

Academic Achievement

Objectives: All students achieve post-high school success.

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

Measurement	2012/13	2013/14	2014/15	2015/16 Goal	2016/17 Goal
% students graduating in four years	77.2%	79.7%	81.3%	83%	85%
% students graduating in five years	81.7%	82.1%	84.2%	88%	90%
% graduates* who completed Pre-Calculus, or AP/IB-level Math with a C or better	40.6%	42.7%	45.6%	48%	51%
% graduates* who completed AP/IB-level Science with a C or better	29.1%	33.6%	29.8%	43%	48%
% students graduates* completing a CTE Program of Study	36.5%	36.2%	41.8%	43%	46%
% Students with Disabilities graduating with an alternative certificate, GED, or modified or extended diploma within five years**	17.9%	19.3%	20.6%	18%	21%

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

**A decrease in percent should be the result of an increase in the % of SPED students graduating with a standard diploma.

Academic Achievement Measures

Measures

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

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

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

Graduates completing a CTE Program of Study is the percentage of completers in the five-year cohort who have 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.

% SPED students graduating with an alternative certificate, GED, or modified or extended diploma within five years is the percentage of students in the five-year cohort who earn an alternative certificate, GED, or modified or extended diploma.

Definitions

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

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

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

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

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

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

Note: Blank table cells indicate <10 students in category.

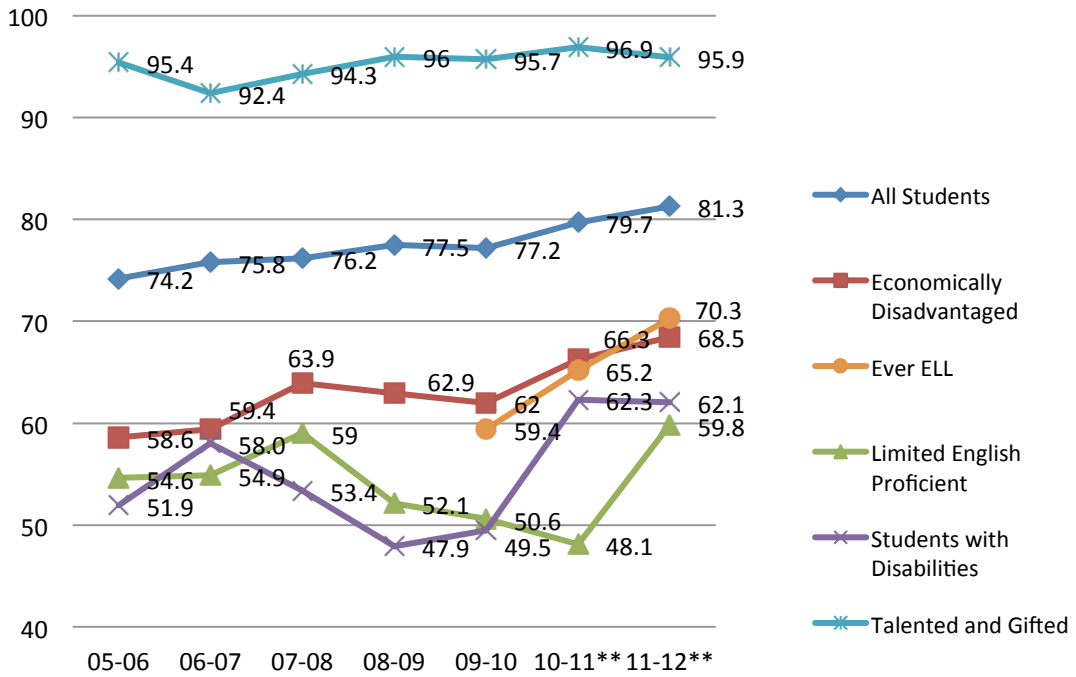
Four Year Cohort Graduation Rates

4 Year Cohort Graduation Rates	9th Graders Entering in:						
	05-06	06-07	07-08	08-09	09-10	10-11**	11-12**
School Name							
State	66.2	66.4	67.2	68.4	68.7	72.0	
Beaverton School District	74.2	75.8	76.2	77.5	77.2	79.7	81.3
Aloha High School	67.1	70.9	72.3	72.7	67.9	72.9	74.6
Arts & Communication High School	96.7	89.5	93.9	90.9	93.4	85.7	94.1
Beaverton High School	68.2	75.4	75.6	74.2	72.6	73.7	73.6
Community School	45.1	26.9	24.6	35.4	41.2	40.0	35.0
Health & Science School	-----	-----	81.5	65.1	72	86.0	84.6
ISB High	-----	95.0	96.6	100	98.6	100.0	98.7
School of Science & Technology	100.0	88.5	89.2	81.1	84.9	86.1	81.1
Southridge High School	85.7	84.9	85.1	88.5	83.2	88.7	89.4
Sunset High School	76.0	79.8	77.4	81.4	79.8	83.2	89.2
Westview High School	79.8	79.1	82.3	80.1	82.4	80.9	84.1

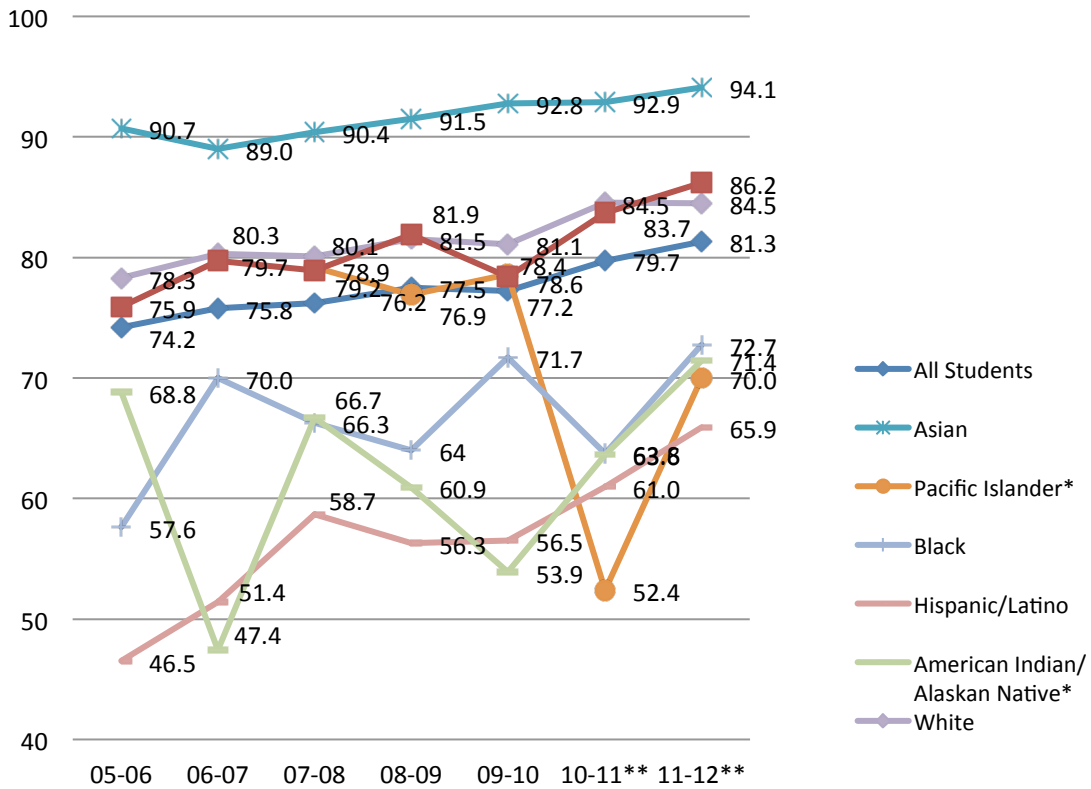
Beaverton School District	05-06	06-07	07-08	08-09	09-10	10-11**	11-12**
All Students	74.2	75.8	76.2	77.5	77.2	79.7	81.3
Economically Disadvantaged	58.6	59.4	63.9	62.9	62	66.3	68.5
Ever ELL	-----	-----	-----	-----	59.4	65.2	70.3
Limited English Proficient	54.6	54.9	59	52.1	50.6	48.1	59.8
Students with Disabilities	51.9	58.0	53.4	47.9	49.5	62.3	62.1
Asian	90.7	89.0	90.4	91.5	92.8	92.9	93.9
Pacific Islander*	-----	-----	79.2	76.9	78.6	52.4	70.0
Black	57.6	70.0	66.3	64	71.7	63.8	72.7
Hispanic/Latino	46.5	51.4	58.7	56.3	56.5	61.0	65.8
American Indian/Alaskan Native*	68.8	47.4	66.7	60.9	53.9	63.6	71.4
White	78.3	80.3	80.1	81.5	81.1	84.5	84.5
Multi-Racial	75.9	79.7	78.9	81.9	78.4	83.7	86.2
Talented and Gifted	95.4	92.4	94.3	96	95.7	96.9	95.9
Male	71.3	72.1	72.5	74.8	73.7	75.7	79.8
Female	77.3	79.5	81.3	80.4	81	84.0	82.8

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

BSD Four Year Cohort Graduation Rates



BSD Four Year Cohort Graduation Rates



Disaggregations

4 Year Cohort Graduation Rates (2014-15)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	81.3%	74.6%	94.1%	73.9%	35.0%	84.6%	98.7%	81.1%	89.4%	89.2%	84.1%
Economically Disadvantaged	68.5%	67.9%		60.9%	31.3%	83.9%			76.1%	80.1%	70.8%
Ever ELL	70.3%	67.9%		59.0%	27.5%				79.4%	79.6%	80.3%
Limited English Proficient	59.8%	57.4%		53.9%						67.4%	71.4%
Students with Disabilities	62.1%	60.9%		58.6%	33.3%				60.8%	71.2%	67.6%
Asian	93.9%	87.0%							98.1%	90.6%	97.0%
Pacific Islander	70.0%										
Black	72.7%										
Hispanic/Latino	65.8%	65.9%		52.9%	30.0%				74.6%	76.2%	75.3%
American Indian/Alaskan Nat	71.4%										
White	84.5%	78.0%	96.6%	80.4%	41.0%		100.0 %		91.4%	91.7%	83.1%
Multi-Racial	86.2%	75.6%								96.9%	89.2%
Talented and Gifted	95.9%	97.4%		96.7%					100.0 %	96.9%	93.9%
Male	79.8%	69.1%	91.7%	68.9%	51.2%		97.3%		89.9%	87.8%	83.0%
Female	82.8%	79.8%	95.9%	78.9%	24.2%		100.0 %		89.0%	90.5%	85.3%

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

Five Year Cohort Graduation Rates

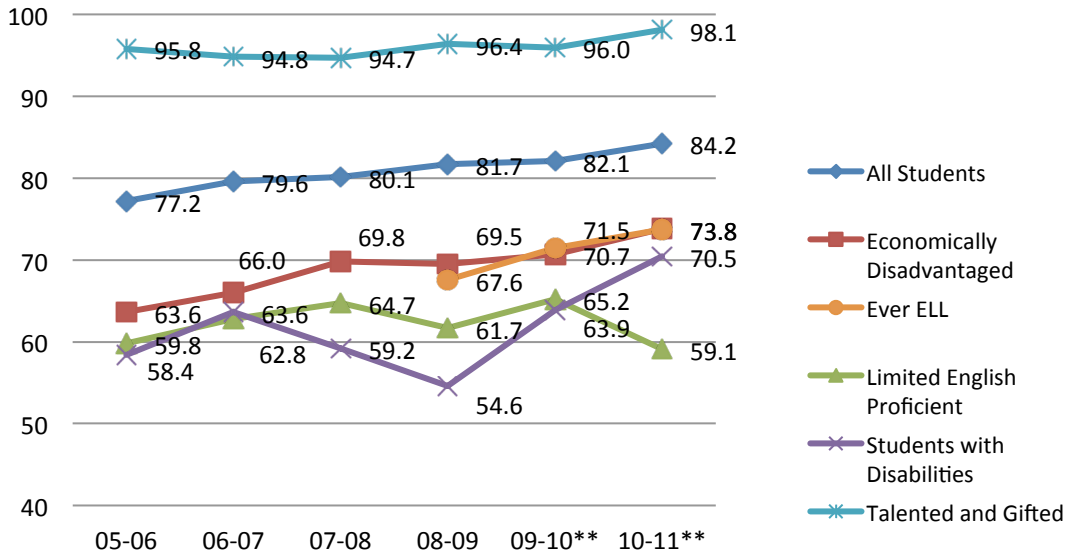
5 Year Cohort Graduation Rates	9th Graders Entering in					
	05-06	06-07	07-08	08-09	09-10**	10-11**
School Name	05-06	06-07	07-08	08-09	09-10**	10-11**
State	69.1	70.5	72.4	73.2	75.9	
Beaverton School District	77.2	79.6	80.1	81.7	82.1	84.2
Aloha High School	70.5	75.7	74	79.4	75.0	79.8
Arts & Communication High School	98.3	95.8	97	92	94.7	95.6
Beaverton High School	70.4	77.9	77.9	75.8	78.6	77.9
Community School	62.3	47.3	50	52.8	63.8	61.0
Health & Science School	-----	-----	88.9	79	85.7	89.8
ISB High	-----	100.0	96.6	100	98.6	100.0
School of Science & Technology	100.0	92.0	89.2	88.6	100.0	90.2
Southridge High School	86.7	87.2	88	89.7	86.7	90.5
Sunset High School	76.9	83.1	80.4	84.5	82.9	88.0
Westview High School	82.2	81.9	85.2	83.9	84.9	84.6

Beaverton School District	05-06	06-07	07-08	08-09	09-10**	10-11**
All Students	77.2	79.6	80.1	81.7	82.1	84.2
Economically Disadvantaged	63.6	66.0	69.8	69.5	70.7	73.8
Ever ELL	-----	-----	-----	67.6	71.5	73.8
Limited English Proficient	59.8	62.8	64.7	61.7	65.2	59.1
Students with Disabilities	58.4	63.6	59.2	54.6	63.9	70.5
Asian	91.5	91.7	92.2	93.5	95.6	94.5
Pacific Islander*	-----	-----	91.3	74.1	92.9	60.0
Black	61.9	73.5	67.7	71.1	79.2	72.5
Hispanic/Latino	51.8	58.5	65.5	65.7	66.4	71.4
American Indian/Alaskan Native*	75.0	52.9	53.3	62.5	61.5	80.0
White	80.9	83.6	82.6	84.6	84.5	87.3
Multi-Racial	80.8	81.8	83.7	83.9	83.6	86.1
Talented and Gifted	95.8	94.8	94.7	96.4	96.0	98.1
Male	74.9	76.8	76	79.4	79.1	81.1
Female	79.5	82.6	84.4	84.1	85.3	87.6

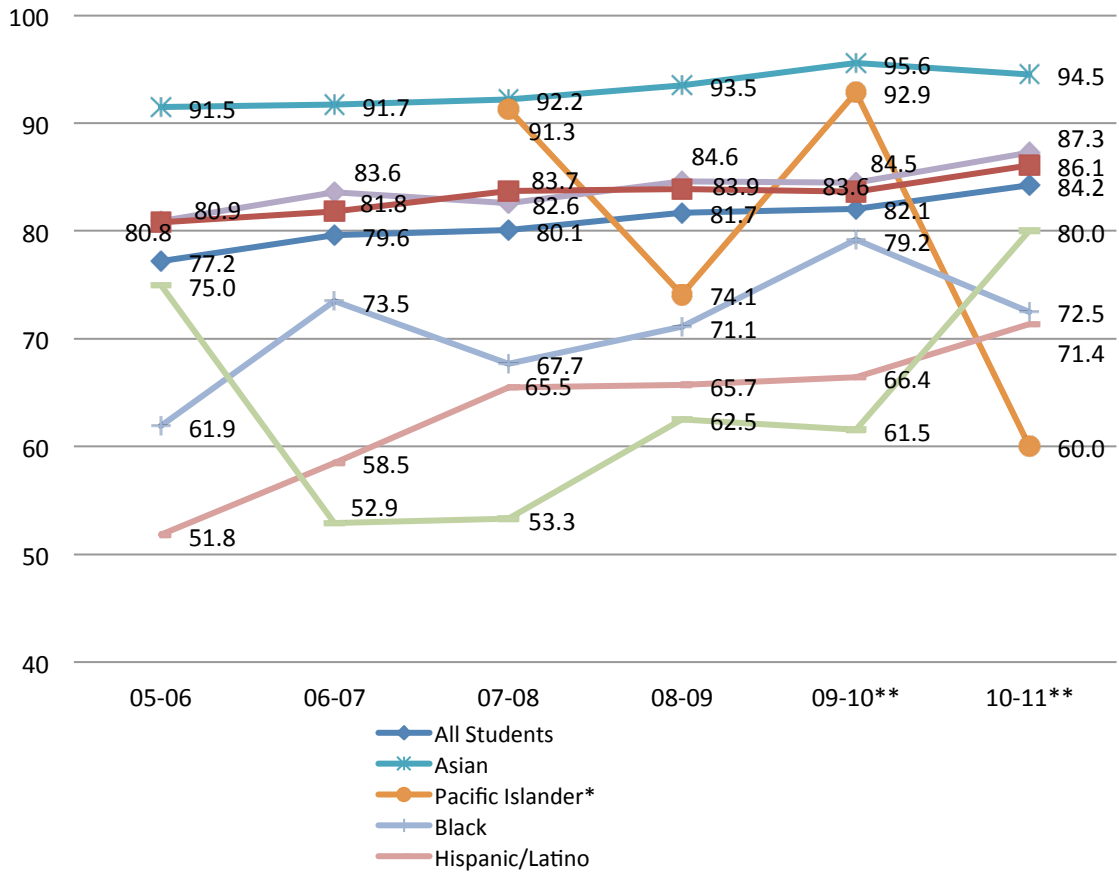
* Interpret with caution - fewer than 30 students in cohort

** Students with modified diplomas now counted as graduates

BSD Five Year Cohort Graduation Rates



BSD Five Year Cohort Graduation Rates



Disaggregations

5 Year Cohort Graduation Rates (2014-15)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	84.2%	79.8%	95.6%	77.9%	61.0%	89.8%	100.0%	90.2%	90.5%	88.0%	84.6%
Economically Disadvantaged	73.8%	75.8%		65.5%	59.7%	85.3%			78.7%	73.8%	73.5%
Ever ELL	73.8%	71.4%		58.5%	64.1%				83.3%	75.3%	80.0%
Limited English Proficient	59.1%	53.9%		42.9%						69.2%	69.1%
Students with Disabilities	70.5%	68.9%		65.4%					81.4%	72.4%	64.6%
Asian	94.5%	97.1%							98.2%	94.7%	92.7%
Pacific Islander	60.0%										
Black	72.5%										
Hispanic/Latino	71.4%	70.1%		57.1%	67.4%				76.7%	73.6%	76.3%
American Indian/Alaskan Nat	80.0%										
White	87.3%	82.7%	95.8%	84.0%			100.0%		92.6%	91.3%	86.2%
Multi-Racial	86.1%	89.2%							92.7%		70.3%
Talented and Gifted	98.1%	97.4%		94.6%					98.5%	98.8%	100.0%
Male	81.1%	76.8%		75.4%	57.1%		100.0%		86.3%	86.0%	80.2%
Female	87.6%	83.3%	100.0%	80.7%	63.8%		100.0%		94.6%	90.3%	89.2%

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

4 and 5-Year Graduation Rates

Analysis

Successes:

- Four and Five Year Cohort graduation rates have increased by 2.5 to 4 points over the last three years. Graduation rates at Sunset have increased at twice the rate of the District as a whole.
- Graduation rates for historically underserved student groups are increasing faster than for the district as a whole. Over the past three years, double digit or close to double digit increases are observed for the four year cohort graduation rates for Hispanic/Latino students, ELL and Ever ELL students, and Students with Disabilities.
- Females are graduating at a rate higher than the District average.

Issues:

- Female students continue to graduate at a higher rate than males in the District.
- Males continue to graduate at a lower percentage than the District average.
- Historically underrepresented students continue to graduate at a lower rate than the District average.

Action Plan

This year:

- Summer school available for all district high school students in June/July 2015 and will be offered in June/July 2016.
- High School Credit Recovery classes offered this school year for those seniors needing credit to graduate.
- Additional 9th grade math/science APU for comprehensive high schools to address needs of our most academically challenged students in these two key subject areas.
- ELL Research Group to review research and make recommendations about ELL service delivery, instructional practices, and professional development needs.
- 5 Social workers deployed to address the mental health needs of students and families that adversely impact the academic achievement of students.
- As of December 15th, BSD social workers had received 381 referrals.
- Implementation of the early warning system at both middle and high school levels.
- Action Plan and study team around our high school special education classes and support.
- Expansion of AVID to grades 7 and 10.
- Student Outreach Program (Passages) continues to re-engage non-attending and credit deficient students.

Long-term:

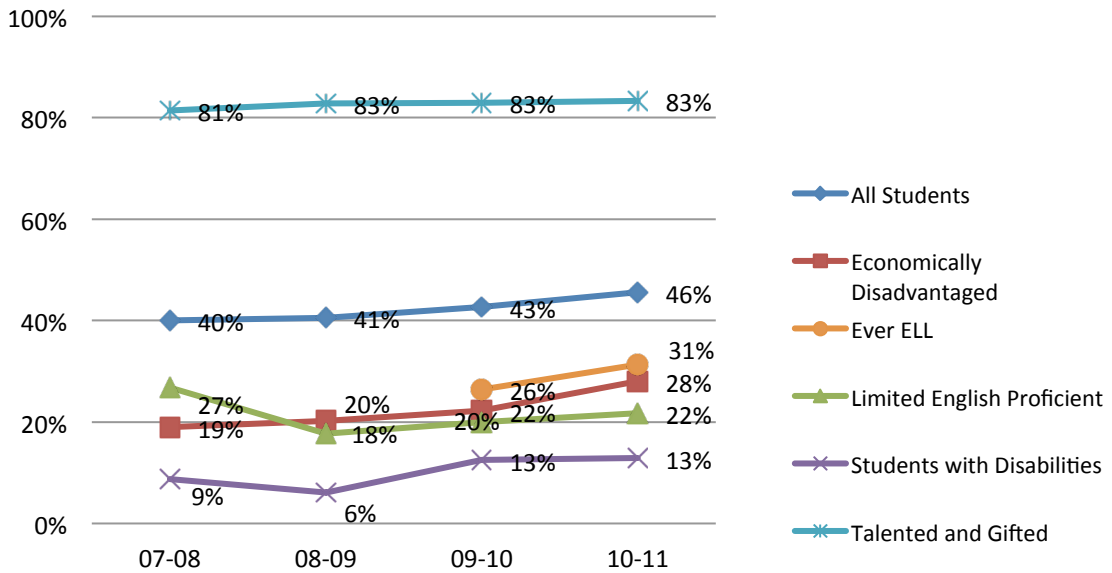
- Action Plan and implementation of identified ELL educational models.
- AVID – continue expanding grades served (6th and 11th for 2016-17 and 12th for 2017-18) and implement AVID methodologies school-wide and on-going professional development for secondary teachers.
- Increased classroom teacher professional development on best practices for ELL students, students with Disabilities and other historically underrepresented students.
- A redesign of ELL funding allocations based on instructional model versus ratios.

% Five Year Completers with Advanced Math

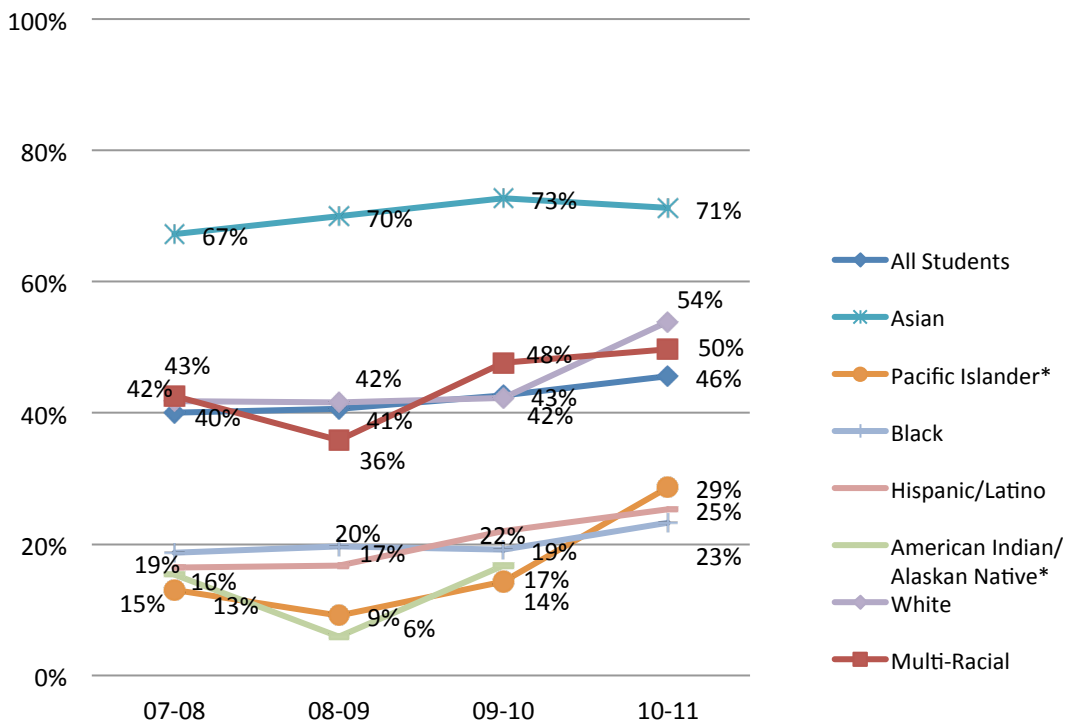
Five Year Completers with Advanced Math	9th Graders Entering in			
	07-08	08-09	09-10	10-11
School Name				
Beaverton School District	40%	41%	43%	46%
Aloha High School	17%	20%	19%	37%
Arts & Communication High School	68%	60%	66%	48%
Beaverton High School	33%	35%	30%	32%
Community School	10%	11%	7%	7%
Health & Science School	80%	61%	52%	52%
ISB High	75%	89%	99%	97%
School of Science & Technology	71%	72%	84%	92%
Southridge High School	46%	49%	60%	54%
Sunset High School	54%	50%	44%	52%
Westview High School	40%	40%	45%	41%

Beaverton School District	07-08	08-09	09-10	10-11
All Students	40%	41%	43%	46%
Economically Disadvantaged	19%	20%	22%	28%
Ever ELL	-----	-----	26%	31%
Limited English Proficient	27%	18%	20%	22%
Students with Disabilities	9%	6%	13%	13%
Asian	67%	70%	73%	71%
Pacific Islander*	13%	9%	14%	29%
Black	19%	20%	19%	23%
Hispanic/Latino	16%	17%	22%	25%
American Indian/Alaskan Native*	15%	6%	17%	<10 students
White	42%	42%	42%	54%
Multi-Racial	43%	36%	48%	50%
Talented and Gifted	81%	83%	83%	83%
Male	38%	40%	41%	45%
Female	42%	41%	45%	46%

BSD 5 Year Completers with Advanced Math



BSD 5 Year Completers with Advanced Math



Disaggregations

Five Year Completers with Advanced Math (2014-15)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	46%	37%	48%	32%	7%	52%	97%	92%	54%	52%	41%
Economically Disadvantaged	28%	30%		19%	7%	45%			35%	23%	22%
Ever ELL	31%	26%		22%					36%	28%	30%
Limited English Proficient	22%	22%									24%
Students with Disabilities	13%	18%		5%					16%	11%	4%
Asian	71%	50%							86%	74%	73%
Pacific Islander	29%										
Black	23%										
Hispanic/Latino	25%	29%		17%					30%	23%	9%
American Indian/Alaskan Native											
White	54%	42%	46%	37%			100%		53%	54%	36%
Multi-Racial	50%	30%							59%		40%
Talented and Gifted	83%	65%		75%					88%	82%	90%
Male	45%	33%		30%			94%		56%	52%	43%
Female	46%	42%	45%	34%	3%		100%		54%	52%	40%

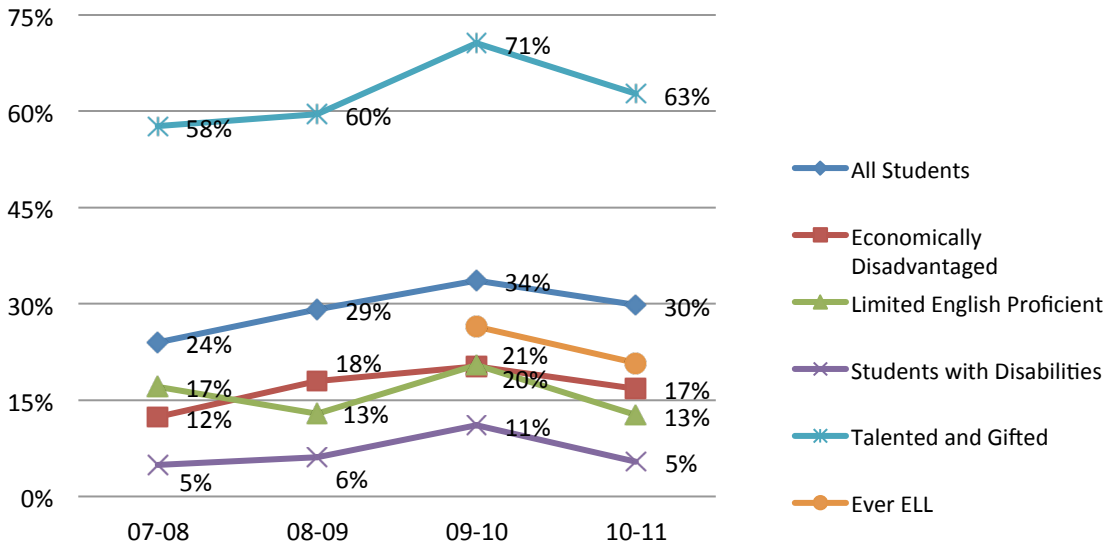
For school disaggregations, results for groups with fewer than 30 students are not reported

% Five Year Completers with Advanced Science

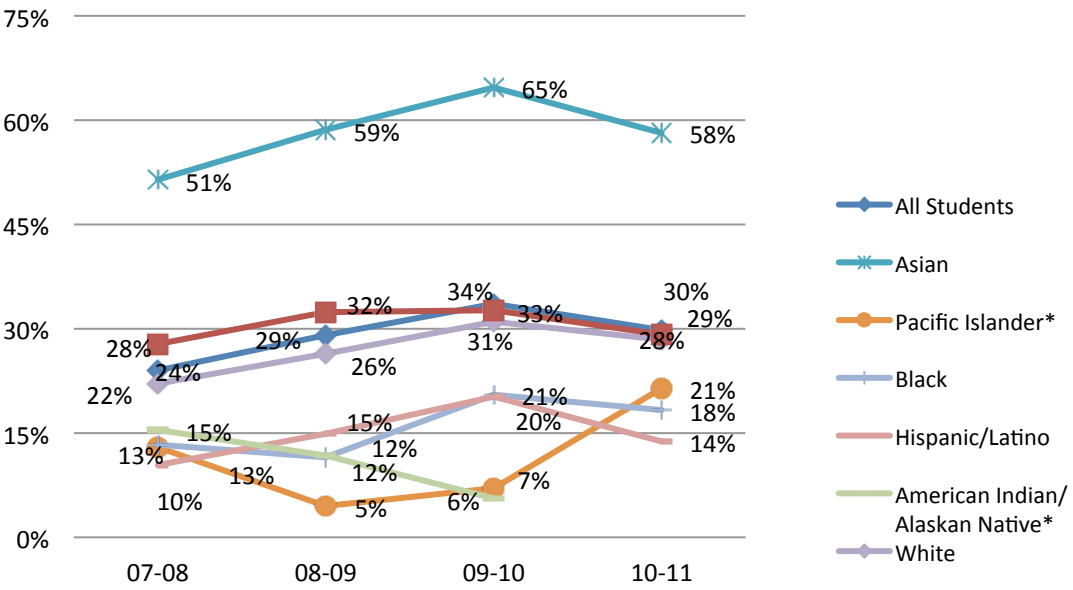
Five Year Completers with Advanced Science	9th Graders Entering in			
	07-08	08-09	09-10	10-11
School Name				
Beaverton School District	24%	29%	34%	30%
Aloha High School	13%	17%	17%	10%
Arts & Communication High School	0%	1%	0%	2%
Beaverton High School	22%	22%	18%	29%
Community School	4%	0%	6%	0%
Health & Science School	69%	94%	94%	94%
ISB High	89%	87%	89%	81%
School of Science & Technology	62%	69%	81%	82%
Southridge High School	22%	32%	32%	30%
Sunset High School	27%	30%	31%	33%
Westview High School	27%	37%	50%	33%

Beaverton School District	07-08	08-09	09-10	10-11
All Students	24%	29%	34%	30%
Economically Disadvantaged	12%	18%	20%	17%
Ever ELL	-----	-----	26%	21%
Limited English Proficient	17%	13%	21%	13%
Students with Disabilities	5%	6%	11%	5%
Asian	51%	59%	65%	58%
Pacific Islander*	13%	5%	7%	21%
Black	13%	12%	21%	18%
Hispanic/Latino	10%	15%	20%	14%
American Indian/Alaskan Native*	15%	12%	6%	<10 students
White	22%	26%	31%	28%
Multi-Racial	28%	32%	33%	29%
Talented and Gifted	58%	60%	71%	63%
Male	24%	30%	33%	31%
Female	24%	28%	34%	28%

BSD 5 Year Completers with Advanced Science



BSD 5 Year Completers with Advanced Science



Disaggregations

Five Year Completers with Advanced Science (2014-15)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	30%	10%	2%	29%	0%	94%	81%	82%	30%	33%	33%
Economically Disadvantaged	17%	7%		19%	0%	90%			16%	10%	21%
Ever ELL	21%	6%		15%					13%	16%	29%
Limited English Proficient	13%	6%									15%
Students with Disabilities	5%	0%		11%					4%	2%	4%
Asian	58%	24%							51%	61%	66%
Pacific Islander	21%										
Black	18%										
Hispanic/Latino	14%	5%		11%					17%	5%	20%
American Indian/Alaskan Native											
White	28%	11%	2%	33%			97%		30%	32%	23%
Multi-Racial	29%	12%							26%		27%
Talented and Gifted	63%	35%		66%					55%	66%	74%
Male	31%	8%		31%			81%		30%	38%	34%
Female	28%	12%	2%	27%	0%		82%		31%	27%	32%

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

Advanced Math and Science

Analysis

Successes:

- The percentage of graduates who have completed an advanced math course with a grade of C or better continues to increase over time. For the first time, the majority of White and Multi-racial students met this outcome in 2014-15. Also for the first time in 2014-15, at least one-fourth of Hispanic/Latino and Economically Disadvantaged students met this outcome.
- Greater percentages of students at Aloha and SST are completing at least one advanced math course compared to two years ago. Greater percentages of students at Beaverton and SST are completing at least one advanced science course compared to two years ago.
- Within the past two years, multi-racial students have completed more advanced math classes than the District percentage.

Issues:

- The percentage of students completing advanced science courses is the same as it was two years ago.
- Achievement gaps are prevalent in these two measures and are closing only slowly, if at all.
- Underrepresented students continue to not pass advanced math and science courses at the same rate as the District average.
- The percentage of TAG students completing advanced math courses has remained stagnant over the last three years.

Action Plan**This year:**

- 9th grade math and science intervention positions allocated in each of the comprehensive high schools.
- Field Biology classes at Terra Nova continue to gain momentum as an additional access to rigorous science course work.
- ELL Research Group to review research and make recommendations about ELL service delivery, instructional practices, and professional development needs.
- A review of High School resource room instructional practices and design for Students with Disabilities.
- A review of evaluation and instructional practices for Dually Identified (Sped and ELL) students.
- Algebra-Geometry-Statistics Sequence prepares all students to take advanced math by 12th grade.
- Science professional development PLC's for Physics, Chemistry and Biology.
- Expansion of AVID elective classes 7th through 10th and continued professional development for math and science teachers on AVID methodologies.
- Deployment of iPads as instructional tools in high school science classrooms, combined with professional development for teachers.
- Professional development on culturally relevant instructions for secondary STEM teachers.

Long-term:

- Implement Algebra-Geometry-Statistics I, II, and III in all secondary schools.
- Expand science course offerings in Sustainable Science program at Terra Nova (Applied Chemistry in 2016-17).
- Increased classroom teacher professional development on the needs of and educational best practices for ELL students and Students with Disabilities.
- Implementation of the recommendations from the ELL Research-Implementation groups.
- Implementation of the recommendations from the high school resource room group.
- Implementation of the recommendations from the Dually Identified work group.
- A reallocation of ELL funding to address the instructional model versus ratio.
- Increased professional development on AVID methodologies for math and science teachers at the secondary level.
- Teach for Beaverton partnership.

Graduates Completing a CTE Program of Study

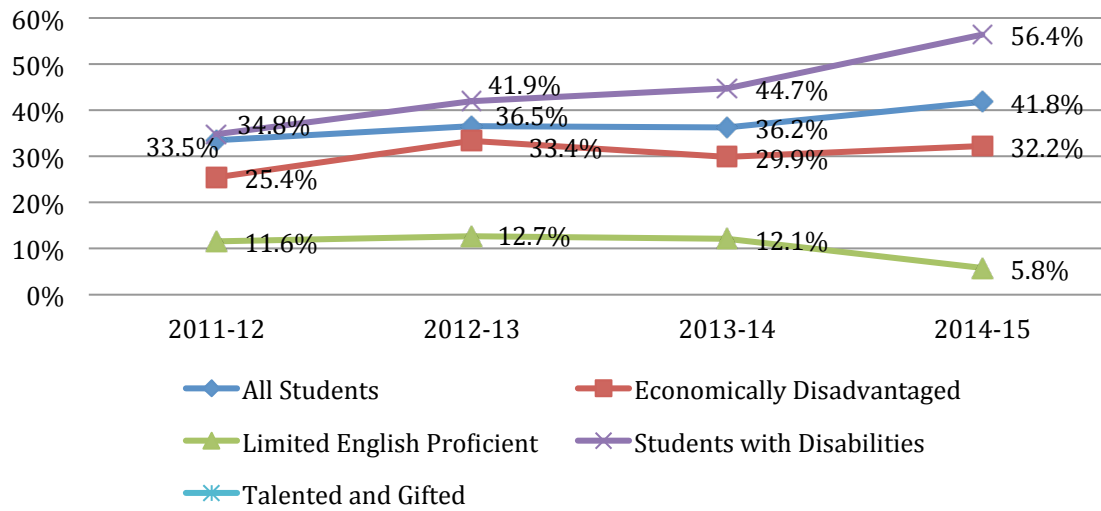
Graduates Completing a CTE Program of Study				
Beaverton School District	2011-12	2012-13	2013-14	2014-15
All Students	33.5%	36.5%	36.2%	41.8%
Economically Disadvantaged	25.4%	33.4%	29.9%	32.2%
Limited English Proficient	11.6%	12.7%	12.1%	5.8%
Students with Disabilities	34.8%	41.9%	44.7%	56.4%
Asian	33.0%	28.3%	30.8%	45.7%
Pacific Islander*	-----	-----	-----	43.8%
Black	29.4%	35.0%	41.4%	43.2%
Hispanic / Latino	25.3%	36.2%	29.5%	34.6%
American Indian/Alaskan Native*	27.8%	13.3%	40.0%	45.5%
White	36.6%	39.5%	39.9%	43.5%
Multi-Racial	32.2%	<10 students	35.2%	39.4%
Talented and Gifted	-----	-----	-----	-----
Male	41.4%	42.4%	43.5%	48.1%
Female	25.4%	30.5%	29.0%	35.6%

School Name	2011-12	2012-13	2013-14	2014-15
Aloha High School	31.8%	44.4%	45.1%	43.2%
Arts & Communication Magnet Academy	0.0%	0.0%	0.0%	0.0%
Beaverton High School	54.0%	43.1%	44.5%	65.1%
Community School	49.0%	32.4%	50.8%	12.3%
Health & Science School	52.6%	100.0%	96.1%	89.4%
International School of Beaverton	0.0%	0.0%	0.0%	0.0%
School of Science & Technology	0.0%	0.0%	0.0%	0.0%
Southridge High School	29.9%	31.8%	33.1%	43.6%
Sunset High School	44.3%	43.4%	41.8%	42.2%
Westview High School	40.6%	29.9%	37.6%	42.7%

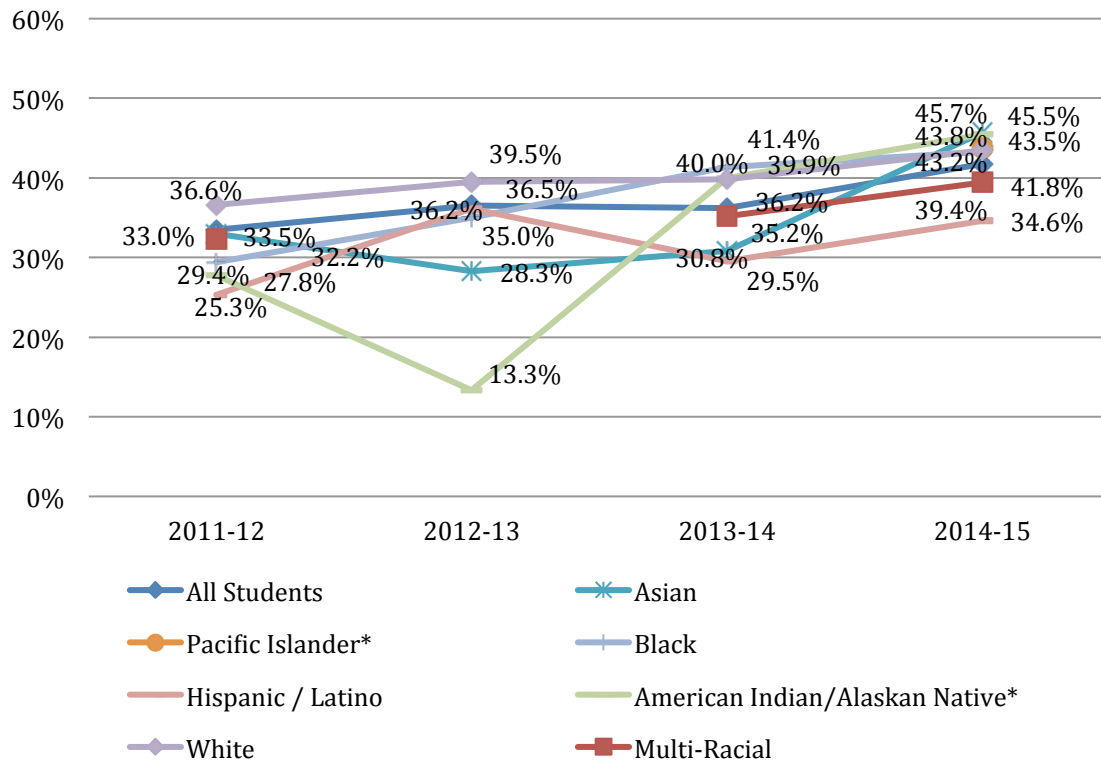
* Interpret with caution, fewer than 30 students in group.

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

BSD Graduates Completing a CTE Program of Study



BSD Graduates Completing a CTE Program of Study



Disaggregations

Graduates Completing a CTE Program of Study (2014-15)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	41.8%	43.2%		65.1%	12.3%	89.4%			43.6%	42.2%	42.7%
Economically Disadvantaged	32.2%	35.7%		27.9%	17.4%				25.3%	27.7%	44.1%
Limited English Proficient											
Students with Disabilities	56.4%	53.2%		34.9%					65.6%	66.7%	96.1%
Asian	45.7%	48.8%							47.1%	35.5%	37.9%
Pacific Islander											
Black											
Hispanic / Latino	34.6%	38.5%		32.4%	11.4%				42.9%	30.6%	44.2%
Amer. Indian/Alaskan Native*											
White	43.5%	45.2%		66.7%					42.8%	46.2%	45.3%
Multi-Racial	39.4%	45.2%								50.0%	42.9%
Talented and Gifted											
Male	48.1%	54.2%		45.5%	8.3%				56.2%	58.8%	50.4%
Female	35.6%	33.3%		83.6%	16.2%				30.6%	26.6%	34.2%

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

Analysis

Successes:

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

Issues:

- Females and English Language Learners continue to be underrepresented.
- Official “CTE” programs are a challenge to offer in all schools – especially our options and smaller high schools.
- Some classes may be part of a CTE Program of Study at one school but not at another based on whether or not a teacher has a CTE certification.
- Students who are economically disadvantaged, multi-racial, Limited English Proficient, and Hispanic/Latino are not completing a CTE Program of Study at the same rate as the District average.
- Students requiring specific educational services (ELD, Special Education, Intervention) face the challenge of accessing CTE courses because of scheduling issues.

Action Plan

This year:

- Increased options for CTE coursework at PCC for late arrival and early release students.
- Additional State funding granted to individual programs where students have completed three or more credits in a CTE Program of Study.
- CTE revitalization grant awarded to Sunset HS for an Engineering Pathway Program.
- Hillsboro Chamber of Commerce job shadow and internship partnership.
- Expansion of the Special Education Community Transition program.

Long-term:

- New high school with additional CTE course offerings currently in the design (Business Education, Culinary Arts, Technology Education/Lab, Media, Wood Shop, and CAD)
- Continued expansion of the Special Education Community Transition program.
- Restore high school special education transition to 2012-13 staffing levels and develop a district wide transition instructional model.
- Create opportunities for CTE credit for students in Sustainable Science program at Terra Nova.
- Hiring district coordinators to research and connect students to internships and job shadows.
- On-going development of partnerships locally for access to internships and job shadows.
- Expansion of Hillsboro Chamber of Commerce job shadow and internship partnership.
- Continue working closely with the State of Oregon and Higher Education partners regarding licensure requirements for CTE teachers.

Five Year Cohort with Modified Diploma or Alternate Certificate

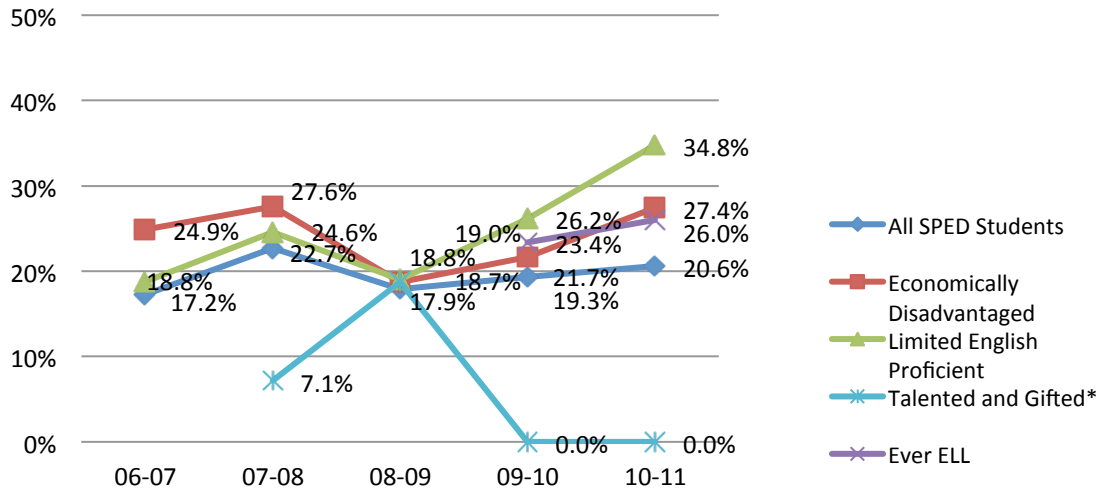
% Students with Disabilities graduating with an alternative certificate or modified diploma in five years	9th Graders Entering in				
	School Name	06-07	07-08	08-09	09-10
Beaverton School District	17.2%	22.7%	17.9%	19.3%	20.6%
Aloha High School	26.0%	23.9%	15.3%	27.1%	25.6%
Arts & Communication High School*					0.0%
Beaverton High School	18.4%	23.3%	26.6%	23.4%	30.8%
Community School*	0.0%	20.0%	5.3%	16.0%	9.5%
Health & Science School	-----			7.1%	
ISB High					
School of Science & Technology					
Southridge High School	25.5%	21.4%	19.2%	21.7%	13.6%
Sunset High School	10.0%	24.0%	25.9%	18.2%	18.4%
Westview High School	18.4%	26.2%	13.9%	13.8%	23.1%

Beaverton School District	06-07	07-08	08-09	09-10	10-11
All SPED Students	17.2%	22.7%	17.9%	19.3%	20.6%
Economically Disadvantaged	24.9%	27.6%	18.7%	21.7%	27.4%
Ever ELL				23.4%	26.0%
Limited English Proficient	18.8%	24.6%	19.0%	26.2%	34.8%
Students with Disabilities	NA	NA	NA	NA	NA
Asian*	20.8%	21.1%	23.5%	21.1%	15.0%
Pacific Islander					
Black*	33.3%	28.6%		12.5%	50.0%
Hispanic/Latino	17.6%	22.9%	16.3%	20.8%	25.5%
American Indian/Alaskan Native					
White	16.5%	22.2%	18.5%	18.4%	17.6%
Multi-Racial*	6.3%	18.8%	21.7%	16.1%	17.6%
Talented and Gifted*		7.1%	18.8%	0.0%	0.0%
Male	15.8%	21.6%	17.3%	18.4%	19.7%
Female	19.9%	24.6%	19.2%	21.2%	22.3%

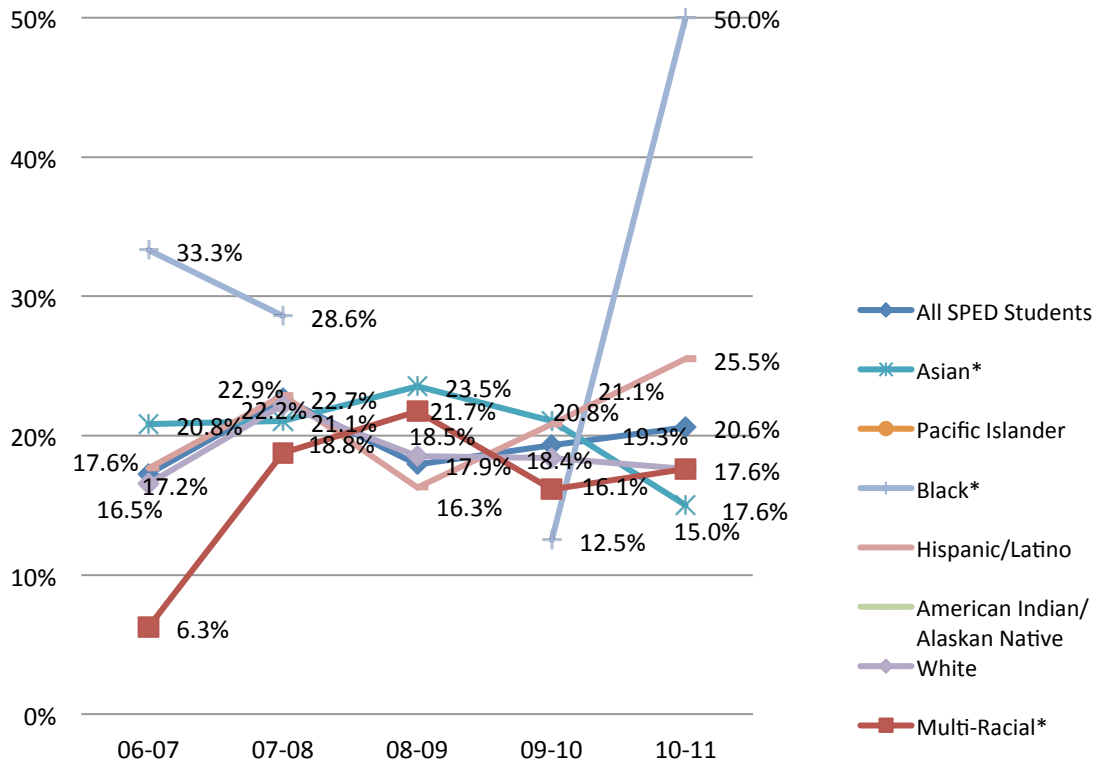
* Interpret with caution - fewer than 30 students in cohort.

% SPED students graduating with an alternative certificate, GED, or modified or extended diploma within five years is the percentage of students in the five-year cohort who earn an alternative certificate, GED, or modified or extended diploma.

% SPED students graduating with an alternative certificate or modified diploma in five years



% SPED students graduating with an alternative certificate or modified diploma in five years



Disaggregations

% SPED students graduating with an alternative certificate or modified diploma in five years (2014-15)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Special Education Students	20.6%	25.6%	0.0%	30.8%	9.5%				13.6%	18.4%	23.1%
Economically Disadvantaged	27.4%	28.4%							9.1%	26.1%	28.1%
Ever ELL	26.0%	18.8%									
Limited English Proficient	34.8%										
Students with Disabilities	NA										
Asian	15.0%										
Pacific Islander*											
Black*	50.0%										
Hispanic/Latino	25.5%	18.2%									
American Indian/Alaskan Native*											
White	17.6%	28.9%		24.3%					9.3%	11.9%	20.5%
Multi-Racial	17.6%										
Talented and Gifted	0.0%										
Male	19.7%	24.2%		32.3%					13.9%	20.9%	18.0%
Female	22.3%									15.2%	

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

Analysis

Successes:

- Over the past three years, the percentage of Students with Disabilities earning a standard diploma in five years or less has increased by 4 percentage points to 58.7% while the percentage of Students with Disabilities who have not earned a diploma, certificate or GED in five years has decreased by 7 percentage points to 20.6%.

Issues:

- Students with disabilities continue to graduate with a standard diploma at a much lower percentage than their typical peers.

Action Plan

This year:

- A review of High School resource room instructional practices and design for Students with Disabilities.
- The creation and implementation of a Dually Identified work group to determine appropriate evaluation and instructional practices for students who are ELL and have a disability.
- Implementation of Unique and Link Curriculum, a standards-based set of interactive curricular tools designed for students with special needs to access the general curriculum.
- Implementation of standards based IEP.
- Learning target articulation for SPED programs and middle and high school resource rooms.
- Specialized program learning teams.
- Revamping the Specific Learning Disability evaluation process.
- Hillsboro Chamber of Commerce job shadow and internship partnership.

Long-term:

- Implementation of the recommendations from the high school resource room group.
- Implementation of the recommendations from the Dually Identified work group.