

District Strategic Measures

Measurement	2014/15	2015/16	2016/17	2017/18 Goal	2018/19 Goal
% of kindergarten students proficient or advanced in: • English Language Arts	---	---	---	---	---
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% of 3 rd grade students proficient or advanced in: • English Language Arts	60.6%	62.4%	59.5%	61.7%	64.1%
	65.6%	65.5%	64.5%	66.3%	68.1%
% of 5 th grade students proficient or advanced in: • English Language Arts	65.6%	68.9%	66.4%	68.0%	69.6%
	58.9%	55.6%	55.2%	57.8%	60.6%
	73.3%	72.9%	75.2%	75.8%	---
% of 8 th grade students proficient or advanced in: • English Language Arts	67.0%	65.7%	62.5%	64.5%	66.5%
	60.0%	56.4%	54.0%	56.7%	59.6%
	49.8%	47.9%	48.3%	---	---
% of 11 th grade students proficient or advanced in: • English	63.7%	64.1%	60.5%	62.7%	64.9%
	46.2%	46.8%	43.1%	46.6%	50.3%
	43.7%	43.4%	43.3%	46.8%	50.5%

% of students graduating in: • Four years	81.3%	83.1%	85.9%	86.4%	86.9%
	84.2%	85.9%	87.1%	87.8%	88.5%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas	58.8%	60.5%	56.4%	58.9%	61.6%
% of students missing 10 or more school days	32.7%	32.8%	34.0%	31.4%	28.7%

Statistics in color indicate the following: green - goal achieved; orange - improvement over previous year but goal not achieved; red - neither improvement or goal achieved; black – no goal set for the year.

Measures

Students proficient or advanced is the percentage of students who:

In grade(s)	Are	On
Kindergarten		
3, 5, 8	Score at levels 3 or 4	Smarter Balanced ELA and Math
5	Meet or exceed	OAKS Science
8	Meet the college- and career-readiness benchmark	EXPLORE/Aspire Science
11	Meet the college- and career-readiness benchmark	ACT English, Math, and Science

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 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.

Students missing 10 or more school days are students with 10 or more absences from school (for other than school activities).

Organization of the Narrative

Strategic plan measure data, the analysis of successes and issues, and the description of short- and long-term action plans are identified by level. In other words, this report is organized into four sections: 1) elementary data and narrative addressing the kindergarten, 3rd grade, and 5th grade strategic measures; 2) a middle school narrative following the 8th grade data; 3) a high school narrative addressing the 11th and 12th grade measures; and 4) K-12 attendance data and narrative.

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 during the year. (For graduation rates, at any time in high school.)

Economically Disadvantaged: A student eligible for free or reduced lunch during the year. (For graduation rates, at any time in high school.)

Limited English Proficient: For state assessments, a student receiving or who was eligible for ELD services during the year or who was on monitoring status. For college- and career-readiness assessments, CTE, and attendance data, students receiving ELL services during the school year. For graduation rates, a student receiving or who was eligible for ELD services at any time in high school.

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

Disaggregations

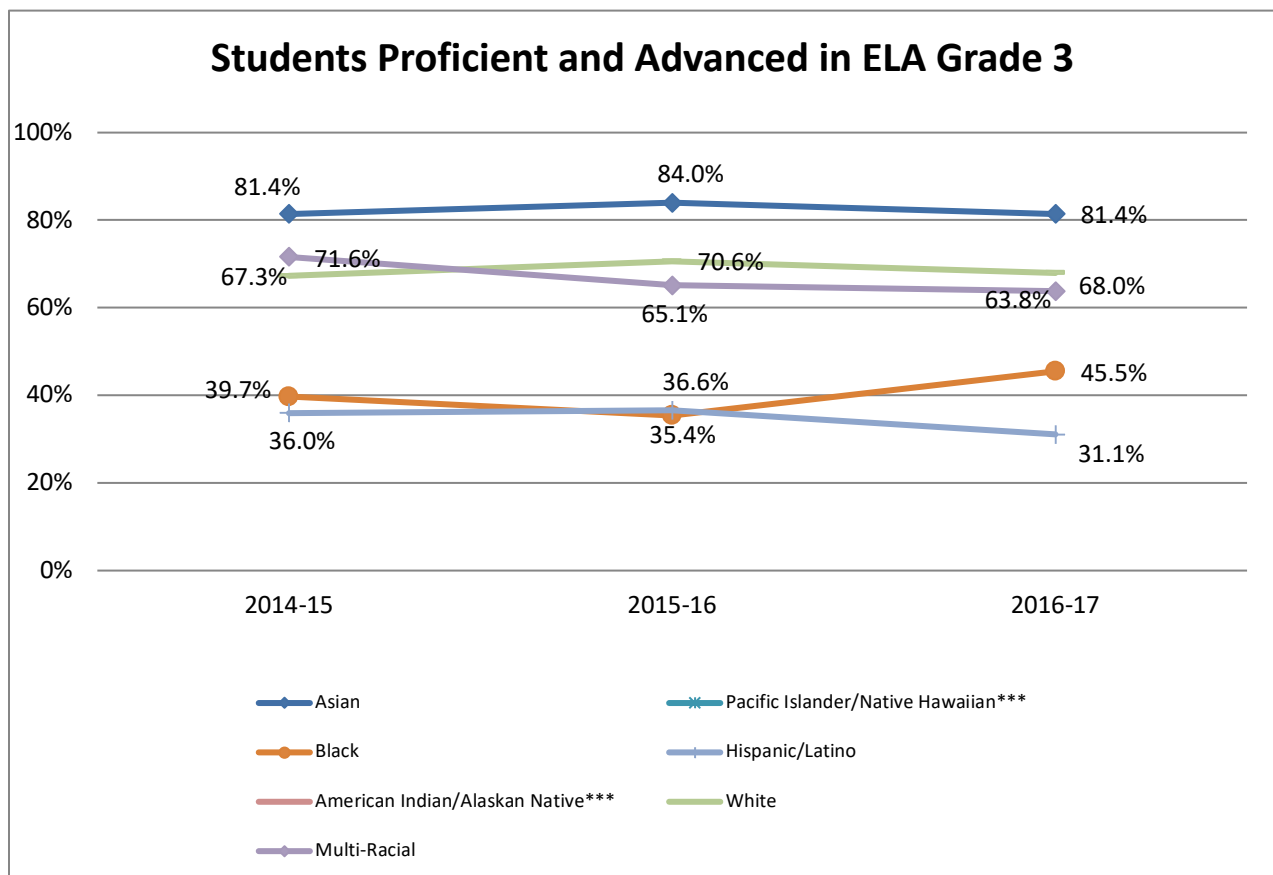
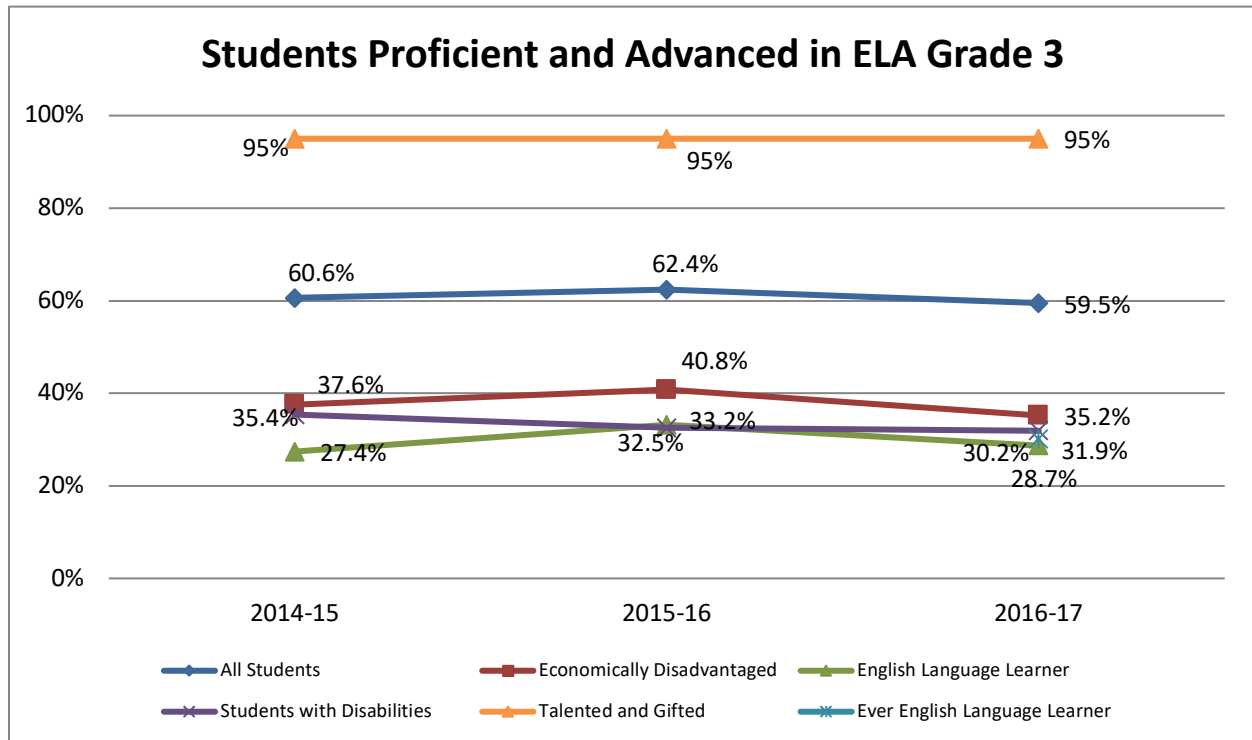
Cells with fewer than 20 students in the denominator are not reported.

Kindergarten Students Proficient or Advanced in English Language Arts and in Math

Definition and Source: To be determined

Grade 3 Students Proficient or Advanced in English Language Arts and in Math

Definition and Source: Smarter Balanced Assessments in ELA and Math



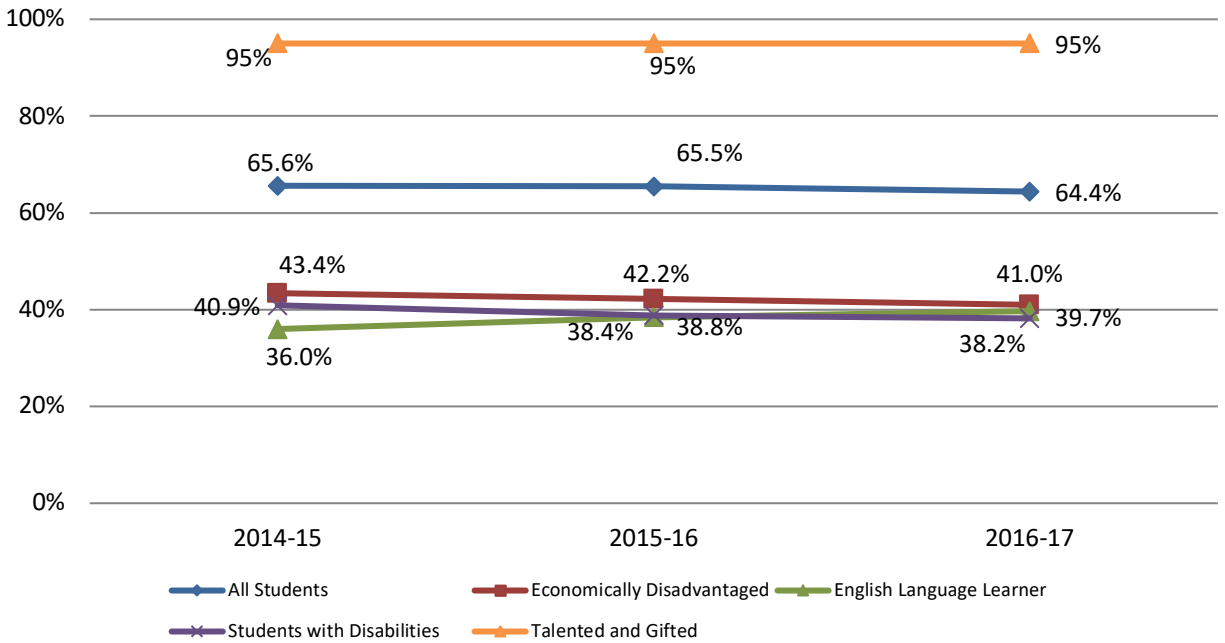
Students Proficient and Advanced in English Language Arts, Grade 3	2014-15	2015-16	2016-17
All Students	60.6%	62.4%	59.5%
Economically Disadvantaged	37.6%	40.8%	35.2%
English Language Learner	27.4%	33.2%	28.7%
Ever English Language Learner	31.4%	35.3%	30.2%
Students with Disabilities	35.4%	32.5%	31.9%
Asian	81.4%	84.0%	81.4%
Pacific Islander/Native Hawaiian***	***	***	***
Black	39.7%	35.4%	45.5%
Hispanic/Latino	36.0%	36.6%	31.1%
American Indian/Alaskan Native***	***	***	***
White	67.3%	70.6%	68.0%
Multi-Racial	71.6%	65.1%	63.8%
Talented and Gifted	>95%	>95%	>95%
Male	55.5%	57.3%	56.5%
Female	65.4%	67.5%	62.5%

School Name	2014-15	2015-16	2016-17
Aloha-Huber Park School	37.0%	38.1%	30.9%
Barnes Elementary School	25.0%	30.9%	24.8%
Beaver Acres Elementary School	40.6%	52.1%	49.6%
Bethany Elementary School	74.5%	89.2%	83.7%
Bonny Slope Elementary School	87.1%	84.4%	74.0%
Cedar Mill Elementary School	79.2%	82.3%	71.4%
Chehalem Elementary School	39.8%	57.5%	26.9%
Cooper Mountain Elementary School	57.1%	54.7%	52.3%
Elmonica Elementary School	54.4%	61.8%	55.7%
Errol Hassell Elementary School	64.8%	62.0%	56.9%
Findley Elementary	90.3%	90.3%	95.0%
Fir Grove Elementary School	56.4%	43.9%	47.1%
Greenway Elementary School	36.4%	40.0%	36.7%
Hazeldale Elementary School	72.7%	64.0%	54.4%
Hiteon Elementary School	60.5%	74.5%	75.2%
Jacob Wismer Elementary School	92.4%	88.7%	92.0%
Kinnaman Elementary School	40.2%	62.5%	43.1%
McKay Elementary School	54.2%	62.7%	39.3%
McKinley Elementary School	49.0%	53.8%	40.4%
Montclair Elementary School	72.1%	67.1%	61.1%
Nancy Ryles Elementary School	60.2%	58.8%	83.0%
Oak Hills Elementary School	72.1%	74.0%	75.6%
Raleigh Hills K-8 School	33.9%	41.8%	67.1%
Raleigh Park Elementary School	65.4%	66.0%	69.4%
Ridgewood Elementary School	68.5%	82.7%	71.8%
Rock Creek Elementary School	73.9%	71.4%	65.5%
Scholls Heights Elementary School	78.9%	79.0%	69.5%
Sexton Mountain Elementary School	63.8%	71.4%	72.5%
Springville K-8 School	71.9%	68.8%	73.7%
Terra Linda Elementary School	61.7%	57.9%	63.6%
Vose Elementary School	47.2%	23.1%	30.9%
West Tualatin View Elementary School	61.0%	71.7%	75.6%
William Walker Elementary School	27.5%	20.0%	25.0%

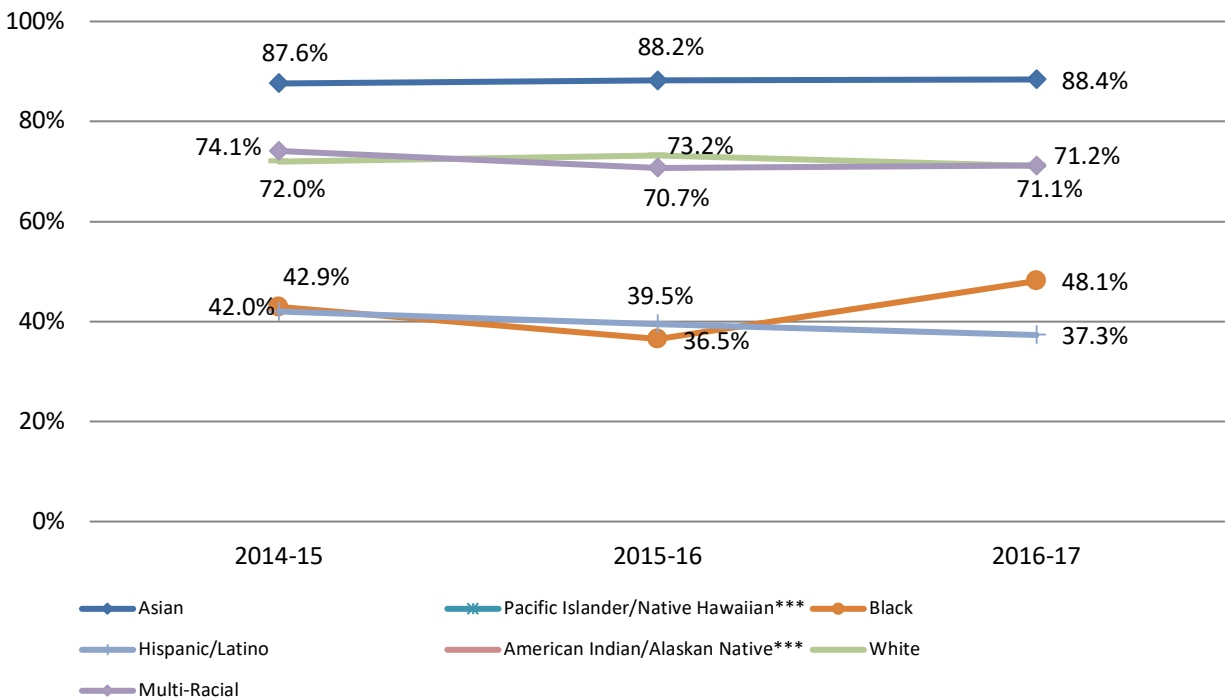
*** Results for groups with fewer than 20 students are not reported

Students Proficient and Advanced in English Language Arts, Grade 3 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	31%		22%		43%	29%	33%	29%			20%	20%
Barnes	25%		19%		39%	26%	24%	24%			15%	15%
Beaver Acres	50%		30%	60%	58%	40%	62%	36%	30%		24%	27%
Bethany	84%	87%			86%	84%	84%					
Bonny Slope	74%				69%	68%	81%					
Cedar Mill	71%				72%	68%	74%					
Chehalem	27%		13%		42%	39%	17%	15%			16%	15%
Cooper Mountain	52%				53%	63%	42%	27%				
Elmonica	56%	82%	28%		68%	59%	52%	35%			28%	30%
Errol Hassell	57%				66%	51%	63%	58%				
Findley	95%	94%			>95%	>95%	91%			>95%		
Fir Grove	47%				63%	60%	34%	24%				
Greenway	37%				54%	33%	41%	14%				
Hazeldale	54%		31%		62%	61%	49%	42%			44%	43%
Hiteon	75%				84%	80%	68%	44%				
Jacob Wismer	92%	92%			90%	93%	91%			>95%		
Kinnaman	43%		31%		52%	50%	36%	38%	20%		20%	20%
McKay	39%		29%		54%	44%	36%	32%			18%	18%
McKinley	40%		23%		50%	46%	32%	35%			26%	30%
Montclair	61%				64%	55%	68%					
Nancy Ryles	83%				87%	91%	73%					
Oak Hills	76%				83%	75%	77%					
Raleigh Hills	67%				86%	74%	57%	31%				
Raleigh Park	69%				85%	72%	67%	46%				
Ridgewood	72%				71%	86%	60%					
Rock Creek	66%	81%			59%	66%	65%	47%	40%	95%		
Scholls Heights	70%				64%	69%	70%					
Sexton Mountain	73%				77%	72%	73%	70%				
Springville K-8	74%	84%			73%	74%	74%	59%			46%	50%
Terra Linda	64%				81%	67%	61%	43%				
Vose	31%		27%			38%	23%	24%			19%	19%
West Tualatin View	76%				81%	87%	64%					
William Walker	25%		18%			24%	26%	25%			15%	15%

Students Proficient and Advanced in Math Grade 3



Students Proficient and Advanced in Math Grade 3



Students Proficient and Advanced in Math, Grade 3	2014-15	2015-16	2016-17
All Students	65.6%	65.5%	64.4%
Economically Disadvantaged	43.4%	42.2%	41.0%
English Language Learner	36.0%	38.4%	39.7%
Ever English Language Learner	39.2%	40.6%	41.0%
Students with Disabilities	40.9%	38.8%	38.2%
Asian	87.6%	88.2%	88.4%
Pacific Islander/Native Hawaiian***	***	***	***
Black	42.9%	36.5%	48.1%
Hispanic/Latino	42.0%	39.5%	37.3%
American Indian/Alaskan Native***	***	***	***
White	72.0%	73.2%	71.1%
Multi-Racial	74.1%	70.7%	71.2%
Talented and Gifted	>95%	>95%	>95%
Male	66.0%	65.6%	65.4%
Female	65.3%	65.5%	63.4%

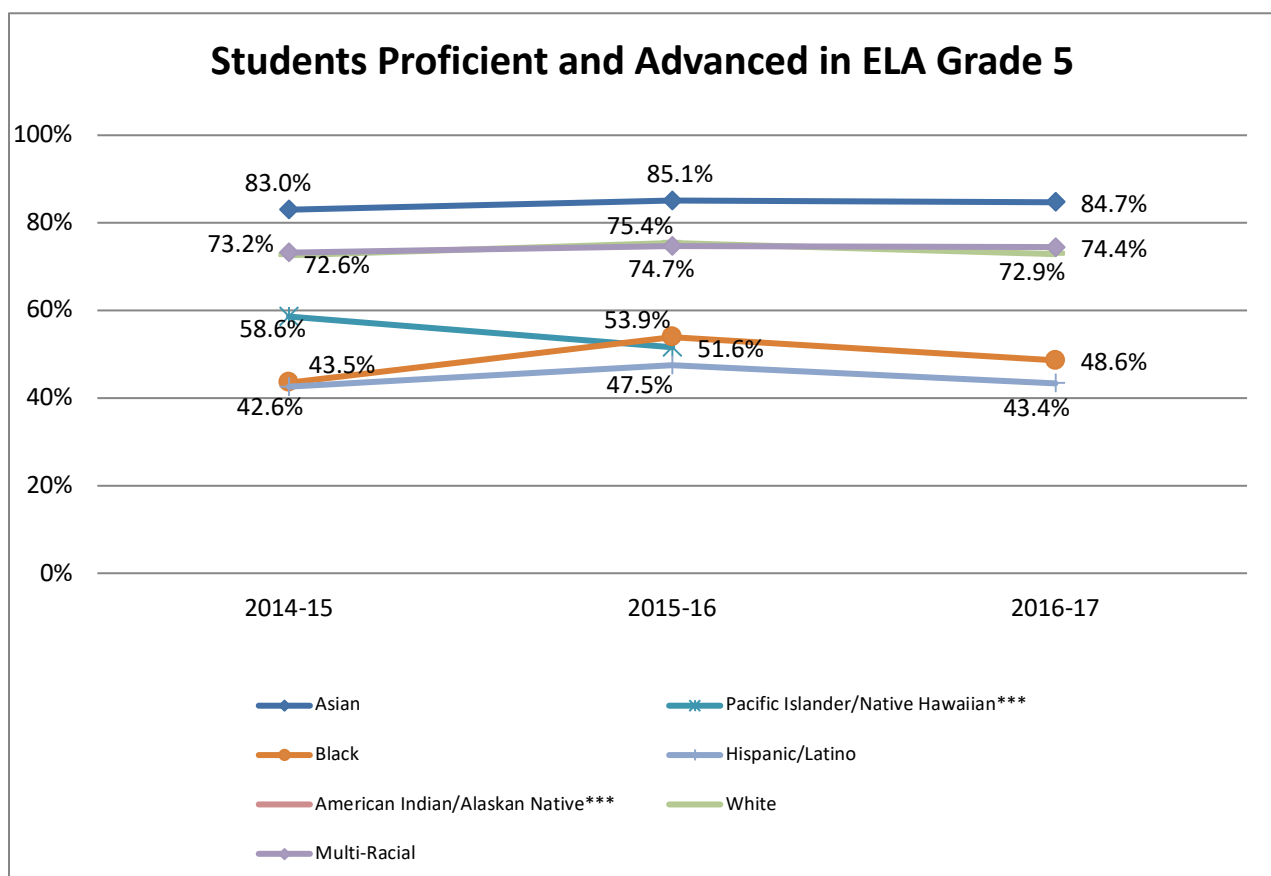
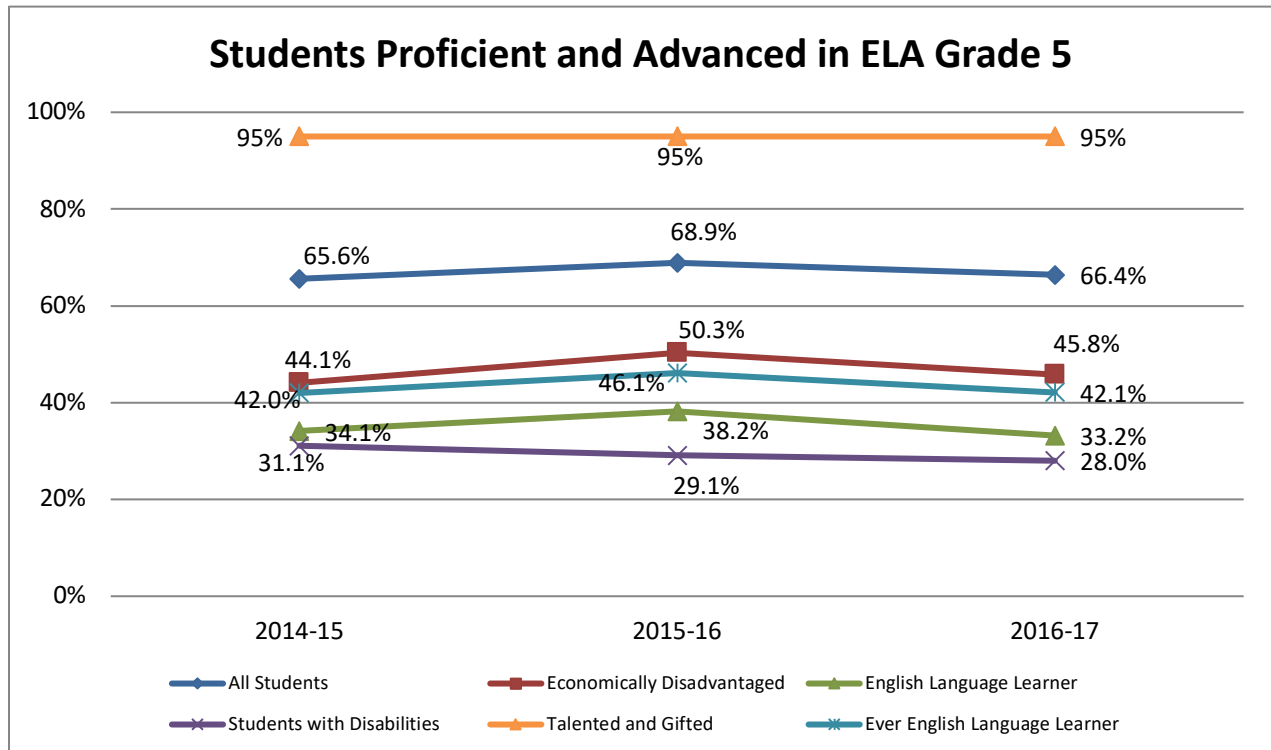
School Name	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	48.8%	43.7%	36.9%
Barnes Elementary School	27.4%	25.5%	14.1%
Beaver Acres Elementary School	42.2%	51.2%	50.4%
Bethany Elementary School	81.2%	91.6%	88.2%
Bonny Slope Elementary School	85.3%	88.5%	80.0%
Cedar Mill Elementary School	84.9%	83.9%	78.0%
Chehalem Elementary School	41.9%	50.0%	25.4%
Cooper Mountain Elementary School	61.0%	63.8%	64.0%
Elmonica Elementary School	59.5%	65.8%	58.8%
Errol Hassell Elementary School	69.0%	60.8%	58.3%
Findley Elementary	91.6%	94.8%	>95%
Fir Grove Elementary School	44.2%	47.6%	38.5%
Greenway Elementary School	41.8%	33.8%	31.3%
Hazeldale Elementary School	80.5%	66.3%	67.9%
Hiteon Elementary School	60.5%	66.4%	80.0%
Jacob Wismer Elementary School	94.1%	>95%	>95%
Kinnaman Elementary School	53.8%	55.3%	52.3%
McKay Elementary School	77.1%	64.2%	41.0%
McKinley Elementary School	42.7%	60.4%	54.3%
Montclair Elementary School	82.0%	70.0%	72.2%
Nancy Ryles Elementary School	60.9%	67.1%	78.8%
Oak Hills Elementary School	72.1%	82.0%	82.6%
Raleigh Hills K-8 School	50.0%	41.8%	70.6%
Raleigh Park Elementary School	78.8%	67.9%	77.4%
Ridgewood Elementary School	80.8%	79.0%	78.2%
Rock Creek Elementary School	73.6%	81.0%	73.6%
Scholls Heights Elementary School	86.3%	86.0%	86.6%
Sexton Mountain Elementary School	70.4%	80.5%	85.0%
Springville K-8 School	75.8%	72.8%	76.1%
Terra Linda Elementary School	76.5%	67.9%	64.8%
Vose Elementary School	55.7%	33.7%	46.4%

West Tualatin View Elementary School	68.3%	76.7%	75.6%
William Walker Elementary School	40.6%	26.6%	39.2%

Students Proficient and Advanced in Mathematics, Grade 3 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	37%		36%		39%	32%	41%	35%			32%	32%
Barnes	14%		7%		30%	10%	19%	13%			7%	6%
Beaver Acres	50%	92%	30%	55%	61%	40%	64%	37%	25%		30%	32%
Bethany	88%	>95%			88%	88%	88%					
Bonny Slope	80%	94%			76%	79%	81%					
Cedar Mill	78%				74%	64%	83%					
Chehalem	25%		9%		46%	23%	28%	11%			12%	11%
Cooper Mountain	64%	70%			67%	73%	56%	32%				
Elmonica	59%	89%	35%		68%	63%	54%	37%			36%	38%
Errol Hassell	58%				64%	60%	57%	67%				
Findley	>95%	>95%			>95%	>95%	>95%					
Fir Grove	39%				45%	40%	37%	16%		>95%		
Greenway	31%				44%	27%	36%	11%				
Hazeldale	68%		54%		70%	67%	69%	57%			67%	68%
Hiteon	80%				86%	77%	85%	57%				
Jacob Wismer	>95%	>95%			90%	95%	>95%			>95%		
Kinnaman	52%		29%		65%	47%	58%	46%	40%		29%	30%
McKay	41%		42%		46%	40%	42%	34%			27%	27%
McKinley	54%		54%		42%	55%	53%	51%			51%	51%
Montclair	72%				71%	66%	80%					
Nancy Ryles	79%				81%	80%	75%					
Oak Hills	83%	79%			87%	81%	85%					
Raleigh Hills	71%				83%	67%	75%	45%				
Raleigh Park	77%				93%	83%	73%	50%				
Ridgewood	78%				73%	86%	71%					
Rock Creek	74%	85%			74%	70%	78%	53%	40%			
Scholls Heights	87%	91%			82%	81%	93%					
Sexton Mountain	85%	87%			90%	85%	85%	80%				
Springville K-8	76%	94%			73%	75%	77%	67%		>95%	63%	62%
Terra Linda	65%				84%	63%	68%	33%				
Vose	46%		43%			48%	45%	43%			39%	39%
West Tualatin View	76%				75%	74%	77%					
William Walker	39%		33%			28%	45%	38%			35%	35%

Grade 5 Students Proficient or Advanced in English Language Arts, Math, and in Science

Definition and Source: Smarter Balanced Assessments in ELA and Math, OAKS Science Test



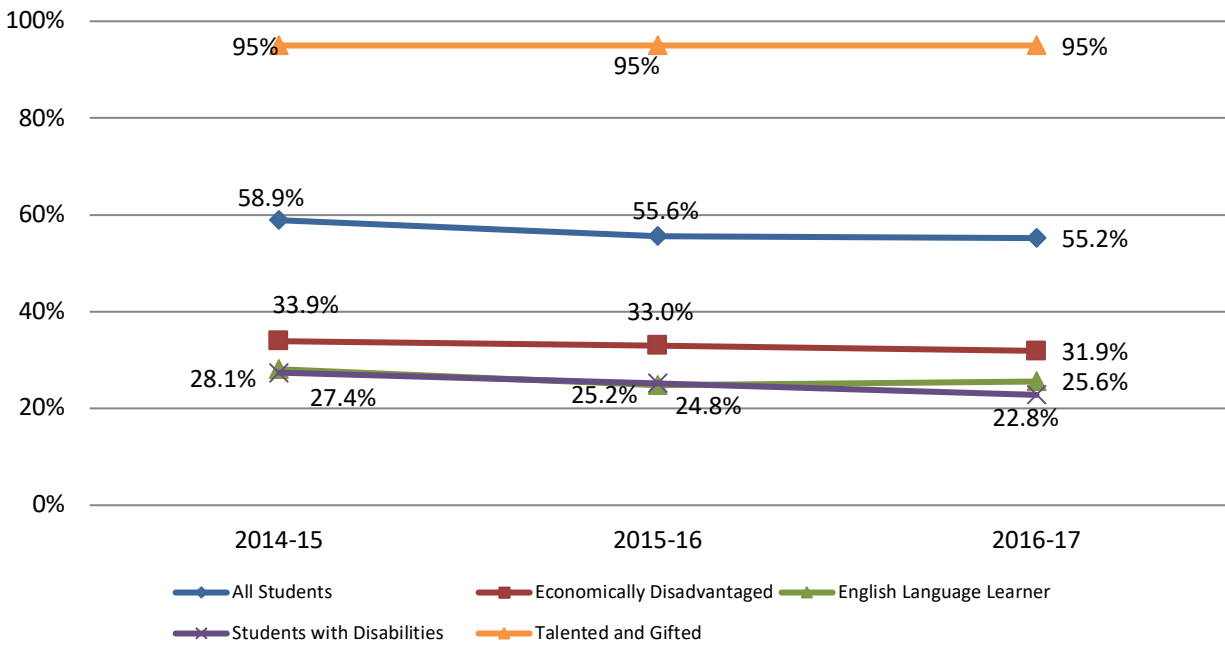
Students Proficient and Advanced in English Language Arts, Grade 5	2014-15	2015-16	2016-17
All Students	65.6%	68.9%	66.4%
Economically Disadvantaged	44.1%	50.3%	45.8%
English Language Learner	34.1%	38.2%	33.2%
Ever English Language Learner	42.0%	46.1%	42.1%
Students with Disabilities	31.1%	29.1%	28.0%
Asian	83.0%	85.1%	84.7%
Pacific Islander/Native Hawaiian***	58.6%	51.6%	***
Black	43.5%	53.9%	48.6%
Hispanic/Latino	42.6%	47.5%	43.4%
American Indian/Alaskan Native***	***	***	***
White	72.6%	75.4%	72.9%
Multi-Racial	73.2%	74.7%	74.4%
Talented and Gifted	>95%	>95%	>95%
Male	60.0%	63.7%	60.7%
Female	71.7%	74.2%	71.8%

School Name	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	38.2%	46.9%	46.8%
Barnes Elementary School	35.9%	45.1%	47.7%
Beaver Acres Elementary School	47.6%	56.5%	46.4%
Bethany Elementary School	84.0%	84.6%	88.1%
Bonny Slope Elementary School	88.4%	84.5%	86.1%
Cedar Mill Elementary School	84.1%	90.0%	81.5%
Chehalem Elementary School	67.7%	56.1%	48.3%
Cooper Mountain Elementary School	75.0%	76.5%	72.2%
Elmonica Elementary School	58.8%	61.5%	49.4%
Errol Hassell Elementary School	56.5%	72.0%	71.4%
Findley Elementary	92.8%	90.1%	87.3%
Fir Grove Elementary School	53.0%	45.3%	60.0%
Greenway Elementary School	50.7%	60.9%	56.4%
Hazeldale Elementary School	57.1%	62.8%	62.2%
Hiteon Elementary School	67.5%	76.3%	69.7%
Jacob Wismer Elementary School	90.7%	89.0%	90.2%
Kinnaman Elementary School	56.2%	72.0%	50.5%
McKay Elementary School	50.9%	54.7%	62.2%
McKinley Elementary School	37.2%	60.2%	39.0%
Montclair Elementary School	69.5%	72.9%	84.1%
Nancy Ryles Elementary School	77.5%	77.0%	68.1%
Oak Hills Elementary School	94.9%	79.0%	79.8%
Raleigh Hills K-8 School	66.7%	62.5%	58.7%
Raleigh Park Elementary School	63.2%	65.7%	71.2%
Ridgewood Elementary School	74.6%	82.1%	77.6%
Rock Creek Elementary School	77.6%	89.8%	77.4%
Scholls Heights Elementary School	82.1%	76.9%	77.5%
Sexton Mountain Elementary School	68.8%	67.9%	72.3%
Springville K-8 School	71.2%	73.2%	74.3%
Terra Linda Elementary School	58.5%	81.8%	65.8%
Vose Elementary School	40.7%	55.1%	47.1%

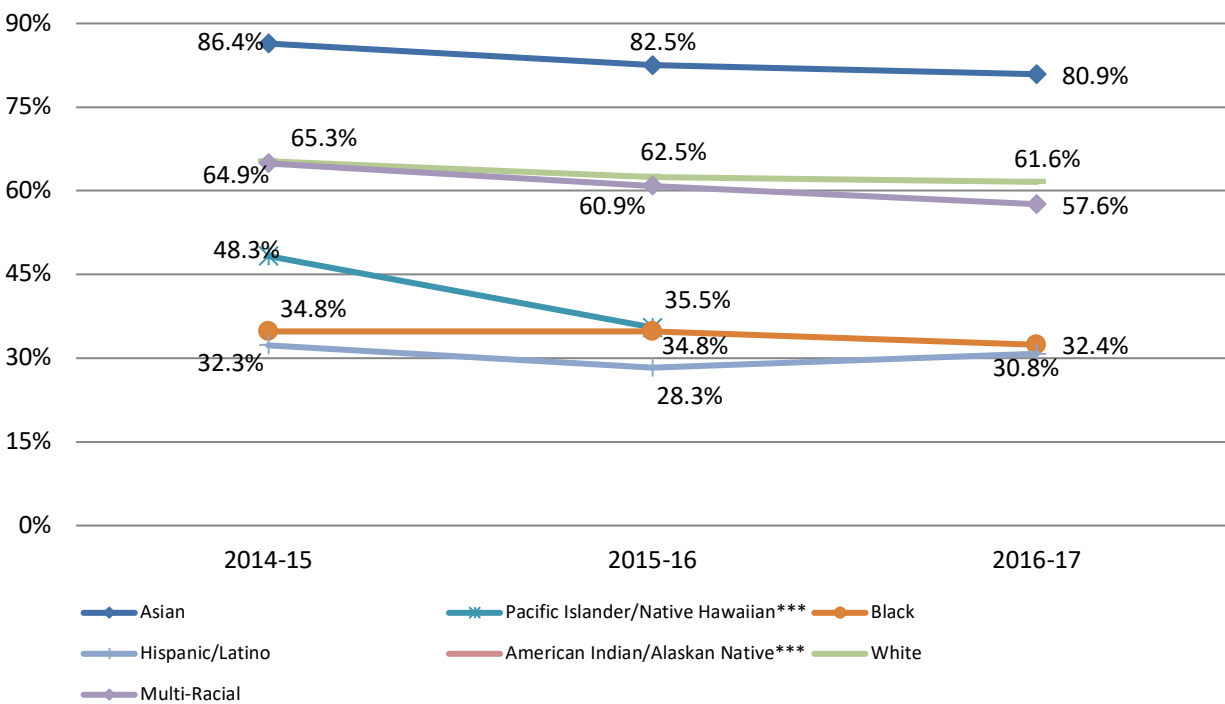
West Tualatin View Elementary School	87.5%	74.5%	65.8%
William Walker Elementary School	55.3%	51.9%	53.7%

Students Proficient and Advanced in English Language Arts, Grade 5 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	47%		47%		50%	64%	31%	45%			32%	42%
Barnes	48%		32%		65%	43%	54%	37%			24%	29%
Beaver Acres	46%		29%		62%	49%	44%	42%			29%	36%
Bethany	88%	91%			89%	90%	87%			>95%		
Bonny Slope	86%	>95%			84%	90%	82%			>95%		
Cedar Mill	82%				84%	85%	78%					
Chehalem	48%		38%		53%	50%	47%	37%			21%	31%
Cooper Mountain	72%				73%	74%	70%					
Elmonica	49%		27%			55%	43%	35%			24%	31%
Errol Hassell	71%				79%	57%	88%					
Findley	87%	94%			79%	93%	81%			>95%		
Fir Grove	60%		56%		63%	61%	60%	49%				55%
Greenway	56%		40%		76%	71%	41%	48%			15%	23%
Hazeldale	62%		46%		66%	69%	54%	59%			46%	55%
Hiteon	70%				72%	86%	56%	55%				
Jacob Wismer	90%	94%			85%	94%	85%			>95%		
Kinnaman	51%		43%		64%	53%	47%	47%			25%	34%
McKay	62%					77%	40%					
McKinley	39%		20%		50%	39%	39%	29%			12%	12%
Montclair	84%				84%	94%	75%					
Nancy Ryles	68%				74%	64%	72%	48%				
Oak Hills	80%				80%	83%	76%			>95%		
Raleigh Hills	59%		42%		67%	65%	53%	45%			36%	43%
Raleigh Park	71%				81%	68%	73%					
Ridgewood	78%				77%	89%	63%					
Rock Creek	77%				83%	82%	73%	62%				
Scholls Heights	78%				77%	92%	63%					
Sexton Mountain	72%				75%	74%	71%					
Springville K-8	74%	87%			71%	84%	61%	35%		>95%		52%
Terra Linda	66%				78%	75%	56%	39%				
Vose	47%		37%		77%	48%	46%	37%			27%	29%
West Tualatin View	66%				63%	69%	64%					
William Walker	54%		51%			57%	51%	54%			43%	50%

Students Proficient and Advanced in Math Grade 5



Students Proficient and Advanced in Math Grade 5



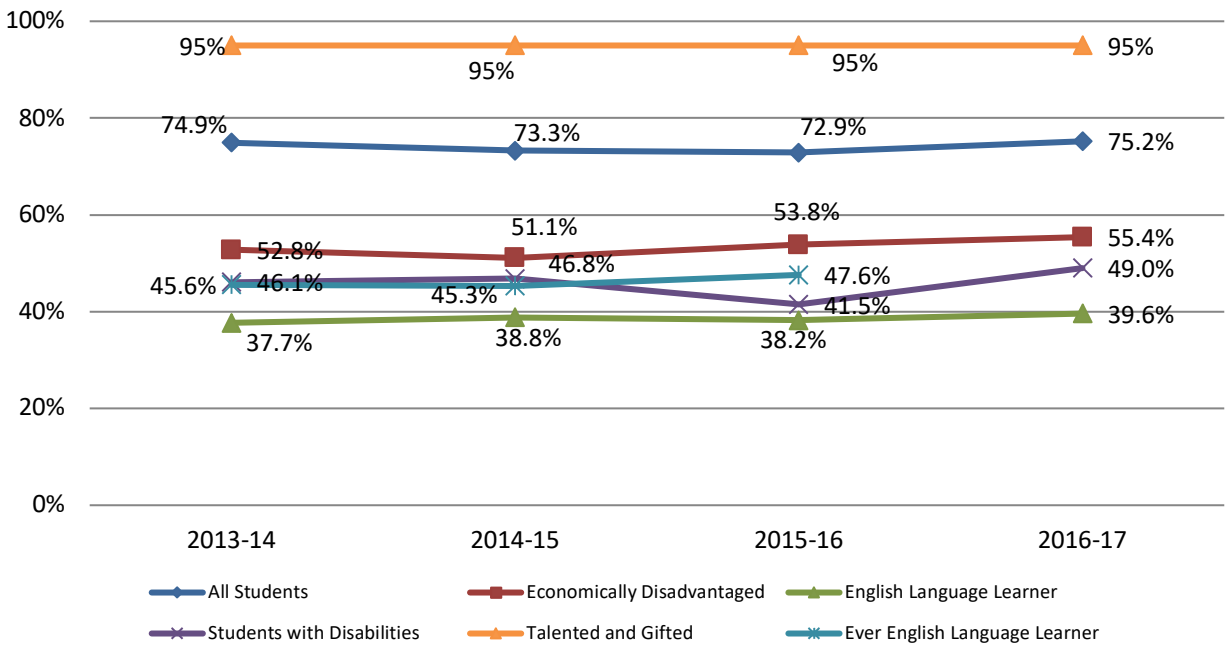
Students Proficient and Advanced in Math, Grade 5	2014-15	2015-16	2016-17
All Students	58.9%	55.6%	55.2%
Economically Disadvantaged	33.9%	33.0%	31.9%
English Language Learner	28.1%	24.8%	25.6%
Ever English Language Learner	35.6%	32.6%	33.9%
Students with Disabilities	27.4%	25.2%	22.8%
Asian	86.4%	82.5%	80.9%
Pacific Islander/Native Hawaiian***	48.3%	35.5%	***
Black	34.8%	34.8%	32.4%
Hispanic/Latino	32.3%	28.3%	30.8%
American Indian/Alaskan Native***	***	***	***
White	65.3%	62.5%	61.6%
Multi-Racial	64.9%	60.9%	57.6%
Talented and Gifted	99%	98.7%	98.7%
Male	58.6%	55.9%	56.6%
Female	59.3%	55.3%	54.0%

School Name	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	28.5%	34.6%	39.7%
Barnes Elementary School	29.7%	24.8%	21.8%
Beaver Acres Elementary School	50.8%	45.7%	34.0%
Bethany Elementary School	75.0%	82.1%	81.6%
Bonny Slope Elementary School	82.1%	70.9%	70.4%
Cedar Mill Elementary School	81.4%	80.0%	71.7%
Chehalem Elementary School	53.8%	34.1%	36.8%
Cooper Mountain Elementary School	74.0%	71.6%	58.2%
Elmonica Elementary School	62.1%	59.0%	42.9%
Errol Hassell Elementary School	63.8%	55.9%	55.7%
Findley Elementary	90.8%	88.7%	82.2%
Fir Grove Elementary School	39.8%	34.9%	41.3%
Greenway Elementary School	36.2%	29.7%	34.5%
Hazeldale Elementary School	63.5%	37.2%	47.3%
Hiteon Elementary School	65.9%	60.7%	56.6%
Jacob Wismer Elementary School	93.5%	85.6%	87.8%
Kinnaman Elementary School	32.4%	38.3%	31.5%
McKay Elementary School	38.6%	42.2%	59.5%
McKinley Elementary School	28.2%	33.3%	21.0%
Montclair Elementary School	49.2%	54.4%	68.3%
Nancy Ryles Elementary School	56.8%	67.8%	57.4%
Oak Hills Elementary School	91.0%	69.5%	67.4%
Raleigh Hills K-8 School	54.0%	48.2%	56.0%
Raleigh Park Elementary School	66.7%	47.1%	44.2%
Ridgewood Elementary School	74.6%	71.4%	60.5%
Rock Creek Elementary School	65.8%	75.5%	58.7%
Scholls Heights Elementary School	76.2%	65.7%	70.6%
Sexton Mountain Elementary School	53.3%	58.3%	69.1%
Springville K-8 School	76.7%	71.8%	75.0%
Terra Linda Elementary School	45.3%	60.6%	59.5%
Vose Elementary School	37.0%	40.8%	47.5%

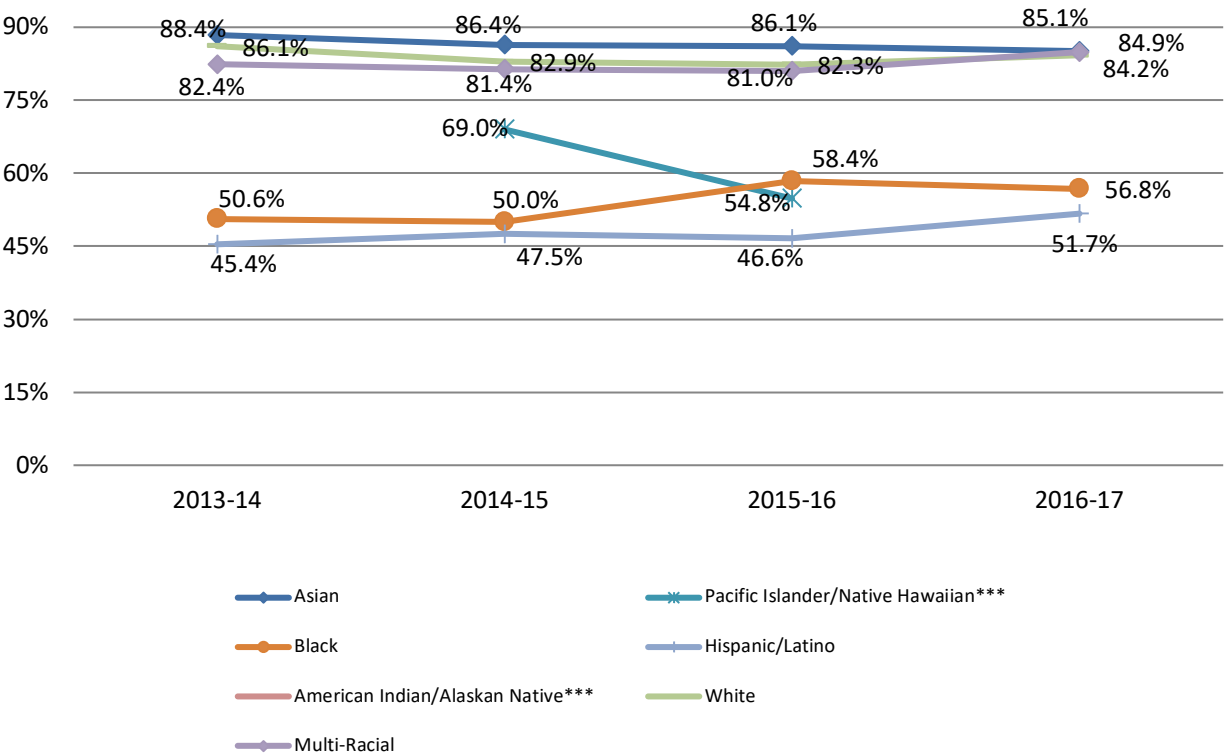
West Tualatin View Elementary School	71.8%	60.8%	66.7%
William Walker Elementary School	36.0%	32.9%	38.8%

Students Proficient and Advanced in Mathematics, Grade 5 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	40%		44%		36%	43%	37%	38%			34%	44%
Barnes	22%		9%		33%	15%	31%	10%			7%	9%
Beaver Acres	34%		19%		53%	34%	34%	28%			14%	24%
Bethany	82%	>95%			80%	72%	91%			>95%		
Bonny Slope	70%	91%			68%	68%	73%			>95%		
Cedar Mill	72%				81%	73%	70%					
Chehalem	37%		22%		50%	36%	37%	24%			8%	17%
Cooper Mountain	58%				60%	54%	64%					
Elmonica	43%		19%			43%	43%	27%			21%	25%
Errol Hassell	56%				62%	38%	76%					
Findley	82%	95%			68%	84%	80%			>95%		
Fir Grove	41%		32%		45%	40%	43%	27%				32%
Greenway	35%		20%		52%	39%	30%	21%			5%	14%
Hazeldale	47%		24%		57%	47%	48%	41%			9%	27%
Hiteon	57%				60%	63%	52%	42%		>95%		
Jacob Wismer	88%	95%			81%	92%	83%			>95%		
Kinnaman	32%		46%		45%	22%	42%	28%			19%	21%
McKay	60%					64%						
McKinley	21%		15%		24%	14%	29%	13%			<5%	9%
Montclair	68%				68%	65%	72%					
Nancy Ryles	57%				69%	41%	72%	36%				
Oak Hills	67%				77%	66%	69%					
Raleigh Hills	56%		23%		74%	57%	55%	30%			20%	29%
Raleigh Park	44%				56%	36%	50%					
Ridgewood	61%				66%	57%	66%					
Rock Creek	59%				59%	51%	67%	35%		>95%		
Scholls Heights	71%				69%	78%	63%					
Sexton Mountain	69%				72%	67%	71%					
Springville K-8	75%	93%			66%	78%	71%	40%		>95%		46%
Terra Linda	60%				67%	65%	54%	35%				
Vose	48%		38%		76%	47%	48%	38%			30%	32%
West Tualatin View	67%				67%		65%					
William Walker	39%		38%			36%	41%	39%			30%	35%

Students Meeting or Exceeding in Science Grade 5



Students Meeting or Exceeding in Science Grade 5



Students Meeting or Exceeding Standard in Science, Grade 5	2013-14	2014-15	2015-16	2016-17
All Students	74.9%	73.3%	72.9%	75.2%
Economically Disadvantaged	52.8%	51.1%	53.8%	55.4%
English Language Learner	37.7%	38.8%	38.2%	39.6%
Ever English Language Learner	45.9%	45.6%	45.3%	47.6%
Students with Disabilities	46.1%	46.8%	41.5%	49.0%
Asian	88.4%	86.4%	86.1%	85.1%
Pacific Islander/Native Hawaiian***		69.0%	54.8%	
Black	50.6%	50.0%	58.4%	56.8%
Hispanic/Latino	45.4%	47.5%	46.6%	51.7%
American Indian/Alaskan Native***				
White	86.1%	82.9%	82.3%	84.2%
Multi-Racial	82.4%	81.4%	81.0%	84.9%
Talented and Gifted	99.1%	98.8%	99.1%	98.9%
Male	75.3%	73.6%	73.5%	75.7%
Female	74.5%	73.1%	72.2%	74.6%

School Name	2013-14	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	47.9%	50.4%	46.9%	50.8%
Barnes Elementary School	51.6%	50.0%	52.2%	51.7%
Beaver Acres Elementary School	57.5%	50.0%	52.2%	45.4%
Bethany Elementary School	92.8%	86.1%	82.1%	91.3%
Bonny Slope Elementary School	93.9%	90.2%	80.6%	89.7%
Cedar Mill Elementary School	79.1%	90.9%	98.0%	>95%
Chehalem Elementary School	58.5%	80.0%	67.1%	71.6%
Cooper Mountain Elementary School	87.5%	88.0%	88.9%	82.3%
Elmonica Elementary School	72.3%	77.3%	60.3%	62.3%
Errol Hassell Elementary School	89.6%	87.3%	87.2%	90.0%
Findley Elementary	94.7%	93.5%	95.0%	93.6%
Fir Grove Elementary School	62.8%	55.4%	65.1%	70.7%
Greenway Elementary School	62.7%	66.7%	64.1%	60.0%
Hazeldale Elementary School	73.2%	60.3%	73.1%	67.8%
Hiteon Elementary School	91.6%	85.7%	86.4%	79.8%
Jacob Wismer Elementary School	87.2%	88.6%	91.1%	>95%
Kinnaman Elementary School	50.0%	46.7%	47.7%	43.2%
McKay Elementary School	65.6%	65.5%	71.9%	81.1%
McKinley Elementary School	53.9%	47.7%	60.2%	59.4%
Montclair Elementary School	88.2%	89.7%	90.0%	>95%
Nancy Ryles Elementary School	84.1%	82.2%	79.3%	77.9%
Oak Hills Elementary School	87.1%	97.4%	89.5%	87.8%
Raleigh Hills K-8 School	72.4%	74.6%	64.3%	78.7%
Raleigh Park Elementary School	76.3%	71.9%	70.0%	69.2%
Ridgewood Elementary School	88.5%	81.0%	80.4%	86.8%
Rock Creek Elementary School	93.8%	90.9%	93.9%	88.3%
Scholls Heights Elementary School	89.0%	89.3%	86.1%	91.2%
Sexton Mountain Elementary School	86.6%	71.9%	78.6%	85.1%
Springville K-8 School	81.3%	82.1%	86.3%	85.0%
Terra Linda Elementary School	68.7%	73.6%	80.3%	74.0%
Vose Elementary School	56.3%	43.5%	42.9%	55.9%

West Tualatin View Elementary School	81.1%	87.1%	76.5%	70.0%
William Walker Elementary School	40.2%	46.1%	45.6%	56.7%

Students Meeting or Exceeding Standard in Science, Grade 5 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park K-8	51%		49%		56%	51%	51%	45%			32%	42%
Barnes	52%		27%		85%	40%	67%	37%			22%	22%
Beaver Acres	45%		31%		59%	43%	48%	43%			26%	33%
Bethany	91%	91%			93%	88%	94%			>95%		
Bonny Slope	90%	91%			90%	90%	89%			>95%		
Cedar Mill	>95%				>95%	>95%	>95%			>95%		
Chehalem	72%		62%		81%	73%	70%	61%			42%	52%
Cooper Mountain	82%				84%	85%	79%					
Elmonica	62%		43%			60%	65%	51%			38%	44%
Errol Hassell	90%				95%	86%	94%					
Findley	94%	95%			89%	95%	92%			>95%		
Fir Grove	71%		52%		79%	61%	81%	61%				50%
Greenway	60%		36%		86%	68%	52%	50%			20%	27%
Hazeldale	68%		49%		80%	73%	62%	59%			41%	52%
Hiteon	80%				83%	88%	73%	71%		>95%		
Jacob Wismer	>95%	>95%			92%	94%	>95%			>95%		
Kinnaman	43%		30%		60%	36%	51%	39%			19%	27%
McKay	81%					86%						
McKinley	59%		42%		79%	54%	65%	50%			23%	30%
Montclair	>95%				95%	94%	>95%					
Nancy Ryles	78%				84%	64%	90%	68%		>95%		
Oak Hills	88%				90%	85%	91%			>95%		
Raleigh Hills K-8	79%		58%		91%	76%	82%	70%			56%	61%
Raleigh Park	69%				88%	59%	77%					
Ridgewood	87%				87%	86%	88%					
Rock Creek	88%				94%	86%	91%	62%		>95%		
Scholls Heights	91%				94%	96%	86%			>95%		
Sexton Mountain	85%				87%	85%	85%					
Springville K-8	85%	92%			84%	90%	78%	70%		>95%		64%
Terra Linda	74%				81%	75%	73%	52%				
Vose	56%		47%		82%	50%	62%	46%			38%	39%
West Tualatin View	70%				81%		70%					
William Walker	57%		56%			54%	59%	57%			43%	48%

ELEMENTARY (changes from pdf noted in [green](#))

Analysis

Successes:

English Language Arts

Class of 2024

The cohort data from the Class of 2024 shows consistent increases in English Language Arts achievement as measured on the SBAC. This district-wide cohort benefitted from professional development from the ELA adoption and has received ongoing support with professional development and materials. There has been sustained and increased growth in this cohort from 3rd through 5th grades, respectively.

% of students proficient or advanced in ELA

2014/15 (3rd Grade)	2015/16 (4th Grade)	2016/17 (5th Grade)
<i>Introduction of IRLA and Workshop (try IRLA with a few students).</i> Goal: Know your readers well	<i>Use IRLA with whole class.</i> <i>Introduction of Units of Study Reading.</i> Goal: Know your readers well	<i>Use IRLA with whole class.</i> <i>Units of Study Reading.</i> Goal: Responsively teach your readers within a 90-minute block
60.6%	65.6%	66.4%

Class of [2023](#)

The cohort data from the Class of [2023](#) shows an increase in English Language Arts achievement as measured on the SBAC. This district-wide cohort benefitted from professional development from the ELA adoption and has received ongoing support with professional development and materials. There was sustained and increased growth in this cohort from [4th](#) to [5th](#) grade, respectively.

% of students proficient or advanced in ELA

2014/15 (4th Grade)	2015/16 (5th Grade)	
<i>Introduction of IRLA and Workshop (try IRLA with a few students).</i> Goal: Know your readers well	<i>Use IRLA with whole class.</i> <i>Introduction of Units of Study Reading.</i> Goal: Know your readers well	
66.5%	68.9%	

Out of 800 elementary teachers, 89% indicated they see increased growth in their students in the area of reading.

Science: The achievement data for 5th grade Science increased 2.3%, from 72.9% of our students proficient or exceeding in 2015-16 to 75.2% of our students proficient or exceeding in 2016-17. There has been an increase in the percentage of students with disabilities who have demonstrated proficiency in science.

Issues:

The overall academic achievement as measured by SBAC in the areas of English Language Arts and Math decreased in 2016-17 as compared to 2015-16. There has been a decline in the percentage of students with disabilities who are proficient in the areas of math and English Language Arts in grades third through fifth.

Class of 2024

The cohort data from the Class of 2024 shows a steady decline in Mathematics achievement as measured on the SBAC from their respective 3rd-5th grades. This cohort of students had two curricular materials that were used during this three-year period. During this time, there was **no** systemic district-level professional development provided to elementary teachers in the area of Mathematics.

% of students proficient or advanced in Math

2014/15 (3rd Grade) Curriculum: Everyday Math with Eureka Math as an option	2015/16 (4th Grade) Curriculum: Eureka Math required for all schools	2016/17 (5th Grade) Curriculum: Eureka Math required for all schools
65.6%	61.0%	55.2%

Class of 2023

The cohort data from the Class of 2023 shows a decline in Mathematics achievement as measured on the SBAC from their respective 4th and 5th grades. This cohort of students had two curricular materials that were used during this two-year period. During this time, there was **no** systemic district-level professional development provided to elementary teachers in the area of Mathematics.

% of students proficient or advanced in Math

2014/15 (4th Grade) Curriculum: Everyday Math with Eureka Math as an option	2015/16 (5th Grade) Curriculum: Eureka Math required for all schools	
63.5%	55.6%	

Action Plan

Professional Development:

English Language Arts / Reading / English

- Continued implementation of the English Language Arts adoption with a specific focus on instructional shifts in writing
- Continued use of full time intervention teachers supporting small group reading instruction at the elementary level
- Continued use of Leveled Literacy Intervention program at elementary level

Math

- Continued implementation of the Math adoption with a focus on instructional shifts in mathematics at the elementary level
- Intentional focus on professional development in the area of mathematics throughout the school year

Science

- Begin the Science Cadre work at elementary.

Early Learning

- Implement preschool programs focused on supporting social-emotional and cognitive/academic development for vulnerable students.
- Implement preschool programs focused on supporting social-emotional and cognitive/academic development for vulnerable students.
- Preschool programs focus on children living in poverty, children enrolled in early childhood special education, children who speak diverse languages, and children of color.
- Children who attend BSD pre-k programs will enter kindergarten better prepared than like peers who do not. By the start of kindergarten, pre-k students will show:
 - Increased social emotional regulation as measured by State Kindergarten Assessment approaches to learning domain
 - Increased literacy skills as measured by State Kindergarten Assessment early literacy domain
 - Increased math skills as measured by State Kindergarten Assessment early math domain
 - Decreased need for placement in specialized behavior programs
- By the end of kindergarten children who attended BSD pre-k programs will
 - Consistently meet behavior learning targets
 - Be proficient or highly proficient in ELA and math targets

Social Emotional Learning

- Areas of consistent concern from teachers have been increased incidents of student behavior that prevent access to high-quality instruction in the classroom, and how best to support students experiencing trauma and/or mental health challenges. With this in mind, the District has made purposeful investments in both professional learning, and in the staffing of our elementary schools, to ensure rigorous and joyful learning experiences for all BSD students.
- All elementary schools will participate in ongoing professional development that integrates social and emotional development with academic instruction.
- Student Success Coaches are currently serving in 21 of our 34 elementary schools. Our plan is to provide a Student Success Coach in the remaining 13 elementary schools.

Special Education

This year:

- The Special Education Department implemented K-12 curricular materials in all academic areas for students in our ACE, ALC, ISC, SLC, and SRC programs.
- The Special Education Department implemented a new diagnostic assessment program K-12 for all students with IEP goals in the areas of ELA and math who are served in the resource room, EGC, SCC, and for some students served in the ALC. This diagnostic is administered 3 times per year for progress monitoring purposes and to support the development of IEP goals which align to learning targets and specially designed instruction.
- The Special Education Department implemented a new supplemental instructional program K-8 for students with IEP goals in the areas of ELA and math for students in the ALC, resource room, EGC, and SCC. This instructional program is administered 45-minutes per week.

Long Term:

- Monitor student progress for all new curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- The Teaching and Learning and Special Education Departments with support from the District Management Group have identified the following two areas of focus for the next two years:
 - Provide additional instructional time to all struggling students with staff who have deep content expertise and training.
 - Expand the social, emotional, and behavioral supports by increasing direct services to students and providing more strategies to teachers.

English Language Learners

This year:

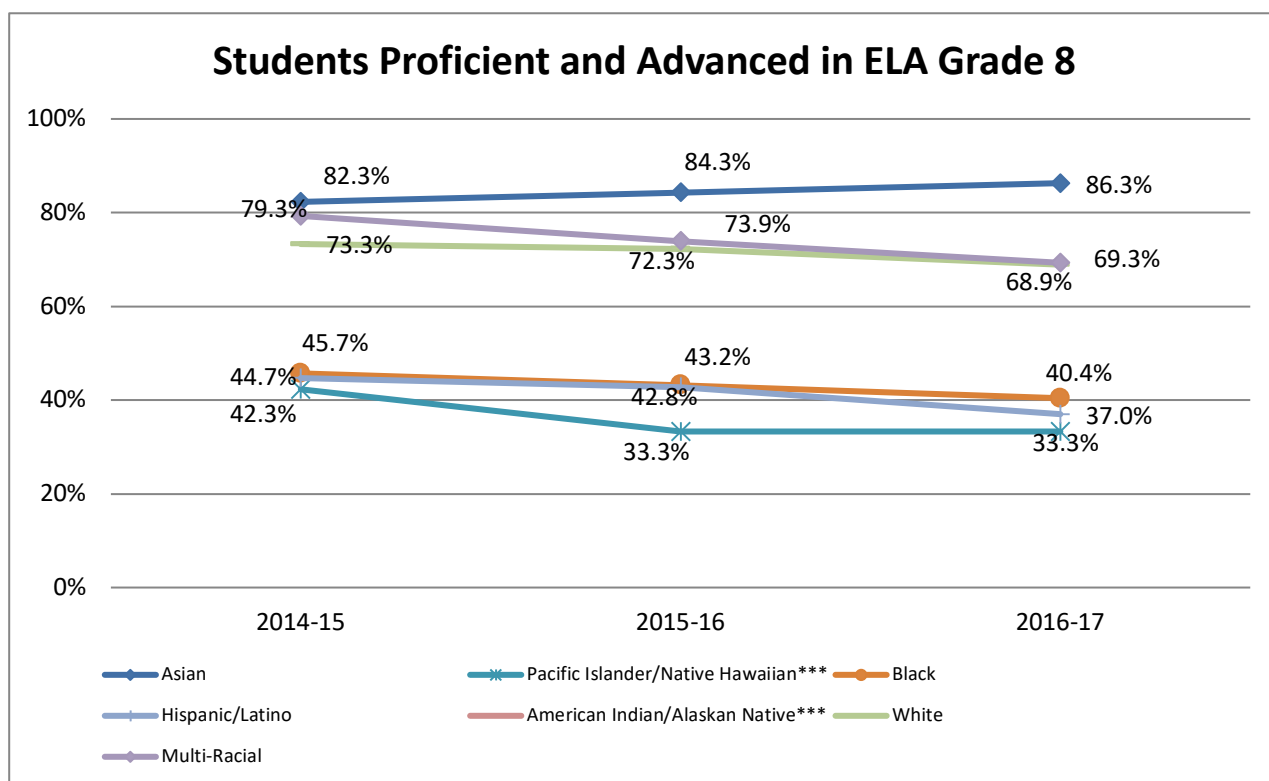
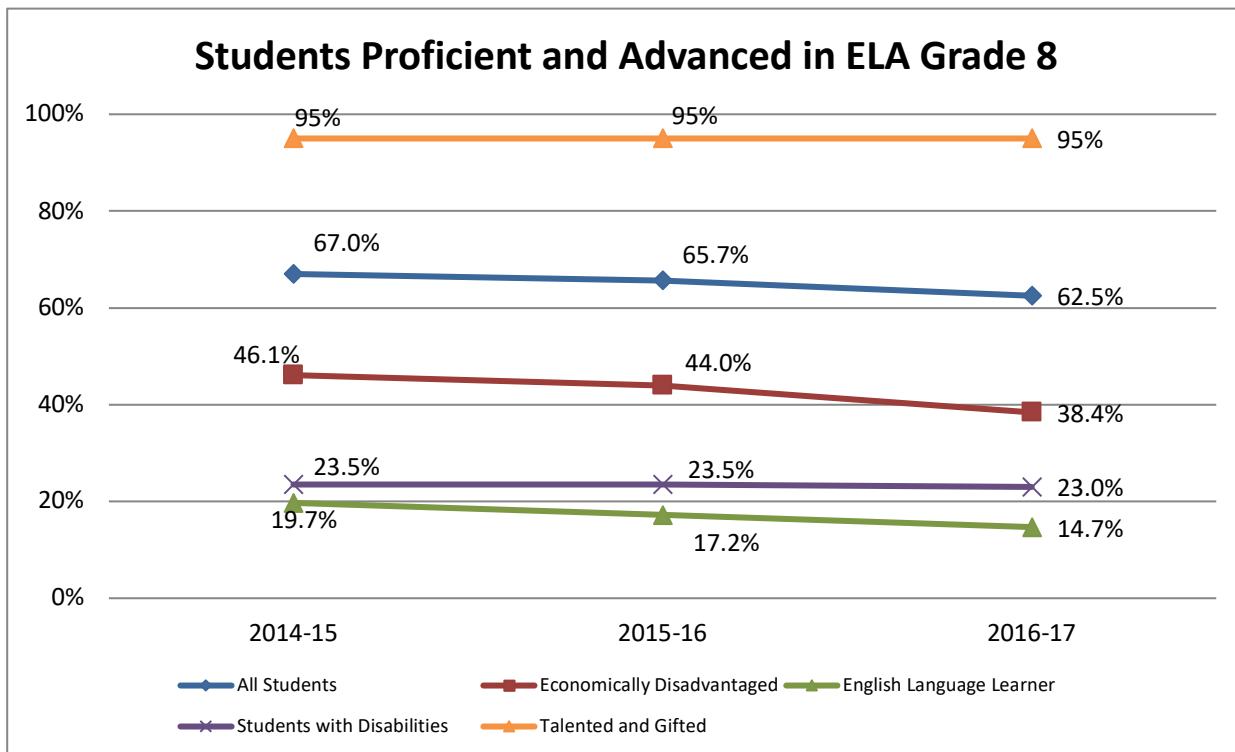
- The Multilingual Department is currently working collaboratively with curriculum administrators and staff to ensure our Newcomer staff at the three sites are using the adopted ELA curriculum and intervention materials with newcomer students. This will ensure our newcomer students are learning to read using the same workshop model that native English speakers have access to in order to ensure a smooth transition to the general education setting.
- The Multilingual Department is currently working collaboratively with curriculum administrators and staff to ensure our Newcomer staff at the three sites are using the adopted Math curriculum with newcomer students. All newcomer teachers received the same math professional development as the other general education teachers.

Long Term:

- The Multilingual Department will continue to support the implementation of the curriculum adoptions in newcomer programs and schools.
- The Multilingual Department will support the teachers and schools in connecting the targets for ELA and math in all program models district-wide through an integrated approach with language strategies.
- The Multilingual Department will track SBAC ELA and SBAC Math data relative to English Learners (ELs) as compared to their peers and monitor how ELs are acquiring language and transferring this knowledge to more complex content and text.
- The Multilingual Department will continue to support all content teachers in ensuring they have the skills necessary to scaffold instruction to meet the needs of English Learners (ELs).

Grade 8 Students Proficient or Advanced in English Language Arts, Math, and in Science

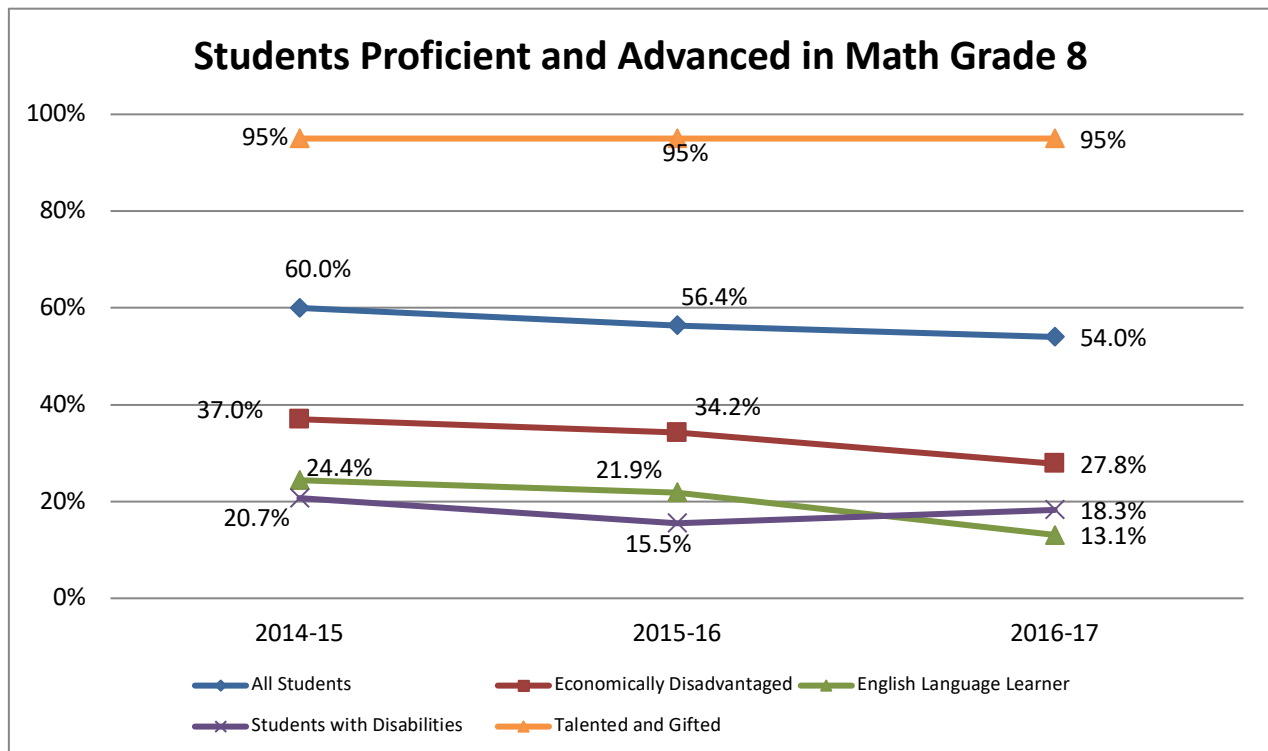
Definition and Source: Smarter Balanced Assessments in ELA and Math, Explore/Aspire Science Test



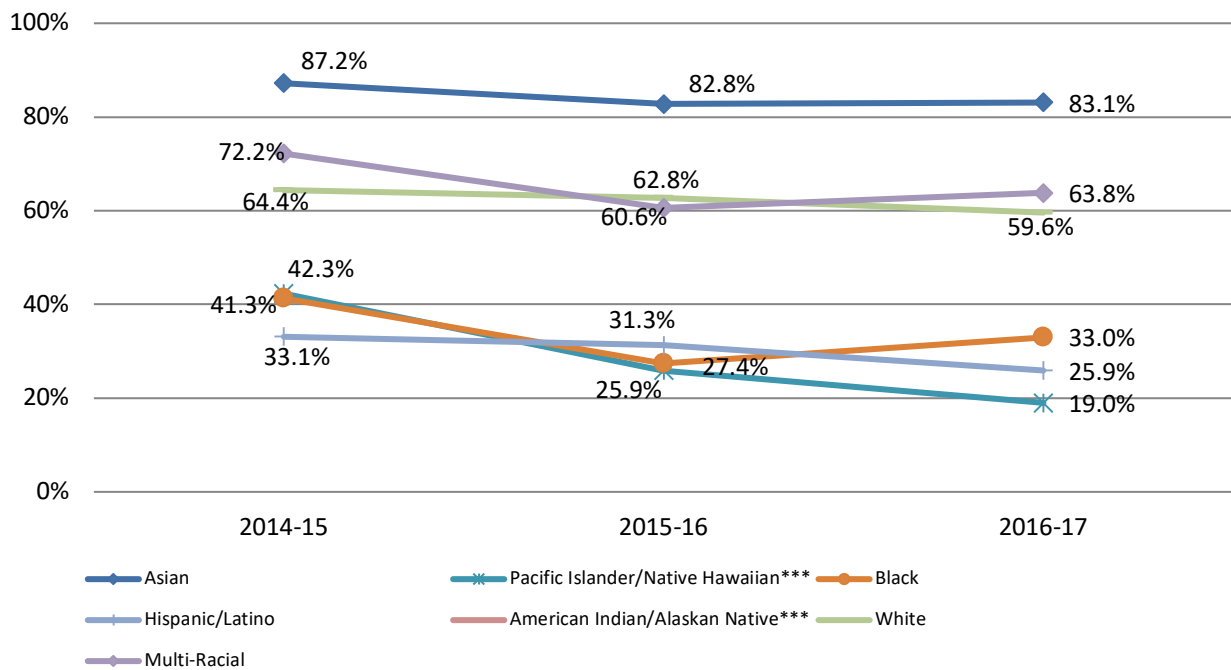
Students Proficient and Advanced in English Language Arts, Grade 8	2014-15	2015-16	2016-17
All Students	67.0%	65.7%	62.5%
Economically Disadvantaged	46.1%	44.0%	38.4%
English Language Learner	19.7%	17.2%	14.7%
Ever English Language Learner	48.1%	45.7%	38.6%
Students with Disabilities	23.5%	23.5%	23.0%
Asian	82.3%	84.3%	86.3%
Pacific Islander/Native Hawaiian***	42.3%	33.3%	33.3%
Black	45.7%	43.2%	40.4%
Hispanic/Latino	44.7%	42.8%	37.0%
American Indian/Alaskan Native***			
White	73.3%	72.3%	68.9%
Multi-Racial	79.3%	73.9%	69.3%
Talented and Gifted	>95%	>95%	>95%
Male	61.1%	61.2%	56.8%
Female	73.0%	70.5%	69.0%

School Name	2014-15	2015-16	2016-17
Aloha-Huber Park School	74.5%	58.2%	61.8%
Arts & Communication Magnet Academy	80.7%	61.9%	65.6%
Cedar Park Middle School	72.2%	63.8%	62.8%
Conestoga Middle School	63.9%	73.7%	63.9%
Five Oaks Middle School	52.4%	46.3%	45.7%
Health & Science School	56.6%	64.1%	75.2%
Highland Park Middle School	64.4%	57.5%	55.9%
International School of Beaverton	95.0%	91.9%	88.7%
Meadow Park Middle School	59.1%	66.4%	50.9%
Mountain View Middle School	58.6%	57.8%	55.0%
Raleigh Hills K-8 School	66.7%	85.7%	55.4%
Springville K-8 School	80.0%	56.9%	67.3%
Stoller Middle School	80.9%	85.7%	82.6%
Whitford Middle School	61.9%	55.3%	49.3%

Students Proficient and Advanced in English Language Arts, Grade 8 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park K-8	62%		58%			70%	56%	57%				65%
ACMA	66%				69%	71%		52%				
Cedar Park	63%	>95%	35%	70%	69%	70%	58%	26%	19%	>95%	14%	28%
Conestoga	64%	80%	48%		65%	72%	57%	45%	23%		17%	40%
Five Oaks	46%	70%	31%		58%	52%	40%	34%	21%	>95%	14%	31%
Health & Science	75%		63%		80%	78%	73%	66%				60%
Highland Park	56%	86%	32%	74%	61%	67%	45%	27%	16%	95%	<5%	19%
ISB	89%	91%		91%	91%	95%	83%	77%		>95%		76%
Meadow Park	51%	84%	23%	50%	62%	55%	48%	26%	8%	>95%	9%	30%
Mountain View	55%		41%		63%	64%	47%	43%	13%		13%	43%
Raleigh Hills K-8	55%				70%	54%	57%					
Springville K-8	67%				79%	69%	65%					
Stoller	83%	90%	63%	87%	80%	88%	79%	70%	56%	>95%	50%	70%
Whitford	49%		23%		71%	59%	41%	28%	20%	>95%	<5%	22%



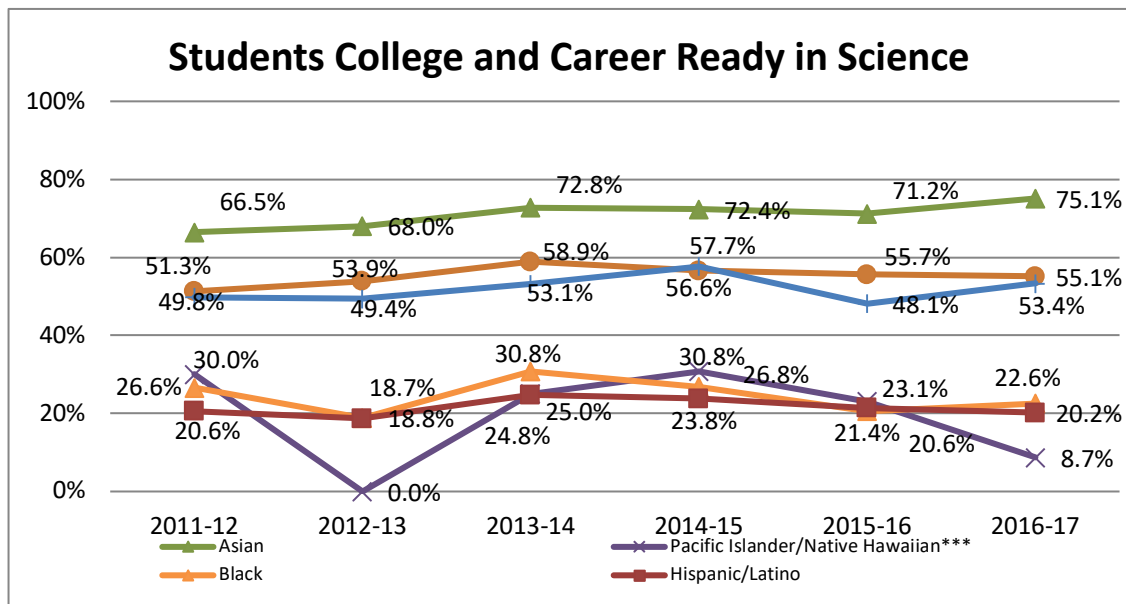
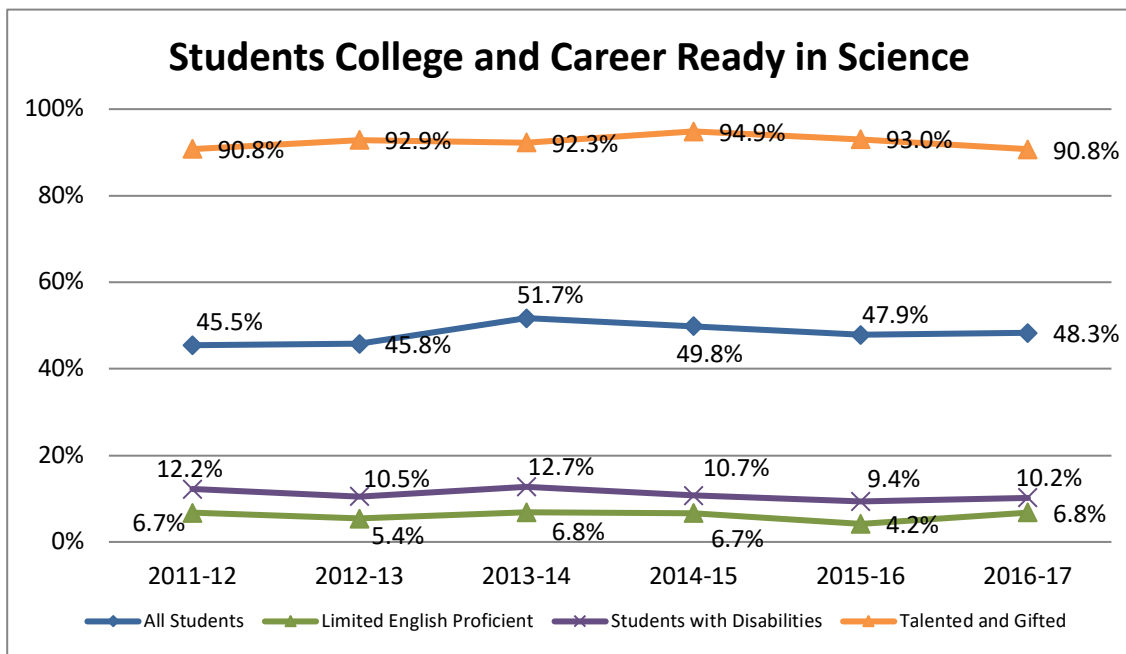
Students Proficient and Advanced in Math Grade 8



Students Proficient and Advanced in Math, Grade 8	2014-15	2015-16	2016-17
All Students	60.0%	56.4%	54.0%
Economically Disadvantaged	37.0%	34.2%	27.8%
English Language Learner	24.4%	21.9%	13.1%
Ever English Language Learner	46.5%	41.6%	31.2%
Students with Disabilities	20.7%	15.5%	18.3%
Asian	87.2%	82.8%	83.1%
Pacific Islander/Native Hawaiian***	42.3%	25.9%	19.0%
Black	41.3%	27.4%	33.0%
Hispanic/Latino	33.1%	31.3%	25.9%
American Indian/Alaskan Native***			
White	64.4%	62.8%	59.6%
Multi-Racial	72.2%	60.6%	63.8%
Talented and Gifted	98%	98.5%	96.0%
Male	59.3%	56.0%	53.0%
Female	60.7%	56.8%	55.1%

School Name	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	66.7%	63.6%	61.8%
Arts & Communication Magnet Academy	43.5%	30.9%	48.0%
Cedar Park Middle School	65.2%	49.7%	54.7%
Conestoga Middle School	64.5%	53.2%	52.0%
Five Oaks Middle School	54.1%	40.6%	41.1%
Health & Science School	53.8%	55.6%	64.4%
Highland Park Middle School	54.0%	50.5%	45.2%
International School of Beaverton	84.4%	88.8%	79.9%
Meadow Park Middle School	54.3%	60.6%	47.2%
Mountain View Middle School	37.4%	39.7%	44.4%
Raleigh Hills K-8 School	66.7%	83.3%	44.7%
Springville K-8 School	78.0%	68.6%	65.4%
Stoller Middle School	81.3%	82.2%	76.5%
Whitford Middle School	50.0%	49.0%	36.9%

Students Proficient and Advanced in Mathematics, Grade 8 (2016-17)	All students	Asian	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park K-8	62%		60%			70%	56%	59%				62%
ACMA	48%				53%	51%	38%	35%				
Cedar Park	55%	90%	15%	62%	64%	54%	55%	11%	13%	>95%	<5%	12%
Conestoga	52%	87%	30%		51%	57%	48%	31%	15%	90%	13%	33%
Five Oaks	41%	61%	29%		53%	43%	39%	28%	17%	91%	12%	28%
Health & Science	64%		40%		72%	63%	66%	47%		>95%		40%
Highland Park	45%	62%	25%	54%	49%	53%	37%	18%	16%	64%	<5%	14%
ISB	80%	84%		95%	78%	74%	85%	55%		95%		69%
Meadow Park	47%	86%	12%	50%	62%	48%	46%	15%	6%	>95%	7%	14%
Mountain View	44%		28%		56%	49%	40%	31%	7%		<5%	33%
Raleigh Hills K-8	45%				63%	43%	46%					
Springville K-8	65%				76%	62%	69%					
Stoller	77%	88%	42%	86%	70%	75%	77%	61%	40%	>95%	63%	78%
Whitford	37%		12%		53%	39%	35%	19%	17%	92%	<5%	12%



Students College and Career Ready in Science, Grade 8	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	45.5%	45.8%	51.7%	49.8%	47.9%	48.3%
Economically Disadvantaged						
Limited English Proficient	6.7%	5.4%	6.8%	6.7%	4.2%	6.8%
Students with Disabilities	12.2%	10.5%	12.7%	10.7%	9.4%	10.2%
Asian	66.5%	68.0%	72.8%	72.4%	71.2%	75.1%
Pacific Islander/Native Hawaiian***	30.0%	<5%	25.0%	30.8%	23.1%	8.7%
Black	26.6%	18.8%	30.8%	26.8%	20.6%	22.6%
Hispanic/Latino	20.6%	18.7%	24.8%	23.8%	21.4%	20.2%
American Indian/Alaskan Native***						
White	51.3%	53.9%	58.9%	56.6%	55.7%	55.1%
Multi-Racial	49.8%	49.4%	53.1%	57.7%	48.1%	53.4%
Talented and Gifted	90.8%	92.9%	92.3%	94.9%	93.0%	90.8%
Male	44.7%	44.6%	50.3%	47.7%	45.7%	47.0%
Female	46.2%	47.2%	53.2%	52.1%	50.2%	49.7%

School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aloha-Huber Park K-8 School	14.9%	15.6%	22.0%	30.9%	14.5%	13.8%
Arts & Communication Magnet Academy	47.6%	41.2%	51.0%	58.9%	43.7%	43.5%
Cedar Park Middle School	47.6%	47.9%	51.0%	56.9%	51.8%	52.2%
Conestoga Middle School	45.0%	35.3%	51.3%	45.7%	35.7%	32.5%
Five Oaks Middle School	29.3%	32.9%	37.0%	29.4%	30.7%	33.7%
Health & Science School	45.7%	37.7%	60.0%	41.7%	39.2%	52.8%
Highland Park Middle School	43.4%	50.6%	50.0%	47.8%	43.0%	48.9%
International School of Beaverton	76.3%	70.6%	74.8%	75.6%	88.1%	83.0%
Meadow Park Middle School	49.8%	47.1%	54.7%	45.3%	51.9%	41.6%
Mountain View Middle School	29.0%	28.6%	38.2%	31.5%	27.7%	33.1%
Raleigh Hills Elementary School	52.5%	69.4%	62.7%	63.2%	51.6%	51.7%
Springville K-8 School		51.6%	55.8%	61.5%	66.7%	52.8%
Stoller Middle School	59.4%	67.0%	68.4%	69.4%	75.3%	72.9%
Whitford Middle School	44.4%	43.5%	46.9%	45.5%	35.2%	35.1%

Students College- and Career-Ready in Science, Grade 8 (2016-17)	All students	Asian	Hispanic /Latino	Multi- Racial	White	Female	Male	Stdnts with Disab	TAG	English Lang. Learner
Aloha-Huber Park K-8	14%		7%			12%	15%			
ACMA	44%				49%	46%			83%	
Cedar Park	52%	94%	17%	67%	59%	55%	50%	19%	92%	
Conestoga	32%	47%	21%		33%	40%	26%	8%	64%	
Five Oaks	34%	54%	20%		45%	36%	31%	7%	83%	<5%
Health & Science	53%		25%		67%	47%	58%		93%	
Highland Park	49%	65%	24%	58%	56%	53%	45%	7%	91%	
ISB	83%	82%		86%	86%	81%	85%		>95%	
Meadow Park	42%	82%	11%	39%	54%	40%	43%	6%	94%	<5%
Mountain View	33%	40%	22%		41%	36%	30%	<5%	86%	
Raleigh Hills K-8	52%				68%	59%	45%			
Springville K-8	53%				62%	50%	56%			
Stoller	73%	84%	53%	74%	68%	71%	74%	19%	>95%	38%
Whitford	35%		9%		54%	44%	27%	7%	87%	<5%

MIDDLE SCHOOL

Analysis

Successes:

- Despite the loss of ten instructional days in the 2016-17 school year, the Beaverton 8th graders continue to significantly outperform the state average in English Language Arts and Mathematics.
 - BSD 8th graders are 7.5% points higher than the state average in English Language Arts.
 - BSD 8th graders are 13.0% points higher than the state average in Mathematics.
 - BSD Students with Disabilities 8th graders are 9.0% points higher than the state average in English Language Arts.
 - BSD English Language Learner 8th graders are 9.7% points higher than the state average in English Language Arts.
 - BSD Students with Disabilities 8th graders are 10.3% points higher than the state average in Mathematics.
 - BSD English Language Learner 8th graders are 8.1% points higher than the state average in Mathematics.
- There has been an increase in the percentage of students with disabilities who have demonstrated proficiency in the areas of math and science at grade eight.

Issues:

- Though 8th grade performance dropped in both English Language Arts and Mathematics, it dropped more significantly in Beaverton than across the state.
- There has been a decline in the percentage of students with disabilities who are proficient in the area of English Language arts at grade eight.
- The significant efforts in writing and reading, across the BSD middle schools, are not yet resulting in increased scores.

Action Plan

This Year:

- All middle schools will stress the transfer of skills taught through our structured writing instruction program to the state writing assessment.
- All middle schools will replicate the testing expectations through a “practice test” experience, in both English Language Arts and Mathematics, before students take the state assessment.
- All middle schools will focus on ensuring the testing environment is serious, supportive, and encouraging students to do their best work.
- Provide Professional Development for Math teachers to implement the College Prep Math program.

Special Education

- The Special Education Department implemented K-12 curricular materials in all academic areas for students in our ACE, ALC, ISC, SLC, and SRC programs and implemented 6-12 modified curriculum for students served in specialized programs.
- The Special Education Department implemented a new diagnostic assessment program K-12 for all students with IEP goals in the areas of ELA and math who are served in the resource room, EGC, SCC, and for some students served in the ALC. This diagnostic is administered 3 times per year for progress monitoring purposes and to support the development of IEP goals which align to learning targets and specially designed instruction.

- The Special Education Department implemented a new supplemental instructional program K-8 for students with IEP goals in the areas of ELA and math for students in the ALC, resource room, EGC, and SCC. This instructional program is administered 45-minutes per week.

English Language Learners

- The Multilingual Department will continue to assess Dual Language students using the APRENDA assessment that assesses 7th graders in their acquisition of the target language and content area.
- The Multilingual Department will continue to support middle school teachers in their implementation of their program model design for this year.
- The Multilingual Department will work with 8th grade ELD teachers to ensure a successful transition to the high school for all 8th grade English Learners (ELs).

Long Term:

- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all middle schools
- Increased use of the Reading Workshop model, classroom libraries, and student choice reading
- Second-year implementation of the College Prep Math program
- The Teaching and Learning and Special Education Departments with support from the District Management Group have identified the following two areas of focus for the next two years:
 - Provide additional instructional time to all struggling students with staff who have deep content expertise and training.
 - Expand the social, emotional, and behavioral supports by increasing direct services to students and providing more strategies to teachers.

Special Education

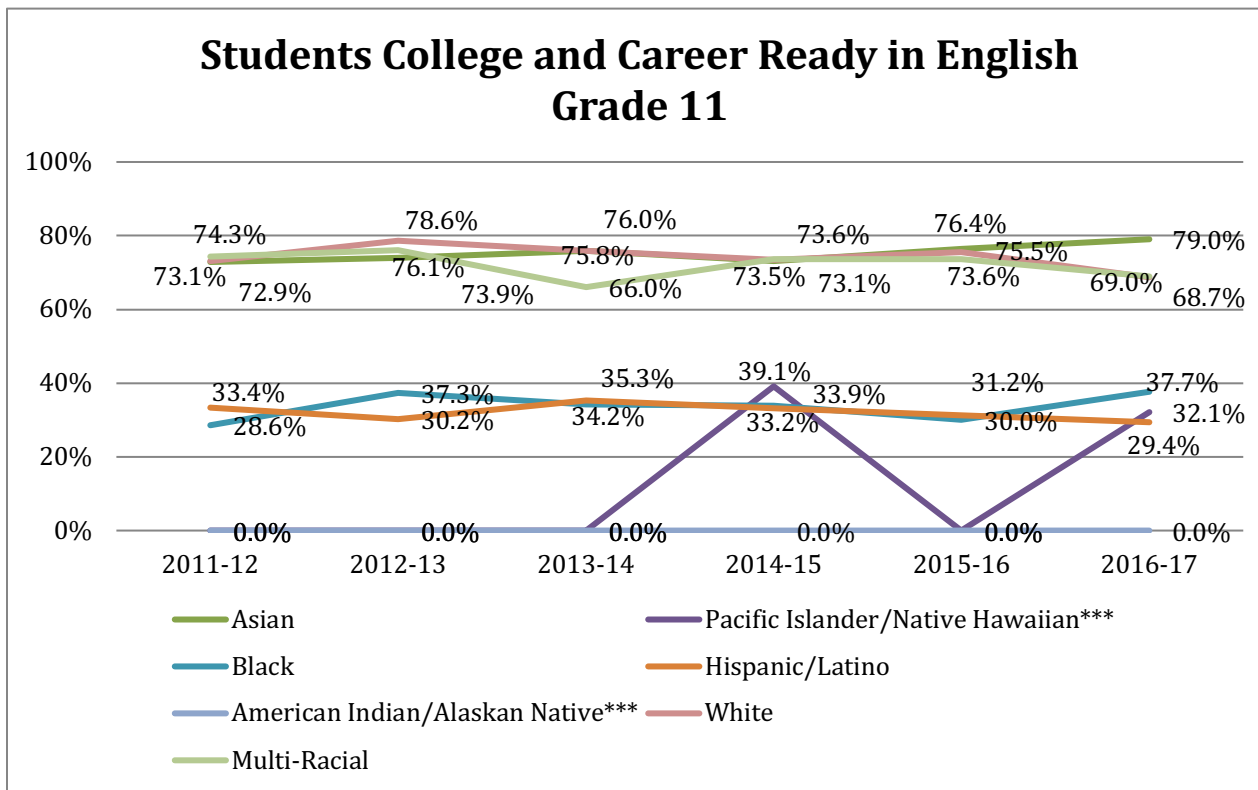
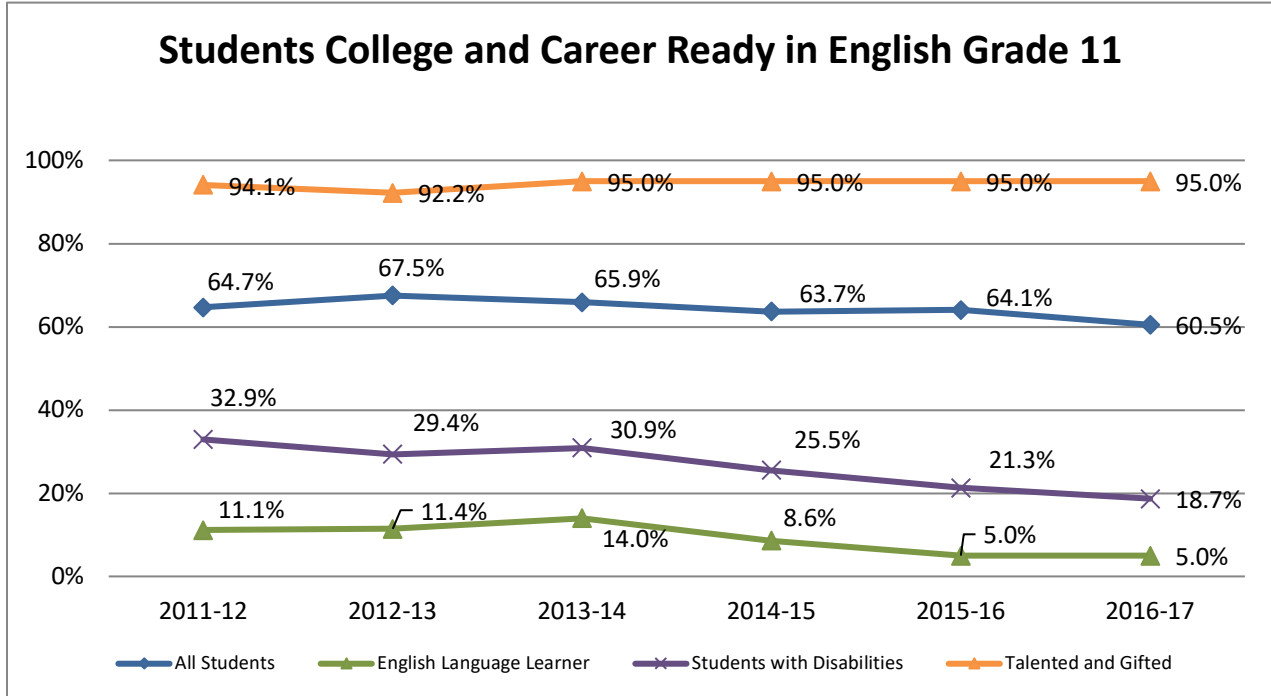
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.

English Language Learners

- As a result of the program model study, the Multilingual Department will work with schools and teams to create a district-wide program model alignment PK-12 to ensure students moving from elementary to middle and middle to high school have a consistent program model experience that allows for effective acquisitions of the English language AND target language of dual language programs.
- The Multilingual Department will work with elementary and middle school teams to ensure a successful transition from fifth to 6th grade across all elementary and middle schools district-wide.
- The Multilingual Department will work with middle and high school teams to create four-five year graduation plans for 8th graders going into high school to ensure there is a plan for graduation for every English Learner in the district.

Grade 11 Students College- and Career-Ready in English, Math, and in Science

Definition and Source: ACT Grade 11 test results

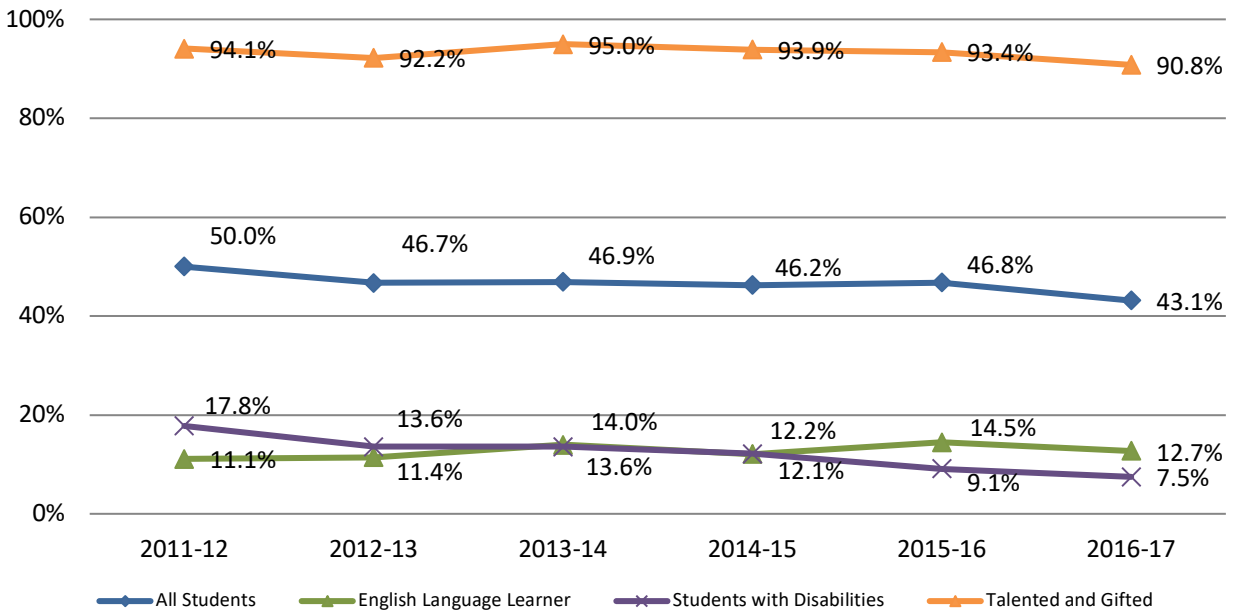


Students College and Career Ready in English, Grade 11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	64.7%	67.5%	65.9%	63.7%	64.1%	60.5%
Economically Disadvantaged						
English Language Learner	3.0%	2.9%	7.0%	8.6%	<5%	<5%
Students with Disabilities	32.9%	29.4%	30.9%	25.5%	21.3%	18.7%
Asian	72.9%	73.9%	75.8%	73.1%	76.4%	79.0%
Pacific Islander/Native Hawaiian***				39.1%		32.1%
Black	28.6%	37.3%	34.2%	33.9%	30.0%	37.7%
Hispanic/Latino	33.4%	30.2%	35.3%	33.2%	31.2%	29.4%
American Indian/Alaskan Native***						
White	73.1%	78.6%	76.0%	73.5%	75.5%	68.7%
Multi-Racial	74.3%	76.1%	66.0%	73.6%	73.6%	69.0%
Talented and Gifted	98.0%	98.4%	>95%	>95%	>95%	>95%
Male	62.3%	65.0%	65.6%	63.9%	61.7%	54.7%
Female	67.1%	70.1%	66.2%	63.4%	66.6%	66.5%

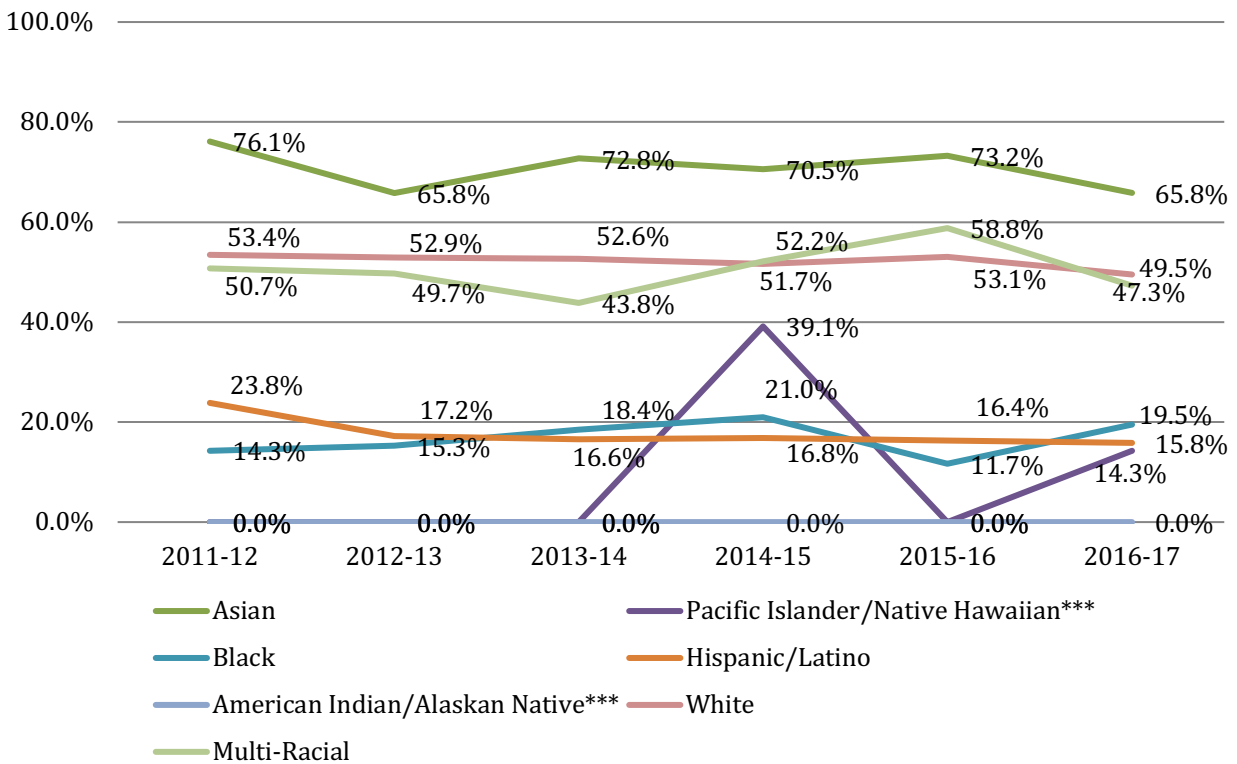
School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aloha High School	51.1%	63.6%	49.5%	46.1%	43.8%	39.5%
Arts & Communication Magnet Academy	88.5%	89.8%	94.8%	83.8%	85.5%	80.0%
Beaverton High School	62.4%	77.1%	61.4%	61.5%	62.3%	52.6%
Community School	<5%	<5%	<5%	26.9%	12.5%	<5%
Health & Science School	57.1%	50.0%	48.1%	44.9%	54.7%	62.9%
International School of Beaverton	86.5%	92.1%	84.1%	84.0%	82.9%	93.6%
School of Science & Technology	82.8%	91.9%	94.3%	>95%	88.9%	>95%
Southridge High School	69.4%	75.1%	73.0%	65.7%	66.1%	72.3%
Sunset High School	70.2%	82.5%	72.7%	74.0%	72.9%	68.2%
Westview High School	65.2%	75.6%	68.1%	66.5%	67.8%	61.0%

Students College- and Career-Ready in English, Grade 11 (2016-17)	All students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Stdnts with Disab	TAG	English Lang. Learner
Aloha	39%			13%	42%	57%	47%	31%	17%	>95%	
ACMA	80%					93%	86%				
Beaverton	53%	50%		33%	64%	63%	59%	47%	18%	>95%	
Community School	<5%					<5%		<5%			
Health & Science	63%			36%		76%	62%	64%			
ISB	94%	92%				>95%	>95%	89%		>95%	
SST	>95%					>95%		>95%			
Southridge	72%	81%		53%	84%	74%	77%	68%	35%	>95%	
Sunset	68%	82%		26%	74%	77%	73%	63%	31%	>95%	
Westview	61%	82%	41%	29%	59%	65%	68%	55%	5%	>95%	

Students College and Career Ready in Math Grade 11



Students College and Career Ready in Math Grade 11

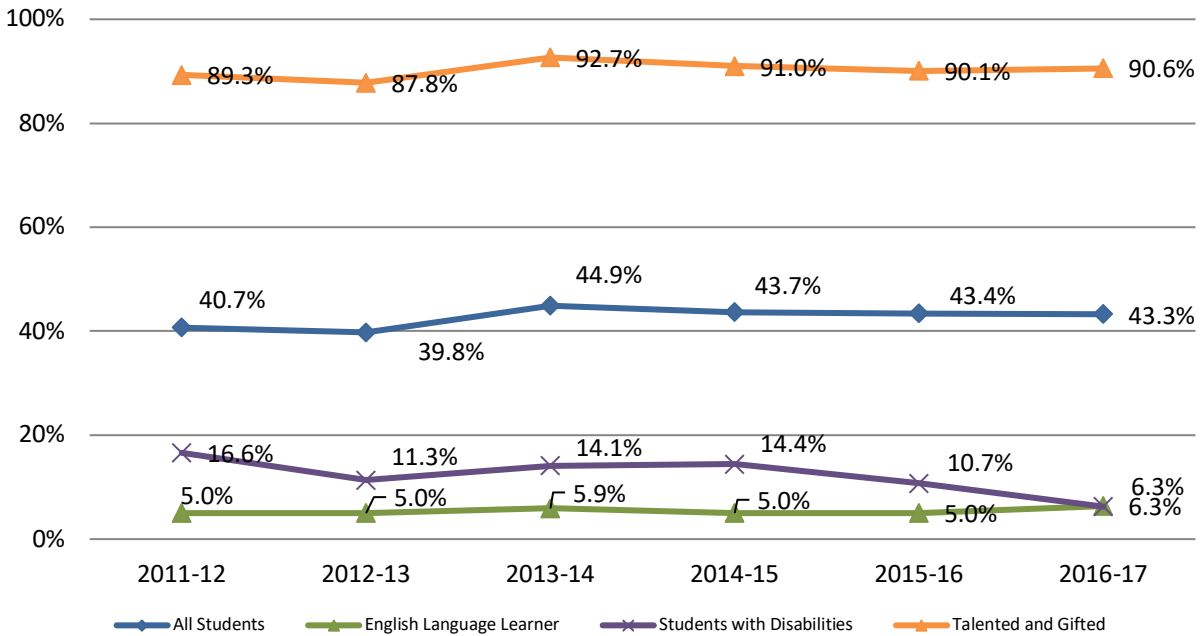


Students College and Career Ready in Math, Grade 11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	50.0%	46.7%	46.9%	46.2%	46.8%	43.1%
Economically Disadvantaged						
English Language Learner	11.1%	11.4%	14.0%	12.1%	14.5%	12.7%
Students with Disabilities	17.8%	13.6%	13.6%	12.2%	9.1%	7.5%
Asian	76.1%	65.8%	72.8%	70.5%	73.2%	65.8%
Pacific Islander/Native Hawaiian***				39.1%		14.3%
Black	14.3%	15.3%	18.4%	21.0%	11.7%	19.5%
Hispanic/Latino	23.8%	17.2%	16.6%	16.8%	16.4%	15.8%
American Indian/Alaskan Native***						
White	53.4%	52.9%	52.6%	51.7%	53.1%	49.5%
Multi-Racial	50.7%	49.7%	43.8%	52.2%	58.8%	47.3%
Talented and Gifted	94.1%	92.2%	>95%	93.9%	93.4%	90.8%
Male	51.2%	50.5%	51.6%	50.4%	50.5%	44.8%
Female	48.7%	42.7%	42.5%	41.8%	42.7%	41.3%

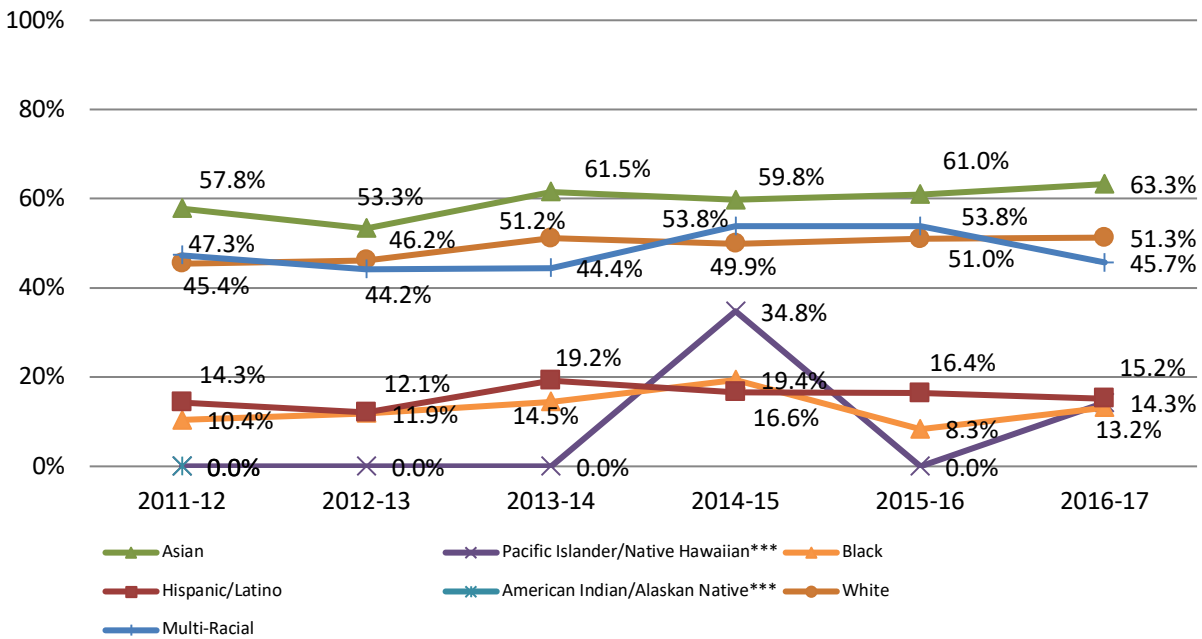
School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aloha High School	31.5%	32.3%	31.3%	27.4%	24.4%	24.5%
Arts & Communication Magnet Academy	44.9%	29.7%	37.7%	44.6%	43.4%	41.5%
Beaverton High School	45.7%	45.6%	41.8%	41.7%	39.0%	29.4%
Community School	<5%	<5%	<5%	<5%	<5%	<5%
Health & Science School	28.6%	17.5%	32.7%	33.3%	41.3%	35.7%
International School of Beaverton	68.9%	52.5%	54.9%	70.7%	68.3%	67.9%
School of Science & Technology	79.3%	87.2%	91.4%	86.7%	72.2%	83.9%
Southridge High School	61.3%	51.5%	51.4%	47.7%	50.0%	52.6%
Sunset High School	58.0%	54.3%	58.4%	60.4%	59.4%	52.8%
Westview High School	54.2%	52.4%	51.9%	50.9%	54.4%	48.8%

Students College- and Career-Ready in Mathematics, Grade 11 (2016-17)	All students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Stdnts with Disab	TAG	English Lang. Learner
Aloha	25%			7%	25%	39%	25%	24%	6%	74%	
ACMA	42%					49%	41%				
Beaverton	29%	32%		9%	39%	41%	26%	32%	8%	81%	
Community School	<5%					<5%		<5%			
Health & Science	36%			14%		50%	27%	41%			
ISB	68%	71%				73%	67%	69%		>95%	
SST	84%					77%		90%			
Southridge	53%	73%		25%	59%	54%	51%	54%	12%	91%	
Sunset	53%	70%		15%	48%	60%	55%	51%	14%	>95%	
Westview	49%	72%	33%	25%	51%	48%	44%	53%	<5%	91%	

Students College and Career Ready in Science Grade 11



Students College and Career Ready in Science Grade 11



Students College and Career Ready in Science, Grade 11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	40.7%	39.8%	44.9%	43.7%	43.4%	43.3%
Economically Disadvantaged						
English Language Learner	1.0%	1.4%	5.9%	3.4%	4.0%	6.3%
Students with Disabilities	16.6%	11.3%	14.1%	14.4%	10.7%	6.3%
Asian	57.8%	53.3%	61.5%	59.8%	61.0%	63.3%
Pacific Islander/Native Hawaiian***				34.8%		14.3%
Black	10.4%	11.9%	14.5%	19.4%	8.3%	13.2%
Hispanic/Latino	14.3%	12.1%	19.2%	16.6%	16.4%	15.2%
American Indian/Alaskan Native***						
White	45.4%	46.2%	51.2%	49.9%	51.0%	51.3%
Multi-Racial	47.3%	44.2%	44.4%	53.8%	53.8%	45.7%
Talented and Gifted	89.3%	87.8%	92.7%	91.0%	90.1%	90.6%
Male	42.4%	40.1%	50.3%	47.8%	46.6%	42.7%
Female	38.9%	39.4%	39.8%	39.4%	39.9%	43.8%

School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Aloha High School	23.4%	26.3%	27.8%	24.7%	24.4%	23.1%
Arts & Communication Magnet Academy	39.7%	29.7%	48.1%	45.9%	51.8%	41.5%
Beaverton High School	36.8%	36.6%	41.2%	43.5%	39.0%	32.0%
Community School	<5%	6.3%	<5%	<5%	<5%	<5%
Health & Science School	32.5%	19.3%	36.5%	37.7%	44.6%	41.4%
International School of Beaverton	66.2%	50.0%	67.1%	64.0%	67.1%	76.9%
School of Science & Technology	72.4%	66.7%	77.1%	93.3%	75.0%	93.5%
Southridge High School	45.3%	48.3%	50.4%	44.7%	43.5%	55.1%
Sunset High School	50.0%	42.5%	55.0%	53.1%	52.6%	51.2%
Westview High School	43.4%	44.8%	46.9%	48.2%	47.8%	46.2%

Students College- and Career-Ready in Science, Grade 11 (2016-17)	All students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Stdnts with Disab	TAG	English Lang. Learner
Aloha	23%			7%	25%	37%	28%	17%	6%	81%	
ACMA	42%					56%	41%				
Beaverton	32%	27%		8%	39%	46%	30%	34%	5%	30%	
Community School	<5%					<5%		<5%			
Health & Science	41%			14%		58%	38%	43%			
ISB	77%	79%				85%	70%	86%		>95%	
SST	94%					91%		90%			
Southridge	55%	69%		29%	59%	58%	58%	52%	8%	95%	
Sunset	51%	66%		14%	56%	58%	54%	48%	10%	90%	
Westview	46%	68%	15%	22%	38%	49%	44%	48%	3%	93%	

HIGH SCHOOL

Analysis

Successes:

- For ACT college readiness testing, just under half of all students met college- and career-readiness benchmarks on the Reading, Math, and Science, with 6 in 10 students meeting the benchmark on the English test.
- Female students meeting the science benchmark has increased by 4.9% in the last six years. In 2016-17, the benchmark met in in this area is at the highest for female students.
- Black students meeting the benchmark in all three subject areas (Reading, Math, and Science) has increased from the previous year. The college- and career-readiness benchmark on Reading is at the highest in the last six years for this student group.
- For both English (79%) and Science (63.3%), Asian students have recorded the highest percentage of the college- and career-readiness in the last six years.
- White students in Science (51.3%) have recorded the highest percentage of college- and career-readiness in the last six years.
- Health and Science (62.9%), ISB (93.6%) and SST (95%) have recorded the highest college- and career-readiness benchmark in English in the last six years.
- In Reading, some of our comprehensive high schools significantly outperform the District average (60.5%):
 - Southridge: +11.5%
 - Sunset: +7.5%
- In Math, some of our comprehensive high schools significantly outperform the District average (43.1%):
 - Sunset & Southridge: +10%
 - Westview: +6%
- In Science, some of our comprehensive high schools significantly outperform the District average (43.3%):
 - Southridge: +11.7%
 - Sunset: +7.7%

Issues:

- For ACT college readiness testing, the percentage of students meeting college and career-readiness benchmarks in all three subject areas (Reading, Math, and Science) declined from the previous year.
- On both Smarter Balanced and ACT college readiness testing, there are wide gaps between student groups in the percentage of students who are on track to be college and career-ready in the different subjects. Our historically underrepresented students, in particular Latino/Hispanic, English Language Learners, and Students with Disabilities, continue to significantly lag behind the District average (Note: ACT does not identify Economically Disadvantaged Students).
- Students in some of our Option Schools (ISB and SST) consistently outperform the District average in all three subject areas.
- 10-days of lost instruction due to weather, all before the April ACT testing.

Action Plan:

This year:

English Language Arts / Reading / English

- Continued implementation of English Language Arts professional development with a focus on instructional shifts in reading at the elementary level and writing at the secondary level
- Continued expansion of AVID elective to grade 12 and work toward AVID school-wide implementation in middle and high schools, with an emphasis on academic language and literacy and reading and writing across all content areas

Math

- Implementation of a consistent and aligned math sequence at both middle and high school
- Continued teacher professional development for secondary math instructional practice
- Complete math adoption grades K-8
- Expand AVID elective to grades 12 and work toward AVID school-wide implementation in middle and high schools. Professional development on AVID instructional strategies in Math has been offered to 70 math teachers.

Science

- Continue district-wide monthly Learning Teams for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention
- Continued implementation of the Next Generation Science Standards (shifts of learning targets and practices) in Physics, Chemistry, and Biology
- Continued implementation of Project-Based Inquiry Science resources in middle school science courses
- Continued professional development for middle school science teachers focused on modeling, computational thinking, and science talk
- Expand AVID elective to grades 12 and work toward AVID school-wide implementation in middle and high schools. Professional development on AVID instructional strategies in science has been offered to 70 science teachers.
- Implementation of Equity Lens learning group for secondary science teachers to examine data and analyze practices to close the access and opportunity gaps
- Implementation of Equity Lens learning group for high school administrators to examine data and analyze practices to close the access and opportunity gaps

Special Education

- The Special Education Department implemented K-12 curricular materials in all academic areas for students in our ACE, ALC, ISC, SLC, and SRC programs. The Special Education Department implemented 6-12 modified curriculum for students served in specialized programs.
- The Special Education Department implemented a new diagnostic assessment program K-12 for all students with IEP goals in the areas of ELA and math who are served in the resource room, EGC, SCC, and for some students served in the ALC. This diagnostic is administered 3 times per year for progress monitoring purposes and to support the development of IEP goals which align to learning targets and specially designed instruction.

English Language Learners

- The Multilingual Department is undergoing a comprehensive PK-12 curriculum adoption process this 17-18 school year with the expectation that curricular materials be implemented for the 18-19 school year.
- The Multilingual Department is also undergoing a comprehensive analysis of program model design for English Learners (ELs) district-wide. This study is conducted in collaboration with Education Northwest and

preliminary results will be available May 2018 with the final report due in the Fall of 2018. Results of the study will impact the district-wide delivery of English instruction for ELs.

- The Multilingual Department is in the process of developing a four-five year plan for Newcomer students that enter the district at the high school level to ensure these students have a plan toward graduation completion up until the age limit set by the state which is 21 years of age.
- The Multilingual Department is in the process of researching various professional development models that will support the department's vision for how language should be taught in the district using the extensive literature around language acquisition. The professional development will braid the learning targets of ELA and Math to support the overall acquisition of the English language through the integration of these content areas with language.
- The Multilingual Department will continue to work to align Dual Language Programs district-wide so there are complete course offerings of content classes in the target language at all high schools.

Long-term:

English Language Arts / Reading / English

- Continued professional development in reading and writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle
- Continued implementation of district-wide Learning Team model (Early Release) to support English Language Arts teachers in reading and writing instruction, assessment, and intervention/extensions
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional strategies

Math

- Continued implementation of a consistent 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
- Continued development of dual credit opportunities for students in math at the high school level in partnership with PCC (Math 95, Math 111 and 112) and other post-secondary institutions. This effort helps to encourage students to take math beyond the required three credits.
- Continued implementation of district wide Learning Team model (Early Release) to support math teachers in math instruction, assessment, and intervention/extensions
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional strategies

Science

- Continued development of dual credit opportunities in science at the high school level in partnership with PCC and other post-secondary institutions. This effort helps to encourage students to take science beyond the required three credits.
- Continued district-wide monthly Learning Teams (Early Release) 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 implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional strategies

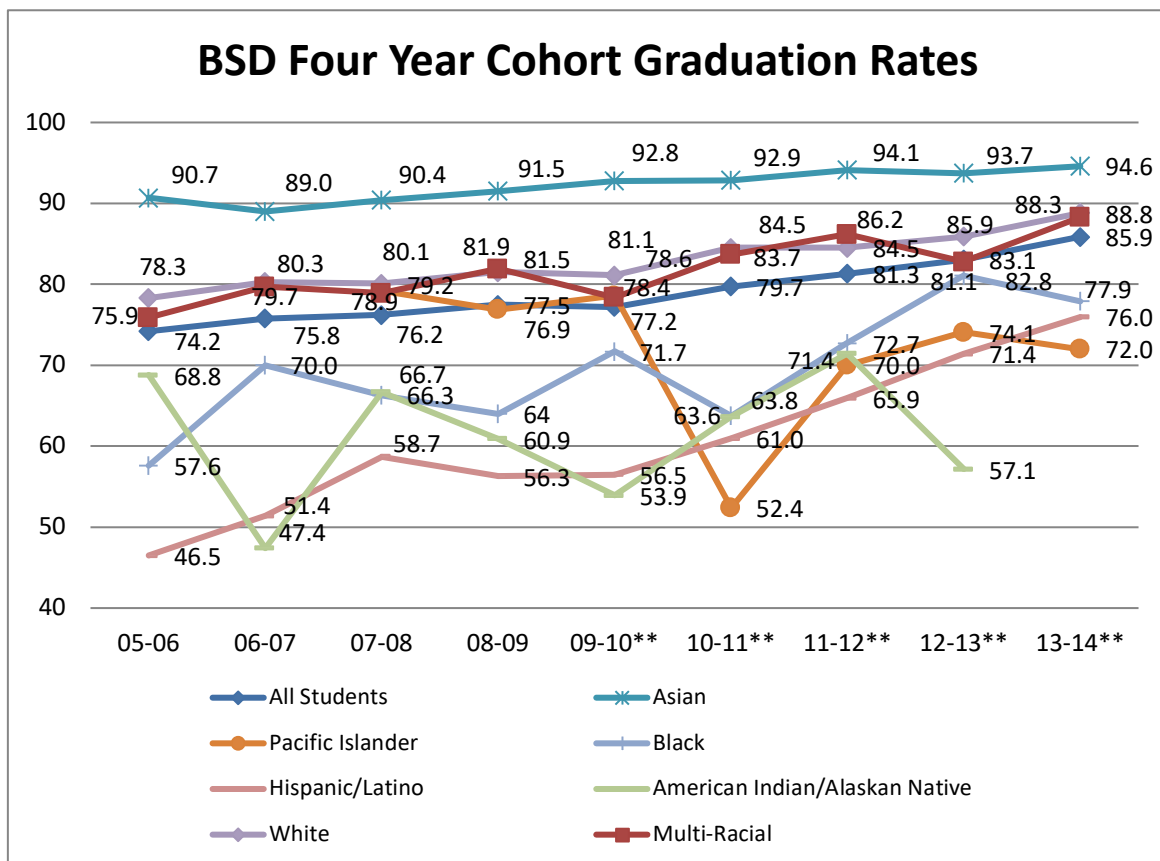
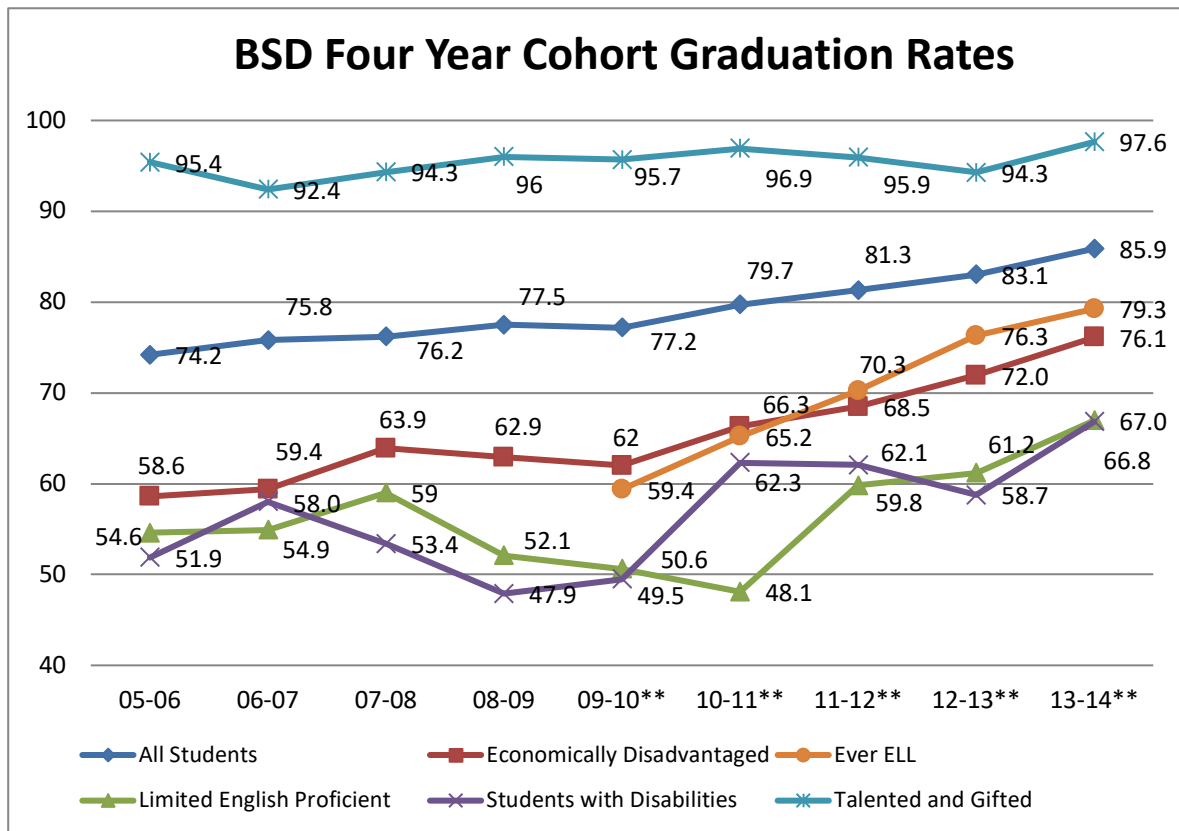
Special Education

- Monitor student progress for all new curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- The Teaching and Learning and Special Education Departments with support from the District Management Group have identified the following two areas of focus for the next two years:
 - Provide additional instructional time to all struggling students with staff who have deep content expertise and training.
 - Expand the social, emotional, and behavioral supports by increasing direct services to students and providing more strategies to teachers.

English Language Learners

- The Multilingual Department will continue to monitor the instructional models at all levels and in all schools to ensure the integration of language and content targets are being addressed.
- The Multilingual Department will work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all English Learners (ELs).
- The Multilingual Department will work collaboratively with building administrators and teams of teachers to create a consistent sheltered instruction model for emerging ELs in the content areas across schools district-wide.
- The Multilingual Department will continue to monitor the implementation of program models and continue the cycle of research, implementation, and evaluation for the next three years. The cycle will continue every three years to ensure the program models we are implementing are meeting the needs of our English Learners (ELs).
- The Multilingual Department will work collaboratively with the district's curriculum team to integrate language and content professional development opportunities for staff so staff are able to see how language can be woven in to the professional development of content areas at all levels.
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.

Four-Year Cohort Graduation Rates



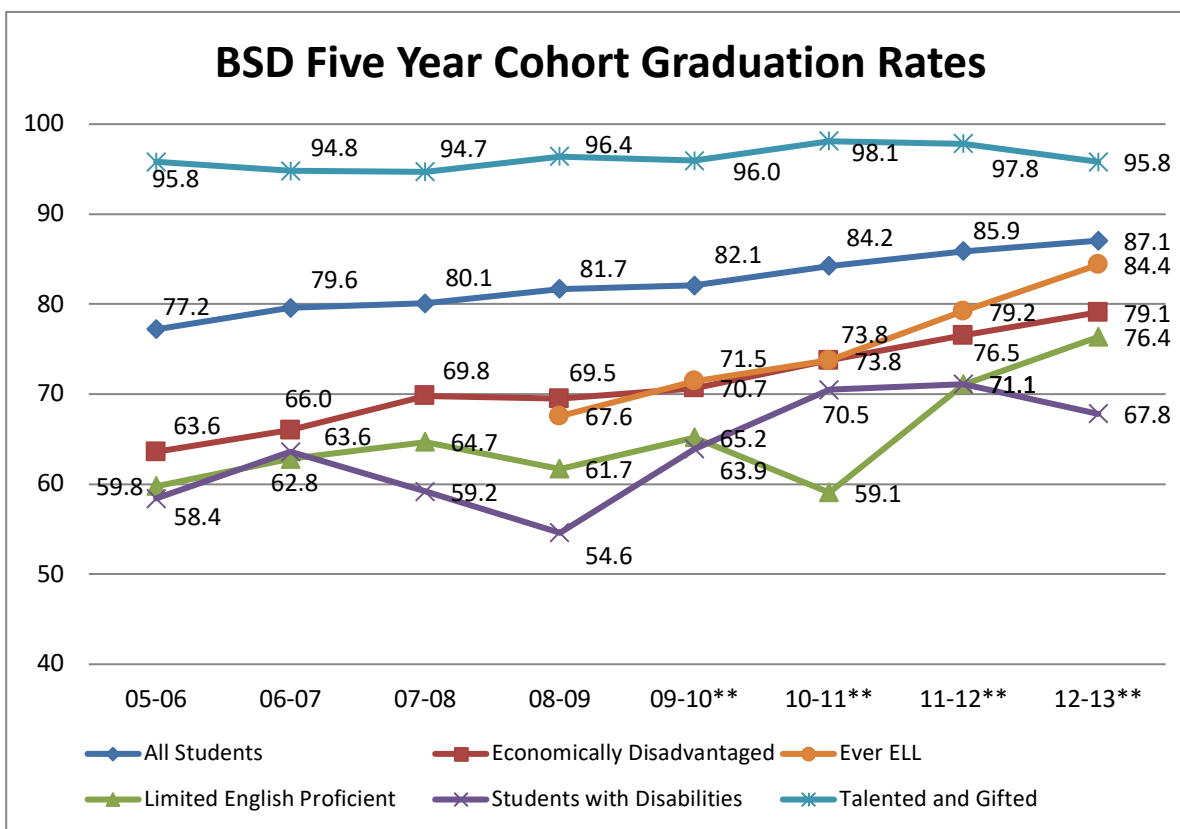
9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**	13-14**
Students graduating during or before:	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
All Students	74.2	75.8	76.2	77.5	77.2	79.7	81.3	83.1	85.9
Economically Disadvantaged	58.6	59.4	63.9	62.9	62	66.3	68.5	72.0	76.1
Ever ELL					59.4	65.2	70.3	76.3	79.3
Limited English Proficient	54.6	54.9	59	52.1	50.6	48.1	59.8	61.2	67.0
Students with Disabilities	51.9	58.0	53.4	47.9	49.5	62.3	62.1	58.7	66.8
Asian	90.7	89.0	90.4	91.5	92.8	92.9	94.1	93.7	94.6
Pacific Islander			79.2	76.9	78.6	52.4	70.0	74.1	72.0
Black	57.6	70.0	66.3	64	71.7	63.8	72.7	81.1	77.9
Hispanic/Latino	46.5	51.4	58.7	56.3	56.5	61.0	65.9	71.4	76.0
American Indian/Alaskan Native	68.8	47.4	66.7	60.9	53.9	63.6	71.4	57.1	
White	78.3	80.3	80.1	81.5	81.1	84.5	84.5	85.9	88.8
Multi-Racial	75.9	79.7	78.9	81.9	78.4	83.7	86.2	82.8	88.3
Talented and Gifted	95.4	92.4	94.3	96	95.7	96.9	95.9	94.3	97.6
Male	71.3	72.1	72.5	74.8	73.7	75.7	79.8	80.8	84.0
Female	77.3	79.5	81.3	80.4	81	84.0	82.8	85.5	87.9

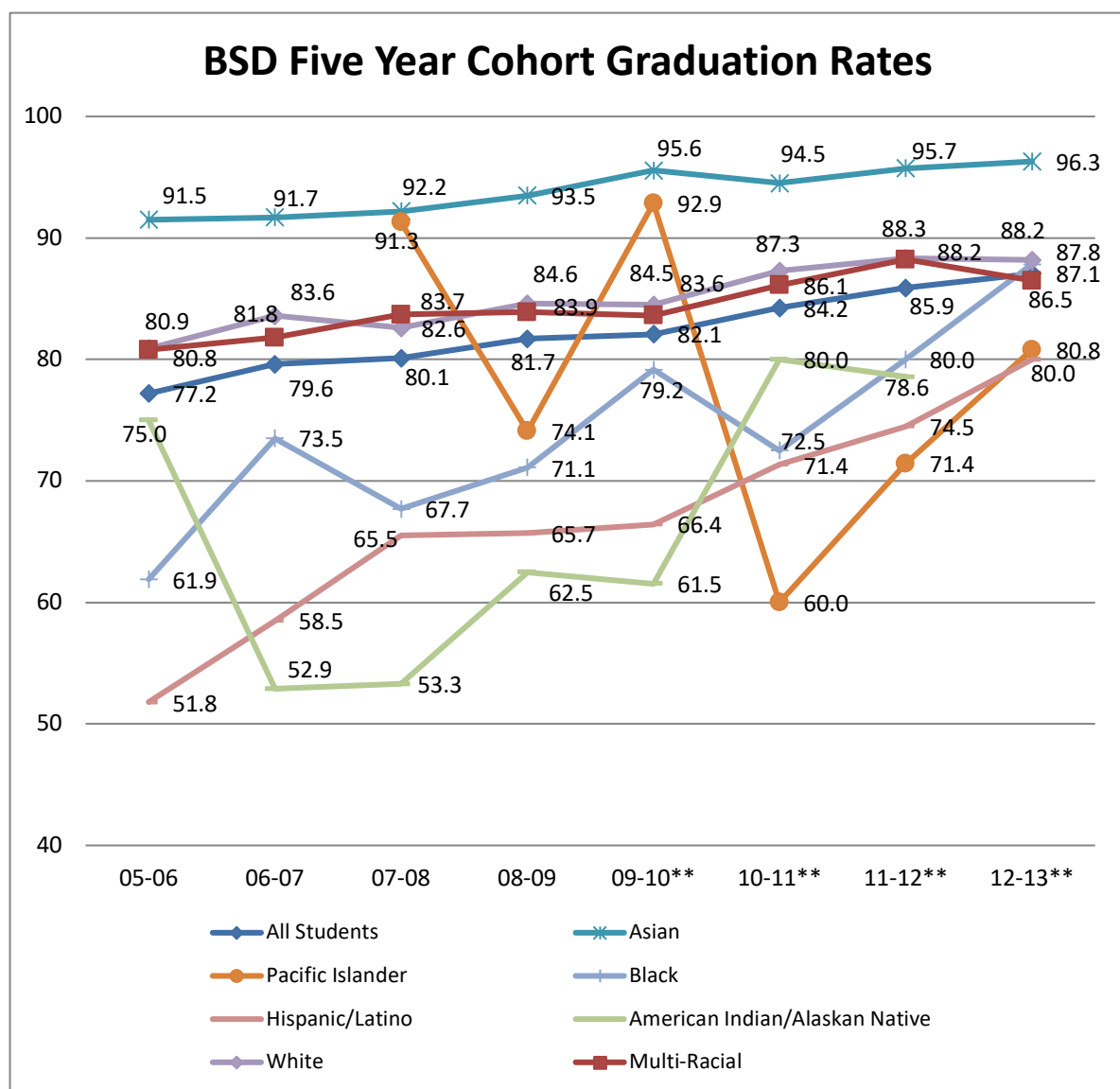
4 Year Cohort Graduation Rates									
9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**	13-14**
Students graduating during or before:	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
State	66.2	66.4	67.2	68.4	68.7	72.0	73.8	74.8	76.7
Beaverton School District	74.2	75.8	76.2	77.5	77.2	79.7	81.3	83.1	85.9
Aloha High School	67.1	70.9	72.3	72.7	67.9	72.9	74.8	75.6	78.1
Arts & Communication High	96.7	89.5	93.9	90.9	93.4	85.7	94.1	88.6	97.7
Beaverton High School	68.2	75.4	75.6	74.2	72.6	73.7	73.9	79.5	81.9
Community School	45.1	26.9	24.6	35.4	41.2	40.0	35.0	53.1	54.1
Health & Science School	-----	-----	81.5	65.1	72	86.0	84.6	93.9	96.3
ISB High	-----	95.0	96.6	100	98.6	100.0	98.7	98.6	98.8
School of Science & Tech	100.0	88.5	89.2	81.1	84.9	86.1	81.1	89.7	97.2
Southridge High School	85.7	84.9	85.1	88.5	83.2	88.7	89.6	86.0	88.1
Sunset High School	76.0	79.8	77.4	81.4	79.8	83.2	89.2	85.9	89.6
Westview High School	79.8	79.1	82.3	80.1	82.4	80.9	84.3	87.7	88.2

4 Year Cohort Graduation Rates (2016-17)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	85.9%	78.1%	97.7%	81.9%	54.1%	96.3%	98.8%	97.2%	88.1%	89.6%	88.2%
Economically Disadvant.	76.1%	74.1%	92.9%	68.7%	51.9%	93.5%	95.2%		81.0%	78.4%	78.8%
Ever ELL	79.3%	75.4%		64.2%	50.0%	97.7%	96.0%		85.9%	78.2%	87.3%
Limited English Proficient	67.0%	62.8%		40.0%					75.8%	68.9%	80.5%
Students with Disabilities	66.8%	62.8%		63.6%	54.2%				64.3%	74.0%	64.4%
Asian	94.6%	93.1%					95.8%		93.1%	92.2%	95.2%
Pacific Islander	72.0%										
Black	77.9%										85.2%
Hispanic/Latino	76.0%	73.3%		67.6%	53.1%	93.3%			85.5%	74.5%	81.0%
Amer. Indian/Alaska Nat											
White	88.8%	81.3%	100.0%	88.2%		96.7%	100.0%	100.0%	87.8%	93.7%	87.7%
Multi-Racial	88.3%	79.4%		85.7%					88.2%	95.6%	86.5%
Talented and Gifted	97.6%	93.1%	100.0%	95.1%			100.0%		98.6%	98.0%	97.7%
Male	84.0%	76.1%	100.0%	79.6%	48.0%	98.0%	97.4%	96.8%	87.7%	85.7%	86.1%
Female	87.9%	80.1%	96.4%	84.5%	58.3%	93.8%	100.0%		88.6%	94.0%	90.7%

Results for groups with fewer than 20 students are not reported

Five-Year Cohort Graduation Rates





5 Year Cohort Graduation Rates								
9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**
Students graduating during or before:	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
State	69.1	70.5	72.4	73.2	75.9	76.5	77.8	78.9
Beaverton School District	77.2	79.6	80.1	81.7	82.1	84.2	85.9	87.1
Aloha High School	70.5	75.7	74	79.4	75.0	79.8	79.7	82.3
Arts & Communication High School	98.3	95.8	97	92	94.7	95.6	97.6	96.1
Beaverton High School	70.4	77.9	77.9	75.8	78.6	77.9	80.4	83.7
Community School	62.3	47.3	50	52.8	63.8	61.0	69.3	78.5
Health & Science School	-----	-----	88.9	79	85.7	89.8	94.1	97.0
ISB High	-----	100.0	96.6	100	98.6	100.0	100.0	100.0
School of Science & Technology	100.0	92.0	89.2	88.6	100.0	90.2	91.4	96.6
Southridge High School	86.7	87.2	88	89.7	86.7	90.5	92.6	87.1
Sunset High School	76.9	83.1	80.4	84.5	82.9	88.0	88.9	89.0

Westview High School	82.2	81.9	85.2	83.9	84.9	84.6	86.7	89.3
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9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**
Students graduating during or before:	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
All Students	77.2	79.6	80.1	81.7	82.1	84.2	85.9	87.1
Economically Disadvantaged	63.6	66.0	69.8	69.5	70.7	73.8	76.5	79.1
Ever ELL				67.6	71.5	73.8	79.2	84.4
Limited English Proficient	59.8	62.8	64.7	61.7	65.2	59.1	71.1	76.4
Students with Disabilities	58.4	63.6	59.2	54.6	63.9	70.5	71.1	67.8
Asian	91.5	91.7	92.2	93.5	95.6	94.5	95.7	96.3
Pacific Islander			91.3	74.1	92.9	60.0	71.4	80.8
Black	61.9	73.5	67.7	71.1	79.2	72.5	80.0	87.8
Hispanic/Latino	51.8	58.5	65.5	65.7	66.4	71.4	74.5	80.0
American Indian/Alaskan Native	75.0	52.9	53.3	62.5	61.5	80.0	78.6	
White	80.9	83.6	82.6	84.6	84.5	87.3	88.3	88.2
Multi-Racial	80.8	81.8	83.7	83.9	83.6	86.1	88.2	86.5
Talented and Gifted	95.8	94.8	94.7	96.4	96.0	98.1	97.8	95.8
Male	74.9	76.8	76	79.4	79.1	81.1	84.6	85.1
Female	79.5	82.6	84.4	84.1	85.3	87.6	87.1	89.2

5 Year Cohort Graduation Rates (2016-17)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	87.1%	82.3%	96.1%	83.7%	78.5%	97.0%	100.0%	96.6%	87.1%	89.0%	89.3%
Economically Disadvant.	79.1%	79.4%		72.7%	81.4%	95.0%	100.0%		77.9%	75.0%	83.0%
Ever ELL	84.4%	80.8%		77.8%	85.7%	96.6%	100.0%		85.0%	86.8%	86.1%
Limited English Proficient	76.4%	70.5%		65.8%					75.9%	77.5%	82.7%
Students with Disabilities	67.8%	61.2%		66.3%	76.0%				64.6%	68.9%	59.4%
Asian	96.3%	89.2%		96.4%					98.1%	98.5%	96.2%
Pacific Islander	80.8%										
Black	87.8%	88.9%									88.0%
Hispanic/Latino	80.0%	80.5%		71.3%	87.9%	96.2%			79.0%	79.6%	80.5%
Amer. Indian/Alaska Nat	0.0%										
White	88.2%	81.7%	94.8%	87.9%	73.7%	95.8%	100.0%	95.5%	87.4%	91.5%	90.0%
Multi-Racial	86.5%	87.1%		91.4%					90.9%	73.7%	86.0%
Talented and Gifted	95.8%	90.2%	95.5%	93.0%			100.0%		98.3%	94.4%	97.8%
Male	85.1%	79.8%	95.5%	83.5%	68.8%	100.0%	100.0%	95.7%	83.3%	88.3%	87.0%
Female	89.2%	85.0%	96.3%	84.1%	85.1%	92.3%	100.0%		91.2%	89.7%	91.8%

Results for groups with fewer than 20 students are not reported

Analysis

Successes:

- Four-year cohort graduation rates have continued on an upward trend over the last eight years to an all-time high of 85.9%, and increase of 2.8% from last year.
- Four-year cohort graduation percentages at every BSD high school have increased from the previous year. The largest comprehensive high school jumps were at Sunset (+3.7), Aloha (+2.5) and Beaverton (+2.4). The largest percentage increases at options schools was seen at ACMA (+9.1), SST (7.5) and Health and Sciences (+2.4).
- Five-year cohort graduation rates for 2016-17 also reached an all-time high of 87.1%.
- Graduation rates for some of our historically underserved student groups are increasing faster than for the District as a whole. Examples of the graduation rates of specific subgroup student populations over the last two years include:
 - Hispanic/Latino: +4.6 (Note: +19.4% in the last four years)
 - ELL: +5.8
 - Ever ELL: +3.0
 - Special Education: +8.1
 - Economically Disadvantaged: +4.1 (Note: +14.1% in the last four years)
 - Males: +3.2 (Note: +10.3% in the last four years)
- Five-year cohort graduation rates also indicate a similar pattern as seen in four-year rates.
- In 2016-17, Beaverton students in every subgroup graduated at a higher percentage than the state average in both 4- and 5-year graduation rates. The percentage improvements in cohort graduation rates for our historically underserved students are notably significant as seen below:

Percentage Improvements since 2013	Beaverton	State of Oregon
All Students	+6.16	+4.67
Black/African American	+14.16	+7.40
Hispanic/Latino	+15.01	+7.59
ELL	+18.84	+3.22
Ever ELL	+14.07	+9.66
Economically Disadvantaged	+9.83	+5.82

Issues:

- Graduation rates remain predictable by gender, although the difference in the four-year cohort graduation rate between males and females continues to narrow over time.
- All subgroups of students, except for students with Disabilities, earn a diploma within 5 years at the rate of 76.4% or higher. While the gap continues to narrow, graduation rates remain predictable based on race/ethnicity, economic status, and program participation.

Action Plan

This Year:

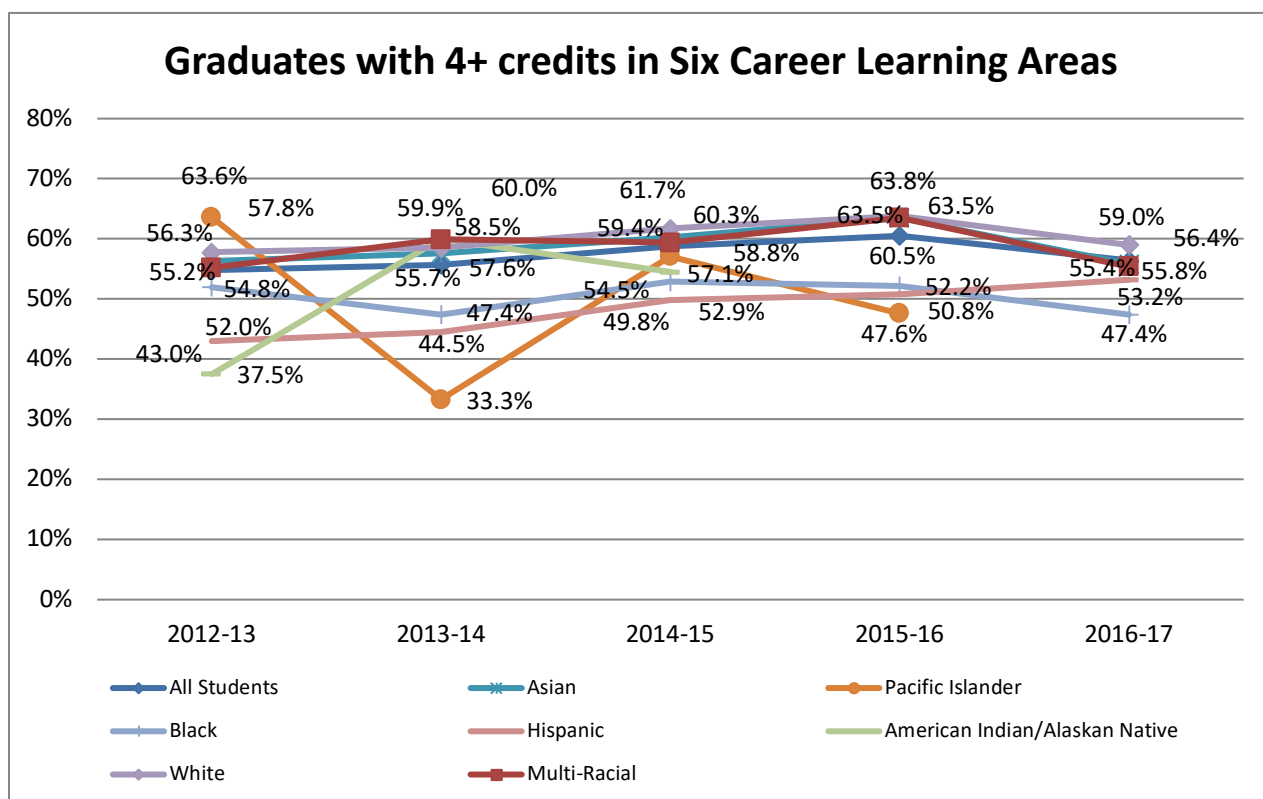
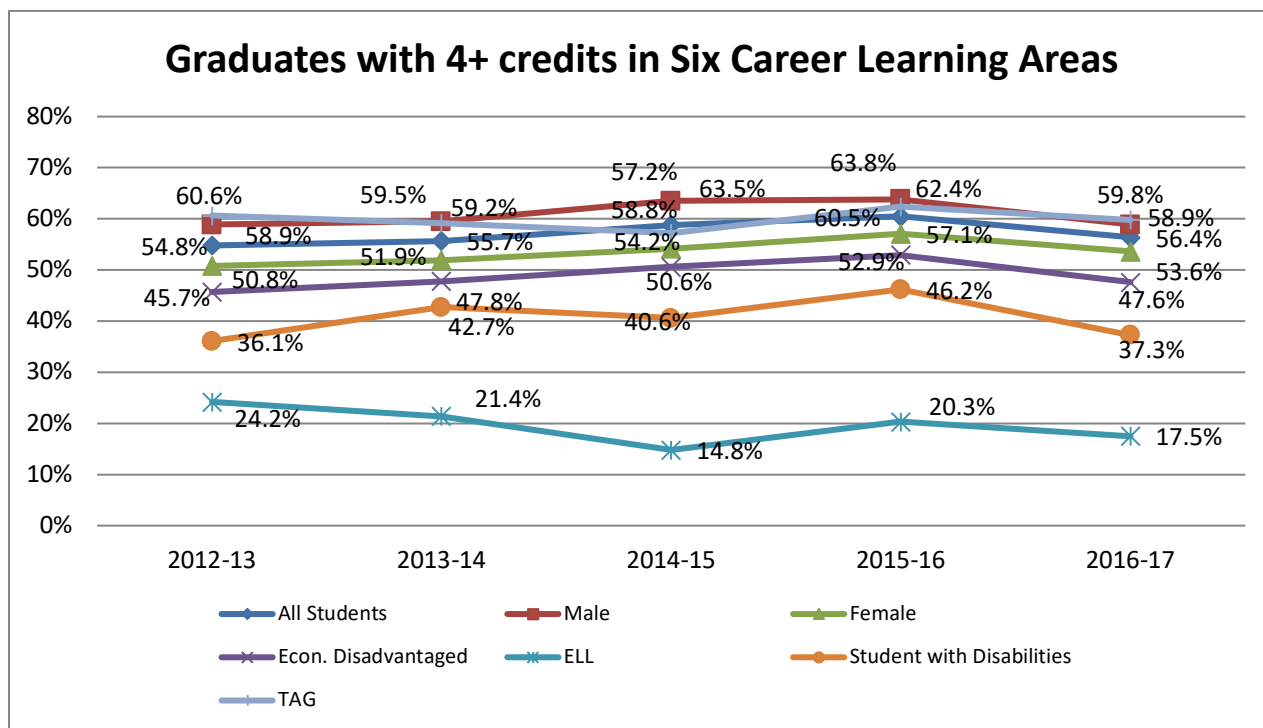
- AVID school-wide implementation development and focus
- AVID growth with an additional elective class to grades 6 and 12
- Professional development on culturally relevant teaching and elimination of racial disproportionality in discipline remain focus at all secondary schools
- 2017 and 2018 summer school programs for credit recovery coursework
- High School credit recovery opportunities for the 2017-2018 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
- District focus on the State High School Success initiative with an emphasis on 9th Grade On-Track
- 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 Fund specifically designed to address graduation rates: (examples)
 - Graduation Mentors
 - Classified Instructional Aides
 - Intervention Courses, especially at grades 9 and 10
 - Learning Target Monitors
 - Credit Recovery course offerings
- Measure 98 Dollars
 - Graduation Mentors
 - Attendance Monitors
 - Career and Technical Education staff and program development
 - Increased online learning opportunities
- HS professional development support:
 - LITT positions (Library Instructional Technology Teachers) and their work as “instructional technology coaches” in our secondary schools
 - Professional Development TOSAs at all comprehensive HS
- Implementation of Early Release Wednesdays to promote teacher collaboration

Long-Term:

- AVID growth and expansion for school-wide implementation
- Growth and District support of high school Dual Language programs
- High School Success Teams with an emphasis on 9th Grade on-track
- Consistent use of student data through our district's Early Warning System
- Development of action plan and implementation of instructional and program delivery models to support ELL and students with disabilities

Graduates Completing Four Credits in Oregon Skill Sets

Career Learning Areas: C or better in 4 years of coursework in one or more of the following areas: Ag, Food and Natural Resource Systems; Arts, Information and Communications; Business and Management; Health Sciences; Human Resources; Industrial and Engineering Systems. Graduates are students (regardless of high school entry year) who earned a diploma or GED by June 30.



Graduates completing 4+ credits (C or better) in the six Career Learning Areas					
Beaverton School District	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	54.8%	55.7%	58.8%	60.5%	56.4%
Male	58.9%	59.5%	63.5%	63.8%	58.9%
Female	50.8%	51.9%	54.2%	57.1%	53.6%
Econ. Disadvantaged	45.7%	47.8%	50.6%	52.9%	47.6%
ELL	24.2%	21.4%	14.8%	20.3%	17.5%
Student with Disabilities	36.1%	42.7%	40.6%	46.2%	37.3%
TAG	60.6%	59.2%	57.2%	62.4%	59.8%
Asian	56.3%	57.6%	60.3%	63.5%	55.8%
Pacific Islander	63.6%	33.3%	57.1%	47.6%	
Black	52.0%	47.4%	52.9%	52.2%	47.4%
Hispanic	43.0%	44.5%	49.8%	50.8%	53.2%
American Indian/Alaskan Native	37.5%	60.0%	54.5%		
White	57.8%	58.5%	61.7%	63.8%	59.0%
Multi-Racial	55.2%	59.9%	59.4%	63.5%	55.4%

School Name	2012-13	2013-14	2014-15	2015-16	2016-17
Aloha High School	54.7%	59.5%	65.9%	70.9%	67.5%
Arts & Communication Magnet Academy	88.6%	88.3%	87.8%	83.3%	69.4%
Beaverton High School	61.5%	56.4%	58.9%	60.1%	60.5%
Community School	32.3%	28.6%	32.1%	33.3%	23.1%
Health & Science School	67.9%	88.4%	95.3%	84.8%	93.7%
International School of Beaverton	26.0%	0.0%	0.0%	0.0%	3.8%
School of Science & Technology	10.0%	10.5%	16.7%	37.0%	33.3%
Southridge High School	46.3%	53.3%	62.6%	65.1%	54.3%
Sunset High School	61.4%	62.2%	57.7%	65.0%	62.0%
Westview High School	55.3%	66.8%	69.5%	67.9%	64.1%

Graduates completing 4+ credits (C or better) in the six Career Learning Areas 16-17	BSD	Aloha	ACMA	Beaverton	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	56%	68%	69%	61%	23%	94%	<5%	33%	54%	62%	64%
Male	59%	68%	72%	59%	19%	>95%	5%	35%	56%	70%	62%
Female	54%	68%	68%	62%	26%	90%	<5%		52%	53%	67%
Econ. Disadvantaged	48%	62%	48%	47%	25%	88%			44%	43%	58%
ELL	18%			5%							9%
Student with Disabil.	37%	39%		28%	22%				31%	43%	59%
TAG	60%	85%	68%	74%			<5%		57%	67%	64%
Asian	56%	63%					<5%		50%	57%	63%
Pacific Islander											
Black	47%										58%
Hispanic	53%	63%		53%	27%	89%			55%	56%	63%
Native American											
White	59%	71%	71%	65%		93%	6%	33%	56%	64%	68%
Multi-Racial	64%			65%			0%				63%

Analysis

Successes:

- Although our district average has dropped -4.1% from the previous year, all but one comprehensive high school is above the district average. Some schools are significantly above our district average (Aloha +12%, WHS +8%, Sunset +6%).
- Hispanic students continue to climb in this category and in 2017 were at their all-time high.

Issues:

- Some of our district options schools struggle to offer the curriculum options that fall within this measurement. Due to school program requirements and specific areas of focus, this measurement for these schools will continue at this rate.

Action Plan

This year:

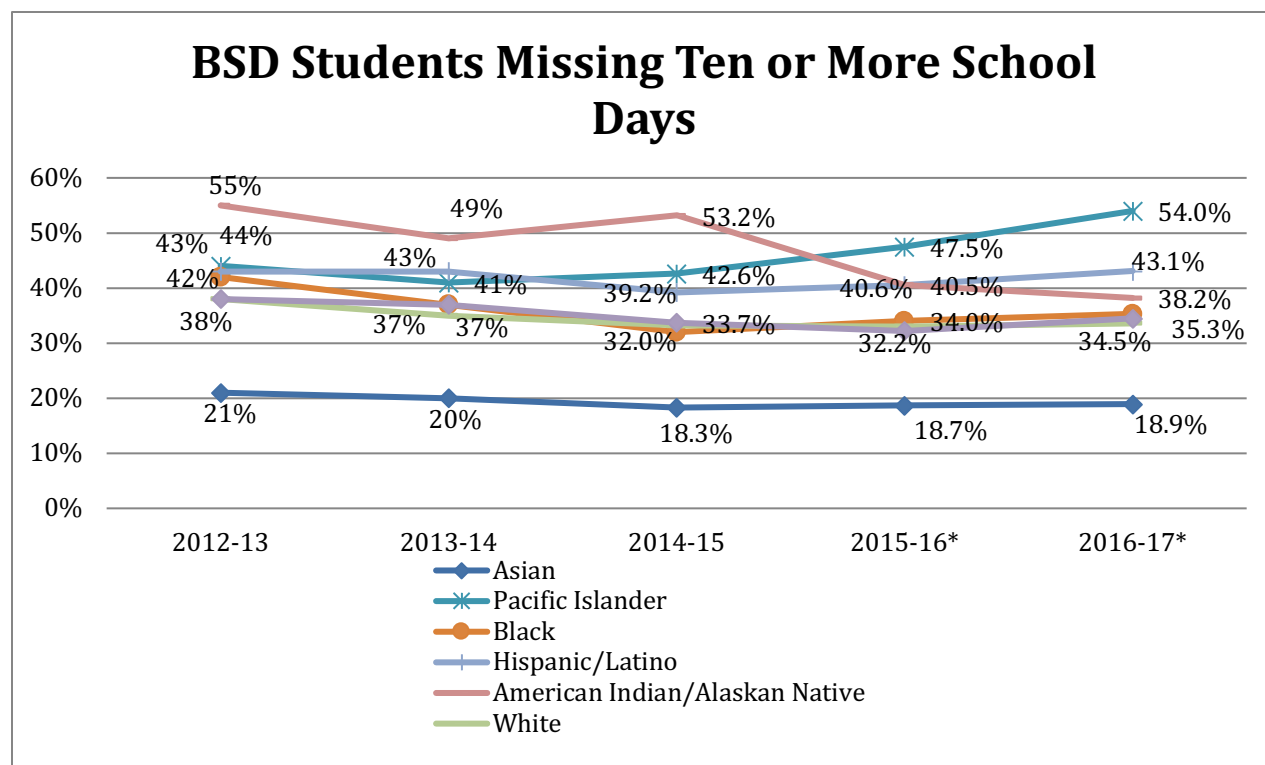
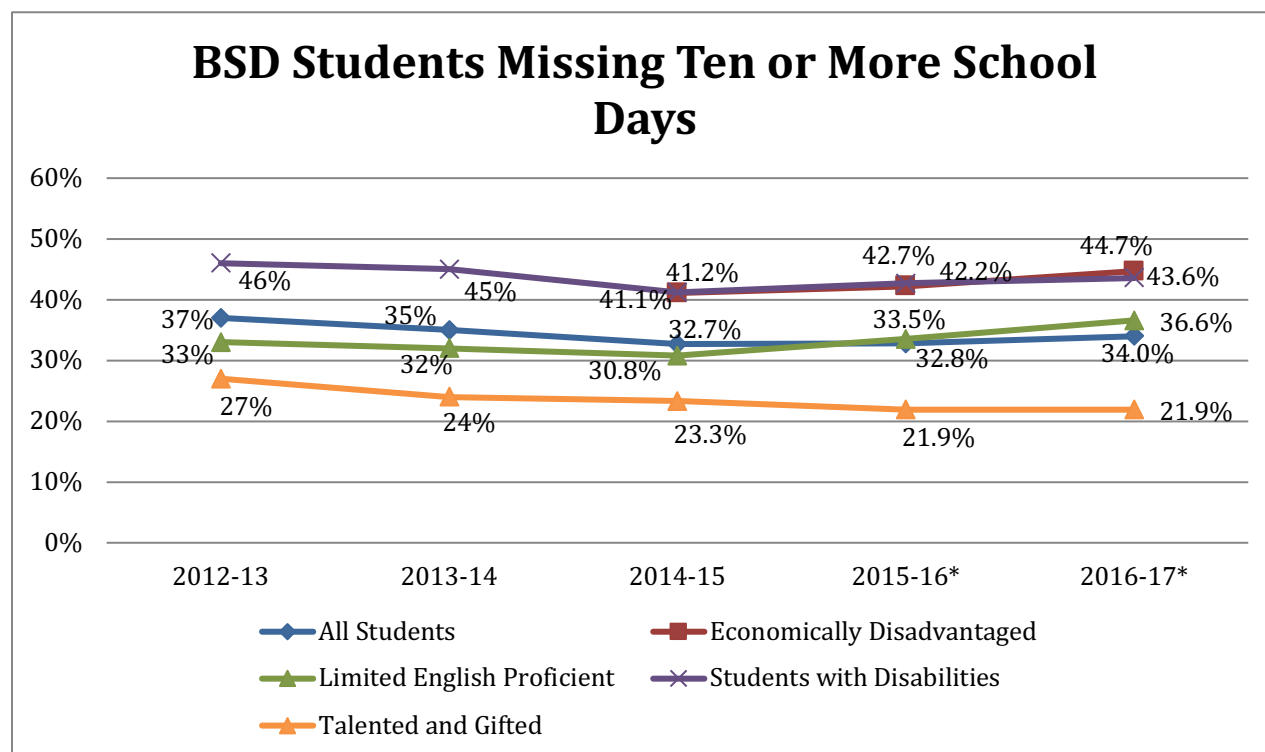
- Increase the number of CTE certified courses available throughout our district as we work on a districtwide improvement model for CTE courses.
- Continue efforts to increase access to Terra Nova (Field Biology and Sustainable Foods - both under the Agriculture, Food and Natural Resources Systems).
- Southridge High School has written and been granted a state CTE Revitalization Grant to help implement an additional program.
- Continue expansion of our district Health Occupations magnet CTE program to increase the opportunity to historically underrepresented students.
- Conduct self-assessment through Oregon Department of Education's High School Success Fund and determine District needs to improve student access.
- Submit High School Success Plan to ODE and monitor the implementation.

Long Term:

- Continue plans for expansion and student access with the development of district program development through Measure 98 (High School Success).
- Continue work with the High School Scheduling Committee and high school principals to address both the quality of current CTE programs and the addition of others within our District.

Students Missing 10 or More School Days

Definition and Source: Students with 10 or more absences from school (for other than school activities). Annual ADM Collection.



Students Missing Ten or More School Days	2012-13	2013-14	2014-15	2015-16*	2016-17*
All Students	37%	35%	32.7%	32.8%	34.0%
Economically Disadvantaged			41.1%	42.2%	44.7%
Limited English Proficient	33%	32%	30.8%	33.5%	36.6%
Students with Disabilities	46%	45%	41.2%	42.7%	43.6%
Asian	21%	20%	18.3%	18.7%	18.9%
Pacific Islander	44%	41%	42.6%	47.5%	54.0%
Black	42%	37%	32.0%	34.0%	35.3%
Hispanic/Latino	43%	43%	39.2%	40.5%	43.1%
American Indian/Alaskan Native	55%	49%	53.2%	40.6%	38.2%
White	38%	35%	33.2%	33.0%	33.6%
Multi-Racial	38%	37%	33.7%	32.2%	34.5%
Talented and Gifted	27%	24%	23.3%	21.9%	21.9%
Male	36%	34%	31.2%	31.7%	32.9%
Female	38%	37%	34.3%	34.0%	35.1%

School Name	2012-13	2013-14	2014-15	2015-16*	2016-17*
<i>K-5 Schools</i>					
Barnes Elementary School	30%	27%	36%	38%	41%
Beaver Acres Elementary School	30%	26%	31%	30%	32%
Bethany Elementary School	21%	20%	20%	21%	20%
Bonny Slope Elementary School	27%	24%	23%	24%	26%
Cedar Mill Elementary School	22%	22%	21%	23%	26%
Chehalem Elementary School	29%	25%	27%	28%	30%
Cooper Mountain Elementary School	28%	25%	23%	25%	26%
Elmonica Elementary School	28%	19%	21%	26%	30%
Errol Hassell Elementary School	24%	26%	27%	32%	37%
Findley Elementary School	18%	15%	15%	14%	16%
Fir Grove Elementary School	27%	28%	27%	29%	26%
Greenway Elementary School	32%	26%	40%	32%	38%
Hazeldale Elementary School	27%	26%	32%	31%	38%
Hiteon Elementary School	22%	22%	25%	29%	25%
Jacob Wismer Elementary School	20%	18%	19%	22%	21%
Kinnaman Elementary School	34%	31%	35%	34%	31%
McKay Elementary School	31%	28%	32%	35%	31%
McKinley Elementary School	35%	33%	33%	35%	33%
Montclair Elementary School	26%	21%	21%	28%	26%
Nancy Ryles Elementary School	24%	21%	21%	29%	28%
Oak Hills Elementary School	23%	20%	24%	18%	23%
Raleigh Park Elementary School	21%	19%	24%	27%	24%
Ridgewood Elementary School	29%	20%	30%	31%	32%
Rock Creek Elementary School	27%	23%	22%	27%	28%
Scholls Heights Elementary School	23%	19%	26%	23%	23%
Sexton Mountain Elementary School	16%	19%	19%	26%	26%
Terra Linda Elementary School	28%	24%	25%	25%	31%

Vose Elementary School	30%	29%	29%	34%	41%
West Tualatin View Elementary School	20%	18%	25%	23%	26%
William Walker Elementary School	31%	32%	30%	30%	32%

K-8 Schools

Aloha-Huber Park K-8 School	26%	25%	27%	30%	34%
Raleigh Hills K-8 School	28%	29%	30%	32%	37%
Springville K-8 School	21%	20%	20%	21%	23%

6-8 Schools

Cedar Park Middle School	33%	29%	33%	34%	34%
Conestoga Middle School	30%	36%	35%	35%	34%
Five Oaks Middle School	37%	38%	35%	37%	40%
Highland Park Middle School	33%	33%	34%	32%	35%
Meadow Park Middle School	29%	31%	35%	33%	33%
Mountain View Middle School	39%	38%	41%	42%	44%
Stoller Middle School	24%	22%	25%	22%	21%
Whitford Middle School	38%	37%	38%	38%	43%

6-12 Schools

Arts & Communication Margent Academy	54%	53%	42%	41%	46%
Health & Science School	45%	41%	36%	34%	29%
International School of Beaverton	26%	24%	23%	21%	20%

9-12 Schools

Aloha High School	68%	66%	52%	53%	51%
Beaverton High School	55%	54%	42%	45%	46%
Community School	76%	73%	62%	65%	55%
School of Science & Technology	33%	36%	27%	32%	26%
Southridge High School	53%	51%	41%	41%	43%
Sunset High School	51%	49%	35%	37%	34%
Westview High School	55%	53%	42%	41%	38%

*Kindergarten included starting in 2015-16

Students Missing Ten or More School Days (2016-17)	All students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Econ Disadv	Stdnts w/ Disabil.	TAG	English Lang. Learner
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K-5 Schools

Barnes	41%	18%	37%	42%	45%	42%	39%	43%	44%	51%	16%	41%
Beaver Acres	32%	22%	29%	34%	41%	31%	32%	32%	34%	35%	28%	29%
Bethany	20%	13%		34%	33%	19%	18%	22%	40%	19%	11%	28%
Greenway	38%			41%	19%	40%	41%	35%	40%	36%		44%
Cedar Mill	26%	30%		30%	23%	25%	27%	25%	34%	21%	22%	21%
Chehalem	30%	11%		37%	25%	28%	34%	25%	37%	35%	19%	32%
Cooper Mountain	26%	12%		39%	29%	27%	26%	27%	42%	34%	22%	38%

Errol Hassell	37%	28%		45%	29%	37%	33%	4%	46%	43%	31%	45%
Elmonica	30%	24%	13%	39%	26%	31%	30%	31%	38%	34%	18%	32%
Fir Grove	26%			32%	18%	23%	27%	25%	34%	40%	18%	27%
Hazeldale	38%	16%		43%	50%	38%	36%	41%	39%	44%	28%	37%
Hiteon	25%	3%		37%	20%	23%	22%	28%	33%	36%	7%	34%
Kinnaman	31%	16%	19%	33%	42%	30%	28%	33%	32%	38%	27%	24%
McKay	31%			37%	30%	28%	29%	32%	35%	31%		31%
McKinley	33%	26%	26%	35%	30%	35%	33%	33%	36%	39%	19%	30%
Montclair	26%	29%		31%	16%	27%	26%	26%	37%	40%	24%	35%
Oak Hills	23%	23%		25%	23%	22%	21%	25%	37%	34%	18%	30%
Raleigh Park	24%			33%	40%	18%	26%	23%	33%	26%	12%	36%
Ridgewood	32%	30%		44%	28%	29%	34%	30%	43%	35%	18%	45%
Rock Creek	28%	23%		35%	33%	27%	27%	29%	35%	36%	13%	32%
Terra Linda	31%	28%		31%	29%	32%	31%	32%	38%	42%	27%	36%
Vose	41%			39%		44%	38%	43%	43%	46%	15%	42%
West Tualatin View	26%	31%		16%	31%	26%	26%	26%	24%	28%	22%	22%
William Walker	32%	16%		34%		28%	36%	29%	32%	40%		31%
Sexton Mountain	26%	22%		28%	25%	27%	23%	29%	36%	38%	18%	23%
Nancy Ryles	28%	32%		46%	21%	26%	24%	33%	45%	38%	30%	33%
Findley	16%	12%		23%	17%	23%	18%	14%	33%	21%	11%	15%
Scholls Heights	23%	15%		38%	24%	21%	21%	24%	44%	35%	6%	31%
Jacob Wismer	21%	15%		38%	31%	28%	22%	19%	28%	28%	18%	23%
Bonny Slope	26%	15%		47%	27%	27%	26%	27%	47%	32%	22%	29%

K-8 Schools

Aloha-Huber Park K-8	34%	25%	27%	34%	38%	35%	33%	34%	35%	41%	19%	36%
Raleigh Hills K-8	37%	25%		45%	36%	33%	39%	35%	43%	48%	31%	44%
Springville K-8	23%	18%		31%	35%	25%	24%	23%	39%	30%	13%	26%

6-8 Schools

Cedar Park	34%	15%	39%	43%	38%	33%	35%	33%	47%	48%	21%	39%
Conestoga	34%	16%	38%	41%	40%	34%	35%	33%	41%	43%	29%	38%
Five Oaks	40%	14%	41%	45%	51%	38%	42%	37%	48%	45%	24%	40%
Highland Park	35%	15%	50%	38%	33%	36%	38%	32%	40%	42%	23%	29%
Meadow Park	33%	21%	24%	41%	34%	31%	30%	35%	43%	48%	14%	34%
Mountain View	44%	13%	37%	50%	39%	44%	43%	44%	48%	50%	29%	45%
Stoller	21%	11%	20%	31%	24%	29%	23%	19%	36%	33%	15%	19%
Whitford	43%	22%		49%	35%	43%	46%	41%	47%	52%	32%	48%

6-12 schools

ACMA	46%	37%		58%	47%	44%	48%	39%	59%	52%	37%	
Health & Science	29%	14%	17%	30%	36%	33%	31%	28%	35%	32%	24%	35%
ISB	20%	11%	25%	25%	22%	22%	23%	16%	27%		19%	

9-12 Schools

Aloha	51%	29%	56%	57%	51%	48%	55%	48%	57%	55%	37%	54%
Beaverton	46%	28%	62%	54%	44%	42%	48%	45%	56%	54%	33%	55%
Community School	55%			62%		53%	57%	53%	57%	56%		62%

SST	26%	19%		25%		27%	37%	22%	33%		25%	
Southridge	43%	28%	58%	52%	48%	41%	47%	39%	51%	44%	33%	51%
Sunset	34%	20%	23%	46%	40%	33%	39%	31%	49%	49%	23%	43%
Westview	38%	34%	45%	49%	38%	40%	42%	34%	50%	43%	27%	28%

Analysis

Successes:

- In 2016-17, for all student groups, fewer BSD students were chronically absent (missed more than 10% of school days) than their statewide peers.
- The improvements made in our Early Warning System provides secondary schools with a resource to identify attendance concerns.
- Talented and Gifted students continue to outperform other student groups in this area.

Issues:

- Over the past three years, the percentage of students missing 10 or more school days has increased across all student groups, with the exceptions of Native American/Alaskan Native students and Talented and Gifted students. Statewide, the percentage of students statewide who are chronically absent has also increased over the past three years.
- Attendance continues to be predictable based on student subgroup membership, particularly for Latino/Hispanic, Economically Disadvantaged, and English Language Learners.

Action Plan

This Year:

- Continue to implement consistent use of the Early Warning System and provide teachers with access to early warning data on their students in Synergy.
- Continue to support teachers in creating a positive classroom climate through AVID and culturally relevant teaching at the secondary level.
- District counselors and nurses continue to support struggling students and families in an effort to develop good attendance habits.
- Attendance and graduation monitors at the high school level support students to attend regularly and remain on track to graduation.
- Develop District-wide attendance protocols including improvements in areas of consistent reporting, communication and interventions.
- Plan for 9th Grade Success Teams at all high schools in 2018-19 to improve attendance, behavior, and course completion. The state and district emphasis on the High School Success initiative places specific emphasis on student attendance and its connection to 9th Grade on-Track.

Long Term:

- Implement District-wide attendance protocols including improvements in areas of consistent reporting, communication and interventions.
- Implement 9th Grade Success Teams at all high schools to improve attendance, behavior, and course completion.