



*District 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.*

# 2013-14 Achievement Compact Recommendations

A Preliminary Report to the Beaverton School Board

**BSD ACHIEVEMENT COMPACT ADVISORY COMMITTEE**

January 31, 2013

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.

# 2013-14 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 February 1 each year and is submitted to the Oregon Education Investment Board with the adopted Achievement Compact prior to June 30.

### Membership

Members of the Committee were collaboratively identified and appointed by the Board on October 26, 2012.

#### 2013-14 Achievement Compact Advisory Committee (ACAC)

| Name             | Position                                       | School/Department   |
|------------------|--|---------------------|
| Jon Bridges      | Administrator for Accountability               | Teaching & Learning |
| Brenda Lewis     | Executive Admin. for Title K-8 School Programs | Teaching & Learning |
| Claire Hertz     | Chief Financial Officer                        | Business Services   |
| Karen Lally      | BEA Vice-President                             | Raleigh Park        |
| Maria Rubio      | Bilingual Facilitator                          | ESL Welcome Center  |
| Cheryl Hagseth   | Principal                                      | Oak Hills           |
| Wendy Evans      | 3 <sup>rd</sup> Grade Teacher                  | West T.V.           |
| Toshiko Maurizio | Principal                                      | Meadow Park         |
| Geoff Hunnicutt  | Math Teacher                                   | ACMA                |
| Anne Erwin       | Principal                                      | Beaverton           |
| Terry Nolan      | Language Arts Teacher                          | Sunset              |
| Danica Jensen    | Counselor                                      | Westview            |

## Recommendations

### 1. Outcomes and Targets

Unless otherwise noted, the target setting methodology is applied to all student groups for a given measure. 2011-12 data serves as the baseline year as recommended in the Achievement Compact White Paper.

#### 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.

This is the same methodology used to determine the District's Achievement Compact measures for 2012-13.

#### *College and Career Readiness Measures*

|                            |
|----------------------------|
| 4-Year Graduation Rate     |
| 5-Year Completion Rate     |
| Earning 9+ College Credits |
| 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%. This is the same methodology employed in determining the District's Achievement Compact measures for 2012-13.

With no experience with the Kindergarten Readiness Assessment (KRA), it is difficult to set a participation goal for 2013-14. We request that the District's KRA workgroup make a recommendation to us based on their planning for next year's roll-out.

#### *Progress Toward College and Career Readiness Measures*

|                                  |
|----------------------------------|
| Kindy Readiness Assmt Partic.    |
| 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 that local measures not be included in the 2013-14 Achievement Compact. Local measures should be considered for the 2014-15 Compact after a clearer picture of the State's accountability system emerges, particularly school report cards, and the Achievement Compact measures and requirements are stable.

#### 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 may be necessary to reset trajectories for math or reading based upon the impact of the implementation of **Smarter Balanced** assessment in 2014-15.

## 2. Plans for Achieving Achievement Compact Outcomes

### Plans for Achieving Outcomes

The District's College and Career Readiness Implementation Framework (CCR Framework)

([http://www.beaverton.k12.or.us/pdf/ci/ci\\_CCR%20framework%201213.pdf](http://www.beaverton.k12.or.us/pdf/ci/ci_CCR%20framework%201213.pdf)) continues to encapsulate the key strategies for achieving the District goal of ensuring all students graduate college and career ready. Given the alignment of the Achievement Compact measures with the District goal, we recommend that the College and Career Readiness Implementation Framework serve as the plan for achieving the Achievement Compact outcomes with the following revisions:

1. The CCR Framework is updated prior to June 1 with strategies and district and school actions for 2013-15.
2. Measures assessing how well strategies are implemented and/or completed are included in the CCR Framework.
3. The CCR Framework incorporate additional strategies that address specific Achievement Compact measures (e.g., chronically absent students, students earning the equivalent of nine or more college credits).

### **COLLEGE AND CAREER READINESS STRATEGIES**

*Strategy 1: Supportive, inclusive learning environments ensure each and every student, regardless of background, experiences success.*

*Strategy 2: Effective instruction in a standards-based learning system ensures each and every student demonstrates mastery of K-12 Learning Targets.*

*Strategy 3: Ongoing, job-embedded collaboration strengthens the instructional core*

### Assessing Plan Implementation

As noted above, measures assessing how well strategies are implemented and/or completed should be incorporated in the CCR Framework. These measures should focus primarily on adult or student actions and behaviors. We recommend that the outcomes for these measures be provided to the Achievement Compact Advisory Committee in order to inform recommendations related to the Achievement Compact measures and development of the implementation plan. Additionally, the reporting of implementation results should be incorporated into the CCR Framework.

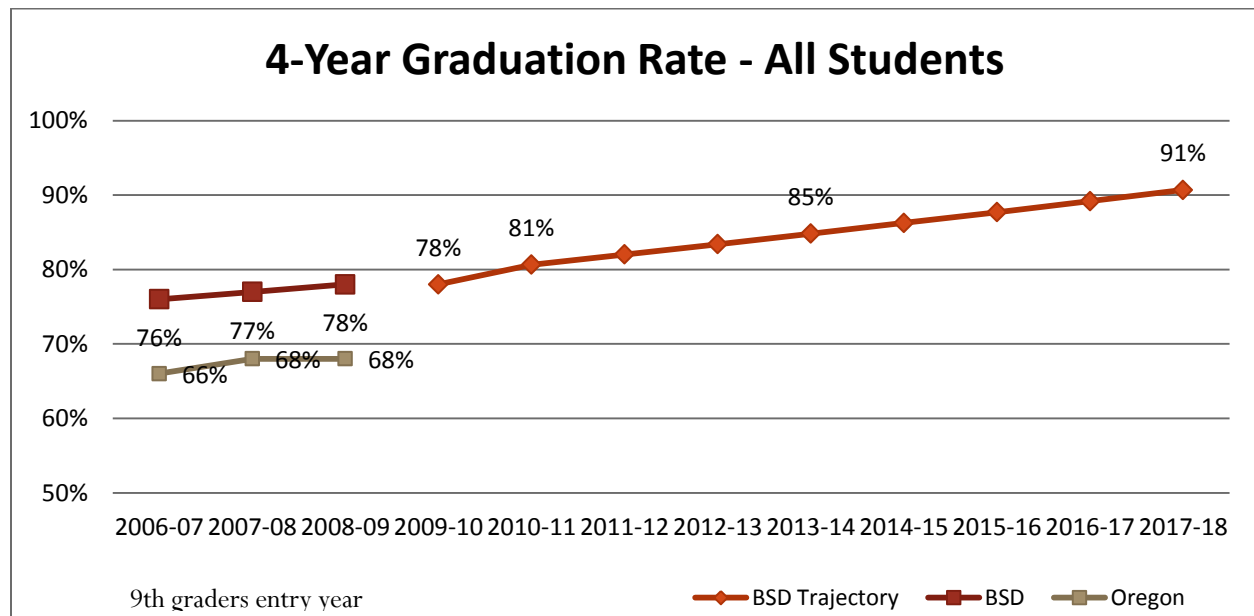
### 3. Communication

#### Reporting Outcomes

We urge the District to implement the recommendation made by the COSA Achievement Compact Work Group to the OEIB regarding the display of results:

“A **graphic** should be developed displaying three sets of data need to be presented for each goal area selected and represented longitudinally through 2025:

- the **District Trajectory Line** (established using the recommended methodology described above),
- the **Actual State Data** for the same goal using similar methodology (where available), and
- the **Actual District Data** for all years available.”



This combined data, illustrated above, will inform the annual target setting process the Achievement Compact Advisory Committee engages in each year as well as the recommendations for the implementation plan. We recommend this information be available to stakeholders as well. We surmise the primary consumers of this information would be school staff and that parents would be more interested in student data embedded in a school’s improvement plan (SIP). Recognizing that it is ultimately the work that occurs in schools that determines the results of the Achievement Compact measures, we recommend the District examine effective ways for integrating the most critical measures into School Improvement Plans while supporting the District Goal of college and career readiness for all students.

#### Strategies

The 2012-13 School Improvement Planning (SIP) template embeds district-wide CCR strategies into school improvement efforts. This promotes alignment of work at all levels in support of the District Goal. We recommend this practice continue. Additional strategies that specifically address achievement of important Achievement Compact measures should also be embedded in the SIP. The District should continue to ensure that school leaders are well versed in these strategies since they are closest to, and therefore better positioned, to communicate with other building staff.

#### 4. Final Thoughts

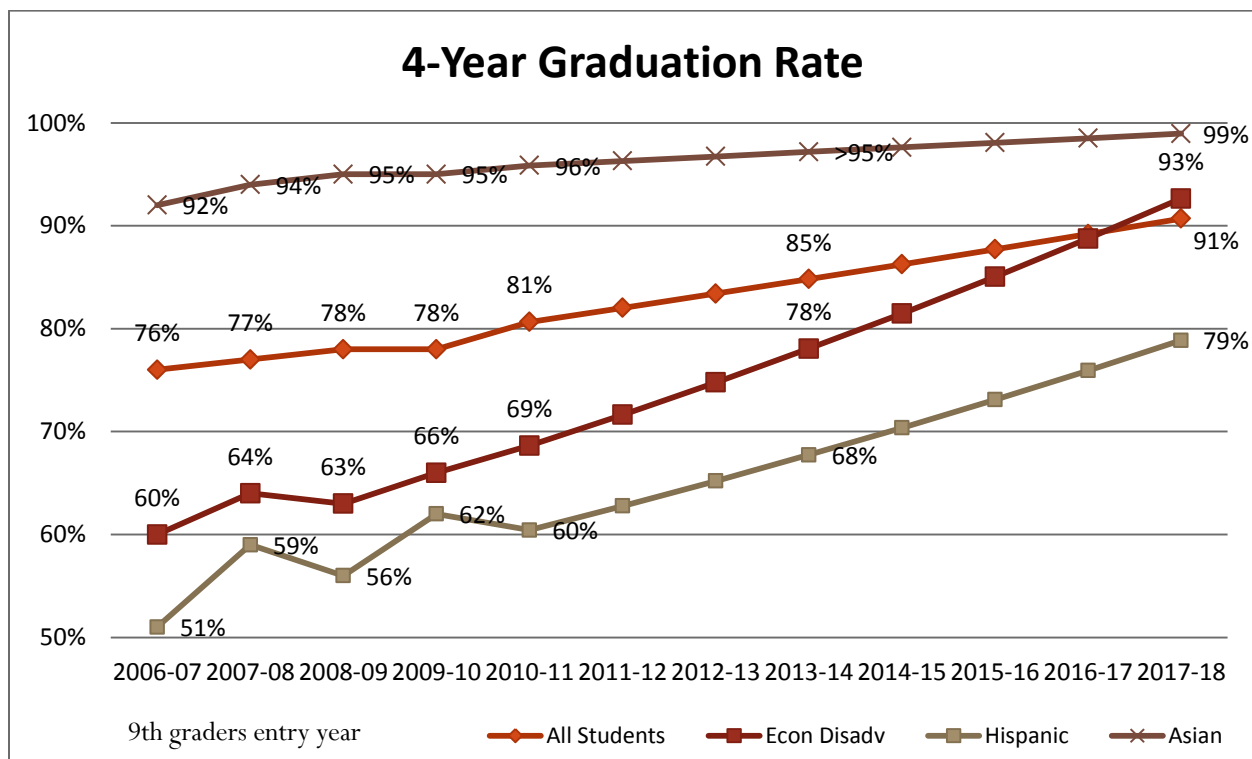
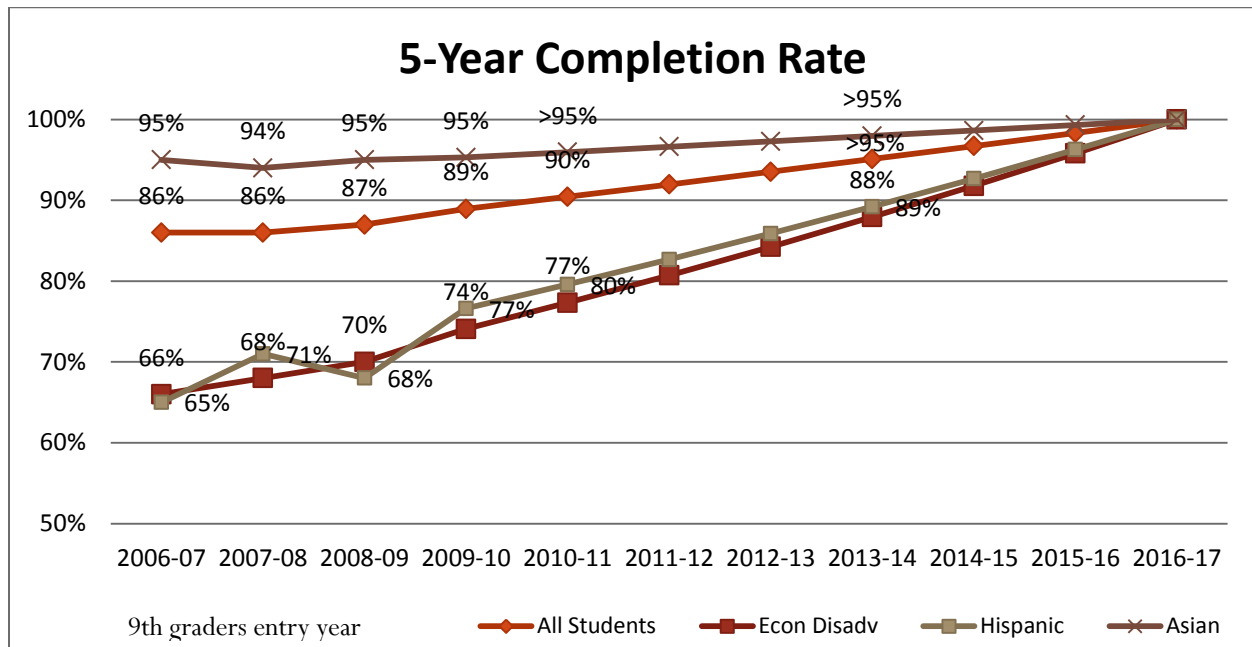
After reflecting on our experience during the past three months and how much we have learned going through this process, we suggest the Board consider reappointing this year's ACAC to develop the 2014-15 Achievement Compact targets and implementation plan. We further recommend expanding the membership by two to six members to provide fresh voices and potentially broader perspective. Finally, we note that we received virtually no public input during our two meetings with public input periods. We welcome suggestions on effective ways to incorporate feedback and suggestions from parents and community members into our discussions and deliberations.

This Preliminary Report reflects our best work given the dynamic nature of the environment in which we are working and the timeline for completing our work. We hope the Board finds these recommendations 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.

## Appendix: Achievement Compact Trajectories Visual

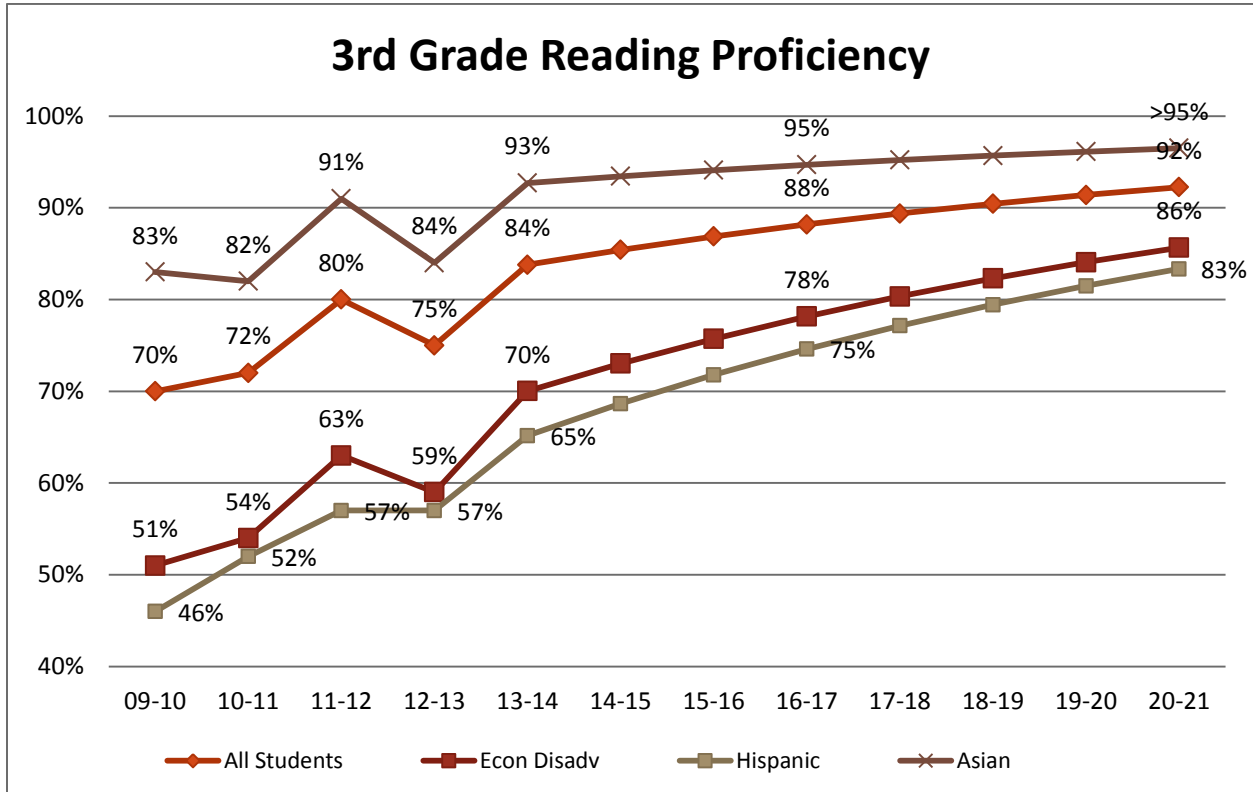
### College and Career Readiness Targets

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.



## 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.





**K-12 / ESD Achievement Compact Template - Cover Sheet**  
**January 2013**                      **DATA as of 1/30/2013**

| <b>College and Career Ready: Are students completing high school ready for college or career?</b> |                           |               |                           |               |                           |               |                           |               |                          |               |
|---|---------------------------|---------------|---------------------------|---------------|---------------------------|---------------|---------------------------|---------------|--------------------------|---------------|
|   | 9th graders of<br>2007-08 | Disadvantaged | 9th graders of<br>2008-09 | Disadvantaged | 9th graders of<br>2009-10 | Disadvantaged | 9th graders of<br>2010-11 | Disadvantaged | 4-year Goal<br>2013-14** | Disadvantaged |
| 4-Year Cohort Graduation  | 77%                       | 65%           | 78%                       | 64%           | 78%                       | 67%           | 81%                       | 67%           | 85%                      | 72%           |
| 5-Year Completion   | 86%                       | 80%           | 87%                       | 79%           | 89%                       | 84%           | 92%                       | 86%           | 95%                      | 93%           |
| Earning 9+ College Credits  | 25%                       | 18%           |                           |               | 25%                       | 19%           |                           |               |                          |               |
| Post-Secondary Enrollment   |                           |               | 75%                       | 63%           |                           |               |                           |               |                          |               |

| <b>Progression: Are students making sufficient progress toward college and career readiness?</b> |                |               |                |               |                 |               |                         |               |                            |               |
|--|----------------|---------------|----------------|---------------|-----------------|---------------|-------------------------|---------------|----------------------------|---------------|
|  | All<br>2010-11 | Disadvantaged | All<br>2011-12 | Disadvantaged | All<br>2012-13* | Disadvantaged | Goal for All<br>2013-14 | Disadvantaged | 4-Year Goal<br>(2016-17)** | Disadvantaged |
| Kinder Readiness Participation   |                |               |                |               |                 |               |                         |               |                            |               |
| 3rd Grade Reading Proficiency  | 72%            | 59%           | 80%            | 66%           | 75%             | 63%           | 85%                     | 75%           | 88%                        | 80%           |
| 5th Grade Math Proficiency   | 73%            | 59%           | 75%            | 59%           |                 |               | 82%                     | 70%           | 85%                        | 76%           |
| 6th Grade Not Chronically Absent   | 89%            | 85%           | 90%            | 85%           | 89%             | 85%           | 93%                     | 89%           | 94%                        | 91%           |
| 8th Grade Math Proficiency   | 77%            | 60%           | 78%            | 64%           |                 |               | 84%                     | 74%           | 87%                        | 79%           |
| 9th Grade Credits Earned   |                |               |                |               |                 |               |                         |               |                            |               |
| 9th Grade Not Chronically Absent   | 81%            | 71%           | 83%            | 75%           |                 |               | 88%                     | 82%           | 90%                        | 85%           |

| <b>Equity: Are students succeeding across all buildings and populations?</b> (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            |                         |

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

| <b>Investment: What is the public investment in the district? (does not include capital investments)</b> |               |               |          |  |  |
|--|---------------|---------------|----------|--|--|
|  | 2011-12       | 2012-13*      | 2013-14* | 2013-14<br>QEM calculation of district share |  |
| Formula Revenue  | \$271,317,069 | \$280,593,419 |          |  |  |
| Local Revenue not passed through formula   | \$13,039,121  | \$10,167,500  |          |  |  |
| Federal Revenue  | \$28,606,200  | \$25,572,564  |          |  |  |
| State Grants not passed through formula  | \$968,984     | \$989,984     |          |  |  |

District Official

KEY: \*Estimate based on most recent available data      \*\*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  | 64%                        | 59%                        | 53%                        | 66%                            | 59%             | 67%                             | 79%              | 90%                               | 94%                             |
| 5-Year Completion Rate  | 78%                        | 69%                        | 81%                        | 76%                            | 71%             | 80%                             | 91%              | 94%                               | >95%                            |
| Earning 9+ College Credits  | 19%                        | 14%                        | 8%                         | 18%                            | 17%             | 31%                             | 8%               | 37%                               | 55%                             |
| Post-Secondary Enrollment   |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| 2010-11 results   |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| Kinder Readiness Participation  |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| 3rd Grade Reading Proficiency   | 54%                        | 47%                        | 47%                        | 57%                            | 52%             | 92%                             | 57%              | 82%                               | >95%                            |
| 5th Grade Math Proficiency  | 55%                        | 51%                        | 38%                        | 55%                            | 52%             | 43%                             | 54%              | 90%                               | >95%                            |
| 6th Grade Not Chronically Absent                                      | 84%                        | 89%                        | 82%                        | 87%                            | 88%             | 78%                             | 83%              | >95%                              | >95%                            |
| 8th Grade Math Proficiency  | 59%                        | 46%                        | 37%                        | 49%                            | 56%             | 71%                             | 74%              | 93%                               | >95%                            |
| 9th Grade Credits Earned  |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| 9th Grade Not Chronically Absent                                      | 67%                        | 69%                        | 67%                        | 76%                            | 67%             | 53%                             | 68%              | >95%                              | 94%                             |

| 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         | 63%                        | 52%                        | 48%                        | 64%                            | 56%             | 61%                             | 77%              | 91%                               | >95%                            |
| 5-Year Completion Rate         | 79%                        | 71%                        | 83%                        | 84%                            | 68%             | 63%                             |                  | >95%                              | >95%                            |
| Earning 9+ College Credits     |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| Post-Secondary Enrollment      | 62%                        | 56%                        | 48%                        | 83%                            | 54%             | 77%                             |                  | 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% | 54% | 55% | 65% | 57% | 62% | 61% | 91%  | >95% |
| 5th Grade Math Proficiency       | 55% | 50% | 40% | 57% | 52% | 83% | 52% | 91%  | >95% |
| 6th Grade Not Chronically Absent | 83% | 90% | 82% | 88% | 87% | 75% | 88% | >95% | >95% |
| 8th Grade Math Proficiency       | 62% | 48% | 40% | 62% | 60% | 85% | 81% | 92%  | >95% |
| 9th Grade Credits Earned         |     |     |     |     |     |     |     |      |      |
| 9th Grade Not Chronically Absent | 72% | 75% | 75% | 80% | 75% | 69% | 65% | >95% | 94%  |

| 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           | 74%                        | 75%                        | 85%                        | 81%                            | 77%             | 84%                             | 93%              | 95%                               | >95%                            |
| Earning 9+ College Credits       | 20%                        | 15%                        | 8%                         | 18%                            | 18%             | 33%                             | 8%               | 37%                               | 55%                             |
| Post-Secondary Enrollment        |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| 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         | 69%                        | 56%                        | 50%                        | 68%                            | 60%             | 64%                             | 79%              | 92%                               | >95%                            |
| 5-Year Completion Rate         | 77%                        | 78%                        | 87%                        | 83%                            | 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       |     |     |     |     |     |     |     |      |      |
| Post-Secondary Enrollment        |     |     |     |     |     |     |     |      |      |
| <b>2013-14 results targets</b>   |     |     |     |     |     |     |     |      |      |
| Kinder Readiness Participation   |     |     |     |     |     |     |     |      |      |
| 3rd Grade Reading Proficiency    | 70% | 63% | 64% | 72% | 65% | 69% | 68% | 93%  | >95% |
| 5th Grade Math Proficiency       | 64% | 60% | 51% | 65% | 61% | 86% | 61% | 93%  | >95% |
| 6th Grade Not Chronically Absent | 86% | 92% | 85% | 90% | 89% | 80% | 90% | >95% | 95%  |
| 8th Grade Math Proficiency       | 69% | 58% | 51% | 69% | 68% | 88% | 85% | 94%  | >95% |
| 9th Grade Credits Earned         |     |     |     |     |     |     |     |      |      |
| 9th Grade Attendance             | 77% | 80% | 80% | 84% | 80% | 75% | 72% | >95% | >95% |

| <b>9th Graders of 2013-14 (Optional 4-Year Goals)</b> |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
|---|----------------------------|----------------------------|----------------------------|--------------------------------|-----------------|---------------------------------|------------------|-----------------------------------|---------------------------------|
|   | 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                                | 78%                        | 64%                        | 54%                        | 75%                            | 68%             | 69%                             | 81%              | 94%                               | >95%                            |
| 5-Year Completion Rate***                             | 88%                        | 88%                        | 93%                        | 91%                            | 89%             | 93%                             | >95%             | >95%                              | >95%                            |
| Earning 9+ College Credits                            |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| Post-Secondary Enrollment***                          |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| <b>2016-17 results targets</b>                        |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| Kinder Readiness Participation                        |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| 3rd Grade Reading Proficiency                         | 78%                        | 73%                        | 73%                        | 79%                            | 75%             | 78%                             | 77%              | 95%                               | >95%                            |
| 5th Grade Math Proficiency                            | 73%                        | 70%                        | 65%                        | 75%                            | 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%                        | 78%                            | 76%             | 91%                             | 89%              | 95%                               | >95%                            |
| 9th Grade Credits Earned                              |                            |                            |                            |                                |                 |                                 |                  |                                   |                                 |
| 9th Grade Attendance                                  | 83%                        | 85%                        | 85%                        | 88%                            | 85%             | 82%                             | 79%              | >95%                              | >95%                            |

\*\*\* Goals are for 9th graders in **2012-13**

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.

# Data Driven Dialogue Summary

*Based on work presented by Nancy Love, author of "Using Data/Getting Results", (2002).*

This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. All participants have equal voice. The three phases of data-driven dialogue assist groups in making shared meaning of data. We encourage you to use this tool with your entire school staff and/or with your school leadership team at a special meeting on data. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance.

## Three Phases of the Data Driven Dialogue Protocol

- **Phase I Predictions**  
Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations
- **Phase II Observations**  
Analyzing the data for patterns, trends, surprises, and new questions that "jump" out
- **Phase III Inferences**  
Generating hypotheses, inferring, explaining, and drawing conclusions. Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.

### • **Phase I Predictions**

Phase I Predictions dialogue takes place before you look at the data. During this time, you activate prior knowledge, surface assumptions, and make predictions, thus creating readiness to examine and discuss the data. You hear and honor all assumptions and ideas as "building blocks for new learning."

### **Private Think Time**

Before beginning your Phase I Predictions dialogue, please reflect privately and record several of your preliminary thoughts about the District's graduation and dropout data. One or more of the following thought-starters may be helpful.

• I assume. . .

• I predict. . .

• I wonder. . .

- **Phase II Observations**

During Phase II Observations dialogue, you engage with the actual data and note only the facts that you can observe in the data. Conjectures, explanations, conclusions, and inferences are off-limits. You make statements about quantities (e.g., Over half the students. . .), the presence of certain specific information and/or numerical relationships between ideas (e.g., the percentage of students graduating on time increased by 8%.)

**Private Think Time**

Before beginning Phase II Observations dialogue, please study the data privately and record several of your observations.

**Remember:**

***Just the facts!*** If you catch yourself using “because”, “therefore”, “it seems”, then stop.

- I observe that. . .

- Some patterns/trends that I notice. . .

- **Phase III Inferences**

During Phase III Inferences dialogue, you (a) generate multiple explanations for your Phase II Observations; (b) identify additional data that may be needed to confirm/contradict your explanations; (c) propose solutions/responses

**Private Think Time**

Before beginning Phase III Inferences dialogue with your colleagues, please reflect privately, using one or more of the following thought starters to prompt your thinking:

- I believe the data suggests. . . because. . .

- Additional data that would help me verify/confirm my explanations is. . .

- I think the following are appropriate solutions/responses that address the needs implied in the data. . .

## MEMORANDUM -

**Date of Memo:** January 23, 2013

**Data Memo Number:** 201213-02

**Prepared By:** Jon Bridges

**Requested By:** Jon Bridges

**Purpose:** To provide information on 2011-12 Cohort Graduation and Dropout rates.

**Intended Audience:** School Board, Superintendent's Council, High School Principals, Vice-Principals, and Counselors.

**Data Used:** ODE Graduation and Dropout Data Previews

**Recommended Distribution:** School Board, Superintendent's Council, High School Principals, Vice-Principals, and Counselors.

1. The purpose of this report is to disseminate disaggregated data on 2011-12 cohort graduation and dropout rates. This data will be released on January 31<sup>st</sup> by the Oregon Department of Education **and should not be shared prior to that time.**
2. The charts at the end of this memo show:
  - eight year trends in district dropout rates for schools and subgroups,
  - four or three year trends for cohort graduation rates for schools and subgroups.

3. Summary of results:

***Dropout Rates***

- The dropout rate of 2.5% is higher than the rates from 2010-11 and 2009-10 (1.7%) but lower than the dropout rates in the five years prior to 2009-10.
- Dropout rates increased for all schools except ACMA and Terra Nova.
- Dropout rates increased for all student groups except TAG.
- The number of students dropping out increased from 196 to 293. While the number of dropouts decreased at 11<sup>th</sup> grade, all other grades increased with the number of dropouts in 9<sup>th</sup> and 12<sup>th</sup> grade nearly doubling. 56% of dropouts are 12<sup>th</sup> graders up from 45% the previous year.

***Cohort Graduation Rates***

- The trends in four year and five year cohort District graduation rates continue to increase.
- 4 year cohort graduation rates increased at Aloha, Community School, ISB, Southridge, Sunset, and Terra Nova. 5 year cohort graduation rates increased at ACMA, Community School, Southridge, and Westview.
- While the District 4 year cohort graduation rate is up overall, many student groups have lower 4 year cohort graduation rates compared to the prior year, including Economically Disadvantaged (-1.0 percentage points), LEP (-6.9), Special Education (-5.5), Black (-2.3), Hispanic (-2.4), and Female (-0.9).

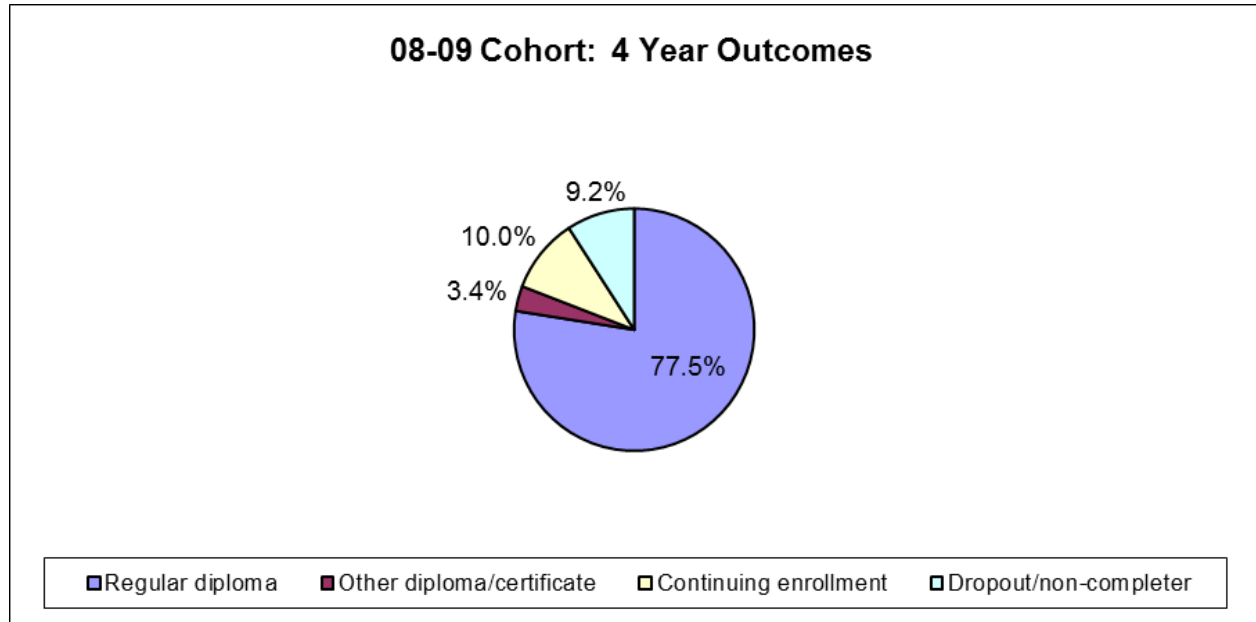
***District Goal for 2010-15:***

*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.*

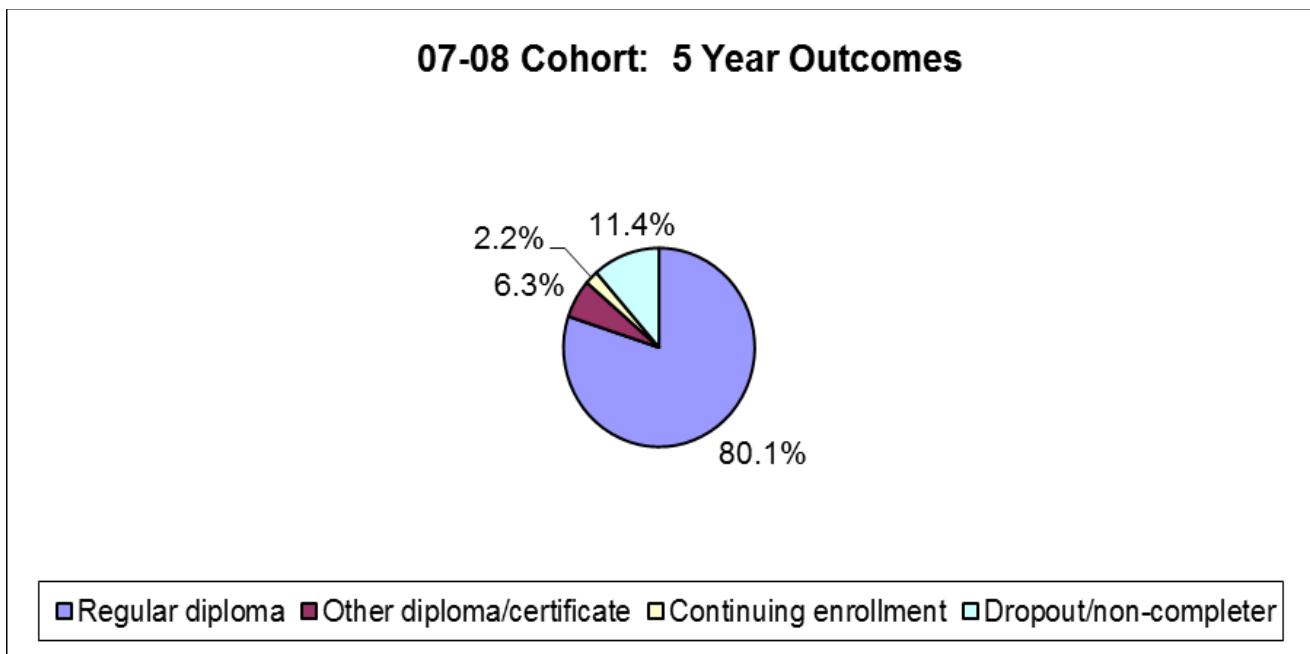
- While the District 5 year cohort graduation rate is up overall, some student groups have lower 5 year cohort graduation rates compared to the prior year, including Special Education (-4.4 percentage points), Black (-5.8), Multi-racial (-1.0), and Male (-0.8).

### Completion

- As shown below, eight in ten students entering 9<sup>th</sup> grade in 2008-09 receive a regular diploma or a modified diploma or GED in four years. One in ten students continues on to a fifth year and one in ten students does not complete.



- Similarly, 86% of students entering 9<sup>th</sup> grade in 2007-08 receive a regular diploma or a modified diploma or GED in five years. 2% of students continue on to a sixth year and 11% of students does not complete high school.



### *District Goal for 2010-15:*

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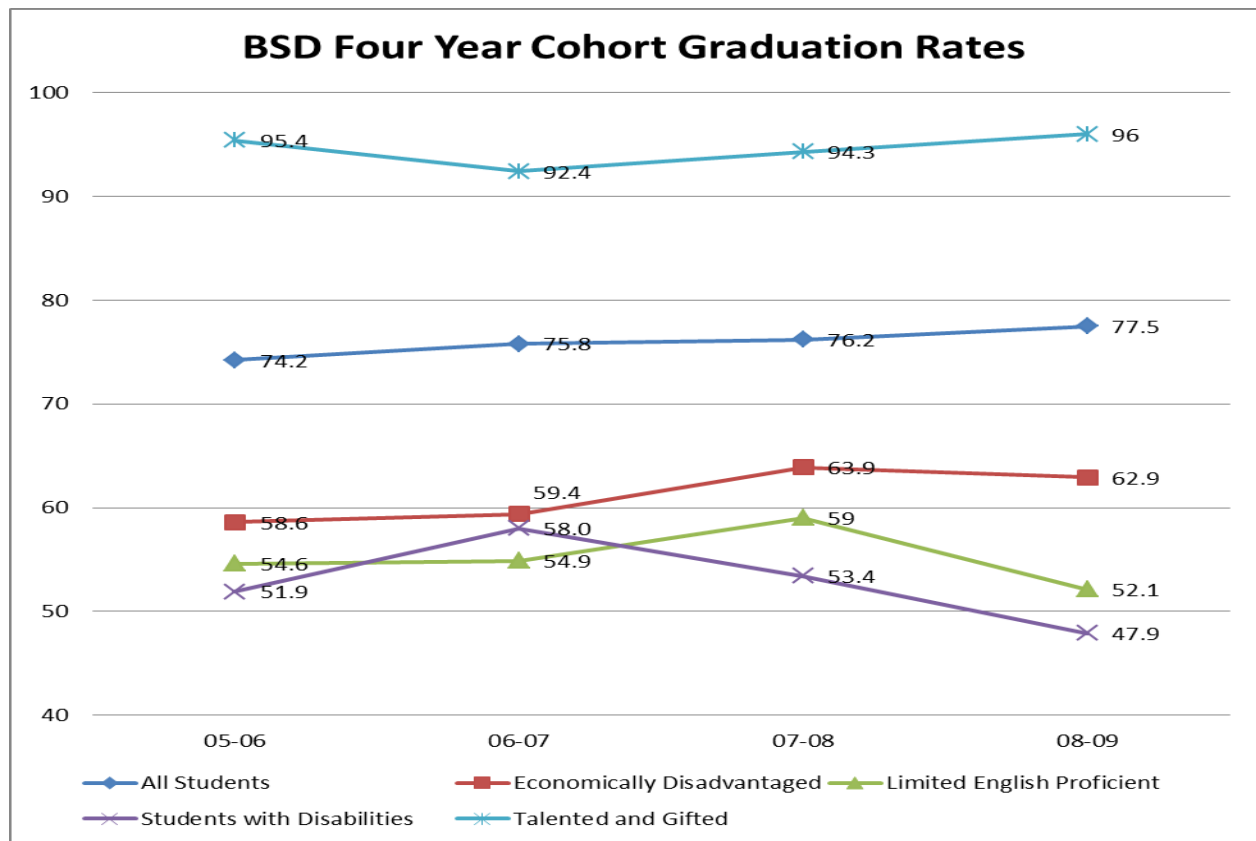
### Dropout Rates

| <b>School</b>                     | <b>2011-12</b> | 2010-11 | 2009-10 | 2008-09 | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
|-----------------------------------|----------------|---------|---------|---------|---------|---------|---------|---------|
| Aloha High School                 | <b>3.8</b>     | 1.6     | 1.9     | 3.9     | 2.7     | 5.3     | 5.4     | 3.6     |
| Arts & Communication High         | <b>0.3</b>     | 0.9     | 0.0     | 0.0     | 0.0     | 0.3     | 0.0     | 0.4     |
| Beaverton High School             | <b>2.5</b>     | 1.9     | 1.7     | 4.3     | 5.5     | 3.6     | 3.7     | 5.7     |
| Beaverton SD 48J                  | <b>2.5</b>     | 1.7     | 1.7     | 2.8     | 3.1     | 3.3     | 3.6     | 3.3     |
| Community School                  | <b>7.5</b>     | 3.5     | 3.7     | 3.4     | 3.4     | 3.1     | 7.8     | 9.3     |
| Health & Science School           | <b>1.0</b>     | 0.0     | 0.4     | 0.5     | -----   | -----   | -----   | -----   |
| International School of Beaverton | <b>0.3</b>     | 0.0     | 0.0     | 0.0     | 0.0     | -----   | -----   | -----   |
| Merlo Station Night School        | <b>15.6</b>    | 11.9    | 15.8    | 11.4    | 14.9    | 9.6     | 13.5    | 16.8    |
| School of Science & Technology    | <b>0.6</b>     | 0.0     | 0.0     | 0.6     | 0.6     | 1.2     | 0.0     | 0.0     |
| Southridge High School            | <b>1.0</b>     | 0.9     | 0.5     | 2.3     | 1.9     | 1.9     | 1.6     | 1.6     |
| Sunset High School                | <b>1.6</b>     | 1.0     | 1.1     | 1.3     | 3.1     | 3.3     | 4.9     | 2.3     |
| Terra Nova High School            | <b>0.0</b>     | 5.4     | 2.9     | -----   | -----   | -----   | -----   | -----   |
| Westview High School              | <b>1.4</b>     | 1.1     | 0.9     | 2.5     | 2.4     | 2.1     | 1.6     | 1.0     |

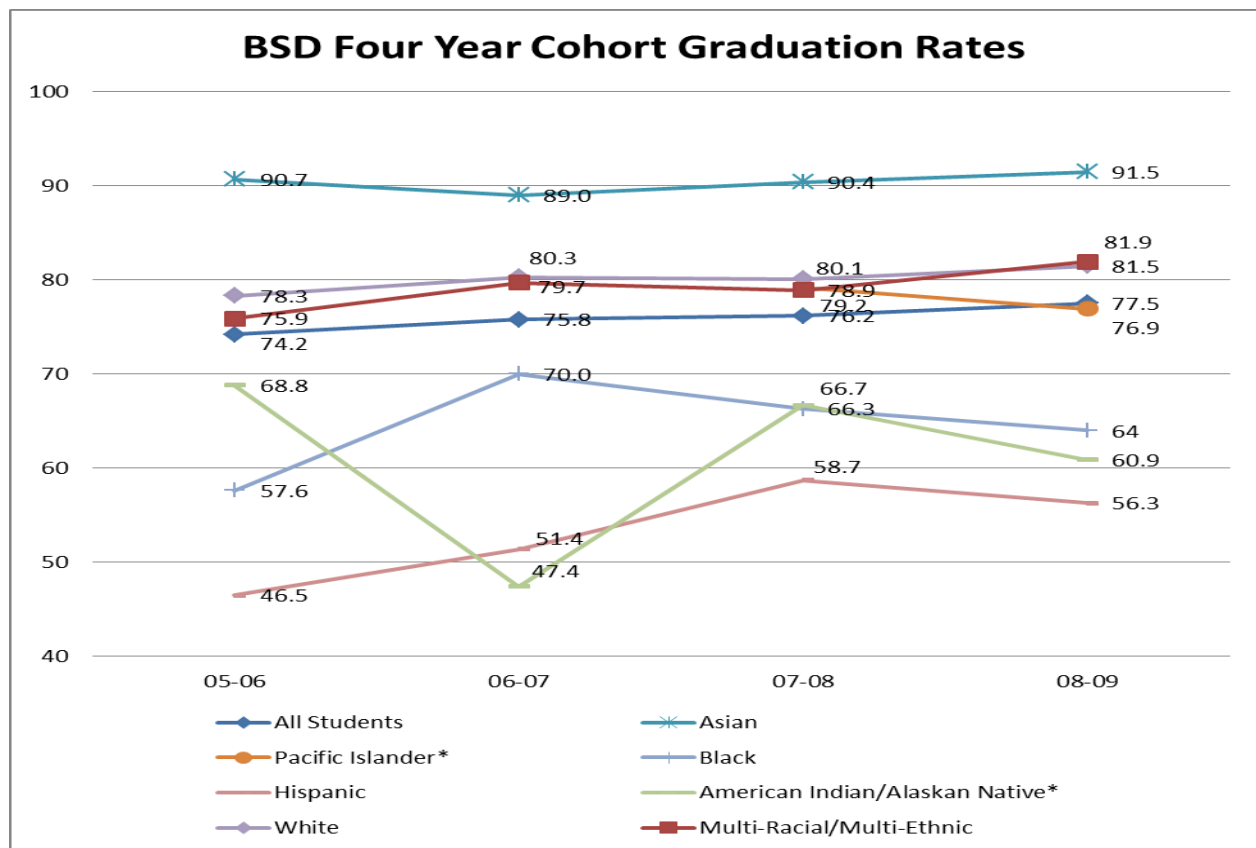
| <b>Student Group</b>           | <b>2011-12</b> | 2010-11 | 2009-10 | 2008-09 | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
|--------------------------------|----------------|---------|---------|---------|---------|---------|---------|---------|
| All Students                   | <b>2.5%</b>    | 1.7%    | 1.7%    | 2.8%    | 3.1%    | 3.3%    | 3.6%    | 3.3%    |
| Economically Disadvantaged     | <b>3.1%</b>    | 1.9%    | 1.7%    | 3.3%    | 4.2%    | 3.9%    | 4.8%    | 3.9%    |
| Limited English Proficient     | <b>4.8%</b>    | 3.6%    | 3.9%    | 6.7%    | 5.0%    | 5.5%    | 7.0%    | 8.0%    |
| Students with Disabilities     | <b>3.1%</b>    | 2.6%    | 2.1%    | 1.8%    | 3.0%    | 4.0%    | 2.2%    | 3.2%    |
| Asian/Pacific Islander         | <b>0.6%</b>    | 0.3%    | 0.8%    | 1.5%    | 1.6%    | 1.4%    | 2.0%    | 1.5%    |
| Black                          | <b>4.6%</b>    | 1.9%    | 1.6%    | 4.0%    | 4.5%    | 3.1%    | 5.9%    | 5.9%    |
| Hispanic                       | <b>4.4%</b>    | 3.1%    | 3.6%    | 6.7%    | 7.6%    | 7.9%    | 10.2%   | 9.8%    |
| American Indian/Alaskan Native | <b>13.7%</b>   | 0.0%    | 2.7%    | 5.3%    | 14.7%   | 4.1%    | 5.3%    | 4.6%    |
| White                          | <b>2.0%</b>    | 1.5%    | 1.4%    | 2.0%    | 2.2%    | 2.7%    | 2.7%    | 2.6%    |
| Multi-Racial/Multi-Ethnic      | <b>2.1%</b>    | 2.0%    | 0.6%    | 2.3%    | 3.0%    | 1.0%    | 1.0%    | 0.9%    |
| Talented and Gifted            | <b>0.3%</b>    | 0.5%    | 0.2%    | 0.4%    | 0.4%    | 0.3%    |         |         |
| Male                           | <b>2.7%</b>    | 2.0%    | 2.0%    | 3.0%    | 3.6%    | 3.7%    |         |         |
| Female                         | <b>2.2%</b>    | 1.3%    | 1.4%    | 2.5%    | 2.6%    | 2.6%    |         |         |

### *District 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.*



\* Interpret with caution - fewer than 30 students in cohort.



#### Four and Five Year Cohort Graduation Rates by School

*District Goal for 2010-15:*

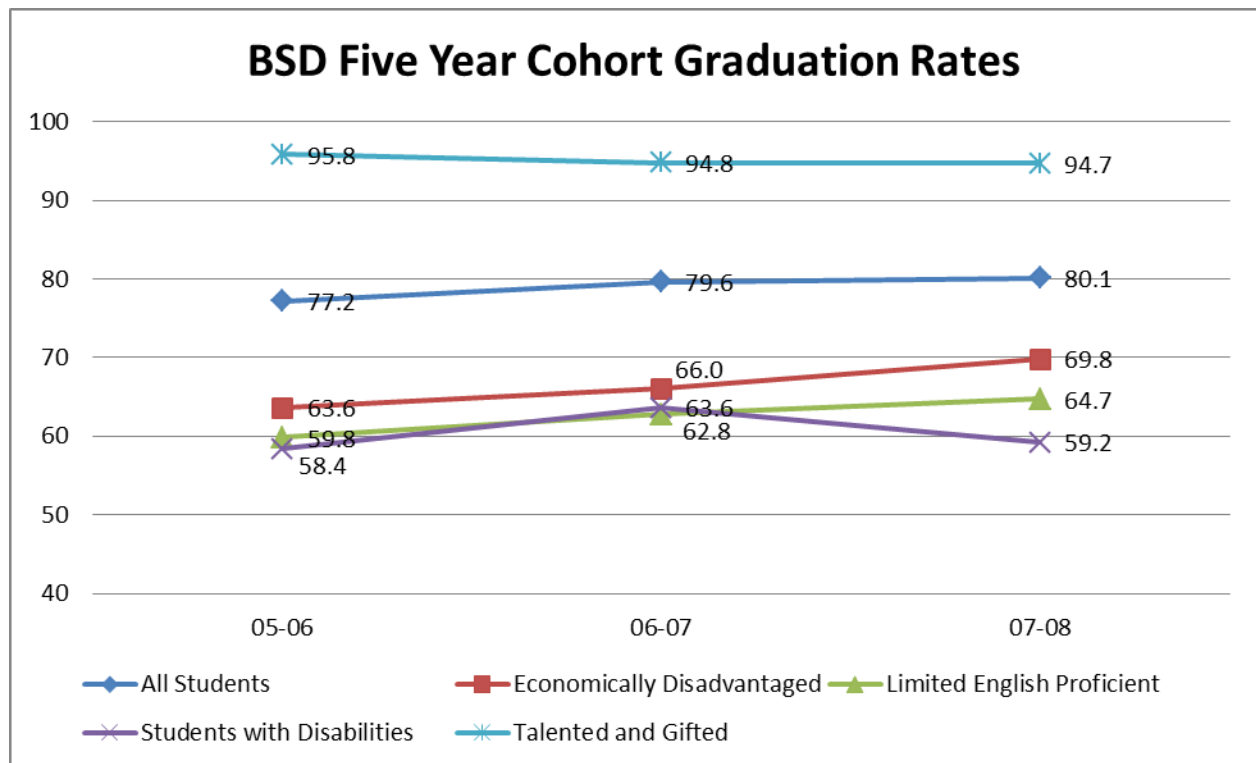
*All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.*

| <b>4 Year Cohort Graduation Rates</b> | 9th Graders Entering in |              |              |              |
|---------------------------------------|-------------------------|--------------|--------------|--------------|
| <b>School Name</b>                    | <b>05-06</b>            | <b>06-07</b> | <b>07-08</b> | <b>08-09</b> |
| <b>State</b>                          | 66.2                    | 66.4         | 67.2         |              |
| <b>Beaverton School District</b>      | 74.2                    | 75.8         | 76.2         | 77.5         |
| Aloha High School                     | 67.1                    | 70.9         | 72.3         | 72.7         |
| Arts & Communication High School      | 96.7                    | 89.5         | 93.9         | 90.9         |
| Beaverton High School                 | 68.2                    | 75.4         | 75.6         | 74.2         |
| Community School                      | 45.1                    | 26.9         | 24.6         | 35.4         |
| Health & Science School               | -----                   | -----        | 81.5         | 65.1         |
| ISB High                              | -----                   | 95.0         | 96.6         | 100          |
| Merlo Station Night School            | 29.0                    | 28.2         | 36.4         | 31           |
| School of Science & Technology        | 100.0                   | 88.5         | 89.2         | 81.1         |
| Southridge High School                | 85.7                    | 84.9         | 85.1         | 88.5         |
| Sunset High School                    | 76.0                    | 79.8         | 77.4         | 81.4         |
| Terra Nova High School                | -----                   | 58.3         | 45.5         | 66.7         |
| Westview High School                  | 79.8                    | 79.1         | 82.3         | 80.1         |

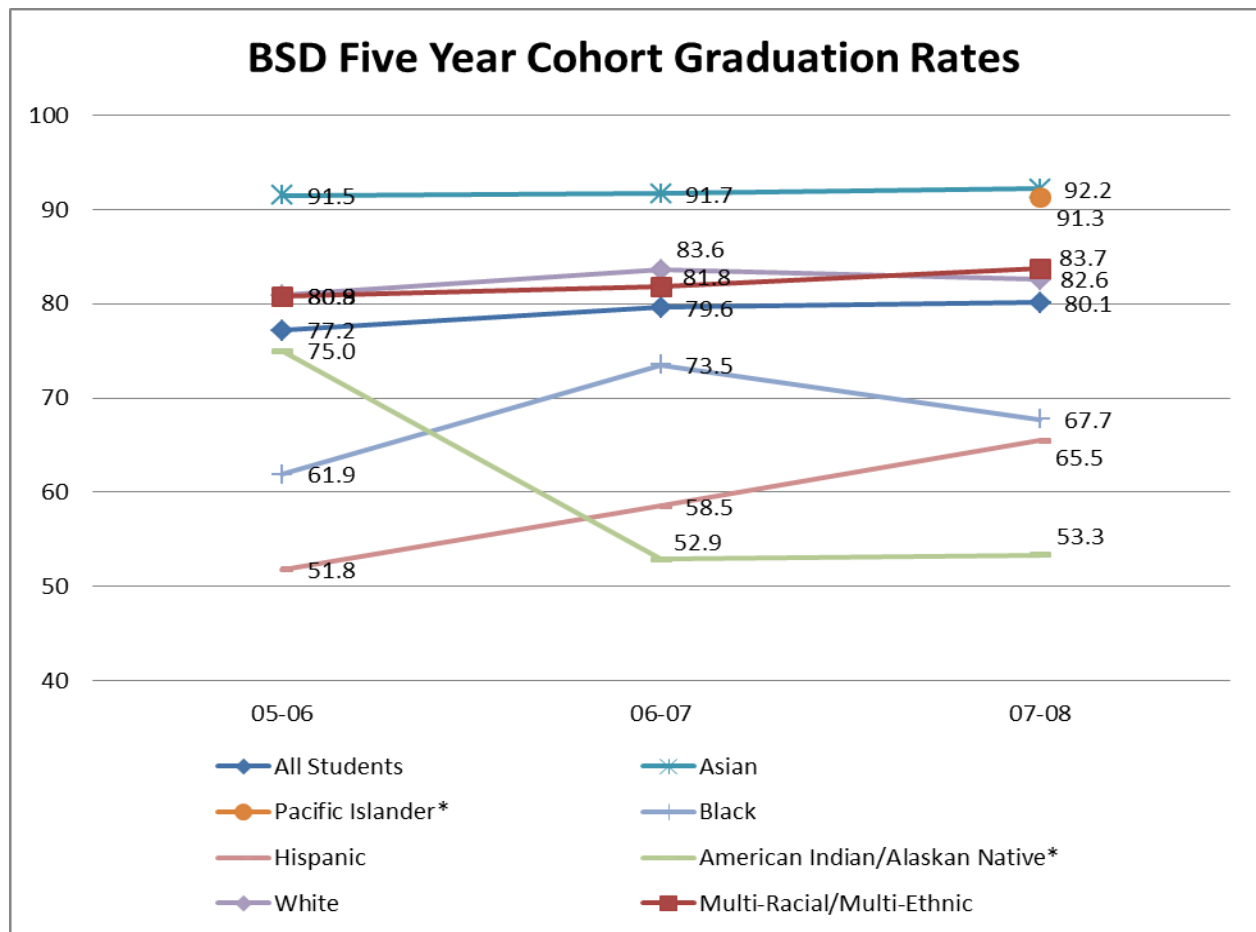
| <b>5 Year Cohort Graduation Rates</b> | 9th Graders Entering in |              |              |
|---------------------------------------|-------------------------|--------------|--------------|
| <b>School Name</b>                    | <b>05-06</b>            | <b>06-07</b> | <b>07-08</b> |
| <b>State</b>                          | 69.1                    | 70.5         |              |
| <b>Beaverton School District</b>      | 77.2                    | 79.6         | 80.1         |
| Aloha High School                     | 70.5                    | 75.7         | 74           |
| Arts & Communication High School      | 98.3                    | 95.8         | 97           |
| Beaverton High School                 | 70.4                    | 77.9         | 77.9         |
| Community School                      | 62.3                    | 47.3         | 50           |
| Health & Science School               | -----                   | -----        | 88.9         |
| ISB High                              | -----                   | 100.0        | 96.6         |
| Merlo Station Night School            | 58.0                    | 52.4         | 51           |
| School of Science & Technology        | 100.0                   | 92.0         | 89.2         |
| Southridge High School                | 86.7                    | 87.2         | 88           |
| Sunset High School                    | 76.9                    | 83.1         | 80.4         |
| Terra Nova High School                | -----                   | 81.8         | 70           |
| Westview High School                  | 82.2                    | 81.9         | 85.2         |

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\* Interpret with caution - fewer than 30 students in cohort.



#### **District Goal for 2010-15:**

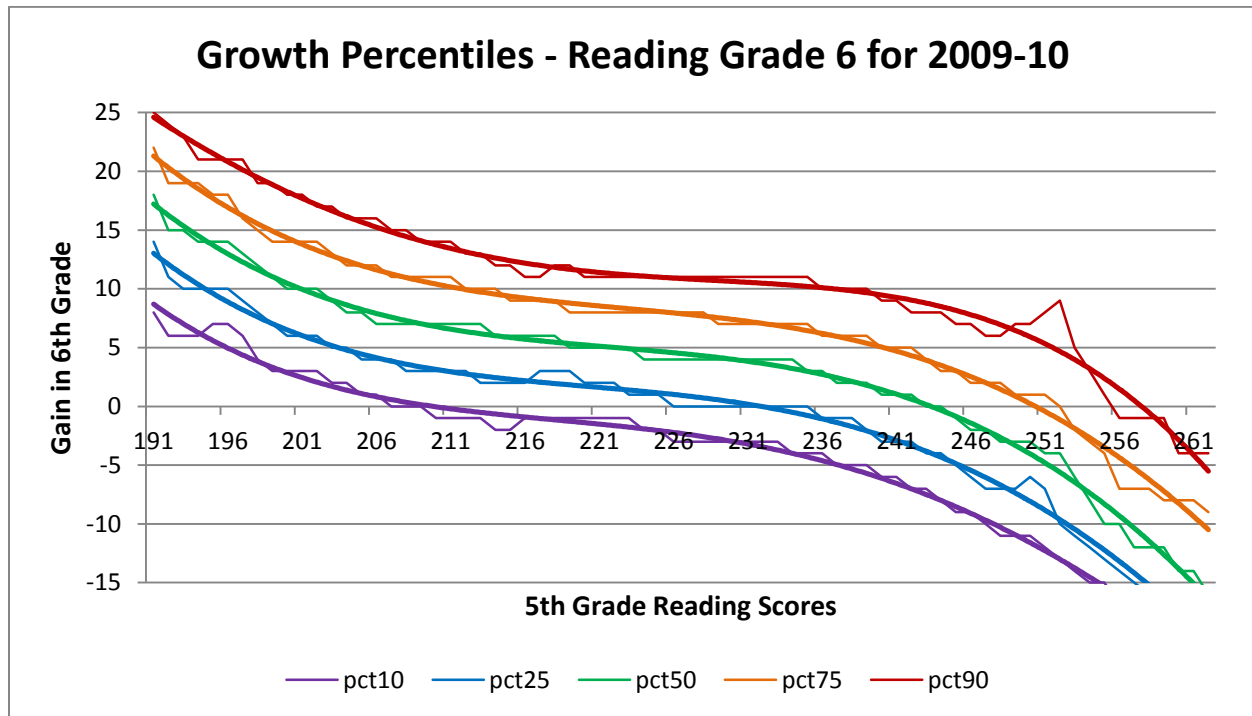
*All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.*

## Growth Targets

**Essential Question: Should the BSD Individual Student Growth Model be adjusted to reflect the State's adoption of the Oregon Growth Model used in the State's Accountability System?**

|  |
|--|
| <b>Growth Targets for 2012-13</b>  |
| <b>BSD Growth Model Targets (BSDxx)</b>  |
| <p>Growth Targets are designed to provide a trajectory to:</p> <ol style="list-style-type: none"><li>1) move a student up to the CCR benchmark in three years or by 11th grade.</li><li>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.</li><li>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.</li></ol> <p>The targets shown are based on historic student data. For students below the CCR benchmark, a formula is used to identify growth targets that "close the gap" over three years.</p> |
| <b>Oregon Growth Model Targets (ORxx and TYPORxx)</b>  |
| <p>These targets are based on the Oregon Growth Model, which is an adaptation of the Colorado Growth Model to Oregon's data. See <a href="http://www.ode.state.or.us/search/page/?id=3797">http://www.ode.state.or.us/search/page/?id=3797</a> for more information.</p>   |
| <b>What is a Growth Target? (Orxx)</b>   |
| <p>Growth Targets are designed to provide a trajectory to:</p> <ol style="list-style-type: none"><li>1) move a student up to standard in three years or by 11th grade, whichever comes first.</li><li>2) help ensure that a student already above standard stays above standard for the next three years.</li></ol> <p>The targets shown are based on historic student data. Past student growth is examined in order to determine the typical growth that moves a student up to standard, or the typical score needed to maintain a student at standard for the next three years.</p>   |
| <b>What is Typical Growth? (TYPORxx)</b>   |
| <p>The typical growth is the average historic growth for students who had that prior year test score. When used with the Growth Target, typical growth helps illustrate the relative difficulty of attaining the growth target.</p>  |

## Typical Growth

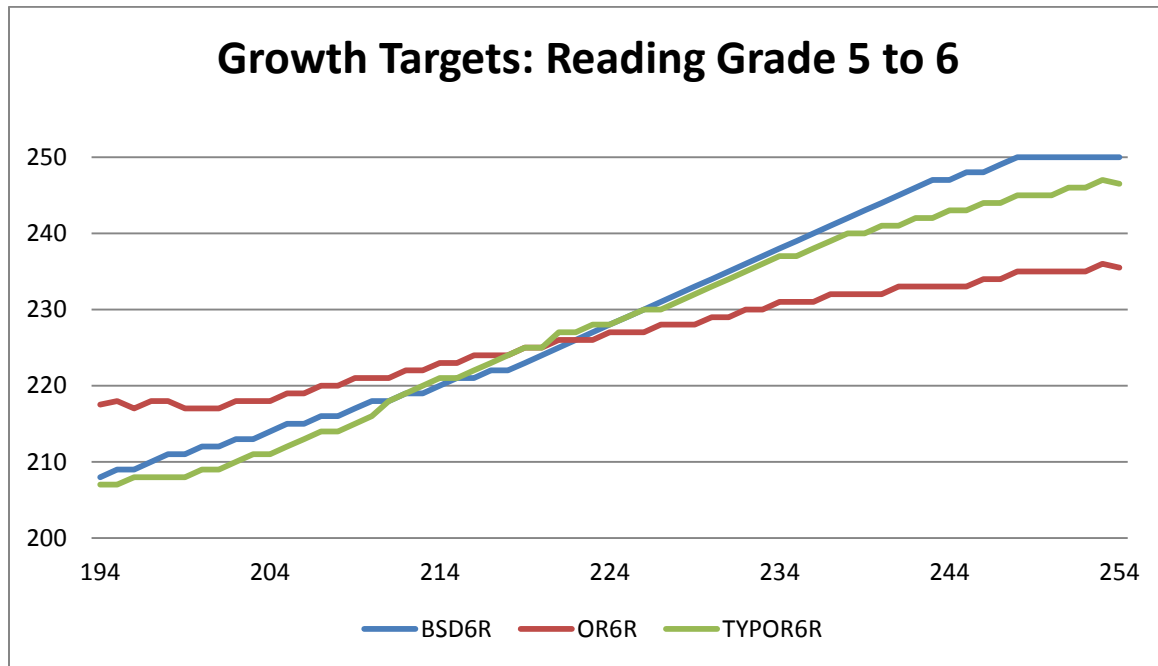


Some examples of Oregon Growth Targets and Typical Growth

| Grade 5 Score | Grade 6 Score | Growth   | Growth Percentile | Growth Target | Typical Growth |
|---------------|---------------|----------|-------------------|---------------|----------------|
| <b>195</b>    | <b>200</b>    | <b>5</b> | <b>16</b>         | <b>218</b>    | <b>207</b>     |
| 209           | 208           | -1       | 8                 | 223           | 215            |
| <b>209</b>    | <b>214</b>    | <b>5</b> | <b>34</b>         | <b>223</b>    | <b>215</b>     |
| 209           | 218           | 9        | 61                | 223           | 215            |
| 209           | 222           | 13       | 85                | 223           | 215            |
| 209           | 226           | 17       | 96                | 223           | 215            |
| <b>227</b>    | <b>232</b>    | <b>5</b> | <b>57</b>         | <b>228</b>    | <b>230</b>     |

(Grade 5 standard = 221)

## Comparison of Growth Targets



## Fifth to 6<sup>th</sup> Grade OAKS Reading Growth Expectations

