

EDUCATION ACCOUNTABILITY ACT (SB141) LOCAL METRICS TECHNICAL MANUAL

MAY 2026

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DATA DEFINITIONS FOR EDUCATION ACCOUNTABILITY ACT LOCAL METRICS

This technical manual provides further details, business rules and definitions related to the Local Metrics adopted by the State Board of Education, as required in [Senate Bill 141](#), the Education Accountability Act. The State Board of Education adopted five local metrics, from which districts and charter schools must select at least one.

The 5 Local Metrics:

- 5th Grade Science Achievement
- Academic Growth
- Career and Workforce Readiness
- Multilingual Proficiency
- Postsecondary Readiness

5TH GRADE SCIENCE ACHIEVEMENT

- **Definition:** Per [OAR 581-003-0001](#), “Fifth Grade Science Achievement” means the indexed measure of student achievement in Science for fifth grade students using the Oregon Statewide Assessment System (OSAS). It is an aggregate composite index of achievement representing the breadth of the science achievement distribution.
- **Features:**
 - Focuses on the entire science achievement distribution (rather than proficiency).
 - Uniquely rewards achievement at level 2, level 3, and level 4.
 - Available to all districts with 5th grade test participants ≥ 10 students (meeting inclusion rules).
 - Highly reliable (0.94) and accurately differentiates between districts.
 - Negligible correlation with district size (0.04).

- **Inclusion Rules:**
 - Public Assessment Group Reports (PAGR) as specified in ODE’s [Assessment Inclusion Rules for Accountability Reports](#)
- **Data Source:** Oregon Statewide Assessment System (OSAS) 5th grade science summative tests
 - See [Public Assessment Group Reports](#) for public data and [Oregon’s Statewide Science Assessments](#) for more information about the summative science test

CALCULATION:

- **Numerator:** Weighted sum of performance levels
- **Denominator:** Total number of science tests
- **Weights:**
 - Level 1 = 0.0; Level 2 = 0.5; Level 3 = 1.0; Level 4 = 1.5
- **Formula:**
 - $[(weight_j \times performance\ level_j) \div N] \times 100$
 - $Weight_j$ is the weight for the j th performance level
 - $Performance\ level_j$ is the number of students scoring at the j th performance level
 - N is the total number of science tests
- **Aggregation:**
 - Participating district (for school districts, excluding students who are at a charter school that is setting PGTs independently) and participating school (for charter schools).
 - Round to the nearest tenth decimal place.

Calculation Examples

| Institution | Total Students | Level 1 | Level 2 | Level 3 | Level 4 | Achievement Index Numerator | Index % | Proficiency Numerator (for comparison) | Percent Proficient % |
|-------------|----------------|---------|---------|---------|---------|-----------------------------|---------|--|----------------------|
| District A | 500 | 200 | 0 | 300 | 0 | 300 | 60 | 300 | 60 |
| District B | 500 | 200 | 0 | 200 | 100 | 350 | 70 | 300 | 60 |
| District C | 500 | 100 | 100 | 200 | 100 | 400 | 80 | 300 | 60 |
| District D | 500 | 0 | 200 | 200 | 100 | 450 | 90 | 300 | 60 |
| District E | 500 | 0 | 0 | 400 | 100 | 550 | 110 | 500 | 100 |
| District F | 500 | 0 | 0 | 300 | 200 | 600 | 120 | 500 | 100 |
| District G | 500 | 0 | 0 | 200 | 300 | 650 | 130 | 500 | 100 |
| District H | 500 | 0 | 0 | 100 | 400 | 700 | 140 | 500 | 100 |
| District I | 500 | 0 | 0 | 0 | 500 | 750 | 150 | 500 | 100 |

Note. District data is synthetic and does not represent actual results.

The table above presents various calculation examples for the science achievement index. Note that:

- The science achievement index will always be equal to or greater than proficiency, and
- The science achievement index will increase as students score at higher levels even if the proficiency rate remains the same (see districts A-D or E-I).

ACADEMIC GROWTH

- **Definition:** Per [OAR 581-003-0001](#), “Academic Growth” means the change in a student’s performance over time as measured by interim assessments in Language Arts and Mathematics.
- Detailed business rules for Academic Growth are forthcoming. The following provides a broad overview of the business rules and calculation associated with the Academic Growth local metric. Additional inclusion criteria may be introduced as ODE continues to finalize the academic growth data collection methodology.
- ODE does not anticipate having sufficient data to establish statewide or similar district cluster PGTs before 2026 co-development is concluded; therefore, districts who select this as their local metric will need to set their local PGTs based on any historical data or projections they are able to provide locally. Particular caution should be taken when using historical data to project this metric when the district or charter school will be adopting a new interim test for the 2026-27 or 2027-28 school year.

Interim Assessment vendors adopted by the State Board of Education:

- Curriculum Associates (iReady)
- Renaissance (STAR Reading & Mathematics)
- Houghton Mifflin Harcourt (MAP Growth)
- Cambium Assessment, Inc. (Smarter Balanced Assessment Consortium Interims)

The academic growth local metric represents the percentage of students in grades Kindergarten through 8th who meet or exceed a vendor’s growth expectations across the Fall and Spring interim test administrations. The calculation of this metric combines the numerators and denominators for language arts and mathematics to create a single metric for academic growth.

- **Inclusion Rules:**
 - Students in grades Kindergarten through 8th enrolled in the same district or public charter school on the 1st school day in October and May
 - Full academic year (FAY) enrollment (i.e., enrollment in a school or district for more than 50 percent of the instructional days prior to the 1st school day in May)
 - Not 1st year English learners (excluded from both language arts and mathematics)
 - Additional inclusion criteria may be introduced as ODE continues to finalize the data collection methodology for the academic growth metric.

Students who meet the inclusion criteria but do not participate in either the Fall and/or the Spring interim test administrations are nonparticipants. These students do not meet vendor growth expectations and will be included in the denominator.

CALCULATION:

Numerator: the numerators are the number of K to 8th students who (a) meet the inclusion criteria and (b) meet or exceed vendor growth expectations for the respective academic subject.

Denominator: the denominators are the number of K to 8th students who meet the inclusion criteria.

$$\text{Academic Growth} = \frac{\text{Language Arts}_{Num} + \text{Mathematics}_{Num}}{\text{Language Arts}_{Den} + \text{Mathematics}_{Den}} \times 100$$

CAREER AND WORKFORCE READINESS

- **Definition:** Per [OAR 581-003-0001](#), “Career and Workforce Readiness” means the composite total of CTE Participants and CTE Concentrators. It is a weighted composite of Career and Technical Education (CTE) student participants and concentrators.
- Secondary CTE Concentrator (Concentrator) - A student who has earned at least 2.0 credits (with a passing grade while enrolled in secondary grade 9 - 12) within a single CTE Program of Study, and at least 1.0 credit being designated by the program as Intermediate or Advanced coursework. Concentrators are a subset of Participants.
- Secondary CTE Participant (Participant) - A secondary student who has earned at least one half (0.5) credits (with a passing grade while enrolled in secondary grade 9 - 12) within a single CTE Program of Study. Participants include Concentrators.
- **Features:**
 - Recognizes student preparation for career readiness and postsecondary success.
 - Acknowledges institutional efforts to expand CTE programs and access.
 - A weighted approach recognizes sustained student engagement for CTE concentrators while also including CTE participants.
- **Inclusion Rules:**
 - All secondary students (grades 9-12) enrolled on the first school day in May who are Full Academic Year in their resident district with a CTE concentrator or participant status in the current school year or the prior three school years (four-year window; e.g., for the 2024-25 school year, CTE status from 2021-22 through 2024-25 will be included).
 - Adult Education Students are not included in the secondary grade enrollment. Students enrolled in a 5th or 6th year are included if their assigned grade level is 12.
 - Data is aggregated by the student’s resident district or school (for charter schools setting PGTs independently) on the first school day in May.
 - Round to the nearest tenth decimal place.
- **Data Source:** Perkins CTE 90% Report
 - See [ODE CTE Data](#)

CALCULATION:

Numerator: weighted sum of students who are CTE Participants or Concentrators, selecting the highest CTE status for each student during the current school year or the prior three school years (four-year window¹).

- Participants: the number of secondary students who are CTE Participants **but not Concentrators** during the current school year or the prior three school years (four-year window).
- Concentrators: the number of secondary students who are CTE Concentrators during the current school year or the prior three school years (four-year window).
- Weights:
 - Participants = 1; Concentrators = 4

Denominator: the total number of secondary students (grade 9-12) enrolled on the first school day in May who are Full Academic Year in their resident district or school (for charter schools setting PGTs independently).

$$\text{CTE Numerator} = (\text{Number of Participants} \times 1) + (\text{Number of Concentrators} \times 4)$$

$$\text{CTE Composite} = (\text{CTE Numerator} \div \text{Denominator}) \times 100$$

Calculation Examples

| Institution | Total Secondary Students (Denominator; see above) | Number of CTE Participants who are not Concentrators | Number of CTE Concentrators | CTE Numerator | CTE Composite |
|-------------|---|--|-----------------------------|---------------|---------------|
| District A | 200 | 50 | 50 | 250 | 125 |
| District B | 200 | 20 | 80 | 340 | 170 |
| District C | 200 | 80 | 20 | 160 | 80 |
| District D | 200 | 0 | 200 | 800 | 400 |
| District E | 200 | 200 | 0 | 200 | 100 |

Note. District data is synthetic and does not represent actual results.

In the example table, the CTE Composite changes as the number of Participant and Concentrator students differs. CTE Composite can range from 0 (no students participate in CTE) to 400 (all students are concentrators; District D).

¹ The number of years for CTE lookback was limited to four years to align with the Perkins V definition of CTE concentrators. A longer lookback period may include CTE concentrators under the previous Perkins IV definition.

MULTILINGUAL PROFICIENCY

- **Definition:** Per [OAR 581-003-0001](#), “Multilingual Proficiency” means the number of students earning the seal of biliteracy or multiliteracy. It is the percentage of 5-Year Cohort students who have earned the Oregon State Seal of Biliteracy/Multiliteracy (OSSB/M), among those who earned a credential that would make them eligible for the Seal.
 - OSSB/M is awarded to students who have met language proficiency and high school credential requirements (OAR [581-022-2000](#); this includes students who earned an Oregon, modified, or extended diploma, or an alternative certificate). Consult the [OSSB/M Manual](#) for full seal eligibility criteria.
- **Features:**
 - Recognizes student multilingualism as a cultural and community strength.
 - Encourages the study of a second language.
 - Highlights the value of language programs in schools.
- **Inclusion Rules:**
 - Students who have earned the Oregon State Seal of Biliteracy/Multiliteracy and have met high school credential requirements.
 - High School Credential requirements: 5-Year Cohort students who earned an Oregon diploma, modified diploma, extended diploma, or alternative certificate as defined by ODE’s [Cohort Graduation Rate Policy and Technical Manual](#).
 - Data is aggregated by the student’s accountable district, or accountable school (for charter schools setting PGTs independently).
 - Round to the nearest tenth decimal place.
- **Data Source:** Oregon State Seal of Biliteracy/Multiliteracy request
 - ODE [Seal of Biliteracy Manual and Data Submission Guide](#)

CALCULATION

- **Numerator:** Number of students who earned a Seal of Biliteracy/Multiliteracy
- **Denominator:** Total number of 5th Year Cohort students who earned an Oregon diploma, modified diploma, extended diploma, or alternative certificate.

$$\text{Percent of Students Earning OSSB/M} = (\text{OSSB/M Numerator} \div \text{OSSB/M Denominator}) \times 100$$

Calculation Examples

| Institution | Total Students earning a Credential (Denominator, see above) | Number of Students Earning OSSB/M (Numerator) | Percent of Students Earning OSSB/M |
|-------------|--|---|------------------------------------|
| District A | 500 | 200 | 40 |
| District B | 2000 | 300 | 15 |
| District C | 2000 | 100 | 5 |

Note. District data is synthetic and does not represent actual results.

POSTSECONDARY READINESS

- **Definition:** Per [OAR 581-003-0001](#), “Postsecondary Readiness” means the composite of students earning dual credit or Advanced Placement and International Baccalaureate completion. It is the percentage of 5-Year Cohort Completers who earned college dual-credit and/or qualifying AP or IB exam scores for credit transfer.
 - A qualifying AP or IB exam score under the [Higher Education Coordinating Commission \(HECC\) Statewide AP/IB Credit Policy](#) is defined as:
 - An AP score of 3 or higher (scale 1-5; SB207)
 - An IB score of 4 or higher (scale 1-7; SB160)
 - Dual-credit record only available from public higher education institutions in Oregon and does not include private or out of state institutions.
 - Completers are students who earned an Oregon Diploma, Modified Diploma, Adult High School Diploma, Extended Diploma or GED.
- **Features:**
 - Recognizes student preparation for postsecondary success through rigorous coursework.
 - Acknowledges institutional efforts to expand postsecondary credit programs and access.
- **Inclusion Rules:**
 - Students who have earned college dual-credit, and/or received AP or IB score meeting HECC transfer policy (AP score of 3 or higher; IB score of 4 or higher).
 - Completers are students who earned an Oregon Diploma, Modified Diploma, Adult High School Diploma, Extended Diploma or GED as defined by ODE’s [Cohort Graduation Rate Policy and Technical Manual](#).
 - Data is aggregated by the student’s accountable district, or accountable school (for charter schools setting PGTs independently).
 - Round to the nearest tenth decimal place.
- **Data Source:**
 - ODE 5-Year Cohort Completers
 - Dual-Credit: data sharing agreement between ODE and the Higher Education Coordinating Commission (HECC)
 - AP: data sharing agreement between ODE and The College Board
 - IB: data sharing agreement between ODE and International Baccalaureate
 - ODE [Oregon Cohort Graduation](#)
 - Higher Education Coordinating Commission [Accelerated Learning Site](#)
 - [Statewide HECC AP/IB Course Credit Policy](#)

CALCULATION

- **Numerator:** Number of students who earned college dual-credit, and/or received AP or IB score meeting HECC policy (AP score of 3 or higher; IB score of 4 or higher). **Each student counts at most once**, although students can earn credit through multiple different pathways (see student example table in the Calculation Example section below).
- **Denominator:** Total number of 5-Year Cohort Completers. Completers are students who received: Oregon Diplomas, Modified Diplomas, Adult High School Diplomas, Extended Diplomas or GED.

$$\text{Percent of Postsecondary Ready (PR) Students} = (\text{PR Numerator} \div \text{PR Denominator}) \times 100$$

Calculation Examples

Example of students who are included in the postsecondary readiness numerator:

| Student | Earned Dual-Credit | Earned AP Transfer Credit | Earned IB Transfer Credit | In 5-Yr Cohort Completer | Include in Postsecondary Readiness Numerator |
|-----------|--------------------|---------------------------|---------------------------|--------------------------|--|
| Student A | Yes | Yes | Yes | Yes | Yes |
| Student B | Yes | Yes | No | Yes | Yes |
| Student C | No | Yes | Yes | Yes | Yes |
| Student D | Yes | No | No | Yes | Yes |
| Student E | No | Yes | No | Yes | Yes |
| Student E | No | No | Yes | Yes | Yes |
| Student G | No | No | No | Yes | No |

Note. Student data is synthetic and does not represent actual results.

In the student numerator example table above, any student who is a 5-Year Cohort Completer and has earned college dual-credit and/or qualifying AP or IB exam scores for credit transfer are included in the numerator for postsecondary readiness (Students A through Student E). Each student is only counted once even if they have earned postsecondary credits through multiple pathways (e.g., Student A, Student B and Student C)

| Institution | Total number of 5-Year Cohort Completers (Denominator) | Number of Postsecondary Ready Students (Numerator) | Percent of Postsecondary Ready Students |
|-------------|--|--|---|
| District A | 500 | 50 | 10 |
| District B | 2000 | 500 | 25 |
| District C | 2000 | 1000 | 50 |

Note. District data is synthetic and does not represent actual results.