

# AT-A-GLANCE SCHOOL AND DISTRICT PROFILES

# 2020-2021 TECHNICAL MANUAL

# TABLE OF CONTENTS

Updates & Changes
What are the At-A-Glance Profiles?
Staff Responsibilities & Contact List
Elementary/Middle and High School Profiles7
Students We Serve7
Special Note9
School Environment
Academic Progress 10
Academic Success 11
Our Staff (rounded FTE)
Outcomes
About Our School
District Profiles
Students We Serve
Special Note
Start Strong 21
High School Success
District and State Goals
Our Staff (rounded FTE)
Outcomes
Table 1: Data Elements Included on At-A-Glance by Institution Type

#### **UPDATES & CHANGES**

#### Updated July 28, 2021

#### **Special Note:**

New on the 2020-21 At-A-Glance School and District Profiles is a text section, "Special Note," that describes the impact to the data included on the At-A-Glance School and District Profiles and directs the public to where they can find more information that was not included on the At-A-Glance School and District Profiles due to space limitations. This new text section is written by the Oregon Department of Education (ODE) and is the same for each At-A-Glance Profile.

To make room for the "Special Note" on the Elementary/Middle and High School profiles, <u>the Class Size</u> <u>dial was removed</u>. To find more information on class size, visit the <u>Class Size Report webpage</u>.

To make room for the "Special Note" on the District profile, <u>the Individual Student Progress dial was</u> <u>removed</u>. The <u>Accountability Waiver</u> that ODE received from the U.S. Department of Education removes the requirement to calculate and report Individual Student Progress (growth) data. Accordingly, the student group disaggregations for Individual Student Progress were removed from the back page on the district profile.

#### Assessment Data:

Assessment data are not included on the 2020-21 At-A-Glance School and District profiles. The <u>Assessment Waiver</u> allowed ODE to shorten test blueprints and reduce the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impacts to assessment participation, there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting the 2020-21 assessment data.

2020-21 English Language Arts, Math, and Science assessment data will be published on ODE's webpage instead.

#### **Regular Attenders Data:**

Regular Attenders data are not included on the 2020-21 At-A-Glance School and District profiles. Due to updates to reporting attendance and the suspension of the 10-Day drop rule in the Cumulative ADM collection, there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting 2020-21 Regular Attendance data.

2020-21 Regular Attenders data will be published on ODE's webpage instead.

#### **Prior Year Comparison Arrows:**

The prior year comparison arrows were removed for all dials on the front page of the At-A-Glance profiles.

#### **On-Time Graduation Suppression**

The On-Time Graduation data element was updated to apply suppression to the student group disaggregations. The total school and district level rates remain unsuppressed. See the <u>Outcomes</u> section for more information.

#### Free/Reduced Price Lunch:

Schools that offered Free or Reduced Price Lunch to all students regardless of their individual eligibility will appear as ">95". In prior report years these were schools operating under the U.S. Department of Agriculture's (USDA) Community Eligibility Provision or Provision 2. In 2020-21 this provision expanded to include schools that participated in the expanded Seamless Summer Option or the Summer Food Service Program under the USDA's COVID-19 waiver.

#### **Homeless Student Group:**

Homeless students were added as a student group disaggregation for all three At-A-Glance profile types. Homeless student data is sourced from the 2020-21 McKinney-Vento Homeless collection.

#### **College Going:**

Calculation updated to include students that have a postsecondary enrollment start date within 16 months of completing high school. Updated College Going data for students that graduated in 2018-19 will not be available to be included on the 2020-21 At-A-Glance profiles. Instead, the At-A-Glance Profiles will display previously calculated rates for students that graduated in 2017-18. See the <u>College Going</u> section for more details.

#### Our Staff:

Starting with the <u>2019-20 Adapted At-A-Glance profiles</u>, the Counselor adjusted FTE count was updated to include Psychologist adjusted FTE on the school profiles. The label for this data point has been updated to, "Counselors/Psychologists" to reflect the new calculation. See the <u>Counselors/Psychologists section</u> for more information.

Starting with the 2019-20 Adapted At-A-Glance profiles, the Average Teacher Turnover Rate was replaced with Average Teacher Retention Rate. See the <u>Average Teacher Retention section</u> for more information.

Starting with the 2019-20 Adapted At-A-Glance profiles, the Teacher Experience calculation was updated to no longer connect with the Teacher Standards and Practices Commission (TSPC) data. Instead, licensure for this metric is determined based on the License Flag in the Staff Position collection. See the <u>Teacher Experience section</u> for more information.

#### WHAT ARE THE AT-A-GLANCE PROFILES?

The At-A-Glance School and District profiles are published each year alongside the Accountability Detail sheets. Together, the At-A-Glance School and District Profiles and the Accountability Detail Sheets

comprise the Oregon Department of Education's larger reporting system as required by the Oregon State legislature and the Every Student Succeeds Act (ESSA). The At-A-Glance School and District Profiles were designed by and for parents and community members to be an understandable and easy to read overview of how schools and districts serve their students. For more information on the redesign project, go to the <u>Report Card Redesign webpage</u>.

The At-A-Glance School and District Profiles do not rate or grade schools and districts and they are not used to determine levels of support under ESSA.

Districts can preview the data published on the At-A-Glance in the <u>Achievement Data Insight</u> (ADI) application. District staff should contact their <u>district security administrator</u> for access to the ADI.

All data is based on the 2020-21 school year unless otherwise noted. Exceptions include the On-Time Graduation, Five-Year Completion, College Going, Teacher Retention, and Same Principal data elements.

The following document provides business rules for the data elements included on the At-A-Glance School and District Profiles. The data elements included in profiles vary depending on institution type.

There are three profile types: Elementary/Middle, High School, and District. This document is organized into two sections. This first section describes the data included on the Elementary/Middle and High School profiles. The second section describes the data included on the District profiles.

# STAFF RESPONSIBILITIES & CONTACT LIST

#### **ODE Contacts**

Торіс	Contact Person	Phone Number
General Questions	<u>Elyse Bean</u>	503-947-5831
Student Enrollment	Robin Stalcup	503-947-0849
Staff Information	<u>Ryan Clark</u>	503-947-5632
Class Size	Robin Stalcup	503-947-0849
Regular Attenders	<u>Elyse Bean</u>	503-947-5831
Individual Student Progress	Josh Rew	503-947-5845
On-Track To Graduate	Jon Wiens , Ryan Clark	503-947-5632
Assessment Data	Cindy Barrick	503-947-5822
Graduation Data	Jon Wiens	503-947-5764
College Going	Josh Rew	503-947-5845
Student Mobility	Josh Rew	503-947-5845
Narrative Collection	Elyse Bean	503-947-5831

#### **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

# ELEMENTARY/MIDDLE AND HIGH SCHOOL PROFILES

#### **STUDENTS WE SERVE**

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

OREGON DEPARTMENT OF EDUCATION Oregon achievestogether!	OREGON AT-A-GLANC Apple Middle School PRINCIPAL: First M. Last   GRADES: 6-8   123	2020-21	
Students We Serve	Special Note	School Environment	Academic Progress
570 Studert Enrolment DEMOGRAPHICS American Indian/Gasta Native	Lorem jasum dolor sit amet, consecteur adjissiong elit, ed do euismot empor incidicum ut labore et odiore magna aliqua. Ut enim ad innim evaim, quis nostud exercitation ullamoo laboris risi ut aliquip ex ea commodo consequat. Dua sate linue dolor in reprehendent in voloptate velt esse cillum to consecut cognistati no no polare o consecut cognistati no no polare qui officia desenunt molti anim si est laborum. Jorem issum dolor sit amet,	REGULAR ATTENDERS Students wio attended more than only of their enrolled school days. Foor 2020-21 Regular Attenders data please visit:	INDIVIDUAL STUDENT PROGRESS Year-by-year progress in English anguage arts and mathematics. Data not available
Students 1% Teachers 2% Asian Students 1% Teachers 0% Black/African American	consectetur adipiscing elit, sed do elusmod tempor incididum ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamoo laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehendent in voluptate v	www.insertwebpage.gov/ode	in 2020-21
Students <1%	Academic Success		
Teachers 0% HispanioLatino Students 11% Teachers 7% Muttracial	ENGLISH LANGUAGE ARTS Students meeting state grade-level expectations.	MATHEMATICS Students meeting state grade-level expectations.	SCIENCE Students meeting state grade- level expectations.
Objection         15%           Trachers         05%           Native Hasalian/Pacific Mander         15%           Studenta         +1%           Teachers         0%           Write         0%           Vinte         9%           Teachers         9%	For 2020-21 English Language Arts data please visit: www.insertwebpage.gov/ode	For 2020-21 Mathematics data please visit www.insertwebpage.gov/ode	For 2020-21 Science data please visit : www.insertwebpage.gov/ode
<5% 🔼 7	School Goals	State Goals	Safe & Welcoming Environment
Ever English Learners 144% Diabettes Diabettes '-10 students or stat unavailate	A popel Mode Scool we wonk diligently to craste and matching an environment where students test safe and supported to learn and grows a students test scool has been transitioning to a Predicing Stated Grading model where learning expectations are usedly determine where learning expectations are usedly determine there learning expectations are usedly determined in every classroom. These cers and explicit learning expectations that here explosed our students to before meet these learning expectations.	The oregon bepartment of Education is partnering with school diplicits and local communities to induce a 84% on- timuser this local communities to induce the school in the school of the school induced induced in alternation, provide a well-knowled education, inwell in implementing culturally response paralleles, and paradol continuous improvement to close opportunity and aniversame tops we historically and currently underserved students.	Our goal of AMT is to ensure head a statement and formalises head weakness and data. Our school care as hear model to deliver the disk core surfacialum and provide a homenson teacher (in the BH grade to location of their teachers on our AMD 555 duriterts), TRMB system, three teams of the teachers survive with 201-125 statestards). Using provide all AML additionables the Be asset group of statesting, we are able to ensure that statesting are seen, heard, locate and appoinded all AML additional, statesting are supported by our statest indicates, school counciedly, statesting teams, school groupsdag, administratesting, statesting are administrated by our statest indicatest, school counciedly, counciedly administratesting and statesting and school results.
	Eligibility for Free/Reduced	Price Lunch expanded in 2020-21, for more information	please visit: www.oregon.gov/ode/reports-and-data/

Note: This is a preliminary mockup; the layout may change by time of publication.

#### STUDENT ENROLLMENT

The count of students enrolled in a school. The basis is the attending school as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. For more information on membership extracts, refer to the <u>Student Membership Manual</u>.

#### STUDENT DEMOGRAPHICS

Student race/ethnicity in a school as reported in Spring Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to 0, we display "<1". Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display ">99".

#### **TEACHER DEMOGRAPHICS**

Staff race/ethnicity in a school as reported in the Staff Position collection. The Staff Position Collection is a December 1 snapshot of all public school and district staff. The calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Physical Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance Counselors (position codes 3, 4, 5, 8, 9, 10, 22, or 23). In cases where at least one staff member in a group is reported at the school, but the percentage would round to 0, we display "<1". Similarly, if the percentage would round to 100, but not every staff member in the school belongs to that group, we display ">99". For more information, refer to <u>Staff Position Manual</u>.

#### **EVER ENGLISH LEARNERS**

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learners Spring Collection, matched to Spring Membership records. Students are considered Ever English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than '3H', '2J', 'SE', or 'EI'. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### LANGUAGES SPOKEN

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

#### STUDENTS WITH DISABILITIES

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### **REQUIRED CHILDHOOD VACCINATIONS**

The percentage of students in a school with all required childhood vaccinations. Note that this does **not** include the COVID-19 vaccine. The denominator is attending school enrollment as reported to the Oregon Health Authority (OHA). The numerator is the total number of students with all required vaccinations. An '\*' is displayed for schools where no vaccination data are available. ODE receives immunization data from the OHA; for more information, go to the OHA's <u>School Immunization Rates</u> web page.

#### FREE/REDUCED PRICE LUNCH

The percentage of students in Spring Membership that were eligible for Free or Reduced Price school meals at any time in the school year, as reported in Spring Membership. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

**Note:** Schools that offered Free or Reduced Price school meals to all students regardless of their individual eligibility will appear as ">95". This includes schools operating under the Community Eligibility Provision, Provision 2, or schools that participated in the expanded summer meals programs under the U.S. Department of Agriculture's COVID-19 waiver.

#### **SPECIAL NOTE**

New text section filled by ODE. The purpose of this text section is to provide context for the changes to the 2020-21 At-A-Glance profiles due to COVID-19 pandemic and the <u>Accountability</u> and <u>Assessment</u> Waivers from the U.S. Department of Education.

OREGON DEPARTMENT OF EDUCATION Oregon achieves together!	OREGON AT-A-GLAN Apple Middle School PRINCIPAL: First M. Last   GRADES: 6-8   12		2020-21
Students We Serve	Special Note	School Environment	Academic Progress
5570 Sudent Enrolment DEMOGRAPHICS Anteicen Indian/Alaska Native Teachers 1 2% Alain Students 1 1% Teachers 2% Bial/Africanerican	Lorrem joisum odor si annet, corsectettur adipisciong dil. Sed do elismoto tempor incididunt ut labore et doiroe magna alqua. Ut enima ad miniu veniam, quis nostrud exercitation utiamoci laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure doiro in reprehendenti in voluptate veiti esse cillum doiore eu tugita rulla pariatur. Excepteur sint occaecat cupidatati non proident, sunt in culpa qui officia desenum molta mini di est laborum Lorem ipsum doior si anet, remon Lorem ipsum doior si anet, esercitation utilamoci laboris nisi ut aliquip ex ea commodo consequat. Duis aute intre doiro minima di minim veniam, quis nostrud esercitation utilamoci laboris nisi ut aliquip ex ea commodo consequat. Duis aute intre doiro	REGULAR ATTENDERS Studerts who attended more than 90% of their enrolled school days. For 2020.21 Regular Attenders data please visit: www.insertwebpage.gov/ode	INDIVIDUAL STUDENT PROGRESS Vea-to-year progress in English language arts and mathematics Data not available in 2020-21

Note: This is a preliminary mockup; the layout may change by time of publication.

#### SCHOOL ENVIRONMENT

For 2020-21, this section only includes Regular Attenders.

OREGON DEPARTMENT OF EDUCATION Oregon achievestogether	Apple Middle School	NCE SCHOOL PROFILE	2020-21
Students We Serve	Special Note	School Environment	Academic Progress
5570 Student Enrollment DEMOGRAPHICS American Indian/Alska Natve	Lorem josum doire si annet, consectetur adipiscing elik, edi do eliusmol tempor incidiumi ut labore et doiren magna alinua. Ut errima di minim veniam, quis norstud exercitation ullamos blabris nisi ut alquip ex ea commodo consequat. Duis aute inure doir ho reprehenderti in voluptate vetit esse cillum dolore et utyatar Inulla partatina. Excepteur simi cocaecat cupidatat non proident, sunt in cupa qui officia deserunt moltit amini di est	REGULAR ATTENDERS Students who attended more than 90% of their enrolled school days. For 2020-21 Regular	INDIVIDUAL STUDENT PROGRESS Vear-to-year progress in English language arts and mathematics.
Students 1%	laborum.Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod	Attenders data please visit: www.insertwebpage.gov/ode	available in 2020.21
Teachers 2%	tempor incididunt ut labore et dolore magna	www.insertwebpage.gov/ode	111 2020-21
Asian	aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex		
Students 1%	ea commodo conseguat. Duis aute irure dolor		
Teachers 0% Black/African American	in reprehenderit in voluptate v		

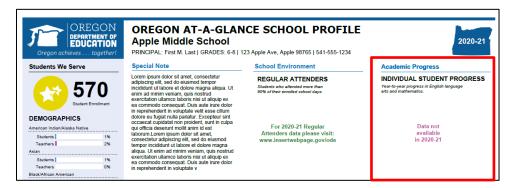
Note: This is a preliminary mockup; the layout may change by time of publication.

#### **REGULAR ATTENDERS**

Regular Attenders data are not included on the 2020-21 At-A-Glance School and District profiles. Due to updates to reporting attendance and the suspension of the 10-Day drop rule in the Cumulative ADM collection there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting 2020-21 Regular Attendance data. Data will instead be published on a separate webpage.

#### ACADEMIC PROGRESS

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





Note: This is a preliminary mockup; the layout may change by time of publication.

#### INDIVIDUAL STUDENT PROGRESS

Individual Student Progress data are not included on 2020-21 At-A-Glance School and District profiles. The <u>Accountability Waiver</u> that ODE received from the U.S. Department of Education removes the requirement to calculate and report Individual Student Progress (growth) data.

#### **ON-TRACK TO GRADUATE**

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the school and have a high school entry year of 2020-2021. The numerator is the number of students earning at least one quarter of required credits by August 31, 2021 following their first year in high school.

Students are full academic year if the total ADM for their May 3, 2021 spring membership record is greater than 0.5 ADM across all of their Third Period Cumulative ADM records. The denominator excludes

students who enrolled on the first week day in May but who transfer out of the school prior to the end of the school year. For more information, refer to the <u>Ninth Grade On-Track collection manual</u>.

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### ACADEMIC SUCCESS

The Academic Success indicators vary by school. Elementary and Middle school profiles include English Language Arts, Mathematics, and Science assessment, while high schools and combined schools include On-Time Graduation, Five-Year Completion, and College Going rates.

Oregon achieves		Apple Middle School PRINCIPAL: First M. Last   GRADES: 6-8   1		2020-2
Students We Serv	re	Special Note	School Environment	Academic Progress
5 Stud	570	Lorem jpsum dolor sit anet, consectetur adipiscing elit, sed do elusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation utlamoc laboris nisi ut aliquip ex ea commodo conseguat. Duis aute inure dolor in reprehenderti in voluptate velit esse cilium dolore eu tugiat nulla paratiru. Excepteurs int	REGULAR ATTENDERS Students who attended more than 90% of their enrolled school days.	INDIVIDUAL STUDENT PROGRES Year-to-year progress in English language arts and mathematics.
EMOGRAPHICS		occaecat cupidatat non proident, sunt in culpa	For 2020-21 Regular	Data not
merican Indian/Alaska Na		qui officia deserunt mollit anim id est laborum.Lorem ipsum dolor sit amet,	Attenders data please visit:	available
Students Teachers	1%	consectetur adipiscing elit, sed do eiusmod	www.insertwebpage.gov/ode	in 2020-21
sian		tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud		
Students	1%	exercitation ullamco laboris nisi ut aliquip ex ea commodo conseguat. Duis aute irure dolor		
Teachers	0%	in reprehenderit in voluptate v		
llack/African American				
Students	<1%	Academic Success		
Teachers	0%	ENGLISH LANGUAGE ARTS	MATHEMATICS	SCIENCE
lispanic/Latino	11%	Students meeting state grade-level expectations.	Students meeting state grade-level	Students meeting state grade-
Teachers	7%		expectations.	level expectations.
fultiracial				
Students	15%	E 2020 24 E P-b I	5 0000 04 14 14 14	E 2020 24 C-1 4 1
Teachers	0%	For 2020-21 English Language Arts data please visit:	For 2020-21 Mathematics data please visit:	For 2020-21 Science data please visit :
lative Hawaiian/Pacific Isla		www.insertwebpage.gov/ode	www.insertwebpage.gov/ode	www.insertwebpage.gov/ode
Students	<1%			
Teachers	0%			
Vhite Students	72%			
DEP	REGON ARTMENT OF UCATION	OREGON AT-A-GLAN Apple High School	CE SCHOOL PROFILE	2020-27
Oregon achieves	ARTMENT OF UCATION together!	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   1	123 Apple Ave, Apple 98765   541-555-1234	
Oregon achieves	ARTMENT OF UCATION together!	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   1 Special Note		2020-21 Academic Progress
Oregon achieves Students We Serv	ARTMENT OF UCATION together!	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   1 Special Note Lorem ipsum dolor sit amet, consecteur adipiscing elit, sed do eusmot dempor incididunt ut labore el dolore magna alique. Ut estima ad mimis version, quis rosciturui per es commodo consequat. Duis aufe iture dolor in reprehendent in voluptate verte ses cilum	123 Apple Ave, Apple 98765   541-555-1234	
Oregon achieves Students We Serv	ARTMENT OF UCATION together! re 045 Lent Enrolment	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Loren ipsum door sit amet, consecteur adipiscing eith sed do eusmoot emepor inciddumt ut labore et olore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nist ut aliquip ex ea commodo consequal. Du'a aute irune olor in spenensdort in volupade vel: esse cilian occareat cubridati non prolidemt suff in cubrio occareat cubridati non prolidemt suff in cubrio	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Students who altended more than	Academic Progress ON-TRACK TO GRADUATE Students earning one-quarter of graduation
Oregon achieves Students We Serv Quere State Students We Serv Students We	ARTMENT OF UCATION together! re 045 lent Enrolment	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   * Special Note Loren ipsum dikor sit amet, consectetur adipscing ait, sed to eusino totengor entime ad minim veriam, guis nostrut errentano utimizano taboris noi tu diagup ex- escretation utimizano taboris noi tu diagup ex- escretation utimizano taboris noi tu diagup ex- es commodo conseguat. Duis aute irure dolor in reprehendent in voluptate veria. Duis aute irure dolor in reprehendent in voluptate veria.	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Students was attended more than both of their envided action days. For 2020-21 Regular	Academic Progress ON-TRACK TO GRADUATE Orectics in their 9th grade year.
Oregon achieves Students We Serv Students We Serv OEMOGRAPHICS Demographics Nasa Students	ARTMENT OF UCATION together! re 045 lent Enrolment tive	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Loren ipsum dolor sil amet, consectetur adpiscing elit sed do eusimot demor incididunt ut labore et dolore mapa aliqua. Ut exercitation utilianco labora nisi vi aliquip ex earomodo consequat. Duis aute rure dolor in reprehendrati no volptata vette ses cilum dolore eu fugiat rulla pariatur. Exceptou raint occareat cupitati non proteinar sunt in cupita taborum. Loren jesum dolor sil amet, consecter adjoscing elit, sed o elusimot	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Outers tave altender ones than 90% of their encelled school days For 2020-21 Regular Attenders data please visit:	Academic Progress ON-TRACK TO GRADUATE Students earning one-quarter of graduation
Oregon achieves Students We Serv Students We Serv OpenOGRAPHICS Unerican Indan/Jaska Na Students Teachers	ARTMENT OF UCATION together! re 045 lent Enrolment tive <1% 0%	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Lorem piown ddor eit amet, consectebur and minin veniam, quis nostrui exercitation ultimoc laborin eito i ultiaguip ex ea commodo: consecual: Duis auté rune door notidunt ultiance laborin eito ultiaguip ex ea commodo: consecual: Duis auté rune door doore es lugart rulia parature. Excepteur ain occased: cupidatat non proident, sunt in cupia qui officia desennt moltitamin és et laborum. Lorem jesum doior est amed, tempor incidiant ul tabore et dolore magna	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Students was attended more than both of their envided action days. For 2020-21 Regular	Academic Progress ON-TRACK TO GRADUATE Orectics in their 9th grade year.
Oregon achieves Students We Serv Students We Serv Oregon achieves Students Students Students Students Teachers	ARTMENT OF UCATION together! re 045 lent Enrolment tive <1% 0%	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   1 Special Note Lorent psum dikor sit amet, consectetur adprecing air, beso the susmon tempor entime of the sector sector sector sector sector sector sector tempor entime of the sector se	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Outers tave altender ones than 90% of their encelled school days For 2020-21 Regular Attenders data please visit:	Academic Progress DN-TRACK TO GRADUATE Toronte on the order of graduation orders in their 3th grade year. Organ
Oregon achieves Students We Serv	ARTMENT OF 	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Large pixel with the set of the se	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Outers tave altender ones than 90% of their encelled school days For 2020-21 Regular Attenders data please visit:	Academic Progress
Oregon achieves Students We Serv	ARTMENT OF 	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Last   Grantes: 100   Constraints   Const	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Outers tave altended more than 90% of their encelled school days For 2020-21 Regular Attenders data please visit:	Academic Progress DN-TRACK TO GRADUATE Toronte on the order of graduation orders in their 3th grade year. Organ
Oregon achieves Students We Serv Students We Serv 9 Students Students Students Teachers Students Teachers Students Stude	ARTMENT OF together! re 0455 lent Enrollment tive 1% 1% 1%	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Large pixel with the set of the se	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Outers tave altended more than 90% of their encelled school days For 2020-21 Regular Attenders data please visit:	ON-TRACK TO GRADUATE Underlie saming one-quarter of graduation and its micro the grady search (91%) (91%) Organ Strategiese
Oregon achieves Students We Serve Students We Serve Oregon achieves Students I Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers	ARTMENT OF 	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   Special Note Last   Grantes: 100   Constraints   Const	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Duteris two attender more Man bits of their enoted school says. For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode	Academic Progress
Oregon achieves Students We Serv Students We Serv Que Serv Students We Serv State Deterographics Deterographics Deterographics Deterographics Teachers States States States States Teachers Teachers Teachers Teachers Teachers	ARYMENT OF UCATION. .together/ P45 entEnalment dve ?%<br 0% 1% 2%	Apple High School PRINCIPAL: First M. Last   GRADES: 9-12   1 PRINCIPAL: First M. Last   GRADES: 9-12   1 Principal devices of a second school of the second Principal devices of a second school of the second school	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	Academic Progress D-TARAC TO CARACTOR ADDR To the
Oregon achieves Students We Serve Students We Serve Oregon achieves Students I Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers	ARTMENT OF together! re 0455 lent Enrollment tive 1% 1% 1%	Apple High School PRINCIPAL: First M. Last J GRADES: 9-12 J Special Note Comparison of the second	23 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR ATTENDERS Suderst was attended more than Strike of their enrolled school days. For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode	Academic Progress
Cregon achieves Students We Serv Students We Serv Que Students We Serv Que Students We Serv Students We Serv Students We Serve Decementation Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I	Arymety of UCRTION togetheri 9445 445 et Endiment the 1% 1% 1% 1%	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	Academic Progress D-TARAC TO CARACTOR ADDR To the
Cregon achieves Students We Serve Students We Serve Que Construction Students We Serve Que Construction Detector Detector Detector Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers Students I Teachers	Arymety of UCRTION togetheri 9445 445 et Endiment the 1% 1% 1% 1%	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	Academic Progress D-TARAC TO CARACTOR ADDR To the
Cregon achieves Students We Serve Students We Serve DemoGraphiCs Student	ARYMENT OF UCATION C together! P445 A45 A45 A45 A45 A45 A45 A45 A45 A45	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	Academic Progress D-TARAC TO CARACTOR ADDR To the
Oregon achieves Students We Serv Oregon achieves Students We Serv Oregon achieves Students Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Teachers Teachers Teachers Teachers Teachers Teachers Teachers Teachers	ARYMENT OF UCATION togetheri 9445 9445  1045  105 	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	<section-header><section-header><section-header><section-header><text><text></text></text></section-header></section-header></section-header></section-header>
Cregon achieves Students We Serve Students We Serve Page 2000 Students	ARYMENT OF UCATION Ccogetheri e D455 et Enotment dve (1%) 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1%	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	Academic Progress D-TARAC TO CARACTOR ADDR To the
Cregon achieves Students We Serv Cregon achieves Students We Serv Organization Students Students Students Students Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers Students Teachers	ARYMENT OF UCATION togetheri 9445 9445  1045  105 	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttreDers Duderts wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	<section-header><section-header><section-header><section-header><text><text></text></text></section-header></section-header></section-header></section-header>
Cregon achieves Students We Serve Students We Serve Performance Students	ARYMENT OF UCATION Ccogetheri e D455 et Enotment dve (1%) 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1%	Apple High School PRINCIPAL: First M. Last [ GRADES: 9-12 ] : Special Note Urom pison door at met, connecteur and minin veniari, quis nostrut enricha divisore et doiter magna alque. Li enricha divisore et doiter magna alque. Li enrin ad minim veniari, quis nostrud escotation concorbatic. En et i datapup ac- escotation concorbatic. En	123 Apple Ave, Apple 98765   541-555-1234 School Environment REGULAR AttraDers Dudrets wanted more than 30% of their enrolled school days For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode FIVE-YEAR COMPLETION Schools agents a bith school divisma ar	<section-header><section-header><section-header><section-header><text><text></text></text></section-header></section-header></section-header></section-header>

Note: This is a preliminary mockup; the layout may change by time of publication.

#### **ENGLISH LANGUAGE ARTS (ELA)**

Assessment data are not included on the 2020-21 At-A-Glance profiles. The <u>Assessment Waiver</u> allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

#### MATHEMATICS

Assessment data are not included on the 2020-21 At-A-Glance profiles. The <u>Assessment Waiver</u> allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

#### SCIENCE

Assessment data are not included on the 2020-21 At-A-Glance profiles. The <u>Assessment Waiver</u> allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

#### **ON-TIME GRADUATION**

The percentage of students earning a regular or modified diploma within four years of entering high school. Data is shown for the cohort of students entering high school for the first time in the 2016-2017 school year. This was the expected class of 2019-2020 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2020. For more information, refer to the <u>Cohort Graduation Rate Policy and Technical Manual</u>.

No suppression is applied to the total school level rate.

#### FIVE-YEAR COMPLETION

The percentage of students earning a regular diploma, modified diploma, extended diploma, adult high school diploma, or GED within five years of entering high school. Data are shown for the cohort of students entering high school for the first time in the 2015-2016 school year. This was the expected class of 2018-2019 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are

removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the five-year adjusted cohort for the school. The numerator is students in the denominator who earned a GED or a regular, modified, extended, or adult high school diploma by August 31, 2020. For more information, refer to the <u>Cohort Graduation Rate Policy and Technical Manual</u>.

No suppression is applied to the total school level rate.

#### COLLEGE GOING

This is the percentage of On-Time graduates who enroll in a postsecondary institution after graduating and before the end of the first academic year that follows the cohort's graduation. The source of the postsecondary enrollment data is the National Student Clearinghouse.

The denominator includes the cohort of students entering high school for the first time in the 2014-2015 school year and earning a regular or modified diploma by the 2017-2018 school year (within four years of entering high school). The numerator is students in the denominator who have a postsecondary enrollment begin date that follows their high school exit date and is on or after June 1, 2018 and before October 1, 2019.

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### SCHOOL GOALS, STATE GOALS, AND SAFE & WELCOMING ENVIRONMENT

The Oregon Department of Education (ODE) provides the State Goals section. The School Goals and the Safe & Welcoming Environment sections are submitted to ODE by districts in the At-A-Glance Narrative Collection. For more information on this collection, please refer to the <u>At-A-Glance Narrative Collection</u> <u>manual</u>.

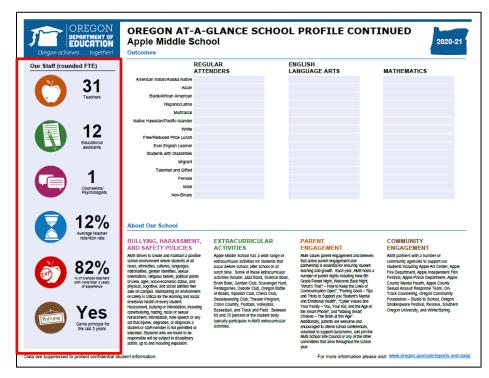
<5%		7	School Goals	State Goals	Safe & Welcoming Environment
Ever English Learners		guages poken	At Apple Middle School we work diligently to create and maintain an environment where students feel safe and supported to learn and grow.	The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on- time, four year graduation rate by 2025. To progress	Our goal at AMS is to ensure that all students and families feel welcome and safe. Our school uses a team model to deliver the core curriculum and provide a homeroom teacher (in the 6th
14% 7	4% 34	4%	Over the past six years, Apple Middle School has been transitioning to a Proficiency Based Grading model where	toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in	grade two teams of three teachers work with 80-85 students, in 7th/8th grades, three teams of five teachers work with 120-125 students). Using this model, where teachers share the same
Students Re	equired F	Free/	learning expectations are clearly defined in every classroom. These clear and explicit learning expectations have helped	implementing culturally responsive practices, and promote continuous improvement to close opportunity and	group of students, we are able to ensure that students are seen, heard, known and supported at AMS. Additionally, students are
	conations Prio	e Lunch	our teachers be more focused in their instruction and have enabled our students to better meet these learning expectations.	achievement gaps for historically and currently underserved students.	supported by our student advocate, school courselor, courseling interns, school psychologist, administrators, and school nurse.

Note: This is a preliminary mockup; the layout may change by time of publication.

# OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE \* Contract Length/Full Contract Length). Fractional FTE is

rounded based on the following rules: FTEs that are zero, remain as zero; FTEs that are less than 1 will be reported as "<1". FTEs that are 1 or greater will be rounded to the nearest whole number (e.g. an FTE of 1.2 rounds to 1, and 1.9 rounds to 2). For more information, refer to the Staff Position Manual.



Note: This is a preliminary mockup; the layout may change by time of publication.

#### TEACHERS

This is the total adjusted FTE of teachers as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff Ethnicity Validation guidance document</u>.

#### **EDUCATIONAL ASSISTANTS**

The total adjusted FTE of educational assistants, as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff Ethnicity Validation guidance document</u>.

#### COUNSELORS/PSYCHOLOGISTS

The total adjusted FTE of counselors and psychologists at the school, as reported in Staff Position. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full

academic year. This calculation includes Guidance Counselors and Special Education Counselors, Rehabilitation Counselors (staff reported with position codes 10 and 33), Psychologists, and Special Education Psychologists (staff reported with position codes 7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff</u> <u>Ethnicity Validation guidance document</u>.

#### AVERAGE TEACHER RETENTION RATE

Based on the three-year average of the percentage of teachers employed at a school that return to the school in at least one of the two following school years. The denominator for each school year is the total adjusted FTE of teachers (staff members reported with position codes 5, 8, 22 or 23) at the school, while the numerator is the total adjusted FTE of the staff included in the denominator that returned to the school in any position in at least one of the following two years.

The three-year average is calculated by taking the sum of the numerators for the 2016-17 through 2018-19 school years divided by the sum of the denominators for the 2016-17 through 2018-19 school years. Data is pulled from the 2016-2017 through 2020-21 Staff Position collections. For more information, refer to the <u>Staff Retention and Experience Validation Guidance</u> document.

#### **TEACHER EXPERIENCE**

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2020-21 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than three years.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

For more information, refer to the <u>Staff Retention and Experience Validation Guidance</u> document.

#### SAME PRINCIPAL FOR THE LAST 3 YEARS

A "Yes" indicates that the school had the same principal in the previous three years. Schools with coprincipals will have a "Yes" as long as at least one of the co-principals was employed at the school for all three years. Schools that opened in 2020-21 or that are assigned new school status will show "Yes."

A "No" indicates that the school had a change in principals in the previous three years. Principals are staff members reported with position code 3. Schools that had no principal, but reported a Head Teacher (position code 5) use the Head Teacher to calculate this metric.

Data are from the 2018-19 through 2020-21 Staff Position collections. For more information, refer to the <u>Staff Retention and Experience Validation Guidance</u> document.

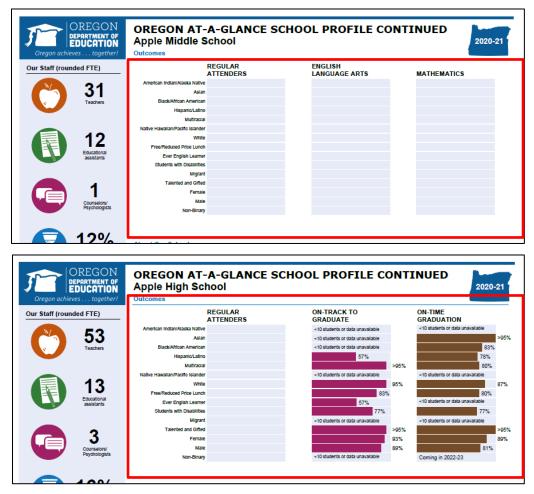
#### OUTCOMES

**Note:** Disaggregated student Assessment and Regular Attenders data are not included on the 2020-21 At-A-Glance school profiles.

The Outcomes section shows disaggregated data for three key indicators from the first page of the report. The Elementary and Middle School profiles include student group disaggregations for Regular Attenders, English Language Arts performance, and Mathematics performance.

The High School profiles include student group disaggregations for Regular Attenders, On-Track to Graduate, and On-Time Graduation.

The following rules describe how student group inclusion is determined. The data are suppressed when necessary: if the number of students in the denominator is less than ten then this indicator is suppressed with "<10 students or data unavailable"; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.



Note: This is a preliminary mockup; the layout may change by time of publication.

#### **REGULAR ATTENDERS**

Disaggregated student Regular Attenders data are not included on the 2020-21 At-A-Glance school profiles.

#### ENGLISH LANGUAGE ARTS

Disaggregated student English Language Arts data are not included on the 2020-21 At-A-Glance school profiles.

#### MATHEMATICS

Disaggregated student Mathematics data are not included on the 2020-21 At-A-Glance school profiles.

#### **ON-TRACK TO GRADUATE**

- <u>Race/Ethnicity</u>: as reported in Spring Membership.
- **Free/Reduced Price Lunch:** students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners:** students submitted as current or former English Learners in the 2020-21 Title III English Learners Spring Collection with a record type code other than '3H', '2J', 'SE', or 'EI'.
- <u>Students with Disabilities</u>: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- <u>Migrant:</u> students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- Homeless: students submitted to the 2020-21 McKinney-Vento Homeless collection.
- **Talented and Gifted:** students with 'Y' in any of the seven TAG fields in Spring Membership.
- **Female/Male/Non-Binary:** as reported in Spring Membership.

#### **ON-TIME GRADUATION**

- **<u>Race/Ethnicity:</u>** as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Spring Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2009-10 through 2019-20.
- <u>Students with Disabilities:</u> students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- <u>Migrant</u>: students submitted to the Oregon Migrant Student Information System (OMSIS) collection in any of the four most recent collections.
- Homeless: students submitted to the McKinney-Vento Homeless collection in any of the four most recent collections.

- **Talented and Gifted**: students with 'Y' in any of the seven TAG fields in Spring Membership for 2015-16 through 2019-20.
- Female/Male/Non-Binary: as reported on the record with the student's highest ranked outcome.
- For details, refer to the <u>Cohort Graduation Rate Technical Manual</u>.

#### **ABOUT OUR SCHOOL**

Elementary and Middle School profiles include information on Bullying Harassment and Safety Policies, Extracurricular Activities, Parent Engagement, and Community Engagement.

High School profiles include information on Advanced Coursework, Career & Technical Information, Extracurricular Activities, and Parent & Community Engagement.

These sections are submitted to ODE by districts in the At-A-Glance Narrative collection. For more information on this collection, please refer to the <u>At-A-Glance Narrative collection manual</u>.

	Average teacher retention rate	BULLYING, HARASSMENT, AND SAFETY POLICIES	EXTRACURRICULAR ACTIVITIES	PARENT ENGAGEMENT	
Riveral	82% % of leastness teachers when nees than 3 years of experiments Yeas Same principal for the last 3 years	ANS strikes to create and maintain a positive school environment where subdates of all moze, ethnicities, cultures, languages, nationalities, genote identities, availa orientations, religious beliefs, political points of view, ages, schoe-coronts issues, and orientations, religious beliefs, political points sale on campus. Naintaining an environment of salety is oricical for the saming and social emotional heating of enfinations, including operturbying, hatting, racial or sessal tharassimet, bulking or infimiliation, including operturbying, hatting, racial or sessal at that injues, legorade, or displace a student or staff member is not permitted or thereited. Students who are known to be responsible will be subject to disophinary action, up to an including explanition.	Apple Mödle School has a wite range of estructivitar advilles for students that occur selves excludents of the lumb films. Some of these estructurical advitishes induces, all Band, Solenze Bond, Braht Bond, Gatza Band, Solenze Bond, Braht Bond, Gatza Band, Solenze Bond, Braht Bond, Solenze Bond, end Bond, Spatial Band, Solenze Bond, Braht Band, Band, Band, Skateboarding Cab, Thesate Program, Carsos County, Potalal, Vellegal, Basatebal, and Thas and Field. Behaven 65 and 70 present of the studee to bend typically participate in AMS estinouricular advities.	Als Situlies pinet exponent and beliese but active paret exponent and beliese partnership is estimate the resulting student issuing and grouns. Each year, Alsh fords a number of parent rights including new dh Goode Parent Hyper, Yeelong Book, Nejot, Vanta That" - how to keep the Lines of communication Coper, "Resing Good - Tips and Thicks to Support you Students Methal and Emotional Hearth", "Opter Values and Your Family - You, Your Kis, and the Age of Hearth - The Simal althe Age". Additionally, partnerships and "Bodd Challenge - The Simal althe Age". valuate to support classroom, and join the Additionally, partnerships and the other committees that arise throughout the school year.	AMS patters with a number of community agencies to support our students inducing Apple Art Center, Appl rie Department, Apple Indopendent Thir restana, Apple Polico Department, Apple County Mental Health, Apple County Franco Counselling, Oregon Community Foundation – Bearlon School, Oregon Shakaspaser – Reshoal, Resolue, Southern Oregon University, and WinterSpring.
are suppressed t	to protect confidential st	udent information.		For more information please	visit: www.oregon.gov/ode/reports-and
are suppressed t	to protect confidential st			For more information please	visit: www.oregon.gov/ode/reports-and
are suppressed t		About Our School ADVANCED COURSEWORK	CAREER & TECHNICAL EDUCATION	For more information please EXTRACURRICULAR ACTIVITIES	visit: www.oregon.gov/ode/reports-and PARENT & COMMUNITY ENGAGEMENT
are suppressed I	16%	About Our School		EXTRACURRICULAR	PARENT & COMMUNITY

Note: This is a preliminary mockup; the layout may change by time of publication.

# DISTRICT PROFILES

#### STUDENTS WE SERVE

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

OREGON DEPARTMENT OF EDUCATION Oregon achieves together!	OREGON AT-A-GLAN Apple SD 5 SUPERINTENDENT: First M. Last   123 App			2020-21
Students We Serve	Special Note	Start Strong		
2,828 Student Envolment DEMOGRAPHICS	Loren ipsum dolor sit amet, consectetur adipisiong elit, se do eiusmod tempor incidiaur tu tabore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation utimos laboris nisi uti aliquip ex ea commodo conseguat. Duis aute irure dolor in reprehendert in voluptate velle esse cillum dolore eu fugiat nulla pariatur. Excepteur sint coceaeat cupidatta non proident, sunt in cupa	Grades K-2 REGULAR ATTEN Students who attended mo 90% of their enrolled school	ore than	Grade 3 ENGLISH LANGUAGE ARTS Students underg state grade-level expectations.
American Indian/Alaska Native Students <1% Teachers 1% Asian Students 1% Teachers 2% Black/African American	qui officia deserunt molli anini di est laboruni. Loren jisum dolor si tarret, consectetur adipiscing elli, sed do eiusmod tempor incidicunt u tabore et dolore magna aliqua. U enim ad minim veniam, quis nostnud exercitation ultamoci laboris nisi si utilagia per ea commodo conseguat. Duis aute inue dolor in reprehendenti in voluptate vell'esse cillum dolore eu fugiat nulla pariatur.	For 2020-21 R Attenders data pl www.insertwebpag	ease visit:	For 2020-21 English Language Arts data please visit: www.insertwebpage.gov/ode
Students 1% Teachers 0%	High School Success			
Hesperication Glucini 1 (2%) Tacoles 6% Mutricad Tacoles 1 (3%) Tacoles 1 (3%) Tacoles 1 (3%) Tacoles 0 (3%) Tacoles 7 (3%) Tacoles 1 (3%) Ta	Grade 8 MATHEMATICS Subern metrig sale grade-level expectations. For 2020-21 Mathematics data please visit: www.insertwebpage.gov/ode	Grade 9 ON-TRACK TOO GR Stodens earing one-quar creds in hear 20 grade ye	er of graduation	Grade 12 DA-TIME GRADUATION Subset seming a diports within for years interpreter in 2014-15.
Learnérs Sçökén 14% 11% Students Students Students Disabilité *-10 students or data unavailable	District Goals  1. Improve student achievement 2. Increase the recruitment and refension of high quality an 3. Create and maintain a safe, welcoming, supportive, and students and staff		communities to ensure a 9 toward this goal, the state rounded education, invest	Education is partnering with school districts and local of un-orient, how year groupulation rate by 2025. To progress on endowing the school of the school of the school of the in implementing culturally responsive practices, and promote outries opportunity and achievement gaps for historically and sens.
District Website: www.website.k12.or.us	Eligibility for Free/Red	uced Price Lunch expanded in :	2020-21, for more informa	ation please visit: www.oregon.gov/ode/reports-and-data/

Note: This is a preliminary mockup, the layout may change by time of publication.

#### STUDENT ENROLLMENT

The count of students enrolled in a district. The basis is attending district as captured in the Spring Membership extract, which is a record of student enrollment on the first school day in May. For more information on membership extracts, refer to the <u>Student Membership Manual</u>.

#### **STUDENT DEMOGRAPHICS**

Student race/ethnicity in a district as reported in Spring Membership. In cases where at least one student in a group is enrolled at the school, but the percentage would round to zero, we display "<1". Similarly, if the percentage would round to 100, but not every student in the school belongs to that group, we display ">99".

#### **TEACHER DEMOGRAPHICS**

Staff race/ethnicity in a district as reported in the Staff Position collection. The Staff Position Collection is a December 1 snapshot of all public school and district staff. The calculation includes Head Teachers, Teachers, Special Education Teachers, Special Education Teachers, Special Education Teachers, Principal, Assistant Principal, Licensed Librarians, and Guidance Counselors (position codes 3, 4, 5, 8, 9, 10, 22, or 23). In cases where at least one staff member in a group is reported at the school, but the percentage would round to

zero, we display "<1". Similarly, if the percentage would round to 100, but not every staff member in the school belongs to that group, we display ">99". For more information, refer to the <u>Staff Position Manual</u>.

#### **EVER ENGLISH LEARNERS**

The percentage of students in Spring Membership who are current or former English learners. The data source is the Title III English Learners Spring Collection, matched to Spring Membership records. Students are considered English Learners if they appear in the current year unduplicated Title III English Learner collection with a record type other than '3H', '2J', 'SE', or 'EI'. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### LANGUAGES SPOKEN

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

#### STUDENTS WITH DISABILITIES

The percentage of students on an Individualized Education Plan (IEP) at any time in the school year, as reported in Spring Membership. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### **MOBILE STUDENTS**

The percentage of mobile students in a district as reported in Third Period Cumulative ADM. Students are considered mobile if they meet one or more of the following criteria:

- First reported enrollment was after October 1, 2020
- Last reported enrollment was before the first school day in May 2021. Unless the last event was the award of a credential (ADM End Date Codes 4A, 4C, 4D, or 4E), the student aged out (ADM End Date Code 3B), or the student is deceased (ADM End Date Code 6A), or the student previously earned a credential (ADM End Date Code 6B).
- Enrolled in more than one school or program, including Juvenile Detention Education Program (JDEP) or Long Term Care and Treatment (LTCT) placements.
- Had a gap of 10 or more consecutive weekdays between enrollments within the same school.

The denominator is the number of attending students enrolled in the district at any point during the school year. The numerator is the total number of students who meet one or more of the above criteria. For more information, refer to the <u>Student Mobility Methodology and Calculation Guide</u>.

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

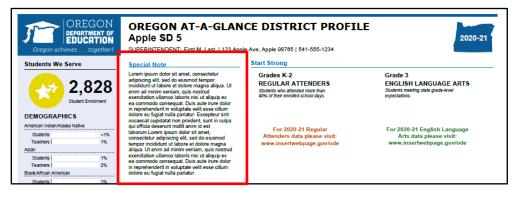
#### FREE/REDUCED PRICE LUNCH

The percentage of students in Spring Membership that were eligible for free or reduced price school meals at any time in the school year, as reported in Third Period Cumulative ADM. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

**Note:** Schools that offered Free or Reduced Price Lunch to all students regardless of their individual eligibility appear as ">95". District level rates are not overridden with ">95".

#### **SPECIAL NOTE**

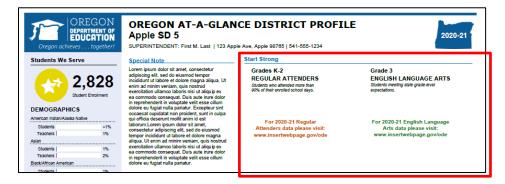
New text section filled by ODE. The purpose of this text section is to provide context for the changes to the 2020-21 At-A-Glance profiles due to COVID-19 pandemic and the <u>Accountability</u> and <u>Assessment</u> Waivers from the U.S. Department of Education.



Note: This is a preliminary mockup, the layout may change by time of publication.

#### **START STRONG**

The At-A-Glance District profiles are designed to mirror a student's education journey from kindergarten through graduation. The Start Strong section of the At-A-Glance District profiles include student data from the first three years of education, Regular Attendance rates of kindergarten through second grade and third grade English Language Arts performance.



Note: This is a preliminary mockup, the layout may change by time of publication.

#### **GRADES K-2 REGULAR ATTENDERS**

Regular Attenders data are not included on the 2020-21 At-A-Glance School and District profiles. Due to updates to reporting attendance and the suspension of the 10-Day drop rule in the Cumulative ADM collection there is not enough room on the At-A-Glance School and District Profiles to provide adequate context and caution for interpreting 2020-21 Regular Attendance data. Data will instead be published on a separate webpage.

#### **GRADE 3 ENGLISH LANGUAGE ARTS (ELA)**

Assessment data are not included on the 2020-21 At-A-Glance profiles. The Assessment Waiver allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impact to assessment participation there is not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

#### **HIGH SCHOOL SUCCESS**

The district At-A-Glance profiles are designed to mirror a student's education journey from kindergarten through graduation. The High School Success section of the At-A-Glance profiles includes eighth grade performance on the Mathematics statewide assessment, ninth graders On-Track to Graduate, and the four-year cohort On-Time Graduation rate.

	OKLOUN AT-A-GLAN	ICE DISTRICT PROFIL	E had
EDUCATION	Apple SD 5		2020-21
Oregon achieves together	SUPERINTENDENT: First M. Last   123 App	ole Ave, Apple 98765   541-555-1234	
Students We Serve	Special Note	Start Strong	
2,828 Student Enrolment	Loren josun olor sit anet, consectetur adipiscing alf, sed do eissnol tempor indidium ut labore et dolore magna aliqua. Ut enim ad imis mexiam, quis nostud executation ullamos blabris rici ut aliquip ex ea commodo conseguat. Duais alte inre dolor in dolore et dipitati valle esse allum dolore et dipitati nulla parataria. Exopetiur sin cogeacta cupidata non proident, sunt in cupa ou officia desenut molti anni de st	Grades K-2 REGULAR ATTENDERS Students was altended more than 90% of their enrolled school days.	Grade 3 ENGLISH LANGUAGE ARTS Superits meeting date grade-level expectations.
Students 11% Students 11% Students 11% Asian Students 11% Teachers 2% BlackAffician American	laborum.Lorem ipsum dolor sit amet, consecteur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamos laboris nisi ut aliquip ex ea commodo consequit. Duis aute intre dolor in erperehendenti in voluptate velit esse cillum dolora esi foriat rulla opariatir.	For 2020-21 Regular Attenders data please visit: www.insertwebpage.gov/ode	For 2020-21 English Language Arts data please visit: www.insertwebpage.gov/ode
Students 1% Teachers 0%	High School Success		
Hispanio Latino Students 12% Teachers 6% Muttradal	Grade 8 MATHEMATICS Students meeting state grade-level expectations.	Grade 9 ON-TRACK TO GRADUATE Students earning one-quarter of graduation creatis in their offi grade year.	Grade 12 ON-TIME GRADUATION Students earning a diploma within four years. Cohort includes students who were first-time ninth oraders in 2014-15.
Students 13% Teachers 1% Native Hawailan/Pacific Islander Students <1% Teachers 0%	For 2020-21 Mathematics		
White         73%           Students         73%           Teachers         91%           <5%	data please visit:	91% Oregon average 85%	Cregon average 79%

Note: This is a preliminary mockup; the layout may change by time of publication.

#### **GRADE 8 MATHEMATICS**

Assessment data are not included on the 2020-21 At-A-Glance profiles. The <u>Assessment Waiver</u> allowed ODE to shorten test blueprints and reduced the number of required assessments by grade and test subject. Due to the Assessment Waiver and the anticipated impacts to assessment participation there is

not enough room on the At-A-Glance profiles to provide adequate context and caution for interpreting 2020-21 data.

#### **GRADE 9 ON-TRACK TO GRADUATE**

The percentage of students that have earned at least one quarter of their required credits for graduation in their first year in high school. The denominator is the number of resident students in Spring Membership that are full academic year at the district and have a high school entry year of 2020-2021. The numerator is the number of students earning at least one quarter of required credits by August 31, 2021 following their first year in high school.

Students are full academic year if the total ADM for their May 3, 2021 spring membership record is greater than 0.5 ADM across all of their Third Period Cumulative ADM records. The denominator excludes students who enrolled on the first week day in May but who transfer out of the district prior to the end of the school year. For more information, refer to the <u>Ninth Grade On-Track collection manual</u>.

The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.

#### **GRADE 12 ON-TIME GRADUATION**

The percentage of students earning a regular or modified diploma within four years of entering high school. Data are shown for the cohort of students entering high school for the first time in the 2016-2017 school year. This was the expected class of 2019-2020 school year. Rates are based on an adjusted cohort. Each school's cohort begins with the incoming 9<sup>th</sup> grade class each fall. Students are then added to the cohort when they transfer into the school and are removed from the school's cohort if they transfer to another diploma-granting high school (in state or out-of-state) or are deceased.

The denominator is the four-year adjusted cohort for the school. The numerator is students in the denominator who earned a regular or modified diploma by August 31, 2020. For more information, refer to the Cohort Graduation Rate Policy and Technical Manual.

No suppression is applied to the total district level rate.

# DISTRICT AND STATE GOALS

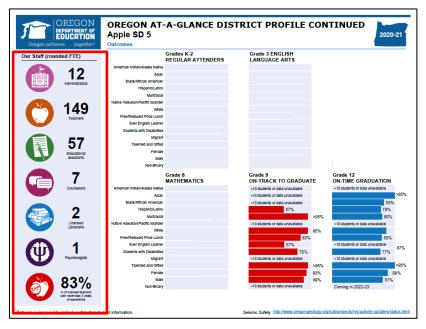
The Oregon Department of Education (ODE) provides the State Goals section. The District Goals section is submitted to ODE in the Narrative Collection. For more information on this collection, please refer to the <u>At-A-Glance Narrative collection manual</u>. This manual includes information on what kind of information should be included in each submitted section as well as examples.

Ever English Learners Spoken	District Goals	State Goals
14% Students With Disabilities Students Students Students Price Lunch	In Improve student achievement     Increase the recruitment and retention of high quality and culturally diverse staff     Create and maintain a safe, welcoming, supportive, and inclusive environment for all     students and staff	The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2025. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well- rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and
"<10 students or data unavailable	suberts and stam	currently underserved students.

Note: This is a preliminary mockup; the layout may change by time of publication.

# OUR STAFF (ROUNDED FTE)

The data source for this section is the Staff Position collection, which is a snapshot of school and district staff employed on December 1 each year. Full time equivalent (FTE) is adjusted to account for staff who do not work the full contract year (FTE \* Contract Length/Full Contract Length). Fractional FTE is rounded based on the following rules: FTEs that are zero, remain as zero; FTEs that are less than 1 will be reported as "<1." FTEs that are 1 or greater will be rounded to the nearest whole number (e.g. an FTE of 1.2 rounds to 1 and 1.9 rounds to 2). For more information, refer to the <u>Staff Position Manual</u>.



Note: This is a preliminary mockup; the layout may change by time of publication.

#### ADMINISTRATORS

This is the total adjusted FTE of Administrators reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation

includes Superintendents, Assistant Superintendents, Principals, Assistant Principals, and Special Education Administrators (staff reported using position codes 1, 2, 3, 4, 37, or 38). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and</u> <u>Staff Ethnicity Validation guidance document</u>.

#### TEACHERS

This is the total adjusted FTE of teachers as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Head Teachers, Teachers, Special Education Teachers, and Special Education Physical Education Teachers (staff reported using position codes 5, 8, 22, or 23). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff Ethnicity Validation guidance document</u>.

#### EDUCATIONAL ASSISTANTS

The total adjusted FTE of educational assistants, as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Paraprofessionals and Special Education Paraprofessionals (staff reported with position codes 16 or 35). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff Ethnicity Validation guidance document</u>.

#### COUNSELORS

The total adjusted FTE of counselors at the district, as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Guidance Counselors and Special Education Counselors and Rehabilitation Counselors (staff reported with position codes 10 or 33). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff Ethnicity Validation guidance document</u>.

#### LICENSED LIBRARIANS

The total adjusted FTE of licensed librarians in the district, as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Library/Media Specialists (staff reported with position code 9). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and</u> <u>Staff Ethnicity Validation guidance document</u>.

#### **PSYCHOLOGISTS**

The total adjusted FTE of psychologists at the district, as reported in <u>Staff Position</u>. FTE is adjusted based on the contract and full contract year to account for staff who do not work the full academic year. This calculation includes Psychologists and Special Education Psychologists (staff reported with position codes

7 and 27). Any fractional FTE greater than 1 is rounded to the nearest whole number. For more information, refer to the <u>Staff FTE and Staff Ethnicity Validation guidance document</u>.

#### **TEACHER EXPERIENCE**

The Teacher Experience percentage is calculated by dividing the number of Experienced Teachers who are licensed by the total number of Teachers who are licensed at a given institution. Data come from the 2020-21 Staff Position Collection. A teacher is defined as a teacher, head teacher, special education teacher, or special education physical education teacher (position codes 5, 8, 22, or 23). They are considered an Experienced Teacher if they are reported as licensed and the sum of the years of experience in Oregon and outside of Oregon is greater than 3 years.

Teachers who are not included in this calculation include the following:

- Teachers who are reported as unlicensed in the Staff Position Collection or
- Teachers who are on TSPC's charter school registry but not otherwise licensed.

•

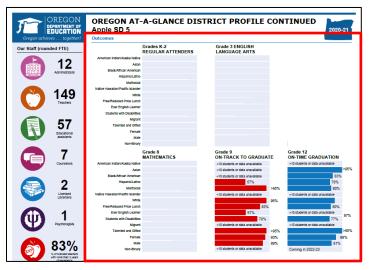
For more information, refer to the <u>Staff Retention and Experience Validation Guidance</u> document.

#### OUTCOMES

**Note:** Disaggregated student Assessment and Regular Attenders data are not included on the 2020-21 At-A-Glance district profiles.

The Outcomes sections shows disaggregated data for the indicators from the first page of the At-A-Glance district profile.

The following rules describe how student group inclusion is determined. The data are suppressed when the number of students in the denominator is less than ten then this indicator is suppressed with an '\*'; when the percentage is less than 5 or greater than 95, we display "<5" and ">95", respectively.



Note: The data displayed are for demonstration purposes only and are not reflective of actual data.

#### **GRADES K-2 REGULAR ATTENDERS**

Disaggregated student Regular Attenders data are not included on the 2020-21 At-A-Glance school profiles.

#### GRADE 3 ELA, GRADE 8 MATHEMATICS, AND GRADES 3-8 INDIVIDUAL STUDENT PROGRESS

Disaggregated student Assessment data are not included on the 2020-21 At-A-Glance school profiles.

#### **GRADE 9 ON-TRACK TO GRADUATE**

- <u>Race/Ethnicity</u>: as reported in Spring Membership.
- **Free/Reduced Price Lunch:** students eligible at any time during the school year, as reported in Spring Membership.
- **Ever English Learners:** students submitted as current or former English Learners in the 2020-21 Title III English Learners Spring Collection with a record type code other than '3H', '2J', 'SE', or 'EI'.
- <u>Students with Disabilities</u>: students on an IEP at any time during the school year, as submitted in Third Period Cumulative ADM.
- <u>Migrant:</u> students submitted to the Oregon Migrant Student Information System (OMSIS) collection.
- Homeless: students submitted to the 2020-21 McKinney-Vento Homeless collection.
- **Talented and Gifted:** students with 'Y' in any of the seven TAG fields in Spring Membership.
- **Female/Male/Non-Binary:** as reported in Spring Membership.

#### **GRADE 12 ON-TIME GRADUATION**

- **<u>Race/Ethnicity</u>**: as reported on the record with the student's highest ranked outcome.
- Free/Reduced Price Lunch: students eligible at any time during high school, as reported in Spring Membership.
- Ever English Learners: students submitted as current or former English Learners in the Title III English Learners Spring Collection. This would be any student reported in the English Learner's collection with record type code other than '3H' or '2J' during the period 2009-10 through 2019-20.
- <u>Students with Disabilities:</u> students on an IEP at any time during high school (grade 9-12), as submitted in Special Education Child Count and Exit Collections.
- <u>Migrant</u>: students submitted to the Oregon Migrant Student Information System (OMSIS) collection in any of the four most recent collections.
- <u>Homeless</u>: students submitted to the 2020-21 McKinney-Vento Homeless collection in any of the four most recent collections.
- **Talented and Gifted**: students with 'Y' in any of the seven TAG fields in Spring Membership for 2016-17 through 2019-20.
- **Female/Male/Non-Binary:** as reported on the record with the student's highest ranked outcome.
- For details, refer to the <u>Cohort Graduation Rate Policy and Technical Manual</u>.

TABLE 1: DATA ELEMENTS INCLUDED ON AT-A-GLANCE BY INSTITUTION TYPE			
Data Element	Elementary/Middle	High School	District
Students We Serve			
Student Enrollment	Х	Х	Х
Student Demographics	Х	Х	Х
Teacher Demographics	Х	Х	Х
Ever English Learners	Х	Х	Х
Languages Spoken	Х	Х	Х
Students with Disabilities	Х	Х	Х
Required Childhood Vaccinations	Х	Х	
Mobile Students			Х
Free/Reduced Price Lunch	Х	Х	Х
School Environment / Start Strong			
Regular Attenders	*	*	*
Academic Progress			
Individual Student Progress	۸		
On-Track to Graduate		Х	Х
Academic Success / High School Success			
English Language Arts	*		*
Mathematics	*		*
Science	*		
On-Time Graduation		Х	Х
Five-Year Completion		Х	
College Going		Х	
Our Staff (rounded FTE)			
Teachers	Х	Х	Х
Educational Assistants	Х	Х	Х
Teacher Experience	Х	Х	Х
Average Teacher Retention Rate	Х	Х	
Counselors/Psychologists	Х	Х	
Same Principal	Х	Х	
Administrators			Х
Counselors			Х
Psychologists			Х
Licensed Librarians			Х
Outcomes			
Regular Attenders	*	*	*
English Language Arts	*		*
Mathematics	*		*
On-Track to Graduate		Х	Х
On-Time Graduation		Х	Х

# TABLE 1: DATA ELEMENTS INCLUDED ON AT-A-GLANCE BY INSTITUTION TYPE

\*: Data not are not included on the At-A-Glance profiles but will be published on ODE's website.

^: Data not calculated for the 2020-21 report year.