

Academic Achievement

Objectives: All students achieve post-high school success.

Data Sources: High school cohort outcomes files produced by ODE, Synergy, CTE 90pct report produced by ODE.

Measurement	2013/14	2014/15	2015/16	2016/17 Goal	2017/18 Goal
% students graduating in four years	79.7%	81.3%	83.1%	85%	
% students graduating in five years	82.1%	84.2%	85.9%	90%	
% graduates* who completed Pre-Calculus, or AP/IB-level Math with a C or better	42.7%	45.6%	44.9%	51%	
% graduates* who completed AP/IB-level Science with a C or better	33.6%	29.8%	32.2%	48%	
% students graduates* completing a CTE Program of Study	36.2%	41.8%	44.0%	46%	

*Graduates refer to students who leave school with a diploma or GED within five years of entering 9th grade.

**Statistics in color indicate the following: green - goal achieved; orange - improvement over previous year but goal not achieved; and red - neither improvement or goal achieved.

Academic Achievement Measures

Measures

Cohort graduation rate is the percentage of students in the cohort earning a regular diploma or, beginning in 2010-11 for the four year cohort and 2009-10 for the five year cohort, a modified diploma.

Graduates with Advanced Math Credit is the percentage of completers in the five-year cohort who have completed 1 or more credits of Pre-Calculus or higher math with a C or better.

Graduates with Advanced Science Credit is the percentage of completers in the five-year cohort who have completed one or more credits AP, IB or dual-credit science courses with a C or better.

Graduates completing a CTE Program of Study is the percentage of completers in the five-year cohort who has earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course.

Definitions

The **cohort year** is the first school year in which the student first attended any high school grade in the United States or elsewhere. The cohort is adjusted for students who transfer in, transfer out, emigrate, or are deceased.

A **completer** is any student who earns a regular, modified, extended, or adult high school diploma or a GED.

Students with Disabilities: A student receiving special education services reported by any district at any point during the years measured by the cohort.

Economically Disadvantaged: A student eligible for free or reduced lunch reported by any district at any point during the years measured by the cohort.

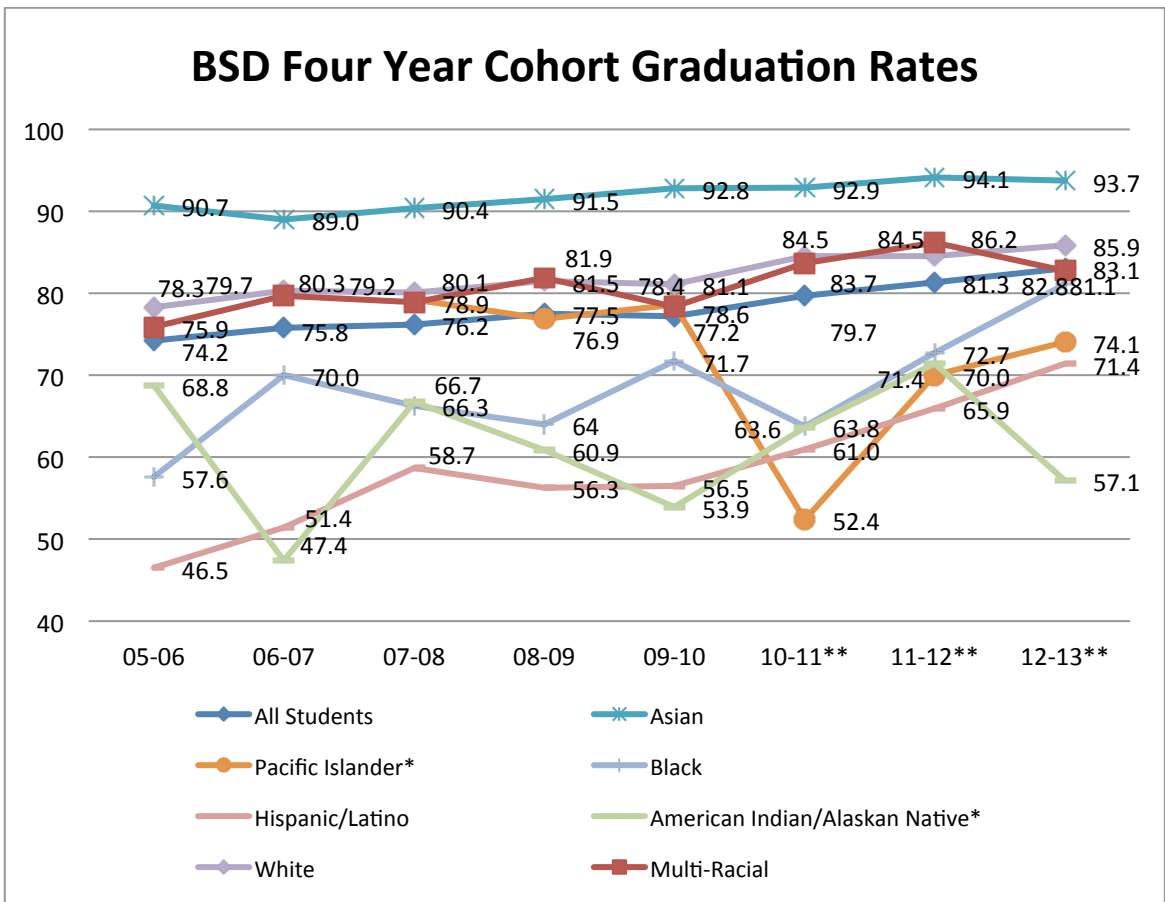
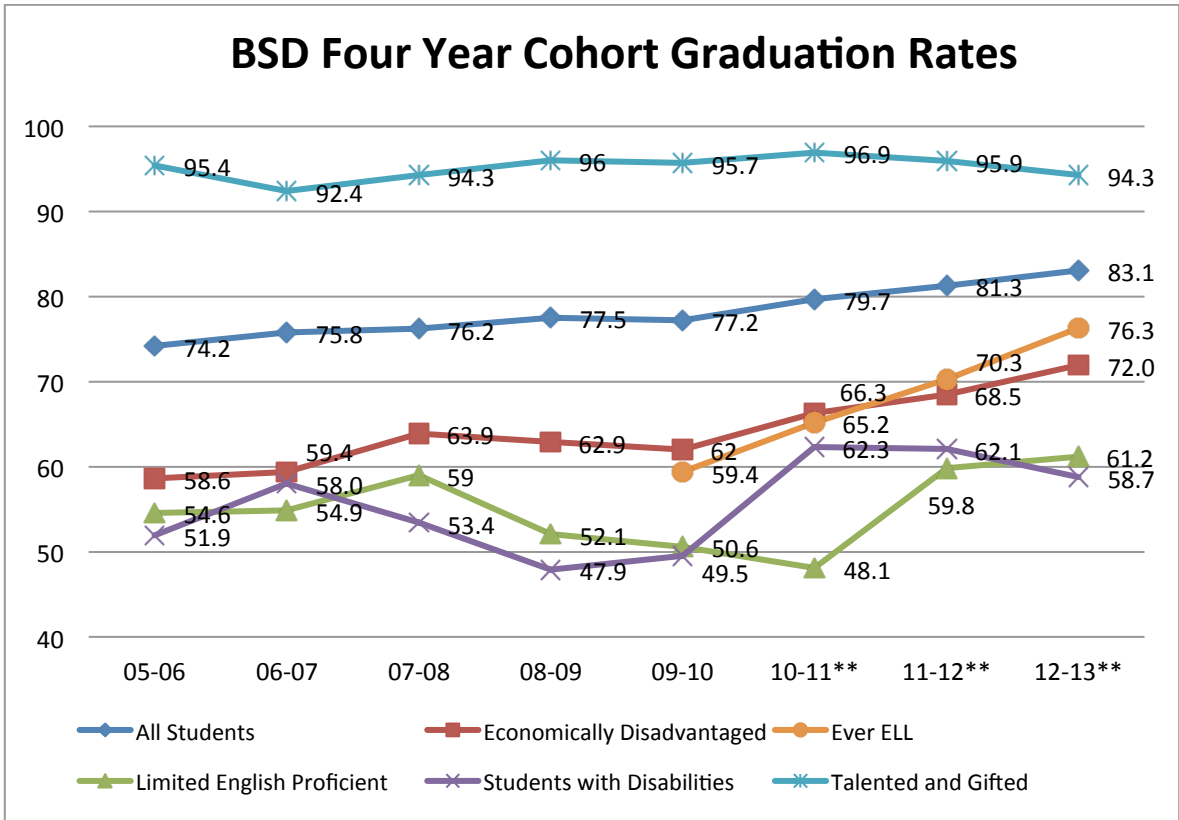
Limited English Proficient: A student receiving or was eligible for ELL services reported by any district at any point during the years measured by the cohort.

Ever ELL: A student receiving or was eligible for ELL services reported by any district beginning in the 2006-07 school year.

Four Year Cohort Graduation Rates

4 Year Cohort Graduation Rates	9th Graders Entering in:					
	07-08	08-09	09-10	10-11**	11-12**	12-13**
School Name						
State	67.2	68.4	68.7	72.0	73.8	
Beaverton School District	76.2	77.5	77.2	79.7	81.3	83.1
Aloha High School	72.3	72.7	67.9	72.9	74.8	75.6
Arts & Communication High School	93.9	90.9	93.4	85.7	94.1	88.6
Beaverton High School	75.6	74.2	72.6	73.7	73.9	79.5
Community School	24.6	35.4	41.2	40.0	35.0	53.1
Health & Science School	81.5	65.1	72	86.0	84.6	93.9
ISB High	96.6	100	98.6	100.0	98.7	98.6
School of Science & Technology	89.2	81.1	84.9	86.1	81.1	89.7
Southridge High School	85.1	88.5	83.2	88.7	89.6	86.0
Sunset High School	77.4	81.4	79.8	83.2	89.2	85.9
Westview High School	82.3	80.1	82.4	80.9	84.3	87.7

Beaverton School District	07-08	08-09	09-10	10-11**	11-12**	12-13**
All Students	76.2	77.5	77.2	79.7	81.3	83.1
Economically Disadvantaged	63.9	62.9	62	66.3	68.5	72.0
Ever ELL			59.4	65.2	70.3	76.3
Limited English Proficient	59	52.1	50.6	48.1	59.8	61.2
Students with Disabilities	53.4	47.9	49.5	62.3	62.1	58.7
Asian	90.4	91.5	92.8	92.9	94.1	93.7
Pacific Islander*	79.2	76.9	78.6	52.4	70.0	74.1
Black	66.3	64	71.7	63.8	72.7	81.1
Hispanic/Latino	58.7	56.3	56.5	61.0	65.9	71.4
American Indian/Alaskan Native*	66.7	60.9	53.9	63.6	71.4	57.1
White	80.1	81.5	81.1	84.5	84.5	85.9
Multi-Racial	78.9	81.9	78.4	83.7	86.2	82.8
Talented and Gifted	94.3	96	95.7	96.9	95.9	94.3
Male	72.5	74.8	73.7	75.7	79.8	80.8
Female	81.3	80.4	81	84.0	82.8	85.5



Disaggregations

4 Year Cohort Graduation Rates (2015-16)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	83.1%	75.6%	88.6%	79.5%	53.1%	93.9%	98.3%	89.7%	86.0%	85.9%	87.7%
Economically Disadvantaged	72.0%	70.9%		65.0%	53.3%	95.0%			74.5%	69.4%	79.0%
Ever ELL	76.3%	72.0%		64.6%	55.2%	96.6%			79.5%	79.3%	82.0%
Limited English Proficient	61.2%	59.5%		38.5%					64.3%	60.5%	75.0%
Students with Disabilities	58.7%	48.2%		60.5%	37.9%				61.3%	60.3%	63.5%
Asian	93.7%	91.4%		93.1%					96.3%	91.3%	93.7%
Pacific Islander	74.1%										
Black	81.1%										
Hispanic/Latino	71.4%	70.0%		60.6%	57.1%				73.2%	74.7%	76.3%
American Indian/Alaskan Nat	57.1%										
White	85.9%	78.3%	86.7%	86.3%	52.6%		97.2%		86.8%	90.5%	89.9%
Multi-Racial	82.8%	73.5%		91.2%					90.9%	68.4%	86.0%
Talented and Gifted	94.3%	85.4%		92.6%			100.0%		98.3%	94.4%	96.4%
Male	80.8%	70.5%		78.1%	44.8%	95.0%	96.3%		82.9%	85.5%	85.7%
Female	85.5%	81.1%	87.5%	81.2%	57.7%	92.3%	100.0%		89.4%	86.4%	89.8%

For school disaggregations, results for groups with fewer than 30 students are not reported

Five Year Cohort Graduation Rates

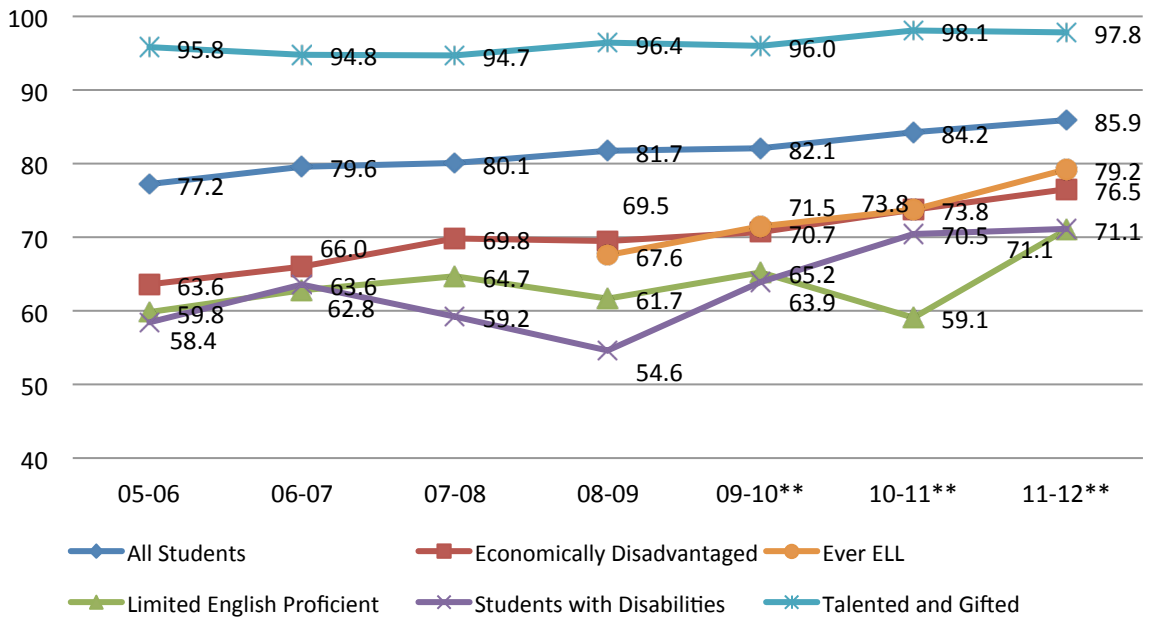
5 Year Cohort Graduation Rates	9th Graders Entering in:					
School Name	06-07	07-08	08-09	09-10**	10-11**	11-12**
State	70.5	72.4	73.2	75.9	76.5	
Beaverton School District	79.6	80.1	81.7	82.1	84.2	85.9
Aloha High School	75.7	74	79.4	75.0	79.8	79.7
Arts & Communication High School	95.8	97	92	94.7	95.6	97.6
Beaverton High School	77.9	77.9	75.8	78.6	77.9	80.4
Community School	47.3	50	52.8	63.8	61.0	69.3
Health & Science School	-----	88.9	79	85.7	89.8	94.1
ISB High	100.0	96.6	100	98.6	100.0	100.0
School of Science & Technology	92.0	89.2	88.6	100.0	90.2	91.4
Southridge High School	87.2	88	89.7	86.7	90.5	92.6
Sunset High School	83.1	80.4	84.5	82.9	88.0	88.9
Westview High School	81.9	85.2	83.9	84.9	84.6	86.7

Beaverton School District	06-07	07-08	08-09	09-10**	10-11**	11-12**
All Students	79.6	80.1	81.7	82.1	84.2	85.9
Economically Disadvantaged	66.0	69.8	69.5	70.7	73.8	76.5
Ever ELL			67.6	71.5	73.8	79.2
Limited English Proficient	62.8	64.7	61.7	65.2	59.1	71.1
Students with Disabilities	63.6	59.2	54.6	63.9	70.5	71.1
Asian	91.7	92.2	93.5	95.6	94.5	95.7
Pacific Islander*		91.3	74.1	92.9	60.0	71.4
Black	73.5	67.7	71.1	79.2	72.5	80.0
Hispanic/Latino	58.5	65.5	65.7	66.4	71.4	74.5
American Indian/Alaskan Native*	52.9	53.3	62.5	61.5	80.0	78.6
White	83.6	82.6	84.6	84.5	87.3	88.3
Multi-Racial	81.8	83.7	83.9	83.6	86.1	88.2
Talented and Gifted	94.8	94.7	96.4	96.0	98.1	97.8
Male	76.8	76	79.4	79.1	81.1	84.6
Female	82.6	84.4	84.1	85.3	87.6	87.1

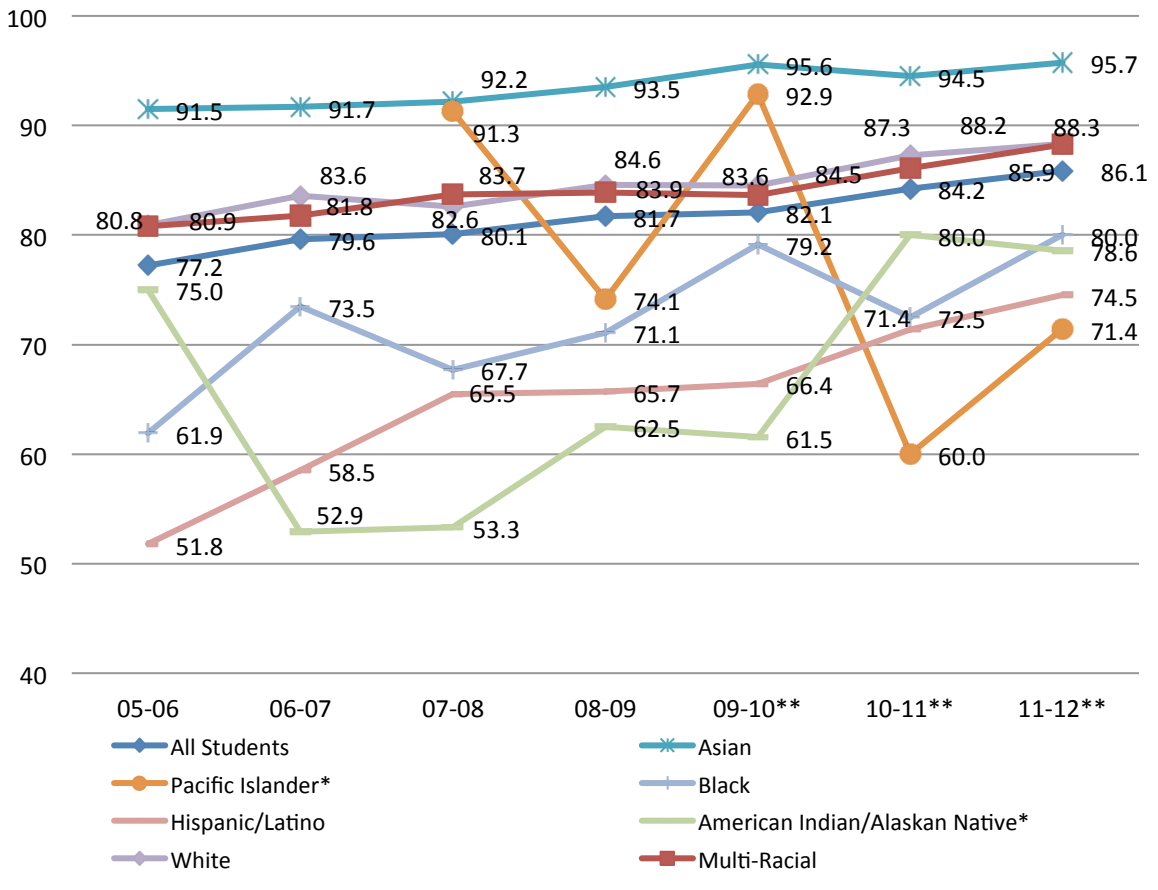
* Interpret with caution - fewer than 30 students in cohort.

** Students with modified diplomas now counted as graduates

BSD Five Year Cohort Graduation Rates



BSD Five Year Cohort Graduation Rates



Disaggregations

5 Year Cohort Graduation Rates (2015-16)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	85.9%	79.7%	97.6%	80.4%	69.3%	94.1%	100.0%	91.4%	92.6%	88.9%	86.7%
Economically Disadvantaged	76.5%	75.2%		69.7%	67.1%	100.0%			81.5%	78.0%	76.9%
Ever ELL	79.2%	74.4%		72.1%					85.5%	78.6%	85.1%
Limited English Proficient	71.1%	62.3%		73.5%						69.4%	84.4%
Students with Disabilities	71.1%	69.3%		68.5%	64.3%				73.9%	67.1%	72.6%
Asian	95.7%	91.1%							100.0%	90.8%	98.5%
Pacific Islander	71.4%										
Black	80.0%										
Hispanic/Latino	74.5%	74.4%		61.2%	67.4%				81.0%	73.9%	78.6%
American Indian/Alaskan Nat	78.6%										
White	88.3%	81.6%	98.3%	86.4%	71.1%		100.0%		94.2%	92.1%	86.3%
Multi-Racial	88.2%	77.5%								96.9%	86.8%
Talented and Gifted	97.8%	97.4%		98.4%					100.0%	99.0%	95.0%
Male	84.6%	75.6%	94.4%	77.8%	70.7%		100.0%		93.1%	87.7%	86.9%
Female	87.1%	83.6%	100.0%	83.0%	68.3%		100.0%		92.1%	90.0%	86.6%

For school disaggregations, results for groups with fewer than 30 students are not reported

4 and 5-Year Graduation Rates

Analysis

Successes:

- Four and Five Year Cohort graduation rates have continued on an upward trend over the last seven years. Four-year cohort graduation rates at Beaverton, Westview, HS2, SST and Community School have increased at twice the rate of the District as a whole.
- The overall four and five-year cohort graduation rates hit an all-time high at the conclusion of the 2016 school year.
- Graduation rates for historically underserved student groups are increasing faster than for the District as a whole. Comparing the class of 2016 ('12-'13 cohort) with the class of 2014 ('10-'11 cohort), double digit or close to double digit increases are observed for the four-year cohort graduation rates for Hispanic/Latino students, Black students, ELL and Ever ELL students.
- The four-year graduation rate for male students exceeds 80% for this first time.
- Comparable differences over the last 7 years: (2005-06 through 2011-13 cohort groups)
 - BSD overall graduation rate has increased by 7.1%
 - Aloha HS +7.1%
 - Beaverton HS +5.4%
 - Sunset HS +13.2%
 - Westview HS +4.3%
 - Southridge HS +3.7%
 - Subgroup growth over the same period
 - Economically Disadvantaged +9.9%
 - Students with Disabilities +10.2%
 - Limited English Proficiency +5.2%
 - Black +15.1%
 - Hispanic/Latino +19.3%
 - Males +8.5%

Issues:

- Graduation rates remain predictable by gender, although the difference in the four-year cohort graduation rate between males and females has narrowed over time.
- At least 70% of students in each subgroup earn a diploma within 5 years, but graduation rates remain predictable based on race/ethnicity, economic status, and program participation.

Action Plan

This Year:

- AVID school-wide implementation development and focus
- AVID growth with an additional elective class to grades 6 and 11
- 2016 and 2017 Summer School programs for credit recovery coursework
- High School credit recovery opportunities for the 2016-2017 school year
- Additional 9th grade science/math staffing to address the academic needs for some of our most challenged students in these two core subject areas
- Increase use of our District's Early Warning System (EWS) for attendance and academic progress data
- Continued growth and support of our District Passages Program at Community School
- Oregon Youth Challenge Program – our focus with this National Guard program in Bend, OR as we transition students back to our District once they have completed OYCP requirements

- Academic Achievement Dollars specifically designed to address graduation rates: (examples)
 - Graduation Monitors
 - Classified Instructional Aides
 - Intervention Courses, especially at grades 9 and 10
 - Learning Target Monitors
 - Credit Recovery course offerings

- HS LITT positions (Library Instructional Technology Teachers) and their work as “instructional technology coaches” in our secondary schools

Long-Term:

- Action Plan and implementation of our identified District ELL instructional delivery model
- Action Plan and implementation of our identified District special education instructional delivery model
- AVID growth and expansion for school-wide implementation
- AVID growth for the elective class to grade 12
- Growth and District support of high school Dual Language programs

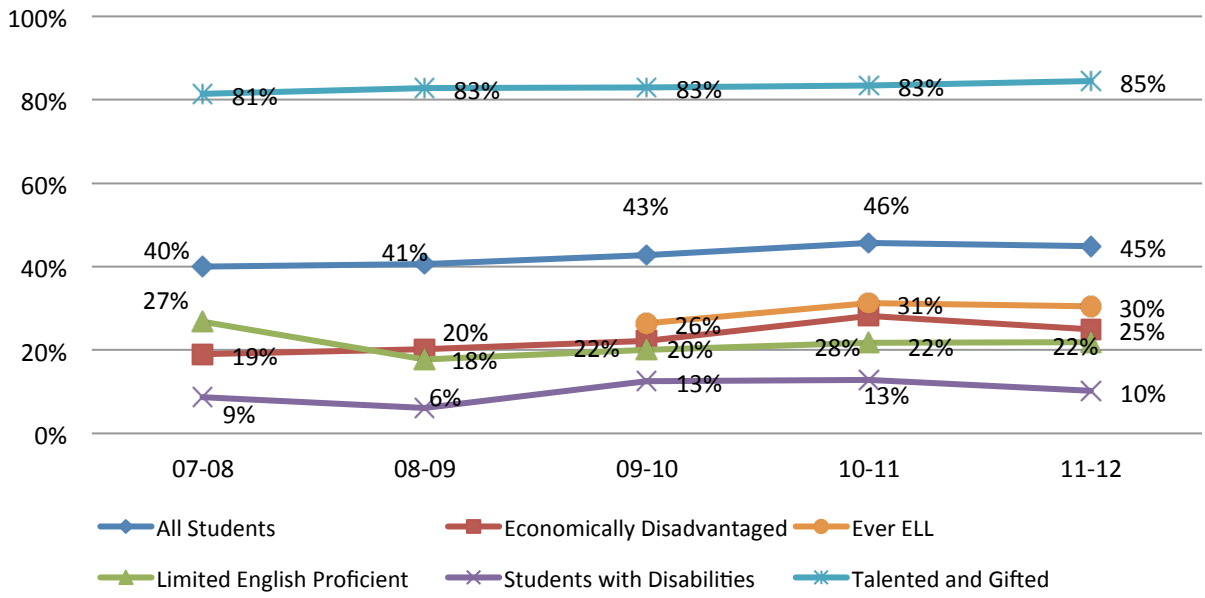
% Five Year Completers with Advanced Math

Five Year Completers with Advanced Math	9th Graders Entering in		
	09-10	10-11	11-12
School Name			
Beaverton School District	43%	46%	45%
Aloha High School	19%	37%	38%
Arts & Communication High School	66%	48%	57%
Beaverton High School	30%	32%	29%
Community School	7%	7%	0%
Health & Science School	52%	52%	47%
ISB High	99%	97%	90%
School of Science & Technology	84%	92%	82%
Southridge High School	60%	54%	50%
Sunset High School	44%	52%	61%
Westview High School	45%	41%	37%

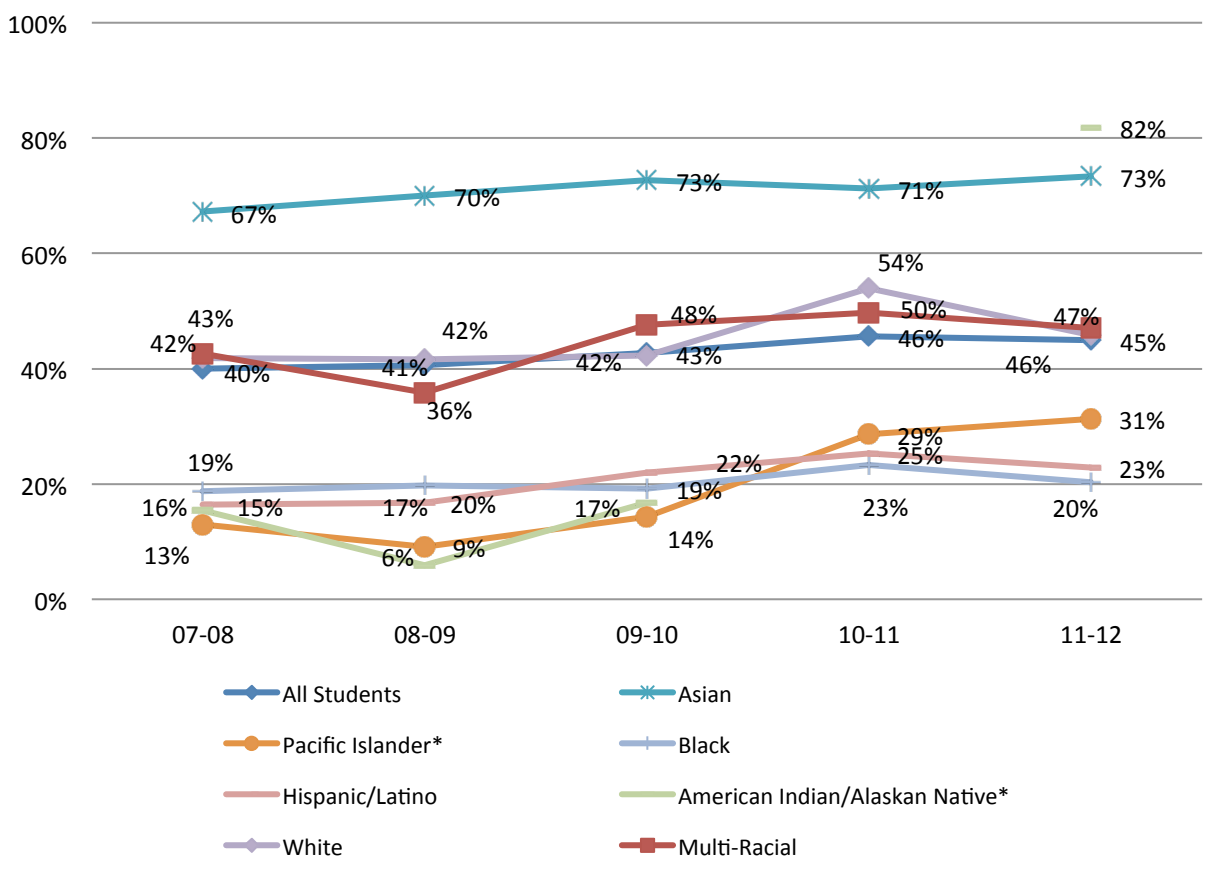
Beaverton School District	09-10	10-11	11-12
All Students	43%	46%	45%
Economically Disadvantaged	22%	28%	25%
Ever ELL	26%	31%	30%
Limited English Proficient	20%	22%	22%
Students with Disabilities	13%	13%	10%
Asian	73%	71%	73%
Pacific Islander*	14%	29%	31%
Black	19%	23%	20%
Hispanic/Latino	22%	25%	23%
American Indian/Alaskan Native*	17%		82%
White	42%	54%	46%
Multi-Racial	48%	50%	47%
Talented and Gifted	83%	83%	85%
Male	41%	45%	45%
Female	45%	46%	45%

* Interpret with caution - fewer than 30 students in cohort.

BSD 5 Year Completers with Advanced Math



BSD 5 Year Completers with Advanced Math



Disaggregations

Five Year Completers with Advanced Math (2015-16)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	45%	38%	57%	29%	0%	47%	90%	82%	50%	61%	37%
Economically Disadvantaged	25%	33%		13%	0%	33%			32%	30%	15%
Ever ELL	31%	32%		12%					53%	33%	32%
Limited English Proficient	22%	23%								29%	
Students with Disabilities	10%	18%		0%					3%	11%	4%
Asian	73%	55%							77%	75%	77%
Pacific Islander	31%										
Black	20%										
Hispanic/Latino	23%	34%		10%	0%				31%	29%	5%
American Indian/Alaskan Native	82%										
White	46%	41%	61%		0%		91%		50%	63%	29%
Multi-Racial	47%	28%								66%	41%
Talented and Gifted	85%	71%		85%					85%	89%	83%
Male	45%	37%	68%	31%	0%		86%		50%	59%	38%
Female	45%	40%	49%	28%	0%		93%		51%	62%	37%

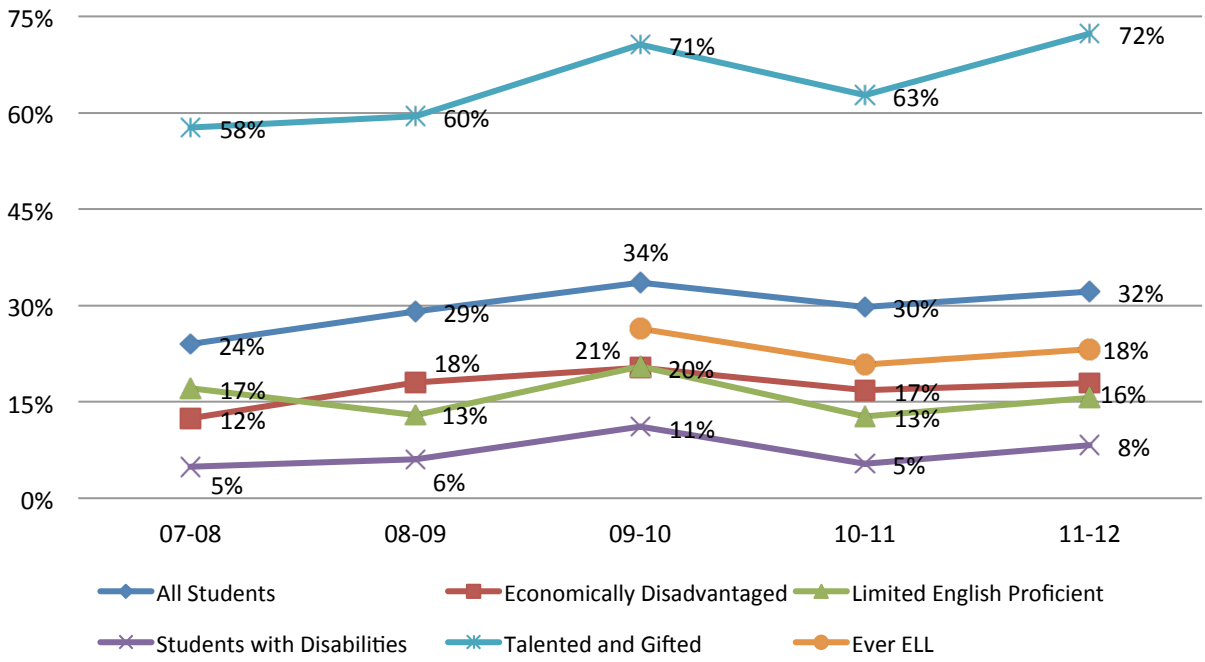
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% Five Year Completers with Advanced Science

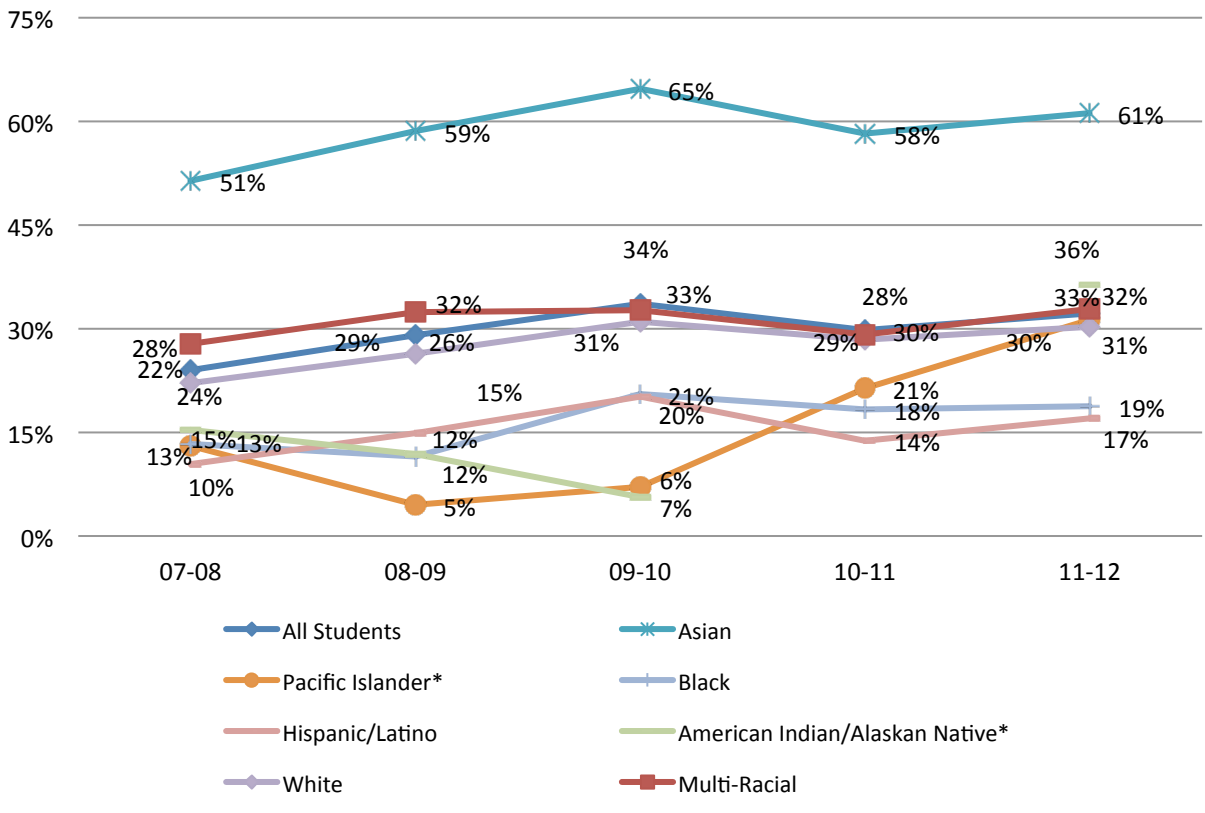
Five Year Completers with Advanced Science	9th Graders Entering in		
	09-10	10-11	11-12
School Name			
Beaverton School District	34%	30%	32%
Aloha High School	17%	10%	16%
Arts & Communication High School	0%	2%	3%
Beaverton High School	18%	29%	34%
Community School	6%	0%	0%
Health & Science School	94%	94%	80%
ISB High	89%	81%	87%
School of Science & Technology	81%	82%	85%
Southridge High School	32%	30%	35%
Sunset High School	31%	33%	39%
Westview High School	50%	33%	30%

Beaverton School District	09-10	10-11	11-12
All Students	34%	30%	32%
Economically Disadvantaged	20%	17%	18%
Ever ELL	26%	21%	23%
Limited English Proficient	21%	13%	16%
Students with Disabilities	11%	5%	8%
Asian	65%	58%	61%
Pacific Islander*	7%	21%	31%
Black	21%	18%	19%
Hispanic/Latino	20%	14%	17%
American Indian/Alaskan Native*	6%		36%
White	31%	28%	30%
Multi-Racial	33%	29%	33%
Talented and Gifted	71%	63%	72%
Male	33%	31%	33%
Female	34%	28%	31%

BSD 5 Year Completers with Advanced Science



BSD 5 Year Completers with Advanced Science



Disaggregations

Five Year Completers with Advanced Science (2015-16)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	32%	16%	3%	34%	0%	80%	87%	85%	35%	39%	30%
Economically Disadvantaged	18%	2%		20%	0%	73%			23%	18%	13%
Ever ELL	23%	10%		20%					31%	20%	30%
Limited English Proficient	16%	3%								18%	
Students with Disabilities	8%	3%		5%					14%	4%	2%
Asian	61%	29%							52%	67%	68%
Pacific Islander	31%										
Black	19%										
Hispanic/Latino	17%	9%		16%	0%				33%	9%	11%
American Indian/Alaskan Native	36%										
White	30%	17%	4%	37%	0%		91%		35%	38%	17%
Multi-Racial	33%	16%								38%	32%
Talented and Gifted	72%	53%		82%					71%	81%	68%
Male	33%	15%	6%	36%	0%		89%		37%	42%	26%
Female	31%	16%	0%	33%	0%		85%		34%	36%	34%

For school disaggregations, results for groups with fewer than 30 students are not reported

Advanced Math and Science

Analysis

Successes:

- The percentage of graduates who have completed an advanced math course with a C grade or better continues to increase over time. For the first time, the majority of White and Multi-racial students met this outcome. Also for the first time, at least one-fourth of Hispanic/Latino and Economically Disadvantaged students met this outcome.
- A greater percentage of students at Aloha and SST are completing at least one advanced math course compared to two years ago. Greater percentages of students at Beaverton and SST are completing at least one advanced science course compared to two years ago.
- Within the past two years, multi-racial students have completed more advanced math classes than the District percentage.

Issues:

- The percentage of students completing advanced science courses is the same as it was two years ago.
- Achievement gaps are prevalent in these two measures and are closing only slowly, if at all.
- Underrepresented students continue to not pass advanced math and science courses at the same rate as the District average.
- The percentage of TAG students completing advanced math courses has remained stagnant over the last few years.
- Science courses for this measurement are limited to AP, IB, or Dual Credit classes. Even though ACT scores in science are improving, the number of “advanced” science courses taken, by our definition, has not improved. An example: Human Anatomy and Physiology is not considered an advanced course.

Action Plan

This Year:

- Terra Nova courses in Field Biology and Chemistry continue to gain momentum as additional ways to access rigorous science coursework.
- ELL Research Group to review and make recommendations about ELL service delivery, instructional practices, and professional development needs
- A current review of high school resource room instructional practices for Students with Disabilities, which includes instructional practices and professional development
- AGS (Algebra/Geometry/Statistics) math sequence prepares all students for advanced course work in high school.
- Science Dual Credit work – Human Anatomy and Physiology particularly
- Science professional development PLC’s for physics, biology and chemistry instructors
- Deployment of iPads and chromebooks as instructional tools in high school science classrooms, combined with professional development for teachers
- Professional development on culturally relevant classroom practices for teachers
- AVID school-wide implementation

Long-Term:

- Growth and development of AGS (Algebra/Geometry/Statistics) I, II, & III
- Continue work with Terra Nova science courses (biology and chemistry) and Dual Credit access
- Implementation of the recommendations from both the ELL Research and HS Resource Room study groups
- Increased classroom teacher professional development on the needs of educational/instructional best practices for ELL students and Students with Disabilities

- AVID students accessing advanced courses in math and science as we continue to expand, support and develop BSD as an AVID District

Graduates Completing a CTE Program of Study

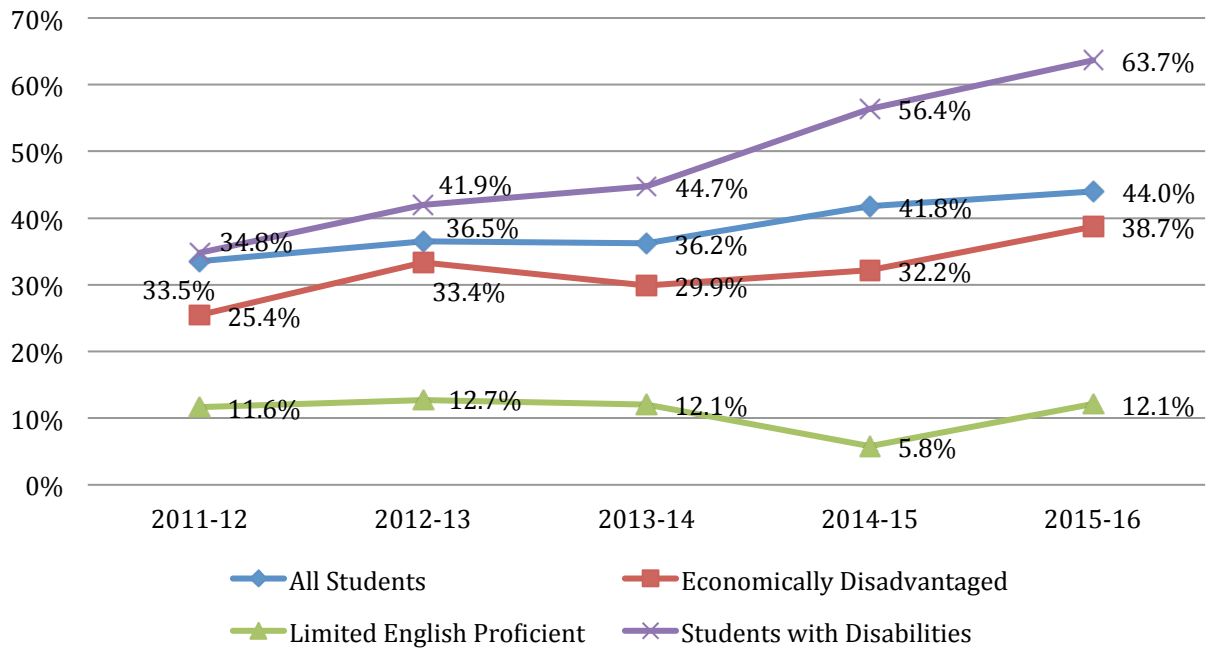
Graduates Completing a CTE Program of Study			
Beaverton School District	2013-14	2014-15	2015-16
All Students	36.2%	41.8%	44.0%
Economically Disadvantaged	29.9%	32.2%	38.7%
Limited English Proficient	12.1%	5.8%	12.1%
Students with Disabilities	44.7%	56.4%	63.7%
Asian	30.8%	45.7%	42.0%
Pacific Islander*		43.8%	47.6%
Black	41.4%	43.2%	50.0%
Hispanic / Latino	29.5%	34.6%	39.2%
American Indian/Alaskan Native*	40.0%	45.5%	30.0%
White	39.9%	43.5%	46.4%
Multi-Racial	35.2%	39.4%	41.8%
Talented and Gifted			
Male	43.5%	48.1%	52.0%
Female	29.0%	35.6%	35.6%

School Name	2013-14	2014-15	2015-16
Aloha High School	45.1%	43.2%	47.2%
Arts & Communication Magnet Academy	0.0%	0.0%	0.0%
Beaverton High School	44.5%	65.1%	60.6%
Community School	50.8%	12.3%	25.0%
Health & Science School	96.1%	89.4%	97.0%
International School of Beaverton	0.0%	0.0%	0.0%
School of Science & Technology	0.0%	0.0%	0.0%
Southridge High School	33.1%	43.6%	43.7%
Sunset High School	41.8%	42.2%	41.0%
Westview High School	37.6%	42.7%	43.1%

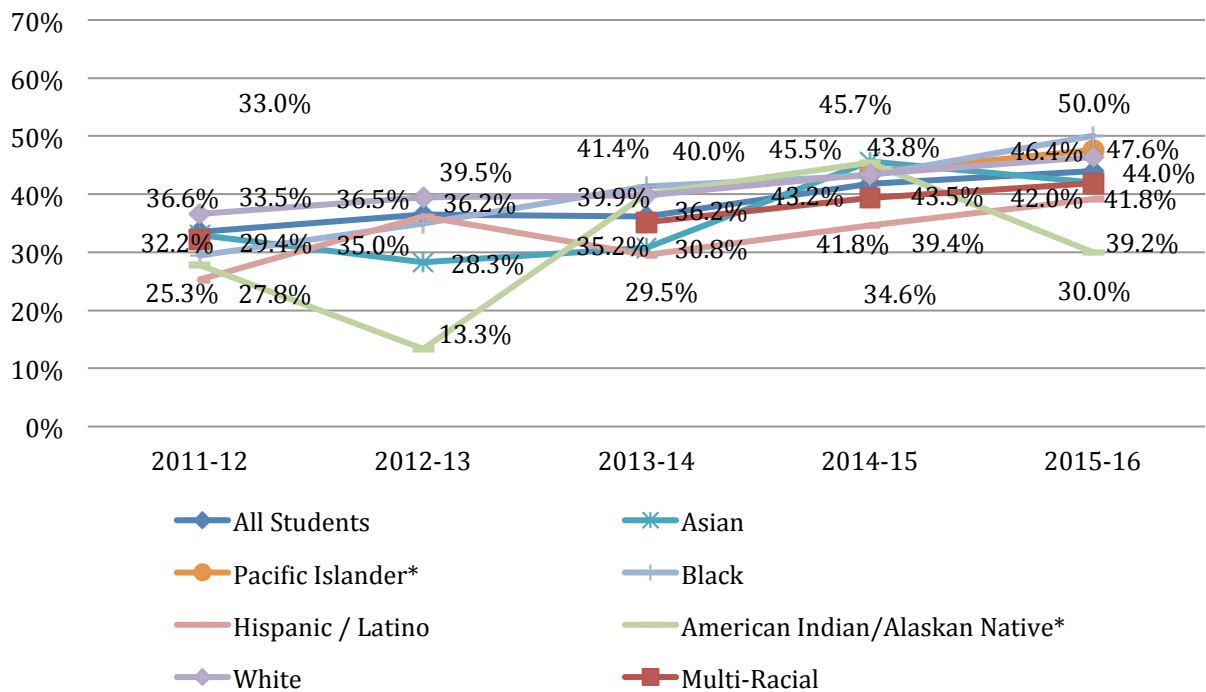
* Interpret with caution, fewer than 30 students in group.

A CTE concentrator is defined as a student who has earned a minimum of 1.0 credit of CTE courses, with at least .5 credit being designated by the school as 'required.' 'Required' means that this course curriculum and instruction is based on industry-recognized standards approved for the applicable CTE program and may be addressed by the technical skill assessment used to measure student achievement.

BSD Graduates Completing a CTE Program of Study



BSD Graduates Completing a CTE Program of Study



Disaggregations

Graduates Completing a CTE Program of Study (2015-16)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	44.0%	47.2%		60.6%	25.0%	97.0%			43.7%	41.0%	43.1%
Economically Disadvantaged	38.7%	39.8%		32.6%	31.6%	84.2%			30.0%	29.4%	55.6%
Limited English Proficient	12.1%										16.2%
Students with Disabilities	63.7%	80.4%		52.0%					55.3%	68.2%	95.7%
Asian	42.0%	54.3%							35.2%	38.5%	34.7%
Pacific Islander											
Black	50.0%										
Hispanic / Latino	39.2%	38.7%		34.9%	34.1%				32.6%	30.4%	52.0%
Amer. Indian/Alaskan Native*											
White	46.4%	40.3%		63.4%	14.7%				47.2%	44.3%	44.6%
Multi-Racial	41.8%	39.3%		59.4%					44.1%	44.4%	44.2%
Talented and Gifted											
Male	52.0%	66.2%		46.1%	28.0%	100.0%			59.3%	54.1%	47.5%
Female	35.6%	28.6%		79.3%	23.7%				27.3%	25.5%	38.3%

Graduating Completing a CTE Program of Study

Analysis

Successes:

- The percentage of graduates completing a CTE Program of Study increased by nearly 6 percentage points from last year, with double-digit increases at Beaverton and Southridge
- Asian, Black, American Indian/Alaskan Native, Pacific Islander and White students are all completing a CTE Program of Study at a higher rate than the District average.
- More than half of all graduates with disabilities complete a CTE Program of Study.
- Students attending Health and Science High School participate in a CTE Program of Study at a higher rate than any other in our District

Issues:

- Females and English Language Learners continue to be underrepresented.
- Official “CTE” programs are a challenge to offer in all schools, especially some of our options/smaller high school settings.
- Teacher licensure varies . . . some classes may be a part of a CTE Program of Study at one school but not another based on whether or not a teacher has a CTE certification from the State of Oregon.
- Students who are Economically Disadvantaged, Multi-racial, Limited English Proficient, and Hispanic/Latino are not completing a CTE Program of Study at the same rate as the District average.
- Students requiring specific educational services (ELD, Special Education, Interventions) face the challenge of accessing CTE courses within their crowded schedule.

Action Plan

This year:

- Increase PCC options for CTE coursework with the Career Encounters program.
- Continued work on Terra Nova as a CTE Program of Study for BSD students.
- CTE revitalization grant awarded to Sunset High School for their Engineering Pathway Program.
- Additional state funding awarded to individual school CTE programs where students have completed three or more credits in a Program of Study.
- Increased funding for our District to the Hillsboro Chamber of Commerce for job shadow, internship and career fair experiences for high school students.
- Continued planning of the new CTE offerings at Aloha High School for the fall of 2017.

Long-term:

- CTE focus as one of our District priorities
- Mountainside High School opening and the additional CTE offering in this school (Business Marketing and Accounting, Engineering, Technology and Robotics, Film Media, Construction and Architecture, and Culinary Arts)
- Aloha High School program development starting in the 2017-18 school year (Business Marketing, Film Media, Automotive Technology, Construction and Architecture, and Computer Programming)
- Continue working closely with the State of Oregon and Higher Education partners regarding licensure requirements for CTE teachers
- Continue to support our high school College and Career Counselors as they work to prepare all students for possible careers