

School and District Report Cards

August 7, 2014

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Education

Today's Topics

- Timeline
- Report Card Ratings Review
- Review of the new Report Cards
- (New) Supplemental Report Card Data Collection

Report Card Timeline

- June 19 • Report Card Detail Sheet Validation Opens
- July 31 • Summary Report Card Validation Opens (English)
• Supplemental Data Collection Opens
- Aug 15 • Last Day for Assessment and Enrollment Record edits
• Report Card Detail Sheet Validation Closes
- Aug 21 • Final Unsuppressed Detail Sheets Available for Preview through Secure Site
- Sept 10 • Assessment Data Public Release
- Sept 18 • Spanish Summary Report Cards Available for Preview through Secure Site
- Sept 25 • Supplemental Data Collection Closes
- Oct 2 • Report Card Validation Closes
• Suppressed Detail Sheets Available for Preview through Secure Site
- Oct 9 • Report Card Public Release

Achievement Data Insight (ADI)

- New application created in early 2013 to replace the Report Card/Accountability Reports application
- New features:
 - Student-level data available directly through the application
 - Views are logged – no need to “Accept” data
 - Data remains available even when validations are closed
 - Data can be easily downloaded

Training conducted June 5. See <https://district.ode.state.or.us/search/page/?id=234> to watch a recording of the training.




Currently Available Validations

(not necessarily open)

- Fall/Winter:
 - 4-year Cohort Graduation Rate
 - 5-year Cohort Graduation Rate
 - Essential Skills
 - NCES Dropout and Graduation Rates
 - Fall Membership
- Spring
 - Staff Ethnicity
 - Staff FTE
 - Institutions for Accountability Reporting
 - Special Education Report Card
- Summer
 - Student Enrollment
 - Student Attendance
 - Not Chronically Absent
 - Reading/Writing/ Science/Math Student Performance
 - Report Card
 - Spring Membership (discontinued)
 - Annual Measurable Achievement Objectives
 - Highly Qualified Teachers
 - Suspensions/Expulsions
 - Unsafe Schools
 - Freshman On-Track

Permissions Granted per Validation
Check with your DSA if you need permissions

Report Card Validation

PDF							
? Ask a Question Show Filter							
District ID	District Name	School ID	School Name	Report Type	Language	Suppression	PDF Link
2142	Salem-Keizer SD 24J	728	Auburn Elementary School	Details	English	Unsuppressed	
2142	Salem-Keizer SD 24J	5066	Battle Creek Elementary School	Details	English	Unsuppressed	
2142	Salem-Keizer SD 24J	731	Brush College Elementary School	Details	English	Unsuppressed	

Report Types:

- “Details” report provides the data included in the rating.
- “Summary” is the actual report card.

“Language” will include Spanish on September 18

Suppressed details available on October 2.

Report Card Details Sheet

- Includes the data used to produce school ratings - Assessment Data (including Growth) and Graduation Data (for High Schools and Districts)
- Does not include other data presented on the summary Report Cards, such as enrollment, letter from the principal, attendance, that is not used in producing the ratings.

Training conducted June 18. See <https://district.ode.state.or.us/search/page/?id=234> to watch a recording of the training.

Oregon's School Rating Model

School ratings are rated based on 5 main factors:

- **Achievement**: percent met in reading and math
- **Growth**: individual student growth in reading and math
- **Subgroup Growth**: growth for historically underserved subgroups*
- **Graduation**: cohort graduation rates
- **Subgroup Graduation**: graduation rates for historically underserved subgroups*

* - Economically disadvantaged; Limited English Proficient; Students with disabilities; and a combined American Indian/Alaska Native, Black, Hispanic, and Native Hawaiian/Pacific Islander subgroup.

Oregon's School Rating Model

- Schools receive a rating of Level 1 (lowest) to Level 5 (highest) and points in each of the indicators
- The percentage of points earned for each indicator are combined into an overall score and Level for the school.
 - Missing one or more participation targets in 2013-14 lowers the rating by one level.
 - Missing one or more participation targets in 2012-13 and 2013-14 lowers the rating by two levels.
 - A "Level 1" in graduation means the school's rating can be no higher than Level 2.

Weighting in Overall Rating

Categories are weighted according to the table below:

Category	Elementary and Middle Schools	Combined Schools (e.g., K-12, 6-12)	High Schools
Achievement	25%	20%	20%
Growth	50%	30%	20%
Subgroup Growth	25%	15%	10%
Graduation	--	25%	35%
Subgroup Graduation	--	10%	15%

School Ratings

Level 5	The top 10% of all schools in the state (5% of Title I schools)
Level 4	Above average, generally meeting AMOs
Level 3	Below average, but not in the lowest 15%
Level 2	In the lowest 15% of schools
Level 1	In the lowest 5% of schools in the state.

Final ratings will be posted August 21.

2013-14 School Ratings

- (Almost) All schools receive a rating.
 - New schools and small schools will not be rated.
 - Schools significantly impacted by the Smarter Balanced field test will retain last year's rating.
- No new priority or focus schools.
 - Schools identified in 2011-12 remain priority or focus schools for 2013-14 and beyond.
- There will be a new list of Model schools.
 - Title I schools with a Level 5 rating

Smarter Balanced Field Test

- About 218 schools participated in the field test.
- All students in selected subjects and grades were expected to field test.*
- Schools were given an option to not double-test students on OAKS.
- Over 80% of schools chose to double test all of their field test students.
- ODE does not yet have a participation file from the Field Test.

* - Excludes students on IEPs.

Field Test Accountability Rules

Field Test Schools are handled in the accountability system through the following two rules:

- We include the OAKS tests from a field test subject and grade only if at least 94.5% of students in that subject and grade participated in OAKS.*
- We will provide field test schools a new rating provided that there is a less than 40% drop in the number of tests used for both Achievement and Growth
 - We compare the current test counts and the prior test counts.
- Schools that experience a 40% or higher drop in test counts will retain last year's rating.

* - Special rules for small grades. 20 to 39 students we allow up to 2 non-participants, 1 to 20 we allow up to 1 non-participant.

Field Test Accountability Appeals

- Participation in the Smarter Balanced field test and the implementation of the field test school accountability rules may have an unforeseen impact on the overall school rating for some field test schools.
- ODE has provided an opportunity for field test schools to appeal the two field test accountability rules.
- Appeals are due to ODE no later than **Wednesday, August 20, 2014 at 5:00 PM**.
- For more information on field test accountability, and to find the appeals form, go to:
<http://www.ode.state.or.us/search/page/?id=4136>.

School and District Report Card Appeals Process

- A district may appeal the results of the 2013-2014 school and district report cards either on its own behalf or on behalf of its schools. ODE will consider appeals for report card ratings and Annual Measurable Objectives designations.
- Appeals are due to ODE no later than **Wednesday, August 13, 2014, 5:00 PM.**
- More information on the report cards and accountability can be found on the School and District Report Card page: <http://www.ode.state.or.us/search/page/?id=1786>.

Summary Report Cards

- Contain a summary of the data used in the school's rating (excluding growth)
- Additional historical and subgroup data beyond what was used in the rating
- The school's rating in comparison to similar schools
- Enrollment and Demographic data, Staff Data (for districts)
- Other data, including Dropout Rates, Freshman On-Track, Percent Not Chronically Absent
- Narratives provided by the school or district through the Supplemental Data Collection

Validation Notes

This front page will only show during the preview window. It will not be included in the public release.

It will contain information pertinent to each preview.

Validation Notes for Elementary School Summary Version 2013.09.12

This September 12th preview is the first preview of the newly redesigned school and district report cards. These report cards include data elements that are new for 2012-13 as well as elements that you have seen on previous report cards.

Significant new features of the school report cards are the "Letter from the Principal" and the "Curriculum and Learning Environments" sections. These were submitted by your district or school through the Supplemental Report Card data collection (see: <http://www.ode.state.or.us/search/page/?=3946>). This collection is also the source for the Freshmen On Track data on the high school report cards.

Supplement Collection data submitted by August 30th will show on this preview. Any submissions after August 30th may not show until the September 19th refresh of the report cards. If you have submitted this data, please review carefully to ensure that it is correct, since districts have until September 23rd to submit corrections to this data.

In this preview you will see that most data elements have been included. A few are not yet available.

Data elements not yet available: SAT participation rates; Oregon and Like-School averages for Freshmen On-Track

The next preview of the report cards will be September 19th, and this preview will include the Spanish versions of the report cards, as well as SAT data.

For more information on the Supplemental Report Card Data Collection, please visit: <http://www.ode.state.or.us/search/page/?=3946>.

For more information on the report card redesign, please visit: <http://www.ode.state.or.us/search/page/?id=3942>.

For more information on the 2012-2013 School and District Report Cards, please visit: <http://www.ode.state.or.us/search/page/?id=3881>.

Video trainings on the new report cards can be found at: <https://district.ode.state.or.us/search/page/?id=226>.

This is page one of an Elementary School Report Card from 2012-13.

All 2012-13 Report Cards are available at <http://www.ode.state.or.us/data/reportcard/reports.aspx>



Nehalem Elementary School

36300 8th St
Nehalem, OR 97131, (503) 355-3650
<http://www.neahkahnie.k12.or.us/taxonomy/term/13>

DISTRICT Neah-Kah-Nie SD 56
SUPERINTENDENT Paul Erlebach
PRINCIPAL Kristi Woika
GRADES SERVED K-5

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/SchoolRC

FROM THE PRINCIPAL

Dear Parents and Community Members,

This redesigned annual report card issued by ODE offers a comprehensive picture of what Nehalem Elementary School offers to students and families. We are proud that students did so well in reading, math and science this past year. In 2012-2013 we set high goals for our students in reading, writing and math and met our goals in almost all areas. We have a new K-5 district literacy coach who is working with teachers on learning new skills and innovative ways to instruct students. We will also continue to give teachers high quality professional development in math. This work is really paying off for our students. We look forward to partnering with you over the coming year to help us continue to achieve success and growth for our students!

Thank you,

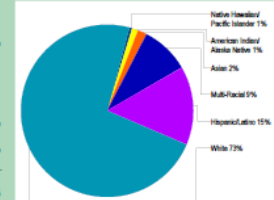
Principal | Kristi Woika

SCHOOL PROFILE

Enrollment 2012-13	176	Select Demographics 2012-13	
K-3	120	English Learners	8%
4-5	56	Students who have ever been eligible for or participated in a program to acquire academic English.	
Change from previous year	-5.9%	Economically disadvantaged	58%
Students attending 90% or more of enrolled days	72%	Students with disabilities	14%
Average elementary class size	21.9	Number of different languages spoken:	3
Change from previous year	-1.5		

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

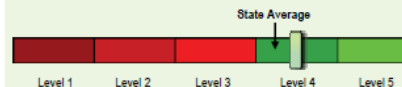
STUDENTS



OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2012-13, this school is rated as Level 4.



Level 1 = Falls into the bottom 5% of schools
Level 2 = Falls between 5% and 15% of schools
Level 3 = Falls between 15% and 44% of schools
Level 4 = Falls between 44% and 90% of schools
Level 5 = Falls into the top 10% of schools

Compared to elementary schools with similar student demographics in 2012-13, this school's rating is above average.



Below average = Falls into the bottom third of comparison schools
About average = Falls into the middle third of comparison schools
Above average = Falls into the top third of comparison schools

Letter from the Principal

- Provided to ODE via the Supplemental Data Collection.
- English and Spanish translations must be provided.
- Header data comes from our Institutions database (validated April 24 – May 19).
- Please check that the website link, principal, and superintendent are correct.



**ANYTOWN
ELEMENTARY SCHOOL**
2000 S.1680 Anytown Blvd.
Anytown, OR 97213, (503) 555-2000
www.anytown.k12.or.us

DISTRICT Anytown County SD
SUPERINTENDENT Jerry D. Montana, Jr.
PRINCIPAL John Doe
GRADES SERVED K-5

**For more report card
measures** including detailed
demographic information visit
www.ode.state.or.us/go/reportcard

FROM THE PRINCIPAL

Dear Parents and Community Members,

This redesigned annual report card issued by the Oregon Department of Education offers a comprehensive picture of what Anytown Elementary School offers.

In the 2012-2013 school year, Anytown Elementary School received an Overall State Rating of Level 4. That means our students are exhibiting results in terms of achievement and growth that exceed that of 44% of all schools, but are not as good as the top 10%.

While results are good overall, we have seen relatively slow growth in our reading scores. We've chosen to address this issue by focusing our resources on implementing the new Common Core State Standards (CCSS), which reinforce literacy across content areas.

We promise to deliver the same excellence you have come to expect from us here at Anytown Elementary School. You can help by monitoring your student's homework, attending parent-teacher conferences, or even volunteering. You can review your student's assignments and grades at any time by visiting www.anytowngrades.org. We look forward to partnering with you over the coming year to make sure all of our students reach their potential!

Thank you,

Principal | John Doe

School Profile

- Data comes from 3rd Period Cumulative ADM. Gives a “May 1” snapshot of the school.
- English Learners – “Ever EL,” includes students reported as EL since 2006-07 in Oregon. This definition is used for all “English Learner” summary metrics.
- Students attending 90% or more days aligns to the “Not Chronically Absent” measure on the Achievement Compacts.
- Validated through ADI June 12 – August 15
- Class Size data for 2012-13 will be repeated this year, as 2013-14 data is not available

SCHOOL PROFILE

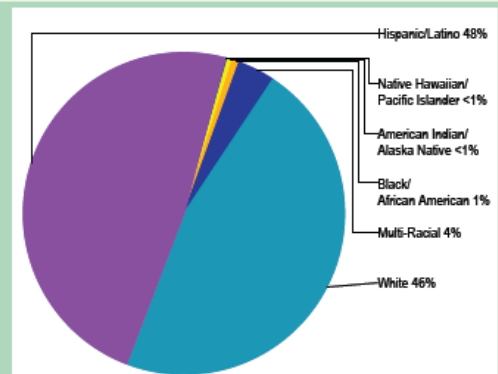
Enrollment 2012-13	426
K-3	261
4-5	115
Change from previous year	-1.8%
Students attending 90% or more of enrolled days	82%
.....
Average elementary class size	25.53
Change from previous year	-0.53%

Note: a “*” is displayed when the data must be suppressed to protect student confidentiality.

Select Demographics 2012-13

English Learners	33%
<i>Students who have ever been eligible for or participated in a program to acquire academic English.</i>	
Economically disadvantaged	92%
Students with disabilities	11%
.....
Number of different languages spoken:	2

STUDENTS



School Rating

- The Schools Report Card Rating is shown on the left
 - Schools are placed in one of three positions within each level based on their "Weighted Percent."
- On the right, schools are identified as being in (approximately) the top, middle or bottom third of comparison schools.

OVERALL STATE RATING HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

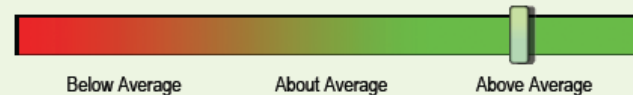
The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2012-13, this school is rated as Level 4.



- Level 1** = Falls into the bottom 5% of schools
- Level 2** = Falls between 5% and 15% of schools
- Level 3** = Falls between 15% and 44% of schools
- Level 4** = Falls between 44% and 90% of schools
- Level 5** = Falls into the top 10% of schools

Compared to middle schools with similar student demographics in 2012-13, this school's rating is above average.



- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

Comparison Schools

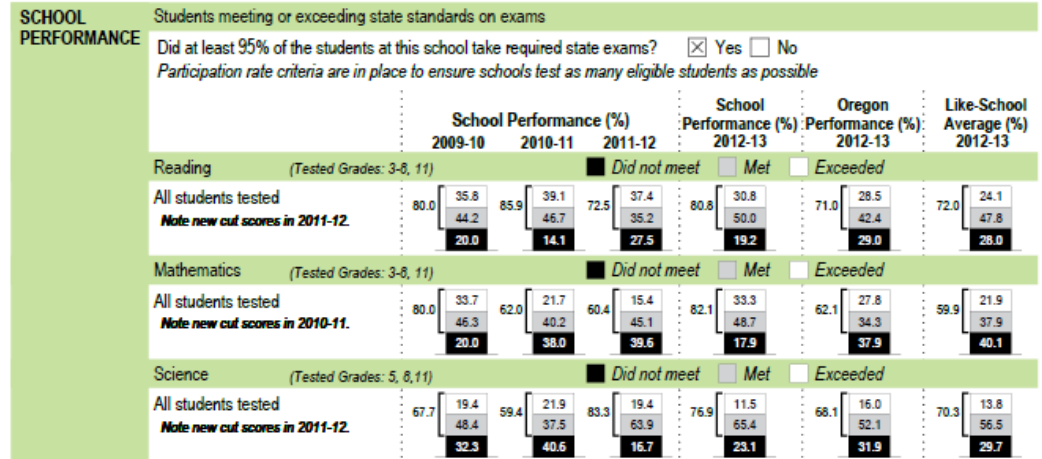
- Comparison schools are based on a combination of:
 - Percentage of economically disadvantaged students
 - Percentage of English learners (using ever-EL)
 - Percentage of underserved races/ethnicities: American Indian/AK Native, Black, Hispanic, and Pacific Islander
 - Within school year mobility rates
- Each school has up to 20 comparison schools that are used for all “Like-School” measures on the report card.
- Comparison school ratings indicate whether or not the school’s “Weighted Percent” puts them in the top third, middle third, or bottom third of its comparison schools.
- For other measures the students in the comparison schools are pooled and the rate for the pooled group is calculated.

This is page two of a 2012-13 Elementary School Report Card

Subgroups:

- Male/Female
- Race/Ethnicity
- English Learners
- Economically Disadvantaged
- Migrant
- Talented and Gifted
- Students with Disabilities

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?



Visit www.ode.state.or.us/go/data for additional state exam results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

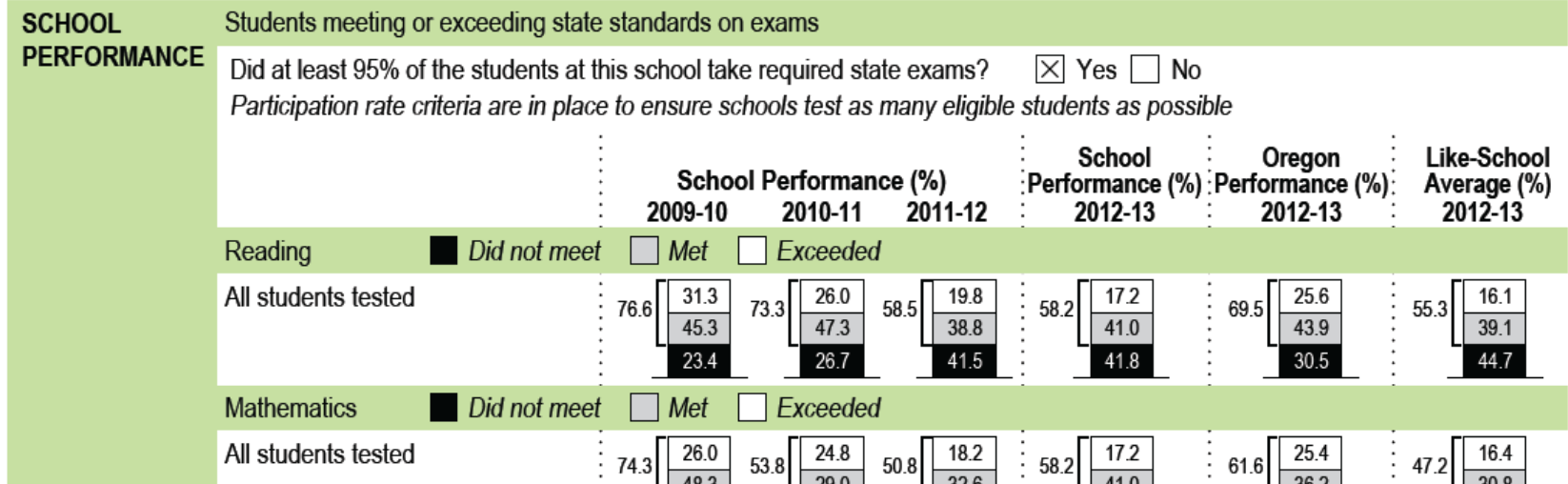
STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	
	All Students	80.8	71.0	+9.8	82.1	62.1	+20.0	76.9	68.1	+8.8
American Indian/Alaska Native			Native Hawaiian/Pacific Islander							
Reading	*	57.4	*	Reading	*	59.1	*			
Mathematics	*	47.3	*	Mathematics	*	46.5	*			
Science	*	53.2	*	Science	*	49.4	*			
Economically Disadvantaged			Asian			White				
Reading	78.3	60.2	+18.1	Reading	*	79.5	*	86.8	77.7	+9.1
Mathematics	76.1	50.3	+25.8	Mathematics	*	79.7	*	86.8	68.0	+18.8

High schools have graduation and college/career readiness data here instead

Progress

- Shows assessment performance for the last four years.
 - Includes all students enrolled on May 1 that were full academic year. Rules match those on the ratings details.
 - School results are suppressed if fewer than 6 students, >95% met/exceeded, or <5% met/exceeded.
- Participation will include OAKS and Field Test.

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?



Outcomes (High Schools)

Includes completion and college/career readiness indicators.

- Freshman on track from the Freshman On-Track Collection
- SAT data is from the College Board
- Continuing education is from the National Student Clearinghouse
- Graduation, Completion, and Dropout data are from the data published by ODE each January

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?		School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
COLLEGE AND CAREER READINESS	Students preparing for college and careers.						
	Freshmen on track to graduate within 4 years	90.0	86.7		63.9	--	NA
	Students taking SAT	--	--		--	--	--
GRADUATION RATE		School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2008-09	2009-10	2010-11	2011-12	2011-12	2011-12
	Students graduating with a regular diploma within four years of entering high school.						
	Overall graduation rate	60.6	59.0	60.0	69.7	68.4	NA
COMPLETION RATE		School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2008-09	2009-10	2010-11	2011-12	2011-12	2011-12
	Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.						
	Overall completion rate	NA	74.2	73.4	68.9	80.5	88.4
DROPOUT RATE		School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2007-08	2008-09	2009-10	2010-11	2010-11	2010-11
	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	2.3	5.5	2.7	2.3	3.4	2.24
CONTINUING EDUCATION		School Performance (%)			School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2007-08	2008-09	2009-10	2010-11	2010-11	2010-11
	Students continuing their education after high school.						
	Students who enrolled in a community college or four-year school within 16 months of graduation	NA	55.7	53.6	58.3	61.1	61.6

Note: a "--" is displayed when the data must be suppressed to protect student confidentiality.

Note: Years of data vary by metric on these outcomes

Outcomes (High)

- Shows 2012-13 graduation/dropout indicators by subgroup.
 - EL refers to "Ever EL" and represents a change from the prior year.

- Includes Oregon performance for each subgroup, and how the school compares to the state average for that subgroup.

- Same subgroups as other outcome pages

-11.6	Completion	100.0	65.6	+34.4	Completi
-1.1	Dropout	0.0	7.7	-7.7	Dropout
	Asian				White
-	On Track	*	-	-	On Track
-3.0	Graduation	0.0	80.7	-80.7	Graduation
-3.4	Completion	100.0	85.9	+14.1	Completi
-1.4	Dropout				Dropout
	Black/African American				Female
-	On Track	*	-	-	On Track
-	Graduation	0.0	53.3	-53.3	Graduation
+35.9	Completion	50.0	70.5	-20.5	Completi
-5.1	Dropout	0.0	5.9	-5.9	Dropout
	Hispanic/Latino				Male
-	On Track	*	-	-	On Track
+1.8	Graduation	0.0	59.5	-59.5	Graduation
+0.9	Completion	100.0	71.1	+28.9	Completi

Curriculum & Learning Environment

This is page four of a High School Report Card.

Elementary schools have different categories.

Priority, Focus, and Model will have Title 1 information at the bottom.

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

ACADEMIC SUPPORT

Freshman Transition Class - Success 101
9th Grade Student/Parent Orientation
Math and Writing Intervention Classes

ACADEMIC ENRICHMENT

WORLD LANGUAGE COURSES
College-bound students complete 2 years of a world language

HONORS & DUAL-ENROLLMENT COURSES
Eastern Promise Regional Program
Multiply Dual Credit Courses Offered

SPECIAL PROGRAMS
Academic Field Trips

CAREER & TECHNICAL EDUCATION

FFA Program
Art and Graphic Design
Industrial Arts

EXTRACURRICULAR ACTIVITIES

90% of students involved in extracurricular activities

Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

FEDERAL TITLE I DESIGNATION

Priority Focus Model

Model Schools are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon's rating formula. These schools serve as models of successful student outcomes.

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2012-13 data.

District Report Cards

This is page one of a district report card.

The letter is provided by the district superintendent, and submitted via the Supplemental Data Collection

FROM THE DISTRICT SUPERINTENDENT

Dear Parents and Community Members,

McMinville student achievement in math exceeds state averages at all grade levels tested. This reflects a district-wide emphasis on math to prepare students for STEM (science, technology, engineering, mathematics) related post-secondary programs & employment. Significant gains were realized in elementary science with district averages above state average.

More than 91% of McMinville 11th graders met the reading standard as compared to 84.5% statewide. High school achievement is above state average in all content areas assessed: reading, math, science and writing.

McMinville had three Model School designations in both 2011-12 and 2012-13. Three elementary schools & Duniway Middle School received a level 5 rating on the Oregon Growth Model, the highest rating available to Oregon schools. All K-8 schools are rated level

4 or above on a 5 point rating scale.

McMinville schools provide a variety of opportunities for its students. Parents are encouraged to speak with their child's principal to address questions related to their school report card.

Thank you,

Superintendent | Dr. Maryalice Russell

DISTRICT PROFILE

ENROLLMENT	Total enrollment 2012-13	Change from previous year	Students attending 90% or more of enrolled days	
Grades K - 3	1,988	+3.8%	86%	
Grades 4 - 5	989	-2.9%	88%	
Grades 6 - 8	1,561	+2.2%	87%	
Grades 9 - 12	1,865	-1.2%	78%	
STUDENT MOBILITY		2012-13	Previous three year average	
Students transferring:				
Into district		5.0%	4.6%	
Out of district		5.7%	6.2%	
2012-13				
SELECT DEMOGRAPHICS	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	30%	27%	25%	21%
Economically disadvantaged	66%	65%	60%	48%
Students with disabilities	13%	17%	15%	11%
Number of different languages spoken	6	7	10	7

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENT WELLNESS POLICY

McMinville School District has a comprehensive wellness program consistent with state and federal guidelines. This program includes health instruction integrated through-out the school environment, and physical education. The District Wellness Advisory Council supports student lifelong wellness.

CLASS SIZE	Average class size 2012-13	Change from previous year
Grades K - 3	24.0	+1.1
Grades 4 - 5	25.4	+1.8

TEACHER PROFICIENCY

Percentage of highly qualified teachers (as defined by the federal government)	2012-13
	100%

RACIAL EQUITY IN HIRING

McMinville School District recruits, employs and supports culturally competent administrators and teachers in an effort to reflect the diversity of our student body. Professional development is provided for teachers and administrators, focused on increasing student achievement for all students, including student of color through adult actions across the district.

- Data is similar to what is displayed on school profiles, but divided by grade bands.
- Also includes % of classes taught by HQ teachers and student mobility data
- Student wellness and racial equity policies submitted by districts.

District Profile

DISTRICT PROFILE

ENROLLMENT	Total enrollment 2012-13	Change from previous year	Students attending 90% or more of enrolled days
Grades K - 3	576	+6.3%	82%
Grades 4 - 5	255	-4.1%	83%
Grades 6 - 8	458	-0.4%	67%
Grades 9 - 12	852	+6.4%	58%

STUDENT MOBILITY

	2012-13	Previous three year average
Students transferring:		
Into district	9.0%	8.5%
Out of district	9.5%	9.0%

SELECT DEMOGRAPHICS

	2012-13			
	Grades K - 3	Grades 4 - 5	Grades 6 - 8	Grades 9 - 12
English Learners	5%	<5%	<5%	<5%
Economically disadvantaged	65%	57%	53%	53%
Students with disabilities	16%	18%	16%	16%
Number of different languages spoken	4	5	4	4

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

STUDENT WELLNESS POLICY

The district has Board Policy Code EFA, Local V Program to provide guidelines to assure student wellness. Our policy incorporates good nutrition, high exp professional fitness and other school based well activities and evaluations for students.

CLASS SIZE

	Average class size 2012-13
Grades K - 3	22.04
Grades 4 - 5	26.73

TEACHER PROFICIENCY

Percentage of highly qualified teachers (as defined by the federal government)

RACIAL EQUITY IN HIRING

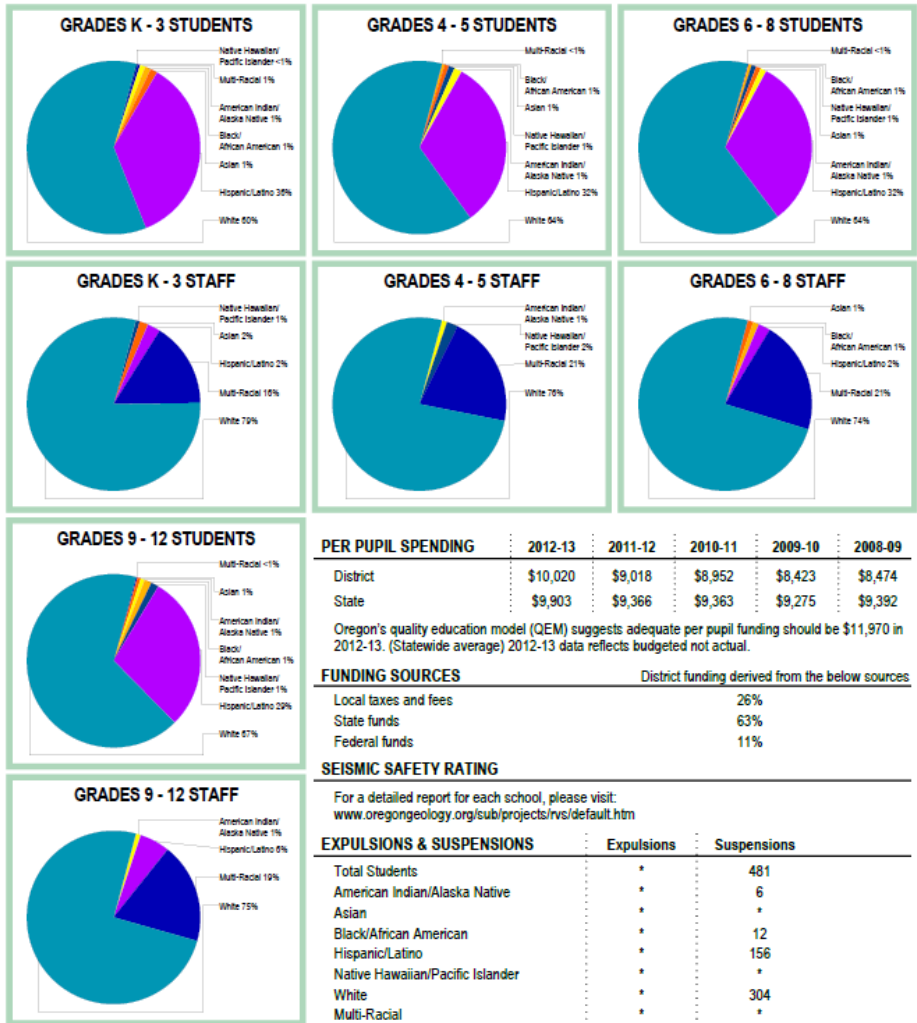
It is the policy of the ***** that there will be no discrimination or harassment on grounds of race, color, sex, marital status, sexu religion, national origin, age or disability in any e programs, activities or employment.

Page two of the district card is a continuation of the district profile on page 1.

District -Only Data Points:

- Staff Ethnicity
- Per Pupil Spending
- Funding Sources
- Seismic Safety Rating (link to DOGAMI reports)
- Expulsions and Suspensions

DISTRICT PROFILE (CONTINUED)



Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

Progress

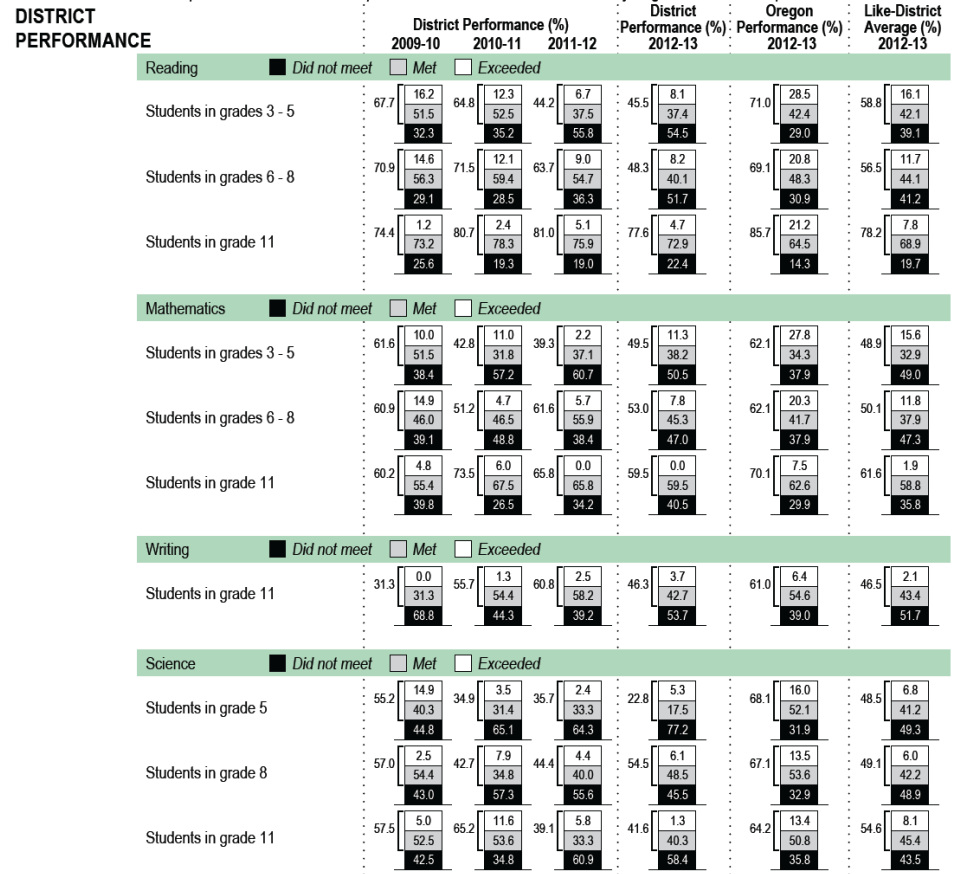
- Shows assessment performance for the last four years.
- Includes students enrolled on May 1 that were full academic year in the district.
- Data is broken down by grade spans.
- Includes Oregon and Like-District values for 2012-13.
- Participation rate won't be checked on the first preview.

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

Students in the district meeting or exceeding state standards on exams

Did at least 95% of students in this district take state exams? Yes No

Participation rate criteria are in place to ensure schools test as many eligible students as possible



Visit www.ode.state.or.us/qa/data for additional state exam results.

Note: a ** is displayed when the data must be suppressed to protect student confidentiality.

Outcomes

- Includes completion and college/career readiness indicators. Matches the high school reports.

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2009-10	2010-11	2011-12	2012-13	2012-13	2012-13
COLLEGE AND CAREER READINESS	Students preparing for college and careers.						
	Freshmen on track to graduate within 4 years		*		*		NA
	Students taking SAT						
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2008-09	2009-10	2010-11	2011-12	2011-12	2011-12
GRADUATION RATE	Students graduating with a regular diploma within four years of entering high school.						
	Overall graduation rate	87.5	87.0	88.9	76.9	68.4	69.9
COMPLETION RATE	Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.						
	Overall completion rate	NA	96.4	98.1	93.8	80.5	77.7
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.						
	Overall dropout rate	0.9	1.0	0.0	1.7	3.4	2.94
		District Performance (%)			District Performance (%)	Oregon Performance (%)	Like-District Average (%)
		2007-08	2008-09	2009-10	2010-11	2010-11	2010-11
CONTINUING EDUCATION	Students continuing their education after high school.						
	Students who enrolled in a community college or four-year school within 16 months of graduation	NA	49.1	54.9	46.3	61.1	53.2

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

Dropout	0.0	5.1	-5.1
Students with Disabilities			
On Track	*		
Graduation	75.0	38.2	+36.8
Completion	100.0	65.8	+34.2
Dropout	0.0	4.8	-4.8
Talented and Gifted			
On Track	*		
Graduation	100.0	90.9	+9.1
Completion	100.0	95.9	+4.1
Dropout	0.0	0.4	-0.4

	District Performance (%)	Oregon Performance (%)	District Compared to OR Average	District Performance (%)	Oregon Performance (%)	District Compared to OR Average
American Indian/Alaska Native				Native Hawaiian/Pacific Islander		
On Track	*			On Track	*	
Graduation	0.0	50.8	-50.8	Graduation	100.0	66.2 +33.8
Completion	100.0	65.6	+34.4	Completion		82.4
Dropout	50.0	7.7	+42.3	Dropout	0.0	3.8 -3.8
Asian				White		
On Track	*			On Track	*	
Graduation		80.7		Graduation	78.6	71.2 +7.4
Completion		85.9		Completion	92.5	83.2 +9.3
Dropout				Dropout	1.5	3.0 -1.6
Black/African American				Female		
On Track	*			On Track	*	
Graduation	100.0	53.3	+46.7	Graduation	75.0	72.9 +2.1
Completion		70.5		Completion	100.0	83.3 +16.7
Dropout	0.0	5.9	-5.9	Dropout	2.6	2.8 -0.2
Hispanic/Latino				Male		
On Track	*			On Track	*	
Graduation	60.0	59.5	+0.5	Graduation	78.1	64.3 +13.8
Completion	100.0	71.1	+28.9	Completion	89.7	78.0 +11.7
Dropout	0.0	4.5	-4.5	Dropout	1.0	3.9 -2.9
Multi-Racial						
On Track	*					
Graduation	100.0	69.1	+30.9			
Completion	100.0	84.9	+15.1			
Dropout	0.0	3.3	-3.3			

On-Track data is based on the 2012-13 school year; all other data is based on the 2011-12 school year.
Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

Curriculum and Learning Environments

Submitted in the supplemental data collection.

Spanish must also be submitted, or the system will not allow you to submit the English versions.

McMinnville, OR 97128-3004, (503) 565-4000
www.msdk12.or.us

CURRICULUM & LEARNING ENVIRONMENT

SCHOOL	Elementary Schools	Middle Schools	High Schools
READINESS	Meets state standard of 150 min./week/year for students grades 1-5 2nd Steps Curriculum to support skills for social and academic success Vision and hearing screenings READY! for Kindergarten parenting program Full-time counselor to support programs	Personalization of our school environment welcomes students Student voices are an important component school-wide Conflict Mediators Strong counseling & programs for emotional, academic, & behavior	Each freshmen is assigned to one of four interdisciplinary teams Freshmen Seminar, school readiness, 4-yr planning, & post-high prep Freshmen can also apply to one of two four-year academies: Media Arts and Communication Academy (MACA) Engineering and Aerospace Sciences Academy (EASA)
ACADEMIC SUPPORT	English Learner Program-support for language proficiency & grade level Educational technology Special Education-support students with qualified learning disability Title I Program to support struggling students	Advanced LA/Math STEM Center Spanish TAG, Academic Fairs & Focused field trips	Freshmen Seminar course and the team structure Senior Seminar course on post-high prep & college enrollment process Reading & math workshop courses available for students below standard Educational support-Cook Campus, MWOE online, & Trans. School
ACADEMIC ENRICHMENT	Talented & Gifted (TAG) program District Spelling Contest Battle of the Books Artist in Residence Advanced Math, 4th and 5th grades	Middle Schools WORLD LANGUAGE COURSES Spanish - Duniway SPECIAL PROGRAMS Strong ESL/SPED/Academic Intervention programs Missed deadline program	High Schools WORLD LANGUAGE COURSES French German Spanish HONORS & DUAL-ENROLLMENT

Federal Title 1 Designation

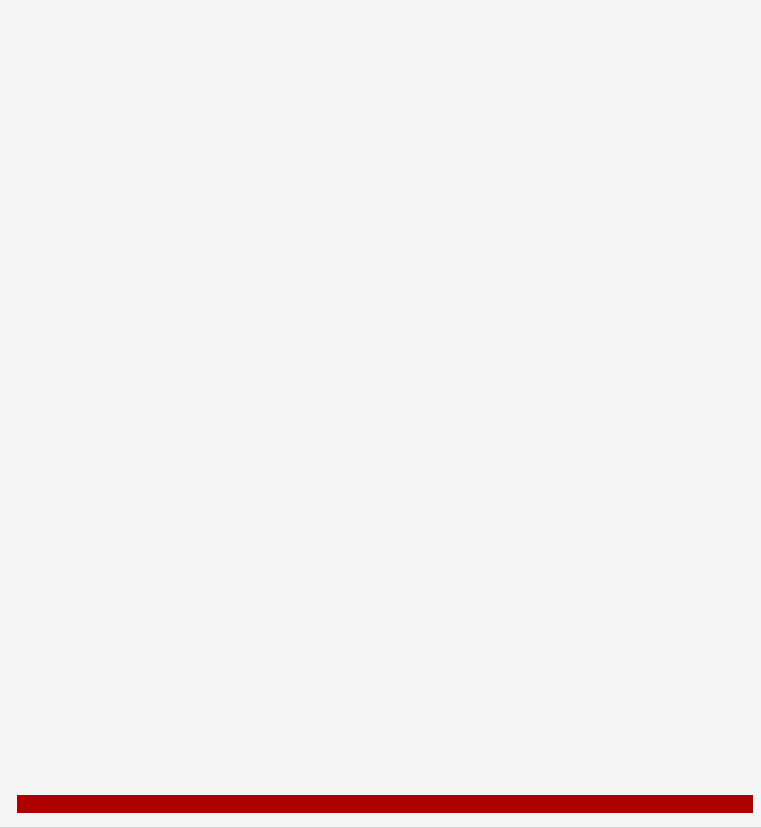
Shows the number of priority, focus, and model schools in the district.

FEDERAL TITLE I DESIGNATION

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2012-13 data.

	Priority	Focus	Model	
Number of Elementary Schools	0	0	1	<p>Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.</p> <p>Focus Schools are high poverty schools that were ranked in the bottom 5% -15% of Title I-A schools in the state with a significant achievement gap based on Oregon's rating formula. These schools need additional support in closing the achievement gap among historically underserved student populations.</p> <p>Model Schools are high poverty schools that were ranked in the top 5% of Title I-A schools in the state based on Oregon's rating formula. These schools serve as models of successful student outcomes.</p>
Number of Middle Schools	0	0	0	
Number of High Schools	0	0	0	

Questions?



2013-2014
Supplemental
Report Card
Data Collection

Supplemental Data Collection

The redesigned report cards require ODE to collect additional narrative elements from schools and districts. For the first year (2012-13), ODE collected these elements and some additional data, via spreadsheets.

This year, ODE has transitioned the sources for some of these data elements:

- Freshman On-Track now comes from the new Freshman On-Track collection
- School address, URL, Principal and Superintendent names, and other directory information now comes from the institutions database

The remaining narrative elements will still be collected via the supplemental data collection, but this year it will be web-based rather than spreadsheet based.

Highlights of Web- based application

Access through ODE District Secure Site –
district.ode.state.or.us. Collection is located in
Achievement Data Insight, not Consolidated
Collections.


Check your permission status with your district security
administrator. Look up your DSA at
<https://district.ode.state.or.us/apps/login/searchSA.aspx>
if necessary.

Sections must be completed in both English and Spanish
before submission will be allowed. Pasting from
Microsoft Word, and some formatting, is supported.

Comprehensive training conducted July 31. A recording is posted at <https://district.ode.state.or.us/search/page/?id=234>.

A repeat of the training will be conducted August 14.

Main page



DISTRICT

DEPARTMENT OF OREGON EDUCATION

FOSTERING EXCELLENCE FOR EVERY LEARNER

[Home](#) [Applications](#) [Log Out](#) [Help](#) [Search](#)

[Home](#) > [Achievement Data Insight](#) > [Data Viewer](#)

Supplemental Data Collection 2013-2014

Chris Otto, you are currently logged in for Beaverton SD 48J, with Institution ID 2243

Reporting Year: 2013-2014

Data Owner: Christie Petersen (503) 569 - 2662

The 2013-14 Report Card Supplemental Data Collection window is now open from July 1, 2014 to September 26, 2014. This type of submission, which requires messages from both Principals and Superintendents, was a new requirement in 2013. Districts should plan additional time will be required to complete translations into Spanish, which is a requirement.

Collection Open: 05/13/2014
 Collection Closed: 08/15/2014
 Public Release: 10/09/2014

Closes in 21 Days

Institutions																
Ask a Question Show Filter																
District ID	District Name	School ID	School Name	School Type	Overall Status	Letter	Racial Equity in Hiring	Student Wellness Policy	Academic Enrichment	Academic Support	Career and Technical Education	Activities & Programs	School Readiness	English Preview	Spanish Preview	
Edit	2243	Beaverton SD 48J	1153	Aloha-Huber Pk School	Elementary	Saved, but not submitted		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1154	Barnes Elementary School	Elementary	Submitted		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1155	Beaver Acres Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1156	Bethany Elementary School	Elementary	Nothing Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1157	Greenway Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1158	Cedar Mill Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1159	Chehalem Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1160	Cooper Mountain Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1161	Errol Hassell Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate
Edit	2243	Beaverton SD 48J	1162	Elmonica Elementary School	Elementary	Partial Entered		N/A	N/A			N/A			Generate	Generate

Page size: 10 54 items in 6 pages

[Central Links](#) >> [Data Enterprise](#) | [News](#) RSS | [Training](#) | [Help](#)

Oregon Department of Education
 255 Capitol Street NE, Salem, OR 97310-0203

3,947,5715
 (accessibility)

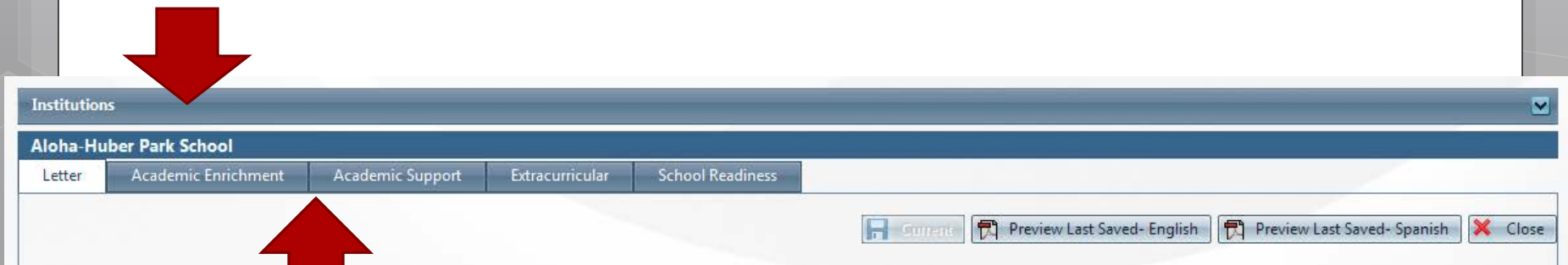
Ask a Q & Filter

Submit

Edit

Requirements

- Clicking “Edit” will collapse the institutions list and open the tabs for the selected institution.
- Click “institutions” to reopen the list of institutions and switch schools or submit data.



- Click tabs to move from section to section.

Enter information about each institution into the corresponding tabs as required after hitting Edit button.

Example School Tabs



Note that tabs will display a warning icon when some or all of the data has not been completed on that tab. Warning icons disappear as sections are completed and saved.

The screenshot displays a web application interface for Bethany Elementary School. At the top, there is a navigation bar with tabs for "Letter", "Academic Enrichment", "Academic Support", "Extracurricular", and "School Readiness". Below this, a "Preview and Save" button is highlighted with a large arrow pointing to it. The main content area contains "Letter Section Content Guidelines" and a list of bullet points. A "Formatting and Spell Check" toolbar is visible below the guidelines, with an arrow pointing to it. A large text box in the center is labeled "Type or Paste Letter Here". At the bottom, a "Spanish Letter Below" button is highlighted with a large arrow pointing to it. The interface also shows a "Language: English" dropdown and a "Counts" button in the bottom right corner.

Institutions

Bethany Elementary School

Letter Academic Enrichment Academic Support Extracurricular School Readiness

Preview and Save

Current Preview Last Saved- English Preview Last Saved- Spanish Close

Letter Section Content Guidelines: Letter from the Principal and Superintendent Section
Purpose: to personalize and improve the relevance of the report card and address the following:

- The school's performance as reflected in the overall state rating.
- The interventions, initiatives or other actions designed to address identifiable weaknesses, e.g., closing the achievement gap. This portion should be both backward- and forward-looking in order to explain what happened in the previous academic year and to outline plans for the new academic year. Comments made along these lines should be consistent with the school's School Improvement Plan (SIP).
- The school's expectations of and/or strategies for involving parents, e.g., the school expects parents to read to their children every night for 20 minutes. In the event a principal or superintendent fails to supply a letter, the default will be a space that will be left blank.
- May revise letter from 2013 submission.
- Spanish translation is needed for each letter

Language: English

Formatting and Spell Check

Type or Paste Letter Here

Spanish Letter Below

Counts

Formatting Options

- Bulleted and Numbered lists
- Bolding
- Italicizing
- Underlining
- Limited special characters
- Indenting

- Hyperlinks NOT supported (although you may enter URLs)

- High character limits. Narrative that exceeds the amount of available space on the report cards will be shrunk until it fits.
- Very important to preview each report card!

The diagram illustrates the structure of two report card sections: 'ACADEMIC SUPPORT' and 'ACADEMIC ENRICHMENT'. Each section is represented by a white box with a list of items. The 'ACADEMIC SUPPORT' box contains a list of items, with the first and fourth items being 'Report Card Element'. The 'ACADEMIC ENRICHMENT' box contains a list of items, with the first item being 'Report Card Element'. A large black arrow points from the 'Report Card Element' item in the 'ACADEMIC ENRICHMENT' box to the 'Report Card Element' item in the 'ACADEMIC SUPPORT' box, indicating a comparison or relationship between the two.

ACADEMIC SUPPORT

- Report Card Element
- Bilingual/ESL model program: support based on language proficiency and grade level
- Special education program: support for students with qualified learning disabilities
- Study skills strategies course
- Peer tutoring program
- Report Card Element
- Bilingual/ESL model program: support based on language proficiency and grade level
- Special education program: support for students with qualified learning disabilities
- Study skills strategies course
- Peer tutoring program
- Special Programs
- Student to Work Programs

ACADEMIC ENRICHMENT

- Report Card Element
- World Language Courses
- List of languages offered
- Percentage of students enrolled in at least 1 course (plus note that college-bound students are expected to complete 2 years of a world language, or demonstrate proficiency by exam)

Use Letter Preview Feature for Careful Revision Work

Institutions																		
Ask a Question Show Filter																		
	District ID	District Name	School ID	School Name			School Type	Overall Status	Letter	Racial Equity in Hiring	Student Wellness Policy	Academic Enrichment	Academic Support	Career and Technical Education	Activities & Programs	School Readiness	English Preview	Spanish Preview
	2243	Beaverton SD 48J	1153	Aloha-Huber Park School			Elementary	Saved, but not submitted		N/A	N/A			N/A				
	2243	Beaverton SD 48J	1154	Barnes Elementary School			Elementary	Submitted		N/A	N/A			N/A				
	2243	Beaverton SD 48J	1155	Beaver Acres Elementary School			Elementary	Partial Entered		N/A	N/A			N/A				
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	2243	Beaverton SD 48J	1161	Errol Hassell Elementary School			Elementary	Partial Entered		N/A	N/A			N/A				
	2243	Beaverton SD 48J	1162	Elmonica Elementary School			Elementary	Partial Entered		N/A	N/A			N/A				


Page size: 10 54 items in 6 pages

You can save after any changes. Only the most recently saved version will be displayed in the preview. The Institutions list helps track what has been completed.

Important!

- You will not be allowed to submit data until all fields have been provided, including Spanish translations. Saved data is NOT the same as submitted data.
- Although you can preview what your narratives will look like and store your work for later completion by saving, the narratives will not appear on the summary report cards available through the report card validation, or on the final published report cards, until they are submitted.

If you do not submit a letter, your report card will look something like:



Stoller Middle School
14141 NW Laidlaw Rd
Portland, OR 97229 (503) 533-1910

DISTRICT Beaverton SD 48J
SUPERINTENDENT Jeff Rose
PRINCIPAL Florence Richey
GRADES SERVED 6-8

For more report card measures including detailed demographic information visit www.ode.state.or.us/go/RCMeasures

FROM THE PRINCIPAL

Dear Parents and Community Members,

*A letter was not submitted for this school.

Thank you,

Principal | Florence Richey

SCHOOL PROFILE

Enrollment 2013-14
Change from previous year

Students attending 90% or more of enrolled days

STUDENTS

- Select Demographics 2013-14
- English Learners
 - Students who have ever been eligible for or participated in a program to acquire academic English.
 - Economically disadvantaged

Submission Guidelines: Letter

- ODE will begin each letter with “Dear Parents and Community Members.” Each letter will end with “Thank you, [Head of School/District].” We do not recommend adding your own salutation or closing to the letter.
- The head of school/district will be populated from the Institutions database, and was validated earlier this year as part of “Institutions for Accountability Reporting.”
 - If these are not correct, please contact Leah Thorp by September 15 (leah.thorp@state.or.us) to update the database.

Submission Guidelines: Academic Enrichment, Academic Support, Extracurricular, School Readiness, CTE

Principals should cite points of pride and other noteworthy aspects of their schools.

Although not required, ODE recommends using bulleted lists for these sections.

More detailed examples of elements that would be appropriate for these sections can be found in the recorded training, or in the instructions on the application itself.

Submission Guidelines: Racial Equity in Hiring Statement

Districts with a student population of color of at least 15% and a minimum of 30 such students must include a statement regarding strategies for hiring teachers and administrators of color to better match its student demographics.

Submission Guidelines: Student Wellness Policy

Districts participating in the USDA's school meal program must provide a brief summary of their wellness policy.

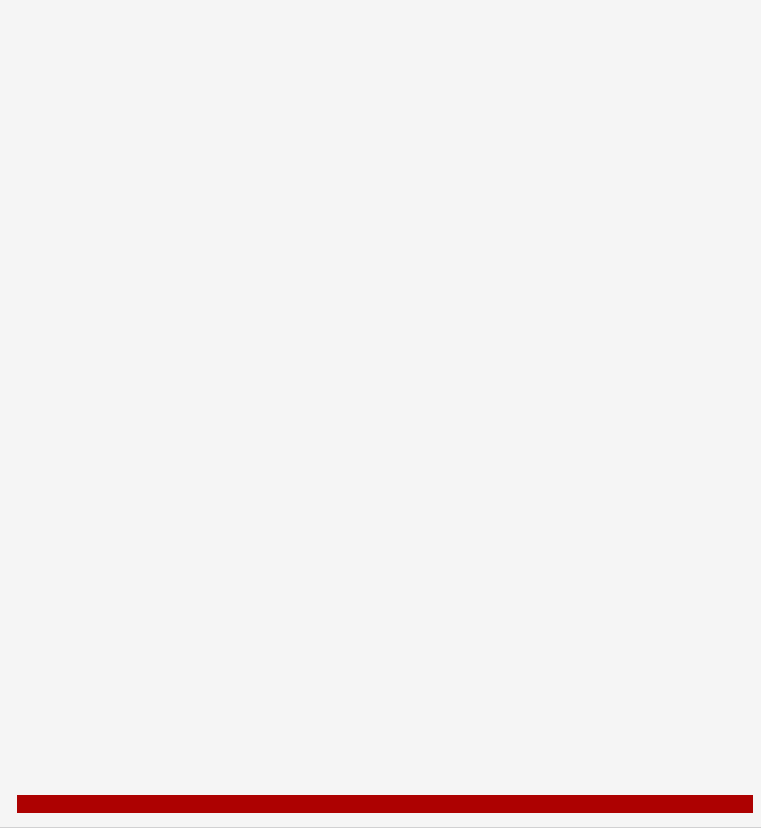
RACIAL EQUITY IN HIRING

*Information was not submitted for this section.

Not Submitting Data

- If no data is submitted, the fields will look like the above.
- If you wish to submit data for some fields, but not others, you may enter “Not Applicable” / “No Se Aplica” or similar language in fields that do not apply to your institution.
- **IMPORTANT:** You **MUST** enter a Spanish translation for any section for which you provide English content, and vice versa.

Questions?



Useful Links

- Report Card Page:
<http://www.ode.state.or.us/search/page/?id=3881>
 - Assessment Inclusion Rules
 - Report Card Technical Manual
- District Training Site:
<https://district.ode.state.or.us/search/results/?id=431>
- ESEA Waiver: <http://www.ode.state.or.us/go/nextgen>
- Assessment Reporting Schedule:
<http://www.ode.state.or.us/wma/teachlearn/testing/schedules/asmtreportsched1314.pdf>
- Application Assistance: ode.helpdesk@state.or.us

Contacts

- ESD Partners: <http://www.ode.state.or.us/go/AssessmentHelp>
- Report Card and RC Validations in general; Report Card Ratings
 - Jon Wiens: jon.wiens@state.or.us
 - Josh Rew: josh.rew@state.or.us
- Assessments
 - Cindy Barrick: cindy.barrick@state.or.us
- School and District Profiles; Graduation, Completion, and Dropout Data
 - Isabella Jacoby: isabella.jacoby@state.or.us
- Highly Qualified Teachers, Freshman On-Track
 - Anna Haley: anna.haley@state.or.us
- Supplemental Data Collection
 - Christie Petersen: christie.petersen@state.or.us