



Strategic Plan Standards

Objective: The Board will review progress on these Strategic Plan Standards annually at the Fall Work Session, engage in on-going discussions around successes, issues and action plans, and develop School 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, Four year Cohort Graduation Files, Student Surveys

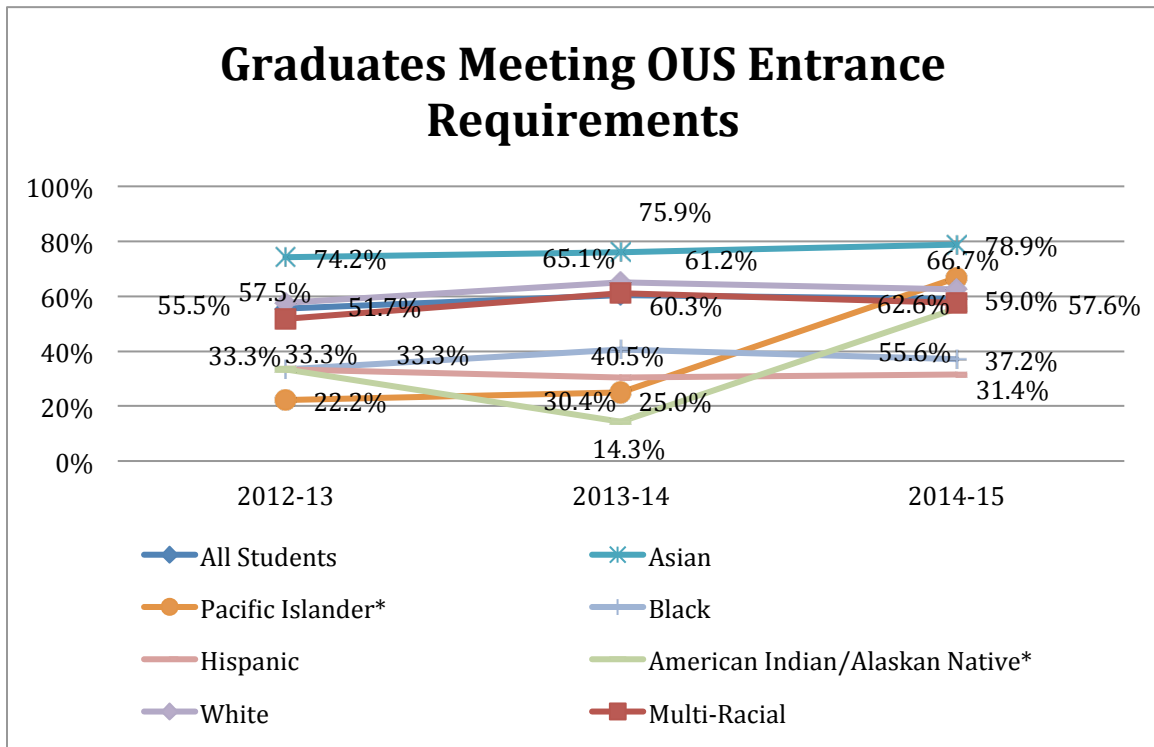
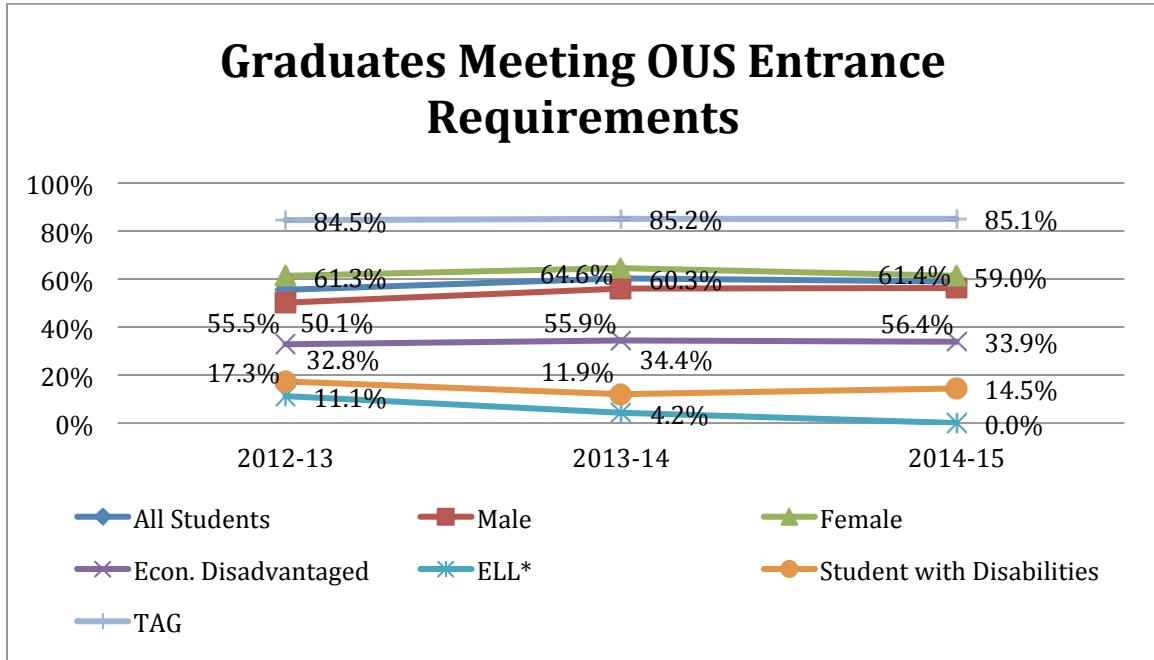
For 2014-15, cells with less than 30 respondents are not included. For prior years, cells with less than 20 respondents are not included. Parents who identify as transgendered, regardless of sexual orientation, are included in the LGBTQ response group.

Measurement	2012/ 13	2013/ 14	2014/ 15	2015/ 16 Goal	2016/ 17 Goal
% graduates students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)	55.5%	60.3%	59.0%	63%	64%
% students earning nine or more college-level credits % students completing 3 or more college level courses		49.8%	52.8%	52% 55%	58%
% 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%	58.8%	57% 60%	62%
% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school	61.1%	66.3%	78%	67% 80%	82%
% students recording learning goals; % students reporting on track to achieve those goals	81%; ---	85%; 85%	90%; 91%	90% 85%	92% 92%
% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	--	85%	88%	88%	90%

Disaggregations

Graduates Completing OUS Entrance Requirements

OUS Entrance Requirements: C or better in 4 years of English; 3 years of social studies; 3 years of science; 3 years of mathematics (including one year beyond algebra and geometry); 2 years of the same world language or the equivalent. Graduates are students (regardless of high school entry year) who earned a diploma or GED by June 30 and have completed 4 English and 3 social studies courses.



Graduates Meeting OUS Entrance Requirements			
Beaverton School District	2012-13	2013-14	2014-15
All Students	55.5%	60.3%	59.0%
Male	50.1%	55.9%	56.4%
Female	61.3%	64.6%	61.4%
Econ. Disadvantaged	32.8%	34.4%	33.9%
ELL*	11.1%	4.2%	0.0%
Student with Disabilities	17.3%	11.9%	14.5%
TAG	84.5%	85.2%	85.1%
Asian	74.2%	75.9%	78.9%
Pacific Islander*	22.2%	25.0%	66.7%
Black	33.3%	40.5%	37.2%
Hispanic	33.3%	30.4%	31.4%
American Indian/Alaskan Native*	33.3%	14.3%	55.6%
White	57.5%	65.1%	62.6%
Multi-Racial	51.7%	61.2%	57.6%

School Name	2012-13	2013-14	2014-15
Aloha High School	49.0%	52.5%	50.3%
Arts & Communication Magnet Academy	68.2%	46.6%	59.5%
Beaverton High School	45.7%	55.1%	53.1%
Community School	5.3%	0.0%	4.4%
Health & Science School	52.2%	50.0%	73.0%
International School of Beaverton	81.9%	82.4%	73.0%
School of Science & Technology	25.0%	75.8%	93.3%
Southridge High School	65.4%	63.0%	52.1%
Sunset High School	48.0%	60.4%	71.9%
Westview High School	63.3%	75.1%	63.0%

* Interpret with caution: Less than 30 in group

By content area	2012-13	2013-14	2014-15
English Language Arts	77%	79%	77%
Social Science	72%	78%	78%
Science	78%	78%	78%
World Language	83%	81%	85%
Mathematics	78%	78%	79%

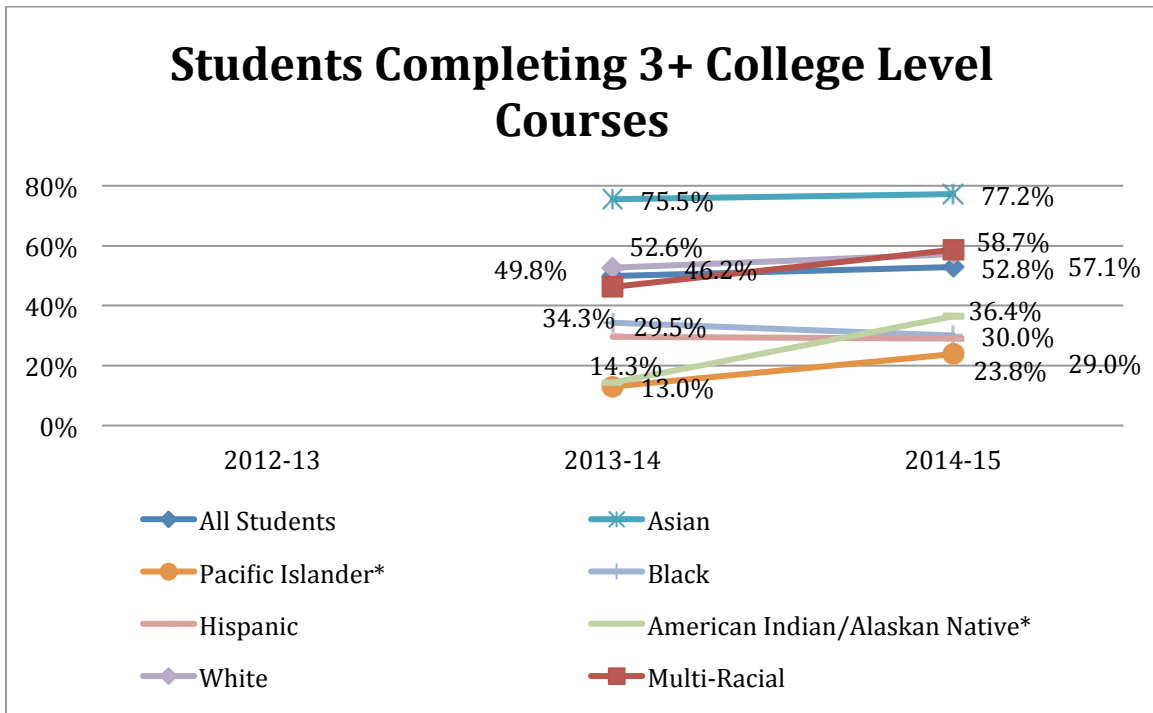
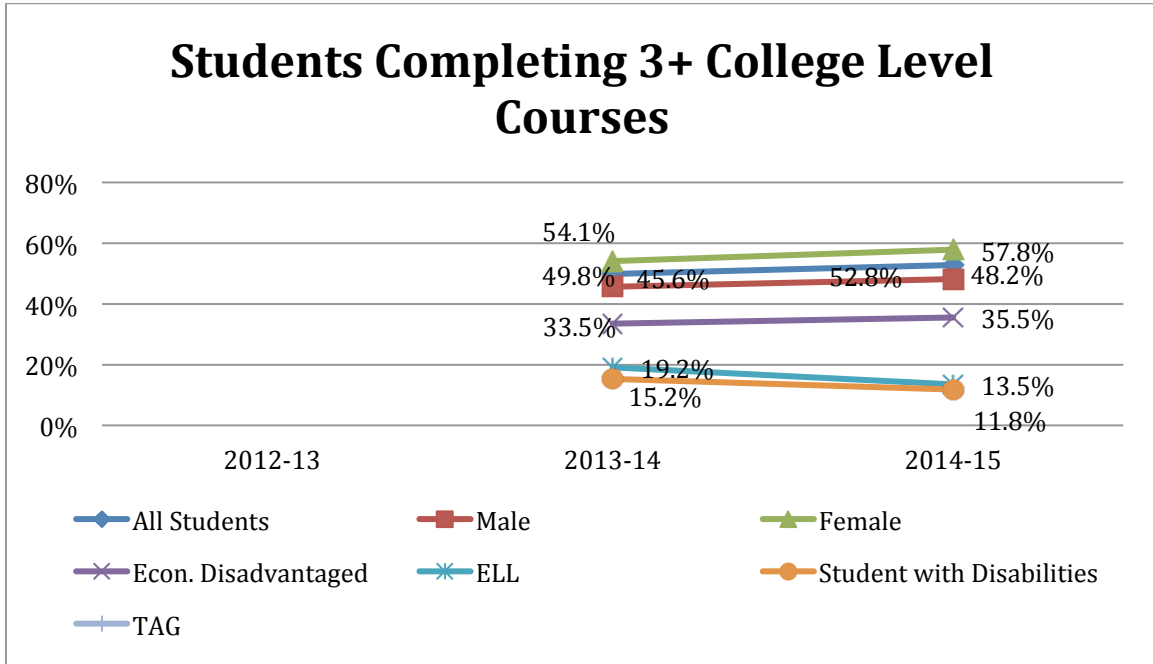
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Graduates Meeting OUS Entrance Requirements (2014-15)	BSD	Aloha	ACMA	Beaverton	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	59%	50%	60%	53%	4%	73%	73%	93%	52%	72%	63%
Male	56%	46%	61%	49%			68%		51%	72%	56%
Female	61%	54%	59%	57%			78%		53%	72%	70%
Econ. Disadvantaged	34%	34%		27%	0%				38%	38%	33%
ELL	0%										
Student with Disabilities	15%	11%									20%
TAG	85%	82%		80%					65%	94%	93%
Asian	79%	78%							62%	81%	84%
Pacific Islander	67%										
Black	37%										
Hispanic / Latino	31%	27%		22%					57%	33%	32%
Native American	56%										
White	63%	59%	54%	63%			81%		51%	76%	62%
Multi-Racial	58%										

Results for groups with fewer than 30 students are not reported

Students Completing Three or More College-level Courses

College-level courses include AP, IB, PCC coursework, and other dual credit opportunities. The data reported for 2014-15 represents the class of 2014 (four year graduation cohort).



Students Completing 3+ College Level Courses	2012-13	2013-14	2014-15
All Students		49.8%	52.8%
Male		45.6%	48.2%
Female		54.1%	57.8%
Econ. Disadvantaged		33.5%	35.5%
ELL		19.2%	13.5%
Student with Disabilities		15.2%	11.8%
TAG		87.3%	86.5%
Asian		75.5%	77.2%
Pacific Islander*		13.0%	23.8%
Black		34.3%	30.0%
Hispanic		29.5%	29.0%
American Indian/Alaskan Native*		14.3%	36.4%
White		52.6%	57.1%
Multi-Racial		46.2%	58.7%

School Name	2012-13	2013-14	2014-15
Aloha High School		47.8%	48.3%
Arts & Communication Magnet Academy		27.6%	24.3%
Beaverton High School		51.2%	52.6%
Community School		11.8%	6.2%
Health & Science School		56.1%	64.0%
International School of Beaverton		98.6%	100.0%
School of Science & Technology		72.7%	65.1%
Southridge High School		51.0%	48.4%
Sunset High School		47.3%	55.4%
Westview High School		51.3%	59.4%

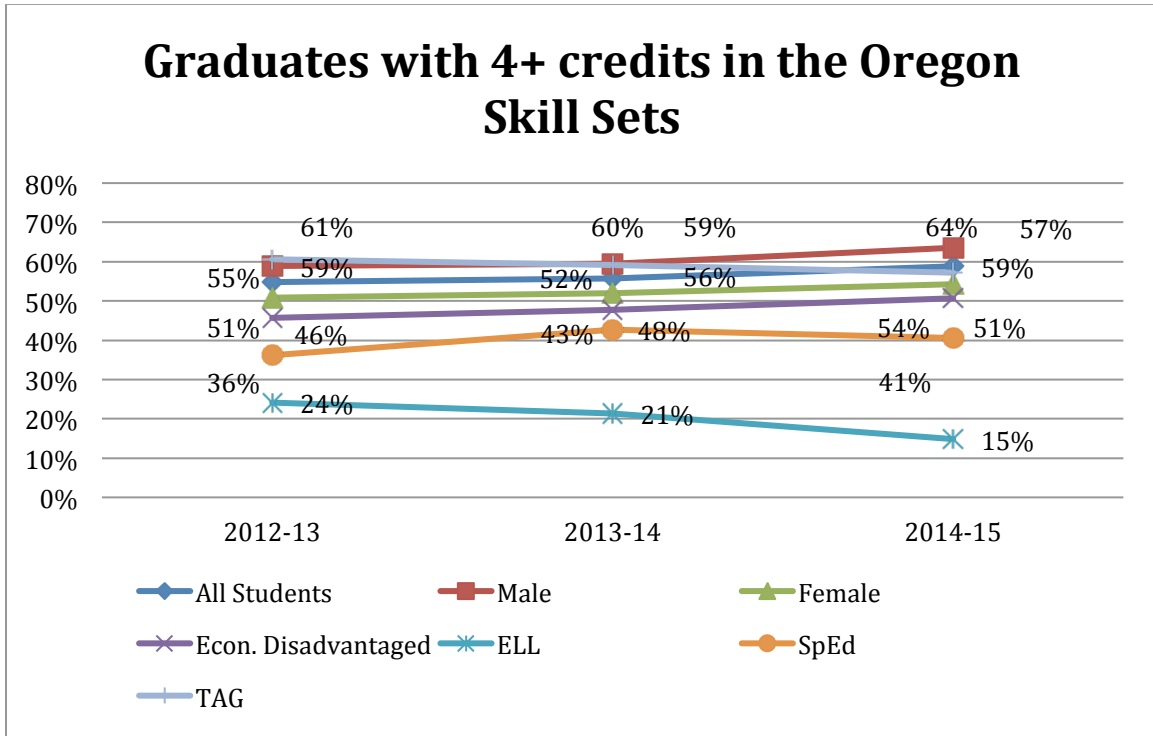
* Interpret with caution: Less than 30 in group

Students Completing 3+ College Level Courses (Most recent data)	BSD	Aloha	ACMA	Beaverton	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	53%	48%	24%	53%	6%	64%	100%	65%	48%	55%	59%
Male	48%	42%		49%			100%	65%	43%	49%	53%
Female	58%	56%	23%	57%	5%		100%		54%	62%	66%
Econ. Disadvantaged	36%	41%		34%	0%	62%			32%	28%	37%
ELL	14%	11%		8%						20%	19%
Student with Disabilities	12%	12%		19%					12%	7%	9%
TAG	87%	90%		93%					79%	92%	93%
Asian	77%	58%							78%	70%	82%
Pacific Islander	24%										
Black	30%										
Hispanic	29%	33%		19%	0%				25%	26%	33%
Native American	36%										
White	57%	57%	21%	64%			100%		49%	61%	60%
Multi-Racial	59%	55%							50%		57%

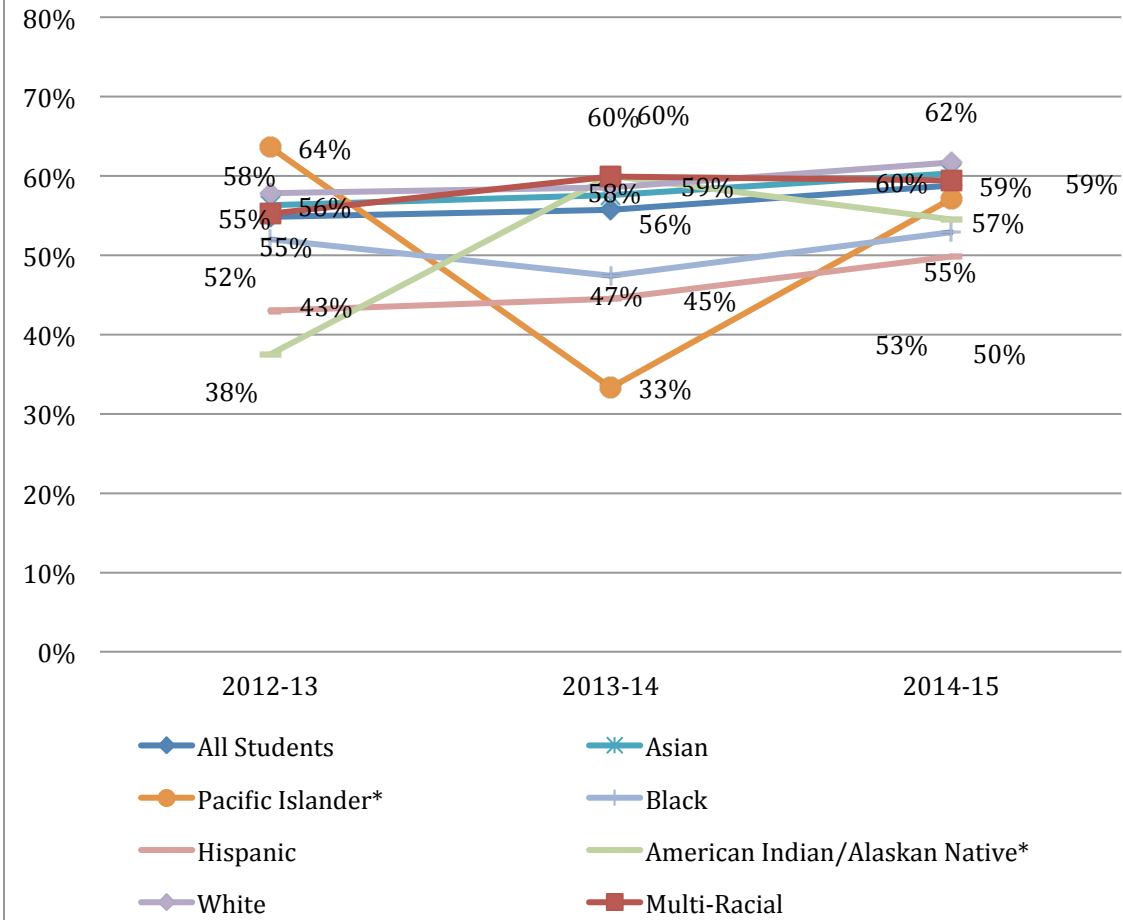
Results for groups with fewer than 30 students are not reported

Graduates Completing Four Credits in Oregon Skill Sets

Oregon Skill Sets: 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 with 4+ credits in the Oregon Skill Sets



Graduates completing 4+ credits (C or better) in the Oregon Skill Sets			
Beaverton School District	2012-13	2013-14	2014-15
All Students	55%	56%	59%
Male	59%	60%	64%
Female	51%	52%	54%
Econ. Disadvantaged	46%	48%	51%
ELL	24%	21%	15%
SpEd	36%	43%	41%
TAG	61%	59%	57%
Asian	56%	58%	60%
Pacific Islander*	64%	33%	57%
Black	52%	47%	53%

Hispanic	43%	45%	50%
American Indian/Alaskan Native*	38%	60%	55%
White	58%	59%	62%
Multi-Racial	55%	60%	59%

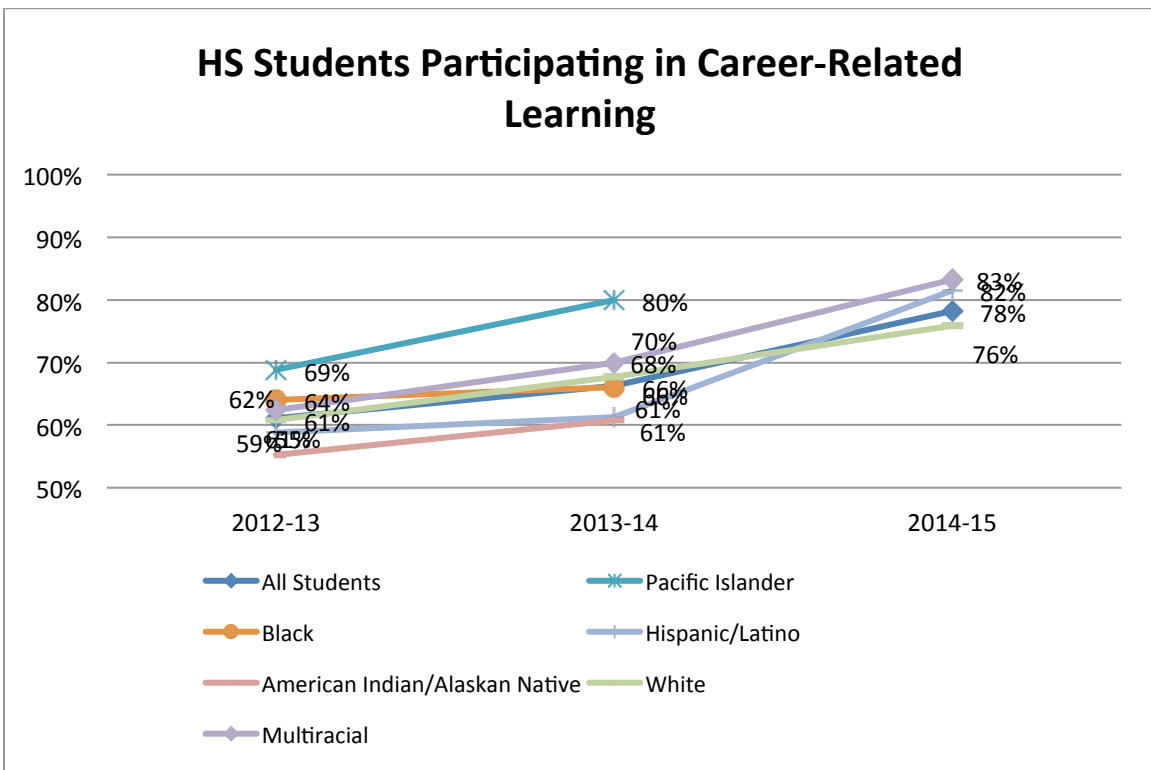
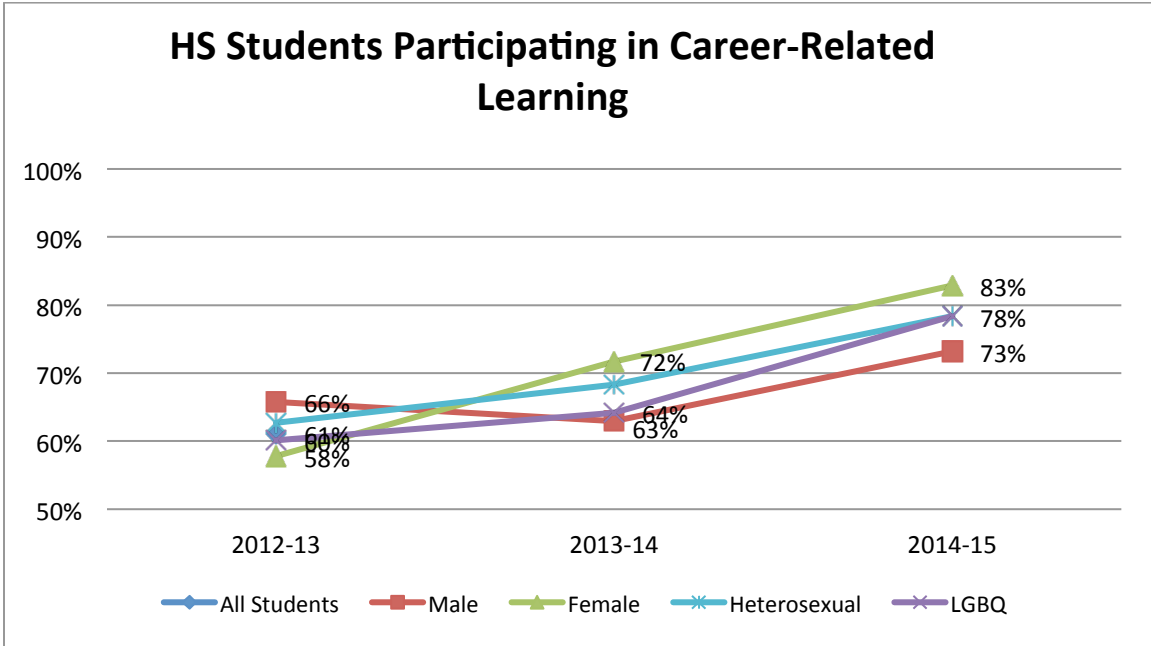
School Name	2012-13	2013-14	2014-15
Aloha High School	55%	60%	66%
Arts & Communication Magnet Academy	89%	88%	88%
Beaverton High School	62%	56%	59%
Community School	32%	29%	32%
Health & Science School	68%	88%	95%
International School of Beaverton	26%	0%	0%
School of Science & Technology	10%	11%	17%
Southridge High School	46%	53%	63%
Sunset High School	61%	62%	58%
Westview High School	55%	67%	70%

Graduates completing 4+ credits (C or better) in the Oregon Skill Sets (2014-15)	BSD	Aloha	ACMA	Beaverton	Community School	Health & Science	ISB	SST	Southridge	Sunset	Westview
All Students	59%	66%	88%	59%	32%	95%	0%	17%	63%	58%	70%
Male	64%	69%	91%	59%			0%		71%	67%	73%
Female	54%	63%	86%	59%			0%		54%	49%	66%
Econ. Disadvantaged	51%	62%		45%	33%				42%	40%	68%
ELL	15%						0%				
SpEd	41%	35%		38%			0%		36%	35%	57%
TAG	57%	52%		62%			0%		58%	62%	64%
Asian	60%	77%					0%		52%	53%	71%
Pacific Islander											
Black	53%						0%				
Hispanic	50%	58%		42%	24%		0%		60%	36%	74%
Native American											
White	62%	70%	88%	62%			0%		67%	61%	69%
Multi-Racial	59%	68%					0%				63%

Results for groups with fewer than 30 students are not reported

High School Students Participating in Career-Related Learning

Students in grades 9 – 12 reporting participating in a job-shadow, internship, apprenticeship, or service-learning experience while in high school. For years prior to 2014-15 students in grades 9 and 10 are reported.



% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school			
Beaverton School District	2012-13	2013-14	2014-15
All Students	61%	66%	78%
Male	66%	63%	73%
Female	58%	72%	83%
Asian	73%	73%	82%
Pacific Islander	69%	80%	
Black	64%	66%	
Hispanic/Latino	59%	61%	82%
American Indian/Alaskan Native	55%	61%	
White	61%	68%	76%
Multiracial	62%	70%	83%
Heterosexual	63%	68%	78%
LGBQ	60%	64%	78%

School Name	2012-13	2013-14	2014-15
Aloha High School	43%	46%	
Arts & Communication Magnet	63%	55%	
Beaverton High School	77%	82%	
Community School	49%	48%	70%
Health & Science School	45%	60%	
International School of Beaverton	81%	81%	77%
School of Science & Technology	44%	50%	55%
Southridge High School	76%	81%	
Sunset High School	71%	78%	84%
Westview High School	47%	49%	

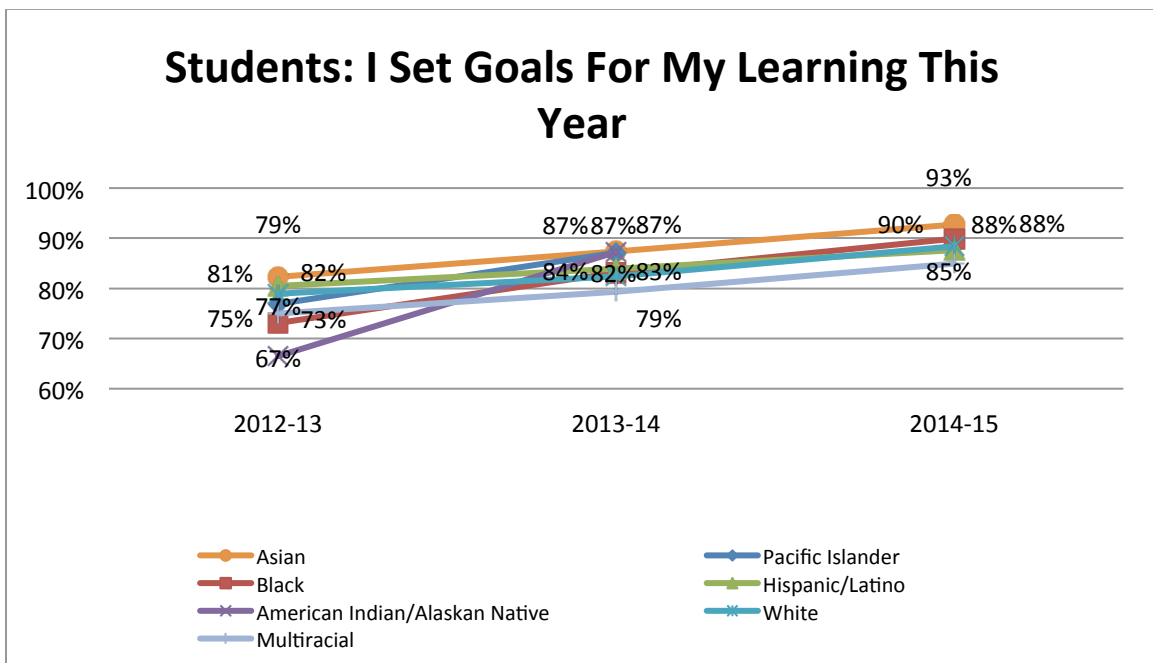
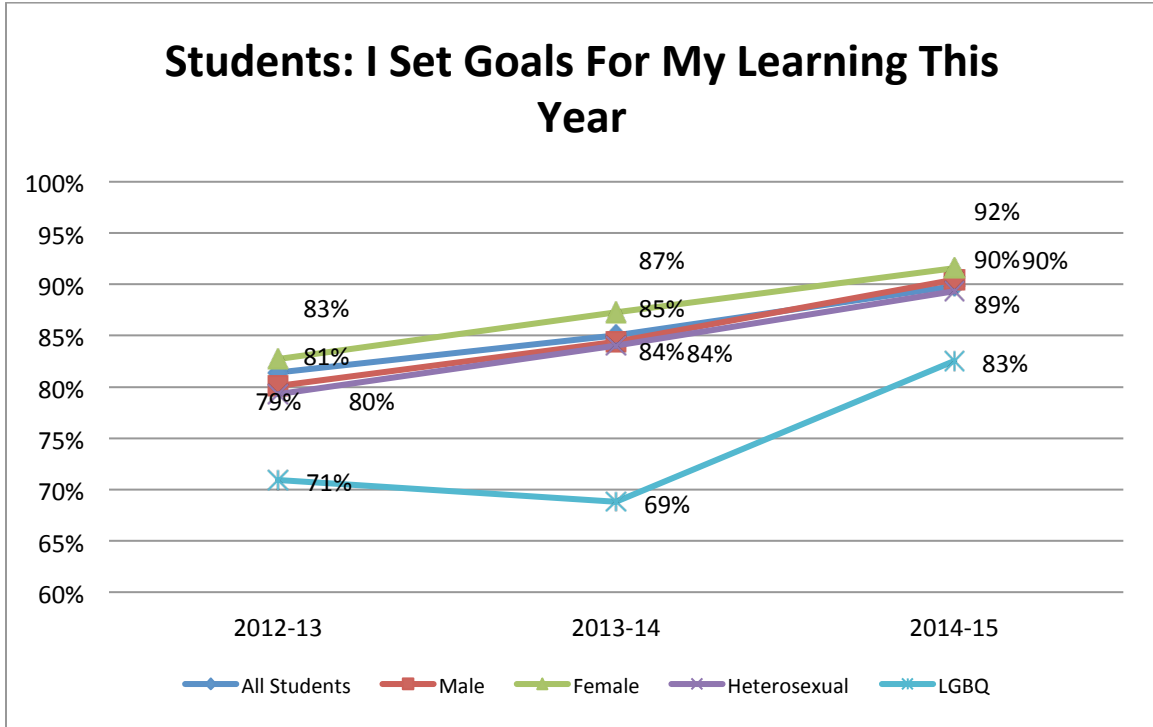
2014-15 students in grades 9-12; prior years are grades 9 and 10.

% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school	2014-15	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Hetero-sexual	LGBQ
Aloha High School										
Arts and Communication Magnet	81%					80%	86%		78%	
Beaverton High School										
Community School	70%			73%		69%	70%	67%	68%	
Health & Science School										
International School of Beaverton	77%					78%	81%	73%	78%	
School of Science & Technology	55%					55%	70%	51%	58%	
Southridge High School										
Sunset High School	84%	85%		89%	89%	81%	87%	80%	84%	86%
Westview High School										

American Indian/Alaskan Native and Pacific Islander/Native Hawaiian columns omitted since no cell represents at least 30 students.

Students Recording Learning Goals and Making Progress on Goals

From the Student Survey - Students in grades 4-5, 7, and 9 – 12 reporting setting goals for their learning and, if the student set a goal, being on track to achieve their goal.



% students recording learning goals			
Beaverton School District	2012-13	2013-14	2014-15
All Students	81%	85%	90%
Male	80%	84%	90%
Female	83%	87%	92%
Asian	82%	87%	93%
Pacific Islander	77%	87%	
Black	73%	83%	90%
Hispanic/Latino	81%	84%	88%
American Indian/Alaskan Native	67%	87%	
White	79%	82%	88%
Multiracial	75%	79%	85%
Heterosexual	79%	84%	89%
LGBQ	71%	69%	83%

% students recording learning goals	2012-13	2013-14	2014-15
<i>K-5 Schools</i>			
Barnes Elementary School	87%	89%	
Beaver Acres Elementary School		89%	92%
Bethany Elementary School	90%	86%	84%
Bonny Slope Elementary School	92%	95%	94%
Cedar Mill Elementary School		98%	97%
Chehalem Elementary School		86%	91%
Cooper Mountain Elementary School	86%	94%	93%
Elmonica Elementary School	88%	93%	92%
Errol Hassell Elementary School	88%	90%	88%
Findley Elementary	91%	93%	94%
Fir Grove Elementary School		89%	
Greenway Elementary School	100%	90%	
Hazeldale Elementary School	93%	90%	89%
Hiteon Elementary School	86%	93%	90%
Jacob Wismer Elementary School	84%	93%	
Kinnaman Elementary School	87%	90%	95%
McKay Elementary School	81%	96%	94%
McKinley Elementary School	76%	90%	92%
Montclair Elementary School	100%	92%	93%
Nancy Ryles Elementary School	86%	94%	89%
Oak Hills Elementary School	92%	89%	89%

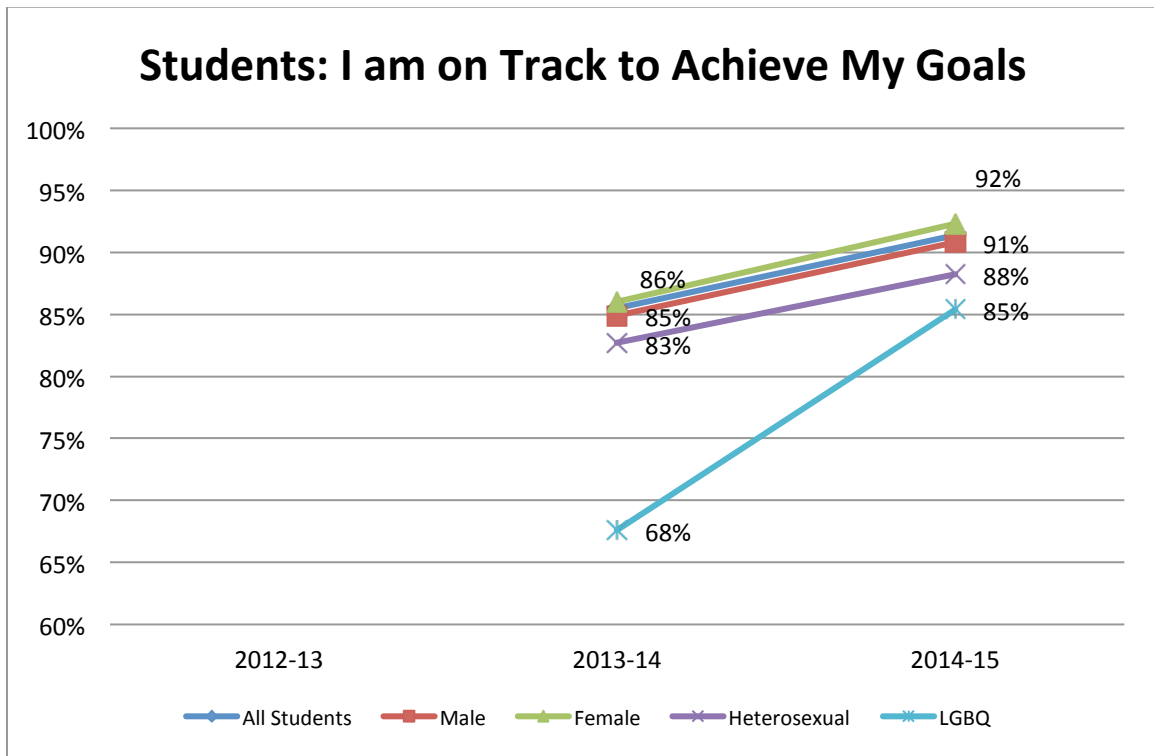
Raleigh Park Elementary School	80%	94%	88%
Ridgewood Elementary School	--	98%	96%
Rock Creek Elementary School	83%	91%	92%
Scholls Heights Elementary School	100%	98%	94%
Sexton Mountain Elementary School	83%	83%	83%
Terra Linda Elementary School		88%	97%
Vose Elementary School			97%
West Tualatin View Elementary School	83%	95%	92%
William Walker Elementary School	100%*	88%	87%
<i>K-8 Schools</i>			
Aloha-Huber Park School	68%		
Raleigh Hills Elementary School	88%	91%	90%
Springville K-8 School	88%	88%	96%
<i>6-8 Schools</i>			
Cedar Park Middle School	77%	85%	85%
Conestoga Middle School	80%	79%	86%
Five Oaks Middle School	74%	82%	86%
Highland Park Middle School	82%	88%	87%
Meadow Park Middle School	84%	86%	90%
Mountain View Middle School	76%	84%	
Stoller Middle School	79%	85%	88%
Whitford Middle School	80%	91%	88%
<i>6-12 Schools</i>			
Arts & Communication Magnet	74%	85%	77%
Health & Science School	82%	84%	
International School of Beaverton	83%	85%	91%
<i>9-12 Schools</i>			
Aloha High School	77%	78%	
Beaverton High School	79%	82%	
Community School	79%	77%	90%
School of Science & Technology	81%	69%	87%
Southridge High School	76%	80%	
Sunset High School	82%	78%	91%
Westview High School	76%	82%	

% students recording learning goals (2014-15)	All Students	Female	Male	Heterosexual	LGBQ
<i>K-5 Schools</i>					
Barnes Elementary School					
Beaver Acres Elementary School	92%	95%	90%		
Bethany Elementary School	84%	85%	82%		
Bonny Slope Elementary School	94%	93%	96%		
Cedar Mill Elementary School	97%	98%	96%		
Chehalem Elementary School	91%	97%	92%		
Cooper Mountain Elementary School	93%	95%	92%		
Elmonica Elementary School	92%	91%	94%		
Errol Hassell Elementary School	88%	91%	86%		
Findley Elementary	94%	95%	93%		
Fir Grove Elementary School					
Greenway Elementary School					
Hazeldale Elementary School	89%	89%	89%		
Hiteon Elementary School	90%	90%	90%		
Jacob Wismer Elementary School					
Kinnaman Elementary School	95%	93%	96%		
McKay Elementary School	94%				
McKinley Elementary School	92%	92%	93%		
Montclair Elementary School	93%	92%	94%		
Nancy Ryles Elementary School	89%	90%	87%		
Oak Hills Elementary School	89%	95%	85%		
Raleigh Park Elementary School	88%	88%	88%		
Ridgewood Elementary School	96%	94%	97%		
Rock Creek Elementary School	92%	93%	93%		
Scholls Heights Elementary School	94%	97%	92%		
Sexton Mountain Elementary School	83%	84%	81%		
Terra Linda Elementary School	97%	100%	96%		
Vose Elementary School	97%	100%	94%		
West Tualatin View Elementary School	92%	96%	90%		
William Walker Elementary School	87%	88%	85%		
<i>K-8 Schools</i>					
Aloha-Huber Park School					
Raleigh Hills Elementary School	90%	90%	89%		
Springville K-8 School	96%	98%	94%		
<i>6-8 Schools</i>					

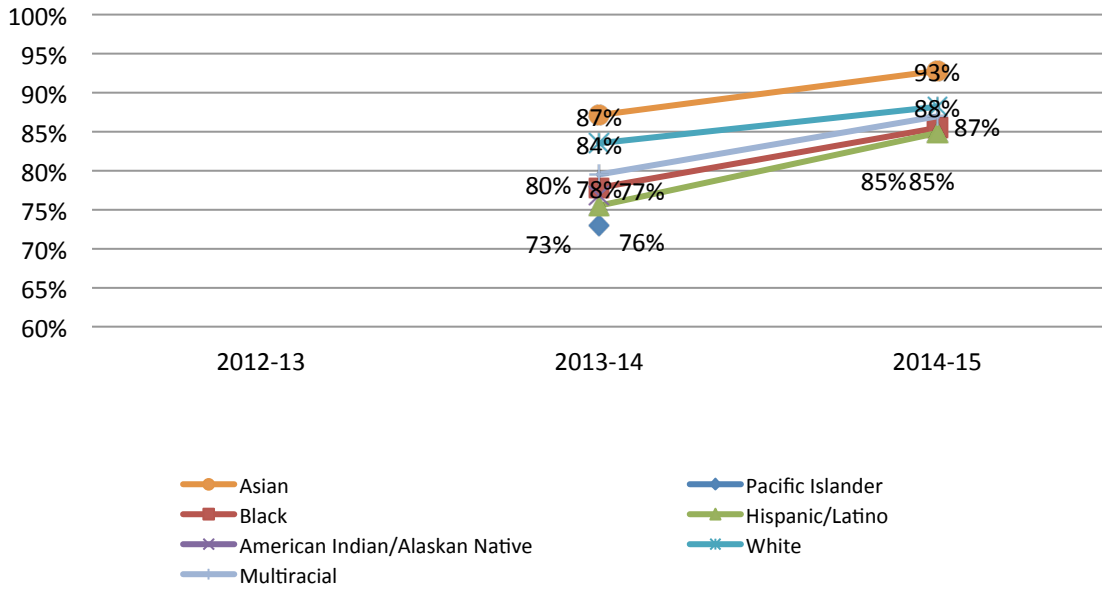
Cedar Park Middle School	85%	88%	83%	83%	76%
Conestoga Middle School	86%	86%	87%	89%	76%
Five Oaks Middle School	86%	88%	84%	87%	79%
Highland Park Middle School	87%	94%	81%	90%	85%
Meadow Park Middle School	90%	90%	90%	89%	91%
Mountain View Middle School					
Stoller Middle School	88%	89%	89%	90%	82%
Whitford Middle School	88%	94%	86%	89%	87%
<i>6-12 schools</i>					
Arts and Communication Magnet	77%	81%		78%	77%
Health & Science School					
International School of Beaverton	91%	93%	90%	92%	86%
<i>9-12 Schools</i>					
Aloha High School					
Beaverton High School					
Community School	90%	97%	87%	94%	
School of Science & Technology	87%	97%	81%	86%	
Southridge High School					
Sunset High School	91%	92%	91%	93%	78%
Westview High School					

% students recording learning goals (2014-15)	All Students	Asian	Black	Hispanic/Latino	MultiRacial	White
<i>6-8 Schools</i>						
Cedar Park Middle School	85%			77%		86%
Conestoga Middle School	86%			82%		87%
Five Oaks Middle School	86%			86%		89%
Highland Park Middle School	87%			84%	86%	90%
Meadow Park Middle School	90%	97%		96%		84%
Mountain View Middle School						
Stoller Middle School	88%	93%			79%	87%
Whitford Middle School	88%			90%		86%
<i>6-12 schools</i>						
Arts and Communication Magnet	77%					80%
Health & Science School						
International School of Beaverton	91%			87%	81%	92%
<i>9-12 Schools</i>						
Aloha High School						

Beaverton High School						
Community School	90%			90%		94%
School of Science & Technology	87%					85%
Southridge High School						
Sunset High School	91%	96%		91%	91%	91%
Westview High School						



Students: I am on Track to Achieve My Goals



% students reporting on track to achieve those goals	2012-13	2013-14	2014-15
Beaverton School District			
All Students		86%	91%
Male		85%	91%
Female		86%	92%
Asian		87%	93%
Pacific Islander		73%	
Black		78%	85%
Hispanic/Latino		76%	85%
American Indian/Alaskan Native		77%	
White		84%	88%
Multiracial		80%	87%
Heterosexual		83%	88%
LGBQ		68%	85%

% students reporting on track to achieve those goals	2012-13	2013-14	2014-15
K-5 Schools			
Barnes Elementary School		95%	
Beaver Acres Elementary School		92%	90%
Bethany Elementary School		93%	93%
Bonny Slope Elementary School		93%	97%

Cedar Mill Elementary School		98%	98%
Chehalem Elementary School		93%	95%
Cooper Mountain Elementary School		97%	97%
Elmonica Elementary School		95%	92%
Errol Hassell Elementary School		93%	94%
Findley Elementary		98%	97%
Fir Grove Elementary School		90%	
Greenway Elementary School		95%	
Hazeldale Elementary School		92%	90%
Hiteon Elementary School		97%	93%
Jacob Wismer Elementary School		94%	
Kinnaman Elementary School		92%	93%
McKay Elementary School		95%	96%
McKinley Elementary School		93%	95%
Montclair Elementary School		96%	99%
Nancy Ryles Elementary School		96%	97%
Oak Hills Elementary School		95%	92%
Raleigh Park Elementary School		95%	93%
Ridgewood Elementary School		95%	92%
Rock Creek Elementary School		95%	95%
Scholls Heights Elementary School		90%	100%
Sexton Mountain Elementary School		94%	91%
Terra Linda Elementary School		94%	97%
Vose Elementary School			95%
West Tualatin View Elementary School		95%	94%
William Walker Elementary School		95%	91%
<i>K-8 Schools</i>			
Aloha-Huber Park School			
Raleigh Hills Elementary School		96%	93%
Springville K-8 School		96%	97%
<i>6-8 Schools</i>			
Cedar Park Middle School		91%	89%
Conestoga Middle School		85%	87%
Five Oaks Middle School		80%	88%
Highland Park Middle School		85%	90%
Meadow Park Middle School		88%	91%
Mountain View Middle School		85%	

Stoller Middle School		93%	92%
Whitford Middle School		93%	92%
<i>6-12 Schools</i>			
Arts & Communication Magnet		79%	88%
Health & Science School		81%	
International School of Beaverton		86%	87%
<i>9-12 Schools</i>			
Aloha High School		69%	
Beaverton High School		75%	
Community School		74%	89%
School of Science & Technology		57%	86%
Southridge High School		74%	
Sunset High School		76%	84%
Westview High School		73%	

% students reporting on track to achieve those goals (2014-15)	All Students	Female	Male	Heterosexual	LGBQ
<i>K-5 Schools</i>					
Barnes Elementary School					
Beaver Acres Elementary School	90%	95%	85%		
Bethany Elementary School	93%	91%	94%		
Bonny Slope Elementary School	97%	98%	95%		
Cedar Mill Elementary School	98%	98%	98%		
Chehalem Elementary School	95%	95%	96%		
Cooper Mountain Elementary School	97%	98%	97%		
Elmonica Elementary School	92%	95%	89%		
Errol Hassell Elementary School	94%	96%	92%		
Findley Elementary	97%	98%	95%		
Fir Grove Elementary School					
Greenway Elementary School					
Hazeldale Elementary School	90%	95%	84%		
Hiteon Elementary School	93%	91%	96%		
Jacob Wismer Elementary School					
Kinnaman Elementary School	93%	94%	92%		
McKay Elementary School	96%				
McKinley Elementary School	95%	97%	93%		

Montclair Elementary School	99%	98%	100%		
Nancy Ryles Elementary School	97%	99%	94%		
Oak Hills Elementary School	92%	90%	94%		
Raleigh Park Elementary School	93%	98%	88%		
Ridgewood Elementary School	92%	96%	89%		
Rock Creek Elementary School	95%	95%	95%		
Scholls Heights Elementary School	100%	100%	100%		
Sexton Mountain Elementary School	91%	93%	89%		
Terra Linda Elementary School	97%	99%	96%		
Vose Elementary School	95%	90%	99%		
West Tualatin View Elementary School	94%	93%	94%		
William Walker Elementary School	91%	93%	89%		
<i>K-8 Schools</i>					
Aloha-Huber Park School					
Raleigh Hills Elementary School	93%	93%	92%		
Springville K-8 School	97%	96%	97%		
<i>6-8 Schools</i>					
Cedar Park Middle School	89%	87%	90%	92%	
Conestoga Middle School	87%	92%	80%	86%	
Five Oaks Middle School	88%	85%	89%	89%	83%
Highland Park Middle School	90%	94%	86%	92%	
Meadow Park Middle School	91%	86%	95%	91%	88%
Mountain View Middle School					
Stoller Middle School	92%	91%	93%	90%	98%
Whitford Middle School	92%	91%	93%	92%	
<i>6-12 schools</i>					
Arts and Communication Magnet Academy	88%	91%		92%	
Health & Science School					
International School of Beaverton	87%	89%	85%	92%	89%
<i>9-12 Schools</i>					
Aloha High School					
Beaverton High School					
Community School	89%	93%		91%	
School of Science & Technology	86%	88%	86%		
Southridge High School					
Sunset High School	84%	83%	85%	85%	73%
Westview High School					

% students reporting on track to achieve those goals (2014-15)	All Students	Asian	Black	Hispanic/Latino	MultiRacial	White
<i>6-8 Schools</i>						
Cedar Park Middle School	89%			70%		96%
Conestoga Middle School	87%			78%		86%
Five Oaks Middle School	88%			82%		89%
Highland Park Middle School	90%			84%	81%	93%
Meadow Park Middle School	91%	97%		91%		89%
Mountain View Middle School						
Stoller Middle School	92%	95%				91%
Whitford Middle School	92%			90%		94%
<i>6-12 schools</i>						
Arts and Communication Magnet	88%					93%
Health & Science School						
International School of Beaverton	87%	91%		88%	87%	86%
<i>9-12 Schools</i>						
Aloha High School						
Beaverton High School						
Community School	89%			87%		94%
School of Science & Technology	86%					86%
Southridge High School						
Sunset High School	84%	86%		83%	78%	84%
Westview High School						

American Indian/Alaskan Native and Pacific Islander/Native Hawaiian columns omitted since no cell represents at least 30 students.

Parents Feeling Informed and Valued as Active Partners

From the Parent Survey.

% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	2012-13	2013-14	2014-15
All Parents	--	85%	88%
Male	--	88%	89%
Female	--	86%	89%
Other	--		
Asian	--	91%	93%
Pacific Islander	--		
Black	--	81%	
Hispanic	--	79%	81%
American Indian/Alaskan Native	--		
White	--	87%	89%
Multiracial	--	83%	92%
Heterosexual	--	87%	
LGBTQ	--	81%	94%

The results from this question are not further disaggregated by demographics due to low counts among the subgroups with the exception of white and heterosexual respondents. The table below identifies the number of parent respondents District-wide.

Subgroup	# Respondents
Asian	267
Black	24
Native American	4
Hispanic/Latino(a)	141
Pacific Islander	14
White	1610
Multiracial	98
Heterosexual	1868
LGBTQ	65
Male	465
Female	1701
Other	6

% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	All parents
<i>K-5 Schools</i>	
Barnes Elementary School	83%
Beaver Acres Elementary School	87%
Bethany Elementary School	95%
Bonny Slope Elementary School	97%
Cedar Mill Elementary School	93%
Chehalem Elementary School	
Cooper Mountain Elementary School	88%
Elmonica Elementary School	
Errol Hassell Elementary School	
Findley Elementary	100%
Fir Grove Elementary School	
Greenway Elementary School	
Hazeldale Elementary School	
Hiteon Elementary School	95%
Jacob Wismer Elementary School	92%
Kinnaman Elementary School	
McKay Elementary School	
McKinley Elementary School	
Montclair Elementary School	93%
Nancy Ryles Elementary School	93%
Oak Hills Elementary School	92%
Raleigh Park Elementary School	93%
Ridgewood Elementary School	94%
Rock Creek Elementary School	100%
Scholls Heights Elementary School	95%
Sexton Mountain Elementary School	87%
Terra Linda Elementary School	72%
Vose Elementary School	
West Tualatin View Elementary School	
William Walker Elementary School	
<i>K-8 Schools</i>	

Aloha-Huber Park School	
Raleigh Hills School	98%
Springville K-8 School	85%
<i>6-8 Schools</i>	
Cedar Park Middle School	84%
Conestoga Middle School	91%
Five Oaks Middle School	81%
Highland Park Middle School	88%
Meadow Park Middle School	86%
Mountain View Middle School	
Stoller Middle School	86%
Whitford Middle School	95%
<i>6-12 schools</i>	
Arts and Communication Magnet Academy	73%
Health & Science School	
International School of Beaverton	78%
<i>9-12 Schools</i>	
Aloha High School	85%
Beaverton High School	87%
Community School	
School of Science & Technology	
Southridge High School	73%
Sunset High School	86%
Westview High School	85%

OUS

Analysis

Successes:

- 8.5 Summer School and AVID will continue to provide students with additional opportunities to meet this requirement.

Issues:

- Data around the percentage of graduates meeting OUS entrance requirements is fluctuating at a level at most schools to require an analysis of the factors going into this data. The success within each of the five core areas is stable across the district over the last three years.
- Though we are successfully providing the needed courses for students, students earning even one grade lower than a C drops them out of this category.

Action Plan

This year:

- We have begun deeper data analysis, at the individual student level, at each of the high schools in an attempt to determine the cause in such great fluctuation in the percentage of graduates meeting OUS entrance requirements.

Long-term:

- Continued investment in efforts focused on underperforming students, such as AVID, will provide supports needed for student success.
- Inconsistencies between schools will continue until we can secure the significant and consistent time necessary for moderation work between schools.
- The development of a common mathematics sequence, ensuring all students learn the critical concepts and skills, will provide the support for student success.
- The implementation of a common and rigorous writing program at all middle schools will provide the support for student success.

3 College Courses

Analysis

Successes:

- 58% of our high school females completed three or more college level courses.

Issues:

- Our most at-risk subgroup of students completed the fewest number of college level courses. This includes our ELLs, Students with Disabilities, Hispanic students, and Economically Disadvantaged students.

Action Plan

This year:

- Three of the seven BSD Key Efforts, Culturally Responsive Practices (CRP), Advancement Via Individual Determination (AVID), and Standards Based Learning System (SBLS), directly influence the success of the at risk student populations.

Long-term:

- Continue our focus on the seven Key Efforts which most benefit students at risk.
- Investments in systemic interventions, such as extended instructional time in the school day and across the school year.
- Continued growth and increased capacity of the Early College Program.

Oregon Skill Sets

Analysis

Successes:

- 64% of BSD male students are earning four or more credits in this category.

Issues:

- The mission of ISB does not align to this goal and does not offer any courses that meet this criteria. In addition, all of the option schools, given their size, struggle to offer these courses.

Action Plan

This year:

- Increase the number of CTE certified courses available (e.g. Business and Marketing courses at WHS).
- Continue efforts to increase access to Terra Nova (Field Biology and Sustainable Foods - both under the Agriculture, Food and Natural Resources Systems)
- T&L is currently working to obtain a CTE Revitalization Grant to enhance the CTE offerings at HS2, SST, and AHS. These offerings will be focused around computer programming - under the Industrial and Engineering Systems.
- T&L is currently developing a Certified Nursing Assistant (CNA) Program at BHS and AHS. This program is aligned to the Health Services Program and students will graduate with a CNA certificate. ELL students are being targeted for this program.
- Additional resources added for CTE courses at PCC.

HS Career Related Experiences

Analysis

Successes:

- The increase in percentage participating in career related experiences is partly due to the 2014-15 student survey being expanded to include the 11th and 12th grade students.

Issues:

- This data is pulled from the annual student survey and there were numerous schools which did not complete the survey during the 2014-15 school year. The data displayed within the report is only that from the schools which completed the survey and should be considered unreliable.

Action Plan

This year:

- All schools will complete the student survey in 2015-16.
- An RFP has been submitted to contract with the School to Career Program, through the Hillsboro Chamber of Commerce. Allowing for additional students to be brought on for internships, career-related experiences, career spotlight events in the BSD area, and career day activities.

Long-term:

- Increased capacity and partnership with the Hillsboro Chamber of Commerce.

Student Goals

Analysis

Successes:

- CIS was updated in January 2015 to allow 9th through 12th grade students to record their learning goals and assess their progress.

Issues:

- This data is pulled from the annual student survey and there were numerous schools which did not complete the survey during the 2014-15 school year. The data displayed within the report is only that from the schools which completed the survey and should be considered unreliable.

Action Plan

This year:

- All schools will complete the student survey in 2015-16.
- The high school data associated with this goal will be pulled from CIS beginning in 2015-16.

Family Engagement

Analysis

Successes:

Survey: Of the parents/guardians responding to the email survey, **88%** of families reported that they feel informed and valued as active partners in their child's education. This is an increase of 3% over the prior year.

- **Parent Vue** and **Student Vue** continue to grow in use providing parent and students with more real time information about academic progress.
- Launched regular **Parent Tips** and **Counselor Corner** in the weekly BSD Briefs and social media.
- Successful second year of meeting with **Hispanic Parent Advisory Council**.

Issues:

- We want to see more participation in the annual survey at each school.
- We need to find alternative engagement opportunities for our diverse parents/guardians, ideally at the local school level.

Action Plan

This year:

- Develop a plan with T & L research staff to get more parent/guardian participation in the annual survey.
- Develop **Communication Standards** that set consistent expectations for one-way and two-way communication and engagement strategies across our system.
- Successful launch of **SchoolMessenger** mass communication system. It is faster and offers more options for parents/guardians to receive communications from BSD in the manner they choose.

Long-term:

- Develop a plan with T & L Dept. and schools to engage our Hispanic and Somali parents at the local school level. This is where change and academic success will happen with the right supports and encouragement.