

2017-18 Overview of Oregon's State Report Card and ESSA Accountability

*Presentation to the PPS Board of Education 9/11/2018
Portland Public Schools System Planning and Performance
Joe Suggs, PhD*

2017-18 Overview of Oregon's State Report Card and ESSA Accountability

This overview covers material that is still considered draft.
ODE may make adjustments to some of the decisions rules, presentation layout, etc. before report cards are released on October 11.

The intent of this overview is to give the audience a general overview of the new accountability rules for Oregon and the presentation of data in the new state report card formats.

The "Old" Report Card (in use from 2012-13 through 2016-17)

OREGON REPORT CARD 2016-17 **Buckman Elementary School** DISTRICT Portland SD 1J
 320 SE 16th Ave SUPERINTENDENT Guadalupe Guerrero
 Portland, OR 97214 (503) 916-6230 PRINCIPAL Susan Kosmala
www.ode.state.or.us/schools/buckman GRADES SERVED K-5
 For more report card measures, including detailed demographic information, visit www.oregon.gov/ode/reports-and-data

FROM THE PRINCIPAL

Dear Parents and Community Members,

This annual report card issued by the Oregon Department of Education includes several elements that contribute to a full picture of our school. It describes the diversity of our student body, our enrollment trend and our average class size. It also explains how our students are performing in comparison to other schools and whether our students are making sufficient progress over time.

Buckman is an arts-focused elementary. We believe in using academic content as a muse for creating art, and using art as a means for communicating understanding about content. The academic achievement presented in this report is based on the Smarter Balanced Assessments in reading and mathematics. The tests assess student learning on the Common Core standards. The Common Core standards are more rigorous than prior Oregon standards, and the Smarter Balanced tests are harder than tests used in the past. When the bar is raised, it is common for the

percent of proficient students to appear to fall when compared to earlier used assessments like OAKS. With time and support, students can and will meet this higher bar and be better prepared.

Due to ongoing changes in federal accountability rules, the Oregon Department of Education is not providing overall ratings on the report card this year.

I welcome your questions and comments about our report card and also your involvement in how we can make our school even stronger.

Thank you,

Principal | Susan Kosmala

SCHOOL PROFILE

ENROLLMENT 2016-17		SELECTED DEMOGRAPHICS		STUDENTS	
K-3	462	Economically Disadvantaged	31%	American Indian/Alaska Native, 0%	
4-5	308	Students with Disabilities	18%	Asian, 3%	
6-8	154	Ever English Learner	<5%	Black/African American, 4%	
MEDIAN CLASS SIZE		Different Languages Spoken	9	Hispanic/Latino, 11%	
Self-Contained	24.0	Regular Attenders	83.8%	Multi-Racial, 13%	
Departmentalized	--	Mobile Students	9.7%	Native Hawaiian/Pacific Islander, 0%	
				White, 69%	

IMMUNIZATION RATES

Percent of students with all required vaccines: 82
 Percent of students without all required vaccines: 18
 (The percent without required vaccines includes students with medical exemptions, non-medical exemptions, no immunization records, or up-to-date but incomplete immunization records. Visit <http://www.health.oregon.gov/immdata> for more information.)

When data are unavailable or to protect student confidentiality:

* refers to groups of less than 6 students.

>95 indicates that a percentage is greater than 95%.

<5 indicates that a percentage is less than 5%.

*** refers to a school that offers lunch at no charge to all students.

The Oregon Department of Education (ODE) will not assign summative, overall ratings to schools on the 2016-17 report cards given the upcoming implementation of the Every Student Succeeds Act (ESSA) in 2017-18. However, the ODE will report indicator ratings (e.g., achievement, growth, graduation, etc.) for each school and student group on the 2016-17 Report Card (RC) Rating Details reports. These reports are accessible at <http://www.oregon.gov/ode/schools-and-districts/reportcards>. For more information about ESSA and the redesign of the school and district report cards, please visit <http://www.oregon.gov/ode/rules-and-policies/ESSA>.

OREGON REPORT CARD 2016-17 **Buckman Elementary School** DISTRICT Portland SD 1J
 320 SE 16th Ave SUPERINTENDENT Guadalupe Guerrero
 Portland, OR 97214 (503) 916-6230 PRINCIPAL Susan Kosmala
www.ode.state.or.us/schools/buckman GRADES SERVED K-5
 For more report card measures, including detailed demographic information, visit www.oregon.gov/ode/reports-and-data

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?

SCHOOL PERFORMANCE Performance of students enrolled in the school for a full academic year
 Did at least 95% of the students at this school take required assessments? Yes No, Interpret Results with Caution
 Participation rate criteria are in place to ensure schools test all eligible students.

The Smarter Balanced and alternate assessments have four performance levels where levels 3 and 4 are meeting the standard for school and district accountability.

	2013-14		2014-15		2015-16		2016-17		Like-School Average (%)	
	School Performance (%)	2013-14	School Performance (%)	2014-15	School Performance (%)	2015-16	School Performance (%)	2016-17	2016-17	2016-17
English Language Arts (Administered statewide in grades: 3-8, 11)										
Level 3 & 4	64.1	65.0	63.9	62.5	62.7	62.7	62.7	62.7	62.7	62.7
Level 2	19.6	18.3	16.7	16.7	16.7	16.7	16.7	16.7	16.7	16.7
Level 1	15.7	16.7	18.4	18.4	18.4	18.4	18.4	18.4	18.4	18.4
Mathematics (Administered statewide in grades: 3-8, 11)										
Level 3 & 4	33.3	47.1	54.4	43.6	43.6	43.6	43.6	43.6	43.6	43.6
Level 2	33.3	34.5	35.3	35.3	35.3	35.3	35.3	35.3	35.3	35.3
Level 1	14.5	18.4	18.7	18.7	18.7	18.7	18.7	18.7	18.7	18.7
Science (OAKS) (Administered statewide in Grades: 5, 8, 11)										
Exceeded	78.8	21.2	20.0	11.7	83.3	18.3	66.0	14.9	78.8	19.9
Met	84.4	54.0	70.0	38.3	55.5	55.5	55.5	55.5	55.5	55.5
Did not meet	21.2	15.6	30.0	16.7	16.7	16.7	16.7	16.7	16.7	16.7

Visit www.oregon.gov/ode/reports-and-data for additional assessment results. *, <5, and >95 are displayed when the data must be suppressed 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 (%)			Like-School Average (%)		
	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
Economically Disadvantaged									
Eng. Lang. Arts	55.1	37.5	45.5	30.4	57.1	33.8	42.9	33.8	42.9
Mathematics	38.8	31.6	38.2	26.6	35.7	26.6	33.3	26.6	33.3
Science	68.8	55.0	67.0	48.8	*	43.8	*	43.8	*
American Indian/Alaska Native									
Eng. Lang. Arts	*	30.4	57.1	33.8	42.9	33.8	42.9	33.8	42.9
Mathematics	*	26.6	35.7	26.6	33.3	26.6	33.3	26.6	33.3
Science	*	48.8	*	43.8	*	43.8	*	43.8	*
Native Hawaiian/Pacific Islander									
Eng. Lang. Arts	55.1	37.5	45.5	30.4	57.1	33.8	42.9	33.8	42.9
Mathematics	38.8	31.6	38.2	26.6	35.7	26.6	33.3	26.6	33.3
Science	68.8	55.0	67.0	48.8	*	43.8	*	43.8	*
Asian									
Eng. Lang. Arts	25.0	26.0	46.0	68.5	82.9	65.1	56.6	62.1	62.1
Mathematics	12.5	23.0	44.9	66.7	87.7	58.6	50.2	56.1	56.1
Science	37.1	55.9	73.8	92.5	84.8	75.0	79.8	79.8	79.8
White									
Eng. Lang. Arts	46.4	23.4	20.7	29.0	50.0	74.2	54.1	67.9	67.9
Mathematics	41.4	21.1	19.5	20.2	52.4	52.1	42.2	55.1	55.1
Science	50.0	38.9	38.5	40.9	75.0	64.8	64.4	77.0	77.0
Black/African American									
Eng. Lang. Arts	22.4	31.3	63.2	30.9	52.7	52.9	45.2	57.5	57.5
Mathematics	19.7	25.0	31.6	25.9	41.9	56.8	44.9	58.4	58.4
Science	32.9	46.7	44.5	44.5	64.1	81.5	67.4	80.9	80.9
Female									
Eng. Lang. Arts	22.4	31.3	63.2	30.9	52.7	52.9	45.2	57.5	57.5
Mathematics	19.7	25.0	31.6	25.9	41.9	56.8	44.9	58.4	58.4
Science	32.9	46.7	44.5	44.5	64.1	81.5	67.4	80.9	80.9
Male									
Eng. Lang. Arts	22.4	31.3	63.2	30.9	52.7	52.9	45.2	57.5	57.5
Mathematics	19.7	25.0	31.6	25.9	41.9	56.8	44.9	58.4	58.4
Science	32.9	46.7	44.5	44.5	64.1	81.5	67.4	80.9	80.9
Hispanic/Latino									
Eng. Lang. Arts	22.4	31.3	63.2	30.9	52.7	52.9	45.2	57.5	57.5
Mathematics	19.7	25.0	31.6	25.9	41.9	56.8	44.9	58.4	58.4
Science	32.9	46.7	44.5	44.5	64.1	81.5	67.4	80.9	80.9
Migrant									
Eng. Lang. Arts	22.4	31.3	63.2	30.9	52.7	52.9	45.2	57.5	57.5
Mathematics	19.7	25.0	31.6	25.9	41.9	56.8	44.9	58.4	58.4
Science	32.9	46.7	44.5	44.5	64.1	81.5	67.4	80.9	80.9
Talented and Gifted									
Eng. Lang. Arts	93.0	94.8	>95	64.0	64.7	66.8	66.8	66.8	66.8
Mathematics	>95	95.0	>95	56.0	47.5	59.3	59.3	59.3	59.3
Science	>95	97.7	>95	87.5	71.7	77.7	77.7	77.7	77.7

*, <5, and >95 are displayed when the data must be suppressed to protect student confidentiality.

The New Oregon State Report Card Under ESSA

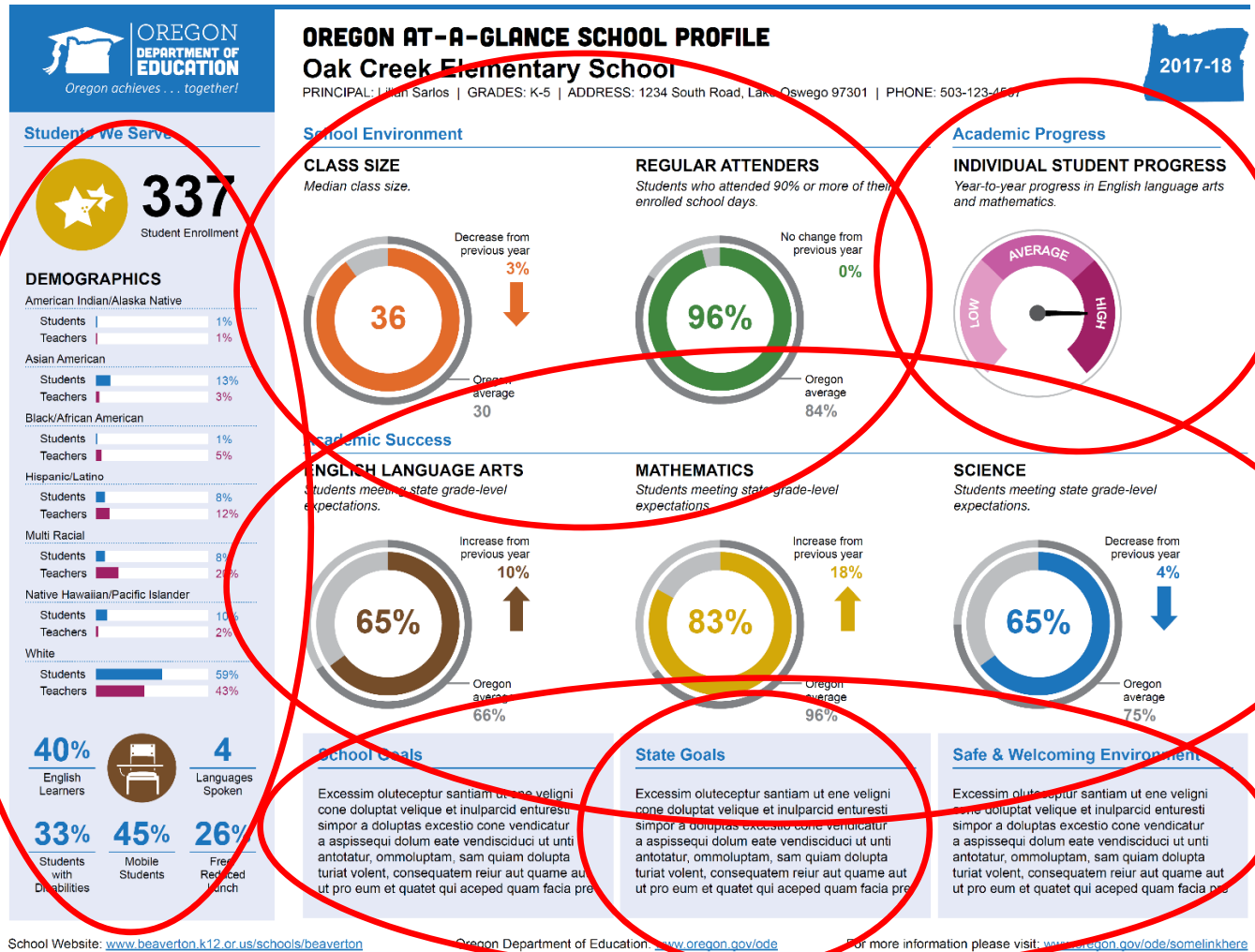
- Three Components
 - **At-A-Glance** (the public facing report card)
 - **Report Card Detail** (shows how schools are rated for accountability)
 - **On-line Dashboard** (not available until fall 2019)

At-a-Glance Report Card

New 2017-18 State Report Card At-a-Glance Elementary Version (K-5, K-8, MS)

Page 1 includes:

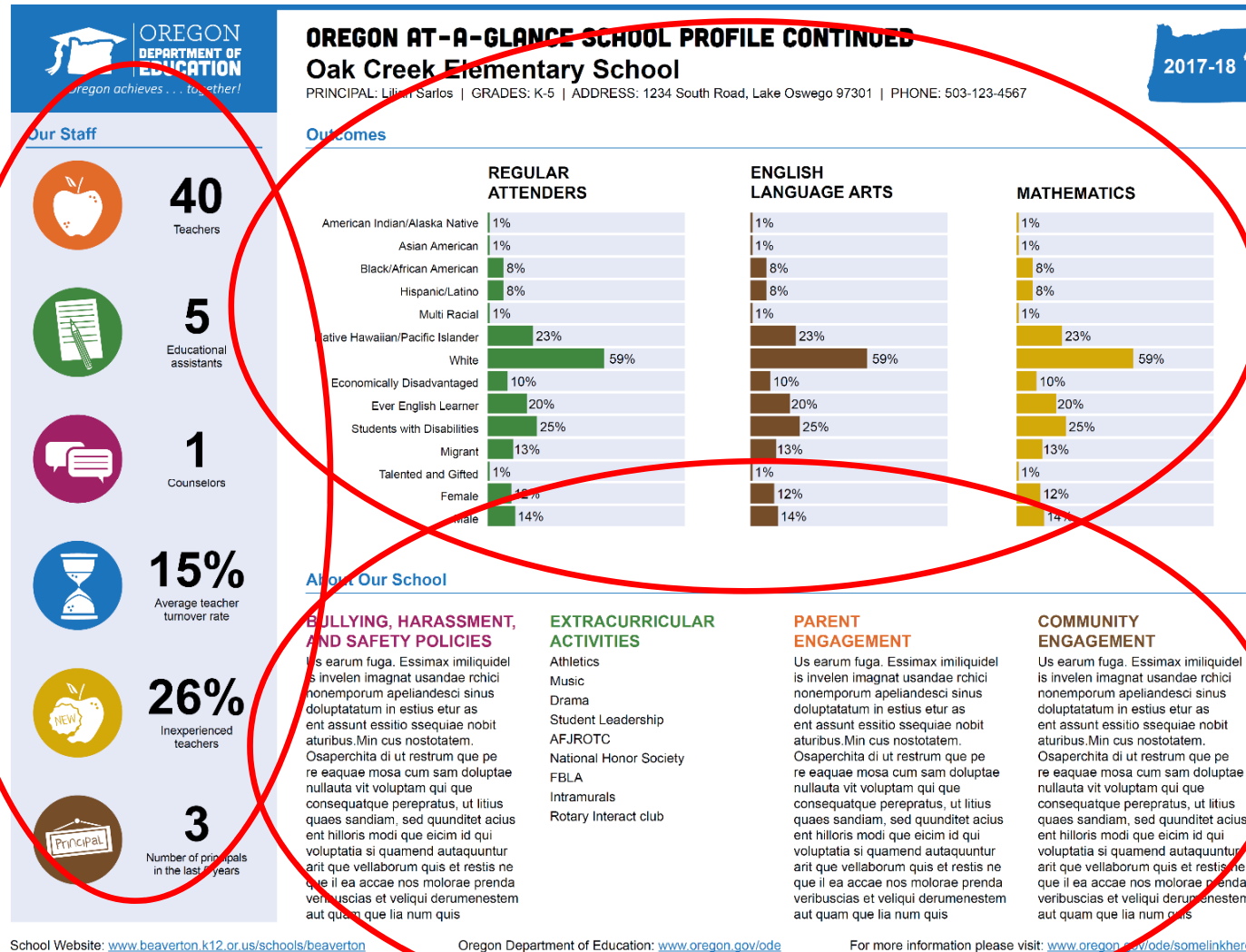
- School demographics
- School environment
 - class size
 - regular attenders
- Academic progress (growth on state assessments)
- Academic success achievement on SBA ELA, math and OAKS science tests)
- Statement of state goals
- School narratives
 - School goals
 - Safe and welcoming environment



New 2017-18 State Report Card At-a-Glance Elementary Version (K-5, K-8, MS)

Page 2 includes:

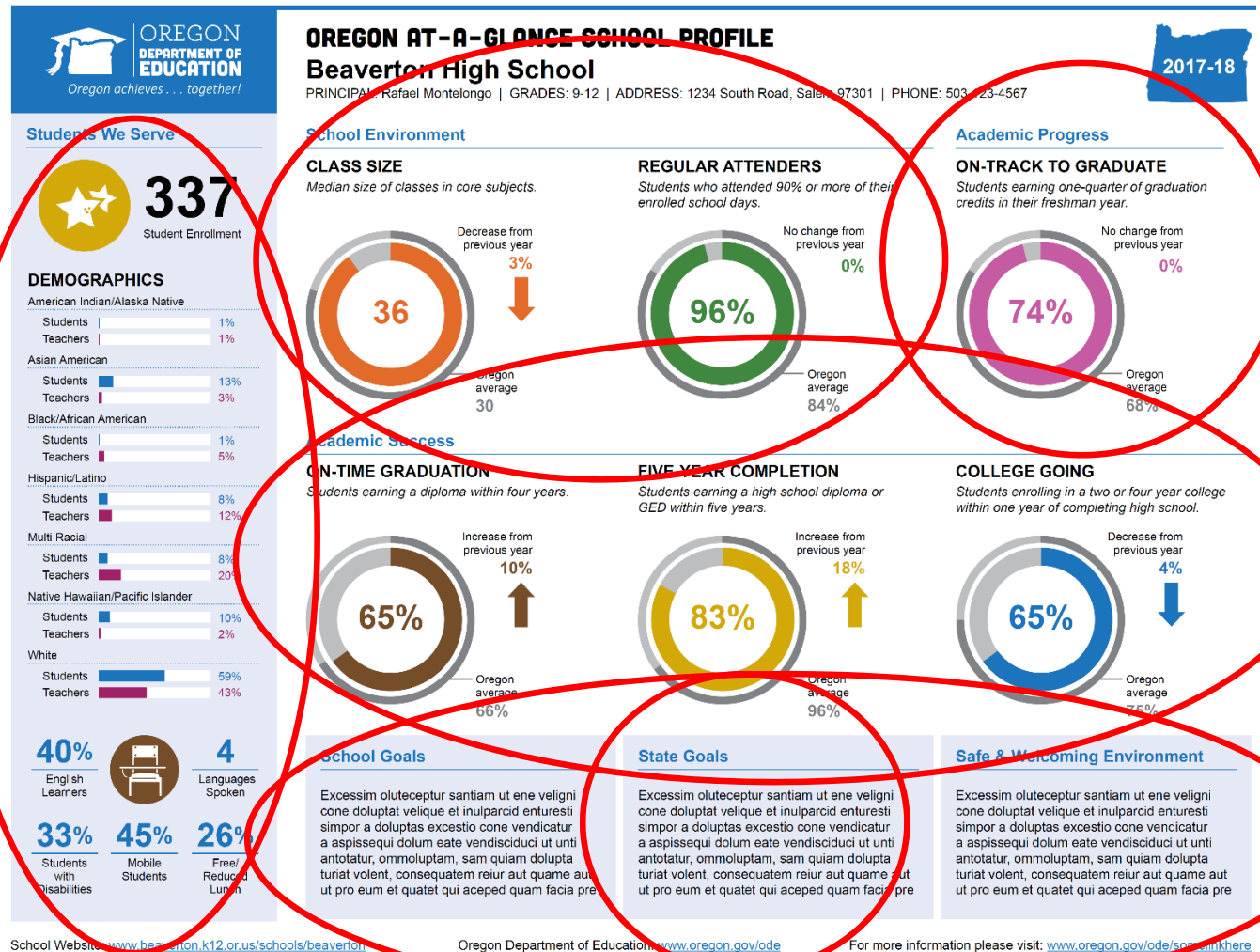
- Staffing data
- Disaggregated outcomes
 - Regular attenders
 - English Language Arts achievement
 - Mathematics achievement
- School narratives
 - Bullying, harassment and safety policies
 - Extracurricular activities
 - Parent engagement
 - Community engagement



New 2017-18 State Report Card At-a-Glance High School Version (K-12, HS)

Page 1 includes:

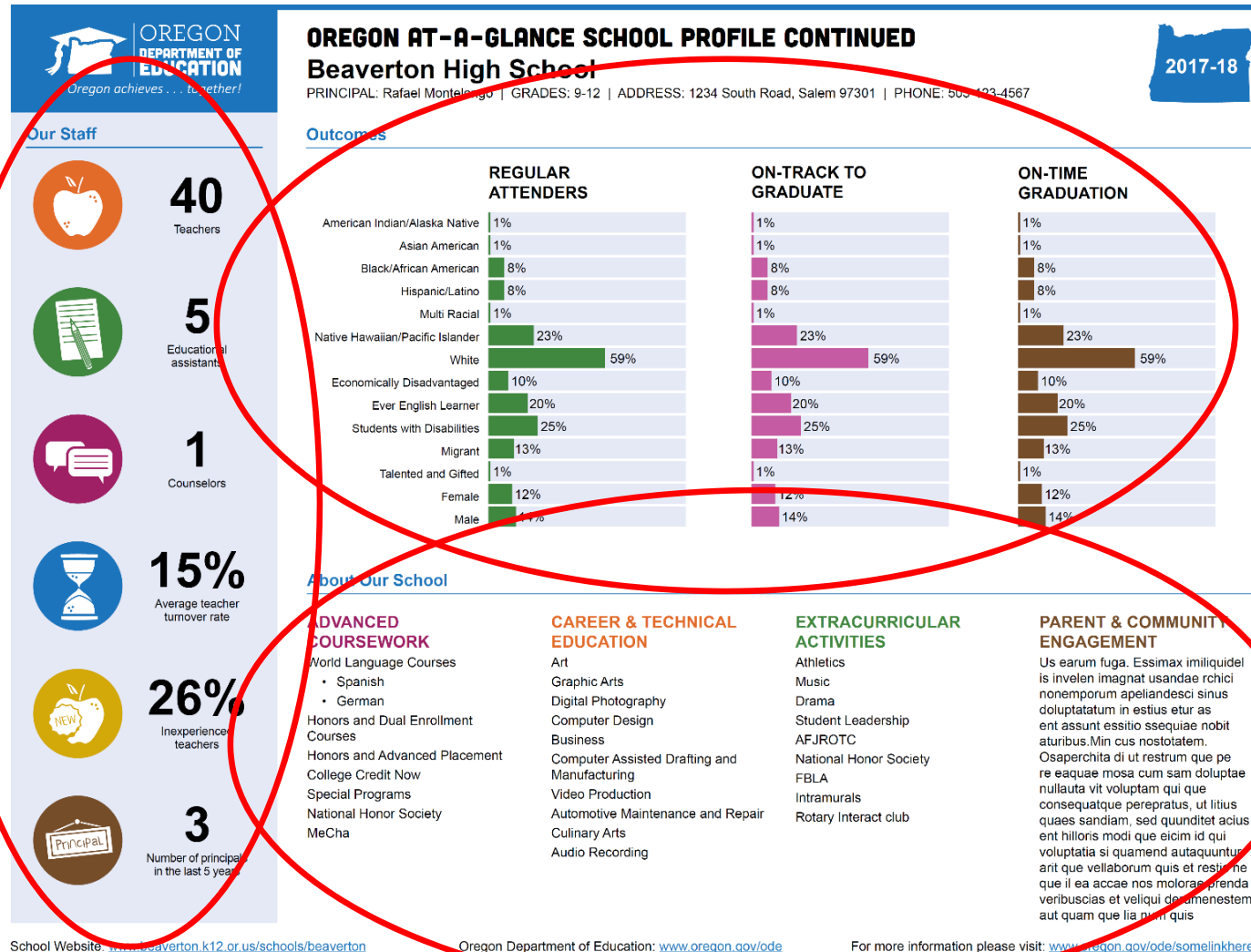
- School demographics
- School environment
 - class size
 - regular attenders
- Academic progress (on track to graduate/freshman on track)
- Academic success
 - on-time graduation
 - five-year completion
 - college going
- Statement of state goals
- School narratives
 - School goals
 - Safe and welcoming environment



New 2017-18 State Report Card At-a-Glance High School Version (K-12, HS)

Page 2 includes:

- Staffing data
 - Regular attenders
 - On-track to graduation (freshman on track)
 - On-time graduation
- School narratives
 - Advanced coursework
 - Career & technical education
 - Extracurricular activities
 - Parent & community engagement



Report Card Ratings

School Ratings

- There is no longer a single overall report card rating.
 - There will be separate ratings for the 9 indicators listed to the right (some are high school only).
- **ELA achievement** (percent proficient/Level 3 or Level 4 on Smarter Balanced Assessment)
 - **Math achievement** (percent proficient/Level 3 or Level 4 on Smarter Balanced Assessment)
 - **ELA growth** (based on median growth percentiles)
 - **Math growth** (based on median growth percentiles)
 - **Regular attenders** (former called “not chronically absent)
 - **Freshman on track** (high schools only)
 - **Four-year cohort graduation rate** (high schools only)
 - **Five-year cohort completer rates** (high schools only)
 - **On track to English language proficiency (ELP)**

School Ratings

- Indicator ratings will be from Level 1 (lowest) to Level 5 (highest)
- State targets (Measures of Interim Progress or MIPS) are set for each indicator and are based on an 8-year trajectory from the baseline year of 2015-16 through the long-term target year of 2024-25.
- Level determinations are based on either the most recent year's data or the average of the last three years, whichever is higher.

Meets or exceeds the 2024-25 state target for the indicator

Meets or exceeds the 2020-21 (half-way through the trajectory) state target for the indicator

Meets or exceeds the 2016-17 state average for the indicator

Between the 2016-17 10th percentile and the 2016-17 state average for the indicator

Below the 10th percentile for the indicator

Level 5

Level 4

Level 3

Level 2

Level 1

State Measures of Interim Progress (MIPs)

(Published July 2017. May be revised)

These MIPs are for the All Students group. Additional trajectories are calculated for each of the student groups.

Indicator	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ELA Achievement	54	57	60	63	66	68	71	74	77	80
Math Achievement	43	47	51	55	59	64	68	72	76	80
ELA Growth	To Be Determined									
Math Growth	To Be Determined									
Regular Attenders	Not Yet Published									93
Freshman on Track	Not Yet Published									95
4-Year Cohort Graduation	74	76	78	79	80	82	85	86	88	90
5-Year Cohort Completer	Not Yet Published									97
On Track to English Proficiency	Not Yet Published									80

Level 4

Level 5

School Ratings

- Levels are calculated for each of the student groups listed to the right for each of the 9 indicators.
 - Groups must have at least 20 students in either the most recent year or combined 3-years of data in a given indicator to receive a rating.
- All students
 - Economically disadvantaged
 - English learners
 - Students with disabilities
 - **Underserved race/ethnicity** (combined group including American Indian/Alaska Native, Native Hawaiian/Pacific Islander, Black/African American, and Hispanic/Latino students). *Data will be displayed for this group only when all four of those individual groups are too small to receive individual group ratings.*
 - American Indian/Alaska Native
 - Native Hawaiian/Pacific Islander
 - Black/African American
 - Hispanic/Latino
 - Asian
 - White
 - Multi-racial

Example of All Student Groups and All Indicators with Ratings

Student Group	ESSA Identification	ELA Achievement	Math Achievement	ELA Growth	Math Growth	Regular Attenders	Freshman On-Track	Four-Year Cohort	Five-Year Completers	On Track to ELP ¹
All Students		Level 4	Level 3	Level 3	Level 1	Level 1	Level 4	NA	Level 4	
Economically Disadvantaged		Level 4	NA	Level 2	Level 5	Level 4	Level 2	Level 5	Level 5	
English Learners ²		NA	Level 5	Level 2	Level 3	Level 4	NA	Level 3	Level 2	Level 1
Students with Disabilities		Level 3	Level 3	Level 1	Level 1	Level 4	Level 4	Level 3	Level 5	
Underserved Race/Ethnicity ³		Level 5	Level 1	Level 4	Level 5	Level 1	Level 3	NA	Level 5	
American Indian/ Alaska Native		Level 4	NA	Level 3	NA	NA	Level 4	Level 1	NA	
Native Hawaiian/ Pacific Islander		Level 1	Level 2	Level 1	Level 5	Level 5	Level 2	Level 1	NA	
Black/African American		NA	Level 3	Level 2	Level 2	Level 4	Level 1	Level 3	Level 1	
Hispanic/Latino		Level 1	Level 3	NA	Level 2	Level 5	Level 1	Level 4	Level 2	
Asian		Level 1	Level 5	Level 3	Level 3	Level 2	NA	Level 3	Level 4	
White		Level 5	Level 5	NA	Level 3	Level 5	Level 2	Level 4	Level 3	
Multi-racial		Level 3	Level 2	Level 2	Level 2	Level 1	NA	Level 1	Level 5	

Participation in Summative Assessments

Participation in Statewide Assessments

- The federal and state expectation for participation in statewide assessments is that at least 94.5% of eligible students participate.
- Required participants include all students:
 - in grades 3-8 and 11
 - enrolled on the first instructional day in May
 - enrolled more than $\frac{1}{2}$ of the instructional days between the start of school and the first instructional day in May (also known as full academic year or FAY).
- The Oregon ESSA plan requires the achievement proficiency calculations in the accountability system be based on at least 94.5% of students eligible to test.

Participation in Statewide Assessments

- Proficiency calculations for the two achievement indicators (ELA and math) will be based on either the actual number of students who tested or 94.5% of the eligible enrollment., whichever is higher.
- Proficiency calculations for schools with low participation rates (regardless of reason) will be lower the greater the non-participation rate.

Improving Participation in Statewide Assessments

- Under the Oregon ESSA Plan, schools falling below 94.5% participation in any student group will be required to develop and implement a plan to improve participation rates.
- ODE does not yet have a process established to collect these plans, but schools who are below that level should begin thinking about what they might include in their plan.

ESSA Accountability

- Comprehensive Supports and Interventions (CSI)
- Targeted Supports and Interventions (TSI)

Identifying Schools for Comprehensive Supports and Interventions (CSI)

- All high schools with an overall 4-year graduation rate <67% are automatically identified as CSI regardless of performance on other indicators.
- The All Students group must be rated on at least five of the nine indicators listed earlier in this presentation (including On Track to ELP).
- Looking at the All Students group only plus the On Track to ELP indicator, schools identified as Level 1 on at least 50% of rated indicators are identified as CSI.
- To be Level 1 on an individual indicator means the school is in the bottom 10% statewide for that particular indicator.

Identifying Schools for Targeted Supports and Interventions (TSI)

- Look at each of the remaining student groups (excluding the All Students group) with a rating on at least five of the indicators. If any single group is rated Level 1 on at least 50% of all rated indicators the school will be identified as TSI.
- Non-Title I schools can also be identified as TSI beginning this year.

Report Card Details Summary

This table includes made-up data for illustration purposes only.

CSI Identification

In this example, the school has ratings in 8 indicators in the All Students group (including the On Track to ELP indicator). Three of those ratings are Level 1. Because the rate of Level 1 indicators is less than 50% ($3/7 = 43\%$), this school is *not* identified as a CSI school.

TSI Identification

Across student groups (other than the All Students group), all of the rows (student groups) has fewer than 50% of indicators with a Level 1. This school is *not* identified as a TSI school.

Student Group	ESSA Identification	ELA Achievement	Math Achievement	ELA Growth	Math Growth	Regular Attenders	Freshman On-Track	Four-Year Cohort	Five-Year Completers	On Track to ELP ¹
All Students		Level 4	Level 3	Level 3	Level 1	Level 1	Level 4	NA	Level 4	
Economically Disadvantaged		Level 4	NA	Level 2	Level 5	Level 4	Level 2	Level 5	Level 5	
English Learners ²		NA	Level 5	Level 2	Level 3	Level 4	NA	Level 3	Level 2	Level 1
Students with Disabilities		Level 3	Level 3	Level 1	Level 1	Level 4	Level 4	Level 3	Level 5	
Underserved Race/Ethnicity ³		Level 5	Level 1	Level 4	Level 5	Level 1	Level 3	NA	Level 5	
American Indian/Alaska Native		Level 4	NA	Level 3	NA	NA	Level 4	Level 1	NA	
Native Hawaiian/Pacific Islander		Level 1	Level 2	Level 1	Level 5	Level 5	Level 2	Level 1	NA	
Black/African American		NA	Level 3	Level 2	Level 2	Level 4	Level 1	Level 3	Level 1	
Hispanic/Latino		Level 1	Level 3	NA	Level 2	Level 5	Level 1	Level 4	Level 2	
Asian		Level 1	Level 5	Level 3	Level 3	Level 2	NA	Level 3	Level 4	
White		Level 5	Level 5	NA	Level 3	Level 5	Level 2	Level 4	Level 3	
Multi-racial		Level 3	Level 2	Level 2	Level 2	Level 1	NA	Level 1	Level 5	

Report Card Details

Report Card Details Summary (First Page)

Student Group	ESSA Identification	ELA Achievement	Math Achievement	ELA Growth	Math Growth	Regular Attenders	Freshman On-Track	Four-Year Cohort	Five-Year Completers	On Track to ELP ¹
All Students		Level 4	Level 3	Level 3	Level 1	Level 1	Level 4	NA	Level 4	
Economically Disadvantaged		Level 4	NA	Level 2	Level 5	Level 4	Level 2	Level 5	Level 5	
English Learners ²		NA	Level 5	Level 2	Level 3	Level 4	NA	Level 3	Level 2	Level 1
Students with Disabilities		Level 3	Level 3	Level 1	Level 1	Level 4	Level 4	Level 3	Level 5	
Underserved Race/Ethnicity ³		Level 5	Level 1	Level 4	Level 5	Level 1	Level 3	NA	Level 5	
American Indian/ Alaska Native		Level 4	NA	Level 3	NA	NA	Level 4	Level 1	NA	
Native Hawaiian/ Pacific Islander		Level 1	Level 2	Level 1	Level 5	Level 5	Level 2	Level 1	NA	
Black/African American		NA	Level 3	Level 2	Level 2	Level 4	Level 1	Level 3	Level 1	
Hispanic/Latino		Level 1	Level 3	NA	Level 2	Level 5	Level 1	Level 4	Level 2	
Asian		Level 1	Level 5	Level 3	Level 3	Level 2	NA	Level 3	Level 4	
White		Level 5	Level 5	NA	Level 3	Level 5	Level 2	Level 4	Level 3	
Multi-racial		Level 3	Level 2	Level 2	Level 2	Level 1	NA	Level 1	Level 5	

Report Card Details Summary

The remaining pages of the report card detail include breakdowns for each of the indicators with one indicator per page.

The sample to the right is the ELA achievement indicator. It includes:

- The specific level cut scores for this indicator
- the state long-term goal
- performance for each of the last three years
- the 3-year average
- an indication for which performance was used to determine the level (the higher of either the most recent year or the 3-year average is used)
- the level earned.

Data are shown for each of the student groups. The adjusted denominator is shown where applicable.

English Language Arts Academic Achievement Details

District: Apple District

School: Honeycrisp Combined School

The English Language Arts (ELA) Achievement Level table has the cut scores for each level (1-5). The ELA Achievement Indicator table displays percent and adjusted denominator (in rows) for all student groups (listed in the first column), with each of the three most recent school years, the three-year average, which percent the student group is rated on, and the Level, in columns. "Too small" means fewer than ten students were in the adjusted denominator. "NA" means the student group did not meet minimum size requirements in order to receive a rating.

English Language Arts Achievement Level	Cut
Level 5	
Level 4	
Level 3	
Level 2	
Level 1	

State Long Term Goal: 80%

Student Group	School Year 2015-16	School Year 2016-17	School Year 2017-18	3-year Average	Rated on	Level
All Students - Percent						
All Students - Adjusted Denominator						
Economically Disadvantaged - Percent						
Economically Disadvantaged - Adjusted Denominator						
English Learners - Percent						
English Learners - Adjusted Denominator						

Next Steps – Timeline

Date	Action	Who's Involved?
June/July	Communicate new accountability rules to executive leadership.	SPP, SLT
June – September	Data collection and validation windows are open for data elements that populate the report cards.	SPP, Communications (for narratives)
July 26	Preliminary release of report card details. Take a first look at how PPS schools might be ranked.	SPP, Funded Programs
August	Communicate new accountability rules to school leadership.	SPP, OSP
August	Provide initial/preliminary report card and ratings to principals (update as needed throughout the remainder of the embargo period).	SPP
September	Sharing and Presentation to PPS School Board	SPP, Superintendent
October 4	Final report cards and details are available (embargoed).	SPP to share internally with SLT, Communications, Funded Programs, Senior Directors, Principals
October 8	Webinar on release of school and district report cards. District webinar at 9:30am, media webinar at 11:30am.	SPP, Communications
October 11	Public release of State Report Cards, including at-a-glance and report card details.	ODE, Superintendent/Communications (for local press release)
January 15	Deadline to distribute report cards to parents. PPS typically does this by posting links on the PPS webpage and having copies available in school offices.	SPP, Communications