



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

ACCOUNTABILITY
DETAILS POLICY AND
TECHNICAL MANUAL

2021-22

TABLE OF CONTENTS

| | |
|--|----|
| Updates & Changes..... | 3 |
| Staff Responsibilities & Contact List | 6 |
| Introduction | 7 |
| Purpose of the Accountability Detail Sheets | 7 |
| Accountability Overview | 7 |
| Indicators and Level Cuts | 8 |
| Indicators by School Type | 8 |
| Accountability Student Groups..... | 9 |
| Level Ratings | 9 |
| Level Cuts for the Indicators | 10 |
| Level 1 Override Cuts by Student Group | 10 |
| Comprehensive And Targeted Identification Rules | 11 |
| Comprehensive Support and Improvement (CSI) IDentification | 11 |
| Targeted Support and Improvement (TSI) Identification | 12 |
| New Schools..... | 12 |
| Review of Previously Identified Schools | 12 |
| Accountability Indicators | 14 |
| Assessment Academic Achievement | 14 |
| Assessment Average Gap Score Change..... | 17 |
| Regular Attenders | 20 |
| On-Track to English Language Proficiency (ELP)..... | 22 |
| 9 th Grade on-Track | 25 |
| Four-Year Graduation | 27 |
| Five-Year Completers..... | 29 |
| Institution Used for Accountability Reporting..... | 32 |

UPDATES & CHANGES

Updated August 11, 2022

2021-22 Accountability Addendum

In response to the COVID-19 pandemic the U.S. Department of Education suspended the requirement for states to identify schools for Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement under the Every Student Succeeds Act (ESSA) from 2019-20 to 2020-21. After two years of suspension, states are required to restart their accountability systems and resume identifying schools for support in fall 2022. In an effort to help states restart their accountability systems the U.S. Department of Education offered the opportunity for states to apply for short-term, one-year changes to their accountability systems, school identification, and reporting through an addendum.

For more information about the 2021-22 Accountability Addendum's requirements and available flexibilities, see the [frequently asked questions](#) document from the U.S. Department of Education.

The below describes the changes to Oregon's accountability system for 2021-22 made through the [Accountability Addendum](#) and the subsequent updates to the Accountability Detail Sheet reports.

Growth Replacement

Individual Student Growth, the academic growth indicator typically used in Oregon's accountability system, was significantly impacted by the COVID-19 pandemic and cannot be calculated in 2021-22. However, including a measure of academic growth is a federal requirement for state accountability systems. In order to meet that requirement the Oregon Department of Education (ODE) replaced Individual Student Growth with the change in English Language Arts (ELA) and Math average test scores from 2018-19 to 2021-22.

See the [Assessment Average Gap Score Change section](#) for more information.

Years of Data Available for Indicators

Prior to the COVID-19 pandemic and the suspension of accountability determinations, Oregon's accountability system relied on three consecutive years of data for its indicators. The COVID-19 pandemic impacted the years of data available for most of the included indicators. For 2021-22, the years of data available vary by indicator. The 4-Year Graduation and 5-Year Completer data were not impacted and will still use three consecutive years of data. All other indicators use data from the 2018-19 and 2021-22 school years.

| Indicator | Years of Data Used |
|--|---|
| Regular Attenders | 2021-22, 2018-19 |
| ELA Achievement | 2021-22, 2018-19 |
| ELA Average Score Change | 2021-22, 2018-19 |
| ELA Participation | 2021-22, 2018-19 |
| Math Achievement | 2021-22, 2018-19 |
| Math Average Score Change | 2021-22, 2018-19 |
| Math Participation | 2021-22, 2018-19 |
| On-Track to English Language Proficiency | 2021-22, 2018-19 |
| 9 th Grade On-Track | 2021-22, 2018-19 |
| 4-Year Graduation | 2020-21, 2019-20, 2018-19 (graduation year) |
| 5-Year Completers | 2020-21, 2019-20, 2018-19 (completion year) |

Year Student Group Rated On

Prior to the COVID-19 pandemic, the accountability system assigned level ratings for each indicator based on the higher of the current year value or the three-year average. This meant that for some schools, an indicator was evaluated using the current year rate. While in other schools, the indicator was evaluated using the three-year average.

During the review of Oregon’s Accountability Addendum, the U.S. Department of Education clarified that state accountability system must uniformly evaluate the same set of data for all schools.

Starting with the 2021-22 accountability system, all student groups will be evaluated on the multi-year average for all indicators. Except for the ELA and Math Average Score Change, which measures the average change in score between 2018-19 and 2021-22 for all student groups.

Targeted and Comprehensive Support Identification

Identification of schools as TSI or CSI will resume as normal. Prior to the COVID-19 pandemic schools were identified as TSI each year while schools were only identified as CSI every three years.

Level 1 Override Cuts by Student Group

Starting with the 2021-22 accountability system, Level 1 Override Cuts will only apply to the Students with Disabilities and English Learners student groups.

See [the Level 1 Override Cuts by Student Group](#) section for more information.

Review of School Identifications

Schools previously identified as CSI or TSI may be eligible to exit that status if they are not identified for support again in 2021-22. ODE's District and School Effectiveness Team will review previously identified schools to determine these school's improvement status for 2022-23.

On the Accountability Detail Sheets, previously identified schools will show "Under Review" for the 2021-22 Suggested Level of Support until a final determination is made.

STAFF RESPONSIBILITIES & CONTACT LIST

Oregon Department of Education Staff

| Topic | Name | E-mail Address |
|--|----------------|--|
| General Questions | Elyse Bean | Elyse.Bean@ode.oregon.gov |
| ESSA Supports | Jon Wiens | Jon.Wiens@ode.oregon.gov |
| Assessment Achievement & Participation | Cindy Barrick | Cindy.Barrick@ode.oregon.gov |
| Assessment Average Gap Score Change | Jon Wiens | Jon.Wiens@ode.oregon.gov |
| Regular Attenders | Paul Skomsvold | Paul.Skomsvold@ode.oregon.gov |
| On-Track to English Language Proficiency | Josh Rew | Josh.Rew@ode.oregon.gov |
| 9 th Grade On-Track | Paul Skomsvold | Paul.Skomsvold@ode.oregon.gov |
| Graduation & Completers | Paul Skomsvold | Paul.Skomsvold@ode.oregon.gov |

Regional ESD Partners

The Regional Education Service District (ESD) Partners are your contacts for collection and accountability support.

| Name | E-mail Address | Phone Number |
|-------------------|--|----------------------|
| Karen Brown Smith | Karen.Brown@imesd.k12.or.us | 1-800-706-4447 x3124 |
| Peter Campbell | Peter.Campbell@imesd.k12.or.us | 1-800-706-4447 x3203 |

INTRODUCTION

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon on or before December 15 of each year. Per Oregon Revised Statutes (ORS) [329.105](#) and [329.115](#), report cards must contain data from the most recent school year (if available) and meet the requirements of state and federal laws.

The first major redesign was in 2002 to meet the requirements of the No Child Left Behind (NCLB) Act. In 2012, a revision accompanied the approval of Oregon's Elementary and Secondary Education Act (ESEA) Waiver, which allowed the state to implement a new accountability system for schools. The Every Student Succeeds Act (ESSA) replaced NCLB in 2015, and required all states to develop a plan for improving education. [Oregon's Consolidated State Plan under ESSA](#) thus established the current accountability system.

The Accountability Detail Sheets and the At-A-Glance School and District Profiles, serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. The Accountability Detail Sheets are published each year alongside the At-A-Glance School and District Profiles. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise ODE's larger reporting system as required by the Oregon State Legislature and ESSA.

The Accountability Detail Sheets report data on school and district performance, improvement, and identify suggested levels of support for schools under ESSA. The At-A-Glance School and District Profiles are a less technical overview for parents and community members.

PURPOSE OF THE ACCOUNTABILITY DETAIL SHEETS

The Accountability Detail Sheets provide an annual snapshot of school and district performance, improvement, and each school's identified level of support (not identified, TSI, or CSI). There are no summative school ratings.

ACCOUNTABILITY OVERVIEW

The accountability system aims to provide an understanding of what is working well and where outcomes may be improved for students across public schools in Oregon. Oregon's accountability system:

- Measures the Success of a School and District Beyond a Test Score

- The data used in the accountability system includes Regular Attenders, 9th Grade On-Track, English Learner Progress towards Proficiency and the 5-Year Completion Rate.
- Recognizes Individual Schools as a Part of a District System
 - View districts as the hub for improving systems that are not working for students, since districts are aware of local context and have a greater understanding of local student assets and needs. Districts, with support from ODE, lead, support and monitor their efforts to improve student outcomes in schools.
- Focuses Resources Equitably
 - Oregon’s State Plan calls for making necessary investments where they are needed most by jointly putting our federal, state, and local resources with each student to help them succeed. ODE supports districts to align and combine improvement supports and resources.
- Differentiates Supports
 - ODE and district leaders work together to review local data and develop improvement plans that take into account the assets and values of the communities they serve.

Levels of support are meaningfully differentiated for schools through accountability indicators. For information on the progress that partnership districts and ODE are making to improve student outcomes, please see [Continuous Improvement Process and Planning](#) webpage.

INDICATORS AND LEVEL CUTS

INDICATORS BY SCHOOL TYPE

The 2021-22 Accountability Detail Sheets include data on the following indicators. The indicators included vary by school type. See the [Accountability Indicators](#) section for more information about each indicator.

Indicator data are calculated for the school as a whole and for each of the accountability student groups in the school.

| Indicator | Elementary and Middle Schools | Combined Schools (e.g., K-12, 7-12) | High Schools |
|--|-------------------------------|-------------------------------------|--------------|
| Regular Attenders | Included | Included | Included |
| ELA Achievement | Included | Included | Included |
| Math Achievement | Included | Included | Included |
| ELA Average Score Change | Included | Included | Not Used |
| Math Average Score Change | Included | Included | Not Used |
| On-Track to English Language Proficiency | Included | Included | Included |

| Indicator | Elementary and Middle Schools | Combined Schools (e.g., K-12, 7-12) | High Schools |
|--------------------------------|-------------------------------|-------------------------------------|--------------|
| 9 th Grade On Track | Not Used | Included | Included |
| 4-year Graduation | Not Used | Included | Included |
| 5-year Completers | Not Used | Included | Included |

ACCOUNTABILITY STUDENT GROUPS

Student groups are assigned level ratings for each indicator, provided that the group meets the minimum n-size of 20.

The student groups included in the accountability system are:

- All Students
- Economically Disadvantaged
- English Learners
- Students with Disabilities
- Underserved Race/Ethnicity (student group comprised of American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Black/African American, Hispanic/Latino students)
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- Black/African American
- Hispanic/Latino
- Asian
- White
- Multi-racial

LEVEL RATINGS

Levels are set according to the following methodology.

| Level | Description |
|---------|--|
| Level 5 | State Long Term Goal |
| Level 4 | Half way to the Long Term Goal |
| Level 3 | The 2016-2017 state average (the baseline) |
| Level 2 | The 10 th percentile of schools |
| Level 1 | Below the 10 th percentile |

LEVEL CUTS FOR THE INDICATORS

The following table displays the cuts for Levels 1 through 5 for each indicator in the Accountability Detail Sheets. These cuts are applied to every student group that meets the minimum n-size threshold of 20 students.

| Indicator | Grades Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|--|-------------|---------|---------|---------|---------|---------|
| Regular Attenders | K-5 | 93 | 89 | 85 | 65 | <65 |
| Regular Attenders | 6-8 | 93 | 88 | 83 | 63 | <63 |
| Regular Attenders | 9-10 | 93 | 86 | 78 | 48 | <48 |
| ELA Achievement | 3-8,11 | 80 | 67 | 54 | 25 | <25 |
| Math Achievement | 3-8,11 | 80 | 62 | 43 | 13 | <13 |
| ELA Average Gap Score Change | 3-8 | 5 | -7 | -19 | -42 | <-42 |
| Math Average Gap Score Change | 3-8 | 4 | -11 | -24 | -49 | <-49 |
| On-Track to English Language Proficiency | K-12 | 80 | 68 | 56 | 26 | <26 |
| 9th Grade On-Track | 9 | 95 | 90 | 84 | 66 | <66 |
| Four-year Graduation Rate | 9-12 | 90 | 82 | 74 | 67 | <67 |
| Five-year Completers Rate | 9-12 | 97 | 90 | 82 | 74 | <74 |

For most indicators, Level 1 and Level 2 are set using the current year's data. Four-Year Graduation Level 2 cut is set at 67% under requirements from ESSA.

LEVEL 1 OVERRIDE CUTS BY STUDENT GROUP

The accountability system has a process whereby some individual student groups are not assigned Level 1 unless the student group is below the **15th percentile** of performance **for that student group**. This rule applies to the Students with Disabilities and English Learner student groups. If these student groups do not meet the Level 2 cut in the table above, but meet the thresholds in the following table, then that group is assigned "Level 2*".

These overrides do not apply to ELA and Math Average Score Change, nor to the English Learners On-Track indicator.

| Indicator | English Learner | Students with Disabilities |
|------------------------|-----------------|----------------------------|
| K-5 Regular Attenders | 62 | 60 |
| 6-8 Regular Attenders | 59 | 56 |
| 9-10 Regular Attenders | 45 | 49 |
| ELA Achievement | 12 | 8 |

| Indicator | English Learner | Students with Disabilities |
|----------------------|-----------------|----------------------------|
| Math Achievement | 6 | 4 |
| 9th Grade On-Track | 55 | 62 |
| Four-year Graduation | 57 | 56 |
| Five-year Completers | 64 | 66 |

COMPREHENSIVE AND TARGETED IDENTIFICATION RULES

The 2021-22 Accountability Details Sheets use the same underlying rules for school identification that were first implemented in 2017-18 under Oregon’s State Plan. With the exception that the individual student growth indicator was replaced with the ELA and Math average score change and that all student groups will be evaluated using a multi-year average.

The 2017-18, 2018-19, and 2021-22 identifications all appear on the Accountability Detail Sheets. Schools previously identified for support in 2017-18 or 2018-19 are eligible for review by ODE’s District and School Effectiveness Team. On the Accountability Detail Sheets, previously identified schools will show “Under Review” for the 2021-22 Suggested Level of Support until a final determination is made. See the [Review of Previously Identified Schools](#) section for more information.

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) IDENTIFICATION

Identification for CSI is based on the level ratings received in the 2021-22 school year by the ‘All Students’ group on the accountability indicators included for the school. CSI schools are identified every three years. New CSI schools will be identified in the 2021-22 school year.

The rules for CSI identification are as follows:

- If the All Students group is rated on fewer than five Indicators, then no determination is made.
- If the school is rated on at least five Indicators, and the school is a combined or high school, then graduation and completion rates are evaluated:
 - If the school is a regular or charter school, and the four-year graduation rate for the All Students group is Level 1, then the school is identified as CSI.
 - If the school is an alternative school (which does not include charter schools), and the five-year completers rate for the All Students group is Level 1, then the school is identified as CSI.
 - The above two rules apply to all schools, regardless of whether or not they receive federal Title I funds.

- If the school receives federal Title I funds, and the All Students group is rated on at least five Indicators, and 50% or more of those rated Indicators are Level 1, then the school is identified as CSI.
- If neither of the above two conditions are met, the school is not identified as CSI.

TARGETED SUPPORT AND IMPROVEMENT (TSI) IDENTIFICATION

Identification for TSI is based on the level ratings received in the 2021-22 school year for the student groups other than the All Students group. Each student group is considered independently for identification. Schools are identified for TSI if at least one student group is identified by the rules below. TSI schools are identified every year the accountability system runs.

The rules for identification of a student group for TSI are as follows:

- No determination is made if the student group is rated on fewer than five Indicators.
- If the student group is rated on at least five Indicators, and 50% or more of those rated Indicators are Level 1, then the student group is identified as TSI.
- If the student group is rated on at least five Indicators, but less than 50% of the rated Indicators are Level 1, then the student group is not identified as TSI.

Schools are identified for TSI if at least one student group is identified as Targeted and the school was not identified for CSI in 2021-22.

SPECIAL RULE FOR THE UNDERSERVED RACE/ETHNICITY STUDENT GROUP

The Underserved Race/Ethnicity student group is not eligible for TSI identification if any of the four component groups (American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islanders) are rated on five or more indicators.

NEW SCHOOLS

Schools that first opened July 1, 2021 for the 2021-22 school year or schools that applied for and received new school status are not eligible to be identified as TSI or CSI or for individual student groups to be assigned a level rating.

REVIEW OF PREVIOUSLY IDENTIFIED SCHOOLS

If a school was previously identified as CSI or TSI but is not identified in the Fall of 2022, the school may then be eligible to exit that status. These schools will enter a review process with ODE's [District and School Effectiveness Team](#) to evaluate improvement efforts to date.

Schools previously identified as TSI may have their support status elevated to CSI if the school was again identified as TSI in Fall 2022 and ODE’s District and School Effectiveness Team’s review of the school finds additional support is needed.

On the Accountability Detail Sheets, previously identified schools will show “Under Review” for the 2021-22 Suggested Level of Support until a final determination is made.

For more information about the review and exit process, contact [Tim Boyd](#) or ODE’s [School Improvement team](#).

ACCOUNTABILITY INDICATORS

ASSESSMENT ACADEMIC ACHIEVEMENT

OVERVIEW

The Academic Achievement indicator appears on the Accountability Details Report by subject (i.e., English Language Arts and Mathematics) and student group. It refers to the percentage of students who meet the [achievement standard](#) (level 3 or 4) for the respective subject in grades 3 through 8 and 11. The percentage proficient is adjusted, as described below, based on a requirement in the federal Every Student Succeeds Act (ESSA).

INCLUSION RULES

The Academic Achievement indicator includes the following students:

- Students who are enrolled at the school on the first school day in May.
- Students who are enrolled in testing grades 3 through 8 and 11.
- Students who are enrolled for a full academic year (FAY)¹.
- Students who have a valid test².
- Students who are not first-year English learners.

CALCULATION

Per Sec. 1111 (c)(4)(E)(ii)(I-II) of the Every Student Succeeds Act (ESSA), the denominator for the Academic Achievement indicator must be the greater of 95 percent of all students enrolled on the first school day in May for a full academic year, or the total number of students participating in the assessment. This denominator is the ESSA 95% Performance Denominator.

The ESSA 95% Performance Denominator consists of the following calculations:

- 1) FAY 100% denominator is the total number of students with all of the following:
 - Enrollment on the first school day in May
 - FAY enrollment
 - RC School Participation Flag is Y
 - Test administration code is blank, 0, 1, 3, 5, 7, or X
 - Not first-year English learners
- 2) FAY 95% denominator is the FAY 100% denominator \times 0.945 (with rounding up to the nearest integer).
- 3) Legacy denominator is the total number of students who meet the inclusion rules.
- 4) ESSA 95% Performance Denominator is the greater of the FAY 95% denominator or the legacy denominator.

¹ FAY means enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May.

² A valid test is a completed or partial test from either the regular assessment (where a student responds to at least five computer adaptive items or one performance task item) or the extended assessment.

The numerator is the total number of students who meet the inclusion rules and meet the achievement standard (level 3 or 4). The Academic Achievement percent is $(\text{Numerator} \div \text{ESSA Denominator}) \times 100$.

See the [Assessment Inclusion Rules for Accountability Reporting](#) manual for complete details.

EXAMPLE

Suppose a school has 100 students meeting the inclusion rules. Among the 100 students, 80 participated in the mathematics assessment, and 40 of the participants met the mathematics achievement standard. The numerator is 40, and the legacy denominator is 80 students. Thus, the legacy calculation for the achievement indicator is $(40 \div 80) \times 100 = 50.0$ percent of students meeting the mathematics achievement standard.

Under the calculation required by ESSA, the numerator is 40, and the denominator is the greater of the FAY 95% denominator or the legacy denominator. In this example, the FAY 95% denominator is $100 \times 0.945 = 95$. Since 95 is greater than 80, the ESSA denominator is 95 students. As a result, the new calculation for the achievement indicator is $(40 \div 95) \times 100 = 42.1$ percent of students meeting the mathematics achievement standard.

As evident in the example, the new calculation for the Academic Achievement indicator views assessment non-participants in excess of 5 percent as not meeting the achievement standard.

CONSIDERATIONS

It is important to note that this calculation for the Academic Achievement indicator is only relevant to schools and districts as part of the ESSA accountability system (as displayed on the Accountability Detail Sheets). The calculation is not applicable to other public reports of achievement data, specifically it is not applicable to the [Assessment Group Reports](#) or the At-A-Glance Profiles. Lastly and above all, the new calculation is not applicable to individual students. The Oregon Department of Education (ODE) does not view students who did not participate in statewide summative assessments as not proficient. These students simply have not had the opportunity to demonstrate their proficiency (or lack thereof).

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the two-year average (2018-19 and 2021-22), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

| Indicator | Grades Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|-----------------|-------------|---------|---------|---------|---------|---------|
| ELA Achievement | 3-8,11 | 80 | 67 | 54 | 25 | <25 |

| Indicator | Grades Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|------------------|-------------|---------|---------|---------|---------|---------|
| Math Achievement | 3-8,11 | 80 | 62 | 43 | 13 | <13 |

The accountability system also has a process whereby the English Learner and Students with Disability student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance **for that student group**. The methodology for these cuts is described in the [Level 1 Override Cuts](#) section of this manual.

| Indicator | English Learner | Students with Disabilities |
|------------------|-----------------|----------------------------|
| ELA Achievement | 12 | 8 |
| Math Achievement | 6 | 4 |

ASSESSMENT AVERAGE GAP SCORE CHANGE

OVERVIEW

The accountability system has traditionally used individual student growth in English language arts and mathematics as indicators for elementary, middle, and combined schools. These indicators require that students have prior test scores upon which to measure growth.

However, statewide assessment administration was disrupted during the 2019-20 and 2020-21 school years:

- In the 2019-20 school year statewide assessment administration was suspended.
- In the 2020-21 school year Oregon received a waiver to administer English language arts and mathematics assessments only in specific grades:
 - English language arts was required in grades 3, 6, 7 and 11 only.
 - Mathematics was required in grades 4, 7, 8, and 11 only.
 - In addition, participation rates in these required grades were below 38% in each of the required grade. See the [2020-2021 Statewide Assessment Results](#) for more details.

As a result, most students enrolled in the 2021-22 school year do not have a prior test score from either the 2020-21 or 2019-20 school years. This means we cannot calculate individual student growth for the 2021-22 school year.

For this year's accountability system we will be using a measure of changes in average scores at the school from the 2018-19 school year to the 2021-22 school year. We will measure this by looking at how far above or below the cut score each student is (their "gap" score), and average this across student groups each year. The accountability system will then look at how much the average gap score changed from 2018-19 to 2021-22.

INCLUSION RULES

The Average Gap Score Change indicator includes the following students:

- Students who are enrolled at the school on the first school day in May.
- Students who are enrolled in grades 3 through 8.
- Students who are enrolled for a full academic year (FAY)³.
- Students who have a valid test⁴ and who received a score⁵.
- Students who are not first-year English learners.

CALCULATION

The calculation begins with determining the Gap Score for each student in 2018-19 and 2021-22. For all students who meet the inclusion rule the Gap Score is calculated as follows:

³ FAY means enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May.

⁴ A valid test is a completed or partial test from the statewide summative assessment where a student responds to at least five computer adaptive items or one performance task item.

⁵ Students receive a score if they respond to at least five computer adaptive items and one performance task item.

- For Smarter Balanced assessments: the student’s test score minus the cut score for that assessment.
- For Extended Assessments: $8 * (\text{student test score minus the cut score})$. This factor of 8 puts the extended assessment Gap Scores on the same scale as the Smarter Balanced Gap Scores.

For each year and subject we then calculate the Average Gap Score Change as the Average Gap Score in 2021-22 minus Average Gap Score in 2018-19. In this calculation we round to the nearest whole number.

EXAMPLE

Here is an example of the calculation of Average Gap Score for English language arts assessments:

| Student | Grade | Assessment | Score | Cut Score | Difference | Multiplier | Gap Score |
|---------|-------|--------------|-------|-----------|------------|----------------|-----------|
| 111111 | 3 | SB ELA | 2469 | 2432 | 37 | -- | 37 |
| 222222 | 3 | Extended ELA | 218 | 213 | 5 | 8 | 40 |
| 333333 | 4 | SB ELA | 2455 | 2473 | -18 | -- | -18 |
| 444444 | 4 | SB ELA | 2523 | 2473 | 50 | -- | 50 |
| 555555 | 5 | SB ELA | 2522 | 2502 | 20 | -- | 20 |
| 666666 | 5 | SB ELA | 2603 | 2502 | 101 | -- | 101 |
| | | | | | | Average | 38 |

In this example we can see that, on average the students in this school were almost 40 points above the cut score for their assessments, including the adjustment for the one student who took an extended assessment.

We calculate these average gap scores for English language arts and mathematics for both 2018-19 and for 2021-22.

| Student Group | Average Gap Score in 2018-19 | Average Gap Score in 2021-22 | Change in Gap Score |
|----------------------------|------------------------------|------------------------------|---------------------|
| All Students | 27 | 13 | -14 |
| Economically Disadvantaged | 5 | -3 | -8 |
| English Learners | -12 | -25 | -13 |

HOW ARE LEVELS ASSIGNED?

The Average Gap Score Change indicator consists of five rating levels. Student groups, schools, and districts earn a rating level according to the value of the change in gap score. We assign a level only if there are at least 20 students included in both the 2018-19 Average Gap Score calculation and in the 2021-22 Average Gap Score calculation.

| Indicator | Grades Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|-------------------------------|-------------|---------|---------|---------|---------|---------|
| ELA Average Gap Score Change | 3-8 | 5 | -7 | -19 | -42 | <-42 |
| Math Average Gap Score Change | 3-8 | 4 | -11 | -24 | -49 | <-49 |

These cuts were set based on the following principles:

- Level 5 represent the 90th percentile of schools on this indicator.
- Level 4 represents the 75th percentile of schools on this indicator.
- Level 3 represents the statewide average.
- Level 2 represents the 10th percentile of schools.
- Level 1 means the gap score change was below the 10th percentile for schools.

The process whereby individual student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance for that student group does not apply to the On-Track to English Language Proficiency indicator.

RESOURCES

- [Assessment Inclusion Rules for Accountability Reporting](#)

REGULAR ATTENDERS

OVERVIEW

The Regular Attenders indicator is the percentage of students who attend school more than 90% of their enrolled days. In other words, a regular attender is a student who is absent less than 10% of the time. Regular attendance rates vary widely by grade. Because of this variation, the accountability system divides regular attender calculations into three grade bands:

- Kindergarten to 5th,
- 6th to 8th, and
- 9th to 10th.

Note that the accountability system does not include the regular attendance rates at grades eleven and twelve or as part of the Accountability Detail Sheets. One reason is that regular attendance in grades nine and ten is a much stronger predictor of graduation than is attendance in later grades. The inclusion of ninth and tenth grade attendance means that for high schools the accountability system provides an “Early Indicator” of high school success, in addition to the 9th Grade On-Track indicator.

HOW DOES ODE DETERMINE THE GRADE BAND FOR SCHOOLS?

In general, the available grade bands of K-5, 6-8, and 9-10 align with elementary, middle, and high school grades, making the choice of grade band on the Accountability Detail Sheets straightforward for most schools. Since schools, such as K-8 or K-12 schools, may serve grades that overlap these bands the accountability system selects the grade band that has the greatest number of students in the “All Students” group, calculated over the 2018-19 and 2021-22 school years. In the case that multiple grade bands have the same number of students (such as a K-12 school where both the 6-8 and 9-10 grade bands have the same number of students) the higher grade band is selected (the 9-10 grade band in the previous example).

Once a grade band is determined, the system uses that same grade band for all student groups. This rule was chosen to maximize the inclusion of student groups in the accountability system.

CALCULATION

Students are included in the denominator of the Regular Attenders calculation if:

- The student record on the first school day in May grade corresponds to the grade band selected.
- They have at least 75 days of enrollment in the school or district, as reflected in the attending school or district fields in Third Period Cumulative ADM.
- The student record on the first school day in May determines student group membership, except for the Students with Disabilities and the English Learners student groups:

- If a student has any Third Period Cumulative ADM record (within their resident district) reported as a Special Education student, they will be included in Students with Disabilities student group.
- The English Learners student group is based on the current year’s English Learners collection.

Students are included in the numerator if:

- They are in the denominator; and
- The total number of days present at the school or district divided by the total number of days enrolled is higher than 90%. The total number of *Days Enrolled* is calculated as *Days Present + Days Absent*.

See the [Regular Attendance Methodology and Calculation guide](#) for complete details.

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the two-year average (2018-19 and 2021-22), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

The following table shows the level cuts for each of the three grade bands used in the accountability system.

| Indicator | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|------------------------|---------|---------|---------|---------|---------|
| K-5 Regular Attenders | 93 | 89 | 85 | 65 | <65 |
| 6-8 Regular Attenders | 93 | 88 | 83 | 63 | <63 |
| 9-10 Regular Attenders | 93 | 86 | 78 | 48 | <48 |

The accountability system also has a process whereby the English Learner and Students with Disability student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance **for that student group**. The methodology for the below cuts are described in the [Level 1 Override Cuts](#) section of this manual.

| Indicator | English Learner | Students with Disabilities |
|------------------------|-----------------|----------------------------|
| K-5 Regular Attenders | 62 | 60 |
| 6-8 Regular Attenders | 59 | 56 |
| 9-10 Regular Attenders | 45 | 49 |

ON-TRACK TO ENGLISH LANGUAGE PROFICIENCY (ELP)

INCLUSION RULES

The On-Track to ELP indicator includes the following English Learners:

1. Current English Learners in the current year Spring ESEA Title III English learner collection who are enrolled at the school on the first school day in May for a full academic year.
2. Current English Learners who satisfy #1 and have an English language exit date (also known as the reclassification date) and/or English language proficiency via current year ELPA.
3. Current English Learners who satisfy #1 must satisfy all of the following if they don't satisfy #2:
 - a. Initial ELPA test must occur before the current year.
 - b. Must be identified as an EL for 1.50 years.
 - c. Must be enrolled during the current ELPA test window⁶.

ELP EXPECTATIONS

Tables 1 and 2 describe ELP expectations given an English Learner's initial domain performance level and time identified as an English Learner. The ELP expectations are performance levels where 1 through 3 indicate not proficient and 4 through 5 are proficient. The ELPA domains are reading, writing, listening, and speaking. Table 1 corresponds to English Learners who are **not** students with disabilities or students with an interrupted formal education, while table 2 pertains to English Learners who **are** students with disabilities and/or students with an interrupted formal education. The ESSA accountability system applies each table to all non-exempt ELPA domains in order to determine whether English Learners are on track to ELP.

Table 1. ELP expectations for English Learners who are **not** students with disabilities or students with interrupted formal education (given initial domain proficiency and years identified as an English Learner).

| Initial Domain Proficiency | Years | | | | | | | |
|----------------------------|-------|-----------|---------|---------|---------|---------|---------|-----------|
| | <1.5 | 1.5 to <2 | 2 to <3 | 3 to <4 | 4 to <5 | 5 to <6 | 6 to <7 | 7 or more |
| 1 | Not | 1 | 2 | 2 | 3 | 3 | 3 | 4 or 5 |
| 2 | Not | 2 | 3 | 3 | 3 | 4 or 5 | 4 or 5 | 4 or 5 |
| 3 | Not | 3 | 3 | 3 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 |

⁶ The ELPA test window for accountability is truncated to account for (a) 10 days to drop enrollment in ADM and (b) 14 days to identify students as ELs (per the OCR timeline).

| Initial Domain Proficiency | <1.5 Years | 1.5 to <2 Years | 2 to <3 Years | 3 to <4 Years | 4 to <5 Years | 5 to <6 Years | 6 to <7 Years | 7 or more Years |
|----------------------------|------------|-----------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 |

Table 2. ELP expectations for English Learners who **are** students with disabilities and/or students with interrupted formal education (given initial domain proficiency and years identified as an English Learner).

| Initial Domain Proficiency | <1.5 Years | 1.5 to <2 Years | 2 to <3 Years | 3 to <4 Years | 4 to <5 Years | 5 to <6 Years | 6 to <7 Years | 7 to <8 Years | 8 or more Years |
|----------------------------|--------------|-----------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| 1 | Not Included | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 4 or 5 |
| | Included | | | | | | | | |
| 2 | Not Included | 2 | 2 | 3 | 3 | 3 | 4 or 5 | 4 or 5 | 4 or 5 |
| | Included | | | | | | | | |
| 3 | Not Included | 3 | 3 | 3 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 |
| | Included | | | | | | | | |
| 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 | 4 or 5 |

An English Learner is on track to domain proficiency if current domain proficiency is equal to or greater than the trajectory expectation. An English Learner is **not** on track to domain proficiency if current domain proficiency is less than trajectory expectation or the EL is an ELPA nonparticipant in 2021-22.

For example, using Table 1 for an English Learner who does not have a disability or an interrupted formal education, if the initial reading domain performance level is 1, and the time identified as an English Learner is 4 to less than 5 years (i.e., 4 to <5), the ELP expectation is a reading domain performance level of 3. English Learners meet the ELP expectation for reading if their current reading domain performance level is 3 or higher.

CALCULATION

English Learners are on track to ELP if one or more of the following occur:

- English language exit date in the current year
- English language proficiency via current year ELPA
- Meet ELP expectations on three or more ELPA domains
- Meet ELP expectations on all non-exempt ELPA domains if there is one or more domain exemption

The aggregate calculation is the following:

- Denominator: English Learners who meet the inclusion rules
- Numerator: English Learners who meet the inclusion rules and who are on track to ELP
- Rate: $(\text{Numerator} \div \text{Denominator}) \times 100$

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the two-year average (2018-19 and 2021-22), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

| Indicator | Grades Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|--|-------------|---------|---------|---------|---------|---------|
| On-Track to English Language Proficiency | K-12 | 80 | 68 | 56 | 26 | <26 |

The process whereby individual student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance for that student group does not apply to the On-Track to English Language Proficiency indicator.

9TH GRADE ON-TRACK

OVERVIEW

The 9th Grade On-Track indicator is the percentage of students who are on-track to graduate by the end of their first year of high school. Students are considered on-track if they, by the end of their first year of high school, earned at least one fourth of the credits required for graduation. The Oregon Diploma and Modified Diploma require 24 credits for graduation, though districts can require additional credits. This means that students must earn at least 6 credits (and more for districts with higher credit requirements) to be considered on-track.

A student's credit total includes credits awarded to students for advanced course work before beginning high school, credits earned during their first year of high school, and credits earned during the summer after the first year of high school.

CALCULATION

The 9th Grade On-Track indicator includes the following students in the denominator:

- Students who are enrolled at the school on the first school day in May; and
- Students who are enrolled for a full academic year (FAY)⁷.

Students are removed from a school's denominator if after the first school day in May:

- The student transfers out-of-state after the first school day in May, but before the end of the school year;
- The student is deceased; or
- The student transfers between Oregon schools after the first school day in May, but before the end of the school year.⁸

Students are considered on-track if they earn at least one quarter of their required graduation credits by August 31st of the summer following their first year in high school. The 9th Grade On-Track indicator is defined as the percentage of on-track students among those students included in the denominator.

See the [9th Grade On-Track Collection](#) manual for complete details.

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the two-year average (2018-19 and 2021-22), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

| Indicator | Grade Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|--------------------|------------|---------|---------|---------|---------|---------|
| 9th Grade On Track | 9 | 95 | 90 | 84 | 66 | <66 |

⁷ FAY means enrollment in a school or district for more than one-half of the instructional days prior to the first school day in May.

⁸ These are students with a confirmed transfer. This means another district reported enrolling the student after that student left the district they were enrolled in on the first school day in May.

The accountability system also has a process whereby the English Learner and Students with Disability student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance **for that student group**. The methodology for the below cuts are described in the [Level 1 Override Cuts](#) section of this manual.

| Indicator | English Learner | Students with Disabilities |
|--------------------|-----------------|----------------------------|
| 9th Grade On Track | 55 | 62 |

FOUR-YEAR GRADUATION

OVERVIEW

The Four-Year Cohort Graduation indicator is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma within four years of entering high school. A standard diploma refers only to the following:

- Oregon Diploma (Regular High School Diploma Awarded)
- Oregon Diploma (Regular High School Diploma Awarded, continuing to Post Graduate Scholars)
- Oregon Diploma (Regular High School Diploma Earned, but not Awarded)
- Modified Diploma

In general, students are accountable to the last degree-granting district and school that enrolled them, or to the district and school that awarded their diploma, although there are exceptions.

See the 2020-21 [Cohort Graduation Rate Policy and Technical Manual](#) for complete details, including information on how students are assigned a cohort year, final outcome determinations, student group membership, accountable district and school determinations; and the data sources used.

CALCULATION

The calculation of the four-year graduation rate is a multi-step process. The steps are shown below, and apply to the calculation of the graduation rate for students who were first-time high school students in 2017-18. These are the students whose expected four-year graduation date was in Spring/Summer 2021.

1. Determine the students who were first enrolled in high school in 2017-18, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2017-18 and 2020-21. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2017-18 and 2020-21 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in

the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.

5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the current English learners, students with disabilities, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was transferred to a public high school in another state, a private school, or home school, as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district, and the denominator for the cohort graduation rate calculation.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program). This is the numerator for the cohort graduation rate calculation.

The graduation rate is then calculated as this numerator out of the adjusted cohort denominator.

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the three-year average (graduation years 2018-19, 2019-20, and 2020-21), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

The following table shows the level cuts used for this indicator in the accountability system.

| Indicator | Grade Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|---------------------------|------------|---------|---------|---------|---------|---------|
| Four-year Graduation Rate | 9-12 | 90 | 82 | 74 | 67 | <67 |

The accountability system also has a process whereby the English Learner and Students with Disability student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance **for that student group**. The methodology for the below cuts are described in the [Level 1 Override Cuts](#) section of this manual.

| Indicator | English Learner | Students with Disabilities |
|----------------------|-----------------|----------------------------|
| Four-year Graduation | 57 | 56 |

FIVE-YEAR COMPLETERS

OVERVIEW

The Five-Year Completers indicator is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma or other completion credentials within five years of entering high school.

A standard diploma refers only to the following:

- Oregon Diploma (Regular High School Diploma Awarded)
- Oregon Diploma (Regular High School Diploma Awarded, continuing to Post Graduate Scholars)
- Oregon Diploma (Regular High School Diploma Earned, but not Awarded)

Other completion credentials include only the following:

- Adult High School Diploma
- Extended diploma
- GED

Alternative certificates are a district-defined credential, and are not included as completers in the completer rate.

In general, students are accountable to the last degree-granting district and school that enrolled them, or to the district and school that awarded their diploma, although there are exceptions.

See the 2020-21 [Cohort Graduation Rate Policy and Technical Manual](#) for complete details, including information on how students are assigned a cohort year, final outcome determinations, student group membership, accountable district and school determinations; and the data sources used.

CALCULATION

The calculation of the five-year completers rate is a multi-step process. The steps are shown below, and apply to the calculation of the completers rate for students who were first-time high school students in 2016-17. These are the students whose expected five-year graduation date was in Spring/Summer 2021.

1. Determine the students who were first enrolled in high school in 2016-17, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2016-17 and 2020-21. Include only those students in the unadjusted state cohort.

3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution’s unadjusted cohort. This list includes all students whose last enrollment record between 2016-17 and 2020-21 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the current English learners, students with disabilities, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was transferred to a public high school in another state, a private school, or home school, as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district, and the denominator for the cohort’s five-year completers rate calculation.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program) or other completion credentials (Adult High School diploma, Extended diploma, GED). This is the numerator for the five year completers calculation.

The five year completers rate is then calculated as this numerator out of the adjusted cohort denominator.

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the three-year average (completion years 2018-19, 2019-20, and 2020-21), provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

The following table shows the level cuts used for this indicator in the accountability system.

| Indicator | Grade Used | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
|---------------------------|------------|---------|---------|---------|---------|---------|
| Five-year Completers Rate | 9-12 | 97 | 90 | 82 | 74 | <74 |

The accountability system also has a process whereby the English Learner and Students with Disability student groups are not assigned Level 1 unless the student group is below the 15th percentile of performance **for that student group**. The methodology for the below cuts are described in the [Level 1 Override Cuts](#) section of this manual.

| Indicator | English Learner | Students with Disabilities |
|----------------------|-----------------|----------------------------|
| Five-year Completers | 64 | 66 |

INSTITUTION USED FOR ACCOUNTABILITY REPORTING

By state statute, a student's resident institution is the entity responsible for that student's education (See [ORS 339.115](#) and [ORS 339.133](#)).

The indicator calculations used in the accountability system are based on a student's resident institution. With the exception of Regular Attendance which is based on the student's attending institution.

| Indicator | Institution Used |
|--|-------------------------|
| Regular Attenders | Attending |
| ELA Achievement | Resident |
| Math Achievement | Resident |
| ELA Average Score Change | Resident |
| Math Average Score Change | Resident |
| On-Track to English Language Proficiency | Resident |
| 9 th Grade On-Track | Resident |
| 4-year Graduation | Resident |
| 5-year Completers | Resident |