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ACCOUNTABILITY
DETAILS POLICY AND
TECHNICAL MANUAL

2022-23

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UPDATES & CHANGES

Updated June 29, 2023

2022-23 Accountability Amendment

Last year, the Oregon Department of Education (ODE) submitted the [2021-22 Accountability Addendum](#) to the U.S. Department of Education. Through the 2021-22 Accountability Addendum, ODE made changes to the accountability system in order to restart the system after a two year suspension and identify schools for support under the Every Student Succeeds Act (ESSA).

For 2022-23, ODE was required to submit the [2022-23 Accountability Amendment](#) in order to make the changes made through the 2021-22 Accountability Addendum permanent in Oregon's ESSA State Plan.

The Level 1 Override, Underserved Race/Ethnicity Student Group Rule, Average Gap Score Change, Years of Data Available, and the Statewide Long-Term Goal changes described below are the changes to Oregon's accountability system for 2022-23 made through the Accountability Amendment.

Level 1 Overrides

During the review of Oregon's [2022-23 Accountability Amendment](#), the U.S. Department of Education clarified that state accountability systems must uniformly evaluate student groups. Starting with the 2022-23 accountability system, Level 1 Overrides will no longer be applied to the Students with Disabilities and English Learners student groups. All student groups will be evaluated as Level 1 for an indicator if the student group is below the statewide 10th percentile.

Prior to 2022-23, the accountability system applied Level 1 overrides to the Students with Disabilities and English Learner student groups. This override process was where the Students with Disabilities and English Learner student groups were not assigned a Level 1 on an indicator unless the student group was below the **15th percentile** of performance **for that student group**. Whereas all other student groups were assigned a Level 1 if the student group was below the statewide 10th percentile for an indicator.

Underserved Race/Ethnicity Student Group Rule

During the review of Oregon's [2022-23 Accountability Amendment](#), the U.S. Department of Education clarified that state accountability systems must uniformly evaluate student groups. Starting with the 2022-23 accountability system, the special rule for the Underserved

Race/Ethnicity Student group will no longer be applied. All student groups will be evaluated for Targeted Support and Improvement (TSI) status using the same business rules.

Prior to 2022-23, the accountability system would not evaluate the Underserved Race/Ethnicity student group if any of the four component student groups (American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Black/African American, and Hispanic/Latino) were rated on five or more indicators.

Average Gap Score Change

Individual Student Growth, the academic progress indicator previously used in Oregon’s accountability system, was significantly impacted by the COVID-19 pandemic and could not be calculated in 2021-22 for the restart of Oregon’s accountability system. However, including a measure of academic progress is a federal requirement for state accountability systems. In order to meet that requirement, ODE replaced Individual Student Growth with Average Gap Score Change – the change in the average difference between English Language Arts (ELA) and Math test scores and proficiency cut scores in 2021-22 compared to the average gap scores from 2018-19.

ODE will continue to use this metric in 2022-23, again using 2018-19 average gap scores as a baseline for comparison.

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

Years of Data Available for Indicators

Prior to the COVID-19 pandemic and the suspension of accountability determinations, Oregon’s accountability system relied on three consecutive years of data for its indicators. The COVID-19 pandemic impacted the years of data available for most of the included indicators. For 2022-23, the years of data available vary by indicator. The 4-Year Graduation and 5-Year Completer data were not impacted and will still use three consecutive years of data. ELA and Math Average Gap Score Changes compare 2022-23 gap scores with scores from 2018-19. All other indicators use data from the 2021-22 and 2022-23 school years.

Indicator	Years of Data Used
Regular Attenders	2022-23, 2021-22
ELA Achievement	2022-23, 2021-22
ELA Average Score Change	2022-23, 2018-19
ELA Participation	2022-23, 2021-22
Math Achievement	2022-23, 2021-22
Math Average Score Change	2022-23, 2018-19
Math Participation	2022-23, 2021-22

Indicator	Years of Data Used
On-Track to English Language Proficiency	2022-23, 2021-22
9 th Grade On-Track	2022-23, 2021-22
4-Year Graduation	2021-22, 2020-21, 2019-20 (graduation year)
5-Year Completers	2021-22, 2020-21, 2019-20 (completion year)

Statewide Long-Term Goals

The long-term goals identified for each indicator was shifted out from 2024-25 to 2026-27.

Targeted and Comprehensive Support Identification

Additional schools will be identified for Targeted Support and Improvement in 2022-23.

No additional schools will be identified for Comprehensive Support and Improvement (CSI) in 2022-23. CSI schools are only identified every three years. A new cohort of CSI schools were identified last year in 2021-22.

STAFF RESPONSIBILITIES & CONTACT LIST

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Regional ESD Partners

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

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INTRODUCTION

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

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

PURPOSE OF ACCOUNTABILITY DETAIL SHEETS AND AT-A-GLANCE PROFILES

Report cards are provided in the form of Accountability Detail Sheets and At-A-Glance School and District Profiles, which serve as tools for continuous improvement planning by local and state policymakers, in conjunction with the communities they serve. Together, the Accountability Detail Sheets and At-A-Glance School and District Profiles comprise the majority of ODE's larger reporting system as required by the Oregon State Legislature and ESSA.

The Accountability Detail Sheets provide an annual snapshot of school and district performance, improvement, and each school's identified level of support (not identified, TSI, or CSI) under ESSA. There are no summative school ratings. The At-A-Glance School and District Profiles are published alongside the Accountability Detail Sheets and provide a less technical overview for parents and community members.

ACCOUNTABILITY OVERVIEW

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

- Measures the Success of Schools and Districts Beyond Test Scores
 - The data used in the accountability system includes Regular Attenders, 9th Grade On-Track, English Learner Progress towards Proficiency, and 5-Year Completion Rate.
- Recognizes Individual Schools as a Part of a District System

- ODE views districts as the hub for improving systems that are not working for students, since districts are aware of local context and have a greater understanding of local student assets and needs. Districts, with support from ODE, lead, support and monitor their efforts to improve student outcomes in schools.
- Focuses Resources Equitably
 - Oregon’s State Plan calls for making necessary investments where they are needed most by jointly allocating our federal, state, and local resources to each student to help them succeed. ODE works with districts to align and combine improvement supports and resources.
- Differentiates Supports
 - ODE and district leaders work together to review local data and develop improvement plans that take into account the assets and values of the communities they serve.

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

INDICATORS AND LEVEL CUTS

INDICATORS BY SCHOOL TYPE

The 2022-23 Accountability Detail Sheets include data on the following indicators. The included indicators vary by school type. See the [Accountability Indicators](#) section for more information about each indicator.

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

Indicator	Elementary and Middle Schools	Combined Schools (e.g., K-12, 7-12)	High Schools
Regular Attenders	Included	Included	Included
ELA Achievement	Included	Included	Included
Math Achievement	Included	Included	Included
ELA Average Gap Score Change	Included	Included	Not Used
Math Average Gap Score Change	Included	Included	Not Used
On-Track to English Language Proficiency	Included	Included	Included
9 th Grade On Track	Not Used	Included	Included
4-year Graduation	Not Used	Included	Included
5-year Completers	Not Used	Included	Included

ACCOUNTABILITY STUDENT GROUPS

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

The student groups included in the accountability system are:

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

LEVEL RATINGS

Levels are set according to the following methodology.

Level	Description
Level 5	State Long Term Goal in 2026-27
Level 4	Halfway from the baseline to the Long Term Goal
Level 3	The baseline state average (2021-22 for ELA and Math Average Gap Scores, 2016-17 for all other indicators)
Level 2	The 10 th percentile of schools (2021-22 for ELA and Math Average Gap Scores and Five-Year Completers. 2022-23 for all other indicators)
Level 1	Below the 10 th percentile

LEVEL CUTS FOR INDICATORS

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

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
Regular Attenders	K-5	93%	89%	85%	52%	<52%
Regular Attenders	6-8	93%	88%	83%	54%	<54%
Regular Attenders	9-10	93%	86%	78%	41%	<41%
ELA Achievement	3-8,11	80%	67%	54%	18%	<18%
Math Achievement	3-8,11	80%	62%	43%	8%	<8%
ELA Average Gap Score Change	3-8	5	-7	-19	-42	<-42
Math Average Gap Score Change	3-8	4	-11	-24	-49	<-49
On-Track to English Language Proficiency	K-12	80%	68%	56%	22%	<22%
9th Grade On-Track	9	95%	90%	84%	63%	<63%
Four-year Graduation Rate	9-12	90%	82%	74%	67%	<67%
Five-year Completers Rate	9-12	97%	90%	82%	74%	<74%

COMPREHENSIVE AND TARGETED IDENTIFICATION RULES

COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI) IDENTIFICATION

Identification for CSI is based on the level ratings for the 'All Students' group for the accountability indicators included for the school. CSI schools are identified every three years. No new CSI schools will be identified in the 2022-23 school year.

The rules for CSI identification are as follows:

- If the 'All Students' group is rated on fewer than five indicators, then no determination is made.
- If the school is rated on five or more indicators, and the school is a combined or high school, then graduation and completion rates are evaluated:
 - If the school is a regular or charter school, and the four-year graduation rate for the 'All Students' group is Level 1, then the school is identified as CSI.

- If the school is an alternative school (which does not include charter schools), and the five-year completers rate for the ‘All Students’ group is Level 1, then the school is identified as CSI.
 - The above two rules apply to all schools, regardless of whether or not the school receives federal Title I funds.
- If the school receives federal Title I funds, the ‘All Students’ group is rated on five or more indicators, and 50% or more of those rated indicators are Level 1, then the school is identified as CSI.
- If neither of the above two conditions are met, the school is not identified as CSI.

TARGETED SUPPORT AND IMPROVEMENT (TSI) IDENTIFICATION

TSI schools are identified every year the accountability system runs. Identification for TSI is based on the 2022-23 school year level ratings for student groups other than the ‘All Students’ group. Each student group is independently considered for identification. Schools are identified for TSI if at least one student group is identified by the rules below:

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

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

NEW SCHOOLS

Schools that first opened July 1, 2022 for the 2022-23 school year or schools that applied for and received new school status are not eligible to be identified for TSI or CSI or for individual student groups to be assigned a level rating.

REVIEW OF PREVIOUSLY IDENTIFIED SCHOOLS

If a school was previously identified as CSI or TSI but is not identified in the Fall of 2023, the school may then be eligible to exit that status. These schools will enter a review process with ODE’s [District and School Effectiveness Team](#) to evaluate improvement efforts to date.

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

ACCOUNTABILITY INDICATORS

ASSESSMENT ACADEMIC ACHIEVEMENT

OVERVIEW

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

INCLUSION RULES

The Academic Achievement indicator includes the following students:

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

CALCULATION

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

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

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

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

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

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

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

EXAMPLE

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

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

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

CONSIDERATIONS

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

HOW ARE LEVELS ASSIGNED?

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

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
ELA Achievement	3-8, 11	80%	67%	54%	18%	<18%

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

ASSESSMENT AVERAGE GAP SCORE CHANGE

OVERVIEW

The accountability system has traditionally used individual student growth in English Language Arts (ELA) and Mathematics as indicators for elementary, middle, and combined schools. These indicators require that students have prior test scores upon which to measure growth.

Statewide assessment administration was disrupted during the 2019-20 and 2020-21 school years, forcing the Oregon Department of Education (ODE) to adopt an alternative measure of student growth for the 2021-22 school year. This measure will continue to be used for accountability reporting in the 2022-23 school year.

The current accountability system measures changes in the average difference (or “gap”) between actual student test scores and proficiency cut scores across student groups at a school. A test score’s distance above or below the cut is its “gap score.” Average Gap Score Change is measured by comparing current-year average gap scores for included student groups at the school to average gap scores for the same groups at the school in the 2018-19 school year.

INCLUSION RULES

The Average Gap Score Change indicator includes the following students:

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

CALCULATION

The calculation begins with determining the Gap Score for each student in 2018-19 and 2022-23. For all students who meet the inclusion rules, the Gap Score is calculated as follows:

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

For each grade and subject, we then calculate the Average Gap Score for each student group. The Average Gap Score Change is the Average Gap Score for a student group in 2022-23 minus the Average Gap Score for the same group in 2018-19. In this calculation we round to the nearest whole number.

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

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

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

EXAMPLE

Here is an example of the calculation of Average Gap Score for ELA assessments:

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

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

We calculate Average Gap Scores for ELA and Mathematics for both 2018-19 and for 2022-23, then subtract the 2018-19 score from the 2022-23 score.

Student Group	Average Gap Score in 2018-19	Average Gap Score in 2022-23	Change in Gap Score
All Students	38	13	-25
Economically Disadvantaged	5	-3	-8
English Learners	-12	-25	-13

HOW ARE LEVELS ASSIGNED?

The Average Gap Score Change indicator consists of five rating levels. Student groups, schools, and districts earn a rating level according to the value of the change in gap score. We assign a level only if there are at least 20 students included in both the 2018-19 Average Gap Score calculation and in the 2022-23 Average Gap Score calculation.

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

RESOURCES

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

REGULAR ATTENDERS

OVERVIEW

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

- Kindergarten to 5th
- 6th to 8th
- 9th to 10th

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

HOW DOES ODE DETERMINE THE REGULAR ATTENDERS GRADE BAND FOR SCHOOLS?

In general, the available grade bands of K-5, 6-8, and 9-10 align with elementary, middle, and high school grades, making the choice of grade band for the Regular Attenders indicator on the Accountability Detail Sheets straightforward for most schools. Since schools, such as K-8 or K-12 schools, may serve grades that overlap these bands the accountability system selects the grade band that has the greatest number of students in the 'All Students' group, calculated over the 2021-22 and 2022-23 school years. In the case that multiple grade bands have the same number of students (such as a K-12 school where both the 6-8 and 9-10 grade bands have the same number of students) the higher grade band is selected (the 9-10 grade band in the previous example).

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

CALCULATION

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

- Their student record on the first school day in May grade indicates enrollment in the selected grade band.
- They have at least 75 days of enrollment in the school or district, as reflected in the Attending School or District fields in Third Period Cumulative ADM.

A student’s record on the first school day in May determines student group membership, except for the Students with Disabilities and the English Learners student groups:

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

Students are included in the numerator if:

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

See the [Regular Attendance Validation guide](#) for complete details.

HOW ARE LEVELS ASSIGNED?

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

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

Indicator	Level 5	Level 4	Level 3	Level 2	Level 1
K-5 Regular Attenders	93%	89%	85%	52%	<52%
6-8 Regular Attenders	93%	88%	83%	54%	<54%
9-10 Regular Attenders	93%	86%	78%	41%	<41%

ON-TRACK TO ENGLISH LANGUAGE PROFICIENCY (ELP)

INCLUSION RULES

The On-Track to ELP indicator includes current English Learners (ELs) who meet the following criteria:

- Enrolled at the school on the first school day in May for a full academic year; and
 - Has an EL exit date (also known as a reclassification date) and/or English Language proficiency via current year ELPA **(or)**
 - Satisfies all of the following:
 - Initial ELPA test occurred before the current year
 - Identified as an EL for 1.50 years
 - Enrolled during the current ELPA test window⁶

ELP EXPECTATIONS

ELPA domains include Reading, Writing, Speaking, and Listening. Domain proficiency scores appear on a scale of 1-5, where 4 and 5 are proficient.

Two proficiency trajectory tracks are available: a 7-year trajectory for EL students who are not Students with Disabilities (SWD) or Students with Interrupted Formal Education (SIFE) and an 8-year trajectory for SIFE and/or SWD English Learners. The following tables present trajectory expectation for each track based on the (a) number of years a student has been identified as an English Learner and (b) their original proficiency score in a given domain.

Table 1: ELP Trajectory Expectations by Year for English Learners Not Identified as SWD or SIFE

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

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

Table 2: ELP Trajectory Expectations by Year for English Learners Who Are Identified as SWD or SIFE

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

An English Learner is on track to domain proficiency if their current domain proficiency is equal to or greater than the trajectory expectation. An English Learner is **not** on track to domain proficiency if their current domain proficiency is less than trajectory expectation or they are an ELPA nonparticipant in 2022-23.

For example, using Table 1 for an English Learner who does not have a disability or an interrupted formal education, if their Initial Reading Domain Proficiency level was 1, and their time identified as an English Learner is 4 to less than 5 years, the ELP expectation is a Reading Domain Proficiency level of 3. English Learners meet the ELP expectation for Reading if their current Reading Domain Proficiency level is 3 or higher.

CALCULATION

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

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

The aggregate calculation is the following:

- Denominator: English Learners who meet the inclusion rules
- Numerator: English Learners who meet the inclusion rules and who are on track to ELP
- Rate: (Numerator ÷ Denominator) × 100

HOW ARE LEVELS ASSIGNED?

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

Indicator	Grades Used	Level 5	Level 4	Level 3	Level 2	Level 1
On-Track to English Language Proficiency	K-12	80%	68%	56%	22%	<22%

9TH GRADE ON-TRACK

OVERVIEW

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

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

CALCULATION

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

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

Students are removed from a school's denominator if:

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

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

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

HOW ARE LEVELS ASSIGNED?

A level is assigned based on two-year averages, provided the denominator meets the minimum n of 20. The average is compared to the level cuts for this indicator.

Indicator	Grade Used	Level 5	Level 4	Level 3	Level 2	Level 1
9th Grade On Track	9	95%	90%	84%	63%	<63%

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

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

FOUR-YEAR GRADUATION

OVERVIEW

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

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

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

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

CALCULATION

The calculation of the four-year graduation rate is a multi-step process. The steps are shown below, and apply to the calculation of the graduation rate for students who were first-time high school students in 2018-19. These are the students whose expected four-year graduation date was in Spring/Summer 2022.

1. Determine the students who were first enrolled in high school in 2018-19, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2018-19 and 2021-22. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to a school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2018-19 and 2021-22 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.

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

The graduation rate is then calculated as the numerator (identified in Step 8) divided by the adjusted cohort denominator (identified in Step 7).

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

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

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

FIVE-YEAR COMPLETERS

OVERVIEW

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

A standard diploma refers only to the following:

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

Other completion credentials include only the following:

- Adult High School Diploma
- Extended diploma
- GED

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

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

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

CALCULATION

The calculation of the five-year completers rate is a multi-step process. The steps are shown below, and apply to the calculation of the completers rate for students who were first-time high school students in 2017-18. These are the students whose expected five-year graduation date was in Spring/Summer 2022.

1. Determine the students who were first enrolled in high school in 2017-18, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2017-18 and 2021-22. Include only those students in the unadjusted state cohort.

3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution’s unadjusted cohort. This list includes all students whose last enrollment record between 2017-18 and 2021-22 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the current English learners, students with disabilities, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was a transfer to a public high school in another state, a private school, or home school, as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district, and the denominator for the cohort’s five-year completers rate calculation.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program) or other completion credentials (Adult High School diploma, Extended diploma, GED). This is the numerator for the five year completers calculation.

The five year completers rate is then calculated as the numerator (identified in Step 8) divided by the adjusted cohort denominator (identified in Step 7).

HOW ARE LEVELS ASSIGNED?

A level is assigned based on the three-year average, provided the denominator meets the minimum n of 20. The rate is then compared to the level cuts for this indicator.

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

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

INSTITUTION USED FOR ACCOUNTABILITY REPORTING

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

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

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

HOW TO READ THE ACCOUNTABILITY DETAIL SHEETS

INDICATOR RATINGS TABLE

The Indicator Ratings Table is located on the front page of the school versions of the Accountability Detail Sheets. The Indicator Ratings Table displays the level rating for each student group by indicator and if the student group was identified for Comprehensive (CSI) or Targeted (TSI) Support and Improvement. The Indicator Ratings Table is a summary of all of the evaluated indicators for the school.

Indicator Ratings Table

Student Group	ESSA Supports	ELA Achievement	ELA Change	Math Achievement	Math Change	Regular Attenders	On Track to ELP	9th Grade On-Track	Four-Year Cohort	Five-Year Complete
All Students	Not Identified	Level 3 ↑	Level 2	Level 3	Level 2	Level 2	Not Rated	Level 5 ↑	Level 5	Level 5
Economically Disadvantaged	Not Identified	Level 2	Level 2	Level 2	Level 3 ↑	Level 2		Level 5	Level 4	Level 4
English Learners	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated
Students with Disabilities	Not Identified	Level 2	Not Rated	Level 2 ↑	Not Rated	Level 2		Not Rated	Not Rated	Not Rated
Underserved Race/Ethnicity	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable		Not Applicable	Not Applicable	Not Applicable
American Indian/Alaska Native	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Native Hawaiian/Pacific Islander	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Black/African American	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Hispanic/Latino	Not Identified	Level 2	Not Rated	Level 2 ↑	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
Asian	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated
White	Not Identified	Level 3	Level 2	Level 3 ↑	Level 2	Level 2		Level 5	Level 5	Level 4
Multi-racial	Not Identified	Not Rated	Not Rated	Not Rated	Not Rated	Not Rated		Not Rated	Not Rated	Not Rated

Suggested Level of Support : **Not Identified** Year Identified: **Not Identified**

Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)

Received Title I Funds in 2022-23: **Yes**

- The ‘Student Group’ column shows which student group is being evaluated.
- The ‘ESSA Supports’ column shows if the student group was identified for support.
 - “Comprehensive” indicates the student group was identified as CSI. Only applies to the ‘All Students’ student group.
 - “Targeted” indicates the student group was identified as TSI. Applies to every student group except for the ‘All Students’ student group.
 - “Not Identified” indicates the student group was not identified for support.
- The remaining columns show which indicator is being evaluated
 - Indicators are rated from Level 1 to Level 5.

- An arrow (↑ or ↓) next to a level rating indicates that the level rating increased or decreased compared to the previous year.
- “Not Rated” indicates that the student group did not meet the minimum n-size to be evaluated for that indicator.

See the [Comprehensive and Targeted Identification Rules](#) section of this document for more information on how student groups are evaluated and assigned levels of support.

OVERALL SCHOOL INFORMATION

Suggested Level of Support : **Not Identified** Year Identified: **Not Identified**
 Met ELA and Math Participation target (95%) for all student groups: **No** (details on pages 4 and 7)
 Received Title I Funds in 2022-23: **Yes**

Beneath the Indicator Rating Table, the Accountability Detail Sheets display the overall suggested level of support for the school and the year the school was identified.

- “Comprehensive” indicates the school was identified for Comprehensive Support and Improvement (CSI).
- “Targeted” indicates the school was identified for Targeted Support and Improvement (TSI).
- “Not Identified” indicates the school was not identified for either Comprehensive or Targeted Support and Improvement.

Additionally, the front page of the Accountability Detail Sheets displays if the school met the assessment participation target of 95% for both the English Language Arts (ELA) and Math assessments.

Also displayed on the front page is if the school received Title I funds for the year.

INDICATOR PAGES

The remaining pages in the Accountability Detail Sheets provide more detailed information about each indicator. Indicators included for a school depends on the school type. See the [Indicators by School Type](#) section of this document for more information.

The ELA Achievement, Math Achievement, Regular Attenders, On-Track to English Language Proficiency, 9th Grade On-Track, Four-Year Graduation, and Five-Year Completers indicator pages follow the same below structure. See the [Accountability Indicators](#) section of this document for detailed information on how each indicator is calculated.

English Language Arts Academic Achievement Details

District: Apple SD
School: Apple School

English Language Arts Achievement Level	Cut
Level 5	80
Level 4	67
Level 3	54
Level 2	25
Level 1	<25

The English Language Arts (ELA) Achievement indicator displays the percentage of students meeting the ELA achievement standard, the adjusted denominator, and the corresponding rating for each student group. The data table shows two years of data, a two-year average, and the applied rate (i.e., the two-year average after meeting the minimum n-size of 20). ‘*’ means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

State Long Term Goal: 80%

Student Group	2021-22	2022-23	2-year Average	Level
All Students - Percent	70.1	69.2	69.7	Level 4
All Students - Adjusted Denominator	538	442	980	
Economically Disadvantaged - Percent	55.9	69.2	65.4	Level 3
Economically Disadvantaged - Adjusted Denominator	177	442	619	
English Learners - Percent	6.3	<5	<5	Level 1
English Learners - Adjusted Denominator	16	*	*	

- The upper right corner of each indicator page includes a legend with the Level 1 – 5 cut levels for the indicator.
- In the data table, the ‘Student Group’ column shows which student group is being evaluated. Each accountable student group includes a row for the calculated rate for the indicator and the denominator used for the calculation.
- The columns in the data table show the previous year(s), current year, and multi-year average data by student group.
- The ‘Level’ column shows the level rating assigned to the student group. The level rating is assigned using the multi-year average.

The structure of the ELA Average Gap Score Change and the Math Average Gap Score Change indicator pages differ from the other indicator pages. Both indicator pages follow the same below structure. See the [Assessment Average Gap Score Change](#) section of this document for detailed information on how these indicators are calculated.

English Language Arts Average Gap Score Change Details

District: Apple SD
School: Apple School

The English Language Arts (ELA) Average Score Change indicator uses the difference between a student’s score and the cut score for the assessment, called a gap score. The table displays the average gap score by school year, the change in the average gap score, the count of students tested, and the corresponding rating for each student group. “*” means data was hidden to protect student confidentiality and ‘Not Rated’ refers to student groups that do not meet the minimum n-size to receive a rating. Note that the expansion of the federal free/reduced price meal program increased the number students included in the Economically Disadvantaged student group in 2021-22.

ELA Average Gap Score Change	Cut
Level 5	5
Level 4	-7
Level 3	-19
Level 2	-42
Level 1	<-42

Student Group	2018-19	2022-23	Change in Average	Level
All Students	40	43	3	Level 4
All Students - Denominator	536	442		
Economically Disadvantaged	4	43	39	Level 5
Economically Disadvantaged - Denominator	176	442		
English Learners	-100	-113	-13	Not Rated
English Learners - Denominator	16	11		
Students with Disabilities	-63	-31	32	Level 5
Students with Disabilities - Denominator	70	59		

- The upper right corner of each indicator page includes a legend with the Level 1 – 5 cut levels for the indicator.
- In the data table, the ‘Student Group’ column shows which student group is being evaluated. Each accountable student group includes a row for the average gap score and the denominator used for the calculation.
- The columns in the data table show the 2018-19 average gap score, the current year’s average gap score, and difference in the average gap scores between the two years.
- The ‘Level’ column shows the level rating assigned to the student group. The level rating is assigned using the ‘Change in Average Column’.