

Data Definitions for SIA Common Metrics

This supplemental resource is for SIA applicants, district personnel, and technical assistance providers seeking further details and definitions related to the Common Metrics established in the Student Success Act and is referenced in the [guidance on developing longitudinal performance growth targets](#).

The Student Success Act (SIA) requires that districts use five statewide metrics to help track increases in academic achievement and the reduction of academic disparities. Districts can also use locally defined metrics, but the five required metrics are:

- Regular Attenders
- Third Grade Reading (ELA)
- Ninth Grade On-Track
- Four-year Graduation
- Five-year Completion

Some of these metrics are calculated in different ways for different purposes in state and federal data reporting. To make plans comparable, **all applicants must use the same calculation rules** (also called “business rules”) for these metrics when they are used in the Student Investment Account applications and agreements.

Applicants will review disaggregated data on the above metrics, and set longitudinal performance growth targets for them. This means these metrics will be one of the ways the state monitors the effectiveness of the SIA grants. Because of that, the metrics themselves should be calculated in ways that best help the state estimate the impacts of the SIA funds. For this reason there are three main principles that govern the business rules (where possible):

- Applicants should be accountable to students for whom they have received SIA funds.
- Reports should only include those students for whom the additional funding is more likely to have had an impact.
- **Data from on-line charter schools, and data from eligible charter schools that apply independently for funds, are not included in district totals.**

This means that, for the most part, ODE shall report students in their resident district, and restrict this to students who have been resident in the district for a significant part of the school year. There are some exceptions to this, as noted in the individual business rules.

These business rules also align with those used for the At-A-Glance district profiles. More detailed business rules for these metrics and for other data reported on the At-A-Glance profiles, see the Policy and Technical manuals posted on the [At-A-Glance School and District Profiles](#) web page.

Special Rules for Eligible Charter Schools: Eligible charter schools will also use disaggregated data in their application. The business rules as written below apply to district applicants. For charter schools, please replace references to “district” with “school.”

Regular Attenders

Students are regular attenders if they attend more than 90% of the time they are enrolled.¹ The data source for this metric is 3rd Period Cumulative ADM, which records student enrollment from the first day of school each year through the first school day in May. Students with “standard” enrollment are submitted with the number of days present and the numbers of days absent during their enrollment period. This allows ODE to calculate attendance rates for these students.

To help make sure that the determination of regular attendance is valid and reliable, we have the following rules:

- Data is aggregated by the student’s **attending district** on the first school day in May.
- **Denominator:** all students enrolled on the first school day in May with at least 75 days present or days absent in the district between the first day of school and the first school day in May. Note: Students are submitted with days present and days absent only for ADM Program Type Codes ‘01’ and ‘15’. Students not enrolled on the first school day in May and those without sufficient standard enrollment are not included in the calculation.
- **Numerator:** Among those students in the denominator, the number of students with an attendance rate higher than 90.0% (rounded to one decimal):

$$\text{Attendance Rate} = 100\% * (\text{days present}) / (\text{days present} + \text{days absent})$$

where only days present and days absent in the May 1 attending district are included.

Data Notes:

- This is the same calculation that is used on the District At-A-Glance report, except that this calculation includes all grades in the school district, and data for on-line charter schools, and charter schools that apply independently are removed from district totals.
- The first school day in May is the spring “census” for Oregon schools. Much of the data reported by ODE is based on where students are enrolled on this school day.
- Attendance is limited to students enrolled on May 1 to reduce the effect of the “ten day drop” rule. Districts must drop students from rolls as soon as they know the student will no longer attend, or after ten days of non-attendance, whichever is sooner. Hence, students who leave school before May 1 are likely to have an inflated number of absences. By limiting to May 1, it reduces this potential error in the calculation.

3rd Grade Reading (ELA)

The State Board adopted the 3rd grade English language arts (ELA) statewide assessments as the measure of 3rd grade reading. Students are proficient in English language arts if they achieve Level 3 or Level 4 on the Smarter Balanced ELA assessment or on Oregon’s Extended assessment.

- Data is aggregated by the student’s **resident district** on the first school day in May.

¹ Prior to 2016-17, the State often reported on “Chronic Absenteeism.” Students were chronically absent if they were absent at least 10% of their enrolled days. Oregon has switched to the more asset-based language of Regular Attenders.

- **Denominator:** all students enrolled on the first school day in May who are Full Academic Year in the district and have a valid test. Students who are English learners in their first year in school in the U.S. are excluded.
- **Numerator:** Among those students in the denominator, the number of students with Level 3 or Level 4 on a statewide ELA assessment.

Data notes:

- Note that this is the same calculation that currently shows on the district At-A-Glance report, except that data for on-line charter schools, and charter schools that apply independently are removed from district totals.
- Full Academic Year (a term whose use began in the 2000s) is defined as having been enrolled for more than half of the school days during the period that begins at the start of school and ends on the first school day in May.

Ninth Grade On-Track

Students are considered “on-track” to graduate if they earn at least one-quarter of their required graduation credits by the end of the summer following their first year in high school (grade 9).

- Data is aggregated by the student’s **resident district** on the first school day in May.
- **Denominator:** Students who are enrolled at the school on the first school day in May and who are Full Academic Year in the district. Starting with the 2017-18 calculation, ODE removed students who transferred out of the district after May 1, but before the end of the school year.
- **Numerator:** Among students in the denominator, those who earned at least one-quarter of their required graduation credits by August 31 of the summer following their first year in high school.

Data notes:

- This is the same calculation that currently shows on the district At-A-Glance report, except that data for on-line charter schools, and charter schools that apply independently are removed from district totals.
- See the data notes for 3rd Grade Reading for the definition of Full Academic Year.

Four-year Graduation and Five-year Completion

Four year-graduation and five-year completion rates are published each year at the [Cohort Graduation](#) web page. All ODE reporting uses the same business rules for these rates, and a detailed technical manual is located at the same web page.

The calculation of the four-year graduation rate is a multi-step process. The steps are shown below, and apply to the calculation of the graduation rate for each group of first-time 9th graders. For simplicity’s sake, ODE shall give an example for the first-time 9th graders in Fall 2015. These are the students whose expected four-year graduation date was in Spring/Summer 2019.

1. Determine the students who were first enrolled in high school in 2015-16, based on their assigned high school entry year in SSID.

2. Determine which of those students were enrolled in a public Oregon high school between 2015-16 and 2018-19. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. For students who earned a standard diploma, this assignment is the district that awarded the credential and the school within this district for which the student was last enrolled. For all other outcomes, this assignment includes all students whose last enrollment record between 2015-16 and 2018-19 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Remove all students whose outcome (from step 3) was "transferred to a public high school in another state, a private school, or home school," as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district, and the denominator for the cohort graduation rate calculation.
6. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program). This is the numerator for the cohort graduation rate calculation. The graduation rate is then calculated as this numerator out of the adjusted cohort denominator, rounded up to the nearest tenth.

Data notes:

- This is the same calculation that appears on the district at-a-glance report, except that data for on-line charter schools, and charter schools that apply independently are removed from district totals.

The five-year completion rate is calculated similarly, except that the rate follows the students for one additional year and also includes extended diplomas, adult high school diplomas, and GEDs in the numerator. Using the example above, the 2018-19 completion rates would have followed students who first began high school in the 2014-15 school year.