



## **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 each year.

In April, the Board 1) received and discussed the Achievement Compact Advisory Committee's report and 2) adopted the proposed performance targets in the 2014-15 Achievement Compact and directed the Superintendent to submit the completed compact and the report of the Achievement Compact Advisory Committee to the Oregon Education Investment Board. Since April, 1) data for both the participation in the Oregon Kindergarten Assessment and post-secondary enrollment rates for the four year cohort of 2010-11 have been calculated by ODE and 2) OEIB has replaced the 9+ college credits measure to students completing 3 or more college courses and requires each District to set goals for this outcome, regardless of whether or not baseline data is available. Staff have calculated baseline data in order to establish the required goals.

### **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 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.*

**(14-457)** The Board adopts the updated 2014-15 Achievement Compact and directs the Superintendent to submit the completed compact and the report of the Achievement Compact Advisory Committee to the Oregon Education Investment Board.

**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%
Completing 3+ More College Courses			49.8%	33.7%			52%	36%	55%	40%
Post-Secondary Enrollment	72.4%	60.2%	75%	62%	75%	64%	77%	66%	81%	73%

**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					97.3%	96.5%	95%	95%		
3rd Grade Reading Proficiency	79.9%	66.3%	74.5%	59.7%	75.7%	61.8%	85%	75%		
5th Grade Math Proficiency	74.6%	58.9%	70.4%	55.2%	72.2%	55.3%	82%	70%		
6th Grade Not Chronically Absent	89.6%	85.3%	92.2%	88.7%	91.0%	87.4%	92%	89%	94%	92%
8th Grade Math Proficiency	78.5%	63.6%	73.1%	56.8%	75.6%	58.4%	84%	74%		
9th Grade Credits Earned	80%	66%	77.8%	63.7%	78.4%	63.6%	85%	75%	89%	82%
9th Grade Not Chronically Absent	83.0%	75.0%	86.1%	79.1%	88.9%	83.1%	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

**Equity: Are students succeeding across all buildings and populations?**

<b>Equity: Are students succeeding across all buildings and populations?</b>									
<b>9th Graders of 2008-09</b>									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	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%
Completing 3+ College Courses									
Post-Secondary Enrollment	59.2%	49.0%	53.1%	74.5%	50.2%	62.5%	47.6%	79.2%	85.3%
<b>2011-12 results</b>									
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%

<b>9th Graders of 2009-10</b>									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian (not included in aggregate)	TAG (not included in aggregate)
4-Year Graduation Rate	62.0%	50.6%	49.8%	71.7%	56.5%	53.8%	78.6%	92.8%	>95%
5-Year Completion Rate	83%	75%	85%	82%	77%	84%	93%	>95%	>95%
Completing 3+ College Courses	33.5%	19.2%	15.2%	34.3%	29.5%	14.3%	13.0%	75.5%	87.3%
Post-Secondary Enrollment	60%	57%	51%	71%	53%	63%	NA	83%	85%
<b>2012-13 results</b>									
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	76.2%	72.8%	72.9%	81.3%	78.1%	81.3%	87.0%	>95%	>95%

Beaverton School District Achievement Compact  
2014-2015 with 2013-14 results

Last updated 9/11/2014

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%	>95%	>95%
Completing 3+ College Courses									
Post-Secondary Enrollment	64%	54%	58%	80%	55%	68%	51%	80%	86%
2013-14 results									
Kinder Assessment Participation	96.8%	96.3%	89.3%	98.5%	95.9%	100.0%	100.0%	96.7%	100.0%
3rd Grade Reading Proficiency	58.4%	46.3%	45.8%	65.8%	51.6%	80.0%	54.2%	87.3%	100.0%
5th Grade Math Proficiency	51.6%	43.8%	34.4%	46.7%	48.0%	30.0%	53.3%	91.0%	99.6%
6th Grade Not Chronically Absent	86.2%	89.7%	84.0%	87.7%	88.5%	73.3%	92.0%	97.8%	94.6%
8th Grade Math Proficiency	58.1%	38.4%	27.4%	46.9%	56.6%	50.0%	66.7%	90.3%	99.6%
9th Grade Credits Earned	60.2%	43.4%	50.9%	69.7%	58.0%	66.7%	63.6%	94.3%	95.6%
9th Grade Not Chronically Absent	81.2%	82.1%	79.0%	89.6%	81.1%	88.2%	86.4%	97.3%	96.0%

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%
Completing 3+ College Courses	36%	21%	17%	37%	32%	16%	14%	76%	88%
Post-Secondary Enrollment	66%	57%	61%	83%	57%	71%	52%	81%	86%
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%

Beaverton School District Achievement Compact  
2014-2015 with 2013-14 results

Last updated 9/11/2014

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%
Completing 3+ College Courses	40%	25%	19%	41%	35%	18%	15%	78%	89%
Post-Secondary Enrollment	73%	66%	69%	92%	65%	81%	57%	82%	87%
<b>2017-18 results targets</b>									
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  
March 2014**

<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.
Completing 3+ College Courses	The percentage of students who have completed 3 or more college courses while enrolled in high school or earlier. Calculated as the number of students in the 4 year adjusted cohort who have completed 3 or more college courses divided by the total 4 year adjusted cohort. A course is counted as a "college level course" if students: <ol style="list-style-type: none"> <li>1. Complete and pass an AP class (whether or not the student takes the AP test)</li> <li>2. Complete and pass an IB class (whether or not the student takes the IB test)</li> <li>3. Complete and pass a dual credit class held at the HS</li> <li>4. Complete and pass a college provided class (in person or on line)</li> </ol>
Post-Secondary Enrollment	The percentage of students in the 4 year completers adjusted cohort that enrolled in a 2-year or 4-year post-secondary institution within 16 months of high school graduation. Calculated as the number of students in the 4 year completers adjusted cohort that enrolled in a 2-year or 4-year post-secondary institution within 16 months of high school graduation divided by the total 4 year completers adjusted cohort. National Student Clearinghouse data is used in determining which students enrolled in a 2-year or 4-year post-secondary institution within 16 months of high school graduation.

<b>Progression: Are students making sufficient progress toward college and career readiness?</b>	
Kinder Readiness Participation	The percentage of kindergarten students who took the statewide Kindergarten Assessment. Calculated as the number of students identified as being in Kindergarten and resident in a particular district from the Fall Membership Report (On October 1) who participated by attempting at least one measure, and who have a completed record for the Approaches to Learning segment divided by the number of students identified as being in Kindergarten and resident in a particular district from the Fall Membership Report (On October 1), minus students who have parent opt-out or other valid exclusion. See <a href="http://www.ode.state.or.us/search/page/?id=3908">http://www.ode.state.or.us/search/page/?id=3908</a> for more information on the statewide Kindergarten Assessment.
3rd Grade Reading Proficiency	The percentage of 3rd grade students who meet or exceed the OAKS state achievement standards in reading. Inclusion rules are identical to the Report Card. Smarter Balanced Field Testing will impact these rules. See <a href="http://www.ode.state.or.us/search/page/?id=1786">http://www.ode.state.or.us/search/page/?id=1786</a> for more information on Report Card inclusion rules and the impact of Smarter Balanced Field Testing. For the purposes of goal setting use OAKS percentages as the baseline.
5th Grade Math Proficiency	The percentage of 5th grade students who meet or exceed the OAKS state achievement standards in math. Inclusion rules are identical to the Report Card. Smarter Balanced Field Testing will impact these rules. See <a href="http://www.ode.state.or.us/search/page/?id=1786">http://www.ode.state.or.us/search/page/?id=1786</a> for more information on Report Card inclusion rules and the impact of Smarter Balanced Field Testing. For the purposes of goal setting use OAKS percentages as the baseline.
6th Grade Not Chronically Absent	Of the students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program, the percentage who were reported as present for 90% or more of their total enrolled school days in this district or school. Calculated as the number of 6th grade students who were not chronically absent divided by the total number of 6th grade students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program.

**Achievement Compact Measure Descriptions  
March 2014**

8th Grade Math Proficiency	The percentage of 8th grade students who meet or exceed the OAKS state achievement standards in math. Inclusion rules are identical to the Report Card. Smarter Balanced Field Testing will impact these rules. See <a href="http://www.ode.state.or.us/search/page/?id=1786">http://www.ode.state.or.us/search/page/?id=1786</a> for more information on Report Card inclusion rules and the impact of Smarter Balanced Field Testing. For the purposes of goal setting use OAKS percentages as the baseline.
9th Grade Credits Earned	The percentage of students in their first year of high school who have earned at least 25% of the number of credits required for a high school diploma. This is a minimum of 6 credits, but may be higher in districts that require more credits for a diploma than the state's minimum. Students are included in the rates of the district and school they were resident in on the first school day in May, provided that they had been enrolled in the district or school for a full academic year, as determined by the amount of ADM claimed for the student. Credits earned towards this metric may be counted as long as they are awarded by the beginning of the next school year, including advanced credits earned in 8th grade and summer school credits.
9th Grade Not Chronically Absent	Of the students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program, the percentage who were reported as present for 90% or more of their total enrolled school days in this district or school. Calculated as the number of 9th grade students who were not chronically absent divided by the total number of 9th grade students who were attending the school or district on the first school day in May, were enrolled for at least 75 school days, and were attending in a standard program.

**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, plus any other schools (regardless of Title I status) that receive the lowest rating on the New Oregon Report Card.
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	