



From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

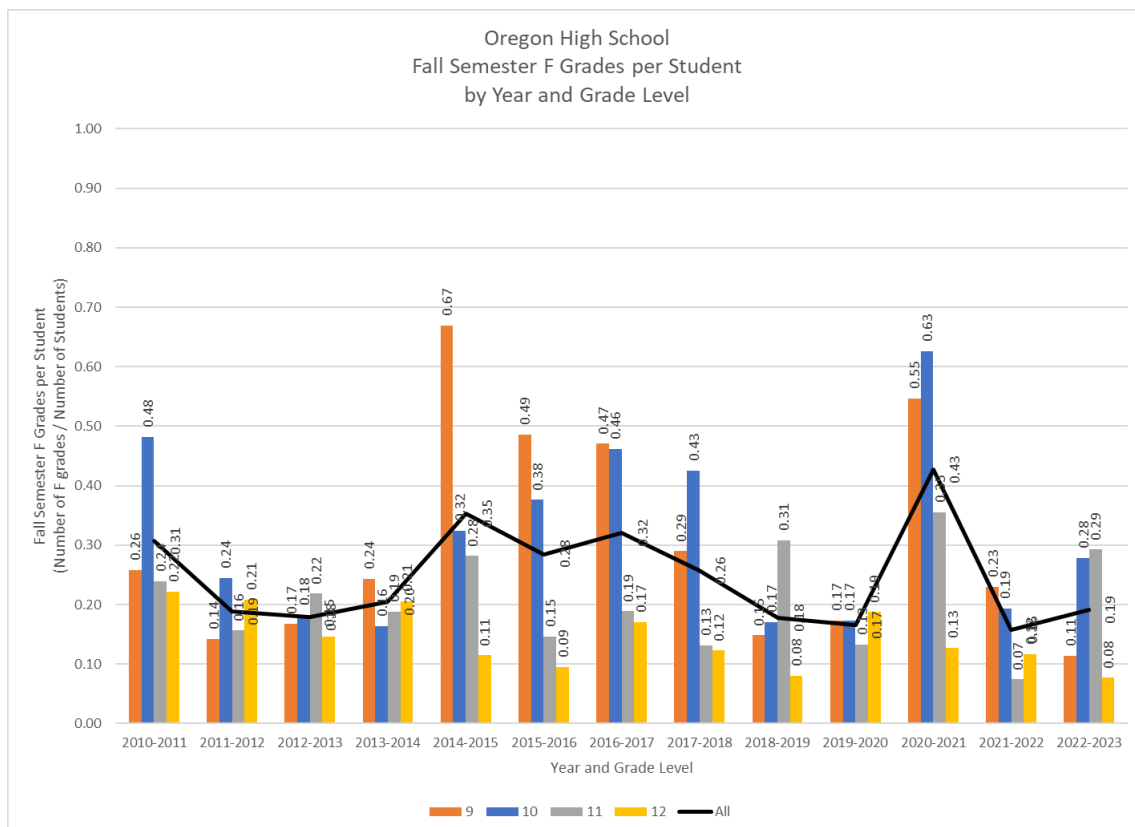
Re: January 2023 Board Report

Failure Rates

An important metric that feeds into the high school's Every Student Succeeds Act rating is the freshman on-track rate. It serves both as its own metric as well as a lead measure for the graduation rate in 2026.

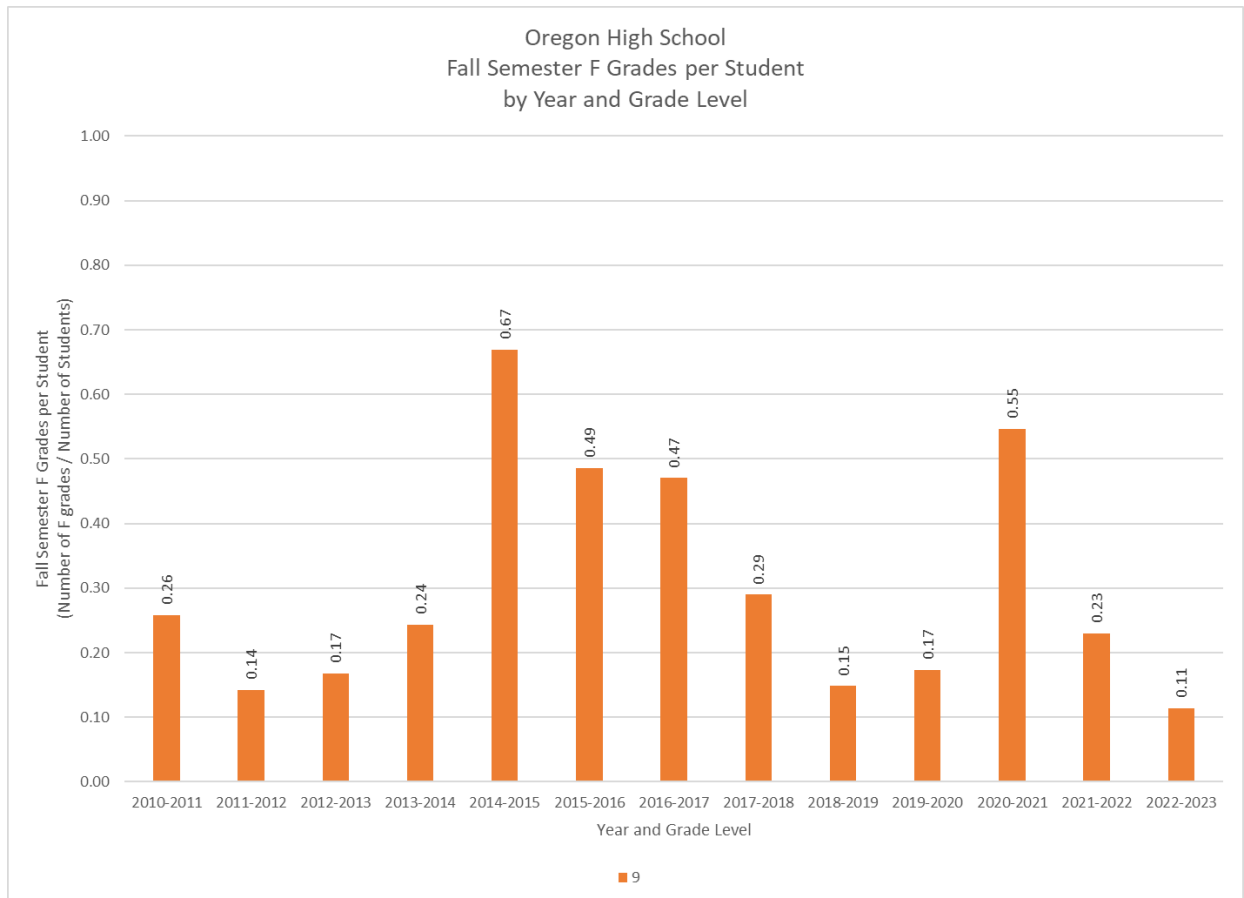
This on-track rate is closely related to the number of F grades observed in the first year of high school. Students who fail certain classes or multiple classes do not meet criteria to be considered on-track to graduate in four years. Thus, we keep a close watch on the F grades during this first year and have tracked the F rate for several cohorts.

There was a spike in the F rate during the beginning of the COVID-19 pandemic. The rate did return to near normal during the 2021-2022 school year. With the fall semester now behind us, it is time to examine the values for fall 2022.

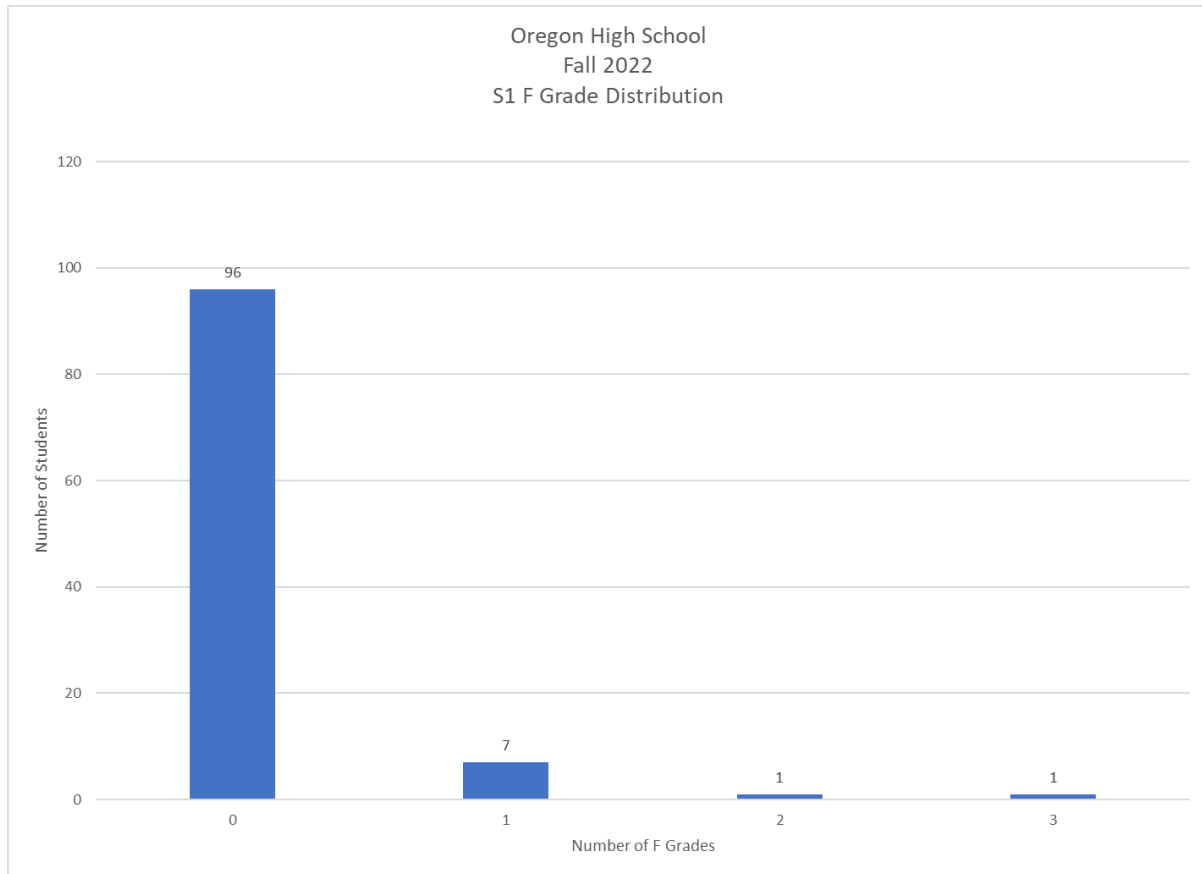




The overall F rate is represented by the thin black line. Each grade level is a different color in the bar area. Something to note immediately is just how low the failure rate has been in recent years. Since the 2014-2015 school year, there has been a steady decline in the number of Fs per student. This is a result of concerted intervention effort to help students stay on track to graduate in four years. The 2020-2021 collection of bars is clearly an anomaly in that effort, but the black line picks back up where it left off as we moved into the 2021-2022 and 2022-2023 school years.



Next is the rate for just students in grade 9. The F grades per student is at an all-time low at 0.11. This means that there was only 1 F grade for about every 10 students in the class.



Perhaps the most useful way to examine the F grades is by studying the distribution of those grades. The graph above shows the number of students with each count of Fs. In the fall of 2022, 96 students failed zero classes. Seven students failed one class. One student received two F grades, and another student received one F.

Taken together, it is clear that focusing on helping students finish the first year without failing classes has resulted in few students becoming behind on graduation progress early in their high school careers. Again, the importance of this information is not only that it feeds directly into the school's ESSA rating, but also that it helps us predict the graduation rate about 3.5 years from today.



Winter Benchmarking Assessments

We are busy assessing students for winter benchmarking. Oregon Elementary School repeated the administration of the new FastBridge assessment in December. This replaced the AIMSweb assessment that we had used since 2009 but was discontinued a few years ago. We are still working the FastBridge data into our benchmarking and goal-setting practices, but the data we have received from the system so far seems to be informative and useful.

OES and OJSHS (7-8) began the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) winter testing season on January 9. We have seen no technical issues with the assessment thus far in the window. We will have updated scores and spring test predictions to analyze in February.

Respectfully Submitted,

A handwritten signature in blue ink that reads 'Adam P. Larsen'.

Adam P. Larsen
Assistant Superintendent
Oregon CUSD #220