

K-12 / ESD Achievement Compact
Corvallis SD - 1901

College and Career Ready: Are students completing high school ready for college or career?										
	9th graders of 2006-07	Dis-advantaged	9th graders of 2007-08	Dis-advantaged	9th graders of 2008-09	Dis-advantaged	9th graders of 2009-10	Dis-advantaged	9th graders of 2012-13**	Dis-advantaged
4-Year Graduation Rate	72%	55%	70%	54%	?	?	77%	60%	86%	75%
5-Year Graduation Rate	74%	58%			?	?	79%	63%	88%	78%
5-Year Completion Rate	83%	74%			86%	79%	89%	82%	95%	91%
Post-Secondary Enrollment	75%	61%			78%	66%	81%	71%		
Earning 9+ College Credits										

Disadvantaged is aggregate of disadvantaged student groups (details on pp. 2-4)

Gray shaded boxes are district-provided projections and goals **2012-13 goals are optional

Progression: Are students making sufficient progress toward college and career readiness?										
	2009-10 All	Dis-advantaged	2010-11 All	Dis-advantaged	2011-12 All	*Dis-advantaged	2012-13 Goal All	Dis-advantaged	4-Year Goal (2015-16)**	Dis-advantaged
Ready for School	Kindergarten readiness assessment under development									
3rd Gr. Reading Proficiency	***68%	***53%	***69%	***55%	85%	75%	88%	78%	95%	87%
3rd Gr. Math Proficiency	***52%	***37%	71%	58%	72%	53%	77%	63%	86%	73%
6th Grade On-Track	92%	89%	85%	81%	90%	83%	93%	86%	95%	95%
9th Grade On-Track										

*Estimate based on most recent available data **2016 Goals are optional ***Adjusted to reflect 2011-12 Cut Scores

Equity: Are students succeeding across all buildings and populations?					
	2009-10	2010-11	2011-12	2012-13 Goal	4-Year Goal (2015-16)**
Priority & Focus Schools*	NA	NA	NA	NA	NA
DISAGGREGATED DATA AND GOALS FOR EACH DISADVANTAGED STUDENT GROUP LISTED ON PP 2-4					

*Prior to 2012-13, school in federal AYP "Need Improvement" status **4-year Goals are optional

Local Priorities: What other measures reflect key priorities in the district? (optional, up to 3)										
	2011-12	Dis-advantaged	2012-13	Dis-advantaged	2013-14	Dis-advantaged	2014-15	Dis-advantaged	4-Year Goal**	Dis-advantaged
8th Grade ACT Explore			Baseline	Baseline						
9th Grade Algebra Completion	?	?		?						

**4-year Goal optional

Investment: What is the public investment in the district? (does not include capital investments)				
	2010-11	2011-12*	2012-13*	2012-13 QEM recommended
Formula Revenue	\$43,467,993	\$44,389,421	\$44,471,568	\$59,972,929
Local Revenue not passed through formula	\$10,836,990			
Federal Revenue	\$7,024,380			
State Grants not passed through formula	\$187,479			

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

OEIB Chief Education Officer

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Equity: Are students succeeding across all populations?									
9th Graders of 2006-07									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	55%	68%	34%	67%	62%	*		87%	90%
5-Year Graduation Rate	60%	69%	40%	62%	64%	*		89%	90%
5-Year Completion Rate	72%	72%	63%	77%	75%	*		89%	95%
Earning 9+ College Credits									
Post-Secondary Enrollment	58%	64%	37%	67%	64%	*		82%	91%
2009-10									
*3rd Gr. Reading Proficiency	48%	30%	42%	86%	29%	*	-	85%	92%
*3rd Gr. Math Proficiency	36%	28%	32%	57%	22%	*	-	73%	86%
6th Grade On-Track	87%	91%	86%	71%	91%	*	-	>95%	93%
9th Grade On-Track									
*Adjusted to reflect 2011-12 Cut Scores									
9th Graders of 2007-08									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	51%	51%	52%	56%	57%	*		64%	90%
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2010-11									
*3rd Gr. Reading Proficiency	51%	33%	55%	*	46%	*	*	70%	>95%
3rd Gr. Math Proficiency	52%	48%	59%	*	58%	*	*	75%	>95%
6th Grade On-Track	77%	>95%	84%	*	87%	*	>95%	>95%	92%

*Adjusted to reflect 2011-12 Cut Scores

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9th Graders of 2008-09									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
9th Grade On-Track									
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2011-12									
3rd Gr. Reading Proficiency	69%	51%	54%	86%	61%	67%	*	>95%	>95%
3rd Gr. Math Proficiency	49%	33%	52%	71%	33%	17%	*	>95%	93%
6th Grade On-Track	83%	90%	78%	86%	85%	86%	>95%	>95%	90%
9th Grade On-Track									

9th Graders of 2009-10 Goals									
	Economically Disadvantaged	Limited English Proficient	Students with Disabilities	Black (not of Hispanic origin)	Hispanic origin	American Indian / Alaska Native	Pacific Islander	Asian	TAG (not included in aggregate)
4-Year Graduation Rate	53%	53%	55%	58%	59%	*	*	65%	91%
5-Year Graduation Rate	65%	74%	44%	66%	68%	*	*	91%	91%
5-Year Completion Rate	77%	77%	70%	82%	80%	*	*	91%	>95%
Earning 9+ College Credits									
Post-Secondary Enrollment	62%	69%	41%	71%	68%	*	*	84%	92%
2012-13									
3rd Gr. Reading Proficiency	74%	56%	59%	89%	66%	72%	*	>95%	>95%
3rd Gr. Math Proficiency	62%	58%	64%	76%	63%	27%	*	>95%	>95%
6th Grade On-Track	86%	>95%	87%	89%	90%	89%	>95%	>95%	93%
9th Grade On-Track									

*Adjusted to reflect 2011-12 Cut Scores

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9th Graders of 2012-13 (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	TAG (not included in aggregate)
4-Year Graduation Rate									
5-Year Graduation Rate									
5-Year Completion Rate									
Earning 9+ College Credits									
Post-Secondary Enrollment									
2015-16									
3rd Gr. Reading Proficiency	85%	71%	74%	95%	79%	83%	*	95%	95%
3rd Gr. Math Proficiency	72%	68%	79%	85%	78%	57%	*	95%	95%
6th Grade On-Track	95%	95%	95%	95%	95%	95%	95%	95%	95%
9th Grade On-Track									

*Adjusted to reflect 2011-12 Cut Scores

The tan fields are optional. Districts will fill the blue fields with their targets, the gray fields with estimates of current/past data (if available).

(School Name) Professional Development Plan

Professional Development Goal:					
<i>Knowledge: (What new knowledge will result from the professional development effort that addresses this goal)</i>					
<i>Skills: (What new skills will result from the professional development effort that addresses this goal)</i>					
Research from professional development approach was formulated:					
Professional Development Implementation Strategies	Results Indicators <i>(a measurable, percent, increase in adult/student learning results with descriptors of proficient teachers/leader practices to look for. Use language from rubrics. Insert what student/adult data you will monitor.)</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Intended Audience <i>(Stakeholders)</i>	Timeline <i>(Include completion date)</i>	Resources <i>(people, materials, time)</i>
<i>IF I...</i>	<i>THEN I expect to see ...</i>				

(Name of School) School Improvement Action Plan

School-wide Problem-of-Practice: <i>(Abbreviated Data Analysis Narrative)</i>				
Theories-of-Action: <i>(Hypothesis—IF/THEN—Statements from Inquiry Process)</i>				
SMART Goal Statement # _____				
Leadership Implementation Strategies <i>(insert your 1-3 measurable leadership strategies)</i>	Results Indicators <i>(a measurable, percent, increase in student learning results)</i>	Primary Leadership <i>(Designate the teacher and leader responsible)</i>	Desired Benefits <i>(Create descriptors of proficient teacher/leader practices to look for. Use language from rubrics here.)</i>	Sources of Data to Monitor <i>(Insert what student/adult data you will monitor)</i>
<i>IF I...</i>	<i>THEN I expect to see ...</i>			
What are some things you anticipate you will need to do to ensure success? <i>(Identify professional development expectations, effect and cause data collection frequency and practices, resources, etc.)</i>				