

HB 3499

Cohort 1 Districts

Supplemental Information concerning the
New Identification and Determination System

Original Cohort 1 Indicators

Outcomes Index was the weighted combination of four outcomes:

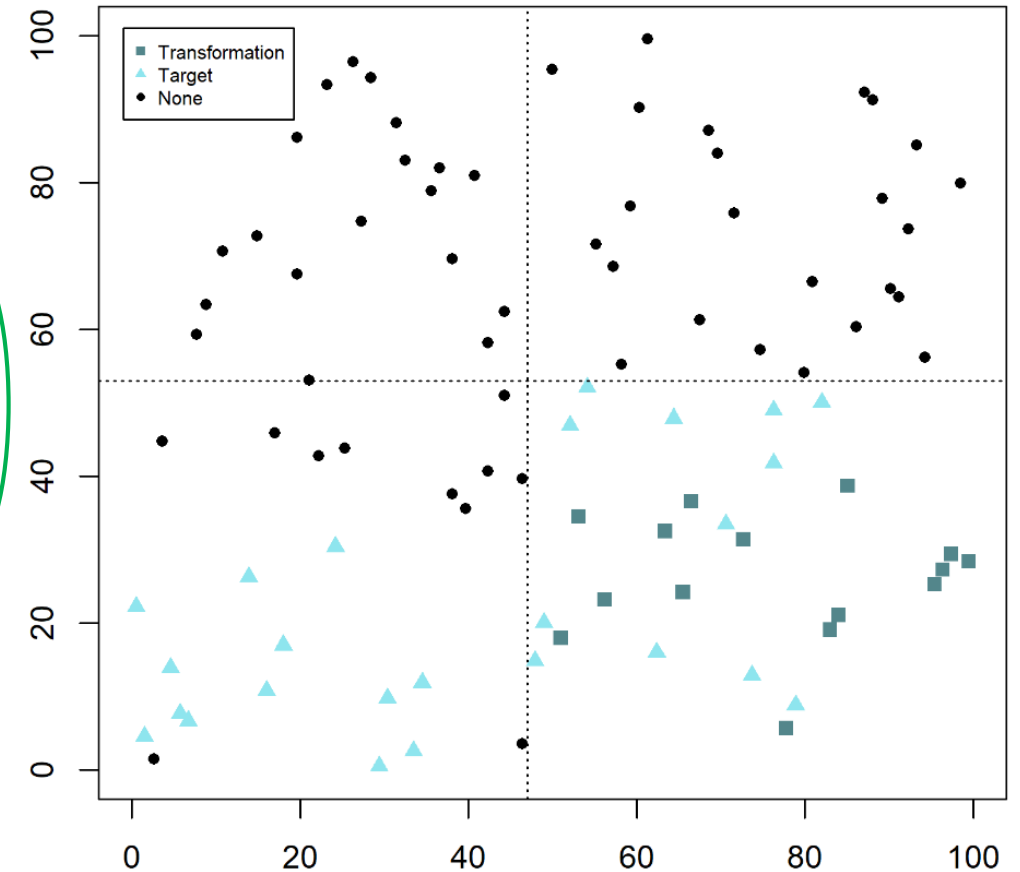
- ELPA Growth (weight = 0.45)
- Middle School Math Growth (weight = 0.15)
- 5-Year Graduation Rate (weight = 0.35)
- Post-Secondary Enrollment (weight = 0.05)

Note that both indices were normative and had a scale of 0 to 100 (where 0 was low and 100 was high). The outcomes index identified districts and the needs index assigned funding (for the most part).

Needs Index was the unweighted combination of eight demographic measures:

- Percent of current and former English learners
- Percent of current English learners who are economically disadvantaged
- Percent of current English learners who are homeless
- Percent of current English learners who are migrant
- Percent of current English learners who are recent arrivers
- Percent of current English learners who are mobile
- Unique count of home languages spoken by current English learners
- Small area and income poverty estimate (SAIPE)

HB 3499 District Identification
(2014-15)



Outcomes Index

Needs Index

Challenges with Original Cohort 1 Indicators

- ❑ In 2015-16, Oregon transitioned to a new English language proficiency (ELP) assessment.
 - The new ELP assessment measures different standards, reports scores by domain (as opposed to an overall score), uses different items, and relies on a different measurement model. The legacy ELP assessment and the new ELP assessment are very different (i.e., apples vs. pitayas).
 - Given that ELPA growth had the largest weight among the original cohort 1 indicators, any change to the underlying ELP assessment would have a substantial impact on the indicator, outcomes index, and how Oregon exits cohort 1 districts.

- ❑ Education and community partner feedback:
 - Three of the four indicators in the outcomes index focused on middle or high school grades. Many cohort 1 districts targeted their efforts on English learners in elementary grades (given that the majority of English learners are in grades K-5). Cohort 1 districts and community partners expressed concerns that the indicators (and the outcomes index) would not reflect their efforts.
 - Two of the four indicators in the outcomes index focused on events that occur at the end of high school or afterwards. While graduation and post-secondary enrollment are important indicators, they focus on English learners that are no longer enrolled in the district. Cohort 1 districts and community partners expressed concerns that the English learners in the graduation rate or post-secondary enrollment rate had little to no opportunity to benefit from the efforts associated with HB 3499.
 - Both indices are normative and compare districts to each other rather than to meaningful targets or criteria. Cohort 1 districts and community partners expressed concerns that the normative nature of the indices forced unnecessary competition between districts and couldn't show annual progress (or decline).

New System

- ❑ Indicators for elementary and secondary grades:
 - Balance across education system
 - Alignment with other initiatives (e.g., SIA, Every Day Matters, High School Success, IDEA)
- ❑ Criterion-based
 - Districts compare their performance to targets (not other districts)
- ❑ Ratings for each indicator
 - Annual progress monitoring at the indicator level
 - Accountability transparency
- ❑ Bonus for no opportunity gap
- ❑ Two ratings for cohort 1 determination (and cohort 2 identification)
 - Elementary grades rating: weighted combination of elementary grades indicators
 - Secondary grades rating: weighted combination of secondary grades indicators

New Indicators

Elementary Grades

- On Track to ELP (**K-5**; **0.30**)
- Regular Attendance (**K-5**; **0.15**)
- Exclusionary Discipline (**K-5**; **0.15**)
- ELA Achievement (**3-8**; **0.10**)
- ELA Growth (**4-8**; **0.10**)
- Math Achievement (**3-8**; **0.10**)
- Math Growth (**4-8**; **0.10**)

Secondary Grades

- On Track to ELP (**6-12**; **0.15**)
- Regular Attendance (**6-12**; **0.10**)
- Exclusionary Discipline (**6-12**; **0.10**)
- Least Restrictive Environment (**6-12**; **0.10**)
- 9th Grade On-Track (**9**; **0.15**)
- 5-Year Graduation (**12**; **0.30**)
- Post-Secondary Enrollment (**12**; **0.10**)

Grades; Weights

Original vs. New Indicators Crosswalk

Original Indicators

- ELPA Growth
- Middle School Math Growth
- 5-Year Graduation
- Post-Secondary Enrollment

New Indicators

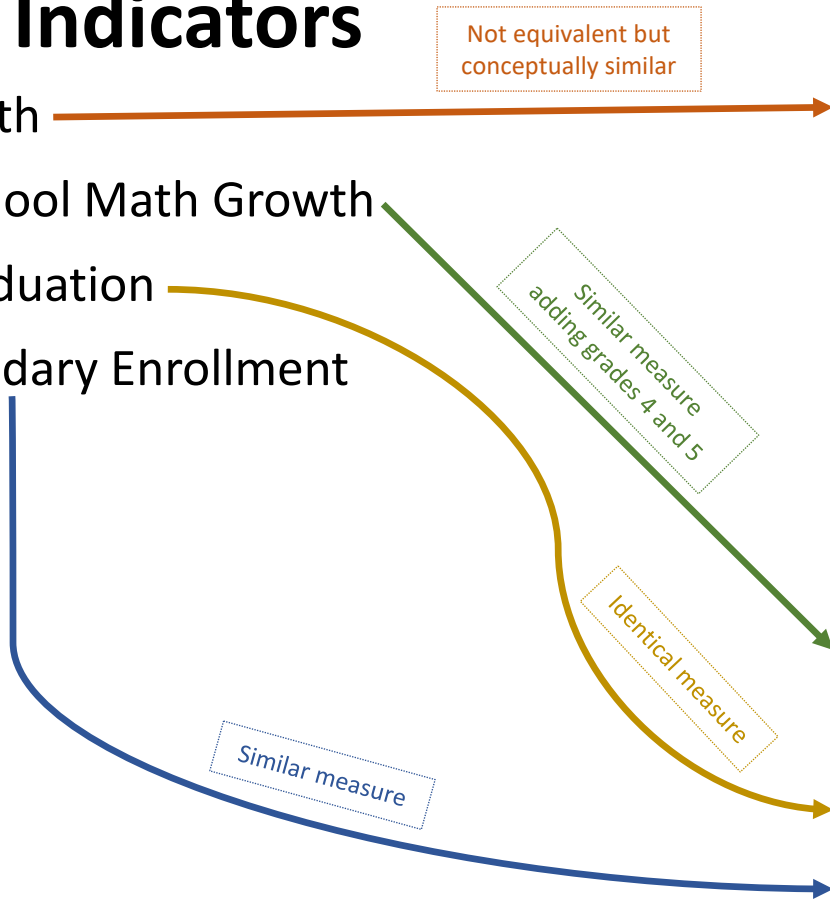
- On Track to ELP
- Regular Attendance
- Exclusionary Discipline
- Least Restrictive Environment
- ELA Achievement
- ELA Growth
- Math Achievement
- Math Growth
- 9th Grade On-Track
- 5-Year Graduation
- Post-Secondary Enrollment

Not equivalent but
conceptually similar

Similar measure
adding grades 4 and 5

Identical measure

Similar measure



How the New System Works – Step 1

- ❑ Compare indicator values with thresholds to determine level:
 - Levels are 1 to 5 (where 1 is the lowest and 5 is the highest)
 - Thresholds come 2018-19 and will be the baseline for the next 4 years

- ❑ For relevant indicators, compare ever English learner (EL) values to never EL values:
 - If ever EL values \geq never EL values, districts earn a bonus point for that indicator

- ❑ Indicator level + bonus = points

- ❑ Calculate indicator rating:
 - **Notable Progress**: ≥ 4 points
 - **Some Progress**: ≥ 2 points and < 4 points
 - **Limited Progress**: 1 points

Important features:

- Minimum n-size for suppression and inclusion is 10 students.
- All data were publicly reported in 2018-19.
- Graduation and post-secondary enrollment have lags of 1 and 2 years respectively.
- All indicators use ever ELs as the focal group except for On Track to ELP.
- Districts are excluded if the total number of current ELs they served in 2018-19 is less than 20. These districts will be eligible to receive technical assistance from ESDs.

Elementary and Secondary Grades Indicators, Values, Levels, and Ratings

Elementary Grades Indicators

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Indicator Rating
<i>On Track to ELP</i>	K-5						
<i>Regular Attendance</i>	K-5						
<i>Exclusionary Discipline</i>	K-5						
<i>ELA Achievement</i>	3-8						
<i>ELA Growth</i>	4-8						
<i>Math Achievement</i>	3-8						
<i>Math Growth</i>	4-8						

Note. *On Track to ELP* relies on current English learners as the focal student group. All other indicators use ever English learners as the focal student group. *Exclusionary Discipline* refers to the percent of students who did not experience suspension or expulsion. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. * suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent.

Secondary Grades Indicators

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 to 1)	Points (1-6)	Indicator Rating
<i>On Track to ELP</i>	6-12						
<i>Regular Attendance</i>	6-12						
<i>Exclusionary Discipline</i>	6-12						
<i>Least Restrictive Environment</i>	6-12						
<i>9th Grade On-Track</i>	9						
<i>5-Year Graduation</i>	12						
<i>Post-Secondary Enrollment</i>	12						

Note. *On Track to ELP* relies on current English learners as the focal student group. All other indicators use ever English learners as the focal student group. *Exclusionary Discipline* refers to the percent of ever English learners who did not experience suspension or expulsion. *Least Restrictive Environment* refers to the percent of time students with disabilities spend with non-disabled peers. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. The bonus point does not apply to *On Track to ELP*. * suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent.

Values for each indicator

Levels for each indicator

Points for each indicator

Thresholds for each elementary grades indicator

Never EL values for each indicator

Bonus for each indicator

Rating for each indicator

Thresholds for each secondary grades indicator

Elementary Grades Indicators, Thresholds, and Levels

On Track to ELP (K-5)

Threshold	Level
≥ 78.65	5
73.25 to 78.64	4
69.55 to 73.24	3
62.25 to 69.54	2
< 62.25	1

Regular Attendance (K-5)

Threshold	Level
≥ 94.34	5
88.40 to 94.33	4
83.70 to 88.39	3
80.10 to 83.69	2
< 80.10	1

Exclusionary Discipline (K-5)

Threshold	Level
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
< 88.00	1

ELA Achievement (3-8)

Threshold	Level
≥ 41.16	5
36.80 to 41.15	4
29.20 to 36.79	3
24.65 to 29.1	2
< 24.65	1

ELA Growth (4-8)

Threshold	Level
≥ 58.95	5
55.38 to 58.94	4
50.00 to 55.37	3
44.50 to 49.99	2
< 44.50	1

The level for each indicator corresponds to a value that is equal to or greater than a specific threshold:

- Level 5 threshold: ≥ 90th percentile
- Level 4 threshold: ≥ 75th percentile and < 90th percentile
- Level 3 threshold: ≥ 50th percentile and < 75th percentile
- Level 2 threshold: ≥ 25th percentile to < 50th percentile
- Level 1 threshold: < 25th percentile

Note. The ODE will freeze these thresholds for the next four years in order to monitor the progress of districts. The ODE may change the thresholds if there are substantial changes to the calculation or if the indicator no longer exists.

Math Achievement (3-8)

Threshold	Level
≥ 29.58	5
25.25 to 29.57	4
20.80 to 24.24	3
16.60 to 20.79	2
< 16.60	1

Math Growth (4-8)

Threshold	Level
≥ 61.00	5
54.38 to 60.99	4
48.50 to 54.37	3
44.0 to 48.49	2
< 44.0	1

Indicator Ratings:

- Notable Progress:** Level + bonus ≥ 4 points
- Some Progress:** Level + bonus ≥ 2 and < 4 points
- Limited Progress:** Level + bonus = 1 point

Secondary Grades Indicators, Thresholds, and Levels

On Track to ELP (6-12)

Threshold	Level
≥ 55.20	5
44.90 to 55.19	4
37.90 to 44.89	3
30.10 to 37.89	2
< 30.10	1

Regular Attendance (6-12)

Threshold	Level
≥ 90.75	5
83.00 to 90.74	4
77.50 to 82.99	3
72.05 to 77.49	2
< 72.05	1

Exclusionary Discipline (6-12)

Threshold	Level
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
< 88.00	1

Least Restrictive Environment (6-12)

Threshold	Level
≥ 91.60	5
84.53 to 91.59	4
77.85 to 84.52	3
66.18 to 77.84	2
< 66.18	1

9th Grade On-Track

Threshold	Level
≥ 94.01	5
90.00 to 94.00	4
83.30 to 89.99	3
73.88 to 83.29	2
< 73.88	1

The level for each indicator corresponds to a value that is equal to or greater than a specific threshold:

- Level 5 threshold: ≥ 90th percentile
- Level 4 threshold: ≥ 75th percentile and < 90th percentile
- Level 3 threshold: ≥ 50th percentile and < 75th percentile
- Level 2 threshold: ≥ 25th percentile to < 50th percentile
- Level 1 threshold: < 25th percentile

Note. The ODE will freeze these thresholds for the next four years in order to monitor the progress of districts. The ODE may change the thresholds if there are substantial changes to the calculation or if the indicator no longer exists.

5-Year Graduation

Threshold	Level
≥ 93.70	5
89.60 to 93.69	4
83.30 to 89.59	3
76.50 to 83.29	2
< 76.50	1

Post-Secondary Enrollment

Threshold	Level
≥ 66.70	5
58.98 to 66.69	4
53.70 to 58.97	3
44.75 to 53.69	2
< 44.75	1

Indicator Ratings:

- Notable Progress:** Level + bonus ≥ 4 points
- Some Progress:** Level + bonus ≥ 2 and < 4 points
- Limited Progress:** Level + bonus = 1 point

How the New System Works – Step 2

- ❑ Indicator points × weight = weighted points
- ❑ Sum weighted points across indicators = total weighted points
- ❑ Total weighted points available = maximum points a district can earn
- ❑ Total weighted points ÷ total weighted points available = percent of weighted points
- ❑ Calculate elementary and secondary grades ratings:
 - **Notable Progress**: ≥ 75.0% of weighted points available
 - **Some Progress**: ≥ 50.0% and < 75.0% of weighted points available
 - **Limited Progress**: < 50.0% of weighted points available
- ❑ Calculate cohort 1 determination:
 - **Successful Exit**: **Some progress** or **Notable Progress** on both ratings
 - **Monitoring**: **Limited Progress** on one rating
 - **Direction of Weighted ADM**: **Limited Progress** on both ratings

Important features:

- Total weighted points available is 500.
- The majority of districts will have 500 unless they have indicators which don't meet the minimum n-size (i.e., 10 students).
- Districts are only held accountable for the indicators which meet the minimum n-size.

Elementary Grades Indicators					Secondary Grades Indicators				
Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points	Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points
<i>On Track to ELP</i>				× 30	<i>On Track to ELP</i>				× 15
<i>Regular Attendance</i>				× 15	<i>Regular Attendance</i>				× 10
<i>Exclusionary Discipline</i>				× 15	<i>Exclusionary Discipline</i>				× 10
<i>ELA Achievement</i>				× 10	<i>Least Restrictive Environment</i>				× 10
<i>ELA Growth</i>				× 10	<i>9th Grade On-Track</i>				× 15
<i>Math Achievement</i>				× 10	<i>5-Year Graduation</i>				× 30
<i>Math Growth</i>				× 10	<i>Post-Secondary Enrollment</i>				× 10
Total Weighted Points					Total Weighted Points				
Total Weighted Points Available					Total Weighted Points Available				
Percent of Weighted Points					Percent of Weighted Points				
Elementary Grades Rating					Secondary Grades Rating				

Ratings Criteria:

- Notable Progress:** ≥ 75.0% of weighted points available
- Some Progress:** 50.0 to 74.9% of weighted points available
- Limited Progress:** < 50.0% of weighted points available

Note. Districts may earn a bonus point for each indicator if the value for ever English learners is equal to or greater than the value for never English learners. The bonus point does not apply to *On Track to ELP*. *Exclusionary Discipline* refers to the percent of students who did not experience suspension (in-school and out-of-school) or expulsion. *Least Restrictive Environment* refers to the percent of time students with disabilities spend with non-disabled peers.

Determination:	
Direction of Weighted ADM:	Limited Progress on both ratings
Monitoring:	Limited Progress on one rating
Successful Exit:	Some Progress or Notable Progress on both ratings

Weighted points for each indicator (i.e., points × weight)

Total weighted points (i.e., the sum of weighted points across indicators)

Total weighted points available to the district (usually 500 but will be less if the district has < 10 ELs in an indicator)

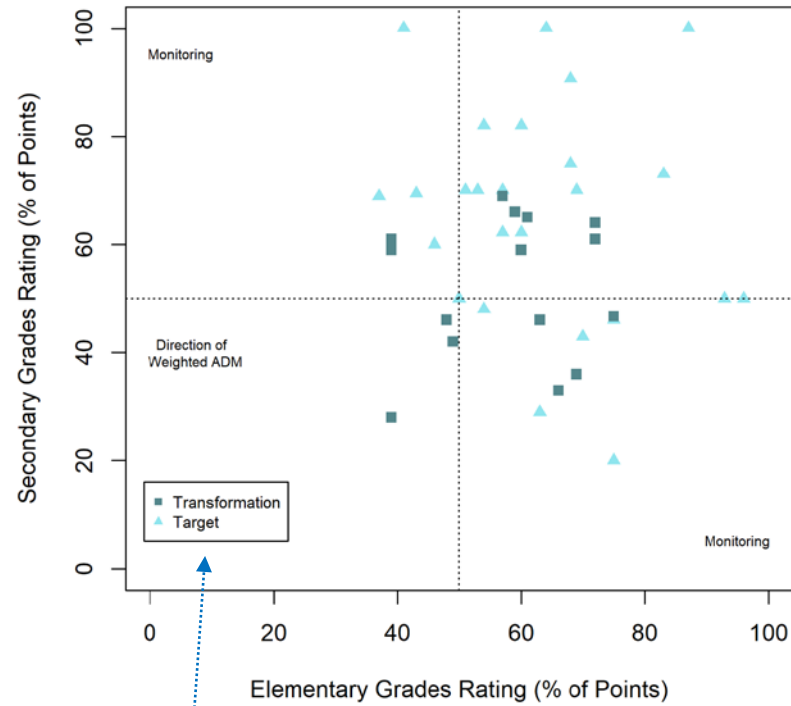
Total weighted points ÷ total weighted points available (× 100 and rounded to the nearest tenth)

Elementary or secondary grades rating

Determination based on the elementary and secondary grades ratings

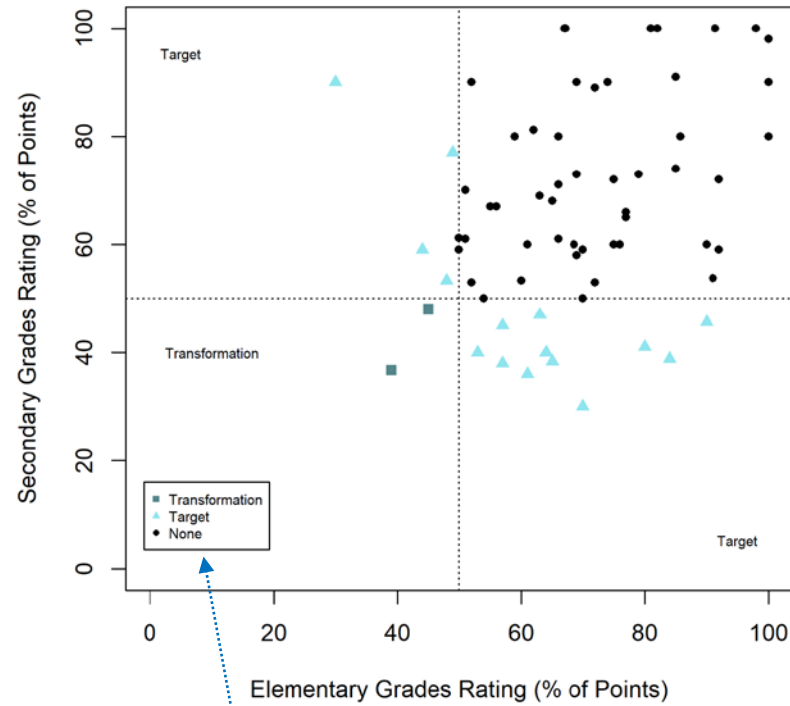
New System in Action for Cohorts 1 and 2

HB 3499 Cohort 1 Determination



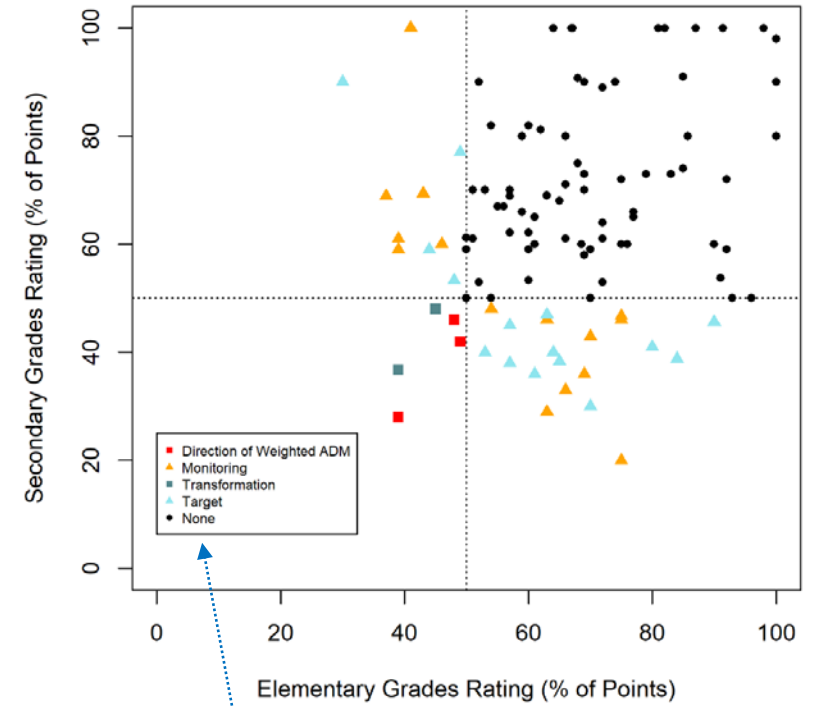
Transformation and target identifications are the original from 2014-15.

HB 3499 Cohort 2 Identification



These are the identifications for cohort 2 districts.

HB 3499 Cohorts 1 and 2



Cohort 1 determination and cohort 2 identification using the same system.