

How to Review the Accountability Details Report 2018-19

Section 1: Introduction	2
Section 2: Timelines	2
Report Validation, Preview and Public Release	2
Data Sources Open for Edits	2
Data Collection Validations	3
Section 3: Accountability Details Reports	3
Elementary or Middle School Accountability Details Report.....	3
High School Accountability Details Report	5
Combined School Accountability Details Report	7
District Indicator Details Report.....	9
Section 4: Indicator Definitions	10
English Language Arts (ELA) and Mathematics Academic Achievement	10
ELA and Math Academic Growth	11
Regular Attenders	12
Ninth Grade On-Track	12
Four-Year Cohort Graduation	13
Five-Year Completers	13
On Track to English Language Proficiency	12
Section 5: Student Groups - Definitions and Data Sources	13
Student Groups for Assessment	13
Student Groups for Four-year Cohort Graduation and Five-year Completer Rates	14
Section 6: Achievement Data Insight (ADI) application	15
Navigation	15
Description	15
Instructions	15
Section 7: Accountability Appeals	15
Section 8: Documentation	16

How to Review the Accountability Details Report 2018-19

(Published 7/18/2019)

Section 1: Introduction

This document is intended as a brief outline to help districts and schools identify critical timelines for reviewing and validating the Accountability Details reports and to provide a general understanding of the calculations reported. Links for additional detailed information are listed in the last section.

Please refer to the separate document [How to Review the Assessment Validations 2018-19](#) for detailed information about validating the assessment data used on the Accountability Details Report.

Section 2: Timelines

Report Validation, Preview and Public Release

Reports are available within the [Achievement Data Insight](#) (ADI) application on the [district secure website](#). Permissions must be granted by the [District Security Administrator](#) (DSA) for each validation individually.

- **Preliminary Accountability Details** reports can be previewed by districts from **July 18** through **October 2, 2019**. (Reports will be refreshed for each of the following Thursdays based on the latest data from the Friday before: August 1, August 8, August 15, August 22, August 29.)
- **Preliminary At-A-Glance Profiles** can be previewed by districts from **July 25** through **October 2, 2019**. (Reports will be refreshed for each of the following Thursdays based on the latest data from the Friday before: August 1, August 8, August 15, August 22, August 29, Sept 19, Sept 26.)
- **Final At-A-Glance and Accountability Details** reports will be available for final district preview on **October 3, 2019**.

Data Sources Open for Edits

- **Student Centered Staging** will be open for editing English language arts (ELA) and mathematics assessment data through **August 23, 2019 at 5 PM**. (Science assessment data will be available for editing in **October** and/or **November**.)
- **Third Period Cumulative ADM collection** closed May 24 but may be re-opened for edits by request through **August 23, 2019 at 11:59 PM**.
 - **Absolutely NO edits to this data will be allowed after August 23.**
- **Ninth Grade On-Track collection** closed July 1 but will be re-opened for edits **August 29 – Sept 6**.

Data Collection Validations

Validations are available within the Achievement Data Insight (ADI) application on the [district secure website](#). Permissions must be granted by the District Security Administrator (DSA) for each validation individually.

- **Institutions for Accountability Reporting** was open for validation April 18 to May 13. Boundary change requests for 2018-19 were required by May 1.
- **Student Enrollment counts** by attending district and school are open for district validation **through August 23**. (Data counts will be refreshed from Third Period Cumulative ADM collection on June 13, June 20, June 27, July 11, July 18, August 1, August 8, August 15, August 22, and August 29.)
- **Not Chronically Absent (Regular Attenders)** is open for district validation **through August 23**. (Data counts will be refreshed from Third Period Cumulative ADM collection on June 13, June 20, June 27, July 11, July 25, August 8, August 15, and August 22.)
- **Ninth Grade On-Track** is open for district validation **through August 9**. (Data counts will be refreshed from Ninth Grade On-Track collection on July 18, July 25, August 1, August 8, August 15, August 22, August 29, September 5, and September 12.)
- **Graduation Rates are final** and were validated in November - December 2018. This data may still be viewed in the ADI application, under “All” validations, but may no longer be edited.

Additional dates are available in the [Collection and Validation Dates](#) schedule.

Section 3: Accountability Details Reports

for Elementary/Middle, High School, Combined School, and District

The purpose of the Accountability Details report is to describe the methodology and display the data used by the school accountability system to determine whether a school can be identified for Comprehensive or Targeted supports. For more details on these and other accountability reports, please visit the [Accountability Measures](#) webpage.

Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by the Every Student Succeeds Act (ESSA). The ESSA State Plan includes new targets for Achievement and Graduation (formerly called Annual Measurable Objectives). Assessment participation does not have a MIP; however, it does have an annual goal of 95%. When a student group has met the MIP target (found in the [MIP Summary](#) document on the [Accountability Policy](#) webpage) for any indicator, the student group’s Indicator Level will not be lower than Level 2.

The 2018-19 Accountability Details report displays three years of data for all indicators. Schools and student groups that do not meet the minimum of 20 students using one year of data are rated on three years of data. Performance data for groups smaller than 10 are suppressed.

Elementary or Middle School Accountability Details Report

Elementary and Middle schools are rated on six Indicators: English language arts (ELA) Achievement and Growth, Mathematics Achievement and Growth, Regular Attenders, and On Track to English language proficiency (ELP). Indicator levels are calculated by comparing the percent for each student group to a

table of cut score values, displayed on each Indicator page. For a full description of each Indicator, please refer to [Section 4 – Indicator Definitions](#).

Page 1 - Summary - Indicator Ratings

(Indicator Levels, School Identification, Met Participation Target, Received Title I Funds)

Displays a table with the Indicator Levels for each student group, School Identification (Comprehensive, Targeted, or None), Year first identified, Met ELA and Math Participation target for all student groups (Yes/No), and whether a school received Title I funds in 2018-19 (Yes/No).

Pages 2 & 5 - Academic Achievement Details for English Language Arts and Mathematics

(Level Cutoffs, Percent Level 3 or 4, Adjusted Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Achievement Level Cutoffs table.

The 'adjusted' denominator is the larger of the number of participants who were enrolled for a Full Academic Year, or 95% of the number of students enrolled on May 1 who were enrolled for a Full Academic Year (rounded up to the nearest whole student).

The state long-term goal is displayed above the data table (80%).

Pages 3 & 6 - Academic Growth Details for English Language Arts and Mathematics

(Level Cutoffs, Median Growth Percentile, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment growth data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Growth Level Cutoffs table.

Pages 4 & 7 - Participation Details for English Language Arts and Mathematics

(Participation Rate, Denominator, Three-year Average, Status)

Displays the most recent three years of assessment data (where available), three-year average, whether the status for a student group is based on the current year or three-year average, and Status for twelve student groups.

The goal for Participation is displayed above the data table (94.5%).

Page 8 - Regular Attenders Details

(Level Cutoffs, Grade Range, Percent Regular Attenders, Denominator, Three-year Average, Indicator Levels)

Displays the grade range, the most recent three years of regular attenders data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Regular Attenders Level Cutoffs table.

The state long-term goal is displayed above the data table (93%).

Page 9 - On Track to English Language Proficiency (ELP) Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of English Language Proficiency Assessment (ELPA) data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Level; also displays On Track to ELP Level Cutoffs table.

The state long-term goal is displayed above the data table (80%).

High School Accountability Details Report

High schools are rated on seven Indicators: English language arts (ELA) and Mathematics Achievement, Regular Attenders, On Track to English language proficiency (ELP), Ninth Grade On-Track, Four-year Cohort Graduation, and Five-year Completers. Indicator Levels are calculated by comparing the percent for each student group to a table of cut score values, displayed on each Indicator page. For a full description of each Indicator, please refer to [Section 4 – Indicator Definitions](#).

Page 1 - Summary - Indicator Ratings

(Indicator Levels, School Identification, Met Participation Target, Received Title I Funds)

Displays a table with the Indicator Levels for each student group, School Identification (Comprehensive, Targeted, or None), Year first identified, Met ELA and Math Participation target for all student groups (Yes/No), and whether a school received Title I funds in 2018-19 (Yes/No).

Pages 2 & 4 - Academic Achievement Details for English Language Arts and Mathematics

(Level Cutoffs, Percent Level 3 or 4, Adjusted Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Achievement Level Cutoffs table.

The 'adjusted' denominator is the larger of the number of participants who were enrolled for a Full Academic Year, or 95% of the number of students enrolled on May 1 who were enrolled for a Full Academic Year (rounded up to the nearest whole student).

The state long-term goal is displayed above the data table (80%).

Pages 3 & 5 - Participation Details for English Language Arts and Mathematics

(Participation Rate, Denominator, Three-year Average, Status)

Displays the most recent three years of assessment data (where available), three-year average, whether the status for a student group is based on the current year or three-year average, and Status for twelve student groups.

The goal for Participation is displayed above the data table (94.5%).

Page 6 - Regular Attenders Details

(Level Cutoffs, Grade Range, Percent Regular Attenders, Denominator, Three-year Average, Indicator Levels)

Displays the grade range, the most recent three years of regular attenders data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Regular Attenders Level Cutoffs table.

The state long-term goal is displayed above the data table (93%).

Page 7 - On Track to English Language Proficiency (ELP) Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of English Language Proficiency Assessment (ELPA) data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Level; also displays On Track to ELP Level Cutoffs table.

The state long-term goal is displayed above the data table (80%).

Page 8 - 9th Grade On-Track Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of 9th grade on-track data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays 9th Grade On-Track Level Cutoffs table.

The state long-term goal is displayed above the data table (95%).

Page 9 - Four-year Cohort Graduation Details

(Level Cutoffs, Graduation Rate, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of graduation data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays the Graduation Level Cutoffs table. The four-year cohort graduation rate includes only graduates, not other completers.

The state long-term goal is displayed above the data table (90%).

Page 10 - Five-year Completers Details

(Level Cutoffs, Completers Rate, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of completers data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays the Completers Level Cutoffs table.

The state long-term goal is displayed above the data table (97%).

Combined School Accountability Details Report

Combined Schools have high school graduates and offer grade 7 or lower. Combined schools are rated on nine indicators: English language arts (ELA) Achievement and Growth, Mathematics Achievement and Growth, Regular Attenders, On Track to English language proficiency (ELP), Ninth Grade On-Track, Four-Year Cohort Graduation, and Five-Year Completers. Indicator Levels are calculated by comparing the percent for each student group to a table of cut score values, displayed on each Indicator page. For a full description of each Indicator, please refer to refer to [Section 4 – Indicator Definitions](#).

Page 1 - Summary - Indicator Ratings

(Indicator Levels, School Identification, Met Participation Target, Received Title I Funds)

Displays a table with the Indicator Levels for each student group, School Identification (Comprehensive, Targeted, or None), Year first identified, Met ELA and Math Participation target for all student groups (Yes/No), and whether a school received Title I funds in 2018-19 (Yes/No).

Pages 2 & 5 - Academic Achievement Details for English Language Arts and Mathematics

(Level Cutoffs, Percent Level 3 or 4, Adjusted Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Achievement Level Cutoffs table.

The 'adjusted' denominator is the larger of the number of participants who were enrolled for a Full Academic Year, or 95% of the number of students enrolled on May 1 who were enrolled for a Full Academic Year (rounded up to the nearest whole student).

The state long-term goal is displayed above the data tables (80%).

Pages 3 & 6 - Academic Growth Details for English Language Arts and Mathematics

(Level Cutoffs, Median Growth Percentile, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment growth data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Growth Level Cutoffs table.

Pages 4 & 7 - Participation Details for English Language Arts and Mathematics

(Participation Rate, Denominator, Three-year Average, Status)

Displays the most recent three years of assessment data (where available), three-year average, whether the status for a student group is based on the current year or three-year average, and Status for twelve student groups.

The goal for Participation is displayed above the data tables (94.5%).

Page 8 - Regular Attenders Details

(Level Cutoffs, Grade Range, Percent Regular Attenders, Denominator, Three-year Average, Indicator Levels)

Displays the grade range, the most recent three years of regular attenders data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Regular Attenders Level Cutoffs table.

The state long-term goal is displayed above the data table (93%).

Page 9 - On Track to English Language Proficiency (ELP) Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of English Language Proficiency Assessment (ELPA) data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Level; also displays On Track to ELP Level Cutoffs table.

The state long-term goal is displayed above the data table (80%).

Page 10 - 9th Grade On-Track Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of 9th grade on-track data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays 9th Grade On-Track Level Cutoffs table.

The state long-term goal is displayed above the data table (95%).

Page 11 - Four-year Cohort Graduation Details

(Level Cutoffs, Graduation Rate, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of graduation data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays the Graduation Level Cutoffs table. The four-year cohort graduation rate includes only graduates, not other completers.

The state long-term goal is displayed above the data table (90%).

Page 12 - Five-year Completers Details

(Level Cutoffs, Completers Rate, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of completers data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays the Completers Level Cutoffs table.

The state long-term goal is displayed above the data table (97%).

District Indicator Details Report

Page 1 - Description

The first page explains the purpose of the District Indicator Details report and lists the indicators and grade bands that appear in this report.

Pages 2, 5, 8, 10, 13, 16 - Elementary (Grades 3-5), Middle (grades 6-8), High (Grade 11) Academic Achievement Details for English Language Arts and Mathematics

(Level Cutoffs, Percent Level 3 or 4, Adjusted Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Achievement Level Cutoffs table.

The 'adjusted' denominator is the larger of the number of participants who were enrolled for a Full Academic Year, or 95% of the number of students enrolled on May 1 who were enrolled for a Full Academic Year (rounded up to the nearest whole student).

The state long-term goal is displayed above the data table (80%).

Pages 3, 6, 11, 14 - Elementary (Grades 3-5) and Middle (grades 6-8) Academic Growth Details for English Language Arts and Mathematics

(Level Cutoffs, Median Growth Percentile, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of assessment growth data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Growth Level Cutoffs table.

Pages 4, 7, 9, 12, 15, 17 - Elementary (Grades 3-5), Middle (grades 6-8), High (Grade 11) Participation Details for English Language Arts and Mathematics

(Participation Rate, Denominator, Three-year Average, Status)

Displays the most recent three years of assessment data (where available), three-year average, whether the status for a student group is based on the current year or three-year average, and Status for twelve student groups.

The goal for Participation is displayed above the data table (94.5%).

Pages 18-20 - Elementary (Grades K-5), Middle (grades 6-8), High (Grades 9-12) Regular Attenders Details

(Level Cutoffs, Grade Range, Percent Regular Attenders, Denominator, Three-year Average, Indicator Levels)

Displays the grade range, the most recent three years of regular attenders data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays Regular Attenders Level Cutoffs table.

The state long-term goal is displayed above the data table (93%).

Pages 21-23 - Elementary (Grades K-5), Middle (grades 6-8), High (Grades 9-12) On Track to English Language Proficiency (ELP) Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of English Language Proficiency Assessment (ELPA) data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Level; also displays On Track to ELP Level Cutoffs table.

The state long-term goal is displayed above the data table (80%).

Page 24 - 9th Grade On-Track Details

(Level Cutoffs, Percent On Track, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of 9th grade on-track data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays 9th Grade On-Track Level Cutoffs table.

The state long-term goal is displayed above the data table (95%).

Page 25 - Four-year Cohort Graduation Details

(Level Cutoffs, Graduation Rate, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of graduation data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays the Graduation Level Cutoffs table. The four-year cohort graduation rate includes only graduates, not other completers.

The state long-term goal is displayed above the data table (90%).

Page 26 - Five-year Completers Details

(Level Cutoffs, Completer Rate, Denominator, Three-year Average, Indicator Levels)

Displays the most recent three years of completer data (where available), three-year average, whether a student group is rated on the current year or three-year average, and Indicator Levels for twelve student groups; also displays the Completer Level Cutoffs table.

The state long-term goal is displayed above the data table (97%).

Section 4: Indicator Definitions

English Language Arts (ELA) and Mathematics Academic Achievement

Oregon administers its statewide assessment in English language arts (ELA) and mathematics, as well as alternate assessments in these two subjects. Each of these assessments assigns achievement levels on a scale of 1 to 4, where Level 3 and Level 4 indicate the student has met state level standards. The achievement indicator is based on the percentage of students achieving level 3 or 4 on these assessments. These indicators are calculated separately for ELA and for mathematics, and for each student group included in the accountability system (see [page 13](#) for a description of those student groups).

Oregon uses enrollment on the first school day in May as the “snapshot” data for statewide assessments. When reporting statewide assessment results, we report students at their resident school and district on the first school day in May. For school accountability, we include only those students who have been resident in the school or district for at least half of the school year, which we call “Full Academic Year” or FAY. This is defined as being resident for more than half of the school’s session days from the first school day of the year through the first school day in May. This has been Oregon’s FAY calculation for many years, and it aligns with the new ESSA requirement for inclusion of students in assessment results for accountability purposes.

ESSA requires that the denominator for the achievement calculations includes at least 95% of students enrolled at the school, or the number of students participating, whichever is higher. To meet this requirement, Oregon uses the following calculation to determine the percentage of students at Level 3 or 4:

$$\text{Achievement in ELA or Math} = \frac{\text{Among students in the denominator, the number that achieved Level 3 or 4 on the statewide assessment}}{95\% \text{ of the number of students resident in the school on the first school day in May that are Full Academic Year (FAY)}}$$

OR

$$\frac{\text{the number of participants among students resident in the school on the first school day in May that are FAY, whichever is higher}}{\text{the number of participants among students resident in the school on the first school day in May that are FAY, whichever is higher}}$$

Note that in this calculation, non-participants that drop the school or student group below the 95% threshold are counted as not meeting standard. In this way, we are meeting the ESSA requirement for the achievement calculation and also including non-participation in the accountability system. Including non-participants in the indicator provides a proportionate response – those schools or districts with larger number of non-participants will see a proportionately large decrease in performance for this indicator.

English Language Arts (ELA) and Mathematics Academic Growth

The Growth Indicator is calculated using Student Growth Percentiles for both English language arts and mathematics. This growth model uses assessment results in grades 3 through 8. Since the growth model requires at least one prior test score, growth percentiles are only produced for students in grades 4 through 8. The Growth Indicator uses the median growth percentile at the school or district, calculated separately for English language arts and mathematics.

Oregon does not use this growth model in high school for two important reasons. First, measuring high school growth would require us to measure growth from grade 8 to grade 11. This three year span is too long a time period to measure growth and attribute that growth to a single school, especially when one considers the impact of student mobility in the intervening years. Mobility and the long time span limit the validity of the measure when applied to students in 11th grade. In addition, Oregon’s ESSA accountability indicators at high school include Ninth Grade On-Track and Regular Attenders (described on page 12). We believe that academic progress in high school as measured by credit attainment and progress toward a diploma is a more direct measure of student progress at high school than statewide assessments in 11th grade (which are already included as an achievement measure).

Secondly, ESSA allows for flexibility for districts to use an alternate high school assessment. The process and choice for these alternate assessments in Oregon has not been finalized. However, if assessments

other than Smarter Balanced are available at high school, no valid statewide growth measure for grades 8 to 11 will be possible in Oregon.

The growth model examines a student’s current performance as compared to that of their academic peers with a similar test score history, and expresses it as a percentile (i.e., a ranking from 1 to 99 where 99 is the highest). For example, a growth percentile of 50 in English language arts would indicate that a student had typical or average growth compared to all other students in the state with similar prior test scores. A growth percentile of 80 would indicate that a student’s growth was as high or higher than 80 percent of their academic peers.

The school accountability system uses the median growth percentile for both English language arts and mathematics to represent the “typical” growth at the school. For example, a median growth percentile of 65 in mathematics would indicate that the typical student in this school exhibited growth in mathematics as high or higher than 65 percent of their academic peers.

Regular Attenders

Oregon defines Regular Attenders as being present in school for more than 90% of school days. The Regular Attenders Indicator uses students enrolled on the first school day in May who have been enrolled for at least 75 days, which is about half of the school year from the first school day through the first school day in May. All students in Kindergarten through 10th grade are included in the calculation used on the Accountability Details reports. Data is reported in the grade ranges of K-5, 6-8, and 9-10. The Grade Range on the Accountability Details reports is the range that has the most students in the All Students group; so for example, if a K-8 school has more students in the K-5 range, then that range is displayed for all student groups.

Link for more information: [Attendance and Absenteeism](#) webpage

On Track to English Language Proficiency

The data source for this Indicator is the English Language Proficiency Assessment (ELPA). English learners are on track to English language proficiency (ELP) if they meet or exceed the trajectory expectations across all four ELPA domains given their initial ELP level and years identified as an English learner.

Ninth Grade On-Track

Oregon defines first-time 9th graders as “on-track” if they have completed at least six credits by the end of 9th grade, or one-quarter of the credits required by the district for graduation, whichever is higher. For school accountability, we base the Ninth Grade On-Track rate on the number of first-time 9th graders enrolled on the first school day in May, consistent with our reporting rules for many other indicators. In particular, the percentage of Ninth Grade On-Track is defined as:

$$\text{Ninth Grade On Track Rate} = \frac{\text{Among the students in the denominator, the number that have earned at least one quarter of their required graduation credits by the end of their first year in high school}}{\text{The number of first time 9th graders enrolled on the first school day in May}}$$

Link for more information: [Accountability Data Briefs](#) webpage

Four-year Cohort Graduation

The **four-year cohort** is the set of all students who entered high school for the first time in 2014-15, and is adjusted (the Adjusted Cohort) to reflect students who transfer in or out of the school over the course of the following four years. The four-year cohort graduation rate is the number of students in the adjusted cohort who earned a standard (regular or modified) diploma by August 31, 2018, divided by the size of the adjusted cohort.

Link for more information: [Cohort Graduation Rate](#) webpage

Five-year Completers

The **five-year cohort** is the set of all students who entered high school for the first time in 2013-14, and is adjusted (the Adjusted Cohort) to reflect students who transfer in or out of the school over the course of the following five years. The five-year cohort completers rate is similar to the graduation rate, but includes students in the adjusted cohort who earned other completion credentials, such as extended and adult high school diplomas or GEDs, as well as students who earned a standard (regular or modified) diploma by August 31, 2018, divided by the size of the adjusted cohort.

Section 5: Student Groups - Definitions and Data Sources

The following tables identify the definitions and data sources of the student groups, depending on the indicator. Any data changes during the open editing period for each data source are not immediately reflected on the Accountability Details report but will be reflected on the refresh dates listed for report generation in [Section 2 – Timelines](#).

Student Groups for Assessment

Student Group	Definition	Data Source(s)
Economically Disadvantaged	Student participating in or eligible for the Free & Reduced Lunch (FRL) Program or household income similar to FRL guidelines	Updated weekly in Student Centered Staging from Third Period Cumulative ADM collection starting 6/1/2019 (except 6/29 and 7/20)
English Learners	Student identified in the English Learners (EL) collection in 2018-19 or any EL student exited in any of the prior four years	Updated weekly in Student Centered Staging from EL collection starting 6/1/2019 (except 6/29 and 7/20)
Students with Disabilities	Student participating in an Individualized Education Plan (IEP) any time during the academic year (from the first school session day through the first school day in May)	SSID System at time of test record load; and Updated weekly in Student Centered Staging from Third Period Cumulative ADM collection starting 6/1/2019 (except 6/29 and 7/20) Note: No longer editable in Student Centered Staging after 5/31/2019; update Third Period Cumulative ADM records if needed
Race/Ethnicity	Categories same as last year; multi-racial category does not include any student of Hispanic origin.	SSID System at time of test record load; and

Student Group	Definition	Data Source(s)
		Updated weekly in Student Centered Staging from Third Period Cumulative ADM collection starting 6/1/2019 (except 6/29 and 7/20) Note: No longer editable in Student Centered Staging after 5/31/2019; update Third Period Cumulative ADM records if needed
Underserved Race/Ethnicity	Student in any of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander	Same as for Race/Ethnicity

Student Groups for Four-year Cohort Graduation and Five-year Completer Rates

Student Group	Definition	Data Source(s)
Economically Disadvantaged	Student identified in the Third Period Cumulative ADM Collection or Spring Membership collection as economically disadvantaged during any school year in which the student was enrolled in a high school grade	Third Period Cumulative ADM collections from 2013-14 (five-year) or 2014-15 (four-year) through 2017-18
English Learners	Student identified as eligible for/receiving services in the English Learners collection during any school year in which the student was enrolled in a high school grade NOTE: do not confuse this student group with "Ever English Learners" which is not used on the Detail sheets.	English Learners collections from 2013-14 (five-year) or 2014-15 (four-year) through 2017-18
Students with Disabilities	Student served by special education programs during any school year in which the student was enrolled in a high school grade	Special Ed Child Find (Indicator 11), December SECC, and June Special Education Exit collections from 2013-14 (five-year) or 2014-15 (four-year) through 2017-18
Race/Ethnicity	Same categories used for ADM enrollment in 2013-14 or later	The race/ethnicity attached to the student's final outcome record in Cumulative ADM (Annual ADM 2013-14 through 2017-18, or First Period ADM 2018-19)
Underserved Race/Ethnicity	Student in any of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, or Native Hawaiian/Pacific Islander	Same as for Race/Ethnicity

Section 6: Achievement Data Insight (ADI) application

The Achievement Data Insight (ADI) application is used for validation of School and District At-A-Glance Profiles and Accountability Details and data elements, as well as other accountability reports.

You must have a username and password (provided by your [District Security Administrator](#)) to log into this site and access this application. **Permissions must be granted for each validation separately within the ADI application.**

REMINDER: All summary data is **embargoed** until it is publicly released in **October 2019**. Do not share embargoed data outside of authorized district staff.

Navigation

Instructions for navigating the ADI were included in the [video training presentation](#) on June 5, 2019 (see slides 14-32).

Description

The description box contains information about the reports that are or will be available.

Reporting Year: [Click here for instructions](#)

This validation provides districts and schools with an opportunity to preview the At-A-Glance Profiles and Accountability Details Reports. Both report cards will be released to the public in October 2019. Please note that the Accountability Details Report is currently unsuppressed. The suppressed version and the Spanish At-A-Glance will be available in September 2019.

To view reports from previous years, use the Reporting Year drop-down box to select a different year.

Instructions

Click on the link at the top, or scroll down to the bottom of the screen to view the instructions.

Report Card Instructions:

This review is confidential with unsuppressed data. Validation of the 2018-19 Accountability Details Report is open July 18, 2019 through October 2, 2019. Validation of the 2018-19 At-A-Glance is open July 25, 2019 through October 2, 2019. Both reports include data that are available in detail in other validations within the ADI, such as On Track to English Language Proficiency, Regular Attenders, assessment data, and Ninth Grade on Track. When you review both reports, you should ensure that the correct data are appearing.

[Validation Notes for the latest Report Card Accountability Details Report](#)

[How to Review the Report Card Accountability Details Report 2018-19](#)

Section 7: Accountability Appeals

There is a separate process for submitting an appeal of a accountability report data element. ODE will consider appeals regarding data displayed on the 2018-2019 school and district At-A-Glance profiles or Accountability Details. You may submit an appeal by following the instructions located on the [Accountability Policy](#) webpage. The deadline for submitting appeals is **5 PM on Thursday, August 15,**

2019. You will be notified via email when your appeal has been received. Appeals will be reviewed by the [Accountability Reporting Advisory Committee](#), and the submitter will be notified by Thursday, August 29 of acceptance or rejection of appeal.

Most of the time, the appeal is related to a data error from the district's data submission and needs to be corrected by the submitter. You may be able to avoid a long wait time for a response to an appeal by obtaining assistance from your [Regional ESD Partner](#).

Section 8: Documentation

At-A-Glance Policy & Technical Manual will be available on the [Accountability Policy](#) page on the public website.

Cohort Policy and Technical Manual is available on the [Cohort Graduation Rate](#) page on the public website.

Cumulative ADM Manual is available on the [ADM Resources](#) page on the District website.

Assessment Inclusion Rules Manual is available on the [Assessment Results](#) page on the public website.

User Guides for Assessment Applications are available on the District website.

File Layouts, Instructions, and FAQ are available on the [Student Centered Staging Resources](#) page on the District website.