

Achievement Compact Advisory Committee Report

POLICY ISSUE/SITUATION

By rule, all districts in Oregon are required to submit a completed Achievement Compact by October 15 each year. Each district's Achievement Compact Advisory Committee is required to present its recommendations in a report to their school board no later than May 1 of each year.

BACKGROUND INFORMATION:

OAR 705-010-0070

Achievement Compact Advisory Committees

- (1) Each school district, as defined in ORS 332.022, and each education service district operated under ORS Chapter 334 shall form an achievement compact advisory.
- (2) An achievement compact advisory committee shall be responsible for ensuring that achievement compacts are developed annually for each school year with input from educators, parents, community and staff of the district.
- (3) An achievement compact advisory committee shall:
 - (a) Develop plans for achieving the district's outcomes, measures of progress, goals and targets expressed in an achievement compact, including methods of assessing and reporting progress toward the achievement of goals and targets; and
 - (b) Recommend outcomes, measures of progress, goals and targets to be contained in the district's achievement compact for the next fiscal year.
- (4) Each achievement compact advisory committee shall present its recommendations in a report to the governing board of the district no later than May 1 of each year. An achievement compact advisory committee's report and recommendations shall be considered by the governing board of the district when entering into an achievement compact for the next fiscal year. The governing board shall file the achievement compact advisory committee's report with each achievement compact it adopts and forwards to the Board.

RECOMMENDATION:

The Board receives and discusses the Achievement Compact Advisory Committee's report and review the most current Achievement Compact results.



District Goal: 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.

2015-16 Achievement Compact Recommendations

A Preliminary Report to the Beaverton School Board

BSD ACHIEVEMENT COMPACT ADVISORY COMMITTEE

February 17, 2015

WE EXPECT EXCELLENCE  WE INNOVATE  WE EMBRACE EQUITY  WE COLLABORATE 

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

2015-16 Achievement Compact Recommendations

A Preliminary Report to the Beaverton School Board

Background and Charge

Beginning with the 2012-13 school year, each district in Oregon is required to form an Achievement Compact Advisory Committee (ACAC) to:

- (a) Develop plans for achieving the district's outcomes, measures of progress, goals and targets expressed in an achievement compact, including methods of assessing and reporting progress toward the achievement of goals and targets; and
- (b) Recommend outcomes, measures of progress, goals and targets to be contained in the district's achievement compact for the next fiscal year.

The report of the ACAC is due to the Board by May 1 each year and is submitted to the Oregon Education Investment Board with the adopted Achievement Compact prior to October 15.

Membership

Members of the Committee were collaboratively identified and appointed by the Board on September 29, 2014.

2014-15 Achievement Compact Advisory Committee (ACAC)

Name	Position	School/Department
Alfonso Giardiello	Assistant Principal	Aloha-Huber Park
Anne Erwin	Principal	Beaverton High
Brenda Lewis	Executive Admin. for Elementary Schools	Teaching & Learning
Claire Hertz	Chief Financial Officer	Business Services
Danica Jensen Weiner	AVID Teacher on Special Assignment	Teaching & Learning
Danielle Sheldrake	Executive Director for Student Services	Teaching & Learning
Geoff Hunnicutt	Math Teacher	ACMA
Joanne Moran	Teacher	Hazeldale
Jon Bridges	Administrator for Accountability	Teaching & Learning
Karen Lally	BEA Vice-President	Raleigh Park Elementary
Terry Nolan	Language Arts Teacher	Sunset High
Toshiko Maurizio	Principal	Meadow Park Middle
Trent Jones	Special Education Teacher	Merlo Station
Wendy Evans	3 rd Grade Teacher	West T.V. Elementary
vacant	OSEA Representative	

Recommendations

1. Outcomes and Targets

Unless otherwise noted, the target setting methodology is applied to all student groups for a given measure.

College and Career Readiness Targets

The recommended method for setting the trajectory for these measures is to calculate the annual growth for a group to have a five year completion rate of 100% in 2020-21 and apply that annual growth factor to all four measures under this heading.

The goal trajectory is re-established each year using the most current data as the baseline and recalculating the growth factor given the fixed endpoint (100% completion in 2020-21).

College and Career Readiness Measures

4-Year Graduation Rate
5-Year Completion Rate
Completing 3+ College Courses
Post-Secondary Enrollment

Progress toward College and Career Readiness Targets

The recommended method for setting the trajectory is to increase the percentage of students meeting the achievement compact measure by an amount equal to a 10% reduction in the percentage of students not meeting the measure in the prior year.

This methodology requires larger annual improvement the farther the baseline data is from 100%. 2011-12 data serves as the baseline year as recommended in the Achievement Compact White Paper. For the reading and math proficiency measures, the ACAC recommends re-establishing trajectories in the fall using the first year (2014-15) of Smarter Balanced testing as the new baseline.

With respect to the Kindergarten Assessment participation, a goal of 95% participation is recommended for 2015-16, the same goal as 2013-14 and 2014-15.

Progress toward College and Career Readiness Measures

Kinder Assessment Participation
3rd Gr. Reading Proficiency
5th Gr. Math Proficiency
6th Grade Not Chronically Absent
8th Gr. Math Proficiency
9th Grade Credits Earned
9th Grade Not Chronically Absent

Local Measures

The ACAC recommends the inclusion of two local measures aligned with the six measures of the District Strategic Plan:

- % students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- % students completing four credits or more with a C or better in the six learning areas of the Oregon Skill Sets

Improvement targets for these data elements will be established each year using the same growth factor as for the other College and Career Readiness measures described above.

Resetting Trajectories

The ACAC supports the recommendation of the COSA Achievement Compact Workgroup that “recognizing and acknowledging the necessity of a trajectory reset is essential”. As policy impacts annual growth measures it will be important to reset the slope of the trajectory line.” For example, it is necessary to reset trajectories for math and reading proficiency when the Smarter Balanced Assessment is implemented in 2014-15.

Reporting Outcomes

The Achievement Compact template provided by OEIB contains a limited amount of data presented in a single, numerically dense format. To increase community understanding of our progress and goals in the Achievement Compact, District staff post on the District’s [Achievement Compact webpage](#) a report with graphic displays of target trajectories and results over time.

The Oregon Education Investment Board and the Oregon Department of Education (ODE) have collaborated to embed Achievement Compact measures in School and District Report Cards produced by ODE. By analyzing and responding to School Report Card data aligned with Achievement Compact measures during the School Improvement Planning process, each school in the District contributes to attainment of Achievement Compact targets. District staff should ensure school leaders and Site Councils are familiar with the District Achievement Compact measures and targets and the related data in the School Report Cards.

2. Achieving Achievement Compact Outcomes

Recommended Strategies

Given the alignment of the Achievement Compact measures with the District goal of all students graduate college and career ready, we recommend continuing investment in the following strategies identified in 2013-14 and aligned with the District’s Four Pillars of Learning:

Standards-based Learning (*Excellence*)

- **Increase teacher and principal knowledge and skills to implement the Common Core State Standards for all students.** Prioritize time and support for teachers and principals to analyze and respond to first year of Smarter Balanced test results. Continued support around instructing and assessing common core math and language arts practices.
- **Ensure standards prepare students as they transition from one level of schooling to the next and that teachers clearly understand the expectations for students.** Content area articulation teams should pay special attention to alignment of learning targets at grades 5-6 and grades 8-9. Moderation and calibration at these grade levels is also critical. Continued attention to the alignment of high school learning targets and post-secondary expectations should also be part of this work.
- **Provide strategic interventions to meet the needs of students not meeting grade level targets as well as extension opportunities to challenge those students working above grade level.** Continue to invest in intervention teachers, 5.5 and 8.5 summer school, and high school credit recovery (with an emphasis on English Language Arts and mathematics) and measure return on investment. Assess the professional development needs of intervention teachers and address.

Equity

- **Resource allocations based on district goals and building needs to support the academic and affective needs of populations traditionally underserved by schools (i.e. students in English as Second Language programs, students identified for Special Education, students in poverty, students who identify as Black/African American, Native American/Alaskan Native, Pacific Islander, and Hispanic/Latino).** Continue current need-based allocation methods. Provide resources as needed to implement recommendations of the ELL research work group. Expand AVID to grades 7 and 10 in 2015-16.
- **Increase professional development opportunities in culturally responsive pedagogy/practices for all staff (licensed and classified). Professional development should also include building leadership at all levels to increase skills in providing authentic feedback/coaching for staff in culturally responsive pedagogy.** Support roll-out plan for staff professional development on Restorative Justice and Culturally Responsive Teaching (AVID Path training).
- **Smaller Teacher/Counselor/ESL/Special Education teacher to student ratios, which allow for smaller class sizes and caseloads.** Also reduce caseloads for specialist support positions (e.g., speech language pathologists, nurses, and school psychologists).
- **More and varied counseling support at all levels to increase culturally responsive parental engagement, student support, community collaboration, and college and career services.** Continue investment in college and career readiness counseling services. Continue to invest toward a goal of each elementary school having a full time counselor.
- **Increase transition support and culturally responsive interventions for students who are not meeting learning targets and/or are impacted by attendance as they move from elementary to middle or middle to high.** Continue investment in 5.5, 8.5, and migrant/ELL summer school.
- **Recruit, hire, and retain staff that is reflective of the student demographics of the District.** Continue recruitment of diverse staff, expand Bilingual Teacher Pathway programs, and support staff in enhancing their second language skills or earning an ESOL endorsement.

Supporting Excellent Teachers (*Excellence and Collaboration*)

- **Increase principal and teacher understanding of excellent teaching as described in the 5D+ Teacher Evaluation Rubric and provide teachers with authentic feedback.** Continue efforts in this area and ensure teachers and principals new to the District have opportunities to acquire this understanding.
- **Increase the timeliness and availability of student data, especially growth data and increase professional development for staff in using data to improve instruction and student achievement.** Develop an Early Warning System (EWS) report for elementary schools and electronic tools for tracking interventions K-12 related to EWS.
- **Provide quality mentoring to teachers new to the profession.** Continue investment in mentoring and advocate for increased state support of quality mentoring programs.
- **Increase the time and frequency for staff to collaborate in learning (in learning teams and as a full staff).** Continue work in this area and expand learning team leader support to elementary schools.
- **Share professional learnings of teams in and across buildings.**

Monitoring and Reporting Strategy Implementation

We recommend regular and thoughtful assessment of how well strategies are implemented and/or completed. These implementation measures should focus primarily on adult or student actions and behaviors and should be included in the regular reports of Strategic Plan implementation to the Board. Additionally, District leaders should ensure school leaders are well versed in District strategies. Likewise, school leaders should ensure school site councils members are aware of District improvement strategies prior to engaging in school improvement planning.

3. Communication

We received no public input during our two meetings with public input periods this year and continue to wrestle with how to obtain public input to inform our recommendations. Although parents cannot be members of the ACAC, the current Achievement Compact Advisor Committee Administrative Rule recognizes the importance of community engagement:

705-010-0070 Achievement Compact Advisory Committees

(5) Parent engagement is an important component in the advancement of Achievement Compacts. Each district needs to ensure that they have a process for allowing a diverse group of parents to share their perspectives and their recommendations about:

- (a) District services that contribute to student success and instructional program quality;
- (b) Student, school, and district progress toward the state's 40-40-20 educational goals; and
- (c) The type of academic program they believe will help students in their district succeed and support the state in reaching the 40-40-20 goal.

We wish to engage Student Advisory Committee members in October as part of the process of formulating strategy recommendations. As a representative group, ACAC members also commit to seeking feedback from building Site Councils, including their parent members. We welcome feedback from Board members as they engage in conversations with constituents about the Achievement Compact measures and strategies.

4. Final Thoughts

Last year, we asked the Board to expand the ACAC membership so more perspectives could be included and appoint ACAC members in September so that the ACAC's work would better inform the District's budget process. We believe the quality and impact of our work has improved this year as a result. Based on our experience, we recommend that the Board appoint the ACAC in August and direct the ACAC to complete its report in December. We also recommend that a strategy is developed to engage school leaders and other staff in reviewing data related to the Achievement Compact measures.

We hope the Board, the Budget Committee, and others find this report useful. We are available to address any outstanding issues identified by the Board and welcome feedback on our work to inform the development of next year's report.



District Goal: 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.

Achievement Compact Results and Improvement Targets

WE Expect Excellence • **WE Innovate** • **WE Embrace Equity** • **WE Collaborate**

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Achievement Compact Guiding Concepts

The following concepts guided the development of the Achievement Compacts by the Oregon Education Investment Board:

1. Collaboration and Shared Accountability.

The Achievement Compacts are intended to foster collaboration among school or institutional administration, boards, associations and staff/faculty in identifying challenging but attainable goals and adopting the strategies to achieve them. While traditional forms of education accountability are primarily punitive in nature, and focused on individual buildings or institutions, the Achievement Compact is meant to be a tool that promotes shared accountability. The process of convening an Advisory Committee made up of educators and advised by parents and communities is intended to foster input, innovation and a sense of shared responsibility among and across all sectors.

2. Impact on Local Budgeting.

The process of setting goals around critical indicators, and defining strategies to achieve these goals, is somewhat meaningless unless it is used to directly inform an institution's budgeting process. While performance on the Achievement Compact is not related to the level of funding institutions receive, compact goals should drive budget priorities. Achievement Compacts should incent educational entities to "budget the plan, not plan the budget."

3. "Tight-Loose-Tight" Accountability.

The Achievement Compacts are premised, in part, on a "tight-loose-tight" governance model. In this model, the state is "tight" on the key outcomes it seeks to achieve (as captured in the compacts), but "loose" on the local strategies implemented to meet the associated goals. In the case of struggling institutions, the state may adopt a "tight" accountability framework, taking a more active role in determining the supports and/or interventions necessary to meet our shared goals.

4. Evidence-Based Outcomes.

To develop the Achievement Compact indicators, the OEIB engaged in a process of research, expert review and extensive public input. The original criteria for selecting the metrics currently on the compact were: 1) they are student outcomes (as opposed to process outcomes or inputs); 2) they are highly predictive of whether a student will earn a diploma or degree; and 3) they are evidence-based. In year two, a set of recommendations from the Confederated Association of School Administrators (COASA) led to the addition of two indicators for which evidence is less clear: 5th and 8th grade math.

5. Focus on Equity.

As adopted, the Achievement Compacts contain numerous pages of cells, leading many to question whether the compacts are as focused as they should be. The number of cells reflects the many unique student groups the state has an obligation to serve. The OEIB heard from a wide variety of stakeholders who urged it to require that goals be set for each student group on each metric. The result is a format that's admittedly difficult to complete and digest; however, in a state with persistent achievement gaps, the OEIB opted for a focus on equity over simplicity.

6. Alignment with OEIB Strategic Investments.

The OEIB's 2013-15 investment strategy was two-fold: 1) advocate for increasing base funding for all levels of education—using the Achievement Compact to shape local decisions about how to use those dollars; and 2) accelerate transformational change through additional strategic investments. In the 2013-15 budget cycle, the Legislature increased base funding at all levels of education (nearly \$1 billion more than in the previous biennium in the case of K-12) and provided an additional \$74 million in strategic investments in student success and educator support. The strategic investments in student success were specifically designed to directly impact key Achievement Compact indicators, namely, ready for Kindergarten, 3rd grade reading, 9th grade on track and college credits earned in high school.

Source: Oregon Education Investment Board [Achievement Compact Implementation Report and Recommendations](#)

Definitions (source: Oregon Education Investment Board)

College and Career Ready: Are students completing high school ready for college or career?	
4-Year Cohort Graduation	This rate is calculated by following students from their first high school enrollment, through four school years. The percentage represents the number of those students who earned a regular high school diploma in that time period, divided by the total number of those students, adjusted for students who transfer in or out.
5-Year Completion	This rate is calculated by following students from their first high school enrollment, through five school years. The percentage represents the number of those students who earned a regular, modified, extended, or adult high school diploma, or a GED, during that time period, divided by the total number of those students, adjusted for students who transfer in or out.
Completing 3+ College Courses	The percentage of students who have completed 3 or more college courses while enrolled in high school or earlier. Calculated as the number of students in the 4 year adjusted cohort who have completed 3 or more college courses divided by the total 4 year adjusted cohort. A course is counted as a "college level course" if students: <ol style="list-style-type: none"> 1. Complete and pass an AP class (whether or not the student takes the AP test) 2. Complete and pass an IB class (whether or not the student takes the IB test) 3. Complete and pass a dual credit class held at the HS 4. Complete and pass a college provided class (in person or on line)
Post-Secondary Enrollment	The percentage of students in the 4 year completers adjusted cohort that enrolled in a 2-year or 4-year post-secondary institution within 16 months of high school graduation. Calculated as the number of students in the 4 year completers adjusted cohort that enrolled in a 2-year or 4-year post-secondary institution within 16 months of high school graduation divided by the total 4 year completers adjusted cohort.

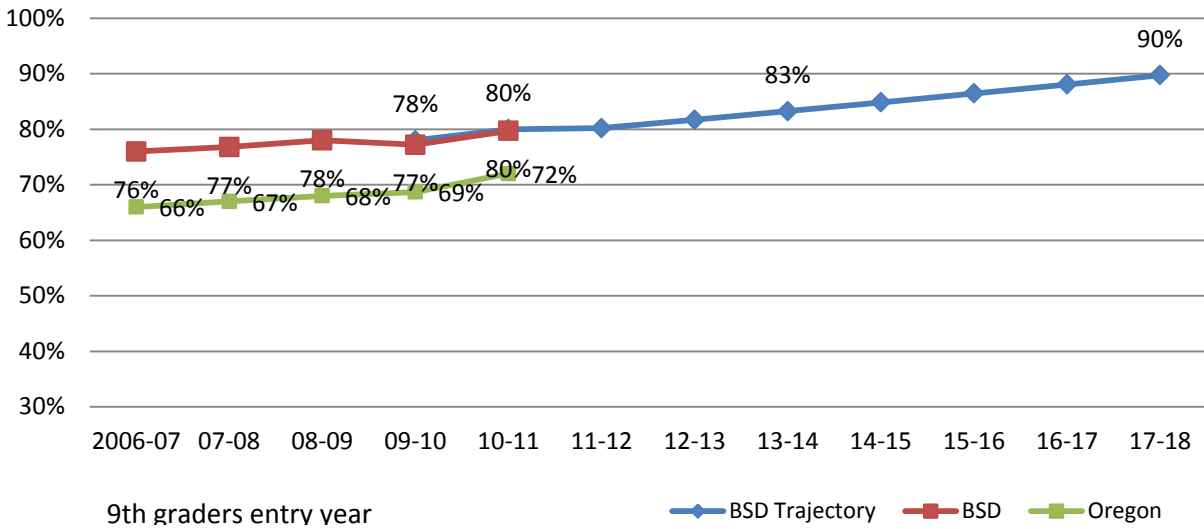
Progression: Are students making sufficient progress toward college and career readiness?	
Kinder Assessment Participation	The percentage of kindergarten students who took the statewide Kindergarten Assessment. Calculated as the number of students identified as being in Kindergarten and resident in a particular district from the Fall Membership Report (On October 1) who participated by attempting at least one measure, and who have a completed record for the Approaches to Learning segment divided by the number of students identified as being in Kindergarten and resident in a particular district from the Fall Membership Report (On October 1), minus students who have parent opt-out or other valid exclusion.
3rd Grade Reading Proficiency	The percentage of 3rd grade students who meet or exceed the OAKS state achievement standards in reading. Inclusion rules are identical to the Report Card. See http://www.ode.state.or.us/search/page/?id=1786 for more information on Report Card inclusion rules and the impact of Smarter Balanced Field Testing. For the purposes of goal setting use OAKS percentages as the baseline.
5th Grade Math Proficiency	The percentage of 5th grade students who meet or exceed the OAKS state achievement standards in math. Inclusion rules are identical to the Report Card. For the purposes of goal setting use OAKS percentages as the baseline.
6th Grade Not Chronically Absent	Of the students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program, the percentage who were reported as present for 90% or more of their total enrolled school days in this district or school. Calculated as the number of 6th grade students who were not chronically absent divided by the total number of 6th grade students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program.
8th Grade Math Proficiency	The percentage of 8th grade students who meet or exceed the OAKS state achievement standards in math. Inclusion rules are identical to the Report Card. For the purposes of goal setting use OAKS percentages as the baseline.
9th Grade Credits Earned	The percentage of students in their first year of high school who have earned at least 25% of the number of credits required for a high school diploma. This is a minimum of 6 credits, but may be higher in districts that require more credits for a diploma than the state's minimum. Students are included in the rates of the district and school they were resident in on the first school day in May, provided that they had been enrolled in the district or school for a full academic year, as determined by the amount of ADM claimed for the student. Credits earned towards this metric may be counted as long as they are awarded by the beginning of the next school year, including advanced credits earned in 8th grade and summer school credits.
9th Grade Not Chronically Absent	Of the students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program, the percentage who were reported as present for 90% or more of their total enrolled school days in this district or school. Calculated as the number of 9th grade students who were not chronically absent divided by the total number of 9th grade students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program.

Local Measures of College and Career Readiness

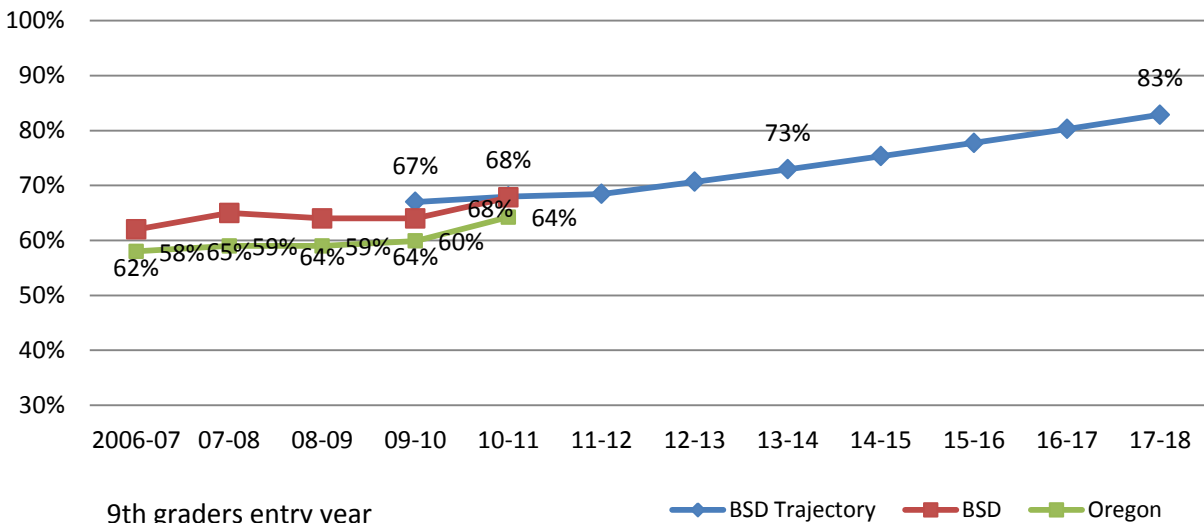
<p>Graduates Meeting OUS Entrance Requirements</p>	<p>The percentage of graduates completing 15 mandatory credits for entry into the Oregon University System (OUS). These credit requirements, all of which must be met with a C or better, are:</p> <ul style="list-style-type: none"> • 4 units of English Language Arts • 3 units of social studies • 3 units of science • 3 units of mathematics with at least one course beyond the algebra/geometry content • 2 units of world language in the same language (or 1 unit of a course beyond the first year)
<p>Graduates completing 4+ credits in the Oregon Skill Sets</p>	<p>The percentage of graduates completing 4 or more credits in the Oregon Skill Sets with a C or better:</p> <ul style="list-style-type: none"> • Agriculture, Food & Natural Resource System • Arts, Information & Communications • Business & Management • Health Sciences • Human Resources • Industrial & Engineering Systems <p>For more information visit: http://www.ode.state.or.us/search/results/?id=271</p>

The Traditionally Underserved student group 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.

4-Year Graduation Rate - All Students

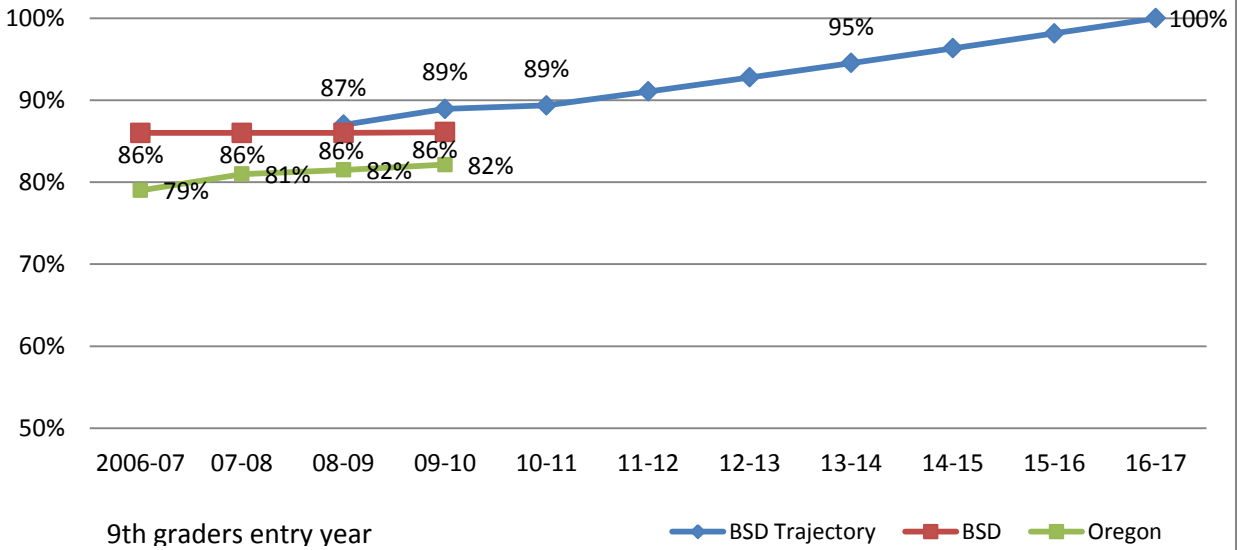


4-Year Graduation Rate - Traditionally Underserved

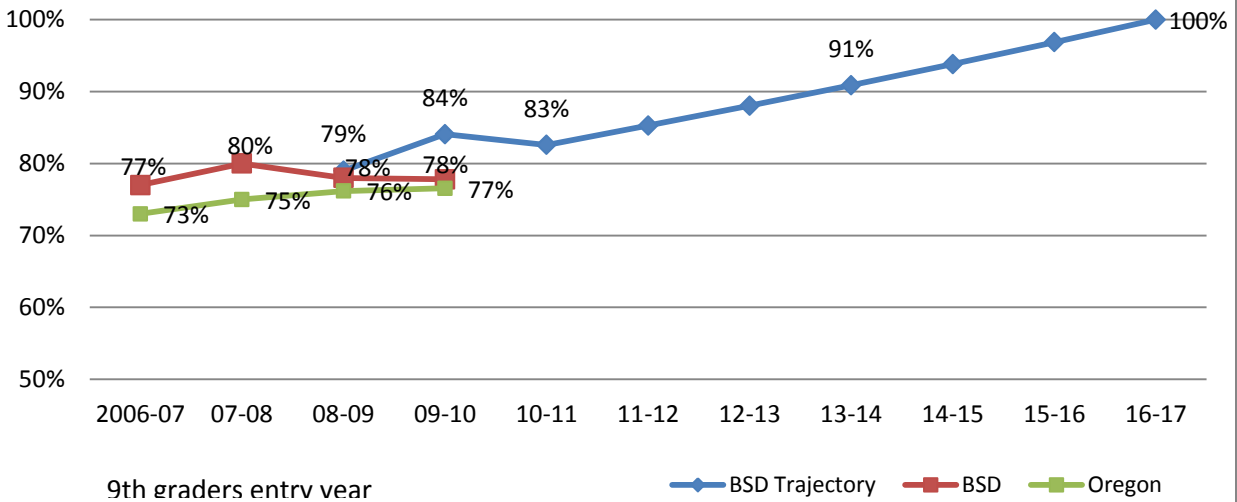


4-Year Graduation Rate									
9th Graders of:	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2006-07	60%	55%	58%	70%	51%	47%	NA	89%	92%
2007-08	64%	59%	53%	66%	59%	67%	91%	90%	94%
2008-09	63%	52%	48%	64%	56%	61%	77%	91%	>95%
2009-10	62%	51%	50%	72%	57%	54%	79%	93%	>95%
2010-11	66%	48%	62%	64%	61%	64%	52%	93%	>95%
2011-12									

5-Year Completion Rate - All Students

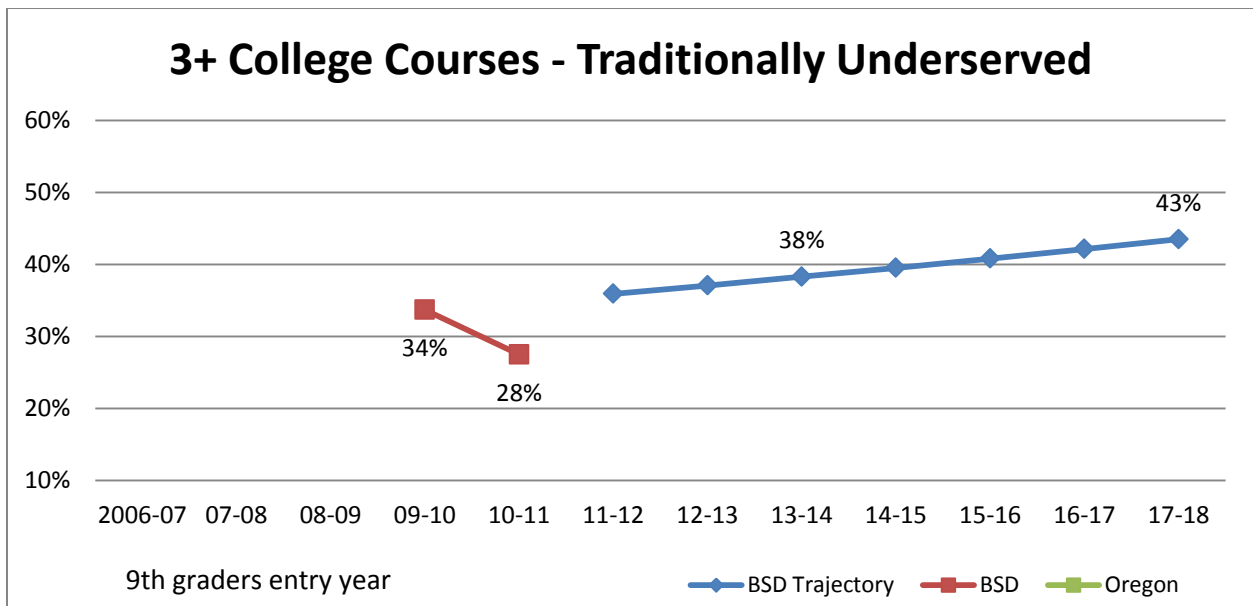
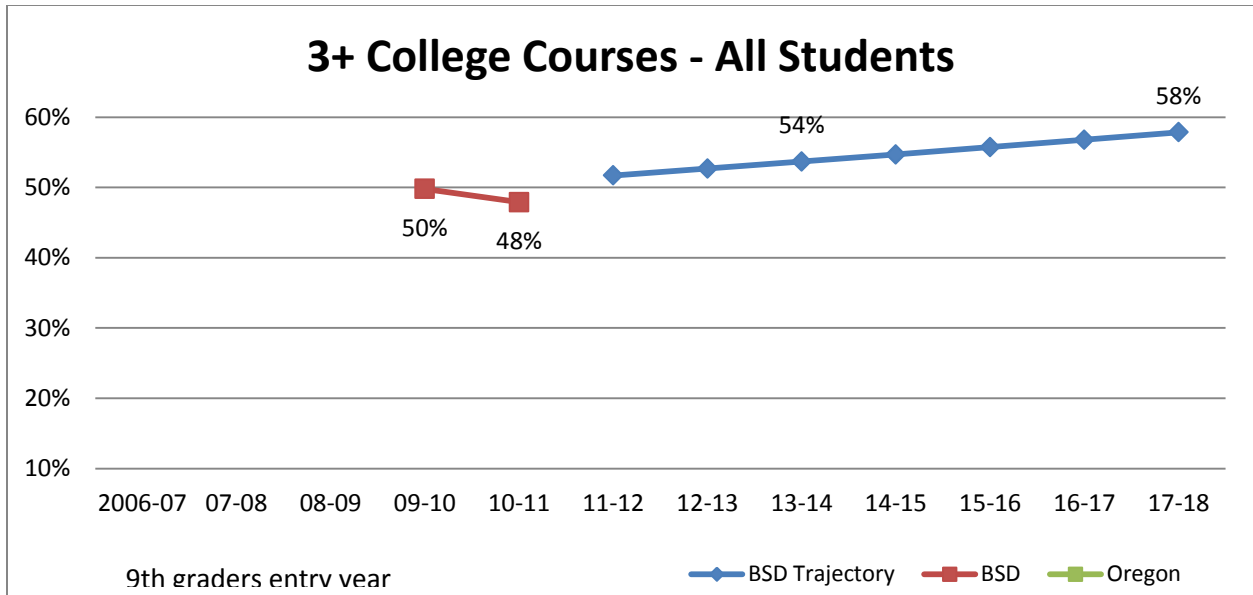


5-Year Completion Rate - Traditionally Underserved



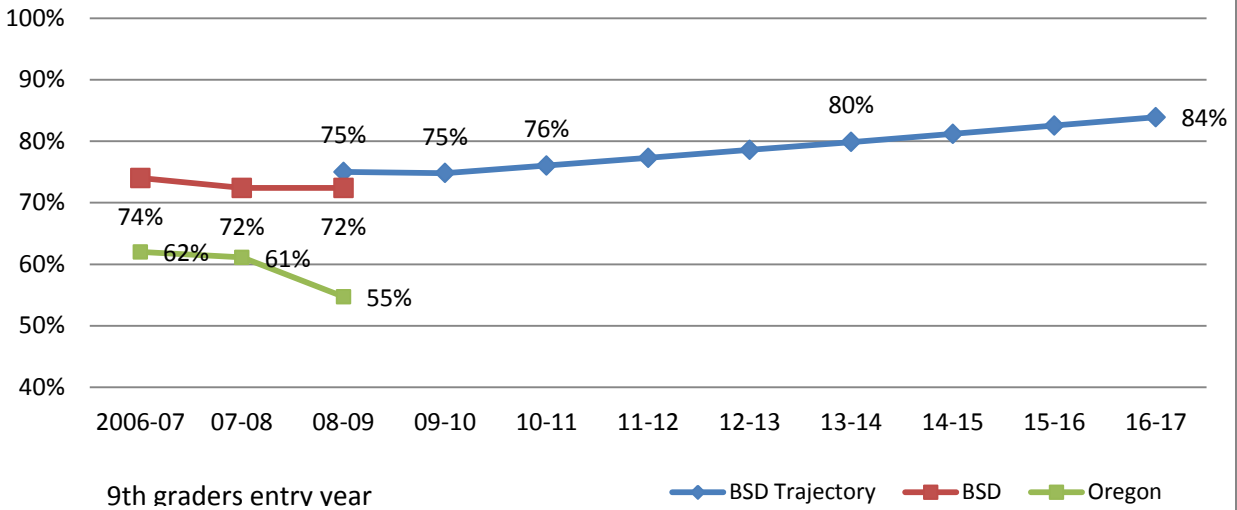
5-Year Completion Rate

9th Graders of:	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2006-07	77%	68%	81%	82%	65%	59%	NA	95%	>95%
2007-08	78%	69%	81%	76%	71%	80%	91%	94%	>95%
2008-09	76%	67%	70%	76%	70%	71%	78%	>95%	>95%
2009-10	77%	67%	68%	81%	69%	69%	>95%	>95%	>95%
2010-11									

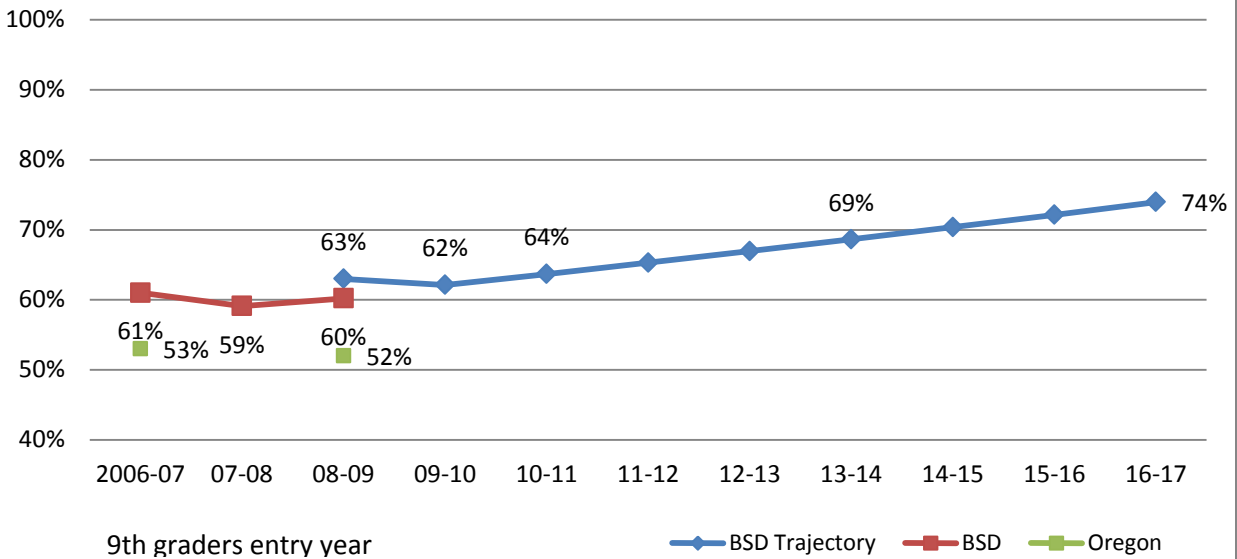


3+ College Courses									
9th Graders of:	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2006-07									
2007-08									
2008-09									
2009-10	34%	19%	15%	34%	30%	14%	13%	76%	87%
2010-11	32%	13%	10%	26%	27%	36%	19%	73%	83%
2011-12									

Post-Secondary Enrollment - All Students



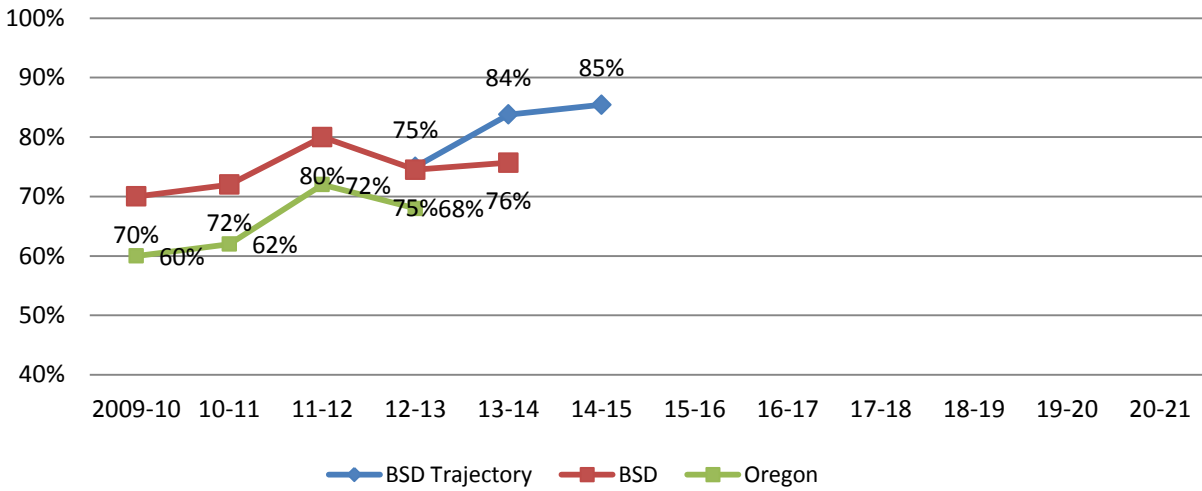
Post-Secondary Enrollment - Traditionally Underserved



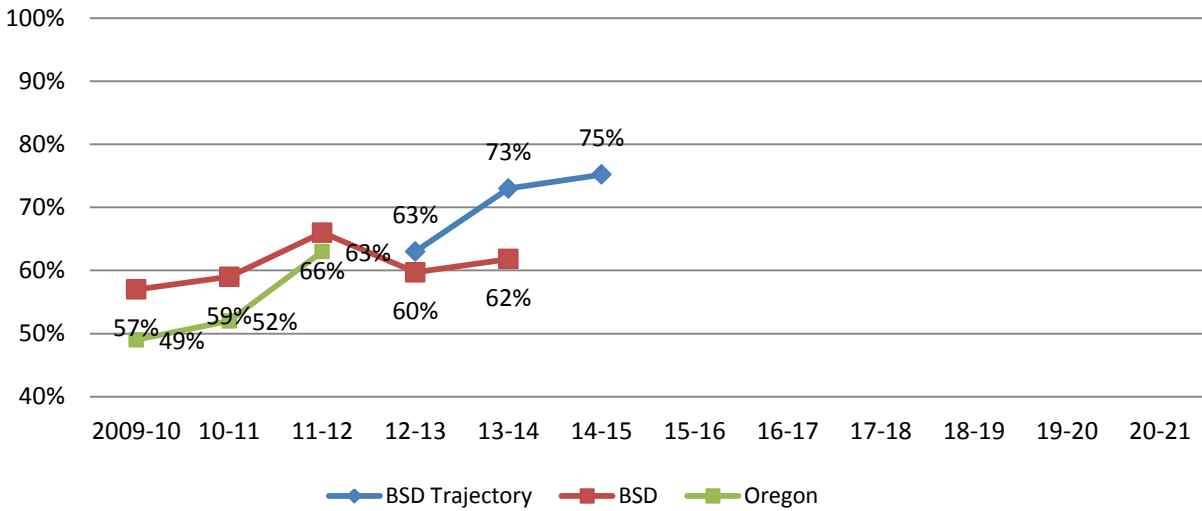
Post-Secondary Enrollment

9th Graders of:	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2006-07	60%	54%	47%	81%	51%	73%	NA	80%	88%
2007-08	57%	52%	48%	67%	49%	60%	NA	82%	85%
2008-09	59%	49%	53%	75%	50%	63%	48%	79%	85%
2009-10									

3rd Grade Reading Proficiency - All Students

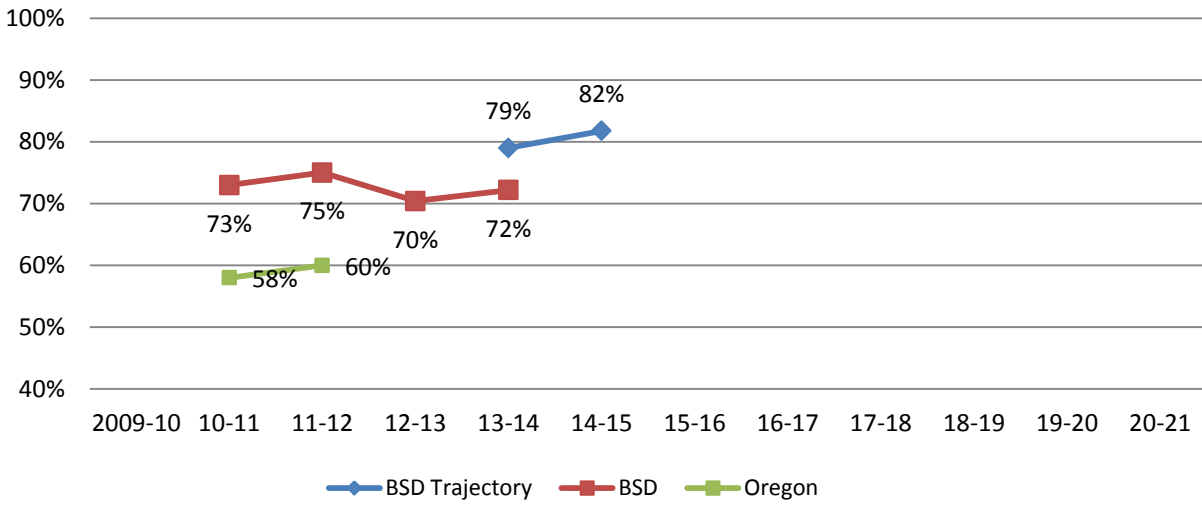


3rd Grade Reading Proficiency - Traditionally Underserved

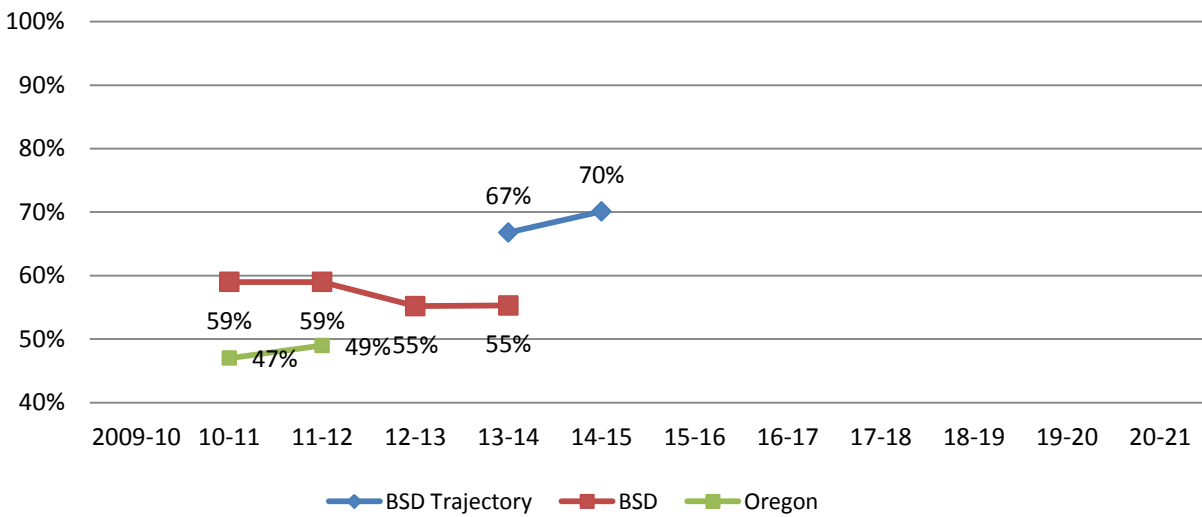


3rd Grade Reading Proficiency									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2009-10	51%	45%	53%	51%	46%	71%	NA	83%	>95%
2010-11	54%	47%	47%	57%	52%	92%	57%	82%	>95%
2011-12	63%	54%	55%	65%	57%	62%	61%	91%	>95%
2012-13	55%	45%	48%	62%	49%	78%	55%	88%	>95%
2013-14	58%	46%	46%	66%	52%	80%	54%	87%	>95%

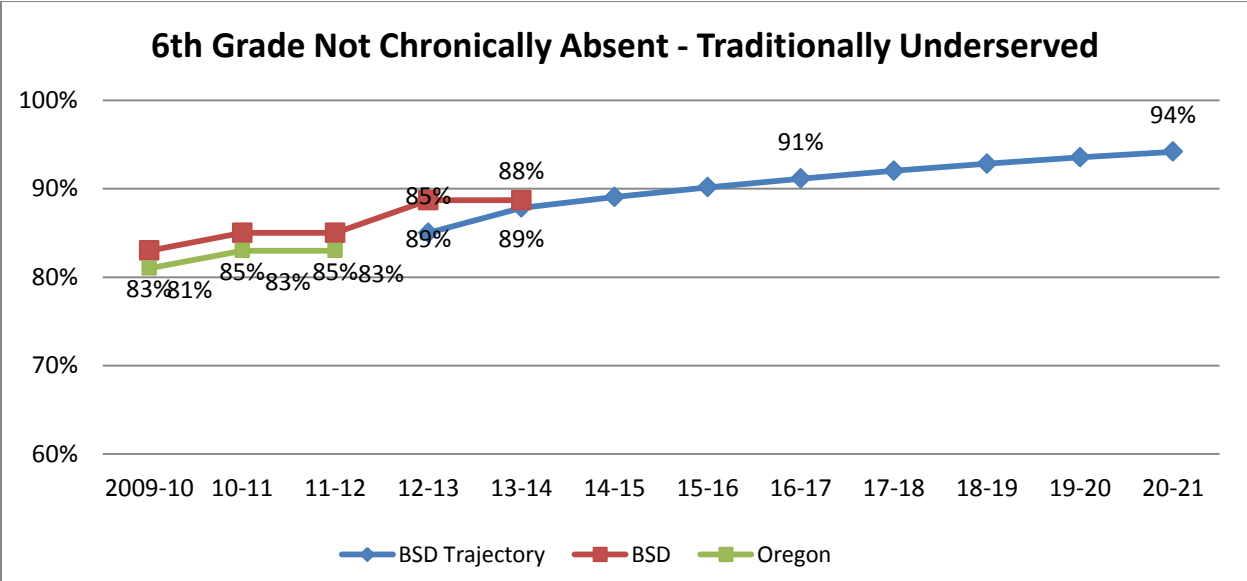
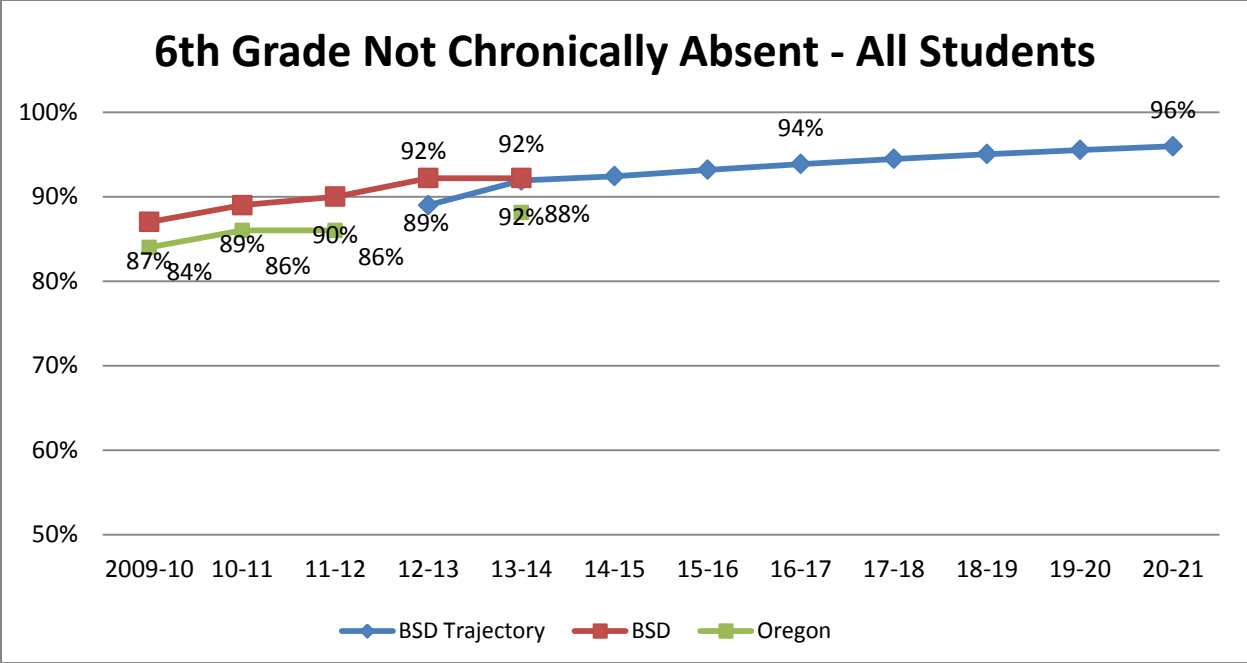
5th Grade Math Proficiency - All Students



5th Grade Math Proficiency - Traditionally Underserved

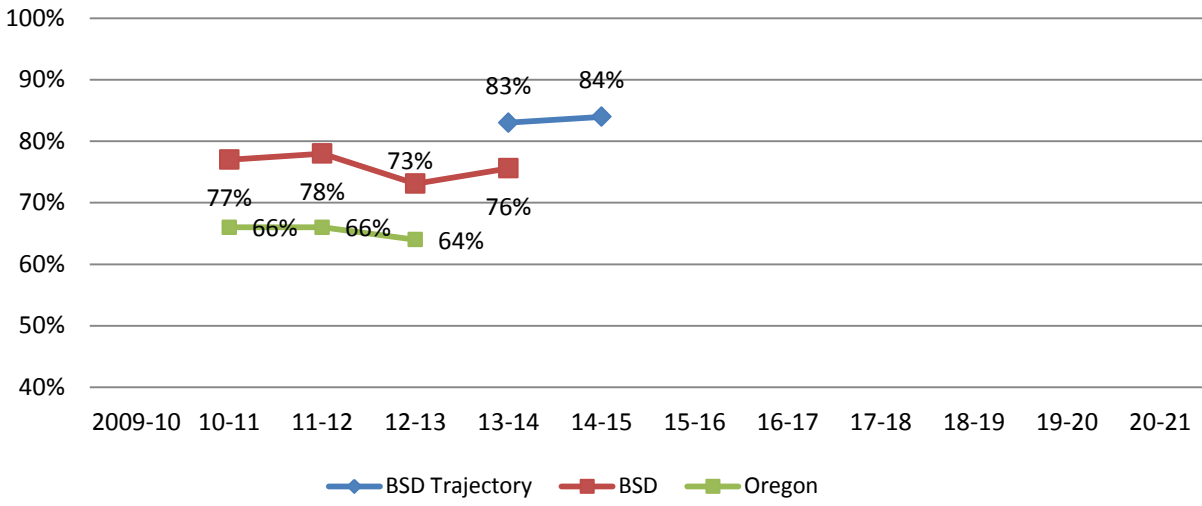


5th Grade Math Proficiency									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2009-10									
2010-11	55%	51%	38%	55%	52%	43%	54%	90%	>95%
2011-12	55%	50%	40%	57%	52%	83%	52%	91%	>95%
2012-13	52%	43%	32%	52%	48%	81%	36%	87%	>95%
2013-14	52%	44%	34%	47%	48%	30%	53%	91%	>95%

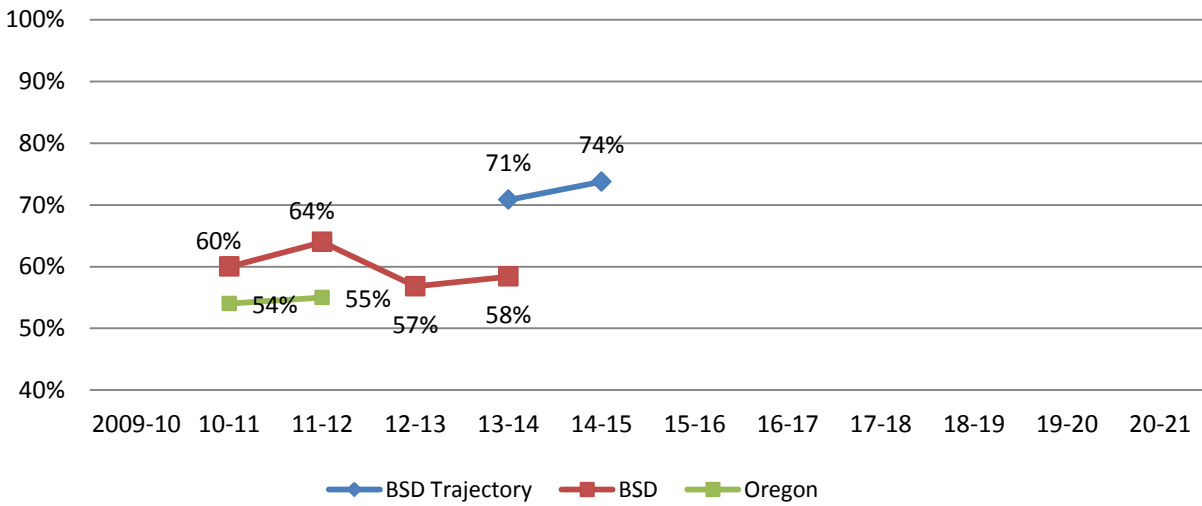


6 th Not Chronically Absent									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2009-10	81%	76%	73%	87%	75%	86%	NA	>95%	>95%
2010-11	84%	89%	82%	87%	88%	78%	83%	>95%	>95%
2011-12	83%	90%	82%	88%	87%	75%	88%	>95%	>95%
2012-13	89%	90%	83%	94%	91%	91%	79%	>95%	>95%
2013-14	86%	90%	84%	88%	89%	73%	92%	>95%	95%
2014-15									

8th Grade Math Proficiency - All Students

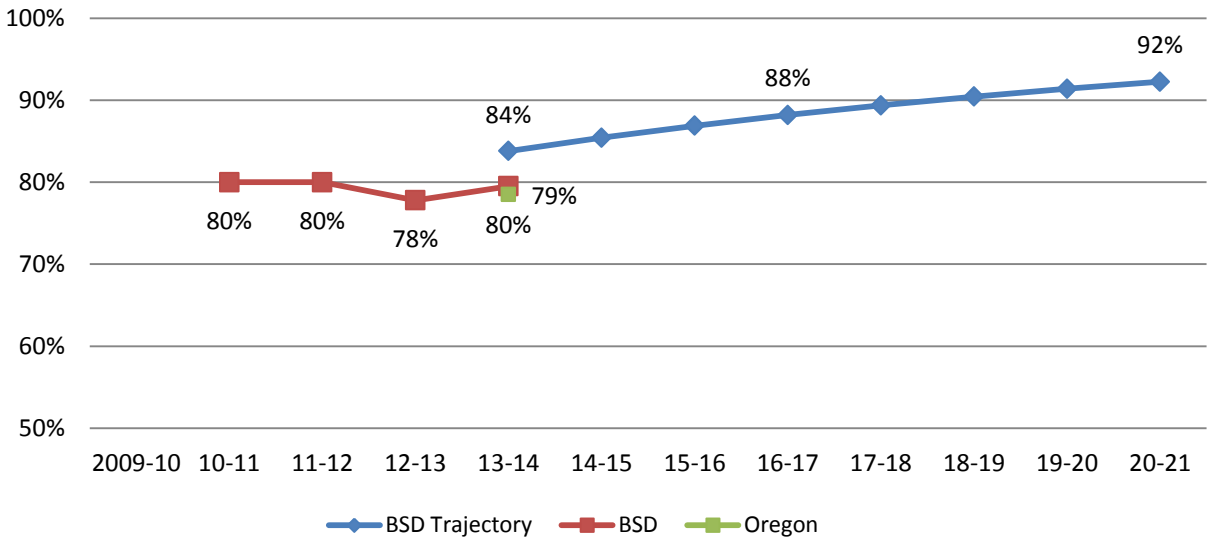


8th Grade Math Proficiency - Historically Underserved

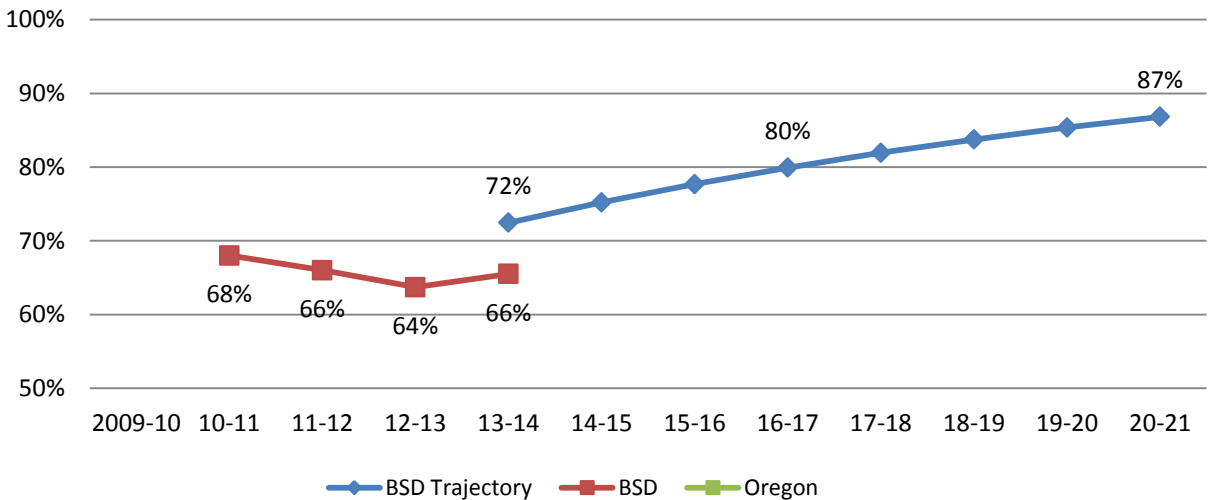


8th Grade Math Proficiency									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2009-10									
2010-11	59%	46%	37%	49%	56%	71%	74%	93%	>95%
2011-12	62%	48%	40%	62%	60%	85%	81%	92%	>95%
2012-13	55%	37%	31%	47%	52%	63%	43%	90%	>95%
2013-14	58%	38%	27%	47%	57%	50%	67%	90%	>95%

9th Grade 6 or More Credits - All Students

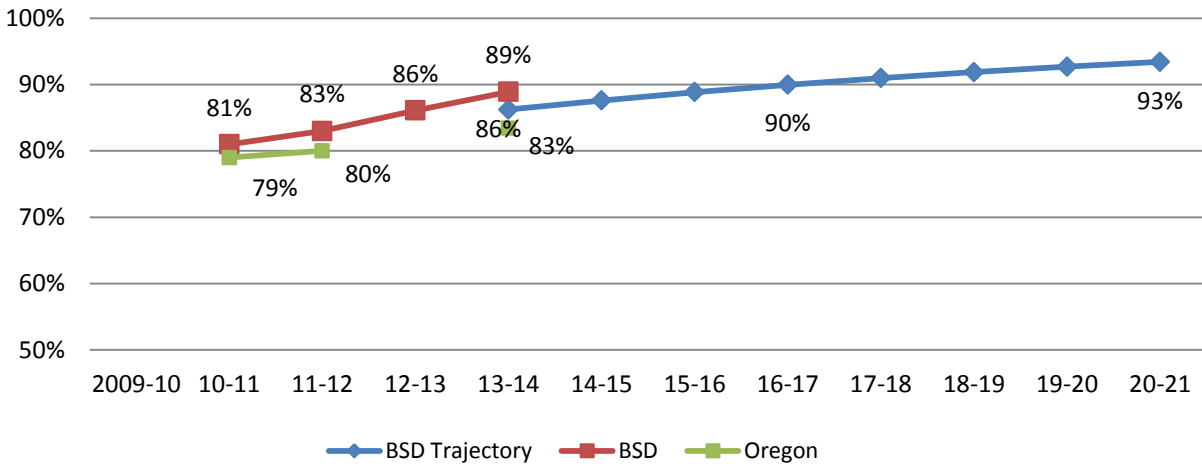


9th Grade 6 or More Credits - Historically Underserved

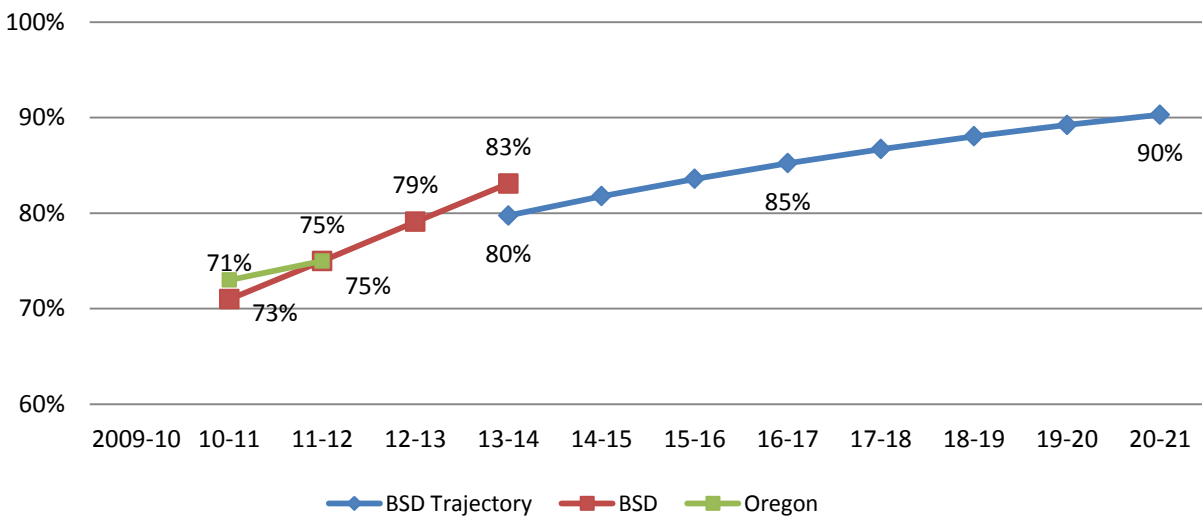


9th Grade 6 or More Credits									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2009-10									
2010-11	65%	82%	65%	66%	62%	65%	75%	>95%	>95%
2011-12	63%	54%	65%	71%	59%	69%	77%	>95%	>95%
2012-13	60%	47%	53%	55%	58%	60%	74%	>95%	>95%
2013-14	62%	49%	53%	71%	60%	67%	64%	>95%	>95%

9th Grade Not Chronically Absent - All Students

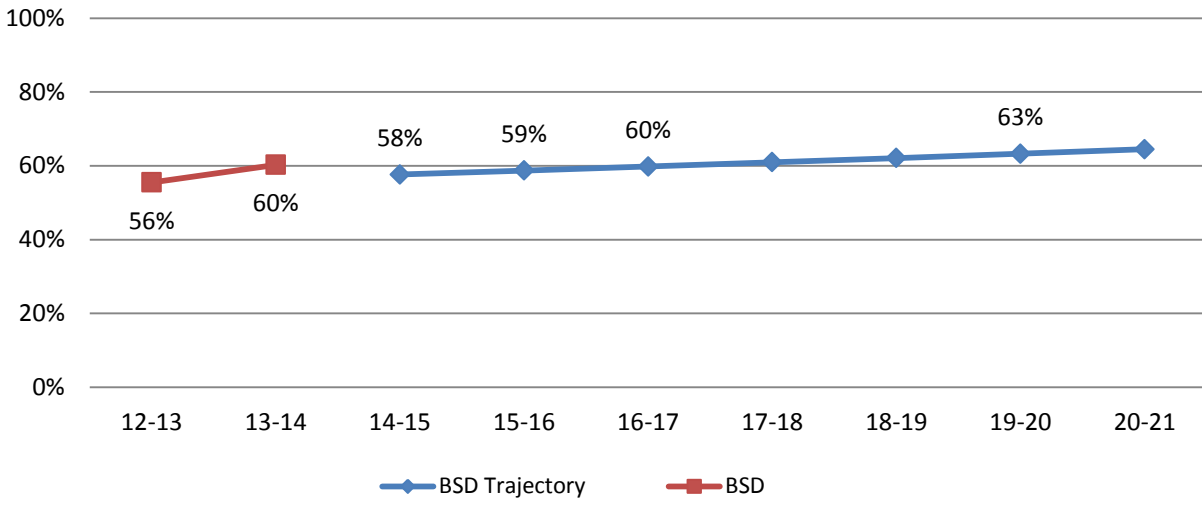


9th Grade Not Chronically Absent - Traditionally Underserved

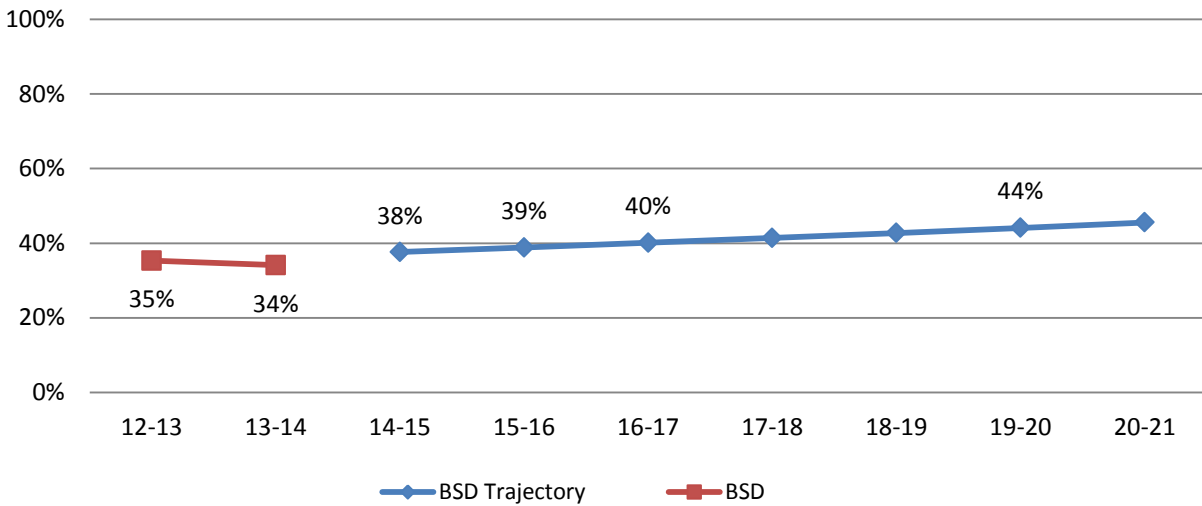


9 th Not Chronically Absent									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2009-10									
2010-11	67%	69%	67%	76%	67%	53%	68%	>95%	94%
2011-12	72%	75%	75%	80%	75%	69%	65%	>95%	94%
2012-13	76%	73%	73%	81%	78%	81%	87%	>95%	>95%
2013-14	81%	82%	79%	90%	81%	88%	86%	>95%	>95%
2014-15									

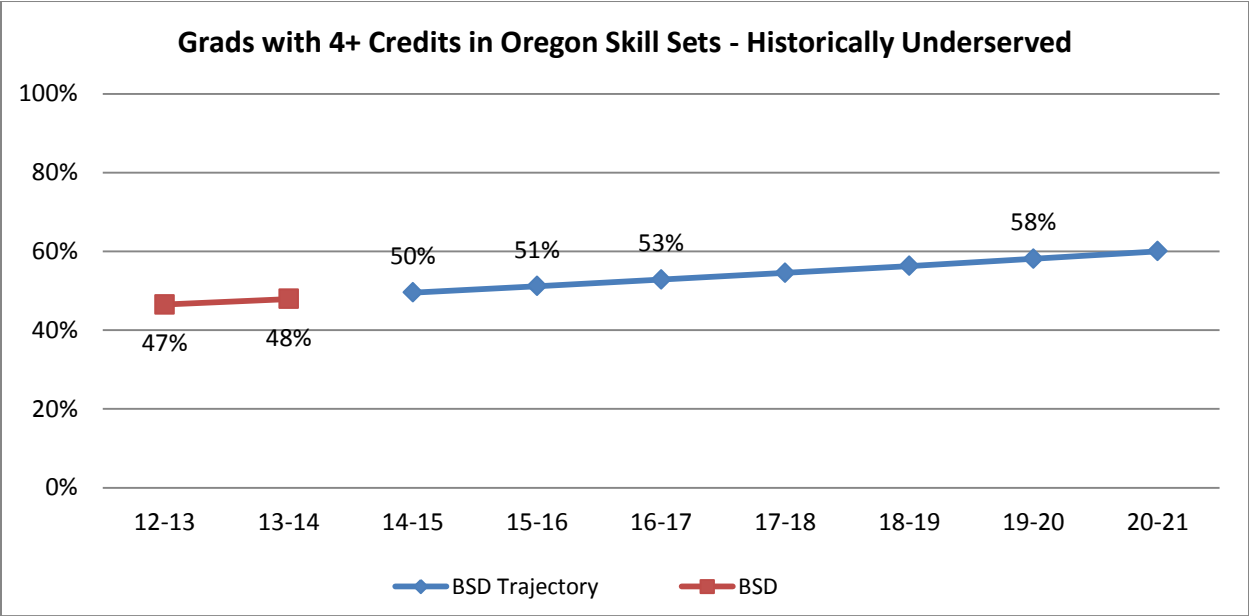
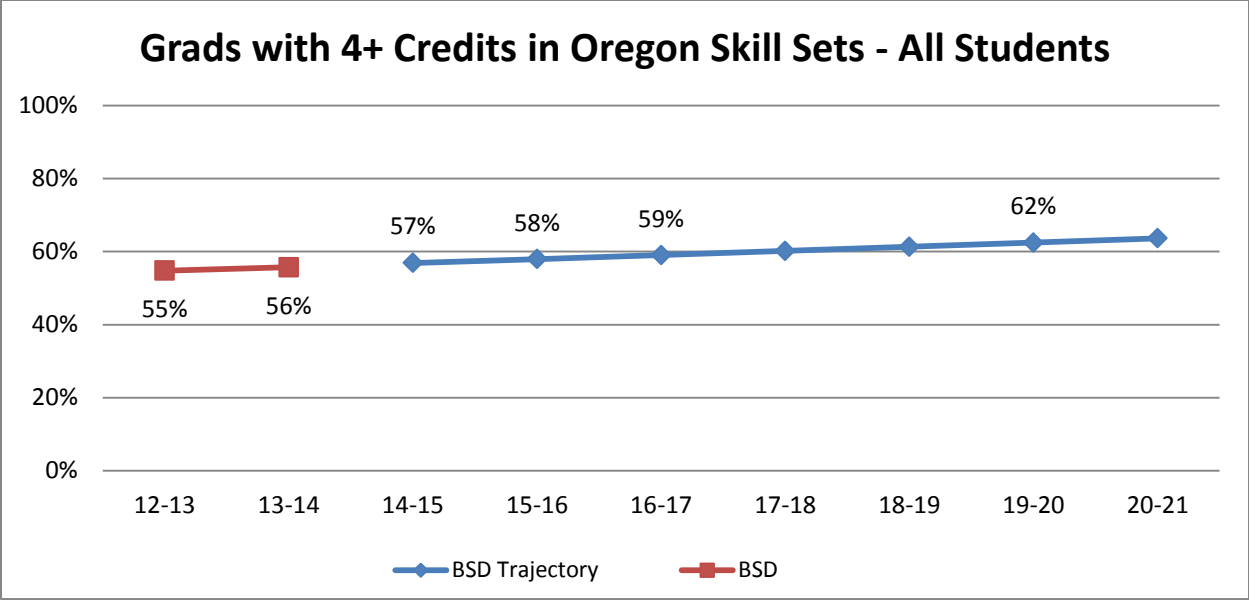
Grads Meeting OUS Requirements - All Students



Grads Meeting OUS Requirements - Historically Underserved



Grads Meeting OUS Requirements									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2012-13	33%	11%	17%	33%	33%	33%	22%	74%	85%
2013-14	34%	4%	12%	41%	30%	14%	25%	76%	85%
2014-15									
2015-16									
2016-17									



Grads with 4+ Credits in Oregon Skill Sets									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
2012-13	46%	24%	36%	52%	43%	38%	64%	56%	61%
2013-14	48%	21%	43%	47%	45%	60%	33%	58%	59%
2014-15									
2015-16									
2016-17									