



OREGON
DEPARTMENT OF
EDUCATION

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ADAPTED AT-A-
GLANCE SCHOOL AND
DISTRICT PROFILES

2019-2020 TECHNICAL
MANUAL

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UPDATES & CHANGES

Unavailable Data:

Due to the suspension of the 2019-20 Oregon Statewide Assessments, Third Period Cumulative ADM, Spring Membership Validation, and the Class Roster Collection, significant portions of the At-A-Glance School and District Profiles cannot be filled as usual, including:

- Class Size
- Regular Attenders
- Individual Student Progress
- English Language Arts achievement
- Mathematics achievement
- Science achievement
- 9th Grade On-Track
- Percent Mobile Students
- Percent of Ever English Learners
- Number of Languages Spoken
- Percent of Students with Disabilities
- Percent of students eligible for Free/Reduced Price Lunch
- At-A-Glance Narrative sections

Available Data:

Data collected and validated prior to the closure of schools due to the COVID-19 pandemic can be published:

- Student Enrollment
 - Change in the data source to 2019-20 Fall Membership
- Student Demographics
 - Change in the data source to 2019-20 Fall Membership
- Four-year Graduation
 - District rate added to the High School profile
- Five-year Completion
 - District rate added to the High School profile
 - Student group disaggregations added to the High School and District profile
- Staff data
- Required Vaccination Rates

College Going:

Because schools and districts did not have the opportunity to review and validate their College Going Rates as they normally would over the summer, this data element is not included. The 2019-20 College Going Rates will be published in a supplemental report posted on the [Accountability Measures webpage](#).

Our Staff (Rounded FTE):

In both the school and district profiles, the Counselor adjusted FTE count was updated to include Psychologist adjusted FTE. The label for this data element has been updated to, “Counselors/Psychologists” to reflect the updated calculation. See page [7](#) for more details. This was a planned update made prior to the state’s response to COVID-19.

Teacher Retention:

Formerly the Teacher Turnover data element. Teacher Retention calculation looks at teacher data from 2015-16, 2016-17, 2017-18 and then looks forward to determine if the staff member returned to the school. See page [8](#) for more details. This was a planned update made prior to the state’s response to COVID-19.

WHAT ARE THE ADAPTED AT-A-GLANCE PROFILES?

The At-A-Glance School and District Profiles are an overview of a school or district and its accountability data. The audience is parents and families, and the goal is to provide a brief overview of the school or district in a format that is easy to read. Due to missing 2019-20 data the At-A-Glance School and District Profiles were *adapted* to still meet this goal. The design of the Adapted At-A-Glance School and District Profiles stayed as close as possible to the original design in order to maintain a sense of familiarity and to honor the [input of the parent and community groups](#).

The following document provides business rules for the Adapted At-A-Glance School and District Profiles, organized by section. The data elements included in the profiles vary depending on institution type: Elementary/Middle, High School, and District. This document is organized into two sections. This first section describes the data included on the Elementary/Middle and High School profiles. The second section describes the data included on the District profiles.

STAFF RESPONSIBILITIES & CONTACT LIST

Topic	Contact Person	Phone Number
General Questions	Elyse Bean	503-947-5831
Student Enrollment	Robin Stalcup	503-947-0849
Staff Information	Ryan Clark	503-947-5632
Graduation Data	Robin Stalcup	503-947-0849

ELEMENTARY/MIDDLE SCHOOL PROFILES

INTRODUCTION

Brief message from the Oregon Department of Education describing the impact of COVID-19 to available 2019-20 data and to the design of the profiles.

OREGON DEPARTMENT OF EDUCATION Apple Elementary School
Oregon achieves... together! | Grades: K-5
503-111-2222 | 1234 Institution Road, Salem 98765

2019-20

STUDENTS WE SERVE^A
945 Student Enrollment
^AStudent enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native
Students: <1%
Teachers: 0%

Asian
Students: 1%
Teachers: 2%

Black/African American
Students: 1%
Teachers: 0%

Hispanic/Latino
Students: 10%
Teachers: 11%

Multiracial
Students: 13%
Teachers: 0%

Native Hawaiian/Pacific Islander
Students: <1%
Teachers: 0%

White
Students: 74%
Teachers: 88%

INTRODUCTION
The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

REQUIRED VACCINATIONS
73%

OUR STAFF (ROUNDED FTE)
58 Teachers
13 Educational assistants
3 Counselors/Psychologists
16% Average Teacher retention rate
79% of licensed teachers with more than 3 years of experience
Yes: Same principal for the last 3 years?

^A fewer than 10 students or data unavailable
School website: www.apple123456789.com
For more information please visit: www.oregon.gov/ode/reports-and-data/ | School Safety: <http://www.oregon.gov/ode/reports-and-data/school-safety/>

STUDENTS WE SERVE

The major data sources for this section are Fall Membership, as extracted from Second Period Cumulative ADM, and the Staff Position collection.

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2019-20

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STUDENT ENROLLMENT

The count of students enrolled in a school. The basis is the attending school as captured in the Fall Membership extract, which is a record of student enrollment on the first school day in October. For more information on membership extracts, refer to the [Fall Membership Manual](#).

STUDENT DEMOGRAPHICS

Student race/ethnicity in a school as reported in Fall Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to 0, we display “<1”. Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display “>99”.

TEACHER DEMOGRAPHICS

Staff race/ethnicity in a school as reported in the Staff Position collection. The Staff Position collection is a December 1 snapshot of all public school and district staff. This calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance counselors (staff reported using position codes 5, 8, 22, 23, 3, 4, 9, or 10). For more information, refer to the [Staff Position Manual](#).

REQUIRED VACCINATIONS

The percentage of students in a school with all required vaccinations. The denominator is attending school enrollment as reported to the Oregon Health Authority (OHA). The numerator is the total number of students with all required vaccinations. A “*” is displayed for schools where no vaccination data are available. ODE receives immunization data from the OHA; for more information, go to the OHA’s [School Immunization Rates](#) web page.

OREGON DEPARTMENT OF EDUCATION
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Apple Elementary School
Grades: K-5
503-111-2222 | 1234 Institution Road, Salem 98765

2019-20

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[^]Student enrollment as of October 1, 2019

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Asian Students: 1% Teachers: 2%	
Black/African American Students: 1% Teachers: 0%	
Hispanic/Latino Students: 10% Teachers: 11%	
Multiracial Students: 13% Teachers: 0%	
Native Hawaiian/Pacific Islander Students: <1% Teachers: 0%	
White Students: 74% Teachers: 88%	

REQUIRED VACCINATIONS
73%

OUR STAFF (ROUNDED FTE)

58 Teachers
13 Educational assistants
3 Counselors/Psychologists
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79% of licensed teachers with more than 3 years of experience
Yes: Same principal for the last 3 years?

[^] Fewer than 10 students or data unavailable
School website: [apple.k12.or.us](#)
For more information please visit: [www.oregon.gov/ode/reports-and-data](#) | Academic Safety: [http://www.oregon.gov/ode/projects/ris/activities-updates/status.html](#)
Institution ID = 123

OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE * Contract Length/Full Contract Length). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero. FTEs that are less than 1 will be reported as "<1." FTEs that are 1 or greater will be rounded to the nearest whole number. E.g., a FTE of 1.2 rounds to 1, and 1.9 rounds to 2.

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INTRODUCTION
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79% of licensed teachers with more than 3 years of experience
Yes: Same principal for the last 3 years?

^AFewer than 10 students or data unavailable
School website: www.2020412222.org
For more information please visit: www.oregon.gov/ode/reports-and-data/ | Seismic safety: <http://www.oregon.gov/ode/projects/ovs/activity-updates/status.html>
Institution ID = 123

TEACHERS

This is the total adjusted FTE of teachers as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number.

EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number.

COUNSELORS/PSYCHOLOGISTS

The total adjusted FTE of counselors and psychologists at the school, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors,

Rehabilitation Counselors (staff reported with position codes 10 and 33); Psychologists and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number.

AVERAGE TEACHER RETENTION RATE

Based on the three-year average of the percentage of teachers employed at a school that return to the school in at least one of the two following school years. The denominator for each school year is the total adjusted FTE of teachers (staff members reported with position codes 5, 8, 22 or 23) at the school, while the numerator is the total adjusted FTE of the staff included in the denominator that returned to the school in any position in at least one of following two years.

The three-year average is calculated by taking the sum of the numerators for the 2015-16 through 2017-18 school years divided by the sum of the denominators for the 2015-16 through 2017-18 school years. Data is pulled from the 2015-16 through 2019-20 Staff Position collections.

TEACHER EXPERIENCE

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2019-20 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years. Data are matched to the Teacher Standards and Practices Commission (TSPC) data to confirm licensure.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection;
- Teachers who are not matched in TSPC; or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

SAME PRINCIPAL FOR THE LAST 3 YEARS

A "Yes" indicates that the school had the same principal in the previous three years. Schools with co-principals will have a "Yes" as long as at least one of the co-principals was employed at the school for all three years. A "No" indicates that the school had a change in principals in the previous three years. Principals are staff members reported with position code 3. Data are from the 2017-18 through 2019-20 Staff Position collections.

HIGH SCHOOL PROFILES

INTRODUCTION

Brief message from the Oregon Department of Education describing the impact of COVID-19 to available 2019-20 data and to the design of the profiles.

OREGON DEPARTMENT OF EDUCATION Apple High School
Grades: 9-12 | 503-111-2222 | 1234 Institution Road, Salem 98765
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STUDENTS WE SERVE*
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*Student enrollment as of October 1, 2019

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ACADEMIC SUCCESS

ON-TIME GRADUATION
Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2015-16 graduating in 2018-19
School: 86% District: 86% Oregon Average: 79%

FIVE-YEAR COMPLETION
Students earning a high school diploma or GED within five years.
School: 95% District: 95% Oregon Average: 85%

OUR STAFF (ROUNDED FTE)
58 Teachers
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16% Average Teacher retention rate
79% of licensed teachers with more than 3 years of experience
Yes: Same principal for the last 3 years?

* Fewer than 10 students or data unavailable.
School website: www.applehs.net
For more information please visit: www.oregon.gov/ode/reports-and-data/ | Student Safety: <http://www.oregon.gov/ode/reports-and-data/activities/activity-updates/status.html>
last 10-1

STUDENTS WE SERVE

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last 10-1

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TEACHER DEMOGRAPHICS

Staff race/ethnicity in a school as reported in the Staff Position collection. The Staff Position collection is a December 1 snapshot of all public school and district staff. This calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance counselors (staff reported using position codes 5, 8, 22, 23, 3, 4, 9, or 10). For more information, refer to the [Staff Position Manual](#).

REQUIRED VACCINATIONS

The percentage of students in a school with all required vaccinations. The denominator is attending school enrollment as reported to the Oregon Health Authority (OHA). The numerator is the total number of students with all required vaccinations. A “*” is displayed for schools where no vaccination data are available. ODE receives immunization data from the OHA; for more information, go to the OHA’s [School Immunization Rates](#) web page.

ACADEMIC SUCCESS

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Web ID: 1

ON-TIME GRADUATION

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2015-2016 school year. This was the expected class of 2018-2019 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2019. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; new schools that do not have available graduation or completion data are suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

FIVE-YEAR COMPLETION

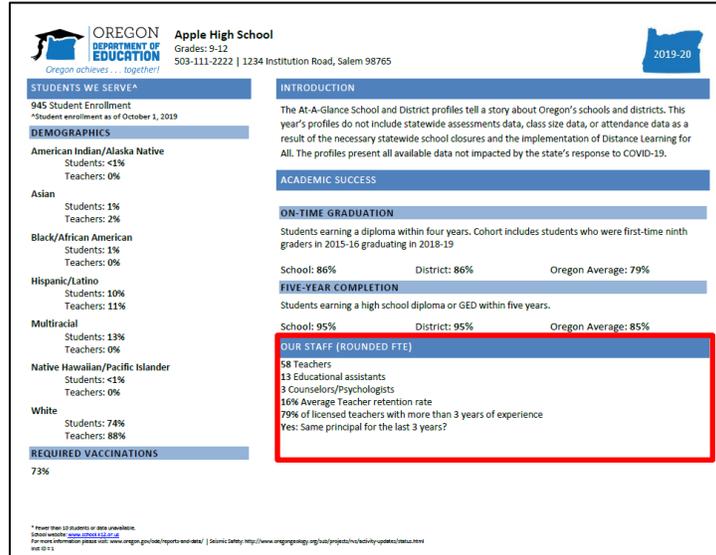
The percentage of students earning a regular diploma, modified diploma, extended diploma, adult high school diploma, or GED within five years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2014-2015 school year. This was the expected class of 2017-2018 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the five-year adjusted cohort for the school. The numerator is students in the denominator who earned a GED or a regular, modified, extended, or adult high school diploma by August 31, 2019. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; new schools that do not have available graduation or completion data are suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year ($FTE * \text{Contract Length} / \text{Full Contract Length}$). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero. FTEs that are less than 1 will be reported as “<1.” FTEs that are 1 or greater will be rounded to the nearest whole number. E.g., a FTE of 1.2 rounds to 1, and 1.9 rounds to 2.



TEACHERS

This is the total adjusted FTE of teachers as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number.

EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number.

COUNSELORS/PSYCHOLOGISTS

The total adjusted FTE of counselors and psychologists at the school, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors, Rehabilitation Counselors (staff reported with position codes 10 and 33); Psychologists and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number.

AVERAGE TEACHER RETENTION RATE

Based on the three-year average of the percentage of teachers employed at a school that return to the school in at least one of the two following school years. The denominator for each school year is the total adjusted FTE of teachers (staff members reported with position codes 5, 8, 22 or 23) at the school, while the numerator is the total adjusted FTE of the staff included in the denominator that returned to the school in any position in at least one of following two years.

The three-year average is calculated by taking the sum of the numerators for the 2015-16 through 2017-18 school years divided by the sum of the denominators for the 2015-16 through 2017-18 school years. Data is pulled from the 2015-16 through 2019-20 Staff Position collections.

TEACHER EXPERIENCE

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2019-20 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years. Data are matched to the Teacher Standards and Practices Commission (TSPC) data to confirm licensure.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection;
- Teachers who are not matched in TSPC; or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

SAME PRINCIPAL FOR THE LAST 3 YEARS

A "Yes" indicates that the school had the same principal in the previous three years. Schools with co-principals will have a "Yes" as long as at least one of the co-principals was employed at the school for all three years. A "No" indicates that the school had a change in principals in the previous three years. Principals are staff members reported with position code 3. Data are from the 2017-18 through 2019-20 Staff Position collections.

OUTCOMES

The Outcomes section shows disaggregated data for On-Time Graduation and Five-Year Completion. The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; new schools that do not have available graduation or completion data are suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

ON-TIME GRADUATION		FIVE-YEAR COMPLETION	
American Indian/Alaska Native:	>95%	American Indian/Alaska Native:	>95%
Asian:	83%	Asian:	83%
Black/African American:	78%	Black/African American:	78%
Hispanic/Latino:	80%	Hispanic/Latino:	80%
Multiracial:	*	Multiracial:	*
Native Hawaiian/Pacific Islander:	*	Native Hawaiian/Pacific Islander:	87%
White:	80%	White:	80%
Free/Reduced Price Lunch:	80%	Free/Reduced Price Lunch:	80%
Ever English Learner:	77%	Ever English Learner:	77%
Students with Disabilities:	*	Students with Disabilities:	*
Migrant:	>95%	Migrant:	>95%
Talented and Gifted:	>95%	Talented and Gifted:	>95%
Female:	89%	Female:	89%
Male:	81%	Male:	81%
Non-Binary: Coming in 2021-22		Non-Binary: Coming in 2021-22	

FOUR-YEAR GRADUATION

- Race/ethnicity: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2007-08 through 2018-19.
- Students with Disabilities: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- Migrant: students submitted to the OMSIS collection in any of the four most recent collections.
- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership for 2015-16 through 2018-19.
- Male/Female/Non-Binary: as reported on the record with the student's highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

FIVE-YEAR COMPLETION

- Race/ethnicity: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' during the period 2008-09 through 2018-19.
- Students with Disabilities: students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- Migrant: students submitted to the OMSIS collection in any of the five most recent collections.
- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership for 2014-15 through 2018-19.
- Male/Female/Non-Binary: as reported on the record with the student's highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

DISTRICT PROFILES

INTRODUCTION

Brief message from the Oregon Department of Education describing the impact of COVID-19 to available 2019-20 data and to the design of the profiles.

OREGON DEPARTMENT OF EDUCATION Apple School District
Oregon achieves... together! 503-111-2222 | 1234 Institution Road, Salem 98765 2019-20

STUDENTS WE SERVE^A
945 Student Enrollment
^AStudent enrollment as of October 1, 2019

DEMOGRAPHICS

American Indian/Alaska Native	Students: <1%	Teachers: 0%
Asian	Students: 1%	Teachers: 2%
Black/African American	Students: 1%	Teachers: 0%
Hispanic/Latino	Students: 10%	Teachers: 11%
Multiracial	Students: 13%	Teachers: 0%
Native Hawaiian/Pacific Islander	Students: <1%	Teachers: 0%
White	Students: 74%	Teachers: 88%

INTRODUCTION
The At-A-Glance School and District profiles tell a story about Oregon's schools and districts. This year's profiles do not include statewide assessments data, class size data, or attendance data as a result of the necessary statewide school closures and the implementation of Distance Learning for All. The profiles present all available data not impacted by the state's response to COVID-19.

ACADEMIC SUCCESS

ON-TIME GRADUATION
Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2015-16 graduating in 2018-19.
District: 86% Oregon Average: 79%

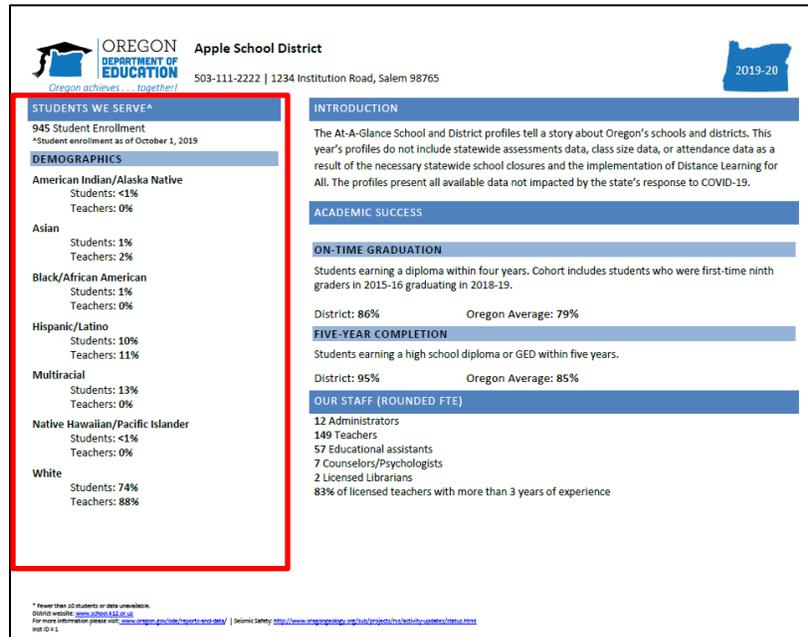
FIVE-YEAR COMPLETION
Students earning a high school diploma or GED within five years.
District: 95% Oregon Average: 85%

OUR STAFF (ROUNDED FTE)
12 Administrators
140 Teachers
57 Educational assistants
7 Counselors/Psychologists
2 Licensed Librarians
83% of licensed teachers with more than 3 years of experience

^A Fewer than 10 students or data unavailable.
District website: [apple.sde.state.or.us](#)
For more information please visit: [www.oregon.gov/ode/reports-and-data/](#) | Student Safety: [http://www.oregonstate.edu/office-of-student-safety/](#)
10/10/19

STUDENTS WE SERVE

The major data sources for this section are Fall Membership, as extracted from First Period Cumulative ADM, and the Staff Position collection.



STUDENT ENROLLMENT

The count of students enrolled in a district. The basis is attending district as captured in the Fall Membership extract, which is a record of student enrollment on the first school day in October. For more information on membership extracts, refer to the [Fall Membership Manual](#).

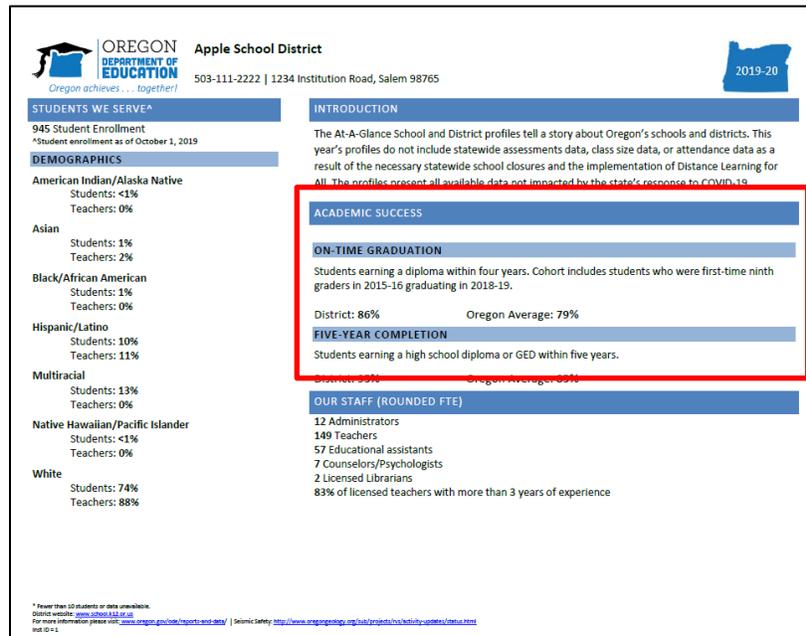
STUDENT DEMOGRAPHICS

Student race/ethnicity in a district as reported in Fall Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to 0, we display "<1". Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display ">99".

TEACHER DEMOGRAPHICS

Staff race/ethnicity in a school as reported in the Staff Position collection. The Staff Position collection is a December 1 snapshot of all public school and district staff. This calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance counselors (staff reported using position codes 5, 8, 22, 23, 3, 4, 9, or 10). For more information, refer to the [Staff Position Manual](#).

ACADEMIC SUCCESS



ON-TIME GRADUATION

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2015-2016 school year. This was the expected class of 2018-2019 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2019. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

FIVE-YEAR COMPLETION

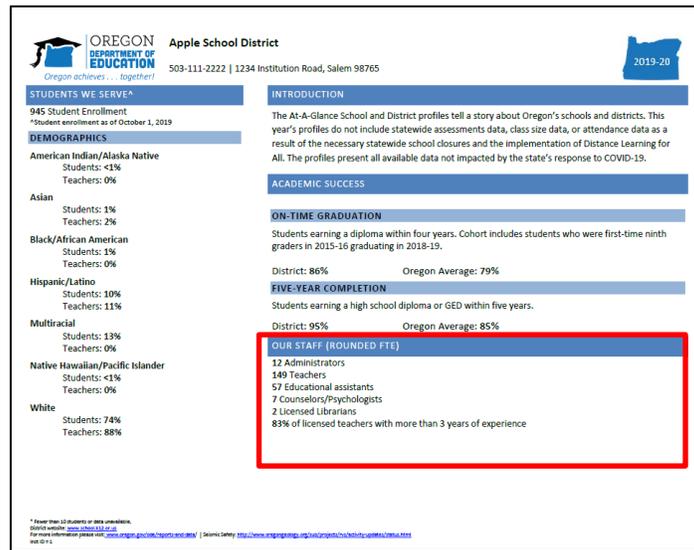
The percentage of students earning a regular diploma, modified diploma, extended diploma, adult high school diploma, or GED within five years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2014-2015 school year. This was the expected class of 2017-2018 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9th grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the five-year adjusted cohort for the school. The numerator is students in the denominator who earned a GED or a regular, modified, extended, or adult high school diploma by August 31, 2019. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a “*”; when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE * Contract Length/Full Contract Length). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero. FTEs that are less than 1 will be reported as “<1.” FTEs that are 1 or greater will be rounded to the nearest whole number. E.g., a FTE of 1.2 rounds to 1, and 1.9 rounds to 2.



ADMINISTRATORS

This is the total adjusted FTE of Administrators reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Superintendents, Assistant Superintendents, Principals, Assistant Principals, and Special Education Administrators (staff reported using position codes 1, 2, 3, 4, 37, or 38). Any fractional FTE greater than 1 is rounded to the nearest whole number.

TEACHERS

This is the total adjusted FTE of teachers as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number.

EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This

calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number.

COUNSELORS/PSYCHOLOGISTS

The total adjusted FTE of counselors and psychologists at the district, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors, Rehabilitation Counselors (staff reported with position codes 10 and 33); Psychologists and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number.

LICENSED LIBRARIANS

The total adjusted FTE of licensed librarians in the district, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Library/Media Specialists (staff reported with position code 9). Any fractional FTE greater than 1 is rounded to the nearest whole number.

TEACHER EXPERIENCE

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2019-20 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years. Data are matched to the Teacher Standards and Practices Commission (TSPC) data to confirm licensure.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection;
- Teachers who are not matched in TSPC; or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

OUTCOMES

The Outcomes section shows disaggregated data for On-Time Graduation and Five-Year Completion. The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with a '*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

OREGON DEPARTMENT OF EDUCATION		Apple School District		2019-20	
Oregon achieves... together!		503-111-2222 1234 Institution Road, Salem 98765			
OUTCOMES					
On-Time Graduation and Five-Year Completion rates separated by student group.					
ON-TIME GRADUATION			FIVE-YEAR COMPLETION		
American Indian/Alaska Native:	>95%		American Indian/Alaska Native:	>95%	
Asian:	83%		Asian:	83%	
Black/African American:	78%		Black/African American:	78%	
Hispanic/Latino:	80%		Hispanic/Latino:	80%	
Multiracial:	*		Multiracial:	*	
Native Hawaiian/Pacific Islander:	*		Native Hawaiian/Pacific Islander:	87%	
White:	80%		White:	80%	
Free/Reduced Price Lunch:	80%		Free/Reduced Price Lunch:	80%	
Ever English Learner:	77%		Ever English Learner:	77%	
Students with Disabilities:	*		Students with Disabilities:	*	
Migrant:	>95%		Migrant:	>95%	
Talented and Gifted:	>95%		Talented and Gifted:	>95%	
Female:	89%		Female:	89%	
Male:	81%		Male:	81%	
Non-Binary: Coming in 2021-22			Non-Binary: Coming in 2021-22		

FOUR-YEAR GRADUATION

- Race/ethnicity: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2007-08 through 2018-19.
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- Male/Female/Non-Binary: as reported on the record with the student's highest ranked outcome.
- For details, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

FIVE-YEAR COMPLETION

- Race/ethnicity: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.

- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' during the period 2008-09 through 2018-19.
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- Male/Female/Non-Binary: as reported on the record with the student's highest ranked outcome.

For details, refer to the [Cohort Graduation Rate Policy and Technical Manual](#).

TABLE 1: DATA ELEMENTS INCLUDED ON THE ADAPTED AT-A-GLANCE BY INSTITUTION TYPE

Data Element	Elementary/Middle	High School	District
Students We Serve			
Student Enrollment	X	X	X
Student Demographics	X	X	X
Teacher Demographics	X	X	X
Required Vaccinations	X	X	--
Academic Success			
On-Time Graduation	--	X	X
Five-Year Completion	--	X	X
Our Staff (Rounded FTE)			
Teachers	X	X	X
Educational Assistants	X	X	X
Counselors/Psychologists	X	X	X
Average Teacher Retention Rate	X	X	--
Teacher Experience	X	X	X
Same Principal	X	X	--
Administrators	--	--	X
Licensed Librarians	--	--	X
Outcomes			
On-Time Graduation	--	X	X
Five-Year Completion	--	X	X