

## Academic Growth

**Objectives:** 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.

**Data Sources:** ACT, PLAN, and EXPLORE test files, Year-End Megafile, AMAO Source: DIC (codes 1 (expul), 2, (ISS), 3 (OSS), 5 (alt placement))

Measurement			2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
% students achieving a typical year's growth in:	Reading	Gr. 9-11*	56%	62%	59%	NA	NA
	Math	Gr. 9-11*	62%	61%	62%	NA	NA
	English	Gr. 9-11	64%	63%	62%	65%	68%
	Science	Gr. 9-11	59%	64%	62%	68%	75%
% students on target to have college- and career-ready test results in:	Reading	Gr. 8-11#	48%	52%	52%	NA	NA
	Math	Gr. 8-11#	49%	50%	52%	NA	NA
	English	Gr. 8-11	73%	75%	74%	76%	79%
	Science	Gr. 8-11	49%	49%	51%	55%	65%
% of ELL students showing progress towards proficiency (of learning English language)					48%	49.5%	TBD

\* Grades 4-11 will be reported in 2014-15 and beyond

# Grades 3-11 will be reported in 2014-15 and beyond

### Academic Growth Measures

**% students achieving a typical year's growth in reading, math, English, and science college readiness.** The percentage of students in grades 9-11 who demonstrate growth at or above the 50<sup>th</sup> percentile compared to their academic peers (students with the same test score the previous year) on the EXPLORE, PLAN, and ACT assessments. Reading and math growth on the Smarter Balanced assessment for students in grades 4-8 will be included beginning in 2014-15.

**% students on target to have college and career ready test results in reading, math, English, and science.** The percentage of students in grades 8-11 who meet or exceed college readiness benchmarks on the EXPLORE, PLAN, and ACT assessments. Reading and math results from the Smarter Balanced assessment for students in grades 3-8 will be included beginning in 2014-15.

**% of ELL students showing progress towards proficiency (of learning English language).** An ELL student demonstrates progress toward English language proficiency when the student either demonstrates proficiency on the state's English Language Proficiency Assessment (ELPA) or when the student's ELPA score indicates the student is on track to attain proficiency in English in the target year established for the student based on the length of time the student has been identified as an English Language Learner and the student's level of English Language Proficiency in the prior year.

## % STUDENTS ACHIEVING A TYPICAL YEAR'S GROWTH IN:

Students Achieving a Year's Growth in Reading	2011-12	2012-13	2013-14
All Students	56%	62%	59%
Economically Disadvantaged			
Active Limited English Proficient	32%	31%	41%
Students with Disabilities	45%	46%	45%
Asian	63%	66%	67%
Pacific Islander	42%	50%	40%
Black	50%	54%	48%
Hispanic/Latino	48%	47%	48%
American Indian/Alaskan Native	50%	61%	71%
White	58%	65%	61%
Multi-Racial	57%	62%	60%
Talented and Gifted	72%	78%	79%
Male	54%	62%	60%
Female	59%	61%	57%

School Name	2011-12	2012-13	2013-14
<b>6-12 Schools</b>			
Arts & Communication Magnet Academy	63%	71%	61%
Health & Science School	50%	55%	53%
International School of Beaverton	64%	70%	68%
<b>9-12 Schools</b>			
Aloha High School	52%	56%	51%
Beaverton High School	57%	57%	57%
Community School	43%	49%	31%
School of Science & Technology	66%	72%	71%
Southridge High School	56%	64%	63%
Sunset High School	57%	64%	61%
Westview High School	58%	62%	59%

Academic Growth in Reading (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>6-12 schools</b>											
ACMA	61%			63%		61%	59%	64%		67%	
Health & Science	53%	71%		41%		58%	47%	57%		79%	
ISB	68%	74%		57%	74%	72%	64%	75%		76%	
<b>9-12 Schools</b>											
Aloha High	51%	52%	36%	45%	51%	56%	51%	52%	32%	74%	
Beaverton High	57%	58%		51%	62%	59%	55%	60%	50%	77%	30%
Community School	31%					28%	31%	31%			
Science & Technology	71%					71%	74%	69%		74%	
Southridge High	63%	72%		50%	66%	64%	63%	64%	44%	81%	
Sunset High	61%	67%		48%	60%	62%	61%	61%	54%	80%	33%
Westview High	59%	68%	49%	47%	57%	60%	58%	61%	46%	82%	53%

*Native American and Pacific Islander columns are omitted since no cells are greater than 30.*

## **YEAR'S WORTH OF GROWTH IN READING:**

### **Analysis**

#### **Successes:**

- Reading
  - Active LEP students have made 10% growth overall
  - TAG students have made growth at a greater rate than all BSD students over 3 years
  - Over 3 years male students had a 6% growth overall

#### **Issues:**

- Reading
  - All schools experienced decrease or no growth in overall reading growth over the last two years
  - Overall reading growth can be predicted by SES (socio-economic status), race, disability and language skills

### **Action Plan**

#### **This year:**

- Reading
  - Continued implementation of Common Core State Standards in English Language Arts with a focus on instructional shifts in reading
  - Implementation of AVID and work towards school-wide AVID implementation in middle and high schools (WICOR – writing, inquiry, collaboration, organization, reading)
  - Summer school for incoming middle school students (5.5) and incoming 9<sup>th</sup> graders (8.5) with an emphasis in literacy in transitioning students to the next level
  - Training in Smarter Balanced Assessment focused on reading and writing performance tasks
  - Research on best practices in reading instruction (Quality Curriculum Cycle – English Language Arts)

#### **Long term:**

- Reading
  - Targeted professional development in reading instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle – English Language Arts
  - Adoption of instructional materials and resources (print and digital) to support high quality reading instruction, assessment practices and alignment to the CCSS in English Language Arts
  - Middle School Literacy Plan – increased focus at the middle school level on literacy instruction in Humanities model with intentional shifts in time and professional development
  - Implement district-wide Learning Team model to support English Language Arts teachers in reading instruction, assessment, and intervention/extensions
  - Continued implementation of AVID at the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade levels as well as school-wide implementation of WICOR strategies
  - Summer school for incoming middle school students (5.5) and incoming 9<sup>th</sup> graders (8.5) with an emphasis in literacy in transitioning students to the next level

Students Achieving a Year's Growth in Math	2011-12	2012-13	2013-14
All Students	62%	61%	62%
Economically Disadvantaged			
Active Limited English Proficient	46%	42%	36%
Students with Disabilities	48%	50%	48%
Asian	73%	71%	72%
Pacific Islander	47%	52%	55%
Black	58%	47%	59%
Hispanic/Latino	52%	52%	52%
American Indian/Alaskan Native	58%	64%	53%
White	62%	62%	63%
Multi-Racial	65%	60%	65%
Talented and Gifted	78%	76%	78%
Male	60%	62%	66%
Female	63%	59%	59%
School Name	2011-12	2012-13	2013-14
<b>6-12 Schools</b>			
Arts & Communication Magnet Academy	55%	64%	65%
Health & Science School	47%	57%	63%
International School of Beaverton	66%	68%	61%
<b>9-12 Schools</b>			
Aloha High School	57%	58%	54%
Beaverton High School	59%	62%	63%
Community School	53%	43%	40%
School of Science & Technology	73%	63%	82%
Southridge High School	65%	61%	63%
Sunset High School	64%	63%	66%
Westview High School	65%	59%	64%

Academic Growth in Math (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>6-12 schools</b>											
ACMA	65%			60%		63%	61%	72%		63%	
Health & Science	63%	77%		53%		69%	59%	66%		64%	
ISB	61%	74%		49%	63%	61%	62%	61%		71%	
<b>9-12 Schools</b>											
Aloha High	54%	64%	52%	49%	53%	56%	51%	56%	44%	66%	
Beaverton High	63%	63%		57%	63%	65%	61%	64%	47%	78%	27%
Community School	40%					43%	33%	44%			
SST	82%					79%	90%	79%		94%	
Southridge High	63%	73%		59%	72%	60%	58%	68%	61%	77%	
Sunset High	66%	76%		53%	66%	67%	62%	70%	41%	83%	43%
Westview High	64%	72%	64%	45%	65%	67%	59%	70%	47%	82%	38%

*Native American and Pacific Islander columns are omitted since no cells are greater than 30.*

## **YEAR'S WORTH OF GROWTH IN MATH:**

### **Analysis**

#### **Successes:**

- Math
  - Two-year growth increased by 10% at ACMA, 16% at HS2, 4% at Beaverton HS, and 9% at SST
  - In 2013-14 Southridge SPED students exceed peers by 14 to 20% and multi-racial students by 6 to 19% across the district

#### **Issues:**

- Math
  - Decrease in subgroups including LEP, American Indian/Alaskan Native and Females
  - Percentages remain flat for the majority of subgroups
  - Decrease of 13% at Community School over two years

### **Action Plan**

#### **This year:**

- Math
  - Continued implementation of Common Core State Standards in Math with a focus on mathematical practices
  - Math Articulation Team and district staff review of math data with a recommendation to develop a consistent and aligned math sequence at middle school and high school (recommendation to the School Board for implementation district-wide in 2016-17)
  - Implementation of AVID and work towards school-wide AVID implementation in middle and high schools (WICOR – writing, inquiry, collaboration, organization, reading)
  - Summer school for incoming middle school students (5.5) with an emphasis in math in transitioning students to the next level
  - Training in Smarter Balanced Assessment focused on math performance tasks

#### **Long term:**

- Math
  - Design, implement, and support new math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures
  - Continued professional development for math teachers focused on the CCSS Mathematical Practices
  - Implement district wide Learning Team model to support math teachers in math instruction, assessment, and intervention/extensions
  - Continued development of dual credit opportunities in math at the high school level in partnership with PCC (Math 95, 111, and 112) and other post-secondary institutions
  - Continued implementation of AVID at the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade levels as well as school-wide implementation of WICOR strategies
  - Summer school for incoming middle school students (5.5) and incoming 9<sup>th</sup> graders (8.5) with an emphasis in math in transitioning students to the next level

Students Achieving a Year's Growth in English	2011-12	2012-13	2013-14
All Students	64%	63%	62%
Economically Disadvantaged			
Active Limited English Proficient	45%	33%	43%
Students with Disabilities	50%	54%	50%
Asian	75%	72%	65%
Pacific Islander	47%	62%	57%
Black	51%	54%	49%
Hispanic/Latino	52%	53%	50%
American Indian/Alaskan Native	39%	70%	62%
White	65%	64%	66%
Multi-Racial	68%	59%	66%
Talented and Gifted	79%	80%	80%
Male	64%	63%	62%
Female	63%	62%	62%
School Name	2011-12	2012-13	2013-14
<b>6-12 Schools</b>			
Arts & Communication Magnet Academy	68%	65%	71%
Health & Science School	55%	64%	58%
International School of Beaverton	67%	70%	71%
<b>9-12 Schools</b>			
Aloha High School	60%	58%	57%
Beaverton High School	62%	63%	61%
Community School	46%	51%	34%
School of Science & Technology	72%	69%	71%
Southridge High School	66%	60%	62%
Sunset High School	64%	64%	65%
Westview High School	65%	64%	62%

Academic Growth in English (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>6-12 schools</b>											
ACMA	71%			57%		73%	73%	68%		81%	
Health & Science	58%	71%		44%		64%	61%	55%		73%	
ISB	71%	75%		63%	74%	72%	68%	74%		80%	
<b>9-12 Schools</b>											
Aloha High	57%	53%	50%	51%	59%	62%	57%	57%	42%	81%	
Beaverton High	61%	52%		51%	72%	65%	59%	62%	56%	71%	36%
Community School	34%			33%		40%	42%	28%			
SST	71%					75%	58%	75%		86%	
Southridge High	62%	61%		46%	76%	64%	60%	64%	48%	79%	
Sunset High	65%	63%		53%	65%	68%	67%	63%	59%	80%	35%
Westview High	62%	70%	38%	48%	55%	66%	60%	64%	46%	87%	44%

Native American and Pacific Islander columns are omitted since no cells are greater than 30

## **YEAR'S WORTH OF GROWTH IN ENGLISH:**

### **Analysis**

#### **Successes:**

- English
  - ACMA, ISB and Sunset HS demonstrate a small percentage gain over the past two years
  - ISB students have the least amount of variance by 17% between subgroups in 2013-14

#### **Issues:**

- English
  - Growth over two years remains flat for the majority of subgroups district-wide
  - Asian students have decreased by 10% over two years
  - Community School has decreased by 12% from 2011-12
  - Comprehensive high schools demonstrate growth between 57% and 65% as compared to students attending ACMA and ISB who are demonstrating growth at 71%
  - Sunset (45%) and Westview (49%) show the greatest disparity between subgroups in 2013-14

### **Action Plan**

#### **This year:**

- English
  - Continued implementation of Common Core State Standards in English Language Arts with a focus on instructional shifts in writing
  - Implementation of AVID and work towards school-wide AVID implementation in middle and high schools (WICOR – writing, inquiry, collaboration, organization, reading)
  - Summer school for incoming middle school students (5.5) and incoming 9<sup>th</sup> graders (8.5) with an emphasis in literacy in transitioning students to the next level
  - Middle School Writing Cohort – 35 middle school Humanities teachers study research based writing practices supported by Mary Ehrenworth (Reading and Writing Project, Columbia University)
  - Training in Smarter Balanced Assessment focused on reading and writing performance tasks
  - Research on best practices in writing instruction (Quality Curriculum Cycle – English Language Arts)

#### **Long term:**

- English
  - Targeted professional development in writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle – English Language Arts
  - Adoption of instructional materials and resources (print and digital) to support high quality writing instruction and assessment practices and alignment to the CCSS in English Language Arts
  - Middle School Literacy Plan – increased focus at the middle school level of literacy instruction in Humanities model with intentional shifts in time and professional development
  - Implement district-wide Learning Team model to support English Language Arts teachers in writing instruction, assessment, and intervention/extensions
  - Continued implementation of AVID at the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade levels as well as school-wide implementation of WICOR strategies
  - Summer school for incoming middle school students (5.5) and incoming 9<sup>th</sup> graders (8.5) with an emphasis in literacy in transitioning students to the next level

Students Achieving a Year's Growth in Science	2011-12	2012-13	2013-14
All Students	59%	64%	62%
Economically Disadvantaged			
Active Limited English Proficient	41%	40%	39%
Students with Disabilities	47%	47%	46%
Asian	69%	73%	69%
Pacific Islander	62%	57%	62%
Black	45%	54%	48%
Hispanic/Latino	49%	54%	49%
American Indian/Alaskan Native	58%	55%	59%
White	61%	65%	65%
Multi-Racial	60%	62%	68%
Talented and Gifted	74%	82%	82%
Male	57%	66%	64%
Female	62%	62%	60%
School Name	2011-12	2012-13	2013-14
<b>6-12 Schools</b>			
Arts & Communication Magnet Academy	57%	63%	65%
Health & Science School	55%	67%	59%
International School of Beaverton	65%	70%	67%
<b>9-12 Schools</b>			
Aloha High School	56%	58%	55%
Beaverton High School	58%	62%	60%
Community School	36%	40%	43%
School of Science & Technology	78%	73%	72%
Southridge High School	61%	63%	66%
Sunset High School	59%	66%	66%
Westview High School	60%	66%	62%

Academic Growth in Science (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>6-12 schools</b>											
ACMA	65%			70%		66%	65%	67%		69%	
Health & Science	59%	74%		47%		66%	53%	64%		73%	
ISB	67%	77%		53%	67%	70%	63%	73%		79%	
<b>9-12 Schools</b>											
Aloha High	55%	60%	52%	46%	68%	59%	53%	57%	34%	82%	
Beaverton High	60%	55%		53%	62%	63%	57%	62%	47%	78%	30%
Community School	43%					48%	44%	42%			
SST	72%					78%	58%	78%		80%	
Southridge High	66%	73%		54%	74%	66%	64%	67%	54%	86%	
Sunset High	66%	67%		53%	70%	68%	65%	67%	49%	82%	38%
Westview High	62%	70%	41%	42%	66%	65%	59%	65%	43%	85%	41%

Native American and Pacific Islander columns are omitted since no cells are greater than 30.



## **YEAR'S WORTH OF GROWTH IN SCIENCE:**

### **Analysis**

#### **Successes:**

- Science
  - Three year trend increase for each of the following subgroups: All students (3%), Black (3%), American Indian/Alaskan (1%), White (4%), Multi-Racial (8%), TAG (8%), and Males (7%)
  - No decrease over the past three years for the following subgroups: Asian, Pacific Islander and Hispanic/Latino
  - Eight out of eleven high schools have increased percentage of students achieving a year's growth
  - Multi Racial students demonstrate the least variance of 8% throughout the District, followed by TAG students of 17% for Academic Growth in Science

#### **Issues:**

- Science
  - Decrease for the following subgroups over three years: LEP (3%), SPED (1%), and Females (2%)
  - Decrease of 6% for SST students

### **Action Plan**

#### **This year:**

- Science
  - Third year of implementation of new high school science sequence with all students enrolled in Physics, Chemistry, and Biology courses
  - District-wide monthly PLCs for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention
  - Initial implementation of the Next Generation Science Standards (shifts of learning targets and practices) in Physics, Chemistry, and Biology
  - Full implementation of Project-Based Inquiry Science resources in middle school science courses
  - Professional development for middle school science teachers focused on modeling, computational thinking, and science talk

#### **Long term:**

- Science
  - Continued implementation of Next Generation Science Standards in Physics, Chemistry, and Biology
  - Implementation of Next Generation Science Standards at the middle school level
  - Continued district-wide monthly Learning Teams for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention/extensions with the addition of district-wide middle school science teacher Learning Teams
  - Continued development of dual credit opportunities in science at the high school level in partnership with PCC (ex - Engineering 100) and other post-secondary institutions
  - Continued implementation of AVID at the 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade levels as well as school wide implementation of WICOR strategies

## % STUDENTS ON TARGET TO HAVE COLLEGE AND CAREER READY TEST RESULTS IN:

Students College and Career Ready in Reading	2011-12	2012-13	2013-14
All Students	48%	52%	52%
Economically Disadvantaged			
Active Limited English Proficient	4%	3%	4%
Students with Disabilities	16%	17%	16%
Asian	60%	66%	66%
Pacific Islander	32%	30%	27%
Black	25%	27%	29%
Hispanic/Latino	25%	25%	25%
American Indian/Alaskan Native	46%	43%	53%
White	54%	61%	60%
Multi-Racial	52%	56%	54%
Talented and Gifted	89%	93%	93%
Male	45%	49%	50%
Female	51%	56%	55%
School Name	2011-12	2012-13	2013-14
<b>K-8 Schools</b>			
Aloha-Huber Park School	6%	22%	26%
Raleigh Hills Elementary School	43%	71%	61%
Springville K-8 School		52%	56%
<b>6-8 Schools</b>			
Cedar Park Middle School	43%	51%	57%
Conestoga Middle School	35%	36%	56%
Five Oaks Middle School	29%	30%	33%
Highland Park Middle School	40%	51%	50%
Meadow Park Middle School	47%	45%	50%
Mountain View Middle School	26%	36%	34%
Stoller Middle School	45%	68%	68%
Whitford Middle School	41%	46%	50%
<b>6-12 Schools</b>			
Arts & Communication Magnet Academy	64%	67%	66%
Health & Science School	40%	43%	46%
International School of Beaverton	71%	75%	76%
<b>9-12 Schools</b>			
Aloha High School	38%	44%	37%
Beaverton High School	48%	51%	50%
Community School	11%	18%	10%
School of Science & Technology	73%	75%	79%
Southridge High School	53%	57%	53%
Sunset High School	56%	65%	60%
Westview High School	52%	59%	53%

<b>College and Career Ready in Reading (2013-14)</b>	<b>All students</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic /Latino</b>	<b>Multi Racial</b>	<b>White</b>	<b>Female</b>	<b>Male</b>	<b>SPED</b>	<b>TAG</b>	<b>ELL</b>
<i>K-8 Schools</i>											
Aloha-Huber Park	26%			21%							
Raleigh Hills	61%					69%					
Springville K-8	56%										
<b>6-8 Schools</b>											
Cedar Park Middle	57%			16%		68%	59%	55%	13%	96%	
Conestoga Middle	56%			38%		61%	61%	50%	25%		
Five Oaks Middle	33%	35%		20%	25%	46%	37%	30%	7%	83%	
Highland Park Middle	50%			38%		55%	55%	44%	13%		
Meadow Park Middle	50%	84%		10%		57%	55%	46%	3%	99%	
Mountain View Middle	34%			12%		47%	40%	28%	5%		
Stoller Middle	68%	80%		47%	65%	66%	75%	62%	21%	98%	
Whitford Middle	50%			17%		69%	53%	46%		95%	
<b>6-12 schools</b>											
ACMA	66%			53%	58%	70%	72%	52%	33%	92%	
Health & Science	46%	63%		18%		62%	46%	46%	16%	88%	
ISB	76%	79%		43%	82%	82%	75%	76%		93%	
<b>9-12 Schools</b>											
Aloha High	37%	40%	20%	19%	40%	50%	36%	38%	6%	84%	0%
Beaverton High	50%	57%		25%	57%	60%	54%	46%	16%	91%	3%
Community School	10%			5%		16%	9%	11%	9%		
Science & Technology	79%					81%	82%	78%		94%	
Southridge High	53%	58%		34%	60%	57%	55%	51%	13%	95%	
Sunset High	60%	68%		24%	59%	67%	62%	58%	21%	95%	2%
Westview High	53%	68%	26%	28%	47%	57%	53%	53%	18%	94%	9%

*Native American and Pacific Islander columns are omitted since no cells are greater than 30*

<b>Students College and Career Ready in Math</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
All Students	49%	50%	52%
Economically Disadvantaged			
Active Limited English Proficient	11%	8%	14%
Students with Disabilities	15%	14%	12%
Asian	74%	72%	76%
Pacific Islander	34%	30%	31%
Black	19%	21%	23%
Hispanic/Latino	29%	21%	22%
American Indian/Alaskan Native	40%	43%	39%
White	55%	57%	59%
Multi-Racial	51%	53%	54%
Talented and Gifted	94%	95%	96%
Male	52%	53%	55%
Female	47%	48%	49%
<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b><i>K-8 Schools</i></b>			
Aloha-Huber Park School	17%	24%	34%
Raleigh Hills Elementary School	24%	56%	53%
Springville K-8 School		48%	67%
<b><i>6-8 Schools</i></b>			
Cedar Park Middle School	50%	53%	52%
Conestoga Middle School	45%	41%	57%
Five Oaks Middle School	35%	36%	35%
Highland Park Middle School	44%	50%	47%
Meadow Park Middle School	50%	45%	53%
Mountain View Middle School	24%	36%	38%
Stoller Middle School	64%	73%	74%
Whitford Middle School	44%	45%	48%
<b><i>6-12 Schools</i></b>			
Arts & Communication Magnet Academy	41%	42%	46%
Health & Science School	42%	38%	46%
International School of Beaverton	60%	67%	70%
<b><i>9-12 Schools</i></b>			
Aloha High School	35%	41%	36%
Beaverton High School	45%	50%	48%
Community School	2%	5%	3%
School of Science & Technology	85%	82%	84%
Southridge High School	59%	56%	55%
Sunset High School	73%	64%	62%
Westview High School	55%	56%	55%

College and Career Ready in Math (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>K-8 Schools</b>											
Aloha-Huber Park	34%			32%							
Raleigh Hills	53%					61%					
Springville K-8	67%										
<b>6-8 Schools</b>											
Cedar Park Middle	52%			18%		60%	48%	55%	9%	91%	
Conestoga Middle	57%			38%		61%	56%	59%	15%		
Five Oaks Middle	35%	52%		21%	50%	42%	32%	37%	0%	90%	
Highland Park Middle	47%			21%		55%	47%	47%	23%		
Meadow Park Middle	53%	87%		14%		64%	54%	53%	6%	99%	
Mountain View Middle	38%			20%		48%	38%	38%	5%		
Stoller Middle	74%	90%		47%	77%	69%	72%	76%	20%	100%	
Whitford Middle	48%			22%		65%	42%	54%		100%	
<b>6-12 schools</b>											
ACMA	46%			31%	42%	51%	46%	45%	12%	85%	
Health & Science	46%	61%		15%		66%	37%	53%	8%	94%	
ISB	70%	85%		33%	72%	75%	68%	73%		94%	
<b>9-12 Schools</b>											
Aloha High	36%	56%	28%	18%	35%	46%	33%	39%	4%	93%	6%
Beaverton High	48%	76%		21%	56%	58%	45%	51%	10%	97%	6%
Community School	3%			0%		4%	2%	4%	0%		
Science & Technology	84%					87%	88%	82%		100%	
Southridge High	55%	77%		34%	58%	57%	51%	59%	13%	97%	
Sunset High	62%	78%		20%	67%	68%	58%	65%	16%	98%	11%
Westview High	55%	78%	10%	22%	47%	59%	49%	60%	18%	96%	25%

Native American and Pacific Islander columns are omitted since no cells are greater than 30

<b>Students College and Career Ready in English</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
All Students	73%	75%	74%
Economically Disadvantaged			
Active Limited English Proficient	15%	13%	13%
Students with Disabilities	34%	34%	32%
Asian	84%	84%	84%
Pacific Islander	52%	52%	55%
Black	46%	52%	49%
Hispanic/Latino	46%	47%	47%
American Indian/Alaskan Native	65%	67%	59%
White	81%	83%	83%
Multi-Racial	80%	80%	78%
Talented and Gifted	99%	99%	99%
Male	70%	72%	72%
Female	76%	78%	76%
<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b><i>K-8 Schools</i></b>			
Aloha-Huber Park School	44%	40%	32%
Raleigh Hills Elementary School	74%	94%	84%
Springville K-8 School		77%	65%
<b><i>6-8 Schools</i></b>			
Cedar Park Middle School	76%	77%	74%
Conestoga Middle School	77%	67%	74%
Five Oaks Middle School	54%	59%	58%
Highland Park Middle School	72%	73%	71%
Meadow Park Middle School	76%	66%	69%
Mountain View Middle School	45%	60%	62%
Stoller Middle School	81%	89%	86%
Whitford Middle School	68%	65%	60%
<b><i>6-12 Schools</i></b>			
Arts & Communication Magnet Academy	88%	90%	91%
Health & Science School	61%	65%	66%
International School of Beaverton	91%	91%	91%
<b><i>9-12 Schools</i></b>			
Aloha High School	61%	66%	61%
Beaverton High School	72%	77%	72%
Community School	28%	42%	33%
School of Science & Technology	94%	91%	92%
Southridge High School	79%	81%	79%
Sunset High School	78%	84%	82%
Westview High School	76%	80%	77%

College and Career Ready in English (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>K-8 Schools</b>											
Aloha-Huber Park	32%			29%							
Raleigh Hills	84%					89%					
Springville K-8	65%										
<b>6-8 Schools</b>											
Cedar Park Middle	74%			36%		86%	78%	72%	34%	98%	
Conestoga Middle	74%			64%		77%	79%	69%	32%		
Five Oaks Middle	58%	68%		44%	72%	67%	59%	57%	11%	90%	
Highland Park Middle	71%			52%		78%	78%	65%	32%		
Meadow Park Middle	69%	93%		28%		82%	74%	65%	29%	100%	
Mountain View Middle	62%			38%		76%	70%	55%	18%		
Stoller Middle	86%	92%		61%	87%	86%	90%	82%	43%	100%	
Whitford Middle	60%			34%		79%	64%	56%		98%	
<b>6-12 schools</b>											
ACMA	91%			76%	98%	93%	92%	90%	76%	100%	
Health & Science	66%	84%		33%		87%	63%	69%	24%	98%	
ISB	91%	96%		68%	93%	95%	93%	88%		100%	
<b>9-12 Schools</b>											
Aloha High	61%	63%	58%	42%	64%	74%	63%	58%	12%	95%	4%
Beaverton High	72%	83%		46%	82%	82%	74%	70%	31%	98%	13%
Community School	33%			21%		46%	33%	33%	26%		
Science & Technology	92%					94%	97%	91%		100%	
Southridge High	79%	82%		56%	84%	85%	81%	78%	38%	99%	
Sunset High	82%	84%		51%	87%	89%	83%	81%	42%	100%	9%
Westview High	77%	85%	40%	55%	68%	84%	78%	75%	32%	100%	17%

<b>Students College and Career Ready in Science</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
All Students	49%	49%	51%
Economically Disadvantaged			
Active Limited English Proficient	6%	6%	6%
Students with Disabilities	16%	14%	13%
Asian	67%	68%	70%
Pacific Islander	26%	25%	27%
Black	20%	20%	24%
Hispanic/Latino	22%	22%	24%
American Indian/Alaskan Native	44%	43%	39%
White	55%	56%	58%
Multi-Racial	55%	51%	53%
Talented and Gifted	93%	93%	94%
Male	48%	49%	53%
Female	49%	49%	50%
<b>School Name</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b><i>K-8 Schools</i></b>			
Aloha-Huber Park School	15%	16%	22%
Raleigh Hills Elementary School	53%	69%	63%
Springville K-8 School		52%	56%
<b><i>6-8 Schools</i></b>			
Cedar Park Middle School	48%	48%	51%
Conestoga Middle School	45%	35%	51%
Five Oaks Middle School	29%	33%	37%
Highland Park Middle School	43%	51%	50%
Meadow Park Middle School	50%	47%	55%
Mountain View Middle School	29%	29%	38%
Stoller Middle School	59%	67%	68%
Whitford Middle School	44%	44%	47%
<b><i>6-12 Schools</i></b>			
Arts & Communication Magnet Academy	54%	51%	56%
Health & Science School	41%	44%	51%
International School of Beaverton	74%	72%	75%
<b><i>9-12 Schools</i></b>			
Aloha High School	35%	37%	34%
Beaverton High School	46%	46%	46%
Community School	8%	10%	4%
School of Science & Technology	85%	75%	82%
Southridge High School	54%	54%	53%
Sunset High School	57%	62%	60%
Westview High School	51%	56%	54%



College and Career Ready in Science (2013-14)	All students	Asian	Black	Hispanic /Latino	Multi Racial	White	Female	Male	SPED	TAG	ELL
<b>K-8 Schools</b>											
Aloha-Huber Park	22%			16%							
Raleigh Hills	63%					69%					
Springville K-8	56%										
<b>6-8 Schools</b>											
Cedar Park Middle	51%			18%		61%	55%	51%	15%	83%	
Conestoga Middle	51%			26%		58%	52%	51%	15%		
Five Oaks Middle	37%	45%		21%	50%	47%	35%	39%	4%	87%	
Highland Park Middle	50%			29%		57%	51%	49%	16%		
Meadow Park Middle	55%	91%		17%		61%	58%	52%	6%	100%	
Mountain View Middle	38%			22%		47%	43%	34%	8%		
Stoller Middle	68%	83%		47%	58%	67%	69%	68%	23%	97%	
Whitford Middle	47%			22%		63%	45%	48%		97%	
<b>6-12 schools</b>											
ACMA	56%			49%	44%	60%	57%	53%	24%	86%	
Health & Science	51%	65%		17%		61%	41%	48%	17%	84%	
ISB	75%	84%		48%	79%	78%	74%	75%		93%	
<b>9-12 Schools</b>											
Aloha High	34%	40%	18%	19%	32%	46%	31%	38%	4%	89%	2%
Beaverton High	46%	59%		23%	57%	54%	46%	46%	10%	94%	3%
Community School	4%			0%		5%	2%	6%	0%		
Science & Technology	82%					86%	79%	84%		100%	
Southridge High	53%	67%		32%	49%	57%	51%	54%	15%	96%	9%
Sunset High	60%	72%		24%	65%	67%	58%	63%	17%	97%	3%
Westview High	54%	73%	21%	25%	50%	58%	50%	58%	14%	95%	16%

Native American and Pacific Islander columns are omitted since no cells are greater than 30.

## **STUDENTS ON TARGET TO HAVE COLLEGE AND CAREER READY TEST RESULTS**

### **Analysis**

#### **Successes:**

- Increase of students becoming college and career ready in 6 out of 8 middle schools in science
- Increases of students becoming college and career ready in the majority of sub groups in math. Similar growth patterns also appear in many schools
- Increase of students becoming college and career ready in the majority of schools in reading

#### **Issues:**

- Persistent achievement gaps exist for sub-groups and the white/Asian students in all subjects at the district level, and the gaps exist between schools for the same sub groups (Gaps exist between schools for similar sub groups (i.e., Asian students in one school perform 40% higher than other schools)
- Overall gaps also exist for all student groups between schools

### **Action Plan**

#### **This year:**

- Training for teachers and administrators on the new English Language Proficiency standards
- Provide training to all content teachers on culturally responsive instructional practices in all classrooms to address the knowledge gaps of teachers for the needs of students from all backgrounds
- Continuing professional development for science sequence and support for Learning Teams
- Ongoing professional development for mathematics on the Common Core State Standards
- 8.5 Summer School
- Math and Science Intervention teachers
- Implementation of AVID
- ESL Research Team and recommendations coming forward in February for implementation in 2015-16
- Implementation of the 5D and provide clear language for effective instruction
- Poverty dollars provided to middle and high schools to support neediest students

#### **Long term:**

- New English Language Arts adoption and professional development on the English Language Arts common core state standards
- New High School math sequence
- New English Language Development adoption in 2015-16
- Develop a comprehensive, multi-year plan to implement culturally responsive instructional practices in all classrooms for teachers to acquire skills to address the needs of sub group students, including students with disabilities and language barriers
- Develop a comprehensive PD plan for all administrators, staff, and teachers on the strategies to address the learning needs of sub group students in all subjects. Such a plan should be multi-year, adequately funded, and implemented on a consistent basis. Such a plan should also include a variety of formats such as workshops, collaboration through learning teams, lesson planning, and classroom implementation. Contents should include Constructing Meaning, strategies to address students with disabilities, students from economic disadvantages, and different ethnic backgrounds. This plan should also emphasize the need to build administrator expertise for the success of sub groups within the framework of 5D, SBLS, SPED, ELPs, and inclusive environment
- Consider extended day and/or summer school for 9.5 and 10.5 to pre-teach content and skills

**% OF ELL STUDENTS SHOWING PROGRESS TOWARDS (of learning English language)**

<b>ELL Students Progressing in English</b>			
<b>ELL Students Progressing in English</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
All ELL Students			48%
Economically Disadvantaged			
Limited English Proficient			NA
Students with Disabilities			
Asian			
Pacific Islander			
Black			
Hispanic/Latino			
American Indian/Alaskan Native			
White			
Multi-Racial			
Talented and Gifted			
Male			
Female			

			Target 47%
School Name	2011-12	2012-13	2013-14
<i>K-5 Schools</i>			<b>BOLD=Not Met</b>
<b>Barnes Elementary School</b>			<b>39%</b>
<b>Beaver Acres Elementary School</b>			<b>41%</b>
Bethany Elementary School			56%
Bonny Slope Elementary School*			56%
Cedar Mill Elementary School*			62%
Chehalem Elementary School			41%
Cooper Mountain Elementary School			51%
<b>Elmonica Elementary School</b>			<b>40%</b>
Errol Hassell Elementary School			54%
Findley Elementary			77%
Fir Grove Elementary School			46%
<b>Greenway Elementary School</b>			<b>37%</b>
Hazeldale Elementary School			70%
Hiteon Elementary School			54%
Jacob Wismer Elementary School			76%
Kinnaman Elementary School			53%
McKay Elementary School			51%
<b>McKinley Elementary School</b>			<b>37%</b>
Montclair Elementary School			85%
Nancy Ryles Elementary School			67%
<b>Oak Hills Elementary School</b>			<b>35%</b>
<b>Raleigh Park Elementary School</b>			<b>39%</b>
Ridgewood Elementary School*			48%
Rock Creek Elementary School			55%
Scholls Heights Elementary School			73%
Sexton Mountain Elementary School			66%
Terra Linda Elementary School			52%
<b>Vose Elementary School</b>			<b>42%</b>
West Tualatin View Elementary School*			54%
<b>William Walker Elementary School</b>			<b>31%</b>
<i>K-8 Schools</i>			
Aloha-Huber Park School			53%
<b>Raleigh Hills Elementary School</b>			<b>29%</b>
<b>Springville K-8 School</b>			<b>38%</b>
<i>6-8 Schools</i>			
<b>Cedar Park Middle School</b>			<b>42%</b>
<b>Conestoga Middle School</b>			<b>44%</b>
Five Oaks Middle School			56%
Highland Park Middle School			56%
<b>Meadow Park Middle School</b>			<b>44%</b>
<b>Mountain View Middle School</b>			<b>43%</b>
Stoller Middle School			71%

<b>Whitford Middle School</b>			<b>46.88%</b>
<i>6-12 Schools</i>			
Arts & Communication Margent Academy			67%
Health & Science School			60%
International School of Beaverton			67%
<i>9-12 Schools</i>			
<b>Aloha High School</b>			<b>42%</b>
Beaverton High School			53%
Community School*			59%
School of Science & Technology			50%
Southridge High School			63%
Sunset High School			56%
Westview High School			51%

**\*Interpret with caution fewer than 30 students**

**Blank cells represent fewer than 10 students**

### **ELL STUDENTS SHOWING PROGRESS TOWARDS PROFICIENCY (OF LEARNING ENGLISH LANGUAGE)**

Unlike prior years, in the 2013-2014 school year the calculation for measuring students progressing in AMAO 1 changed to reflect a growth model similar to the one used in reading and math. This makes it difficult to make direct comparisons to previous years when measuring AMAO 1 student progression.

In previous years, AMAO 1 was a relatively simple measure of the number of eligible students that had moved up one or more composite proficiency levels on the ELPA. A percentage was calculated by measuring how many composite proficiency level 1 students had moved to proficiency level 2 (or higher), how many composite proficiency level 2 students had moved to level 3 (or higher) etc.

Once the growth model was adopted, composite scale scores were used rather than the 5 ELPA composite levels. As in math and reading, students were also placed in cohorts to determine individual growth percentiles and individual growth targets. In addition, the years in program were taken into account when determining percentiles and targets. The more years in program, the higher the growth targets. For 2013-2014, archival data was gathered and complex formulas were run to measure AMAO 1 results.

## ELL Students Progressing in English

