College & Career Ready and Individual Student Growth

Annual Report to the School Board and Community
Beaverton School District
November 14, 2011

Table of Contents

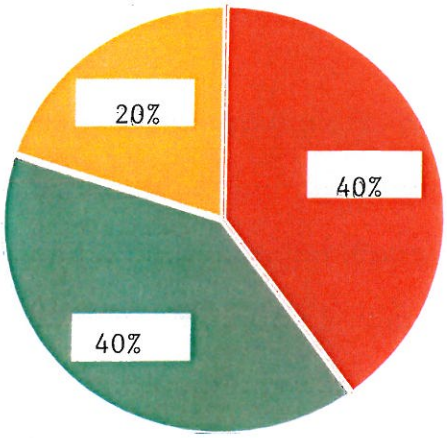
School Board Goal for 2010-15: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Purpose

The District's goal for student achievement is that **all students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.**

This goal is aligned with the educational reform agenda recently outlined by the Governor. The state's educational goal is for 40% of students graduate with a four year college degree and 40% earn an associate's degree or postsecondary credential by 2025. Attainment of this 40-40-20 goal should be reflective of all demographic populations of Oregon

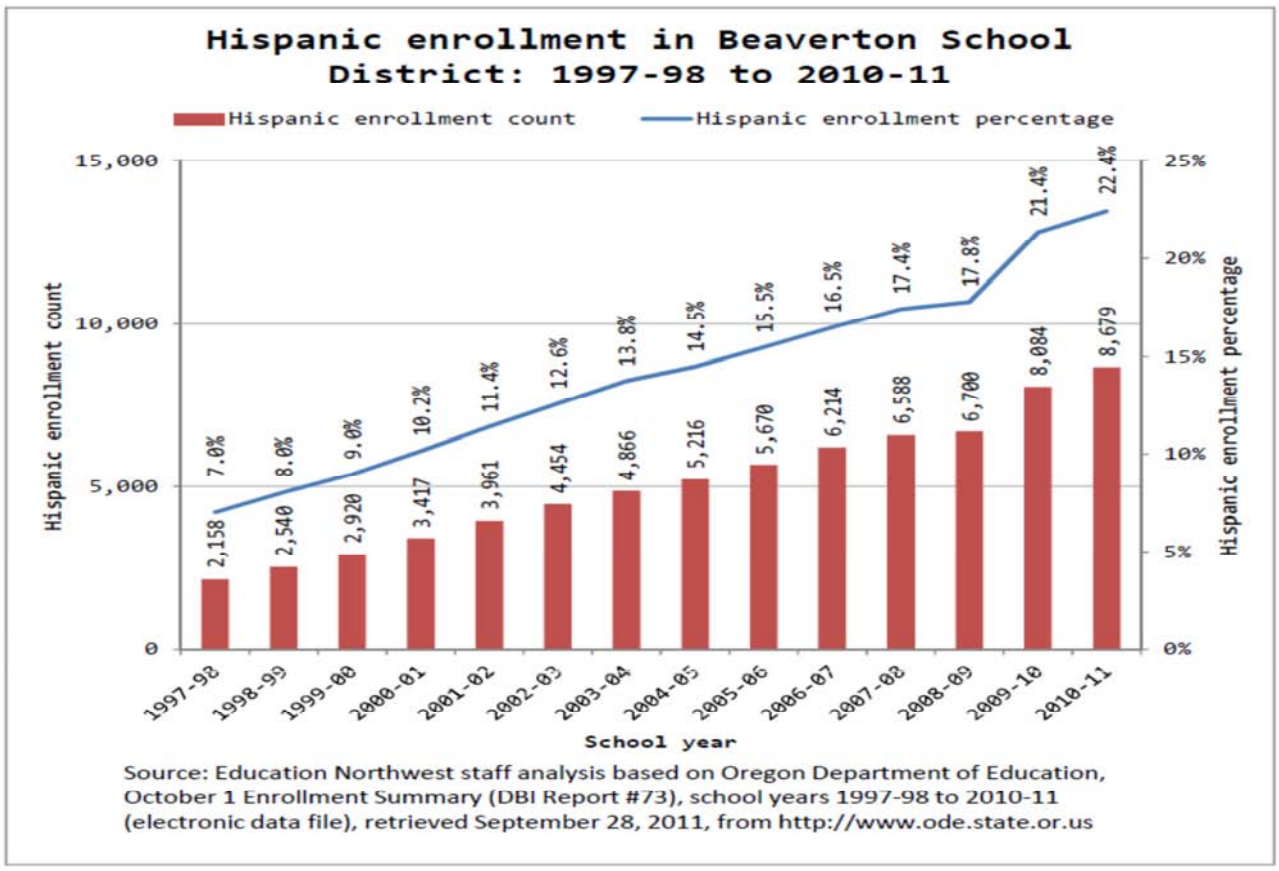
As their highest level of educational attainment:



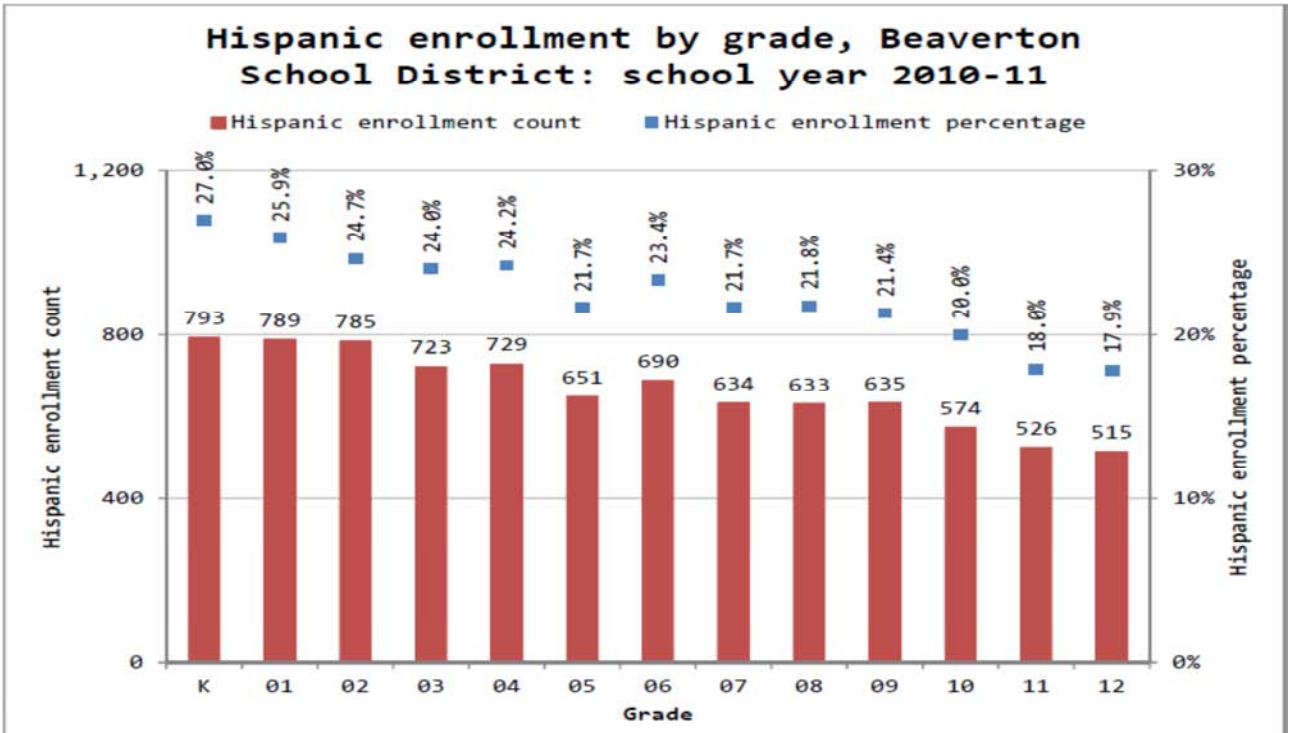
- **40%** of adult Oregonians have earned a bachelor's degree or higher (now **30%**)
- **40%** of adult Oregonians have earned an associate's degree or postsecondary credential (now **18%**)
- **20%** of all adult Oregonians have earned at least a high school diploma, an extended or modified diploma, or the equivalent of a diploma (now **42%**)

To achieve this goal, districts in Oregon must increase the number of graduates who are college and career ready.

At the same time, the demographics of the Beaverton School District are changing. An increasing percentage of student in the District are from demographic groups that have traditionally had lower percentages of students who graduate college and career ready. The two graphs below illustrate 1) how the percentage of Hispanic students enrolled in the District has tripled in the last thirteen years and 2) that the percentage of Hispanic student is likely to continue to grow since the percentage of students who are Hispanic is much higher in early grades than later grades.

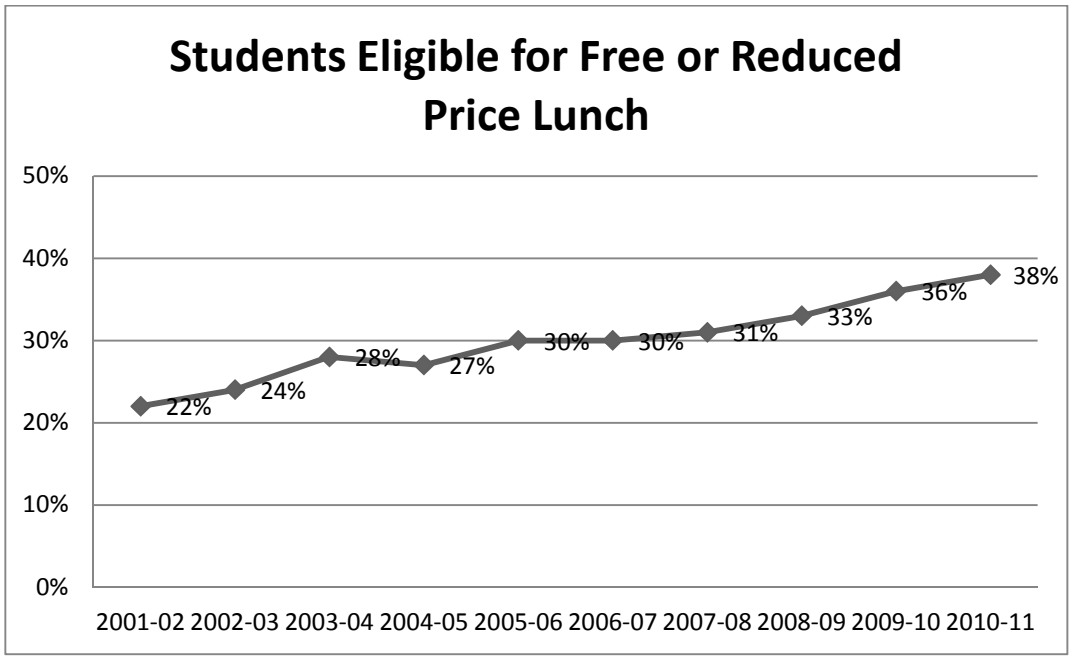


Source: Education Northwest staff analysis based on Oregon Department of Education, October 1 Enrollment Summary (DBI Report #73), school years 1997-98 to 2010-11 (electronic data file), retrieved September 28, 2011, from http://www.ode.state.or.us



Source: Education Northwest staff analysis based on Oregon Department of Education, October 1 Enrollment Summary (DBI Report #73), school years 1997-98 to 2010-11 (electronic data file), retrieved September 28, 2011, from http://www.ode.state.or.us/sfda/r0073Select.asp

Over the past decade, the percentage of students who are economically disadvantaged has increased from 22% to 39%, a 70% increase.



These changing demographics pose an additional challenge to the District. The increasing percentage of students from groups who have traditionally performed below the all students group requires the District to redouble efforts to foster college and career readiness for all students.

A strategic plan adopted by the School Board enumerates the core strategies that will contribute to achievement of college and career readiness for all students. The Board has also identified data points in the form of a balanced scorecard that are used to monitor progress toward achievement of these goals. Four data points relate directly to student achievement:

Individual Student Achievement	Baseline 2009-10	2010-11
% of College and Career Ready (CCR) graduates	27.3%	27.0%
% of students on track to be College and Career Ready (CCR) graduates[1]	48.3%	50.3%
Students demonstrate learning readiness, individual growth and success[1]	46.7%	43.4%
Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies)** (The percentage point gap between the performance of all students and the performance of these demographic groups.)	22.3%	22.0%

[1] *Caution: College and Career Readiness targets and individual student growth targets increased for elementary and middle school reading between 2009-10 and 2010-11.*

This report to the Board and Community provides data related to these key indicators.

Summary of Findings

Indicator	Key Question and Findings
1	To what extent are students attaining college and career readiness benchmarks?
	• Nearly half of Beaverton students (46.4%) meet all college and career readiness benchmarks for their grade level. • The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs.
2	How has student attainment of college and career readiness benchmarks changed over time?
	• At grades K, 5, and 10, a greater percentage of students met StEPP components than in the previous year. The percentage of students meeting all StEPP components in grade 8 declined from the prior year while the percentages at grades 2 and 12 were relatively unchanged compared to the previous year.
3	To what extent are students meeting targets for individual student growth?
	• Four in ten students in grades 4 – 8 met OAKS growth targets in 2010-11. More students meet growth targets in reading than in math at grade 7 while the opposite is true at grade 8. • The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs. • In reading, these gaps are less pronounced than for college and career readiness attainment. Gaps in individual student growth in mathematics are similar to those seen in college and career readiness benchmark attainment. In reading, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a slightly higher rate (40%) than students who were not college and career ready (37%). In math, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a much higher rate (52%) than students who were not college and career ready (35%). • In each tested subject, a greater percentage of students in grade 10 meet targets for individual student growth than their grade 11 peers. • In mathematics and science, the percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. In English and reading, these gaps are much smaller on growth from grade 8 to grade 10 but widen in grade 11. Talented and Gifted students significantly outperform their peers in meeting individual student growth expectations on all subjects at both grades. • With the exception of grade 10 English, students that were college and career ready on the 8th grade EXLORE subject tests were more likely than their peers who were not college and career ready to meet individual student growth targets,
4	How has student attainment of targets for individual student growth changed over time?

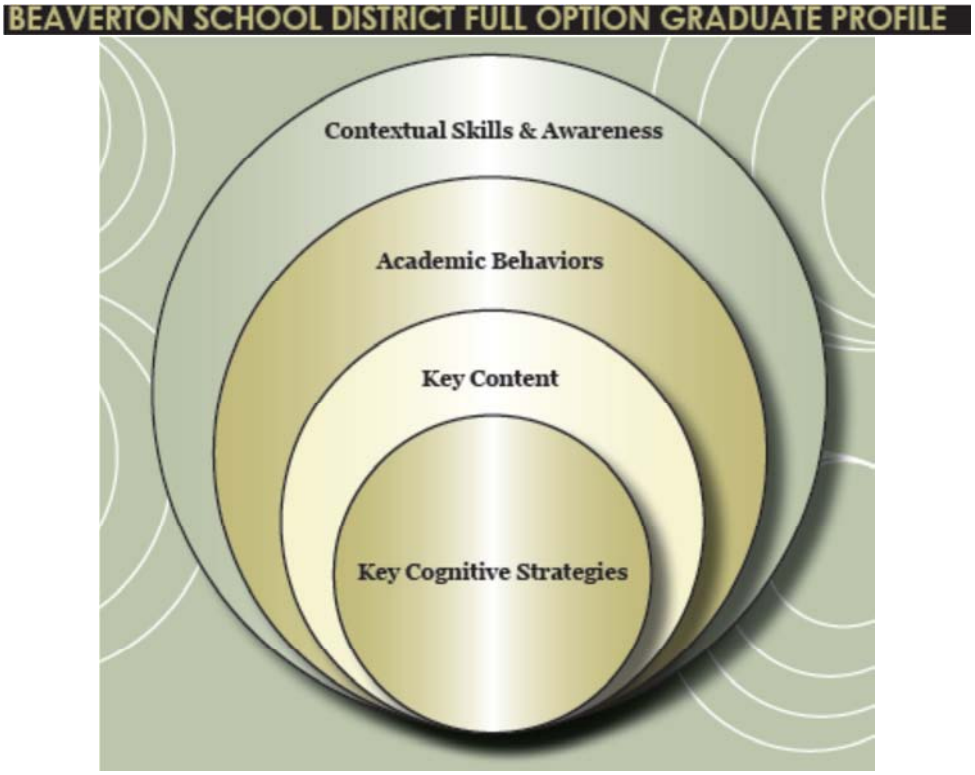
	• In mathematics, with the exception of grade 7, a greater percentage of students met individual student growth targets on OAKS in 2010-11 than in the previous year. In reading, the percentage of students meeting individual student growth targets in grade 8 was unchanged. Percentages of students meeting growth targets in grades 4 – 7 are not comparable due to changes in CCR benchmarks in grades 5 and 6. • With the exception of grade 10 English, a greater percentage of students met individual student growth targets on high school college readiness assessments in 2010-11 compared to the previous year. Double digit increases in mathematics were posted in both grade 10 and grade 11.
5	How does student attainment of college and career readiness benchmarks and targets for individual student growth vary by school?
	• In elementary, middle and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. The steepness of the trend line is more pronounced in high school in both reading and math. • In elementary and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. In middle schools, the percentage of economically disadvantaged students in the school does not predict the percentage of students who meet their individual student growth target.
6	What progress has the District made in closing achievement gaps?
	•

What is the Definition of College and Career Ready?

In the Beaverton School District, preparation for postsecondary and career success is defined as follows:

College & Career Readiness: The acquisition of the knowledge, skills and behaviors a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution (such as a two-or four-year college, trade school, or technical school) without the need for remediation.

Drawing upon the work of Dr. David Conley, these knowledge, skills, and behaviors are organized in the four domains of the full option graduate profile:



Current measures of college and career readiness employed in the District are focused on assessing student acquisition of key content. Many of these assessments are large scale assessments such as the Oregon Assessment of Knowledge and Skills (OAKS) and ACT college readiness testing. As the District continues to implement a standards-based learning system, measures of the other domains of college readiness will be implemented. In a standards-based learning system, evidence from classroom assessments will play a significant role in determining if students are college ready. The use of standardized and classroom measures will result in a "balanced" assessment system to determine if students are college and career ready.

To measure student if students are college and career ready in 12th grade and if students in early grades are on track to be college and career ready, the District has identified key academic benchmarks shown on the next page. The District is working to embed these benchmark with an electronic Student Education Plan and Profile (StEPP) in order to promote college and career readiness for all students.

STUDENT EDUCATION PLAN & PROFILE (StEPP) KEY BENCHMARKS

StEPP 6 - Full Option Graduate:	Earn college credit or attain college readiness test scores in English, math, science, and reading.
StEPP 5 - On Track to Graduation:	Demonstrate essential skills required for graduation in reading, writing and math (and earn 12 credits, 5 in core subjects).
StEPP 4 - Equipped for High School:	Demonstrate knowledge and skills in reading, writing, math, and science predictive of success in 9th grade coursework.
StEPP 3 - Ready for Middle School:	Demonstrate knowledge and skills in reading, writing, and math predictive of success in 6th grade classes.
StEPP 2 - Read to Learn:	Read and comprehend non-fiction material at or above grade level.
StEPP 1 - Ready to Learn:	Demonstrate foundational knowledge and skills in reading and math predictive of success in 1st grade.

Getting Students Ready for College and Career

The district goal is to prepare all students for post-secondary education and career success. For many years, students in grade 8 and high school have taken ACT college readiness tests. Scores from these tests are one indicator of whether a student is likely to be successful in a first year college course in English, math, science, and social science. Using many years of data from our own students, we have identified college and career readiness (CCR) benchmarks on the OAKS tests in reading and mathematics. A student that scores at or above the CCR is more likely to meet the ACT college readiness benchmark. Meeting college readiness benchmarks is one indication that a student is on track to succeed in college or in a career training program after graduating.

	MATH			READING		
	State Achievement Standard			State Achievement Standard		
Grade	2009-10 Meets	2010-11 Meets	**BSD CCR benchmark**	2010-11 Meets	2011-12 Meets	**BSD CCR benchmark**
8	230	234	**240**	231	232	**237**
7	227	232	**237**	227	229	**229**
6	221	227	**232**	222	226	**226**
5	218	225	**229**	218	221	**221**
4	212	219	**224**	211	216	**216**
3	205	212	**217**	204	211	**211**

ACT College and Career Readiness Benchmarks

The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on a nationally representative sample of 98 institutions and more than 90,000 students, the Benchmarks are median course placement values for these institutions and as such represent a typical set of expectations. The ACT College Readiness Benchmarks are:

College Course	ACT Subject-Area Test	EXPLORE Benchmark	PLAN Benchmark	ACT Benchmark
English Composition	English	13	15	18
Social Sciences	Reading	15	17	21
College Algebra	Mathematics	17	19	22
Biology	Science	20	21	24

Source: http://www.act.org/education/benchmarks.html

What is Individual Student Growth?

Growth Model for Students in Grades 10 and 11

The Beaverton School District adopted ACT's growth expectations Based on an analysis of 150,000 students nationally, ACT identified growth targets for three groups of students:

8th grade students	Growth target
More than 2 point below college readiness benchmark on EXPLORE	Decrease the college readiness gap on the EXPLORE by ½ on the PLAN and by ½ again on the ACT
1 or 2 points below college readiness benchmark on EXPLORE	Meet college readiness benchmark on PLAN and on ACT
Meeting college readiness benchmark on EXPLORE	Demonstrate "above average growth" from EXPLORE to PLAN and from PLAN to ACT.

The EXPLORE test is administered to 8th graders in November. The PLAN and ACT assessments are administered to 10th and 11th grade students in April.

The table below shows the growth targets for math for three students, one in each of the groups in the table above.

Growth Target Example: Math

8th Grade EXPLORE Score	**PLAN Growth Target**	**ACT Growth Target**
12 (below)	**16**	**20**
15 (near)	**19**	**22**
21 (meeting and above)	**24**	**27**

Growth Model for Students in Grades 4 - 8

For students in grades 4 - 8 who are below the State's achievement standard on the OAKS reading or math test the previous year, the State sets annual growth targets to put students on a trajectory to meet the State's achievement standard within three years.

The Beaverton School District's Individual Student Growth Model for elementary and middle school students is:

1) For students who did not meet the District's College and Career Readiness benchmark in the prior year, an annual growth target puts the student on a trajectory to meet the District's College and Career Readiness benchmark within three years.
2) For students with scores at the 97th percentile the previous year (above the District's College and Career Readiness benchmark), growth targets keep the student on a trajectory to be at the 97th percentile three years out.
3) For students meeting the District's College and Career Readiness benchmark in the previous year but below the 97th percentile, interpolated growth targets are established based on 1) and 2). These growth expectations are for a student to "maintain standing" relative to his/her peers.

Growth Target Example: OAKS Reading

4th Grade OAKS Reading Score	**5th Grade Growth Target**
212 (below CCR)	**219**
222 (CCR)	**225**
242 (97th percentile)	**243**

Which Students are Included in the Data?

Data reflects students enrolled at the end of the year in District operated schools. For StEPP 6 (grade 12), students who graduated as well as students who are still enrolled are included.

Results for Native America students are not reported due to the small number of students at each grade.

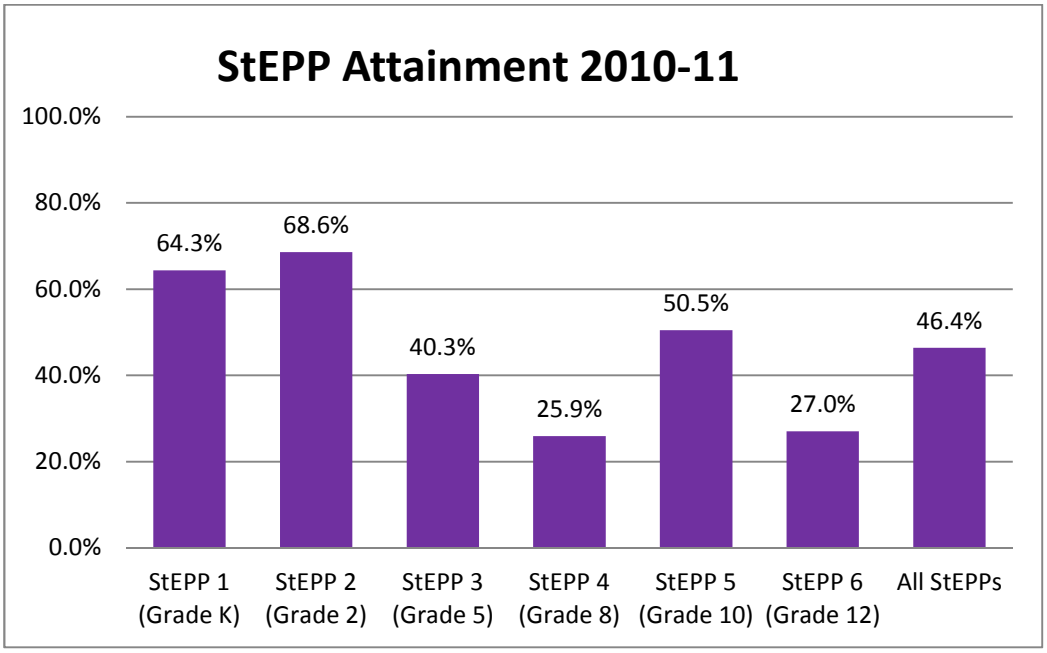
Student program participation is defined as follows:

Student Group	*Definition*
Special Education	Students on an IEP
English Language Learners	Students
Talented and Gifted	Students identified as talented and gifted
Economically Disadvantaged	Students eligible for free or reduced price lunch at the end of the year.
Mobile	Students enrolling in the District after October 1 or students

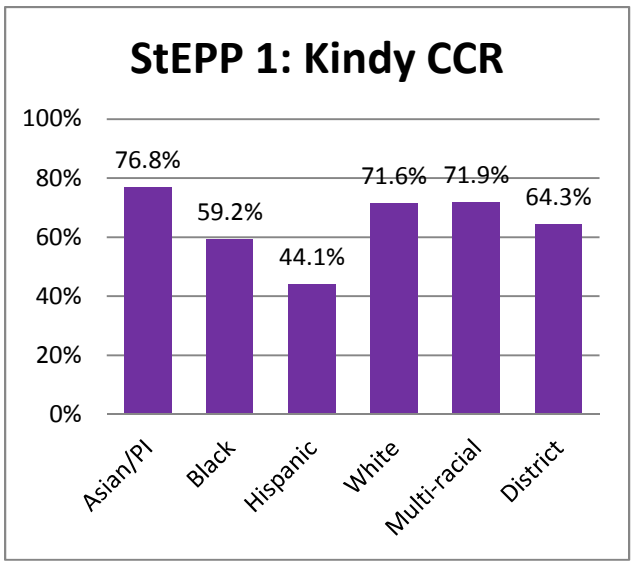
Key Question and Findings

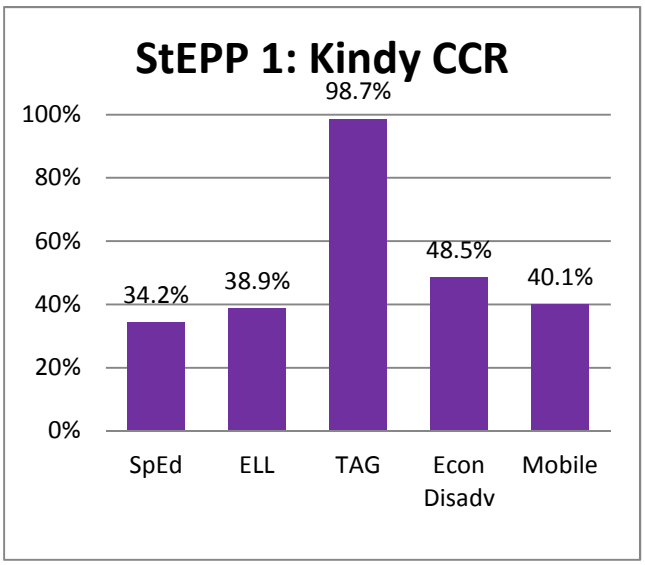
Indicator	Key Question and Findings
1	To what extent are students attaining college and career readiness benchmarks?
	• Nearly half of Beaverton students (46.4%) meet all college and career readiness benchmarks for their grade level. • The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs.

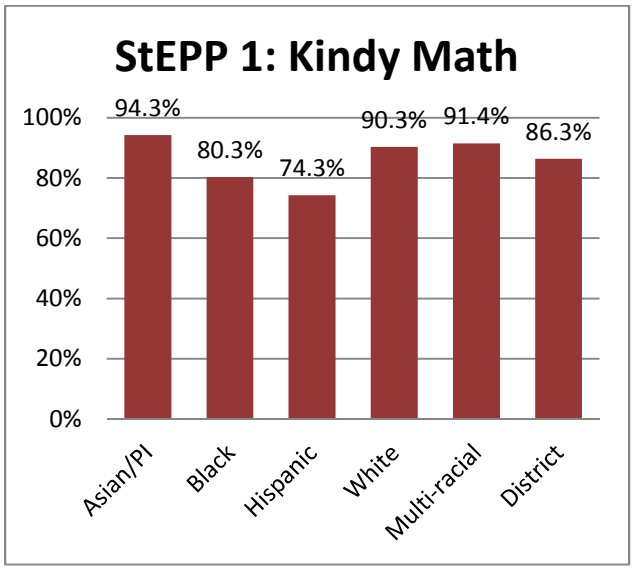
College and Career Readiness Attainment in 2010-11
The percentages of students meeting college and career readiness benchmarks are shown in the graph below:

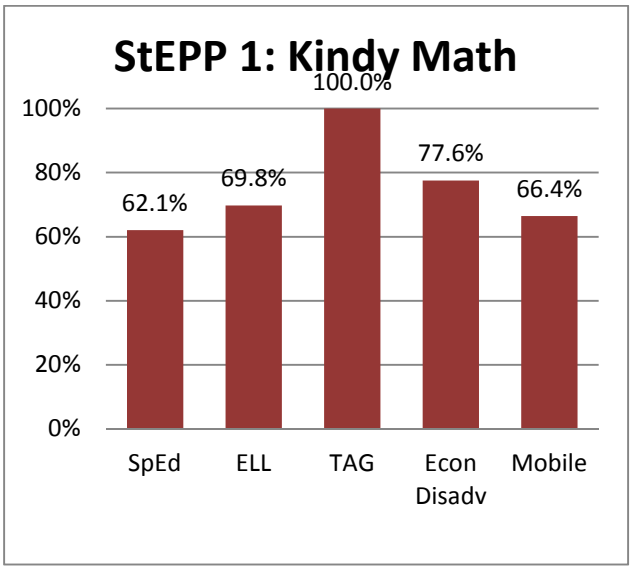


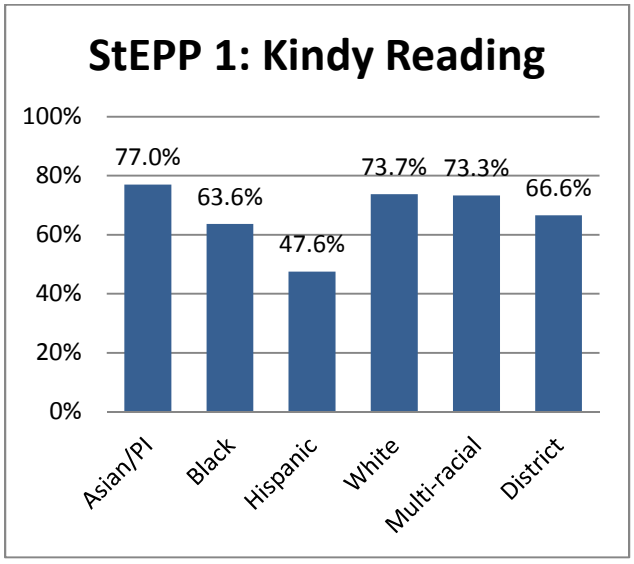
College and Career Readiness Attainment in 2010-11 by Student Group and StEPP Component
At all grade levels, the percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs.

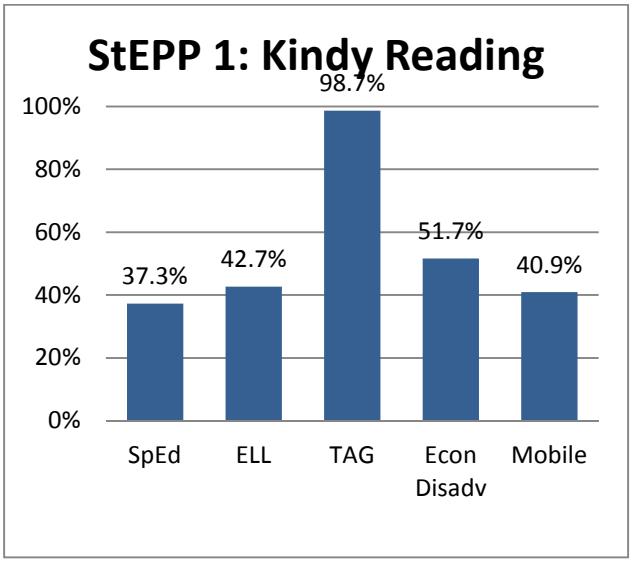

StEPP 1: Kindy CCR
100%
80%
60%
40%
20%
0%
76.8%
59.2%
44.1%
71.6%
71.9%
64.3%
Asian/PI
Black
Hispanic
White
Multi-racial
District

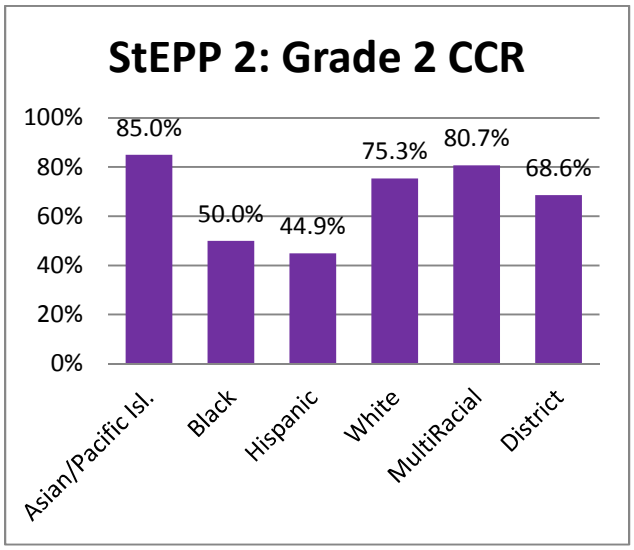

StEPP 1: Kindy CCR
100%
80%
60%
40%
20%
0%
34.2%
38.9%
98.7%
48.5%
40.1%
SpEd
ELL
TAG
Econ Disadv
Mobile

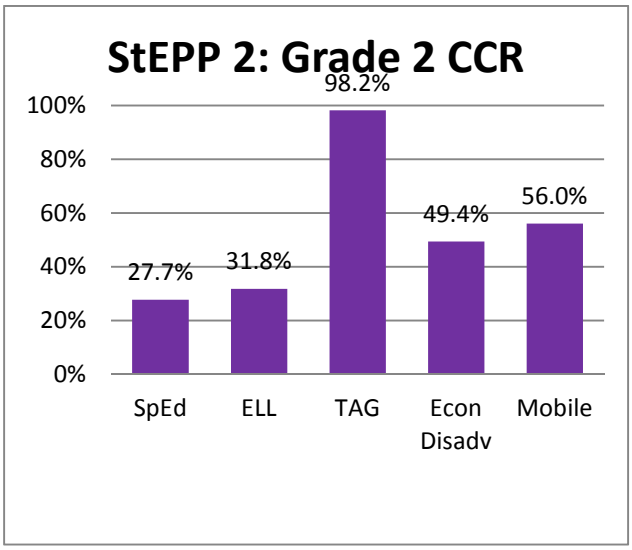

StEPP 1: Kindy Math
100%
80%
60%
40%
20%
0%
94.3%
80.3%
74.3%
90.3%
91.4%
86.3%
Asian/PI
Black
Hispanic
White
Multi-racial
District

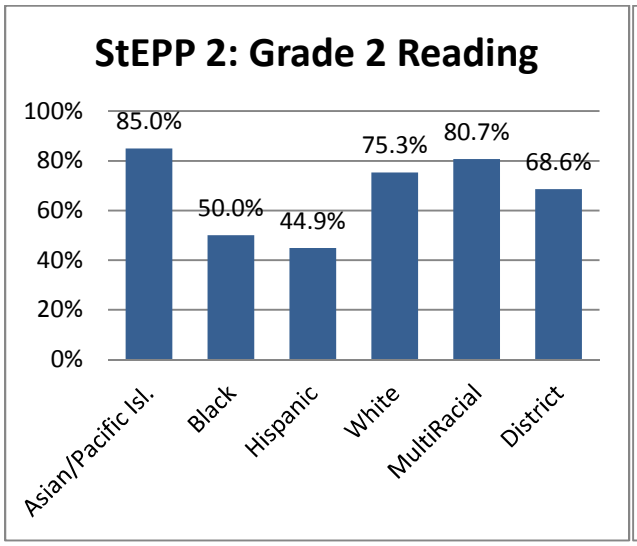

StEPP 1: Kindy Math
100%
80%
60%
40%
20%
0%
62.1%
69.8%
100.0%
77.6%
66.4%
SpEd
ELL
TAG
Econ Disadv
Mobile

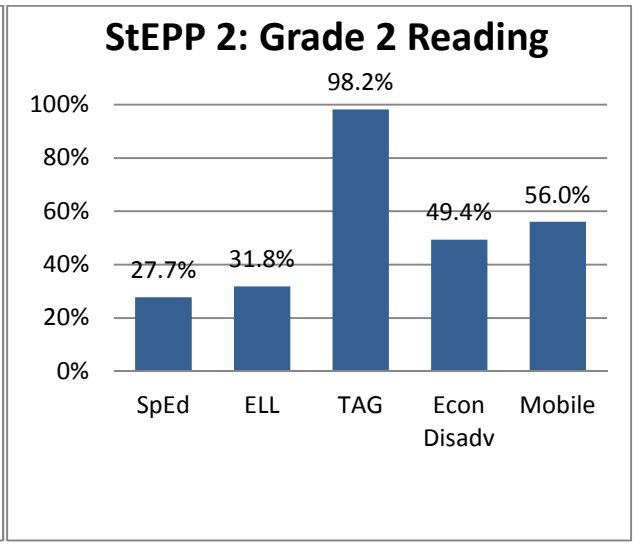

StEPP 1: Kindy Reading
100%
80%
60%
40%
20%
0%
77.0%
63.6%
47.6%
73.7%
73.3%
66.6%
Asian/PI
Black
Hispanic
White
Multi-racial
District

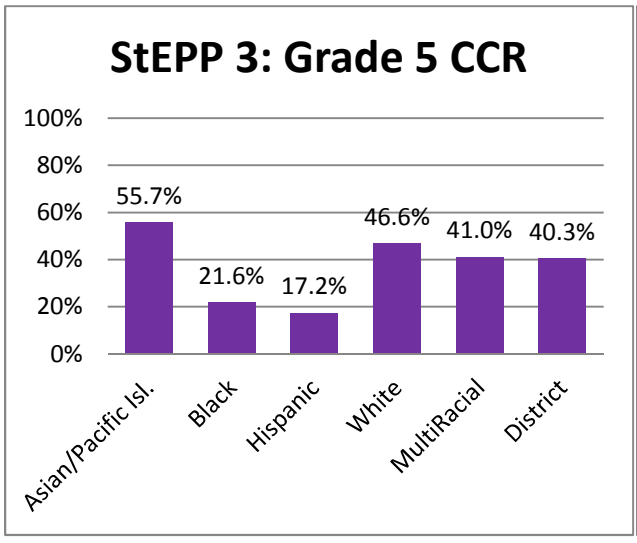

StEPP 1: Kindy Reading
100%
80%
60%
40%
20%
0%
37.3%
42.7%
98.7%
51.7%
40.9%
SpEd
ELL
TAG
Econ Disadv
Mobile

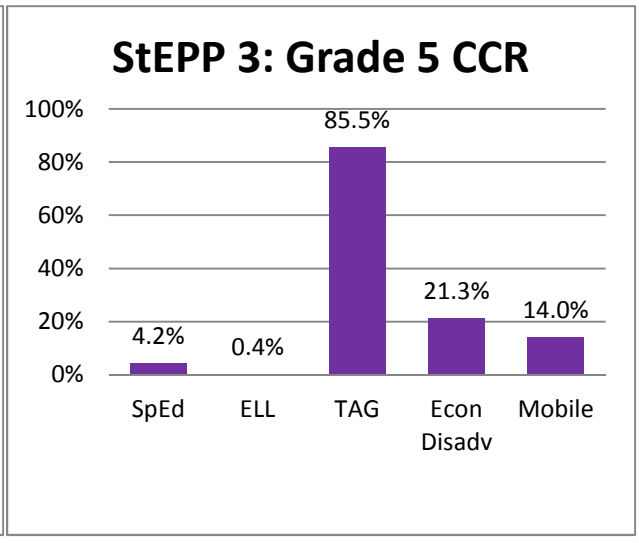

StEPP 2: Grade 2 CCR
100%
80%
60%
40%
20%
0%
85.0%
50.0%
44.9%
75.3%
80.7%
68.6%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

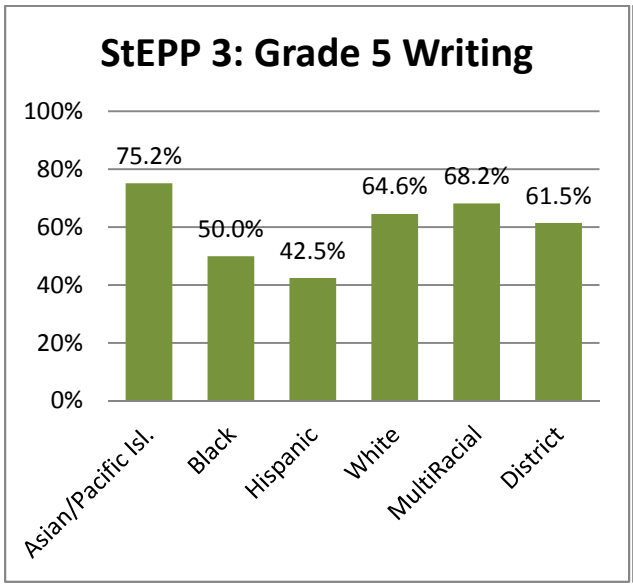

StEPP 2: Grade 2 CCR
100%
80%
60%
40%
20%
0%
27.7%
31.8%
98.2%
49.4%
56.0%
SpEd
ELL
TAG
Econ Disadv
Mobile

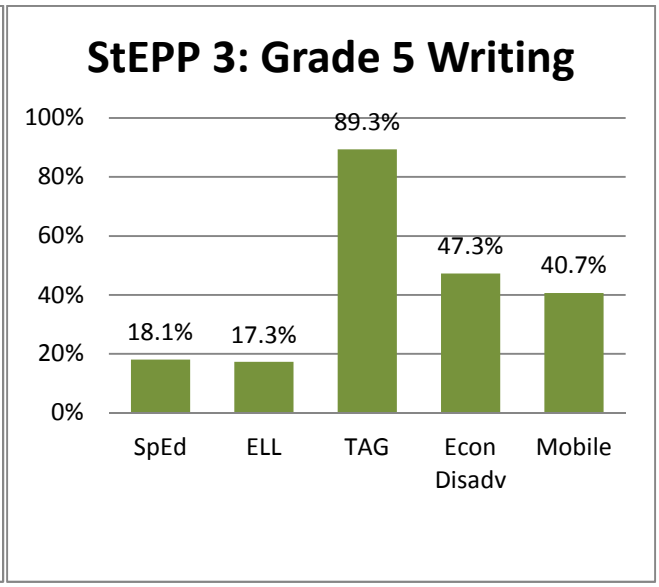

StEPP 2: Grade 2 Reading
100%
80%
60%
40%
20%
0%
85.0%
50.0%
44.9%
75.3%
80.7%
68.6%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

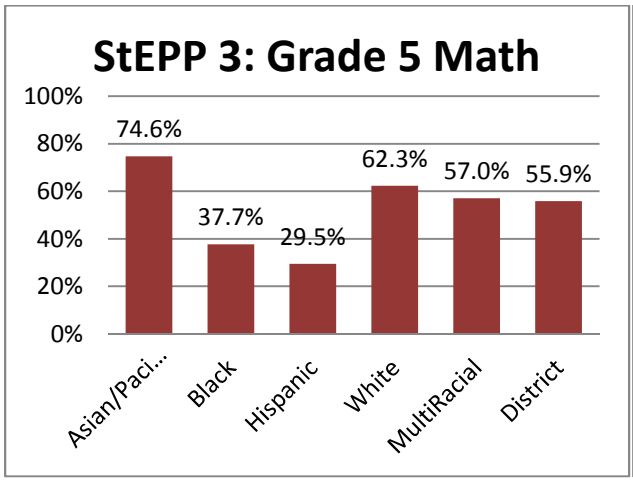

StEPP 2: Grade 2 Reading
100%
80%
60%
40%
20%
0%
27.7%
31.8%
98.2%
49.4%
56.0%
SpEd
ELL
TAG
Econ Disadv
Mobile

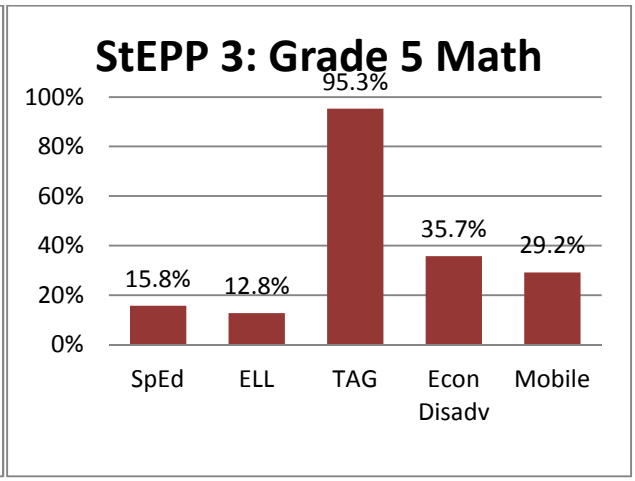

StEPP 3: Grade 5 CCR
100%
80%
60%
40%
20%
0%
55.7%
21.6%
17.2%
46.6%
41.0%
40.3%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

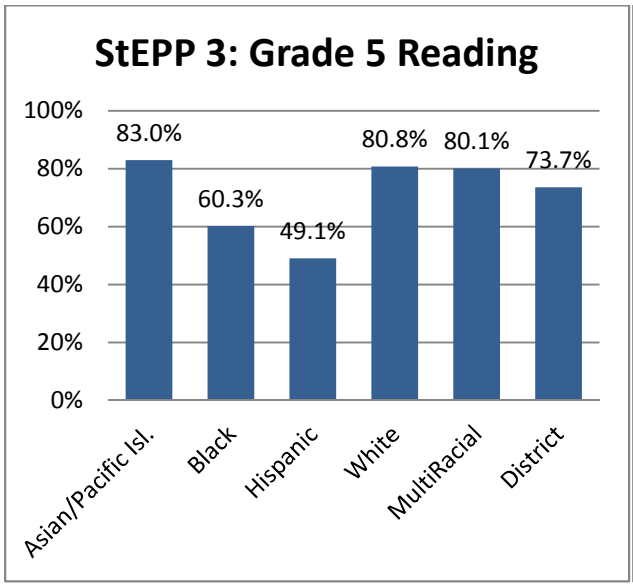

StEPP 3: Grade 5 CCR
100%
80%
60%
40%
20%
0%
4.2%
0.4%
85.5%
21.3%
14.0%
SpEd
ELL
TAG
Econ Disadv
Mobile

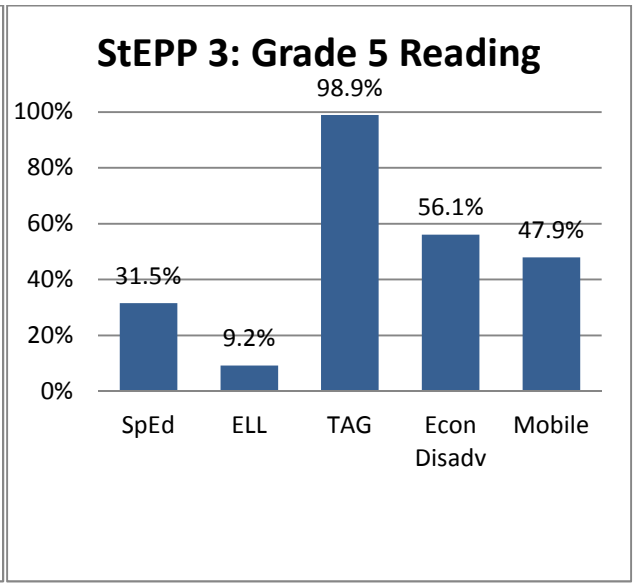

StEPP 3: Grade 5 Writing
100%
80%
60%
40%
20%
0%
75.2%
50.0%
42.5%
64.6%
68.2%
61.5%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

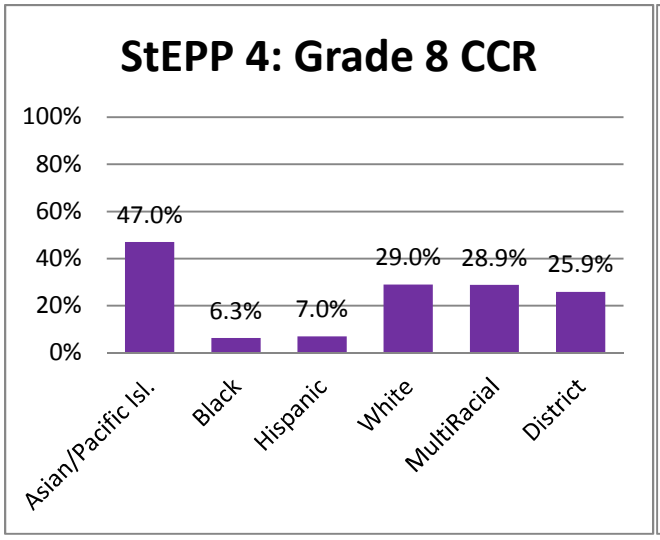

StEPP 3: Grade 5 Writing
100%
80%
60%
40%
20%
0%
18.1%
17.3%
89.3%
47.3%
40.7%
SpEd
ELL
TAG
Econ Disadv
Mobile

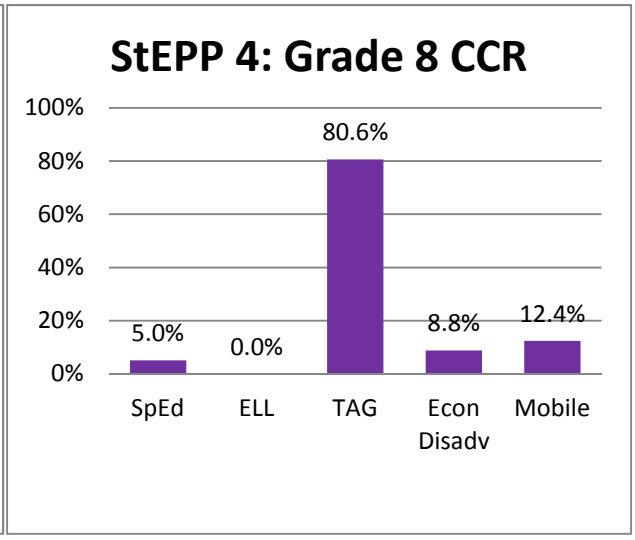

StEPP 3: Grade 5 Math
100%
80%
60%
40%
20%
0%
74.6%
37.7%
29.5%
62.3%
57.0%
55.9%
Asian/Paci...
Black
Hispanic
White
MultiRacial
District

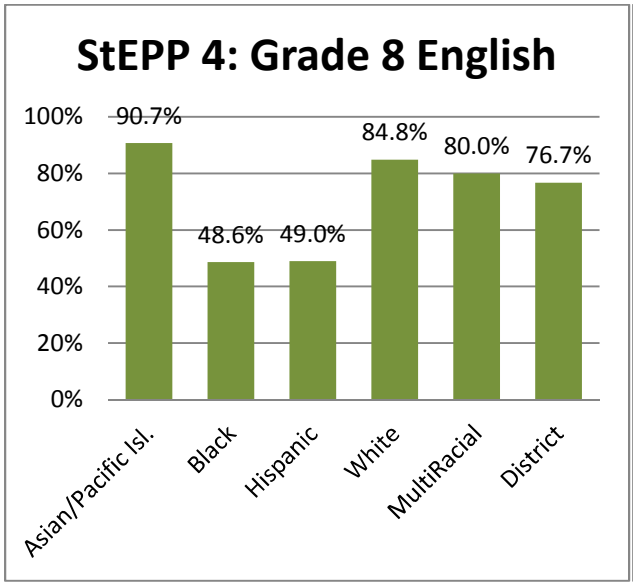

StEPP 3: Grade 5 Math
100%
80%
60%
40%
20%
0%
15.8%
12.8%
95.3%
35.7%
29.2%
SpEd
ELL
TAG
Econ Disadv
Mobile

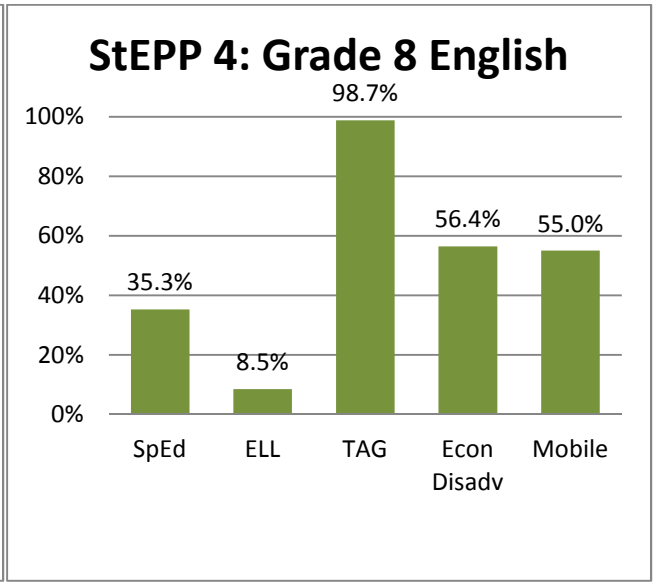

StEPP 3: Grade 5 Reading
100%
80%
60%
40%
20%
0%
83.0%
60.3%
49.1%
80.8%
80.1%
73.7%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

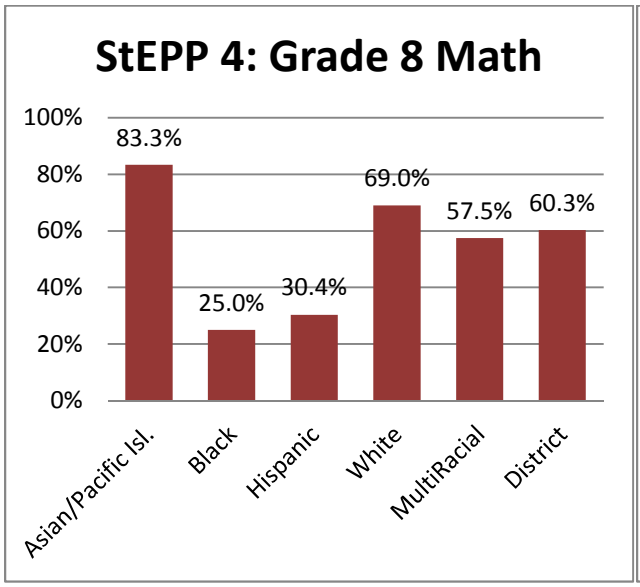

StEPP 3: Grade 5 Reading
100%
80%
60%
40%
20%
0%
31.5%
9.2%
98.9%
56.1%
47.9%
SpEd
ELL
TAG
Econ Disadv
Mobile

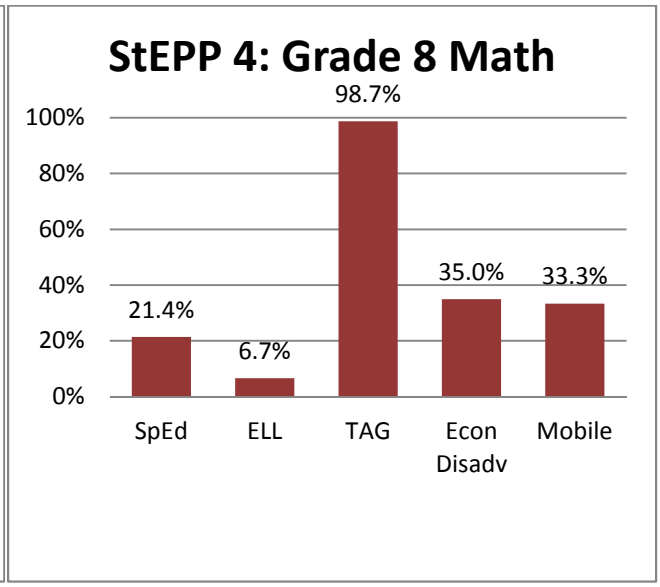

StEPP 4: Grade 8 CCR
100%
80%
60%
40%
20%
0%
47.0%
6.3%
7.0%
29.0%
28.9%
25.9%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

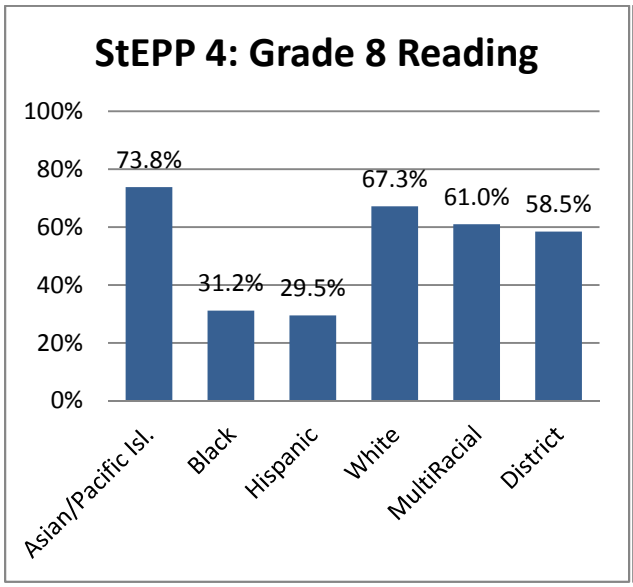

StEPP 4: Grade 8 CCR
100%
80%
60%
40%
20%
0%
5.0%
0.0%
80.6%
8.8%
12.4%
SpEd
ELL
TAG
Econ Disadv
Mobile

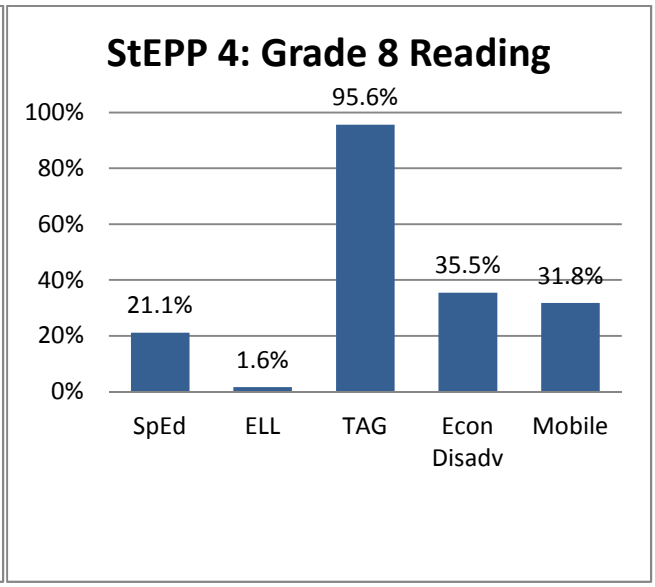

StEPP 4: Grade 8 English
100%
80%
60%
40%
20%
0%
90.7%
48.6%
49.0%
84.8%
80.0%
76.7%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

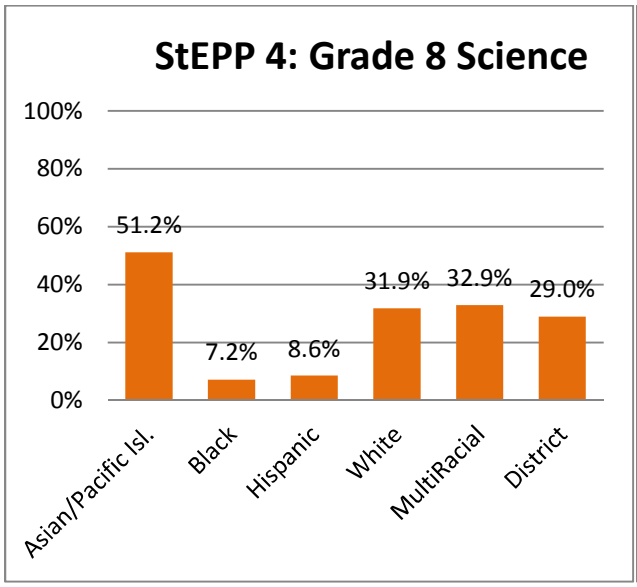

StEPP 4: Grade 8 English
100%
80%
60%
40%
20%
0%
35.3%
8.5%
98.7%
56.4%
55.0%
SpEd
ELL
TAG
Econ Disadv
Mobile

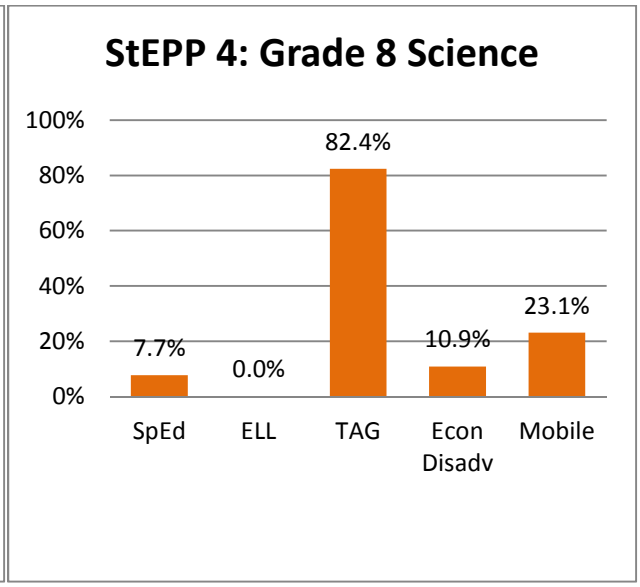

StEPP 4: Grade 8 Math
100%
80%
60%
40%
20%
0%
83.3%
25.0%
30.4%
69.0%
57.5%
60.3%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

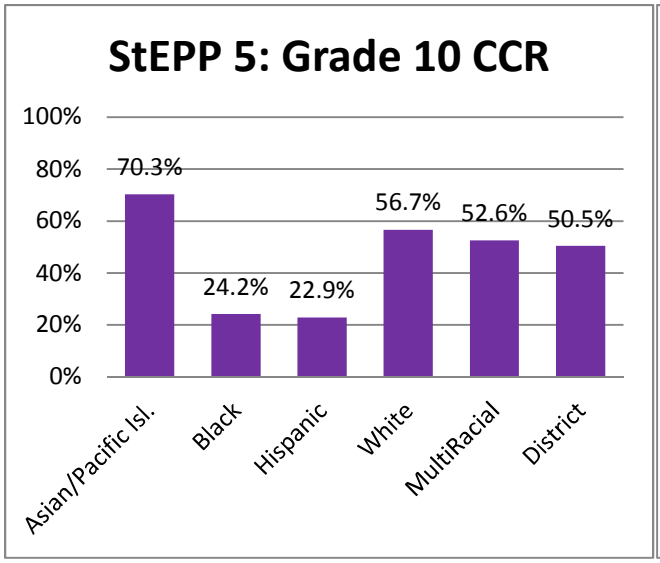

StEPP 4: Grade 8 Math
100%
80%
60%
40%
20%
0%
21.4%
6.7%
98.7%
35.0%
33.3%
SpEd
ELL
TAG
Econ Disadv
Mobile

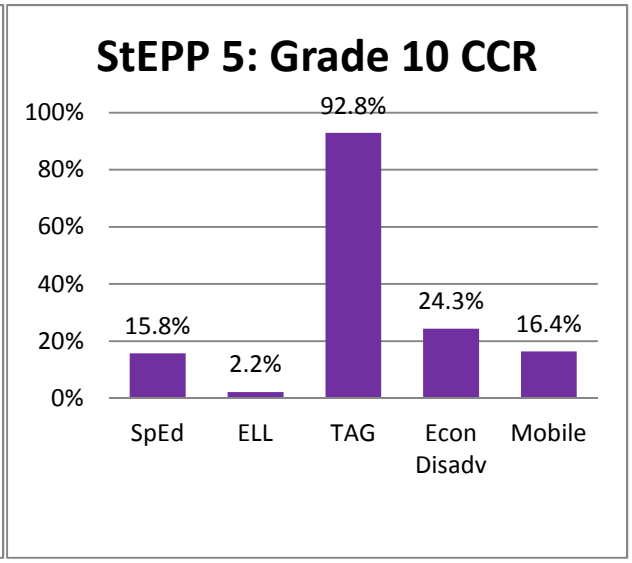

StEPP 4: Grade 8 Reading
100%
80%
60%
40%
20%
0%
73.8%
31.2%
29.5%
67.3%
61.0%
58.5%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

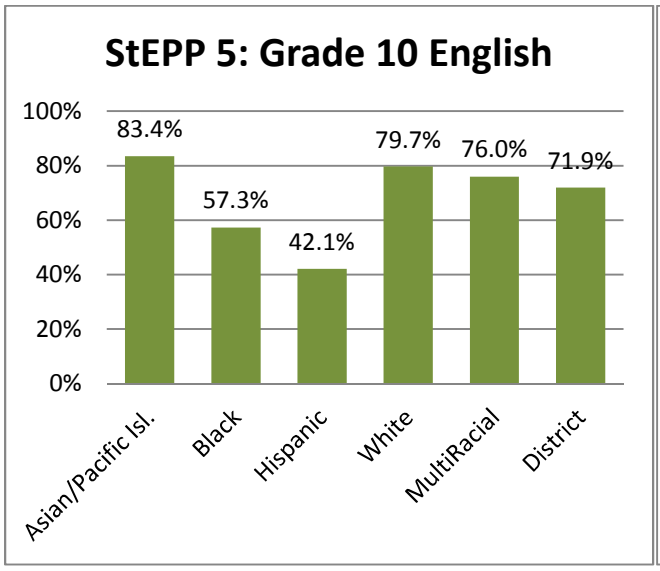

StEPP 4: Grade 8 Reading
100%
80%
60%
40%
20%
0%
21.1%
1.6%
95.6%
35.5%
31.8%
SpEd
ELL
TAG
Econ Disadv
Mobile

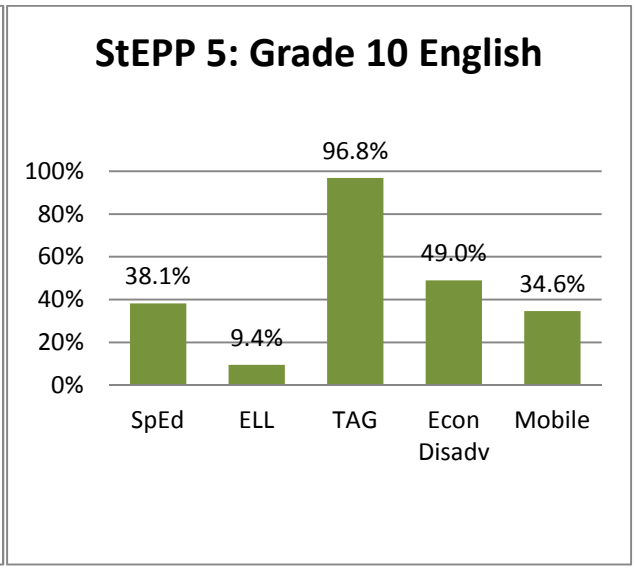

StEPP 4: Grade 8 Science
100%
80%
60%
40%
20%
0%
51.2%
7.2%
8.6%
31.9%
32.9%
29.0%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

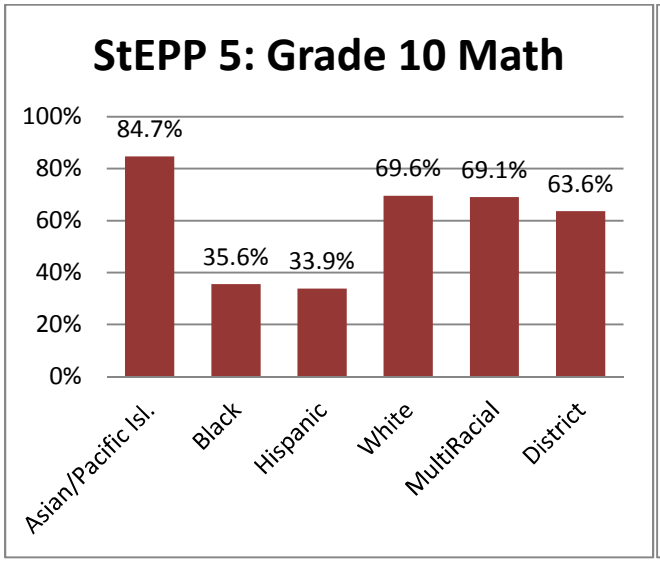

StEPP 4: Grade 8 Science
100%
80%
60%
40%
20%
0%
7.7%
0.0%
82.4%
10.9%
23.1%
SpEd
ELL
TAG
Econ Disadv
Mobile

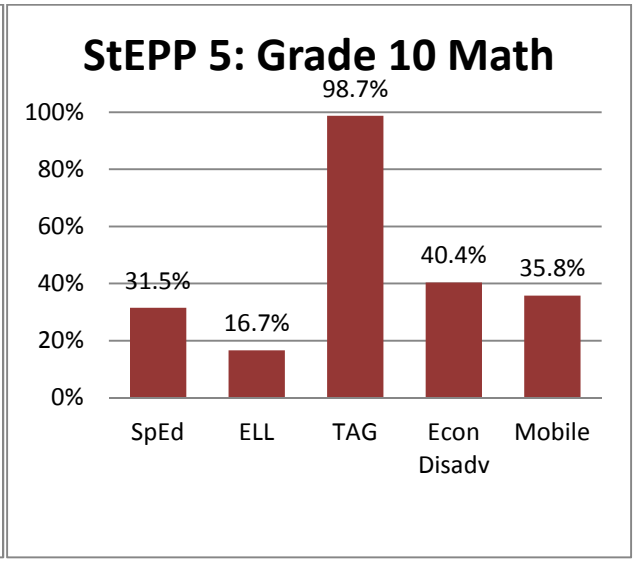

StEPP 5: Grade 10 CCR
100%
80%
60%
40%
20%
0%
70.3%
24.2%
22.9%
56.7%
52.6%
50.5%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

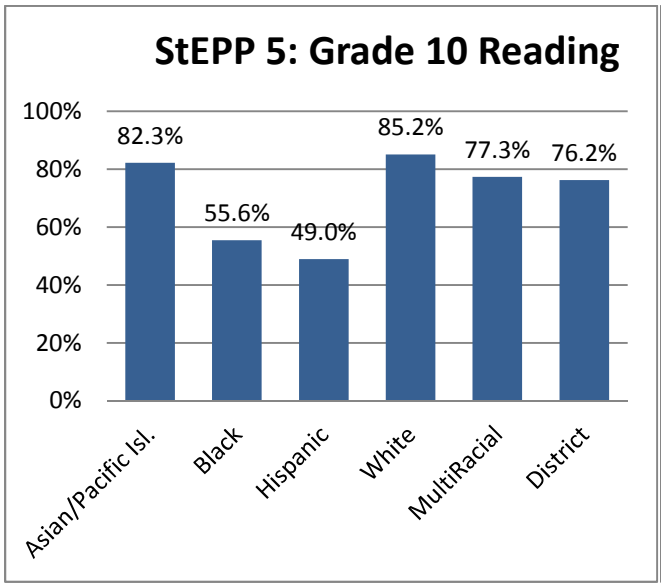

StEPP 5: Grade 10 CCR
100%
80%
60%
40%
20%
0%
15.8%
2.2%
92.8%
24.3%
16.4%
SpEd
ELL
TAG
Econ Disadv
Mobile

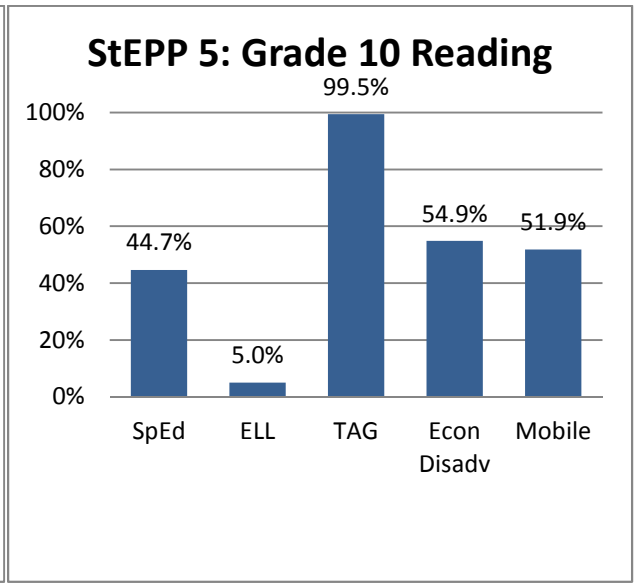

StEPP 5: Grade 10 English
100%
80%
60%
40%
20%
0%
83.4%
57.3%
42.1%
79.7%
76.0%
71.9%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

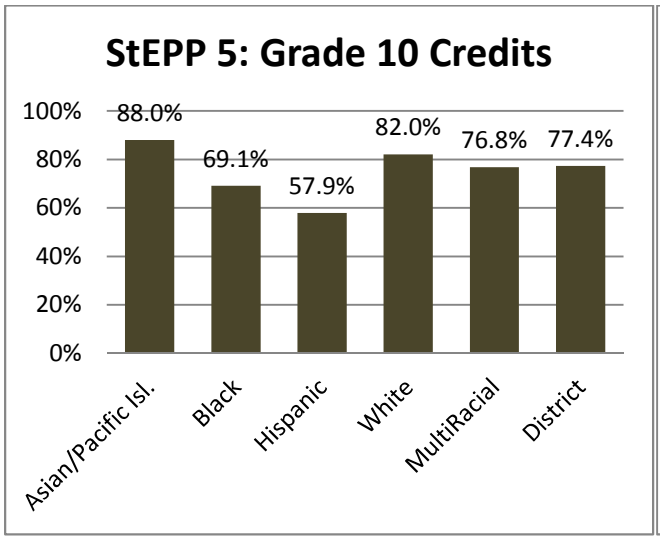

StEPP 5: Grade 10 English
100%
80%
60%
40%
20%
0%
38.1%
9.4%
96.8%
49.0%
34.6%
SpEd
ELL
TAG
Econ Disadv
Mobile

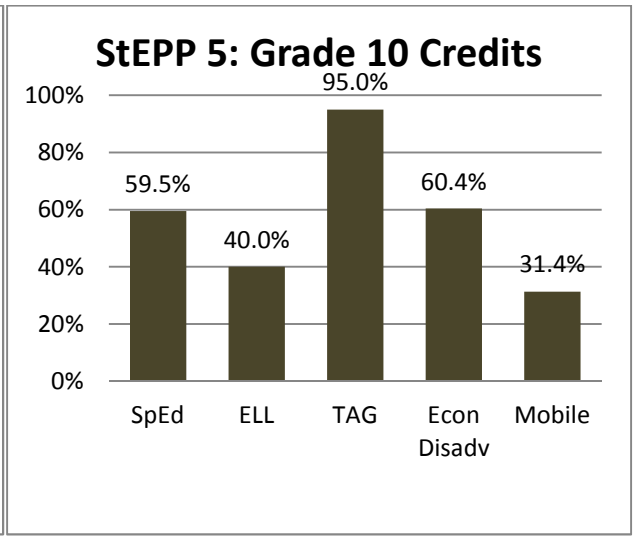

StEPP 5: Grade 10 Math
100%
80%
60%
40%
20%
0%
84.7%
35.6%
33.9%
69.6%
69.1%
63.6%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

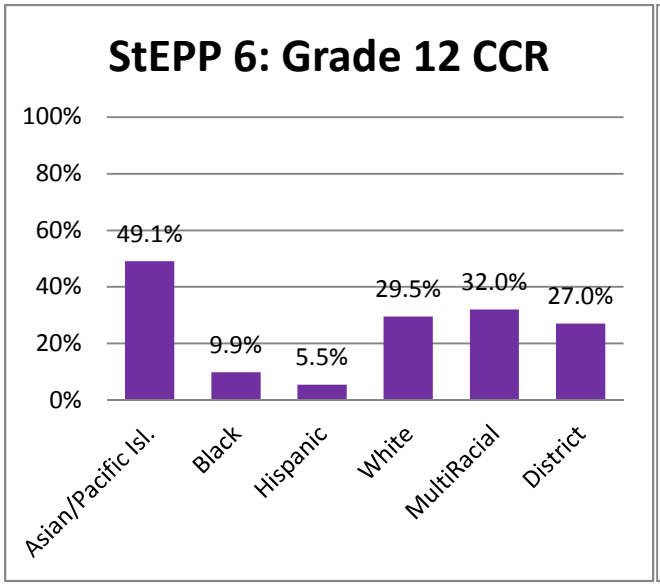

StEPP 5: Grade 10 Math
100%
80%
60%
40%
20%
0%
31.5%
16.7%
98.7%
40.4%
35.8%
SpEd
ELL
TAG
Econ Disadv
Mobile

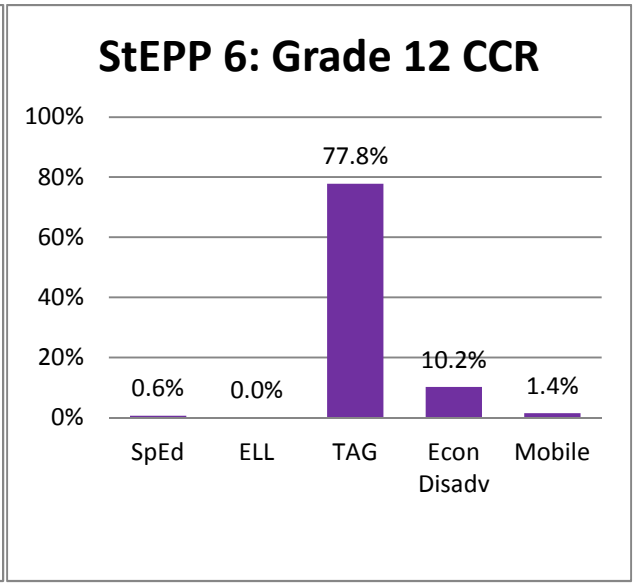

StEPP 5: Grade 10 Reading
100%
80%
60%
40%
20%
0%
82.3%
55.6%
49.0%
85.2%
77.3%
76.2%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

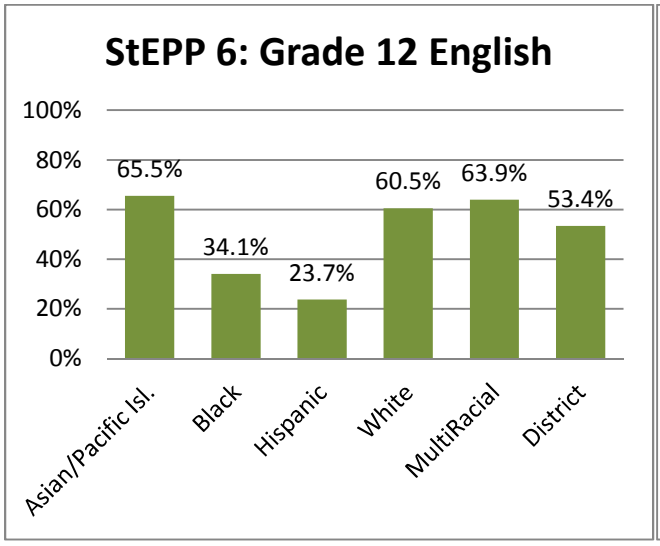

StEPP 5: Grade 10 Reading
100%
80%
60%
40%
20%
0%
44.7%
5.0%
99.5%
54.9%
51.9%
SpEd
ELL
TAG
Econ Disadv
Mobile

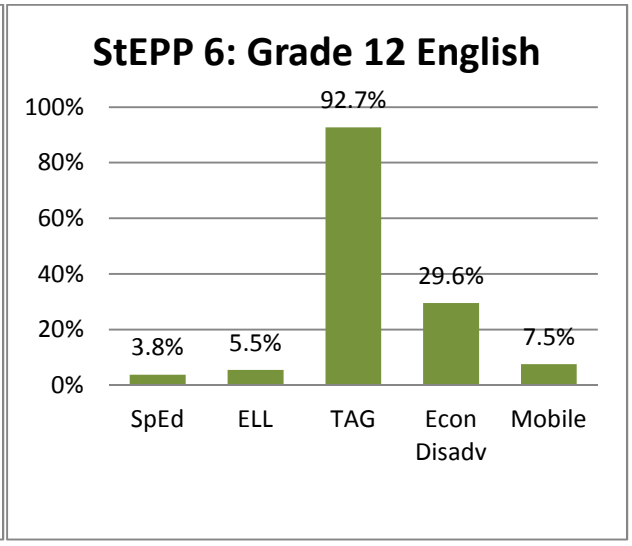

StEPP 5: Grade 10 Credits
100%
80%
60%
40%
20%
0%
88.0%
69.1%
57.9%
82.0%
76.8%
77.4%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

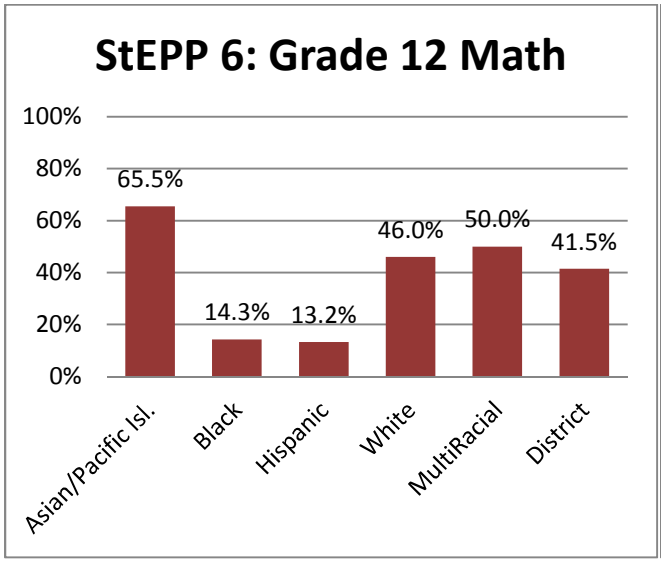

StEPP 5: Grade 10 Credits
100%
80%
60%
40%
20%
0%
59.5%
40.0%
95.0%
60.4%
31.4%
SpEd
ELL
TAG
Econ Disadv
Mobile

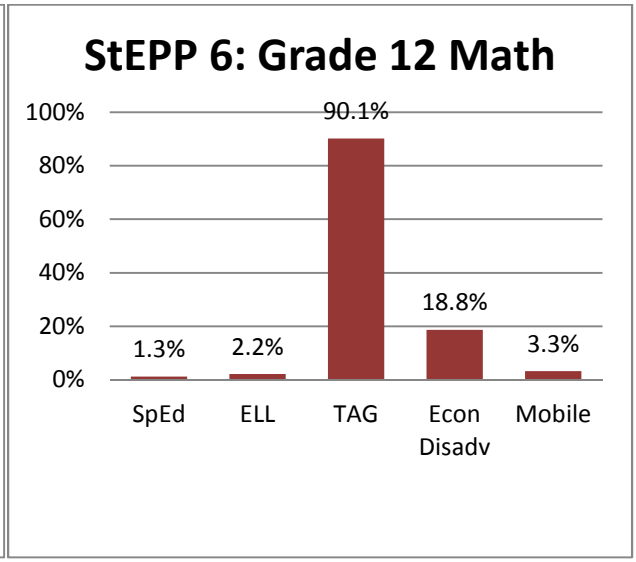

StEPP 6: Grade 12 CCR
100%
80%
60%
40%
20%
0%
49.1%
9.9%
5.5%
29.5%
32.0%
27.0%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

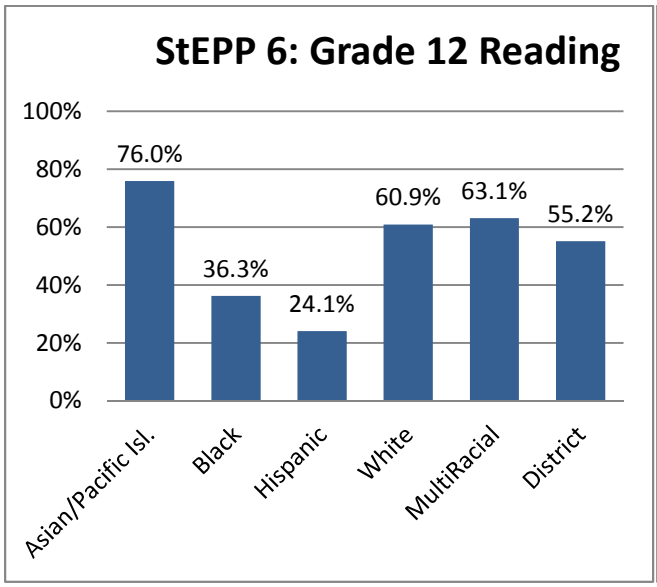

StEPP 6: Grade 12 CCR
100%
80%
60%
40%
20%
0%
0.6%
0.0%
77.8%
10.2%
1.4%
SpEd
ELL
TAG
Econ Disadv
Mobile

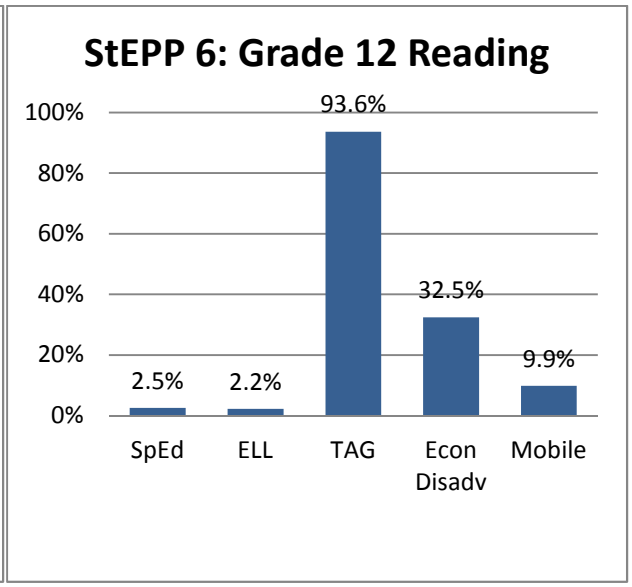

StEPP 6: Grade 12 English
100%
80%
60%
40%
20%
0%
65.5%
34.1%
23.7%
60.5%
63.9%
53.4%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

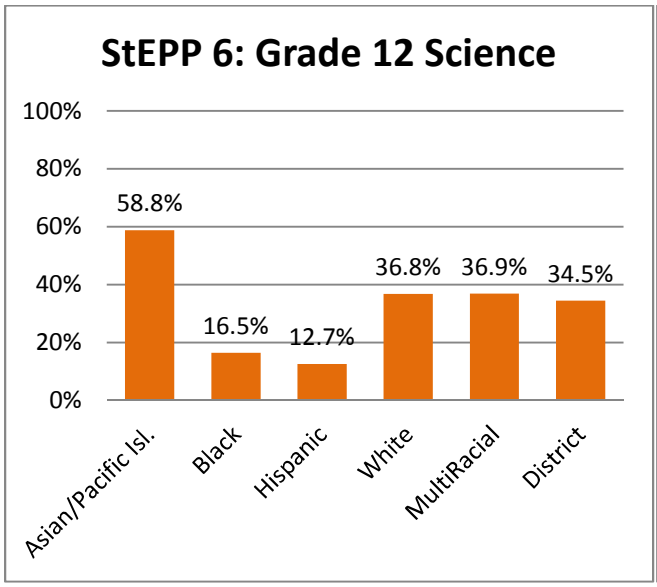

StEPP 6: Grade 12 English
100%
80%
60%
40%
20%
0%
3.8%
5.5%
92.7%
29.6%
7.5%
SpEd
ELL
TAG
Econ Disadv
Mobile

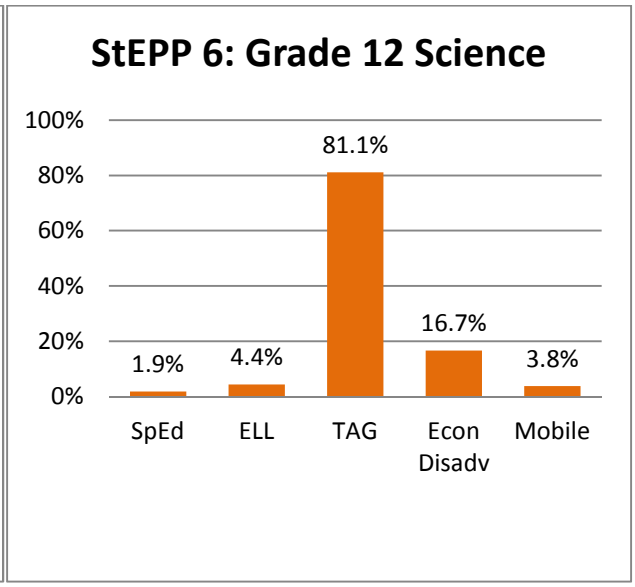

StEPP 6: Grade 12 Math
100%
80%
60%
40%
20%
0%
65.5%
14.3%
13.2%
46.0%
50.0%
41.5%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District


StEPP 6: Grade 12 Math
100%
80%
60%
40%
20%
0%
1.3%
2.2%
90.1%
18.8%
3.3%
SpEd
ELL
TAG
Econ Disadv
Mobile


StEPP 6: Grade 12 Reading
100%
80%
60%
40%
20%
0%
76.0%
36.3%
24.1%
60.9%
63.1%
55.2%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District


StEPP 6: Grade 12 Reading
100%
80%
60%
40%
20%
0%
2.5%
2.2%
93.6%
32.5%
9.9%
SpEd
ELL
TAG
Econ Disadv
Mobile

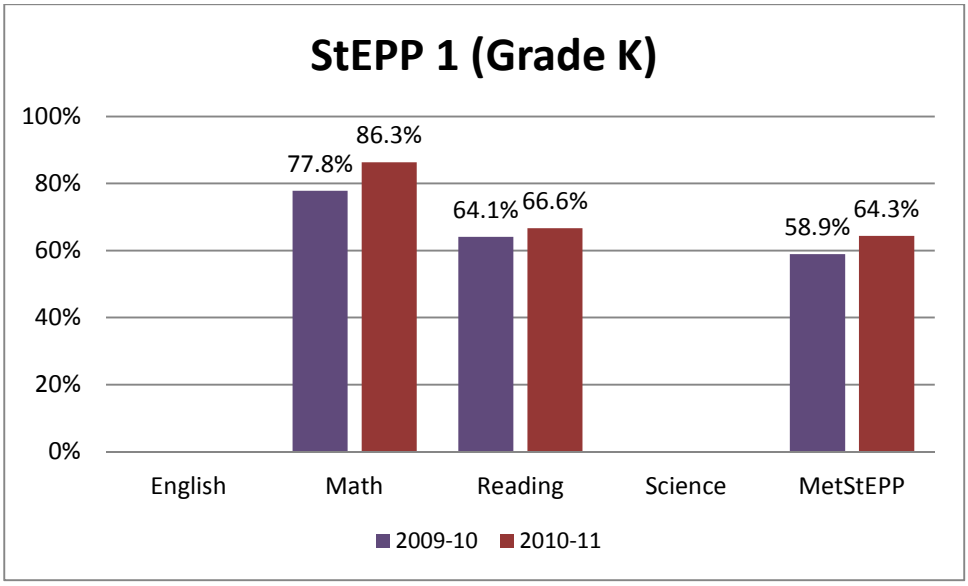

StEPP 6: Grade 12 Science
100%
80%
60%
40%
20%
0%
58.8%
16.5%
12.7%
36.8%
36.9%
34.5%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

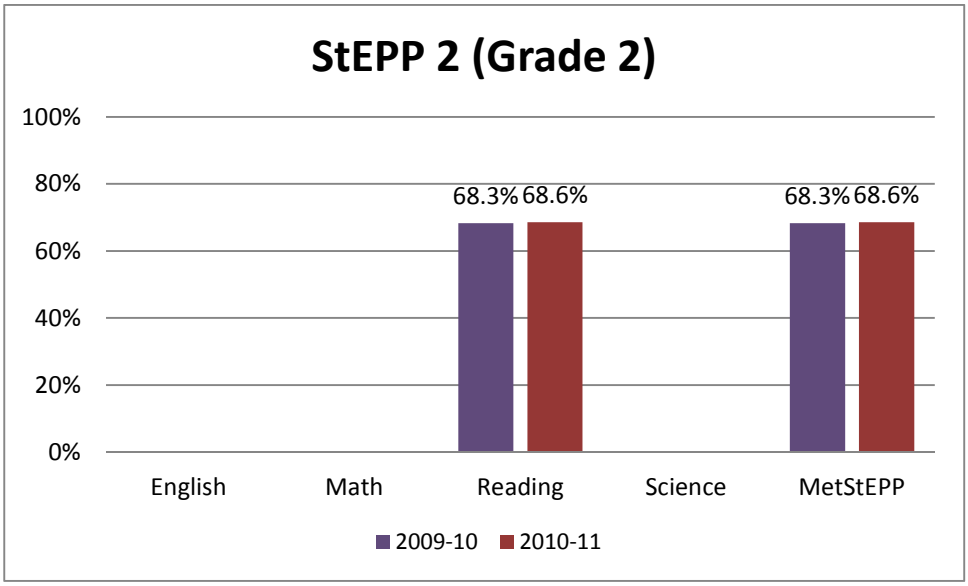

StEPP 6: Grade 12 Science
100%
80%
60%
40%
20%
0%
1.9%
4.4%
81.1%
16.7%
3.8%
SpEd
ELL
TAG
Econ Disadv
Mobile

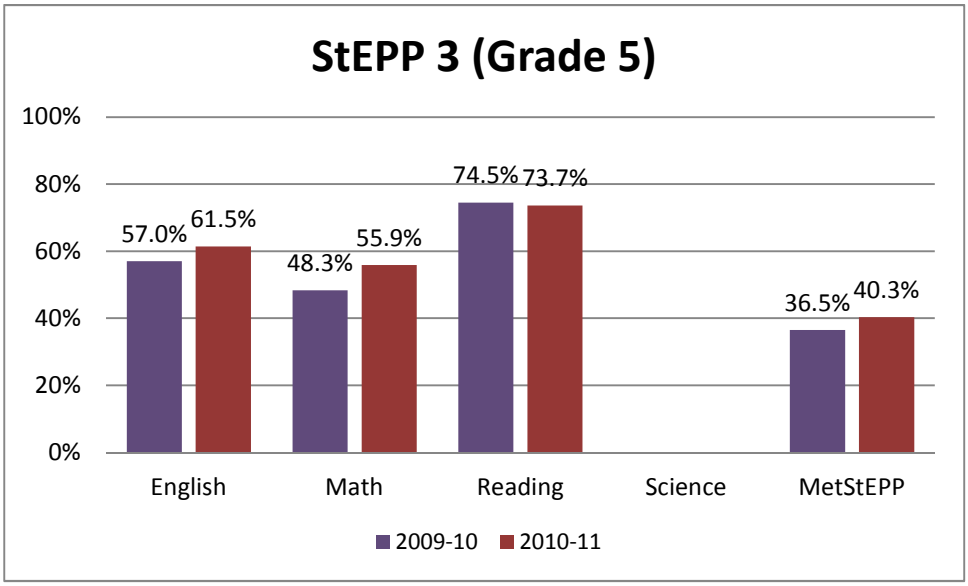
Indicator	Key Question and Findings
2	How has student attainment of college and career readiness benchmarks changed over time?
	• At grades K, 5, and 10, a greater percentage of students met StEPP components than in the previous year. The percentage of students meeting all StEPP components in grade 8 declined from the prior year while the percentages at grades 2 and 12 were relatively unchanged compared to the previous year.

Trends in College and Career Readiness Attainment

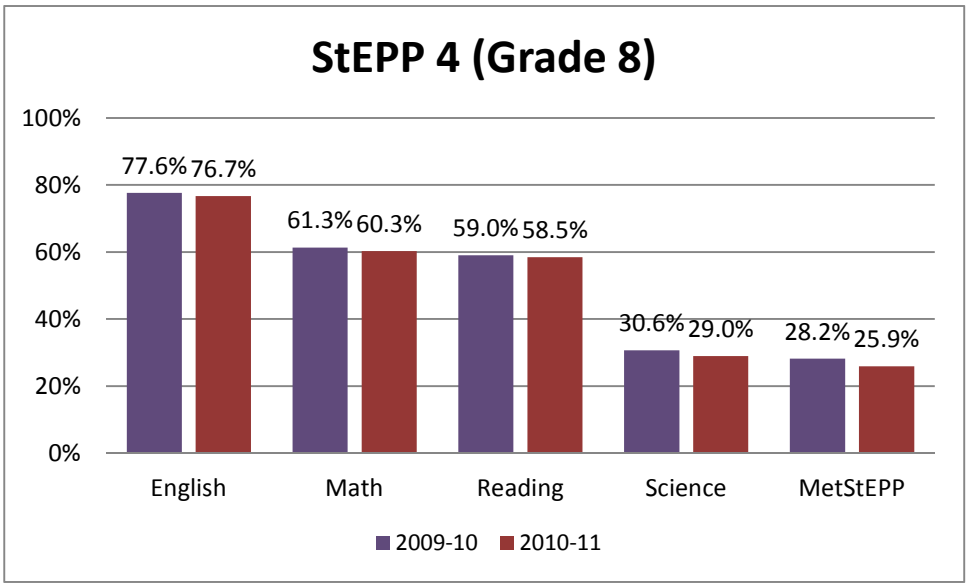
The percentages of students meeting college and career readiness benchmarks at each grade level in 2009-10 and 2010-11 are shown in the graphs below:

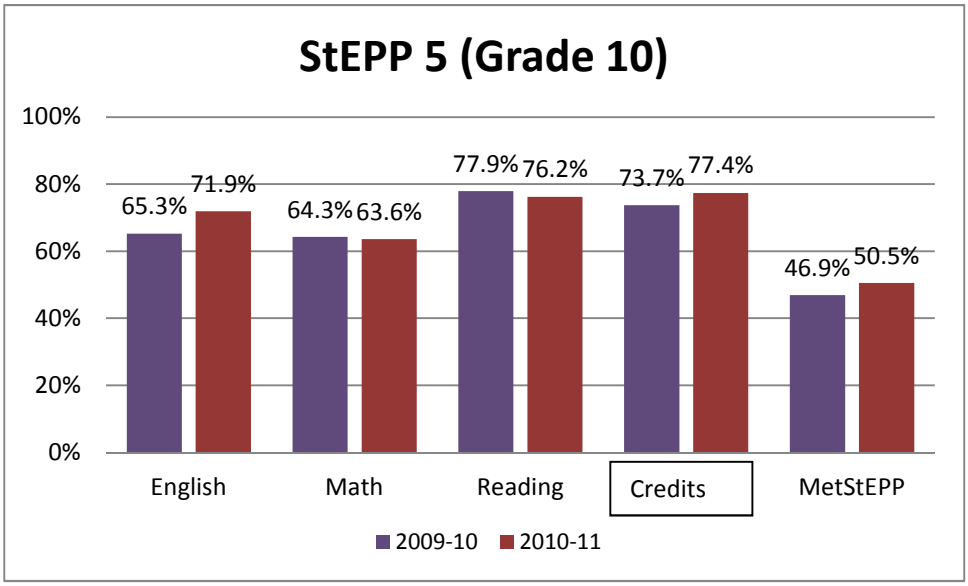




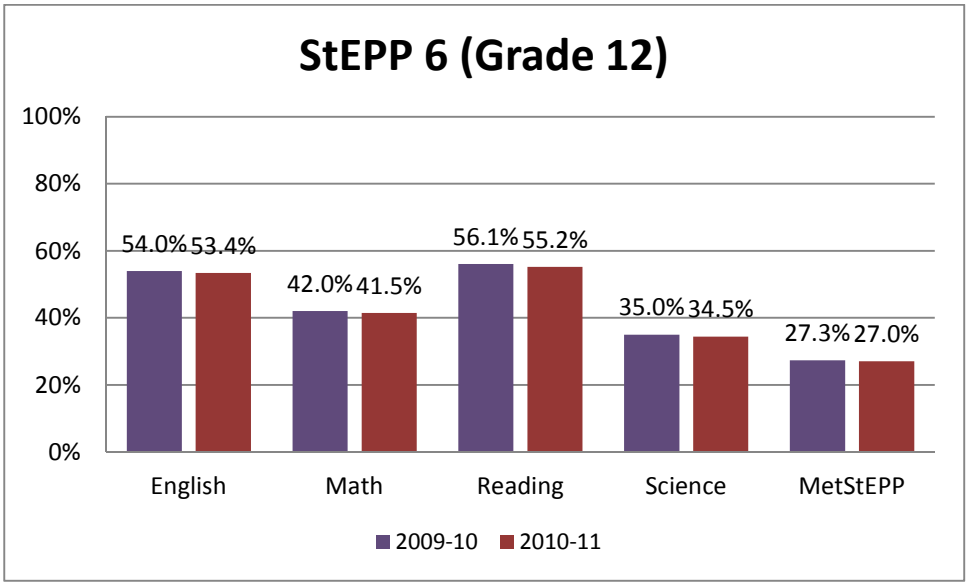


Note: The College and Career readiness benchmark for OAKS Reading increased one point from 2009-10 to 2010-11 in anticipation of revised state achievement standards effective in the 2011-12 school year.





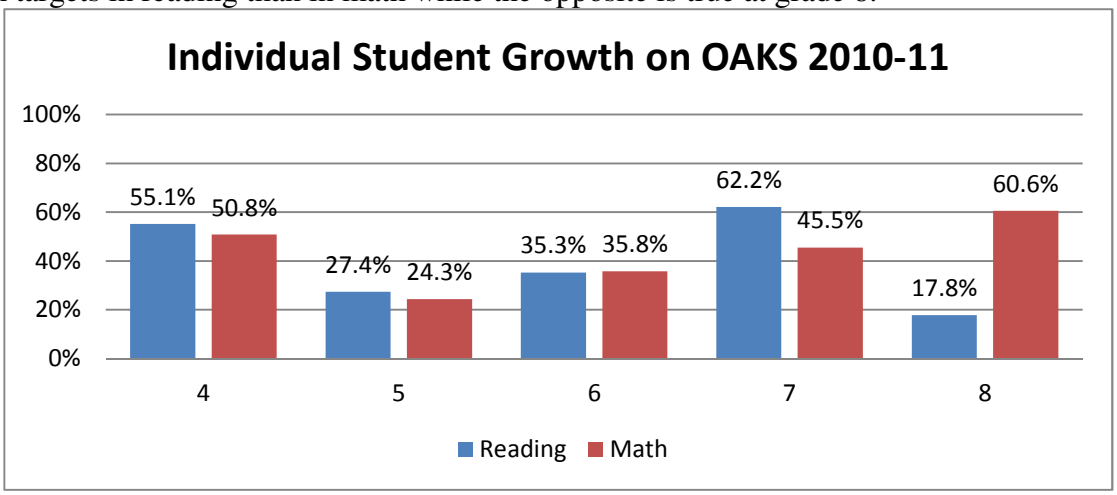
Note: 2010-11 data reflect the dispersal of credit requirement in each StEPP component. For example, to be college and career ready in math, a students must meet essential skills requirements (either through OAKS or PLAN) and have earned at least one math credit. In 2010-11, the credit requirement is 12 or more credits earned with at least one credit in science.



Indicator	Key Question and Findings
3	To what extent are students meeting targets for individual student growth?
	• Four in ten students in grades 4 – 8 met OAKS growth targets in 2010-11. More students meet growth targets in reading than in math at grade 7 while the opposite is true at grade 8. • The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs. • In reading, these gaps are less pronounced than for college and career readiness attainment. Gaps in individual student growth in mathematics are similar to those seen in college and career readiness benchmark attainment. In reading, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a slightly higher rate (40%) than students who were not college and career ready (37%). In math, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a much higher rate (52%) than students who were not college and career ready (35%). • In each tested subject, a greater percentage of students in grade 10 meet targets for individual student growth than their grade 11 peers. • In mathematics and science, the percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. In English and reading, these gaps are much smaller on growth from grade 8 to grade 10 but widen in grade 11. Talented and Gifted students significantly outperform their peers in meeting individual student growth expectations on all subjects at both grades. • With the exception of grade 10 English, students that were college and career ready on the 8th grade EXLORE subject tests were more likely than their peers who were not college and career ready to meet individual student growth targets,

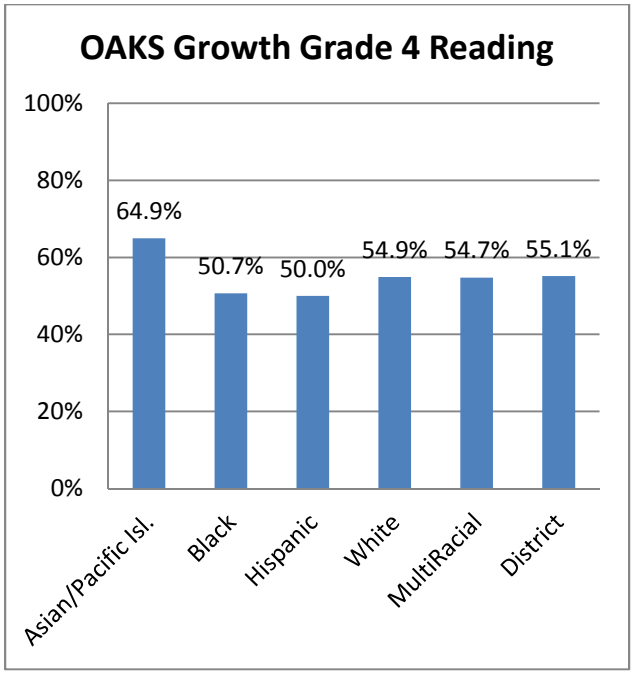
Individual Student Growth on OAKS

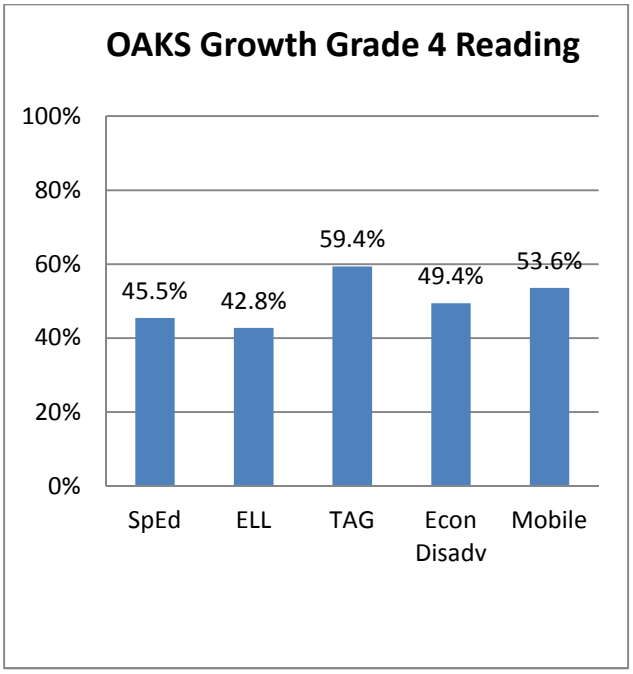
Four in ten students in grades 4 – 8 met OAKS growth targets in 2010-11. More students meet growth targets in reading than in math while the opposite is true at grade 8.

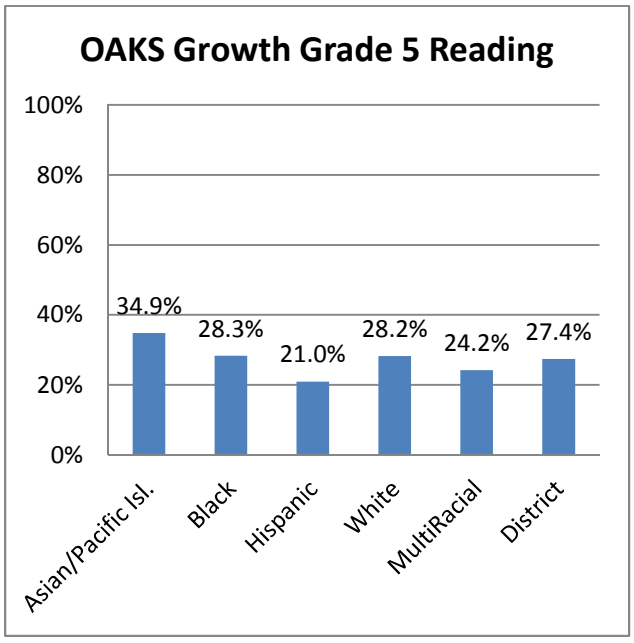


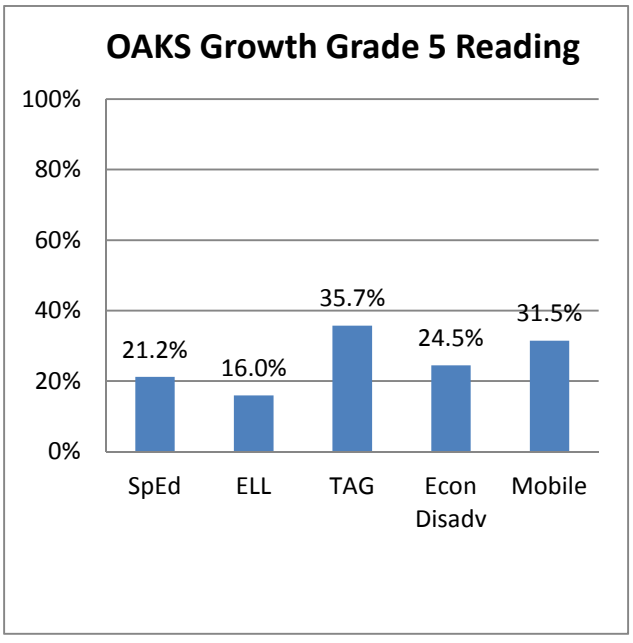
Individual Student Growth on OAKS Disaggregated by Student Group

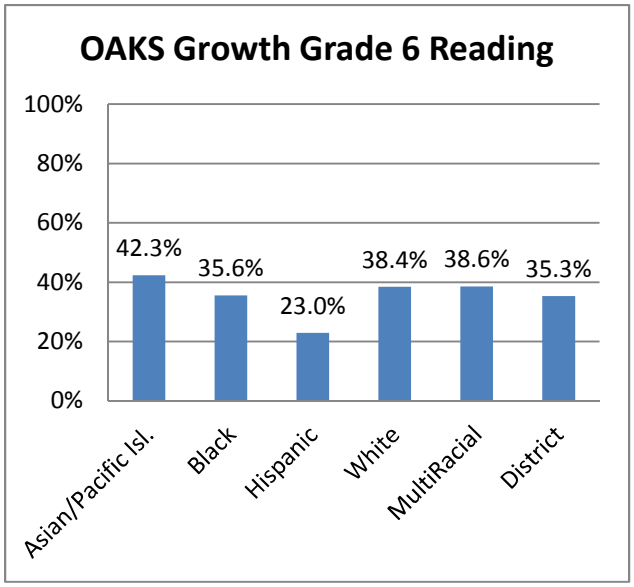
The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs. In reading, these gaps are less pronounced than for college and career readiness attainment. Gaps in individual student growth in mathematics are similar to those seen in college and career readiness benchmark attainment.

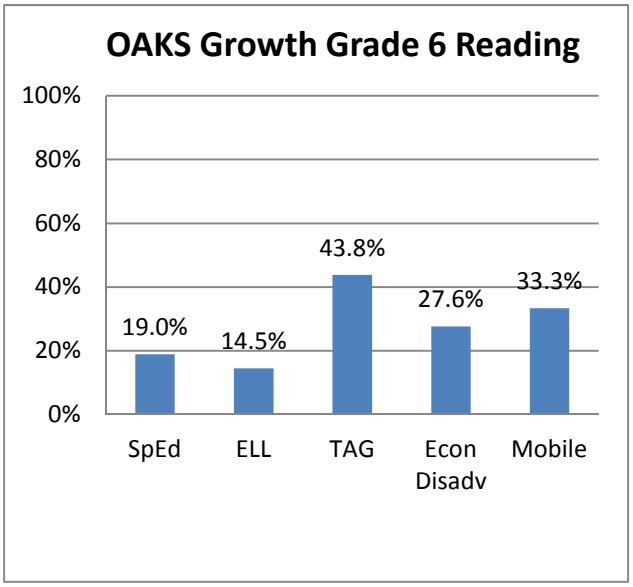


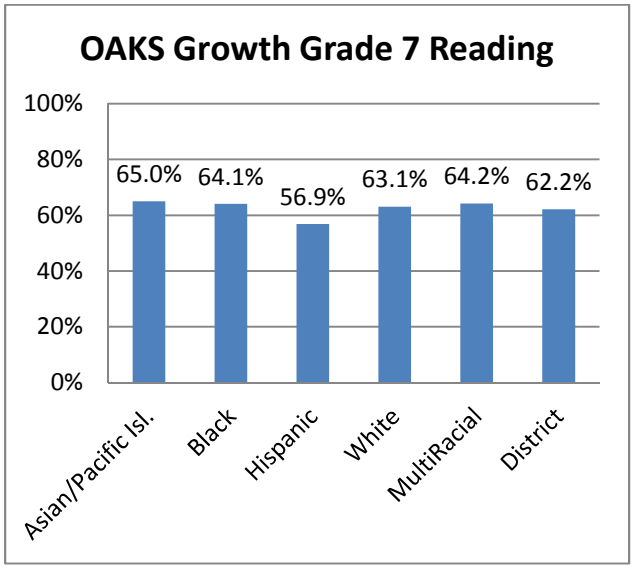


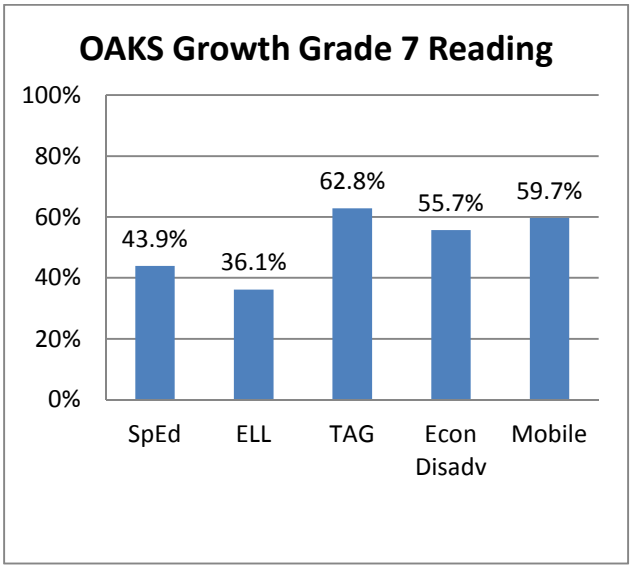


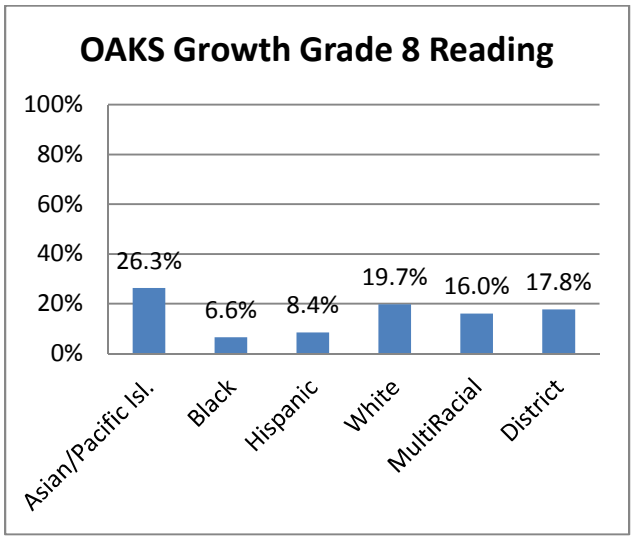


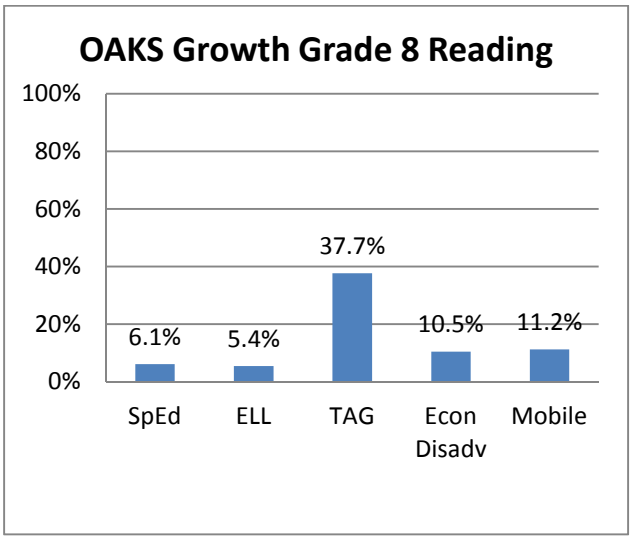

OAKS Growth Grade 6 Reading
100%
80%
60%
40%
20%
0%
42.3%
35.6%
23.0%
38.4%
38.6%
35.3%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

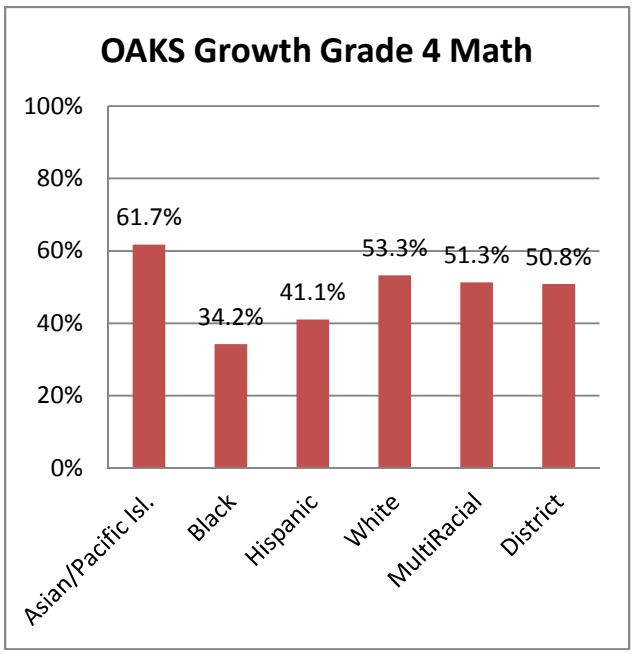

OAKS Growth Grade 6 Reading
100%
80%
60%
40%
20%
0%
19.0%
14.5%
43.8%
27.6%
33.3%
SpEd
ELL
TAG
Econ Disadv
Mobile

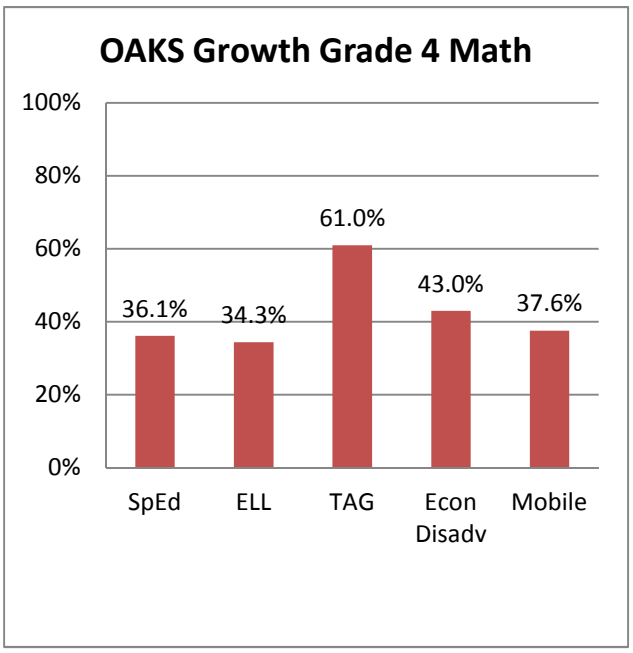

OAKS Growth Grade 7 Reading
100%
80%
60%
40%
20%
0%
65.0%
64.1%
56.9%
63.1%
64.2%
62.2%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

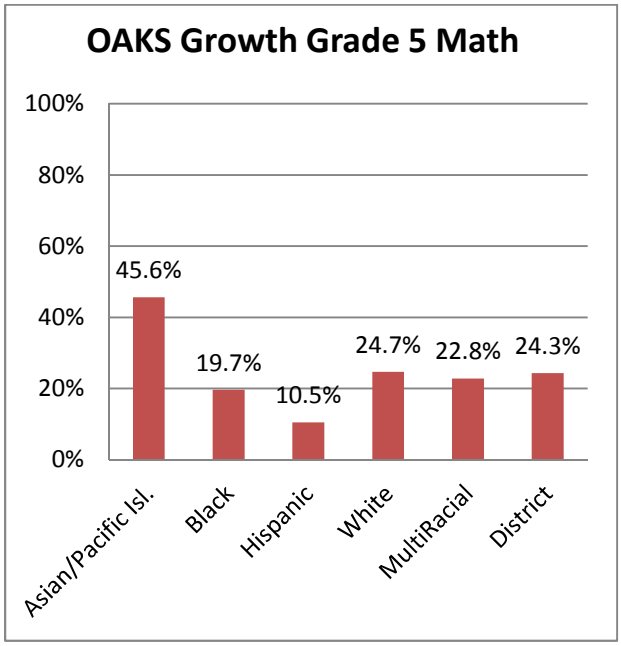

OAKS Growth Grade 7 Reading
100%
80%
60%
40%
20%
0%
43.9%
36.1%
62.8%
55.7%
59.7%
SpEd
ELL
TAG
Econ Disadv
Mobile

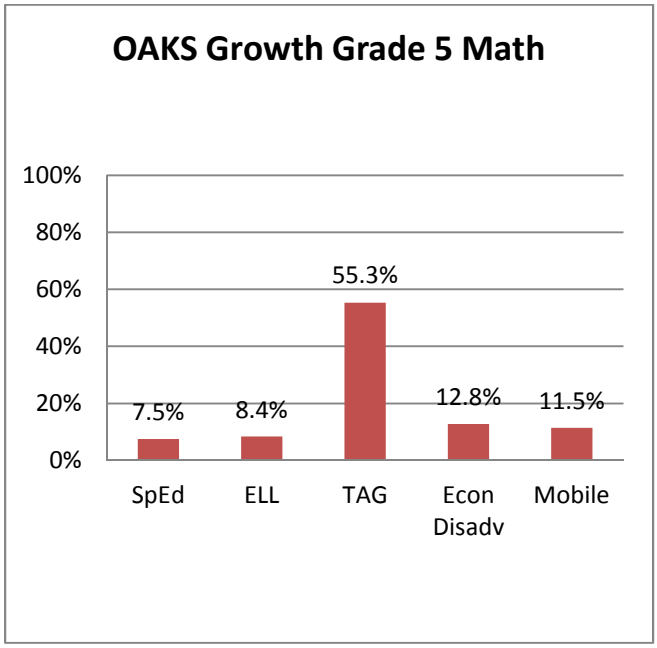

OAKS Growth Grade 8 Reading
100%
80%
60%
40%
20%
0%
26.3%
6.6%
8.4%
19.7%
16.0%
17.8%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

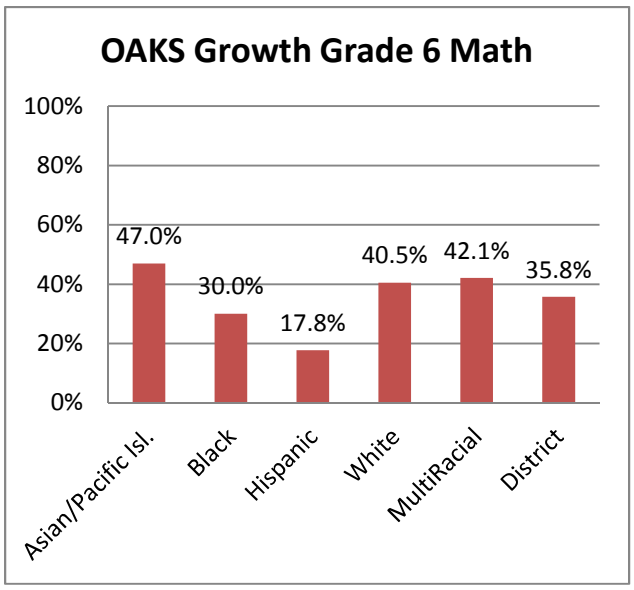

OAKS Growth Grade 8 Reading
100%
80%
60%
40%
20%
0%
6.1%
5.4%
37.7%
10.5%
11.2%
SpEd
ELL
TAG
Econ Disadv
Mobile

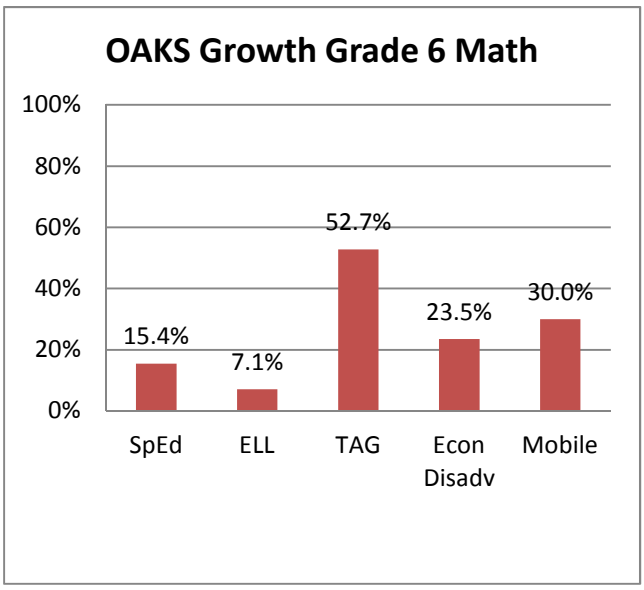

OAKS Growth Grade 4 Math
100%
80%
60%
40%
20%
0%
61.7%
34.2%
41.1%
53.3%
51.3%
50.8%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

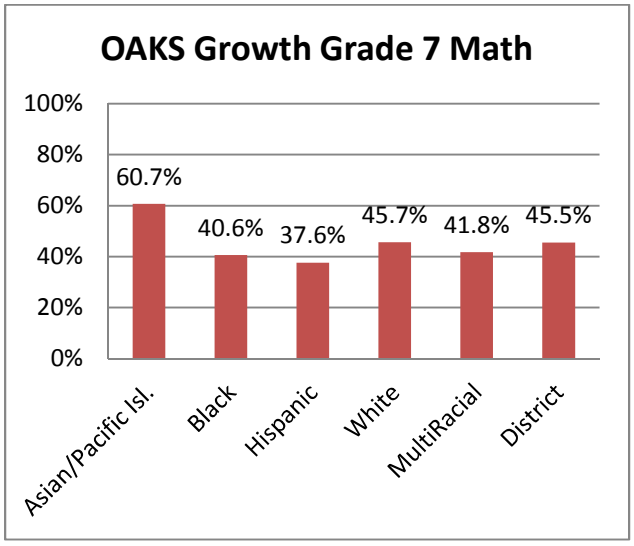

OAKS Growth Grade 4 Math
100%
80%
60%
40%
20%
0%
36.1%
34.3%
61.0%
43.0%
37.6%
SpEd
ELL
TAG
Econ Disadv
Mobile

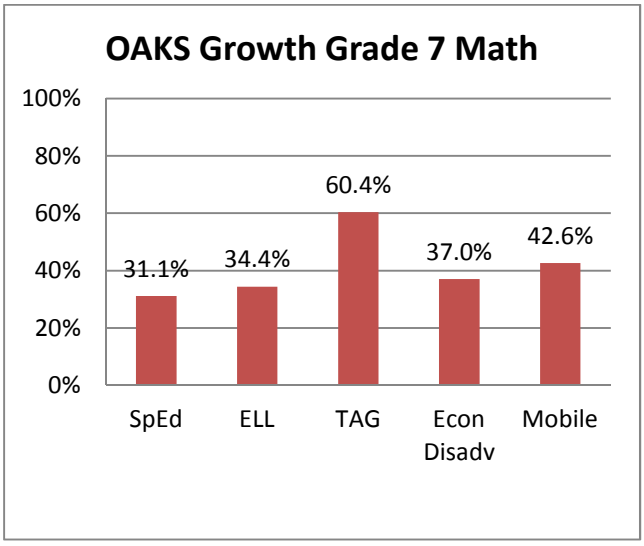

OAKS Growth Grade 5 Math
100%
80%
60%
40%
20%
0%
45.6%
19.7%
10.5%
24.7%
22.8%
24.3%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

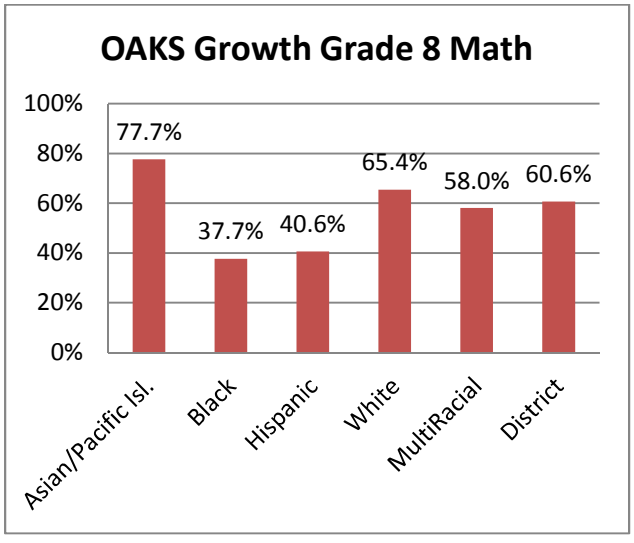

OAKS Growth Grade 5 Math
100%
80%
60%
40%
20%
0%
7.5%
8.4%
55.3%
12.8%
11.5%
SpEd
ELL
TAG
Econ Disadv
Mobile

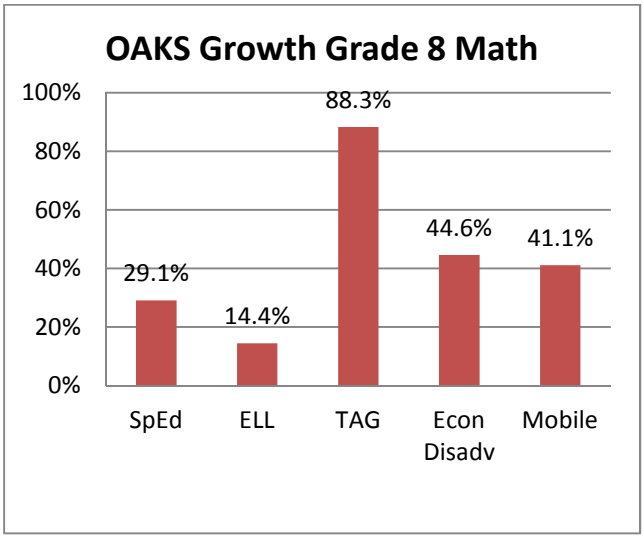

OAKS Growth Grade 6 Math
100%
80%
60%
40%
20%
0%
47.0%
30.0%
17.8%
40.5%
42.1%
35.8%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District


OAKS Growth Grade 6 Math
100%
80%
60%
40%
20%
0%
15.4%
7.1%
52.7%
23.5%
30.0%
SpEd
ELL
TAG
Econ Disadv
Mobile

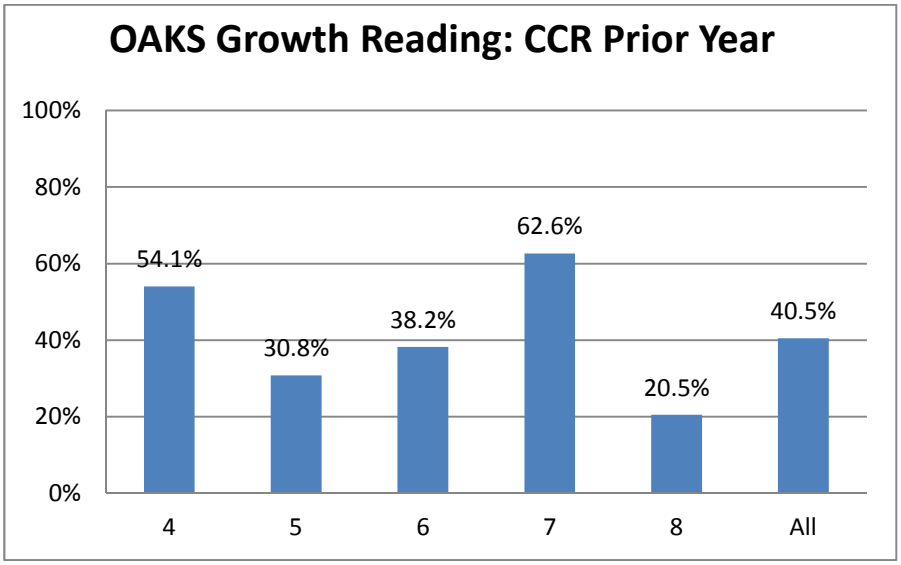

OAKS Growth Grade 7 Math
100%
80%
60%
40%
20%
0%
60.7%
40.6%
37.6%
45.7%
41.8%
45.5%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

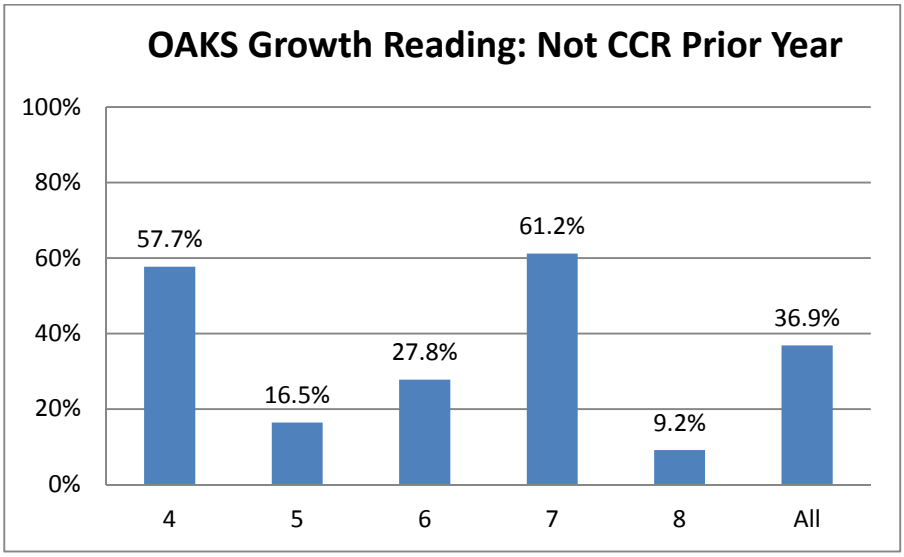

OAKS Growth Grade 7 Math
100%
80%
60%
40%
20%
0%
31.1%
34.4%
60.4%
37.0%
42.6%
SpEd
ELL
TAG
Econ Disadv
Mobile

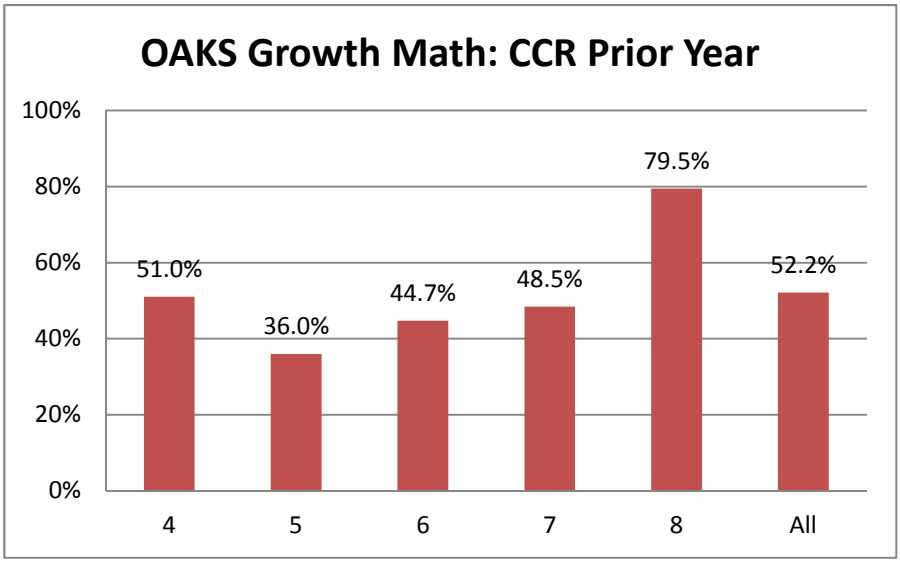

OAKS Growth Grade 8 Math
100%
80%
60%
40%
20%
0%
77.7%
37.7%
40.6%
65.4%
58.0%
60.6%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

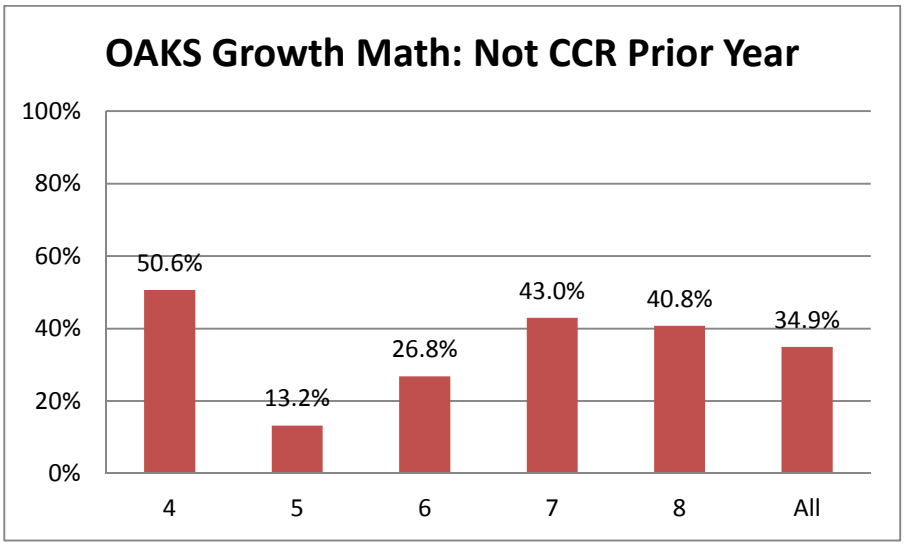

OAKS Growth Grade 8 Math
100%
80%
60%
40%
20%
0%
29.1%
14.4%
88.3%
44.6%
41.1%
SpEd
ELL
TAG
Econ Disadv
Mobile

Individual Student Growth on OAKS by College and Career Readiness Attainment in the Prior Year
In reading, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a slightly higher rate (40%) than students who were not college and career ready (37%). In math, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a much higher rate (52%) than students who were not college and career ready (35%).

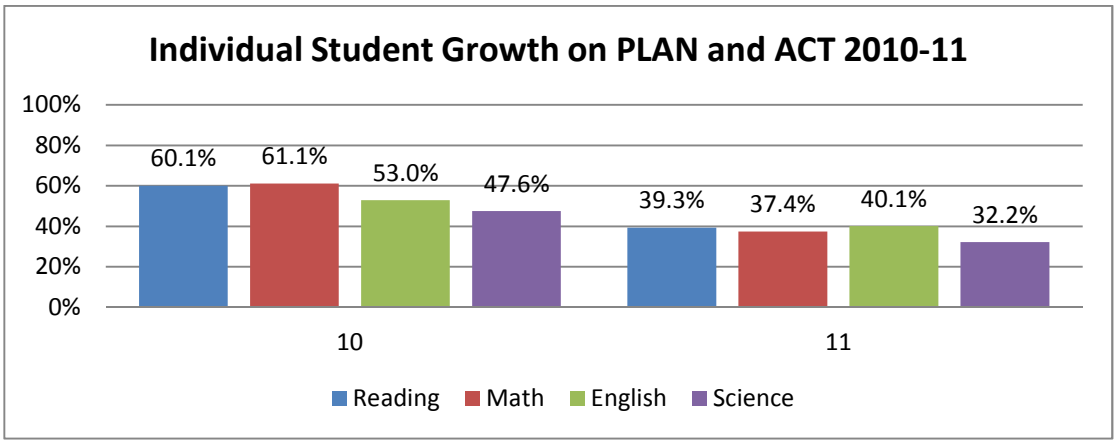






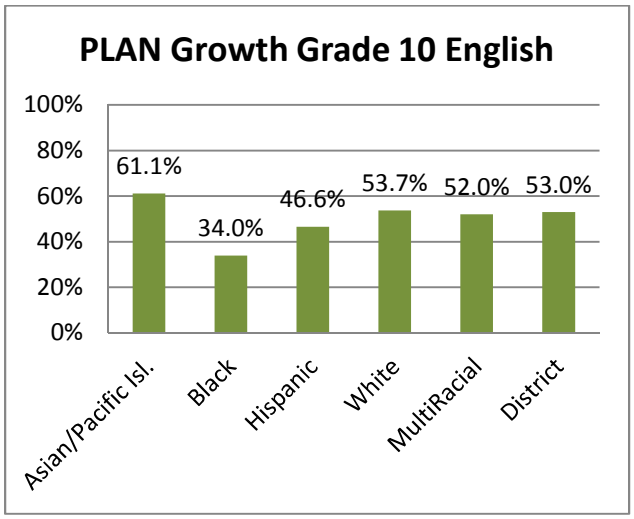


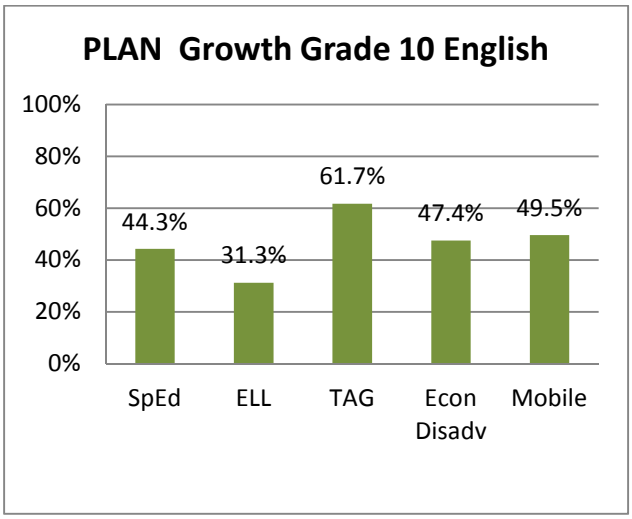
Individual Student Growth on High School College Readiness Assessments
In each tested subject, a greater percentage of students in grade 10 meet targets for individual student growth than their grade 11 peers.

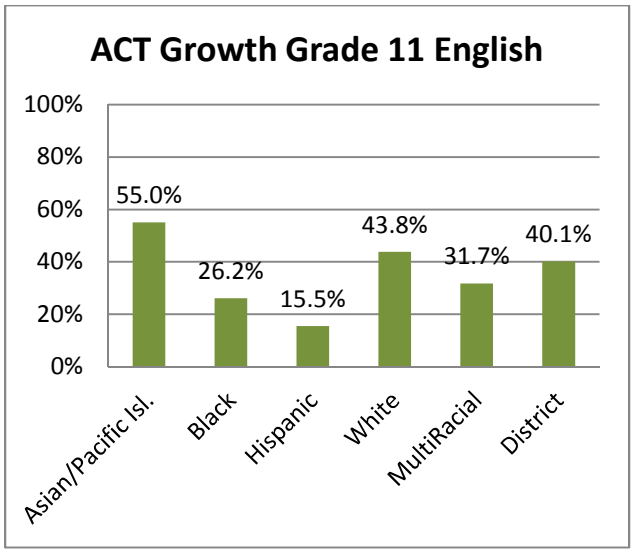


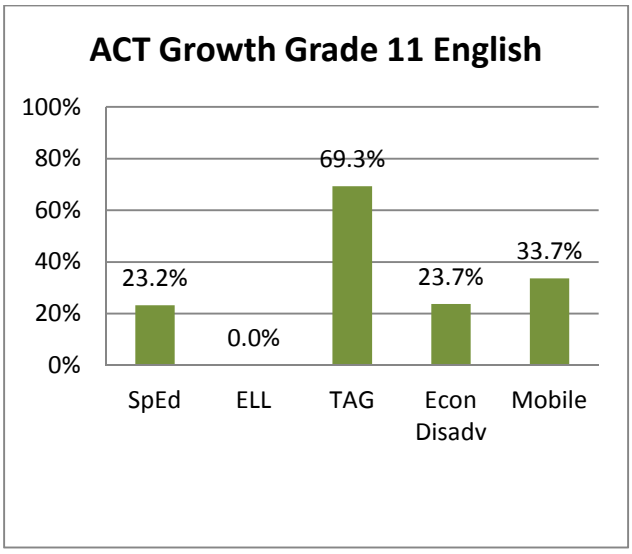
Individual Student Growth on High School College Readiness Assessments Disaggregated by Student Group

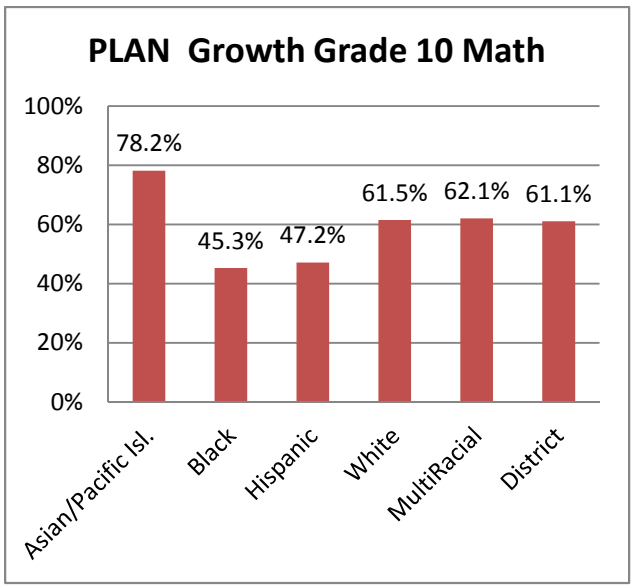
In mathematics and science, the percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. In English and reading, these gaps are much smaller on growth from grade 8 to grade 10 but widen in grade 11. Talented and Gifted students significantly outperform their peers in meeting individual student growth expectations on all subjects at both grades.

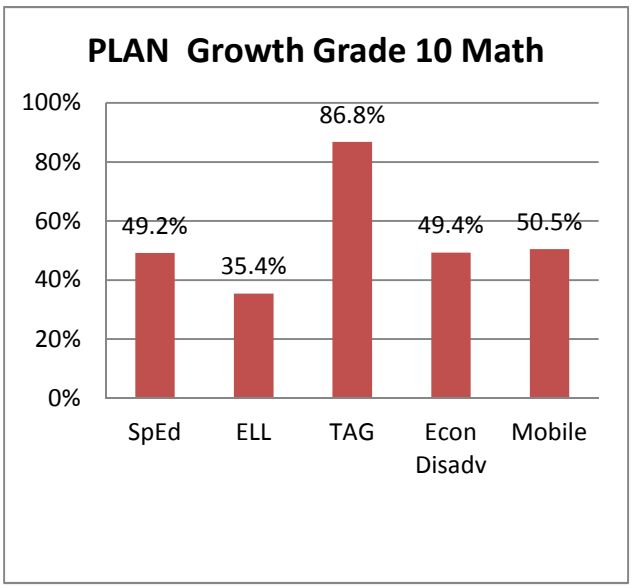


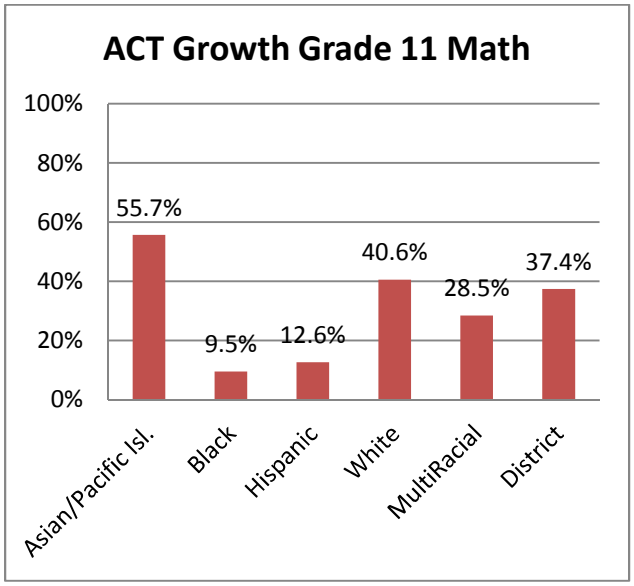


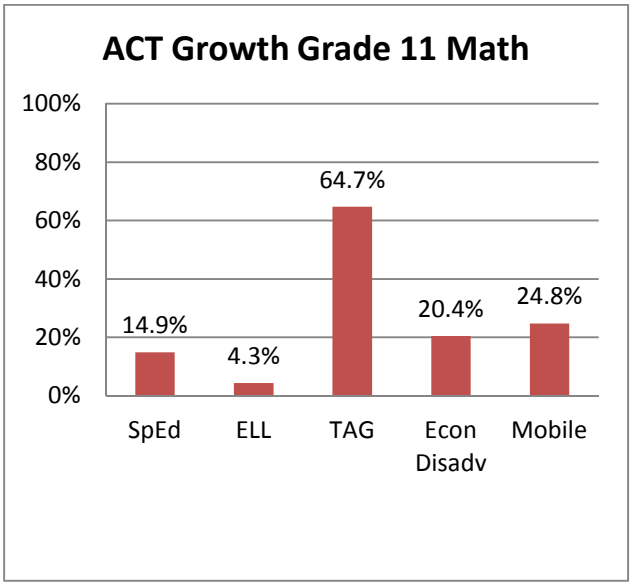


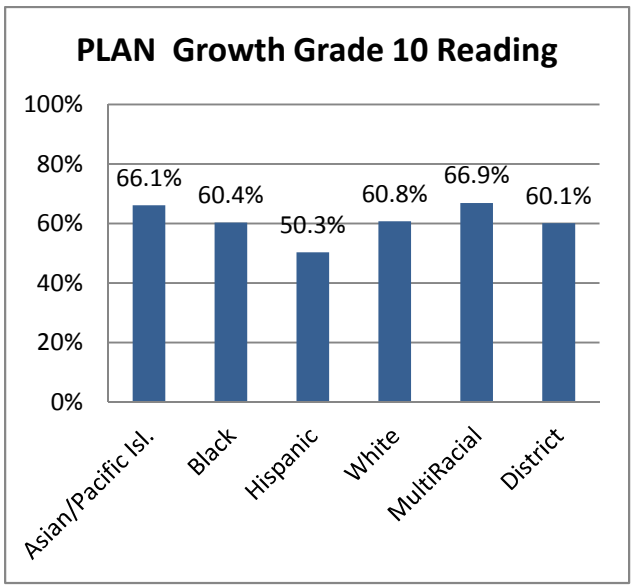


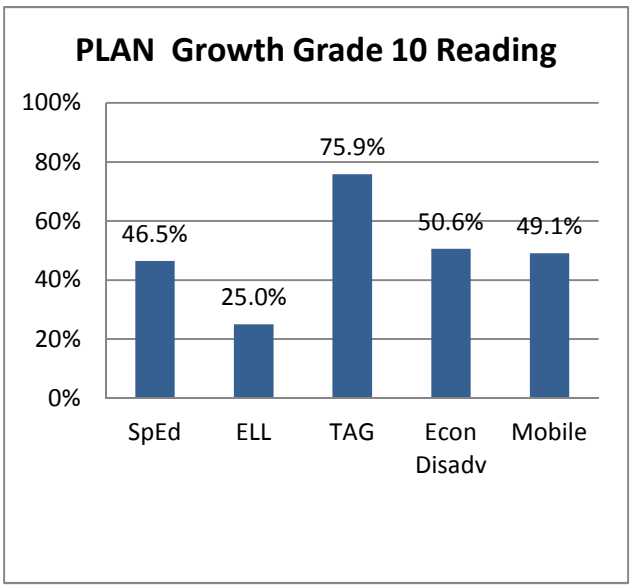

PLAN Growth Grade 10 Math
100%
80%
60%
40%
20%
0%
78.2%
45.3%
47.2%
61.5%
62.1%
61.1%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

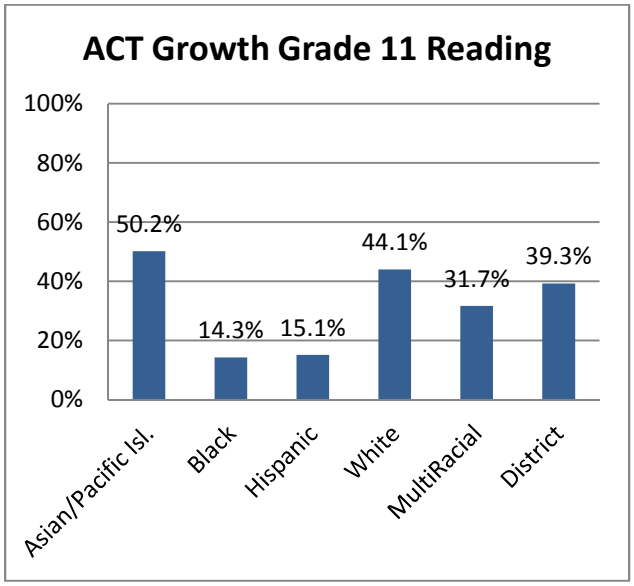

PLAN Growth Grade 10 Math
100%
80%
60%
40%
20%
0%
49.2%
35.4%
86.8%
49.4%
50.5%
SpEd
ELL
TAG
Econ Disadv
Mobile

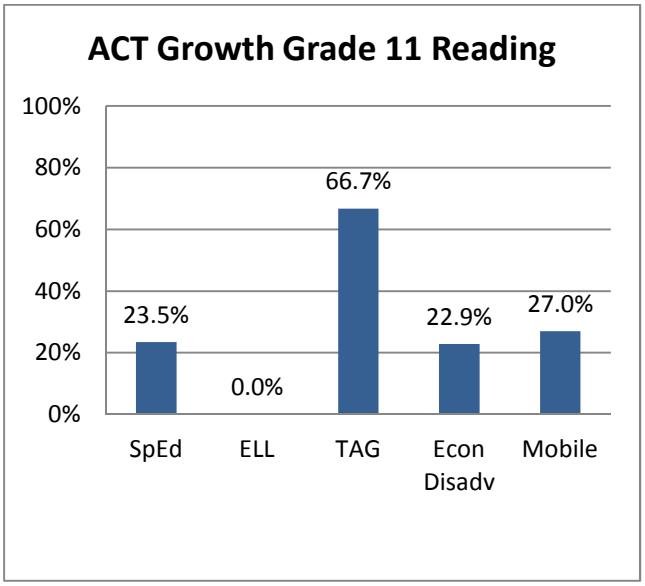

ACT Growth Grade 11 Math
100%
80%
60%
40%
20%
0%
55.7%
9.5%
12.6%
40.6%
28.5%
37.4%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

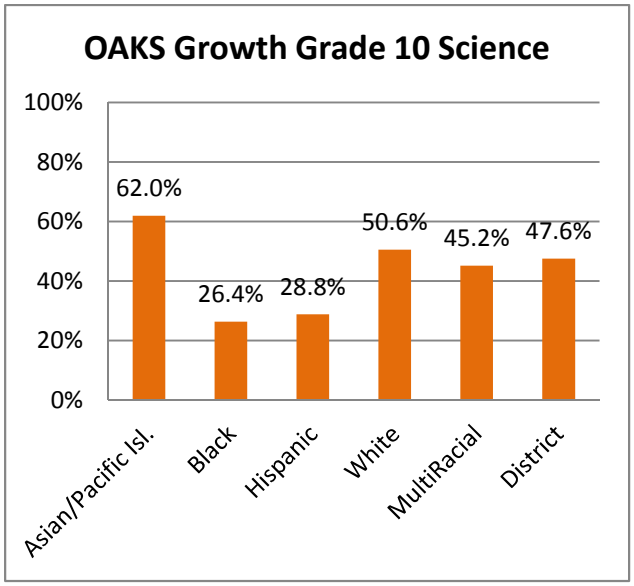

ACT Growth Grade 11 Math
100%
80%
60%
40%
20%
0%
14.9%
4.3%
64.7%
20.4%
24.8%
SpEd
ELL
TAG
Econ Disadv
Mobile

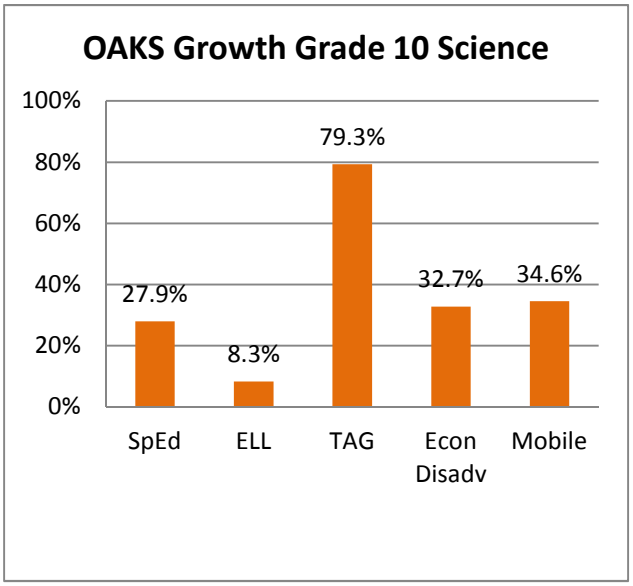

PLAN Growth Grade 10 Reading
100%
80%
60%
40%
20%
0%
66.1%
60.4%
50.3%
60.8%
66.9%
60.1%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District

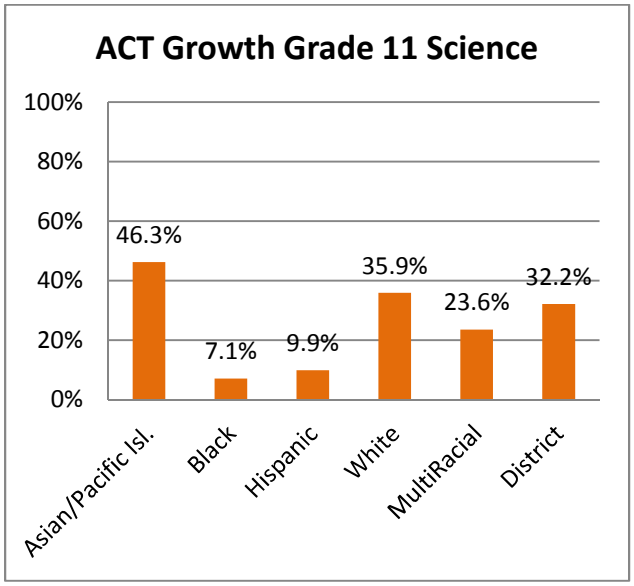

PLAN Growth Grade 10 Reading
100%
80%
60%
40%
20%
0%
46.5%
25.0%
75.9%
50.6%
49.1%
SpEd
ELL
TAG
Econ Disadv
Mobile

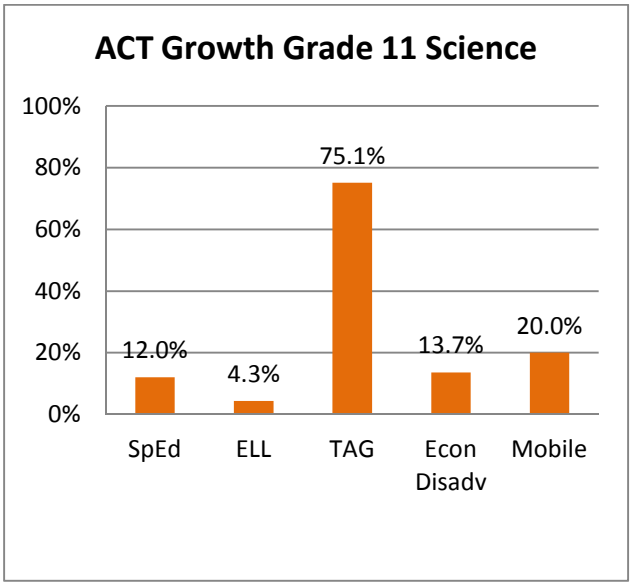

ACT Growth Grade 11 Reading
100%
80%
60%
40%
20%
0%
50.2%
14.3%
15.1%
44.1%
31.7%
39.3%
Asian/Pacific Isl.
Black
Hispanic
White
MultiRacial
District


ACT Growth Grade 11 Reading
100%
80%
60%
40%
20%
0%
23.5%
0.0%
66.7%
22.9%
27.0%
SpEd
ELL
TAG
Econ Disadv
Mobile



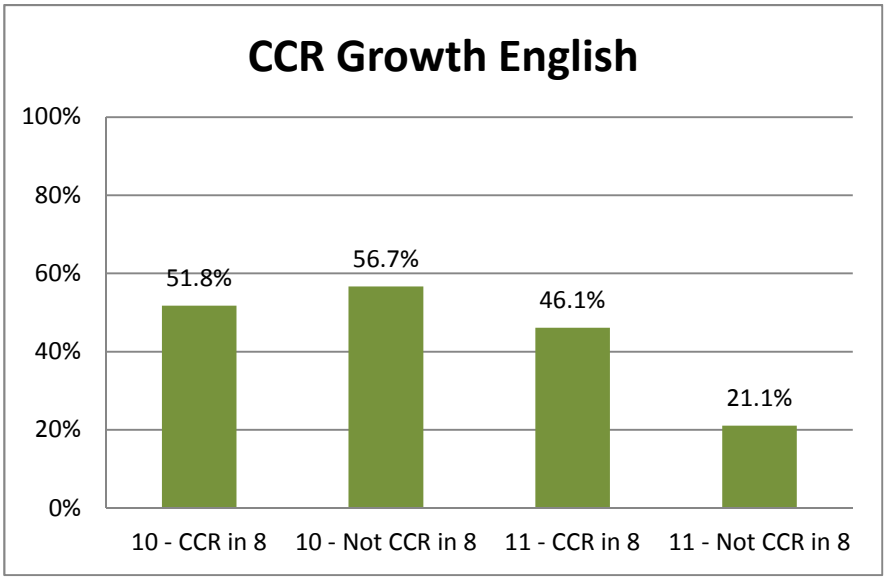


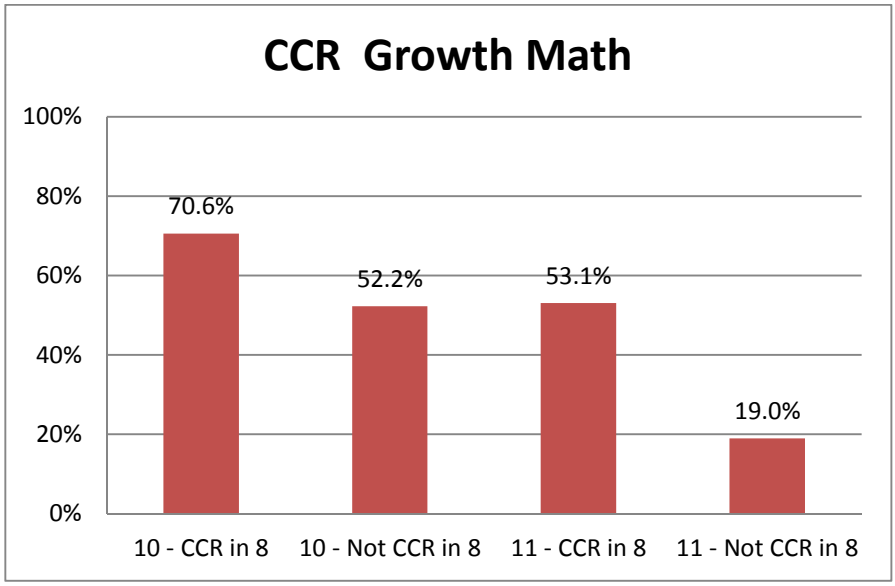


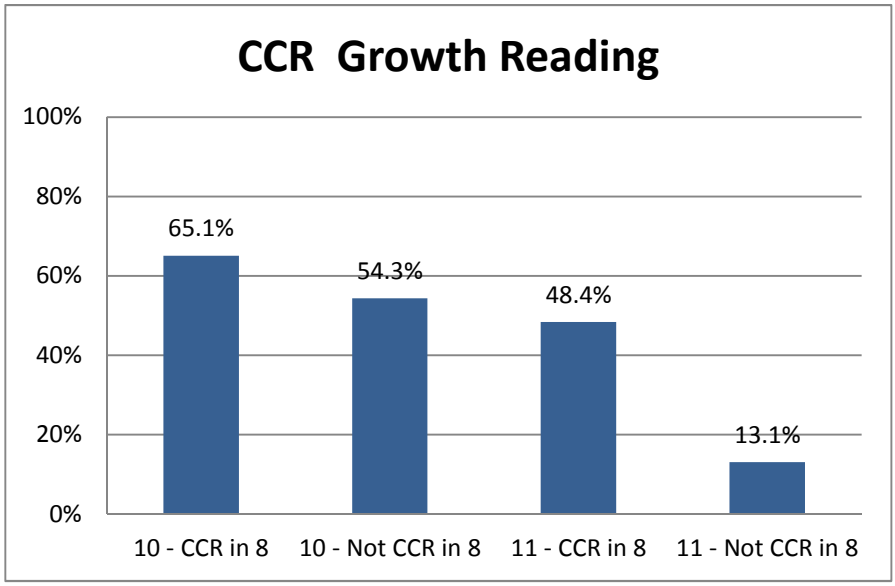


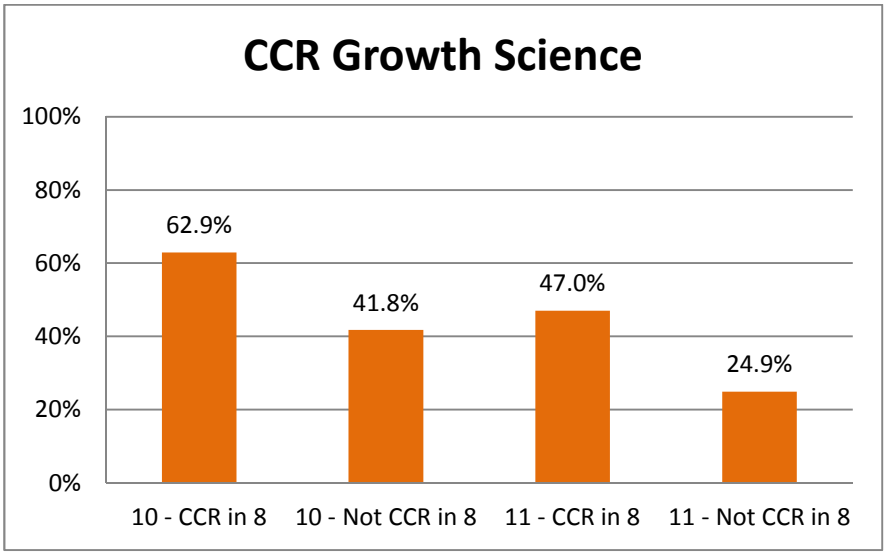
Individual Student Growth on High School College and Career Readiness Assessments by College and Career Readiness Attainment in Grade 8

With the exception of grade 10 English, students that were college and career ready on the 8th grade EXLORE subject tests were more likely than their peers who were not college and career ready to meet individual student growth targets,


CCR Growth English
100%
80%
60%
40%
20%
0%
51.8%
56.7%
46.1%
21.1%
10 - CCR in 8
10 - Not CCR in 8
11 - CCR in 8
11 - Not CCR in 8


CCR Growth Math
100%
80%
60%
40%
20%
0%
70.6%
52.2%
53.1%
19.0%
10 - CCR in 8
10 - Not CCR in 8
11 - CCR in 8
11 - Not CCR in 8

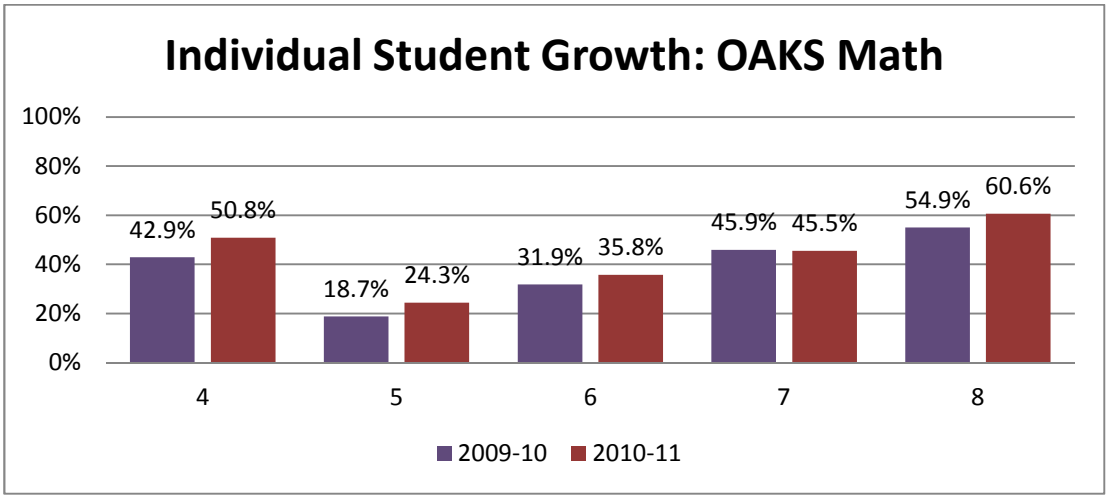

CCR Growth Reading
100%
80%
60%
40%
20%
0%
65.1%
54.3%
48.4%
13.1%
10 - CCR in 8
10 - Not CCR in 8
11 - CCR in 8
11 - Not CCR in 8

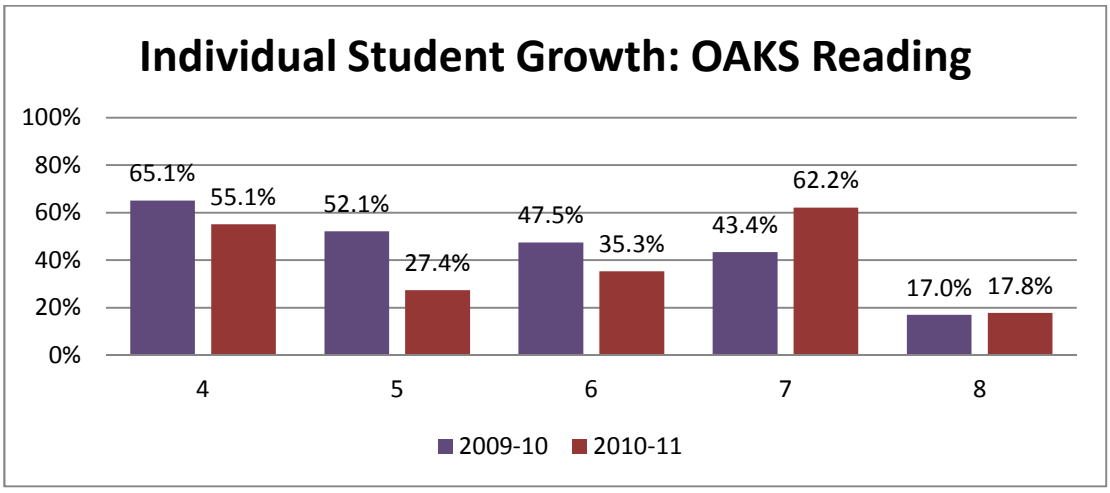

CCR Growth Science
100%
80%
60%
40%
20%
0%
62.9%
41.8%
47.0%
24.9%
10 - CCR in 8
10 - Not CCR in 8
11 - CCR in 8
11 - Not CCR in 8

Indicator	Key Question and Findings
4	How has student attainment of targets for individual student growth changed over time?
	• In mathematics, with the exception of grade 7, a greater percentage of students met individual student growth targets on OAKS in 2010-11 than in the previous year. In reading, the percentage of students meeting individual student growth targets in grade 8 was unchanged. Percentages of students meeting growth targets in grades 4 – 7 are not comparable due to changes in CCR benchmarks in grades 5 and 6. • With the exception of grade 10 English, a greater percentage of students met individual student growth targets on high school college readiness assessments in 2010-11 compared to the previous year. Double digit increases in mathematics were posted in both grade 10 and grade 11.

Trends in Individual Student Growth Attainment on OAKS

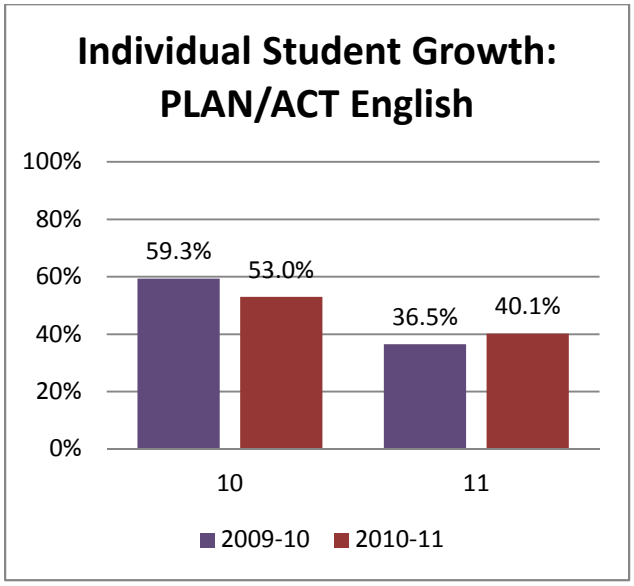
In mathematics, with the exception of grade 7, a greater percentage of students met individual student growth targets OAKS in 2010-11 than in the previous year. In reading, the percentage of students meeting individual student growth targets in grade 8 was unchanged. Percentages of students meeting growth targets in grades 4 – 7 are not comparable due to changes in CCR benchmarks in grades 5 and 6.

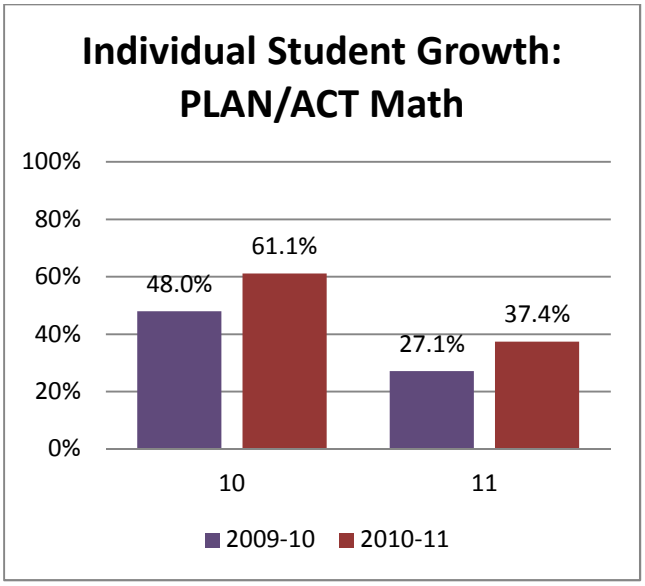


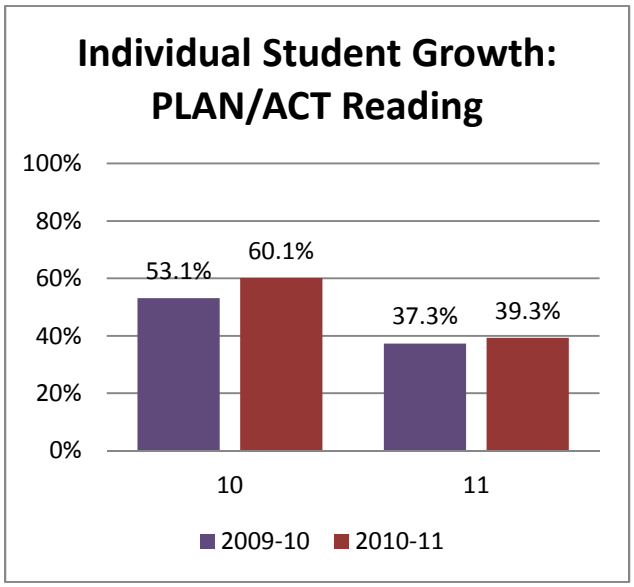


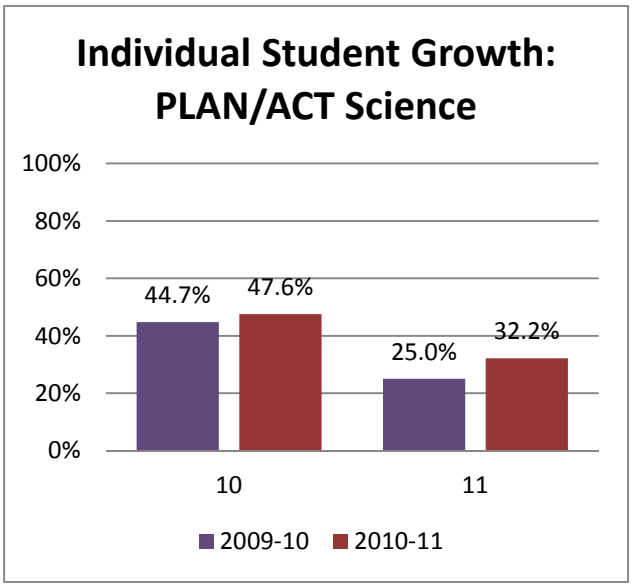
Note: Percentages of students meeting growth targets in reading in grades 4 – 7 are not comparable due to changes in CCR benchmarks in grades 5 and 6.

Trends in Individual Student Growth in High School College Readiness Assessments
With the exception of grade 10 English, a greater percentage of students met individual student growth targets on high school college readiness assessments in 2010-11 compared to the previous year. Double digit increases in mathematics were posted in both grade 10 and grade 11.





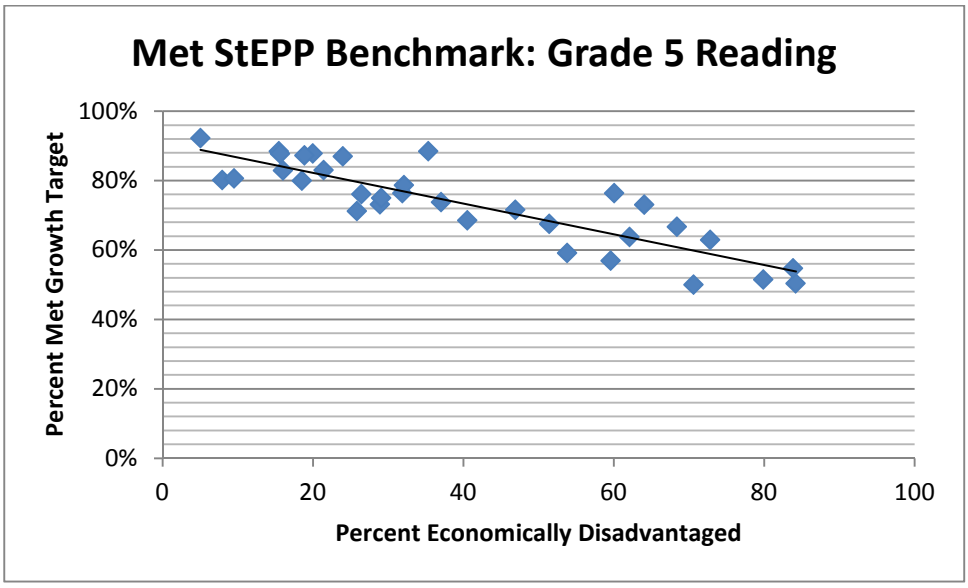


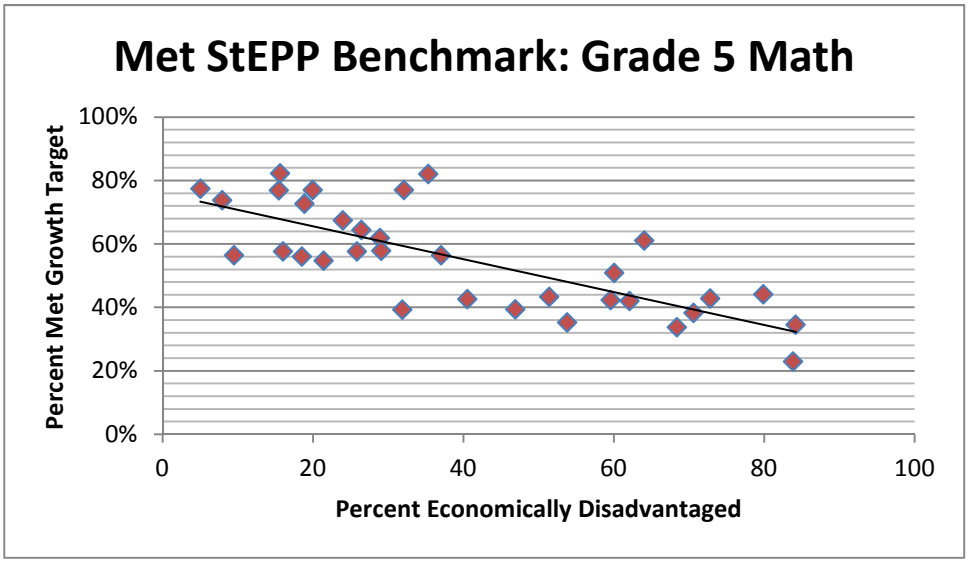


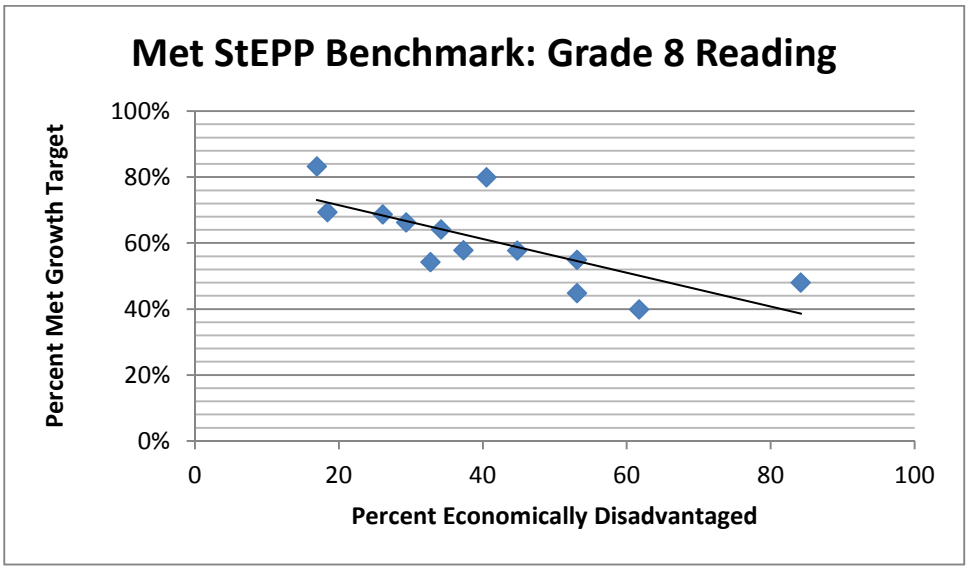
Indicator	Key Question and Findings
5	How does student attainment of college and career readiness benchmarks and targets for individual student growth vary by school?
	• In elementary, middle and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. The steepness of the trend line is more pronounced in high school in both reading and math. • In elementary and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. In middle schools, the percentage of economically disadvantaged students in the school does not predict the percentage of students who meet their individual student growth target.

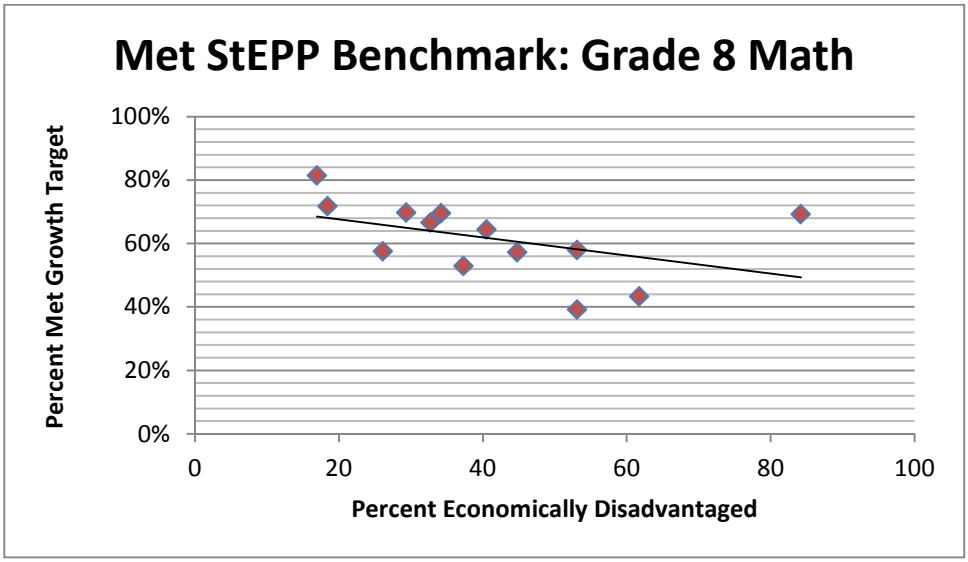
Attainment of College and Career Readiness Benchmarks by School

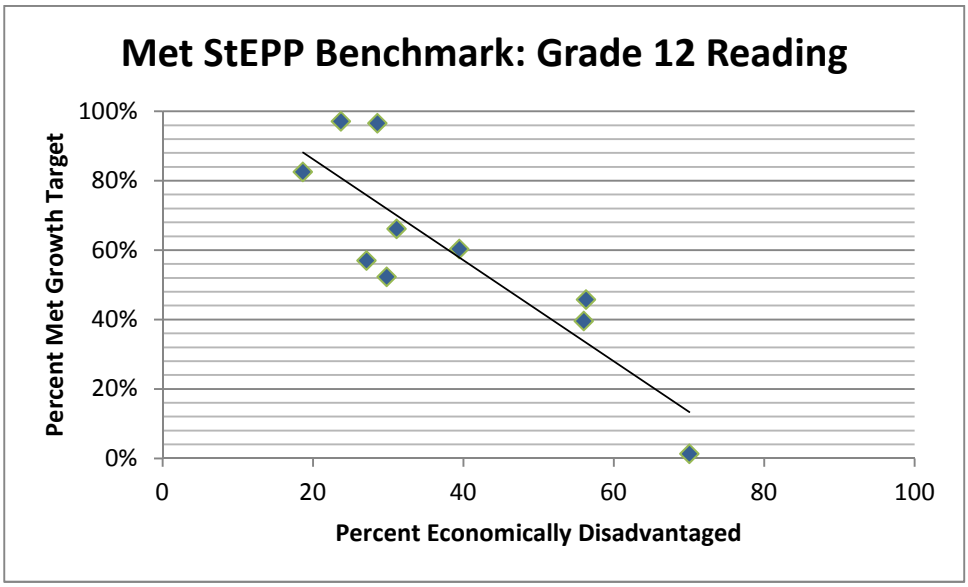
In elementary, middle and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. The steepness of the trend line is more pronounced in high school in both reading and math.

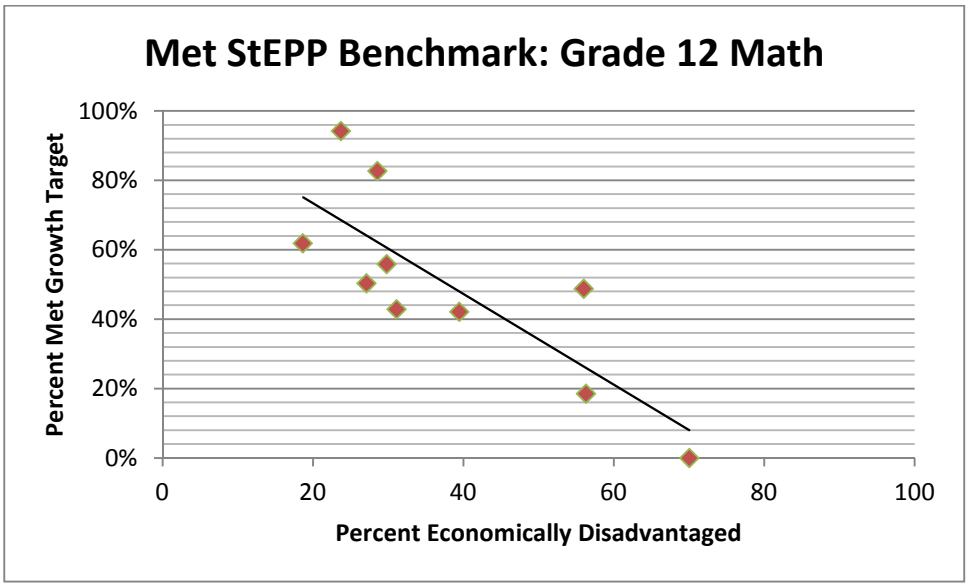



Met StEPP Benchmark: Grade 5 Math
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged


Met StEPP Benchmark: Grade 8 Reading
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged

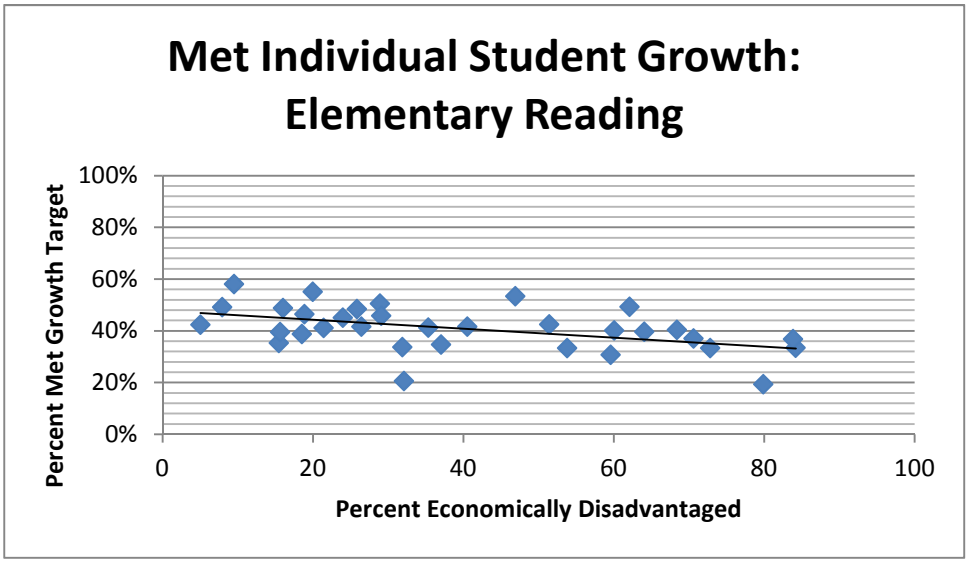

Met StEPP Benchmark: Grade 8 Math
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged

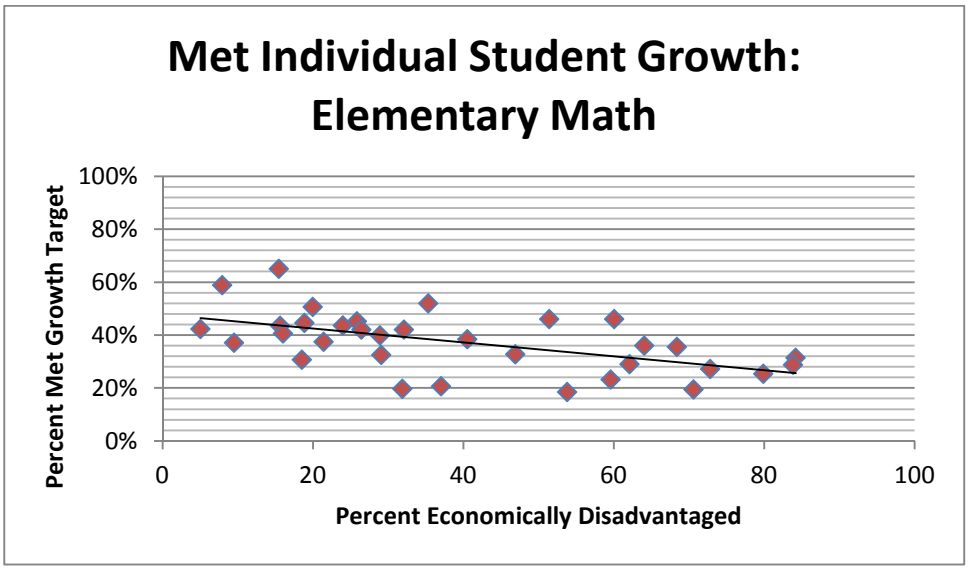


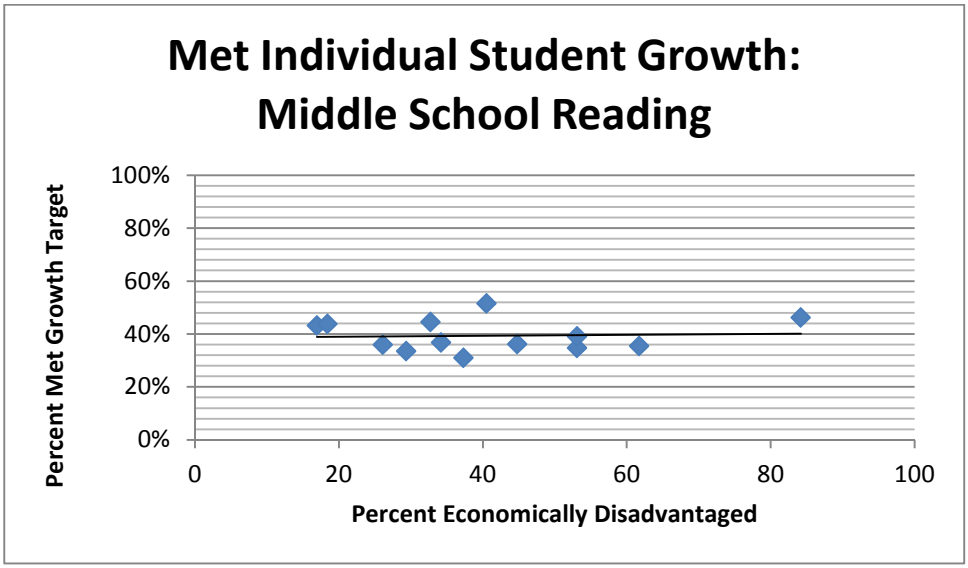


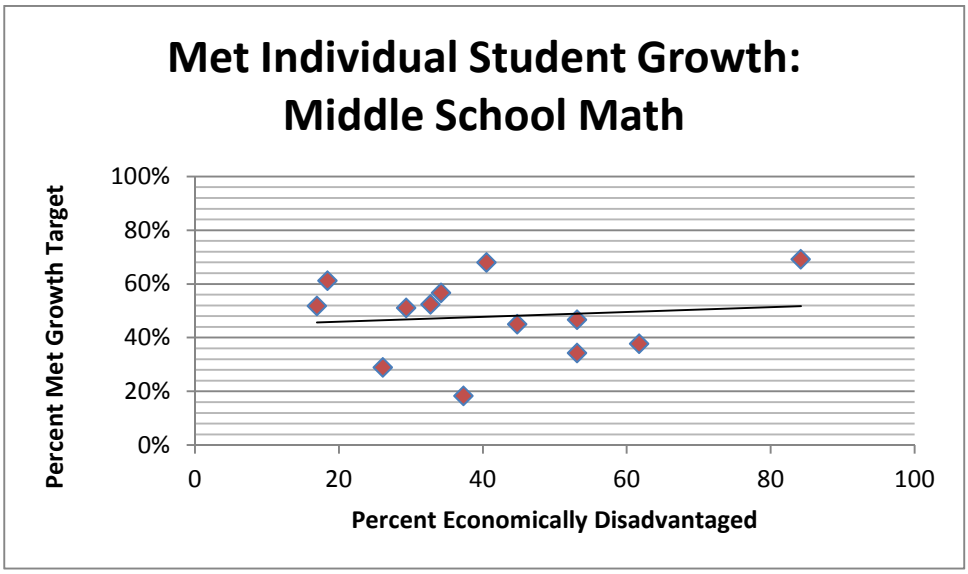
Attainment of Individual Student Growth Targets by School

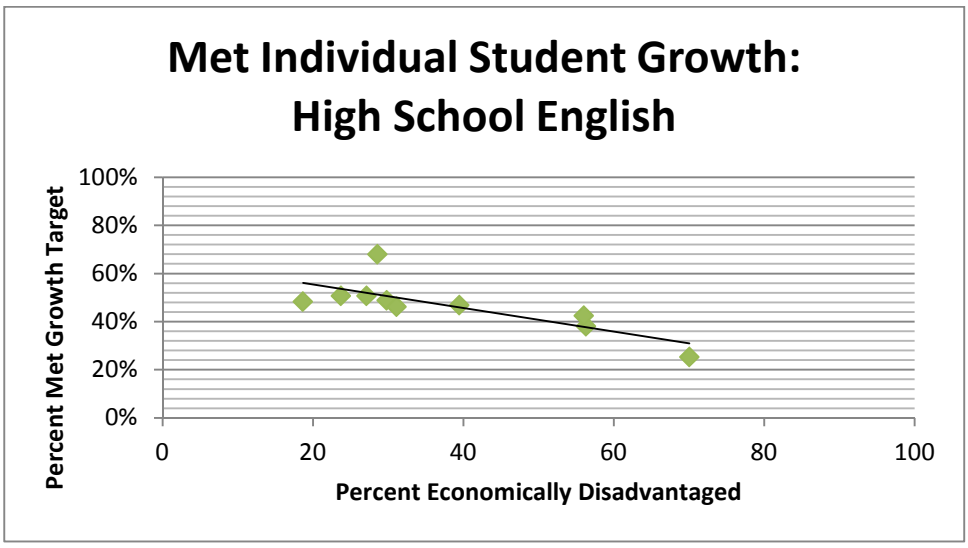
In elementary and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. In middle schools, the percentage of economically disadvantaged students in the school does not predict the percentage of students who meet their individual student growth target.

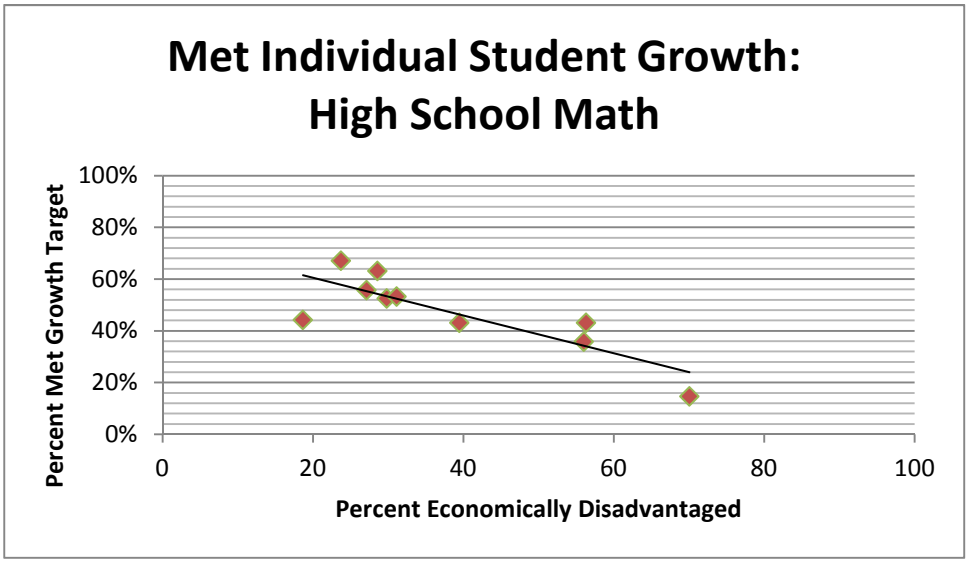

Met Individual Student Growth:
Elementary Reading
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged

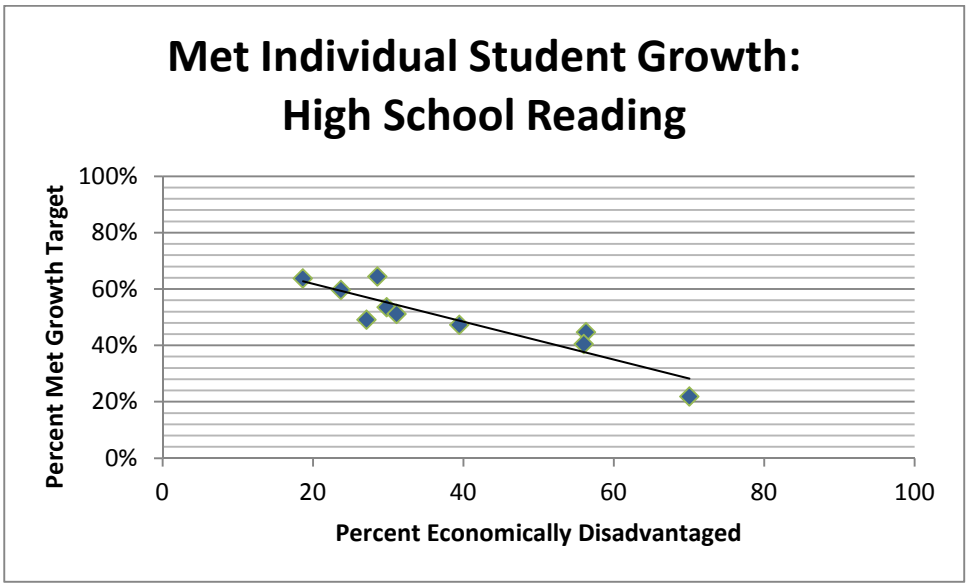

Met Individual Student Growth:
Elementary Math
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged

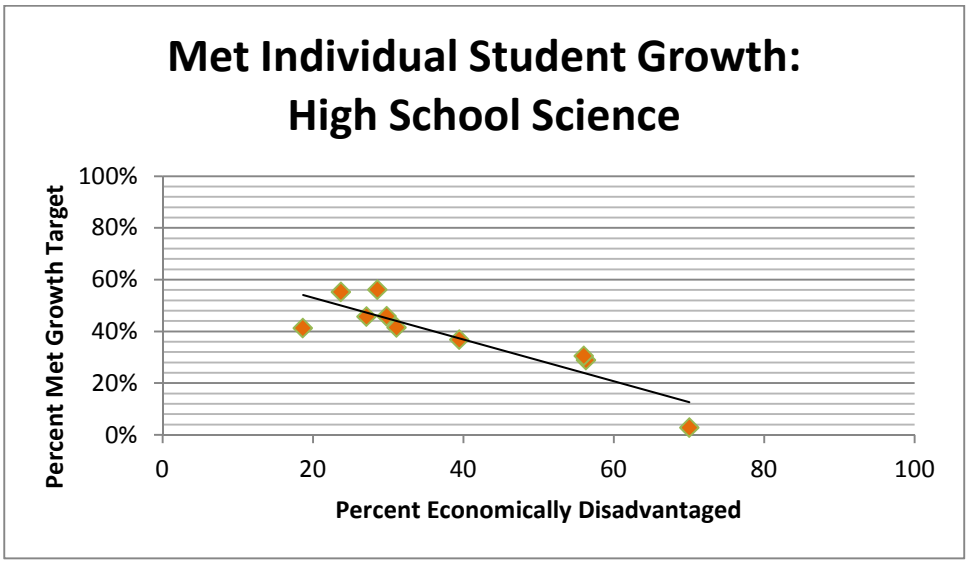

Met Individual Student Growth:
Middle School Reading
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged


Met Individual Student Growth:
Middle School Math
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged


Met Individual Student Growth:
High School English
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged


Met Individual Student Growth:
High School Math
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged


Met Individual Student Growth:
High School Reading
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged

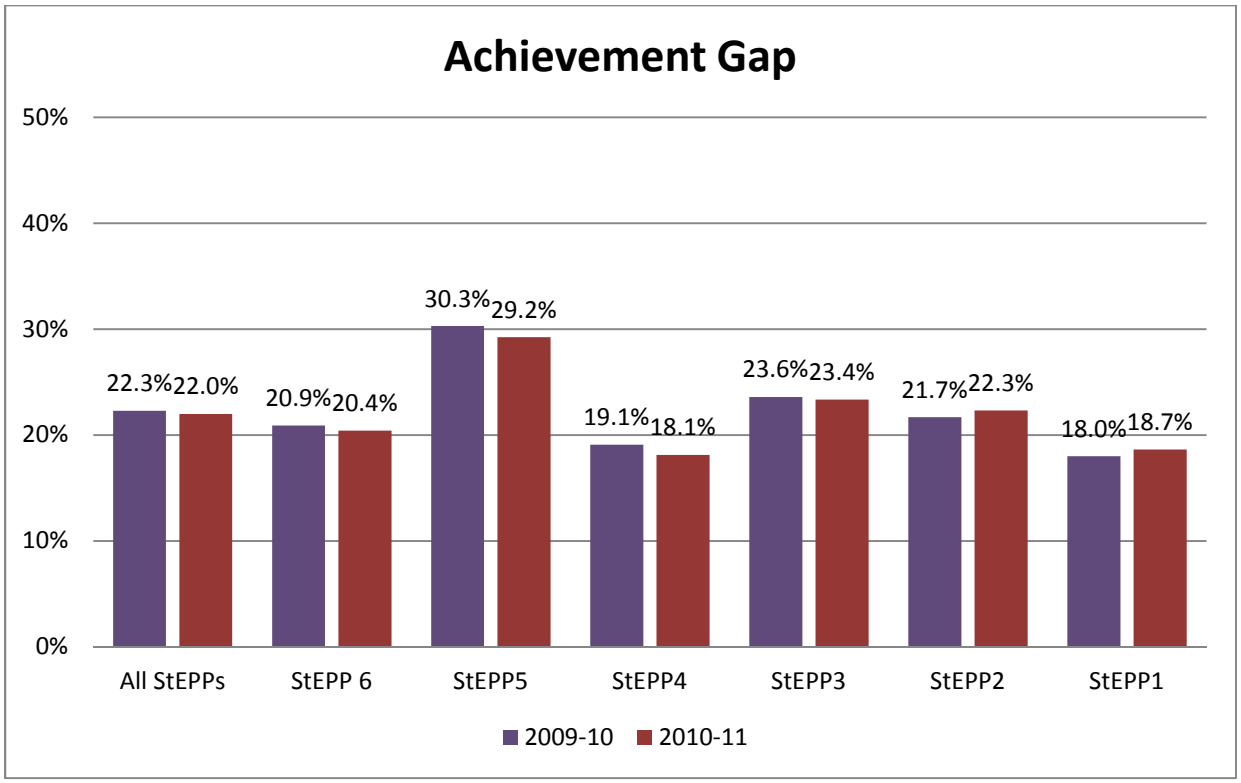

Met Individual Student Growth:
High School Science
Percent Met Growth Target
100%
80%
60%
40%
20%
0%
0
20
40
60
80
100
Percent Economically Disadvantaged

Indicator	Key Question and Findings
6	What progress has the District made in closing achievement gaps?
	• The District has made little progress in closing the achievement gaps in college and career readiness.

The table below shows the gap between the percentage of students in each group meeting all components of college and career readiness and the percentage of students in the all student group meeting all components of the college and career readiness. Native American, Black, and Hispanic students are included in the Race/ethnicity category. The number of students in each category is used to determine the weighted average of the achievement gaps in each StEPP.

StEPP	6	5	4	3	2	1
Race/ethnicity	20.1%	30.4%	20.6%	21.8%	23.2%	17.3%
Econ, Disadvantaged	16.0%	25.3%	16.4%	19.9%	19.2%	15.5%
Mobility	24.7%	27.9%	12.6%	18.9%	6.9%	14.7%
Disability	25.9%	39.2%	22.4%	31.9%	35.5%	34.8%
Initial Prof (in English)	27.3%	44.6%	27.3%	30.6%	28.9%	19.5%
Weighted Average	20.9%	30.3%	19.1%	23.6%	21.7%	18.0%

The graph below compares the weighted average of the achievement gaps at each StEPP for the past two years and the overall achievement gap.



Process for Establishing BSD College and Career Readiness Benchmarks

ACT has established college readiness benchmarks in each subject area test (reading, science, math, and English) for the ACT, PLAN and EXPLORE. Using course grade data from a large sample of colleges, ACT identified the score associated with a 50% probability of a student earning a B or better and a 75% chance of earning a C or better in the associated first-year college course. For reading, this is a freshman Social Science course and for mathematics, College Algebra. Students who meet a college readiness benchmark on EXPLORE or PLAN are likely to have approximately this same chance of earning such a grade in the corresponding college course by the time they graduate from high school. These college readiness scores derived for the PLAN test were used as the basis of establishing college and career readiness benchmarks for students in grades 3 – 8 based on the OAKS reading and math tests. PLAN was chosen because it is designed for 10th grade students and provides for a more direct comparison with the 10th grade OAKS score. A four year cohort of students who had taken both the PLAN and the 10th grade OAKS was used to establish the OAKS benchmark scores associated with a student having a two in three chance of meeting the corresponding PLAN college readiness benchmark.

PLAN college readiness status was compared to 10th grade OAKS scores to determine the minimum score required to achieve a 66% probability of achieving PLAN college readiness. This score was then established as the 10th grade college and career readiness (CCR) benchmark. The 8th grade OAKS scores were then compared to the 10th grade (CCR) benchmark to determine what 8th grade scores would result in a 66% probability of achieving the 10th grade (CCR) benchmark. This score became the 8th grade (CCR) benchmark. This grade to grade linking process was continued downward until the 3rd grade (CCR) benchmark was determined for both reading and math. This methodology is similar to that employed by the National Center for Educational Accountability in establishing college readiness standards for Texas students in grades 3 – 10.

References:

ACT (2005). What are ACT's College Readiness Benchmarks? (ACT. Iowa City, IA). http://www.act.org/research/policymakers/pdf/benchmarks.pdf

Allen J. and Sconing, J (August 2005). Using ACT Assessments Scores to Set College Readiness Benchmarks. (ACT. Iowa City, IA). http://www.act.org/research/reports/pdf/ACT_RR2005-3.pdf

Dougherty, C, et al (2005). Identifying Appropriate College-readiness Standards for All Students. (NCEA. Austin, TX). http://www.nc4ea.org/files/appropriate_college-readiness_standards_for_all_students-05-03-06.pdf

Beaverton School District Individual Student Growth Model

Growth Models for Students in Grades 10 and 11

The Beaverton School District adopted ACT's growth expectations Based on an analysis of 150,000 students nationally, ACT identified growth targets for three groups of students:

8th grade students	Growth target
More than 2 point below college readiness benchmark on EXPLORE	Decrease the college readiness gap on the EXPLORE by ½ on the PLAN and by ½ again on the ACT
1 or 2 points below college readiness benchmark on EXPLORE	Meet college readiness benchmark on PLAN and on ACT
Meeting college readiness benchmark on EXPLORE	Demonstrate "above average growth" from EXPLORE to PLAN and from PLAN to ACT.

The EXPLORE test is administered to 8th graders in November. 10th and 11th grade students take the PLAN and ACT in April.

Growth Model for Students in Grades 4 - 8

For students in grades 4 - 8 who are below the State's achievement standard on the OAKS reading or math test the previous year, the State sets annual growth targets to put students on a trajectory to meet the achievement standard within three years. Students are expected to close the gap between their performance and the achievement standard by roughly 40% between their current grade and the next grade. There are no growth targets for high school students. ODE has not yet established growth targets for students meet or exceed the achievement standard.

To develop a growth model which includes all students, the State's methodology for setting growth targets is modified and augmented in the following three ways:

a. For students who did not meet the District's College and Career Readiness benchmark in the prior year, an annual growth target puts the student on a trajectory to meet the District's College and Career Readiness benchmark within three years.
b. For students with scores at the 97th percentile the previous year (above the District's College and Career Readiness benchmark), growth targets keep the student on a trajectory to be at the 97th percentile three years out.
c. For students meeting the District's College and Career Readiness benchmark in the previous year but below the 97th percentile, interpolated growth targets are established based on a. and b. These growth expectations are for a student to "maintain standing" relative to his/her peers. In some grades, the expected growth is the same as for the student's closest to but not meeting the CCR benchmark and for students at or above the 97th percentile. In other grades, the growth targets "smooth" differences between the expected growth for these two groups of students.

References:

ACT (2009). How Much Growth toward College Readiness Is Reasonable to Expect in High School? (ACT. Iowa City, IA). http://www.act.org/research/policymakers/pdf/ReasonableGrowth.pdf

Oregon Department of Education (2010). School and District Report Card Policy and Technical Manual. (ODE. Salem, OR). http://www.ode.state.or.us/data/reportcard/docs/rcpolicytechmanual0910.pdf

Data Sources and Acknowledgements

The tireless and talented Lance Hall in the Department of Information and Technology pulled student demographic data and test scores from multiple years into a single table that served as the data source for this analysis. His patience and commitment to accuracy were critical to the continuing work to make college and career readiness and individual student growth data available to school leaders.

All too often, the work of school and central office staff in ensuring student demographic and program data are accurate and test scores, marks, and assessment information are entered or loaded for all students is rarely acknowledged or appreciated. The same is true for the staff responsible for keeping the data warehouse and student information system running. This report would not be possible without them.