
ACADEMIC ACHIEVEMENT

ON THE 2017-2018

ACCOUNTABILITY DETAILS REPORTS

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 test².
- 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 \times 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 $(\text{Numerator} \div \text{ESSA Denominator}) \times 100$.

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 $(40 \div 80) \times 100 = 50.0$ 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 $100 \times 0.945 = 95$. Since 95 is greater than 80, the ESSA denominator is 95 students. As a result, the new calculation for the achievement indicator is $(40 \div 95) \times 100 = 42.1$ 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 RC Accountability Details Report). The new calculation is not applicable to other public reports of achievement data (e.g., [Assessment Group Reports](#), RC At-A-Glance reports, etc.). 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).

RESOURCES

- [Achievement Standards Summary](#)
- [Assessment Inclusion Rules for Accountability Reporting](#)
- [Measures of Interim Progress \(MIP\) for 2016-17 through 2024-25](#)
- [Indicator Level Cuts for the 2017-18 Accountability Details Reports](#)

FOR MORE INFORMATION

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