional Credential	Collected directly from TSPC	Ana Becerra	X2218	
School	School/Program Registration	Linda McCallister	X2644	7/10
Video Conferencing	Collected directly from TIRM	Doug Kosty	X4494	
Assessment		Steve Slater	X2254	
School Improvement Status	Title I Office	Helen Maguire	x4504	
AYP Designations		Jon Bridges	X2287	

VIII.   <u>Special School Situations</u>

Boundary changes and grade level configuration changes

- Schools that had at least a 20% change in average student membership due to a boundary change or grade level configuration change will be noted with an asterisk.
- In cases where the change in average student membership is 40% or more or boundary changes have caused 40% or more of the students to newly attend the school, the school will be considered a new school and the data history will be removed. Consequently, the school will only be rated in school characteristics for the first report card issued after the change. The school <u>will</u> receive a report card.
- Districts must request "new school status" **by sending a letter to ODE**. The letters should be addressed to the attention of Jon Bridges before April 15, 2004, and provide evidence of the change that occurred between the 2002-2003 and 2003-2004 school years.
- Boundary changes will be noted with superscripted numbers or an asterisk next to component ratings. Footnotes will offer a brief summary of additional information.

Special Circumstances and Data
Attendance rates are not mitigated by excused or unexcused absences. Please refer to the Student Personnel Accounting Manual for additional information about student attendance.

https://district.ode.state.or.us/docs/sfda/manuals/studaccman.pdf

Alternative Programs
All students in Oregon public schools at benchmark years (Grades 3, 5, 8, 10) will have assessment scores, and all students must be accounted for. If students attend a district alternative program that does not receive a report card, the scores of those students will be reported with a school or district that does receive a report card.

Alternative Schools
Alternative schools are subject to the same rating formula as mainstream schools. Many alternative schools do not receive Overall ratings because the school population is too small.

IX. <u>Title I</u>

Federal Requirements of *No Child Left Behind*

The report cards are the tools for displaying the reporting requirements of the federal No Child Left Behind Act. For specific information about AYP and program improvement status, please contact the Oregon Department of Education at 503.378.3600 x 2287 or email ayp.reports@state.or.us. For information about accountability requirements for Title I schools and districts, please contact the Oregon Department of Education at 503.378.3600 x 4504.