
PROPOSED CHANGES FOR 2006-07 REPORT CARDS AND AYP

DISTRIBUTION OF SCHOOL AND DISTRICT REPORT CARDS

School and district report cards are scheduled for release on October 5 and districts are responsible for downloading, printing, and distributing the cards. OAR 581-022-1060 requires districts to distribute the cards by December 15, 2007 instead of March 31, 2008. A timeline of key dates related to accountability reporting is posted at <http://www.ode.state.or.us/search/results/?id=198>

INCLUSION OF 05-06 READING AND MATH ASSESSMENTS IN ACCOUNTABILITY REPORTS

Results from 05-06 reading and math assessments at grades 4, 6, and 7 are included in the calculation of student performance in 06-07 AYP reports or report cards rating formulas.

NEW ACHIEVEMENT/PERFORMANCE STANDARDS FOR 2006-07

In March, the State Board of Education will adopt new achievement/performance standards in Reading, Mathematics, and Science for the 2006-07 school year. For accountability reporting, student achievement will be calculated and reported relative to the achievement/performance standards in place for the given school year with the following exceptions:

- **For AYP determinations:** In order to make valid comparisons of student achievement between these two years as part of the calculation of “safe harbor” only, Oregon has requested permission to recalculate 2005-06 data to show the percentage of students meeting standard based on the performance standards adopted for the 2006-07 school year.
 - **For school report cards:** For the bar graph display of student performance only, a bar showing the percentage of students in 2006-07 meeting standard on the 2005-06 achievement standards will be added. In order to make valid comparisons of student achievement over four years as part of the calculation of improvement in reading and mathematics the results from 2006-07 will be recalculated based on the performance standards adopted for the 2005-06 school year.
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SCIENCE

Due to the suspension of the science tests for the 2006-07 school year, science results will be removed from the report card.

WRITING

To align with AYP and state assessment reporting and align with calculation of school report card student performance ratings, bar graphs of writing results on school and district report cards only include students who meet or exceed the achievement/ performance standard. (In prior report cards, students who conditionally meet are included in the bar graph.)

GRADUATION RATES FOR MULTI-ETHNIC STUDENTS

Graduation rates for 2004-05 and 2005-06 for Multi-ethnic students will be reported and included in “safe harbor” calculations for AYP.

IDENTIFICATION OF SCHOOLS AND DISTRICTS FOR TITLE I IMPROVEMENT

Consistent with Section 200.19(e)(2), the State has requested an amendment to the State's Accountability Workbook in order to no longer identify schools and districts for improvement solely on the basis of the other academic indicator of graduation or attendance for two consecutive years or more.

DETERMINING GROUP, SCHOOL, AND DISTRICT PARTICIPATION RATES

To be in full compliance with NCLB and federal requirements resulting from the State's Peer Review of Standards and Assessments, Oregon will amend the state's calculation of participation to count as participants only those students who have valid scores from assessments of academic or alternate achievement standards at or above grade level.

- CLRAS and juried assessments will not count for participation and will not be included in accountability reporting.
- Results of assessments administered with modifications, assessment below the student's enrolled grade, and student assessments with too few responses to yield a valid score will all be counted as non-participants. A valid score can be calculated when a student responds to at least 5 questions on a TESA knowledge and skills assessment and 10 questions on a paper and pencil knowledge and skills assessment.
- A student not enrolled in grade 9 or 10 who elects to take the high school assessment (scores from which may be banked for future AYP determinations) must take the state assessment corresponding to the student's grade level in order to be counted as a participant. Students enrolled in grade 8 or lower may no longer target up to the high school writing assessment.
- To align with AYP and state assessment reporting, ODE proposes that students who are exempted from state assessments by parents to accommodate a student's disability or religious beliefs (OAR 581-022-1910) be included as non-participants for determining participation rates for school and district report cards.

ODE will generate "virtual" records for any student enrolled on the first school day in May that does not have a valid test score.

LIMITED ENGLISH PROFICIENT (LEP) SUBGROUP COMPOSITION

Consistent with final regulations issued on September 13, 2006, the State will make the following changes in accountability reporting for the Limited English Proficient (LEP) subgroup:

- the LEP subgroup will include "former" LEP students in the LEP subgroup only for the purpose of making AYP determinations. "Former" LEP students will not be included in the LEP students group in reports of state assessment results beginning with the 2006-07 school year. A "Former" LEP student is a LEP student on monitoring status for the two school years after the school year in which the student demonstrates fluency in English on the state's English Language Proficiency Assessment.
- Newly enrolled LEP students are students not proficient in English and enrolling for the first time in a U.S. school after the first school day in May of the prior school year. The number of exemptions from the state reading and writing assessments for newly enrolled LEP students will be reported on district report cards.
- The results of native language assessments offered by the state from students who do not meet eligibility criteria will be considered modified test administrations and will be counted as non-participants in AYP determinations.

REPORT CARD RATING DETERMINATIONS

Based on the above changes, ODE may change index scores associated with student performance and improvement rating designations for schools to allow for meaningful comparisons between 2006-07 report card ratings with ratings from prior years.
