Reference and Support Documents

OEIB Practitioners Taskforce

Reference Documents:

September 21, 2012	Recommended Changes to Achievement Compacts
September 21, 2012	Achievement Compact Accountability Measures Survey
September 11, 2012	OASE Vision and Policy Preliminary Report
June 1, 2012	Recommendations for Setting Achievement Compact Targets
June 7, 2012	ECO N.W. Projections

Support Documents:

November 30, 2012	Oregon Education Return on Investment Model
No Date	State Data Availability Chart
December 5, 2012	Achievement Compact Trajectory Calculator

December 11, 2012

Recommended changes to Achievement Compacts

Superintendents reached consensus on the following recommended changes to Achievement Compacts at a September 21, 2012 meeting. The meeting was attended by more than 120 superintendents.

- Move the submission date from June 30 to the fall (October-November).
- Submit only percentages for targets (thus eliminating the requirement to also submit numeric targets).
- Separate credits earned and attendance for the ninth grade "on track" measure.
- Reduce (from three to two) the number of completion measures. Preference appears to be to retain the 5-year completion rate and the 5-year graduation rate.
- Add an academic measure in middle school. Preference appears to be for seventh grade writing.
- Allow districts to include parents on Achievement Compact Advisory Committees.
- Modify statute/rules so that the responsibilities of Achievement Compact Advisory Committees are to review data and set targets. Place responsibility for strategy and improvement plan development to educators.
- Move the elementary math measure from third to fifth grade.
- Develop clear explanation of the purpose of the achievement compact and the purpose of the state report card, including clear delineation of what data is in each document, and how the two documents complement each other.

**Of note is that the consensus of superintendents mirrors the consensus of other central office administrators – about 100 of whom also gathered for an OACOA meeting on September 21.*

OASE + OACO A =
OTR + Summit

ACHIEVEMENT COMPACT ACCOUNTABILITY MEASURES

September 2012 Survey Results of state wide OACOA members. $100 District.

~~Please indicate level of support for the following recommendations:~~

I. Develop a document that clearly explains **what is in the achievement compact and what is in the state report card**, and demonstrates how they complement each other.

- ☐ No Opinion 2%
- ☐ Not Supportive 0%
- ☐ Supportive 98%

II. Implement an **academic measure during middle school** in lieu of, or **in addition to attendance**.

- ☐ No Opinion 5%
- ☐ Not Supportive 2%
- ☐ Supportive 93%

II.a Indicate grade level preference for academic measure

- ☐ 6th 8%
- ☐ 7th 55%
- ☐ 8th 37%

II.b Which academic measure should be recommended?

- ☐ Reading 31%
- ☐ Writing 39%
- ☐ Math 30%
- ☐ None 0%

III. Move the **elementary math measure from third grade to fifth grade**. This will help to share responsibility for reading and math literacy among all teachers in grades K-5.

- ☐ No Opinion 10%
- ☐ Not Supportive 17%
- ☐ Supportive 73%

IV. **Separate credits earned and attendance in the ninth grade** on track measure. This would improve efficiency of data tracking and reporting for these measures.

- ☐ No Opinion 6%
- ☐ Not Supportive 8%
- ☐ Supportive 86%

V. The achievement compacts currently require reporting and target-setting on three high school completion/graduation measures. We support reducing that number to one measure.

- ☐ No Opinion 2%
- ☐ Not Supportive 10%
- ☐ Supportive* 88%

*If supportive, choose best measure:

- ☐ 4 Year Graduation Rate 10%
- ☐ 5 Year Graduation Rate 24%
- ☐ 5 Year Completion Rate 66%

VI. **Change the submission date for achievement compacts from June 30 to the fall (October-November)** to match the data reporting schedule and academic year. This would allow districts to **use the most recent data** (received during the summer) for setting targets. Additionally, districts would have the **time to involve achievement compact advisory committees and stakeholders in a thoughtful process** of aligning targets with strategies and the budget. This date is more aligned with our budget process, which begins internally in the fall.

- ☐ No Opinion 7%
- ☐ Not Supportive 8%
- ☐ Supportive 85%

VII. Comments, ideas or questions:

- Need final student data, this will solve this issue.
- Give credit to those students with significant learning disabilities and credit for the work they have accomplished.

- Address areas of inequality and equity. Bring in additional voices.

V. Systemic Support for Improvement Recommendations

- **Develop a state and regional system that provides needed support for school districts**
- **Support collaboration and innovation at the district level**
- Consolidate, focus and streamline various expectations, plans and initiatives. We are tremendously ineffective when we are forced to reach for multiple goals at once. We don't have the resources, personnel or stamina. Please prioritize. If you look at no other research, notice how critic al this is to sustaining an initiative and seeing real improvement take root.
- Develop partnerships between districts to support and coach each other with effective practices.
- Open doors for discussion of unifying smaller districts.

VI. Please provide any additional key investments or comments:

- As part of removing college readiness barriers, we need a math reset. University of Oregon math department chair analyzed CCSS for essentials for math III, found only a subset (not large) were necessary. Why base high school diploma on a higher standard than college entrance requires? It doesn't make sense and puts too many students at risk of not graduating.
- Our current system does not align 40-40-20 with graduation rates. We should change regular and modified diploma to regular and advanced diploma. What we now call modified should be considered regular. Both certificates can be used for a 2-year college and should be counted toward the graduation rate.
- Stop changing the rules of the game.
- Given limited funding, I hope the priority order is as listed (i.e. invest in full-day kindergarten first).
- Provide ongoing opportunities for dialogue between parents and educators of general education and special education eligible students to promote a continuous educational progress model and strategies for integration of special needs students within the general education CCSS model.
- Much like we want to keep students in school, please remember the importance of keeping teachers in classrooms; not constantly out to participate in training and/or provide training.
- The state's leniency on home schooling causes problems when home schooled students begin attending public school. Learning gaps caused by little to no education while at home cannot be fixed or corrected by public schools. Consider recommending a revision of state law on attending school and evaluation of the home school quality/effectiveness.
- Revisit the Children's Mental Health Change initiatives and how children with mental health issues are supported. Schools are bearing the financial and legal burden for this.
- In my experience, when something is not working, we provide training, but this may not necessarily be the appropriate response. In some cases, the trainer is ineffective. In some cases, the trainee does not perform effectively (after training) and in many cases, the trainee does not perform as trained (lack of accountability). Effective leaders (i.e coaches) know the difference investment must be made to develop effective coaches (i.e leaders).

Recommendations for Setting Achievement Compact Targets

This is a pivotal moment for education in Oregon. For the first time in over a decade, state and federal leaders are overhauling the way Oregon schools are held accountable and supported. As Oregon seeks a waiver from the No Child Left Behind legislation, we are presented with the opportunity to set aside the misleading and counterproductive aspects of the federal law and replace them with better, more accurate tools to measure school and district success.

We want to build a system that will motivate educators and community members around a new way to support student achievement. This system should increase capacity across the schools and districts to share best practices, learn from each other, and ultimately ensure that our students are successful. Oregon's new accountability system needs to focus on this collaboration and continuous improvement in order to propel student achievement forward.

The achievement compacts are an opportunity for the state and districts to define ambitious, yet achievable goals for performance on such outcomes as third grade reading proficiency, high school graduation rates, and the closing of the achievement gap. The compacts will allow us to identify the schools that are "beating the odds" and those that are in need of additional supports. Without the punitive measures required under NCLB, there is the opportunity to raise achievement by providing individualized interventions for schools and districts tailored to meet their students' needs.

Through the achievement compacts and a complementary new state report card, we need to take a deeper look at how schools are doing in terms of proficiency, student growth, graduation, and college readiness when we are assessing whether we are meeting student needs. It is essential that we quickly define what measures are better suited going forward in the report card to ensure that the achievement compacts remain focused on identifying and aligning the resources necessary for improvement on a few key indicators.

We are pleased with the positive gains that many of our districts have continued to make even in these tough economic times, and are excited by the prospect of a strong vision for education in Oregon. Through the achievement compacts, districts will be able to focus on common goals, and leverage resources to have the greatest impact on student success as we move forward toward the destination of 100% of students graduating from high school or completing the equivalent of a diploma in 2025 (40/40/20).

Over successive years, our districts have faced a significant gap between our ability to maintain current service levels and our revenue. As a state, we have a moral obligation to expect better outcomes for our students and to prepare them to be college and career ready, but the reality of that expectation is called into question when K-12 education continues to receive a smaller portion of the state budget.

Our districts' targets must be focused on meeting the needs of our students to ensure they make continuous progress over time. However, we also must consider the dramatic impact that declining budgets are having on our ability to achieve these targets. There must be a greater investment in education in order to prepare our students well and enable them to be capable and competitive in an

ever more challenging economic future. Without adequate funding, districts will not be able to make the improvements necessary to continually raise achievement to reach that 40/40/20 goal.

We recommend that 2011-12 data be viewed as the baseline for going forward. Many of our districts had already developed their budgets for 2012-13 by the time the achievement compact metrics were finalized. We anticipate that in coming years, we will be able to better align resources to the indicators and create greater opportunities for our communities to participate in the consideration of targets and the alignment of budgets to achieve those targets.

Below is a recommended methodology that we have developed for setting the achievement compact targets for this first year. We have also included a number of questions and concerns that arose as we began to fill in the compact targets with district data.

Recommended Methodology for Setting Achievement Compact Targets:

1. **Timing:** We are currently setting targets for the 2012-13 school year with only the 2010-11 data. As we will not receive final data for this current year from the Oregon Department of Education until August, this will continue to be a concern every year if districts are expected to complete their achievement compacts as part of the budget process in the spring. Additionally, we will not receive 9th grade credit data (as it includes summer school) or graduation rate data until the fall or even later in the following year. Unless a different timeline is implemented for either the Achievement Compact targets or receiving data from the ODE, targets and data will always be based on at least one year-old data. We will be setting targets for two years ahead of our last data points and accountability for those targets will be delayed for two years. This timeline makes the Achievement Compact less useful for making program or budget adjustments. **Recommendation:** Districts will set their targets based on the data currently available and will review and potentially revise targets using the recommended methodology on the updated data when they are available.

2. **College and Career Readiness Outcomes:**
    a. **5-Year Completion Rate:** We are pleased that the 5-year completion rate indicator is included on the Achievement Compacts. There are a number of students within our districts who receive GEDs and Extended and Modified Diplomas as appropriate completions for high school. We also appreciate that a 5-year cohort is included on the Achievement Compacts. Data across the districts demonstrate that a 5-Year graduation rate more fully captures the achievements of all of our students. **Methodology:** Looking at the 40/40/20 goal, districts will determine the annual growth rate necessary to reach 100% on the 5-year completion rate for 9th graders entering high school in 2016-17 through a back mapping process. We also recommend applying this same process (determining necessary growth rate to reach 100% by 2021 for 5-year completion) to the "disadvantaged group" and the subgroups. An Achievement Compact Target Calculator is available for this purpose.

b. **Cohort Graduation rates, 9+ College credits, Post-secondary enrollment:** Given the interrelated nature of these outcomes to the 5-year completion rate outcome and the State's 40-40-20 goals, we recommend applying the same annual growth rates calculated for the 5-year completion outcome to the other college and career readiness outcomes and for the "disadvantaged" and subgroups.

3. **On Track Outcomes (3rd Grade Reading and Math Proficiency, 6th Grade on Track, 9th grade on Track):** For each of these indicators, as well as those for the subgroups, we recommend setting targets for a 10% decrease in students who are not proficient. We will utilize the following methodology to set targets:
   a. identify the percentage of students (in 2010-11) who are not meeting the outcome (if 70% of students are meeting the outcome, then 30% are not meeting)
   b. Take 10% of students not meeting the outcome (10% of 30% is 3%)
   c. Apply that 10% to identify the target (70% + 3% is 73% as the target)

This growth model sets targets that:

- Require greater gains the lower a district's starting percentage
- Close of the achievement gaps with the subgroup targets
- Are realistic for higher achieving districts

An Achievement Compact Target Calculator is available to assist districts with the calculations.

4. **Priority & Focus Schools:** Because the state has yet to provide us with a list of current priority and focus schools, we are unable to recommend a 2012-13 goal. The number of priority and focus schools statewide in 2011-12 will be approximately the same as the number of schools that are identified for Title I school improvement in 2011-12. Our understanding is that this information will be made available to school districts in August.

5. **Considerations:**
   a. **6th Grade On-Track:** Attendance may be appropriate for an indication of health and stability and should be tracked. However, without substantial resources devoted to school health and attendance services, it will be challenging to move this measure forward. In addition, this indicator does not track academic progress. Depending on the baseline data, districts may wish to consider setting more conservative targets for this indicator. **Recommendation:** We recommend the inclusion of an academic measure for middle school rather than attendance for a 6th Grade On-Track indicator.

   b. **9th Grade On-Track:** We are excited to see that the definition for the 9th grade on track indicator included an entire calendar year in which to earn credits as many of our students are able to enter 10th grade with 6 credits because of summer school

opportunities, however this does present timing challenges as these data will not be complete until September. Additionally, as mentioned above, attendance can be variable from year to year and difficult to improve. We believe that even in cases where we have increases in students entering 10th grade with 6 or more credits, we will see less growth in this data point because of the inclusion of attendance. **Recommendation:** We recommend that these two data points, attendance and credits, be separated.

c. **Earning 9+ College Credits:** We have received guidance from ODE that districts will be responsible for collecting these data on their own. A number of districts do not have processes in place to collect these data and so for this year there will be disparate levels of reporting on this indicator. Statewide comparisons of districts would be inappropriate in this first year. Given that the data comes from multiple sources that are not centrally stored in most districts, the requirement for reporting baseline data and targets for this outcome poses a significant time commitment for districts. **Recommendation:** We recommend that:
   1) districts make clear as a part of their achievement compact how they have defined and calculated this data point during this compressed timeline
   2) collective work must be done to put systems in place to collect and report the highest quality data possible in subsequent years.

   Additionally, colleges and universities have different requirements for college credit attainment (e.g. some schools accept a 3 on the AP exam for college credit while others require a 4 or 5 and different schools may give 2 or 3 credits for the same score). Please see the attached tables for AP and IB test scores and college credits. We are proposing that this indicator be based on the Oregon University System. **Recommendation:** We would recommend that the OUS and Oregon Community Colleges and all postsecondary institutions in Oregon maintain consistent policy and practice in accepting and awarding college credit that was obtained by high school students during their high school years.

d. **Disadvantaged Subgroup:** We are pleased to see that achievement compacts will disaggregate data for students. However, as a team, we are uncomfortable with the term "disadvantaged" to describe students of color, ESL and students with disabilities. Titles such as this continue to reinforce a deficit model. **Recommendations:**
   1) We recommend using the term, "historically underserved". [1]

[1] New England Comprehensive Center provides the following definition: underserved students are students who do not receive equitable resources in the same manner that other students do and as a consequence are less likely to achieve to high levels of academic performance. Another way of thinking of underserved students is to consider the quality and degree of access they have to programs, services,

2) In keeping with the original intent of the achievement compacts to identify a few key indicators, we recommend that districts should identify a single aggregate subgroup or an individual subgroup measure, whichever has the most significant gap based on a sufficient number in the sample.
3) There are other racial groups that must be included in the subgroup data. It is imperative that white student data are also included for reporting purposes (not as an indicator for setting targets). In order to truly be able to identify the opportunity and achievement gaps within our districts, we must have the data for the white students as a point of comparison.
4) Multi-racial students should also be included for reporting purposes.

e. **Student Numbers Per Cell Recommendation:** The permanent rule on Achievement Compacts should align the cell size that triggers the requirement for goal setting by districts with the cell size for ratings in other accountability reports (generally 30-40 student). Requiring a district to set achievement goals for student groups comprised of 6, 8, or 10 students undermines the face validity of the compacts and in some instances will violate ODE's rules about protecting student confidentiality.

f. **Numerical Targets**: Under the temporary rule, 705-010-0035 Completion and Execution of Achievement Compacts, the OEIB "may waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves." **Recommendation:** We recommend that districts not be required to set numeric targets for the indicators. Numeric targets can be established by applying the percentage target proposed in the Achievement Compact to the size of the group once that size has been identified. To establish numeric targets requires districts to predict group sizes from year to year. These numeric targets are meaningless as soon as the actual group size diverges from the predicted group size.

g. **Ready for School Recommendation:** An academic measure should be identified for this indicator.

h. **4-Year Goals and Local Priorities Recommendation:** At this point, we recommend delaying the establishment of 4-year goals and local priorities to provide districts time to reflect on the goal setting process and obtain an additional year of data on the measures, particularly for measures that are new to districts (e.g., graduates with 9+ college credits). With continued budget reductions this year, we believe it

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and resources that offer them the support to succeed in school. In other words, do they show an "achievement gap" as a result of "opportunity gaps" in their educational experience?

will be important to see how districts prioritize resources and develop strategies to meet the current indicator targets prior to expanding the scope. A number of districts already have established measures reflecting local priorities that are in support of the Achievement Compact and will continue to be reported to local boards and communities.

OASE Vision and Policy Coalition State Accountability System Subcommittee

Preliminary Report and Recommendations on Achievement Compacts

September 11, 2012

The State Accountability Subcommittee of the Oregon Association of School Executives (OASE) Vision and Policy Coalition has been meeting since spring to develop recommendations for improving Achievement Compacts, and to be prepared to contribute to the development of the new State Report Card. OASE is a department of the Confederation of Oregon School Administrators (COSA).

Below are the preliminary Achievement Compact recommendations and considerations of the OASE Vision and Policy Coalition steering committee, which is made up of 25 Oregon superintendents, along with representatives from partner organizations Chalkboard, Oregon Business Association, Oregon School Boards Association and Stand for Children. These recommendations will be discussed and finalized at a statewide meeting of superintendents later this month.

Recommendations on Clarity and Communication for Achievement Compacts

- Clarify the **purpose of the Achievement Compacts**, and their intended role in helping Oregon to achieve its 40-40-20 goal.
- Develop a document that clearly explains **what is in the achievement compact and what is in the state report card**, and demonstrates how they complement each other.
- Eliminate compact submission requirements for numeric target indicators; **use percentage targets for all measures** (except focus and priority schools, if required).
- Ask districts to submit a **short narrative with the achievement compact** to tell their story about target-setting, strategies for achieving targets, etc. Have OEIB provide guidelines for the narratives. Narratives could help to facilitate the sharing of strategies across the districts.
- **Clarify for all stakeholders** the work of the HECC and how they fit in with the governance structure.

Recommendation on Timing and Submission of Achievement Compacts

- **Change the submission date for achievement compacts from June 30 to the fall (October-November)** to match the data reporting schedule and academic year. This would allow districts to **use the most recent data** (received during the summer) for setting targets. Additionally, districts would have **the time to involve achievement compact advisory committees and stakeholders in a thoughtful process** of aligning targets with strategies and the budget. This date is more aligned with our budget process, which begins internally in the fall.

Recommendations on Measures and Targets for Achievement Compacts

- In collaboration with superintendents, **develop a model for target- and trajectory-setting.** Elements of the model should include: 1) a trajectory that is **"designed backward" from the 2025 attainment of the 40-40-20 goal,** with a foundation of continuous improvement, meaning that annual targets for improvement may vary depending on a variety of factors, including the level of evidenced-based practices, innovations, interventions and new initiatives a district can bring to bear on a particular target; 2) a **complementary and interdependent trajectory for funding aligned to the QEM,** 3) **alignment to 40-40-20 of state and regional support to districts.**

- Implement an **academic measure during middle school** in lieu of, or **in addition to, attendance.** Examples of middle school measures predictive of preparedness for college and career include **seventh grade writing and eighth grade algebra.** According to a survey of superintendents conducted earlier this month, more than 80 percent support adding an academic measure in reading, writing or math; they prefer that the academic measure be given in either seventh or eighth grade.

- Move the **elementary math measure from third grade to fifth grade.** This will help to share responsibility for reading and math literacy among all teachers in grades K-5.

- **Separate credits earned and attendance in the ninth grade** on track measure. This would improve efficiency of data tracking and reporting for these measures. In the survey of superintendents, more than 75 percent supported either splitting the measures and/or moving the attendance measure to the State Report Card.

- Consider moving **attendance measures (sixth and ninth grades) to the State Report Card.**

- **Re-think the approach to target-setting for traditionally underserved groups.** We are committed to the success of each and every student, and schools use individual, classroom and school-wide data to inform instruction and implement strategies for improved learning of individual students and groups of students. It is our understanding that achievement compacts are intended to provide district-level focus and clarity on a handful of our most important objectives. We believe that the effect of setting targets in nearly 100 cells diminishes that intention. We recommend an approach that **narrows the district-level focus to traditionally**

underserved groups overall, and, on a district-by-district basis, to **specific groups of students for which the data indicates a need for intervention** (as determined by the district's Achievement Compact Advisory Committee). We also recommend that all **data for traditionally underserved groups be reported, district-by-district and school-by-school, in the State Report Card.**

Recommendations of Issues for Further Study about Achievement Compacts

- The achievement compacts currently require reporting and target-setting on three high school completion/graduation measures. We support reducing that number; however, we have not yet reached consensus on which measure – 4-year graduation rate, 5-year graduation rate, or 5-year completion rate – should be eliminated. We recommend further study.

- Study and report on the impact of Smarter-Balanced exam implementation on graduation rates. Analyze how Smarter-Balance results and timeline will impact the target setting process. Recommend the state consider purchasing the formative assessments that align with the summative assessments for all districts.

- Study and report on the efficacy of achievement compact measures; are these the best measures to support attainment of our 40-40-20 goal?

- Study and report on how high schools can most effectively contribute to the 40-40 part of the goal. Recommend policy changes to facilitate high school faculty qualifying to teach college level courses (for consideration by the HECC and Legislature), and other barriers to grades 11-14 transition.

- Study the new diploma requirements, including Essential Skills requirements. Determine: 1) how they impact graduation and completion target attainment, and 2) how are they related to the graduation requirements for modified and extended diplomas.

Recommendations/Considerations on Other Achievement Compacts Issues

- Standardize "certificates of completion" like we have for Modified and Extended Diplomas. These standards could be set to address the IEP goals.

- Standardize methodology to report College Credits Earned and to calculate college credits for AP/IB exam scores.

- Fine tune the definitions and methodology for all measures.

- Develop a consistent technical manual.

- Develop an on-line tool to support compact development and submission.

- Clarify attendance definitions.

- Charge the technical committee with alerting the OEIB to other technical adjustments that need to be made especially as we transition to Smarter Balanced.

- "Ready for Kindergarten" – The Kindergarten Readiness Assessment (KRA) is being piloted in about 15 schools this year. Learn and make adjustments to the KRA based on the pilots. Require all districts to administer the KRA beginning in 2014-2015.

- Graduation/completion target requirements are based on the content of SB 909 and the ESEA waiver; flexibility is limited due to these constraints. Is this the right approach for achievement compacts?

- We need clarity about whether the students who earn a Modified Diploma are included in the completion rate.

LOWE Margie * OEIB

From: LOWE Margie * GOV
Sent: Thursday, June 07, 2012 3:56 PM
To: 'todd.hamilton@creswell.k12.or.us'
Subject: ECONorthwest Projections
Attachments: Creswell School District 40 ECONorthwest.xls

Your district has requested that the Governor's office share the work that was commissioned from ECONorthwest. OEIB is interested in using data to evaluate the challenges and opportunities that lie ahead in reaching the state's 40-40-20 Goal. The district-by-district data will be provided to the OEIB along with statewide achievement data, QEC data, and return on investment data. All of these data sets are for discussion purposes only, and will be improved, refined and shaped by the OEIB in coming years. Like the achievement compact itself, this kind of data analysis can help inform the conversation of what must be contributed – from the state and from districts – to improve student outcomes across the state.

The attached represents an initial analysis of Oregon's historic data for your district (demographic and attendance data & achievement data). The projections are for 3 years out, 2014-15. ECO did not do projections for next year because your own data and analysis is likely to produce a more reasonable goal for the coming year than anything that could be developed from analysis of historical patterns.

In the attached, you will see the district's most recent historical data, and then 2 projections. The "baseline" projections consider your historic performance data and demographic changes to give an idea of what we could expect absent a change in practice or investment. The 75th percentile projection shows where the district could be expected to be if it performed in the top 25 percent (weighted for student demographic factors). The Notes tab provides descriptions of sources and methodology.

In some cases, low achievement or attendance in early grades, or changes in demographics, actually suggest that performance is likely to drop in coming years absent changes. In other cases, performances is projected to go up some, but could be improved quite dramatically with continued focused efforts. In other cases, where a district has really been beating the odds in the past few years, the 75% projection represents a slide rather than a stretch. These projections do not replace your 4-year goal, but can be used to inform that goal and the corresponding changes in practice, delivery or investment that might be needed to reach the goal.

If you have any questions, please call me at (503) 689-5194 or email me at margie.lowe@state.or.us.

ECONorthwest Notes Related to Baseline and 75th Percentile Target Projections

Prediction for 2014-15 3rd grade OAKS meet/exceed

1. Prediction of 2013-14 meet/exceed rate based on characteristics of 2010-11 kindergartners and the relationships between charactersitics of 2007-08 kindergarteners and 2010-11 3rd grade meet/exceed for the same students.
2. Prediction extended to 2014-15 by extending predicted trend from 2012-13.
3. Adjustment made for performance of students not in Oregon during kindergarten.
4. Analysis is based on OAKS data. The impact of switching to a different assessment is unknown.
5. "Baseline" refers to estimates based on the status quo. "75th percentile" refers to estimates where every district is assumed to operate at the 75th percentile in terms of ability to perform above statewide averages.
6. For districts already at or above the 75th percentile, the 75th percentile estimate will be at or below the baseline estimate.
7. The 75th percentile estimate is one approach to identifying a reasonable but ambitious target.
8. Districts for which we have data for fewer than 24 2010-11 kindergarten students are excluded.
9. Large changes in 2010-11 outcomes and 2014-15 predictions result from changes in observable characteristics of successive kindergarten classes.
10. Estimates provide an indication of the likely direction of performance, all else equal. Ongoing district initiatives to improve outcomes, and other factors, may not be fully reflected in the data.
11. Estimates implicitly assume that the net effects of student migration across districts is approximately zero (i.e., in-migrants and out-migrants have similar average performance)

Prediction for 2014-15 6th grade chronic absence rate

1. Prediction of 2013-14 chronic absence rate based on characteristics of 2010-11 3rd grade students and the relationships between charactersitics of 2007-08 3rd graders and 2010-11 6th grade chronic absence for the same students.
2. Prediction extended to 2014-15 by extending predicted trend from 2012-13.
3. Adjustment made for performance of students not in Oregon during kindergarten and for students in Oregon but who did not take a standard OAKS test in 3rd grade.
4. "Baseline" refers to estimates based on the status quo. "75th percentile" refers to estimates where every district is assumed to operate at the 75th percentile in terms of ability to perform better (i.e., lower chronic absence) than statewide averages.
5. For districts already at or above the 75th percentile, the 75th percentile estimate will be at or worse than the baseline estimate.
6. The 75th percentile estimate is one approach to identifying a reasonable but ambitious target.
7. Districts for which we have data for fewer than 24 2010-11 3rd graders are excluded.
8. Large changes in 2010-11 outcomes and 2014-15 predictions result from changes in observable characteristics of successive 3rd grade classes.
9. Estimates provide an indication of the likely direction of performance, all else equal. Ongoing district initiatives to improve outcomes, and other factors, may not be fully reflected in the data.
10. Estimates implicitly assume that the net effects of student migration across districts is approximately zero (i.e., in-migrants and out-migrants have similar average performance)

Prediction for 2014-15 on-time graduation

1. Prediction of on-time graduation for the class expected to graduate in 2014-15 (8th graders of 2010-11). Estimates based on characteristics of 2010-11 8th grade students and the relationships between charactersitics of 2006-07 8th graders and 2010-11 graduation outcomes for the same students.
2. Adjustment made for performance of students not in Oregon during 8th grade and for students in Oregon but who did not take a standard OAKS test in 8th grade.
3. "Baseline" refers to estimates based on the status quo. "75th percentile" refers to estimates where every district is assumed to operate at the 75th percentile in terms of ability to perform better than statewide averages.
4. For districts already at or above the 75th percentile, the 75th percentile estimate will be at or worse than the baseline estimate.
5. The 75th percentile estimate is one approach to identifying a reasonable but ambitious target.
6. Districts for which we have data for fewer than 24 2010-11 8th graders are excluded.
7. Large changes in 2010-11 outcomes and 2014-15 predictions result from changes in observable characteristics of successive 8th grade classes.
8. Estimates provide an indication of the likely direction of performance, all else equal. Ongoing district initiatives to improve outcomes, and other factors, may not be fully reflected in the data.
9. Estimates implicitly assume that the net effects of student migration across districts is approximately zero (i.e., in-migrants and out-migrants have similar average performance)
10. ODE baseline is for the 9th grade cohort of 2007-08. Baseline prediction is for the 9th grade cohort of 2011-12

Prediction for 2014-15 5-year graduation

1. Prediction of 5-year graduation for the class expected to graduate in 2014-15 (8th graders of 2009-10). Estimates based on characteristics of 2009-10 8th grade students and the relationships between charactersitics of 2006-07 8th graders and 2010-11 5-year graduation outcomes for the same students.
2. Adjustment made for performance of students not in Oregon during 8th grade and for students in Oregon but who did not take a standard OAKS test in 8th grade.
3. "Baseline" refers to estimates based on the status quo. "75th percentile" refers to estimates where every district is assumed to operate at the 75th percentile in terms of ability to perform better than statewide averages.
4. For districts already at or above the 75th percentile, the 75th percentile estimate will be at or worse than the baseline estimate.
5. The 75th percentile estimate is one approach to identifying a reasonable but ambitious target.
6. Districts for which we have data for fewer than 24 2010-11 8th graders are excluded.
7. Large changes in 2010-11 outcomes and 2014-15 predictions result from changes in observable characteristics of successive 8th grade classes.
8. Estimates provide an indication of the likely direction of performance, all else equal. Ongoing district initiatives to improve outcomes, and other factors, may not be fully reflected in the data.
9. Estimates implicitly assume that the net effects of student migration across districts is approximately zero (i.e., in-migrants and out-migrants have similar average performance)
10. The percentage reflects the predicted 5-year graduation outcome for the class of 2014-15. 5-year outcomes would be observed in 2015-16.
11. ODE baseline is for the 9th grade cohort of 2006-07. Baseline prediction is for the 9th grade cohort of 2010-11.

1. Prediction of 5-year graduation for the class expected to graduate in 2014-15 (8th graders of 2009-10). Estimates based on characteristics of 2009-10 8th grade students and the relationships between charactersitics of 2006-07 8th graders and 2010-11 5-year graduation outcomes for the same students.
2. Adjustment made for performance of students not in Oregon during 8th grade and for students in Oregon but who did not take a standard OAKS test in 8th grade.
3. "Baseline" refers to estimates based on the status quo. "75th percentile" refers to estimates where every district is assumed to operate at the 75th percentile in terms of ability to perform better than statewide averages.
4. For districts already at or above the 75th percentile, the 75th percentile estimate will be at or worse than the baseline estimate.
5. The 75th percentile estimate is one approach to identifying a reasonable but ambitious target.
6. Districts for which we have data for fewer than 24 2010-11 8th graders are excluded.
7. Large changes in 2010-11 outcomes and 2014-15 predictions result from changes in observable characteristics of successive 8th grade classes.
8. Estimates provide an indication of the likely direction of performance, all else equal. Ongoing district initiatives to improve outcomes, and other factors, may not be fully reflected in the data.
9. Estimates implicitly assume that the net effects of student migration across districts is approximately zero (i.e., in-migrants and out-migrants have similar average performance)
10. The percentage reflects the predicted 5-year graduation outcome for the class of 2014-15. 5-year outcomes would be observed in 2015-16.
11. ODE baseline is for the 9th grade cohort of 2006-07. Baseline prediction is for the 9th grade cohort of 2010-11.

(10-11)
909 →

Oregon Education Return on Investment Model

Dashboard | Return on Investment | Instructions and Definitions

Reset | Print | Scenario

K-12 Pipeline

Percentage Meeting Math Assessment Standard

	Current	Projection	Target
3rd Grade	63.1%	63.1%	89.5%
5th Grade	61.1%	87.0%	61.1%
8th Grade	60.5%	86.2%	60.5%

Percentage Meeting Reading Assessment Standard

	Current	Projection	Target
3rd Grade	83.8%	83.8%	83.8%
5th Grade	81.0%	81.0%	81.0%
8th Grade	78.8%	78.8%	78.8%

Graduation Rates

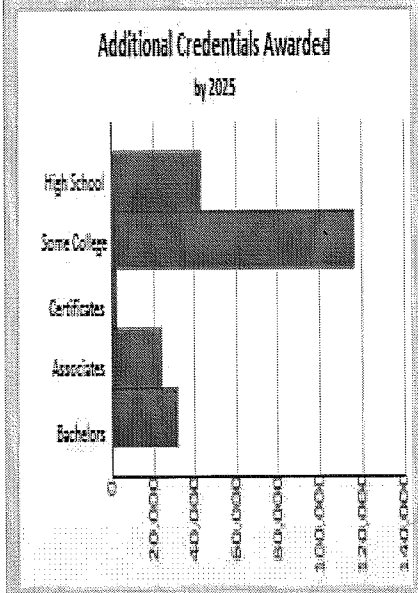
	Current	Projection	
Graduation Rate	67.2%	73.3%	80.3%

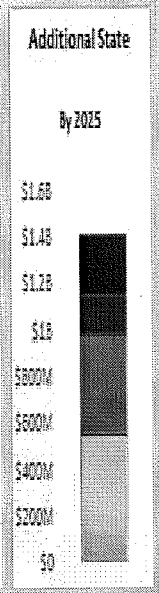
College Participation Rates

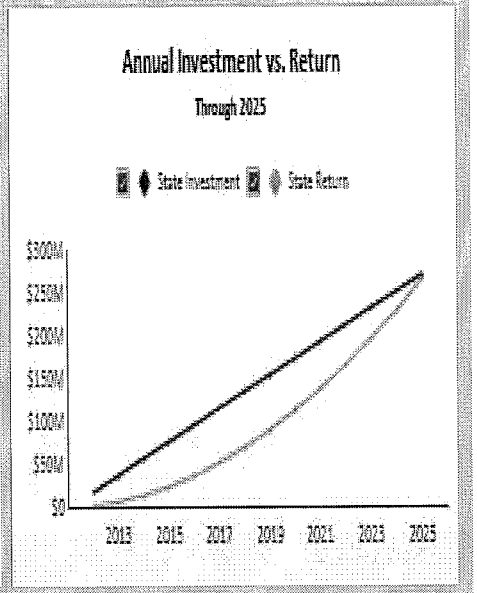
	Current	Target
Directly out of High School	60.0%	60.0%
Age 20-24	9.6%	9.6%
Age 25-49	1.1%	1.1%

College Throughput Rates

	Current	
1st Year Retention (Public 4-year)	78.6%	85.4%
1st Year Retention (Public 2-year)	51.8%	80.4%
6-Year Graduation (Public 4-year)	53.1%	78.1%
6-Year Graduation (Public 2-year)	11.9%	11.9%
4-Year Transfer Student	55.4%	55.4%
Transfer to 4-year institutions	9.1%	9.1%
Additional Certificate Production	5,070	5,070







Reporting Data Element	Date Available	Report Card			AMO		Achievement Compact	AMAO
		School	District	State	School	District		
Focus, Priority, Model Designation		X	X	X			X	
AMAO 1 Rating	1-Oct							X
AMAO 2 Rating	1-Oct							X
AMAO 3 Rating	1-Oct					X		X
Average Daily Membership	15-Dec	X		X				X
Attending School in Another District			X					
Attending School from Another District			X					
Percentage of Students in ESL	15-Aug	X	X	X				X
High/Low Poverty Schools			X	X				
Percentage of Students in SpEd	15-Aug		X	X				
Elementary Class Size	15-Aug	X						
SAT Scores	15-Sep	X		X				
NAEP Results	15-Aug		X	X				
Attendance	15-Dec	X	X		X	X		
Expulsions	15-Aug	X						
4 year Cohort Graduation Rates	1-Feb	X		X	X	X	X	
5 year Cohort Graduation Rates	1-Feb	X		X	X	X	X	
5 year Completion Rates	1-Feb			X			X	
Dropout Counts	1-Feb	X		X				
Post-Secondary Enrollment	1-Oct						X	
Student Achievement in Math	15-Aug	X	X	X	X	X	X	
Student Achievement in Reading	15-Aug	X	X	X	X	X	X	
Student Achievement in Science	15-Aug	X	X	X				
Student Achievement in Writing	15-Aug	X	X	X				
Student Achievement in ELPA	15-Aug							X
Student Achievement Growth in Math	15-Aug	X			X	X		
Student Achievement Growth in Reading	15-Aug	X			X	X		
Testing Participation	15-Aug	X	X		X	X		
Formula Revenue	15-Aug			X			X	
Local Revenue not passed through formula	15-Aug			X			X	
Federal Revenue	15-Aug			X			X	
State Grants not passed through formula	15-Aug			X			X	
Bond Revenue	1-Sep		X					
ESD Support	15-Aug		X	X				
General Fund Expenditures	15-Aug		X	X				
Staffing	15-Aug	X	X	X				

Reporting Data Element	Date Available	Report Card			AMO		Achievement Compact	AMAO
		School	District	State	School	District		
Administrators (FTE)	15-Aug	X	X	X				
Teachers (FTE)	15-Aug	X	X	X				
Average Years of Experience	15-Aug	X	X	X				
With a Master's Degree or Higher	15-Aug	X	X	X				
With Emergency or Provisional Credential as of January 15, 2011	15-Aug	X	X					
Classes Taught by Teachers Who Meet Federal Definition of Highly Qualified Teacher	15-Aug	X	X	X				
Classes Taught by Teachers Who Do Not Meet Federal Definition of Highly Qualified Teacher	15-Aug	X	X	X				
Instructional Assistants (FTE)	15-Aug	X	X	X				
Other Staff (FTE)	15-Aug	X	X	X				
Percent of Classes Taught by HQT by Poverty Level			X	X				
Fall Enrollment				X				
Student-Teacher Ratios				X				
Charter School Counts and Performance				X				
Language Diversity				X				
Teacher Race/Ethnicity				X				
Teacher Age and Gender				X				
Staff Salaries				X				
Persistently Dangerous Schools				X				
Homeless Students				X				
Free and Reduced Price Lunch Counts				X				
SPED by disability type				X				
Head Start				X				
TAG counts				X				
Alternative Education Programs				X				

Achievement Compact Trajectory Calculator Updated 12/5/2012

All students

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

"Disadvantaged" students

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Economically Disadvantaged

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Achievement Compact Trajectory Calculator Updated 12/5/2012

Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Limited English Proficient

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Students with Disabilities

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Achievement Compact Trajectory Calculator Updated 12/5/2012

Black

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Hispanic

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Native American

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			

Achievement Compact Trajectory Calculator Updated 12/5/2012

Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Pacific Islander

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Asian

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
3rd Gr. Reading Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
3rd Gr. Math Proficiency				10%	19%	27%	34%	41%	47%	52%	57%	61%
6th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%
9th Grade On-Track				10%	19%	27%	34%	41%	47%	52%	57%	61%

Achievement Compact Trajectory Calculator Updated 12/5/2012

TAG

College and Career Readiness	9th 06-07	9th 07-08	9th 08-09	9th 09-10	9th 10-11	9th 11-12	9th 12-13	9th 13-14	9th 14-15	9th 15-16	9th 16-17	9th 17-18	% Growth	
4-Year Graduation Rate				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		
5-Year Graduation Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
5-Year Completion Rate			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!
Post-Secondary Enrollment			#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!			
Earning 9+ College Credits				#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!		

On Track	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
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