Six Districtwide Milestones

Six district-wide milestones have been established to measure student progress. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement.

- English Language Arts and mathematics at the proficient and advanced levels

Grade 3

- English Language Arts and mathematics at the proficient and advanced levels

Grade 5

- English Language Arts and mathematics at the proficient and advanced levels

Grade 8

- Earning 6 or more credits

Grade 9

- Reading and mathematics at the proficient and advanced levels

Grade 11

Graduate with at least two of the following:
- Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- Three or more college-level courses
- CTE Program of Study

Grade 12

BEAVERTON SCHOOL DISTRICT

EmpoWEr

District Goal: WE empower all students to achieve post-high school success.

Academic Achievements

Measurements: Academic Achievement Data

- English Language Arts and mathematics at the proficient and advanced levels

Grade 3

- English Language Arts and mathematics at the proficient and advanced levels

Grade 5

- English Language Arts and mathematics at the proficient and advanced levels

Grade 8

- Earning 6 or more credits

Grade 9

- Reading and mathematics at the proficient and advanced levels

Grade 11

Graduate with at least two of the following:
- Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- Three or more college-level courses
- CTE Program of Study

Grade 12

BOARD REPORTS

Fall – BSD will report out on Milestones at grades 3, 5, 8, 9, 11

- Academic Achievement Data
  - » Analysis
  - » Successes
  - » Challenges
  - » Action Plan – additional data will be utilized
    - o Four Pillars
    - o Key Efforts

Winter – BSD will report out on Milestones at grade 12

- Academic Achievement Data
  - » Analysis
  - » Successes
  - » Challenges
  - » Action Plan
    - o Four Pillars
    - o Key Efforts

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Six Districtwide Milestones

Six district-wide milestones have been established to measure student progress. Performance targets are being set for these milestones and their corresponding data indicators to guide schools and departments in developing action plans to improve student achievement.

Grade 3

- English Language Arts and mathematics at the proficient and advanced levels

	13-14	14-15	15-16
ELA		61%	62%
Math		66%	65%

Grade 5

- English Language Arts and mathematics at the proficient and advanced levels

	13-14	14-15	15-16
ELA		66%	69%
Math		59%	56%

Grade 8

- English Language Arts and mathematics at the proficient and advanced levels

	13-14	14-15	15-16
ELA		67%	66%
Math		60%	56%

Grade 9

- Earning 6 or more credits

	13-14	14-15	15-16
Six Credits	80%	84%	87%

Grade 11

- Reading, mathematics, and science at the proficient and advanced levels

	13-14	14-15	15-16
Reading	48%	46%	50%
Math	47%	46%	47%
Science	45%	44%	43%

Grade 12

Graduate with at least two of the following:
- Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- Three or more college-level courses
- CTE Program of Study

	13-14	14-15	15-16
Graduates (5 year)	82%	84%	86%
OUS	60%	59%	58%
3 College courses	61%	60%	63%
CTE		36%	42%	44%

Milestone Trends
Green denotes highest value

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Internal Measurements

☑️ Action Plan

The action plan for the board reports will be formulated based on academic achievement data, as well as additional internal data. This internal data is linked to the strategic plan by the Pillars and Key Efforts and includes:

- Survey data
- Internal measurements
- Key investment data

- Other student outcome data
  - % of ELL students making progress toward proficiency in English
  - % of student missing fewer than 10 school days
  - % of students involved in after school activities

Community Priorities • Instructional Time • Class Size • Comprehensive Education

Excellence – Standards Based Learning System

- % of K-12 teachers who record on the report card a summary judgment on Learning Targets covered in a course
- % of students who report that they receive timely, personal feedback to improve their academic achievement
- % of families who report they feel well-informed about what their children are learning and their progress
- % of teachers recording behavior and academics separately
- % of teachers reporting multiple opportunities to demonstrate proficiency to Learning Targets (grades 6-12)
- % of students in grades 4-8 with growth above the 50th percentile in English Language Arts and Mathematics

Excellence – Quality Staff

- % of teachers and staff reporting their school has a safe, inclusive and respectful climate
- % teachers reporting improved instruction based on feedback from their administrator
- Customer Service

Innovation – Future Ready

- % of teachers who use Canvas with one or more classes
- % of teachers who report they are confident integrating technology into their instruction
- % of students reporting they can access the necessary technology outside of school to support their learning

Innovation – Early Learning

Equity – Culturally Relevant Teaching

- % of students missing school as a result of discipline
- % of students reporting their school has a safe, inclusive and respectful climate
- % of students reporting that at least one adult in school really cares about them

Equity - AVID

- % of teachers trained in AVID
- % of 8th grade students and % of 8th grade students in AVID elective who are nearly proficient or above in AGS I or higher math class (In addition, all milestones in grades 8-12 and other student outcome data is disaggregated for students enrolled in an AVID elective.)

Collaboration – Community Partnerships

- % of families who report they are active participants in the life of the school
- % parent volunteers who report they have made a positive contribution
- % of schools with functioning Community Partnership Teams

Collaboration – Collaboration Teams

- % of teachers reporting sufficient time to collaborate
- % teachers reporting improved instruction based on collaboration efforts

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