OREGON SCHOOL & DISTRICT REPORT CARD

2007-2008 POLICY MANUAL

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Policy Manual

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Introduction

Oregon law and the federal No Child Left Behind Act require 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:

- ♦ communicate the many good things occurring in schools,
- ♦ provide a fair and reliable means of reporting ratings of current school performance and improvement over time, and
- ♦ 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) 947-5780 or e-mail report.card@state.or.us.

Purpose and Guiding Principles

The purpose of the Oregon School and District report card is 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.
- ♦ meet federal and state requirements.

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.

Date	Significant Events in Development
June 1999	The State Legislature established the rating labels and categories. The Department of Education was instructed to research, develop, and implement all other components of the report card.
Fall 1999	Several prototype report cards were developed and feedback was gathered from stakeholders throughout the state. The Department of Education contracted with The National Center for the Improvement of Educational Assessment for assistance in the development of the report card. The State Board of Education approved the first Oregon school report card.
January 2000	The Department of Education issued the first report cards to over 1300 schools and districts.
Jan. – Dec. 2000	Feedback helped inform the development of the second report card.
January 2001	The Department of Education issued the second school and district report cards.
July 2001	The Oregon State Legislature passed SB 811 mandating additional elements to be displayed on the report cards.
Jan. – Dec. 2001	Feedback helped inform the development of the third report card.
January 2002	The Department of Education issued the third school and district report cards. Federal "No Child Left Behind" legislation was passed into law impacting future school and district report cards with mandated federal requirements.
January 2004	The Department of Education issued 2003-2004 School and District Report Cards that comply with the federal No Child Left Behind Act.
October 2005	The Department of Education issues 2004-2005 School and District Report Cards using more closely aligned test and student inclusion rules for AYP and report card ratings.

General Information

Scope of the Report Card

The report card is an annual 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 do not meet this rigorous test are not included in the report card.

Because the scope of the report card 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

What are the report cards?

In 1999 the Oregon Legislature enacted ORS 329.105 requiring that the Oregon Department of Education produce and issue annual report cards for all schools and districts. This law codified the desire of the public for consistent and reliable information about schools. Oregon SB 811 (In 2001) mandated 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 led to changes in 2003-2004 and subsequent report cards.

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.

Who will receive the school report card?

All schools in Oregon that meet the definition of a public school and have resident students will be included in the Oregon report card system. These report cards are to be distributed to every parent with a child enrolled in a public school in the state.

How are students whose parents refuse to give consent for testing included in AYP, assessment results, and Report Cards?

The student counts as a non-participant in all AYP reports and reports of assessment results.

If a parent refuses in writing for religious or disability-related reasons (administration code 7), the student's non-participation will be excluded from Report Card participation calculations.

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.

How many report card ratings does a school receive?

State law requires that each school receive an overall rating that is a composite of ratings in four categories: **Student Performance** (Academic Achievement), **Student Behavior** (Attendance/Dropout), **Improvement**, and **School Characteristics** (Participation in Statewide Assessments).

What types of tests are included in determining Report Card performance ratings?

The highest test score from a standard test administration at or above grade level (with or without accommodations) from students (except for first year Limited English Proficient (LEP) students) enrolled in a district on the first school day in May for a full academic year are included in the Report Card student performance ratings. Modified, Extended, and targeted down assessments are considered non-standard administrations and are not included in Report Card performance calculations.

How are the scores of students who meet the state's alternate standards on an Extended Assessment included in the percentage of students meeting standard?

For state assessment reports, the students are counted as not meeting standards. The scores of these students are excluded from Report Card performance calculations.

Up to 1% of the tests in a district used to calculate AYP may be from students that meet the state's alternate standards. If the percentage of tests that meet the alternate standards in a district exceeds 1%, the district must identify which tests are to be counted as not meeting standard when determining AYP for the district and its schools.

When do students have to be enrolled in the school to be included in participation rates for schools and districts?

Students enrolled on the first school day in May and during the testing window who do not participate in the state assessment are counted as non-participants. Students who are enrolled on the first school day in May and were not enrolled during the testing window or who arrived so late in the school's test window that a test cannot be completed can be excused from participation at the district's discretion.

Where can I get more information about what makes a "Highly Qualified" teacher?

We have questions and answers specific to highly qualified teachers online at
http://www.ode.state.or.us/search/results/?id=102.

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 Oregon Department of Education. A school must file a school improvement plan with the Superintendent of Public Instruction, the school district board, and the 21st Century Schools Council of the school.

Why do some schools not meet Adequate Yearly Progress (AYP) but receive Strong ratings on the school Report Card?

The Report Card and the nationally defined AYP have somewhat different purposes. Each provides a valuable look at schools and the two can be combined to get a more complete picture.

The Report Card overall rating is based on performance and improvement over time in all categories by students in the school as a whole. The ratings in each separate category are combined for an overall rating. Doing well in one area can help a school compensate for challenges elsewhere.

In contrast, for schools to meet AYP, all students as a whole group, and all demographic subgroups (for example each race/ethnicity in the school) must meet participation and performance targets in each content area. The school must also meet targets for attendance or graduation. If any one group misses a single target in any one category, this results in a designation of not meeting AYP.

Do districts receive report card 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. However, districts do receive Adequate Yearly Progress (AYP) ratings under the federal No Child Left Behind legislation.

When will the report cards be issued?

The 2007-2008 school and district report cards will be publicly released on October 7, 2008. Under OAR 581-022-1060, schools and districts must provide copies of the report cards to all parents by **December 15, 2008** and are strongly urged to distribute the cards sooner. (English and Spanish versions of the report cards are posted at http://www.ode.state.or.us/data/reportcard/reports.aspx.)

How do we know that the information in the Report Card is accurate?

District staff are given an opportunity to review and to correct the information they submit describing students and the schools. Tests are scored by professionals outside the Oregon Department of Education skilled in this type of work and the results are thoroughly validated. If school or district staff find an error in the results once the Report Cards are created, they have the opportunity to add explanatory information to the Report Card in the local information panel.

Are there significant changes for the 2007-2008 Report Card?

The following changes are incorporated in the 2007-2008 Report Card:

Revised academic performance standards

On March 15, 2007, the State Board of Education adopted revised achievement/performance standards in Reading/Literature and mathematics effective for the 2006-07 school year. See page 18 to review the current performance standards.

To make a valid comparison of student achievement over four years as reflected in the school improvement ratings, the percentage of students meeting the achievement/performance standards in reading and mathematics results from 2004-05, 2005-06, 2006-07 and 2007-08 were recalculated based on the current performance standards adopted in 2006-07.

In addition, ODE adjusted the index cut points for student performance ratings to statistically account for two years (2006-07 and 2007-08) performance data based on the 2006-07 performance standards. (See next section for details.)

Changes to data used for 2007-2008 designations

Report Card Rating Determinations

In 2007-08, ODE recalibrated the index cut points associated with student performance rating designations for schools. The resetting of the index cut points compensated for changes to the Reading and Math performance standards adopted in 2006-07. Writing performance standards did not change and only schools with students in grade 10 are included in the calculation of student performance ratings. (See table below for the changes in the cut points for the performance index by school year.)

Cut Point Changes for Performance Index						
	Elementary and Middle Schools Cut Scores			High Schools Cut Scores		
PERFORMANCE RATING	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Exceptional	115	113	112	100	98	100
Strong	100	98	96	90	88	90
Satisfactory	70	68	68	70	68	70
Low	60	58	58	60	58	60
Unacceptable	< 60	< 58	< 58	< 60	< 58	< 60

Where can I get more information about AYP and Report Cards?

Manuals, timelines, tools, and reports are available from the Adequate Yearly Progress homepage at: http://www.ode.state.or.us/search/page/?id=1193 or the Report Cards homepage at: http://www.ode.state.or.us/search/page/?id=1786.

Overview of the Formula for the 2007-2008 Report Card

The following key points are discussed further in other sections of this Policy Manual. Please also see the Technical Bulletin. Component ratings for Student Performance, Student Behavior, and Improvement are calculated separately and displayed separately.

School Characteristics Rating

- Schools are accountable for all students' participation in 2007-2008 statewide assessments in reading, mathematics, and writing.
- If less than 89.5% of the eligible students participated in statewide assessments, then the rating for School Characteristics is Unacceptable, and the school's overall rating is Unacceptable.
- If 89.5% - 94.4% of the eligible students participated in statewide assessments, then the rating for School Characteristics is Low, and the school's overall rating is set at a maximum of Low.
- If 94.5% or more of the eligible students participated in statewide assessments, then the Overall rating is calculated following the established Report Card procedures.

Student Performance Rating

- Student Performance (Academic Achievement) is calculated as an average of student performance on the 2006-2007 and 2007-2008 Reading and Math Knowledge and Skills Statewide Assessments for elementary and middle schools. Ratings for high schools are based on Reading and Math Knowledge and Skills and Writing Statewide Assessments.
- Improvement is a factor in the Overall rating but is not a factor in this separate category.

Student Behavior Rating

- Student Behavior (Attendance and Dropout) is calculated as an average of attendance rates for school years 2006-2007 and 2007-2008 and dropout rates for school years 2005-2006 and 2006-2007.
- Improvement is a factor in the Overall rating but is not a factor in this separate category.

Improvement

- The Improvement rating is based on four-year improvement in knowledge and skills assessment scores, attendance, and dropout rates. Specifically, school years 2006-07 and 2007-08 average rates are compared to 2004-05 and 2005-06 average rates.
- The Improvement rating is combined with the Student Performance rating and the Student Behavior rating to determine the Overall rating.

Overall Rating

- The Overall rating is a combination of Student Performance rating (2 year average) + Student Behavior rating (2 year average) + Improvement in Student Performance and Student Behavior (4 year average).

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. Under OAR 581-022-1060, each parent must receive a copy of the report cards by December 15 and the distribution procedures are left to the discretion of the district.

Guidelines for Reproducing and Distributing the Report Cards

Copies for Distribution

The 2007-2008 School and District Report Cards and supporting documents will available for download from the Oregon Department of Education website beginning October 7, 2008. Districts will not receive a packet of report cards and support documents for reproduction from the Department . Schools and districts are requested to copy all official report cards on 8.5 x 14 legal-size paper but are not obligated to reproduce and distribute any documents except the actual 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 Notes*

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 note boxes to reference explanations and clarifications with an asterisk or a superscripted number. The note 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.

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 2007-2008 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	Inclusion in Report Card Analyses	
	Participation	**Performance**
Standard assessments (with or without accommodations)	Included	Included
Target up* (Higher level assessment than expected for grade of enrollment or age of the student)	Included	Included
Target down	Included as non-participant	Not included
Extended assessments	Included	Not included
Modified assessments	Included as non-participant	Not included
Exempted (First year ELL for reading or writing if English Language Proficiency Assessment or ELPA is taken)	Included as participant	Not included
Non-completers (See page 11 for minimum responses)	Included as non-participant	Not included
Non-consent of parent for religious or disability-related reasons	Not included	Not included
Absent/Non-attempt/Non-consent of student	Included as non-participant	Not included
Side-by-Side English-Spanish or English-Russian	Included	Included
Spanish Responses in Writing	Included	Included
Reading Assessment in Spanish (Available for Grade 3 only)	Included	Included
Students enrolled on the first school day in May that were enrolled during a test window and not tested	Included as non-participant	Not included

* Eighth grade students targeting up must take the eighth grade test in order to be counted as a participant.

Specific information regarding testing conditions and inclusion in report card analyses can be found in *Inclusion Rules for Accountability Reports 2007-2008* that can be downloaded from the ODE website at http://www.ode.state.or.us/search/page/?id=218.

Frequently Asked Questions

What is student participation?

Student participation is the percentage of students participating in statewide assessments in English/language arts and mathematics at the benchmark grades of 3 - 8, and 10 and in writing assessments at grades 4, 7, and 10. The Oregon assessment system offers a variety of options for testing conditions with the expectation of including all students.

What tests are included in the calculation of student performance?

Student performance is the measure of academic achievement on required statewide assessments for 2006-2007 and 2007-2008 in the following subjects and grades:

- Reading/Literature from students enrolled at grades 3 through 8, and 10
- Mathematics from students enrolled at grades 3 through 8, and 10
- Writing from students enrolled at grade 10

Only standard administrations of tests at a student's grade level are included in the calculation of student performance for the School and District Report Card.

Which students must schools include in state assessments?

All students for whom public funds are expended on instruction are expected to participate in all required state assessments. This includes registered home schooled students, privately schooled students, tuitioned students, and any other students exempted from compulsory school attendance, attending public schools or programs part time, and receiving instruction provided by the district in the state content standards during the school year.

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**. These scores are also included in **Student Performance** with the exception of beginning LEP students (those who enrolled in a U.S. school for the first time after May 1, 2007). Eligible students who participate in the writing assessment by responding in Spanish or 3rd grade Spanish reading are also included.

2007-2008 Oregon Statewide Assessments for English Language Learners	
Reading/ Literature	Spanish Grade 3: Included in Performance and Participation for students whose English Language proficiency is not adequate to yield reliable results in English.*
Math Knowledge and Skills	Spanish/English Side-by-Side: Included in Performance and Participation. Russian/English Side-by-Side: Included in Performance and Participation.
Writing (grade 10 ratings only)	Spanish/English: Responses in English included in Performance and Participation. Responses in Spanish included in Performance and Participation for students whose

* Responses from qualified students who meet the standard are included as meeting the standard. For more information on the definition of qualified students see ODE Executive Numbered Memo 010-2006-07 posted at http://www.ode.state.or.us/news/announcements/announcement.aspx?=2503

How are scores from Limited English Proficient (LEP) students new to the United States used?

Limited English Proficient students who enroll in a U.S. school for the first time after May 1, 2007 are not required to take the state assessments in reading and writing. However, these first year LEP students are counted as participants in the report card in reading or writing tests only if reported as taking the state's English Language Proficiency Assessments during the school year. First year LEP students are required to take state assessments in mathematics and science. The scores of first year LEP students are not included in determining the percentage of students meeting standard in AYP determinations or report card ratings.

Students take benchmark tests that do not correspond with their grade levels. Are these scores included in the report card calculations?

Yes. Students targeting up are counted as participants and as meeting standard if they meet the achievement/performance standard for the test. There is an exception to this rule. An 8th grade student who targets up to the Certificate of Initial Mastery (CIM) test is not counted as participating unless the student takes the test for 8th grade as well. The score from the 8th test is included in the report card while a passing score on the CIM test is included in the report card when the student is enrolled in grade 10.

Students targeting down will be counted as non-participants and as not having met standard.

How are scores resulting from the extended assessment of students with disabilities included on the report card?

The scores of students taking extended assessments will be included in participation counts but will not be included in student performance counts. Additional information about Extended Subject Area Assessments is on the web at http://www.ode.state.or.us/search/results/?id=178.

What is the policy for students who fail to answer the minimum number of questions to determine a valid test score?

Students who fail to answer the minimum number of questions on a standard test administration will not be included in the student performance ratings and will be included in participation as "Did not Participated in Statewide Assessments". This would include students who attempted an Oregon Assessment of Knowledge and Skills (OAKS) Online (previously known as Technology Enhanced Student Assessments or TESA) test and answered fewer than 5 questions or a paper and pencil test and answered fewer than 10 questions or a writing test and presented a response that could not be scored.

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 submitted by a student at grade 7 or grade 10, cannot be scored and the student is counted as non-participant. 4th grade students, however, can meet the standard with an off-topic writing assessment. A grade 4 writing assessment that is complete but off-topic is counted as participating when determining the percentage of students tested.

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How will students of non-consenting 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, as provided for in OAR 581-022-1910, will not be included in the calculation of school characteristics or of student performance.

How are the scores reported for 11th and 12th grade students taking the CIM assessments?

Students in Grades 11 and 12 who are taking the Grade 10 CIM test will not be reported either in participation or student performance. Only the scores of students who are in benchmark grades are included in participation and student performance.

How are the scores reported for 9th grade students taking the CIM assessments?

Students in 9th grade may elect to take the CIM assessment. Scores meeting or exceeding the standard will be held until the student is in Grade 10. If the student retests in Grade 10, the highest score the student earns will be reported during the 10th grade year only.

How are the scores reported for 8th grade students taking the CIM assessments?

Students in advanced coursework who are in 8th grade may elect to take the CIM assessment. Scores meeting or exceeding the standard will be held until the student is in Grade 10. If the student retests in 9th or 10th grades, the highest score the student earns will be reported. To be counted as participants in the report card for the current year, an 8th grade student must take the 8th grade test. The score from the 8th grade test is included in student performance calculations.

How are Writing "Conditionally Meets" scores used in *calculating* report card ratings?

A "conditionally meets" assessment score counts as "nearly meets" when calculating the student performance rating and the overall rating. The score is included in participation. See pages 18 and 19 for cut points defining performance levels on the state assessments included on the report card.

How are "Conditionally Meets" in Writing included in the *displays* on the report card?

On page 2 of school and district report cards, the graphs entitled "Percent of Students Meeting Standards" no longer include the "conditionally meets" scores on Writing assessments as **"meets"** the standards beginning with the 2006-07 report card. In reporting statewide assessment results on page 3 of the report cards, "conditionally meets" scores are included in the column **"does not meet"** standard.

Are science results included in the report card this year?

The 2007-08 science results will be included in a bar graph on page 2 of the School Report Card for display purposes only. Science results will not be included in any rating calculation.

Where will the assessment scores be reported for students in alternative programs?

Student scores will be associated with the resident school as identified in the Spring Membership collection.

What is a rated element?

A rated element is a set of data that is included in the determination of a school's rating in one of the four areas: Student Performance, Student Behavior, Improvement, and School Characteristics. Other elements may be reported or displayed but not included in determining a school's ratings.

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 individuals interested in school performance.

What accounts for the different participation rates and performance levels reported on school and district report cards?

The school and district report card formula combines the participation rates for reading, mathematics and writing assessments.

For both the display of statewide assessment results and the school characteristics rating, the participation denominator and numerator will be based on students enrolled on the first school day in May. Answer sheets marked parent refusal for religious or disability related reasons will be counted as non-participants in the display of statewide assessment results.

The student performance denominator for both statewide assessment results and report card will include only tests from students enrolled on the first school day in May. However, for report card calculations, only test scores from assessments of the academic achievement standards from students enrolled for a full academic year taking a standard administration of a test at or above the student's enrolled grade will continue to be included. Extended assessments assess the <u>alternate</u> achievement standards, not the academic achievement standards and therefore are excluded from the calculation of student performance. For statewide assessment results, all students enrolled on May 1 are included and results from extended assessments are included as "not met".

Is there a document that compares schools' scores to other schools in the state?

The comparison schools report is sorted by grade and socioeconomic status (SES) rank and can be found at http://www.ode.state.or.us/search/page/?=1306 through the link "Assessment Results". While this page does not provide direct comparison of schools or districts, data are available here both for online viewing and for downloading to a spreadsheet for manipulation and display. This would allow comparisons to be drawn at the local school.

This page links not only to the most current year's data but also to all previous years' archived data. Using these data, it is possible to draw conclusions comparing each school to itself over time as well as comparing a school to other similar schools in the state. All of these data, regardless of year, are available for download.

The Report Card for Schools displays a bar graph of academic achievement for the reported school and their comparison schools.

Where can I find more information about state assessments?

More details about the Oregon Statewide Assessment System can be found on the Assessment/ Testing webpage at http://www.ode.state.or.us/search/results/?id=169.

Ratings and Formulas

Please refer to the Report Card Technical Bulletin for a detailed explanation of the rating system and its calculations found at the following link: http://www.ode.state.or.us/search/page/?=1306

Circumstances which may prevent a school from receiving a rating

All schools will receive report cards, however, some schools will not receive ratings. The chart below describes circumstances that may apply to particular schools and that may result in a school not being rated in a particular area.

Circumstances	Will the school receive a **Report Card?**	Will the school receive a **Rating** in:				
		School Characteristics?	**Student Performance?**	**Student Behavior?**	**Improvement?**	**Overall?**
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 he two most recent years combined, fewer than 50 students attending the school.	Yes	Yes	No	No	No	No
Schools without a benchmark grade (3,4,5,6,7, 8, or 10).	Yes	No	No	Yes	No	No
Schools newly opened within the last year.	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 two years of data.	Yes	Yes	No	No	No	No
Schools with only two years of data.	Yes	Yes	Yes	Yes	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 only one year of data is used to determine the school characteristics rating.

Confidentiality

Under certain conditions summary data are 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 are 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 fewer	Data are suppressed.
SAT	Number tested is 5 or fewer	Performance data are suppressed. Participation will be displayed.

Rounding calculations

Rounding to the nearest tenth occurs after the calculation of each index shown on the report card detail sheet.

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 2006-2007 and 2007-2008 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 2006-2007 and 2007-2008 statewide assessments in reading and math knowledge and skills, and writing.

Student Behavior (Attendance) *For Elementary and Middle Schools:*

The rating will be calculated as an average of student attendance in 2006-2007 and 2007-2008.

Student Behavior (Attendance/Dropout) *For High Schools:*

The rating will be calculated as an average of student attendance rates in 2006-2007 and 2007-2008 and dropout rates in 2005-2006 and 2006-2007.

Improvement will be based on changes in performance on statewide reading and math knowledge and skills assessments, attendance rates, and dropout rates from 2004-2005 to 2007-2008.

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

- ♦ If 94.5% or more of the eligible students participated in the 2007-2008 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 89.5% - 94.4% of the eligible students participated in the 2007-2008 statewide assessments, the school will receive a maximum Overall rating of *Low* .
- ♦ If less than 89.5% of the eligible students participated in the 2007-2008 statewide assessments, the school will automatically receive an Overall rating of *Unacceptable.*

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.

Display

Overall Rating: Strong

| Unacceptable | Low | Satisfactory | Strong | Exceptional |

Student Performance (Academic Achievement) Rating 2007-2008

The chart below shows cutoff scores for the various performance levels across all content areas as adopted by the Oregon State Board of Education spring 2007. Performance levels for entry points adjusted upward are marked with ⇧, those adjusted downward are marked with ⇩, and unchanged entry points are marked with ⇔.

Content Area and Grade	Scale Score Ranges for Each Performance Level				
	Exceed the Standard	**Meet the Standard**	**Nearly Meet the Standard**	**Low**	**Very Low**
2007-2008 Oregon Assessments Performance Levels and Cut Scores by Content Area and Grade					
Reading/Literature					
Grade 3	218 & above⇧	204 – 217⇧	199 – 203⇧	189-198⇩	below 189⇩
Grade 4	223 & above⇔	211 – 222⇧	205 – 210⇧	198-204⇧	below 198⇧
Grade 5	230 & above⇩	218 – 229⇧	209 – 217⇔	202-208⇧	below 202⇧
Grade 6	234 & above⇧	222 – 233⇧	214 – 221⇔	207-213⇧	below 207⇧
Grade 7	239 & above⇧	227 – 238⇧	219 – 226⇧	211-218⇧	below 211⇧
Grade 8	241 & above⇧	231 – 240⇔	224 – 230⇧	213-223⇧	below 213⇧
Grade 10	248 & above⇩	236 – 247⇩	231 – 235⇧	217-230⇧	below 217⇧
Math Knowledge and Skills					
Grade 3	217 & above⇧	205 – 216⇧	201 – 204⇧	190-200⇧	below 190⇧
Grade 4	225 & above⇧	212 – 224⇧	208 – 211⇧	198-207⇧	below 198⇧
Grade 5	229 & above⇩	218 – 228⇧	214 – 217⇧	203-213⇧	below 203⇧
Grade 6	232 & above⇩	221 – 231⇧	216 – 220⇧	207-215⇔	below 207⇔
Grade 7	238 & above⇧	226 – 237⇔	221 – 225⇧	211-220⇔	below 211⇔
Grade 8	241 & above⇧	230 – 240⇩	225 – 229⇔	213-224⇩	below 213⇩
Grade 10	246 & above⇩	236 – 245⇩	231 – 235⇧	214-230⇩	below 214⇩
Writing					
Grade 4	40 – 48⇔	32 – 39⇔	28 – 31⇔	16 – 27⇔	0 – 15⇔
Grade 7, 10	50 – 60⇔	40 – 49⇔	35 – 39⇔	20 – 34⇔	0 – 19⇔
Science					
Grade 5	238 & above⇩	225 – 237⇧	216 – 224⇧	209-215⇧	below 209⇧
Grade 8	246 & above⇩	234 – 245⇧	229 – 233⇧	217-228⇧	below 217⇔
Grade 10	249 & above⇩	240 – 248⇧	235 – 239⇧	220-234⇩	below 220⇩

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 and Writing statewide assessments for the two most recent years.

Display

The percentage of students meeting or exceeding the achievement/performance standards will be displayed for Reading and Math Knowledge and Skills and Writing tests for 2006-2007 and 2007-2008. The percentage of students meeting or exceeding the achievement/performance standards will be displayed for science tests for 2007-2008.

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 Reading and Math Knowledge and Skills will each contribute 39% and Writing will contribute 22% of the total.

Student Behavior (Attendance/Dropout) Rating

Grades Used in Calculating the Attendance and Dropout Rates

Grades 1-12 are used in calculating the attendance rating. Kindergarten is not included. Grades 9-12 are used in calculating 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 available. Because of collection cycles, dropout data are delayed by 1 year.

Display

Attendance
Student Behavior Rating: Strong

Attendance	School	District	State
2006-2007	95.0%	92.3%	94.1%
2007-2008	95.0%	92.3%	94.1%

Dropout
Student Behavior Rating: Strong

Dropout	Number	School	District	State
2005-2006	3	5.2%	5.2%	6.2%
2006-2007	3	5.2%	5.2%	4.2%

Improvement Rating
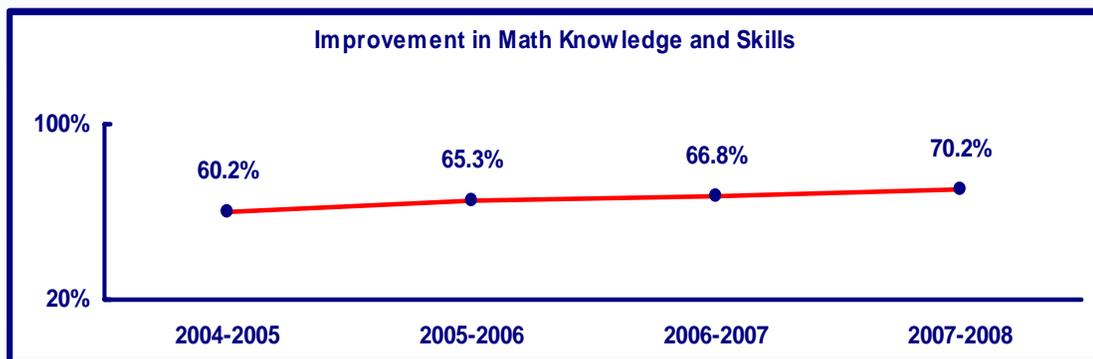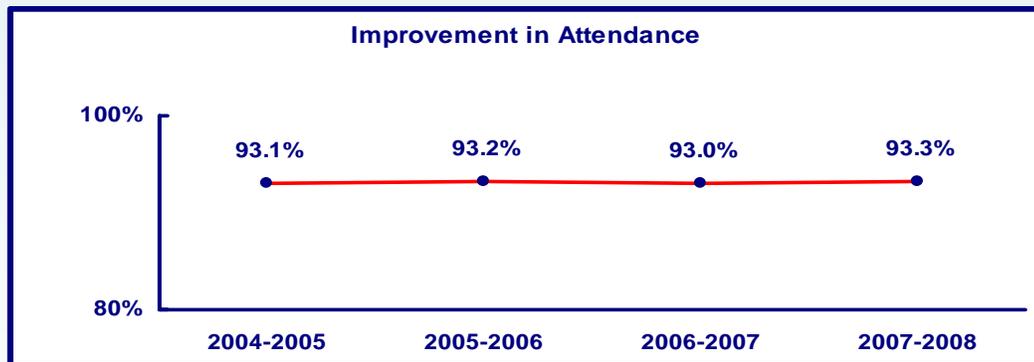
Emphasis on Improvement

The Oregon Report Card rating system credits schools for improving student performance on statewide assessments, for raising attendance rates, and for lowering dropout rates. 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 combined with the Student Performance rating and the Student Behavior rating to produce the Overall rating.

Display

Four-Year Improvement in Student Performance and Student Behavior will be rated and displayed on the 2007-2008 Report Card. Historical data for Reading and Math Knowledge and Skills, Attendance, and Dropout rates will be displayed on graphs as in the examples below.

Improvement in Attendance

	2004-2005	2005-2006	2006-2007	2007-2008
	93.1%	93.2%	93.0%	93.3%

(Y-axis: 80% to 100%)

Improvement in Math Knowledge and Skills

	2004-2005	2005-2006	2006-2007	2007-2008
	60.2%	65.3%	66.8%	70.2%

(Y-axis: 20% to 100%)

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 valid decision making.

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

- If 94.5% or more of the students participated in statewide assessments in 2007-2008, 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 89.5%-94.4% of the students participated in the 2007-2008 statewide assessments, the school's Overall rating will be capped at *Low* although the school could still receive a rating of Unacceptable.
- If less than 89.5% of the eligible students participated in statewide assessments in 2007-2008, the school will automatically receive an *Unacceptable* Overall rating.

Formula

The participation rate is the proportion of the number of tests from students enrolled on the first school day in May eligible to be assessed to those who actually received scores. The participation rate is: The number of participating tests from students enrolled on the first school day in May **DIVIDED BY** the number of expected tests from students enrolled on the first school day in May **MINUS** the number of students that were ineligible for testing (exempted by parents for religious or disability related reasons).

Note that registered home schooled students, private school students, tuitioned students and students attending public or private alternative programs for whom no public funds are expended on educating the student or who did not receive instruction from the district in the state content standards during the 2007-2008 school year are excluded from district and school report card calculations.

$$\frac{\text{Number of Participating tests in reading, mathematics, and writing}}{\text{Expected Number of Participating tests in reading, mathematics, and writing — Number tests from students that were ineligible for testing}}$$

Display

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

Grade 10	School	State
Participated in 2007-2008 Statewide Assessments	98.0%	98.0%

Data, Data Sources, and Key Dates

Data Validation

Schools are given multiple opportunities to validate the data that are used on the report cards. Data validation windows are scheduled in May and September each year. 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 October. See the Key Dates chart in this section for more detail.

Report Card Preview Days

Report cards will be ready for examination on the ODE 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 Department made an error.

After the Report Card is Released

If a district or school finds an error after the report cards are released to the public, 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 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. The chart on the following page provides contact information for those managing these data sets.

Data Sources for the Report Card

Report Card Element	Data Collection Survey	ODE Staff	Phone	Due Date
Attendance	Annual ADM 07-08	Joy Blackwell	503-947-5767	7/15/08
School Size	Annual ADM 07-08	Joy Blackwell	503-947-5767	7/15/08
Students Attending From/In Another District	Annual ADM 07-08	Joy Blackwell	503-947-5767	7/15/08
English Language Learners	Annual ADM 07-08	Joy Blackwell	503-947-5767	7/15/08
School Personnel	Staff Position 07-08	Lorene Nakamura	503-947-5831	5/30/08
Graduates/CIM Completion	High School Completers 06-07	Linda Burgin	503-947-5878	1/25/08
Dropout Rate	Early Leavers 06-07	Linda Burgin	503-947-5878	4/1/08
Special Education	Special Education Child Count	Steve Smith	503-947-5711	12/14/07
General Fund Expenditures	Actual Expenditures 06-07	Barbara Cruickshank	503-947-5916	12/11/07
Bond Levy	Bond Levy	Lynn McCallister	503-947-5632	6/30/08
ESD Support	ESD Direct Support 06-07	Barbara Cruickshank	503-947-5916	12/31/07
Expulsions Due to Weapons	Suspensions, Expulsions, Truancy 07-08	Scott Hall	503-947-5628	6/30/08
Classes Taught by Highly Qualified Teachers	Staff Assignment 07-08	Bev Pratt	503-947-5806	7/1/08
SAT Scores	Collected directly from the College Board	Jessica Barr	503-947-5828	8/12/08
Class Size	Class Size 07-08	Lorene Nakamura	503-947-5831	5/30/08
Emergency/Provisional Credential	Collected directly from TSPC	Bev Pratt	503-947-5806	7/31/08
Video Conferencing	Collected directly from TIRM	ODE Helpdesk	503-947-5715	6/30/08
Title I Status	Collected from Federal Funds Application for 07-08	Christina Reagle	503-947-5622	8/31/08
Assessment Results		Jessica Barr	503-947-5828	8/29/08
AYP Designations		Cynthia Yee	503-947-5780	9/4/08

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 or boundary changes have caused 40% or more of the students to newly attend the school, the school will be considered a new school and the data history will be removed. Consequently, the school will only be rated in school characteristics for the first report card issued after the change. The school will receive a report card.
- Districts must request "new school status" by sending a letter to ODE. The letters should be addressed to the attention of Cynthia Yee before May 27, 2008, and provide evidence of the change that occurred between the 2006-2007 and 2007-2008 school years.
- Boundary changes will be noted 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 either by excused or unexcused absences. More information on student attendance is included in the Student Personnel Accounting Manual which can be found at https://district.ode.state.or.us/docs/sfda/manuals/studaccman.pdf.

Alternative Programs

All students in Oregon public schools at benchmark years 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, the scores of those students will be reported with a school or district that does receive a report card.

Alternative and Charter Schools

Alternative and charter schools are subject to the same rating formula as regular schools. Many alternative schools do not receive Overall ratings because the school population is too small.

Private Schools

Private school students are not required to take statewide assessments. Unlike public schools, private schools do not receive report cards.

Title I

Federal Requirements of *No Child Left Behind*

The report cards are the tools for displaying the reporting requirements of the federal No Child Left Behind Act. For specific information about AYP and program improvement status, visit the AYP webpage at http://www.ode.state.or.us/search/page/?id=1193 or contact the Oregon Department of Education at 503-947-5780 or email ayp.reports@state.or.us. For information about accountability requirements for Title I schools and districts, please contact Christina Reagle at the Oregon Department of Education at 503-947-5622.

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