

District Goal

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.

WE want every student to graduate with many options and be prepared to:

THINK



Creatively & Critically

KNOW



Master Content

ACT



Self Direct & Collaborate

GO



Navigate Locally & Globally

Our Pillars of Learning

WE

EXPECT EXCELLENCE



- The road to higher education begins in kindergarten.
- We have the best teachers. They are supported and accountable.
- Individual student growth is monitored and communicated.

WE

INNOVATE



- Adults adjust and adapt to the learning needs of students and the evolving economy.
- Technology and the arts are fundamental and integrated.

WE

EMBRACE EQUITY



- Student success will not be predicted based on race, ethnicity, family, economics, mobility, gender, disability or initial proficiencies.
- Diversity and multi-lingualism are honored as assets.

WE

COLLABORATE



- No one teaches or learns in isolation.
- Relationship and engagement with parents and community is inclusive, direct and honest.

WE believe that as we provide education based on these pillars, students will achieve the District Goal.

Our Measures of SUCCESS

The Beaverton School Board and district leaders have defined what success looks like in the Beaverton School District. With these clear and focused measurements, we have defined the outcomes we strive for in the Beaverton School District and will align our efforts and resources accordingly. As a team of students, staff, parents, and community members, we are dedicated to all students' success.

▶ **To assess college-readiness:**

- Students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- Students earning nine or more college-level credits

▶ **To identify career-readiness:**

- Students completing four credits or more of high-school-level career and technical education courses with a C or better (includes arts, automotive, health services, hospitality, engineering, and business courses)
- Students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school

▶ **To monitor continual personal learning:**

- Students recording learning goals; students reporting on track to achieve those goals

▶ **To evaluate collaboration between students, teachers, and parents:**

- Families reporting that they feel informed and valued as active partners in their child's education

Annual Strategic Plan Measurements

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% graduates completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)	---	55.5%	60.3%	62%	64%
% students completing 3 or more college level courses	---	---	49.8%	50%	52%
% graduates completing four or more credits with a C or better in the six learning areas of the Oregon Skill Sets	---	54.8%	55.7%	58%	60%
% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school	44.7%	61.1%	66.3%	67%	67%
% students recording learning goals; % students reporting on track to achieve those goals	81.9%; ---	81.4%; ---	85.0%; 85.5%	87% 85%	90% 85%
% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	---	---	85.4%	86%	88%

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% graduates completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)	---	55.5%	60.3%	62%	64%

Graduates Meeting OUS Entrance Requirements	2011-12	2012-13	2013-14
All Students		56%	60%
Male		50%	56%
Female		61%	65%
Econ. Disadvantaged		33%	34%
ELL		11%	4%
SpEd		17%	12%
TAG		85%	85%
Asian		74%	76%
Pacific Islander*		22%	25%
Black		33%	41%
Hispanic		33%	30%
American Indian/Alaskan Native*		33%	14%
White		58%	65%
Multi-Racial		52%	61%

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% students completing 3 or more college level courses	---	---	49.8%	50%	52%

Students Completing 3+ College Level Courses	2011-12	2012-13	2013-14
All Students			50%
Male			46%
Female			54%
Econ. Disadvantaged			34%
ELL			19%
SpEd			15%
TAG			87%
Asian			76%
Pacific Islander*			13%
Black			34%
Hispanic			30%
American Indian/Alaskan Native*			14%
White			53%
Multi-Racial			46%

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% graduates completing four or more credits with a C or better in the six learning areas of the Oregon Skill Sets	---	54.8%	55.7%	58%	60%

Graduates completing 4+ credits (C or better) in the Oregon Skill Sets	2011-12	2012-13	2013-14
All Students		55%	56%
Male		59%	60%
Female		51%	52%
Econ. Disadvantaged		46%	48%
ELL		24%	21%
SpEd		36%	43%
TAG		61%	59%
Asian		56%	58%
Pacific Islander*		64%	33%
Black		52%	47%
Hispanic		43%	45%
American Indian/Alaskan Native*		38%	60%
White		58%	59%
Multi-Racial		55%	60%

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school	44.7%	61.1%	66.3%	67%	67%

% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school	2011-12	2012-13	2013-14
All Students	44.7%	61.1%	66.3%
Male	43.8%	65.8%	62.9%
Female	46.8%	57.8%	71.7%
Asian	50.7%	72.9%	73.1%
Pacific Islander	57.0%	68.8%	80.0%
Black	53.2%	64.0%	66.1%
Hispanic/Latino	44.1%	58.8%	61.3%
American Indian/Alaskan Native	61.9%	55.2%	60.7%
White	43.4%	60.8%	67.7%
Multiracial	45.8%	62.4%	69.9%
Heterosexual	44.9%	62.7%	68.3%
LGBQ	49.4%	60.1%	64.2%

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% students recording learning goals;	81.9%;	81.4%;	85.0%;	87%	90%
% students reporting on track to achieve those goals	---	---	85.5%	85%	85%

% students recording learning goals	2011-12	2012-13	2013-14
All Students	81.9%	81.4%	85.0%
Male	76.8%	80.1%	84.4%
Female	78.7%	82.7%	87.3%
Asian	81.1%	82.3%	87.4%
Pacific Islander	78.5%	76.9%	87.1%
Black	72.7%	73.1%	83.2%
Hispanic/Latino	78.1%	80.5%	83.9%
American Indian/Alaskan Native	77.0%	66.5%	87.2%
White	77.5%	78.9%	82.4%
Multiracial	75.3%	75.0%	79.3%
Heterosexual	78.1%	79.3%	84.0%
LGBQ	68.7%	70.9%	68.8%

% students reporting on track to achieve those goals	2011-12	2012-13	2013-14
All Students	--	--	85.5%
Male	--	--	84.9%
Female	--	--	86.0%
Asian	--	--	87.1%
Pacific Islander	--	--	73.0%
Black	--	--	77.8%
Hispanic	--	--	75.5%
American Indian/Alaskan Native	--	--	76.8%
White	--	--	83.5%
Multiracial	--	--	79.5%
Heterosexual	--	--	82.7%
LGBQ	--	--	67.6%

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	---	---	85.4%	86%	88%

% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)			
	2011-12	2012-13	2013-14
All Parents	--	--	85.4%
Male	--	--	87.8%
Female	--	--	86.4%
Other	--	--	*50.0%
Asian	--	--	91.0%
Pacific Islander	--	--	*84.7%
Black	--	--	81.0%
Hispanic	--	--	78.8%
American Indian/Alaskan Native	--	--	*90.0%
White	--	--	87.1%
Multiracial	--	--	83.4%
Heterosexual	--	--	86.7%
LGBQ	--	--	81.3%

* Interpret with caution: Less than 20 respondents	
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