

# College & Career Ready and Individual Student Growth

## Annual Report to the School Board and Community Beaverton School District October 8, 2012



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

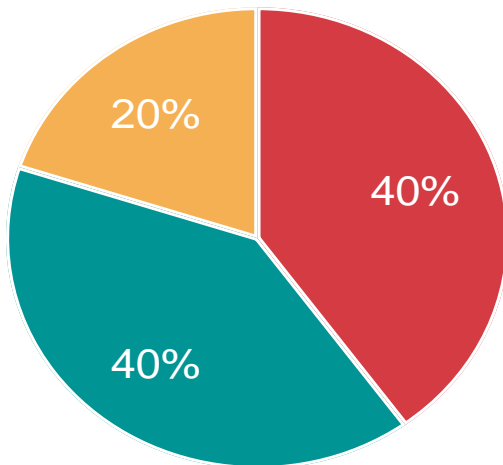
*The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender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

## Purpose

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

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

As their highest level of educational attainment:

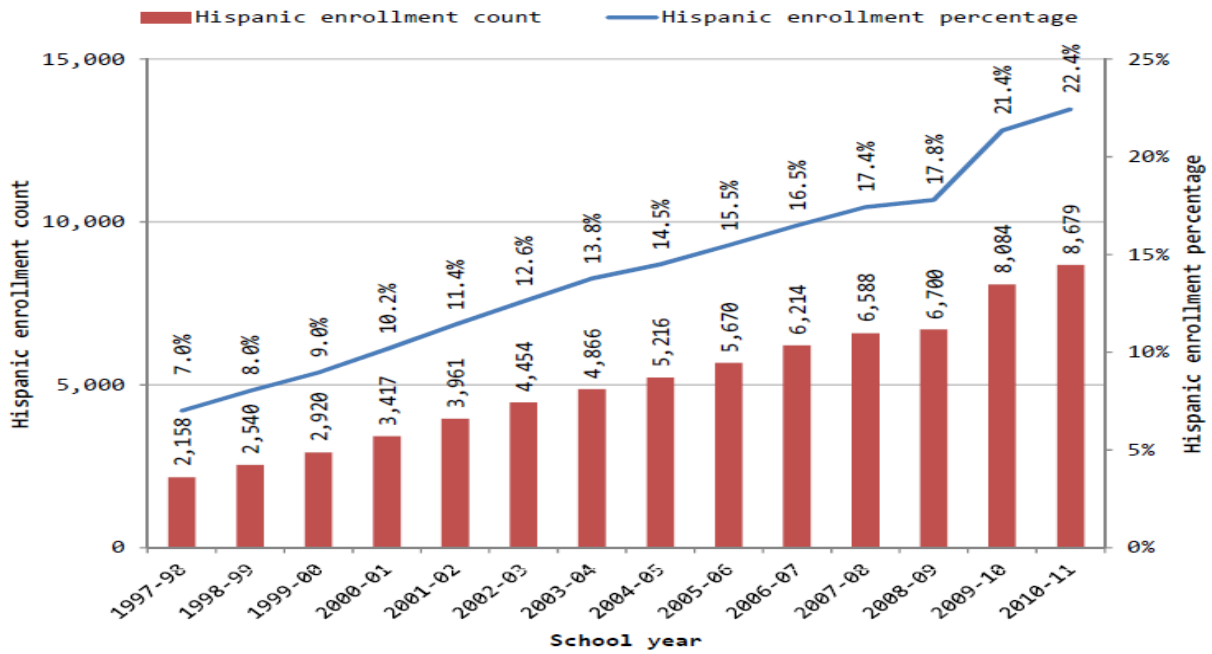


- **40%** of adult Oregonians have earned a bachelor's degree or higher (now **30%**)
- **40%** of adult Oregonians have earned an associate's degree or postsecondary credential (now **18%**)
- **20%** of all adult Oregonians have earned at least a high school diploma, an extended or modified diploma,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

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

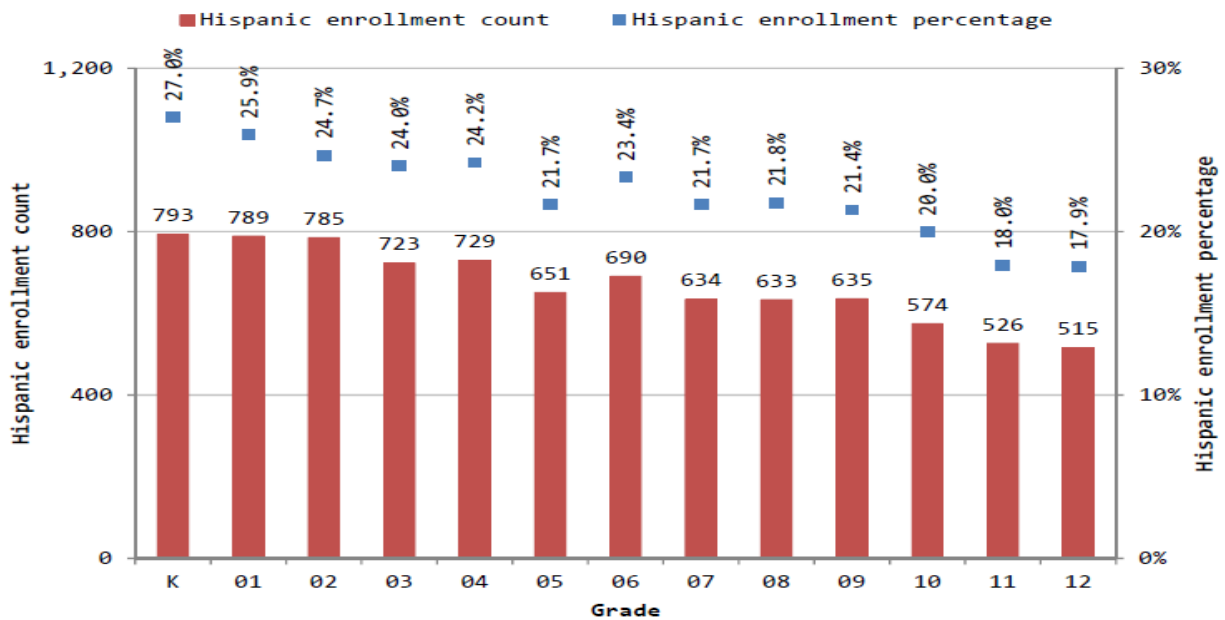
At the same time, the demographics of the Beaverton School District are changing. An increasing percentage of student in the District are from demographic groups that have traditionally had lower percentages of students who graduate college and career ready. The two graphs below illustrate 1) how the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

### Hispanic enrollment in Beaverton School District: 1997-98 to 2010-11



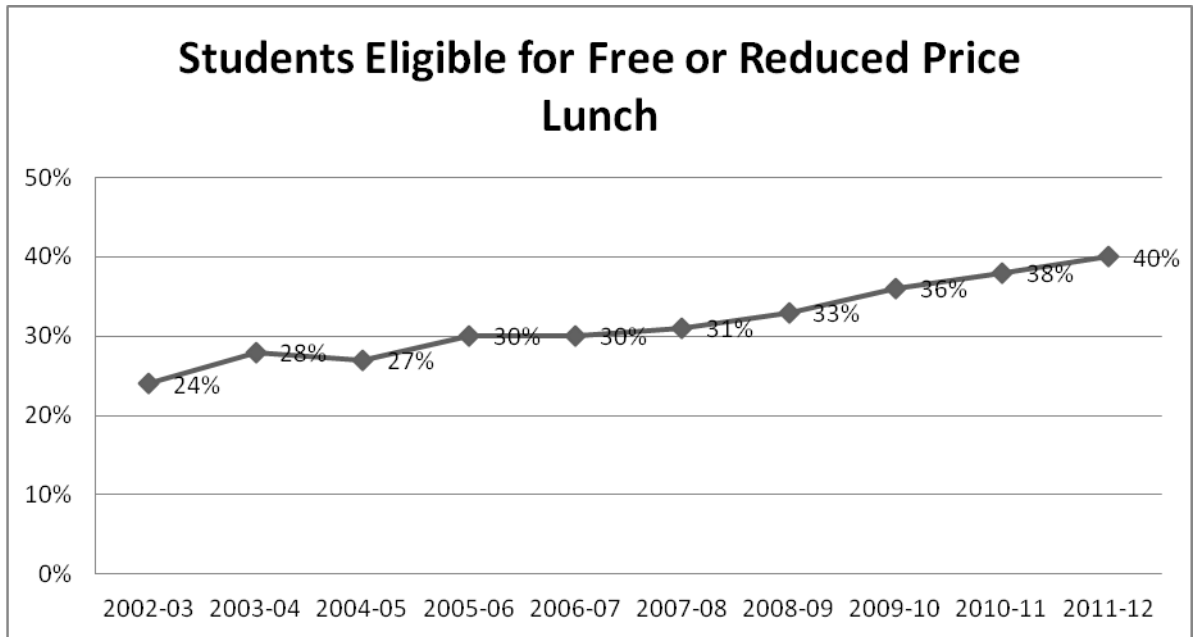
Source: Education Northwest staff analysis based on Oregon Department of Education, October 1 Enrollment Summary (DBI Report #73), school years 1997-98 to 2010-11 (electronic data file), retrieved September 28, 2011, from <http://www.ode.state.or.us>

### Hispanic enrollment by grade, Beaverton School District: school year 2010-11



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

Over the past decade, the percentage of students who are economically disadvantaged (eligible for free or reduced price lunch) has increased from 24% to 40%, a 67% increase.



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

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

	Baseline 2009-10	2010-11	2011-12
<b>Individual Student Achievement</b>			
% of College and Career Ready (CCR) graduates	27.3%	27.0%	27.5%
% of students on track to be College and Career Ready (CCR) graduates <sup>1</sup>	48.3%	50.3%	50.0%
Students demonstrate learning readiness, individual growth and success <sup>1</sup>	46.7%	43.4%	46.7%
Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies)** (The percentage point gap between the performance of all students and the performance of these demographic groups.)	22.3%	22.0%	21.5%

<sup>1</sup> Note: College and Career Readiness targets and individual student growth targets increased for elementary and middle school reading between 2009-10 and 2010-11.

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

## Summary of Findings

Indicator	Key Question and Findings
1	<p data-bbox="329 289 1472 321">To what extent are students attaining college and career readiness benchmarks?</p> <ul data-bbox="329 331 1472 583" style="list-style-type: none"> <li data-bbox="329 331 1472 405">• Nearly half of Beaverton students (46.1%) meet all college and career readiness benchmarks for their grade level.</li> <li data-bbox="329 415 1472 583">• The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs.</li> </ul>
2	<p data-bbox="329 594 1472 657">How has student attainment of college and career readiness benchmarks changed over time?</p> <ul data-bbox="329 667 1472 804" style="list-style-type: none"> <li data-bbox="329 667 1472 804">• Across all grades, the percentage of students meeting StEPP targets is relatively unchanged over time. The percentage of students meeting the StEPP components at Kindergarten is increasing over time while the percentage of students meeting StEPP components at grade 8 is declining.</li> </ul>
3	<p data-bbox="329 814 1472 846">To what extent are students meeting targets for individual student growth?</p> <ul data-bbox="329 856 1472 1917" style="list-style-type: none"> <li data-bbox="329 856 1472 961">• Four in ten students in grades 4 – 8 met OAKS growth targets in 2011-12. A greater percentage of students in grades 3-7 meet their individual growth target in reading than in math, while the opposite is true at grade 8.</li> <li data-bbox="329 972 1472 1224">• With the exception of grade 5, racial and ethnicity gaps for students meeting their individual student growth target on OAKS Reading are much less pronounced than those for college and career readiness attainment. At most grades, the percentages of Special Education and ELL students meeting individual growth targets in reading are less than for district students as a whole. The percentage of TAG students meeting individual growth targets in reading is similar to district students as a whole until grade.</li> <li data-bbox="329 1234 1472 1402">• The percentages of black, Hispanic, Special Education, and ELL students meeting their individual growth targets in OAKS Math is somewhat lower than for District students as a whole, with a proportionally large gap at grade 8 for the Special Education and ELL student groups. The percentage of TAG students meeting individual growth targets in math is significantly above the district rate.</li> <li data-bbox="329 1413 1472 1623">• In reading, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a slightly lower rate (44%) than students who were not college and career ready (45%), reversing last year’s comparison. In math, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a much higher rate (46%) than students who were not college and career ready (37%).</li> <li data-bbox="329 1633 1472 1770">• Roughly half of grade 10 and 11 students met their individual growth target on each subject test ranging from a low of 45% in 11<sup>th</sup> grade science to a high of 61% on 10<sup>th</sup> grade English. In each tested subject except math, a greater percentage of students in grade 10 meet targets for individual student growth than their grade 11 peers.</li> <li data-bbox="329 1780 1472 1917">• Hispanic and Special Education students are the least likely to meet their individual student growth targets across subjects and grades. However, greater percentages of 11<sup>th</sup> grade ELL students meet their individual student growth target than their 10<sup>th</sup> grade peers in each subject. Talented and Gifted students significantly outperform</li> </ul>

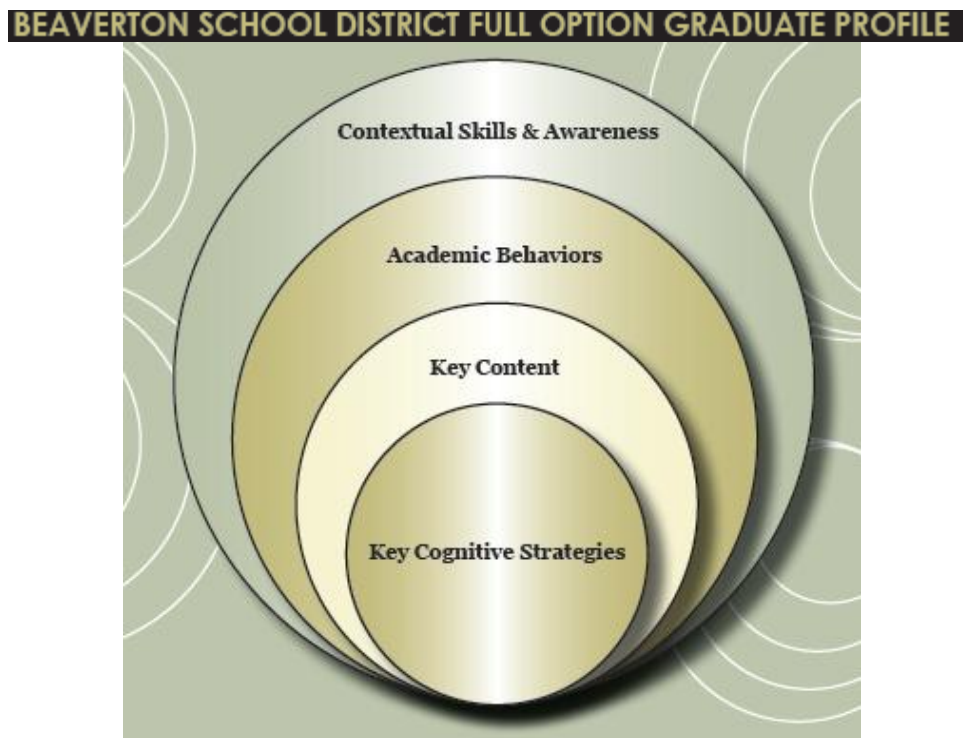
	<p>their peers in meeting individual student growth expectations on all subjects at both grades.</p> <ul style="list-style-type: none"> <li>• With the exception of grade 10 English, students that were college and career ready on the 8<sup>th</sup> grade EXPLORE subject tests were more likely than their peers who were not college and career ready to meet individual student growth targets. The majority of students in grade 10 met their individual growth target in grade 10 whether or not the student was college and career ready in grade 8 with the exception of students who were not college and career ready in math. In grade 11, students who met college and career readiness benchmarks in grade 8 were more than twice as likely to meet their individual student growth target as their peers who were not college and career ready in grade 8.</li> </ul>
4	<p>How has student attainment of targets for individual student growth changed over time?</p> <ul style="list-style-type: none"> <li>• In math, a lesser percentage of students met individual student growth targets OAKS in 2011-12 than in the previous year. In reading, the percentage of students meeting individual student growth targets remained about the same as the prior year.</li> <li>• A greater percentage of 10<sup>th</sup> grade students met individual student growth targets on high school college readiness assessments in 2011-12 compared to the baseline year of 2009-10. Double digit increases from 2010-11 in the percentage of 11<sup>th</sup> grade students who met student growth targets were posted in all four subjects and the percentage of students meeting growth targets increased substantially from the baseline year of 2009-10 in all four subjects.</li> </ul>
5	<p>How does student attainment of college and career readiness benchmarks and targets for individual student growth vary by school poverty level?</p> <ul style="list-style-type: none"> <li>• The percentage of students meeting college and career readiness benchmarks in reading and math is inversely related to the percentage of students who are economically disadvantaged in the school.</li> <li>• The percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. The strength of the relationship is weaker than for student achievement.</li> </ul>
6	<p>What progress has the District made in closing achievement and growth gaps?</p> <ul style="list-style-type: none"> <li>• The District has made little progress in closing the achievement gaps in college and career readiness.</li> <li>• The growth gap between all students and the weighted average of historically underperforming groups narrowed for reading and for math between 2011-12 and 2010-11.</li> </ul>

## What is College and Career Ready?

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

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

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



*Conley, D. T. (2007). Redefining college readiness, Volume 3. Eugene, OR: Educational Policy Improvement Center.*

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

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

## STUDENT EDUCATION PLAN & PROFILE (StEPP) KEY BENCHMARKS



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

### *Getting Students Ready for College and Career*

The district goal is to prepare all students for post-secondary education and career success. For many years, students in grade 8 and high school have taken ACT college readiness tests. Scores from these tests are one indicator of whether a student is likely to be successful in a first year college course in English, math, science, and social science. Using many years of data from our own students, we have identified college and career readiness (CCR) benchmarks on the OAKS tests in reading and mathematics. (See page 50 for details.) A student that scores at or above the CCR is more likely to meet the ACT college readiness benchmark. Meeting college readiness benchmarks is one indication that a student is on track to succeed in college or in a career training program after graduating.



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

### ACT College and Career Readiness Benchmarks

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

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

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

Having defined measures of college and career readiness, we now look at another important facet of the district goal, growth for all students.

### What is Individual Student Growth?

### Growth Model for Students in Grades 10 and 11

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

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

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

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

#### Growth Target Example: Math

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

### Growth Model for Students in Grades 4 - 8

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

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

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

#### Growth Target Example: OAKS Reading

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

### Which Students are Included in the Data?

Data reflects students enrolled on May 1 and are still enrolled at the end of the school year in District-operated schools. For StEPP 6 (grade 12), students who graduated as well as students who are still enrolled are included.

Results for Native American and Pacific Islander students should be interpreted with caution since the number of students with data at each grade is usually between 10 and 20 students.

Student program participation is defined as follows:

<i>Student Group</i>	<i>Definition</i>
Special Education	Students on an Individualized Education Plan (IEP)
English Language Learners	Students identified as ELL during the current school year
Talented and Gifted	Students identified as talented and gifted
Economically Disadvantaged	Students eligible for free or reduced price lunch at the end of the year
Mobile	Students enrolling in the District after October 1, not enrolled on the first school day of any month, or changing schools between the prior and current school year

For cross year comparisons, please note that the following subgroup definitions changed between 2010-11 and 2011-12:

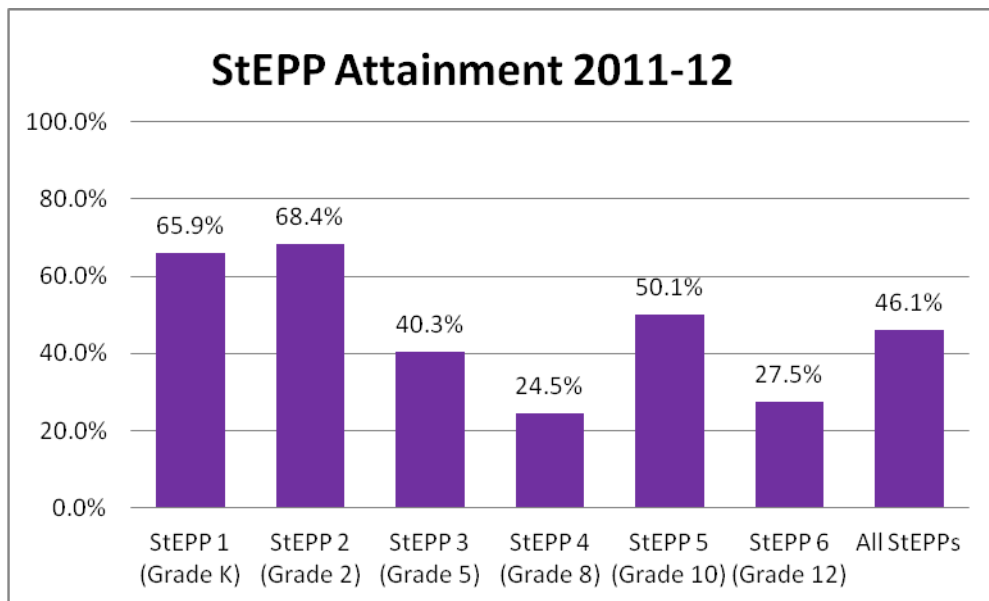
<i>Student Group</i>	<i>Definition in 2010-11</i>	<i>Definition in 2011-12</i>
English Language Learners	Students identified as ELL <u>at the end</u> of the school year	Students identified as ELL <u>during</u> the current school year
Mobile	Students enrolling in the District after October 1 or changing schools between the prior and current school year	Students enrolling in the District after October 1, not enrolled on the first school day of any month, or changing schools between the prior and current school year

**Key Question and Findings**

Indicator	Key Question and Findings
1	<p>To what extent are students attaining college and career readiness benchmarks?</p> <ul style="list-style-type: none"> <li>• Nearly half of Beaverton students (46.1%) meet all college and career readiness benchmarks for their grade level.</li> <li>• The percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs.</li> </ul>

*College and Career Readiness Attainment in 2011-12*

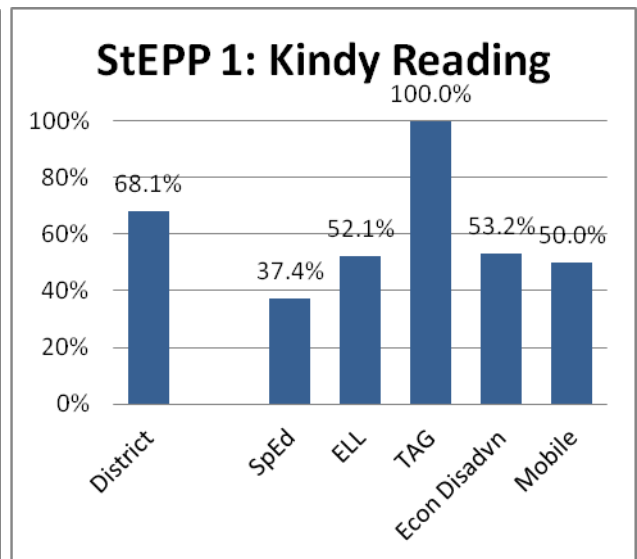
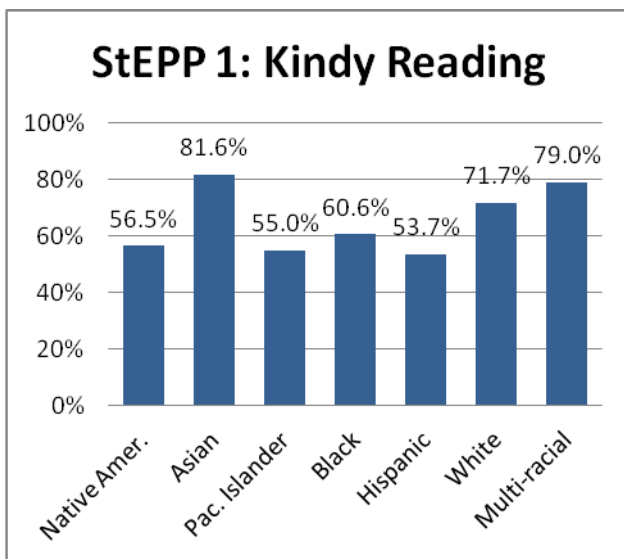
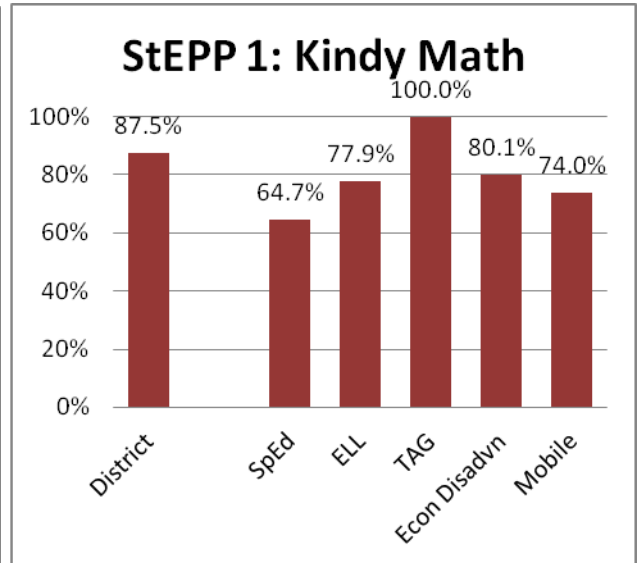
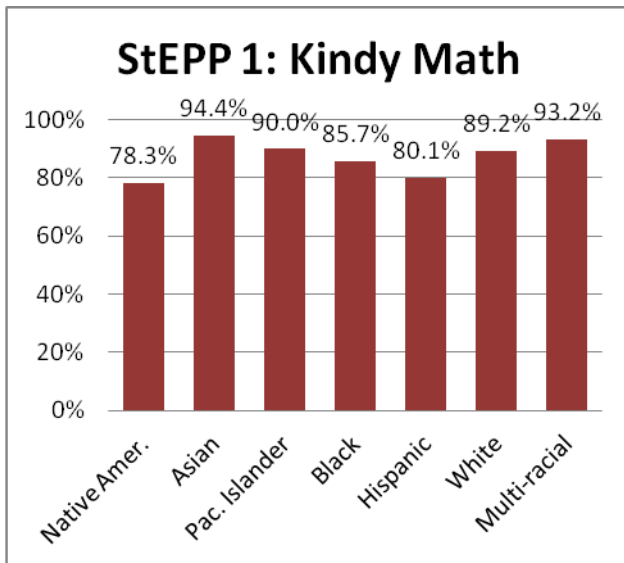
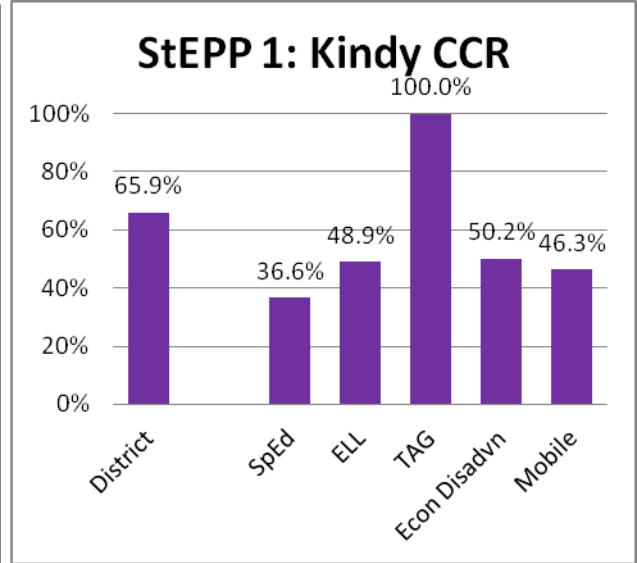
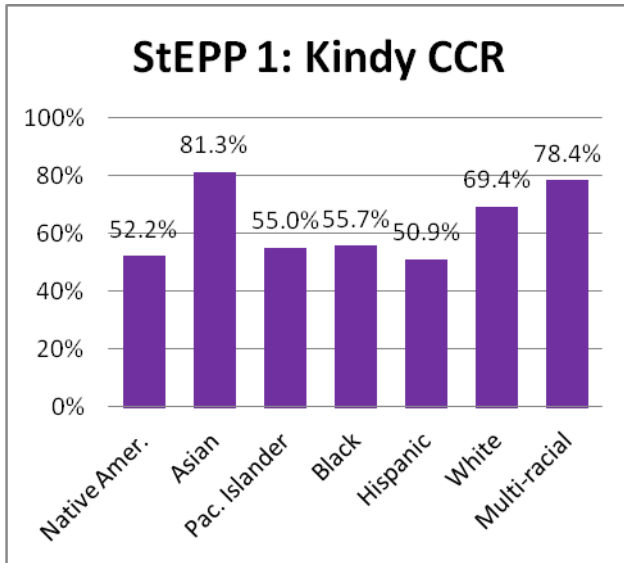
Nearly half of Beaverton students (46.1%) meet all college and career readiness benchmarks for their grade level. The percentages of students meeting college and career readiness benchmarks by grade are shown here:

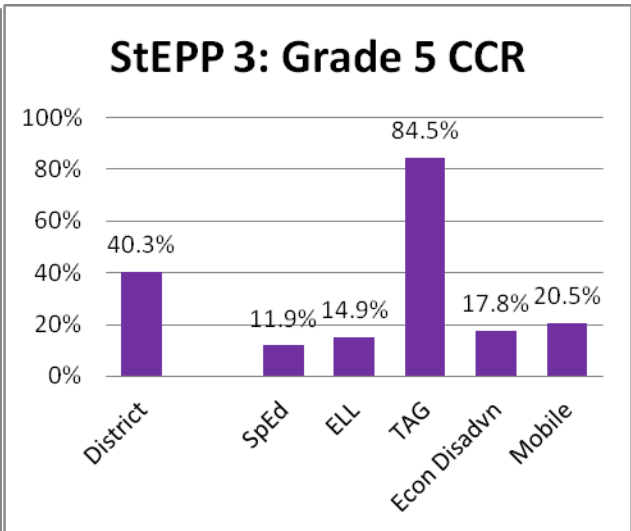
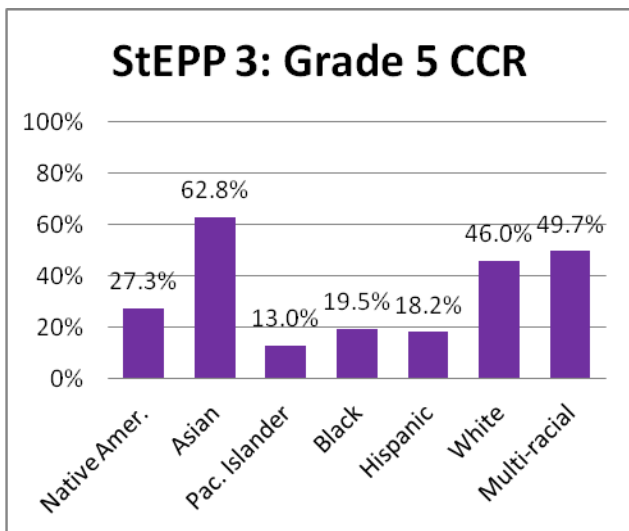
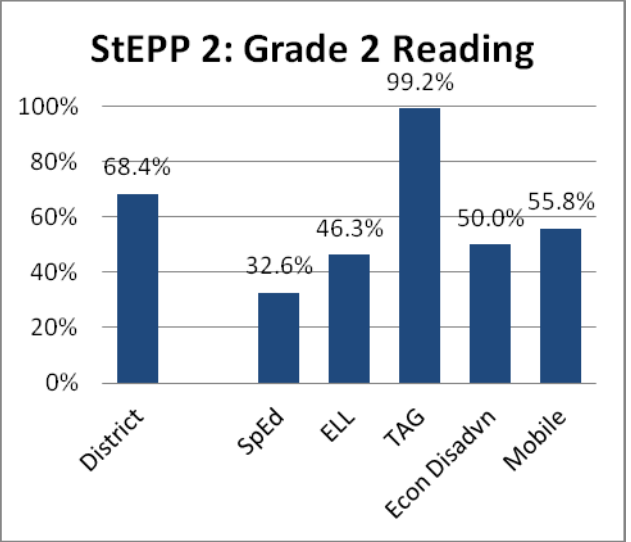
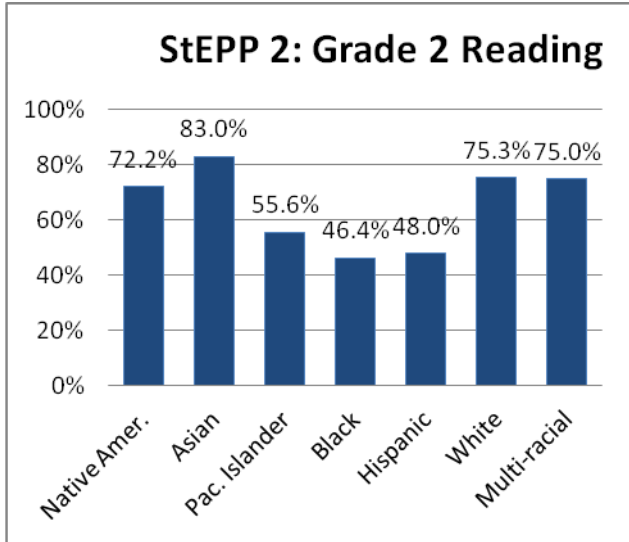
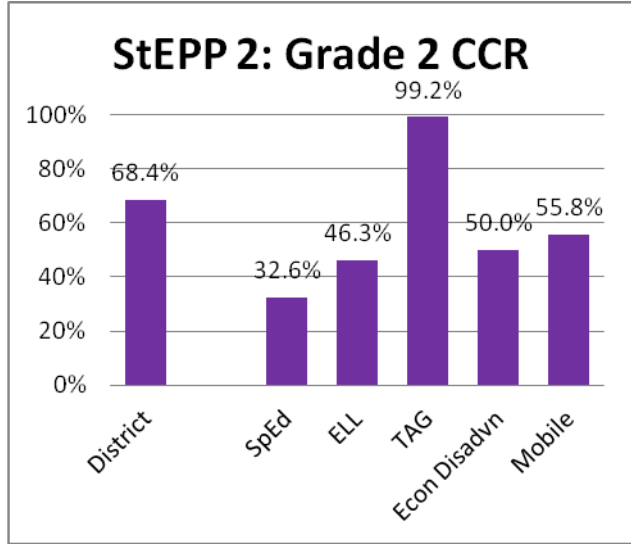
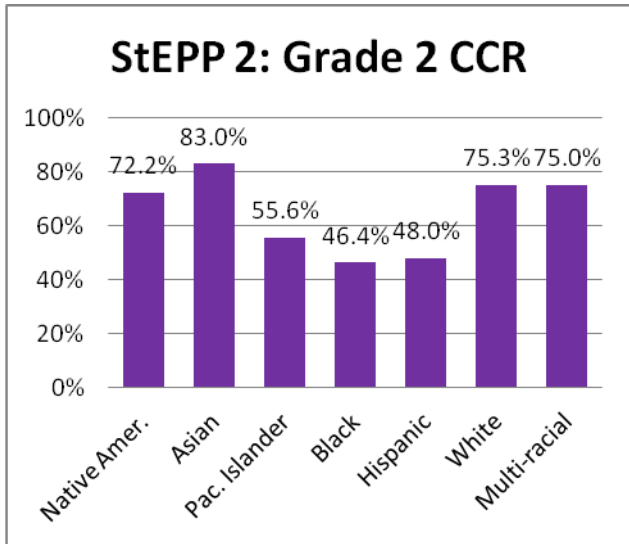


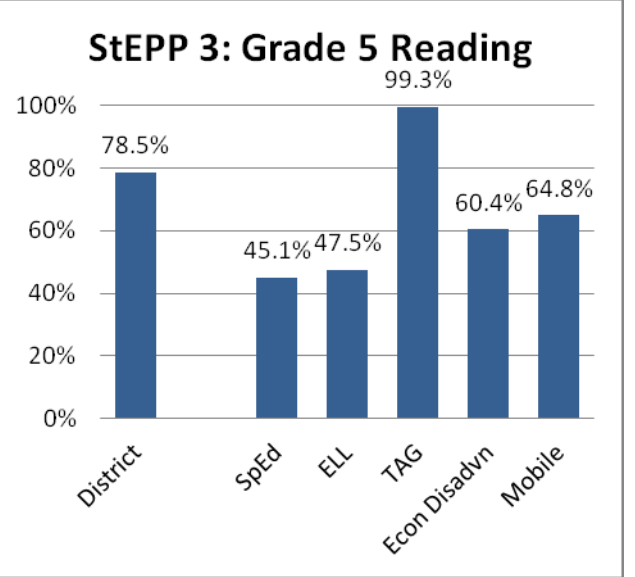
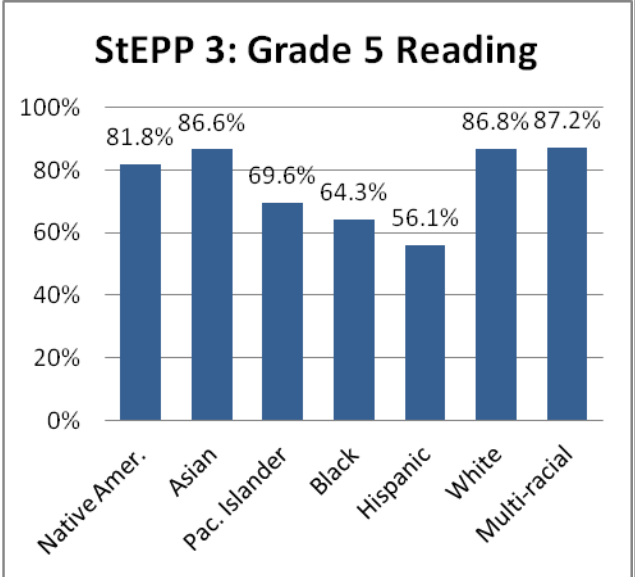
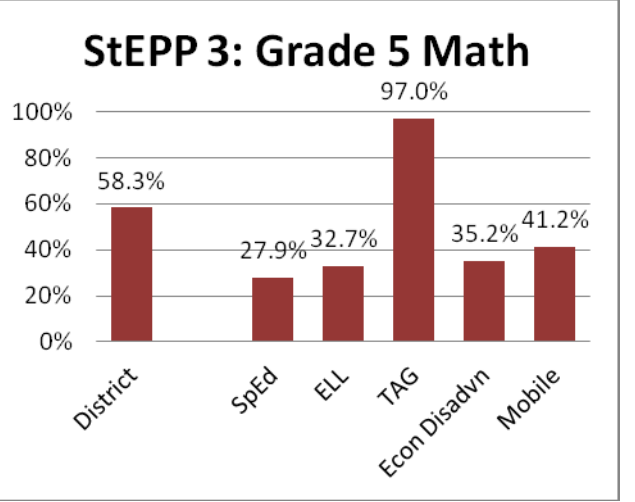
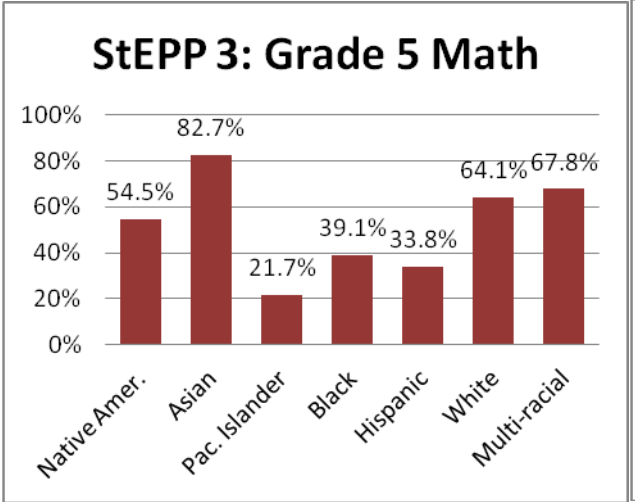
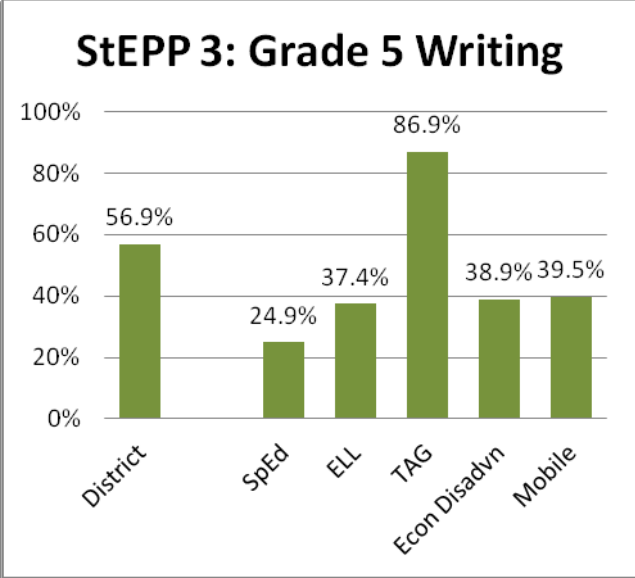
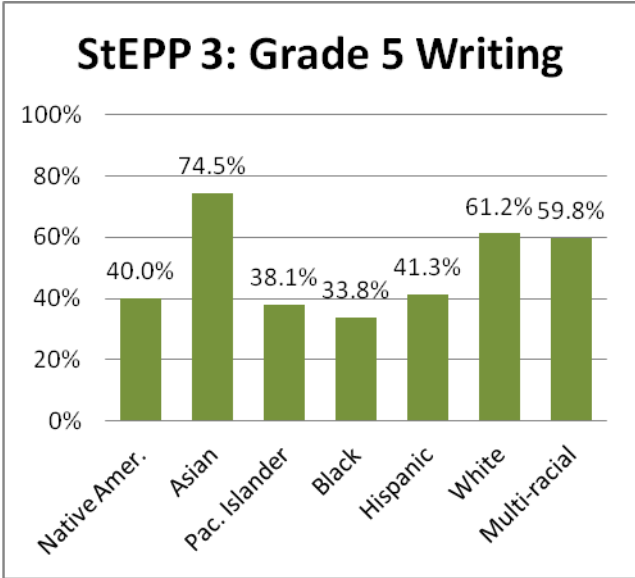
*College and Career Readiness Attainment in 2011-12 by Student Group and StEPP Component*

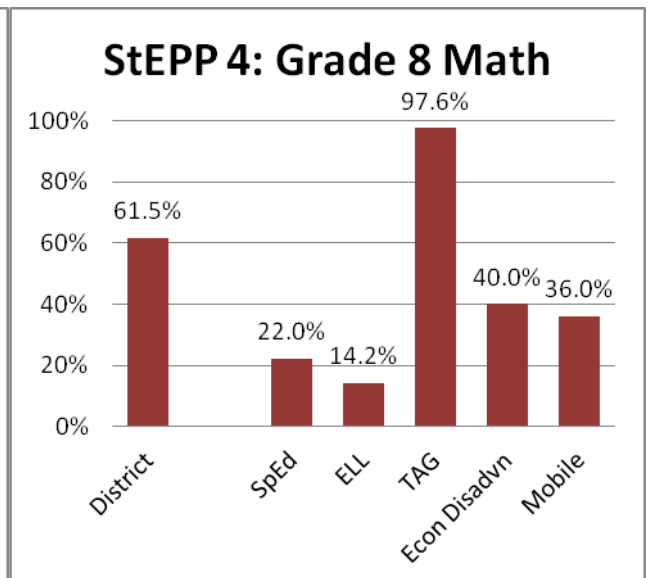
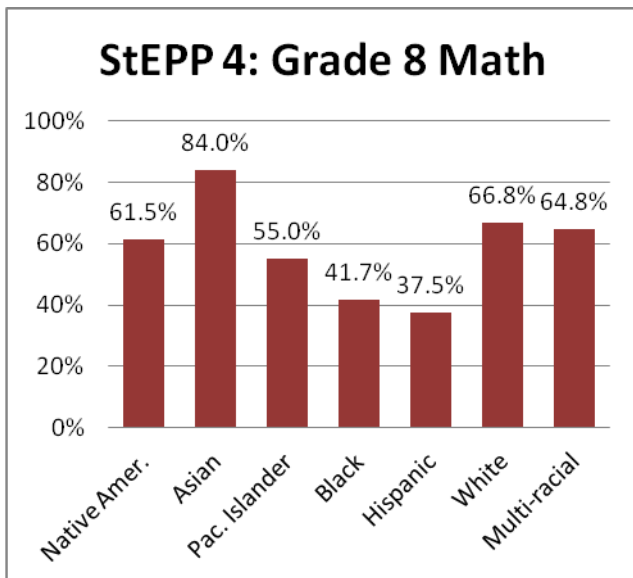
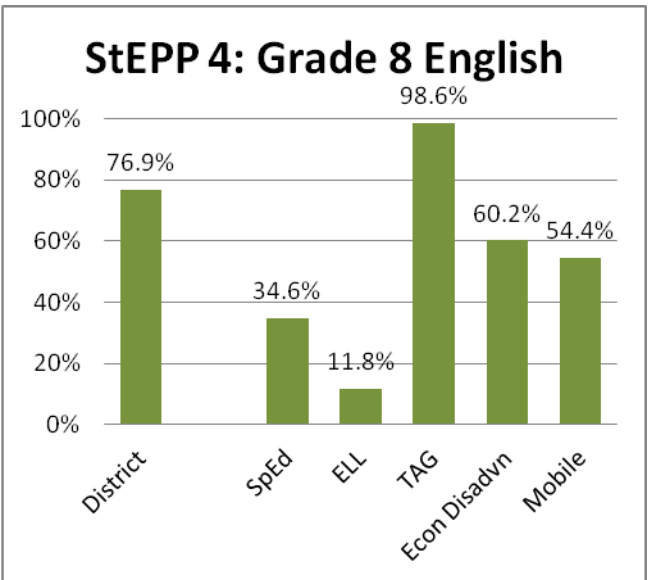
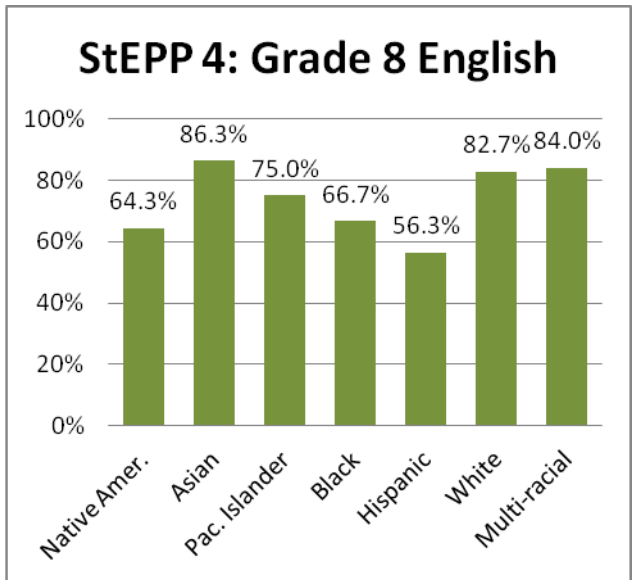
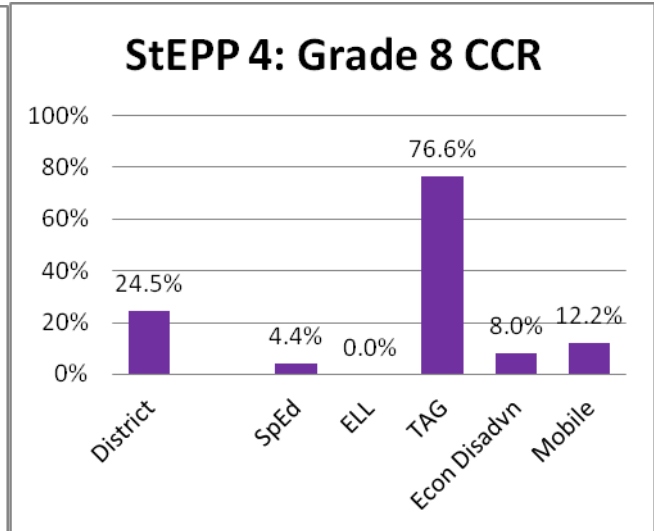
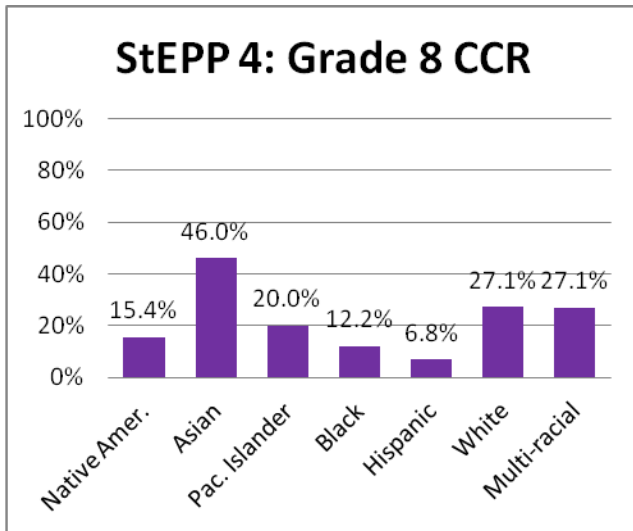
At all grade levels, the percentages of Black, Hispanic, Special Education, English Language Learners, Economically Disadvantaged, and Mobile students meeting college and career readiness benchmarks lag the corresponding percentages for all students in the District. Talented and Gifted students significantly outperform their peers at all StEPPs.

The graphs on the following pages illustrate the difference in StEPP attainment by student demographic group and also show differences by content area.

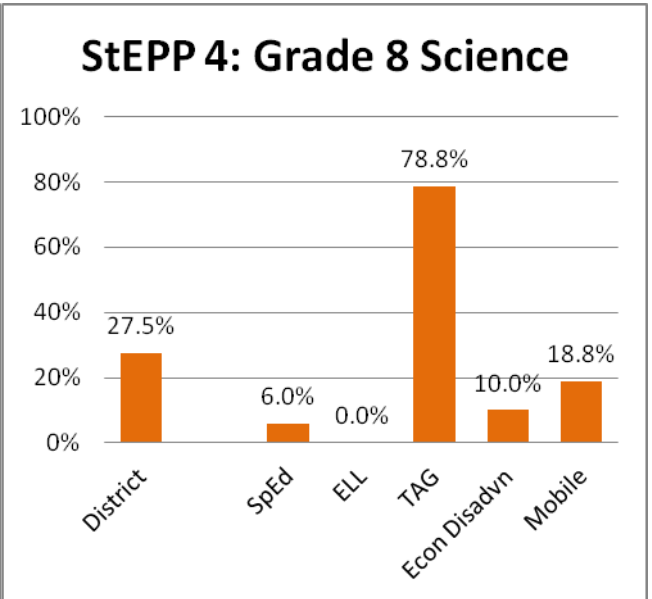
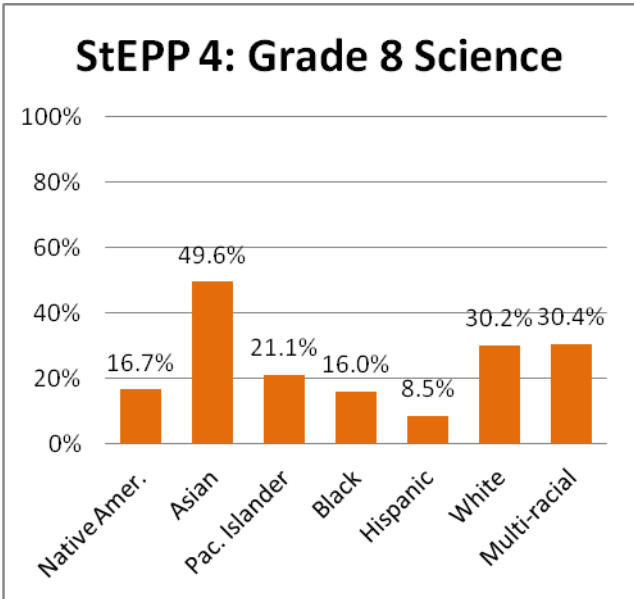
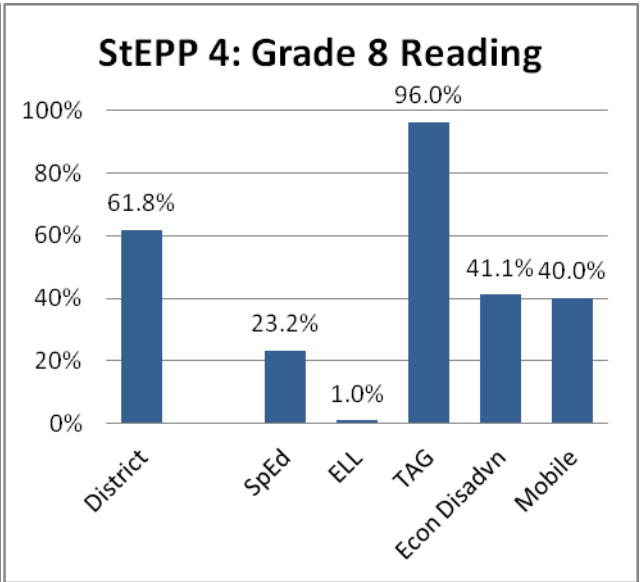
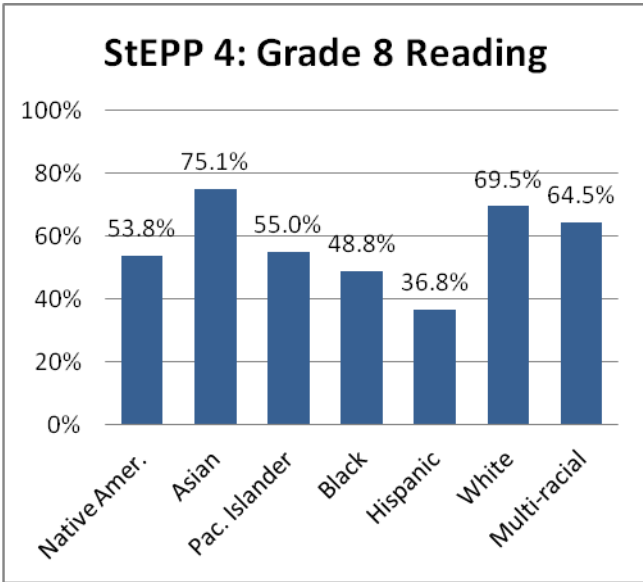


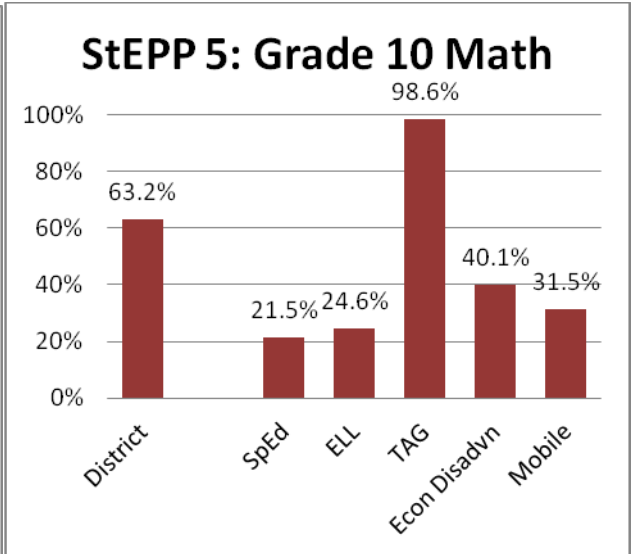
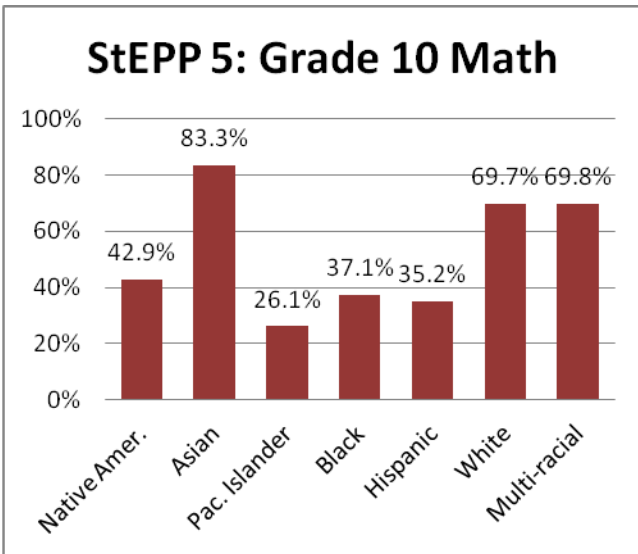
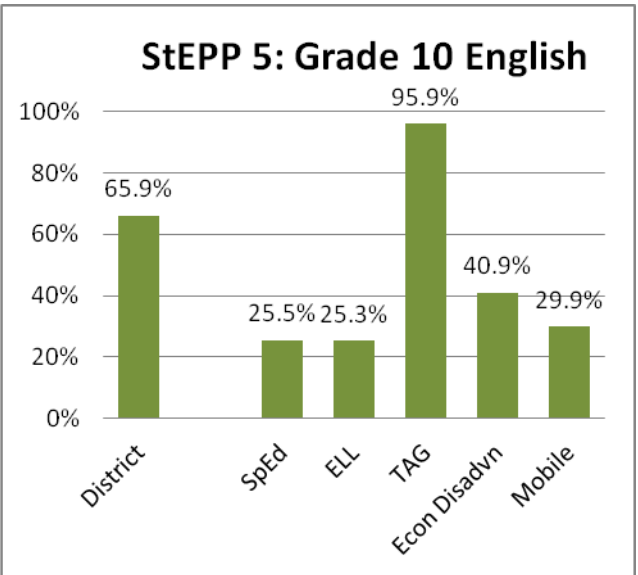
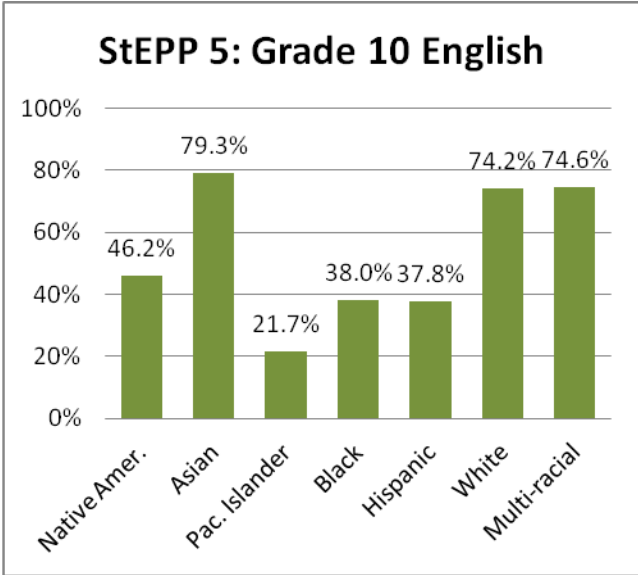
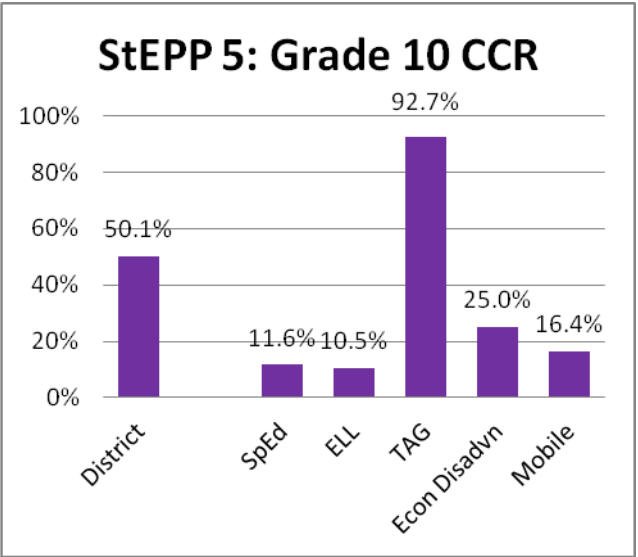
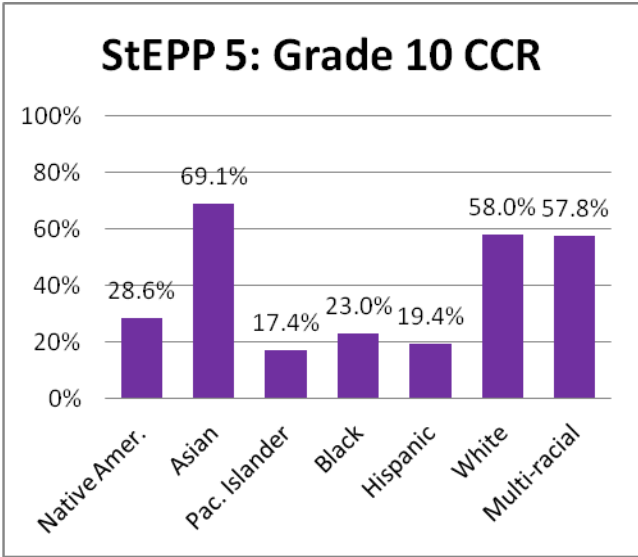


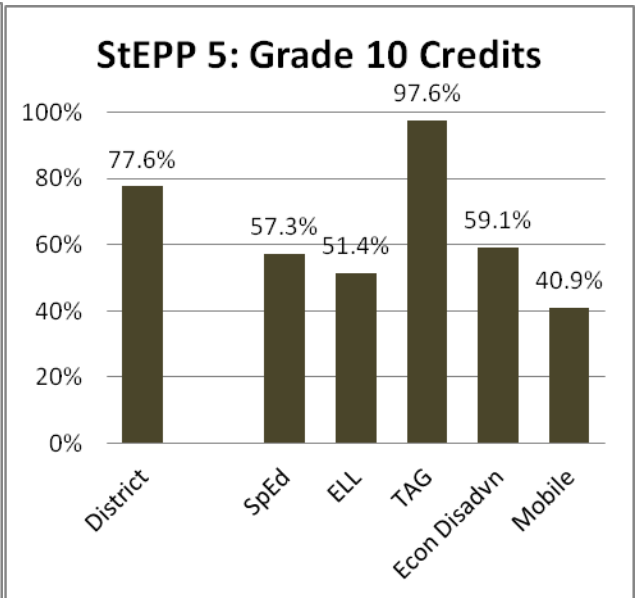
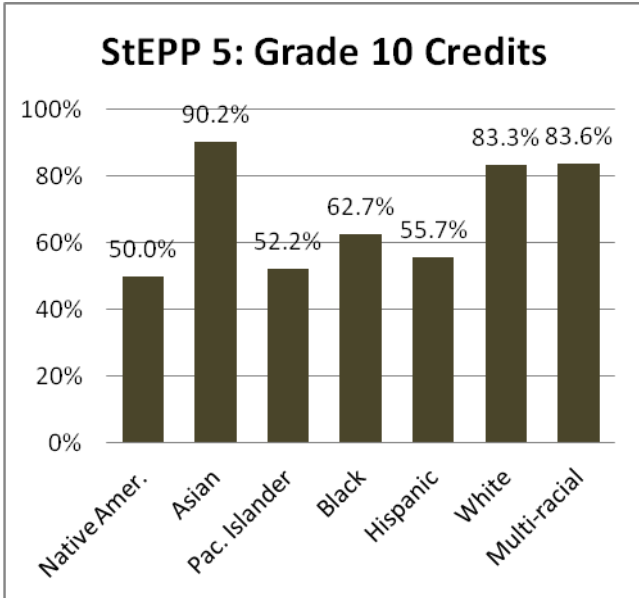
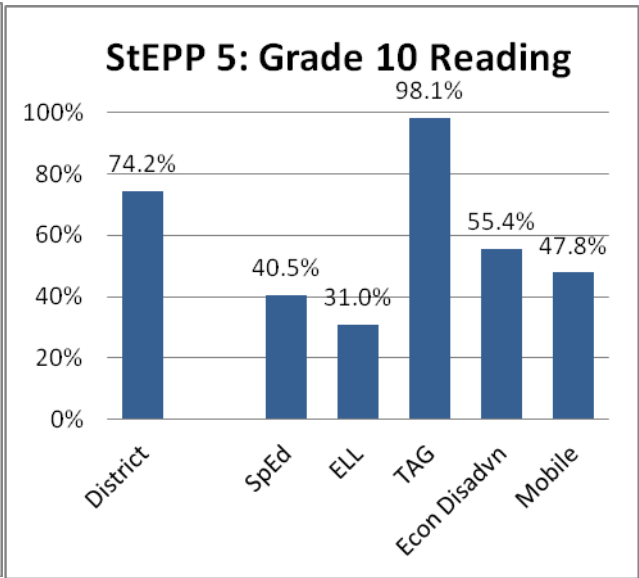
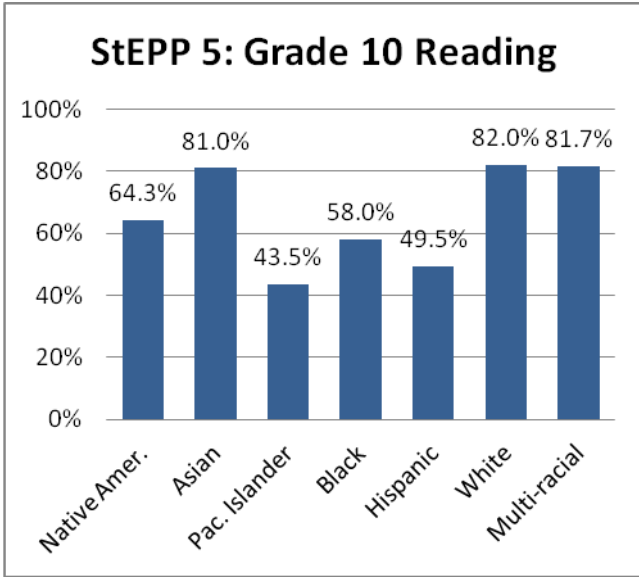


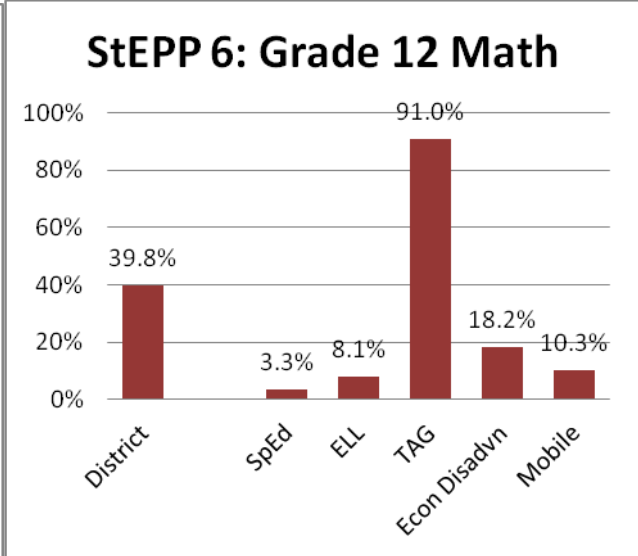
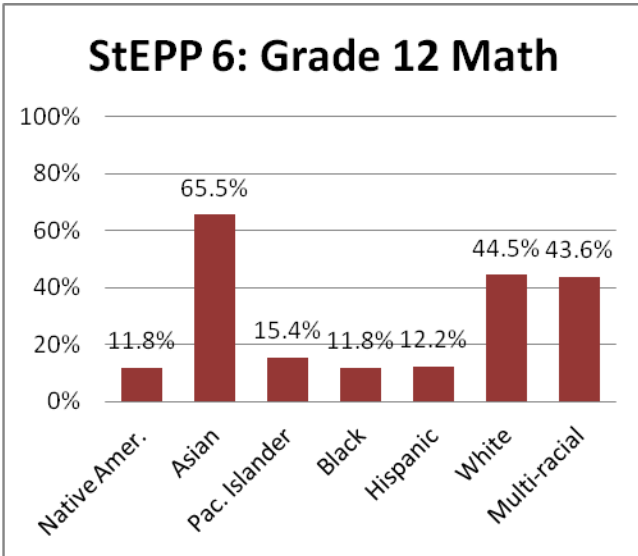
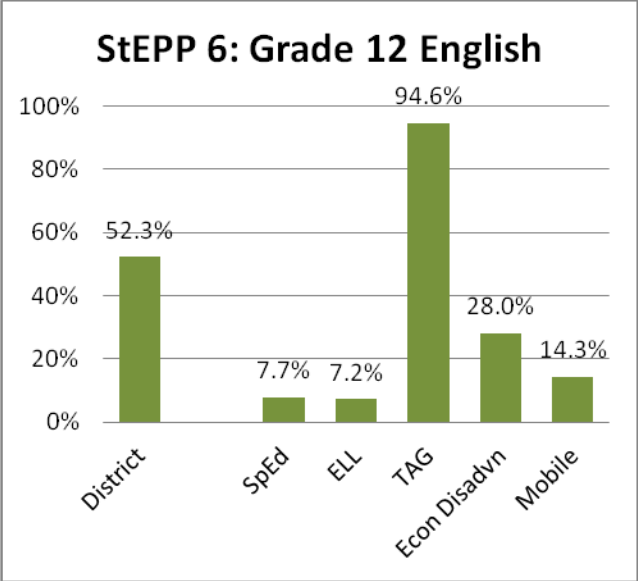
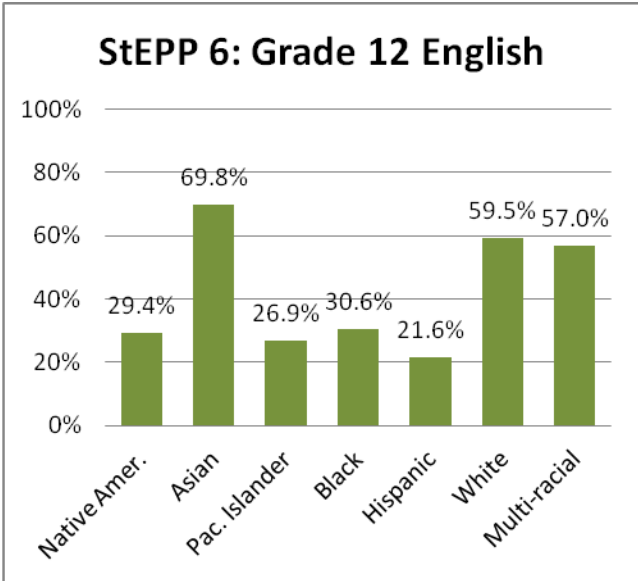
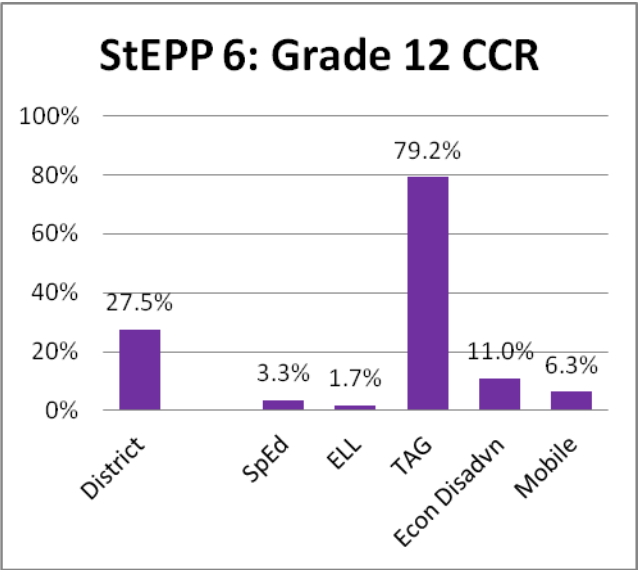
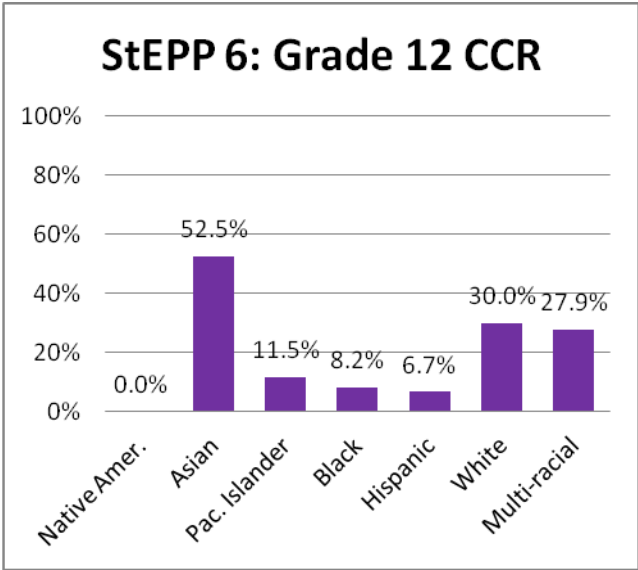


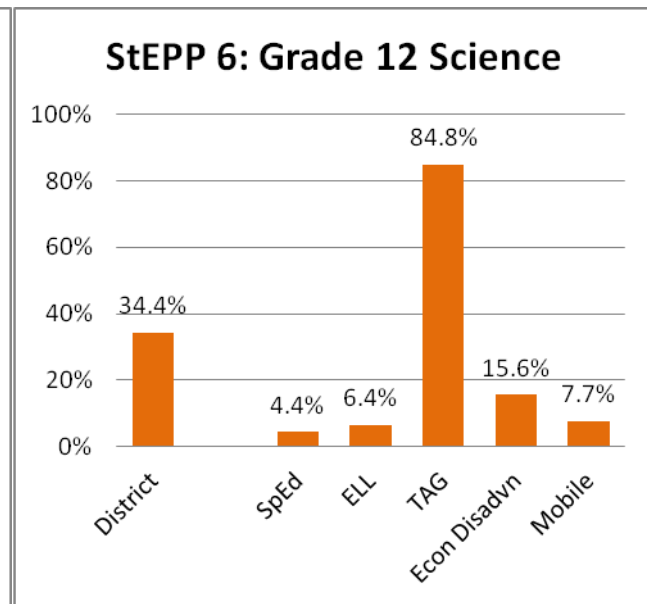
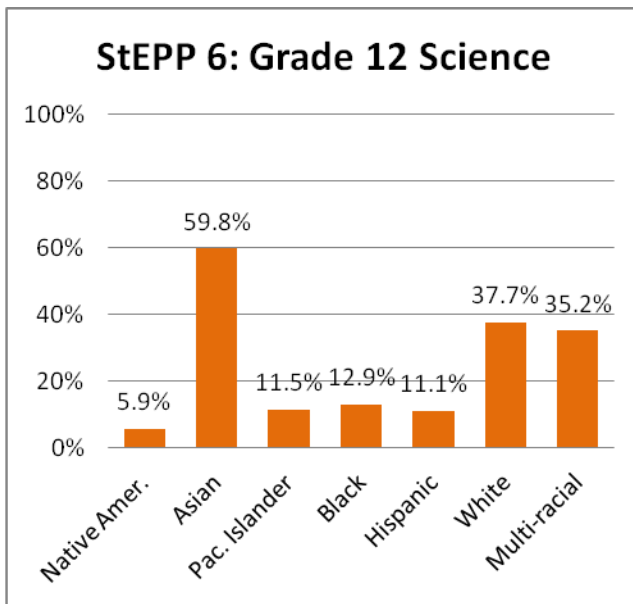
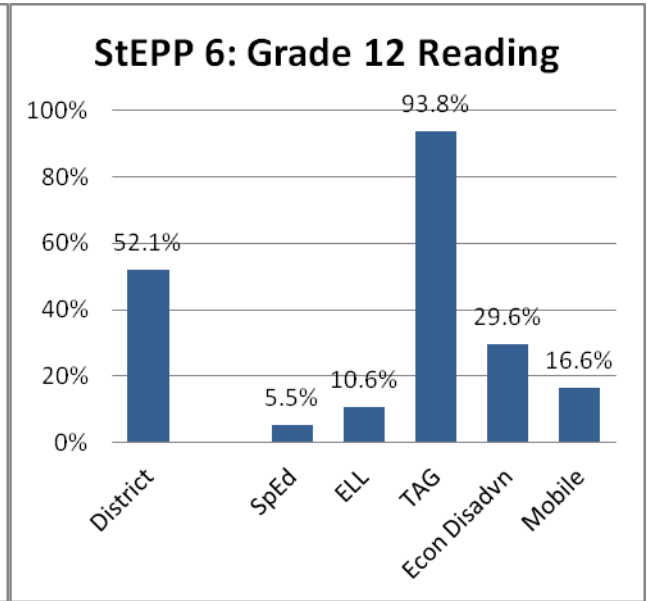
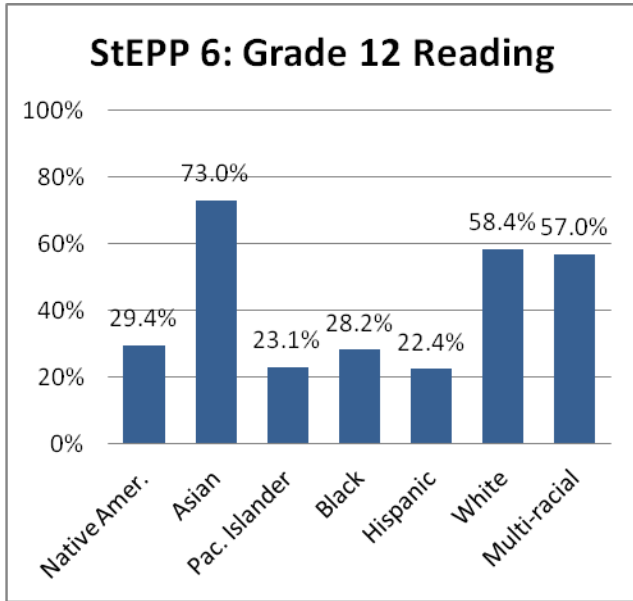








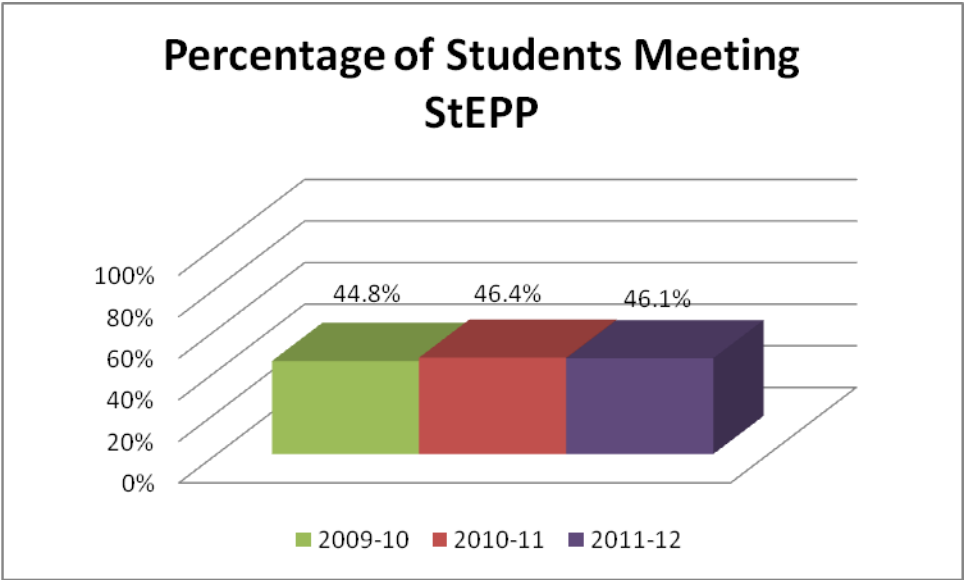




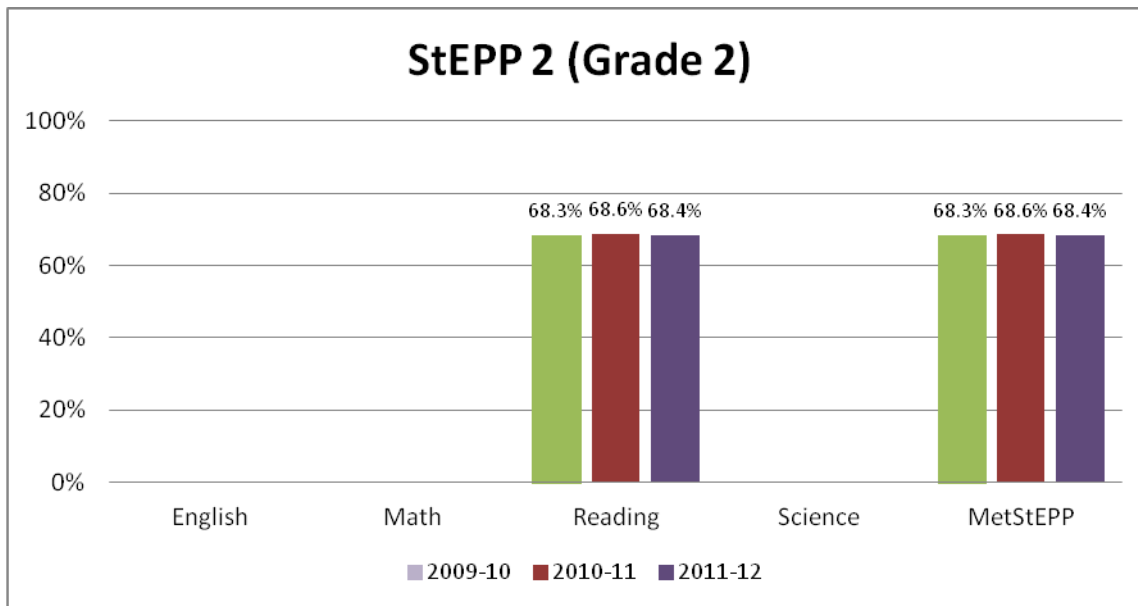
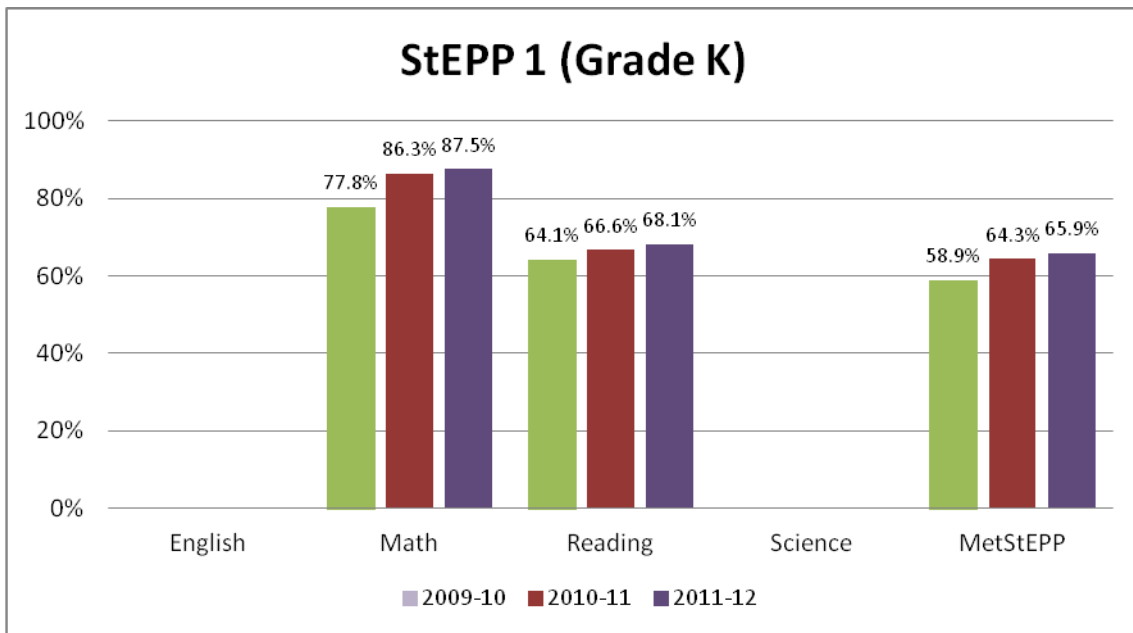
Indicator	Key Question and Findings
2	<p data-bbox="331 247 1435 317">How has student attainment of college and career readiness benchmarks changed over time?</p> <ul data-bbox="331 327 1468 474" style="list-style-type: none"> <li data-bbox="331 327 1468 474">• Across all grades, the percentage of students meeting StEPP targets is relatively unchanged over time. The percentage of students meeting the StEPP components at Kindergarten is increasing over time while the percentage of students meeting StEPP components at grade 8 is declining.</li> </ul>

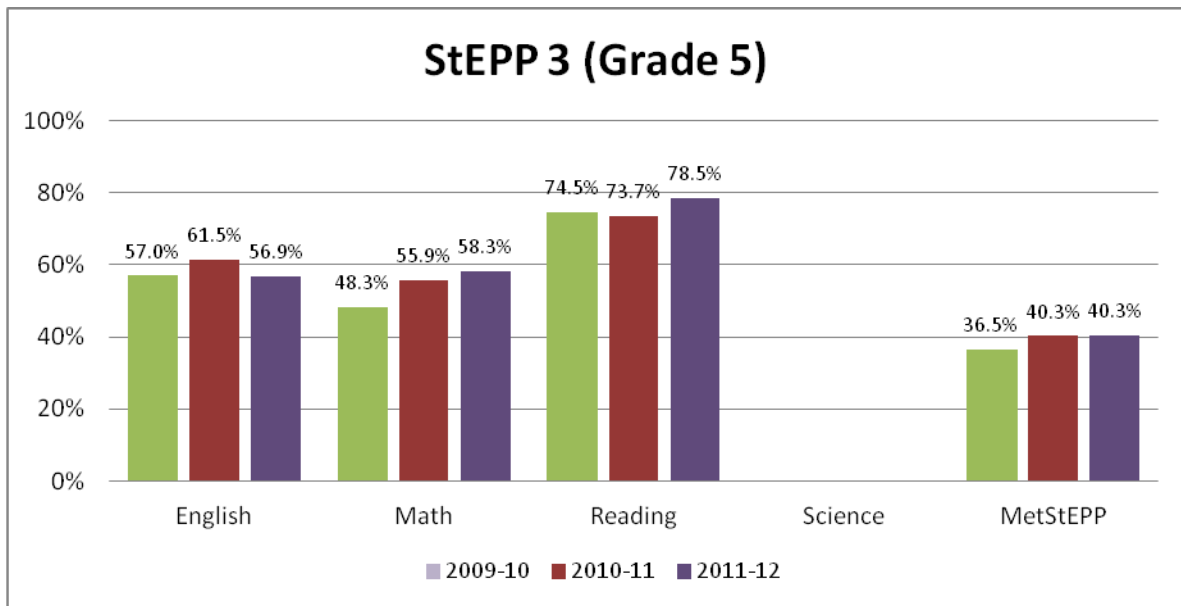
*Trends in College and Career Readiness Attainment*

Across all grades, the percentage of students meeting StEPP targets is relatively unchanged over time.

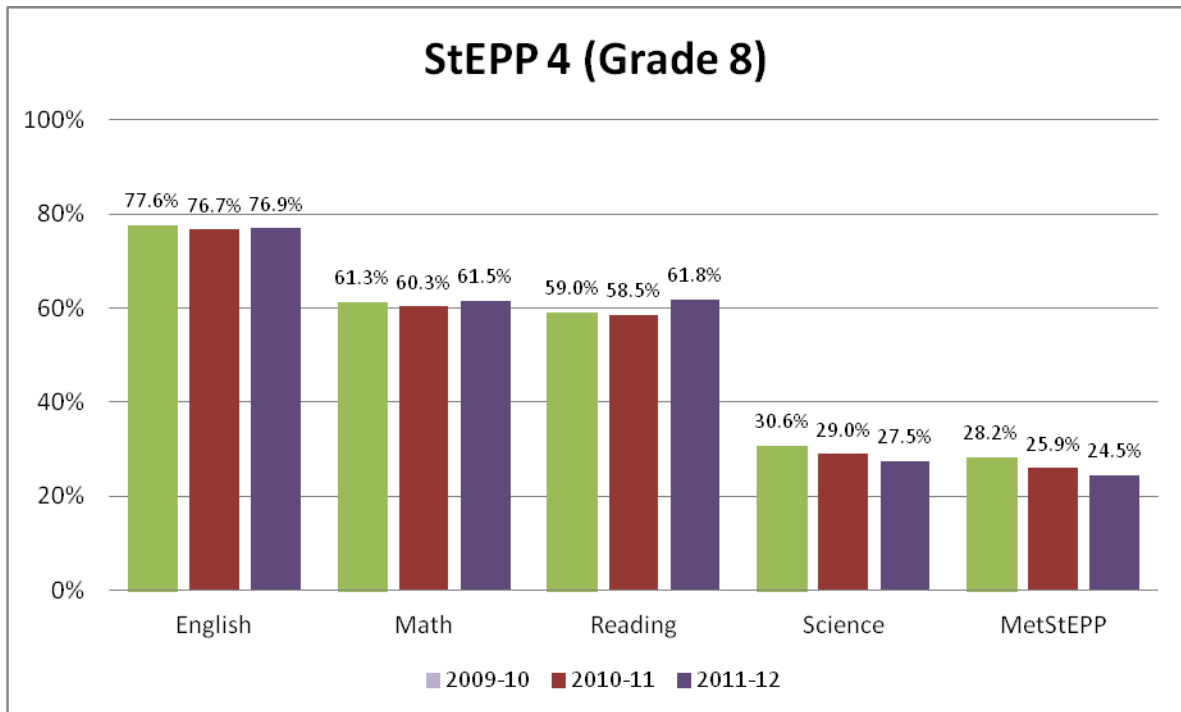


The percentage of students meeting the StEPP components at Kindergarten is increasing over time while the percentage of students meeting StEPP components at grade 8 is declining. Little change is noted at the other grade levels from last year to this year. The percentages of students meeting college and career readiness benchmarks at each grade level in 2009-10, 2010-11, and 2011-12 are shown in the graphs below:

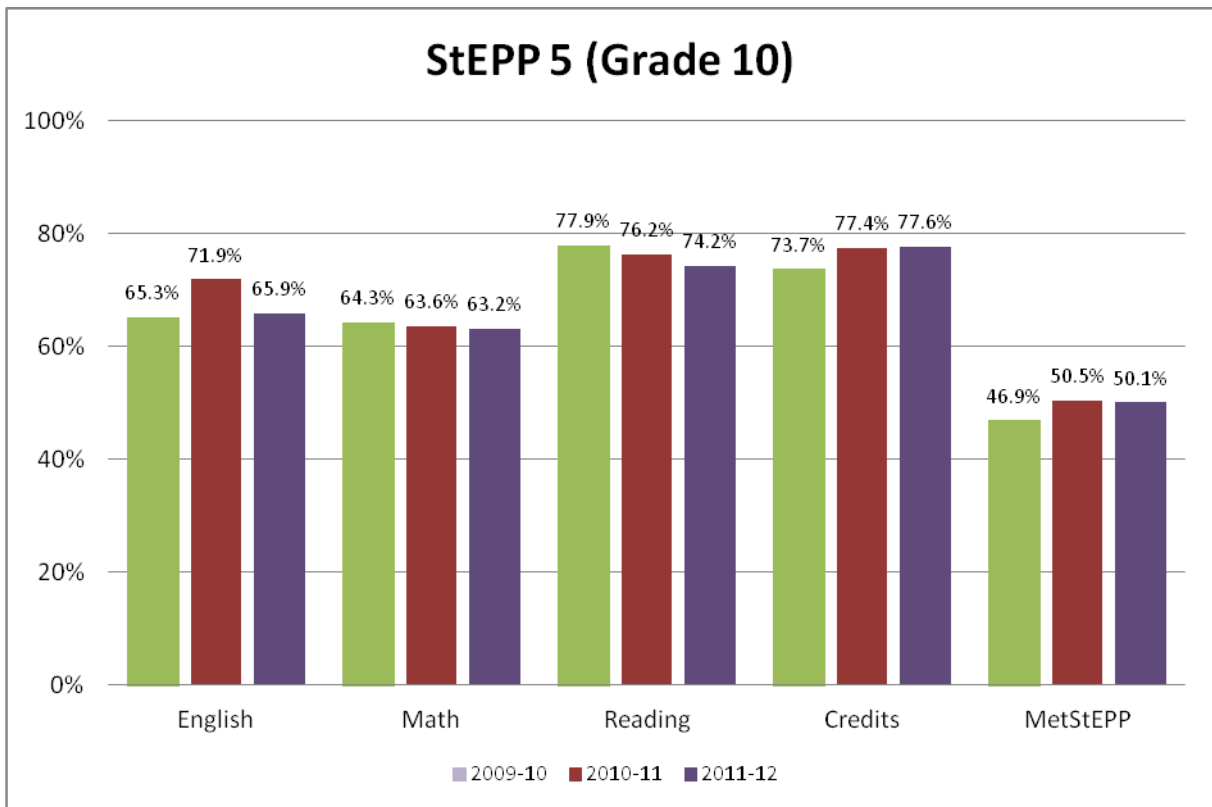




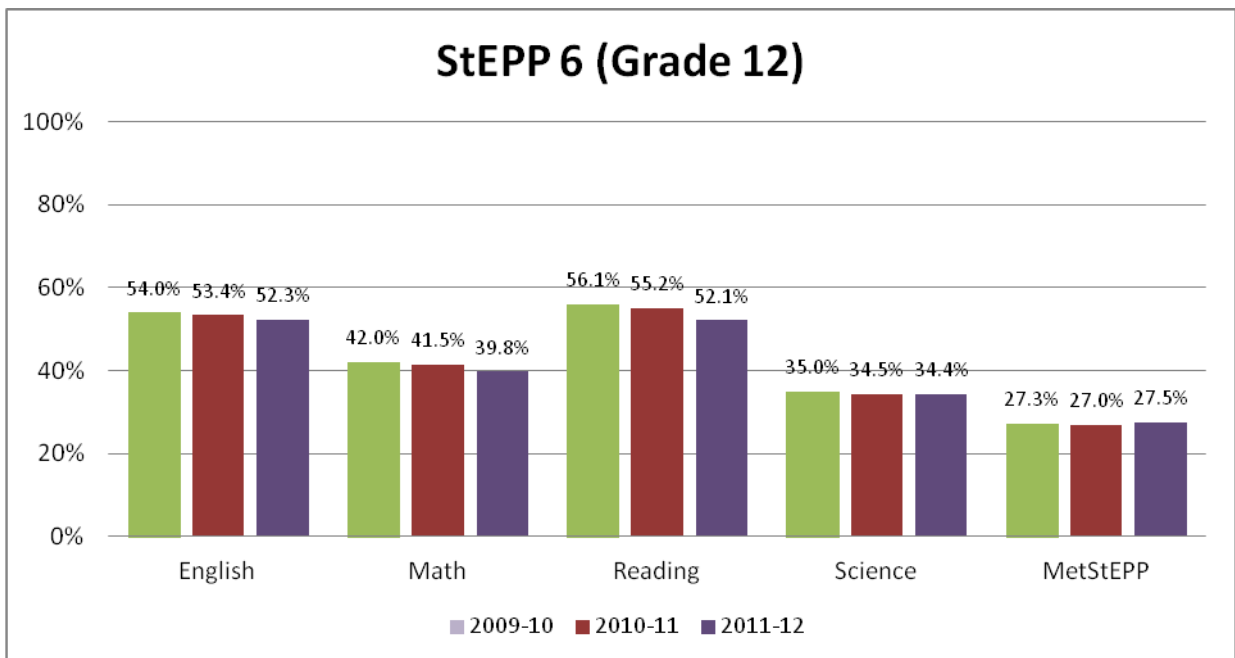
Note: The College and Career Readiness benchmark for OAKS Reading increased one point from 2009-10 to 2010-11 in anticipation of revised state achievement standards effective in the 2011-12 school year.







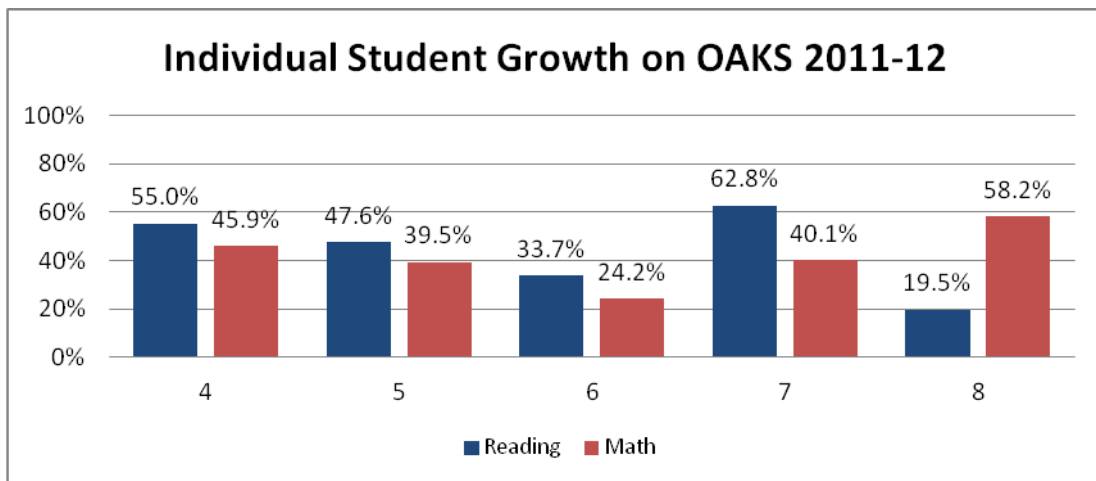
Note: 2010-11 and 2011-12 data reflect the dispersal of the credit requirement into each StEPP component. For example, to be college and career ready in math, a student must meet essential skills requirements (either through OAKS or PLAN) and have earned at least one math credit. In 2010-11 and 2011-12, the credit requirement is 12 or more credits earned with at least one credit in science.



Indicator	Key Question and Findings
3	<p data-bbox="329 216 1284 247">To what extent are students meeting targets for individual student growth?</p> <ul data-bbox="329 254 1461 1713" style="list-style-type: none"> <li data-bbox="329 254 1461 359">• Four in ten students in grades 4 – 8 met OAKS growth targets in 2011-12. A greater percentage of students in grades 3-7 meet their individual growth target in reading than in math, while the opposite is true at grade 8.</li> <li data-bbox="329 365 1461 653">• With the exception of grade 5, racial and ethnicity gaps for students meeting their individual student growth target on OAKS Reading are much less pronounced than those for college and career readiness attainment. At most grades, the percentages of Special Education and ELL students meeting individual growth targets in reading are less than for district students as a whole. The percentage of TAG students meeting individual growth targets in reading is similar to district students as a whole until grade 8 when the percentage for TAG students meeting individual growth targets (37%) is nearly double the district figure (20%).</li> <li data-bbox="329 659 1461 842">• The percentages of black, Hispanic, Special Education, and ELL students meeting their individual growth targets in OAKS Math is somewhat lower than for District students as a whole, with a proportionally large gap at grade 8 for the Special Education and ELL student groups. The percentage of TAG students meeting individual growth targets in math is significantly above the district rate.</li> <li data-bbox="329 848 1461 1062">• In reading, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a slightly lower rate (44%) than students who were not college and career ready (45%), reversing last year’s comparison. In math, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a much higher rate (46%) than students who were not college and career ready (37%).</li> <li data-bbox="329 1068 1461 1209">• Roughly half of grade 10 and 11 students met their individual growth target on each subject test ranging from a low of 45% in 11<sup>th</sup> grade science to a high of 61% on 10<sup>th</sup> grade English. In each tested subject except math, a greater percentage of students in grade 10 meet targets for individual student growth than their grade 11 peers.</li> <li data-bbox="329 1215 1461 1398">• Hispanic and Special Education students are the least likely to meet their individual student growth targets across subjects and grades. Greater percentages of 11<sup>th</sup> grade ELL students meet their individual student growth target than their 10<sup>th</sup> grade peers in each subject. Talented and Gifted students significantly outperform their peers in meeting individual student growth expectations on all subjects at both grades.</li> <li data-bbox="329 1404 1461 1713">• With the exception of grade 10 English, students that were college and career ready on the 8<sup>th</sup> grade EXPLORE subject tests were more likely than their peers who were not college and career ready to meet individual student growth targets. The majority of students in grade 10 met their individual growth target whether or not the student was college and career ready in grade 8, with the exception of students who were not college and career ready in math. In grade 11, students who met college and career readiness benchmarks in grade 8 were more than twice as likely to meet their individual student growth target as their peers who were not college and career ready in grade 8.</li> </ul>

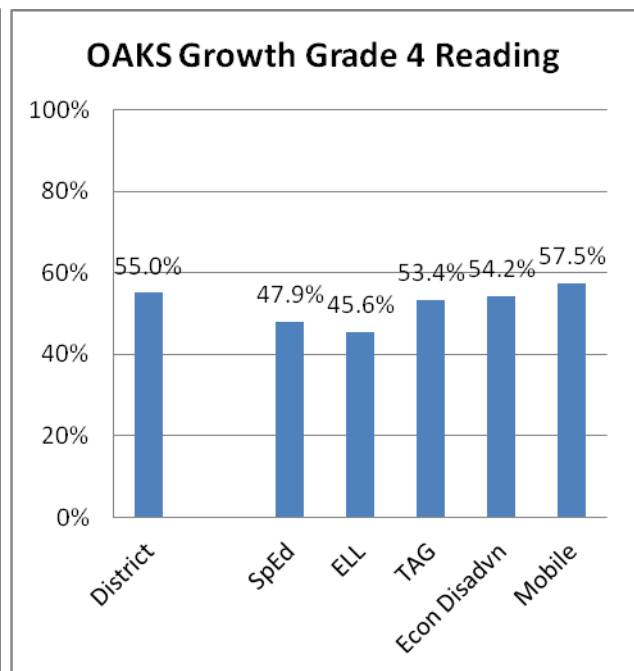
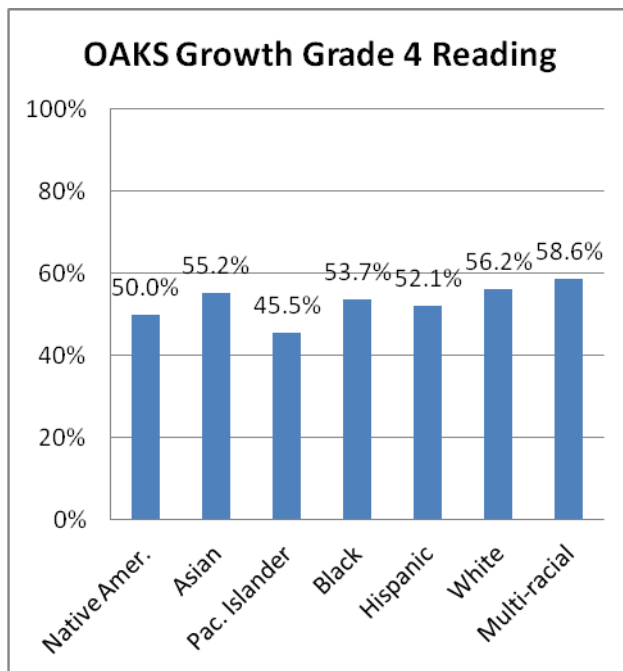
*Individual Student Growth on OAKS*

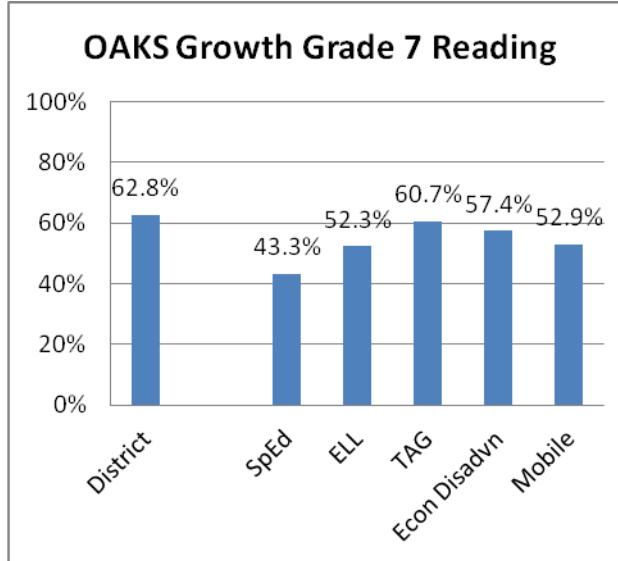
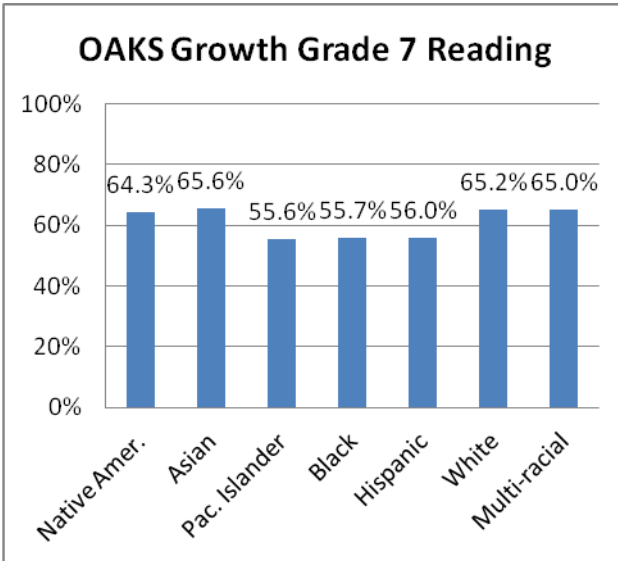
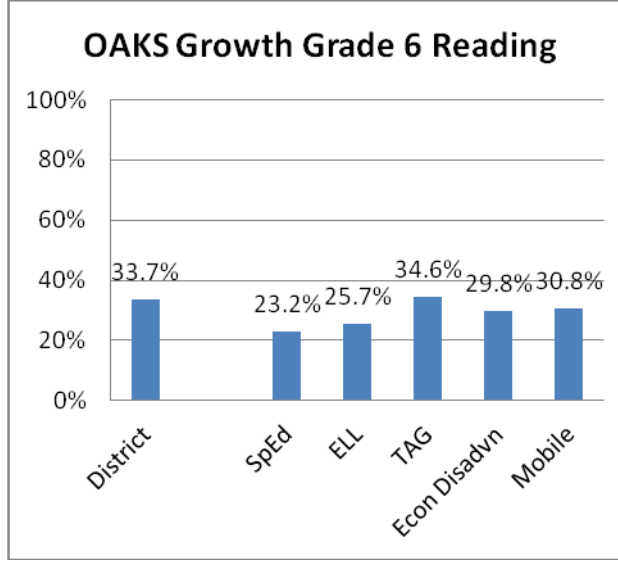
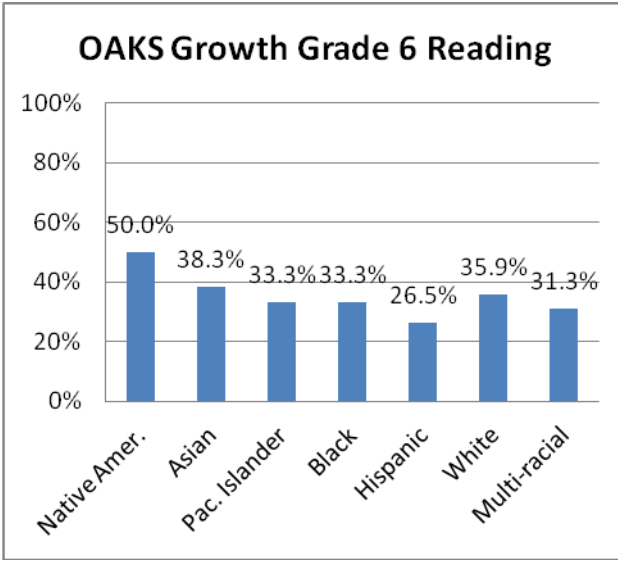
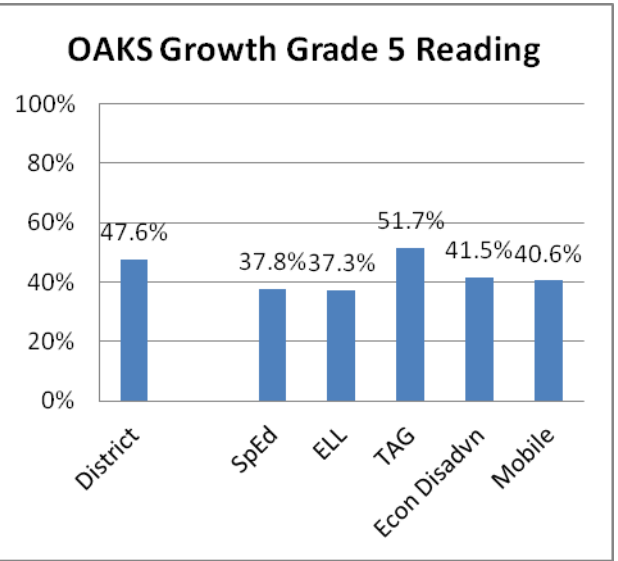
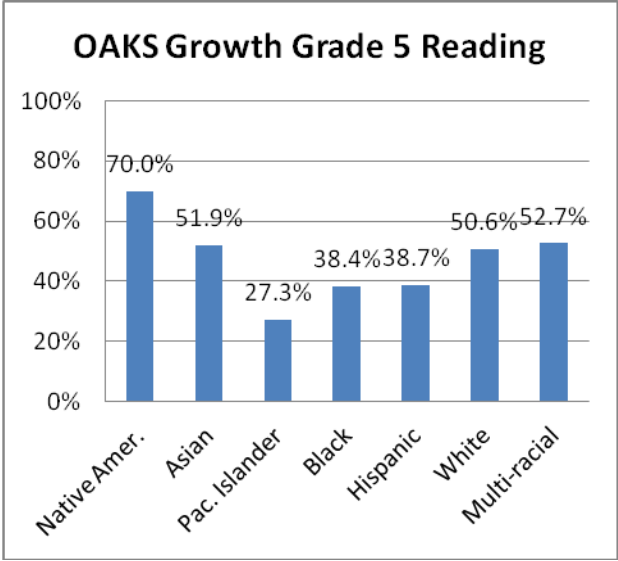
Four in ten students in grades 4 – 8 met OAKS growth targets in 2011-12. A greater percentage of students in grades 3-7 meet their individual growth target in reading than in math, while the opposite is true at grade 8.

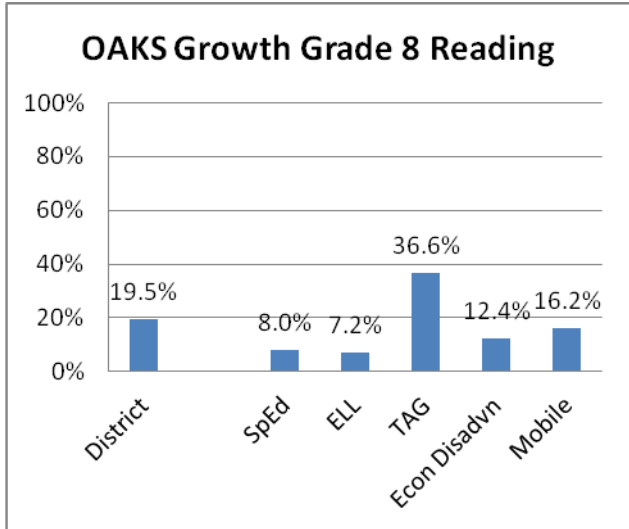
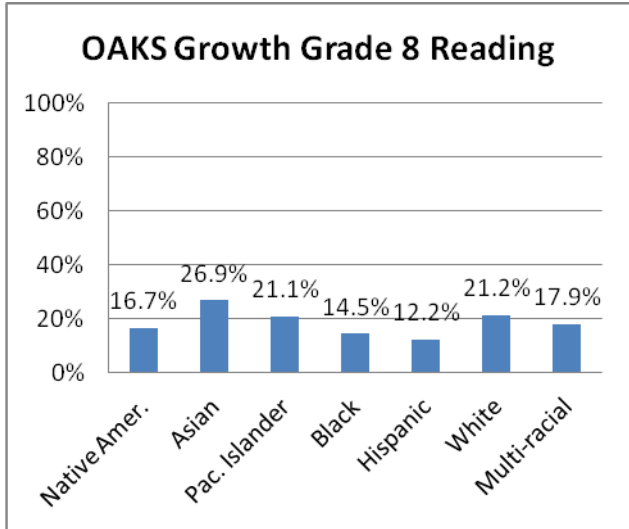


*Individual Student Growth on OAKS Disaggregated by Student Group*

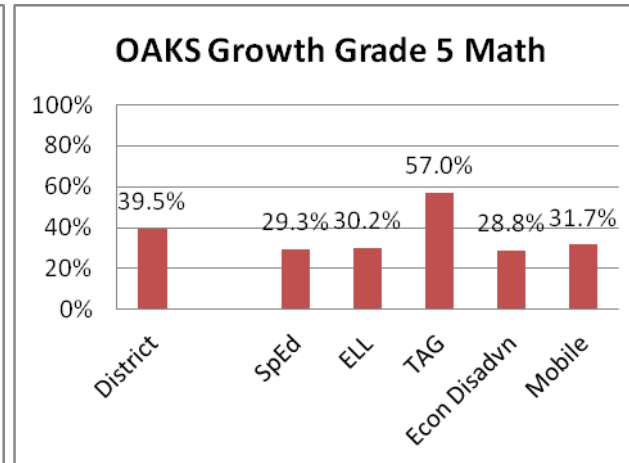
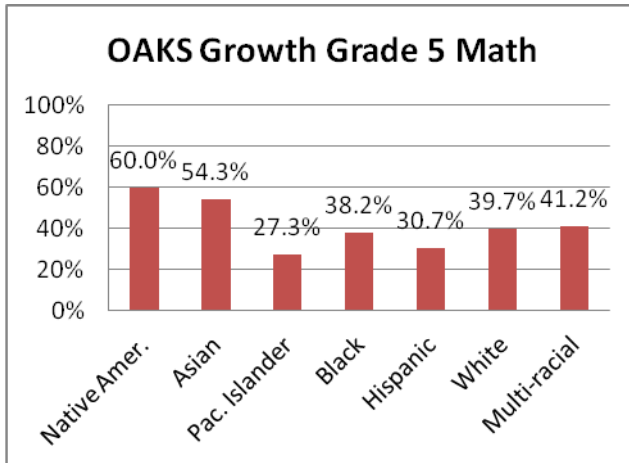
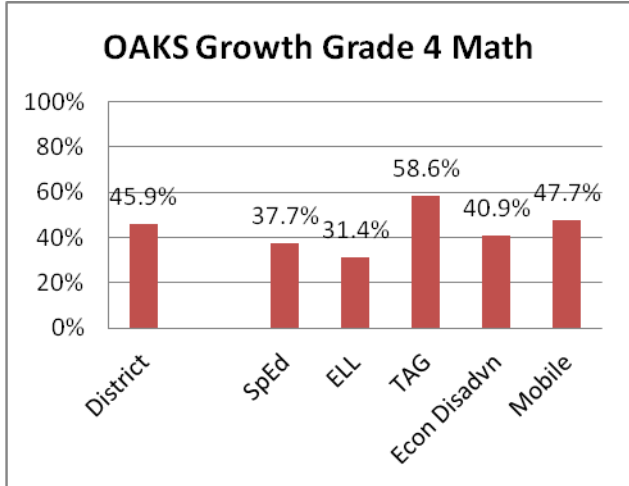
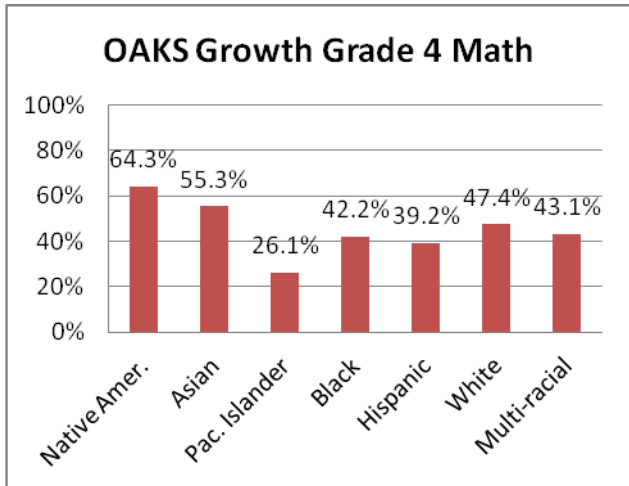
In reading, with the exception of grade 5, racial and ethnicity gaps for students meeting their individual student growth target are much less pronounced than those for college and career readiness attainment. At most grades, the percentages of Special Education and ELL students meeting individual growth targets are less than for district students as a whole. The percentage of TAG students meeting individual growth targets is similar to district students as a whole until grade 8 when the percentage for TAG students meeting individual growth targets (37%) is nearly double the district figure (20%).

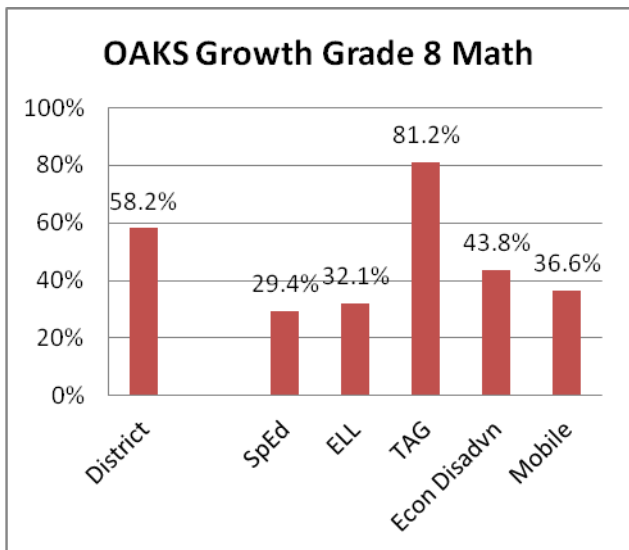
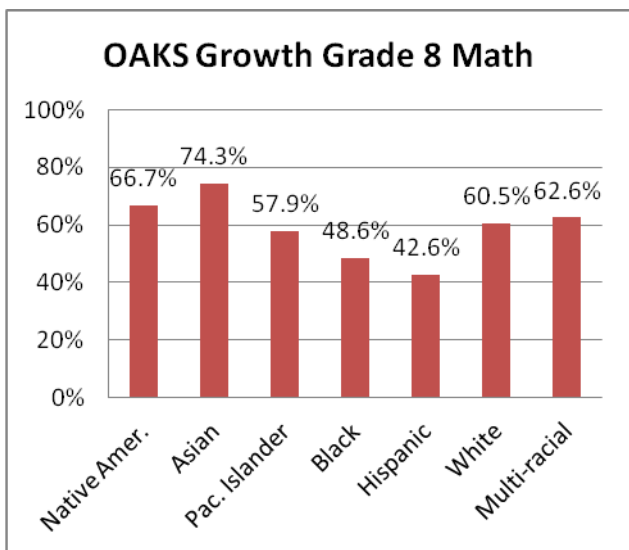
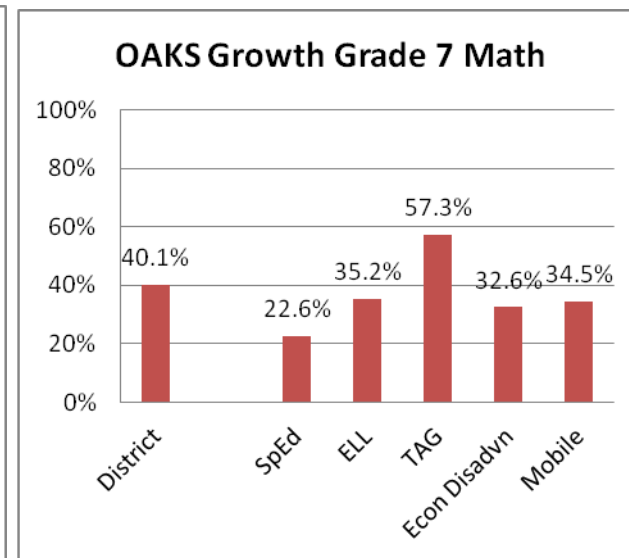
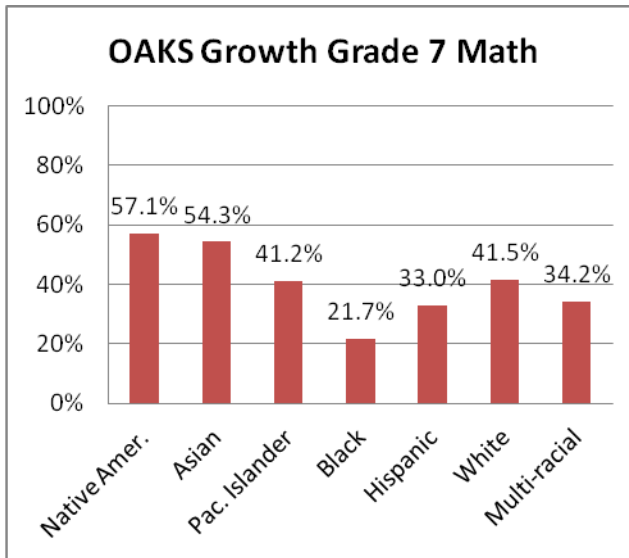
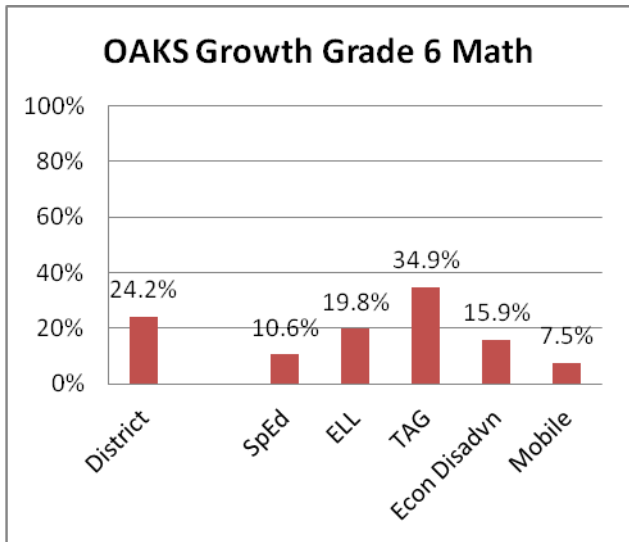
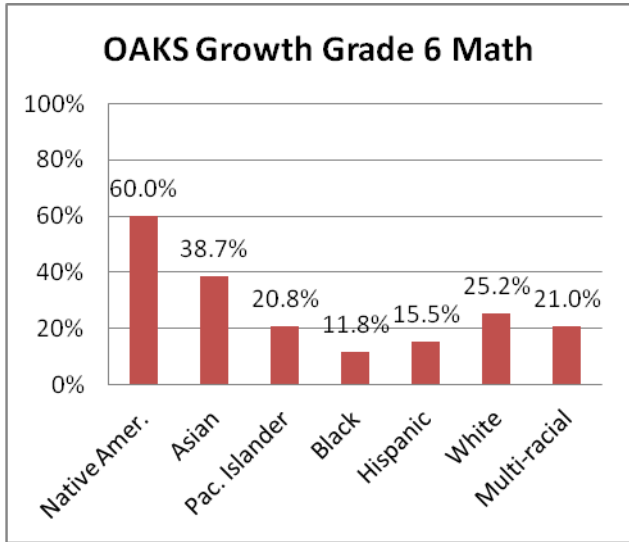




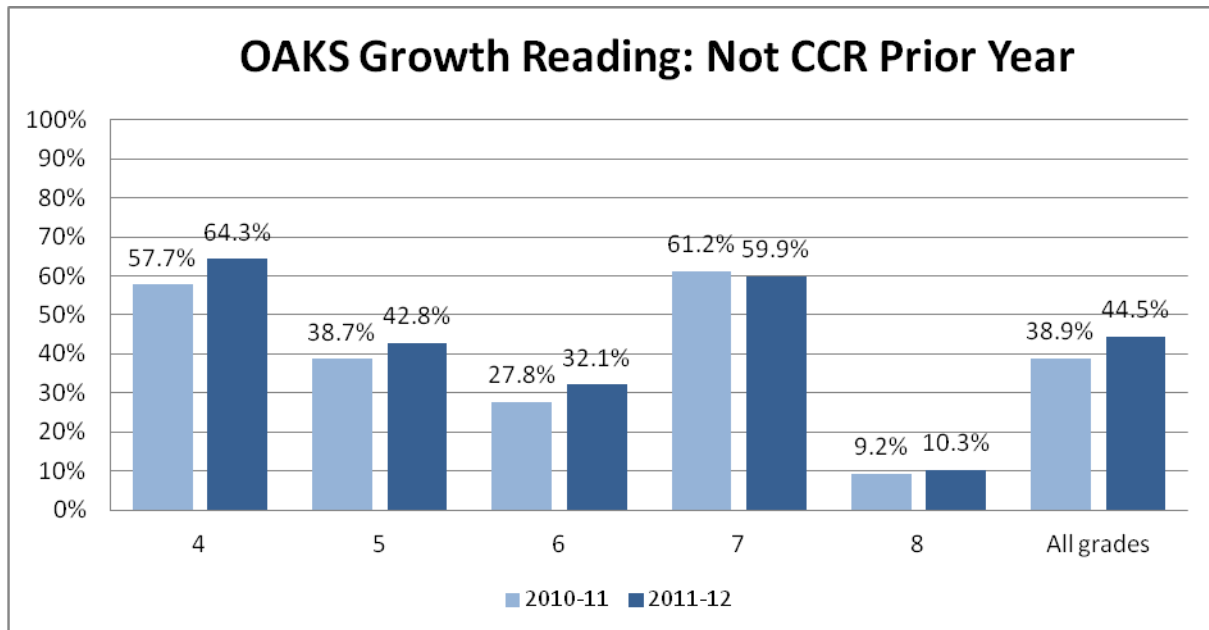
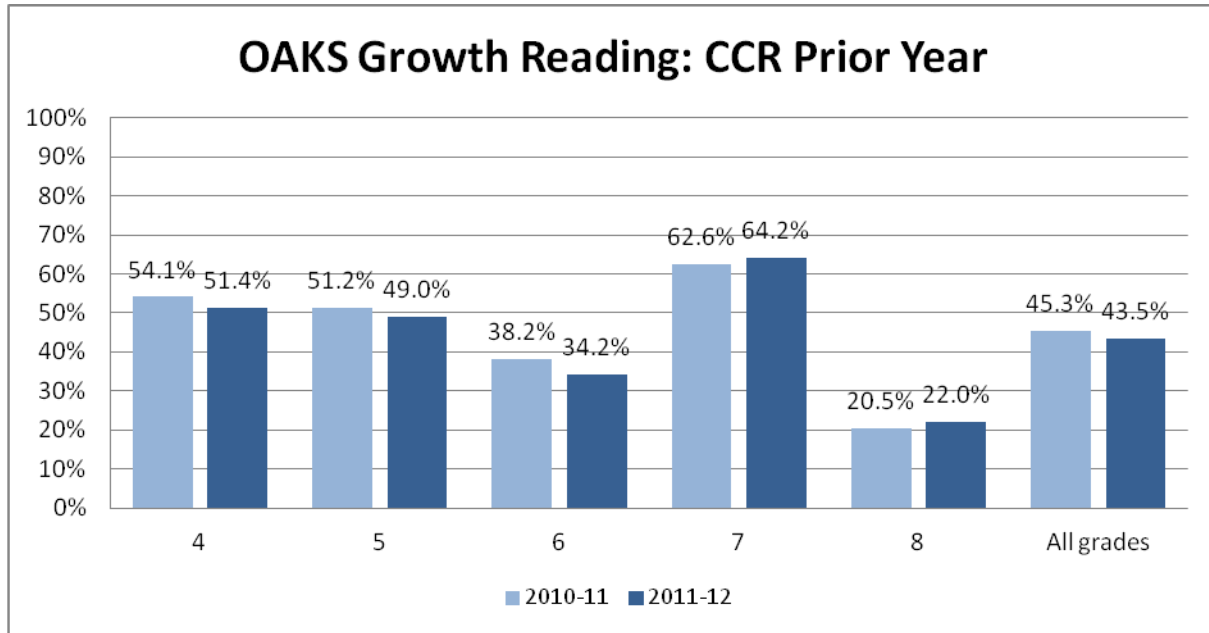


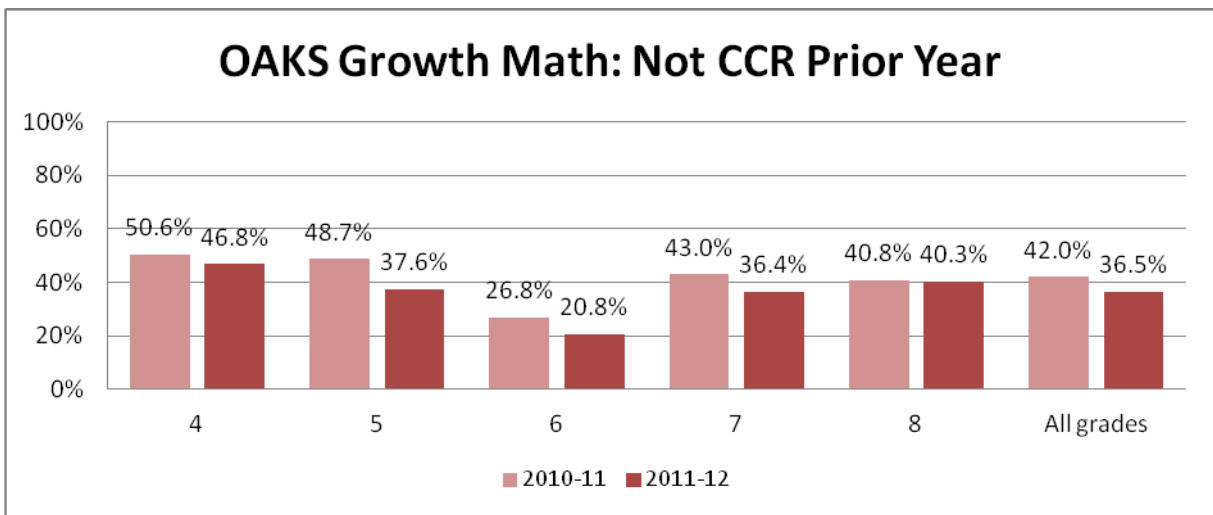
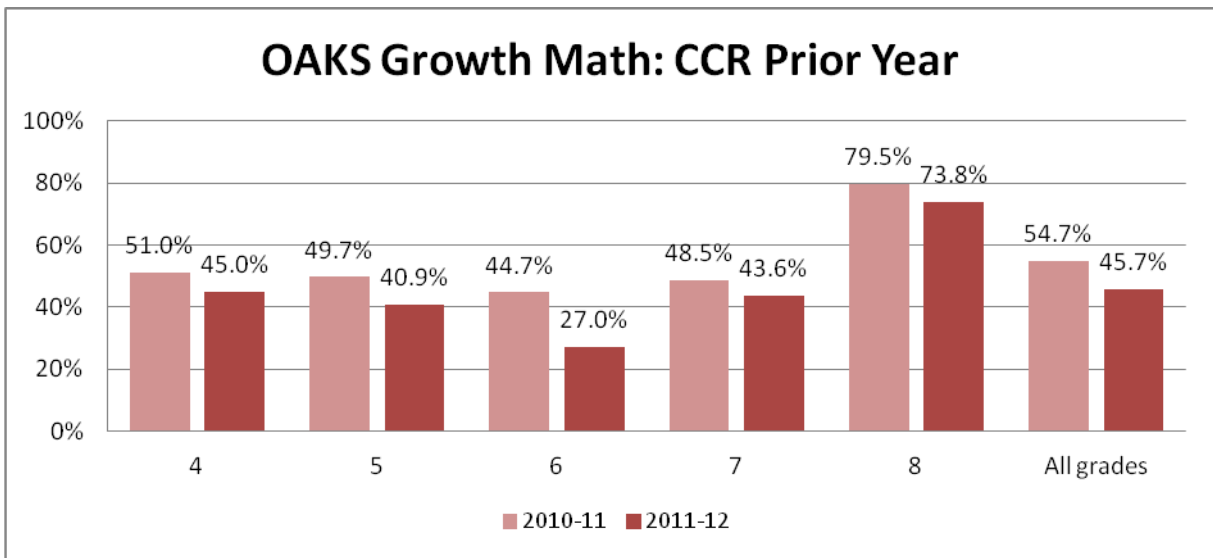
In math, the percentage of TAG students meeting individual growth targets is significantly above the district rate. The percentages of black, Hispanic, Special Education, and ELL students meeting their individual growth targets is somewhat lower than for District students as a whole, with a proportionally large gap at grade 8 for the Special Education and ELL student groups.





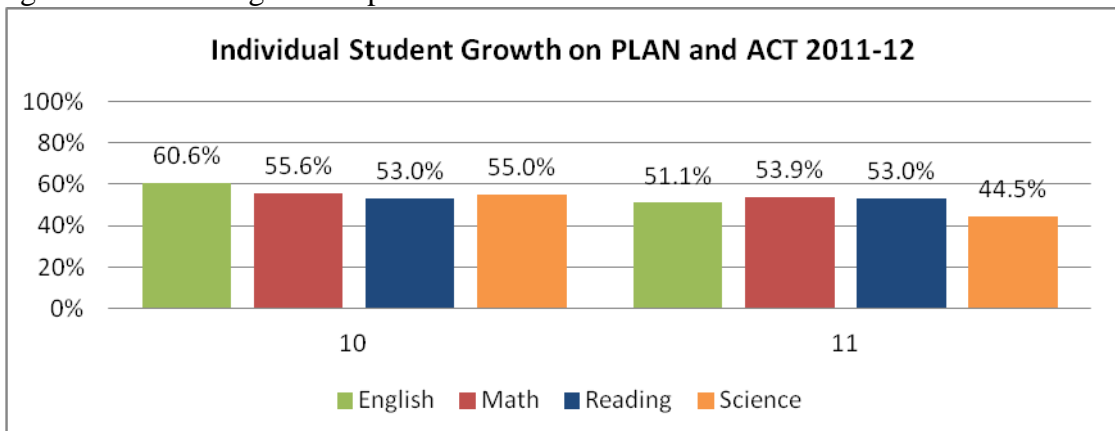
*Individual Student Growth on OAKS by College and Career Readiness Attainment in the Prior Year*  
 In reading, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a slightly lower rate (44%) than students who were not college and career ready (45%), reversing last year’s comparison. In math, students that met the college and career readiness benchmark on OAKS met their individual student growth target at a much higher rate (46%) than students who were not college and career ready (37%).





*Individual Student Growth on High School College Readiness Assessments*

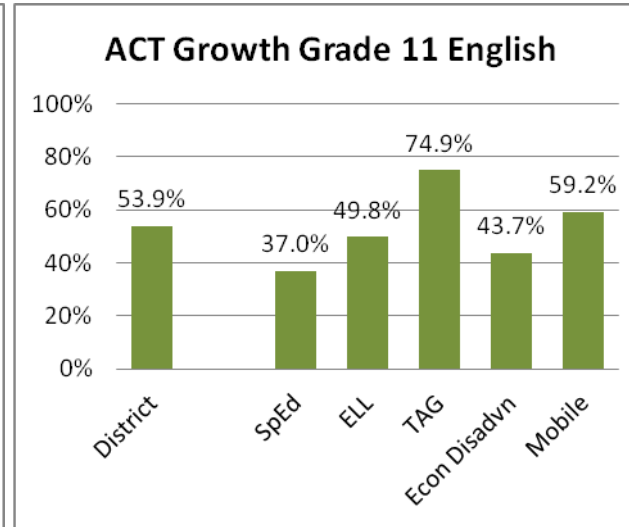
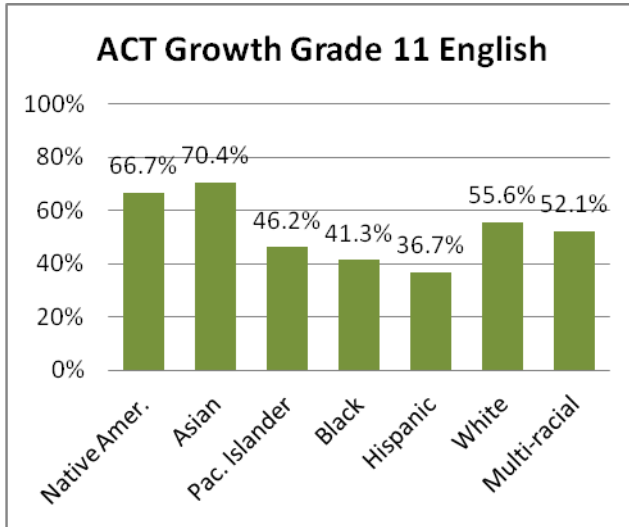
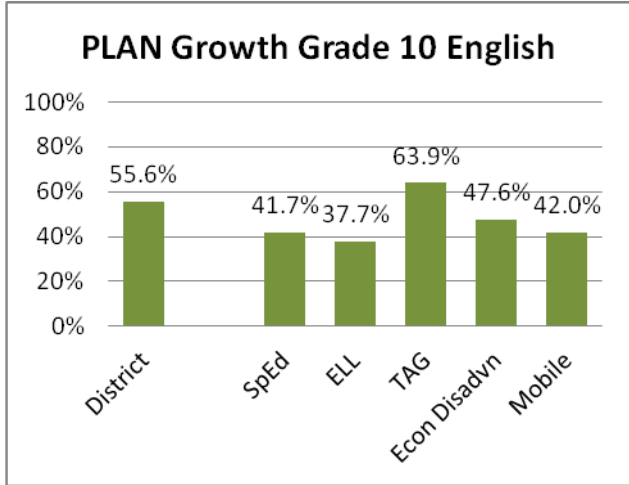
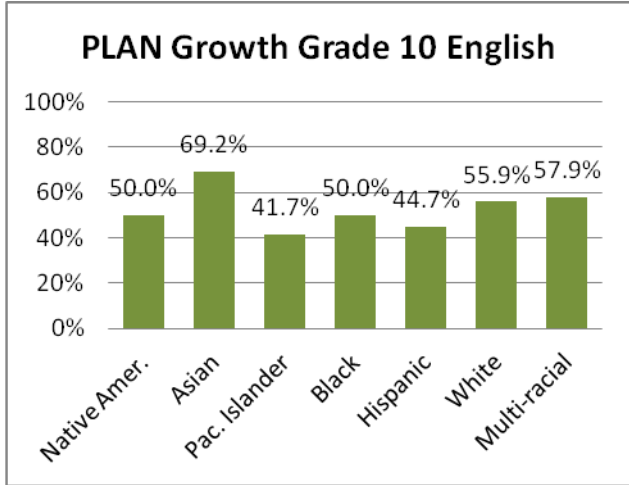
Roughly half of grade 10 and 11 students met their individual growth target on each subject test ranging from a low of 45% in 11<sup>th</sup> grade science to a high of 61% on 10<sup>th</sup> grade English. In each tested subject except math, a greater percentage of students in grade 10 meet targets for individual student growth than their grade 11 peers.

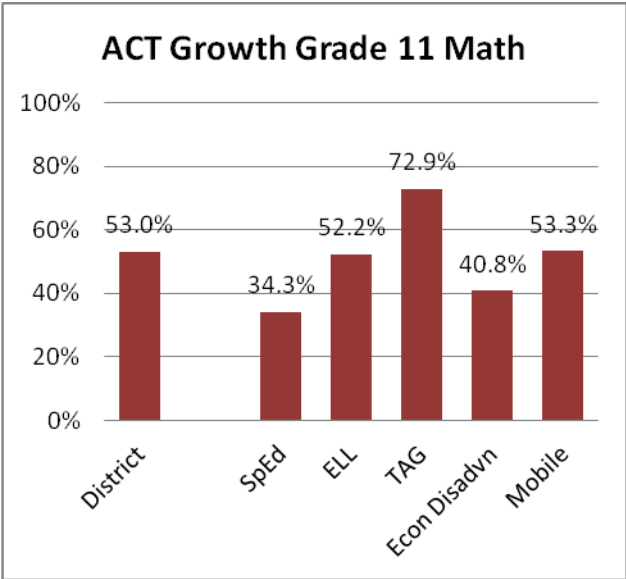
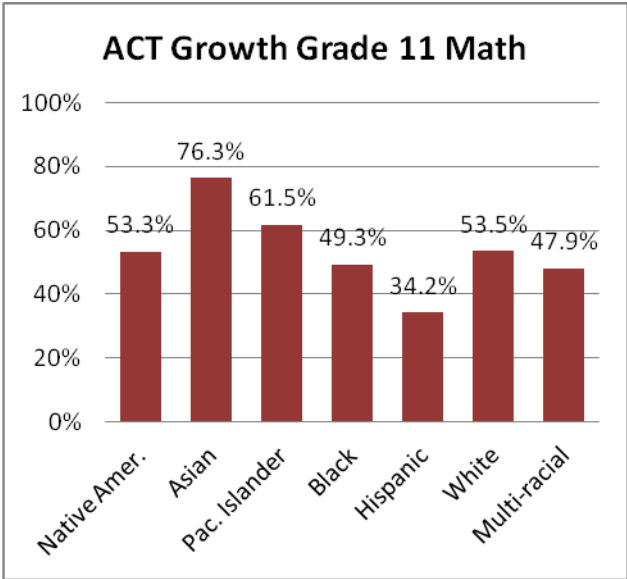
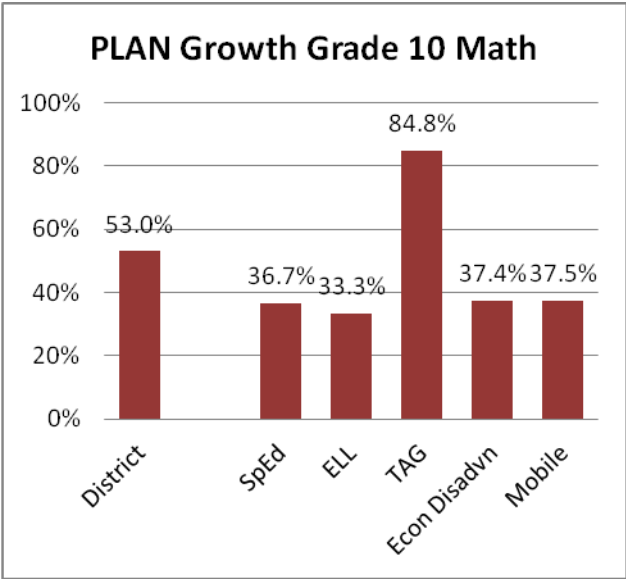
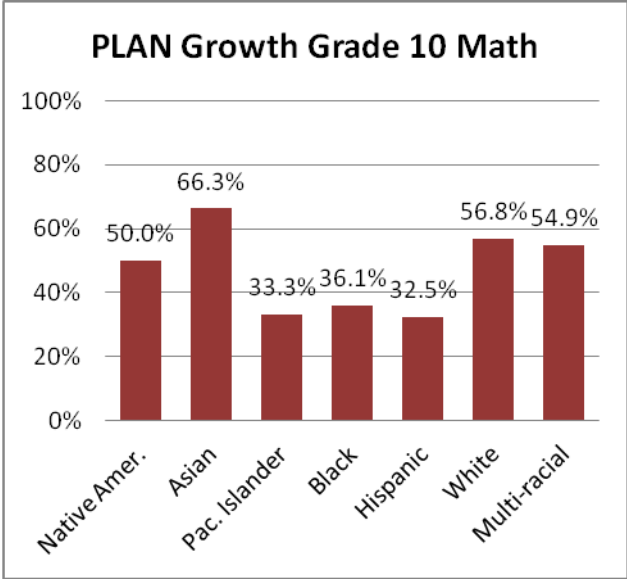


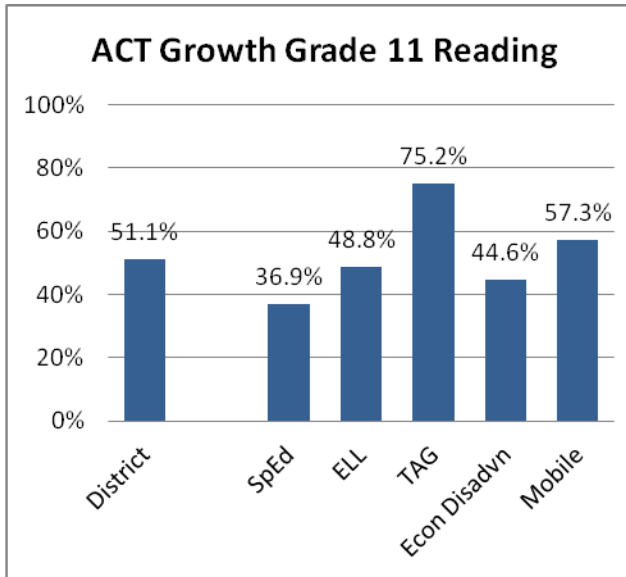
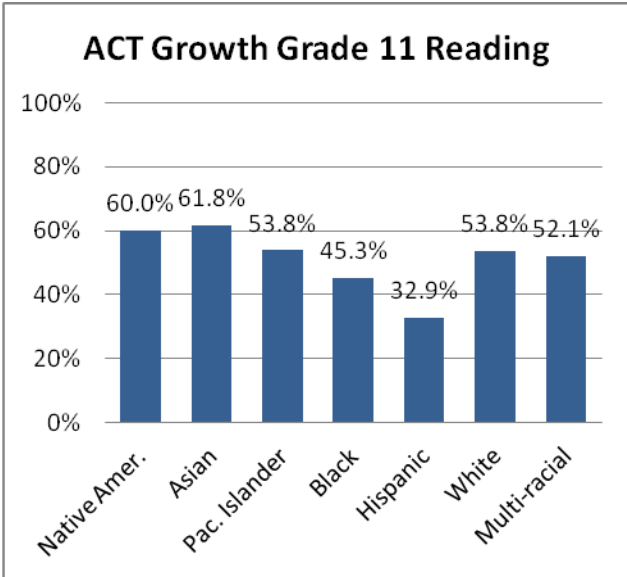
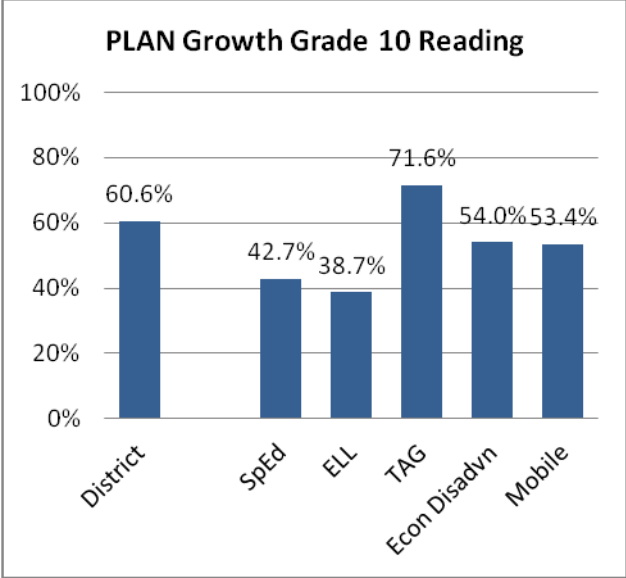
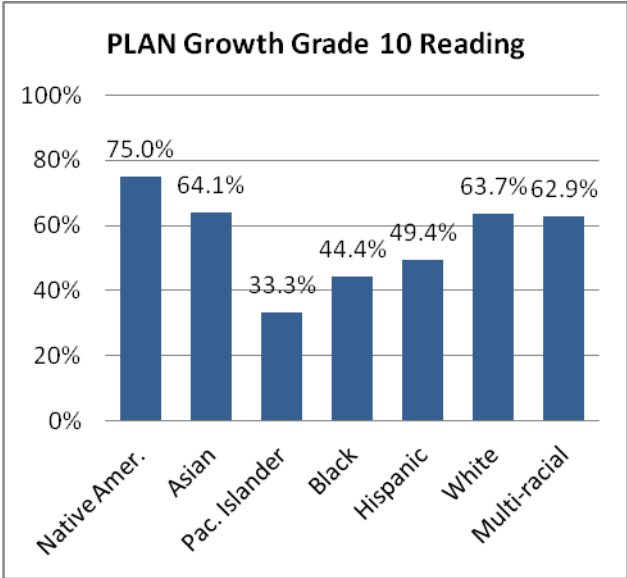


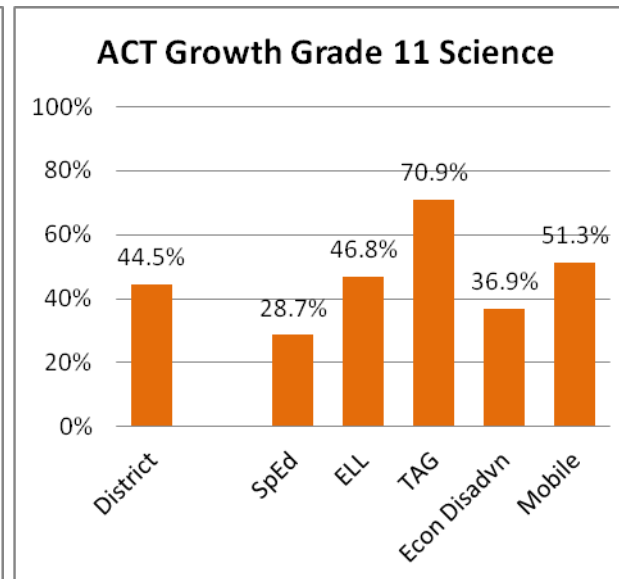
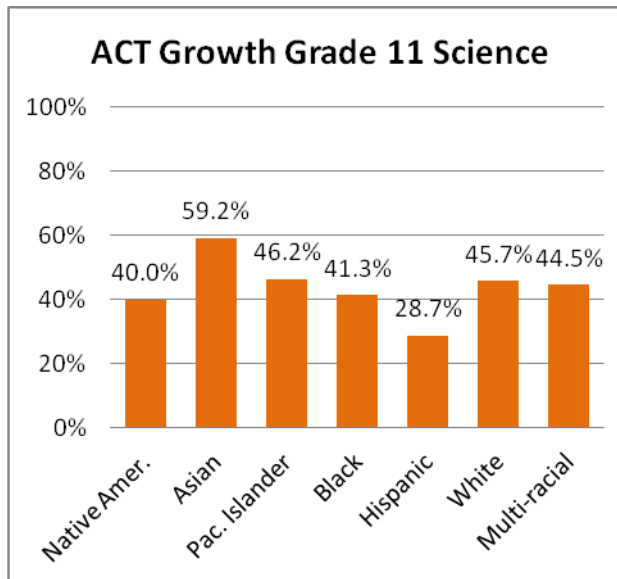
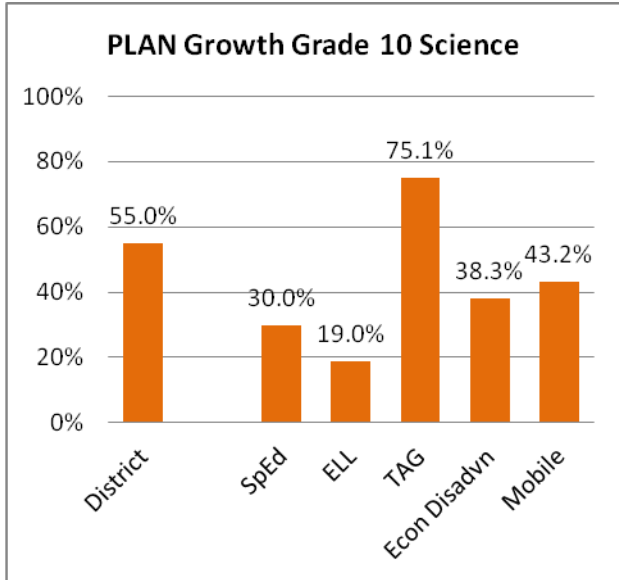
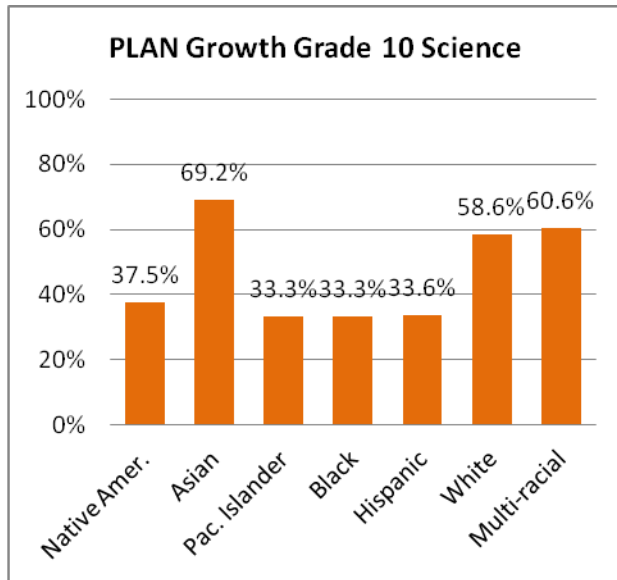
*Individual Student Growth on High School College Readiness Assessments Disaggregated by Student Group*

Hispanic and Special Education students are the least likely to meet their individual student growth targets across subjects and grades. Greater percentages of 11<sup>th</sup> grade ELL students meet their individual student growth target than their 10<sup>th</sup> grade peers in each subject. Talented and Gifted students significantly outperform their peers in meeting individual student growth expectations on all subjects at both grades.





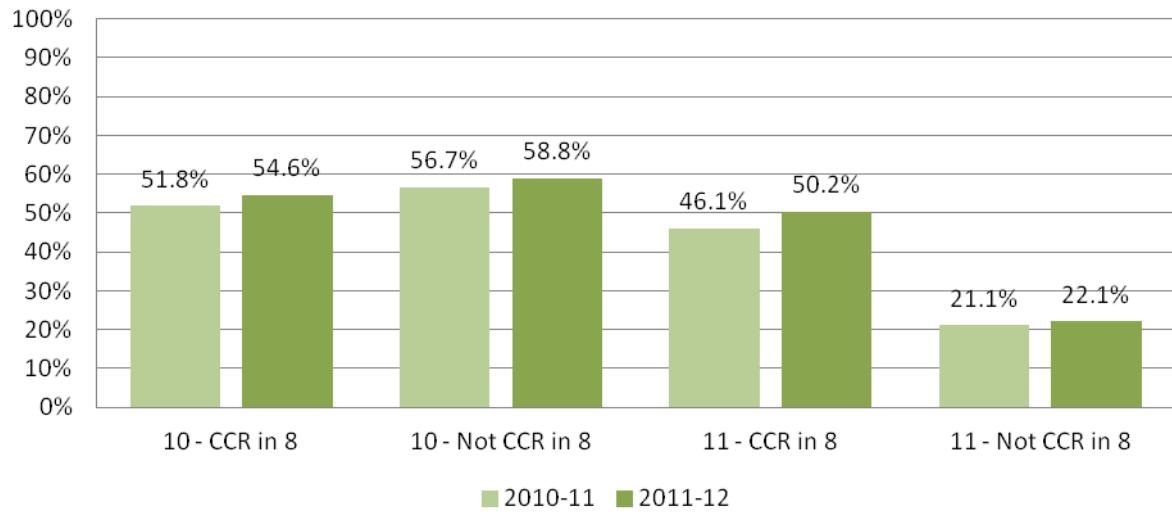




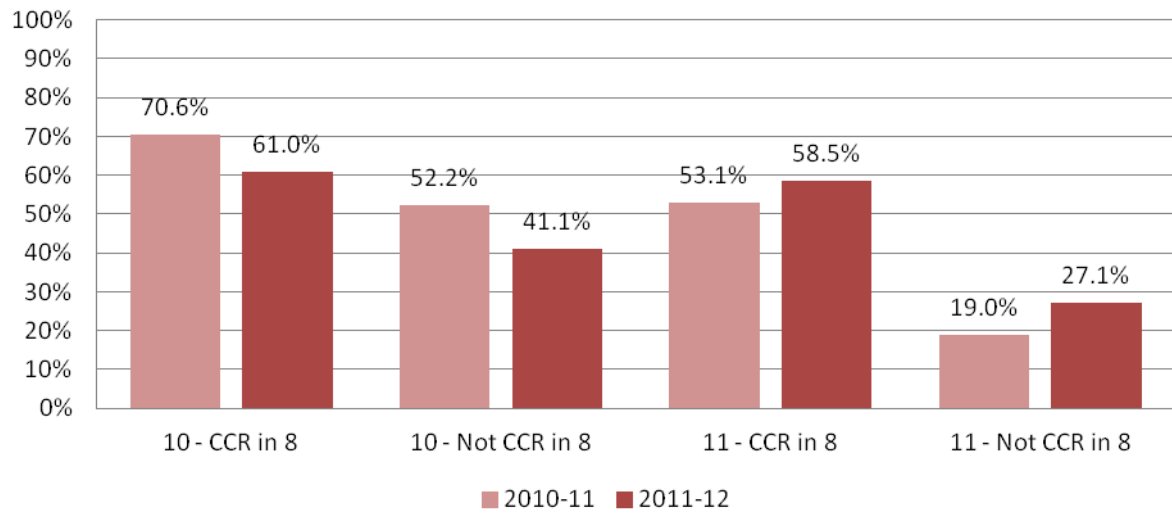
*Individual Student Growth on High School College and Career Readiness Assessments by College and Career Readiness Attainment in Grade 8*

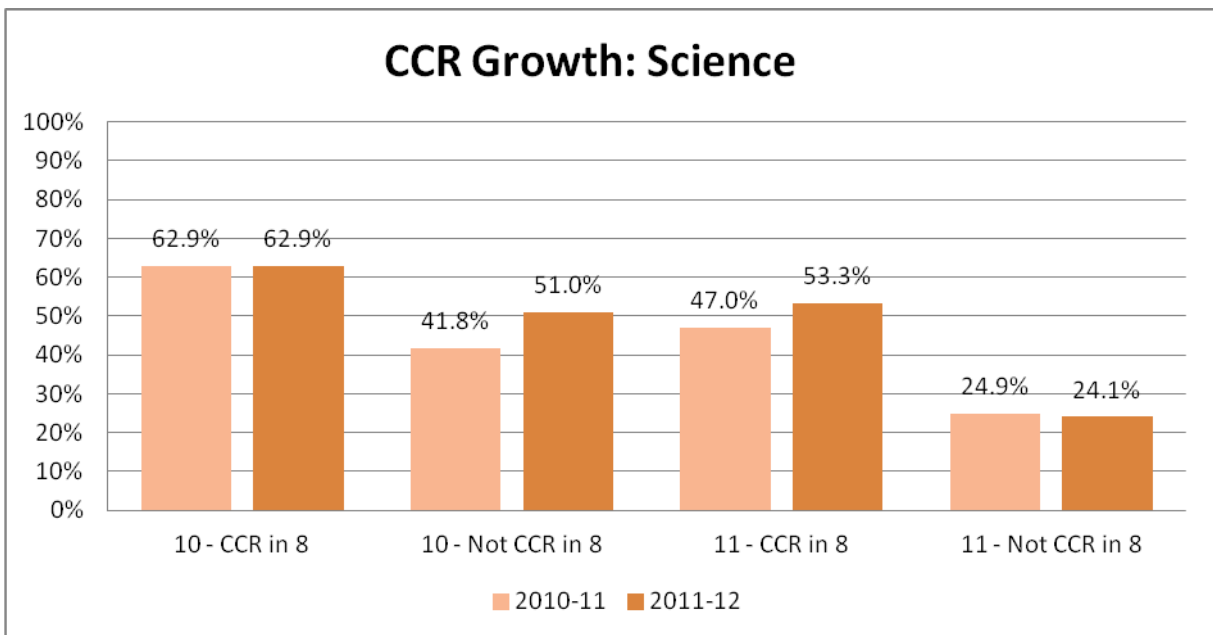
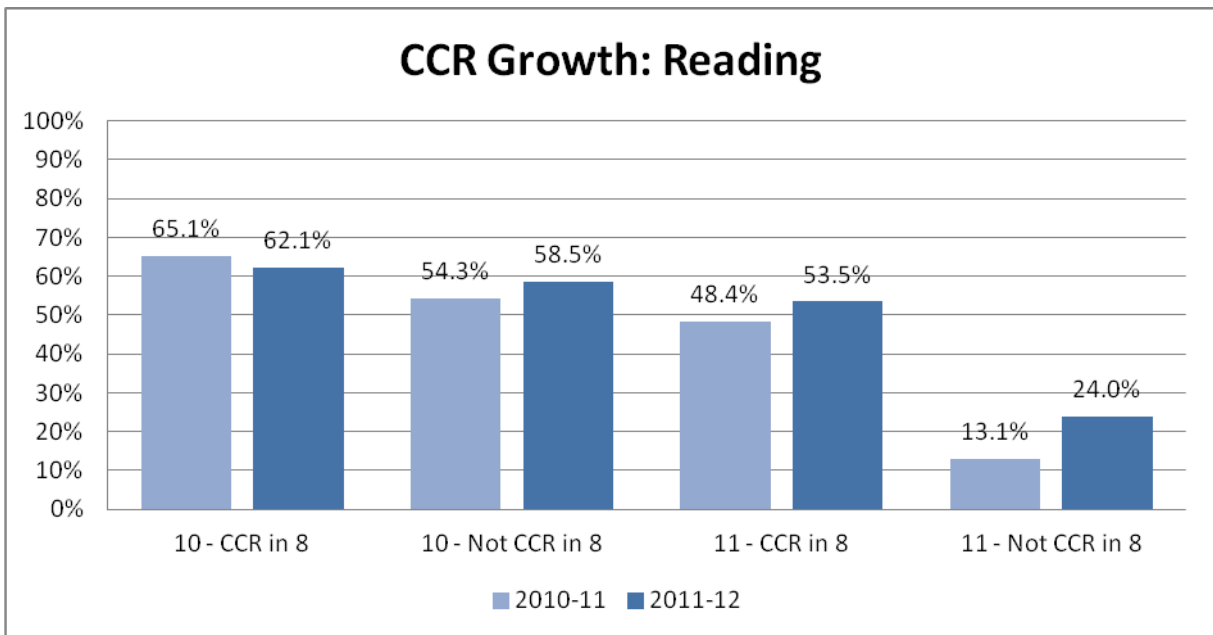
With the exception of grade 10 English, students who were college and career ready on the 8<sup>th</sup> grade EXPLORE subject tests were more likely to meet individual student growth targets than their peers who were not college and career ready. The majority of students in grade 10 met their individual growth target whether or not the student was college and career ready in grade 8, with the exception of students who were not college and career ready in math (41%). In grade 11, students who met college and career readiness benchmarks in grade 8 were more than twice as likely to meet their individual student growth target as their peers who were not college and career ready in grade 8.

### CCR Growth: English



### CCR Growth: Math



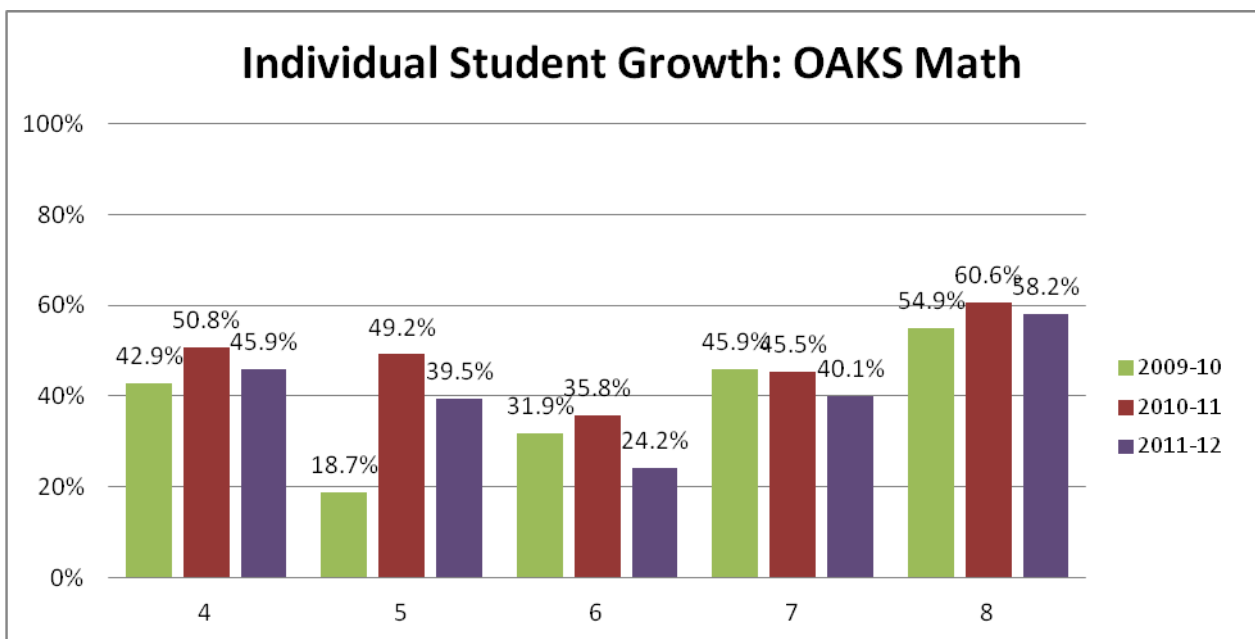


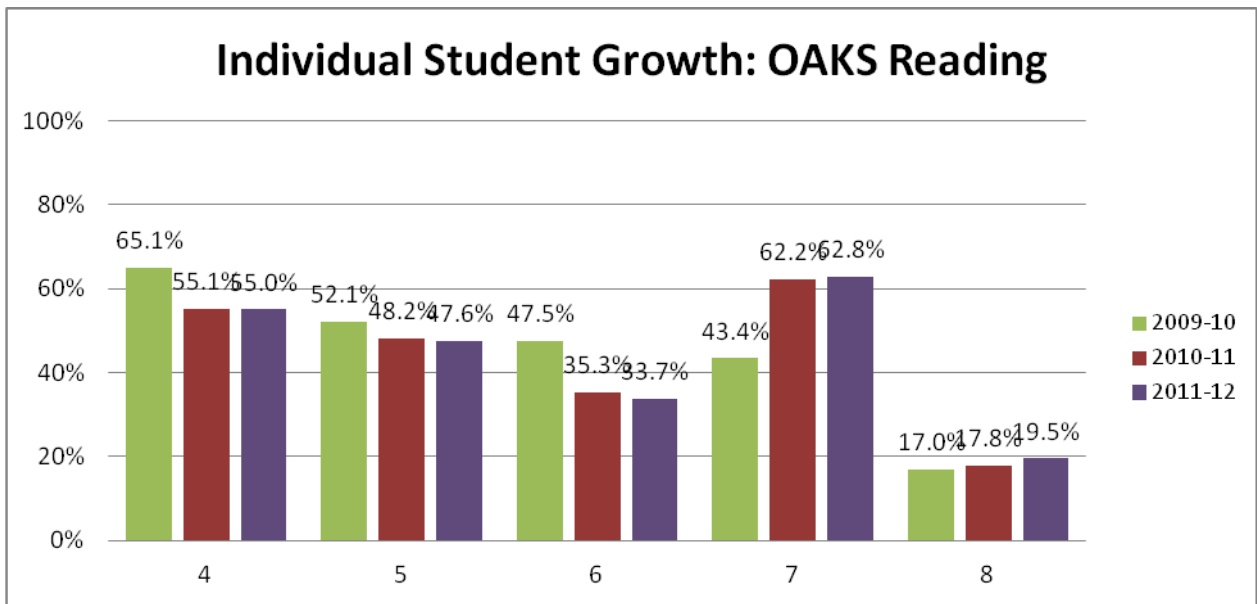
At grade 11, the gap between the percentage of CCR students meeting growth targets and students who were not CCR in grade 8 increased in English and science, but narrowed for reading and math. At grade 10, the gap between the percentage of CCR students meeting growth targets and students who were not CCR in grade 8 narrowed in reading and science and increased in math.

Indicator	Key Question and Findings
4	<p>How has student attainment of targets for individual student growth changed over time?</p> <ul style="list-style-type: none"> <li>In math, a lesser percentage of students met individual student growth targets OAKS in 2011-12 than in the previous year. In reading, the percentage of students meeting individual student growth targets remained about the same as the prior year.</li> <li>A greater percentage of 10<sup>th</sup> grade students met individual student growth targets on high school college readiness assessments in 2011-12 compared to the baseline year of 2009-10. Double digit increases from 2010-11 in the percentage of 11<sup>th</sup> grade students who met student growth targets were posted in all four subjects and the percentage of students meeting growth targets increased substantially from the baseline year of 2009-10 in all four subjects.</li> </ul>

*Trends in Individual Student Growth Attainment on OAKS*

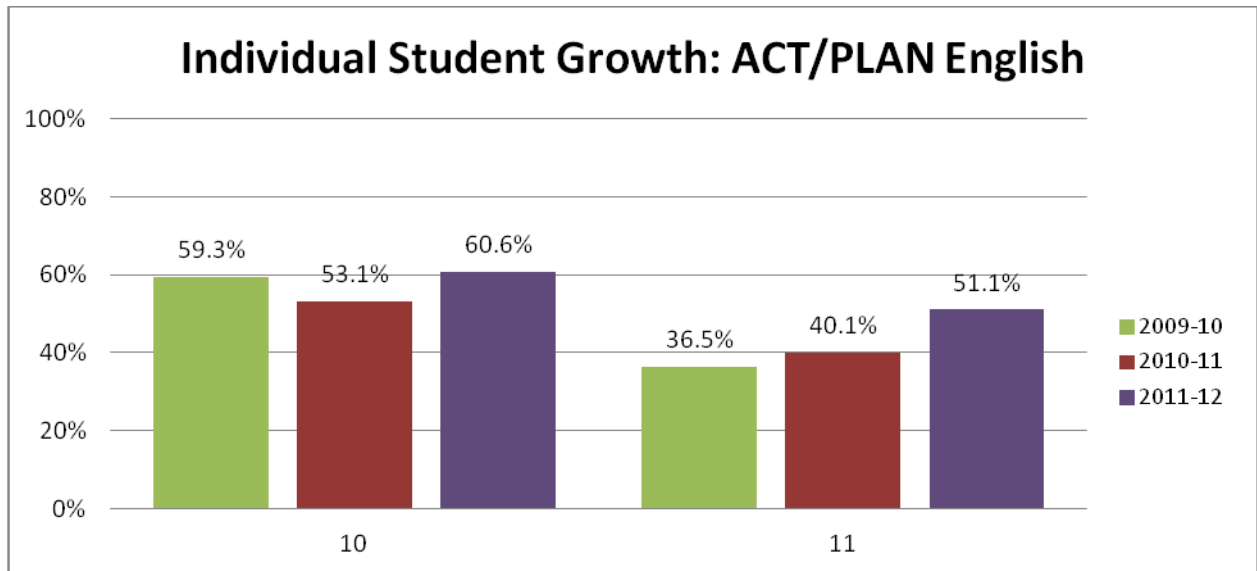
In math, a lesser percentage of students met individual student growth targets OAKS in 2011-12 than in the previous year. In reading, the percentage of students meeting individual student growth targets remained about the same as the prior year. Percentages of students meeting growth targets in grades 4 – 7 in 2009-10 are not comparable with the other two years due to changes in CCR benchmarks in grades 5 and 6.





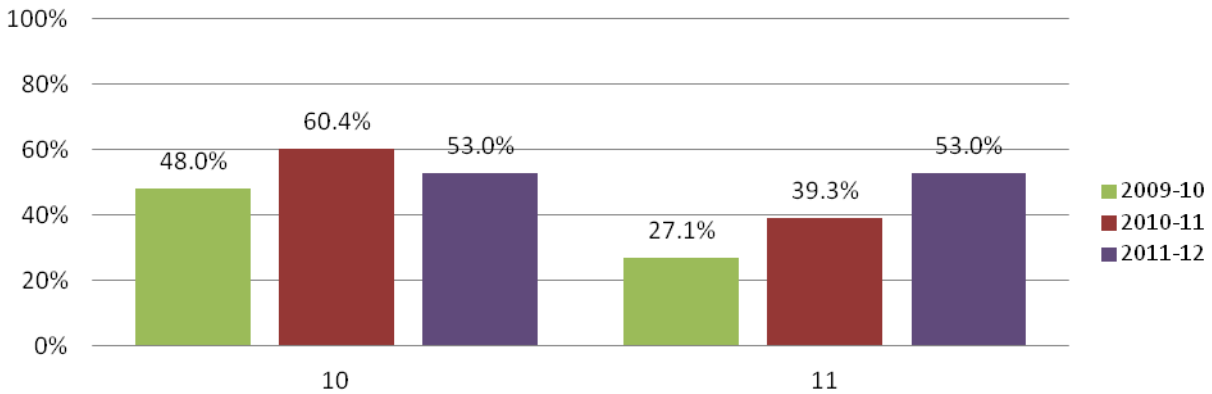
*Trends in Individual Student Growth in High School College Readiness Assessments*

A greater percentage of 10<sup>th</sup> grade students met individual student growth targets on high school college readiness assessments in 2011-12 compared to the baseline year of 2009-10. Double digit increases from 2010-11 in the percentage of 11<sup>th</sup> grade students who met student growth targets were posted in all four subjects and the percentage of students meeting growth targets increased substantially from the baseline year of 2009-10 in all four subjects.

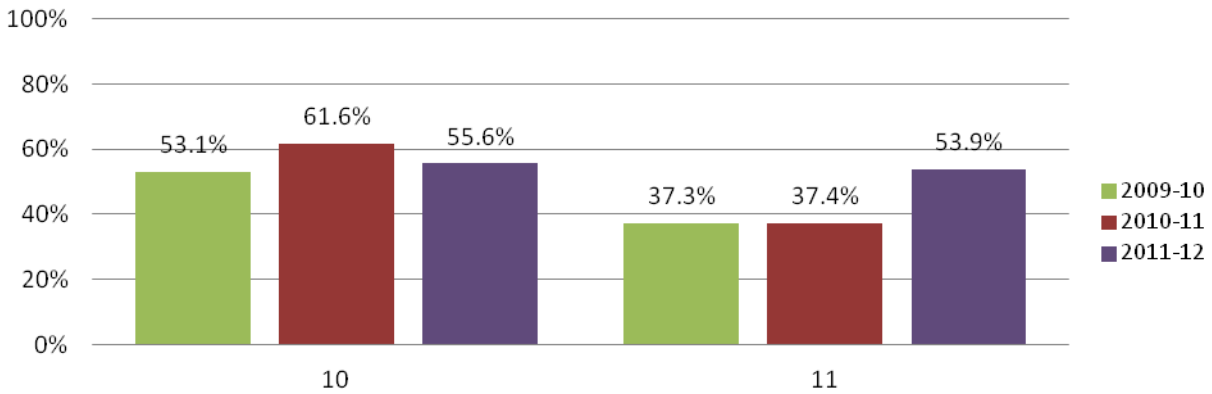




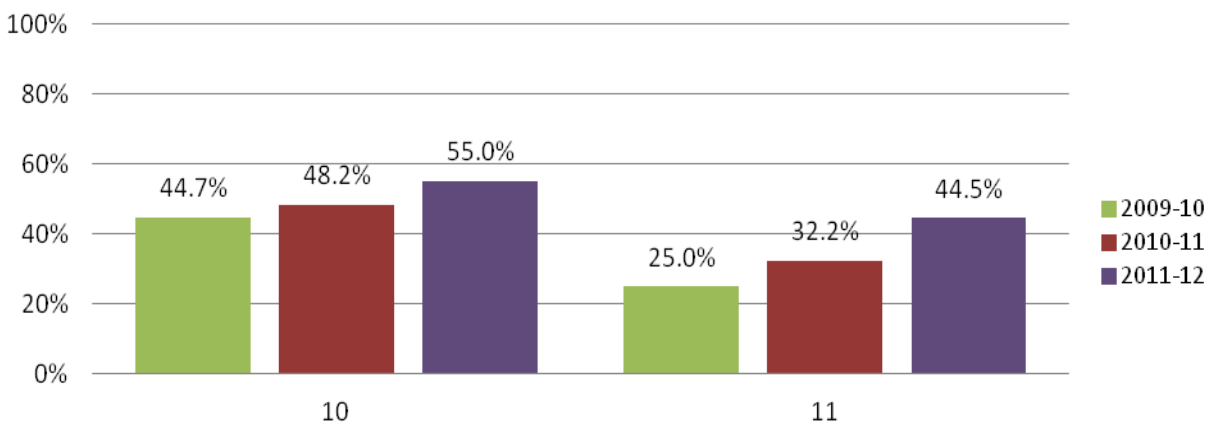
### Individual Student Growth: ACT/PLAN Math



### Individual Student Growth: ACT/PLAN Reading



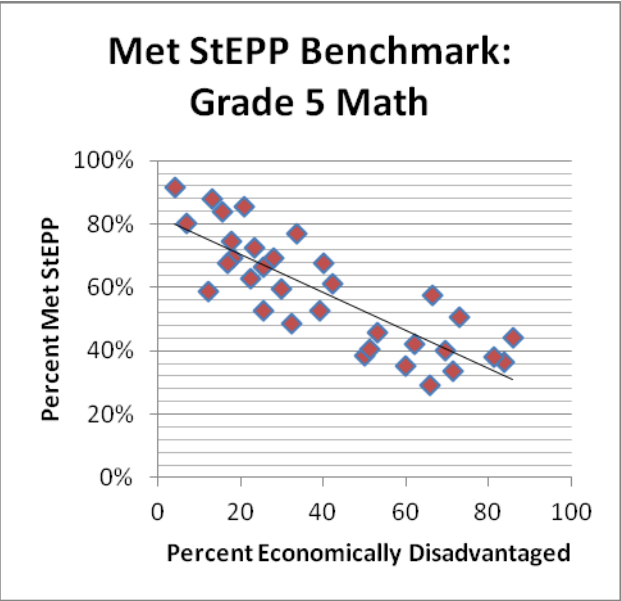
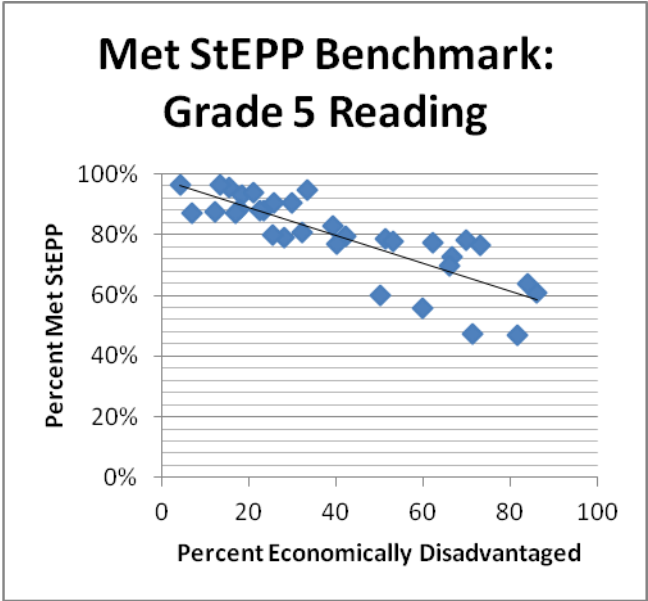
### Individual Student Growth: ACT/PLAN Science

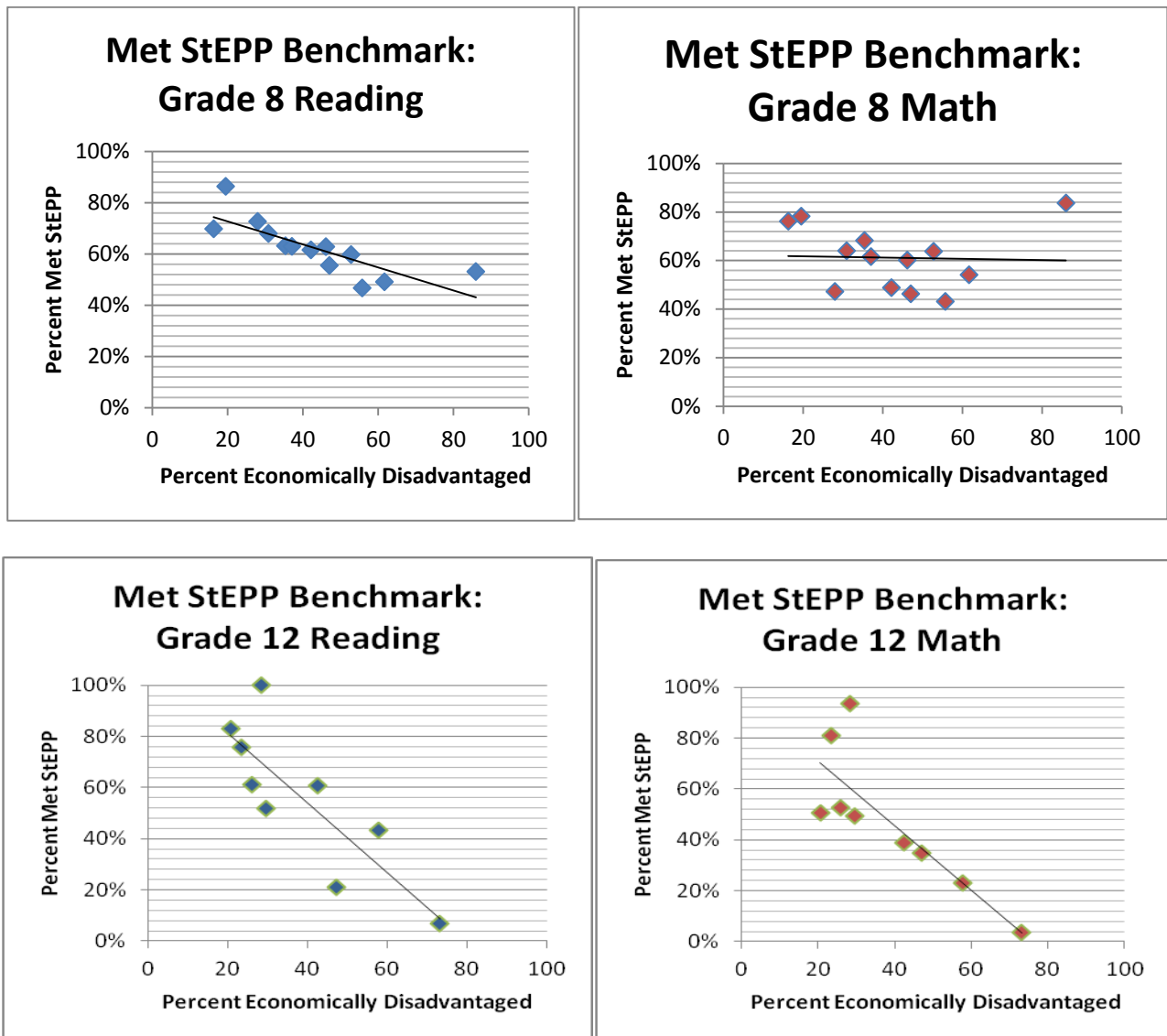


Indicator	Key Question and Findings
5	<p data-bbox="331 212 1469 285">How does student attainment of college and career readiness benchmarks and targets for individual student growth vary by school?</p> <ul data-bbox="331 285 1469 510" style="list-style-type: none"> <li data-bbox="331 285 1469 401">• The percentage of students meeting college and career readiness benchmarks in reading and math is inversely related to the percentage of students who are economically disadvantaged in the school.</li> <li data-bbox="331 401 1469 510">• The percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. The strength of the relationship is weaker than for student achievement.</li> </ul>

*Attainment of College and Career Readiness Benchmarks by School*

The percentage of students meeting college and career readiness benchmarks in reading and math is inversely related to the percentage of students who are economically disadvantaged in the school. However, this is not true for 8<sup>th</sup> grade mathematics as shown below. The steepness of the trend line is more pronounced in high school in both reading and math. In other words, increasing the percentage of students eligible for free or reduced priced lunch has a greater negative effect on the percentage of students meeting StEPP benchmarks at high school as opposed to middle school.





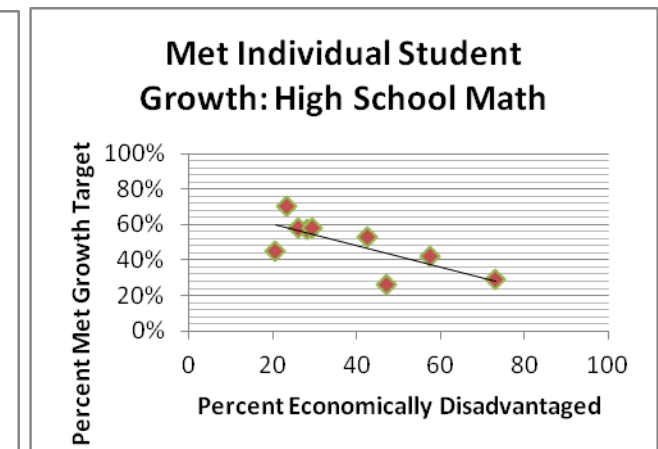
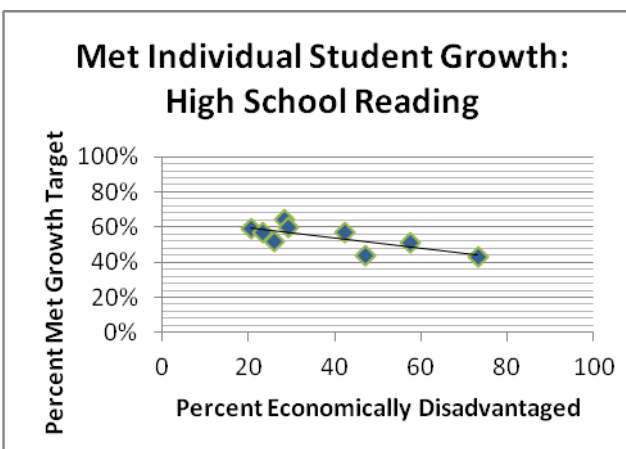
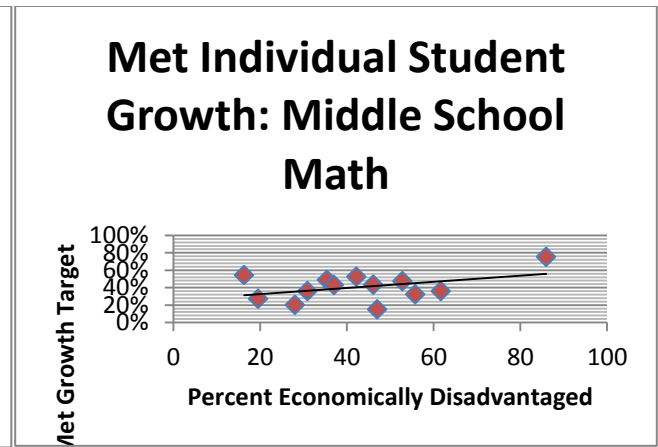
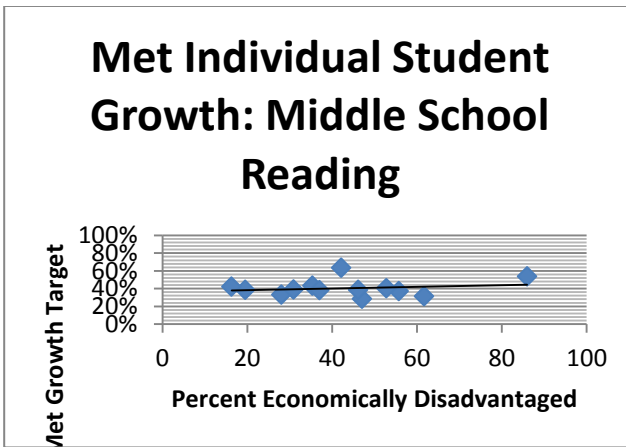
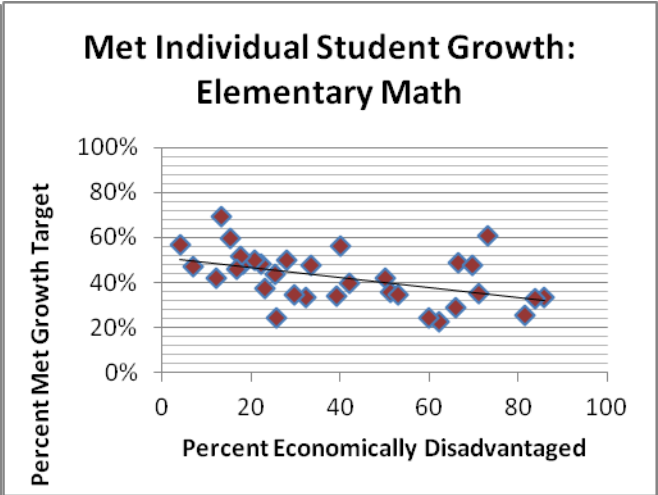
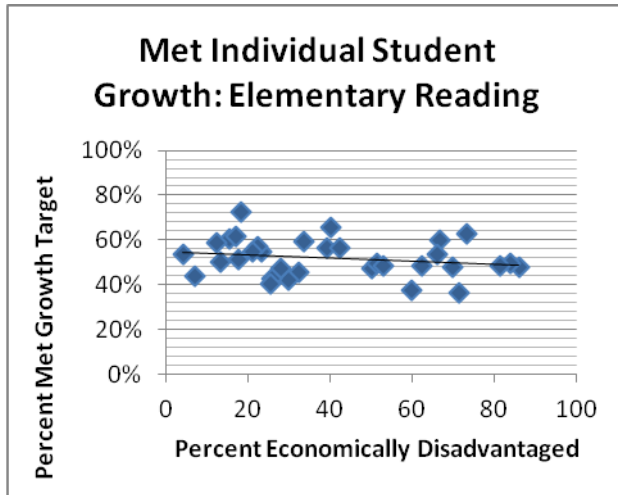
The chart below shows the slope of each of the trend lines for the graphs above and the same graphs for the prior year. For each 1% increase in the percentage of economically disadvantaged students, the percentage of students meeting the StEPP benchmark decreases by the corresponding percentage in the chart. Of note is the change in the slope of the trend line in 8<sup>th</sup> grade math. The slope of -0.03 indicates the percentage of economically disadvantaged students in the school has little relationship with the percentage of student achieving the StEPP benchmark in 8<sup>th</sup> grade math in 2011-12. However, if the school at the extreme right is removed as an outlier, the slope of the line of best fit (indicated by an asterisk in the table below), is more negative and follows the results at the other grade levels.

***Met StEPP Benchmark: Slope of Trend Lines***

Grade	Reading		Math	
	2010-11	2011-12	2010-11	2011-12
5	-0.44	-0.46	-0.52	-0.60
8	-0.51	-0.45/-0.70*	-0.28	-0.03/-0.61*
12	-1.46	-1.36	-1.31	-1.28

*Attainment of Individual Student Growth Targets by School*

In elementary and high schools, the percentage of students meeting individual student growth targets is inversely related to the percentage of students who are economically disadvantaged in the school. In middle schools, the opposite is true – the percentage of students meeting individual student growth targets increases as the percentage of students who are economically disadvantaged increases.

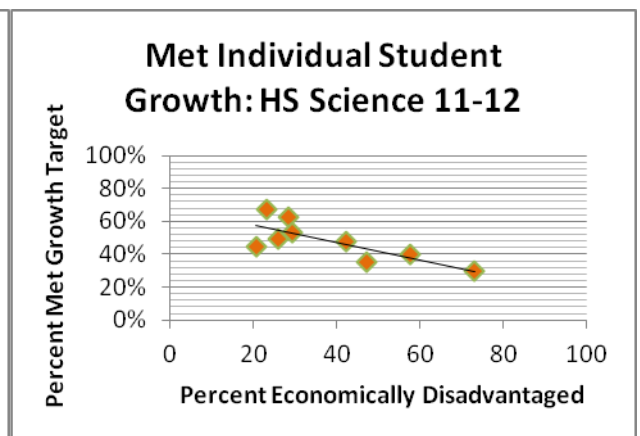
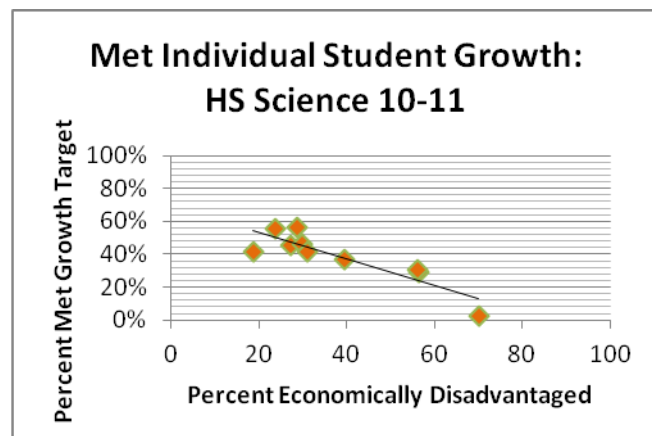
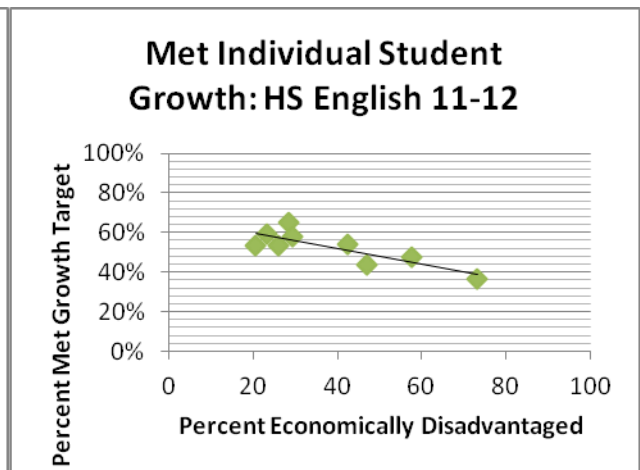
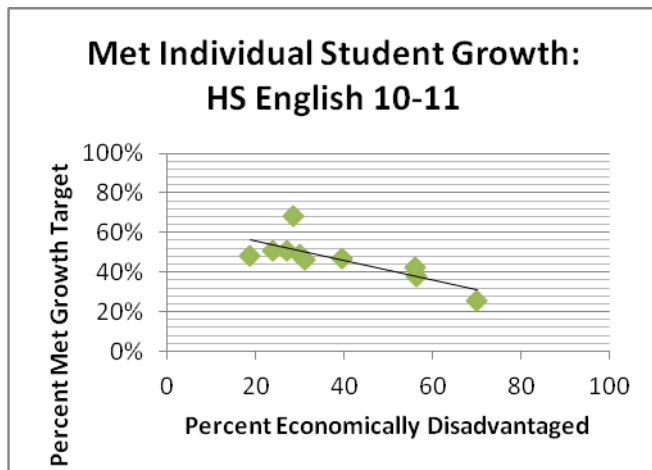


At the elementary and high school levels in both reading and mathematics, the slope of the trend line decreased. In other words, the negative relationship between the percentage of economically disadvantaged students in the school and the percentage of student meeting individual student growth targets weakened. At the middle level, the positive relationship between the percentage of economically disadvantaged students and the percentage of students meeting individual student growth targets in reading and math increased. However, if the school at the extreme right is removed as an outlier, the slope of the line of best fit (indicated by an asterisk in the table below), is negative in both reading and math, but less steep than at the high school level.

**Met Individual Growth Target: Slope of Trend Lines**

Grade	Reading		Math	
	2010-11	2011-12	2010-11	2011-12
Elem	-0.17	-0.07	-0.26	-0.22
Middle	-0.02	+0.10/-0.10*	+0.09	+0.36/-0.05*
High	-0.67	-0.30	-0.73	-0.61

The slope of line of best fit decreased between 2010-11 and 2011-12 in both English and science. Thus, the negative relationship between the percentage of economically disadvantaged students in the school and the percentage of student meeting individual student growth targets weakened at the high school level in both science, and to a lesser extent, English.



Indicator	Key Question and Findings
6	<p>What progress has the District made in closing achievement gaps?</p> <ul style="list-style-type: none"> <li>Student academic achievement can be predicted by race/ethnicity, socio-economic status, mobility, disability, and language proficiency. The District has made little progress in closing the achievement gaps in college and career readiness.</li> <li>The growth gap between all students and the weighted average of historically underperforming groups narrowed for reading and for math between 2011-12 and 2010-11.</li> </ul>

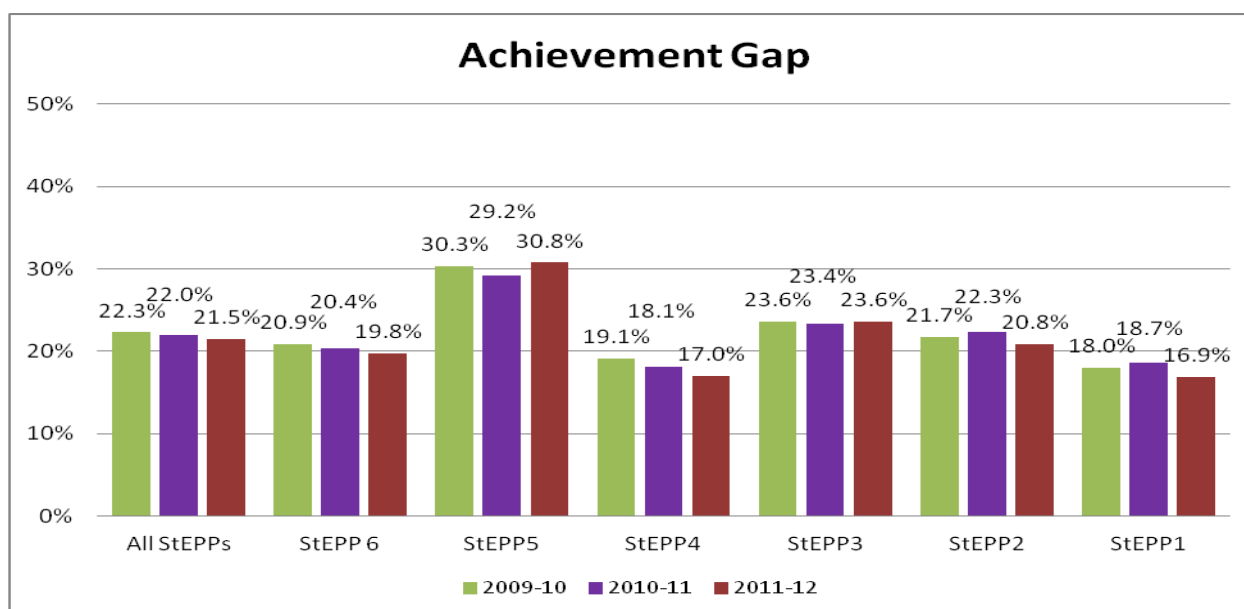
### *Closing the Achievement Gap*

Student academic achievement can be predicted by race/ethnicity, socio-economic status, mobility, disability, and language proficiency. The table below shows the gap between the percentage of students in each group meeting all components of college and career readiness and the percentage of students in the all student group meeting all components of the college and career readiness.

Native American, Pacific Islander, Black, and Hispanic students are included in the Race/ethnicity category. The number of students in each category is used to determine the weighted average of the achievement gaps in each StEPP.

StEPP	6	5	4	3	2	1
Race/ethnicity	20.6%	30.2%	16.6%	22.0%	19.9%	14.6%
Econ, Disadvantaged	16.5%	25.1%	16.5%	22.6%	18.4%	15.7%
Mobility	21.2%	33.7%	12.3%	19.8%	12.6%	19.7%
Disability	24.2%	38.5%	20.1%	28.4%	35.5%	29.3%
Initial Prof (in English)	25.8%	39.6%	24.5%	25.4%	22.2%	17.0%
Weighted Average	19.8%	30.8%	17.0%	23.6%	20.8%	16.9%

The graph below compares the weighted average of the achievement gaps at each StEPP and the overall achievement gap for the past three years. The achievement gap continued to narrow slightly across all grades combined for the second year in a row.



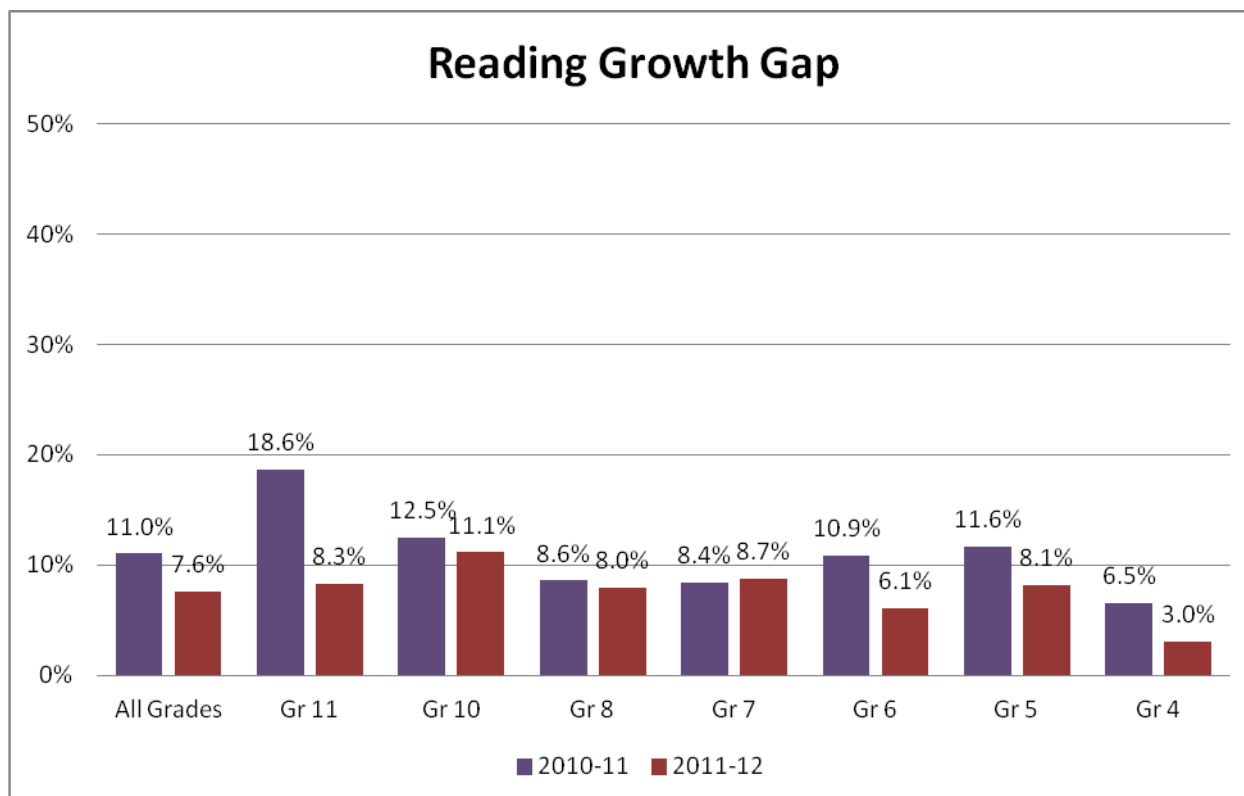
### *Closing Growth Gaps*

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

Reading	Grade 11	Grade 10	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4
Race/ethnicity	15.0%	11.6%	6.8%	6.7%	6.2%	8.8%	3.0%
Income	6.4%	6.6%	7.1%	5.4%	3.9%	6.1%	0.8%
Mobility	-6.3%	7.2%	3.3%	9.9%	2.9%	7.0%	-2.4%
Disability	14.2%	17.9%	11.5%	19.5%	10.5%	9.8%	7.1%
Initial Prof (in English)	2.3%	22.0%	12.3%	10.5%	8.0%	10.3%	9.5%

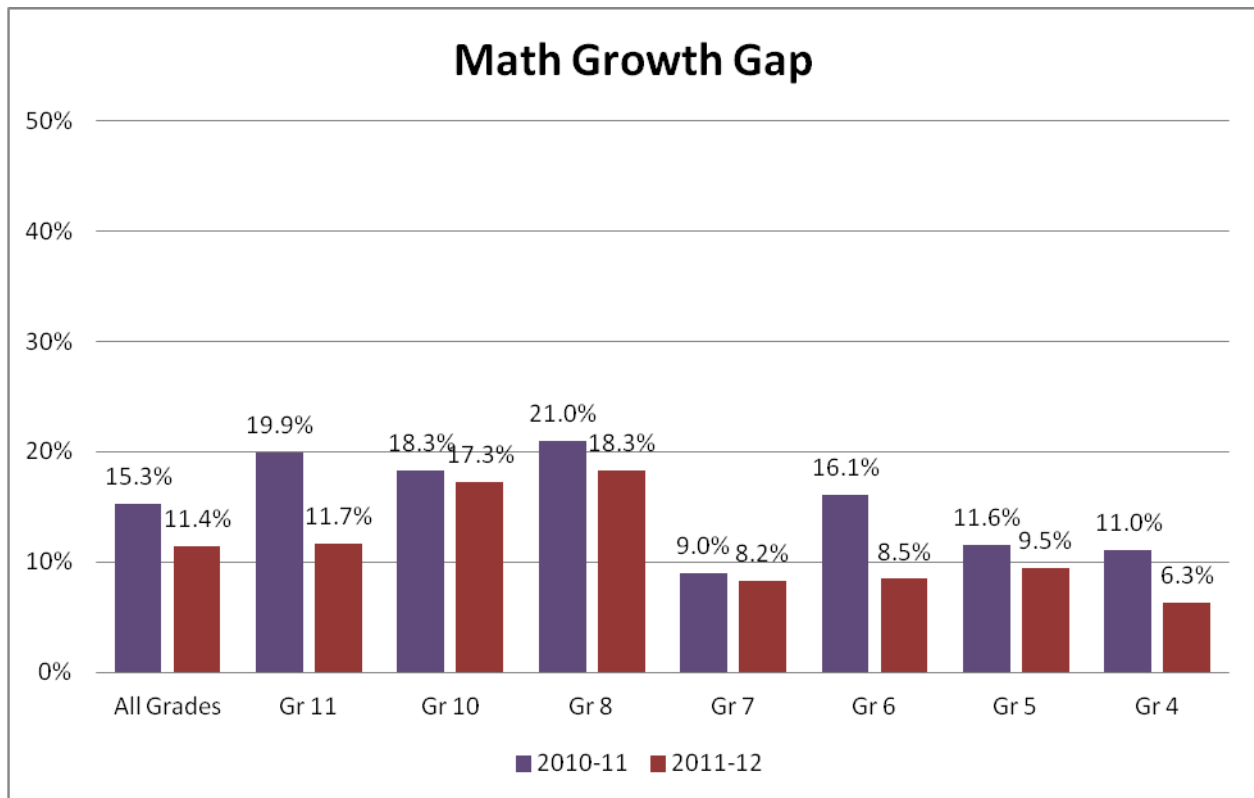
Weighted Average 11-12	8.3%	11.1%	8.0%	8.7%	6.1%	8.1%	3.0%
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The growth gap between all students and the weighted average of historically underperforming groups narrowed for reading between 2011-12 and 2010-11. It is important to note that the rules for including students in the mobile students group and especially in the Initial Proficiency (in English) group changed between last year and this year contributed to the overall gap reduction.



The growth gap between all students and the weighted average of historically underperforming groups also narrowed between 2011-12 and 2010-11 for mathematics. At most all grades, the growth gaps in mathematics are larger than those for reading

Math	Grade 11	Grade 10	Grade 8	Grade 7	Grade 6	Grade 5	Grade 4
Race/ethnicity	15.3%	19.9%	14.1%	7.5%	8.6%	7.8%	6.3%
Income	12.2%	15.6%	14.4%	7.6%	8.3%	10.7%	5.0%
Mobility	-0.3%	15.5%	21.6%	5.6%	16.7%	7.8%	-1.8%
Disability	18.7%	16.3%	28.7%	17.5%	13.6%	10.2%	8.2%
Initial Prof (in English)	0.8%	19.7%	26.1%	4.9%	4.4%	9.3%	14.5%
Weighted Average 11-12	11.7%	17.3%	18.3%	8.2%	8.5%	9.5%	6.3%





## **Process for Establishing BSD College and Career Readiness Benchmarks**

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

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

### References:

ACT (2005). What are ACT's College Readiness Benchmarks? (ACT. Iowa City, IA).

<http://www.act.org/research/policymakers/pdf/benchmarks.pdf>

Allen J. and Sconing, J (August 2005). Using ACT Assessments Scores to Set College Readiness Benchmarks. (ACT. Iowa City, IA). [http://www.act.org/research/reports/pdf/ACT\\_RR2005-3.pdf](http://www.act.org/research/reports/pdf/ACT_RR2005-3.pdf)

Dougherty, C, et al (2005). Identifying Appropriate College-readiness Standards for All Students. (NCEA. Austin, TX). [http://www.nc4ea.org/files/appropriate\\_college-readiness\\_standards\\_for\\_all\\_students-05-03-06.pdf](http://www.nc4ea.org/files/appropriate_college-readiness_standards_for_all_students-05-03-06.pdf)

## Beaverton School District Individual Student Growth Model

### Growth Models for Students in Grades 10 and 11

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

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

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

### Growth Model for Students in Grades 4 - 8

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

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

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

#### References:

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

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

**Beaverton Individual Student Growth Targets**

Reading	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	Prior Year	CCR Catch	CCR Catch	CCR Catch	CCR Catch
OAKS Score	CCR Keep	CCR Keep	CCR Keep	CCR Keep	CCR Keep
	To 97th	To 97th	To 97th	To 97th	To 97th
170	193	193	195	197	205
171	193	194	195	198	206
172	194	194	196	199	206
173	194	195	196	199	207
174	195	196	197	200	207
175	195	196	198	200	208
176	196	197	198	201	209
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179	198	199	200	203	210
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255	245	251	250	255	252
256	245	251	250	255	253
257	245	251	250	255	253
258	245	251	250	255	254
259	245	251	250	255	254
260 and above	245	251	250	255	255

<b>Beaverton Individual Student Growth Targets</b>					
<b>Math</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
	CCR Catch	CCR Catch	CCR Catch	CCR Catch	CCR Catch
	CCR Keep	CCR Keep	CCR Keep	CCR Keep	CCR Keep
	To 97th	To 97th	To 97th	To 97th	To 97th
170	196	205	200	203	207
171	197	205	201	204	207
172	197	206	201	204	208
173	198	206	202	205	208
174	199	207	202	205	209
175	199	207	203	206	209
176	200	208	204	206	210
177	200	209	204	207	210
178	201	209	205	207	211
179	202	210	205	208	211
180	202	210	206	209	212
181	203	211	206	209	212
182	203	211	207	210	213
183	204	212	207	210	213
184	205	213	208	211	214
185	205	213	208	211	214
186	206	214	209	212	215
187	206	214	210	212	215
188	207	215	210	213	216
189	208	215	211	214	216
190	208	216	211	214	217
191	209	217	212	215	217
192	209	217	212	215	218
193	210	218	213	216	218
194	211	218	213	216	219
195	211	219	214	217	219
196	212	219	214	217	220
197	212	220	215	218	220
198	213	221	216	219	221
199	214	221	216	219	221
200	214	222	217	220	222
201	215	222	217	220	222
202	215	223	218	221	223
203	216	223	218	221	223
204	217	224	219	222	224
205	217	225	219	222	224
206	218	225	220	223	225
207	218	226	220	224	225
208	219	226	221	224	226
209	220	227	222	225	226
210	220	227	222	225	227
211	221	228	223	226	227

212	221	229	223	226	228
213	222	229	224	227	228
214	223	230	224	227	229
215	223	230	225	228	229
216	224	231	225	229	230
217	225	231	226	229	230
218	226	232	226	230	231
219	227	233	227	230	231
220	228	233	228	231	232
221	229	234	228	231	232
222	230	234	229	232	233
223	231	235	229	232	233
224	232	236	230	233	234
225	233	236	230	234	234
226	234	237	231	234	235
227	235	237	231	235	235
228	236	238	232	235	236
229	237	238	233	236	236
230	238	239	234	236	237
231	239	239	235	237	237
232	240	240	236	238	238
233	240	240	237	239	238
234	241	241	238	240	239
235	241	241	239	241	239
236	242	242	240	242	240
237	243	242	241	243	240
238	243	243	242	244	241
239	244	244	243	245	241
240	244	244	244	246	241
241	245	245	245	247	241
242	246	246	246	248	242
243	246	246	247	249	242
244	247	247	248	250	243
245	247	247	249	251	244
246	247	248	249	252	245
247	247	248	250	254	245
248	247	249	250	254	246
249	247	250	251	254	247
250	247	250	252	254	248
251	247	251	252	254	249
252	247	252	253	254	250
253	247	252	253	254	251
254	247	252	254	254	252
255	247	252	254	254	253
256	247	252	254	254	254
257	247	252	254	254	254
258	247	252	258	254	254
259	247	252	258	254	254
260 and above	247	252	258	254	254

**Beaverton Individual Student Growth Targets for Grade 10 (PLAN)**

Grade 8	English	Math	Reading	Science
4	10	12	11	13
5	10	12	11	13
6	11	13	12	14
7	11	13	12	14
8	12	14	13	15
9	12	14	13	15
10	13	15	14	16
11	15	15	14	16
12	15	16	15	17
13	16	16	17	17
14	17	17	17	18
15	18	19	18	18
16	19	19	19	19
17	20	20	20	19
18	21	21	21	21
19	22	22	22	21
20	23	23	23	22
21	24	24	24	23
22	25	25	25	24
23	26	26	26	25
24	27	27	27	26
25	28	28	28	27

**Beaverton Individual Student Growth Targets for Grade 11 (ACT)**

Grade 8	English	Math	Reading	Science
4	15	18	17	19
5	15	18	17	19
6	15	18	17	20
7	15	18	18	20
8	16	19	18	20
9	16	19	18	20
10	16	19	18	21
11	18	19	19	21
12	18	20	19	21
13	19	20	21	21
14	20	20	21	22
15	21	22	22	22
16	22	22	23	22
17	23	23	24	22
18	24	24	25	24
19	25	25	26	24
20	26	26	27	25
21	27	27	28	26
22	28	28	29	27
23	29	29	30	28
24	30	30	31	29
25	31	31	32	30

### **Data Sources and Acknowledgements**

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

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