ACCOUNTABILITY DETAILS POLICY AND TECHNICAL MANUAL

2018-2019

OREGON DEPARTMENT OF EDUCATION

SALEM, OREGON

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INTRODUCTION

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon on or before December 15 of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, report cards must contain data from the most recent school year (if available) and meet the requirements of state and federal laws.

The first major redesign was in 2002 to meet the requirements of the No Child Left Behind (NCLB) Act. In 2012, a revision accompanied the approval of Oregon's Elementary and Secondary Education Act (ESEA) Waiver, which allowed the state to implement a new accountability system for schools. The Every Student Succeeds Act (ESSA) replaced NCLB in 2015, and required all states to develop a plan for improving education. Oregon's Consolidated State Plan under ESSA thus established the current accountability model and design objectives for report cards (see section 4: Statewide Accountability System and School Support and Improvement). In 2017-18, the redesign objectives were carried out and are reflected in the 2017-18 and 2018-19 At-A-Glance profiles and Accountability Details reports.

Oregon's report cards, namely the At-A-Glance school and district profiles and the Accountability Details reports, serve as important tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve.

For further information about the ongoing redesign implementation work, please see the School and District Report Card Redesign webpage.

SCOPE, PURPOSE, AND GUIDING PRINCIPLES

The function of the report cards has been clear throughout the years: to provide clear, meaningful, and relevant information to parents, educators, community members, and other stakeholders concerning public school and district performance, improvement, and accountability. More specifically, the report cards provide an annual snapshot of school and district performance, improvement, and each school's identified level of support (not identified, targeted, or comprehensive). They display stable, valid, and reliable data across schools and districts within the state of Oregon. There are no summative school ratings, which were suspended in 2015-16 and discontinued in the new accountability system under ESSA.

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The guiding principles are that 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 improvement over time
- Be part of a larger accountability system
- Meet federal and state requirements

Additionally, the reports intend to support data literacy and equitable data reporting practices.

GUIDELINES FOR REPRODUCING AND DISTRIBUTING THE REPORT CARDS

Districts are responsible for ensuring that the report cards reach the parents of children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-2255, parents must receive a copy of the report cards by **January 15** of each year. While many districts choose to mail report cards to parents, it is important to note that this is not a requirement. Districts have discretion concerning the method they use to distribute report cards to parents and communities. Alternative distribution methods, according to OAR 581-022-2255, include electronically sending a copy, providing a link to a state or district web site containing the reports, or making copies available in local schools, libraries, parent centers, community centers, or other public locations easily accessible to parents and community members.

On October 17, 2019 the 2018-19 At-A-Glance profiles and Accountability Details reports details reports were made available for the public to download on the Report Card Download webpage.

OBJECTIVE OF THE REPORT CARD POLICY AND TECHNICAL MANUAL

This manual is a compilation of policies and technical details pertaining to the Accountability Details reports. For information on the At-A-Glance profiles, please visit the 2018-2019 At-A-Glance Technical Manual.

ODE STAFF RESPONSIBILITY AND CONTACT LIST

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Participation	Cindy Barrick	503-947-5822
Regular Attenders	Beth Blumenstein	503-947-5767
On Track to ELP	Josh Rew	503-947-5845
9th Grade On-Track	Beth Blumenstein	503-947-5767
Graduation and Completers	Beth Blumenstein	503-947-5767

ACCOUNTABILITY OVERVIEW

The current accountability model aims to provide a better understanding of what is working well and where outcomes may be improved for students across all public schools in Oregon. To meet the needs of local communities, Oregon's accountability model shifted towards:

- Measuring Success of a School and District Beyond a Test Score
  - By expanding the data used in the accountability system to include Regular Attenders, 9th Grade On-Track, English Learner (EL) Progress towards Proficiency and the 5-Year Completion Rate.
- Recognizing Individual Schools as a Part of a District System
  - Viewing districts as the hub for improving systems that are not working for students, since districts are aware of local context and have a greater understanding of local student assets and needs. Districts, with support from ODE, are to lead, support and monitor their efforts to improve student outcomes in schools.
- Focusing Resources Equitably
  - Oregon's State Plan called for making necessary investments where they are needed most by jointly putting our federal, state and local resources with each student who is unable to succeed in our school system today. ODE supports districts to align and combine improvement supports and resources.
- Differentiating Supports
  - ODE and district leaders work together to review local data and develop improvement plans that take into account the assets and values of the communities they serve.

Levels of support are meaningfully differentiated for schools through accountability indicators that are ranked according to five levels. For information on the progress that partnership districts and ODE are making to improve student outcomes, please see Continuous Improvement Process and Planning web page and the 2018-19 Annual Statewide Report Card. Note that support is provided over a 3-year period.

The next section includes the rules for school identifications, followed by the accountability indicators and level cuts used in the accountability model.

ADDITIONAL RESOURCES

Use the How to Review the Accountability Details Report 2018-19 guide for information on the following:

- Timelines for reviewing and validating the Accountability Details reports
- Descriptions for the different Accountability Details Reports available: Elementary/Middle, High School, Combined School, and District
- General descriptions of the accountability indicators
- Student Group definitions and data sources
- Use of the Achievement Data Insight application
- Accountability Appeals
- Additional documentation

The Assessment Inclusion Rules Manual includes detailed information on the technical rules for Participation rates.

COMPREHENSIVE AND TARGETED IDENTIFICATION RULES

The 2018-19 Accountability Details Reports apply the same rules for identification that were first implemented in 2017-18 under Oregon's State Plan, with the exception that no new schools are identified as comprehensive in 2018-19. Both the 2017-18 and 2018-19 identifications appear on the reports as "Suggested Level of Support for 1718" and "Suggested Level of Support for 1819", respectively. The current levels of support that schools are receiving is available in the [Accountability Details media file](#) in the "School Overview" tab.

HOW IS IDENTIFICATION FOR COMPREHENSIVE SUPPORT DETERMINED?

Identification for Comprehensive Support and Interventions (CSI) is based on the ratings received in the 2017-18 school year by the 'All Students' group on the accountability Indicators that are shown on the Report Card (RC) Accountability Details report. No new schools are identified for comprehensive support in 2018-19 or 2019-20. The following table describes the indicators used for comprehensive identification.

Indicator	Elementary and Middle Schools	Combined Schools (e.g., K-12, 7-12)	High Schools
Regular Attenders	Included	Included	Included
ELA Achievement	Included	Included	Included
Math Achievement	Included	Included	Included
ELA Growth	Included	Included	Not Used
Math Growth	Included	Included	Not Used
English Learners On Track	Included	Included	Included
Freshman On Track	Not Used	Included	Included
4-year Graduation	Not Used	Included	Included
5-year Completers	Not Used	Included	Included
Total Number Available	**6**	**9**	**7**

The rules for CSI identification are as follows, based on the 2017-18 school year data:

- If the 'All Students' group is rated on fewer than five Indicators, then the school is not identified for Comprehensive support.
- If the school is rated on at least five Indicators, AND the school is a combined or high school, then we look at graduation and completion rates:
  - o If the school is a regular or charter school, and the four-year graduation rate for the 'All Students group is Level 1, then the school is identified for Comprehensive support.
  - o If the school is an alternative school (which does not include charter schools), and the five-year completers rate for the 'All Students' group is Level 1, then the school is identified for Comprehensive support.
    - ▪ The above two rules apply to all schools, regardless of whether or not they are receiving federal Title 1 funds.
- If the school is receiving federal Title 1 funds, and the 'All Students' group is rated on at least five Indicators, and at least 50% of those rated Indicators are Level 1, then the school is identified for Comprehensive support.

- If neither of the above two conditions are met, the school is not identified for Comprehensive support.

HOW IS IDENTIFICATION FOR TARGETED SUPPORT DETERMINED?

Identification for Targeted Supports and Interventions (TSI) is based on the achievement/performance of the student groups other than the 'All Students' group, as shown on the Report Card Accountability Details report. Each student group is considered independently for identification. Schools are identified for TSI if at least one student group is identified by the rules below, and the school has not already been identified for CSI. TSI schools are identified in 2017-18, 2018-19, and 2019-20. All TSI school identifications from 2017-18 override as the suggested level of support on the 2018-19 Accountability Details reports. The following table describes the indicators used for identification.

Indicator	Elementary and Middle Schools	Combined Schools (e.g., K-12, 7-12)	High Schools
Regular Attenders	Included	Included	Included
ELA Achievement	Included	Included	Included
Math Achievement	Included	Included	Included
ELA Growth	Included	Included	Not Used
Math Growth	Included	Included	Not Used
English Learners On Track	English Learners only	English Learners only	English Learners only
9th Grade On Track	Not Used	Included	Included
4-year Graduation	Not Used	Included	Included
5-year Completers	Not Used	Included	Included

Please note that the English Learners On Track Indicator is only used for the English Learners student group.

The rules for identification of a student group for Targeted support are as follows:

- No determination is made if the student group is rated on fewer than five Indicators.
- If the student group is rated on at least five Indicators, and at least 50% of those rated Indicators are Level 1, then the student group is identified as Targeted.
- If the student group is rated on at least five Indicators, but fewer than 50% of rated Indicators are Level 1, then the student group is not identified as Targeted.

Schools are identified for TSI if at least one student group is identified as Targeted, and the school was not identified for CSI in 2017-18.

Special Rule for the Underserved Race/Ethnicity student group
The underserved race/ethnicity student group is eligible for Targeted identification only if none of the four component groups (American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islanders) are rated on at least five indicators.

INDICATORS AND LEVEL CUTS

WHAT ARE THE REPORTED INDICATORS?

The 2018-19 Accountability Details Reports include the same methodology and indicators provided in the 2017-18 Accountability Details Reports. The 2017-18 reports were the first to be released under the Oregon State Plan that was developed following the passage of the Every Student Succeeds Act (ESSA).

School accountability includes data on the following indicators, which vary by school type (see the previous section for the indicators used by school type):

- **Regular Attenders** – the percentage of students who are attending more than 90% of their enrolled days.
- **ELA Achievement** – the percentage of students who meet standard on the state English language arts (ELA) assessment.
- **Math Achievement** – the percentage of students who meet standard on the state mathematics (Math) assessment.
- **ELA Growth** – the median growth percentile of students on the ELA assessment.
- **Math Growth** – the median growth percentile of students on the mathematics assessment.
- **English Learners On Track to Proficiency** – the percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment, ELPA21.
- **9th Grade On Track** – the percentage of students who earned at least one fourth of graduation credits during their 9th grade year.
- **Four-year Graduation rate** – the percentage of students who earned a regular or modified diploma within four years of entering 9th grade.
- **Five-year Completers rate** – the percentage of students who earned a regular or modified diploma, or earn a GED, extended diploma or adult high school diploma within five years of entering 9th grade.

Indicator data are calculated for the school as a whole and for each of the accountability student groups in the school. Up to three years of data are used for each school and for each student group. Student groups are assigned "levels" on each indicator, provided that the group meets the minimum n-size of 20 when using three years of data.

HOW ARE LEVELS DETERMINED?

Levels are set according to the following methodology, though there is slight variation by indicator. For details, see the appropriate section in this manual for each accountability indicator.

Level	Description
Level 5	State Long Term Goal in 2024-25 (approximately the 90th percentile)
Level 4	Half way to the Long Term Goal
Level 3	The 2016-2017 state average (the baseline)
Level 2	The 10th percentile of schools in 2016-17
Level 1	Below the 10th percentile

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LEVEL CUTS FOR THE INDICATORS

The following table displays the cuts for Levels 1 through 5 for each of the Indicators in the Accountability Details reports. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
Regular Attenders	K-5	93	89	85	78	<78
Regular Attenders	6-8	93	88	83	75	<75
Regular Attenders	9-10	93	86	78	70	<70
ELA Achievement	3-8,11	80	67	54	33	<33
Math Achievement	3-8,11	80	62	43	21	<21
ELA Growth	4-8	60	55	45	40	<40
Math Growth	4-8	60	55	45	40	<40
English Learners On Track	K-12	80	68	56	32	<32
9th Grade On Track	9	95	90	84	69	<69
Four-year Graduation Rate	9-12	90	82	74	67	<67
Five-year Completers Rate	9-12	97	90	82	77	<77

LEVEL 1 OVERRIDE CUTS BY STUDENT GROUP

The accountability system also has a process whereby individual student groups are not assigned Level 1 unless the student group is below the 10th percentile of performance **for that student group**. This rule applies to those student groups that have historic achievement gaps compared to the state as a whole. If a student group does not meet the Level 2 cut in the table above, but does meet the thresholds in the following table, then that group is assigned "Level 2*" to indicate this fact.

These "overrides" do not apply to ELA and Math Growth, nor to the English Learners On Track indicator. "NA" in the following table indicates the group's state rate is at or above the rate for all students.

Indicator	Economically Disadvantaged	English Learner	Students with Disabilities	American Indian/ Alaska Native	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Underserved Race/ Ethnicity	Multi-racial
K-5 Regular Attenders	74	78	71	57	71	75	57	74	73
6-8 Regular Attenders	71	74	67	54	71	76	68	74	70
9-10 Regular Attenders	63	54	60	57	62	69	57	67	69
ELA Achievement	30	11	10	21	17	25	14	24	NA
Math Achievement	18	5	5	12	7	14	8	13	NA
9th Grade On Track	63	50	56	49	65	67	44	65	NA
Four-year Graduation	63	47	46	54	63	63	46	62	62
Five-year Completers	74	58	54	58	75	72	58	72	74

Academic Achievement

OVERVIEW

The Academic Achievement indicator appears on the Report Card (RC) Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the achievement standard (level 3 or 4) for the respective subject in grades 3 through 8 and 11. The percentage proficient is adjusted, as described below, based on a requirement in the federal Every Student Succeeds Act (ESSA).

INCLUSION RULES

The Academic Achievement indicator includes the following students:
- Students who are enrolled at the school on the first school day in May.
- Students who are enrolled in testing grades 3 through 8 and 11.
- Students who are enrolled for a full academic year (FAY)[1].
- Students who have a valid test[2].
- Students who are not first-year English learners.

CALCULATION

Per Sec. 1111 (c)(4)(E)(ii)(I-II) of the Every Student Succeeds Act (ESSA), the denominator for the Academic Achievement indicator must be the greater of 95 percent of all students enrolled on the first school day in May for a full academic year, or the total number of students participating in the assessment. This new denominator is the ESSA denominator.

The ESSA denominator consists of the following calculations:

1) FAY 100% denominator is the total number of students with all of the following:

   - Enrollment on the first school day in May
   - FAY enrollment
   - RC School Participation Flag is Y
   - Test administration code is blank, 0, 1, 3, 5, 7, or X
   - Not first-year English learners

2) FAY 95% denominator is the FAY 100% denominator × 0.945 (with rounding up to the nearest integer).

3) Legacy denominator is the total number of students who meet the inclusion rules.

4) ESSA denominator is the greater of the FAY 95% denominator or the legacy denominator.

The numerator is the total number of students who meet the inclusion rules and meet the achievement standard (level 3 or 4). The Academic Achievement percent is (Numerator ÷ ESSA Denominator) × 100.

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[1] FAY means enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May.
[2] A valid test is a completed or partial test from either the regular assessment (where a student responds to at least five computer adaptive items or one performance task item) or the extended assessment.

EXAMPLE

Suppose a school has 100 students meeting the inclusion rules. Among the 100 students, 80 participated in the mathematics assessment, and 40 of the participants met the mathematics achievement standard. The numerator is 40, and the legacy denominator is 80 students. Thus, the legacy calculation for the achievement indicator is (40 ÷ 80) × 100 = 50.0 percent of students meeting the mathematics achievement standard.

Under the calculation required by ESSA, the numerator is 40, and the denominator is the greater of the FAY 95% denominator or the legacy denominator. In this example, the FAY 95% denominator is 100 × 0.945 = 95. Since 95 is greater than 80, the ESSA denominator is 95 students. As a result, the new calculation for the achievement indicator is (40 ÷ 95) × 100 = 42.1 percent of students meeting the mathematics achievement standard.

As evident in the example, the new calculation for the Academic Achievement indicator views assessment non-participants in excess of 5 percent as not meeting the achievement standard.

CONSIDERATIONS

It is important to note that the new calculation for the Academic Achievement indicator is only relevant to schools and districts as part of the ESSA accountability system (as displayed on the Report Card - Accountability Details Report). The new calculation is not applicable to other public reports of achievement data, specifically it is not applicable to the Assessment Group Reports or the At-A-Glance Profiles. Lastly and above all, the new calculation is not applicable to individual students. The Oregon Department of Education (ODE) does not view students who did not participate in statewide summative assessments as not proficient. These students simply have not had the opportunity to demonstrate their proficiency (or lack thereof).

INDICATOR LEVEL CUTS

The level cuts for achievement are displayed in the following table.

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8,11	80	67	54	33	<33
Math Achievement	3-8,11	80	62	43	21	<21

The level 1 override cuts for achievement are displayed in the following table.

Indicator	Economically Disadvantaged	English Learner	Students with Disabilities	American Indian/ Alaska Native	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Underserved Race/ Ethnicity	Multi-racial
ELA Achievement	30	11	10	21	17	25	14	24	NA
Math Achievement	18	5	5	12	7	14	8	13	NA

The methodology for these cuts is described in the Indicator Level Cuts section of this manual.

RESOURCES

- Achievement Standards Summary
- Assessment Inclusion Rules for Accountability Reporting
- Measures of Interim Progress (MIP) for 2016-17 through 2024-25

Academic Growth

OVERVIEW

The Academic Growth indicator appears on the Report Card (RC) Accountability Details Report by subject (i.e., English language arts and mathematics) and student group. The median growth percentile (MGP) is the Academic Growth indicator, and refers to the relative ranking of current achievement for the median (or typical) student in the student group, school, or district as compared to academic peers. Academic peers are students in the same grade who have similar prior achievement scores for the same academic subject.

INCLUSION RULES

The Academic Growth indicator includes the following students:
- Students who are enrolled at the school on the first school day in May.
- Students who are enrolled in grades 4 through 8.
- Students who are enrolled for a full academic year (FAY)[3].
- Students who have a valid test[4].
- Students who are not first-year English learners.
- Students who have regular grade sequences (i.e., no retention or acceleration).
- Students who do not take the extended assessment.
- Students who have an intact achievement score history (i.e., not missing current or prior year achievement score)

CALCULATION

The Oregon Department of Education (ODE) uses the SGP R package (version 1.9-0.0) by Betebenner, Van Iwaarden, Domingue, and Shang (2018) to estimate student growth percentiles (SGPs) (i.e., relative rankings of student level conditional achievement). The SGP R package uses quantile regression to estimate predicted achievement scores for each student at each percentile in the conditional achievement distribution[5] (e.g., a predicted score at the 1st percentile, 2nd percentile, etc.). The midpoint between the percentiles associated with the predicted achievement scores immediately above and below the current achievement score is the SGP (Shang, Van Iwaarden, & Betebenner, 2015). The median SGP for a student group, school, or district is the MGP.

A simple way to understand how the SGP R package estimates SGPs is to illustrate it using ordinary least squares (OLS) regression (see Castellano and Ho [2013] for further details). The equation below is a typical OLS regression model. It shows current achievement score (Y) as a linear combination of parameters (β_0 and β_1), prior achievement score (X), and the residual or the unexplained portion in the model (ϵ).

$$Y = \beta_0 + \beta_1 X + \epsilon$$

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[3] FAY means enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May.

[4] A valid test is a completed or partial test from the statewide summative assessment where a student responds to at least five computer adaptive items or one performance task item.

[5] The conditional achievement distribution is the distribution of predicted achievement scores controlling for prior achievement.

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The objective of OLS regression is to minimize the difference between Y and the predicted achievement score (which equals $\beta_0 + \beta_1 X$)[6]. Preferably, we want $Y - (\beta_0 + \beta_1 X) = 0$; yet, we know that student achievement is complex, and prior achievement is not the only predictor of current achievement. Thus, $Y - (\beta_0 + \beta_1 X)$ is seldom 0, and that's why the OLS regression model includes ε. In fact, $Y - (\beta_0 + \beta_1 X) = \varepsilon$, and when we transform ε to a percentile, we have a SGP. Students will have higher SGPs if their current achievement score is larger than the predicted achievement score (i.e., larger ε). Conversely, students with current achievement scores less than the predicted achievement score (i.e., smaller ε) will have lower SGPs.

As can be seen from the calculations, the SGP is not a direct measure of achievement growth. Yet, for nearly all students[7], growth is a necessary part of the calculation. The predicted achievement score is really a growth expectation interpreted as what the achievement score should be, given prior achievement. Students will certainly have to demonstrate growth if their current achievement score is to exceed the growth expectation (i.e., $\varepsilon > 0$).

EXAMPLE

Suppose we have three students (students A, B, and C) in the same grade with identical prior achievement scores in the same subject (i.e., 2450). These students are academic peers. Suppose that $\beta_0 = 1250$ and $\beta_1 = 0.505$. The following table displays the current achievement score, predicted achievement score, and the difference between the current and predicted achievement scores (or ε).

Student	Current Achievement Score	Predicted Achievement Score	Difference	SGP
A	2526	2487.25	38.75	77.0
B	2508	2487.25	20.75	54.0
C	2473	2487.25	-14.75	18.0

Student A will have the largest SGP among the three students due to the largest difference between the current and predicted achievement scores (2526 – 2487.25 = 38.75). On the other hand, student C will have the smallest SGP given the small (actually negative) difference (2473 – 2487.25 = -14.75).

INDICATOR LEVELS

The Academic Growth indicator consists of five rating levels. Student groups, schools, and districts earn a rating level according to the value of their applied rate. The applied rate is the higher of the current year MGP or the MGP across three years (i.e., the three-year median growth percentile).

Levels	Cuts	Interpretation
5	60	Represents schools at approximately the 90th percentile of MGPs (includes MGPs ≥ 60).
4	55	Represents schools at approximately the 75th percentile of MGPs (includes MGPs from 55 to 59.9).
3	45	Represents schools at approximately the 25th percentile of MGPs (includes MGPs from 45 to 54.9).
2	40	Represents schools at approximately the 10th percentile of MGPs (includes MGPs from 40 to 44.9).
1	< 40	Represents schools below the 10th percentile of MGPs (includes MGPs < 40).

[6] The predicted achievement score is the average value in the conditional distribution. If the distribution is normal, the average is equivalent to the median (or the 50th percentile).

[7] It is possible for a student to have a large SGP with a decline in achievement or a small SGP with an increase in achievement. The reason for this is the normative nature of the measure. Suppose that academic peers have a current achievement score that is less than the prior achievement score. The student with the smallest decline will have the largest SGP, and the student with the largest decline will have the smallest SGP.

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RESOURCES

- [Assessment Inclusion Rules for Accountability Reporting](#)

REFERENCES

Betebenner, D. W., Van Iwaarden, A. R., Domingue, B., & Shang, Y. (2018). SGP: Student growth percentiles and percentile growth trajectories (Version 1.8-0.0) [Software]. Available from http://sgp.io.

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Shang, Y., Van Iwaarden, A. R., & Betebenner, D. W. (2015). Covariate measurement error correction for student growth percentiles using the SIMEX method. *Educational Measurement: Issues and Practice*, *34*(1), 4-14. https://doi.org/10.1111/emip.12058

Regular Attenders

OVERVIEW

The Regular Attenders indicator is the percentage of students who attend school more than 90% of their enrolled days. In other words, a regular attender is a student who is absent less than 10% of the time. Regular attendance rates vary widely by grade, from a high of 86% in grades three, four, and five, to as low 62% in grade twelve. Because of this variation, the accountability system divides regular attender calculations into three grade bands:

- Kindergarten to 5th,
- 6th to 8th, and
- 9th to 10th.

Note that we do not include the regular attendance rates at grades eleven and twelve in the accountability system or as part of the Accountability Details reports. One reason is that regular attendance in grades nine and ten is a much stronger predictor of graduation than is attendance in later grades. The inclusion of ninth and tenth grade attendance means that for high schools the accountability system provides an "Early Indicator" of high school success, in addition to the 9th Grade On-Track indicator.

HOW DOES ODE DETERMINE THE GRADE BAND FOR SCHOOLS?

In general, the available grade bands of K-5, 6-8, and 9-10 align with elementary, middle, and high school grades, making the choice of grade band on the Accountability Details Reports straightforward for most schools. Since schools, such as K-8 or K-12 schools, may serve grades that overlap these bands the accountability system selects the grade band that has the greatest number of students in the "All Students" group, calculated over the last three school years. In the case that multiple grade bands have the same number of students (such as a K-12 school where both the 6-8 and 9-10 grade bands have the same number of students) the higher grade band is selected (the 9-10 grade band in the previous example).

Once a grade band is determined, the system uses that same grade band for all student groups. This rule was chosen to maximize the inclusion of student groups in the accountability system.

CALCULATION

Students are included in the denominator of the Regular Attenders calculation if:

- Their Spring Membership grade corresponds to the grade band selected.
- They have at least 75 days of enrollment in the school or district, as reflected in the attending school or district fields in Third Period Cumulative ADM.
- The Spring Membership record determines student group membership, except for the Students with Disabilities and the English Learners student groups:

o If a student has any Third Period Cumulative ADM record (within their resident district) reported as a Special Education student, they will be included in Students with Disabilities student group.
o The English Learners student group is based on the current year's English Learners collection.

Students are included in the numerator if:
- They are in the denominator; and
- The total number of days present at the school or district divided by the total number of days enrolled is higher than 90%. The total number of *Days Enrolled* is calculated as *Days Present + Days Absent*.

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the higher of the rate for the 2018-19 school year and the three year average, provided their denominators meet the minimum n of 20. If the 2018-19 rate does not meet the minimum n of 20, but the three-year average does meet the minimum n, then the level is based on the three-year average. The rate used to determine the level is indicated in the "Rated on" column of the Accountability Details Report for Regular Attenders. The applied rate is then compared to the level cuts for this indicator.

The following table shows the level cuts for each of the three grade bands used in the accountability system.

Level	K to 5 Grade Band	6 to 8 Grade Band	9 to 10 Grade Band
5	93	93	93
4	89	88	86
3	85	83	78
2	78	75	70
1	<78	<75	<70

The accountability system also has a process whereby individual student groups are not assigned Level 1 unless the student group is below the 10th percentile of performance **for that student group**. The methodology for these cuts is described in the Indicator Level Cuts section of this manual.

On Track to English Language Proficiency (ELP)

INCLUSION RULES

The On Track to ELP indicator includes the following English Learners:

1. Current English Learners in the current year Spring ESEA Title III English learner collection who are enrolled at the school on the first school day in May for a full academic year.
2. Current English Learners who satisfy #1 and have an English language exit date (also known as the reclassification date) and/or English language proficiency via current year ELPA.
3. Current English Learners who satisfy #1 must satisfy all of the following if they don't satisfy #2:
   a. Initial ELPA test must occur before the current year.
   b. Must be identified as an EL for 1.50 years.
   c. Must be enrolled during the current ELPA test window[8].

ELP EXPECTATIONS

Tables 1 and 2 describe ELP expectations given an English Learner's initial domain performance level and time identified as an English Learner. The ELP expectations are performance levels where 1 through 3 indicate not proficient and 4 through 5 are proficient. The ELPA domains are reading, writing, listening, and speaking. Table 1 corresponds to English Learners who are **not** students with disabilities or students with an interrupted formal education, while table 2 pertains to English Learners who **are** students with disabilities and/or students with an interrupted formal education. The ESSA accountability system applies each table to all non-exempt ELPA domains in order to determine whether English Learners are on track to ELP.

Table 1. ELP expectations for English Learners who are **not** students with disabilities or students with interrupted formal education (given initial domain proficiency and years identified as an English Learner).

Initial Domain Proficiency	<1.5 Years	1.5 to <2 Years	2 to <3 Years	3 to <4 Years	4 to <5 Years	5 to <6 Years	6 to <7 Years	7 or more Years
1	Not Included	1	2	2	3	3	3	4 or 5
2	Not Included	2	3	3	3	4 or 5	4 or 5	4 or 5
3	Not Included	3	3	3	4 or 5	4 or 5	4 or 5	4 or 5
4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5	4 or 5

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[8] The ELPA test window for accountability is truncated to account for (a) 10 days to drop enrollment in ADM and (b) 14 days to identify students as ELs (per the OCR timeline). The official test window for ELPA in 2018-19 was January 8 to April 12; however, the truncated window is January 18 to March 28.

Table 2. ELP expectations for English Learners who **are** students with disabilities and/or students with interrupted formal education (given initial domain proficiency and years identified as an English Learner).

Initial Domain Proficiency	<1.5 Years	1.5 to <2 Years	2 to <3 Years	3 to <4 Years	4 to <5 Years	5 to <6 Years	6 to <7 Years	7 to <8 Years	8 or more Years
1	Not Included	1	2	2	2	3	3	3	**4 or 5**
2	Not Included	2	2	3	3	3	**4 or 5**	**4 or 5**	**4 or 5**
3	Not Included	3	3	3	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**
4 or 5	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**	**4 or 5**

An English Learner is on track to domain proficiency if current domain proficiency is equal to or greater than the trajectory expectation. An English Learner is **not** on track to domain proficiency if current domain proficiency is less than trajectory expectation or the EL is an ELPA nonparticipant in 2018-19.

For example, using Table 1 for an English Learner who does not have a disability or an interrupted formal education, if the initial reading domain performance level is 1, and the time identified as an English Learner is 4 to less than 5 years (i.e., 4 to <5), the ELP expectation is a reading domain performance level of 3. English Learners meet the ELP expectation for reading if their current reading domain performance level is 3 or higher.

CALCULATION

English Learners are on track to ELP if one or more of the following occur:
- English language exit date in the current year
- English language proficiency via current year ELPA
- Meet ELP expectations on three or more ELPA domains
- Meet ELP expectations on all non-exempt ELPA domains if there is one or more domain exemption

The aggregate calculation is the following:
- Denominator: English Learners who meet the inclusion rules
- Numerator: English Learners who meet the inclusion rules and who are on track to ELP
- Rate: (Numerator ÷ Denominator) × 100

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OVERVIEW

The 9th Grade On-Track indicator is the percentage of students who are on-track to graduate by the end of their first year of high school. Students are considered to be on-track if they, by the end of their first year of high school, earned at least one fourth of the credits required for graduation. The Oregon Diploma and Modified Diploma require 24 credits for graduation, though districts can require additional credits. This means that students must earn at least 6 credits (and more for districts with higher credit requirements) to be considered on-track.

A student's credit total includes credits awarded to students for advanced course work before beginning high school, credits earned during their first year of high school, and credits earned during the summer after the first year of high school.

INCLUSION RULES AND CALCULATION

The 9th Grade On-Track indicator includes the following students in the denominator:
- Students who are enrolled at the school on the first school day in May; and
- Students who are enrolled for a full academic year (FAY)[9].

Beginning with the 2017-18 calculation, ODE removed from a school's denominator certain students who transferred schools after the first school day in May:
- Students who transfer out-of-state after May 1, but before the end of the school year;
- Students who are deceased; or
- Students who transfer between Oregon schools after May 1, but before the end of the school year.[10]

Students are "on track" if they earn at least one quarter of their required graduation credits by August 31st of the summer following their first year in high school. The 9th Grade On-Track indicator is defined as the percentage of on-track students among those students included in the denominator.

HOW ARE LEVELS DETERMINED?

The 9th Grade On-Track Indicator use the higher of the most recent school year's rate (2018-19) or the average of the three most recent years (2016-17 to 2018-19) provided that each meets the minimum n-size of 20 in the denominator. The higher of the rates is then compared to the following cuts:

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[9] FAY means enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May.
[10] These are students with a confirmed transfer. This means another district reported enrolling the student after that student left the district they were enrolled in on the first school day in May.

Level	9th Grade On-Track
5	95
4	90
3	84
2	69
1	<69

The cuts for Level 2 vary by student groups. The methodology for these cuts and the cut for student groups is described in the Indicator Level Cuts section of this manual.

Four-Year Cohort Graduation

OVERVIEW

The Four-Year Cohort Graduation indicator is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma within four years of entering high school. A standard diploma refers only to the following:

- Oregon Diploma (Regular High School Diploma Awarded)
- Oregon Diploma (Regular High School Diploma Awarded, continuing to Post Graduate Scholars)
- Oregon Diploma (Regular High School Diploma Earned, but not Awarded)
- Modified Diploma

By state statute, a student's resident district is the entity responsible for that student's education (See ORS 339.115 and ORS 339.133). As such, accountability for graduation falls on the resident district and school, not the attending district or school. In general, students are accountable to the last degree-granting district and school that enrolled them, or to the district and school that awarded their diploma, although there are exceptions.

See the 2017-18 Cohort Graduation Rate Policy and Technical Manual for complete details, including information on how students are assigned a cohort year, final outcome determinations, student group membership, accountable district and school determinations; and the data sources used.

CALCULATION

The calculation of the four-year graduation rate is a multi-step process. The steps are shown below, and apply to the calculation of the graduation rate for students who were first-time high school students in 2014-15. These are the students whose expected four-year graduation date was in Spring/Summer 2018.

1. Determine the students who were first enrolled in high school in 2014-15, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2014-15 and 2017-18. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2014-15 and 2017-18 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Determine the race/ethnicity and gender of each student.

6. Determine whether the student belongs to the current English learners, students with disabilities, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was "transferred to a public high school in another state, a private school, or home school," as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district, and the denominator for the cohort graduation rate calculation.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program). This is the numerator for the cohort graduation rate calculation.

The graduation rate is then calculated as this numerator out of the adjusted cohort denominator, rounded up to the nearest tenth.

How Are Levels Assigned?

A level is assigned based on the higher of the rate for the 2014-15 cohort and the three year average, provided their denominators meet the minimum n of 20. If the 2014-15 rate does not meet the minimum n of 20, but the three-year average does meet the minimum n, then the level is based on the three-year average. The rate used to determine the level is indicated in the "Rated on" column of the Accountability Details Report for Four-Year Cohort Graduation. The applied rate is then compared to the level cuts for this indicator.

The following table shows the level cuts used for this indicator in the accountability system.

Level	Cut
5	90
4	82
3	74
2	67
1	<67

The accountability system also has a process whereby individual student groups are not assigned Level 1 unless the student group is below the 10th percentile of performance **for that student group**. The following table shows the Level 1 override cuts used for each individual student group's rating.

Indicator	Economically Disadvantaged	English Learner	Students with Disabilities	American Indian/ Alaska Native	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Underserved Race/ Ethnicity	Multi-racial
Four-year Graduation	63	47	46	54	63	63	46	62	62

The methodology for level cuts is described in the Indicator Level Cuts section of this manual.

Five-Year Completers

OVERVIEW

The Five-Year Completers indicator is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma or other completion credentials within five years of entering high school.

A standard diploma refers only to the following:
- Oregon Diploma (Regular High School Diploma Awarded)
- Oregon Diploma (Regular High School Diploma Awarded, continuing to Post Graduate Scholars)
- Oregon Diploma (Regular High School Diploma Earned, but not Awarded)

Other completion credentials include only the following:
- Adult High School Diploma
- Extended diploma
- GED

Alternative certificates are a district-defined credential, and are not included as completers in the completer rate.

By state statute, a student's resident district is the entity responsible for that student's education (See ORS 339.115 and ORS 339.133). As such, accountability for graduation falls on the resident district and school, not the attending district or school. In general, students are accountable to the last degree-granting district and school that enrolled them, or to the district and school that awarded their diploma, although there are exceptions.

See the 2017-18 Cohort Graduation Rate Policy and Technical Manual for complete details, including information on how students are assigned a cohort year, final outcome determinations, student group membership, accountable district and school determinations; and the data sources used.

CALCULATION

The calculation of the five-year completers rate is a multi-step process. The steps are shown below, and apply to the calculation of the completers rate for students who were first-time high school students in 2013-14. These are the students whose expected five-year graduation date was in Spring/Summer 2018.

1. Determine the students who were first enrolled in high school in 2013-14, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2013-14 and 2017-18. Include only those students in the unadjusted state cohort.

3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2013-14 and 2017-18 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the current English learners, students with disabilities, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was "transferred to a public high school in another state, a private school, or home school," as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district, and the denominator for the cohort's five-year completers rate calculation.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program) or other completion credentials (Adult High School diploma, Extended diploma, GED). This is the numerator for the five year completers calculation.

The five year completers rate is then calculated as this numerator out of the adjusted cohort denominator, rounded up to the nearest tenth.

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the higher of the rate for the 2013-14 cohort and the three year average, provided their denominators meet the minimum n of 20. If the 2013-14 rate does not meet the minimum n of 20, but the three-year average does meet the minimum n, then the level is based on the three-year average. The rate used to determine the level is indicated in the "Rated on" column of the Accountability Details Report for Four-Year Cohort Graduation. The applied rate is then compared to the level cuts for this indicator.

The following table shows the level cuts used for this indicator in the accountability system.

Level	Cut
5	97
4	90
3	82
2	77
1	<77

The accountability system also has a process whereby individual student groups are not assigned Level 1 unless the student group is below the 10th percentile of performance **for that student group**. The table below shows the Level 1 override cuts used for each individual student group's rating.

Indicator	Economically Disadvantaged	English Learner	Students with Disabilities	American Indian/ Alaska Native	Black/ African American	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	Underserved Race/ Ethnicity	Multi-racial
Five-year Completers	74	58	54	58	75	72	58	72	74

The methodology for level cuts is described in the Indicator Level Cuts section of this manual.

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