

OREGON SCHOOL REPORT CARD

2008-2009 TECHNICAL BULLETIN

Rating System and Formulas

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Technical Bulletin

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I. Preface

This Technical Bulletin provides detailed information about how the ratings will be calculated for the 2008-2009 Oregon School Report Cards to be released in November 2009. A companion volume, *Oregon School & District Report Card 2008-2009 Policy Manual*, provides background information about the report cards.

School report cards were first issued in January 2000 with the rating formulas and rules remaining largely unchanged during the first three years. Extensive revisions in the formula were reflected in the report cards released in January 2003. Additional changes in displays were incorporated for January 2004 to bring the report card into compliance with requirements of the No Child Left Behind Act.

The 2007 legislature amended the school and district report card requirements by reducing the number of rating categories from five to three and changing some of the required data elements that are used in the ratings. The Oregon Department of Education has worked with stakeholder groups to revise the school rating system and the 2008-2009 school and district report cards are the first to implement these changes.

The Overall rating combines three components: **Student Achievement, Attendance/Graduation, and Participation**. This document describes in detail each of these component ratings.

Example procedures are included in this document to help readers understand how ratings are calculated for elementary/middle schools and high schools.

Oregon Law

Oregon law (ORS 329.105) requires that the Oregon Department of Education issue performance reports for public schools. These performance reports shall include an overall rating for the school and take into account student performance, improvement in student performance, attendance rates, graduation rates, and participation rates on statewide assessments. In December 1999, the State Board of Education passed administrative rule OAR 581-022-1060 that established these criteria as the basis for the Oregon school report card ratings. Senate Bill 811 passed in July 2001 requires specific data elements to be displayed on school and district report cards. The No Child Left Behind Act of 2001 mandates additional data elements and displays for school and district report cards produced by states. HB 2263 passed in July 2007 amended the data elements and the ratings the must be provided to schools.

The State Superintendent and the Oregon Department of Education are charged with establishing the specific means for calculating the ratings and reporting the results. Working with a national consultant and stakeholders throughout the state, the Department has produced the specific formulas, definitions, and procedures for the school report cards. The school and district report cards have continued to display but not rate other information in addition to the requirements.

II. Introduction

This document describes the rating system for the 2008-2009 School and District Report Cards to be issued in November 2009. It also provides detailed information about the specific formulas and definitions and examples of how the ratings will be calculated. The companion volume, *Oregon School & District Report Card 2008-2009 Policy Manual*, describes the Report Card elements, displays, and other background information.

Formula Changes in the Rating System for the 2008-2009 Report Cards

The following changes are incorporated into the formulas and rules:

- ◆ Schools receiving a report card rating will be rated as one of: Outstanding, Satisfactory, and In Need of Improvement.
- ◆ The Student Centered Growth Model will be used in the rating system.
- ◆ Graduation rates will be used in the formula. Dropout rates will no longer be used.
- ◆ The new formula uses only two years of data, not four.
- ◆ A new Achievement Index has been created that rewards schools for students that exceed, meet, or met growth targets.
- ◆ Since no growth model exists for 10th grade, high schools that show improvement year-to-year in the old Performance Index will have their Achievement rating increased by one level.
- ◆ The overall school rating will be a combination of the ratings for Student Achievement, Participation in Statewide Assessments and either Attendance or Graduation rates.
- ◆ The overall school rating will be the lowest of the rating for Student Achievement, Attendance/Graduation and Participation.
- ◆ Schools with a 2008-2009 AYP rating of Met will have an overall report card rating of no lower than Satisfactory.

Variables Included in Report Card Ratings

Rating	Components
Overall	Student Achievement, Student Participation, and either Attendance or Graduation.
Student Achievement	Student performance in Grades 3–8, and 10 on Oregon Statewide Assessments in Reading/Literature and Math Knowledge and Skills.
Attendance/Graduation	Elementary/Middle School: Attendance rate. High School: Graduation rates.
Improvement	High Schools only: Improvement in Reading and Math Knowledge and Skills assessment scores from 2007-2008 to 2008-2009
Participation	Percentage of eligible students at grades 3–8 and 10 participating in 2008-2009 Oregon Statewide Assessments in English/Language Arts , Mathematics, and Writing

Overview of the New Report Card Rating Formula

Formula Description

The Overall Rating will be based on the

- ◆ **Achievement Rating:** Student performance and growth on statewide assessments in reading and math for 2007-08 and 2008-09.
- ◆ **Attendance/Graduation:** Attendance or graduation rates during the two most recent school years.
- ◆ **Participation:** Participation in Reading, Writing, and Mathematics Oregon Statewide Assessments during the most recent school year, 2008-2009.
- ◆ **2008-2009 Adequate Yearly Progress (AYP) rating**

The primary basis of the Overall Rating will be the Achievement Rating. However, schools with participation rates and attendance or graduation rates that do not meet minimum requirements may receive an Overall Rating that is lower than the school's Achievement Rating.

Effect of Participation, Graduation and Attendance Rates

These additional indicators serve as limiters to the school's overall rating. Schools that do not meet the targets for participation (94.5%), attendance (92.0%), or graduation (68.1%) may see their overall rating lower from their Achievement Rating. Their effect of these additional indicators is described below:

Additional Indicator	Limit to the Overall Rating		
	No Limit	No higher than Satisfactory	In Need of Improvement
Participation	At least 94.5		Less than 94.5
Attendance	At least 92.0	89.0 to 91.9	Less than 89.0
Graduation	At least 68.1	60.0 to 68.0	Less than 60.0

Effect of current year AYP Rating

Schools that met AYP in 2008-09 will receive an overall rating of no lower than Satisfactory. In particular, schools that would have otherwise received a rating of In Need of Improvement will have their Overall rating raised to Satisfactory if the 2008-09 AYP rating is Met.

III. Calculating the Participation Rating

Formula Description

Participation will be based on the percentage of eligible students participating in Statewide Assessments in reading, mathematics, and writing. Each school will receive a participation rating reflecting its participation rate as shown in the table below. This rating may limit the overall rating for the school.

Participation Rating	
Rating	Participation Rate
Outstanding	94.5% or higher
In Need of Improvement	Less than 94.5%

Discussion: The Importance of Participation Rate

It is important that schools include all students in the statewide assessment system. As the number of students participating increases, the accuracy of the depiction of the school performance increases. If a school selects only a portion of the student body for assessments, the scores cannot be depended upon to represent all students. Valid comparisons of the school, whether to itself over time or to others for the current year, require that a representative group of students is included in the assessment data. The specifics of student participation are shown below for both 2007-2008 and 2008-2009.

Testing Conditions	Participation Formula	
	2007-2008 Report Card (Issued October 2008)	2008-2009 Report Card (Issued November 2009)
Standard assessments (with or without accommodations)	Included	Included
Targeted up (8th grade students must take the 8th grade test to be counted as participants in 07-08)	Included	Included
Targeted down	Included as non-participant	Included as non-participant
Extended assessments	Included	Included
Modified assessments	Included as non-participant	Included as non-participant
Parent Non-consent	Not included	Included as non-participant
Student Non-consent/No attempt	Included as non-participant	Included as non-participant
Exempted First Year ELL	Included	Included
Non-completers	Included	Included
Absent due to medical emergency	Not included	Not included
Students enrolled on the first school day in May enrolled during a test window but not tested	Included as non-participant	Included as non-participant

Definition of Participation Rate

Definition of Participation Rate for Report Card

The participation rate reflects the proportion of students eligible to participate in the reading, writing, and mathematics Oregon Statewide Assessments to those who actually received scores. For the purposes of the school report card system, the participation rate is defined as follows:

number of participating tests in reading, mathematics, and writing

**expected number of participating tests in reading, mathematics, and writing
- number of tests from students that were ineligible for testing**

This definition reflects the percentage of students who should have participated in assessments but did not participate. Schools receive an *In Need of Improvement* participation rating if more than 5.5% of expected tests from students enrolled on the first school day in May are non-participants. See below for details on non-participating tests and expected number of tests.

Summary Discussion

The participation rate for the 2008–2009 report card includes all students enrolled in a school or district on the first school day in May except those students who had a medical emergency during the testing window, or were not enrolled at the current school during the testing window. For 2008-2009, the expected tests for students enrolled during a test window were the following:

- ◆ Reading/Literature grades 3-8 and 10
- ◆ Mathematics Knowledge and Skills grades 3-8 and 10
- ◆ Writing grades 4, 7, and 10
- ◆ Science grades 5, 8, and 10

Only reading, mathematics and writing are included in the participation rate for 2008-2009. Beginning with 2009-2010 science will be included in the participation rate.

Note that registered home schooled students, private school students, tuitioned students, and students attending public or private alternative programs for whom public funds are expended on the education of the student or who did not receive instruction from the district in the state content standards during the 2008-2009 school year are excluded from district and school report card calculations when so identified by the district.

Non-participants are students enrolled on the first school day in May who were enrolled during a test window and were not tested. This includes answer sheets coded as “absent”, students who refuse to participate, and students whose parents refused to have their students tested.

Students with “special codes” in Writing (e.g. “too long,” “too short,” “off topic”) are included as non-participants.

Participation Inclusion Rules

The inclusion rules for participation have changed slightly from 2007-08 to 2008-09. A comparison of the rules can be found in the table below.

Student Inclusion Rules			
Type	Assessment Code	Report Card 2007-2008 Policy	Report Card 2008-2009 Policy
Absent	1	2	2
Non-attempt (no attempt—includes student non-consent)		2	2
Modified (student with disability)	3	2	2
Exempt* (Limited English Proficient)		3	3
Modified (Limited English Proficient)	5	2	2
Home schooled (home schooled/foreign exchange)	6	1	1
Refusal (parent)	7	1	2
Not enrolled during test window	8	1	1
Excused for a medical emergency	9	1	1
Code key: 1— Not included in Participation (denominator) nor in calculation of Student Performance 2— Included as non-participant; not included in calculation of Student Performance 3— Included as participant; not included in calculation of Student Performance			
Note: In calculating Student Performance, the average of two years is always used. In calculating Participation, the single most recent year is used.			

* Limited English Proficient (LEP) students who enrolled in a U.S. school for the first time after May 1, 2008 are not required to take the state assessments in reading and writing. However, these first year LEP students are counted as participants in reading or writing tests only if reported as taking the state's English Language Proficiency Assessment during the school year. First year LEP students are required to take state assessments in mathematics and science.

IV. Student Centered Growth Model

A new feature in the 2008-09 Report Card is the inclusion of individual student growth. Students who do not meet standard in the prior school year are given a growth target for the current year. This growth target (described in detail below) is a target score for the current year assessment that represents significant progress by the student toward meeting standard. Students who meet their growth target will receive credit in the new report card Achievement Index.

Growth Model Inclusion Rules

Growth targets have been calculated in reading and mathematics for eligible students in 2007-08 and 2008-09.

Students are included in the growth calculations for 2008-09 if:

- ◆ The student meets the requirements for inclusion in school performance calculations for 2008-09 (see page 10);
- ◆ The enrolled grade of the student in 2008-09 was 3, 4, 5, 6, 7, or 8;
- ◆ The best score for the student in 2008-09 was on an online or paper/pencil test;
- ◆ The student has a valid online or paper/pencil assessment in 2007-08;
- ◆ The enrolled grade of the student in 2007-08 was grade 3, 4, 5, 6, 7, or 8;
- ◆ The test taken 2008-09 was at most two grades higher than the test taken in 2007-08; and
- ◆ The test taken in 2008-09 was not at a lower grade level than the test taken in 2007-08.

Students are included in the growth calculations for 2007-08 if:

- ◆ The student meets the requirements for inclusion in school performance calculations for 2007-08 (see page 10);
- ◆ The enrolled grade of the student is 3, 4, 5, 6, 7, or 8;
- ◆ The best score for the student in 2007-08 was on an online or paper/pencil test;
- ◆ The student has a valid online or paper/pencil assessment in 2006-07;
- ◆ The enrolled grade of the student in 2007-08 was grade 3, 4, 5, 6, 7, or 8;
- ◆ The test taken 2007-08 was at most two grades higher than the test taken in 2006-07; and
- ◆ The test taken in 2007-08 was not at a lower grade level than the test taken in 2006-07.

Notes:

1. Extended assessments and Spanish reading assessments are not included in growth model calculations.
2. Grade 10 students are not provided with growth targets.
3. Prior year test scores are used regardless of whether the student was included in spring membership for that year.
4. Prior year test scores are used regardless of the district in which the student was resident.
5. Further details on the growth model can be found online at: <http://www.ode.state.or.us/search/page/?id=2495>.

Growth Target Calculations

Growth targets are based on the growth in achievement standard and are set based on the expectation that students achieve proficiency in about three years. The targets are based on the expectation that students not meeting in the prior year must reduce the RIT points they are below standard by a certain percentage. In particular, they are based on a reduction in each student's prior year gap:

$$\text{GAP} = \text{Achievement Standard for prior year test} - \text{Student score on the prior year test}$$

Those students below standard in the prior year are provided with a "growth target" for the current school year. This target is computed as:

$$\text{Target} = \text{Standard for current year test} - (1 - \text{Expected Gap Closure}) * \text{GAP}$$

Since students are expected to meet or exceed this target, if the target is not a whole number **we round the target up to the next higher integer**. The Expected Gap Closure is the percentage by which the student is expected to reduce their GAP each year. These gap closures vary by subject and are provided in the table below. They are based on the benchmark of the test taken in the current year. For almost all students the grade level of the test is identical to their enrolled grade in spring membership.

Prior Year Test (Test Bench)	Current Year Test (Test Bench)	Expected Gap Closure	
		Reading	Math
3rd (1B)	4th (G4)	7/18 = 38.89%	7/16 = 43.75%
4th (G4)	5th (2B)	7/16 = 43.75%	6/14 = 42.86%
5th (2B)	6th (G6)	4/13 = 30.77%	3/12 = 25.00%
6th (G6)	7th (G7)	5/14 = 35.71%	5/15 = 33.33%
7th (G7)	8th (3B)	4/9 = 44.4%	4/10 = 40.00%

An on-line growth target calculator is available at: <http://www.ode.state.or.us/wma/policy/accountability/growth/growth-target-calculator.xls>.

How Expected Gap Closures are determined

Expected Gap Closures are based on a "three years to proficiency" model and the principal of proportional growth. We shall illustrate the method that sets the gap closure for third grade reading.

At student at standard in third grade reading has a score of 204, while the standard for sixth grade is 222. The standard at fourth grade is 211, so a student who is exactly at standard should "grow" seven points in fourth grade (from 204 to 211), while the expected "growth" by from third to sixth grade is 18 points (from 204 to 222). Hence a third grade student at standard is expected to show 7/18 (or 38.89%) of their growth toward the sixth grade standard in their third grade year.

Third grade students who are below standard are expected to reach standard by 6th grade, and their growth should be proportional to the growth expected by a student who is exactly at standard each year. That is, a student below standard in 3rd grade reading is expected in fourth grade to close 38.89% of the gap between their third grade score and the 6th grade standard.

Student A, say, whose third grade score is 190 is expected to show 32 points of growth by sixth grade (190 to 222). We expect 7/18ths (or 39%) of this growth to occur in fourth grade. This means we expect a growth of $32 * .3889 = 12.44$ points in fourth grade. This growth is rounded up to 13 points, so the growth target for this student in fourth grade is $190 + 13 = 203$.

This process is equivalent to having students reduce their “Gap” by the Expected Gap Closure. To illustrate this let’s use Student A, who had a gap of 14 points in 3rd grade. The gap must be reduced by $14 * .3889 = 5.44$ points in fourth grade. This gap closure is always rounded up, to 6 points in this case. The student must reduce his/her gap from 14 points to 8 points. Since standard in fourth grade is 211, this student has a target of $211 - 8 = 203$.

The following tables illustrate how the gap closures are determined for reading and mathematics.

Gap Closures for Reading						
Prior Year Grade	Current Year Grade	Target Year for Proficiency	Achievement Standards			Gap Closure
			Prior Year	Current Year	Target Year	$\frac{\text{(Current—Prior)}}{\text{(Target—Prior)}}$
3rd	4th	6th	204	211	222	7/18
4th	5th	7th	211	218	227	7/16
5th	6th	8th	218	222	231	4/13
6th	7th	10th	222	227	236	5/14
7th	8th	10th	227	231	236	4/9

Gap Closures for Mathematics						
Prior Year Grade	Current Year Grade	Target Year for Proficiency	Achievement Standards			Gap Closure
			Prior Year	Current Year	Target Year	$\frac{\text{(Current—Prior)}}{\text{(Target—Prior)}}$
3rd	4th	6th	204	211	222	7/18
4th	5th	7th	211	218	227	7/16
5th	6th	8th	218	222	231	4/13
6th	7th	10th	222	227	236	5/14
7th	8th	10th	227	231	236	4/9

Special Cases: Students that do not follow the usual grade promotion pattern

Most students follow the usual pattern of taking tests that advance by one grade-level each year. However, there are about 500 students each year (out of the approximately 200,000 elementary and middle school students with tests in two consecutive years) where a student either repeats a grade-level test from the prior year, or advances two grade levels in a single year.

Schools benefit from student inclusion in the growth model, so the growth model includes in its calculations students who:

- ◆ Repeated grade-level test in two consecutive years; or
- ◆ The current year test is two grade levels above the prior year test.

The growth target for these students is computed in the same manner as for all other students:

$$\text{GAP} = \text{Achievement Standard for prior year test} - \text{Student score on the prior year test}$$

Those students below standard are provided with a “growth target” for the current school year. This target is computed as:

$$\text{Target} = \text{Standard for current year test} - (1 - \text{Expected Gap Closure}) * \text{GAP}$$

Since students are expected to meet or exceed this target, **we round the target up to the next higher integer.**

The Expected Gap Closure is the percentage by which the student is expected to reduce their GAP each year. These gap closures vary by subject and are provided in the table below. The only addition for these students the expected gap closure in third grade, for which we use the fourth grade values.

Current Year Test (Test Bench)	Expected Gap Closure	
	Reading	Math
3rd (1B)	7/18 = 38.89%	7/16 = 43.75%
4th (G4)	7/18 = 38.89%	7/16 = 43.75%
5th (2B)	7/16 = 43.75%	6/14 = 42.86%
6th (G6)	4/13 = 30.77%	3/12 = 25.00%
7th (G7)	5/14 = 35.71%	5/15 = 33.33%
8th (3B)	4/9 = 44.4%	4/10 = 40.00%

More information on the growth model can be found at: <http://www.ode.state.or.us/search/page/?id=2495>.

V. Calculating the Achievement Rating

Inclusion Rules for Performance

The Student Achievement Rating will be based on student performance on Oregon Statewide Assessments during the two most recent school years, 2007-2008 and 2008-2009, and on growth in individual student achievement from 2006-2007 to 2007-2008 and from 2007-2008 to 2008-2009.

Student included in school performance and growth calculations include all students with a valid reading or mathematics test in 2007-08 and 2008-09 who:

- ◆ Included in the school's Spring Membership collection (enrolled on the first school day of May and resident at the school)
- ◆ Took an assessment under standard test administrations conditions.
- ◆ Have a valid test.
- ◆ Are not a exempted first-year Limited English Proficient students.

The rules for including tests in the calculation of student performance have changed over time.

- ◆ For the 2004–2005 school year and beyond, the highest score earned during the school year that a student taking a standard administration of a test at or above the student's enrolled grade is included in the school and district where the student was enrolled for a full academic year in the school of enrollment on the first school day in May.
- ◆ The scores of students enrolled in grade 10 who took and passed the test the previous school year or who targeted up and passed the test as an 8th grade student are included using the inclusion rules for the appropriate school year.
- ◆ Beginning in 2006-07, a student must meet the achievement/performance standard of the targeted up assessment to be counted as meeting standard for the student's grade.
- ◆ Beginning in 2006-07, an eighth grade student who targets up to the 10th grade assessment must take the eighth grade assessment in order to be counted as a participant. Only the eighth grade test score is eligible for inclusion in the accountability reports for the year the test is taken. When the student is reported in the Spring Membership as enrolled in grade 10, scores that meet or exceed the achievement/performance standard for grade 10 from prior years, including target up assessments from 8th grade students, are eligible for inclusion in the report card.

Note that registered home schooled students, private school students, tuitioned students and students attending public or private alternative programs for whom public funds are not expended on the education of the student or did not receive instruction from the district in the state content standards during the 2008-2009 school year are excluded from district and school report card calculations when so identified by the district.

The chart on the next page shows the performance levels and cut scores that are used for all assessments included in the 2008-09 report card ratings. These cut scores are used in the calculation of growth targets and in determining the number of students who meet or exceed.

Performance Levels and Cut Scores

The table below shows the score points for 2007-2008 and 2008-2009. These new performance standards were revised in 2007. Performance levels for entry points that were adjusted upward are marked with ↑, those adjusted downward are marked with ↓, and unchanged entry points are marked with ⇔. This table is also presented in the *Oregon School & District Report Card 2008-2009 Policy Manual*.

Content Area and Grade	Scale Score Ranges for Each Performance Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
Grade 3	218 & above↑	204 – 217↑	199 – 203↑	189-198↓	below 188↓
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↑
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↓
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⇔
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↓

Calculating the Achievement Rating

Achievement Index

A new feature in the 2008-09 Report Card is the inclusion of individual student growth. Students who do not meet standard in the prior school year are given a growth target for the current year. This growth target (described in detail below) is a target score for the current year assessment that represents significant progress by the student toward meeting standard. Students who score at or above their growth target will have “Met Growth” for that school year.

The new Achievement Index is calculated using reading and mathematics assessment results, and students are weighted according to the following table:

Achievement Index		
Performance Level		Weight
Meets or Exceeds	Exceeds	133
	Meets	100
Does Not Meet	Meets Growth	100
	Does Not Meet Growth	0

The Achievement Index is calculated for each subject and school year and for each of the following student subgroups:

- ◆ **All Students**
- ◆ **Economically disadvantaged**
- ◆ **Limited English proficient**
- ◆ **Students with disabilities**
- ◆ **American Indian/Alaskan Native**
- ◆ **Black (not of Hispanic origin)**
- ◆ **Hispanic**
- ◆ Asian/Pacific Islander
- ◆ White (not of Hispanic origin)
- ◆ Multi-racial/multi-ethnic

A weighted index is calculated by adding the weights for the subgroups in bold above and dividing by the sum of the student counts in each subgroup. This average is the Achievement Index for the subject and school year. The reading and mathematics achievement index scores for 2007-08 and 2008-09 are averaged to compute the school Achievement Index.

A key feature of the new Achievement Index is student growth. The calculation of student growth is detailed in the next few pages.

Achievement Index Calculation

Index weights are assigned for the number of students by performance category and whether or not they met growth. The index weights for each performance level are shown in the table below.

Achievement Index		
Performance Level		Weight
Meets or Exceeds	Exceeds	133
	Meets	100
Does Not Meet	Meets Growth	100
	Does Not Meet Growth	0
	Growth Target not Applicable	0

To calculate the achievement index for a subject and school year we create a table that lists the number of students in each category above, disaggregated by the subgroups included on Adequate Yearly Progress (AYP) reports. A sample is shown below:

2008-09 Reading						
Subgroup	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target			
			Yes	No	NA	
All Students	92	122	13	25	8	260
Economically Disadvantaged	30	56	11	18	3	118
Limited English Proficient	6	22	10	10	1	49
Students with Disabilities	11	14	2	10	1	38
American Indian/Alaskan Native	0	0	0	0	0	0
Black (not of Hispanic origin)	1	2	3	3	1	10
Hispanic	4	23	6	9	2	44
Asian/Pacific Islander	11	10	1	1	0	23
White (not of Hispanic origin)	67	71	2	11	5	155
Multi-Racial/Multi-Ethnic	9	16	1	2	0	28
Column Totals (excluding White, Asian/PI and Multi)	144	239	45	75	16	519

Achievement Index Calculation (continued)

Weights are then applied to the column totals at the bottom of the last page:

Achievement Index			
Performance Level	Weight	Column Totals	Weighted Counts
Exceeds	133	144	19,152
Meets	100	239	23,900
Meets Growth	100	45	4,500
Does Not Meet Growth	0	75	0
Growth Target not Applicable	0	16	0
Totals		519	47,552
Achievement Index		47,552 / 519 = 91.6	

This achievement index is calculated for 2007-08 and 2008-09 for both math and reading. These are combined into a school achievement index as follows:

$$\text{Reading Index} = (2007-08 \text{ Reading Index} + 2008-09 \text{ Reading Index}) / 2$$

$$\text{Math Index} = (2007-08 \text{ Math Index} + 2008-09 \text{ Math Index}) / 2$$

$$\text{School Achievement Index} = (\text{Reading Index} + \text{Math Index}) / 2$$

Note: Results are rounded to one decimal after each division.

Achievement Index Rating

School Achievement Index Scores will be calculated and compared to the index score ranges below to determine the Achievement Index rating. High school achievement ratings can be affected by Improvement, as detailed on the next page.

Achievement Index Ratings		
Rating	Elementary and Middle Schools	High Schools (can be modified by the Improvement Index)
Outstanding	90.0 or higher	80.0 or higher
Satisfactory	60.0 to 89.9	50.0 to 79.9
In Need of Improvement	Less than 60.0	Less than 50.0

VI. Calculating the Improvement Rating (High Schools only)

The growth model applies only to grades 3-8. To account for growth in high school we compare average student performance in 2007-08 to 2008-09. Schools with significant improvement will have their Achievement rating increase by one level.

Calculating the Improvement Index

Improvement will be based on the two-year change in the Performance Index for the high school. The Performance Index assigns weights to students based on their performance level. The weights are 133 for Exceeds, 100 for Meets, 67 for Nearly Meets, 33 for Low and 0 for Very Low.

For each school year and subject we calculate a Performance Index using the total number of students at each performance level at the school. We multiply the number of students at each proficiency level by the appropriate weight, sum the result and then divide by the number of tested students at the school. An example is shown below.

Performance Index			
Performance Level	Weights	# Students	Weighted
Exceeds	133	46	6,188
Meets	100	107	10,700
Nearly Meets	67	45	3,015
Low	33	22	726
Very Low	0	8	0
Totals		228	20,559
Index		20,559 / 228 = 90.2	

Combined reading and math performance indexes are calculated for 2007-2008 and 2008-2009.

$$\text{2007-08 Performance Index} = (\text{Reading 2007-08} + \text{Math 2007-08}) / 2$$

$$\text{2008-09 Performance Index} = (\text{Reading 2008-09} + \text{Math 2008-09}) / 2$$

The Improvement Index is the change in the Performance Index from 2007-2008 to 2008-2009.

$$\text{Improvement Index} = \text{2008-09 Performance Index} - \text{2007-08 Performance Index}$$

Note: Results are rounded to one decimal after each division.

Improvement Index Rating

The schools' Improvement Index will be calculated and compared to the index score ranges below to determine the Improvement rating.

Improvement Rating	
Rating	High Schools Only
Improved	5.0 or higher
Not Improved	Less than 5.0

The Improvement rating can modify the school's achievement rating. High schools that have an Improved rating can have their achievement rating raised by one category. This is illustrated in the table below.

Achievement Rating, adjusted for Improvement Rating		
Achievement Rating	Improvement Rating	
	Improved	Not Improved
Outstanding	Outstanding	Outstanding
Satisfactory	<i>Outstanding</i>	Satisfactory
In Need of Improvement	<i>Satisfactory</i>	In Need of Improvement

Display

If the Achievement rating has been adjusted due to improvement, the adjusted achievement rating will be reported on page 2 of the report card detail sheets, together with a note explaining the adjustment.

VII. Calculating the Attendance Rating

Attendance will be based on attendance rates in grades 1-12 for the 2007-2008 and 2008-2009 school years. Schools rated on attendance are:

- ◆ Elementary and Middle Schools
- ◆ High Schools and schools with Grade that lack two years of graduation data, but have two years of attendance data.
- ◆ High Schools with combined total of graduates and dropouts for 2006-07 and 2007-08 less than 20.

Definition of Attendance Rate

The attendance rate is the average percentage of enrolled students attending school each day during the school year. An attendance rate of 100% means that every enrolled student attended school every day. Because there is a normal rate of illness and other incidents, it is reasonable for schools to have attendance rates less than 100%.

Attendance rates include absences that are excused and unexcused. When a student is not at school (unless withdrawn), the student is counted as absent. Out-of-school suspensions are included as absences. Attendance is defined using the standard definitions published by the Oregon Department of Education.

The attendance rate for a school year calculates using total numbers of total days present and total days absent for that school year.

- **Total Days Present** is calculated by summing the number of students in grades 1-12 present in the school each day, across all the days of the school year.
- **Total Days Absent** is calculated by summing the number of students in grades 1-12 absent in the school each day, across all the days of the school year.

To calculate the attendance rate we divide day present by days present plus days absent, and multiply the result by 100.

Yearly Attendance Rate = $100 * \text{Total Days Present} / (\text{Total Days Present} + \text{Total Days Absent})$

The attendance rating will be based on the average of attendance rates in grades 1-12 for the two most recent years:

Attendance Rate = $(\text{2007-08 Attendance Rate} + \text{2008-09 Attendance Rate}) / 2$

Note: All attendance rates are rounded to one decimal place after each division.

Attendance Rating

Schools receive an attendance rating based on their combined attendance, as shown below:

Attendance Rating	
Rating	Attendance Rate
Outstanding	92.0 or higher
Satisfactory	89.0 to 91.9
In Need of Improvement	Less than 89.0

VIII. Calculating the Graduation Rating

Graduation will be based on graduation rates for the 2006-2007 and 2007-2008 school years. Schools are rated on graduation if they are a high school with:

- ◆ Graduation rates for both 2006-07 and 2007-08; and
- ◆ A combined total of at least 20 dropouts and graduates in 2006-07 and 2007-08.

The graduation rate for a school year is calculated dividing the number of graduates by the number of graduates plus dropouts, and multiplying the result by 100. For the 2009-10, the graduation rating will be changed to use a cohort graduation rate. More information regardless this will be available in Fall of 2009.

Definition of Dropout

A dropout is defined by Oregon Revised Statute ORS 339.505. This definition of dropout is consistent with the definition used by the National Center for Education Statistics and is calculated following the regular definitions published by the Oregon Department of Education.

The dropout rate is calculated annually. Final dropout figures are not available until after December of each year because schools must confirm that a student has not re-enrolled in school.

A dropout is a student who withdrew from school and did not graduate. Dropouts do not include students who:

- ◆ transferred to another school that leads to graduation.
- ◆ moved, and enrollment is verified by contact with the student's new school.
- ◆ received a high school diploma issued by a school district.
- ◆ received a modified diploma based on completion of an IEP.
- ◆ received home instruction paid for by the district.
- ◆ temporarily absent because of suspension, long-term illness, or family emergency.
- ◆ enrolled in an approved, district-sponsored alternative education program.
- ◆ enrolled in a foreign exchange program.
- ◆ moved out of the United States and enrollment status is unknown.
- ◆ enrolled in an adult high school diploma program sponsored by the district.
- ◆ in protective custody and the location of the student is not legally available.
- ◆ placed in a corrections facility, substance abuse facility, or mental health facility, or a CSD certified shelter care program, or legally deported.
- ◆ deceased.
- ◆ withdrew to be taught at home by a parent or private tutor and registered with the Education Service District (ESD).
- ◆ received an adult high school diploma at a community college.
- ◆ received a GED certificate.

For more information which students are considered dropouts and to view annual statewide reports on dropouts, see <http://www.ode.state.or.us/search/page/?id=1>.

Definition of Graduate

A graduate is defined by Oregon Revised Statute ORS 339.505. This definition of graduate is consistent with the definition used by the National Center for Education Statistics and is calculated following the regular definitions published by the Oregon Department of Education.

The graduation rate is calculated annually, and is based on the High School Completers Data Collection, which is due in the fall after the end of the school year. Final graduation figures are not available until after December of each year, and so graduation rates lag by one year on both AYP and the report card.

A **graduate** is a student who has received a high school diploma issued by a school district or public charter school, an Adult High School Diploma issued by an authorized community college, or a modified diploma. A **regular diploma** is a diploma received by a student who has fulfilled all state diploma requirements as described in ORS 581-022-1130, and who has satisfied all local requirements of the school district or public charter school.

For more information which students are considered graduates and to view annual statewide reports on graduation, see <http://www.ode.state.or.us/search/results/?id=322>.

Definition of Graduation Rate

To calculate the graduation rate we divide the regular diplomas by the number of regular diplomas plus dropouts and multiply the result by 100.

$$\text{Yearly Graduation Rate} = 100 * \text{Regular Diplomas} / (\text{Regular Diplomas} + \text{Dropouts})$$

The graduation rating will be based on the average of graduation rates for the two most recent school years:

$$\text{Graduation Rate} = (\text{2006-07 Graduation Rate} + \text{2007-08 Graduation Rate}) / 2$$

Note: All graduation rates are rounded to one decimal place after each division.

Graduation Rating

Schools receive a graduation rating based on their combined graduation rate, as shown below:

Graduation Rating	
Rating	Attendance Rate
Outstanding	68.1 or higher
Satisfactory	60.0 to 68.1
In Need of Improvement	Less than 60.0

IX. Calculating The Overall Rating

Formula Description

The Overall rating will be based on the

- ◆ **Achievement Rating:** Student performance and growth on statewide assessments in reading and math for 2007-08 and 2008-09
- ◆ **Improvement Rating (high schools only):** Change in performance on statewide assessments during the two most recent school years.
- ◆ **Attendance/Graduation Rating:** Attendance or graduation rates during the two most recent school years.
- ◆ **Participation Rating:** Participation in Reading, Writing, and Mathematics Oregon Statewide Assessments during the most recent school year, 2008-2009.
- ◆ **2008-2009 Adequate Yearly Progress (AYP) rating**

The primary basis of the Overall rating will be the Achievement Rating. Participation rates and attendance or graduation rates that do not meet minimum requirements may lower the school's overall rating.

Effect of Participation, Graduation and Attendance Rates

These additional indicators serve as limiters to the school's overall rating. Schools that do not meet the targets for participation (94.5%), attendance (92.0%), or graduation (68.1%) may see their overall rating lower than their Achievement rating. Their effect of these additional indicators is described below:

Additional Indicator	Limit to the Overall Rating		
	No Limit	No higher than Satisfactory	In Need of Improvement
Participation	At least 94.5		Less than 94.5
Attendance	At least 92.0	89.0 to 91.9	Less than 89.0
Graduation	At least 68.1	60.0 to 68.0	Less than 60.0

Effect of current year AYP Rating

Schools that met AYP in 2008-09 will receive an overall rating of no lower than Satisfactory.

Calculating the Overall Rating:

The Overall Rating can be computed by either of the two methods listed below.

Method 1

The Overall rating can be computed through the three-step process outlined below.

Step 1: Compute the Achievement, Improvement, Attendance, Graduation, and Participation Ratings as applicable.

Step 2: The Overall rating is calculated as the lowest of the Achievement, Attendance/Graduation, and Participation ratings.

Step 3: If the school's 2008-09 AYP rating is "Met" and the provisional overall rating is In Need of Improvement then the overall rating for the school is raised to Satisfactory.

Method 2

The Overall rating can be determined using the table below.

Overall Rating	Achievement	Attendance/ Graduation	Participation	2008-09 AYP Rating
Outstanding	Outstanding	Outstanding	Outstanding	Met or Not Met
Satisfactory	Outstanding	Satisfactory	Outstanding	Met or Not Met
Satisfactory	Satisfactory	Outstanding	Outstanding	Met or Not Met
Satisfactory	Satisfactory	Satisfactory	Outstanding	Met or Not Met
Satisfactory	In Need of Imp	<i>Any Rating</i>	<i>Any Rating</i>	Met
In Need of Imp	In Need of Imp	<i>Any Rating</i>	<i>Any Rating</i>	Not Met
Satisfactory	<i>Any Rating</i>	In Need of Imp	<i>Any Rating</i>	Met
In Need of Imp	<i>Any Rating</i>	In Need of Imp	<i>Any Rating</i>	Not Met
Satisfactory	<i>Any Rating</i>	<i>Any Rating</i>	In Need of Imp	Met
In Need of Imp	<i>Any Rating</i>	<i>Any Rating</i>	In Need of Imp	Not Met

X. Resources and Background Materials

There are many Oregon School Report Card resources available. Most of these can be accessed at <http://www.ode.state.or.us/search/page/?id=1786>. There are also many links to other resources at the ODE website.

1. The ODE report card website contains all past editions of school and district report cards
<http://www.ode.state.or.us/data/reportcard/reports.aspx>
2. The 1999 Legislation that created the Oregon School Report Card
<http://www.leg.state.or.us/99reg/asures/sb1300.dir/sb1329.en.html>
3. The Oregon Administrative Rules that describe the report card ratings
http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html
4. National research that summarizes the public expectations for school report cards
<http://www.nwrel.org/planning/reports/rptcards/index.html>
5. A communications toolkit prepared by OSBA for districts and schools
<http://www.osba.org/hotopics/rptcard/index.htm>
6. How to Read the Oregon School and District Report Cards
<http://www.ode.state.or.us/search/page/?id=661>
7. Information on the Oregon Statewide Assessments
<http://www.ode.state.or.us/search/results/?id=169>
8. NCLB Non-Regulatory Guidance on School, District, and State Report Cards
<http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>