



OREGON  
DEPARTMENT OF  
EDUCATION

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# AT-A-GLANCE SCHOOL AND DISTRICT PROFILES

## 2021-2022 TECHNICAL MANUAL

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## UPDATES & CHANGES

**Updated July 20, 2022**

### **Class Size Data:**

Class Size data are included on the 2021-22 At-A-Glance School and District Profiles. Class Size data were not included on the 2020-21 At-A-Glance Profiles in order to make space for a text field describing the impacts to data that year.

### **Assessment and Regular Attenders Data:**

These data are included on the 2021-22 At-A-Glance School and District Profiles. They were not published on the 2020-21 At-A-Glance Profiles due to the impacts of the [2020-21 Assessment Waiver](#) from the U.S. Department of Education.

### **Individual Student Progress (Growth) Data:**

Individual Student Progress (Growth) was not calculated for the 2021-22 school year and these data will not be included on the Elementary/Middle or District profiles.

### **Prior Year Comparison Arrows:**

The prior year comparison arrows were removed for all dials on the front page of the At-A-Glance profiles.

### **Free/Reduced Price Lunch:**

Schools that offered Free or Reduced Price Lunch to all students regardless of their individual eligibility will appear as ">95". In prior report years these were schools operating under the U.S. Department of Agriculture's (USDA) Community Eligibility Provision or Provision 2. In 2020-21 and in 2021-22 this provision expanded to include schools that participated in the expanded Seamless Summer Option or the Summer Food Service Program under the USDA's COVID-19 waiver.

### **Foster Care Student Group:**

Students in Foster Care were added as a student group disaggregation for all three At-A-Glance profile types. Foster Care student data are sourced from data delivered to ODE from the Oregon Department of Human Services.

## WHAT ARE THE AT-A-GLANCE PROFILES?

The At-A-Glance School and District profiles are published each year alongside the Accountability Detail sheets. Together, the At-A-Glance School and District Profiles and the Accountability Detail Sheets comprise the Oregon Department of Education's larger reporting system as required by the Oregon State legislature and the Every Student Succeeds Act (ESSA). The At-A-Glance School and District Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. For more information on the redesign project, go to the [Report Card Redesign webpage](#).

The At-A-Glance School and District Profiles do not rate or grade schools and districts and they are not used to determine levels of support under ESSA.

Districts can preview the data published on the At-A-Glance in the [Achievement Data Insight](#) (ADI) application. District staff should contact their [district security administrator](#) for access to the ADI.

All data is based on the 2021-22 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, Same Principal, and Per Pupil Expenditure data elements.

There are three profile types: Elementary/Middle, High School, and District. This document is organized into two sections. This first section describes the data included on the Elementary/Middle and High School profiles. The second section describes the data included on the District profiles.

## GUIDELINES FOR REPRODUCING AND DISTRIBUTING THE AT-A-GLANCE PROFILES

Districts are responsible for ensuring that the At-A-Glance profiles 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 At-A-Glance profiles (report cards) by **January 15** of each year. While many districts choose to mail At-A-Glance profiles to parents, it is important to note that this is not a requirement. Districts have discretion concerning the method they use to distribute At-A-Glance profiles 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.

Current year and prior year's At-A-Glance Profiles and are available for the public to download from [ODE's webpage](#).

## STAFF RESPONSIBILITIES & CONTACT LIST

### ODE Contacts

Topic	Contact Person
General Questions	<a href="#">Elyse Bean</a>
Student Enrollment	<a href="#">Robin Stalcup</a>
Staff Information	<a href="#">Ryan Clark</a>
Class Size	<a href="#">Robin Stalcup</a>
Regular Attenders	<a href="#">Paul Skomsvold</a>
Individual Student Progress	<a href="#">Josh Rew</a>
On-Track To Graduate	<a href="#">Paul Skomsvold</a>
Assessment Data	<a href="#">Cindy Barrick</a>
Graduation Data	<a href="#">Paul Skomsvold</a>
College Going	<a href="#">Josh Rew</a> and <a href="#">Paul Skomsvold</a>
Student Mobility	<a href="#">Josh Rew</a>
Narrative Collection	<a href="#">Bianca Llamas</a>

### Regional ESD Partners

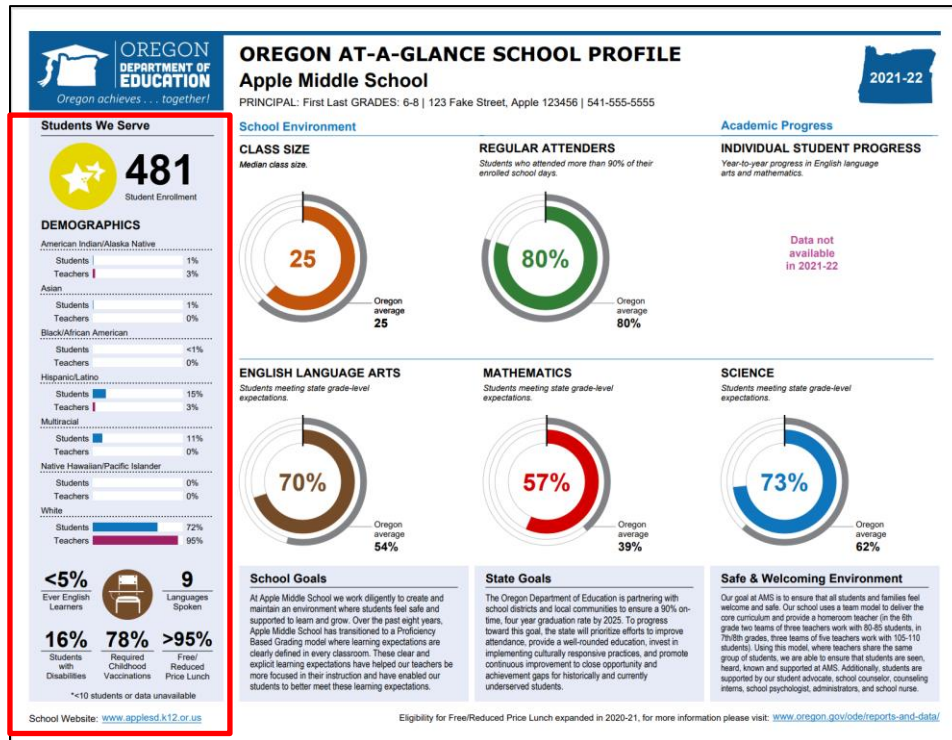
The Regional Education Service District (ESD) Partners are your contacts for collection and accountability support.

Name	E-mail Address	Phone Number
Karen Brown Smith	<a href="mailto:Karen.Brown@imesd.k12.or.us">Karen.Brown@imesd.k12.or.us</a>	1-800-706-4447 x3124
Peter Campbell	<a href="mailto:Peter.Campbell@imesd.k12.or.us">Peter.Campbell@imesd.k12.or.us</a>	1-800-706-4447 x3203

# ELEMENTARY/MIDDLE AND HIGH SCHOOL PROFILES

## STUDENTS WE SERVE

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



Note: This is a preliminary mockup; the layout may change by time of publication.

## STUDENT ENROLLMENT

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

## STUDENT DEMOGRAPHICS

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

## TEACHER DEMOGRAPHICS

Staff race/ethnicity in a school as reported in the Staff Position collection. The Staff Position Collection is a December 1 snapshot of all public school and district staff. The calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant

Principal, Licensed Librarians, and Non Special Education Guidance Counselors (position codes 3, 4, 5, 8, 9, 10, 22, or 23). In cases where at least one staff member in a group is reported at the school, but the percentage would round to 0, we display “<1”. Similarly, if the percentage would round to 100, but not every staff member in the school belongs to that group, we display “>99”. For more information, refer to [Staff Position Manual](#).

### EVER ENGLISH LEARNERS

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

### LANGUAGES SPOKEN

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

### STUDENTS WITH DISABILITIES

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

### REQUIRED CHILDHOOD VACCINATIONS

The percentage of students in a school with all required childhood vaccinations. Note that this does **not** include the COVID-19 vaccine. The denominator is attending school enrollment as reported to the Oregon Health Authority (OHA). The numerator is the total number of students with all required vaccinations. An ‘\*’ is displayed for schools where student populations are below ten students. ODE receives immunization data from the OHA; for more information, go to the OHA’s [School Immunization Rates](#) web page.

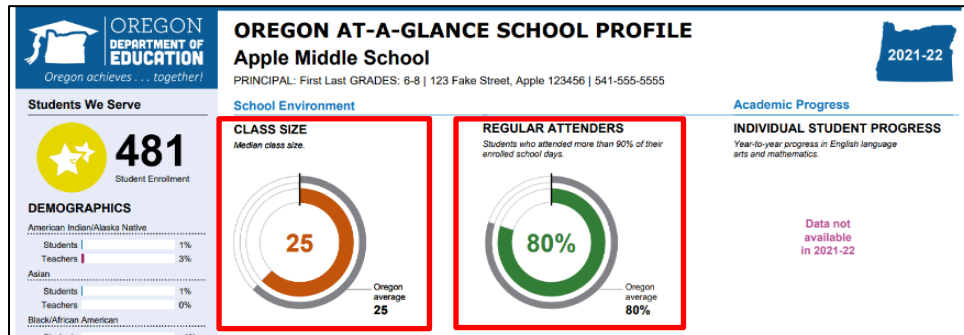
### FREE/REDUCED PRICE LUNCH

The percentage of students in Spring Membership that were eligible for Free or Reduced Price school meals at any time in the school year, as reported in Spring Membership. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

**Note:** Schools that offered Free or Reduced Price school meals to all students regardless of their individual eligibility will appear as “>95”. This includes schools operating under the Community Eligibility Provision, Provision 2, or schools that participated in the expanded summer meals programs under the U.S. Department of Agriculture’s COVID-19 waiver.

## SCHOOL ENVIRONMENT

For 2021-22, this section only includes Class Size and Regular Attenders.



Note: This is a preliminary mockup; the layout may change by time of publication.

## CLASS SIZE

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

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

## REGULAR ATTENDERS

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

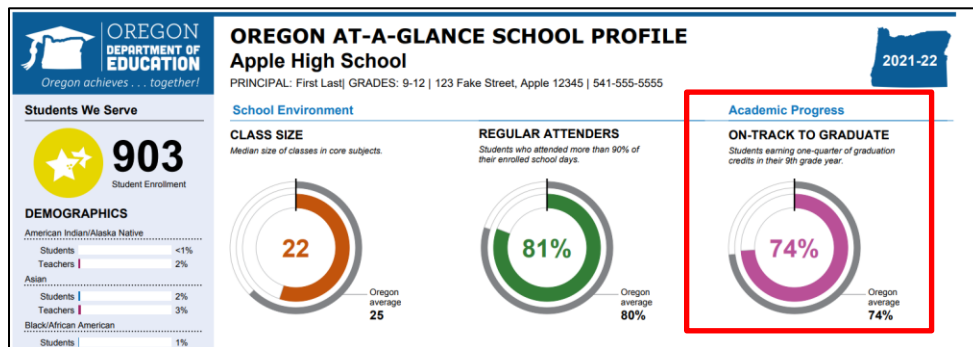
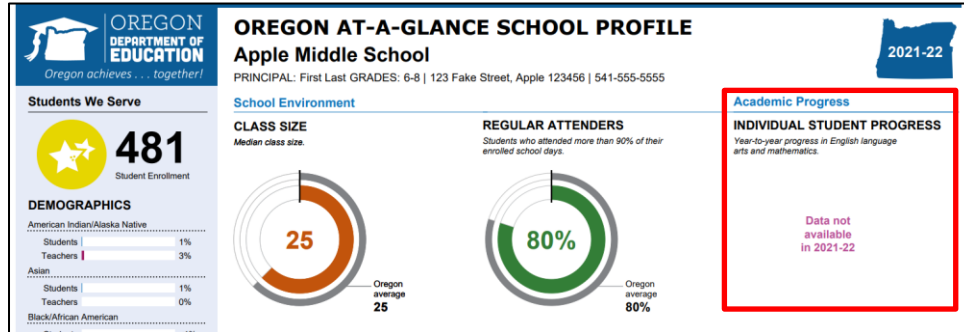
The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a “\*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

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



## ACADEMIC PROGRESS

The Academic Progress indicator varies by school. Elementary and middle school profiles have a space for Individual Student Progress but no data will be published on the 2021-22 At-A-Glance Profiles. High schools and combined schools show On-Track to Graduate.



Note: This is a preliminary mockup; the layout may change by time of publication.

## INDIVIDUAL STUDENT PROGRESS

Individual Student Progress data are not included on the 2021-22 At-A-Glance School and District profiles.

## ON-TRACK TO GRADUATE

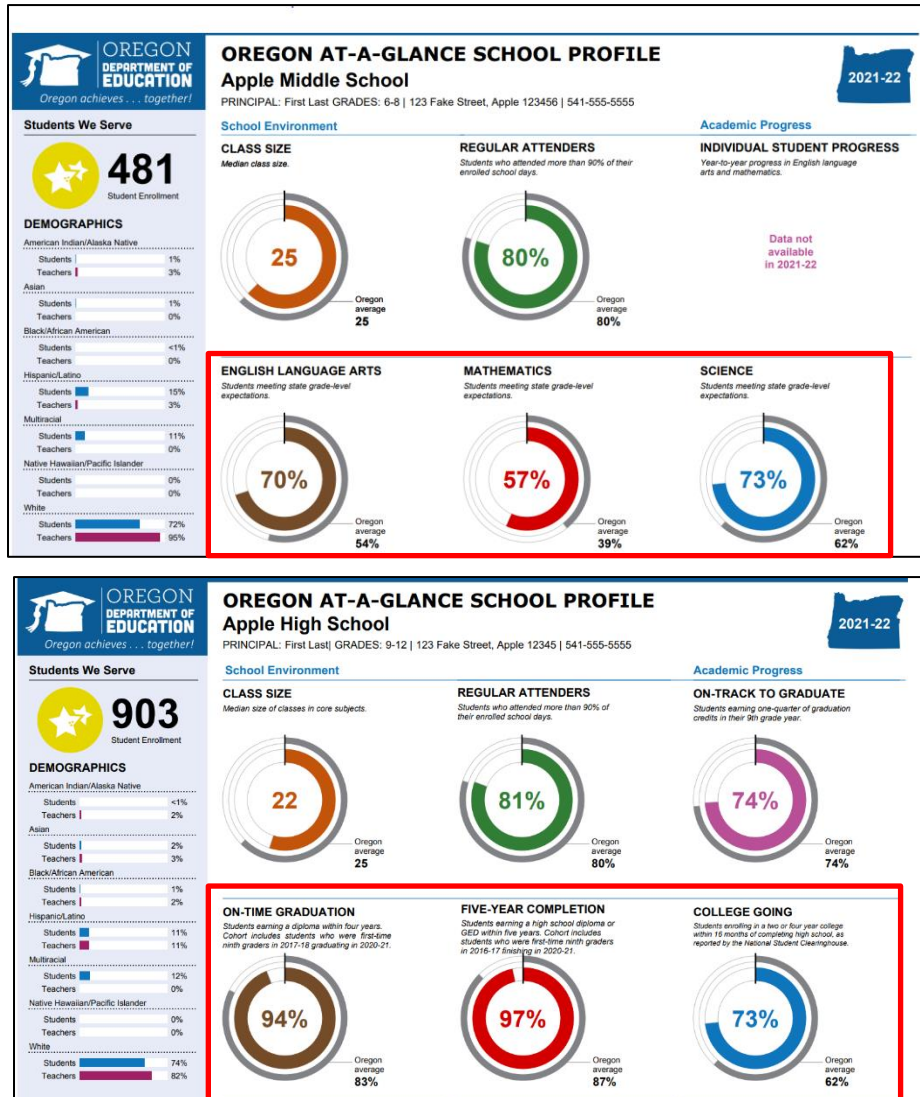
The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the school and have a high school entry year of 2021-2022. The numerator is the number of students earning at least one quarter of required credits by August 31, 2022 following their first year in high school.

Students are full academic year if the total ADM for their Spring Membership record is greater than 0.5 ADM across all of their Third Period Cumulative ADM records. The denominator excludes students who enrolled on the first week day in May but who transfer out of the school prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track collection manual](#).

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

## ACADEMIC SUCCESS

The Academic Success indicators vary by school. Elementary and Middle school profiles include English Language Arts, Mathematics, and Science assessment, while high schools and combined schools include On-Time Graduation, Five-Year Completion, and College Going rates.



Note: This is a preliminary mockup; the layout may change by time of publication.

## ENGLISH LANGUAGE ARTS (ELA)

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

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

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

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

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

## MATHEMATICS

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

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

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

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

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

## SCIENCE

The percentage of students who achieved a Level 3 or Level 4 on the statewide science assessment, among those participating in the assessment. The denominator includes students in Spring Membership

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

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

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

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

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

## **ON-TIME GRADUATION**

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2017-18 school year. This was the expected class of 2020-21 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2021. For more information, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

No suppression is applied to the total school level rate.

## **FIVE-YEAR COMPLETION**

The percentage of students earning a regular diploma, modified diploma, extended diploma, adult high school diploma, or GED within five years of entering high school. Data are shown for the cohort of students entering high school for the first time in the 2016-17 school year. This was the expected class of 2020-21 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the five-year adjusted cohort for the school. The numerator is students in the denominator who earned a GED or a regular, modified, extended, or adult high school diploma by August 31, 2021. For more information, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

No suppression is applied to the total school level rate.

## COLLEGE GOING

This is the percentage of On-Time graduates who enroll in a postsecondary institution after graduating and before the end of the first academic year that follows the cohort’s graduation. The source of the postsecondary enrollment data is the National Student Clearinghouse.

The denominator includes the cohort of students entering high school for the first time in the 2016-17 school year and earning a regular or modified diploma by the 2019-20 school year (within four years of entering high school). The numerator is students in the denominator who have a postsecondary enrollment begin date that follows their high school exit date and is on or after June 1, 2020 and before October 1, 2021.

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

## SCHOOL GOALS, STATE GOALS, AND SAFE & WELCOMING ENVIRONMENT

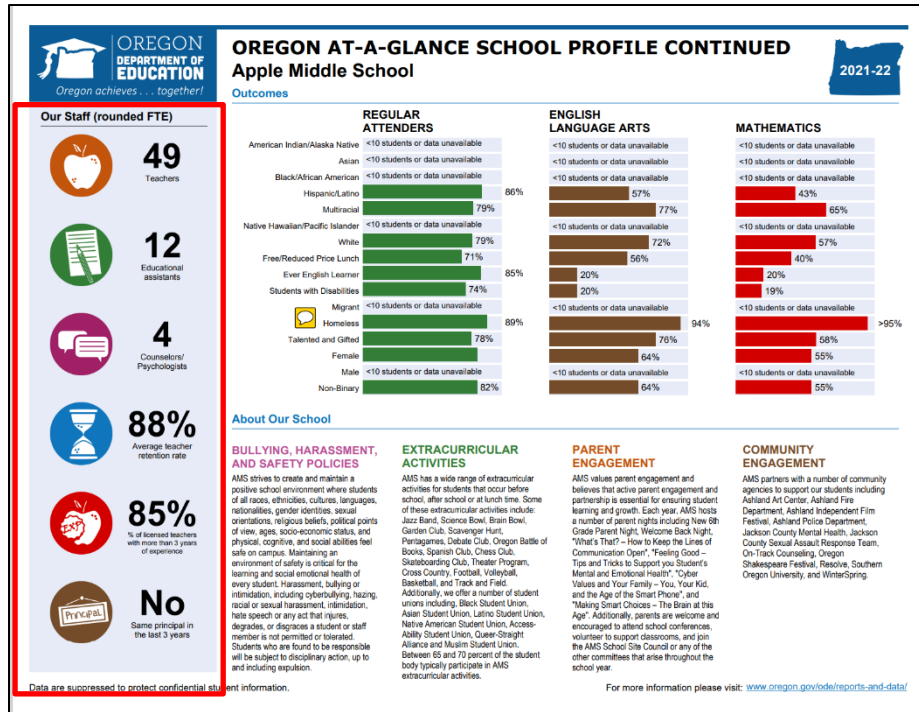
The Oregon Department of Education (ODE) provides the State Goals section. The School Goals and the Safe & Welcoming Environment sections are submitted to ODE by districts in the At-A-Glance Narrative Collection. For more information on this collection, please refer to the [At-A-Glance Narrative Collection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

<p><b>&lt;5%</b> Ever English Learners</p> <p><b>9</b> Languages Spoken</p> <p><b>16%</b> Students with Disabilities</p> <p><b>78%</b> Required Childhood Vaccinations</p> <p><b>&gt;95%</b> Free/Reduced Price Lunch</p> <p><small>*&lt;10 students or data unavailable</small></p>	<p><b>School Goals</b></p> <p>At Apple Middle School we work diligently to create and maintain an environment where students feel safe and supported to learn and grow. Over the past eight years, Apple Middle School has transitioned to a Proficiency Based Grading model where learning expectations are clearly defined in every classroom. These clear and explicit learning expectations have helped our teachers be more focused in their instruction and have enabled our students to better meet these learning expectations.</p>	<p><b>State Goals</b></p> <p>The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.</p>	<p><b>Safe &amp; Welcoming Environment</b></p> <p>Our goal at AMS is to ensure that all students and families feel welcome and safe. Our school uses a team model to deliver the core curriculum and provide a homeroom teacher (in the 6th grade two teams of three teachers work with 80-85 students, in 7th/8th grades, three teams of five teachers work with 105-110 students). Using this model, where teachers share the same group of students, we are able to ensure that students are seen, heard, known and supported at AMS. Additionally, students are supported by our student advocate, school counselor, counseling interns, school psychologist, administrators, and school nurse.</p>
<p>School Website: <a href="http://www.applesd.k12.or.us">www.applesd.k12.or.us</a></p>		<p>Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: <a href="http://www.oregon.gov/ode/reports-and-data">www.oregon.gov/ode/reports-and-data</a></p>	

Note: This is a preliminary mockup; the layout may change by time of publication.

## OUR STAFF (ROUNDED FTE)

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



Note: This is a preliminary mockup; the layout may change by time of publication.

## TEACHERS

This is the total adjusted FTE of teachers as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year (FTE \* Contract Length/Full Contract Length). This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year (FTE \* Contract Length/Full Contract Length). This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## COUNSELORS/PSYCHOLOGISTS

The total adjusted FTE of counselors and psychologists at the school, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year (FTE \* Contract Length/Full Contract Length). This calculation includes Guidance Counselors and Special Education Counselors, Rehabilitation Counselors (staff reported with position

codes 10 and 33), Psychologists, and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

### **AVERAGE TEACHER RETENTION RATE**

Based on the three-year average of the percentage of teachers employed at a school that return to the school in at least one of the two following school years. The denominator for each school year is the total adjusted FTE of teachers (staff members reported with position codes 5, 8, 22 or 23) at the school, while the numerator is the total adjusted FTE of the staff included in the denominator that returned to the school in any position in at least one of the following two years.

The three-year average is calculated by taking the sum of the numerators for the 2017-18 through 2019-20 school years divided by the sum of the denominators for the 2017-18 through 2019-20 school years. Data is pulled from the 2017-18 through 2021-22 Staff Position collections. For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

### **TEACHER EXPERIENCE**

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2021-22 Staff Position Collection. A teacher is defined as a head teacher, teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than three years.

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

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

For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

### **SAME PRINCIPAL FOR THE LAST 3 YEARS**

A "Yes" indicates that the school had the same principal in the previous three years. Schools with co-principals will have a "Yes" as long as at least one of the co-principals was employed at the school for all three years. Schools that opened in 2021-22 or that are assigned new school status will show "Yes."

A "No" indicates that the school had a change in principals in the previous three years. Principals are staff members reported with position code 3. Schools that had no principal, but reported a Head Teacher (position code 5) use the Head Teacher to calculate this metric.

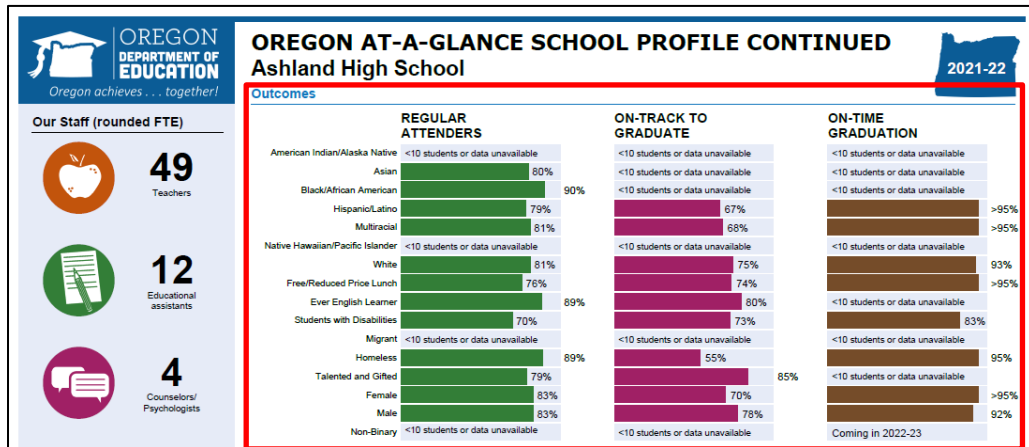
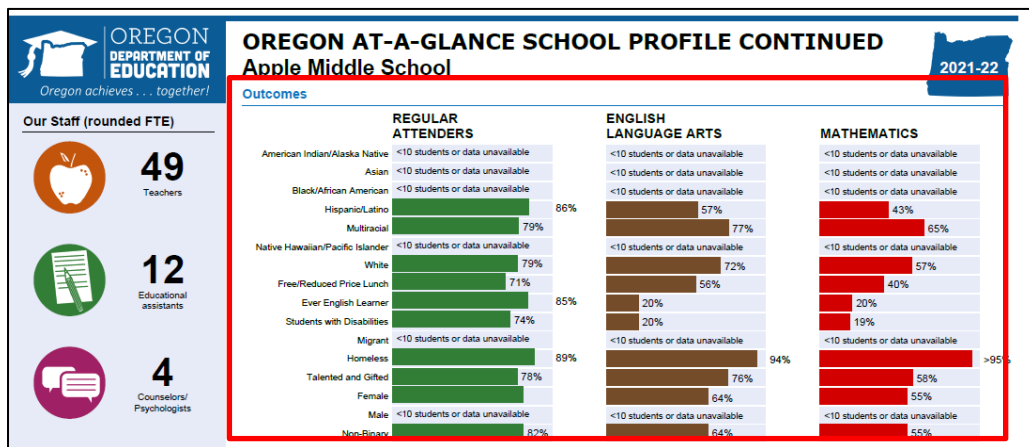
Data are from the 2019-20 through 2021-22 Staff Position collections. For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

## OUTCOMES

The Outcomes section shows disaggregated data for three key indicators from the first page of the report. The Elementary and Middle School profiles include student group disaggregations for Regular Attenders, English Language Arts performance, and Mathematics performance.

The High School profiles include student group disaggregations for Regular Attenders, On-Track to Graduate, and On-Time Graduation.

The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with “<10 students or data unavailable”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.



Note: This is a preliminary mockup; the layout may change by time of publication.

## REGULAR ATTENDERS

- **Race/Ethnicity:** as reported in Spring Membership.
- **Free/Reduced Priced Lunch:** students eligible at any time during the school year, as reported in Spring Membership.



- **Ever English Learners**: students reported as current or former English Learners in the 2021-22 unduplicated English Learners data. Excludes record types '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities**: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless**: students submitted to the 2021-22 McKinney-Vento Homeless collection
- **Students in Foster Care**: students with a foster care episode within the 2021-22 school year from the Oregon Department of Human Services.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership.
- **Male/Female/Non-Binary**: as reported in Spring Membership.

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

- **Race/Ethnicity**: as reported in Spring Membership.
- **Free/Reduced Price Lunch**: students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners**: students reported as current or former English Learners in the 2021-22 unduplicated English Learners data. Excludes record types '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities**: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless**: students submitted to the 2021-22 McKinney-Vento Homeless collection.
- **Students in Foster Care**: students with a foster care episode in the 2021-22 reporting year from the Oregon Department of Human Services.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership.
- **Male/Female/Non-Binary**: as reported in Spring Membership.
- For further details, see [Student Group Definitions for Assessment Results](#).

## ON-TRACK TO GRADUATE

- **Race/Ethnicity**: as reported in Spring Membership.
- **Free/Reduced Price Lunch**: students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners**: students reported as current or former English Learners in the 2021-22 unduplicated English Learners data. Excludes record types '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities**: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless**: students submitted to the 2021-22 McKinney-Vento Homeless collection.

- **Students in Foster Care**: students with a foster care episode in the 2021-22 reporting year from the Oregon Department of Human Services.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership.
- **Female/Male/Non-Binary**: as reported in Spring Membership.

## ON-TIME GRADUATION


- **Race/Ethnicity**: as reported on the record with the student's highest ranked outcome.
- **Free/Reduced Price Lunch**: students eligible at any time during high school, as reported in Spring Membership.
- **Ever English Learners**: students submitted as current or former English Learners in the Title III English Learners Spring Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2009-10 through 2020-21.
- **Students with Disabilities**: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection in any of the four most recent collections.
- **Homeless**: students submitted to the McKinney-Vento Homeless collection in any of the four most recent collections.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership from 2017-18 through 2020-21.
- **Female/Male/Non-Binary**: as reported on the record with the student's highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Technical Manual](#).

## ABOUT OUR SCHOOL


Elementary and Middle School profiles include information on Bullying Harassment and Safety Policies, Extracurricular Activities, Parent Engagement, and Community Engagement.

High School profiles include information on Advanced Coursework, Career & Technical Information, Extracurricular Activities, and Parent & Community Engagement.


These sections are submitted to ODE by districts in the At-A-Glance Narrative collection. For more information on this collection, please refer to the [At-A-Glance Narrative collection manual](#).



**88%**  
Average teacher retention rate



**85%**  
% of licensed teachers with more than 3 years of experience



**No**  
Same principal in the last 3 years

### About Our School

**BULLYING, HARASSMENT, AND SAFETY POLICIES**

AMS strives to create and maintain a positive school environment where students of all races, ethnicities, cultures, languages, nationalities, gender identities, sexual orientations, religious beliefs, political points of view, ages, socio-economic status, and physical, cognitive, and social abilities feel safe on campus. Maintaining an environment of safety is critical for the learning and social emotional health of every student. Harassment, bullying or intimidation, including cyberbullying, hazing, racial or sexual harassment, intimidation, hate speech or any act that injures, degrades, or disgraces a student or staff member is not permitted or tolerated. Students who are found to be responsible will be subject to disciplinary action, up to and including expulsion.

**EXTRACURRICULAR ACTIVITIES**

AMS has a wide range of extracurricular activities for students that occur before school, after school or at lunch time. Some of these extracurricular activities include: Jazz Band, Science Bowl, Brain Bowl, Garden Club, Scavenger Hunt, Pentagames, Debate Club, Oregon Battle of Books, Spanish Club, Chess Club, Skateboarding Club, Theater Program, Cross Country, Football, Volleyball, Basketball, and Track and Field. Additionally, we offer a number of student unions including, Black Student Union, Asian Student Union, Latino Student Union, Native American Student Union, Accessibility Student Union, Queer-Straight Alliance and Muslim Student Union. Between 65 and 70 percent of the student body typically participate in AMS extracurricular activities.


**PARENT ENGAGEMENT**

AMS values parent engagement and partnership is essential for ensuring student learning and growth. Each year, AMS hosts a number of parent nights including New 6th Grade Parent Night, Welcome Back Night, "What's That? - How to Keep the Lines of Communication Open", "Feeling Good - Tips and Tricks to Support Your Student's Mental and Emotional Health", "Cyber Values and Your Family - You, Your Kid, and the Age of the Smart Phone", and "Making Smart Choices - The Brain at this Age". Additionally, parents are welcome and encouraged to attend school conferences, volunteer to support classrooms, and join the AMS School Site Council or any of the other committees that arise throughout the school year.


**COMMUNITY ENGAGEMENT**

AMS partners with a number of community agencies to support our students including Ashland Art Center, Ashland Fire Department, Ashland Independent Film Festival, Ashland Police Department, Jackson County Mental Health, Jackson County Sexual Assault Response Team, On-Track Counseling, Oregon Shakespeare Festival, Resolve, Southern Oregon University, and WinterSpring.


Data are suppressed to protect confidential student information. For more information please visit: [www.oregon.gov/ode/reports-and-data/](http://www.oregon.gov/ode/reports-and-data/)



**88%**  
Average teacher retention rate



**85%**  
% of licensed teachers with more than 3 years of experience



**No**  
Same principal in the last 3 years

### About Our School

**ADVANCED COURSEWORK**

At Ashland High School we offer a number of Advanced Placement courses that also allow for dual credit at many colleges and universities. Our students tend to do well in these offerings, often leading to less coursework and money spent in college. Here are a few of our popular AP offerings:

- AP Biology
- AP US History
- AP Literature and Composition
- AP Politics and Lit.
- AP Physics
- AP Calculus
- AP Spanish Literature and Language

**CAREER & TECHNICAL EDUCATION**

Ashland High School offers a number of exciting Career and Technical Education (CTE) opportunities. We offer numerous programs, which typically consist of three to four courses in an articulated sequence, that are aligned to entry level job skills. The programs and some of the industry credentials can also articulate into college credit at various community and state colleges. At Ashland High School we are proud to offer CTE pathways in the following areas:

- Automotive
- Technical Theater
- Business and Marketing
- Manufacturing Technology
- Culinary Arts
- Interior Design

**EXTRACURRICULAR ACTIVITIES**

Ashland High School offers a wide variety of extracurricular sports as well as during school and after school clubs:

Winter Sports:

- Alpine and Nordic Ski
- Esqueaton
- Boys and Girls Golf
- Crew
- Blain Bowl
- Drama Club
- Black and Latino Student Unions
- Key Club
- Math Honor Society
- Art Honor Society
- Queer Straight Alliance
- and many more!

**PARENT & COMMUNITY ENGAGEMENT**

At Ashland High School, we try to engage our parent and community by holding monthly Site Council meetings, continuing partnerships with Rotary and Kiwanis, and requiring service learning hours for graduation. Although Covid-19 has put a hindrance on having the community be involved in person, classes continue to recruit guest speakers to attend virtually. We also have many clubs and sports that give back to the community such as creating a community mural, hosting students from Japan, and raising money for various causes such as pediatric cancer.

Data are suppressed to protect confidential student information. For more information please visit: [www.oregon.gov/ode/reports-and-data/](http://www.oregon.gov/ode/reports-and-data/)

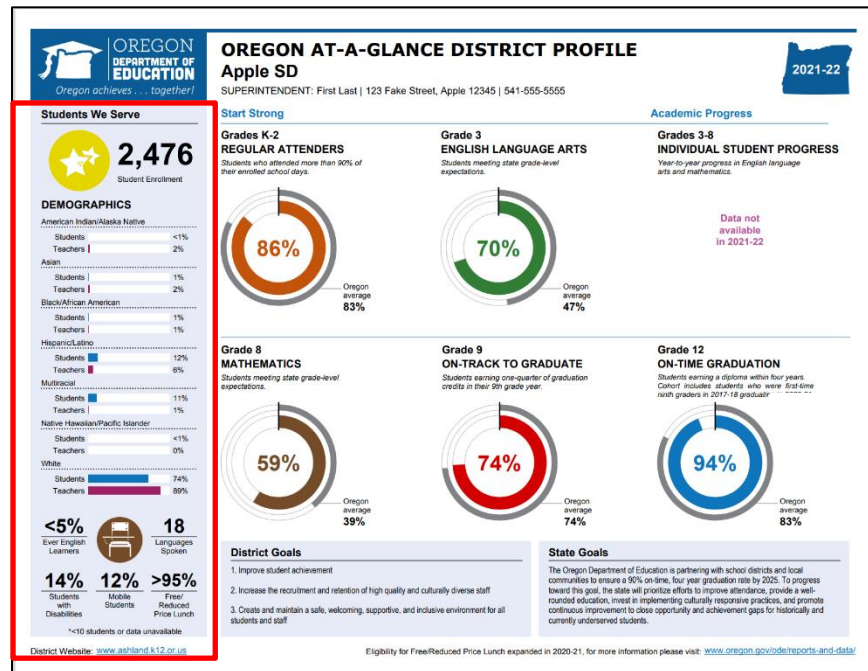
Note: This is a preliminary mockup; the layout may change by time of publication.

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## DISTRICT PROFILES

### STUDENTS WE SERVE

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



Note: This is a preliminary mockup, the layout may change by time of publication.

### STUDENT ENROLLMENT

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

### STUDENT DEMOGRAPHICS

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

### TEACHER DEMOGRAPHICS

Staff race/ethnicity in a district as reported in the Staff Position collection. The Staff Position Collection is a December 1 snapshot of all public school and district staff. The calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance Counselors (position codes 3, 4, 5, 8, 9, 10, 22, or 23). In cases where at least one staff member in a group is reported at the school, but the percentage would round to

zero, we display “<1”. Similarly, if the percentage would round to 100, but not every staff member in the school belongs to that group, we display “>99”. For more information, refer to the [Staff Position Manual](#).

### **EVER ENGLISH LEARNERS**

The percentage of students in Spring Membership who are current or former English learners. The data source is the Unduplicated English Learner data, matched to Spring Membership records. Students are considered English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than ‘3H’, ‘2J’, ‘SE’, or ‘EI’.

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

### **LANGUAGES SPOKEN**

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

### **STUDENTS WITH DISABILITIES**

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership.

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

### **MOBILE STUDENTS**

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

- First reported enrollment was after October 1, 2021
- Last reported enrollment was before the first school day in May 2022. Unless the last event was the award of a credential (ADM End Date Codes 4A, 4C, 4D, or 4E), the student aged out (ADM End Date Code 3B), or the student is deceased (ADM End Date Code 6A), or the student previously earned a credential (ADM End Date Code 6B).
- Enrolled in more than one school or program, including Juvenile Detention Education Program (JDEP) or Long Term Care and Treatment (LTCT) placements.
- Had a gap of 10 or more consecutive weekdays between enrollments within the same school.

The denominator is the number of attending students enrolled in the district at any point during the school year. The numerator is the total number of students who meet one or more of the above criteria. For more information, refer to the [Student Mobility Methodology and Calculation Guide](#).

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

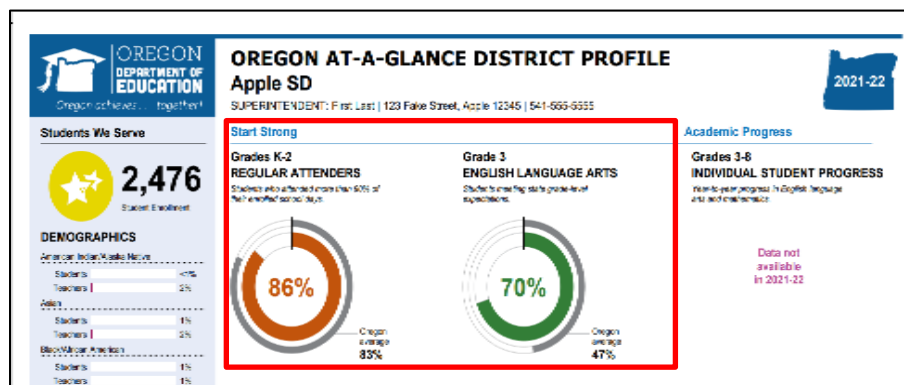
## FREE/REDUCED PRICE LUNCH

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

**Note:** Schools that offered Free or Reduced Price Lunch to all students regardless of their individual eligibility appear as “>95”. District level rates are not overridden with “>95”.

## START STRONG

The At-A-Glance District profiles are designed to mirror a student’s education journey from kindergarten through graduation. The Start Strong section of the At-A-Glance District profiles include student data from the first three years of education, Regular Attendance rates of kindergarten through second grade and third grade English Language Arts performance.



Note: This is a preliminary mockup, the layout may change by time of publication.

## GRADES K-2 REGULAR ATTENDERS

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

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

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

## GRADE 3 ENGLISH LANGUAGE ARTS (ELA)

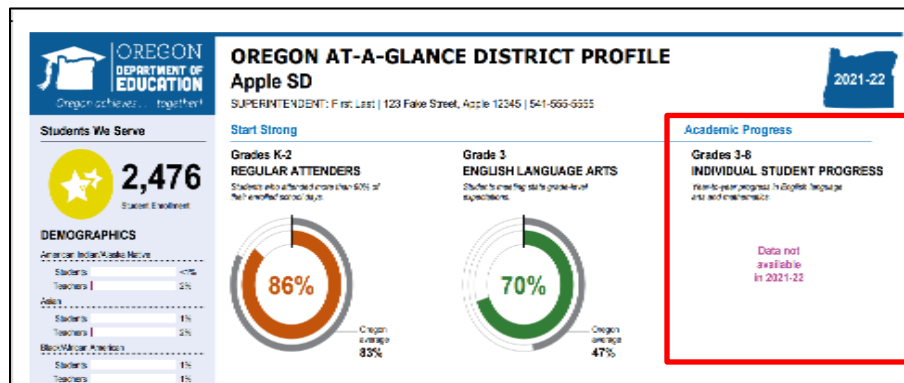
The percentage of students in grade 3 who achieved a Level 3 or Level 4 on the statewide ELA assessment, among those participating in the assessment. The denominator includes students in Spring Membership who were full academic year and had a valid test score, excluding first-year English learners. The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

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

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

## ACADEMIC SUCCESS

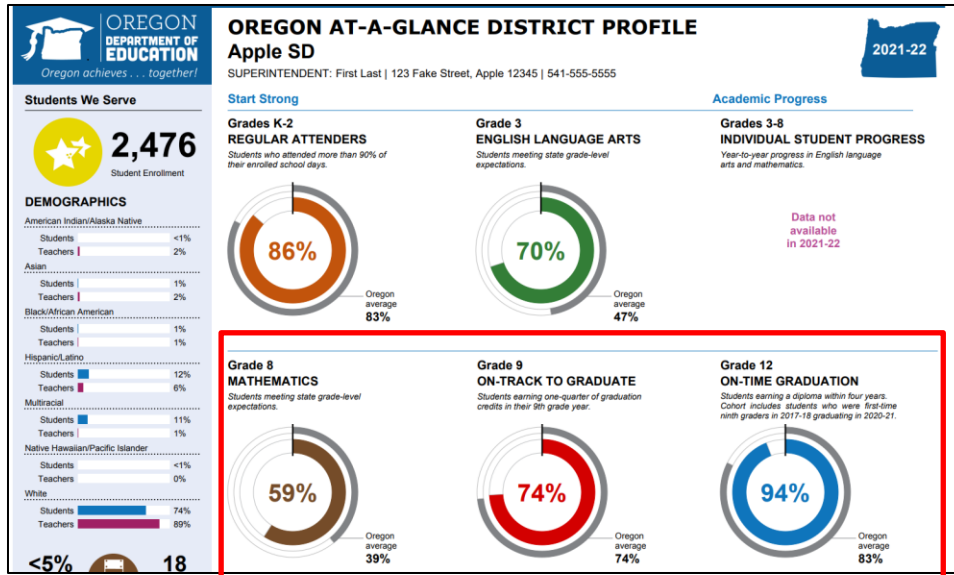
The district profiles have a space for Individual Student Progress but no data will be published on the 2021-22 At-A-Glance Profiles.



Note: This is a preliminary mockup, the layout may change by time of publication.

## HIGH SCHOOL SUCCESS

The district At-A-Glance profiles are designed to mirror a student’s education journey from kindergarten through graduation. The High School Success section of the At-A-Glance profiles includes eighth grade performance on the Mathematics statewide assessment, ninth graders On-Track to Graduate, and the four-year cohort On-Time Graduation rate.



Note: This is a preliminary mockup; the layout may change by time of publication.

## GRADE 8 MATHEMATICS

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

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

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

## GRADE 9 ON-TRACK TO GRADUATE

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the district and have a high school entry year of 2021-22. The numerator is the number of students earning at least one quarter of required credits by August 31, 2022 following their first year in high school.

Students are full academic year if the total ADM for their Spring Membership record is greater than 0.5 ADM across all of their Third Period Cumulative ADM records. The denominator excludes students who enrolled on the first week day in May but who transfer out of the district prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track collection manual](#).



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

## GRADE 12 ON-TIME GRADUATION

The percentage of students earning a regular or modified diploma within four years of entering high school. Data are shown for the cohort of students entering high school for the first time in the 2017-18 school year. This was the expected class of 2020-21 school year. Rates are based on an adjusted cohort. Each school’s cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school’s cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2021. For more information, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

No suppression is applied to the total district level rate.

## DISTRICT AND STATE GOALS

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

<p><b>&lt;5%</b> Ever English Learners</p> <p><b>10</b> Languages Spoken</p> <p><b>14%</b> Students with Disabilities <small>*&lt;10 students or data unavailable</small></p> <p><b>12%</b> Mobile Students</p> <p><b>&gt;95%</b> Free/Reduced Price Lunch</p>	<p><b>District Goals</b></p> <ol style="list-style-type: none"> <li>1. Improve student achievement</li> <li>2. Increase the recruitment and retention of high quality and culturally diverse staff</li> <li>3. Create and maintain a safe, welcoming, supportive, and inclusive environment for all students and staff</li> </ol>	<p><b>State Goals</b></p> <p>The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.</p>
<p>District Website: <a href="http://www.ashland.k12.or.us">www.ashland.k12.or.us</a></p>		<p>Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: <a href="http://www.oregon.gov/ode/reports-and-data/">www.oregon.gov/ode/reports-and-data/</a></p>

Note: This is a preliminary mockup; the layout may change by time of publication.

## OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE \* Contract Length/Full Contract Length). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero; FTEs that are less than 1 will be reported as “<1.” FTEs that are 1 or greater will be rounded to the nearest whole number (e.g. an FTE of 1.2 rounds to 1 and 1.9 rounds to 2). For more information, refer to the [Staff Position Manual](#).



## COUNSELORS

The total adjusted FTE of counselors at the district, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year ( $FTE * \text{Contract Length} / \text{Full Contract Length}$ ). This calculation includes Guidance Counselors and Special Education Counselors and Rehabilitation Counselors (staff reported with position codes 10 or 33). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## LICENSED LIBRARIANS

The total adjusted FTE of licensed librarians in the district, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year ( $FTE * \text{Contract Length} / \text{Full Contract Length}$ ). This calculation includes Library/Media Specialists (staff reported with position code 9). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## PSYCHOLOGISTS

The total adjusted FTE of psychologists at the district, as reported in [Staff Position](#). FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year ( $FTE * \text{Contract Length} / \text{Full Contract Length}$ ). This calculation includes Psychologists and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the [Staff FTE and Staff Ethnicity Validation guidance document](#).

## TEACHER EXPERIENCE

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2021-22 Staff Position Collection. A teacher is defined as a head teacher, teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years.

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

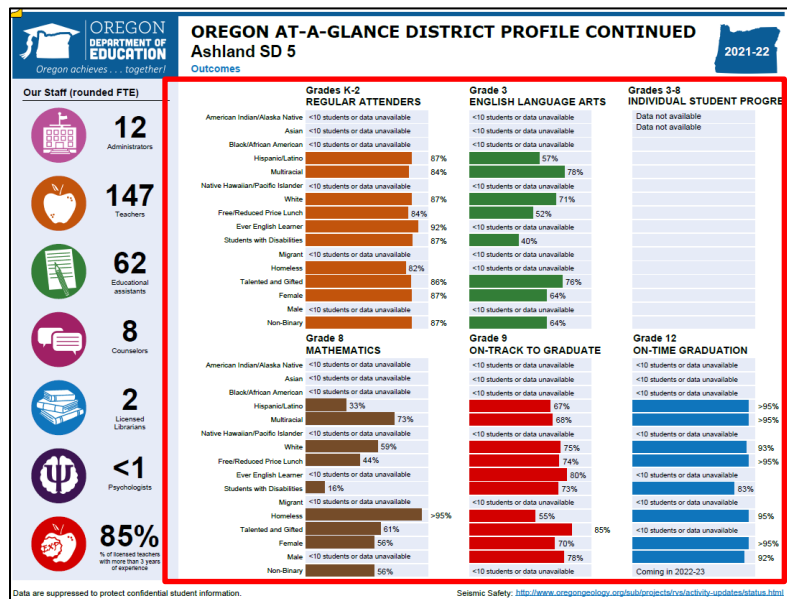
- Teachers who are reported as unlicensed in the Staff Position Collection or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

For more information, refer to the [Staff Retention and Experience Validation Guidance](#) document.

## OUTCOMES

The Outcomes sections shows disaggregated data for the indicators from the first page of the At-A-Glance district profile. There is a space for the Individual Student Progress disaggregations but no data will be published for 2021-22.

The following rules describe how student group inclusion is determined. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an ‘\*’; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.



Note: The data displayed are for demonstration purposes only and are not reflective of actual data.

### GRADES K-2 REGULAR ATTENDERS

- **Race/Ethnicity:** as reported in Spring Membership.
- **Free/Reduced Priced Lunch:** students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners:** students reported as current or former English Learners in the 2021-22 unduplicated English Learners data. Excludes record types ‘3H’, ‘2J’, ‘SE’, or ‘EI’.
- **Students with Disabilities:** students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant:** students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless:** students submitted to the 2021-22 McKinney-Vento Homeless collection
- **Students in Foster Care:** students with a foster care episode in the 2021-22 reporting year from the Oregon Department of Human Services.
- **Talented and Gifted:** students reported as Talented and Gifted in Spring Membership.
- **Male/Female/Non-Binary:** as reported in Spring Membership.

### GRADE 3 ENGLISH LANGUAGE ARTS AND GRADE 8 MATHEMATICS

- **Race/Ethnicity**: as reported in Spring Membership.
- **Free/Reduced Price Lunch**: students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners**: students reported as current or former English Learners in the 2021-22 unduplicated English Learners data. Excludes record types '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities**: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless**: students submitted to the 2021-22 McKinney-Vento Homeless collection.
- **Students in Foster Care**: students with a foster care episode in the 2021-22 reporting year from the Oregon Department of Human Services.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership.
- **Male/Female/Non-Binary**: as reported in Spring Membership.
- For further details, see [Student Group Definitions for Assessment Results](#).

#### GRADE 9 ON-TRACK TO GRADUATE

- **Race/Ethnicity**: as reported in Spring Membership.
- **Free/Reduced Price Lunch**: students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners**: students reported as current or former English Learners in the 2021-22 unduplicated English Learners data. Excludes record types '3H', '2J', 'SE', or 'EI'.
- **Students with Disabilities**: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- **Homeless**: students submitted to the 2021-22 McKinney-Vento Homeless collection.
- **Students in Foster Care**: students with a foster care episode in the 2021-22 reporting year from the Oregon Department of Human Services.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership.
- **Female/Male/Non-Binary**: as reported in Spring Membership.

#### GRADE 12 ON-TIME GRADUATION

- **Race/Ethnicity**: as reported on the record with the student's highest ranked outcome.
- **Free/Reduced Price Lunch**: students eligible at any time during high school, as reported in Spring Membership.
- **Ever English Learners**: students submitted as current or former English Learners in the Title III English Learners Spring Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2009-10 through 2020-21.

- **Students with Disabilities**: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- **Migrant**: students submitted to the Oregon Migrant Student Information System (OMSIS) collection in any of the four most recent collections.
- **Homeless**: students submitted to the McKinney-Vento Homeless collection in any of the four most recent collections.
- **Talented and Gifted**: students reported as Talented and Gifted in Spring Membership from 2017-18 through 2020-21.
- **Female/Male/Non-Binary**: as reported on the record with the student's highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Technical Manual](#).

## DATA ELEMENTS INCLUDED ON AT-A-GLANCE BY INSTITUTION TYPE

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

\*: Data not calculated for the 2021-22 report year.

## INSTITUTION USED FOR ACCOUNTABILITY REPORTING

By state statute, a student's resident institution is the entity responsible for that student's education (See [ORS 339.115](#) and [ORS 339.133](#)).

The student data elements included on the At-A-Glance Profiles are based on a student's resident institution. With the exception of Student Enrollment, Regular Attendance, and Student Mobility which are based on the student's attending institution.

Indicator	Institution Used
Student Enrollment	Attending
Regular Attenders	Attending
Student Mobility	Attending
ELA Achievement	Resident
Math Achievement	Resident
Science Achievement	Resident
9 <sup>th</sup> Grade On-Track	Resident
4-year Graduation	Resident
5-year Completers	Resident
College Going	Resident