

- c. **English Language Proficiency.** (ESEA section 1111(c)(4)(A)(ii))
1. ***Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.***
  2. ***Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.***

The first operational administration of the ELPA21 in Oregon was the 2015-16 school year. Given only one year of ELPA21, Oregon does not have sufficient information to calculate and evaluate the English Language progress indicators or establish baseline values, long-term goals, or measures of interim progress. Therefore, Oregon will calculate on track to ELP and ELP growth, evaluate their measurement properties (e.g., validity, reliability, stability, etc.), and establish baseline values, measures of interim progress, and long-term goals after the second operational administration of ELPA21 in 2016-17.

English language proficiency (ELP) is defined as the achievement of levels 4 and 5 on all four ELPA21 domains (i.e., reading, writing, listening, and speaking).

Oregon’s long-term goal for English learners making progress towards English language proficiency is 90 percent. The timeline for English learners in Oregon to achieve the long-term goal is eight years (i.e., from 2017-18 to 2024-25). This goal is very ambitious given that it represents a 100 percent increase in performance from the baseline to the 2024-25 school year (i.e., 45 percent to 90 percent). The interim targets uniformly increase each school year by 5.625 points. It is important to note that these are preliminary estimates. The baseline value, interim targets, and the long-term goal are estimates based on (a) final results from 2015-16 ELPA21 and (b) preliminary results from 2016-17 ELPA21. Oregon intends to revisit the baseline value, interim targets, and long-term goal once final results of 2016-17 ELPA21 are available. Oregon anticipates negligible changes to the long-term goal and minor changes to the baseline value and interim targets.

See pages 43-45 for additional details about the English proficiency indicators.

iv. **Indicators**

Table 4.8 below lists the indicators that Oregon will use for accountability purposes.

Table 4.8 Accountability indicators

<b>Indicator</b>	<b>Measure(s)</b>	<b>Description</b>
i. Academic Achievement	Proficiency on the statewide assessments in English language arts and mathematics.	Percentage of students at Level 3 or Level 4.
ii. Academic Progress	Academic growth (elementary and middle schools only)	Student growth percentiles for 4 <sup>th</sup> to 8 <sup>th</sup> graders on the statewide assessments in ELA and mathematics.
iii. Graduation Rate	Four-year cohort graduation rate	
iv. Progress in Achieving	Growth on the ELPA21	Student growth percentiles, or an equivalent

Indicator	Measure(s)	Description
English Language Proficiency	assessment  Students on track to becoming proficient	model, applied to the domain level scores. An index score that reflects whether students are making adequate progress toward proficiency in English.
v. School Quality/ Student Success	Chronic absenteeism	Percentage of students absent 10% or more of enrolled days.
	Freshman on-track (high schools)	Percentage of first-time 9 <sup>th</sup> graders who earn at least ¼ of their required graduation credits at the end of their first year in high school.
	Five-year high school completion rate (high schools)	Percentage of students earning a diploma, modified diploma, extended diploma, GED, or adult high school diploma.

All of the indicators listed in the table above can be derived from data that ODE is already reliably collecting, and so the listed indicators can be included in a robust, valid, reliable, and defensible accountability system in 2018. Each indicator is described in detail below.

### Reporting Indicators

In addition to the accountability indicators above, Oregon’s continuous improvement system will include locally reported indicators that provide additional information about the conditions for learning in schools and districts. Reporting indicators are not used to differentiate and identify schools. Because they are local measures and not collected statewide, they do not currently meet the test of reliability and validity required for accountability. They are, nonetheless, valuable data points that provide relevant local context and meaningful information not captured in the accountability data. By leveraging both accountability data as well as locally reported student progress data, we take into consideration local context and multiple measures to strengthen the identification of schools and districts most in need of comprehensive and targeted supports. Reporting indicators are found in the Table 4.9.

There was strong stakeholder input on the well-rounded reporting category and indicators. Many felt that there needed to be more accountability related to opportunity to learn as well as measures of social emotional learning and school climate/culture. ODE will continue to work with stakeholders to better define these indicators for accountability and school/district improvement and identify appropriate measures. We intend to look at measures such as CTE (Career and Technical Education) and/or STEAM (Science, Technology, Engineering, Art, and Mathematics) as future indicators in report card development.

Table 4.9 Reporting indicators for 2017-18

Category	Indicator
<b>Opportunity to Learn</b>	Rate and disproportionality in exclusionary discipline
<b>Well-Rounded Education</b>	Access to diverse learning opportunities, such as: Science, the Arts, Music, Social Sciences, Physical Education (PE), Health; Talented and Gifted (TAG); Career and Technical Education (CTE); Science, Technology, Engineering, Art, and Mathematics (STEAM); advanced learning; school library programs; expanded learning-afterschool and summer programs
	Parent and family engagement



ODE will engage parents representing diverse student groups, community-based organizations, educators, administrators, tribal governments, and advocacy groups to develop Oregon’s annual Report Card for the 2017-18 school year. The purpose is to design a report card that provides clear, accessible information to parents, schools, districts, and communities. The report card will display student progress on each Accountability Indicator for each student group (i.e. All students, economically disadvantaged, English learner, students with disabilities, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Hawaiian/Pacific Islander, White, and Multi-Racial) as well as a district’s progress on the Reporting Indicators - Opportunity to Learn and Well-Rounded Education.

1. ***Academic Achievement Indicator.*** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each student group; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

**Academic Achievement**

Oregon administers Smarter Balanced as its statewide assessment in English language arts and mathematics, as well as alternate assessments in these two subjects. Each of these assessments assigns achievement levels on a scale of 1 to 4, where Level 3 and Level 4 indicate the student has met state level standards. The achievement indicator is based on the percentage of students achieving level 3 or 4 on these assessments. These indicators are calculated separately for English language arts and for mathematics, and for each student group included in the accountability system (see below for description of those student groups).

Oregon uses enrollment on the first school day in May as the “snapshot” data for statewide assessments. When reporting statewide assessment results, we report students at their resident school and district on the first school day in May. For school accountability, we include only those student that have been resident in the school or district for at least half of the school year, which we call “Full Academic Year” or FAY. This is defined as being resident for more than half of the school’s session days from the first school day of the year through the first school day in May. This has been Oregon’s FAY calculation for many years, and it aligns with the new ESSA requirement for inclusion of students in assessment results for accountability purposes.

ESSA requires that the denominator for the achievement calculations includes at least 95% of students enrolled at the school, or the number of students participating, whichever is higher. To meet this requirement, Oregon will use the following calculation to determine the percentage of students at Level 3 or 4:

$$\text{Achievement in ELA or Math} = \frac{\text{Among students in the denominator, the number that achieved Level 3 or 4 on the statewide assessment}}{95\% \text{ of the number of students resident in the school or district on the First School Day in May that are FAY}}$$

OR

$$\frac{\text{the number of participants among students resident in the school or district on the first school day in May that are FAY, whichever is higher}}{\text{the number of participants among students resident in the school or district on the first school day in May that are FAY, whichever is higher}}$$

Note that in this calculation non-participants that drop the school or student group below the 95% threshold are counted as not meeting standard. In this way, we are meeting the ESSA requirement for the achievement calculation and also including non-participation in the accountability system. Including non-participants in

the indicator provides a proportionate response – those schools or districts with larger number of non-participants will see a proportionately large decrease in performance for this indicator.

2. ***Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).*** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each student group. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

### **Academic Progress**

The academic progress will be calculated using Student Growth Percentiles for both English language arts and mathematics. Oregon will apply this growth model using assessment results in grades 3 to 8. Since the growth model requires at least one prior test score, growth percentiles will only be produced for students in grades 4 through 8. The Growth indicator will use the median growth percentile at the school or district, calculated separately for English language arts and mathematics.

Oregon will not use this growth model in high school for two important reasons. First, measuring high school growth would require us to measure growth from grade 8 to grade 11. This three year span is too long a time period to measure growth and attribute that growth to a single school, especially when one considers the impact of student mobility in the intervening years. Mobility and the long time span limit the validity of the measure when applied to students in 11th grade. In addition, Oregon is expanding the accountability indicators at high school to include Freshmen On-Track (described below) and chronic absenteeism. We believe that academic progress in high school as measured by credit attainment and progress toward a diploma is a more direct measure of student progress at high school than statewide assessments in 11th grade (which are already included as an achievement measure).

Secondly, ESSA allows for flexibility for districts to use an alternate high school assessment. The process and choice for these alternate assessments in Oregon has not been finalized. ODE will be developing this during the 2017-18 school year. However, if assessments other than Smarter Balanced are available at high school, no valid statewide growth measure for grades 8 to 11 will be possible in Oregon.

Oregon also provides a statewide assessment in Science at grades 5, 8 and 11. Some workgroup members and other stakeholders have expressed interest in adding this assessment as an accountability indicator. However, Oregon is currently developing a new science assessment aligned to the state-adopted Next Generation Science Standards. Oregon will look at including science in the accountability system after this assessment is operational, which is likely to be in the 2018-19 school year.

3. ***Graduation Rate.*** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each student group; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).



### **Graduation Rate**

Oregon will use the four-year cohort graduation rate as the graduation indicator. This rate was first produced for the Class of 2009, and has long been used for school and district accountability in Oregon. Oregon's cohort graduation rate passed federal peer review in 2010, and closely adhered to the 2009 non-regulatory guidance. More details on the calculation of this graduation rate and detailed historical data can be found at <http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>.

ESSA allows new flexibility in the assignment of high school students to schools in certain cases where a student attends multiple high schools within a district for a short amount of time. Oregon always assigns students to the most recent resident school attended in a district, and will not alter this rule in the future.

4. ***Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.***

### **English Language Progress Indicator**

The English Learner Accountability Workgroup recommended that Oregon use two indicators for the English language progress indicator. The rationale behind this recommendation is to support a comprehensive view of English language progress through the use of two distinct but complementary measures. These indicators are (a) percent of English learners on track to English language proficiency (ELP) and (b) ELP growth. The on track to ELP indicator is criterion-referenced because it measures English learner progress as compared to a fixed set of expectations for ELP attainment. The ELP growth indicator is norm-referenced since it measures English learner progress as compared to peers with similar characteristics (e.g., prior achievement, enrolled grade, time identified as an English learner, etc.).

The data source for these indicators is the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21). The ELPA21 has four domains (i.e., reading, writing, listening, and speaking), and Oregon intends to report each indicator by domain as well as the combination of all four domains for current English learners, students with interrupted formal education (SIFE), dual-identified, recently arrived, long-term, and English learners in bilingual programs.

### **On Track to English Language Proficiency**

The first indicator uses the initial ELP level, current ELP level, and years identified as an English learner to determine whether an English learner is on track to ELP. Oregon intends to use a seven year English language attainment trajectory for all current English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson-Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), and an eight year English language attainment trajectory for SIFE and dual-identified English learners. The reason for the eight year trajectory is because SIFE and dual-identified English learners typically require additional time to attain ELP (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Table 4.10 and 4.11 below illustrate the seven year and eight year trajectory expectations. Furthermore, the tables also represent the uniform procedure Oregon will apply consistently to English learners.

Table 4.10 Seven-year trajectory expectations for English learners (except SIFE and dual-identified)

Initial ELP Level (Year 1)	Years Identified as an English Learner					
	2	3	4	5	6	7
Level 1	Level 2	Level 2	Level 3	Level 3	Level 3	Proficient
Level 2	Level 3	Level 3	Level 3	Proficient		
Level 3	Level 3	Level 3	Proficient			
Proficient						

Table 4.11 Eight-year trajectory expectations for SIFE and dual-identified English learners

Initial ELP Level (Year 1)	Years Identified as an English Learner						
	2	3	4	5	6	7	8
Level 1	Level 2	Level 2	Level 2	Level 3	Level 3	Level 3	Proficient
Level 2	Level 2	Level 3	Level 3	Level 3	Proficient		
Level 3	Level 3	Level 3	Proficient				
Proficient							

English learners are on track to ELP if they meet or exceed the trajectory expectations across all four ELPA21 domains given their initial ELP level and years identified as an English learner. For instance, suppose an English learner had an initial ELP level of 1 on all four domains, is not SIFE or dual-identified, and has been identified as an English learner for four years. According to the trajectory in Figure 1, this student would need a level 3 or higher on all four ELPA21 domains to be on track to ELP. Oregon intends to calculate the percent of students on track to ELP for each student group, domain, and a combination across all domains. The figure below shows a sample display of the percent of English learners on track to ELP. Note that the data in table 4.12 are for illustrative purposes only.

Table 4.12 Sample display of percent on track by student group, domain, and combined

Student Groups	On Track to ELP by Domain				On Track to ELP (All Domains)
	Reading	Writing	Listening	Speaking	
All English	70%	63%	74%	76%	72%
SIFE	41%	39%	45%	48%	44%
Dual-Identified	34%	33%	38%	39%	35%
Recently Arrived	67%	64%	69%	71%	68%
Long-Term	37%	36%	41%	43%	39%
Bilingual Program	72%	67%	76%	77%	73%



### **ELP Growth**

The second indicator is ELP growth as measured by median growth percentiles. The model Oregon plans to use is a modified conditional status model (see Castellano & Ho, 2013) due to the small number of English learners in high school grades (see Goldschmidt & Hakuta, 2017). The specification of this model includes the current year ELPA21 domain scale score as the outcome and the prior year ELPA21 domain scale score as the covariate while adjusting for time identified as an English learner, current enrolled grade, SIFE, and dual-identification (see Hakuta & Pompa, 2017). Oregon will transform the residual (i.e., the difference between the observed and predicted current year ELPA21 domain scale score) to a percentile. This percentile is known as the percentile rank of residual and is equivalent to a student growth percentile (see Castellano & Ho, 2013).

The interpretation of the student growth percentile is the ranking of the student on the current year ELPA21 domain scale score as compared to academic peers with the same prior year ELPA21 domain scale score and who are in the same grade, have the same time identified as an English learner, and are SIFE and/or dual-identified (if the student is SIFE and/or dual-identified). Oregon will calculate the median growth percentile for each student group and report it by domain and the combination of all four domains. The figure below shows a sample display of the median growth percentiles. Note that the data in table 4.13 are for illustrative purposes only.

Table 4.13 Sample display of median growth percentiles by student group, domain, and combined

Student Groups	Median Growth Percentile by Domain				Median Growth Percentile (All Domains)
	Reading	Writing	Listening	Speaking	
All English Learners	51	49	54	59	54
SIFE	31	29	32	33	32
Dual-Identified	29	27	30	32	30
Recently Arrived	49	46	51	54	50
Long-Term	32	30	33	36	32
Bilingual Program	56	54	57	61	57

5. ***School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each student group. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.***

Oregon's school quality/student success indicators grew out of extensive stakeholder outreach, beginning with statewide community forums in the spring of 2016. Common themes arose around what constitutes a high quality school and a high quality, well-rounded education for students. Oregonians identified a number of indicators of a quality school. These included rigorous and well-rounded education, school climate, personalized learning, equity, culturally responsive services, and a desire to measure the success of students and schools in multiple ways, including academic, social-emotional learning, and the capacity of schools to prepare students for their next steps.

ODE took those themes to its [ESSA Workgroups](#) to inform workgroup recommendations around school and district accountability. The Accountability workgroup's task was to identify additional accountability

indicators beyond the current indicators of achievement on statewide assessments, growth on statewide assessments, and graduation rates. The workgroup expressed the same desire as stakeholders in general to create a broader accountability system, and engaged in a deep discussion about possible indicators that could be used to broaden the system, including school climate, well-rounded education, and college- and career-readiness. However, as a requirement of ESSA, new accountability indicators must be valid, comparable, and measured statewide in order for the system to fairly differentiate schools. The workgroup realized that current state data is somewhat limited, and many of the qualities that people value in schools are very heavily dependent on local conditions. Data currently available to the state are limited to that which are required by federal, state law, or state mandate. The workgroup also considered attendance data, discipline data, course enrollment patterns, and credit attainment for 9<sup>th</sup> graders, career technical education participation, and other data available to the state.

Other potential measures were more difficult to quantify or would not meet the ESSA requirement that the measure be disaggregated by each student group. An example would be family and community engagement which would not only be difficult to quantify, but would also not be able to disaggregate the data by student group. A third set of measures are those which the group felt were important, but either needed more study or would need new data collections from the state.

After much discussion the workgroup recommended that ODE include chronic absenteeism, freshmen on-track, and extended year graduation rates. They also recommended that we look further into school climate issues, breadth and depth of curriculum, advanced coursework opportunities, student readiness prior to high school, and other indicators. ODE will be reviewing these data points further to determine whether the state should adopt them as accountability indicators in the future.

### **School Quality/Student Success**

Oregon will add three indicators of school quality or student success to its accountability system: chronic absenteeism, freshmen on track, and five-year completer rates. Each of these indicators has been reported for multiple years in Oregon, and they are all valid, reliable, statewide, and differentiate school performance. Each of these indicators is discussed in more detail below.

- **Chronic Absenteeism**

Oregon defines chronic absenteeism as being absent from school for 10% or more of school days. While attendance rates have been part of school accountability since the beginning of NCLB, the notion of Chronic Absenteeism first emerged as a state priority in 2011-12 when Oregon's Education Investment Board required that districts set goals on reducing the rates of absenteeism in Oregon's schools. ODE first reported on chronic absenteeism rates that year, and in 2012-13 the measure was incorporated into school and district report cards. Detailed [chronic absenteeism reports](#) are posted on the ODE website.

Interest in this measure has grown, and in 2015 the Oregon Legislature enacted House Bill 4002 which directed ODE and the Chief Education Office (CEdO) to jointly develop a statewide education plan to address chronic absenteeism of students in the public schools of this state. This [plan](#) can be found on the ODE website.

Chronic absenteeism is linked to a host of poor outcomes for students including low reading performance (Attendance Works, 2014), future discipline issues, low graduation rates (Belfanz & Byrnes, 2012), and drop-out (Belfanz et al., 2014; Mac Iver & Mac Iver, 2010). In fact, chronic absenteeism rates are often our best predictors of on-time graduation rates and drop-out in Oregon and nationally; second only to grade point average. (Belfanz ; Burke, 2015). Chronic absenteeism



data provides important information on students prior to 3<sup>rd</sup> grade, and children who are chronically absent in preschool and kindergarten are less likely to read by third grade ([Chronic Absenteeism in the Nation's Schools](#)).

ODE has published Oregon data related to chronic absenteeism and dropout rates in the "[Dropout Indicators](#)" data brief and in the "[School Attendance, Absenteeism, and Student Success](#)" research brief. All of these reports highlight the importance of this measure and its relation to academic outcomes for students.

Oregon is well-positioned to report on chronic absenteeism and, as mentioned above, has reported this data for a number of years. ODE collects days present and days absent for all public school students enrolled in standard programs in Oregon through our student level cumulative Average Daily Membership (ADM) data collection. Excused and unexcused absences are both included in "days absent" in this collection. Detailed rules for the calculation of days present and days absent is included in the following [ADM manuals and trainings](#) resources.

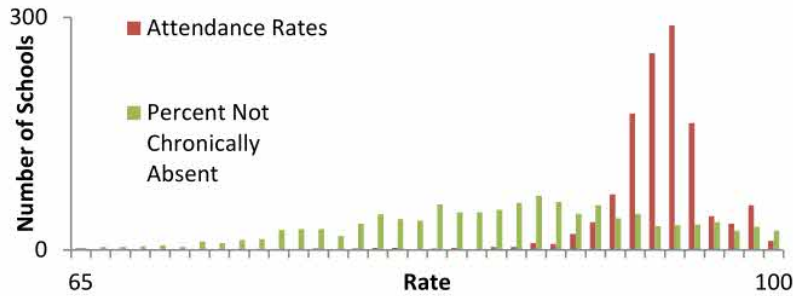
The statewide definition for days present and days absent results in attendance measures that are valid, comparable, statewide, and can be calculated on an individual student basis. As mentioned above, Oregon defines a student as chronically absent if they are absent (excused or unexcused) for 10% or more of their enrolled days in a school. We calculate this at both the school and district level.

When reporting data for school or district accountability we need to ensure that the individual student determinations of chronic absenteeism are as valid and reliable as possible. Students with short enrollment in a school district could have an absence of one or two days put them over the 10% absenteeism rate. Unless we look at enrollment over a longer period we can't be sure if this is a short-term or one-time event, or a signal of a continual attendance issue that needs to be addressed. In addition, students who transfer out of a district may be reported as absent until there is confirmation that the student has transferred or left the district; that is, the student is officially unenrolled. These mobile students may have absences at the end of their enrollment period that would artificially label them as chronically absent, and for reasons outside of the control of the district.

For the above reasons, when calculating Chronic Absenteeism at the school or district level, Oregon uses students enrolled on the first school day in May that have been enrolled for at least 75 days, which is about half of the school year from the first school day through the first school day in May. At the district level, we look at all days the student is enrolled in the district, regardless of school. When calculating school level data, we use only those days the student is enrolled in the school.

We aggregate the data at the school or district level as the percentage of students that are chronically absent. All students in kindergarten through 12<sup>th</sup> grade are included in the calculation. State level data for the 2015-16 school year shows that 18.7% of Oregon's students are chronically absent. The state is in the process of setting a long-term goal for reducing the rate of chronic absenteeism.

This measure differentiates schools, and in fact differentiates schools with much greater success than the aggregate attendance rate measure that was used under NCLB in Oregon. The following graph is a histogram comparing rates of chronic absenteeism and attendance rates by school.

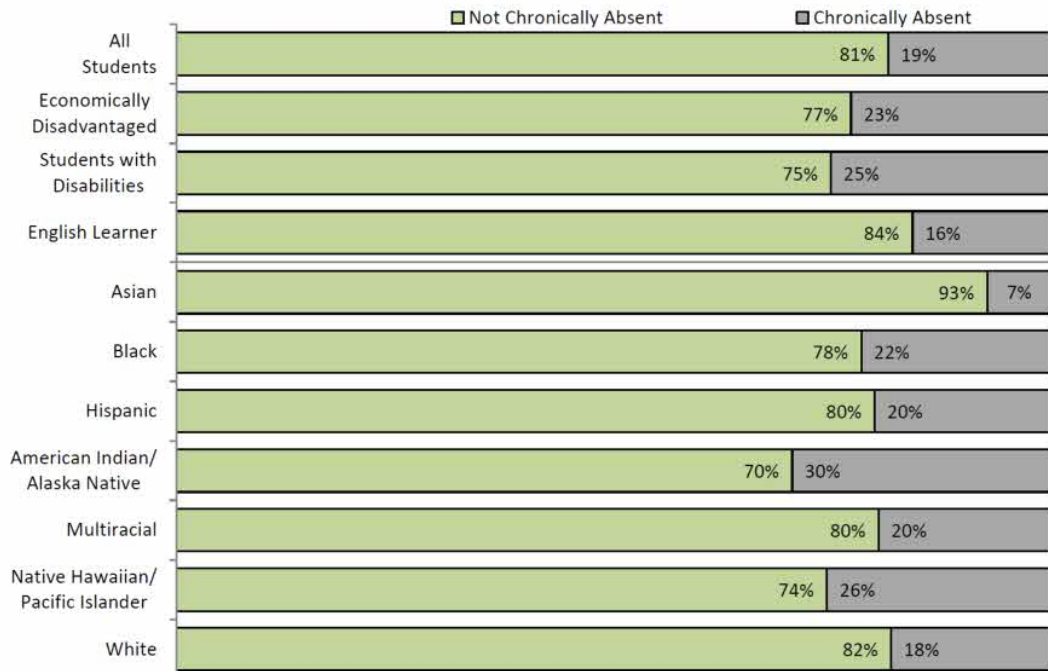


These data show that chronic absenteeism rates clearly differentiate schools, and are a significant improvement over the use of average attendance rates for that same purpose. It is clear that chronic absenteeism aligns with state priorities, and is a valid and reliable statewide indicator that can be used in a system of annual school differentiation.

Chronic Absenteeism also differs across student groups. Those groups with an historic opportunity and systems gap also tend to have higher rates of chronic absenteeism. The rates of chronic absenteeism by student group are shown in the chart below.

**Percent of Students Not Chronically Absent**

By Student Group, 2015-16



These data show a clear correlation between attendance and student achievement and graduation rates. In particular we see the highest rates among students experiencing poverty, students with disabilities, Black/African American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander student groups.



- **Freshman On-Track**

Oregon defines freshman (i.e., a first-time 9<sup>th</sup> grader) as “on-track” if they have completed at least six credits by the end of 9<sup>th</sup> grade, or one-quarter of the districts required credits for graduation, whichever is higher. This measure was first reported for Oregon districts in 2011-12 and first reliably reported at the school level for the 2013-14 school and district report cards.

Research on the importance of credit attainment early in high school is widespread. Chicago Public schools have been working on the issue of 9<sup>th</sup> grade on track for more than a decade. Their measure jointly involved attendance and credit attainment, and there are numerous studies showing the results in Chicago, with examples available at <http://www.attendanceworks.org/chicago-research-validates-on-track-approach-for-9th-graders/>. Oregon first looked at Freshman On-Track statewide through Achievement Compacts, first developed in 2011-12. These Compacts required districts to set targets for 9<sup>th</sup> graders On-Track. At that time the measure followed Chicago’s lead and combined attendance and credit attainment. Oregon quickly separated these into two discrete indicators, and now we collect and report data on chronic absenteeism separately (see above) and reserve the term Freshman On-Track for the credit attainment measure.

Starting in 2013-14, Oregon collected Freshman On-Track data at the student level for all first-time 9<sup>th</sup> graders in the state. This student level data collection allows us to disaggregate data by student group and also to conduct research studies that connect Freshman On-Track data with attendance data, dropout rates, graduation rates, and other indicators.

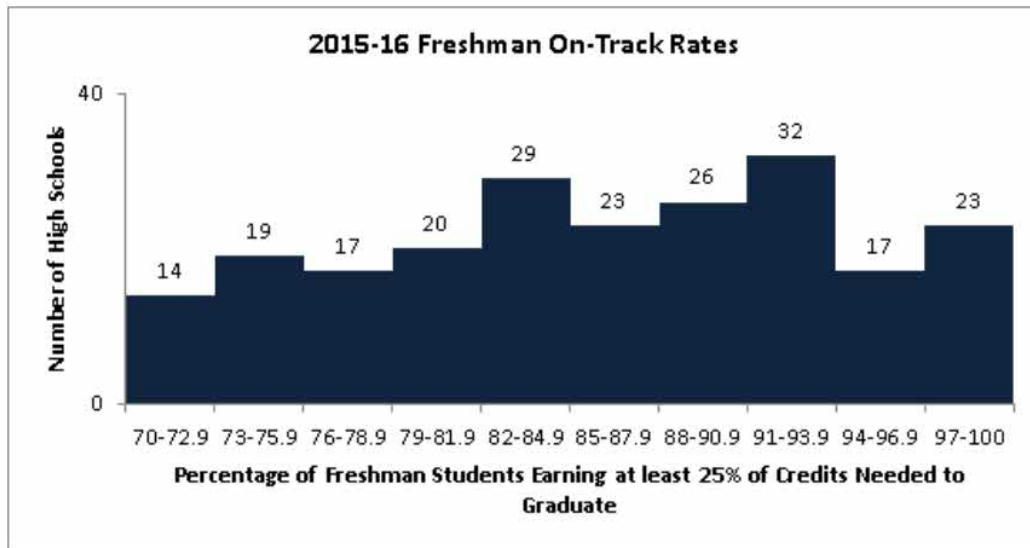
Oregon [data](#) show that the Freshman On-Track measure strongly correlates with other high school outcomes. For example, research has shown that Oregon students not on-track at the end of 9<sup>th</sup> grade are sixteen times as likely to drop out as sophomores compared to those students who were not credit deficient. On-track status also correlates with other academic outcomes, such as graduation rates and statewide assessment results.

Because Oregon collects student-level data on [Freshman-On-Track](#) and has clearly defined rules for the submission of these data, the data reported are valid, reliable, statewide, and can be disaggregated by required accountability student groups.

For school and district accountability, we base the Freshman On-Track rate on the number of first-time 9<sup>th</sup> graders enrolled on the first school day in May, consistent with our reporting rules for many other indicators. In particular, the percentage of Freshman On-Track is defined as:

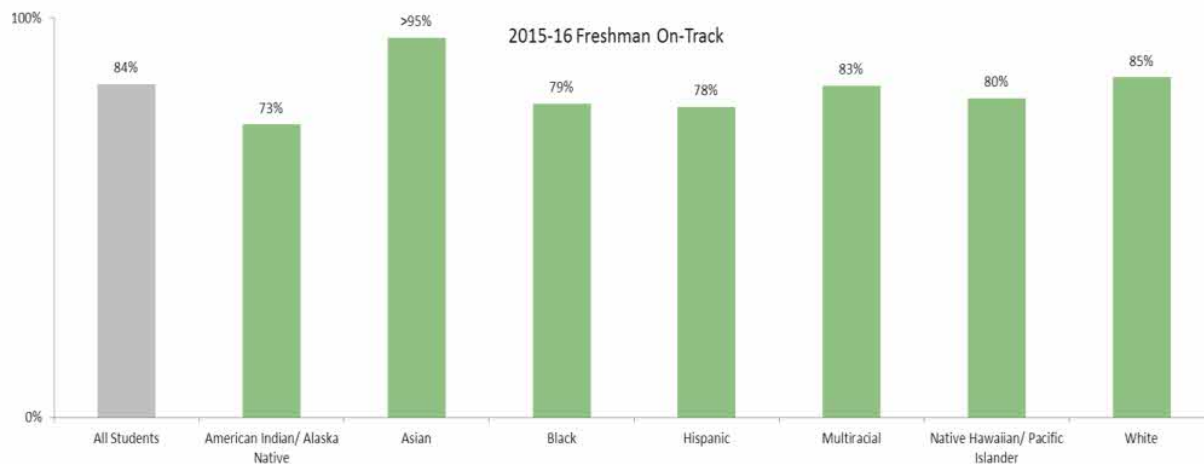
$$\text{Freshman On Track Rate} = \frac{\text{Among the students in the denominator the number that have earned at least one – quarter of their required graduation credits by the of their first year in high school}}{\text{The number of first – time 9th graders enrolled on the first school day in May}}$$

This measure also differentiates schools. The figure below shows a histogram of high schools in Oregon against their percentage of students that are Freshman-On-Track.



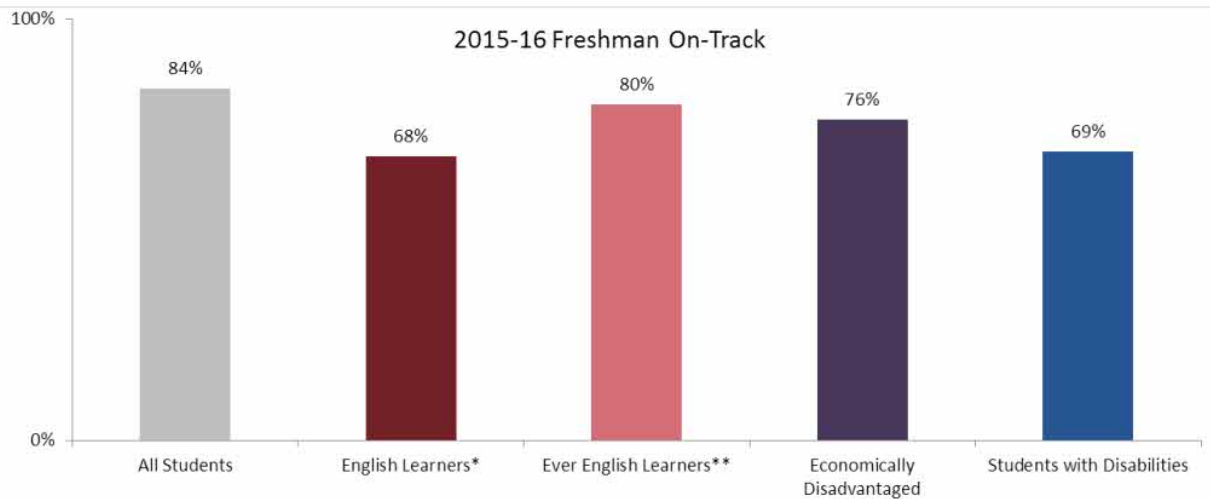
There are a few schools (typically alternative schools) with lower rates of Freshmen-On-Track, but we excluded them from the graph above to better highlight this measure’s ability to differentiate all high schools.

Oregon also sees significant differences in the Freshmen-On-Track rates by student group, as the chart below shows.



Again, we see that four racial/ethnic groups show an opportunity and systems gap: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander. We also see disparities among English learners, economically disadvantaged, and students with disabilities, as shown below.





Note the particularly low rates of Freshmen-On-Track for active English learners and students with disabilities. The “Ever English Learner” includes students who were identified as English learners in 9<sup>th</sup> grade or who were identified at any time in the past, but have exited services before 9<sup>th</sup> grade. Data shows that students who exit English learner status prior to 9<sup>th</sup> grade have outcomes that are comparable to those of the general population.

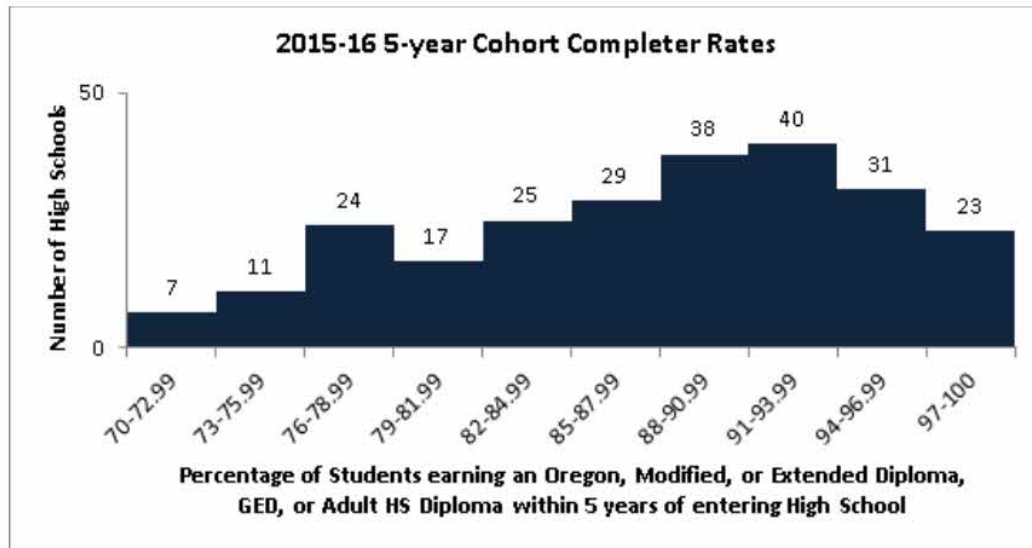
- **Five-year High School Completion Rates**

Oregon’s 40-40-20 goal sets the aspirational goal that all students in Oregon earn a high school diploma or equivalent. Oregon measures progress toward this goal using the five-year high school completion rate, which is the percentage of students earning a regular or modified diploma or an extended diploma, GED or adult high school diploma. The latter three outcomes are not included in the four-year cohort rate, but do represent important outcomes for students. In addition, the completer rate more appropriately includes successful outcomes for students enrolled in alternative programs or alternative schools, who often serve students that arrive off-track for graduation within four years.

This measure should not be viewed in isolation. The combination of on-time graduation (as measured by the four-year cohort graduation rate) and the five-year completion rate provides a more complete picture of student outcomes for parents and the community. By using both of these measures in the accountability system, we highlight the importance of each and also create a more equitable measure for alternative schools in the state.

Oregon has been calculating the [five-year high school completer rate](#) since 2009-2010. These rates are valid, comparable, statewide, and can be disaggregated by each accountability student group. These rates are calculated in the same way that cohort graduation rates are calculated – they follow each class of incoming 9<sup>th</sup> grade students, adjusting for transfers in and out, to determine the percentage that earn a high school diploma or its equivalent within five-years of entering high school.

These rates also differentiate schools, as the histogram below demonstrates:



There are a few schools with lower rates of Freshman On-Track, but we excluded them from the graph above to better highlight this measure’s ability to differentiate all schools.

v. **Annual Meaningful Differentiation**

- a. *Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each student group. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.*

The purpose of Oregon’s accountability system is to identify schools that could benefit from additional supports and interventions. State resources are limited, however, so the accountability system will focus on identifying those schools most in need either for the school as a whole, or for particular student groups. Oregon’s system of annual meaningful differentiation will be based on a combination of indicators. The indicators used for accountability determinations based on the 2017-18 school year are listed in the table 4.14.

Table 4.14 Accountability indicators for 2017-18

Category	Indicator	Grade Span		
		Elementary	Middle	High
Opportunity to Learn	Growth in ELA	Yes	Yes	
	Growth in Math	Yes	Yes	
	Chronic absenteeism	Yes	Yes	Yes
Academic Success	Achievement in ELA	Yes	Yes	Yes
	Achievement in Math	Yes	Yes	Yes
	English learner proficiency English learner growth	Yes	Yes	Yes
College and Career	Graduation rate			Yes



<b>Readiness</b>	/four-year cohort			
	Freshman on-track			Yes
	Five-year completion rate			Yes

The accountability above, with the exception of the English language proficiency indicators, will be calculated for each of the following student groups: All Students, Economically Disadvantaged, English Learners, Students with Disabilities, American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Multi-Racial.

The accountability indicators will be calculated as follows:

- **Academic Achievement:** Calculated as the percentage of students achieving Level 3 or Level 4 on the statewide assessment (ELA or math). The denominator shall consist of all students enrolled on the first school day in May.
- **Academic Progress:** Calculated as the median growth percentile for students on the statewide assessment (ELA or math) using the Student Growth Percentiles model.
- **Progress of English learners:** A combined measure that looks at growth percentiles and a measure of students who are on-track to proficiency.
- **Graduation Rate:** Uses the four-year adjusted cohort graduation rate.
- **Chronic Absenteeism:** The percentage of students absent for 10% or more of the days they are enrolled in the school. The rate displayed on report cards will be the percentage of students that are regular attenders.
- **Freshman On-Track:** The percentage of students earning at least one quarter of the credits required for graduation by the end of their first year of high school.
- **Five-year completion rate:** The percentage of students with a high school diploma or equivalent, such as a GED, extended diploma, or adult high school diploma, by the end of their fifth year after entering high school.

Schools will generally be evaluated on six or seven indicators, though small schools may not meet the minimum n-size on each indicator, and so may be evaluated on fewer indicators. These indicators will apply uniformly to all schools in the state, including charter schools, with the exception of the grade band differences.

Each indicator will be measured on five levels as defined in Table 4.15.

Table 4.15 Indicator Level Criteria

<b>Level</b>	<b>Criteria</b>
<b>Level 5</b>	Meets the long term goal.
<b>Level 4</b>	Meeting the interim target, but not yet meeting the long term goal.
<b>Level 3</b>	Below the interim target, but not in the lowest 30% of schools.