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## **2014-15 Achievement Compact**

### **POLICY ISSUE/SITUATION**

Under Senate Bill 1581, all districts in Oregon are required to submit a completed Achievement Compact by October 15 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 the 2014-15 Achievement Compact.



*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.*

# 2014-15 Achievement Compact Recommendations

A Preliminary Report to the Beaverton School Board

**BSD ACHIEVEMENT COMPACT ADVISORY COMMITTEE**

April 21, 2014



*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.*

# 2014-15 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 October 28, 2013.

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

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

## 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.

This is the same methodology used to determine the District's Achievement Compact measures for 2012-13. The Committee recommends re-establishing the goal trajectory 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
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%. 2011-12 data serves as the baseline year as recommended in the Achievement Compact White Paper. This is the same methodology employed in determining the District's Achievement Compact measures for 2012-13.

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

#### *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 that local measures not be included in the 2014-15 Achievement Compact. However, two of the District's Strategic Plan measures are recommended for inclusion in the 2015-16 Compact when two years of baseline data are available and an improvement goal is established:

- % students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- % students completing four credits or more of high-school level career and technical education courses with a C or better

#### 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 will be necessary to reset trajectories for math and reading proficiency when the Smarter Balanced Assessment is implemented in 2014-15. The Director of Policy and Research for the Oregon Education Investment Board (OEIB) has advised districts to not adjust their trajectories for 3<sup>rd</sup> grade reading and 5<sup>th</sup> and 8<sup>th</sup> grade math until after Smarter Balanced Assessment results are available. Given OEIB’s requirement that a goal is set for each of these measures and the lack of a rational method for setting a goal, the ACAC recommends following this advice. This almost assuredly means that the District will not meet the recommended goals for 2014-15 for these three measures. In addition, the ACAC has removed the four year targets for these measures from the 2014-15 Achievement Compact.

## 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 graphically 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

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 investment in the following strategies aligned with the District’s Four Pillars of Learning:

#### **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.*

### **Standards-based Learning** (*Excellence*)

- Increase teacher and principal knowledge and skills to implement the Common Core State Standards for all students.
- Insure standards prepare students as they transition from one level of schooling to the next and that teachers clearly understand the expectations for students.
- 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.
- Assess the impact of Standards Based Learning on the performance of traditionally underserved groups.

### **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)
- 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.
- Smaller Teacher/Counselor/ESL/Special Education teacher to student ratios, which allow for smaller class sizes and caseloads.
- More and varied counseling support at all levels to increase culturally responsive parental engagement, student support, community collaboration, and college and career services.
- 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
- Recruit, hire, and retain staff that is reflective of the student demographics of the District

### **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
- Increase the timeliness and availability of student data, especially growth data
- Provide quality mentoring to teachers new to the profession
- Increase the time and frequency for staff to collaborate in learning (in learning teams and as a full staff)
- Assess the impact of learning teams on the performance of traditionally underserved groups
- 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 be included in the regular reports of Strategic Plan implementation developed by the Board. Additionally, District leaders should ensure school leaders and Site Councils are well versed in District strategies prior to engaging in School Improvement Planning (SIP). School improvement strategies addressing Achievement Compact measures should be identified by schools in their SIP.

### 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 propose that ACAC members directly engage the student representatives to the School Board 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

After reflecting on our experience during the past two years and how much we have learned going through this process, we offer the following recommends to the Board:

- 1) Expand the membership of the ACAC from 12 to 16 members to provide more diverse perspectives
- 2) Appoint the Achievement Compact Advisory Committee in September and have the ACAC begin its work in October. This will allow the Committee to analyze available Achievement Compact data and recommend strategies in time to inform the budget process.

This Preliminary Report reflects our best thinking 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.

Beaverton School District Achievement Compact  
2014-2015

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2008-09	Traditionally Underserved#	9th graders of 2009-10	Traditionally Underserved#	9th graders of 2010-11	Traditionally Underserved#	9th graders of 2011-12	Traditionally Underserved#	9th graders of 2014-15**	Traditionally Underserved#
4-Year Graduation Rate	77.5%	64.3%	77.2%	64.2%	80%	68%	80%	68%	85%	75%
5-Year Completion Rate	86.1%	77.5%	89%	84%	89%	81%	91%	85%	96%	94%
Earning 9+ College Credits	30%	20%	29%	21%	31%	22%	32%	22%	34%	24%
Post-Secondary Enrollment@			75%	62%						

Progression: Are students making sufficient progress toward college and career Assessment?										
	All 2011-12	Traditionally Underserved#	All 2012-13	Traditionally Underserved#	All 2013-14*	Traditionally Underserved#	Goal for All 2014-15	Traditionally Underserved#	4-Year Goal (2017-18)**	Traditionally Underserved#
Kinder Assessment Participation					95%	95%	95%	95%		
3rd Grade Reading Proficiency	79.9%	66.3%	74.5%	59.7%	84%	73%	85%	75%		
5th Grade Math Proficiency	74.6%	58.9%	70.4%	55.2%	79%	67%	82%	70%		
6th Grade Not Chronically Absent	89.6%	85.3%	92.2%	88.7%	92%	88%	92%	89%	94%	92%
8th Grade Math Proficiency	78.5%	63.6%	73.1%	56.8%	83%	71%	84%	74%		
9th Grade Credits Earned	80%	66%	77.8%	63.7%	84%	72%	85%	75%	89%	82%
9th Grade Not Chronically Absent	83.0%	75.0%	86.1%	79.1%	86%	80%	88%	82%	91%	87%

Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each Traditionally Underserved#					
	2012-13	2013-14	2014-15	2015-16 Goal	4-Year Goal (2018-19)**
Priority & Focus Schools (includes schools with lowest overall rating on Oregon Report Card)	2	1	1	1	

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	All 2011-12	Traditionally Underserved#	All 2012-13	Traditionally Underserved#	All 2013-14	Traditionally Underserved#	All 1-Year Goal	Traditionally Underserved#	All 4-Year Goal**	Traditionally Underserved#

Investment: What is the public investment in the district? (does not include capital investments)					
	2012-13	2013-14*	2014-15*	2014-15 QEM calculation of district share	
Formula Revenue	\$281,726,140	\$306,639,617	\$328,922,327		
Local Revenue not passed through formula	\$27,840,560	\$ 27,672,332	\$37,628,685		
Federal Revenue	\$34,065,924	\$ 33,043,073	\$34,200,000		
State Grants not passed through formula	\$989,984	\$ 353,000	\$252,891		

**KEY for 2014-2015 ACHIEVEMENT COMPACT:** \*Estimate based on most recent available data. \*\*4-Year Goal optional  
 NOTE: ODE will populate the white fields. Gray fields for current and past data are optional, as are the fields for local priorities.  
 NOTE: Districts should fill in the blue fields with their percent targets, provided student counts are six or more. Goal set 13-14

@ Post Secondary enrollment data not available 4/21/14

# OEIB refers to these students as "disadvantaged"



Beaverton School District Achievement Compact  
2014-2015

Equity: Are students succeeding across all buildings and populations?									
9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	62.9%	52.1%	47.9%	64.0%	56.2%	60.9%	76.9%	91.5%	>95%
5-Year Completion Rate	75.5%	67.0%	70.1%	75.9%	70.2%	70.8%	77.8%	>95%	>95%
Earning 9+ College Credits	21%	11%	8%	17%	17%	21%	11%	47%	62%
Post-Secondary Enrollment@									
2011-12 results									
Kinder Assessment Participation									
3rd Grade Reading Proficiency	63.0%	53.6%	55.5%	64.8%	57.5%	61.5%	61.1%	90.8%	>95%
5th Grade Math Proficiency	54.9%	50.1%	40.0%	56.8%	52.0%	83.3%	52.4%	91.3%	>95%
6th Grade Not Chronically Absent	83.2%	90.2%	81.7%	88.5%	87.1%	75.0%	88.5%	>95%	>95%
8th Grade Math Proficiency	61.9%	47.5%	40.0%	61.7%	60.2%	84.6%	81.0%	91.6%	>95%
9th Grade Credits Earned	63%	54%	65%	71%	59%	69%	77%	>95%	>95%
9th Grade Not Chronically Absent	71.5%	75.0%	74.7%	80.2%	75.2%	69.2%	65.4%	>95%	94.0%

9th Graders of 2009-10									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	62.0%	50.6%	49.8%	71.7%	56.5%	53.9%	78.6%	92.8%	>95%
5-Year Completion Rate	83%	75%	85%	82%	77%	84%	93%	>95%	>95%
Earning 9+ College Credits	21%	16%	9%	18%	19%	35%	13%	43%	56%
Post-Secondary Enrollment@	60%	57%	51%	71%	53%	63%	NA	83%	85%
2012-13 results									
Kinder Assessment Participation									
3rd Grade Reading Proficiency	54.7%	45.4%	47.8%	62.3%	49.3%	77.8%	54.5%	87.9%	>95%
5th Grade Math Proficiency	52.1%	43.3%	31.5%	51.8%	47.9%	81.3%	36.0%	86.9%	>95%
6th Grade Not Chronically Absent	88.5%	90.4%	83.4%	94.3%	90.6%	90.9%	79.2%	>95%	>95%
8th Grade Math Proficiency	54.7%	36.8%	31.0%	47.2%	52.0%	63.2%	42.9%	89.9%	>95%
9th Grade Credits Earned	59.7%	47.1%	52.5%	54.7%	57.8%	60.0%	73.9%	>95%	>95%
9th Grade Not Chronically Absent	76%	73%	73%	81%	78%	81%	87%	>95%	>95%

@ Post Secondary enrollment data not available 4/21/14

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Beaverton School District Achievement Compact  
2014-2015

9th Graders of 2010-11									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	66%	57%	50%	68%	61%	64%	78%	93%	>95%
5-Year Completion Rate	81%	74%	77%	81%	77%	77%	83%	97%	98%
Earning 9+ College Credits	22%	12%	8%	18%	20%	23%	12%	48%	62%
Post-Secondary Enrollment@									
2013-14 results targets									
Kinder Assessment Participation	95%	95%	95%	95%	95%	95%	95%	95%	95%
3rd Grade Reading Proficiency	70%	62%	64%	71%	66%	69%	68%	93%	>95%
5th Grade Math Proficiency	63%	60%	51%	65%	61%	86%	61%	93%	>95%
6th Grade Not Chronically Absent	86%	92%	85%	91%	90%	80%	91%	>95%	>95%
8th Grade Math Proficiency	69%	57%	51%	69%	68%	88%	85%	93%	>95%
9th Grade Credits Earned	70%	63%	72%	77%	67%	75%	81%	>95%	>95%
9th Grade Not Chronically Absent	77%	80%	80%	84%	80%	75%	72%	>95%	95%

9th Graders of 2011-12									
	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	67%	56%	54%	77%	62%	59%	84%	94%	>95%
5-Year Completion Rate	84%	78%	80%	84%	80%	81%	82%	>95%	>95%
Earning 9+ College Credits	23%	13%	9%	19%	21%	24%	12%	48%	62%
Post-Secondary Enrollment@									
2014-15 results targets									
Kinder Assessment Participation	95%	95%	95%	95%	95%	95%	95%	95%	95%
3rd Grade Reading Proficiency	73%	66%	68%	74%	69%	72%	72%	93%	>95%
5th Grade Math Proficiency	67%	64%	56%	69%	65%	88%	65%	94%	>95%
6th Grade Not Chronically Absent	88%	93%	87%	92%	91%	82%	92%	>95%	>95%
8th Grade Math Proficiency	72%	62%	56%	72%	71%	89%	86%	94%	>95%
9th Grade Credits Earned	73%	66%	74%	79%	71%	77%	83%	>95%	>95%
9th Grade Not Chronically Absent	79%	82%	82%	86%	82%	78%	75%	>95%	>95%

@ Post Secondary enrollment data not available 4/21/14

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Beaverton School District Achievement Compact  
2014-2015

9th Graders of 2014-15 (Optional 4-Year Goals)									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	74%	65%	62%	85%	70%	67%	92%	95%	>95%
5-Year Completion Rate	93%	90%	92%	93%	92%	92%	94%	>95%	>95%
Earning 9+ College Credits	25%	15%	10%	21%	23%	27%	13%	49%	63%
Post-Secondary Enrollment@									
2017-18 results targets									
Kinder Assessment Participation									
3rd Grade Reading Proficiency									
5th Grade Math Proficiency									
6th Grade Not Chronically Absent	91%	95%	90%	94%	93%	87%	94%	>95%	>95%
8th Grade Math Proficiency									
9th Grade Credits Earned	80%	76%	81%	85%	78%	84%	88%	>95%	>95%
9th Grade Not Chronically Absent	85%	87%	87%	89%	87%	84%	82%	>95%	>95%

**KEY for 2014-2015 ACHIEVEMENT COMPACT:**

NOTE: ODE will populate the white fields. Gray fields for current and past data are optional, as are the fields for local priorities.

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

Goal set 13-14

**Achievement Compact Measure Descriptions**  
**January 2013**

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

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

# Achievement Compact Measure Descriptions

## January 2013

### Equity: Are students succeeding across all buildings and populations? (Disaggregated data and goals for each Traditionally Underserved student group)

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

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

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