

OREGON SCHOOL & DISTRICT REPORT CARD

2008-2009 POLICY MANUAL

REPORT CARD ISSUE DATE: NOVEMBER 10, 2009



September 24, 2009

Oregon Department of Education

255 Capitol Street NE
Salem, Oregon 97310-0203
(503) 947-5764

jon.wiens@state.or.us

<http://www.ode.state.or.us/search/page/?id=24>

Policy Manual

Table of Contents

Introduction	1
♦ Purpose and Guiding Principles	1
♦ Development of the School and District Report Cards	2
General Information	3
♦ Scope of the Report Card	3
♦ Frequently Asked Questions	3
♦ Changes for the 2008-2009 Report Card	6
♦ Overview of the Formula for the 2008-2009 Report Cards	8
♦ Distribution of the Report Cards	9
♦ Guidelines for Reproducing and Distributing the Report Cards	9
Assessment	10
♦ Testing Conditions	10
♦ Frequently Asked Questions	11
Ratings and Formulas	15
♦ Data Suppression Rules	16
♦ Student Performance Levels in 2007-2008 and 2008-2009	17
♦ Student Achievement and Performance Indexes	18
♦ School Ratings	19
♦ Overall Rating Calculation	20
♦ School Characteristics Rating	21
Data, Data Sources, and Key Dates	21
Special School Situations	23
Title I	24
Index	25



Introduction

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:

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

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) 947-5764 or e-mail jon.wiens@state.or.us.

Purpose and Guiding Principles

The purpose of the Oregon School and District report card is 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.
 - ◆ meet federal and state requirements.
- 

Development of the School and District Report Cards

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.
January 2000	The Department of Education issued the first report cards to over 1300 schools and districts.
July 2001	The Oregon State Legislature passed Senate Bill 811 mandating additional elements to be displayed on the report cards.
January 2002	The Department of Education issued the third school and district report cards. Federal “No Child Left Behind” legislation was passed into law impacting future school and district report cards with mandated federal requirements.
January 2004	The Department of Education issued 2003-2004 School and District Report Cards that comply with the federal No Child Left Behind Act.
October 2005	The Department of Education issues 2004-2005 School and District Report Cards using more closely aligned test and student inclusion rules between the federal Adequate Yearly Progress (AYP) reports and the school and district report cards.
July 2007	The Oregon State Legislature passed HB2263 mandating a change to the school rating system and the required elements displayed on the report cards.
November 2009	The Department of Education shall issue the 2008-2009 School and District Report Cards with a revised rating system that includes individual student growth, and aligned test and student inclusion rules for AYP and report card.



General Information

Scope of the Report Card

The report card is an annual 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 card 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

What are the report cards?

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

What is the purpose of the report cards?

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

Who will receive the school report card?

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

How are students whose parents refuse to give consent for testing included in AYP, assessment results, and Report Cards?

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

Do report cards give schools A-F letter grades?

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



How many report card ratings does a school receive?

State law requires that each school receive an overall rating that utilizes data on student performance, improvement in student performance, attendance, graduation, and participation in statewide assessments. House Bill 2263 (in 2007) eliminated the requirement for the ratings in Student Performance, Student Behavior, Improvement, and School Characteristics.

What types of tests are included in determining Report Card performance ratings?

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

How are the scores of students who meet the state's alternate standards on an Extended Assessment included in the percentage of students meeting standard?

For state assessment reports, the students are counted as not meeting standards.

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

When do students have to be enrolled in the school to be included in participation rates for schools and districts?

Students enrolled on the first school day in May and during the testing window who do not participate in the state assessment are counted as non-participants. Students who are enrolled on the first school day in May and were not enrolled during the testing window or who arrived so late in the school's test window that a test cannot be completed can be excused from participation at the district's discretion.

Where can I get more information about what makes a "Highly Qualified" teacher?

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

What happens if a school receives an *In Need of Improvement* rating on the report card?

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



Why do some schools not meet Adequate Yearly Progress (AYP) but receive Satisfactory or Outstanding ratings on the school Report Card?

The Report Card and the nationally defined AYP have somewhat different purposes. Each provides a valuable look at schools and the two can be combined to get a more complete picture of school effectiveness.

The Report Card overall rating is primarily based on performance and on the improvement over time in student performance. These data are computed for students in the school as a whole, and all for major demographic subgroups. Student performance in designated subgroups is combined with data from the school as a whole to provide an overall rating. Doing well in one area can help a school compensate for challenges elsewhere.

In contrast, for schools to meet AYP, all students as a whole group, and all demographic subgroups must meet participation and performance targets in each content area. The school must also meet targets for attendance or graduation. If any one group misses a single target in any one category, this results in a designation of not meeting AYP.

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 Adequate Yearly Progress (AYP) ratings under the federal No Child Left Behind legislation.

When will the report cards be issued?

The 2008-2009 school and district report cards will be publicly released on November 10, 2009. Under OAR 581-022-1060, schools and districts must provide copies of the report cards to all parents by **January 15, 2010** and are strongly urged to distribute the cards sooner. (English and Spanish versions of the report cards are posted at <http://www.ode.state.or.us/data/reportcard/reports.aspx>.)

How do we know that the information in the Report Card is accurate?

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

Are there significant changes for the 2008-2009 Report Card?

Yes. These are explained, beginning with page 6.

Changes to the 2008-2009 Report Card

There are significant changes to the 2008-2009 Report Card.

Revised inclusion rules for student performance

The inclusion rules for student performance in 2008-2009 Report Card will be identical to the inclusion rules for AYP. In particular, extended assessments will be included in the student performance calculations. Students who meet the alternate achievement standards will be counted as met on the report card, subject to the AYP 1% cap. This cap limits the number of students who may be counted as meeting on alternate assessments to no more than 1% of the total number of participants in the district. If the percentage of tests that meet or exceed the alternate standards in a district exceeds 1%, the district must identify which tests are to be counted as not meeting standard when determining performance for AYP and the Report Card.

Student Growth Model

ODE has developed a Growth Model for student achievement. This model applies to students in grades four through eight who did not meet on the standard math or reading assessments in the prior year. These students are provided with a “growth target” (i.e. a RIT score that may be below standard) for the current school year. These growth targets are intermediate goals set for students to reward them for working their way toward meeting standard. Student that meet their growth targets have made significant progress toward meeting standard and will be designated as “meets growth.” For more information see <http://www.ode.state.or.us/search/page/?id=2495>.

Report Card Student Performance – the new Achievement Index

ODE has modified the Performance Index to produce a new Achievement Index that incorporates Growth. The old performance index was based on the performance levels of students, and gave schools partial credit for students at the nearly meets and low achievement levels. The new Achievement Index give full credit to schools for students who are below standard, but met their growth targets. A comparison of the two Index systems is provided below:

2007-08 Performance Index		2008-09 Achievement Index	
Performance	Weight	Performance	Weight
Meets or Exceeds		Meets or Exceeds	
Exceeds	133	Exceeds	133
Meets	100	Meets	100
Does Not Meet		Does Not Meet	
Nearly Meets	67	Meets Growth	100
Low	33	Does Not Meet Growth	0
Very Low	0		

Changes to the 2008-2009 Report Card (continued)

Inclusion of Subgroup Data in the Achievement Index

The Academic Achievement Gap describes the gap in achievement that often exists between low income or minority students and their peers. Nationally, low income, minority, and special education students as well as students who are non-native English speakers tend to achieve at lower levels than students overall. AYP reports are required to include data all students in the school and on the major racial and ethnic subgroups in Oregon, and for students with disabilities, limited English proficient students, and economically disadvantaged students. Among these subgroups in Oregon, those with a lower achievement level than the state as a whole are:

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

The school Achievement Index is an average (weighted by the number of students) of the All Students achievement index and the achievement index of each of the subgroups listed above. Unlike AYP, the Report Card will include all students in each of the above subgroups, regardless of the size of the group. In effect, students in the above subgroups will be given extra weight in the school's overall achievement index according to the number of subgroups to which the student belongs.

Cut Points for the Achievement Index

The achievement index for each school will be used to provide an achievement rating. The cut points for the ratings are shown in the table below:

Cut Points for the Achievement Index		
Achievement Rating	Cut Scores	
	Elementary and Middle Schools	High Schools
Outstanding	90.0	80.0
Satisfactory	60.0	50.0
In Need of Improvement	< 60.0	< 50.0

Overview of the Formula for the 2008-2009 Report Card

The following key points are discussed further in other sections of this Policy Manual. Please also see the Technical Bulletin. The overall rating for the school is the lowest of the ratings for Achievement Rating, Attendance/Graduation rating, and the Participation. In addition those schools that met AYP in 2008-09 can have an overall rating of no lower than Satisfactory.

Achievement Rating

- ◆ The school Achievement Rating is based on the average of the Achievement Index for the 2007-2008 and 2008-2009 Reading and Math Knowledge and Skills Statewide Assessments.
- ◆ High schools with a significant year-to-year improvement in student performance will have their achievement rating increased from In Need of Improvement to Satisfactory, or from Satisfactory to Outstanding.

Attendance – Applies to Elementary and Middle Schools, and High Schools without two years of Graduation data

- ◆ Attendance is calculated as an average of attendance rates for school years 2007-2008 and 2008-2009.
- ◆ If the attendance rate is less than 89.0% then the attendance rating is In Need of Improvement.
- ◆ If the attendance rates is 89.0% to 91.9% then the attendance rating is Satisfactory.
- ◆ If the attendance rate is 92.0% or higher then the attendance rating is Outstanding.

Graduation – Applies to High Schools with at least two years of Graduation data

- ◆ Graduation is calculated as an average of AYP graduation rates for school years 2006-2007 and 2007-2008.
- ◆ If the graduation rate is less than 65.0% then the graduation rating is In Need of Improvement.
- ◆ If the graduation rate is 65.0% to 68.0% then the graduation rating is Satisfactory.
- ◆ If the graduation rate is 68.1% or higher then the graduation rating is Outstanding.

Participation in statewide assessments

- ◆ Schools are accountable for all students' participation in 2008-2009 statewide assessments in reading, mathematics, and writing.
- ◆ If less than 94.5% of the eligible students participated in statewide assessments, the participation rating is In Need of Improvement.
- ◆ If the participation rate is 94.5% or higher the participation rating is Outstanding.

2008-09 AYP Rating

- ◆ If the school AYP rating for 2008-2009 is "Met" then the achievement rating can no lower than Satisfactory. This adjustment overrides a rating that would otherwise have been In Need of Improvement.



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. Under OAR 581-022-1060, each parent must receive a copy of the report cards by January 15, 2010. Most districts choose to mail their report cards, but it is not a requirement, and the distribution procedures are left to the discretion of the district.

Guidelines for Reproducing and Distributing the Report Cards

Copies for Distribution

The 2008-2009 School and District Report Cards and supporting documents will be available for download from the Oregon Department of Education website beginning November 5, 2009. Districts will not receive a packet of report cards and support documents for reproduction from the Department. Schools and districts are requested to copy all official report cards on 8.5 x 14 legal-size paper but are not obligated to reproduce and distribute any documents except the actual report cards.

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.

Assessment

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 2008-2009 Report Card Formula

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

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

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

Specific information regarding testing conditions and inclusion in report card analyses can be found in *Inclusion Rules for Accountability Reports 2007-2008* that can be downloaded from the ODE website at <http://www.ode.state.or.us/search/page/?id=218>.

Frequently Asked Questions

What is student participation?

Student participation is the percentage of students participating in statewide assessments in English/ language arts and mathematics at the benchmark grades of 3 through 8, and 10, and in writing assessments at grades 4, 7 and 10. The Oregon assessment system offers a variety of options for testing conditions with the expectation of including all students.

What tests are included in the calculation of student performance?

Student performance is the measure of academic achievement on required statewide assessments for 2007-2008 and 2008-2009 in the following subjects and grades:

- ◆ Reading/Literature from students enrolled at grades 3 through 8, and 10
- ◆ Mathematics from students enrolled at grades 3 through 8, and 10

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

Which students must schools include in state assessments?

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

Are students with limited English proficiency included on the report card?

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

2008-2009 Oregon Statewide Assessments for English Language Learners	
Reading/ Literature	Spanish Grade 3: An optional assessment, it will not count toward AYP or Report Card. Districts must use OAKS reading/language arts for accountability reporting for all students except those students who are eligible to take the ELPA in place of the OAKS.
Math Knowledge and Skills	Spanish/English Side-by-Side: Included in Performance and Participation. Russian/English Side-by-Side: Included in Performance and Participation.
Writing	Responses in English included in Performance and Participation. Responses in Spanish included in Performance and Participation for students whose English Language proficiency is not adequate to yield reliable results in English.*

* Responses from qualified students who meet the standard are included as meeting the standard. For more information on the definition of qualified students see ODE Executive Numbered Memo 010-2006-07 posted at <http://www.ode.state.or.us/news/announcements/announcement.aspx?=2503>



How are scores from Limited English Proficient (LEP) students new to the United States used?

Limited English Proficient students who enroll in a U.S. school for the first time after May 1, 2008 are not required to take the state assessments in reading and writing. However, these first year LEP students are counted as participants in the report card in reading or writing tests only if reported as taking the state's English Language Proficiency Assessments during the school year. First year LEP students are required to take state assessments in mathematics and science. The scores of first year LEP students are not included in determining the percentage of students meeting standard in AYP determinations or report card ratings.

Students take benchmark tests that do not correspond with their grade levels. Are these scores included in the report card calculations?

It depends. Students targeting up are counted as participants and as meeting standard if they meet the achievement/performance standard for the test. There is an exception to this rule. An 8th grade student who targets up to the high school test is not counted as participating unless the student takes the test for 8th grade as well. The score from the 8th test is included in the report card while a passing score on the high school test is included in the report card when the student is enrolled in grade 10.

Students targeting down are included as non-participants in both participation and performance.

How are scores resulting from the extended assessment of students with disabilities included on the report card?

The scores of students taking extended assessments will be included in participation counts and will be included in student performance counts. However, the total number of extended assessments that can be designated as meets or exceeds in a district cannot exceed one percent of the total number of assessments included in participation counts. Additional information about Extended Subject Area Assessments is on the web at <http://www.ode.state.or.us/search/results/?id=178>.

What is the policy for students who fail to answer the minimum number of questions to determine a valid test score?

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

If a student completes a writing assessment that is off-topic, how is the score used in calculating student participation?

A writing assessment that is complete but off-topic submitted by a student at grade 7 or grade 10, cannot be scored and the student is counted as non-participant. 4th grade students, however, can meet the standard with an off-topic writing assessment. A grade 4 writing assessment that is complete but off-topic is counted as participating when determining the percentage of students tested.



How will students of non-consenting parents be included on the report card?

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

How are the scores reported for 11th and 12th grade students taking the Grade 10 assessments?

Students in Grades 11 and 12 who are taking the Grade 10 test will not be reported either in participation or student performance. Only the scores of students who are in benchmark grades are included in participation and student performance.

How are the scores reported for 9th grade students taking the Grade 10 assessments?

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

How are the scores reported for 8th grade students taking the Grade 10 assessments?

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

How are “Conditionally Meets” in Writing included in the *displays* on the report card?

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

Are science results included in the report card this year?

The 2007-08 and 2008-09 science results will be included in a bar graph on page 2 of the School Report Card for display purposes only. Science participation will be included in the school rating formula for the 2009-10 Report Card.

Where will the assessment scores be reported for students in alternative programs?

Student scores will be associated with the resident school as identified in the Cumulative ADM collection.

What is meant by the phrase “for display only”?

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



What accounts for the different participation rates and performance levels reported on school and district report cards?

The school and district report card formula combines the participation rates for reading, mathematics, and writing assessments.

For both the display of statewide assessment results and participation rates, the participation denominator and numerator will be based on students enrolled on the first school day in May.

The student performance denominator for both statewide assessment results and report card will include only tests from students enrolled on the first school day in May. In the report card rating calculation student who meet or exceed on extended assessments will (up to the 1% cap) count as a meets or exceeds in the achievement index. For statewide assessment results, all students enrolled on May 1 are included and results from extended assessments are included as “not met”.

Is there a document that compares schools' scores to other schools in the state?

The comparison schools report is sorted by grade and socioeconomic status (SES) rank and can be found on the ODE website through the link “Assessment Results”. While this page does not provide direct comparison of schools or districts, data are available here both for online viewing and for downloading to a spreadsheet for manipulation and display. This would allow comparisons to be drawn at the local school.

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

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

Where can I find more information about state assessments?

More details about the Oregon Statewide Assessment System can be found on the Assessment/Testing webpage.

Ratings and Formulas

Please refer to the Report Card Technical Bulletin for a detailed explanation of the rating system and its calculations found at the following link: <http://www.ode.state.or.us/search/page/?id=24>

Circumstances which may prevent a school from receiving a rating

All schools will receive report cards, however, some schools will not receive ratings. The chart below

Circumstances	Will the school receive a Report Card?	Will the school receive an Overall Rating?
A two-year combined total of fewer than 80 test scores in Reading and Math Knowledge and Skills tests.	Yes	No
Fewer than 50 students attending the school in the two most recent school years combined.	Yes	No
Schools without a benchmark grade (3,4,5,6,7, 8, or 10).	Yes	No
Schools newly opened within the last year.	Yes	No
Schools with a significant population change due to boundary changes.	Yes	No
Schools with a significant population change due to grade level configuration changes.	Yes	No
Schools with less than two years of data.	Yes	No
Schools with only two years of data.	Yes	Yes

Years of Data

Two years of data are used for achievement, improvement, attendance and graduation rates. Please note that only one year of data is used to determine participation rates.

Confidentiality

Under certain conditions summary data are 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 less than 5.0% or greater than 95.0%	Data are either displayed as "<5.0%" or ">95.0%".
Student Performance	Number of students tested in a subject area or an ethnic group is 5 or fewer	Data are suppressed.
SAT	Number tested is 5 or fewer	Performance data are suppressed. Participation will be displayed.

Rounding calculations

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

Student Performance Levels in 2007-2008 and 2008-09

The chart below shows cutoff scores for the various performance levels across all content areas as revised and adopted by the Oregon State Board of Education spring 2007. Performance levels for entry points adjusted upward are marked with ↑, those adjusted downward are marked with ↓, and unchanged entry points are marked with ⇔.

2007-2008 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	218 & above↑	204 – 217↑	199 – 203↑	189-198↓	below 189↓
Grade 4	223 & above⇔	211 – 222↑	205 – 210↑	198-204↑	below 198↑
Grade 5	230 & above↓	218 – 229↑	209 – 217⇔	202-208↑	below 202↑
Grade 6	234 & above↑	222 – 233↑	214 – 221⇔	207-213↑	below 207↑
Grade 7	239 & above↑	227 – 238↑	219 – 226↑	211-218↑	below 211↑
Grade 8	241 & above↑	231 – 240⇔	224 – 230↑	213-223↑	below 213↑
Grade 10	248 & above↓	236 – 247↓	231 – 235↑	217-230↑	below 217↑
Math Knowledge and Skills					
Grade 3	217 & above↑	205 – 216↑	201 – 204↑	190-200↑	below 190↑
Grade 4	225 & above↑	212 – 224↑	208 – 211↑	198-207↑	below 198↑
Grade 5	229 & above↓	218 – 228↑	214 – 217↑	203-213↑	below 203↑
Grade 6	232 & above↓	221 – 231↑	216 – 220↑	207-215⇔	below 207⇔
Grade 7	238 & above↑	226 – 237⇔	221 – 225↑	211-220⇔	below 211⇔
Grade 8	241 & above↑	230 – 240↓	225 – 229⇔	213-224↓	below 213↓
Grade 10	246 & above↓	236 – 245↓	231 – 235↑	214-230↓	below 214↓
Writing					
Grade 4	40 – 48⇔	32 – 39⇔	28 – 31⇔	16 – 27⇔	0 – 15⇔
Grade 7, 10	50 – 60⇔	40 – 49⇔	35 – 39⇔	20 – 34⇔	0 – 19⇔
Science					
Grade 5	238 & above↓	225 – 237↑	216 – 224↑	209-215↑	below 209↑
Grade 8	246 & above↓	234 – 245↑	229 – 233↑	217-228↑	below 217⇔
Grade 10	249 & above↓	240 – 248↑	235 – 239↑	220-234↓	below 220↓

Student Achievement and Performance Indexes

A major component of the school's report card rating is based on student performance on statewide assessments in reading and mathematics. The report card uses two indexes that calculate student performance. The calculations of these indexes are found on the report card Detail Sheets.

Achievement Index

The Achievement Index is calculated for all schools. Students are assigned weights according to whether they exceeded, met, or met growth targets as shown below.

Achievement Index		
Performance Level		Weight
Meets or Exceeds	Exceeds	133
	Meets	100
Does Not Meet	Meets Growth	100
	Does Not Meet Growth	0

The Achievement Index for the school is the average of the achievement index for the All Students, Economically Disadvantaged, Limited English Proficient, Students with Disabilities, African American/Black, American Indian/Alaskan Native, and Hispanic subgroups.

Performance Index

The Performance Index applies only to high schools. It is used to calculate improvement in student performance in high school. The Performance Index is the average performance level of the students in the school. It is calculated as the average of the weights assigned according to the table below:

Performance Index	
Performance Level	Weight
Exceeds	133
Meets	100
Nearly Meets	67
Low	33
Very Low	0

School Ratings

Overall school ratings are based on ratings for each of the components listed below. Some of the components apply only to high schools, some to elementary and middle schools only.

Academic Achievement (For Elementary and Middle Schools)

The rating will be calculated as an average of student the Achievement Index on the 2007-2008 and 2008-2009 statewide knowledge and skills assessments in reading and math.

Academic Achievement (For High Schools)

The rating will be calculated as an average of student the Achievement Index on the 2007-2008 and 2008-2009 statewide knowledge and skills assessments in reading and math. This rating may be affected by the Improvement rating (see below).

Improvement (For High Schools)

The rating will be calculated as the two-year increase in the Performance Index for the school. School's that receive an "Improved" rating and whose Academic Achievement rating would otherwise have been "In Need of Improvement" or "Satisfactory" will have their Academic Achievement rating increased by one category.

Attendance (*For Elementary and Middle Schools, and High Schools without two years of graduation data*)

The rating will be calculated as an average of student attendance in 2007-2008 and 2008-2009 school years. Grades 1-12 are used in calculating the attendance rating. Kindergarten is not included.

Graduation (*For High Schools with two years of graduation data*)

The rating will be calculated as an average of the school graduation rates in 2006-2007 and 2007-2008. Yearly graduation rates will be defined as

$$\text{Graduates} / (\text{Graduates} + \text{Dropouts})$$

Grades 9-12 are used in calculating the dropout rate. Because of collection cycles, dropout and graduation data are delayed by one year.

Participation:

The participation rate is the number of participating tests in reading, math, and writing from students enrolled on the first school day in May **DIVIDED BY** the number of expected tests in these subjects from students enrolled on the first school day in May.

Note:

Registered home schooled students, private school students, tuitioned students, and students attending public or private alternative programs for whom no public funds are expended on educating the student or who did not receive instruction from the district in the state content standards during the 2008-2009 school year are excluded from district and school report card calculations.

Overall Rating Calculation

Ratings cut-offs for each component:

The school's data in each of the relevant categories will be rated according to the cutoffs given below.

Category		In Need of Improvement	Satisfactory	Outstanding
Academic Achievement	Elementary and Middle Schools	Less than 60.0	60.0 to 89.9	90.0 or greater
	High Schools*	Less than 50.0	50.0 to 79.9	80.0 or greater
Attendance		Less than 89.0	89.0 to 91.9	92.0 or greater
Graduation		Less than 65.0	65.0 to 68.0	68.1 or greater
Participation		Less than 94.5		94.5 or greater
		Not Improved	Improved	
Improvement		Less than 5.0	5.0 or greater	

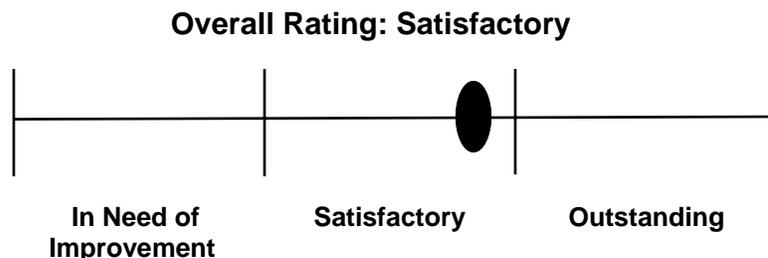
^ - High Schools with an Improvement Rating of "Improved" will have their Academic Achievement rating increased by one rating category.

Overall Rating

The overall rating for is the lowest of the Achievement Rating, the Attendance/Graduation Rating and the Participation Rating. However, If the school's 2008-09 AYP rating is "Met" and then the school's overall rating can be no lower than Satisfactory.

Display

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





Data, Data Sources, and Key Dates

Data Validation

Schools are given multiple opportunities to validate the data that are used on the report cards. Data validation windows are scheduled in May and September each year. 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 October. See the Key Dates chart in this section for more detail.

Report Card Preview Days

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

After the Report Card is Released

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

Data Sources for the Report Card

Many data collection reports are filed each year with the Oregon Department of Education. Staff 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. The chart on the following page provides contact information for those managing these data sets.

Data Sources for the Report Card

Report Card Element	Data Collection Survey	ODE Staff	Phone	Due Date
Attendance	Annual ADM 08-09	Joy Blackwell	503-947-5767	7/15/09
School Size	Annual ADM 08-09	Joy Blackwell	503-947-5767	7/15/09
Students Attending From/In Another District	Annual ADM 08-09	Joy Blackwell	503-947-5767	7/15/09
English Language Learners	Annual ADM 08-09	Joy Blackwell	503-947-5767	7/15/09
School Personnel	Staff Position 08-09	Lorene Nakamura	503-947-5831	5/30/09
Graduates	High School Completers 07-08	Brian Lindsley	503-947-5928	1/25/09
Dropout Rate	Early Leavers 07-08	Brian Lindsley	503-947-5928	4/1/09
Special Education	Special Education Child Count	Steve Smith	503-947-5711	12/14/08
General Fund Expenditures	Actual Expenditures 07-08	Barbara Cruickshank	503-947-5916	12/11/08
Bond Levy	Bond Levy	Lynn McCallister	503-947-5632	6/30/09
ESD Support	ESD Direct Support 08-09	Barbara Cruickshank	503-947-5916	12/31/08
Expulsions Due to Weapons	Suspensions, Expulsions, Truancy 08-09	Scott Hall	503-947-5628	6/30/09
Classes Taught by Highly Qualified Teachers	Staff Assignment 08-09	Bev Pratt	503-947-5806	7/1/09
SAT Scores	Collected directly from the College Board	Melinda Bessner	503-947-5828	8/31/09
Class Size	Class Size 08-09	Lorene Nakamura	503-947-5831	5/29/09
Emergency/Provisional Credential	Collected directly from TSPC	Bev Pratt	503-947-5806	7/31/09
Video Conferencing	Collected directly from TIRM	ODE Helpdesk	503-947-5715	6/30/09
Assessment Results		Cindy Barrick	503-947-5822	8/28/09
AYP Designations		Cynthia Yee	503-947-5780	9/3/09

Special School Situations

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 participation for the first report card issued after the change. The school will 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 Cynthia Yee before May 27, 2009, and provide evidence of the change that occurred between the 2007-2008 and 2008-2009 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 either by excused or unexcused absences. More information on student attendance is included in the Student Personnel Accounting Manual which can be found at https://district.ode.state.or.us/apps/info/docs/Student_Accounting_Manual_2008-09.doc.

Alternative Programs

All students in Oregon public schools at benchmark years 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 and Charter Schools

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

Private Schools

Private school students are not required to take statewide assessments. Unlike public schools, private schools do not receive report cards.



Title I

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, visit the AYP webpage at <http://www.ode.state.or.us/search/page/?id=1193> or contact the Oregon Department of Education at 503-947-5780 or email cynthia.yee@state.or.us. For information about accountability requirements for Title I schools and districts, please contact Jan McCoy at the Oregon Department of Education at 503-947-5704.

Index

- Accommodations**, 4, 10
Accountability, 1, 10, 24
Achievement Index, 6-8, 14, 18, 19
Adequate Yearly Progress (or AYP), 2-8, 11, 12, 20, 22, 24
Alternative Programs, 13, 19, 23
Alternative Schools, 23
Attendance, 4, 5, 8, 11, 16, 19, 20, 22, 23, 26
- Boundary Change**, 15, 23
- Conditionally Meets**, 13
Confidentiality, see Data Suppression
- Data Suppression**, 16
Data, Years of, 15, 16
Detail Sheets, 28
Display, 13, 16, 20
District Report Cards, 2, 3, 5, 9, 13, 14, 21
Dropout, 19, 22
- English Language Learner (or ELL)**, see Limited English Proficient
Error, 5, 21
English as a Second Language (or ESL), see Limited English Proficient
- Expulsions/Suspensions**, 22
Extended Assessment, 4, 6, 10, 12, 14
- Graduation**, 4, 5, 8, 16, 19, 20
Growth, 2, 6, 18
- House Bill 2263**, 2-4
- Improvement Status**, 24
In Need of Improvement, see Ratings
- Knowledge & Skills Tests**, See Math, Reading
- Limited English Proficiency (or LEP)**, 4, 7, 12, 18
- Math**, 6, 8, 11, 12, 15, 17, 18
Meets, 6, 12, 13, 14, 18
Meets Growth, 6, 18
- Nearly Meets**, 6, 18
No Child Left Behind (or NCLB), 1, 2, 3, 5, 24
Non-consent of Parent, 10, 13
- Outstanding**, see Ratings
Overall Rating, 4, 5, 8, 15, 20, 23
- Participation**, 4, 5, 8, 10-14, 16, 19, 20
Performance Index, 6, 18, 19
Preview Days, 21
- Ratings**, 3-5, 7-9, 12, 13, 15, 19, 20
Reading, 6, 8, 10-12, 15, 17-19
Rounding, 16
Russian/English Side-by-Side, 10, 11
- SAT**, 16, 22
Satisfactory, see Ratings
Senate Bill 811, 2, 3
Spanish, 5, 10, 11
Student Performance, 1, 4-6, 8, 1014, 16-18
- Targeted (Off-Grade) Testing**, 4
Testing Conditions, 10, 11
- Validation**, 21
- Website (ODE)**, 6, 9, 10, 21
Weights (in calculations), 6, 7, 18
Writing Assessment, 8, 10-13