

# OREGON SCHOOL & DISTRICT REPORT CARD

## 2001-2002 POLICY MANUAL

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**Oregon Department of Education**

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<http://reportcard.ode.state.or.us/docs/2001-2002RCManual.pdf>

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## **I. Introduction**

Oregon law requires the Oregon Department of Education to produce and issue annual report cards for schools and districts. The report card is a logical extension of other programs initiated to improve education in Oregon's schools by encouraging responsible action, identifying excellence, and driving improvement. The report card is designed to

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

The Oregon School Report Card Manual is a compilation of the policies, processes, strategies, and timelines that relate to producing and improving the report card. It is updated annually to provide you with the latest information about policies and timelines.

We are committed to making the report card a valuable tool for parents, educators, and community members throughout the state. We encourage your feedback. For additional information, comments, or suggestions, please call (503) 378-3600 ext. 2353 or e-mail [report.card@state.or.us](mailto:report.card@state.or.us).

## **II. Purpose and Guiding Principles**

### **SCHOOL AND DISTRICT REPORT CARDS**

#### **Purpose and Guiding Principles**

To communicate information to parents about school progress and achievement while meeting the legislative expectation for school and district accountability.

#### **The report cards should**

- be clear, concise, well-defined, and understandable.
- use information that is valid, stable, and reliable.
- include all students.
- report current levels of performance and continuous improvement over time.
- rate school effectiveness, not individual student performance.
- provide an opportunity for schools and districts to define unique characteristics through local information.
- be viewed as one part of a larger accountability system.

### **III. Development of the School and District Report Cards**

Created by the 1999 Oregon Legislature, the school report card is a part of other programs initiated to improve Oregon’s educational system. This legislation requires that the Oregon Department of Education produce and issue a report card to all districts and schools in the state.

At the Oregon Department of Education, a Report Card Team facilitates the updating, improvement, and production of the annual school and district report cards. Continuously identifying issues associated with the display of information and the methodology used in generating the school ratings, the team gathers input from parents, educators, legislators, advisory groups, community members, a national consultant, and all departments within the Oregon Department of Education.

Within the Department, formal policy about the report cards is authorized by the Quarterly Policy Advisory Committee (QPAC), which draws on staff from all ODE departments, and meets regularly to ensure thorough discussion and coordination of policy decisions.

Recent discussion has focused on improving and simplifying the established Oregon report card system of ratings and emphasizing expectations for continuous improvement within Oregon schools. At a critical time when the expectations for schools and accountability are highest, budget cuts within districts and the Department have created issues that directly impact curriculum, assessments, and the report card.

<b>Date</b>	<b>Significant Events in Development</b>
<b>June 1999</b>	<ul style="list-style-type: none"> <li>• The State Legislature established the rating labels and categories.</li> <li>• The Department of Education was instructed to research, develop, and implement all other components of the report card.</li> </ul>
<b>Fall 1999</b>	<ul style="list-style-type: none"> <li>• Several prototype report cards were developed and feedback was gathered from stakeholders throughout the state.</li> <li>• The Department of Education contracted with The National Center for the Improvement of Educational Assessment for assistance in the development of the report card.</li> <li>• The State Board of Education approved the first Oregon school report card.</li> </ul>
<b>January 2000</b>	<ul style="list-style-type: none"> <li>• The Department of Education issued the first report cards to over 1300 schools and districts.</li> </ul>
<b>Jan. – Dec. 2000</b>	<ul style="list-style-type: none"> <li>• Feedback helped inform the development of the second report card.</li> </ul>
<b>January 2001</b>	<ul style="list-style-type: none"> <li>• The Department of Education issued the second school and district report cards.</li> </ul>
<b>July 2001</b>	<ul style="list-style-type: none"> <li>• The Oregon State Legislature passed SB 811 mandating additional elements to be displayed on the report cards.</li> </ul>
<b>Jan. – Dec. 2001</b>	<ul style="list-style-type: none"> <li>• Feedback helped inform the development of the third report card.</li> </ul>
<b>January 2002</b>	<ul style="list-style-type: none"> <li>• The Department of Education issued the third school and district report cards.</li> <li>• Federal legislation “No Child Left Behind” was passed into law and will impact future school and district report cards with mandated federal requirements.</li> </ul>
<b>January 2003</b>	<ul style="list-style-type: none"> <li>• The Department of Education will issue the 2001-2002 School and District Report Cards.</li> </ul>

## **IV. General Information**

### **Scope of the Report Card**

The report card is a snapshot of school quality. It is limited in its perspective because only data that are comparable from school to school can be used. The Department requires that all statistics used in the report card be reliable and consistent across the state. Data that did not meet this rigorous test were not included in the report card.

Because the scope of the report cards is limited, schools and districts are encouraged to use the local information panel on the report card to include information not currently available at the state level. This should be an important feature of every report card sent from schools to parents.

### **Frequently Asked Questions**

**1. What are the report cards?**

In 1999, ORS 329.105 was passed by the Oregon Legislature requiring that the Oregon Department of Education produce and issue annual report cards for all schools and districts. This law was passed in recognition of the desire of the public for consistent and reliable information about schools. In 2001, Oregon SB 811 was passed mandating additional requirements for the school and district report cards. In January 2002, Federal HR 1 "No Child Left Behind" legislated specific requirements for schools and districts that will affect the report cards starting in 2003-2004.

**2. What is the purpose of the report cards?**

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

**3. Who will receive the school report card?**

All schools in Oregon that meet the definition of a public school will be included in the Oregon report card system.

**4. When will the report cards be issued?**

The 2001-2002 school and district report cards will be released in January 2003. Schools and districts must provide copies of the report cards to all parents by March 31, 2003.

**5. Do report cards give schools A-F letter grades?**

No, schools do not receive letter grades. The law lists the five ratings as Exceptional, Strong, Satisfactory, Low, and Unacceptable.

## 6. How many ratings does a school receive?

Each school receives an overall rating which is a composite of four ratings in the following categories: **Student Performance** (Academic Achievement), **Student Behavior** (Attendance/Dropout), **Improvement**, and **School Characteristics** (Participation in Statewide Assessments).

## 7. What happens if a school receives a *Low or Unacceptable* rating on the report card?

*Low and Unacceptable* ratings can be addressed and corrected. Report cards help focus local and state assistance with low-performing schools receiving technical assistance from the Department. A school must file a school improvement plan with the Superintendent of Public Instruction, the school district board, and the 21<sup>st</sup> Century Schools Council of the school.

## 8. Do districts receive ratings?

No, districts do not receive ratings in the Oregon report card system. District report cards contain district-wide statistics and list ratings for schools in the district.

## New Elements on the 2001-2002 Report Card

The upcoming report cards to be issued in January 2003 include many formula changes, an updated format, and new displays of data. Also, the report cards will be renumbered. Beginning with the report card issued in January 2003, the next report card will be named the 2001-2002 Report Card to correspond with the date of the school year for which most of the data were gathered.

The following new elements will be displayed for informational purposes on the 2001-2002 Report Card.

- **Class size** for elementary schools
- **Students graduating with a diploma**
- **Students graduating with a diploma and a CIM**
- Number of **teachers eligible** to teach out of area of certification
- Number of **expulsions** due to weapons

## Changes for the 2001-2002 Report Card

The following changes are discussed further in other sections of this Policy Manual. Please also see the Technical Bulletin.

### **Student Performance Rating**

#### **WAS**

- *Current year scores in knowledge and skills and performance assessments PLUS Improvement in reading and math knowledge and skills scores in the past four years*

#### **WILL BE**

- **Student Performance (Academic Achievement) will be calculated as an average of student performance on the 2001 and 2002 Reading and Math Knowledge and Skills Statewide Assessments for elementary and middle schools. Ratings for high schools will continue to include Reading and Math Knowledge and Skills, Writing, and Math Problem Solving Statewide Assessments.**
- **Improvement will be a factor in the overall rating but will not be a factor in this separate category.**
- **A greater percentage of students that meet, nearly meet, or exceed the standards will be required for a school to earn a *Satisfactory* rating.**

### **Student Behavior Rating**

#### **WAS**

- *Current year only for attendance (1 year)*
- *Two-year average for dropout (2 years)*
- *Included a factor of improvement based on past four years of data (4 years)*

#### **WILL BE**

- **Student Behavior (Attendance and Dropout) will be calculated as an average of attendance and dropout rates during school years 2000-2001 and 2001-2002.**
- **Improvement will be a factor in the Overall rating but will not be a factor in this separate category.**

### **Improvement**

#### **WAS**

- *Included as a portion of Student Performance and Student Behavior ratings*
- *Included in determining the Overall rating by adding an additional improvement factor in attendance, dropout, and assessment improvement*
- *Invisible: Displayed only as Improved, Stayed About the Same, or Declined*

#### **WILL BE**

- **The component ratings for Student Performance, Student Behavior, and Improvement will be calculated separately and displayed separately.**
- **The Improvement rating will be based on four-year improvement in knowledge and skills assessment scores, attendance, and dropout rates.**
- **The Improvement rating will be “averaged” with the Student Performance rating and the Student Behavior rating to determine the Overall rating.**
- **A greater change will be required for a school to be rated *Improved* or *Declined*.**



## School Characteristics Rating

### WAS

- *Current year percentage of students participating in statewide assessments with the minimum participation rate of 85%*

### WILL BE

- **Schools will be accountable for all students' participation in statewide assessments.**
- **If less than 85% of the eligible students participated in statewide assessments, then the school's overall rating will be *Unacceptable*.**
- **If 85% or more of the eligible students participated in statewide assessments, then the Overall rating formula will apply.**

## Overall Rating

### WAS

- *A combination of School Characteristics + Student Performance plus Improvement + Student Behavior plus Improvement + Four-year improvement factor*

### WILL BE

- **The Overall rating will be a weighted average of Student Performance rating (2 year average) + Student Behavior rating (2 year average) + Improvement in Student Performance and Student Behavior (4 year average).**

## Additional Data for Display Only on the 2001-2002 Report Card

- Graduation rate
- Expulsions due to weapons
- Class size for elementary schools
- CIM Completion will now read "Students Graduating with a CIM"
- Writing and Math Problem Solving for Grades 5 & 8

## Distribution of the Report Cards

Districts must take responsibility for ensuring that the report cards reach the parents of all children enrolled in Oregon public schools. Most districts choose to mail their report cards, but it is not a requirement. By law, each parent must receive a copy of the report cards by March 31, and the distribution procedures are left to the discretion of the district.

## Guidelines for Reproducing and Distributing the Report Cards

### Local Information Panel

Each district is required by state law to reproduce and distribute the report cards in their entirety, exactly as they are received from the Oregon Department of Education. Districts may not cut and paste, delete, or rearrange portions of the official report cards. The only exception to this rule is the design of the information presented by districts within the **Local Information** panel.

The **Local Information** panel is provided for the school and district to communicate local information that is not available statewide. This information might include additional data or honors particular to a school, school improvement plans, or a letter from a superintendent or principal focusing on successes and progress by a school or district.

Local information does not appear on the report cards displayed on the ODE **website**.

### Boxes Marked for *Department of Education Use Only*

Many schools have special circumstances that may not apply to all schools but which affect their data or ratings. To provide additional information about the circumstances particular to a school, the Department will use notes boxes to reference explanations and clarifications with an asterisk or a superscripted number. The notes boxes may not be altered by districts, even though the boxes shown on the report card may be blank. Most schools will have nothing printed in the boxes.

## V. Assessment

The Oregon Statewide Assessment System is designed to be comprehensive and inclusive of all students. Options for testing conditions are designed so that every student has the opportunity to participate.

### Testing Conditions and the 2001-2002 Report Card Formula

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

Testing Conditions	Report Card Formula	
	Student Performance	School Characteristics
Standard assessments	Included	Included
Standard with accommodations	Included	Included
Challenge up	Included	Included
Challenge down	Not included	Included
Extended assessments	Not included	Included
Juried assessments	Included	Included
Modified assessments	Not included	Included
Exempted (ELL, IEP)	Not included	Not included
Non-completers	Not included	Included
Non-consent of parent	Not included	Not included
Non-consent of student	Not included	Included
Absent	Not included	Included
Side-by-Side Spanish	Included	Included
Side-by-Side Russian (see page 11 for specific details)	Included only in Math Problem Solving	Included
TESA	Included	Included
Plain Language	Included	Included

## 2001-2002 Testing Conditions and the 2001-2002 Report Card Participation Display

The 2001-2002 testing conditions will be displayed on the report card in three participation categories:

- **Participated in Statewide Assessment**
- **Eligible but Did Not Participate**
- **Exempted Because of Limited English Proficiency**

2001-2002 Testing Conditions	2001-2002 Report Card Participation Display
Standard Assessments	Participated in statewide assessment
Challenge Up	Participated in statewide assessment
Challenge Down	Participated in statewide assessment
Extended Assessments	Participated in statewide assessment
Juried Assessments	Participated in statewide assessment
Modified ELL	Participated in statewide assessment
Modified IEP	Participated in statewide assessment
Side-by-Side	Participated in statewide assessment
TESA	Participated in statewide assessment
Plain Language	Participated in statewide assessment
Non-completers	Participated in statewide assessment
Non-consent of Student	Eligible but did not participate
Absent	Eligible but did not participate
Non-consent of Parent	Ineligible to participate
Exempted IEP	Ineligible to participate
Exempted ELL	Exempted because of limited English proficiency

## Frequently Asked Questions

### 1. What is student participation?

Student participation is the percentage of students participating in statewide assessments. The Oregon assessment system offers a variety of options for testing conditions with the expectation of including all students. For specific details about the testing conditions, see the table above and on the previous page.

### 2. What is student performance?

Student performance is the measure of academic achievement on statewide assessments in benchmark grades 3, 5, 8, and 10.

### 3. What is a rated element?

A rated element is a set of data that has been assigned to a corresponding rating system. Other elements may be reported or displayed but not included in determining a school's ratings.

## Frequently Asked Questions continued

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

Many data elements are shown on the report card for informational purposes only, with no ratings attached to the data. The purpose of the displays is to give more information to parents.

### 5. Students may take benchmark tests that do not correspond with their grade levels. For example, a 5<sup>th</sup> grader who takes the 8<sup>th</sup> grade benchmark assessment is “challenging up”. Similarly, a 5<sup>th</sup> grader who takes a 3<sup>rd</sup> grade test is “challenging down”. Are these scores included in the 2001-2002 report card calculations?

The scores of students who **challenged up** are figured into both the participation rate and the student performance on the 2001-2002 report card. Scores will be included in student performance for the grade level in which the student is currently enrolled. The students who **challenged down** will be counted in participation but will not be included in the formula calculations for student performance.

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

Yes, those students who are able to participate in the state mathematics assessments in Spanish, Russian, or English are included in **Student Participation**. Some scores will also be included in **Student Performance**. See the chart below for specific details. Students who participate in the writing assessment in Spanish are also included. Please see the chart below for specific details.

2001-2002 Oregon Statewide Assessments for English Language Learners	
<b>Reading/Literature</b>	Operational test. (No current English Language Learners test.)
<b>Math Knowledge and Skills</b>	Plain Language: Included in Performance and Participation. Spanish/English Side-by-Side: Included in Performance and Participation. Russian/English Side-by-Side: Included in Participation only. Operational test.
<b>Writing</b>	Spanish/English: ▶ Responses in English included in Performance and Participation. ▶ Responses in Spanish included in Participation only. Operational test.
<b>Math Problem Solving</b>	Spanish/English Side-by-Side: ▶ Responses in either language included in Performance and Participation. Russian/English Side-by-Side: ▶ Responses in either language included in Performance and Participation. Operational test.

- 7. Beginning with the Spring 2001 assessments, ODE has provided extended assessments. How are these assessment scores included on the report card?**  
The scores of students taking extended assessments will be included in participation but will not be included in student performance on the 2001-2002 report card.
- 8. Are students who are using the TESA (Technologically Enhanced Student Assessment) system included on the 2001-2002 report card?**  
Yes, those students who are assessed using TESA will have their scores included in student performance and participation formulas.
- 9. What is the policy for students who fail to answer the minimum number of questions?**  
Students who fail to answer the minimum number of questions will not be included in the student performance rating. They will be included in participation as "Participated in Statewide Assessments".
- 10. How will non-consent students be included on the report card?**  
Student non-consent will be displayed on the participation chart as "eligible but did not participate".
- 11. How will students of non-consent parents be included on the report card?**  
Students whose parents provide a written refusal of consent on the basis of religious or IEP disability related reasons will not be included in the 2001-2002 report card calculations for student performance or participation. The students are considered ineligible for testing.
- 12. How are the scores reported for 11<sup>th</sup> and 12<sup>th</sup> grade students taking the CIM assessments?**  
Students in Grades 11 and 12 who are taking the Grade 10 CIM test will not be reported in either participation or in student performance. Only the scores of students who are in benchmark grades (Grades 3, 5, 8, 10) are included in participation and student performance.
- 13. How are the scores reported for 9<sup>th</sup> grade students taking the CIM assessments?**  
Students who are in 9<sup>th</sup> grade may elect to take the CIM assessment. Scores will be held until the student is in Grade 10. If the student retests in Grade 10, the higher score will be reported.
- 14. If a student completes a writing assessment that is off-topic, how is the score used in calculating student performance and participation?**  
A writing assessment that is complete but off-topic is counted as a "Does Not Meet" in student performance. The score is included in participation.
- 15. How are Math Problem Solving and Writing "Conditionally Meets" scores used in the calculations of the report card ratings?**  
A "conditionally meets" assessment score does not count as a "meets" when calculating the student performance rating and the overall rating. The score is included in participation.

**16. Are “Conditionally Meets” in Math Problem Solving and Writing included in the *displays* on the report card?**

On both the school and district report cards, the graphs entitled “Percent of Students Meeting Standards” include the “conditionally meets” scores on Math Problem Solving and Writing assessments as “meets” the standards. The graphs on the report cards refer to meeting the benchmark standard, not solely the assessment standard. A student with a score in the “conditionally meets” range may or may not meet the benchmark standard on the two performance tests. Schools determine if students meet benchmark standards based on state assessment results and locally assessed work samples. Since the state does not collect information on locally assessed work samples, the assumption is that all students in these circumstances will meet the benchmark standard. Therefore, “conditionally meets” scores are included as “meets” the standards in the displays only.

**17. Where will the assessment scores be reported for the students who are in alternative programs?**

Districts are responsible for attaching student test scores from alternative programs to report card schools in situations where the school is responsible for making educational decisions regarding the student. For alternative programs that have a direct relationship with a single high school, the Department will consult with the district regarding the addition of the test scores for the alternative program to the high school’s results. For alternative programs that do not have a direct relationship with a single high school, it is the responsibility of each district to ensure the integrity of the system by accounting for all students’ participation in statewide assessment.

**18. Where can I find more information about state assessments?**

More details about the Oregon Statewide Assessment System can be found on the Assessment and Evaluation website at <http://www.ode.state.or.us/asmt/index.htm>

## **VII. Ratings and Formulas**

Please refer to the Technical Bulletin, which follows this Policy Manual, for a detailed explanation of the rating system and its calculations.

### **Circumstances Which May Prevent a School From Receiving a Rating(s)**

All schools will receive report cards; however, some schools will not receive ratings.  
See below for circumstances which may apply to particular schools.

<b>Circumstances</b>	<b>Will the school receive a Report Card?</b>	<b>Will the school receive a Rating(s)?</b>				
		<b>School Characteristics</b>	<b>Student Performance</b>	<b>Student Behavior</b>	<b>Improvement</b>	<b>Overall</b>
Less than a 2-year combined total of 80 test scores in Reading and Math Knowledge and Skills tests.	Yes	Yes	No	Yes	No	No
During each of the two most recent years, fewer than 25 students attending the school.	Yes	Yes	No	No	No	No
Schools without a benchmark grade (Grades 3, 5, 8, 10).	Yes	No	No	Yes	No	No
Schools newly opened within the last three years.	Yes	Yes	No	No	No	No
Schools with a significant population change due to boundary changes.	Yes	Yes	No	No	No	No
Schools with a significant population change due to grade level configuration changes.	Yes	Yes	No	No	No	No
Schools with less than three years of data.	Yes	Yes	No	No	No	No



## Years of Data

Using four years of data is optimal in calculating the Improvement rating and the Overall rating. However, some schools do not have four consecutive years of data. In these cases, three years of data may be used to calculate Improvement in Student Performance (academic achievement) and Student Behavior (attendance/dropout). The two most recent years of data will be used for improvement and the other year will be used for a baseline.

Please note that on the 2001-2002 Report Card, only one year of data is necessary to **display** student performance, student behavior, and school characteristics data.

## Confidentiality

Under certain conditions, summary data is not reported. The confidentiality data suppression rules are shown below.

### Data Suppression Rules

Rating Category	Condition	Display
Student Performance Academic Achievement	Percent of students meeting benchmark is either 0% or 100%	Data is either categorized as “5% or less” or “95% or greater”.
Student Performance Academic Achievement	Number of students tested in a subject area or an ethnic group is 5 or less	Data is suppressed.
SAT	Number tested is 5 or less	Performance data is suppressed. Participation will be displayed.

## Rounding calculations

Rounding to the nearest tenth occurs after every arithmetic calculation.

## Overall Rating

### Formula

The Overall Rating will be based on a weighted average of the component ratings:

#### Student Performance (Academic Achievement)

*For Elementary and Middle Schools:*

The rating will be calculated as an average of student performance on the 2000-2001 and 2001-2002 statewide knowledge and skills assessments in reading and math.

#### Student Performance (Academic Achievement)

*For High Schools:*

The rating will be calculated as an average of student performance on the 2000-2001 and 2001-2002 statewide assessments in reading and math knowledge and skills, writing, and math problem solving.

#### Student Behavior (Attendance)

*For Elementary and Middle Schools:*

The rating will be calculated as an average of student attendance in 2000-2001 and 2001-2002.

#### Student Behavior (Attendance/Dropout)

*For High Schools:*

The rating will be calculated as an average of student attendance and dropout rates in 2000-2001 and 2001-2002.

Improvement will be based on changes in performance on statewide reading and math knowledge and skills assessments, attendance rates, and dropout rates from 1998-1999 to 2001-2002.

School Characteristics will play a key role in determining the Overall Rating.

- If 85% or more of the eligible students participated in the 2001-2002 statewide assessments, then the overall rating formula will be applied to the school data. The Overall rating will be one of the following: *Exceptional, Strong, Satisfactory, Low, or Unacceptable.*
- If less than 85% of the eligible students participated in the 2001-2002 statewide assessments, the school will automatically receive an *Unacceptable* overall rating.

### Display

The 2001-2002 report card will again feature a continuum displaying the overall rating.



### State Average

The state average has **no** impact on the calculation of a school's overall rating. The state averages are displayed on the report card for informational purposes only.

## Student Performance (Academic Achievement) Rating

### Performance Levels Used in the Report Card Calculations

Five performance levels of assessment results: Exceeds, Meets, Nearly Meets, Low, and Very Low.  
The scale score ranges for each performance level are shown below by test and by grade level.

Oregon Assessments Performance Levels and Cut Scores by Content Area and Grade					
Content Area and Grade	Scale Score Ranges for Each Performance Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
<b>Reading/Literature</b>					
Grade 3	215 & above	201 – 214	196 – 200	190 – 195	below 190
Grade 5	231 & above	215 – 230	209 – 214	201 – 208	below 201
Grade 8	239 & above	231 – 238	223 – 230	208 – 222	below 208
Grade 10	249 & above	239 – 248	230 – 238	214 – 229	below 214
<b>Math Knowledge and Skills</b>					
Grade 3	215 & above	202 – 214	196 – 201	186 – 195	below 186
Grade 5	231 & above	215 – 230	210 – 214	202 – 209	below 202
Grade 8	239 & above	231 – 238	225 – 230	216 – 224	below 216
Grade 10	249 & above	239 – 248	229 – 238	219 – 228	below 219
<b>Writing</b>					
Grade 10	50 – 60	40 – 49	35 – 39	20 – 34	0 – 19
<b>Math Problem Solving</b>					
Grade 10	40 – 46	32 – 39	29 – 31	16 – 28	0 – 15

### Formula

**Elementary and Middle School:** Student Performance will be calculated as an average of scores on Reading and Math Knowledge and Skills statewide assessments for the two most recent years.

**High School:** Student Performance will be calculated as a weighted average of scores on Reading and Math Knowledge and Skills, Writing, and Math Problem Solving statewide assessments for the two most recent years.

### Display

**Elementary and Middle School:** The percentage of students meeting or exceeding the standards will be displayed for both Reading and Math Knowledge and Skills tests. Writing and Math Problem Solving results will not be included in the rating. Graphs will display the percentage of students exceeding, meeting, and conditionally meeting the state standards on Writing and Math Problem Solving tests.

**High School:** The percentage of students meeting or exceeding the standards will be displayed for Reading and Math Knowledge and Skills tests. Graphs will display the percentage of students exceeding, meeting, and conditionally meeting the state standards on Writing and Math Problem Solving tests.

## Weights

**Elementary and Middle School:** In calculations of the Student Performance ratings, results for Reading and Math Knowledge and Skills assessments will each contribute 50% of the total.

**High School:** In calculations of the Student Performance ratings, results for each of the assessments will contribute to the total with the following percentages:

- Reading Knowledge and Skills: 35%
- Math Knowledge and Skills: 35%
- Writing: 20%
- Math Problem Solving: 10%

## Student Behavior (Attendance/Dropout) Rating

### Grades Used in Calculating the Attendance Rate

Grades 1-12 will be used in calculating the attendance rating. Kindergarten will not be included in the attendance rating.

### Grades Used in Calculating the Dropout Rate

Schools with Grade 12 will be included in the dropout rate.

### Formula

**Elementary and Middle School:** The Student Behavior rating will be calculated as an average of attendance rates during the two most recent years.

**High School:** The Student Behavior rating will be calculated as an average of attendance and dropout rates during the two most recent years.

### Display

The attendance and dropout rates will be displayed in table format as shown below.

#### Attendance Student Behavior Rating: Strong

Attendance	School	District	State
2000-2001	95.0%	92.3%	94.1%
2001-2002	95.0%	92.3%	94.1%

#### Dropout Student Behavior Rating: Strong

Dropout	Number	School	State
2000-2001	3	5.2%	6.2%
2001-2002	3	5.2%	4.2%

## Improvement Rating

### Emphasis on Improvement

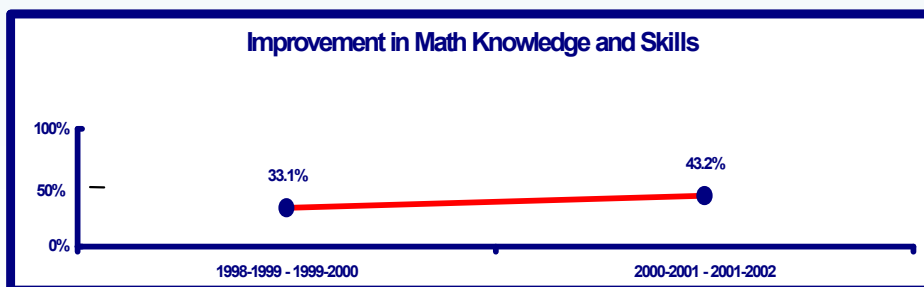
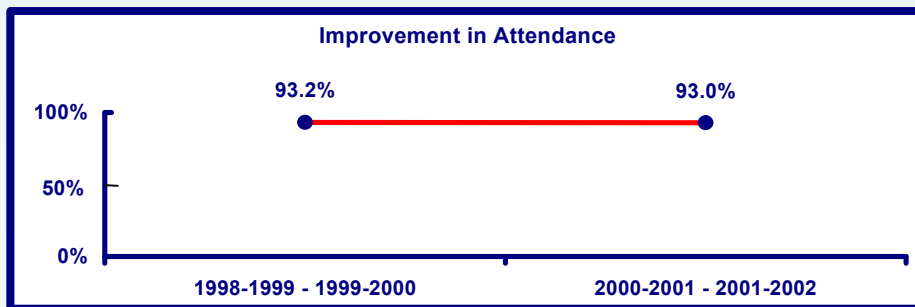
The Oregon Report Card rating system credits schools for improving student performance on statewide assessments, attendance, and the dropout rate. Because the Oregon Accountability System is a continuous improvement model, student growth is expected, and schools are expected to continuously update their school improvement plans.

### Formula

The Improvement rating will be based on four-year improvement in reading and math knowledge and skills assessment scores, attendance, and dropout rates. The component ratings for Student Performance (Academic Achievement), Student Behavior (Attendance/Dropout), and Improvement will be calculated separately and displayed separately. The Improvement rating will be “averaged” with the Student Performance rating and the Student Behavior rating to produce the Overall rating.

### Display

Four-Year Improvement in both Student Performance and Student Behavior will be rated and displayed on the 2001-2002 report card. Historical data for Reading and Math Knowledge and Skills, Attendance, and Dropout rates will be displayed as two-year averages on graphs. See examples below.



## School Characteristics Rating

### **Emphasis on the Percentage of Students Tested**

The percentage of students who participate in statewide assessments is a good indicator of whether all eligible students receive the same basic educational opportunities. High participation rates also help ensure sound comparisons over time, a key element of validity.

School Characteristics will play a key role in determining the Overall Rating.

- If 85% or more of the eligible students participated in statewide assessments in 2002, then the overall rating formula will be applied to the school data. The Overall rating will be one of the following: *Exceptional, Strong, Satisfactory, Low, or Unacceptable*.
- If less than 85% of the eligible students participated in statewide assessments in 2002, the school will automatically receive an “Unacceptable” overall rating.

### **Formula**

The participation rate is the proportion of students eligible to take the test to those who actually received scores. The participation rate: The number of students who attempted the test under standard conditions, the challenge ups, the challenge downs, extended and juried assessments, and modified ELLs and IEPs **DIVIDED BY** the number of students who attempted the test under standard conditions plus the challenge ups, the challenge downs, extended and juried assessments, plus the modified ELLs and IEPs **PLUS** the number of students who did not take the test because they were absent or were student non-consents.

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Standard + Challenge Up + Challenge Down + Extended + Juried + Side-by-Side + Plain Language + Modified LEP & IEP + TESA + Non-completers

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Standard + Challenge Up + Challenge Down + Extended + Juried + Side-by-Side + Plain Language + Modified LEP & IEP + TESA + Non-completers + Absent + Student Non-consent

Please note that this definition is different from the participation rate reported for assessment purposes. Please see the Technical Bulletin *Calculating the School Characteristics Rating* for specific details.

### **Display**

The rates of participation in statewide assessment will be displayed in table format as shown in the example below.

<b>Grade 10</b>	<b>School</b>	<b>State</b>
Participated in Statewide Assessments	98.0%	98.0%
Eligible But Did Not Participate	1.3%	1.3%
Exempted Because of Limited English Proficiency	0.7%	0.7%

## VII. Data

### **Data Validation**

Schools are given multiple opportunities to validate the data that are used on the report cards. Data validation windows are scheduled in advance. If it is believed that an error exists, there are multiple opportunities for appeal and subsequent correction prior to the release of the report cards in January.

### **Report Card Review Days**

Report cards will be ready for examination on the ODE website prior to the public release. For one final time, schools and districts will have the opportunity to check details, data, and their report cards before public viewing.

### **Report Card Appeals Process**

Before the report cards are released to the public. If a district or school finds an error on its report cards, the appeals process will begin with a written notification to the Report Card Team as soon as possible within the three-day review period. Appeals will be addressed on a case-by-case basis. Data that has been validated by a school or district will not be changed before public release.

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

## Data Sources for the Report Card

Many data collection reports are *filed* each year with the Oregon Department of Education. Staff members in each school district are responsible for *reporting* the information and *validating* some of the same information later in the year. The Oregon Department of Education collects this information and annually displays the data on the school and district report cards.

Data Sources for the Report Card				
Report Card Element	Data Collection Survey	ODE Staff	(503) 378-3600 Extension	Due Date
Attendance	Quarterly ADM	Tammy Dickerson	X2629	10/10, 1/10, 4/10, 7/10
School Size	Quarterly ADM	Tammy Dickerson	X2629	10/10, 1/10, 4/10, 7/10
Students Attending From/In Another District	Annual School Fund: Non Resident Students	Tammy Dickerson	X2629	7/10
English Language Learners	Annual School Fund: ESL	Ann Nguyen	X2628	7/10
School Personnel	FTE of School Level Staff	Tracy Lindsey	X2626	11/1
School Personnel	Certificated Staff	Tracy Lindsey	X2626	11/1
School Personnel	FTE of Combined School/District Staff	Tracy Lindsey	X2626	11/1
CIM Completion	High School Completers	Bob Jones	X2634	7/10, 11/1
Dropout Rate	Early Leavers	Bob Jones	X2634	7/10, 11/1, 12/15
Special Education	Special Education Child Count	Bruce Bull	X2316	7/10
General Fund Expenditures	Actual Expenditures	Barbara Cruickshank	X2652	12/11
Bond Levy	Bond Levy	Tony Alpert	X2656	
ESD Support	ESD Direct Support	Barbara Cruickshank	X2652	10/10
Expulsions Due to Weapons	Expulsions	Janet Bubl	X2710	7/10
Students Graduating	High School Completers	Bob Jones	X2634	7/10, 11/1
Report Card Validation		Tony Alpert	X2656	
SAT Scores	Collected directly from the College Board			
Class Size	Class Size	Bob Jones	X2634	7/10
Requests to Teach Out of Area of Certification	Collected directly from TSPC			
School	School/Program Registration	Bob Jones	X2634	7/10
Video Conferencing	Collected directly from TIRM	Doug Kosty	X4494	
Assessment		Bill Auty	X2359	



## VIII. Special School Situations

### Boundary changes and grade level configuration changes

- Schools that had at least a 20% change in average student membership due to a boundary change or grade level configuration change will be noted with an asterisk.
- In cases where the change in average student membership is 40% or more, the school will be considered a new school and the data history will be removed. Consequently, the school will not be eligible for an Overall rating. The school will receive a report card.
- In cases where the number of students (volume) in the school has not changed, but boundary changes have caused 40% or more of the students to newly attend the school, **a letter must be sent** to ODE. The letters should be addressed to the attention of the Report Card Team before November 1, 2002, and specify details of the changes and the years of the stated change.
- Boundary changes will be displayed with superscripted numbers or an asterisk next to component ratings. Footnotes will offer a brief summary of additional information.

### Special Circumstances and Data

Attendance rates are not mitigated by excused or unexcused absences. Please refer to the Student Personnel Accounting Manual for additional information about student attendance.

<https://district.ode.state.or.us/docs/sfda/manuals/studaccman.pdf>

### Alternative Programs

All students in Oregon public schools at benchmark years (Grades 3, 5, 8, 10) will have assessment scores, and all students must be accounted for. If students attend a district alternative program that does not receive a report card, their scores will be reported with a school that does receive a report card.

### Alternative Schools

Alternative schools are subject to the same rating formula as mainstream schools. Many alternative schools do not receive overall ratings because the school population is too small.

## IX. Title I

### **Federal Requirements of *No Child Left Behind***

The report cards may be the tools for displaying the ESEA requirements. For specific information about AYP and program improvement status, please contact the Title I office at the Oregon Department of Education at 503.378.3600 x 2723.

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