
AT-A-GLANCE SCHOOL PROFILE

2017-2018 Technical Manual

WHAT IS THE AT-A-GLANCE REPORT?

The At-A-Glance reports are an overview of a school and its accountability data. The audience is parents and families, and the intent is to provide a brief overview of the school in a format that is easy to read. This new design was crafted with the help of focus groups of parents from historically underserved and marginalized communities. For more information on the redesign project, go to the [Report Card Redesign](#) web page.

The following document provides business rules for the At-A-Glance report, organized by section. Districts can preview most of the data shown on the At-A-Glance in the secure Achievement Data Insight (ADI) application. District staff should contact their local district Security Administrator for access to the ADI.

All data is based on the 2017-18 school year unless otherwise noted. Exceptions include the graduation and completion data, college going rates, and teacher and principal turnover.

STUDENTS WE SERVE

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

STUDENT ENROLLMENT

The basis is resident school and district as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. It is extracted from Third Period Cumulative ADM and available in the ADI. For more information on membership extracts, refer to the [Fall Membership Manual](#).

STUDENT DEMOGRAPHICS

Data are from Spring 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

Data are from the Staff Position collection, which is a December 1 snapshot of all public school and district staff. The Data is shown for teachers only, which is position codes 5, 8, 22, and 23. For more information, refer to the [Staff Position Manual](#).

ENGLISH LEARNERS

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learner collection, matched to spring membership records. The data here is suppressed: when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

LANGUAGES SPOKEN

The number of distinct languages reported in the "Language of Origin" field in Spring Membership.

STUDENTS WITH DISABILITIES

The percentage of students in Spring Membership reported as special education at any time in the school year, as reported in Third Period Cumulative ADM. The data is suppressed when necessary: when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

REQUIRED VACCINATIONS

The percentage of students with all required vaccinations. This is the number of students with all required vaccines. The Oregon Health Authority (OHA) provides data to ODE. For more information, go the OHA’s [School Immunization Rates](#) web page.

FREE/REDUCED LUNCH

The percentage of students in Spring Membership that were eligible for free or reduced price school meals at any time in the school year, as reported in Third Period Cumulative ADM. The data is suppressed when necessary: when the percentage is less than 5 or greater than 95, we display “<5” and “>95”, respectively.

SCHOOL ENVIRONMENT

Data includes Regular Attenders and Class Size. This section may evolve over time as new data becomes available.

CLASS SIZE

The median class size on the first school day in May, as reported in the Class Roster collection. This calculation includes classes in core subject areas, and excludes non-instructional courses. For more information, refer to the [Class Size Technical Manual](#).

The State Average is the median class size for all schools and all grades combined.

REGULAR ATTENDERS

The percentage of students who attend more than 90% of their enrolled days within a school or district. Includes only students in Spring Membership with at least 75 days of attendance in the school or in the district. These calculations are based on the attending school and attending district fields in Third Period Cumulative ADM. For more information, refer to the [Regular Attenders Validation Guide](#).

The data is 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.

The State Average is the percentage of Regular Attenders for all grades combined, K-12. It does not reflect the grades served by the school.

ACADEMIC PROGRESS

The Academic Progress indicator varies by school. Elementary and middle school profiles include Individual Student Progress, based on individual student growth on the English language arts (ELA) and Mathematics statewide assessments. High schools and combined schools use Ninth Grade On-Track.

INDIVIDUAL STUDENT PROGRESS

Based on the median growth percentiles in both ELA and in mathematics. This indicator used the Levels assigned to growth for the “All Students” group on the accountability details reports. The dial marker shows only if both ELA and mathematics receive a level and is based on the sum of the Levels assigned. A school is “Low” if the sum of the Levels is four or less. A school is “Average” if the sum of the Levels is five, six, or seven. A school is “High” if the sum of the levels is eight or higher.

ON-TRACK TO GRADUATE

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are “full academic year” at the school and have a high school entry year of 2017-2018. The numerator is the number of students earning at least one quarter of required credits by August 31 following their first year in high school.

Students are “full academic year” if they are enrolled at the school for more than half of the school days from the start of the school year through the first school day in May, as reported in Third Period Cumulative ADM. The denominator excludes students who enrolled on the first school day in May but who transfer out of the school prior to the end of the school year. For more information, refer to the [Ninth Grade On-Track Collection Manual](#).

The Data is 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.

ACADEMIC SUCCESS

The Academic Success indicators vary by school. Elementary and middle school profiles include English Language Arts, Mathematics, and Science assessment results, while high schools and combined schools use 4-year cohort graduation rates, 5-year cohort completer rates, and College Going rates. Note that due to concerns about data quality, we are not showing College Going rates in 2017-18.

ENGLISH LANGUAGE ARTS (ELA)

The percentage of students who achieved a Level 3 or Level 4 on the statewide ELA assessment, among those participating in the assessment. The denominator includes students in Spring Membership who were full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

The data is 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.

The State Average shown is the state percentage for the grades served by the school. For example, for a K-5 school, the state average would be the state average for grades 3-5.

MATHEMATICS

The percentage of students who achieved a Level 3 or Level 4 on the statewide mathematics assessment, among those participating in the assessment. The denominator includes students in Spring Membership who were full academic year and had a valid test score, excluding first-year English learners. The numerator is those

students in the denominator who achieved a Level 3 or Level 4. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

The data is 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.

The State Average shown is the state percentage for the grades served by the school. For example, for a middle school serving grades 6-8, the state average would be the state average for grades 6-8.

SCIENCE

The percentage of students who achieved a Level 4 or Level 5 on the statewide science assessment, among those participating in the assessment. The denominator includes students in Spring Membership who were full academic year and had a valid test score, excluding first-year English learners. The numerator is those students in the denominator who achieved a Level 4 or Level 5. Students who achieved a Level 3 or Level 4 on the Extended Assessment (alternate standard) are included in the numerator.

The data is 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.

The State Average shown is the state percentage for the grades served by the school. For example, for a school serving grades K-8, the state average would be the state average for grades 5 and 8.

ON-TIME GRADUATION

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for students entering high school for the first time in the 2015-16 school year. This was the expected class of 2018. 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, 2017. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

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 students entering high school for the first time in the 2014-15 school year. This was the expected class of 2017. 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, 2017. For more information, refer to the [Cohort Graduation Rate Technical Manual](#).

COLLEGE GOING

This is the percentage of graduates who enroll in a postsecondary institution within twelve months of graduating high school. Due to concerns over the accuracy of this data, we are delaying the implementation of this measure.

SCHOOL AND STATE GOALS

The Oregon Department of Education (ODE) provides the State Goals section. The School Goals and the Safe & Welcoming Environment sections are submitted to ODE in the Report Card Narrative collection. For more information on this collection, please refer to the [Report Card Narrative Manual](#). This manual includes information on what kind of information should be included in each submitted section as well as some examples.

OUR STAFF

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. FTE is adjusted to account for staff who do not work the full contract year ($FTE * Contract Length / Full Contract Length$).

TEACHERS

This is the total adjusted full time equivalent (FTE) of teachers as reported in Staff Position. It includes position codes 5, 8, 22, and 23. Any fractional FTE is rounded up to the next whole number. For example, if the school has a total teacher FTE of 12.3, we round this up to 13.

EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in Staff Position. It includes position codes 16 and 35. As with teachers, any fractional FTE is rounded up to the next whole number. For example, if a school has 5.78 FTE of instructional assistants, we report 6 FTE.

COUNSELORS

The total adjusted FTE of counselors at the school, as reported in Staff Position. It includes position codes 10 and 33. Any fractional FTE is rounded up to the next whole number. For example, a half-time counselor (0.5 FTE) will be reported as 1.

LIBRARIANS

The total adjusted FTE of librarians and media specialists in the district, as reported in Staff Position. It includes position codes 9 and 20. Any fractional FTE is rounded up to the next whole number. For example, if a district has a 3.5 FTE in these categories, the total will be reported as 4.

AVERAGE TEACHER TURNOVER RATE

Based on the three-year average of the percentage of teachers employed at a school that return to teach the following year. The denominator for each school year is the total FTE of teachers at the school, while the numerator is the total FTE of teachers that were not employed at the school in either of the previous two years. Teachers are staff members reported with position codes 5, 8, 22 or 23. A current teacher who was employed in either of the two previous years as an instructional assistant is not included in the numerator.

The three-year average is calculated by taking the sum of the numerators for the three most recent years divided by the sum of the denominators for the three most recent school years. Data is pulled from the 2013-14 through 2017-18 Staff Position collections.

TEACHER EXPERIENCE

This metric is not reported on this year's report. We anticipate reporting on this beginning with the 2018-19 school profiles.

NEW PRINCIPAL IN THE LAST 3 YEARS

A “Yes” indicates that the school had a change in principals in the previous 3 years. Principals are those staff reported with position code 3. Data are from the 2015-16 through 2017-18 Staff Position collections. A “No” indicates that the school has had the same principal for all three years. Schools with co-principals will have a “No” as long as at least one of the co-principals was employed at the school for all three years.

OUTCOMES

The Outcomes sections shows disaggregated data for three key indicators from the first page of the report. For the definition of each indicator, see pages 2-4 of this document. The following rules describe how student group inclusion is determined. The Data is suppressed following the data suppression rules for each indicator, as shown on pages 2-4.

REGULAR ATTENDERS

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Priced Lunch: students eligible at any time during the school year, as submitted in Third Period Cumulative ADM.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the OMSIS collection.
- Talented and Gifted: students with a ‘Y’ in any one of the seven TAG fields in Spring Membership.
- Male/Female: as reported in Spring Membership.

ELA, MATHEMATICS, AND INDIVIDUAL STUDENT PROGRESS

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Price Lunch: students eligible at any time during the school year, as submitted in Third Period Cumulative ADM.
- Ever English Learners: students submitted as current or former English Learners in the 2017-18 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the most recent OMSIS collection.
- Talented and Gifted: students with ‘Y’ in the intellectually gifted, reading or math TAG fields in Spring Membership.
- Male/Female: as reported in Spring Membership.
- For further details, see [Student Group Definitions for Assessment Results](#).

9TH GRADE ON-TRACK

- Race/ethnicity: as reported in Spring Membership.
- Free/Reduced Price Lunch: students eligible at any time during the school year, as submitted in Third Period Cumulative ADM.
- Ever English Learners: students submitted as current or former English Learners in the 2018-18 Title III English Learners Collection.
- Students with Disabilities: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- Migrant: students submitted to the most recent OMSIS collection.

- Talented and Gifted: students with 'Y' in any of the seven TAG fields in Spring Membership.
- Male/Female: as reported in Spring Membership.

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 submitted in Third Period Cumulative ADM.
- 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 2006-07 through 2016-17.
- 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 2013-14 through 2016-17.
- Male/Female: as reported on the record with the student's highest ranked outcome.
- For details, refer to the Cohort Graduation Rate Policy and Technical Manual.

ABOUT OUR SCHOOL

This section contains information submitted by school districts. Elementary and Middle school reports include information on Bully and Harassment, Extracurricular Activities, Parent and Community Engagement.

These sections are submitted to ODE in the Report Card Narrative collection. For more information on this collection, please refer to the Report Card Narrative Manual. This manual includes information on what kind of information should be included in each submitted section as well as some examples.

FOR MORE INFORMATION

General Questions:	Jon Wiens at jon.wiens@state.or.us
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Class Size:	Robin Stalcup at robin.stalcup@state.or.us
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