
Oregon School and District Report Card Policy and Technical Manual

Report Cards to be Issued October 10, 2013

Office of Assessment and Information Services
Oregon Department of Education
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Oregon Department of Education
Office of Assessment and Information Services
255 Capitol Street NE
Salem, OR 97310-0203

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I. 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 prior to December 1st of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, these report cards contained data from the most recent school year (if available) that met the requirements of state and federal laws. The aim of these report cards was to provide clear, meaningful, and relevant information to parents, educators, and communities concerning public school and district performance, improvement, and accountability.

In 2012, the state of Oregon submitted an Elementary and Secondary Education Act (ESEA) flexibility application to the U.S. Department of Education to receive a waiver from certain provisions of the ESEA (also known as the No Child Left Behind [NCLB] Act). As part of Oregon's approved ESEA flexibility waiver, the ODE redesigned the school and district report cards to better convey how schools are doing at ensuring students achieve college and career readiness. The purpose of the report card redesign was to (a) create a single system of accountability for Oregon that is understandable to the public and aligns with the district achievement compacts, (b) accurately reflect achievement growth to (and beyond) standard as a desirable outcome for Oregon's students, and (c) to include measures of broader content, more complex thinking skills, and characteristics critical to success in college and workplace.

The report card redesign included a stakeholder and public engagement process to make design, content, and methodology recommendations. This included public outreach efforts (i.e., focus groups and several online surveys) and the creation of a Report Card (RC) Steering Committee consisting of 17 members representing a diverse assortment of stakeholders throughout Oregon. The RC Steering Committee met twice per month from September 2012 to March 2013. Staff from the ODE attended each committee meeting in an advisory capacity. In addition to school and district data as required by Oregon's ESEA flexibility waiver and other federal/state laws, the new school and district report cards will include the recommendations from the RC Steering Committee (e.g., school principal/district superintendent letter, school/district demographic profile, comparison school rating, school performance data, student outcome data, and the curriculum and learning environment data).

Scope, Purpose, and Guiding Principles

The report cards are an annual snapshot of school and district performance, improvement, and accountability. They only contain valid, stable, and reliable data that are also comparable across schools and districts within the state of Oregon. The report cards contain a large amount of data pertaining to a wide variety of education indicators (e.g., demographics, school performance on statewide assessments, graduation, curriculum and learning environment, etc.). The purpose of the school and district report cards is to communicate information to parents, educators, and communities about how schools are doing at ensuring students achieve college and career readiness while meeting the legislative expectation for school and district accountability. As such, 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.
- Rate school performance.
- Be part of a larger accountability system.
- Meet federal and state requirements.

Guidelines for Reproducing and Distributing the Report Cards

Districts are responsible for ensuring that the school and district report cards reach the parents of children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-1060, each parent must receive a copy of the report cards by January 15, 2013. 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.

The 2012-2013 school and district report cards and supporting documents will be available for download from the ODE website beginning October 10, 2013. Electronic copies of the school and district report cards will be available at <http://www.ode.state.or.us/search/page/?id=3881>. For further information concerning the school and district report cards, please contact Jon Wiens at jon.wiens@state.or.us or Josh Rew at josh.rew@state.or.us.

This policy and technical manual is a compilation of policies and technical details pertaining to the school and district report cards and their contents, production, validation, and distribution.

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II. Frequently Asked Questions

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III. Data Collection, Validation and Reporting

Prior to the official release of the school and district report cards, districts review and validate all applicable data. ODE has a specific data collection and validation cycle that ensures that the data districts submit are comparable and accurate.

Data Collection and Reporting Cycle

Districts and ODE staff work together to ensure that the data within the report cards are as accurate as possible. The data collection and reporting process consists of the following four steps.

1. *Data Collection:* Districts submit data to ODE according to a published schedule. ODE staff check data upon submission to see if it conforms to the data submission rules. ODE and Education Service District (ESD) partners work with data submitters to ensure the submission is as accurate as possible.
2. *Data Validation:* Schools are given multiple opportunities to validate the data that are part of the report cards. The ODE schedules data validation windows from March through September each year. If an error exists, there are multiple opportunities for appeal and subsequent correction prior to the release of the report cards.
3. *Report Card Preview:* Report cards are available for district examination on the ODE district secure website prior to the public release. The purpose of this preview window is to provide schools and districts with time to prepare communication materials during the week of the public release. Changes will not be made to the report cards during the preview window unless the ODE made an error.
4. *After the Official Release:* If a district or school finds an error after the ODE releases the report cards to the public, a correction will be made only if the ODE made the error. If the error is not due to the ODE, corrections will be made for historical purposes but the ODE will not reissue the report cards.

Data Sources for the Report Card

Districts submit data each year to the ODE via various collections. District staff are responsible for reporting the data and validating it later in the year (if necessary). After the collection and validation of data, the ODE displays it on the school and district report cards. The chart on the following page provides contact information for those who manage these data collections at the ODE.

Data Sources for the Report Card				
Report Card Element	Data Collection Survey	ODE Staff	Email	Due Date
Attendance	3 rd Period Cumulative ADM 2012-2013	Joy Blackwell	joy.blackwell@state.or.us	7/19/2013
Enrollment	3 rd Period Cumulative ADM 2012-2013	Joy Blackwell	joy.blackwell@state.or.us	7/19/2013
District Mobility	3 rd Period Cumulative ADM 2012-2013	Joy Blackwell	joy.blackwell@state.or.us	7/19/2013
English Language Learners	Limited English Proficient Collection	Kim Miller	kim.a.miller@state.or.us	5/31/2013
School Personnel	Staff Position 2012-2013	Isabella Jacoby	Isabella.jacoby@state.or.us	2/4/2013
Graduates	Annual Cumulative ADM 2011-2012	Isabella Jacoby	Isabella.jacoby@state.or.us	12/7/2012
Dropout Rate	Annual Cumulative ADM 2011-2012	Isabella Jacoby	Isabella.jacoby@state.or.us	12/7/2012
Special Education	Special Education Child Count	Trish Lutgen	trish.lutgen@state.or.us	1/12/2013
Funding Sources	Actual Expenditures 2012-2013	Mari Johnson	mari.johnson@state.or.us	12/31/2012
Expulsions & Suspensions	Discipline Incidents 2012-2013	Michael Mahoney	michael.mahoney@state.or.us	7/1/2013
Classes Taught by Highly Qualified Teachers	Staff Assignment 2009-2010	Janet Bubl Anna Haley	janet.bubl@state.or.us anna.haley@state.or.us	4/15/2013
SAT Scores	Collected directly from the College Board	Jon Wiens	jon.wiens@state.or.us	9/13/13
Class Size	Class Size 2012-2013	Isabella Jacoby	Isabella.jacoby@state.or.us	3/1/2013
Emergency/Provisional Credential	Collected directly from TSPC	Janet Bubl Anna Haley	janet.bubl@state.or.us anna.haley@state.or.us	7/19/2013
Report Card Supplemental Data (Principal/Superintendent Letter, etc.)		Drew Hinds	drew.hinds@state.or.us	9/20/2013
Assessment Results		Cindy Barrick	cindy.barrick@state.or.us	8/16/2013

IV. School Rating Overview

The school rating is a requirement of Oregon’s ESEA flexibility waiver, ORS 329.105 and OAR 581-022-1060, and is a critical feature of the school report card. Moreover, the new school rating is a substantial improvement over the previous rating scheme that was part of the NCLB Act (i.e., Adequate Yearly Progress [AYP]). The overall school rating is normative and consists of five levels. Each level corresponds to how schools perform on all applicable rating components (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation) as compared to all schools statewide. Please see [Calculating the Overall School Rating](#) for specific details concerning the calculation of the overall school rating.

It is important to note the following with respect to the calculation of the overall school rating:

- Only high schools receive a rating for graduation and subgroup graduation.
- The overall school rating does not include a rating component for participation in statewide assessments; however, while schools do not receive points for participation, a school’s overall school rating will lower by one level if one or more subgroups within the school miss the participation target of 94.5 percent.
- High schools that receive a level 1 for their graduation rating cannot have an overall school rating which exceeds level 2.
- Schools will not receive a rating for a specific component if they do not meet the respective minimum n-size requirement for that component. Schools will still receive an overall rating as long as they have a rating for at least one component.

Components of the Overall School Rating

The overall school rating includes the school’s performance on each applicable rating component. The components of the overall school rating and their respective descriptions are the following:

1. *Achievement Rating*: The points a school earns according to the percent of students who meet the state achievement standards on reading and mathematics assessments in grades 3 through 8 and 11 (see [Calculating the Achievement Rating](#)).
2. *Growth Rating*: The points a school earns according to the value of the median growth percentile (see [Calculating the Growth Rating](#)).
3. *Subgroup Growth Rating*: The points a school earns according to the value of the median growth percentile for four specific subgroups: Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and Underserved Races/Ethnicities (see [Calculating the Subgroup Growth Rating](#)).
4. *Graduation Rating*: The points a school earns according to the value of the highest four-year or five-year cohort adjusted graduation rate (see [Calculating the Graduation Rating](#)).
5. *Subgroup Graduation Rating*: The points a school earns according to the value of the highest four-year or five-year cohort adjusted graduation rate for four specific subgroups: Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and Underserved Races/Ethnicities (see [Calculating the Subgroup Graduation Rating](#)).

V. Calculating the Achievement Rating

The achievement rating is the first component of the school rating. The focal determinant of the achievement rating for each school is the percent of students who meet the state achievement standards on reading and mathematics assessments in grades 3 through 8 and 11. The achievement rating section consists of the following parts: business rules, calculation of combined percent met, assignment of achievement points, and the determination of achievement rating.

Business Rules

The business rules for the achievement rating pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) reporting of subgroup achievement, and (d) the suppression of achievement results to protect student confidentiality.

The student inclusion rules are identical to those from the previous report card as well as the AYP reports. Please see the 2012-2013 Assessment Inclusion Rules for Accountability Reporting at <http://www.ode.state.or.us/data/reportcard/docs/asmtinclusionrules1213.pdf> to view a full description of the inclusion rules.

The achievement rating for each school will include students who

- are a resident at the school on the first school day in May (as submitted in the 3rd period Cumulative ADM collection),
- are enrolled in grades 3 to 8 or 11,
- are full academic year¹ at their “May 1” school,
- have a valid test, and
- are not a first-year Limited English Proficient student.

Additional student inclusion rules are the following:

- Given that students may have multiple scores because they take the reading and mathematics assessments multiple times during the school year, the achievement rating only uses the highest score by subject for the given school year.
- The achievement rating credits the student’s highest score to the school where he or she was enrolled on the first school day in May (even if the student earned the score in another school and district prior to May 1st).
- Students in high school may take the mathematics and reading assessment in prior to 11th grade. The achievement rating will only use the scores from earlier grades as long as the score met the high school achievement standard.
- Extended assessments are subject to a one percent cap². This signifies that the number of extended assessments meeting the alternate achievement standards can represent no more than one percent of the total number of tests within a given district.

Schools receive an achievement rating if they meet the minimum n-size requirements³. These requirements are the following for mathematics and reading:

¹ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The Oregon Department of Education (ODE) calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

² Please visit <http://www.ode.state.or.us/news/announcements/announcement.aspx?id=8408&typeid=6> for further information concerning the one percent cap for extended assessments.

- All schools will receive an achievement rating if they have at least 40 tests for the two most recent school years in both reading and mathematics.
- Small schools will receive an achievement rating using four years of assessment data if they have fewer than 40 tests for the two most recent school years in either reading or mathematics.
- Schools will not receive an achievement rating if they have fewer than 40 tests for the four most recent school years.

Subgroup achievement results are not part of the achievement rating. However, the report card will display subgroup achievement and compare it to the Annual Measurable Objectives⁴ as long as they have at least 40 tests across two or four years. The report card will include the following subgroups⁵:

- Economically Disadvantaged
- Limited English Proficient
- Student with Disabilities
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- White
- Multi-Racial
- Underserved Races/Ethnicities

The report card will suppress the achievement results (i.e., counts and percentages) for all schools and subgroups that meet suppression criteria in order to protect student confidentiality. The suppression criteria includes the following:

- All counts of tests less than six and corresponding percentages receive an “*”.
- All percentages greater than 95% receive “> 95%” and corresponding counts receive an “*”.
- All percentages less than 5% receive “< 5%” and corresponding counts receive an “*”.

Calculation of Combined Percent Met

The report card will display the counts of tests and the percent of students meeting the state achievement standards in reading and mathematics for the 2011-2012 and 2012-2013 school years. Additionally, the report card will display the combined percent met that represents the percent of all students meeting in the 2011-2012 and 2012-2013 school year. Note that the report card rating rounds all percentages to the nearest tenth of a percent. The calculation of the combined percent met includes the following:

- Numerator = total number of students who are enrolled in the school for a full academic year with a valid test score meeting achievement standard.
- Denominator = total number of students who are enrolled in the school for a full academic year with a valid test⁶.

³ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

⁴ Please see <http://www.ode.state.or.us/wma/data/schoolanddistrict/reportcard/docs/amosummary1213.pdf> for Annual Measurable Objectives for 2012-2013 to 2017-2018.

⁵ Please see [Subgroup Determinations](#) for further information concerning the rules to determine subgroup membership.

⁶ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The Oregon Department of Education (ODE) calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

$$\text{Combined Percent Met} = \frac{\text{Number of Students Meeting Achievement Standard in 2011 – 2012 and 2012 – 2013}}{\text{Number of Students with a Valid Test in 2011 – 2012 and 2012 – 2013}}$$

Figure 1. Calculation of Combined Percent Met⁷

Assignment of Achievement Points

The achievement rating uses a five point scale with cutoffs to assign schools points for their mathematics and reading achievement. Schools receive one to five points according to whether their combined percent met for mathematics or reading is above or below a specific cutoff. The total possible points a school can earn is ten (i.e., five points for mathematics and five for reading).

The following criteria determine the cutoffs for each of the five points:

- **5 points:** Schools who receive five points are in the top 10 percent of all schools in the state for the combined percent met in reading or mathematics.
- **4 points:** Schools who receive four points meet the Annual Measurable Objective⁸ but are not in the top 10 percent of all schools.
- **3 points:** Schools who receive three points do not meet the AMO but are not in the lowest 15 percent of schools.
- **2 points:** Schools who receive two points are in the lowest 15 percent of schools in terms of combined percent met but not in the lowest 5 percent.
- **1 point:** Schools who receive one point are in the lowest 5 percent of all schools in the state for combined percent met in reading or mathematics.

The following table describes the point scale and cutoffs for the 2011-2012 school year. **The ODE will release the 2012-2013 cutoffs in July 2013.**

Table 1. 2011-2012 Achievement Point Cutoffs by School Type and Subject.

Points	Elementary/Middle		High	
	Reading	Math	Reading	Math
5	91.4	82.1	92.8	80.4
4	79.2	63.0	80.0	65.0
3	67.9	50.0	69.5	44.5
2	59.5	39.5	53.9	27.9
1	<59.5	<39.5	<53.9	<27.9

Note that the cutoffs are different for each subject and school type (i.e., elementary, middle, or high school). High schools are those schools with grade 10 or higher. For accountability purposes, the report card rating system considers schools serving kindergarten through high school grades as high schools.

⁷ The calculation of combined percent met for four year schools is similar except the numerator and denominator consist of two additional years. For instance, the numerator will consist of the number of students meeting the achievement standard in 2009-2010, 2010-2011, 2011-2012, and 2012-2013. The denominator will consist of the number of students with valid tests in 2009-2010, 2010-2011, 2011-2012, and 2012-2013.

⁸ Please see <http://www.ode.state.or.us/wma/data/schoolanddistrict/reportcard/docs/amosummary1213.pdf> for Annual Measurable Objectives for 2012-2013 to 2017-2018.

Determination of Achievement Rating

The achievement rating consists of five levels. Each level corresponds to the percent of total points (i.e., $(\text{mathematics} + \text{reading points}) / \text{total possible points}$) a school earns above a cutoff. The following table lists the achievement rating levels and cutoffs.

Table 2. Achievement Rating Levels and Cutoffs.

Rating	Points	Percent of Points Earned
Level 5	9 or 10	90% or 100%
Level 4	7 or 8	70% or 80%
Level 3	5 or 6	50% or 60%
Level 2	3 or 4	30% or 40%
Level 1	2	20%

For instance, a Level 5 rating refers to a school that earns 90 percent of possible points. This also signifies that the school is in the top ten percent of all schools in at least one subject (i.e., five points), and in the top 50 percent of all schools in the other subject (i.e., four points). It is important to note that the percent of points a school earns is not equivalent to the percent of students who meet the state achievement standards on reading and mathematics assessments.

Lastly, while the achievement rating uses points to determine the level a school earns, the report card incorporates the percent of points from the achievement rating and the other components (i.e., growth, subgroup growth, etc.) to calculate and determine the overall school rating.

VI. The Oregon Growth Model

An important new feature is the inclusion of student achievement growth (by school and subgroup) as a rating within the school report card. Student achievement growth refers to a student's progress on mathematics and reading assessments from year to year. This section summarizes the Oregon Growth Model, the calculation of student achievement growth, and school aggregations of achievement growth.

Overview of the Growth Model

The Oregon Growth Model is a statistical model that provides a description of each student's achievement growth on mathematics and reading assessments from year to year. Oregon adopted this growth model to obtain a waiver from specific provisions of the NCLB Act. Moreover, it is an adaptation of the Colorado Growth Model and specifically takes into account Oregon's assessment and accountability system.

Calculation of Student Achievement Growth

The Oregon Growth Model calculates an estimate of achievement growth using current and past achievement scores. The Oregon Growth Model expresses a student's achievement growth as a percentile. This percentile is known as a student growth percentile, and it is a normative measure of achievement growth. It specifically reflects a student's achievement growth relative to his or her academic peers (i.e., students in the same grade who have similar past achievement scores for the same subject). For instance, a student growth percentile of 50 indicates that a student's achievement grew equal to or more than 50 percent of academic peers with similar achievement histories. This growth percentile also represents the achievement growth of the average or typical student. The Oregon Growth Model also calculates a target growth percentile for 3rd through 8th grade students. The target growth percentile shows the amount of growth a student needs to either meet or maintain the achievement standard in the next three years.

The Oregon Growth Model uses the scores from mathematics and reading assessments for students in the 3rd through 8th and 11th grades. Moreover, the Oregon Growth Model only includes students with at least two consecutive achievement scores (i.e., a current score and at least one but as many as three prior achievement scores). Note that the Oregon Growth Model does not calculate student growth percentiles for 3rd grade students because they lack prior achievement scores. It will not calculate student growth percentiles for students who take extended assessments, are missing the current achievement score, or have irregular grade sequences due to retention or acceleration.

Achievement Growth Aggregations

The Oregon Growth Model calculates school level measures of student achievement growth and growth targets from mathematics and reading assessments. These are median growth and target growth percentiles (i.e., aggregates of student growth percentiles and target growth percentiles). They represent the typical achievement growth and typical target growth in mathematics and reading for schools and their respective subgroups. The growth rating uses the medians to determine whether a school and respective subgroups are on course to meet achievement standards in mathematics and reading (see [Calculating the Growth Rating](#)).

VII. Calculating the Growth Rating

The growth rating is the second component of the school rating. The focal determinant of the growth rating for each school is the median growth percentile. As noted in [The Oregon Growth Model](#), the median growth percentile is an aggregate measure of student achievement growth on OAKS mathematics and reading assessments. The growth rating section consists of the following parts: business rules, median growth percentile, median target growth percentile, determination of on-track growth, assignment of growth points, and determination of growth rating.

Business Rules

The business rules for the growth rating pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, and (c) the suppression of growth results to protect student confidentiality.

The bulk of student inclusion rules are identical to those from the previous report card as well as the AYP reports. Please see the 2012-2013 Assessment Inclusion Rules for Accountability Reporting at <http://www.ode.state.or.us/data/reportcard/docs/asmtinclusionrules1213.pdf> to view a full description of the inclusion rules. The student inclusion rules that deviate from the previous report card and AYP reports pertain to the requirement that students must have two or more years of assessment data for inclusion in the Oregon Growth Model.

The growth rating for each school will include students who

- are part of the achievement rating (see [Calculating the Achievement Rating](#)),
- are a resident at the school on the first school day in May (as submitted in the 3rd period Cumulative ADM collection),
- are enrolled in grades 4 through 8 or 11,
- are full academic year⁹ at their “May 1” school,
- have a valid test, and
- are not a first-year Limited English Proficient student.

Additional student inclusion rules are the following:

- The growth rating excludes students who take extended assessments, are missing the current achievement score, or have irregular grade sequences due to retention or acceleration.
- Students in grades four through eight must (a) have valid achievement scores from prior school years, (b) not be a first-year Limited English Proficient student in prior school years, and (c) be a resident in a Oregon school on the first school day in May for prior school years.
- Students in the eleventh grade must (a) have a valid eighth grade achievement score from a prior school year, (b) not be a first-year Limited English Proficient student for the year of their eighth grade achievement score, and (c) be a resident in a Oregon school on the first school day in May for the year of their eighth grade achievement score.
- Given that students may have multiple scores because they take the reading and mathematics assessments multiple times during the school year, the growth rating only uses the highest score by subject for the given school year.

⁹ Full academic year refers to a student with enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May. This definition does not require the enrollment to be continuous or consecutive, and it may be part time or full time. The Oregon Department of Education (ODE) calculates the full academic year (FAY) flag as part of the 3rd Period Cumulative ADM collection and inserts it in the assessment data. The FAY flag identifies students as enrolled for a full academic year when their ADM within a resident school is greater than 0.5.

- The growth rating credits the student’s highest score to the school where he or she was enrolled on the first school day in May (even if the student earned the score in another school and district prior to May 1st).
- Students in high school may take the mathematics and reading assessment in 9th through 11th grades. The growth rating will only use the highest score from earlier grades as long as the score meets the high school achievement standard.

Schools receive a growth rating if they meet the minimum n-size requirements¹⁰. Schools that use four years of data for the achievement rating will also use four years of data for the growth rating. The minimum size requirements are the following:

- Schools will receive a growth rating if they have (a) at least 40 tests in the achievement rating and (b) at least 30 students with growth percentiles.

The rationale for the minimum n-size of 30 student growth percentiles is twofold. First, a large number of elementary schools in Oregon serve kindergarten through fifth grade. While students in these schools take assessments in the third through fifth grades, only fourth and fifth grade students will have growth percentiles (approximately two-thirds of students taking assessments in these respective schools). Thus, a suitable minimum n-size for the growth rating is two-thirds of 42 or approximately 30 student growth percentiles.

Second, the ODE conducted a Monte Carlo simulation to determine the influence of n-size on the stability of the standard errors of median growth percentiles. The simulation consisted of (a) a random uniform distribution consisting of 300,000 cases with values ranging from zero to one, (b) 10,000 random samples of size five through seventy-five, (c) calculation of sample median, and (d) calculation of the standard error of the median for each set of 10,000 random samples. Findings from the simulation suggest that the standard error of the median reaches a reasonable level of stability at an n-size of 30¹¹.

The report card will suppress the growth results (i.e., counts and medians) for all schools that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- Student counts less than six will receive an “*”.
- Median growth percentiles will receive an “*” if the student count is less than six.
- Median target growth percentiles will receive an “*” if the student count is less than six.

Median Growth Percentile

The aggregate measure of student achievement growth is the median growth percentile. It represents the typical achievement growth at the respective school. A median is a measure of central tendency which describes the middle value within a set of values. Thus, the median growth percentile indicates that 50 percent of students in the school exhibit achievement growth above and below the median.

For instance, let’s suppose a school has seven students with the following growth percentiles: 37, 58, 39, 65, 46, 51, and 57. To determine the median growth percentile, it is necessary to rank order the growth percentiles (i.e., 37, 39, 46, 51, 57, 58, and 65) and select the middle growth percentile. The middle value or median growth percentile for this school is 51.

¹⁰ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

¹¹ See forthcoming Growth Model Technical Manual for further details.

Note that, if the number of student growth percentiles is even, the median growth percentile is the average of the two middle values. This can produce a median growth percentile that is not a whole number (e.g., 51.5).

The report card will display the median growth percentiles for each school year (e.g., 2011-2012 and 2012-2013). Also, the report card will display a median growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, it is the combination of two years of student growth percentiles, the rank order of the growth percentiles, and the selection of the middle value. Note that the “combined” median growth percentile for small schools will include four years of student growth percentiles. Finally, the report card will show median growth percentiles at the nearest tenth. The following table is an example of mathematics and reading median growth percentiles for a fictitious school.

Table 3. Example of Median Growth Percentiles by Subject.

Subject	Median Growth		Combined Median
	2010-2011	2011-2012	
Reading	39.0	51.5	45.0
Math	53.0	56.0	54.5

Median Target Growth Percentile

A critical part of the growth rating is to measure whether the typical student in each school is “on-track” to meet achievement standards over a particular time. To address this, the Oregon Growth Model calculates a target growth percentile representing the amount of growth a student needs to either meet or maintain the mathematics or reading achievement standard in the next three years (only for 3rd through 8th grade students; see [The Oregon Growth Model](#)).

The median target growth percentile is the school level measure of the amount of growth a typical student needs to meet the mathematics or reading achievement standard in the next three years. The report card will display the median target growth percentiles for each school year (e.g., 2011-2012 and 2012-2013). Also, the report card will display a median target growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, it is the combination of two years of target growth percentiles, the rank order of the target growth percentiles, and the selection of the middle value. Note that the “combined” median target growth percentile for small schools will include four years of target growth percentiles. Similar to median growth percentiles, the report card will show median target growth percentiles at the nearest tenth. The following table is an example of mathematics and reading median target growth percentiles for a fictitious school.

Table 4. Example of Median Target Growth Percentiles by Subject.

Subject	Median Target Growth		Combined Median Target Growth
	2010-2011	2011-2012	
Reading	68.0	63.0	66.5
Math	51.0	48.0	50.0

Determination of On-Track Growth

The growth rating provides a determination of whether the typical student in each school is “on-track” to meet mathematics or reading achievement standards in the next three years. This determination depends on the comparison between the median growth percentile and the median target growth percentile. A school will exhibit “on-track growth” when the median growth percentile is equal to or greater than the median target growth percentile. Conversely, a school will not exhibit “on-track growth” when the median growth percentile is less than the median target growth percentile. Note that the Oregon Growth Model does not calculate target growth percentiles for 11th grade students; thus, the determination of on-track growth is only applicable to elementary, middle, and combined (e.g., K-12) schools. The following table is an example of the on-track growth determination for a fictitious school.

Table 5. Example of On-Track Growth by Subject.

Subject	Median Growth Percentile	Median Growth Target	On-Track Growth Growth?
Reading	45	42	Yes
Math	56	67	No

Assignment of Growth Points

The growth rating uses a five point scale with cutoffs to assign schools points for their mathematics and reading achievement growth. Elementary and middle schools receive one to five points according to a combination of whether (a) they exhibit on-track growth and (b) their median growth percentile for mathematics or reading is above or below a specific cutoff. High schools receive one to five points according to whether their median growth percentile for mathematics or reading is above or below a specific cutoff. The total possible points a school can earn is ten (i.e., five points for mathematics and five for reading). The following table describes the point scale and cutoffs.

Table 6. Growth Point Cutoffs by On-Track Growth and School Type.

Points	On-Track Growth (applies to elementary, middle and combined schools)		High Schools
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Determination of Growth Rating

The growth rating consists of five levels. Each level corresponds to the percent of total points (i.e., $(\text{mathematics} + \text{reading points}) / \text{total possible points}$) a schools earns above a cutoff. The following table lists the growth rating levels and cutoffs.

Table 7. Growth Rating Levels and Cutoffs.

Rating	Points	Percent of Points Earned
Level 5	9 or 10	90% or 100%
Level 4	7 or 8	70% or 80%
Level 3	5 or 6	50% or 60%
Level 2	3 or 4	30% or 40%
Level 1	2	20%

For instance, a Level 5 rating refers to a school that earns 90 percent of possible points. This also signifies that the school is in the top ten percent of all schools in at least one subject (i.e., five points), and in the top 50 percent of all schools in the other subject (i.e., four points). Lastly, while the growth rating uses points to determine the level a school earns, the report card incorporates the percent of points from the growth rating and the other components (i.e., achievement, subgroup growth, etc.) to calculate and determine the overall school rating.

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VIII. Calculating the Subgroup Growth Rating

The subgroup growth rating is the third component of the school rating. The focal determinant of the growth rating for each subgroup within each school is the median growth percentile. As noted in [The Oregon Growth Model](#), the median growth percentile is an aggregate measure of student achievement growth on mathematics and reading assessments. The subgroup growth rating section consists of the following parts: business rules, median growth percentile, median target growth percentile, determination of on-track growth, assignment of growth points, and determination of growth rating.

Business Rules

The business rules for the subgroup growth rating pertain to (a) the inclusion of students in the rating, (b) minimum n-size requirement to receive a rating, (c) reporting of subgroup rating, and (d) the suppression of growth results to protect student confidentiality.

The student inclusion rules for the subgroup growth rating are identical to those for the growth rating. The subgroup growth rating for each school will include students who are part of the achievement rating (see [Calculating the Achievement Rating](#)) and the growth rating (see [Calculating the Growth Rating](#)).

Subgroups within a school receive a growth rating if they meet the minimum n-size requirements¹². These requirements are the following:

- All subgroups within schools will receive a growth rating if they have (a) at least 40 tests in the achievement rating and (b) at least 30 students with growth percentiles.
- Subgroups within schools will not receive a growth rating if they have less than 30 students with growth percentiles or if they have fewer than 40 tests in the subgroup achievement calculation.
- The growth rating for most subgroups will use two years of data; however, the subgroup growth rating at small schools will use four years of data. Please see the [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

The rationale for the minimum n-size of 30 student growth percentiles for each subgroup is identical to that for the growth rating (see [Calculating the Growth Rating](#)). The report card will display the subgroup growth rating for the following subgroups¹³:

- **Economically Disadvantaged**
- **Limited English Proficient**
- **Student with Disabilities**
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- White
- Multi-Racial
- **Underserved Races/Ethnicities**

The subgroup growth rating only includes the above subgroups in **bold**. Specifically, the growth for students who are **Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and Underserved Races/Ethnicities** will determine the subgroup growth rating. Note that **Underserved**

¹² Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

¹³ Please see [Subgroup Determinations](#) for further information concerning the rules to determine subgroup membership.

Races/Ethnicities includes students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander.

The report card will suppress the growth results (i.e., counts and medians) for all subgroups that meet suppression criteria in order to protect student confidentiality. The suppression criteria include the following:

- Student counts less than six will receive an “*”.
- Median growth percentiles will receive an “*” if the student count is less than six.
- Median target growth percentiles will receive an “*” if the student count is less than six.

Median Growth Percentile

The aggregate measure of student achievement growth is the median growth percentile. It represents the typical achievement growth for a specific subgroup at the respective school. A median is a measure of central tendency which describes the middle value within a set of values. Thus, the median growth percentile indicates that 50 percent of students of a specific subgroup within the school exhibit achievement growth above and below the median.

For instance, let’s suppose a subgroup has seven students with the following growth percentiles: 37, 58, 39, 65, 46, 51, and 57. To determine the median growth percentile, it is necessary to rank order the growth percentiles (i.e., 37, 39, 46, 51, 57, 58, and 65) and select the middle growth percentile. The middle value or median growth percentile for this subgroup is 51.

Note that, if the number of student growth percentiles is even, the median growth percentile is the average of the two middle values. This can produce a median growth percentile that is not a whole number (e.g., 51.5).

The report card will display the median growth percentiles for each school year (e.g., 2011-2012 and 2012-2013). Also, the report card will display a median growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, it is the combination of two years of student growth percentiles, the rank order the growth percentiles, and the selection of the middle value. Note that the “combined” median growth percentile for small subgroups will include four years of student growth percentiles. Finally, the report card will show median growth percentiles at the nearest tenth. The following table is an example of mathematics and reading median growth percentiles for two subgroups.

Table 8. Example of Median Growth Percentiles for Specific Subgroups.

Subgroup	Median Growth		Combined Median
	2010-2011	2011-2012	
Economically Disadvantaged	39.0	51.5	45.0
Limited English proficient	53.0	56.0	54.5

Median Target Growth Percentile

As mentioned in the [Calculating the Growth Rating](#), a critical part of the growth rating is to measure whether the typical student from a specific subgroup is “on-track” to meet achievement standards over a particular time. The Oregon Growth Model also calculates a target growth percentile for each subgroup representing the amount of growth a student from a specific subgroup needs to either meet

or maintain the mathematics or reading achievement standard in the next three years (only for 3rd through 8th grade students; see [The Oregon Growth Model](#)).

The median target growth percentile is the aggregate measure of the amount of growth a typical student from a specific subgroup needs to meet the mathematics or reading achievement standard in the next three years. The report card will display the median target growth percentiles for each school year (e.g., 2011-2012 and 2012-2013). Also, the report card will display a median target growth percentile representing the two most recent school years. This is not the average of the two medians. Rather, it is the combination of two years of target growth percentiles, the rank order of the target growth percentiles, and the selection of the middle value. Note that the “combined” median target growth percentile for small subgroups will include four years of target growth percentiles. Similar to median growth percentiles, the report card will show median target growth percentiles at the nearest tenth. The following table is an example of mathematics and reading median target growth percentiles for two subgroups.

Table 9. Example of Median Target Growth Percentiles for Specific Subgroups.

Subgroup	Median Target Growth		Combined Median Target
	2010-2011	2011-2012	
Economically Disadvantaged	68.0	63.0	66.5
Limited English proficient	51.0	48.0	50.0

Determination of On-Track Growth

The growth rating provides a determination of whether the typical student from a specific subgroup is “on-track” to meet mathematics or reading achievement standards in the next three years. This determination depends on the comparison between the median growth percentile and the median target growth percentile. A subgroup within a school will exhibit “on-track growth” when the median growth percentile is equal to or greater than the median target growth percentile. Conversely, a subgroup within a school will not exhibit “on-track growth” when the median growth percentile is less than the median target growth percentile. Note that the Oregon Growth Model does not calculate target growth percentiles for 11th grade students; thus, the determination of on-track growth is only applicable to subgroups within elementary and middle schools. The following table is an example of the on-track growth determination for a fictitious school.

Table 10. Example of On-Track Growth by Subgroup.

Subgroup	Median Growth Percentile	Median Growth Target	On-Track Growth
Economically Disadvantaged	45	42	Yes
Limited English proficient	56	67	No

Assignment of Growth Points

The subgroup growth rating uses a five point scale with cutoffs to assign subgroups within schools points for their mathematics and reading achievement growth. Note that the subgroup growth rating only assigns points to the following subgroups (assuming these subgroups meet the minimum n-size requirements): **Economically Disadvantaged**, **Limited English Proficient**, **Students with Disabilities**, and

Underserved Races/Ethnicities. Subgroups within elementary and middle schools receive one to five points according to a combination of whether (a) they exhibit on-track growth and (b) their median growth percentile for mathematics or reading is above or below a specific cutoff. Subgroups within high schools receive one to five points according to whether their median growth percentile for mathematics or reading is above or below a specific cutoff. The total possible points a subgroup can earn is ten (i.e., five points for mathematics and five for reading). The following table describes the point scale and cutoffs.

Table 11. Subgroup Growth Point Cutoffs by On-Track Growth and School Type.

Points	On-Track Growth (applies to elementary, middle and combined schools)		High Schools
	Yes	No	
5	60	70	65
4	45	55	50
3	35	45	40
2	30	40	35
1	<30	<40	<35

Determination of Growth Rating

The subgroup growth rating consists of five levels. Each level corresponds to the percent of points (i.e., $(\text{mathematics} + \text{reading points}) / \text{total possible points}$) a school earns above a cutoff. Note that the total number of points a school earns is the sum of points from the four subgroups for mathematics and reading. The following table provides an example of the subgroup growth rating determination by subgroup.

Table 12. Subgroup Growth Rating Points Calculation by Subject.

Reading	Points Earned	Points Possible	Median Growth	On-Track Growth
Economically disadvantaged	4	5	55	Yes
Limited English proficient	3	5	53	No
Students with disabilities	*	*	*	*
Underserved race/ethnicity	3	5	44	Yes
Math				
Economically disadvantaged	3	5	46	No
Limited English Proficient	5	5	61	Yes
Students with disabilities	*	*	*	*
Underserved race/ethnicity	2	5	34	Yes
Totals	20	30		
Percent of Points Earned	66.7%			

The example in the table indicates that the students with disabilities subgroup did not meet the minimum n-size requirements or the suppression criteria; thus, they did not receive a rating and the report card suppressed their growth data. The subgroup growth rating for the school now depends on the sum of points from six subgroups (i.e., three subgroups in two subjects).

The sum of points the school earned is 20, the total possible points is 30, and the percent of points earned is 66.7 (i.e., $20 \div 30$). The following table lists the subgroup growth rating levels and cutoffs.

Table 13. Subgroup Growth Rating Levels and Cutoffs.

Rating	Percent of Points Earned
Level 5	90% or above
Level 4	70% to 89.9%
Level 3	50% or 69.9%
Level 2	30% or 49.9%
Level 1	Less than 30%

Note that the levels, cutoffs, and interpretations for the subgroup growth rating are identical to those for the achievement rating (see [Calculating the Achievement Rating](#)) and the growth rating (see [Calculating the Growth Rating](#)). Lastly, while the subgroup growth rating uses points to determine the level a school earns, the report card incorporates the percent of points from the subgroup growth rating and the other components (i.e., achievement, growth, etc.) to calculate and determine the overall school rating.

IX. Calculating the Graduation Rating

The graduation rating is the fourth component of the school rating, and is only applicable to high schools and combined schools (e.g., K-12 schools). The focal determinant of the graduation rating for each school is the higher of the four-year or five-year cohort adjusted graduation rates. The cohort graduation rates represent the percent of students in the adjusted cohort who graduate with a regular high school diploma within a certain amount of years of entering high school (e.g., four and five years). The adjusted cohort refers to a group of students who began high school in a specific year (e.g., 2007-2008 or 2008-2009) after the inclusion of students who transfer into the school and the exclusion of students who emigrate, die, or transfer out of the school.

The graduation rating section consists of the following parts: business rules, calculation of cohort adjusted graduation rate, calculation of combined graduation rate, assignment of graduation points, and the determination of graduation rating.

Business Rules

The business rules for the graduation rating pertain to (a) the inclusion of students in the rating and (b) the minimum n-size requirement to receive a rating.

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the student inclusion rules. Please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2011-2012](#) link under **2011-2012 Cohort Graduation Rates** to view a complete description of the student inclusion rules.

Schools receive a graduation rating if they meet the minimum n-size requirements¹⁴. These requirements are the following:

- All schools will receive a graduation rating if they have at least 40 students in their adjusted cohort for the two most recent school years.
- Small schools will receive a graduation rating using four years of graduation data if they have at least 40 students in their adjusted cohort for the four most recent school years.
- Schools will not receive a graduation rating if they have fewer than 40 students in their adjusted cohort for the four most recent school years.

Note that the report card will not suppress the graduation results for schools with small n-sizes (i.e., adjusted cohort counts less than six students).

Calculation of Cohort Adjusted Graduation Rate

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the calculation of the four-year and five-year cohort adjusted graduation rates. To view a complete description of the calculation, please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2011-2012](#) link under **2011-2012 Cohort Graduation Rates**.

Calculation of Combined Graduation Rate

The report card will display the four-year and five-year cohort adjusted graduation rates for the two most recent school years. Additionally, it will display combined four-year and five-year cohort adjusted graduation rates representing the two most recent school years. Note that this is not the average of

¹⁴ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

graduation rates. Rather, it is the combination of two years of student graduation data and the calculation of a combined rate (i.e., the sum of numerators ÷ the sum of denominators). Note that the “combined” graduation rate for small schools will include four years of graduation data. Finally, the report card will show the cohort adjusted graduation rates at the nearest tenth. The following table is an example of the cohort adjusted graduation rates for a fictitious school.

Table 14. Example of Cohort Adjusted Graduation Rates.

Cohort	Cohort Adjusted Graduation Rate		Combined Graduation Rate
	2010-2011	2011-2012	
Four-Year	76.7	79.5	78.1
Five-Year	82.2	85.6	83.9

Assignment of Graduation Points

The graduation rating uses a five point scale with cutoffs to assign schools points for their four-year and five-year cohort adjusted graduation rates. Schools receive one to five points according to whether their rates are above or below a specific cutoff. The total possible points a school can earn is five. The following table describes the point scale and cutoffs for the 2011-2012 school year. **The ODE will release the 2012-2013 cutoffs in July 2013.**

Table 15. 2011-2012 Graduation Point Cutoffs.

Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Determination of Graduation Rating

The graduation rating consists of five levels. Each level corresponds to the percent of points a school earns above a cutoff. As mentioned previously, the report card will display a four-year and five-year cohort adjusted graduation rate for the current year and a combination of the two most recent years (or four years in the case of small schools). The highest four-year or five-year cohort adjusted graduation rate (among the current year and combined year rates) will be the applied rate which determines school graduation ratings. The following table lists the graduation rating levels and cutoffs for the 2011-2012 school year. **The ODE will release the 2012-2013 cutoffs in July 2013.**

Table 16. 2011-12 Graduation Rating Levels and Cutoffs.

Rating	Percent of Points Earned	
	Four-Year Rate	Five-Year Rate
Level 5	86.8% or above	89.0% or above
Level 4	73.0% to 86.7%	75.5% to 88.9%
Level 3	67.0% to 72.9%	72.0% to 75.4%
Level 2	60.0% to 66.9%	60.0% to 71.9%
Level 1	Less than 60.0%	Less than 60.0%

While the graduation rating uses points to determine the level a school earns, the report card incorporates the percent of points from the graduation rating and the other components (i.e., achievement, growth, etc.) to calculate and determine the overall school rating.

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X. Calculating the Subgroup Graduation Rating

The subgroup graduation rating is the fourth component of the school rating. Similar to the graduation rating (see [Calculating the Graduation Rating](#)), it is only applicable to high schools. The focal determinant of the subgroup graduation rating is the higher of the four-year or five-year cohort adjusted graduation rates. The subgroup cohort graduation rates represent the percent of students from a specific subgroup in the adjusted cohort who graduate with a regular high school diploma within a certain amount of years of entering high school (e.g., four and five years). The adjusted cohort refers to a group of students from a specific subgroup that began high school in a specific year (e.g., 2007-2008 or 2008-2009) after the inclusion of students who transfer into the school and the exclusion of students who emigrate, die, or transfer out of the school.

The subgroup graduation rating section consists of the following parts: business rules, calculation of cohort adjusted graduation rate, calculation of combined graduation rate, assignment of graduation points, and the determination of graduation rating.

Business Rules

The business rules for the subgroup graduation rating pertain to (a) the inclusion of students in the rating and (b) the minimum n-size requirement to receive a rating.

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the student inclusion rules. These rules are applicable to the subgroup cohort adjusted graduation rates. Please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2011-2012](#) link under **2011-2012 Cohort Graduation Rates** to view a complete description of the student inclusion rules.

Subgroups within schools receive a subgroup graduation rating if they meet the minimum n-size requirements¹⁵. These requirements are the following:

- All subgroups within schools will receive a graduation rating if they have at least 40 students in their adjusted cohort for the two most recent school years.
- Subgroups within small schools will receive a graduation rating using four years of graduation data if they have fewer than 40 students in their adjusted cohort for the two most recent school years.
- Subgroups within schools will not receive a graduation rating if they have fewer than 40 students in their adjusted cohort for the four most recent school years.

The report card will display the subgroup graduation rating for the following subgroups¹⁶:

- **Economically Disadvantaged**
- **Limited English Proficient**
- **Student with Disabilities**
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Other Pacific Islander
- White

¹⁵ Please see [Small and New School Rules](#) for further information concerning how the school rating treats small schools.

¹⁶ Please see [Subgroup Determinations](#) for further information concerning the rules to determine subgroup membership.

- Multi-Racial
- **Underserved Races/Ethnicities**

The subgroup graduation rating only includes the above subgroups in **bold**. Specifically, the graduation data for students who are **Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and Underserved Races/Ethnicities** will determine the subgroup graduation rating. Note that **Underserved Races/Ethnicities** includes students who are American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Other Pacific Islander.

Note that the report card will not suppress the graduation results for subgroups with small n-sizes (i.e., adjusted cohort counts less than six students).

Calculation of Cohort Adjusted Graduation Rate

The *Oregon Cohort Graduation Rate Policy and Technical Manual* contains the calculation of the four-year and five-year cohort adjusted graduation rates. These calculations are applicable to the subgroup cohort adjusted graduation rates. To view a complete description of the calculation, please visit <http://www.ode.state.or.us/search/page/?id=2644> and click on the [Cohort Graduation Rate Policy and Technical Manual 2011-2012](#) link under **2011-2012 Cohort Graduation Rates**.

Calculation of Combined Graduation Rate

The report card will display the four-year and five-year cohort adjusted graduation rates for the two most recent school years. Additionally, it will display a combined four-year and five-year cohort adjusted graduation rates representing the two most recent school years. Note that this is not the average of graduation rates. Rather, it is the combination of two years of subgroup graduation data and the calculation of a combined rate (i.e., the sum of numerators ÷ the sum of denominators). Note that the “combined” graduation rate for small schools will include four years of subgroup graduation data. Finally, the report card will show the cohort adjusted graduation rates at the nearest tenth. The following table is an example of the cohort adjusted graduation rates by subgroup.

Table 17. Example of Subgroup Cohort Adjusted Graduation Rates.

Cohort	Cohort Adjusted Graduation Rate		Combined Graduation Rate
	2010-11	2011-12	
Four-Year			
Economically Disadvantaged	72.1	74.8	73.5
Limited English Proficient	51.6	54.7	53.2
Students with Disabilities	57.2	60.5	58.9
Underserved Races/Ethnicities	61.6	65.1	63.4
Five-Year			
Economically Disadvantaged	78.3	81.1	79.7
Limited English Proficient	58.4	60.5	59.5
Students with Disabilities	64.9	67.2	66.1
Underserved Races/Ethnicities	68.3	72.6	70.5

Assignment of Graduation Points

The graduation rating uses a five point scale with cutoffs to assign schools points for their four-year and five-year cohort adjusted graduation rates. Schools receive one to five points according to whether their rates are above or below a specific cutoff. The total possible points a school can earn is five. The following table describes the point scale and cutoffs for the 2011-2012 school year. **The ODE will release the 2012-2013 cutoffs in July 2013.**

Table 18. 2011-2012 Subgroup Graduation Point Cutoffs.

Points	Four-Year Rate	Five-Year Rate
5	86.8	89.0
4	73.0	75.5
3	67.0	72.0
2	60.0	60.0
1	<60.0	<60.0

Determination of Graduation Rating

The graduation rating consists of five levels. Each level corresponds to the percent of points a subgroup within school earns above a cutoff. As mentioned previously, the report card will display a four-year and five-year cohort adjusted graduation rate for the current year and a combination of the two most recent years (or four years in the case of small schools). The highest four-year or five-year cohort adjusted graduation rate (among the current year and combined year rates) will be the applied rate which determines the subgroup graduation ratings. The following table lists the graduation rating levels and cutoffs for the 2011-2012 school year. **The ODE will release the 2012-2013 cutoffs in July 2013.**

Table 19. 2011-2012 Subgroup Graduation Rating Levels and Cutoffs.

Rating	Percent of Points Earned	
	Four-Year Rate	Five-Year Rate
Level 5	86.8% or above	89.0% or above
Level 4	73.0% to 86.7%	75.5% to 88.9%
Level 3	67.0% to 72.9%	72.0% to 75.4%
Level 2	60.0% to 66.9%	60.0% to 71.9%
Level 1	Less than 60.0%	Less than 60.0%

While the subgroup graduation rating uses points to determine the level a school earns, the report card incorporates the percent of points from the subgroup graduation rating and the other components (i.e., achievement, growth, etc.) to calculate and determine the overall school rating.

XI. Calculating the Overall School Rating

The overall school rating includes the school’s performance on each of the rating components (see [Calculating the Achievement Rating](#), [Calculating the Growth Rating](#), [Calculating the Subgroup Growth Rating](#), [Calculating the Graduation Rating](#), and [Calculating the Subgroup Graduation Rating](#)). Note that only high schools receive a rating for graduation and subgroup graduation. The focal determinant of the overall school rating is the weighted percent of points. This is the sum of weighted points (i.e., the percent of points earned × weight) a school earns across all applicable rating components. The overall school rating section consists of the following: business rules, calculation of weighted percent of points, and determination of overall school rating.

Business Rules

The business rules for the overall school rating are the following:

- It does not include a rating component for participation in statewide assessments; however, while schools do not receive points for participation, a school’s overall school rating will lower by one level if one or more subgroups within the school miss the participation target of 94.5 percent.
- High schools that receive a level 1 for their graduation rating cannot have an overall school rating which exceeds level 2.
- Schools will not receive a rating for a specific rating component if they do not meet the respective minimum n-size requirement. Thus, these schools are only eligible for points towards the overall school rating from components where they meet the minimum n-size requirements.

Calculation of Weighted Percent of Points

Each school type (e.g., elementary/middle, combined, and high school) has a specific set of weights for the rating components. The determination of school types are the following:

- Elementary/middle: schools with a high grade of 9 or less (e.g., K-5, 6-8, and K-8 schools).
- Combined: schools with a high grade of 11 to 12 and a low grade of 7 or lower (e.g., K-12 and 7-12 schools).
- High: schools with a high grade of 11 or higher and a low grade of 8 or higher.

All school types have weights for the achievement, growth, and subgroup growth rating; however, only combined and high schools have weights for the graduation and subgroup graduation ratings (due to the fact that graduation is not applicable to elementary and middle schools). The following table lists the rating components and their respective weight for each school type.

Table 20. Rating Components and Weights by School Type.

Rating Component	Weights by School Type		
	Elementary/Middle	Combined	High
Achievement	25	20	20
Growth	50	30	20
Subgroup Growth	25	15	10
Graduation	Not Applicable	25	35
Subgroup Graduation		10	15

Determination of Overall School Rating

The overall school rating consists of five levels. Each level corresponds to the weighted percent of points a school earns above a cutoff. The weighted percent of points is the sum of weighted points a school earns across all eligible rating components. The weighted points refer to the product of the percent of points a schools earns for a specific rating component and the corresponding weight (i.e., the percent of points earned × weight). The total possible weighted points a school can earn is 100 and the highest weighted percent of points is 100 percent. The following table provides an example of the overall school rating determination for a fictitious high school.

Table 21. Overall School Rating Example for a Fictitious High School.

Rating Component	Level	% of Points Earned	Weight	Weighted Points
Achievement	Level 4	80.0	20	16.0
Growth	Level 3	60.0	20	12.0
Subgroup Growth	Level 3	55.0	10	5.5
Graduation	Level 4	80.0	35	28.0
Subgroup Graduation	Level 2	45.0	15	6.8
Number of Missed Participation Targets	0	Not Applicable		
Totals			100	68.3
Weighted Percent				68.3%

The example in the table illustrates the percent of points the high school earned for each rating component, the corresponding weight, the weighted points for each rating component, and the percent of weighted points of 68.3. The following table lists the overall school rating levels and cutoffs for the 2011-2012 school year. **The ODE will release the 2012-2013 cutoffs in July 2013.**

Table 22. 2011-2012 Overall School Rating Levels and Cutoffs.

Rating	Percent of Points Earned
Level 5	87.0% or above
Level 4	70.0% to 86.9%
Level 3	47.0% to 69.9%
Level 2	26.5% to 46.9%
Level 1	Less than 26.5%

The fictitious high school earned 68.3 percent of weighted points which corresponds to an overall school rating of level 3. Note that the overall school rating is normative and indicates how well schools perform on all applicable rating components (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation) as compared to all schools statewide.

XII. Subgroup Determinations

The subgroup determinations refer to the rules pertaining to the assignment of students to specific subgroups. As noted previously, the report card will display achievement, growth, and graduation data by subgroup. These subgroups include *All Students*, *Economically Disadvantaged*, *Limited English Proficient*, *Student with Disabilities*, *American Indian/Alaska Native*, *Asian*, *Black/African American*, *Hispanic/Latino*, *Native Hawaiian/Other Pacific Islander*, *White*, *Multi-Racial*, and *Underserved Races/Ethnicities*. Moreover, the report card will also provide a subgroup growth and graduation rating for specific subgroups (i.e., *All Students*, *Economically Disadvantaged*, *Limited English Proficient*, *Students with Disabilities*, and *Underserved Races/Ethnicities*). Lastly, the subgroup graduation rates have additional rules to determine subgroup membership.

All Students

The *All Students* subgroup includes all students who are a resident at the school on the first school day in May (as submitted in the 3rd Period Cumulative ADM collection). Exceptions to this are the following:

- Foreign exchange students, home schooling students, and students who pay tuition
- Students enrolled in private alternative programs and do not receive instruction in core academic content areas assessed by statewide assessments
- Students identified by the school or district as transferring in without a test score after the testing window closed
- Students enrolled in district special education programs

Economically Disadvantaged

The report card and corresponding rating system use the eligibility application for free and reduced price meal programs to determine membership in the economically disadvantaged subgroup. School districts identify students as eligible for free and reduced price lunch in the 3rd Period Cumulative ADM collection. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means. Please see the Cumulative ADM Manual for more information about free and reduced price lunch data (https://district.ode.state.or.us/apps/info/docs/2011-12_Cumulative_ADM_Manual_41612.pdf).

Limited English Proficient

Information concerning the *Limited English Proficient* subgroup comes from the No Child Left Behind (NCLB) Act Limited English Proficient (LEP) collection. School districts identify students as either *Limited English Proficient* or formerly *Limited English Proficient*. Formerly *Limited English Proficient* refers to a student who exited a *Limited English Proficient* program in either of the two previous school years (see *Executive Numbered Memorandum No. 010-2006-07*). *Limited English Proficient* represents a student who:

- is age 3 through 21;
- attends or is preparing to enroll in an elementary school or secondary school;
- was not born in the United States or whose native language is a language other than English;
- is a Native American or Alaska Native or a native resident of the outlying areas;
- comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;
- is migratory, whose native language is a language other than English, and
- comes from an environment where a language other than English is dominant; and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:

- the ability to meet the State’s proficient level of achievement on statewide assessments (described in section 1111(b)(3) of the No Child Left Behind Act);
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

Student with Disabilities

The *Students with Disabilities* subgroup includes all students receiving special education services at any time during the school year according to the contents of their Individualized Education Programs (IEP). The data source for the *Student with Disabilities* subgroup is the 3rd Period Cumulative ADM collection.

Race/Ethnicity

Information concerning a student’s race/ethnicity comes from the 3rd Period Cumulative ADM collection. A student may self-identify as one of the following:

- *American Indian/Alaska Native*: A student having origins in any of the original peoples of North America and who is not Hispanic.
- *Asian*: A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, and who is not Hispanic.
- *Native Hawaiian/Other Pacific Islander*: A student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands and who is not Hispanic.
- *Black/African American*: A student having origins in any of the black racial groups of Africa and who is not Hispanic.
- *Hispanic/Latino*: A student of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- *White*: A student having origins in any of the original peoples of Europe, North Africa, or the Middle East and who is not Hispanic.
- *Multi-Racial*: A student having origins in more than one race and who is not Hispanic.

Underserved Races/Ethnicities

The report card uses the *Underserved Races/Ethnicities* subgroup as part of the subgroup growth, subgroup graduation, and overall school ratings. This subgroup consists of students from specific racial/ethnic subgroups (i.e., *American Indian/Alaska Native*, *Native Hawaiian/Other Pacific Islander*, *Black/African American*, and *Hispanic/Latino*) that have an historic achievement gap in Oregon. The data source for the *Underserved Races/Ethnicities* subgroup is the race/ethnicity information from the 3rd Period Cumulative ADM collection.

Subgroup Membership for Graduation Rates

The cohort adjusted graduation rates represent the percent of students in the adjusted cohort who graduate with a regular high school diploma within a certain amount of years of entering high school (e.g., four and five years). Because these rates use multiple years of data, it is necessary to use multiple years of data to determine subgroup membership. Thus, the determination of subgroup membership requires the following rules:

- *Economically Disadvantaged*: If any 3rd Period Cumulative ADM collection or Spring Membership collection identifies the student as *Economically Disadvantaged* during any school year in which the student was enrolled in a high school grade.
- *Limited English Proficient*: If any LEP collection record identified the student as *Limited English Proficient* during any school year in which the student was enrolled in a high school grade.

- *Students with Disabilities*: If any Special Education Child Count (SECC) record indicates a student received special education services during any school year in which the student was enrolled in a high school grade.
- *Race/Ethnicity*: The student collection record that determines the final outcome of the student, or in the student's last enrollment record, whichever is later.

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XIII. Small and New School Rules

All public schools will receive a report card and school rating as long as they (a) are open on the first school day in May, (b) have a sufficient number of resident students, and (c) have operated for two or more years. This includes all charter schools, alternative schools, state operated schools, and correctional facilities in the state of Oregon.

However, certain schools (i.e., small and new schools) will not receive a school rating. The rules for small and new schools are the following:

- “Small schools” are those schools that have insufficient data across the two most recent school years as indicated by having an insufficient number (fewer than 40) of either mathematics or reading achievement tests. The ratings for these small schools will use four years of data for all indicators (when available).
- Small schools will not receive a rating for any rating components (including the overall school rating) if they have insufficient tests or students across the four most recent school years. Please see the minimum n-size requirements for the [Calculating the Achievement Rating](#), [Calculating the Growth Rating](#), [Calculating the Subgroup Growth Rating](#), [Calculating the Graduation Rating](#), and [Calculating the Subgroup Graduation Rating](#) for specific details.
- Schools will not receive an overall rating unless they have a rating for at least one component. Note that schools without component ratings will not receive an overall rating.
- New schools are schools where the first year of operation is the current year. These schools will receive a report card but not an overall school rating. This also includes schools that experience a significant boundary change and receive new school status from ODE.

It is important to note that district-administered programs and other public and private programs (e.g., magnet/special programs, special education, and career technical education programs) do not receive a report card or rating according to the students enrolled in their programs. The report card will credit data pertaining to students from these programs to the resident school and/or district report cards if the resident school or district initiated the placement of students in the programs. Please visit <http://www.ode.state.or.us/pubs/instID/institutions-definitions-081506.pdf> for further information about school and program definitions as well as how to distinguish between programs and schools.

Finally, the school report card and school ratings will not include achievement, growth, or graduation data for the following students:

- Students enrolled in private schools
- Foreign exchange students and home schooling students
- Students enrolled in private alternative programs and do not receive instruction in core academic content areas assessed Oregon statewide assessments
- Students identified by the school or district as transferring in without a test score after the testing window closed

Please see the [Calculating the Achievement Rating](#), [Calculating the Growth Rating](#), [Calculating the Subgroup Growth Rating](#), [Calculating the Graduation Rating](#), and [Calculating the Subgroup Graduation Rating](#) for specific details concerning student inclusion rules.

XIV. Resources and Background Materials

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FORTHCOMING

Appendix A: School Report Card Data Elements

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Appendix B: District Report Card Data Elements

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