

OREGON DEPARTMENT OF EDUCATION

School and District Report Card Policy and Technical Manual

Report Cards to be Issued October 7, 2010

Oregon Department of Education

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I. Introduction

The school and district report cards were created by the 1999 Oregon Legislature. The legislation requires that the Oregon Department of Education (ODE) produce and issue a report card to all public schools and districts in the state. The report cards are designed to:

- Communicate the many good things occurring in Oregon's public schools;
- Provide a fair and reliable means of reporting ratings of current school performance and improvement over time; and
- Demonstrate to the public that the schools are accountable for their work.

Oregon Revised Statute (ORS) 329.105 lists information that is required to be included in these performance reports. The report cards also display additional data in order to meet the reporting requirements of the federal No Child Left Behind (NCLB) Act of 2002.

ODE is committed to making the report card a valuable tool for parents, educators, and community members throughout the state. This policy and technical manual is a compilation of the policies, processes, strategies, and timelines that relate to producing and improving the report card. This manual is updated annually to provide you with the latest information about policies and timelines. We encourage your feedback.

For additional information, comments, or suggestions on the report card, please contact the Oregon Department of Education at (503) 947-5764 or email jon.wiens@state.or.us. For specific information about AYP and program improvement status, visit the AYP webpage at <http://www.ode.state.or.us/search/page/?id=1193> or contact the Oregon Department of Education at 503-947-5780 or email cynthia.yee@state.or.us. For information about accountability requirements for Title I schools and districts, please contact Jan McCoy at the Oregon Department of Education at 503-947-5704.

Purpose and Guiding Principles

The purpose of the Oregon School and District Report Cards is to communicate information to parents about school progress and achievement while meeting the legislative expectation for school and district accountability. As such, the report cards should:

- Be clear, concise, well-defined, and understandable.
- Use information that is valid, stable, and reliable.
- Include all students.
- Report current levels of performance and continuous improvement over time.
- Rate school effectiveness, not individual student performance.
- Provide an opportunity for schools and districts to define unique characteristics through local information.
- Be viewed as one part of a larger accountability system.
- Meet federal and state requirements.

A Report Card Team at ODE facilitates the updating, improvement, and production of the annual school and district report cards. The team gathers input from parents, educators, legislators, advisory groups, community members, and all departments within the Oregon Department of Education to continuously identifying issues associated with the display of the information and the methodology used in generating the school ratings.

Development of the School and District Report Cards

School report cards were first issued in January 2000 with the rating formulas and rules remaining largely unchanged during the first three years. Extensive revisions in the formula were reflected in the report cards released in January 2003. Additional changes in displays were incorporated for January 2004 to bring the report card into compliance with requirements of the No Child Left Behind Act.

The 2007 legislature amended the school and district report card requirements by reducing the number of rating categories from five to three and changing some of the required data elements that are used in the school rating formula. The Oregon Department of Education worked with stakeholder groups to revise the school rating system and the 2008-2009 school and district report cards were the first to implement these changes.

Date	Significant Events in the Development of the Report Cards
June 1999	The State Legislature established the rating labels and categories. The Department of Education was instructed to research, develop, and implement all other components of the report card.
Fall 1999	Several prototype report cards were developed and feedback was gathered from stakeholders throughout the state. The Department of Education contracted with The National Center for the Improvement of Educational Assessment for assistance in the development of the report card.
January 2000	The Department of Education issued the first report cards to over 1300 schools and districts.
July 2001	The Oregon State Legislature passed Senate Bill 811 mandating additional elements to be displayed on the report cards.
January 2002	The Department of Education issued the third school and district report cards. Federal "No Child Left Behind" legislation was passed into law impacting future school and district report cards with mandated federal requirements.
January 2004	The Department of Education issued 2003-2004 School and District Report Cards that comply with the federal No Child Left Behind Act.
October 2005	The Department of Education issues 2004-2005 School and District Report Cards using more closely aligned test and student inclusion rules between the federal Adequate Yearly Progress (AYP) reports and the school and district report cards.
July 2007	The Oregon State Legislature passed HB2263 mandating a change to the school rating system and the required elements displayed on the report cards.
November 2009	The Department of Education shall issue the 2008-2009 School and District Report Cards with a revised rating system that includes individual student growth, and aligned test and student inclusion rules for AYP and report card.

Scope of the Report Card

The report card is an annual snapshot of school quality. The Department requires that all statistics used in the report card be reliable and consistently reported across the state. Only data that are comparable from school to school can be used. Data that do not meet this rigorous test are not included in the report card.

Schools and districts are encouraged to use the local information panel on the report card to include information not currently available at the state level. This should be an important feature of every report card sent from schools to parents.

The school and district report card contain a large amount of data, including:

- Oregon School Report Card and Adequate Yearly Progress (AYP) ratings;
- Enrollment, including students eligible for special education and students participating in English as a second language programs;
- Attendance, dropout and graduation rates;
- School and staff, including the percent of teachers that are highly qualified;
- District Expenditures per student;
- Participation rates on statewide assessment;
- Student performance on statewide assessments; and
- Summary data from the AYP reports required by the NCLB law.

This manual identifies and describes each of the data elements on the report card.

School Ratings

An important part of the report cards is the Oregon school rating system. Oregon law (ORS 329.105) requires that ODE assign a rating that identifies schools as Outstanding, Satisfactory, or In Need of Improvement. The legislation requires that the rating take into account

- Student performance on statewide assessments;
- Improvement in student performance;
- Participation rates on statewide assessments; and
- Student attendance or graduation rates.

The State Superintendent and the Oregon Department of Education are charged with establishing the specific methodology for calculating the ratings and reporting the results. Working with consultants and stakeholders throughout the state, the Department has produced the specific formulas, definitions, and procedures for the school report cards.

The school rating formula was revised in 2009. The new rating formula has the following features:

- Schools receiving a report card rating will be rated as one of: Outstanding, Satisfactory, or In Need of Improvement.
- An Achievement Index has been created that rewards schools for students that exceed, meet, or meet growth targets.
- Improvement in student performance for elementary and middle school students is measured by the Student Centered Growth Model. This model evaluates individual student performance from year to year.
- Improvement in student performance for high schools will be based year-to-year improvement in the performance of the school as a whole.
- A school's rating may be lowered if it does not meet minimum targets for attendance,

graduation, or participation.

- Schools with a 2009-2010 AYP rating of Met will have an overall report card rating of no lower than Satisfactory.

This manual describes the rating system used for the 2009-2019 School Report Cards. It provides detailed information about the specific formula used, as well as definitions and examples of how the ratings are calculated.

Guidelines for Reproducing and Distributing the Report Cards

Districts must take responsibility for ensuring that the report cards reach the parents of all children enrolled in Oregon public schools. As prescribed in Oregon Administrative Rule (OAR) 581-022-1060, each parent must receive a copy of the report cards by January 15, 2011. Most districts choose to mail their report cards, but this is not a requirement, and the distribution procedures are left to the discretion of the district.

The 2009-2010 School and District Report Cards and supporting documents will be available for download from the Oregon Department of Education website beginning October 7, 2010. Schools and districts are requested to copy all official report cards on 8.5 x 14 legal-size paper, but are not obligated to reproduce and distribute any documents except the actual report cards. Electronic copies of the school and district report cards can be found at:

<http://www.ode.state.or.us/data/reportcard/reports.aspx>.

Local Information Panel

Each district is required by state law to reproduce and distribute the report cards in their entirety, exactly as they are received from the Oregon Department of Education. Districts may not cut and paste, delete, or rearrange portions of the official report cards. The only exception to this rule is the information presented by districts within the Local Information panel.

The Local Information panel is provided for the school and district to communicate local information that is not available statewide. This information might include additional data or honors particular to a school, school improvement plans, or a letter from a superintendent or principal focusing on successes and progress by a school or district. Local information does not appear on the report cards displayed on the ODE website.

Boxes Marked for Department of Education Notes

Many schools have special circumstances that may affect their data or ratings. To provide additional information about the circumstances particular to a school, the Department will use note boxes to that contain explanations and clarifications associated with an asterisk or a superscripted number. The note boxes may not be altered by districts, even though the boxes shown on the report card may be blank. Most schools will have nothing printed in the boxes.

II. Frequently Asked Questions

What are the report cards?

In 1999 the Oregon Legislature enacted ORS 329.105 requiring that the Oregon Department of Education produce and issue annual report cards for all schools and districts. This law codified the desire of the public for consistent and reliable information about schools. Oregon SB 811 (in 2001) mandated additional requirements for the school and district report cards. In January 2002, the Federal HR 1 “No Child Left Behind” law listed specific requirements for schools and districts that led to changes in 2003-2004 and subsequent report cards. Oregon HB 2263 (in 2007) made additional changes to the requirements for the school and district report cards.

What is the purpose of the report cards?

The school report card is one of several programs initiated to improve education throughout Oregon by providing an opportunity to communicate and celebrate the many good things that are happening in schools. The report card may assist in initiating discussions about areas targeted for improvement. Demonstrating that schools are accountable, the report card displays consistent and reliable information about each school and district directly to parents and community members.

Who will receive the school report card?

All schools in Oregon that meet the definition of a public school and have resident students will be included in the Oregon report card system. These report cards are to be distributed to every parent with a child enrolled in a public school in the state.

Do districts receive report card ratings?

No, districts do not receive ratings in the Oregon report card system. District report cards contain district-wide statistics and list ratings for schools in the district. However, districts do receive Adequate Yearly Progress (AYP) ratings under the federal No Child Left Behind legislation.

Do report cards give schools letter grades?

No, schools do not receive letter grades. Schools are assigned one of three ratings: Outstanding, Satisfactory, or In Need of Improvement.

Why do some schools not meet Adequate Yearly Progress (AYP) but receive Satisfactory or Outstanding ratings on the school Report Card?

The Report Card and the nationally defined AYP have somewhat different purposes. Each provides a valuable look at schools and the two can be combined to get a more complete picture of school effectiveness.

The Report Card overall rating is primarily based on student performance and on the improvement over time in student performance. These data are computed for students in the school as a whole, and all for major demographic subgroups. Student performance in designated subgroups is combined with data from the school as a whole to provide an overall rating. Doing well in one area can help a school compensate for challenges in other areas.

In contrast, for schools to meet AYP all students as a whole group, and all demographic subgroups must meet participation and performance targets in each content area. The school must also meet targets for attendance or graduation. If any one group misses a single target in any one category, this results in a designation of not meeting AYP.

What happens if a school receives an *In Need of Improvement* rating on the report card?

The *In Need of Improvement* rating can be addressed and corrected. Report cards help focus local and state assistance with low-performing schools receiving technical assistance from the Oregon Department of Education. A school that is designated as In Need of Improvement must file a school improvement plan with the Superintendent of Public Instruction, the school district board, and the 21st Century Schools Council at the school.

When will the report cards be issued?

The 2009-2010 school and district report cards will be publicly released on October 7, 2010. Under OAR 581-022-1060, schools and districts must provide copies of the report cards to all parents by January 15, 2011 and are strongly urged to distribute the cards sooner. English and Spanish versions of the report cards are posted at <http://www.ode.state.or.us/data/reportcard/reports.aspx>.

Are there changes for the 2009-2010 Report Card?

Yes. These are explained, beginning with page 12.

How do we know that the information in the Report Card is accurate?

District staff are given an opportunity to review and to correct the information they submit describing their students and schools. Tests are scored by professionals outside the Oregon Department of Education skilled in this type of work and the results are thoroughly validated. If school or district staff find an error in the results once the Report Cards are created, they have the opportunity to add explanatory information to the Report Card in the local information panel.

What types of tests are included in determining Report Card performance ratings?

The highest test score from a standard test administration at or above grade level (with or without accommodations) from students (except for first year Limited English Proficient (LEP) students) enrolled in a district on the first school day in May for a full academic year are included in the Report Card student performance data. Modified and targeted down assessments are considered nonstandard administrations and are not included in Report Card performance calculations. Extended assessments are included in performance data.

How are the scores of students who meet the state's alternate standards on an Extended Assessment included in the percentage of students meeting standard?

For Adequate Yearly Progress (AYP) reports and the Report Card, up to 1% of the tests in a district used to calculate participation rates may be from students that meet the state's alternate standards. If the percentage of tests that meet the alternate standards in a district exceeds 1%, the district must identify which tests are to be counted as not meeting standard when determining AYP and the Report Card for the district and its schools.

When do students have to be enrolled in the school to be included in participation rates for schools and districts?

Students enrolled on the first school day in May and during the testing window that do not participate in the state assessment are counted as non-participants. Students who are enrolled on the first school day in May and were not enrolled during the testing window or who arrived so late in the school's test window that a test cannot be completed can be excused from participation at the district's discretion.

What is student participation?

Student participation is the percentage of students participating in statewide assessments in

English/language arts and mathematics at the benchmark grades of 3 through 8, and 10, and in writing assessments at grades 4, 7 and 10. The Oregon assessment system offers a variety of options for testing conditions with the expectation of including all students.

How are students whose parents refuse to give consent for testing included in AYP, assessment results, and Report Cards?

The student counts as a non-participant in all AYP reports and reports of assessment results.

What tests are included in the calculation of student performance?

Student performance is the measure of academic achievement on required statewide assessments for 2007-2008 and 2008-2009 in the following subjects and grades:

- Reading/Literature from students enrolled at grades 3 through 8, and 10
- Mathematics from students enrolled at grades 3 through 8, and 10

Only standard administrations of tests at or above a student’s grade level are included in the calculation of student performance for the School and District Report Card. Eight grade students must take the 8th grade assessment to be included in performance calculations.

Which students must schools include in state assessments?

All students for whom public funds are expended on instruction are expected to participate in all required state assessments. This includes registered home schooled students, privately schooled students, tuitioned students, and any other students exempted from compulsory school attendance, attending public schools or programs part time, and receiving instruction provided by the district in the state content standards during the school year.

Are students with limited English proficiency included on the report card?

Yes, those students who are able to participate in the state mathematics assessments in Spanish, Russian, or English are included in Student Participation. These scores are also included in Student Performance with the exception of beginning LEP students (those who enrolled in a U.S. school for the first time after May 1 of the prior school year). Eligible students who participate in the writing assessment by responding in Spanish are also included.

2009-2010 Oregon Statewide Assessments for English Language Learners	
Reading/ Literature	Spanish Grade 3: An optional assessment, it will not count toward AYP or Report Card. Districts must use OAKS reading/language arts for accountability reporting for all students except those students who are eligible to take the ELPA in place of the OAKS.
Math Knowledge and Skills	Spanish/English Side-by-Side: Included in Performance and Participation. Russian/English Side-by-Side: Included in Performance and Participation.
Writing	Responses in English included in Performance and Participation. Responses in Spanish included in Performance and Participation for students whose English Language proficiency is not adequate to yield reliable results in English.*

How are scores from Limited English Proficient (LEP) students new to the United States used?

Limited English Proficient students who enroll in a U.S. school for the first time after May 1, 2009

are not required to take the state assessments in reading and writing. However, these first year LEP students are counted as participants in the report card in reading or writing tests only if reported as taking the state's English Language Proficiency Assessments during the school year. First year LEP students are required to take state assessments in mathematics and science. The scores of first year LEP students are not included in determining the percentage of students meeting standard in AYP determinations or report card ratings.

Students take benchmark tests that do not correspond with their grade levels. Are these scores included in the report card calculations?

It depends. Students targeting up are counted as participants and as meeting standard if they meet the achievement/performance standard for the test. There is an exception to this rule. An 8th grade student who targets up to the high school test is not counted as participating unless the student takes the test for 8th grade as well. The score from the 8th grade test is included in the report card while a passing score on the high school test is included in the report card when the student is enrolled in grade 10.

Students targeting down are not counted in participation or performance.

How are scores resulting from the extended assessment of students with disabilities included on the report card?

The scores of students taking extended assessments will be included in participation counts and will be included in student performance counts. However, the total number of extended assessments that can be designated as meets or exceeds in a district cannot exceed one percent of the total number of assessments included in participation counts. Additional information about Extended Subject Area Assessments is on the web at

<http://www.ode.state.or.us/search/results/?id=178>.

What is the policy for students who fail to answer the minimum number of questions to determine a valid test score?

Students who fail to answer the minimum number of questions on a standard test administration will not be included in the student performance ratings and will be included in participation as "Did not Participate in Statewide Assessments". This would include students who attempted an Oregon Assessment of Knowledge and Skills (OAKS) Online (previously known as Technology Enhanced Student Assessments or TESA) test and answered fewer than 5 questions or a paper and pencil test and answered fewer than 10 questions or a writing test and presented a response that could not be scored.

If a student completes a writing assessment that is off-topic, how is the score used in calculating student participation?

A writing assessment that is complete but off-topic submitted by a student at grade 7 or grade 10, cannot be scored and the student is counted as non-participant. 4th grade students, however, can meet the standard with an off-topic writing assessment. A grade 4 writing assessment that is complete but off-topic is counted as participating when determining the percentage of students tested.

How will students of non-consenting parents be included on the report card?

Students whose parents provide a written refusal of consent on the basis of religious or IEP disability related reasons, as provided for in OAR 581-022-1910, will be included as non-participants in the calculation of participation rates.

How are the scores reported for 11th and 12th grade students taking the Grade 10 assessments?

Students in Grades 11 and 12 who are taking the Grade 10 test will not be reported either in participation or student performance. Only the scores of students who are in benchmark grades are included in participation and student performance.

How are the scores reported for 9th grade students taking the Grade 10 assessments?

Students in 9th grade may elect to take the Grade 10 assessment. Scores meeting or exceeding the standard will be held until the student is in Grade 10. If the student retests in Grade 10, the highest of all scores the student earns will be reported.

How are the scores reported for 8th grade students taking the Grade 10 assessments?

Students in advanced coursework who are in 8th grade may elect to take the Grade 10 assessment. Scores meeting or exceeding the standard will be held until the student is in Grade 10. If the student retests in 9th or 10th grades, the highest score the student earns will be reported. To be counted as participants in the report card for the current year, an 8th grade student must take the 8th grade test. The score from the 8th grade test is included in student performance calculations.

How are “Conditionally Meets” in Writing included in the *displays* on the report card?

On page 2 of school and district report cards, the bar graphs entitled “Percent of Students Meeting Standards” no longer include the “conditionally meets” scores on Writing assessments as “meets” the standards beginning with the 2006-07 report card. In reporting statewide assessment results on page 3 of the report cards, “conditionally meets” scores are included in the column “does not meet” standard.

Are science results included in the report card this year?

Science participation and performance for 2009-2010 is displayed on page 3 of the School Report Card. Science participation rates are included in the school rating formula for the 2009-2010 Report Card.

Where will the assessment scores be reported for students in alternative programs?

Student scores will be associated with the resident school on the first school day in May, as identified in the third period cumulative ADM collection.

What is meant by the phrase “for display only”?

Many data elements are shown on the report card for informational purposes only with no ratings attached to the data. The purpose of the displays is to give more information to individuals interested in school performance.

What accounts for the different participation and performance rates reported on school and district report cards?

The participation rate on page one of the report card combines the participation rates for reading,

mathematics, science, and writing assessments.

For both the display of statewide assessment results and participation rates, the participation denominator and numerator will be based on students enrolled on the first school day in May. The student performance denominator for both statewide assessment results and report card will include only tests from students enrolled on the first school day in May. The report card rating calculation and the achievement data on page 2 students includes only students who were enrolled at the school for at least half of the school year. In addition students who meet or exceed on extended assessments will (up to the 1% cap) count as a meets or exceeds in the achievement index.

The statewide assessment results on page 3, includes all students enrolled on the first school day in May, and results from extended assessments are included as “not met”.

Where can I get more information about what makes a "Highly Qualified" teacher?

We have questions and answers specific to highly qualified teachers online at <http://www.ode.state.or.us/search/results/?id=102>.

Is there a document that compares schools' scores to other schools in the state?

The comparison schools report is sorted by grade and socioeconomic status (SES) rank and can be found at <http://www.ode.state.or.us/search/page/?=1306> through the link “Assessment Results”. While this page does not provide direct comparison of schools or districts, data are available here both for online viewing and for downloading to a spreadsheet for manipulation and display. This would allow comparisons to be drawn at the local school.

This page links not only to the most current year's data but also to all previous years' archived data. Using these data, it is possible to draw conclusions comparing each school to itself over time as well as comparing a school to other similar schools in the state. All of these data, regardless of year, are available for download.

The report card for schools displays a bar graph of academic achievement for the reported school and their comparison schools.

Where can I find more information about state assessments?

More details about the Oregon Statewide Assessment System can be found on the Assessment/Testing webpage at <http://www.ode.state.or.us/search/results/?id=169>.

III. Changes to the 2009-2010 Report Card

There are minor changes to the 2009-2010 Report Card.

Graduation

The report card now includes the new four-year cohort graduation rate, and it displays disaggregated rates for both the NCES graduation rate and the four-year cohort graduation rate. Next year ODE shall display two years of disaggregated cohort graduation rates.

Attendance

The 2009-2010 attendance rates are based on the percent of days attended from the start of the school year through the first school day in May, which was May 3 in 2010. Attendance data for 2009-2010 was collected from data submitted by districts in the new Third Period Cumulative ADM data collection. Attendance data for the 2008-2009 (and earlier) school years was based on data submitted by districts via the Annual ADM collection, which included session days through the end of the academic year.

This change was made for the 2009-10 AYP reports, and the report card will report attendance that is consistent with those reports.

Participation

The participation rating for schools is now based on reading, mathematics, writing, and science. This is the first year that science participation is included in the school rating formula. Science participation was included for display purposes only on the 2008-2009 report card detail sheets.

IV. Data Collection, Validation, and Reporting

Data is released on the report cards and detail sheets only after being reviewed and validated by the districts. ODE has a specified data collection and validation cycle that ensures that the data collected from districts is comparable and accurate.

Data Collection and Reporting Cycle

Districts and ODE staff work together to ensure that the data presented in the report cards is as accurate as possible. The data collection and reporting process can be summarized in four steps.

Data Collection

Districts submit data to ODE on published schedule. Data is checked upon submission to see if it conforms to the data submission rules. ODE and Education Service District partners work with data submitters to ensure the submission is as accurate as possible.

Data Validation

Schools are given multiple opportunities to validate the data that are used on the report cards. Data validation windows are scheduled from March through September each year. If an error exists there are multiple opportunities for appeal and subsequent correction prior to the release of the report cards.

Report Card Preview

Report cards are available for district examination on the ODE district secure website prior to the public release. The purpose of this preview window is to provide schools and districts with time to prepare communication materials during the week of the public release. Changes will not be made to the report cards during the preview window unless the Department made an error.

After the Report Card is released

If a district or school finds an error after the report cards are released to the public, a correction will be made only if the Department made the error. If the district validated the data as it is displayed on the report cards, corrections will be made for historical purposes, but the report cards will not be re-released.

Data Sources for the Report Card

Many data collection reports are filed each year with the Oregon Department of Education. District staff are responsible for reporting the information and validating some of the same information later in the year. The Oregon Department of Education collects this information and annually displays the data on the school and district report cards. The chart on the following page provides contact information for those managing these data sets.

Data Sources for the Report Card				
Report Card Element	Data Collection Survey	ODE Staff	Phone	Due Date
Attendance	3 rd Period Cumulative ADM 2009-2010	Joy Blackwell	503-947-5767	7/15/10
School Size	3 rd Period Cumulative ADM 2009-2010	Joy Blackwell	503-947-5767	7/15/10
Students Attending From/In Another District	3 rd Period Cumulative ADM 2009-2010	Joy Blackwell	503-947-5767	7/15/10
English Language Learners	Limited English Proficient Collection	Kim Miller	503-947-5712	7/15/10
School Personnel	Staff Position 2009-2010	Lorene Nakamura	503-947-5831	4/9/10
Graduates	High School Completers 2008-2009	Brian Lindsley	503-947-5928	11/2/09
Dropout Rate	Early Leavers 2008-2009	Brian Lindsley	503-947-5928	10/30/09
Special Education	Special Education Child Count	Steve Smith	503-947-5711	12/11/09
General Fund Expenditures	Actual Expenditures 2008-2009	Barbara Cruickshank	503-947-5916	12/11/09
Bond Levy	Bond Levy	Joy Blackwell	503-947-5767	4/28/10
ESD Support	ESD Direct Support 2008-2009	Barbara Cruickshank	503-947-5916	12/31/09
Expulsions Due to Weapons	Suspensions, Expulsions, Truancy 2009-2010	Scott Hall	503-947-5628	6/30/10
Classes Taught by Highly Qualified Teachers	Staff Assignment 2009-2010	Bev Pratt	503-947-5806	5/7/10
SAT Scores	Collected directly from the College Board	Jon Wiens	503-947-5764	8/31/10
Class Size	Class Size 2009-2010	Lorene Nakamura	503-947-5831	5/7/10
Emergency/Provisional Credential	Collected directly from TSPC	Bev Pratt	503-947-5806	7/31/10
Video Conferencing	Collected directly from TIRM	ODE Helpdesk	503-947-5715	4/28/10
Assessment Results		Cindy Barrick	503-947-5822	8/23/10
AYP Designations		Cynthia Yee	503-947-5780	9/9/10

V. Oregon Statewide Assessments

A major component of the report card and the school rating system is student data from the Oregon Statewide Assessment system. This system is designed to be comprehensive and inclusive of all students. Options for testing conditions are designed so that every student has the opportunity to participate.

Testing Conditions and Inclusion in the Report Card

In the following chart, testing conditions are listed with the resulting formula considerations for Student Performance (Academic Achievement) and Participation in Statewide Assessments. Specific details about the formula and rating of each report card component can be found in the Technical Bulletin.

Testing Conditions	Inclusion in Report Card Analyses	
	Participation	Performance
Standard assessments (with or without accommodations)	Included	Included
Target up* (Higher level assessment than expected for grade of enrollment or age of the student)	Included	Included
Target down	Included as non-participant	Not included
Extended assessments	Included	Included
Modified assessments	Included as non-participant	Not included
Exempted (First year ELL for reading or writing if English Language Proficiency Assessment or ELPA is taken)	Included as participant	Not included
Non-completers (See page 11 for minimum responses)	Included as non-participant	Not included
Non-consent of parent for religious or disability-related reasons	Included as non-participant	Not included
Absent/Non-attempt/Non-consent of student	Included as non-participant	Not included
Side-by-Side English-Spanish or English-Russian	Included	Included
Spanish Responses in Writing	Included	Included
Reading Assessment in Spanish (Available for Grade 3 only)	Not Included	Not included
Students enrolled on the first school day in May that were enrolled during a test window and not tested	Included as non-participant	Not included

* Eighth grade students targeting up must take the eighth grade test in order to be counted as a participant.

Specific information regarding testing conditions and inclusion in report card analyses can be found in *Assessment Inclusion Rules for Accountability Reports 2009-2010* that can be downloaded from the ODE website at <http://www.ode.state.or.us/search/page/?id=218>.

Student Performance Levels in 2008-2009 and 2009-2010

The chart below shows cutoff scores for the various performance levels across all content areas as revised and adopted by the Oregon State Board of Education spring 2007.

2008-2009 and 2009-2010 Oregon Statewide Assessments Performance Levels and Cut Scores by Content Area and Grade					
Content Area and Grade	Scale Score Ranges for Each Performance Level				
	Exceed the Standard	Meet the Standard	Nearly Meet the Standard	Low	Very Low
Reading/Literature					
Grade 3	218 & above	204 – 217	199 – 203	189-198	below 189
Grade 4	223 & above	211 – 222	205 – 210	198-204	below 198
Grade 5	230 & above	218 – 229	209 – 217	202-208	below 202
Grade 6	234 & above	222 – 233	214 – 221	207-213	below 207
Grade 7	239 & above	227 – 238	219 – 226	211-218	below 211
Grade 8	241 & above	231 – 240	224 – 230	213-223	below 213
Grade 10	248 & above	236 – 247	231 – 235	217-230	below 217
Math Knowledge and Skills					
Grade 3	217 & above	205 – 216	201 – 204	190-200	below 190
Grade 4	225 & above	212 – 224	208 – 211	198-207	below 198
Grade 5	229 & above	218 – 228	214 – 217	203-213	below 203
Grade 6	232 & above	221 – 231	216 – 220	207-215	below 207
Grade 7	238 & above	226 – 237	221 – 225	211-220	below 211
Grade 8	241 & above	230 – 240	225 – 229	213-224	below 213
Grade 10	246 & above	236 – 245	231 – 235	214-230	below 214
Writing					
Grade 4	40 – 48	32 – 39	28 – 31	16 – 27	0 – 15
Grade 7, 10	50 – 60	40 – 49	35 – 39	20 – 34	0 – 19
Science					
Grade 5	238 & above	225 – 237	216 – 224	209-215	below 209
Grade 8	246 & above	234 – 245	229 – 233	217-228	below 217
Grade 10	249 & above	240 – 248	235 – 239	220-234	below 220

VI. School Ratings Overview

A major component of the school report cards is the Oregon Report Card Overall Rating, which is listed on the first page of each school's report card. District report cards list the ratings for each school in the district. The basic requirements for this rating system are contained in ORS 329.105. This statute requires that ODE rate schools as one of Outstanding, Satisfactory, or In Need of Improvement. Further details of the rating system can be found in OAR 581-022-1060.

Components of the Overall Rating

Overall ratings are based a number of data elements. Some of the components apply only to high schools, some to elementary and middle schools.

Academic Achievement (For Elementary and Middle Schools)

The rating is based on the average of the Achievement Index on the 2008-2009 and 2009-2010 statewide knowledge and skills assessments in reading and math.

Academic Achievement (For High Schools)

The rating is based on the average of the Achievement Index on the 2008-2009 and 2009-2010 statewide knowledge and skills assessments in reading and math. This rating may be affected by Improvement (see below).

Improvement (For High Schools)

The rating is based on the two-year increase in the Performance Index for the school. Schools that receive an "Improved" rating and whose Academic Achievement rating would otherwise have been "In Need of Improvement" or "Satisfactory" will have their Academic Achievement rating increased by one category.

Attendance (For Elementary and Middle Schools, and small or new High Schools)

The rating is based on the average of the student attendance rates in the 2008-2009 and 2009-2010 school years. Grades 1-12 are included in the attendance rating. Kindergarten is not included.

Graduation (For High Schools with sufficient graduation data)

The rating is based on the average of the school graduation rates in 2007-2008 and 2008-2009. Yearly graduation rates are defined as

$$\text{Graduates} / (\text{Graduates} + \text{Dropouts})$$

The dropout count includes only students who withdraw from school in grades 9-12. Because of data collection cycles, the dropout and graduation data are lagged by one year.

Participation

The rating is based on the participation rate in reading, mathematics, writing, and science. The participation rate is defined as the number of participating tests in the four subjects among students enrolled on the first school day in May divided by the number of expected tests in the four subjects from students enrolled on the first school day in May.

Adequate Yearly Progress

A school that receives a "Met" on AYP can have an overall rating no lower than "Satisfactory"

The data supporting the school overall rating can be found on the Report Card Detail Sheets. We summarize some of the key features of the rating system below. For more detail on each rating factor, please see its corresponding section later in this manual.

Calculating the Component Ratings

The overall rating for a school is based on the ratings for each of the components. These ratings are based on the cut-scores listed in the table below. These cut-scores are identical to the cut-scores used for the 2008-2009 report cards.

Category		In Need of Improvement	Satisfactory	Outstanding
Academic Achievement	Elementary and Middle Schools	Less than 60.0	60.0 to 89.9	90.0 or greater
	High Schools*	Less than 50.0	50.0 to 79.9	80.0 or greater
Attendance		Less than 89.0	89.0 to 91.9	92.0 or greater
Graduation		Less than 60.0	60.0 to 68.0	68.1 or greater
Participation		Less than 94.5		94.5 or greater
		Not Improved	Improved	
Improvement		Less than 5.0	5.0 or greater	

* - High Schools with an Improvement Rating of “Improved” will have their Academic Achievement rating increased by one rating category.

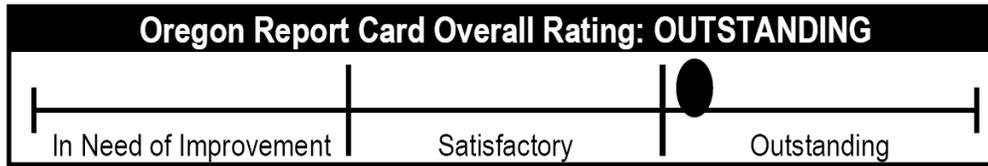
Calculating the Overall Rating

The overall rating for a school is generally equal to its Achievement Rating. However, if the Attendance/Graduation or Participation Rating is lower than the Achievement Rating, the overall school rating is the lower of the Attendance/Graduation and Participation rating. Finally, if the school’s 2009-2010 AYP rating is “Met” and then the school’s overall rating can be no lower than Satisfactory. The table below gives a summary of the overall rating system.

Overall Rating	Achievement Rating	Lower of the Attendance/Graduation and Participation Ratings	2009-2010 AYP Rating
Outstanding	Outstanding	Outstanding	Met or Not Met
Satisfactory	Outstanding	Satisfactory	Met or Not Met
Satisfactory	Satisfactory	Satisfactory or higher	Met or Not Met
Satisfactory	In Need of Imp	<i>Any Rating</i>	Met
Satisfactory	<i>Any Rating</i>	In Need of Imp	Met
In Need of Imp	In Need of Imp	<i>Any Rating</i>	Not Met
In Need of Imp	<i>Any Rating</i>	In Need of Imp	Not Met

Display of the Overall Rating

The school overall rating is included on the first page of the school’s report card. In addition, a graphic display of the rating is included. Below is a sample of the display:



The position of the “egg” gives an indication the relative position of the school within each category and is determined primarily by the value of the school’s Achievement Index. The school in the example above received a rating of Outstanding, with the value school Achievement Index in the lower end of the “Outstanding” range.

Circumstances which may prevent a school from receiving a rating

All schools will receive a report card, however some schools will not receive ratings. Oregon is committed to rating only those schools with sufficient data to guarantee a reliable rating. Schools that do not receive ratings are generally small schools, or newly opened or reconfigured schools. The chart below describes the circumstances when a school will not receive a rating.

Circumstances	Will the school receive a Report Card ?	Will the school receive an Overall Rating ?
A two-year combined total of fewer than 80 test scores in Reading and Math Knowledge and Skills tests.	Yes	No
Fewer than 50 students attending the school in the two most recent school years combined.	Yes	No
Schools without a benchmark grade (3, 4, 5, 6, 7, 8, or 10).	Yes	No
Schools newly opened within the last year.	Yes	No
Schools with a significant population change due to boundary changes.	Yes	No
Schools with a significant population change due to grade level configuration changes.	Yes	No
Schools with less than two years of data.	Yes	No
Schools with only two years of data.	Yes	Yes

Data Suppression and Rounding Rules

Under certain conditions summary data are not reported. The confidentiality data suppression rules are shown below.

Rating Category	Condition	Display
Student Performance Academic Achievement	Percent of students meeting benchmark is either less than 5.0% or greater than 95.0%	Data are either displayed as "<5.0%" or ">95.0%".
Student Performance	Number of students tested in a subject area or an ethnic group is 5 or fewer	Data are suppressed.
SAT	Number tested is 5 or fewer	Performance data are suppressed. Participation will be displayed.

Rounding to the nearest tenth occurs after the each calculation shown on the report card detail sheet.

VII. Student Centered Growth Model

Individual student growth was introduced in the 2008-2009 Report Cards. The Student Centered Growth Model provides students who did not meet standard in the prior school year with a growth target for the current year. This growth target (described in detail below) is a target score for the current year assessment, and that target represents significant progress by the student toward meeting standard. Students who meet their growth target will receive credit in the report card Achievement Index.

Growth Model Inclusion Rules

Growth targets have been calculated in reading and mathematics for eligible students in 2008-09 and 2009-2010.

Students are included in the growth calculations for 2009-2010 if:

- The student meets the requirements for inclusion in school performance calculations for 2009-2010;
- The enrolled grade of the student in 2008-2009 was grade 3, 4, 5, 6, 7, or 8;
- The enrolled grade of the student in 2009-2010 was grade 3, 4, 5, 6, 7, or 8;
- The student had valid online or paper/pencil assessments in 2008-2009 and 2009-2010;
- The test taken 2009-2010 was at most two grades higher than the test taken in 2008-2009; and
- The test taken in 2009-2010 was not at a lower grade level than the test taken in 2008-2009.

Students are included in the growth calculations for 2008-2009 if:

- The student meets the requirements for inclusion in school performance calculations for 2008-2009;
- The enrolled grade of the student in 2007-2008 was grade 3, 4, 5, 6, 7, or 8;
- The enrolled grade of the student in 2008-2009 was grade 3, 4, 5, 6, 7, or 8;
- The student had valid online or paper/pencil assessments in 2007-2008 and 2008-2009;
- The test taken 2008-2009 was at most two grades higher than the test taken in 2007-2008; and
- The test taken in 2008-2009 was not at a lower grade level than the test taken in 2007-2008.

Note that:

- Extended assessments and Spanish reading assessments are not included in growth model calculations.
- Grade 10 students are not provided with growth targets.
- Prior year test scores are used regardless of whether the student was included in Spring membership for that year.
- Prior year test scores are used regardless of the district in which the student was resident.

Further details on the growth model can be found online at:

<http://www.ode.state.or.us/search/page/?id=2495>.

Growth Target Calculations

Growth targets are based on the growth in achievement standard and are set based on the expectation that students achieve proficiency in about three years. The targets are based on the expectation that students not meeting in the prior year must reduce the RIT points they are below standard by a certain percentage. In particular, they are based on a reduction in each student's prior year gap:

$$\text{Gap} = \text{Achievement Standard for prior year test} - \text{Student score on the prior year test}$$

Those students below standard in the prior year are provided with a "growth target" for the current school year. This target is computed as:

$$\text{Target} = \text{Standard for current year test} - (1 - \text{Expected Gap Closure}) * \text{Gap}$$

Since students are expected to meet or exceed this target, if the target is not a whole number we round the target up to the next higher integer. The Expected Gap Closure is the percentage by which the student is expected to reduce their Gap each year. These gap closures vary by subject and are provided in the table below. They are based on the benchmark of the test taken in the current year. For almost all students the grade level of the test is identical to their enrolled grade in spring membership.

Prior Year Test (Test Bench)	Current Year Test (Test Bench)	Expected Gap Closure	
		Reading	Math
3rd (1B)	4th (G4)	7/18 = 38.89%	7/16 = 43.75%
4th (G4)	5th (2B)	7/16 = 43.75%	6/14 = 42.86%
5th (2B)	6th (G6)	4/13 = 30.77%	3/12 = 25.00%
6th (G6)	7th (G7)	5/14 = 35.71%	5/15 = 33.33%
7th (G7)	8th (3B)	4/9 = 44.4%	4/10 = 40.00%

An on-line growth target calculator is available at:

<http://www.ode.state.or.us/wma/policy/accountability/growth/growth-target-calculator.xls>.

How Expected Gap Closures are determined

Expected Gap Closures are based on a "three years to proficiency" model and the principal of proportional growth. We shall illustrate the method that sets the gap closure for third grade reading.

At student at standard in third grade reading has a score of 204, while the standard for sixth grade is 222. The standard at fourth grade is 211, so a student who is exactly at standard should "grow" seven points in fourth grade (from 204 to 211), while the expected "growth" by from third to sixth grade is 18 points (from 204 to 222). Hence a third grade student at standard is expected to show 7/18 (or 38.89%) of their growth toward the sixth grade standard in their third grade year.

Third grade students who are below standard are expected to reach standard by 6th grade, and their growth should be proportional to the growth expected by a student who is exactly at standard each year. That is, a student below standard in 3rd grade reading is expected in fourth grade to close 38.89% of the gap between their third grade score and the 6th grade standard.

Student A, say, whose third grade score is 190 is expected to show 32 points of growth by sixth grade (190 to 222). We expect 7/18ths (or 39%) of this growth to occur in fourth grade. This means we expect a growth of $32 * .3889 = 12.44$ points in fourth grade. This growth is rounded up to 13 points, so the growth target for this student in fourth grade is $190 + 13 = 203$.

This process is equivalent to having students reduce their “Gap” by the Expected Gap Closure. To illustrate this let’s use Student A, who had a gap of 14 points in 3rd grade. The gap must be reduced by $14 * .3889 = 5.44$ points in fourth grade. This gap closure is always rounded up, to 6 points in this case. The student must reduce his/her gap from 14 points to 8 points. Since standard in fourth grade is 211, this student has a target of $211 - 8 = 203$.

The following tables illustrate how the gap closures are determined for reading and mathematics.

Gap Closures for Reading						
Prior Year Grade	Current Year Grade	Target Year for Proficiency	Achievement Standards			Gap Closure
			Prior Year	Current Year	Target Year	
3rd	4th	6th	204	211	222	7/18
4th	5th	7th	211	218	227	7/16
5th	6th	8th	218	222	231	4/13
6th	7th	10th	222	227	236	5/14
7th	8th	10th	227	231	236	4/9

Gap Closures for Mathematics						
Prior Year Grade	Current Year Grade	Target Year for Proficiency	Achievement Standards			Gap Closure
			Prior Year	Current Year	Target Year	
3rd	4th	6th	204	211	222	7/18
4th	5th	7th	211	218	227	7/16
5th	6th	8th	218	222	231	4/13
6th	7th	10th	222	227	236	5/14
7th	8th	10th	227	231	236	4/9

Special Cases

Most students follow the usual pattern of taking tests that advance by one grade-level each year. However, there are about 500 students each year (out of the approximately 200,000 elementary and middle school students with tests in two consecutive years) where a student either repeats a grade-level test from the prior year, or advances two grade levels in a single year.

Schools benefit from student inclusion in the growth model, so the growth model includes in its calculations students who:

- Repeated grade-level test in two consecutive years; or
- The current year test is two grade levels above the prior year test.

The growth target for these students is computed in the same manner as for all other students:

Gap = Achievement Standard for prior year test - Student score on the prior year test

Those students below standard are provided with a “growth target” for the current school year.

This target is computed as:

$$\text{Target} = \text{Standard for current year test} - (1 - \text{Expected Gap Closure}) * \text{Gap}$$

Since students are expected to meet or exceed this target, we round the target up to the next higher integer.

The Expected Gap Closure is the percentage by which the student is expected to reduce their Gap each year. These gap closures vary by subject and are provided in the table below. The only addition for these students the expected gap closure in third grade, for which we use the fourth grade values.

Current Year Test (Test Bench)	Expected Gap Closure	
	Reading	Math
3rd (1B)	7/18 = 38.89%	7/16 = 43.75%
4th (G4)	7/18 = 38.89%	7/16 = 43.75%
5th (2B)	7/16 = 43.75%	6/14 = 42.86%
6th (G6)	4/13 = 30.77%	3/12 = 25.00%
7th (G7)	5/14 = 35.71%	5/15 = 33.33%
8th (3B)	4/9 = 44.4%	4/10 = 40.00%

More information on the growth model can be found at:

<http://www.ode.state.or.us/search/page/?id=2495>.

VIII. Calculating the Achievement Rating

The Achievement Rating is the primary data used in the overall school rating. The data for the achievement rating can be found on page 2 of the detail sheets.

Inclusion Rules for Performance

The Achievement Rating is based on student performance in reading and mathematics on Oregon Statewide Assessments during the two most recent school years, 2008-2009 and 2009-2010. It also utilized the student centered growth model which measures growth in individual student achievement from 2007-2008 to 2008-2009 and from 2008-2009 to 2009-2010.

Student included in school performance calculations include all students with a valid reading or mathematics test in 2008-2009 and 2009-2010 who:

- Are enrolled on the first school day of May and resident at the school, as reported in the third period cumulative ADM collection;
- We enrolled at the school for at least half the school year;
- Took an assessment under standard test administrations conditions;
- Have a valid test;
- Are not an exempted first-year Limited English Proficient student.

The rules for including tests in the calculation of student performance have changed over time.

- For the 2004-2005 school year and beyond, the highest score earned during the school year that a student taking a standard administration of a test at or above the student's enrolled grade is included in the school and district where the student was enrolled for a full academic year in the school of enrollment on the first school day in May.
- The scores of students enrolled in grade 10 who took and passed the test the previous school year or who targeted up and passed the test as an 8th grade student are included using the inclusion rules for the appropriate school year.
- Beginning in 2006-07, a student must meet the achievement/performance standard of the targeted up assessment to be counted as meeting standard for the student's grade.
- Beginning in 2006-07, an eighth grade student who targets up to the 10th grade assessment must take the eighth grade assessment in order to be counted as a participant. Only the eighth grade test score is eligible for inclusion in the accountability reports for the year the test is taken. When the student is reported in the Spring Membership as enrolled in grade 10, scores that meet or exceed the achievement/performance standard for grade 10 from prior years, including target up assessments from 8th grade students, are eligible for inclusion in the report card.

Note that registered home schooled students, private school students, tuitioned students and students attending public or private alternative programs for whom public funds are not expended on the education of the student or did not receive instruction from the district in the state content standards during the 2008-2009 school year are excluded from district and school report card calculations when so identified by the district.

The Achievement Index

A key feature of the Achievement Index is student growth. Individual student growth was first introduced into the report cards for 2008-09, and the achievement index was developed to incorporate this new data.

The Achievement Index is calculated using reading and mathematics assessment results, and students are given weights according to the following table:

Achievement Index Weights		
Performance Level		Weight
Meets or Exceeds	Exceeds	133
	Meets	100
Does Not Meet	Meets Growth	100
	Does Not Meet Growth	0
	Growth Target Not Applicable*	0

*- Includes students in grade 10 or students without a prior year test.

The Achievement Index weights are calculated for each subject and school year and for each student in the following student subgroups:

- **All Students**
- **Economically disadvantaged**
- **Limited English proficient**
- **Students with disabilities**
- **American Indian/Alaskan Native**
- **Black (not of Hispanic origin)**
- **Hispanic**
- Asian/Pacific Islander
- White (not of Hispanic origin)
- Multi-racial/multi-ethnic

A weighted index is calculated by adding the weights for the subgroups in bold above and dividing by the sum of the student counts in each bold subgroup. This average is the Achievement Index for the subject and school year. The reading and mathematics achievement index scores for 2008-2009 and 2009-2010 are averaged to compute the school Achievement Index.

The subgroups in bold above are those subgroups that have an historic achievement gap in the state. By using an average of the All Students subgroup and those subgroups (in bold) that typically score below the state average, the Achievement Index addresses the achievement gap.

Sample Calculation of the Achievement Index

To calculate the achievement index for a subject and school year we create a table that lists the number of students in each category above, disaggregated by the subgroups included on Adequate Yearly Progress (AYP) reports. These tables are shown on page 2 of the detail sheets. A sample is shown below. Note that subgroups with fewer than 6 students will have their data suppressed on the public version of the detail sheets.

2009-2010 Reading						
Subgroup	Meets or Exceeds		Does Not Meet			# Tests
	Exceeds	Meets	Meets Growth Target?			
			Yes	No	NA	
All Students	92	122	13	25	8	260
Economically Disadvantaged	30	56	11	18	3	118
Limited English Proficient	6	22	10	10	1	49
Students with Disabilities	11	14	2	10	1	38
American Indian/Alaskan Native	0	0	0	0	0	0
Black (not of Hispanic origin)	1	2	3	3	1	10
Hispanic	4	23	6	9	2	44
Asian/Pacific Islander	11	10	1	1	0	23
White (not of Hispanic origin)	67	71	2	11	5	155
Multi-Racial/Multi-Ethnic	9	16	1	2	0	28
Column Totals (excluding White, Asian/PI and Multi)	144	239	45	75	16	519

Weights are then applied to the column totals at the bottom of the last page:

Achievement Index			
Performance Level	Weight	Column Totals	Weighted Counts
Exceeds	133	144	19,152
Meets	100	239	23,900
Meets Growth	100	45	4,500
Does Not Meet Growth	0	75	0
Growth Target not Applicable	0	16	0
Totals		519	47,552
Achievement Index		47,552 / 519 = 91.6	

The achievement index is calculated for 2008-2009 and 2009-2010 for both math and reading. These are combined into a school achievement index as follows:

$$\text{Reading Index} = (\text{2008-2009 Reading Index} + \text{2009-2010 Reading Index}) / 2$$

$$\text{Math Index} = (\text{2008-2009 Math Index} + \text{2009-2010 Math Index}) / 2$$

$$\text{School Achievement Index} = (\text{Reading Index} + \text{Math Index}) / 2$$

Note: Results are rounded to one decimal after each division.

Achievement Index Rating

School Achievement Index Scores will be calculated and compared to the index score ranges below to determine the Achievement Index rating. High school achievement ratings can be affected by Improvement, as detailed in the next section.

Achievement Index Ratings		
Rating	Elementary and Middle Schools	High Schools (can be modified by the Improvement Index)
Outstanding	90.0 or higher	80.0 or higher
Satisfactory	60.0 to 89.9	50.0 to 79.9
In Need of Improvement	Less than 60.0	Less than 50.0

IX. Improvement Rating (High Schools only)

The growth model applies only to grades 3-8. To account for growth in high school we compare average student performance in 2008-2009 to performance in 2009-2010. Schools with significant improvement will have their Achievement rating increase by one level.

Calculating the Improvement Index

Improvement will be based on the two-year change in the Performance Index for the high school. The Performance Index assigns weights to students based on their performance level. The weights are 133 for Exceeds, 100 for Meets, 67 for Nearly Meets, 33 for Low and 0 for Very Low.

For each school year and subject we calculate a Performance Index using the total number of students at each performance level at the school. We multiply the number of students at each proficiency level by the appropriate weight, sum the result and then divide by the number of tested students at the school. An example is shown below.

Performance Index Weights			
Performance Level	Weights	# Students	Weighted
Exceeds	133	46	6,188
Meets	100	107	10,700
Nearly Meets	67	45	3,015
Low	33	22	726
Very Low	0	8	0
Totals		228	20,559
Index		20,559 / 228 = 90.2	

Combined reading and math performance indexes are calculated for 2007-2008 and 2008-2009.

$$2008-2009 \text{ Performance Index} = (\text{Reading } 2008-2009 + \text{Math } 2008-2009) / 2$$

$$2009-2010 \text{ Performance Index} = (\text{Reading } 2009-2010 + \text{Math } 2009-2010) / 2$$

The Improvement Index is the change in the Performance Index from 2007-2008 to 2008-2009.

$$\text{Improvement Index} = 2009-2010 \text{ Performance Index} - 2008-2009 \text{ Performance Index}$$

Note: Results are rounded to one decimal after each division.

Improvement Index Rating

The schools' Improvement Index will be calculated and compared to the index score ranges below to determine the Improvement rating.

Improvement Rating	
Rating	High Schools Only
Improved	5.0 or higher
Not Improved	Less than 5.0

The Improvement rating can modify the school's achievement rating. High schools that have an "Improved" rating can have their achievement rating raised by one category. This is illustrated in the table below.

Achievement Rating, adjusted for Improvement Rating		
Preliminary Achievement Rating	Final Achievement Rating	
	Not Improved	Improved
Outstanding	Outstanding	Outstanding
Satisfactory	Satisfactory	Outstanding
In Need of Improvement	In Need of Improvement	Satisfactory

If the Achievement rating has been adjusted due to improvement, the adjusted achievement rating will be reported on page 2 of the report card detail sheets, together with a note explaining the adjustment.

X. Calculating the Attendance Rating

Attendance will be based on attendance rates in grades 1-12 for the 2008-2009 and 2009-2010 school years. Schools rated on attendance are:

- Elementary and Middle Schools
- High Schools and schools with Grade that lack two years of graduation data, but have two years of attendance data.
- High Schools with a combined total of graduates and dropouts for 2007-2008 and 2008-2009 of less than 20.

Definition of Attendance Rate

The attendance rate is the average percentage of enrolled students attending school each day. An attendance rate of 100% means that every enrolled student attended school every day. Because there is a normal rate of illness and other incidents, it is reasonable for schools to have attendance rates less than 100%.

Attendance rates include absences that are excused and unexcused. When a student is not at school (unless withdrawn) the student is counted as absent, whether the absence is excused or not. Out-of-school suspensions are included as absences. Attendance is defined using the standard definitions published by the Oregon Department of Education.

The attendance rate for a school year calculates using total numbers of days present and days absent.

- Total Days Present: The sum of the number of students in grades 1-12 present in the school each day, across all the days in the reporting period.
- Total Days Absent: the sum of the number of students in grades 1-12 absent in the school each day, across all the days in the reporting period.

The reporting period for 2008-2009 was all days in the school year. The reporting period for 2009-2010 is the first day of school through the first school day in May.

To calculate the attendance rate we divide day present by days present plus days absent, and multiply the result by 100.

$$\text{Attendance Rate} = 100 * \text{Total Days Present} / (\text{Total Days Present} + \text{Total Days Absent})$$

The attendance rating will be based on the average of attendance rates in grades 1-12 for the two most recent years:

$$\text{Attendance Rate} = (2008-2009 \text{ Attendance Rate} + 2009-2010 \text{ Attendance Rate}) / 2$$

Note:

- All attendance rates are rounded to one decimal place after each division.
- Attendance rates are not mitigated either by excused or unexcused absences. More information on student attendance is included in the Student Personnel Accounting Manual which can be found at https://district.ode.state.or.us/apps/info/docs/Student_Accounting_Manual_2008-09.doc.

Attendance Rating

Schools receive an attendance rating based on their combined attendance, as shown below:

Attendance Rating	
Rating	Attendance Rate
Outstanding	92.0 or higher
Satisfactory	89.0 to 91.9
In Need of Improvement	Less than 89.0

Attendance rates of less than 92.0 may lower the school's overall rating, as explained in section XIII.

XI. Calculating the Graduation Rating

Graduation will be based on graduation rates for the 2007-2008 and 2008-2009 school years. Schools are rated on graduation if they are a high school with:

- Graduation rates for both 2007-2008 and 2008-2009; and
- A combined total of at least 20 dropouts and graduates in 2007-2008 and 2008-2009.

The graduation rate for a school year is calculated dividing the number of graduates by the number of graduates plus dropouts, and multiplying the result by 100. This graduation rate is called the NCES (National Center for Education Statistics) Graduation rate.

The graduation rating on the 2010-2011 Report Cards will utilize the new cohort graduation rate. The 2008-2009 four-year cohort graduation rate is included in the detail sheets for information only. For more information on the cohort graduation rate, see <http://www.ode.state.or.us/search/page/?id=2644>.

Definition of Dropout

A dropout is defined by Oregon Revised Statute ORS 339.505. This definition of dropout is consistent with the definition used by the NCES and is calculated following the regular definitions published by the Oregon Department of Education.

The dropout rate is calculated annually. Final dropout figures are not available until after December of each year because schools must confirm that a student has not re-enrolled in school.

A dropout is a student who withdrew from school and did not graduate. Dropouts do not include students who:

- Transferred to another school that leads to graduation;
- Moved, and enrollment is verified by contact with the student's new school;
- Received a high school diploma issued by a school district;
- Received a modified diploma based on completion of an IEP;
- Received home instruction paid for by the district;
- Temporarily absent because of suspension, long-term illness, or family emergency;
- Enrolled in an approved, district-sponsored alternative education program;
- Enrolled in a foreign exchange program;
- Moved out of the United States and enrollment status is unknown;
- Enrolled in an adult high school diploma program sponsored by the district;
- In protective custody and the location of the student is not legally available;
- Placed in a corrections facility, substance abuse facility, or mental health facility, or a CSD;
- Certified shelter care program, or legally deported;
- Deceased;
- Withdrew to be taught at home by a parent or private tutor and registered with the Education Service District (ESD);
- Received an adult high school diploma at a community college; or
- Received a GED certificate.

For more information which students are considered dropouts and to view annual statewide reports on dropouts, see <http://www.ode.state.or.us/search/page/?id=1>.

Definition of Graduate

A graduate is defined by Oregon Revised Statute ORS 339.505. This definition of graduate is consistent with the definition used by the National Center for Education Statistics and is calculated following the regular definitions published by the Oregon Department of Education.

The graduation rate is calculated annually, and is based on the High School Completers Data Collection, which is due in the fall after the end of the school year. Final graduation figures are not available until after December of each year, and so graduation rates lag by one year on both AYP and the report card.

A graduate is a student who has received a high school diploma issued by a school district or public charter school, an Adult High School Diploma issued by an authorized community college, or a modified diploma. A regular diploma is a diploma received by a student who has fulfilled all state diploma requirements as described in ORS 581-022-1130, and who has satisfied all local requirements of the school district or public charter school.

For more information which students are considered graduates and to view annual statewide reports on graduation, see <http://www.ode.state.or.us/search/page/?id=471>.

Definition of the NCES Graduation Rate

To calculate the NCES graduation rate we divide the regular diplomas by the number of regular diplomas plus dropouts and multiply the result by 100.

$$\text{NCES Graduation Rate} = 100 * \text{Regular Diplomas} / (\text{Regular Diplomas} + \text{Dropouts})$$

The graduation rating will be based on the average of graduation rates for the two most recent school years:

$$\text{Graduation Rate} = (\text{2007-2008 NCES Rate} + \text{2008-2009 NCES Rate}) / 2$$

Note: All graduation rates are rounded to one decimal place after each division.

Graduation Rating

Schools receive a graduation rating based on their combined graduation rate, as shown below:

Graduation Rating	
Rating	Graduation Rate
Outstanding	68.1 or higher
Satisfactory	60.0 to 68.1
In Need of Improvement	Less than 60.0

A graduation rate of less than 68.1 may lower the school's overall rating, as explained in section XIII.

XII. Calculating the Participation Rating

It is important that schools include all students in the statewide assessment system. As the number of participating students increases the accuracy of the depiction of the school performance also increases. If a school selects only a portion of the student body for assessments, the scores cannot be depended upon to represent all students. Valid comparisons of the school, whether to itself over time or to others schools for the current year, require that a representative group of students is included in the assessment data.

The participation rate for the 2009–2010 report cards include all students enrolled in a school or district on the first school day in May except those students who had a medical emergency during the testing window, or were not enrolled at the current school during the testing window. The rate excludes students attending public or private alternative programs for whom public funds are NOT expended on the education of the student, or students who did not receive instruction from the district in the state content standards in 2009-2010. Those not required to test include private school students, tuitioned students, and registered home school students. Students who tested but were not required to be tested are excluded when so identified by the district.

Non-participants are students enrolled on the first school day in May who were enrolled during a test window and were not tested. This includes answer sheets coded as “absent,” students who refuse to participate, and students whose parents refused to have their students tested. Students with “special codes” in Writing (e.g. “too long,” “too short,” “off topic”) are included as nonparticipants.

For 2009-2010, the expected tests for students enrolled during a test window were the following:

- Reading/Literature grades 3, 4, 5, 6, 7, 8, and 10;
- Mathematics Knowledge and Skills grades 3, 4, 5, 6, 7, 8, and 10;
- Writing grades 4, 7, and 10; and
- Science grades 5, 8, and 10.

The inclusion of science in the participation rate is new for 2009-2010. Participation in prior years was based only on reading, mathematics, and writing.

Definition of Participation Rate for Report Card

The participation rate reflects the proportion of students eligible to participate in the reading, mathematics, writing, and science Oregon Statewide Assessments who actually received scores. For the purposes of the school report card system, the participation rate is defined as follows:

This definition reflects the percentage of students who should have participated in assessments but did not participate. Schools receive an *In Need of Improvement* participation rating if more than 5.5% of expected tests from students enrolled on the first school day in May are nonparticipants.

Participation Rating

The school participation rating will be based on the percentage of eligible students participating in Statewide Assessments in reading, mathematics, writing, and science. Each school will receive a participation rating reflecting its participation rate as shown in the table below. This rating may limit the overall rating for the school.

Participation Rating	
Rating	Participation Rate
Outstanding	94.5% or higher
In Need of Improvement	Less than 94.5%

A participation rate of less than 94.5 may lower the school's overall rating, as explained in section XIII.

Participation Inclusion Rules

The specifics of student participation for the 2009-2010 report card are shown. The rule that counts "parent non-consent" as a non-participant went into effect with the 2008-2009 report cards.

Testing Conditions	Participation Formula
	2009-2010 Report Card
Standard assessments (with or without accommodations)	Included
Targeted up (8th grade students must take the 8th grade test to be counted as participants in 07-08)	Included
Targeted down	Included as non-participant
Extended assessments	Included
Modified assessments	Included as non-participant
Parent Non-consent	Included as non-participant
Student Non-consent/No attempt	Included as non-participant
Exempted First Year Limited English Proficient*	Included
Non-completers	Included
Absent due to medical emergency	Not included
Students enrolled on the first school day in May enrolled during a test window but not tested	Included as non-participant

* -- Limited English Proficient (LEP) students who enrolled in a U.S. school for the first time after May 1, 2009 were not required to take the state assessments in reading and writing in 2009-2010. However, these first year LEP students are counted as participants in reading or writing tests only if reported as taking the state's English Language Proficiency Assessment during the 2009-2010 school year. First year LEP students are required to take state assessments in mathematics and science.

XIII. Calculating the Overall Rating

Formula Description

The Overall rating will be based on the

- Achievement Rating: Student performance and growth on statewide assessments in reading and math for 2008-2009 and 2009-2010.
- Improvement Rating: Change in performance on statewide assessments during the two most recent school years. This applies to high schools only.
- Attendance/Graduation Rating: Attendance or graduation rates during the two most recent school years.
- Participation Rating: Participation in reading, mathematics, writing, and science assessments during the most recent school year, 2009-2010.
- 2009-2010 Adequate Yearly Progress (AYP) rating

The primary basis of the Overall rating will be the Achievement Rating. Participation rates and attendance or graduation rates that do not meet minimum requirements may lower the school's overall rating.

Effect of Attendance, Graduation, Participation and AYP

These additional indicators serve as limiters to the school's overall rating. Schools that do not meet the targets for participation (94.5%), attendance (92.0%), or graduation (68.1%) may have an overall rating that is lower than their Achievement rating. Their effect of these additional indicators is described below:

Additional Indicator	Limit to the Overall Rating		
	No Limit	No higher than Satisfactory	In Need of Improvement
Participation	At least 94.5		Less than 94.5
Attendance	At least 92.0	89.0 to 91.9	Less than 89.0
Graduation	At least 68.1	60.0 to 68.0	Less than 60.0

Schools that met AYP in 2009-2010 will receive an overall rating of no lower than Satisfactory. In particular, schools that would have otherwise received a rating of "In Need of Improvement" will have their overall rating raised to Satisfactory.

Calculating the Overall Rating

The Overall Rating can be computed by either of the two methods listed below.

Method 1

The Overall rating can be computed through the three-step process outlined below.

Step 1: Compute the Achievement, Improvement, Attendance, Graduation, and Participation Ratings, as applicable.

Step 2: The Overall rating is calculated as the lowest of the Achievement, Attendance/Graduation, and Participation ratings.

Step 3: If the school's 2008-09 AYP rating is "Met" and the provisional overall rating is In Need of Improvement then the overall rating for the school is raised to Satisfactory.

Method 2

The Overall rating can be determined using the table below.

Overall Rating	Achievement Rating	Lower of the Attendance/Graduation and Participation Ratings	2009-2010 AYP Rating
Outstanding	Outstanding	Outstanding	Met or Not Met
Satisfactory	Outstanding	Satisfactory	Met or Not Met
Satisfactory	Satisfactory	Satisfactory or higher	Met or Not Met
Satisfactory	In Need of Imp	<i>Any Rating</i>	Met
Satisfactory	<i>Any Rating</i>	In Need of Imp	Met
In Need of Imp	In Need of Imp	<i>Any Rating</i>	Not Met
In Need of Imp	<i>Any Rating</i>	In Need of Imp	Not Met

XIV. Resources and Background Materials

There are many Oregon School Report Card resources available. Most of these can be accessed at <http://www.ode.state.or.us/search/page/?id=1786>. There are also many links to other resources at the ODE website.

- The ODE report card website contains all past editions of school and district report cards <http://www.ode.state.or.us/data/reportcard/reports.aspx>
- The 1999 Legislation that created the Oregon School Report Card <http://www.leg.state.or.us/99reg/measures/sb1300.dir/sb1329.en.html>
- The Oregon Administrative Rules that describe the report card ratings http://arcweb.sos.state.or.us/rules/OARS_500/OAR_581/581_022.html
- A communications toolkit prepared by OSBA for districts and schools http://www.osba.org/Resources/Article/Improving_Education/Report_card_toolkit.aspx
- How to Read the Oregon School and District Report Cards <http://www.ode.state.or.us/search/page/?id=661>
- Information on the Oregon Statewide Assessments <http://www.ode.state.or.us/search/results/?id=169>
- NCLB Non-Regulatory Guidance on School, District, and State Report Cards <http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>

