



Strategic Plan Standards

Objective: The Board will review progress on these Strategic Plan Standards annually at the Fall work session and then recommend policy changes and develop Board and Superintendent goals based on this information.

Data Sources: Secondary Marks files extracted from Old Data Warehouse or provided by IT, Annual ADM Collections

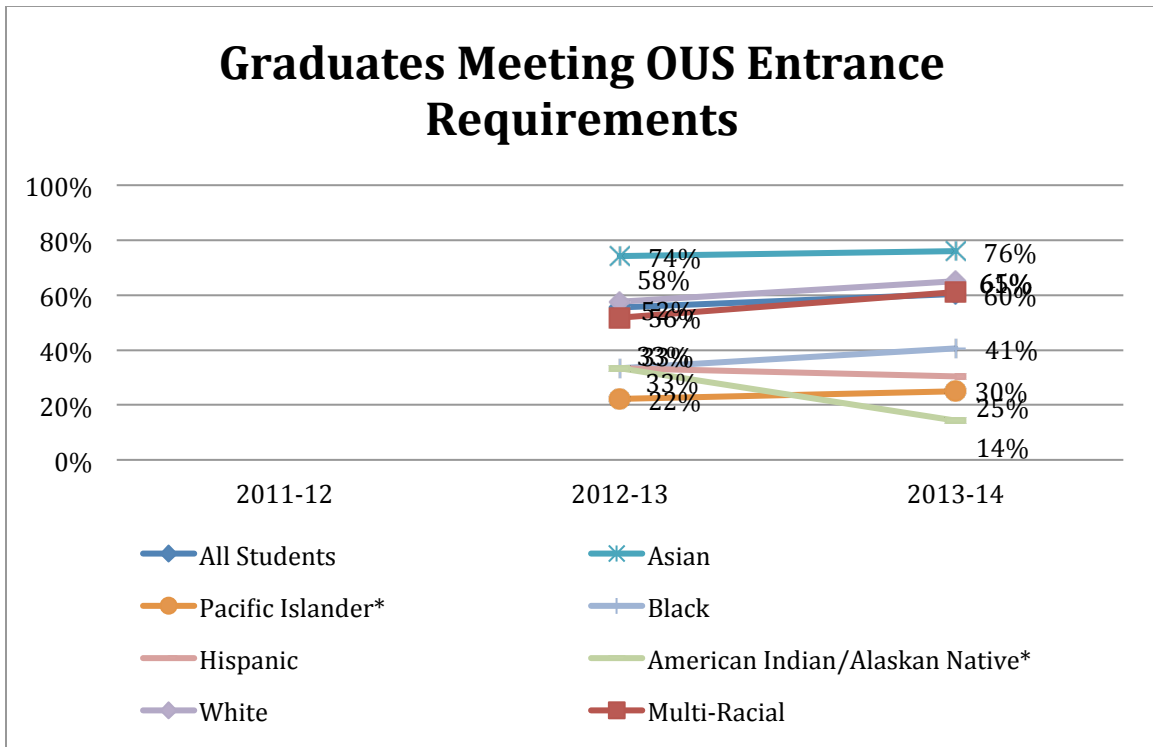
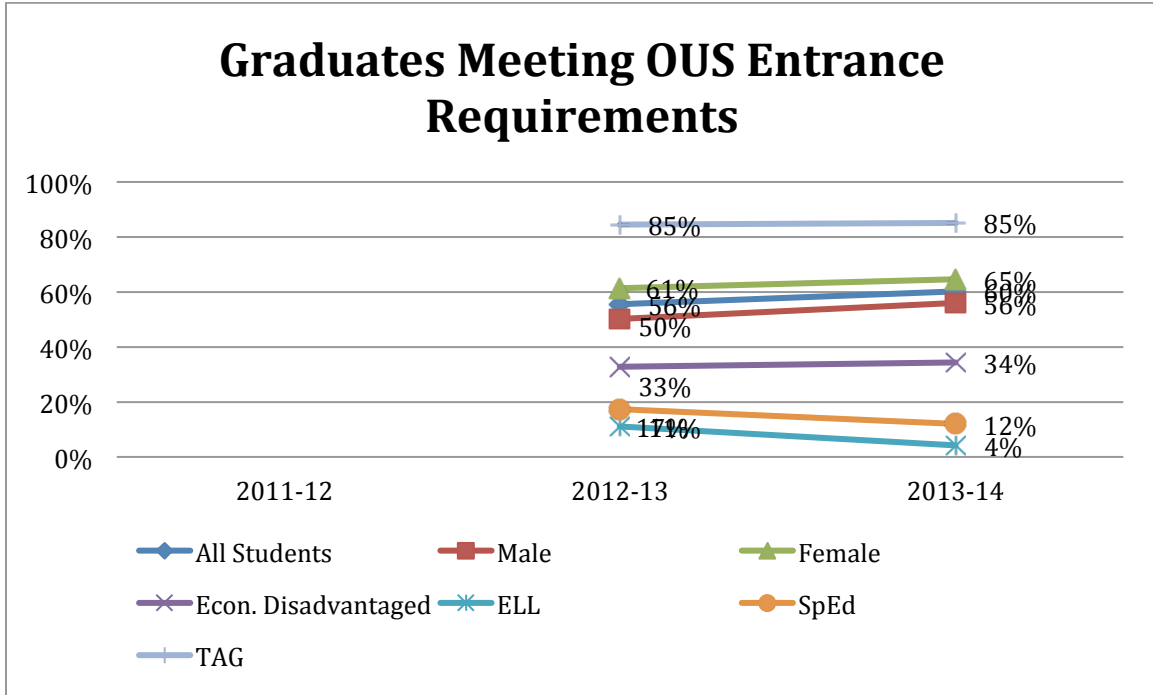
At the district level, asterisks are used to indicate that there are fewer than 20 respondents. Please exercise caution when interpreting the results. Dash marks indicate that the survey question was not asked during that academic year.

When there are fewer than 10 respondents, the response boxes are left intentionally blank. To include these responses would unduly reduce the anonymity of the respondents.

There was not an elementary level or parent survey distributed in the 2011-12 academic year.

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

Disaggregations



Graduates Meeting OUS Entrance Requirements – District Demographics			
Beaverton School District	2011-12	2012-13	2013-14
All Students		56%	60%
Male		50%	56%
Female		61%	65%
Econ. Disadvantaged		33%	34%
English Language Learner		11%	4%
Special Education		17%	12%
Talented and Gifted		85%	85%
Asian		74%	76%
Pacific Islander*		22%	25%
Black		33%	41%
Hispanic/Latino		33%	30%
American Indian/Alaskan Native*		33%	14%
White		58%	65%
Multi-Racial		52%	61%

School Name	2011-12	2012-13	2013-14
Aloha High School		49%	53%
Arts & Communication Magnet Academy		64%	68%
Beaverton High School		46%	55%
Community School		5%	0%
Health & Science School		52%	50%
International School of Beaverton		81%	82%
School of Science & Technology		25%	76%
Southridge High School		65%	63%
Sunset High School		48%	60%
Westview High School		63%	75%

By content area	2011-12	2012-13	2013-14
English Language Arts		77%	79%
Social Science		72%	78%
Science		78%	78%
World Language		83%	81%
Mathematics		78%	78%

Graduates Meeting OUS Entrance Requirements (2013-14)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	60%	53%	47%	55%	0%	50%	82%	76%	63%	60%	75%
Male	56%	42%	20%	58%	0%	63%	77%	67%	62%	56%	68%
Female	65%	63%	61%	52%	0%	31%	86%	100%	64%	66%	81%
Econ. Disadv.	34%	38%	20%	39%	0%	47%	61%		35%	23%	52%
ELL	4%			9%							
SpEd	12%	7%		4%	0%				13%	15%	24%
TAG	85%	72%	53%	90%			92%	81%	83%	85%	94%
Asian	76%	65%		44%			84%		84%	69%	85%
Pacific Islander*	25%										
Black	41%										
Hispanic	30%	29%	40%	33%	0%	36%	55%		28%	28%	47%
Native American*	14%										
White	65%	66%	51%	62%	0%	47%	93%	76%	64%	67%	75%
Multi-Racial	61%	48%		58%					72%	64%	77%

OUS Entrance Requirements

Successes:

- Alignment of graduation requirements and OUS entrance requirements. Our grad requirements mirror what the state is requiring ensuring a more focus
- Data is moving in the right direction for a portion of subgroups
- Clear that at the school-level has greater variability, so greater ability to impact performance
- ISB stand-out, significant gains with SST
- Overall percentage of graduates is trending up
- The majority of all high schools have made gains

Issues:

- Gap and decrease for our ELL and SPED
- Not meeting our equity goals with regard to race, ethnicity, language, class, SPED – subgroups continue to predict success
- Too many D's
- Asian subgroup is clearly not trending like other subgroups
- High school math sequence continues to be of concern
- Gap remains between males and females, although closing by a slight percentage

Action Plan

This year:

- 5D Focus with all teachers
- 5.5 and 8.5 summer schools
- ELL study to investigate best practices
- CIS implementation looking at all 9-12 students
- Continued focus on learning teams and holding teachers accountable for progress monitoring
- Resources for 9th grade APU for math and science intervention
- Middle school intervention in literacy and math
- Continue the work on SPED model at middle school
- Review and improvement of discipline practices at middle school
- Full day Deer Park program
- Implementation of SBLs
- Implementation of AVID at secondary schools

Long-term:

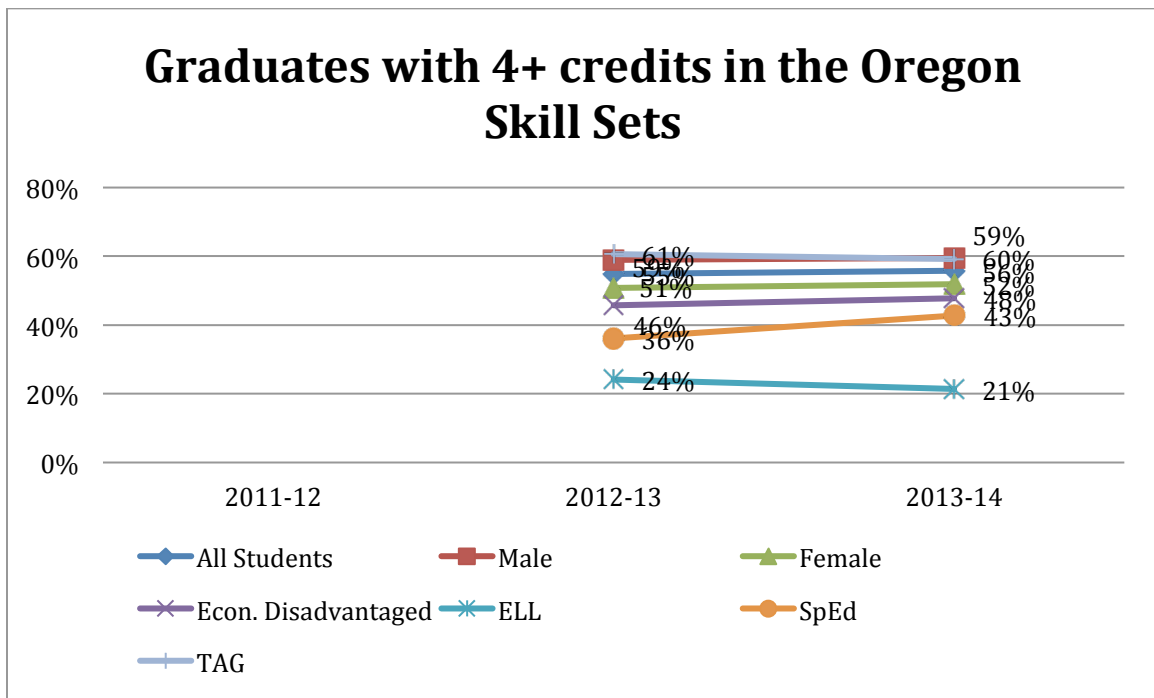
- Holding principals accountable
- Implementation of SBLs
- High school SPED model - We're looking at the effectiveness of our courses and do they align with standards in core classes
- Improve our understanding of effective practices, monitoring progress and adjust and provide PD
- Implementation of early warning system at middle and high school - allows for early intervention
- K-8 and identifying students earlier via data trends. Benchmarking appropriate progress beyond standardized measures
- Continue study of course taking behaviors, course scheduling, options, what students are taking and are being successful
- Continue to pursue the opportunity of time for teachers to improve practices by learning new strategies with colleagues and processing data at deeper level to inform classroom instruction

Students Completing 3+ College Level Courses – District Demographics			
Beaverton School District	2011-12	2012-13	2013-14
All Students			50%
Male			46%
Female			54%
Econ. Disadvantaged			34%
English Language Learner			19%
Special Education			15%
Talented and Gifted			87%
Asian			76%
Pacific Islander*			13%
Black			34%
Hispanic/Latino			30%
American Indian/Alaskan Native*			14%
White			53%
Multi-Racial			46%

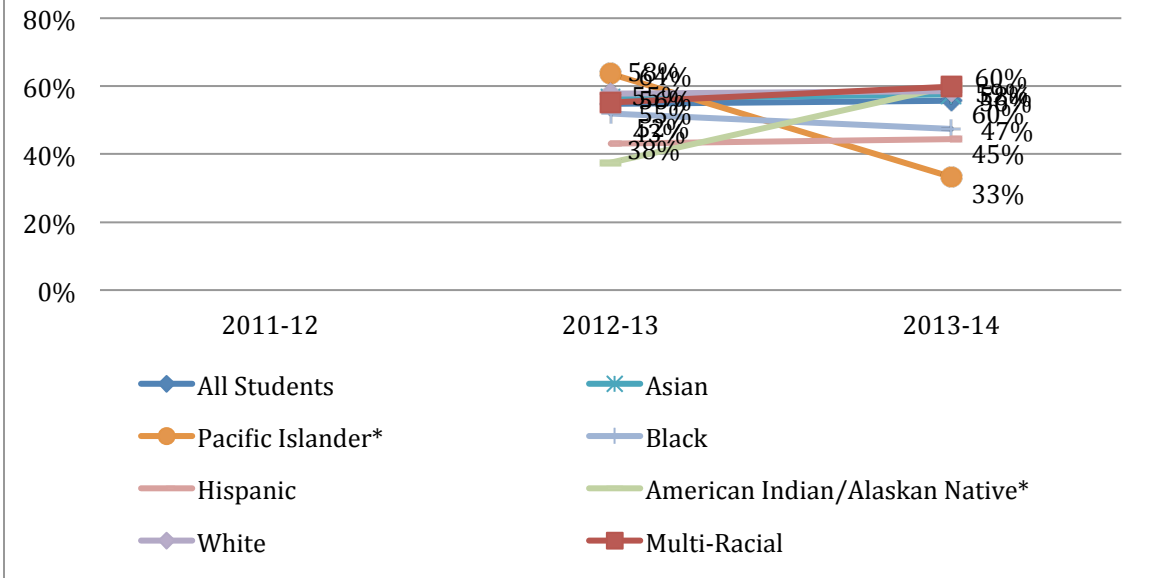
School Name	2011-12	2012-13	2013-14
Aloha High School			48%
Arts & Communication Magnet Academy			28%
Beaverton High School			51%
Community School			12%
Health & Science School			56%
International School of Beaverton			99%
School of Science & Technology			73%
Southridge High School			51%
Sunset High School			47%
Westview High School			51%

** Interpret with caution: Less than 20 in group*

Students Completing 3+ College Level Courses (Most recent data)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	50%	48%	28%	51%	12%	56%	99%	73%	51%	47%	51%
Male	46%	45%	20%	46%	13%	51%	97%	73%	44%	43%	48%
Female	54%	52%	31%	57%	11%	60%	100%	71%	58%	53%	55%
Econ. Disadv.	34%	40%	20%	34%	9%	53%	94%		37%	21%	29%
ELL	19%	18%		20%	0%	50%			26%	9%	16%
SpEd	15%	11%		32%	9%	58%			12%	4%	11%
TAG	87%	91%	31%	89%			96%		88%	91%	90%
Asian	76%	56%		63%		85%	100%		78%	80%	76%
Pacific Islander*	13%										
Black	34%	21%		47%							26%
Hispanic	30%	34%		28%	8%	31%			34%	18%	31%
Native American*	14%										
White	53%	59%	29%	60%	7%	61%	97%	68%	51%	49%	49%
Multi-Racial	46%	18%		46%			100%		44%	55%	50%



Graduates with 4+ credits in the Oregon Skill Sets



Success Completing 3+ College Level Courses

Successes:

- 6 of 10 high schools have more than 50 percent of students completing college level courses
- Most subgroups are trending up for OUS entrance
- Compared to the OUS data the gaps in student performance are significantly less
- Girls are moving forward - Closing the gap - More than 50 percent are meeting this goal.
- All subgroups are meeting at some level, varies from 13 percent to 87 percent
- Offering college level courses on all campuses
- 87 percent of TAG are accessing college courses

Issues:

- Subgroup populations have huge gaps
- There are some questions about high schools: huge gaps in 10 schools
- Every school has AP and IB courses to complete college level courses, but the opportunities to complete in applied areas vary widely by school
- Option schools vary widely
- Need to provide PD on culturally responsive practices
- Dual credit may be over prescribed
- Community School has a significantly higher lower completion rate that contributes to the gaps in subgroups

Action Plan**This year:**

- Implementation of AVID
- Certification. Partnership with PCC and moving forward with dual certification for math teachers at one pilot site
- Growth in AP and IB
- College Track redesigned to scaffold college classes through a cohort model and in-house PCC CG1100 college prep class

Long Term:

- More intentional placement of students in subgroups to ensure access to access to college credit courses
- Increasing the capacity for teacher certification and helping teachers gain knowledge (tuition reimbursement)
- Standards Based Learning System (SBLS – common core) and Learning Teams will provide greater success for students
- Understanding teacher effectiveness, best practices, SBLS, Learning Teams and looking for data to support best outcomes for students

Graduates completing 4+ credits (C or better) in the Oregon Skill Sets – District Demographics

Beaverton School District	2011-12	2012-13	2013-14
All Students		55%	56%
Male		59%	60%
Female		51%	52%
Econ. Disadvantaged		46%	48%
English Language Learner		24%	21%
Special Education		36%	43%
Talented and Gifted		61%	59%
Asian		56%	58%
Pacific Islander*		64%	33%
Black		52%	47%
Hispanic/Latino		43%	45%
American Indian/Alaskan Native*		38%	60%
White		58%	59%
Multi-Racial		55%	60%

Graduates completing 4+ credits (C or better) in the Oregon Skill Sets	2011-12	2012-13	2013-14
Aloha High School		55%	60%
Arts & Communication Magnet Academy		89%	88%
Beaverton High School		62%	56%
Community School		32%	29%
Health & Science School		68%	88%
International School of Beaverton		26%	0%
School of Science & Technology		10%	11%
Southridge High School		46%	53%
Sunset High School		61%	62%
Westview High School		55%	67%

** Interpret with caution: Less than 20 in group*

Graduates completing 4+ credits (C or better) in the Oregon Skill Sets (2013-14)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	56%	60%	88%	56%	29%	88%	0%	11%	53%	62%	67%
Male	60%	62%	90%	49%	37%	88%	0%		66%	70%	69%
Female	52%	57%	88%	64%	23%	89%	0%	14%	42%	53%	64%
Econ. Disadv.	48%	59%	87%	45%	33%	83%	0%		42%	48%	60%
ELL	21%	31%		20%						36%	11%
SpEd	43%	38%		47%	25%				37%	48%	59%
TAG	59%	66%	88%	63%			0%	5%	48%	71%	66%
Asian	58%	46%		83%			0%	20%	47%	64%	70%
Pacific Islander*	33%										
Black	47%	57%									44%
Hispanic	45%	61%	80%	33%	29%	88%	0%		42%	40%	57%
Native American*	60%										
White	59%	59%	90%	59%	37%	90%	0%	8%	56%	67%	69%
Multi-Racial	60%	77%		62%					57%	70%	67%

C or better in the six learning areas of the Oregon Skill Sets

Successes:

- All sub groups are represented in the 55.7%

Issues:

- Lack of Career Technical Ed (CTE) options throughout the district.

Action Plan

This year:

- Potential for improved partnerships with community colleges and local training schools
- CTE may be a major focus at the legislature for Winter 2015 – may be an opportunity for us as district to leverage support and grant opportunities

Long-term:

- Development of long term partnerships and clear pathways for students to gain skills and access to higher level course work

% Students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school

Beaverton School District	2011-12	2012-13	2013-14
All Students	44.7%	61.1%	66.3%
Male	43.8%	65.8%	62.9%
Female	46.8%	57.8%	71.7%
Asian	50.7%	72.9%	73.1%
Pacific Islander	57.0%	68.8%	80.0%
Black	53.2%	64.0%	66.1%
Hispanic/Latino	44.1%	58.8%	61.3%
American Indian/Alaskan Native	61.9%	55.2%	60.7%
White	43.4%	60.8%	67.7%
Multiracial	45.8%	62.4%	69.9%
Heterosexual	44.9%	62.7%	68.3%
LGBQ	49.4%	60.1%	64.2%

School Name	2011-12	2012-13	2013-14
Aloha High School	31.4%	42.5%	46.1%
Arts & Communication Magnet Academy	49.6%	62.8%	55.0%
Beaverton High School	42.2%	77.0%	81.8%
Community School	40.0%	48.5%	47.8%
Health & Science School	38.6%	45.3%	59.7%
International School of Beaverton	23.1%	80.5%	80.7%
School of Science & Technology	33.3%	44.4%	50.0%
Southridge High School	66.1%	76.0%	81.1%
Sunset High School	56.0%	71.3%	77.7%
Westview High School	38.7%	47.1%	48.6%

% Students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school, 2013-14											
	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	66%	46%	55%	82%	48%	60%	81%	50%	81%	78%	50%
Male	63%	43%	60%	80%	38%	52%	73%	46%	78%	72%	46%
Female	72%	52%	54%	87%	61%	73%	88%	61%	86%	85%	52%
Asian	73%	42%		95%		80%	95%		81%	87%	60%
Pacific Islander*	80%	57%		82%					73%		
Black	66%	55%		94%					79%	60%	56%
Hispanic	61%	42%	57%	79%	30%	51%	78%	75%	83%	71%	47%
Native American*	61%										
White	68%	50%	55%	84%	55%	65%	79%	42%	82%	79%	42%
Multiracial	70%	54%	56%	90%		42%	92%		86%	80%	48%
Heterosexual	68%	47%	52%	86%	50%	58%	86%	43%	84%	79%	50%
LGBQ	64%	59%	59%	75%	50%	67%	64%		79%	76%	41%

At least one job, internship, job-shadow or service learning experience while in high school

Successes:

- Job developer on site at HS2 has begun to provide a structure and model for other schools
- This is included as part of the job description of the recently allocated college and career counselor at all comprehensive high schools
- Students eligible for special education services and served in a specialized program participate in a range of Work Experience Programs that are designed within the school setting
- The Special Education Community Transition Program provides multiple on-site and community based work experience opportunities for students with disabilities
- 73.4% of students who received special education services and graduated during the 2012-13 school year are enrolled in higher education, competitively employed, or engaged in other education or work

Issues:

- Job Developer dependent upon the resources at each site and no district coordination
- Reduction of 3 Special Education Transition Specialists in order to fund Special Education Teachers

Action Plan

This year:

- Newly created college and career counselor positions at each of the comprehensive high schools

Long-term:

- Interest in a job developer at each site with support and coordination from Central Office
- Opportunities for alignment of bond projects to internships, job-shadow and/or service learning

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

% students recording learning goals	2011-12	2012-13	2013-14
<i>K-5 Schools</i>			
Barnes Elementary School		86.9%	89.4%
Beaver Acres Elementary School			89%
Bethany Elementary School		90.0%	86.4%
Bonny Slope Elementary School		92.1%	94.8%
Cedar Mill Elementary School			97.6%
Chehalem Elementary School			85.9%
Cooper Mountain Elementary School		85.80%	94.2%
Elmonica Elementary School		87.70%	93.3%
Errol Hassell Elementary School		88.30%	89.5%
Findley Elementary		90.90%	92.6%
Fir Grove Elementary School			89.0%
Greenway Elementary School		100.00%	90.1%
Hazeldale Elementary School		93.20%	89.6%
Hiteon Elementary School		86.30%	92.5%
Jacob Wismer Elementary School		84.10%	93.2%
Kinnaman Elementary School		86.50%	90.2%
McKay Elementary School		81.00%	95.7%
McKinley Elementary School		76.10%	90.3%
Montclair Elementary School		100.00%	92.3%
Nancy Ryles Elementary School		85.90%	93.8%
Oak Hills Elementary School		91.50%	89.1%
Raleigh Park Elementary School		80.00%	93.5%

Ridgewood Elementary School		--	97.5%
Rock Creek Elementary School		82.60%	90.8%
Scholls Heights Elementary School		100.00%	98.3%
Sexton Mountain Elementary School		82.60%	82.9%
Terra Linda Elementary School			87.5%
Vose Elementary School			
West Tualatin View Elementary School		83.30%	94.9%
William Walker Elementary School		100.00%*	87.9%

K-8 Schools

Aloha-Huber Park School		67.9%	
Raleigh Hills Elementary School		88.30%	90.5%
Springville K-8 School	87.80%	87.8%	87.80%

6-8 Schools

Cedar Park Middle School	80.9%	76.5%	85%
Conestoga Middle School		79.70%	79%
Five Oaks Middle School	73.2%	73.80%	82%
Highland Park Middle School	77.6%	82.30%	88%
Meadow Park Middle School	79.0%	84.10%	86%
Mountain View Middle School	78.2%	75.90%	84%
Stoller Middle School	77.4%	78.50%	85%
Whitford Middle School	80.7%	80.30%	90.9%

6-12 Schools

Arts & Communication Margent Academy	80.5%	73.5%	84.5%
Health & Science School	78.3%	81.60%	84%
International School of Beaverton	75.1%	82.70%	85%

9-12 Schools

Aloha High School	76.0%	76.6%	78%
Beaverton High School	76.8%	79.0%	82%
Community School	96.0%	78.7%	77%
School of Science & Technology	75.0%	80.70%	69%
Southridge High School	77.4%	75.70%	80%
Sunset High School	77.7%	81.70%	78%
Westview High School	74.8%	75.80%	82%

% students recording learning goals, 2013-14	All students	Male	Female	Heterosexual	LGBQ
<i>K-5 Schools</i>					
Barnes Elementary School	89%	89%	90%	--	--
Beaver Acres Elementary School	89%	87%	93%	--	--
Bethany Elementary School	86%	87%	86%	--	--
Bonny Slope Elementary School	95%	96%	94%	--	--
Cedar Mill Elementary School	98%	98%	100%	--	--
Chehalem Elementary School	86%	88%	83%	--	--
Cooper Mountain Elementary School	94%	96%	93%	--	--
Elmonica Elementary School	93%	93%	95%	--	--
Errol Hassell Elementary School	90%	89%	91%	--	--
Findley Elementary	93%	89%	97%	--	--
Fir Grove Elementary School	89%	84%	93%	--	--
Greenway Elementary School	90%	89%	92%	--	--
Hazeldale Elementary School	90%	89%	89%	--	--
Hiteon Elementary School	93%	89%	95%	--	--
Jacob Wismer Elementary School	93%	91%	97%	--	--
Kinnaman Elementary School	90%	85%	98%	--	--
McKay Elementary School	96%	93%	98%	--	--
McKinley Elementary School	90%	91%	91%	--	--
Montclair Elementary School	92%	87%	97%	--	--
Nancy Ryles Elementary School	94%	91%	98%	--	--
Oak Hills Elementary School	89%	89%	90%	--	--
Raleigh Park Elementary School	94%	90%	97%	--	--
Ridgewood Elementary School	98%	97%	98%	--	--
Rock Creek Elementary School	91%	91%	91%	--	--
Scholls Heights Elementary School	98%	98%	99%	--	--
Sexton Mountain Elementary School	83%	82%	82%	--	--
Terra Linda Elementary School	88%	86%	89%	--	--
Vose Elementary School				--	--
West Tualatin View Elementary School	95%	97%	92%	--	--
William Walker Elementary School	88%	87%	87%	--	--

<i>K-8 Schools</i>					
Aloha-Huber Park School				--	--
Raleigh Hills School		92%	94%	--	--
Springville K-8 School		89%	86%	--	--
<i>6-8 Schools</i>					
Cedar Park Middle School		81%	90%	86%	75%
Conestoga Middle School		70%	85%	72%	85%
Five Oaks Middle School		78%	88%	83%	79%
Highland Park Middle School		88%	88%	89%	74%
Meadow Park Middle School		88%	84%	89%	78%
Mountain View Middle School		83%	89%	91%	75%
Stoller Middle School		85%	85%	84%	78%
Whitford Middle School		91%	91%	95%	65%
<i>6-12 schools</i>					
Arts and Communication Magnet Academy	81%	77%	88%	91%	64%
Health & Science School	84%	86%	81%	89%	63%
International School of Beaverton	76%	85%	87%	87%	73%
<i>9-12 Schools</i>					
Aloha High School	78%	77%	79%	79%	63%
Beaverton High School	82%	82%	83%	83%	75%
Community School	77%	69%	85%	79%	79%
School of Science & Technology	69%	69%	72%	71%	67%
Southridge High School	80%	77%	83%	80%	67%
Sunset High School	82%	81%	83%	82%	73%
Westview High School	78%	79%	79%	79%	70%

% students recording learning goals, 2013-14	All students	Native American	Asian	Black	Hispanic /Latino	Multiracial	Pacific Islander	White
<i>K-8 Schools</i>								
Aloha-Huber Park School								
Raleigh Hills School								94%
Springville K-8 School	88%							88%

<i>6-8 Schools</i>								
Cedar Park Middle School	85%		95%		82%	90%		83%
Conestoga Middle School	79%				91%	77%		72%
Five Oaks Middle School	82%		96%	77%	82%	67%		88%
Highland Park Middle School	88%		100%		94%	85%		84%
Meadow Park Middle School	86%		91%		93%	82%		77%
Mountain View Middle School	84%				88%	62%		90%
Stoller Middle School	85%		89%		72%	76%		86%
Whitford Middle School	91%				96%			86%
<i>6-12 schools</i>								
Arts and Communication Magnet	85%				81%	81%		85%
Health & Science School	84%		95%		86%	84%		82%
International School of Beaverton	85%		87%		82%	86%		91%
<i>9-12 Schools</i>								
Aloha High School	78%		76%	76%	77%	81%	71%	79%
Beaverton High School	82%		87%	81%	85%	84%	100%	82%
Community School	77%				70%			74%
School of Science & Technology	69%				83%			68%
Southridge High School	80%		85%	78%	86%	79%	67%	78%
Sunset High School	82%		87%	90%	81%	79%		82%
Westview High School	78%		81%	78%	80%	77%		79%

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

% Students reporting to be on track to achieve those goals	All students	Native American	Asian	Black	Hispanic /Latino	Multiracial	Pacific Islander	White
<i>K-8 Schools</i>								
Aloha-Huber Park School								
Raleigh Hills School	98%							100%
Springville K-8 School	97%							100%
<i>6-8 Schools</i>								
Cedar Park Middle School	91%		100%		80%	92%		94%
Conestoga Middle School	85%				75%	90%		88%
Five Oaks Middle School	80%		91%	90%	82%	77%		78%
Highland Park Middle School	85%		100%		83%	76%		86%
Meadow Park Middle School	88%		90%		83%	86%		90%
Mountain View Middle School	85%				80%	83%		89%
Stoller Middle School	93%		94%		85%			94%
Whitford Middle School	93%				94%			94%
<i>6-12 schools</i>								
Arts and Communication Magnet Academy	79%				66%	88%		81%
Health & Science School	81%		93%		70%	87%		87%
International School of Beaverton	86%		90%		83%	90%		90%
<i>9-12 Schools</i>								
Aloha High School	69%		68%	55%	64%	71%	64%	73%
Beaverton High School	75%		78%	69%	70%	83%		77%
Community School	74%				70%			90%
School of Science &	57%				50%			57%

Technology								
Southridge High School	74%		85%	78%	70%	72%	67%	75%
Sunset High School	76%		86%	60%	65%	65%		81%
Westview High School	73%		78%	61%	70%	72%		75

% Student reporting to be on track to achieve those goals	All students	Male	Female	Heterosexual	LGBQ
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K-5 Schools

	All students	Male	Female	Heterosexual	LGBQ
Barnes Elementary School	95%	96%	95%		
Beaver Acres Elementary School	92%	91%	95%		
Bethany Elementary School	93%	93%	94%		
Bonny Slope Elementary School	93%	93%	94%		
Cedar Mill Elementary School	98%	100%	95%		
Chehalem Elementary School	93%	92%	94%		
Cooper Mountain Elementary School	97%	97%	97%		
Elmonica Elementary School	95%	95%	95%		
Errol Hassell Elementary School	93%	94%	93%		
Findley Elementary	98%	99%	97%		
Fir Grove Elementary School	90%	83%	96%		
Greenway Elementary School	95%	96%	94%		
Hazeldale Elementary School	92%	94%	91%		
Hiteon Elementary School	97%	98%	95%		
Jacob Wismer Elementary School	94%	91%	97%		
Kinnaman Elementary School	92%	92%	91%		
McKay Elementary School	95%	95%	94%		
McKinley Elementary School	93%	91%	93%		
Montclair Elementary School	96%	98%	95%		
Nancy Ryles Elementary School	96%	96%	98%		
Oak Hills Elementary School	95%	94%	95%		
Raleigh Park Elementary School	95%	91%	98%		
Ridgewood Elementary School	95%	95%	95%		
Rock Creek Elementary School	95%	98%	92%		
Scholls Heights Elementary School	90%	87%	94%		
Sexton Mountain Elementary School	94%	95%	95%		
Terra Linda Elementary School	94%	93%	95%		
Vose Elementary School					
West Tualatin View Elementary School	95%	92%	98%		

William Walker Elementary School	95%	94%	94%		
<i>K-8 Schools</i>					
Aloha-Huber Park School					
Raleigh Hills School		98%	98%		
Springville K-8 School		95%	99%		
<i>6-8 Schools</i>					
Cedar Park Middle School	91%	89%	93%	93%	85%
Conestoga Middle School	85%	79%	88%	87%	71%
Five Oaks Middle School	80%	81%	80%	84%	63%
Highland Park Middle School	85%	88%	82%	86%	78%
Meadow Park Middle School	88%	84%	91%	87%	76%
Mountain View Middle School	85%	89%	81%	87%	67%
Stoller Middle School	93%	88%	98%	93%	94%
Whitford Middle School	93%	92%	94%	92%	92%
<i>6-12 schools</i>					
Arts and Communication Magnet Academy	79%	81%	78%	82%	59%
Health & Science School	81%	80%	85%	82%	88%
International School of Beaverton	86%	89%	86%	89%	86%
<i>9-12 Schools</i>					
Aloha High School	69%	68%	68%	70%	59%
Beaverton High School	75%	76%	74%	80%	45%
Community School	74%	72%	76%	76%	79%
School of Science & Technology	57%	60%	50%	61%	
Southridge High School	74%	74%	73%	75%	58%
Sunset High School	76%	76%	77%	80%	52%
Westview High School	73%	72%	74%	74%	68%

Recording learning goals/Reporting on track

Successes:

- CIS has been adopted at the high school level as a tool for students to record progress towards their learning goals

Issues:

- Elementary teachers have identified goal setting activities as providing more of a distraction than support
- Improve survey participation to 100% across all schools

Action Plan

This year:

- Each high school will create a CIS implementation for the 2014-15 school year. By the end of the 2014-15 school year, all high school students will be entering in progress towards their learning goals
- More complete data will be available for fall report 2015

Long-term:

- Provide a seamless opportunity and continuity for students from middle to high school with plan and profile

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

* Interpret with caution: Less than 20 respondents

% Families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	All parents	Native American	Asian	Black	Hispanic /Latino	Multiracial	Pacific Islander	White
<i>K-5 Schools</i>								
Barnes Elementary School	93%							90%
Beaver Acres Elementary School	95%							94%
Bethany Elementary School	91%							80%
Bonny Slope Elementary School	97%							100%
Cedar Mill Elementary School	89%							88%
Chehalem Elementary School	84%							93%
Cooper Mountain Elementary School	91%							87%
Elmonica Elementary School	100%							
Errol Hassell Elementary School	97%							96%

Findley Elementary	82%		90%					87%
Fir Grove Elementary School	95%							100%
Greenway Elementary School	100%							
Hazeldale Elementary School	85%							
Hiteon Elementary School	88%							92%
Jacob Wismer Elementary School	96%		96%					100%
Kinnaman Elementary School	95%							
McKay Elementary School	69%							
McKinley Elementary School	83%							
Montclair Elementary School	100%							100%
Nancy Ryles Elementary School	93%							91%
Oak Hills Elementary School	87%							87%
Raleigh Park Elementary School	90%							89%
Ridgewood Elementary School	95%							94%
Rock Creek Elementary School	97%							100%
Scholls Heights Elementary School	79%							92%
Sexton Mountain Elementary School	86%							86%
Terra Linda Elementary School	89%							86%
Vose Elementary School	100%							100%
West Tualatin View Elementary School	100							100%
William Walker Elementary School	100							
<i>K-8 Schools</i>								
Aloha-Huber Park School	94%							92%
Raleigh Hills School	91%							87%
Springville K-8 School	84%							89%
<i>6-8 Schools</i>								
Cedar Park Middle School	81%							84%
Conestoga Middle School	78%							78%
Five Oaks Middle School	65%							62%
Highland Park Middle School	88%							91%
Meadow Park Middle School	87%							96%
Mountain View Middle School	84%							87%
Stoller Middle School	90%		95%					89%
Whitford Middle School	70%							77%

<i>6-12 schools</i>								
Arts and Communication Magnet	79%							78%
Health & Science School	78%							
International School of Beaverton	84%							90%
<i>9-12 Schools</i>								
Aloha High School	75%							75%
Beaverton High School	89%							88%
Community School	100%							
School of Science & Technology	64%							
Southridge High School	83%					83%		86%
Sunset High School	82%		83%					82%
Westview High School	74%		82%					77%

Families reporting that they feel informed and valued as active partners

Successes:

Survey: Of the parents/guardians responding to the email survey, over **85%** reports they are active participants in their child's school.

- IT and T & L Depts. Launched **Parent Vue/Student Vue** providing parents and students with more information about progress.
- Launched **redesigned Website** and **BSD App** in collaboration with IT for improved communications.
- Formation of **Hispanic Parent Advisory Council** with 35-50 parents across the District participating in three meetings.
- Launched **redesigned Website** and **BSD App** in collaboration with IT for improved communications.
- Developed monthly **Pillars of Learning exemplars** highlighting outstanding examples tied to the Strategic Plan and shared across a variety of channels.

Issues:

- When the survey data is disaggregated, there are several schools that appear to struggle.

Action Plan

This year:

- Collaborate with departments and schools to develop **Communication Standards** that set consistent expectations for one-way and two-way communication and engagement strategies across our schools.
- Last year was the first year for the **Hispanic Parent Advisory Council** to meet with the Superintendent and staff. They met three times. This year, we want to work with an organizer to assist this group become advocates and change agents to help their children attend school and graduate.
- Develop regular **Parent Tips** and **Counselor Corner** feature in the weekly BSD Briefs, social media and website parent pages.

Long-term:

- Work with the Executive Administrators and others to support principals in developing strong and inclusive communication and community involvement cultures, by providing **professional development** opportunities and just-in-time coaching as needed.