

Beaverton School District Achievement Compact Template - Cover Sheet
January 2013 **FINAL 5/15/2013**

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2007-08	Disadvantaged	9th graders of 2008-09	Disadvantaged	9th graders of 2009-10	Disadvantaged	9th graders of 2010-11	Disadvantaged	4-year Goal 2013-14**	Disadvantaged
4-Year Cohort Graduation	76.8%	65.1%	77.5%	64.3%	78%	67%	80%	68%	84%	73%
5-Year Completion	86.3%	79.9%	87%	79%	89%	84%	91%	86%	95%	93%
Earning 9+ College Credits	28%	20%			29%	21%	29%	22%	31%	23%
Post-Secondary Enrollment	72.4%	59.1%	75%	63%	75%	62%	76%	64%	80%	69%

Progression: Are students making sufficient progress toward college and career readiness?										
	All 2010-11	Disadvantaged	All 2011-12	Disadvantaged	Goal for 2012-13	Disadvantaged	Goal for All 2013-14	Disadvantaged	4-Year Goal (2016-17)**	Disadvantaged
Kinder Readiness Participation							95%	95%	NA	NA
3rd Grade Reading Proficiency	72.4%	58.5%	79.9%	66.3%	75%	63%	84%	73%	88%	80%
5th Grade Math Proficiency	73.2%	58.9%	74.6%	58.9%			79%	67%	85%	76%
6th Grade Not Chronically Absent	89.1%	85.0%	89.6%	85.3%	89%	85%	92%	88%	94%	91%
8th Grade Math Proficiency	76.7%	60.5%	78.5%	63.6%			83%	71%	87%	79%
9th Grade Credits Earned	80%	68%	80%	66%			84%	72%	88%	80%
9th Grade Not Chronically Absent	80.6%	70.9%	83.0%	75.0%			86%	80%	90%	85%

Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each disadvantaged student group listed on pages 2-4)					
	2010-11	2011-12	2012-13	2013-14 Goal	4-Year Goal (2016-17)**
Priority & Focus Buildings	0	1	2	1	

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	Year	Disadvantaged	Year	Disadvantaged	Year	Disadvantaged	1-Year Goal	Disadvantaged	4-Year Goal**	Disadvantaged

Investment: What is the public investment in the district? (does not include capital investments)					
	2011-12	2012-13*	2013-14*	2013-14 QEM calculation of district share	
Formula Revenue	\$274,769,232	\$281,726,140	\$306,639,617	\$375,451,419	
Local Revenue not passed through formula	\$20,157,709	\$27,840,560	\$ 27,672,332		
Federal Revenue	\$26,463,475	\$34,065,924	\$ 33,043,073		
State Grants not passed through formula	\$662,201	\$989,984	\$ 353,000		

District Official

KEY: Goal set 11-12 Goal set 12-13 *4-Year Goal optional
 NOTE: The gray fields for current and past data are optional, as are the tan fields for local priorities.
 NOTE: Districts should fill in the blue fields with their targets, provided student counts are six or more.

OEIB Chief Education Officer

K-12 / ESD Achievement Compact Template - Disaggregated Data
January 2013

Equity: Are students succeeding across all buildings and populations?									
9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	63.9%	59.0%	53.4%	66.3%	58.7%	66.7%	79.0%	89.7%	94.3%
5-Year Completion Rate	78.5%	69.3%	81.4%	77.4%	71.6%	80.0%	91.3%	94.4%	>95%
Earning 9+ College Credits	20%	15%	9%	17%	18%	33%	13%	42%	56%
Post-Secondary Enrollment	57.0%	52.4%	48.4%	66.7%	49.4%	60.0%	NA	81.6%*	84.5%
2010-11 results									
Kinder Readiness Participation									
3rd Grade Reading Proficiency	54.4%	47.4%	47.4%	57.1%	52.4%	92.3%	56.5%	81.7%	>95%
5th Grade Math Proficiency	54.9%	51.1%	38.2%	55.1%	51.6%	42.9%	53.8%	89.7%	>95%
6th Grade Not Chronically Absent	83.6%	88.9%	81.9%	87.0%	88.3%	77.8%	82.6%	>95%	>95%
8th Grade Math Proficiency	58.6%	45.6%	36.7%	48.6%	55.6%	70.6%	73.9%	93.3%	>95%
9th Grade Credits Earned	65%	60%	65%	66%	62%	65%	75%	>95%	>95%
9th Grade Not Chronically Absent	67.1%	69.3%	66.6%	75.6%	66.7%	52.9%	68.0%	>95%	93.9%

9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	62.9%	52.1%	47.9%	64.0%	56.2%	60.9%	76.9%	91.5%	>95%
5-Year Completion Rate <i>target</i>	70%	71%	83%	84%	68%	63%	NA	>95%	>95%
Earning 9+ College Credits									
Post-Secondary Enrollment <i>target</i>	64%	56%	48%	83%	54%	77%	NA	80%	89%
2011-12 results									
Kinder Readiness Participation									

NOTES: The gray and tan fields are optional. Districts should fill in the blue fields with their targets, provided that the student counts are six or more.

K-12 / ESD Achievement Compact Template - Disaggregated Data
January 2013

3rd Grade Reading Proficiency	63.0%	53.6%	55.5%	64.8%	57.5%	61.5%	61.1%	90.8%	>95%
5th Grade Math Proficiency	54.9%	50.1%	40.0%	56.8%	52.0%	83.3%	52.4%	91.3%	>95%
6th Grade Not Chronically Absent	83.2%	90.2%	81.7%	88.5%	87.1%	75.0%	88.5%	>95%	>95%
8th Grade Math Proficiency	61.9%	47.5%	40.0%	61.7%	60.2%	84.6%	81.0%	91.6%	>95%
9th Grade Credits Earned	63%	54%	65%	71%	59%	69%	77%	>95%	>95%
9th Grade Not Chronically Absent	71.5%	75.0%	74.7%	80.2%	75.2%	69.2%	65.4%	>95%	94.0%

9th Graders of 2009-10 targets									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	66%	62%	54%	67%	62%	71%	81%	91%	95%
5-Year Completion Rate	83%	75%	85%	82%	77%	84%	93%	>95%	>95%
Earning 9+ College Credits	21%	16%	9%	18%	19%	35%	13%	43%	56%
Post-Secondary Enrollment	60%	57%	51%	71%	53%	63%	NA	83%	85%
2012-13 results targets									
Kinder Readiness Participation									
3rd Grade Reading Proficiency	59%	52%	52%	61%	57%	93%	61%	84%	>95%
5th Grade Math Proficiency									
6th Grade Not Chronically Absent	84%	89%	82%	87%	88%	78%	83%	>95%	>95%
8th Grade Math Proficiency									
9th Grade Credits Earned									
9th Grade Not Chronically Absent									

9th Graders of 2010-11 targets									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	66%	57%	50%	68%	61%	64%	78%	93%	>95%
5-Year Completion Rate	85%	78%	87%	84%	80%	86%	94%	>95%	>95%

NOTES: The gray and tan fields are optional. Districts should fill in the blue fields with their targets, provided that the student counts are six or more.

K-12 / ESD Achievement Compact Template - Disaggregated Data
January 2013

Earning 9+ College Credits	22%	17%	10%	19%	20%	36%	13%	43%	57%
Post-Secondary Enrollment	62%	59%	52%	73%	55%	65%	NA	83%	86%
2013-14 results targets									
Kinder Readiness Participation	95%	95%	95%	95%	95%	95%	95%	95%	95%
3rd Grade Reading Proficiency	70%	62%	64%	71%	66%	69%	68%	93%	>95%
5th Grade Math Proficiency	63%	60%	51%	65%	61%	86%	61%	93%	>95%
6th Grade Not Chronically Absent	86%	92%	85%	91%	90%	80%	91%	>95%	>95%
8th Grade Math Proficiency	69%	57%	51%	69%	68%	88%	85%	93%	>95%
9th Grade Credits Earned	70%	63%	72%	77%	67%	75%	81%	>95%	>95%
9th Grade Attendance	77%	80%	80%	84%	80%	75%	72%	>95%	95%

9th Graders of 2013-14 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	72%	64%	54%	74%	68%	69%	81%	94%	>95%
5-Year Completion Rate	92%	88%	93%	92%	89%	93%	>95%	>95%	>95%
Earning 9+ College Credits	24%	19%	10%	20%	22%	38%	14%	44%	57%
Post-Secondary Enrollment	67%	67%	56%	79%	62%	70%	NA	85%	87%
2016-17 results targets									
Kinder Readiness Participation	NA	NA	NA	NA	NA	NA	NA	NA	NA
3rd Grade Reading Proficiency	78%	73%	74%	79%	75%	77%	77%	95%	>95%
5th Grade Math Proficiency	73%	71%	65%	74%	72%	90%	72%	95%	>95%
6th Grade Not Chronically Absent	90%	94%	89%	93%	92%	85%	93%	>95%	>95%
8th Grade Math Proficiency	78%	69%	65%	77%	76%	91%	89%	95%	>95%
9th Grade Credits Earned	78%	73%	79%	83%	76%	82%	86%	>95%	>95%
9th Grade Attendance	83%	85%	85%	88%	85%	82%	80%	>95%	>95%

NA - Not available

NOTES: The gray and tan fields are optional. Districts should fill in the blue fields with their targets, provided that the student counts are six or more.

K-12 / ESD Achievement Compact Template - Disaggregated Data January 2013

KEY:

Goal set 11-12	Goal set 12-13	*4-Year Goal optional
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NOTE: The gray fields for current and past data are optional, as are the tan fields for local priorities.

NOTE: Districts should fill in the blue fields with their targets, provided student counts are six or more.

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Achievement Compact Measure Description
January 2013

College and Career Ready: Are students completing high school ready for college or career?	
4-Year Cohort Graduation	The percent of students that earn a regular high school diploma within four years of first entering 9th grade. Includes students who transfer into the district after 9th grade and excludes students transferring out of the district.
5-Year Completion	The percent of students who earned a regular diploma, modified diploma, extended diploma, adult high school diploma or GED within five years of entering high school. Calculated as the percent of students who earned such diploma or certificate within five years of entering 9th grade divided by the size of the cohort.
Earning 9+ College Credits	% of students who have received, or earned the right to receive, 9 or more college credits while enrolled in high school or earlier. Credits can be earned through any means approved by local school board policy, including but not limited to AP exam, IB course completion, dual credit course completion, community college or university enrollment. Calculated as the percent of students who earned at least 9 college credits by the end of their fifth or final year in high school divided by the size of the cohort.
Post-Secondary Enrollment	Number of students enrolled in a post-secondary institution (community college, technical certificate program, or 4-year institution) within 16 months of high school completion. Defined as the number of completers in a particular cohort that enroll in post secondary education divided by the number of completers in that cohort.

Progression: Are students making sufficient progress toward college and career readiness?	
Kinder Readiness Participation	
3rd Grade Reading Proficiency	The percent of 3rd grade students who met or exceeded in reading. Includes only those students enrolled on the first school day in May that have also been enrolled in the district for a full academic year. Includes as "Met" those extended assessments that met the alternative achievement standards, subject to the 1.0 percent cap. The 2010-11 reading results have been recored against the 2011-12 achievement standards.
5th Grade Math Proficiency	The percent of 5th grade students who met or exceeded in math. Includes only those students enrolled on the first school day in May that have also been enrolled in the district for a full academic year. Includes as "Met" those extended assessments that met the alterantive achievement standards, subject to the 1.0 percent cap.
6th Grade Not Chronically Absent	The percent of students who were present at least 90% of enrolled school days while enrolled in 6th grade (not chronically absent). Calculated as the number of students who are not chronically absent in 6th grade divided by the number of students enrolled in sixth grade. Includes only those students enrolled (resident) in the district on the first school day in May that have been enrolled in the district for a full academic year.
8th Grade Math Proficiency	The percent of 8th grade students who met or exceeded in math. Includes only those students enrolled on the first school day in May that have also been enrolled in the district for a full academic year. Includes as "Met" those extended assessments that met the alterantive achievement standards, subject to the 1.0 percent cap.
9th Grade Credits Earned	% of students who have earned at least 6 credits on the date that is 12 months past first enrollment in 9th grade. Calculated as the number of students who have earned at least 6 credits within 12 months of first enrollment in 9th grade divided by the fall enrollment of first-time 9th graders. Includes only those students who have also been enrolled in the district for a full academic year.
9th Grade Not Chronically Absent	The percent of students who were present at least 90% of enrolled school days while enrolled in 9th grade (not chronically absent). Calculated as the number of students who are not chronically absent in 9th grade divided by the number of students enrolled in ninth grade. Includes only those students enrolled (resident) in the district on the first school day in May that have been enrolled in the district for a full academic year.

Achievement Compact Measure Description

January 2013

Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each disadvantaged student group listed on pages 2-4)

Priority & Focus Buildings	For 2011-12, this is the count of schools on the federal title 1 school improvement list. For 2012-13, this will be the counts of federally designated Focus and Priority Schools. For 2013-14 and later, this will be the counts of federally-designated Focus and Priority Schools, plus any other schools (regardless of Title I status) that receive the lowest rating on the New Oregon Report Card.
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Disadvantaged student groups includes students who are: (1) economically disadvantaged; (2) limited English proficient; (3) students with disabilities; (4) Black (not of Hispanic origin); (5) Hispanic origin; (6) American Indian / Alaskan native; (7) Pacific Islander.

Investment: What is the public investment in the district? (does not include capital investments)

Formula Revenue	Detailed information regarding these funding sources can be found in the Oregon Department of Education Program Budgeting & Accounting Manual (PBAM), http://www.ode.state.or.us/search/page/?=1605
Local Revenue not passed through formula	
Federal Revenue	
State Grants not passed through formula	