



Strategic Plan Measures

Objective: The Board will review progress on Beaverton School District's Strategic Plan Measures annually at the Winter Work Session, engage in on-going discussions around successes, areas of growth, action plans, and develop School Board and Superintendent goals based on this information.

Format: Teaching and Learning's presentation of the Strategic Plan Measures report for the 2019 Winter Work Session is designed to maximize engagement with the Board. Key components of the report will be briefly highlighted by Teaching and Learning administrators. The remainder of the time will be dedicated to dialogue and a time to be able to answer questions.

Please come prepared to engage in conversation. If there are further areas of interest that are not addressed in this report, please feel free to reach out to any T&L administrators prior to the session. This will enable staff to be prepared to fully engage in all areas of interest at the session.

Ginny Hansmann - Deputy Superintendent of Teaching and Learning

Jon Bridges - Administrator for Accountability

Brian Sica - Administrator for Secondary Curriculum, Instruction, and Assessment

Jared Cordon - Administrator for Elementary Curriculum, Instruction, and Assessment and Early Learning

John Peplinski - Administrator for Curriculum, Instruction, and Assessment and CTE and FutureReady

Sho Shigeoka - Administrator for Equity and Inclusion

Jon Franco - Executive Administrator for High Schools

Toshiko Maurizio - Administrator for Multilingual Program

Danielle Hudson - Executive Administrator for Student Services

Ken Struckmeier - Executive Administrator for Middle Schools

Nicole Will - Executive Administrator for Elementary Schools

Kathleen Skidmore - Executive Administrator for Elementary Schools

Patrick Meigs - Executive Administrator for Elementary Schools

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

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

District Strategic Measures

Organization of the Narrative

Strategic plan measure data, the analysis of successes and issues, and the description of short- and long-term action plans are organized into five sections: 1) Principal Learning Action Plan; 2) English Language Arts K-11; 3) Math and Science K-11; 4) High School Graduation and Career Learning; and 5) K-12 attendance.

Measures

Students proficient or advanced is the percentage of students who:

In grade(s)	Who	On
Kindergarten	Level 1G or higher	Independent Reading Level Assessment/ENIL (Spanish Version)
3	Score at levels 3 or 4	Smarter Balanced ELA and Math
5	Score at levels 3 or 4 Meet or exceed	Smarter Balanced ELA and Math OAKS Science
8	Score at levels 3 or 4 Meet the college- and career-readiness benchmark	Smarter Balanced ELA and Math EXPLORE/Aspire Science
11	Meet the college- and career-readiness benchmark	ACT English, Math, and Science

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

The six career related learning areas are:

- Agriculture, Food and Natural Resources Systems
- Arts, Information and Communications
- Business and Management
- Health and Biomedical Sciences
- Human Resources
- Industrial and Engineering Systems

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

Definitions

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

Students with Disabilities: A student receiving special education services during the year. (For graduation rates, at any time in high school.)

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

English Language Learner (ELL): For state assessments, a student receiving or who was eligible for English Language Development services during the year or who was on monitoring status. For college- and career-readiness assessments, Career Technical Education, and attendance data, students receiving ELL services during the school year. For graduation rates, a student receiving or who was eligible for ELD services at any time in high school. Important note: The English Language learner subgroup for state test results includes students on monitoring status for four years (2017-18 and beyond) and two years for ELL results in 2016-17 and prior year.

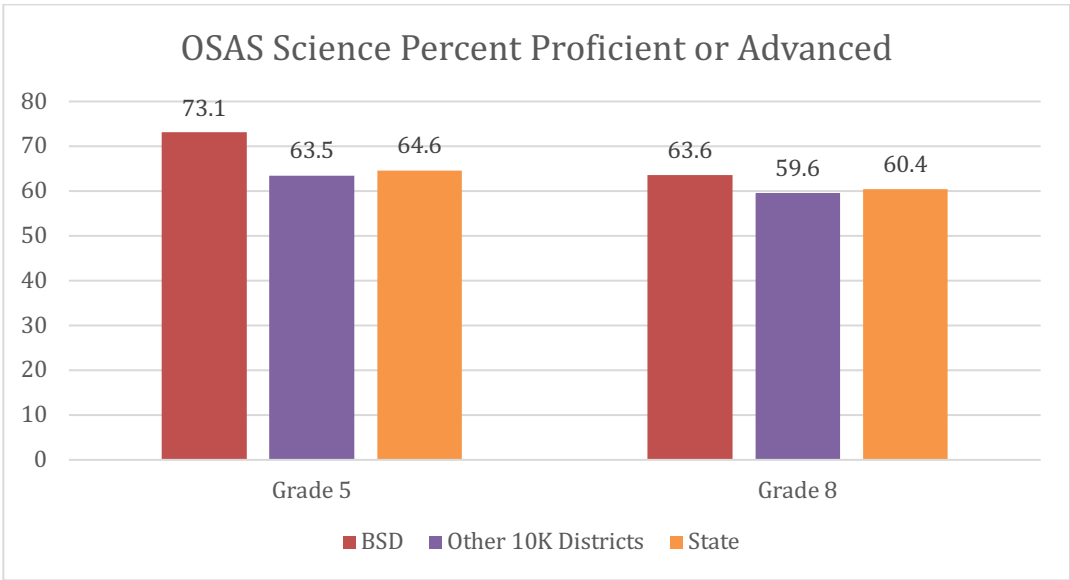
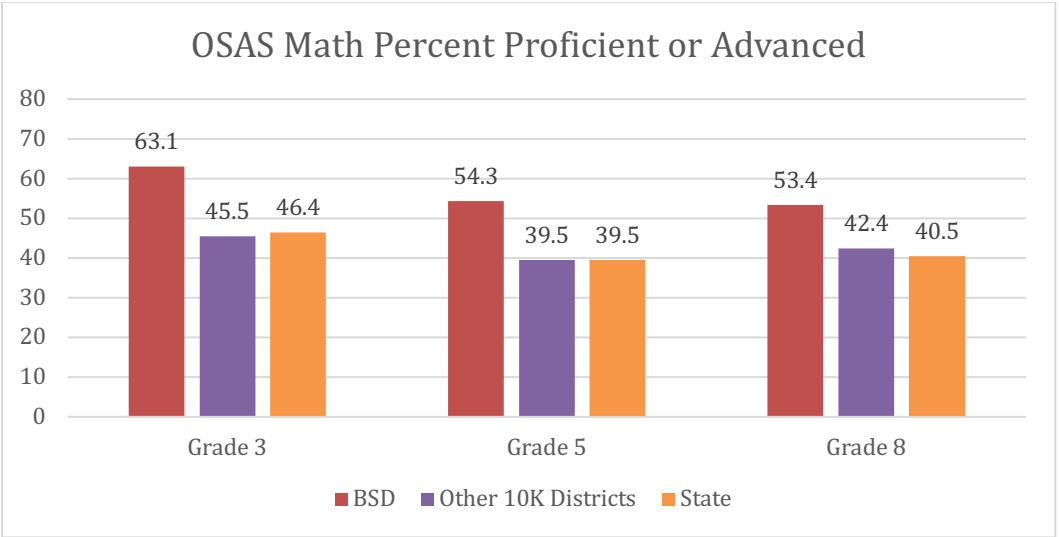
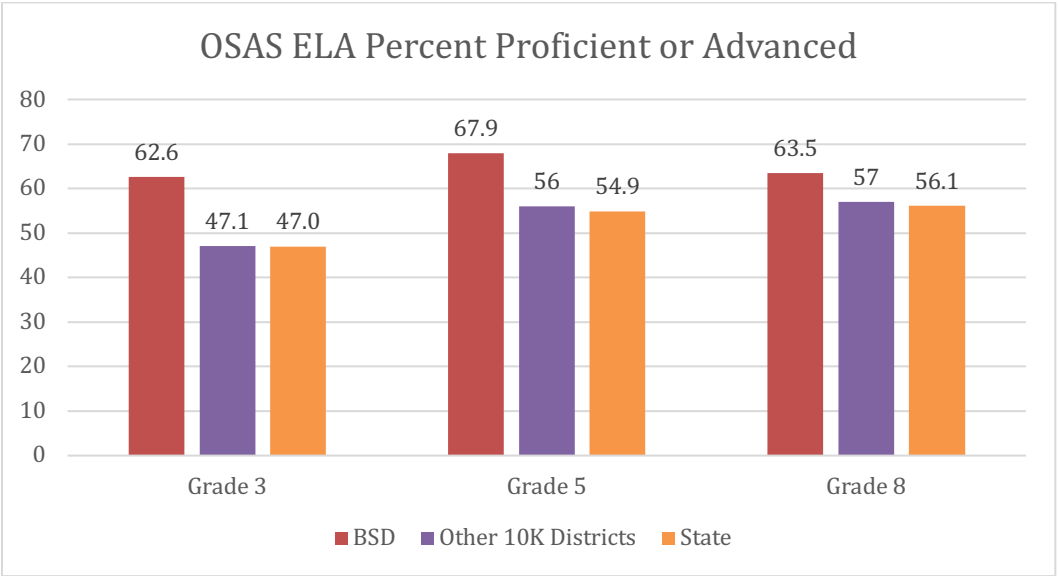
Ever ELL: A student receiving or was eligible for ELL services reported by any district beginning in the 2006-07 school year.

AVID (Advancement Via Individual Determination): For state assessments and college-readiness testing, a student enrolled in an AVID elective class on May 1. For graduation rates, a student who was enrolled in AVID elective at any time in high school.

Disaggregations

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

State Comparisons of Grade 3-8 Measures



District Strategic Measures

Measurement	2015/16	2016/17	2017/18	2018/19 Goal	2019/20 Goal
% of kindergarten students proficient or advanced in:	---	79.4%	79.1%	80.6%	82.1%
<ul style="list-style-type: none"> English Language Arts Mathematics 	---	---	---	---	---
% of 3 rd grade students proficient or advanced in:	62.4%	59.5%	63.6%	65.7%	67.9%
<ul style="list-style-type: none"> English Language Arts Mathematics 	65.5%	64.5%	64.0%	66.1%	68.2%
% of 5 th grade students proficient or advanced in:	68.9%	66.4%	68.6%	70.1%	71.7%
<ul style="list-style-type: none"> English Language Arts Mathematics Science 	55.6%	55.2%	54.9%	57.9%	61.1%
	72.9%	75.2%	73.8%	---	---
% of 8 th grade students proficient or advanced in:	65.7%	62.5%	64.2%	66.2%	68.4%
<ul style="list-style-type: none"> English Language Arts Mathematics Science 	56.4%	54.0%	54.0%	57.1%	60.4%
	47.9%	48.3%	NA	---	---
% of 11 th grade students proficient or advanced in:	64.1%	60.5%	60.7%	63.1%	65.7%
<ul style="list-style-type: none"> English Mathematics Science 	46.8%	43.1%	43.4%	47.4%	51.7%
	43.4%	43.3%	43.4%	47.4%	51.7%
% of students graduating in:					
<ul style="list-style-type: none"> Four years Five years 	83.1%	85.9%	86.4%	86.9%	87.4%
	85.9%	87.1%	88.9%	89.5%	90.1%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas	60.5%	56.4%	58.8%	61.4%	64.2%
% of students missing 10 or more school days	32.8%	34.0%	38.1%	34.7%	31.1%

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

TEACHING AND LEARNING LEADERSHIP LEARNING

Goals:

- To strengthen the connections between schools and within schools in relation to student growth, curriculum implementation and social-emotional learning.
- Through teamwork and by building collective understanding and knowledge about the work, principals and schools will make a powerful impact on student growth and learning as measured by SBAC and other assessment tools at the school level.
- To provide principals with support, time and resources to enhance and grow their leadership practices.

The more time we spend learning together, planning next leadership moves, setting goals for implementation and staff learning, and spend time reflecting and sharing both our successes and challenges, the stronger both individual principal and collective leadership will become. Central to these goals is keeping student learning, growth and outcomes at the center of principal learning.

Successes:

After each learning time, we have collected feedback. The feedback has been overwhelmingly positive and demonstrates that principals feel that their practice is improving. They have appreciated the four goal/commitment areas and have incorporated them into their own school goals. Principals have shared that their ability to effectively lead has grown. They also report that their understanding of curricular materials has deepened, which in turn is having a positive impact on student growth. It is giving them a better lens on their classroom observations and supports more impactful feedback to teachers.

Areas of Growth:

A key challenge will be to maintain the focus on this important work during these challenging budgetary times.

Action Plan:

This Year:

Executive Administrators are using a learning framework with three areas of focus to guide principal learning:

- **Theory**: Building a shared theoretical basis from which the work grows and setting a common foundation for the work together
- **Application**: Fostering and sharing strategies for applications for the work
- **Reflection**: Creating time for reflection and sharing of our collective work in terms of a time to share our success, challenges, mistakes and opportunities

This framework gives us the opportunity to form a consistent and coherent basis for this work.

Executive Administrators are using four commitments/goals to structure principal meetings, small team meetings, assistant principal meetings and school visits. These four focus areas form the backbone to the framework - we are committed to making sure our meetings are centered on these goals. These four commitments/goals are about a focus on high leverage moves to impact student achievement and growth. They are meant to both ground and focus the work of leadership.

The four goals/commitments:

- **Consistent Curriculum** - We work together to build consistent and coherent use of curricular materials across all schools and classrooms. Principal learning times together are about continuing to grow their understanding of district adopted materials, the leadership practices to move the work forward and time to reflect and learn from their successes and challenges along the way.
- **Meaningful Feedback** - John Hattie describes feedback as having a .73 effect size on student learning. In his studies he describes that feedback to and from learners is powerful and makes a difference of more than a year's growth when implemented well. He is not talking about feedback at the end of a process or task, but within the course of the work. This is a central aspect of growing teacher and principal practice to further impact student learning.
- **Attendance** - Increasing attendance for all students, especially the chronically absent, is a focus for the year. We know that when kids are not in school, they are not engaging in or benefitting from the learning from their peers and/or their teachers. Principals and school teams work together on school level high leverage strategies to improve overall attendance for all students.
- **Social Emotional Learning (SEL)** - Building a collective understanding of the social emotional learning of all children is a central part of the learning for principals and their school teams. We focus on each aspect of SEL and how this is the foundation of our teaching, learning and work with children, both academically and socially. It is important that we de-silo this work and build bridges between SEL and academic learning.
The 5 key areas that teachers and schools integrate into the learning each day are:

- Building a child's self-awareness
- Helping students to manage themselves and their emotions
- Strengthening their relationship skills
- Developing a strong awareness of the world around them
- Developing the skills and mindset towards making responsible and thoughtful decisions

Each area is tied back to the instruction learning/work teachers are doing in their classrooms in order to support student growth, learning and understanding across all content.

Long Term:

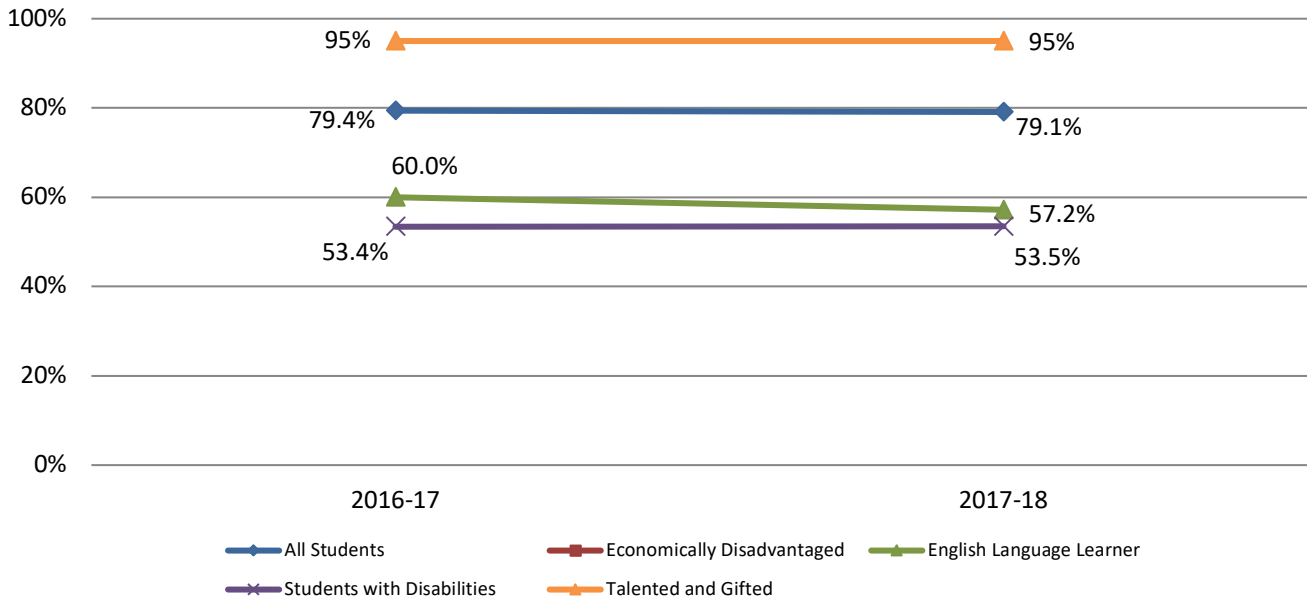
We will continue to use this framework to guide principal learning. Principals are excited about this model, the goal/commitment areas and how this work is helping to grow their leadership practice. We can envision that the four goal/commitment areas will be multi-year goals.

ENGLISH LANGUAGE ARTS K-11

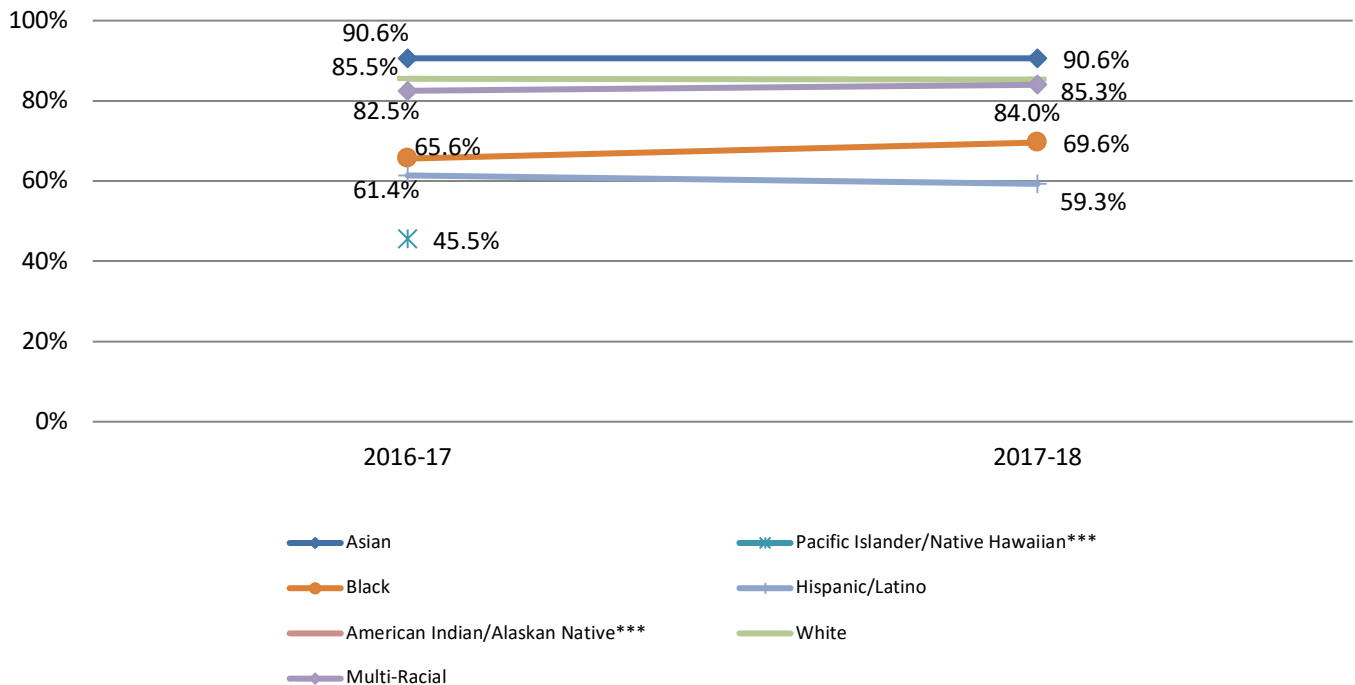
Kindergarten Students Proficient or Advanced in Reading

Definition and Source: Students with a reading level of 1G or higher recorded in SchoolPace

Students Proficient and Advanced in Reading Grade K



Students Proficient and Advanced in Reading Grade K



Students Proficient and Advanced in Reading, Grade KG	2016-17	2017-18
All Students	79.4%	79.1%
Economically Disadvantaged		
English Language Learner	60.0%	57.2%
Students with Disabilities	53.4%	53.5%
Asian	90.6%	90.6%
Pacific Islander/Native Hawaiian***	45.5%	
Black	65.6%	69.6%
Hispanic/Latino	61.4%	59.3%
American Indian/Alaskan Native***		
White	85.5%	85.3%
Multi-Racial	82.5%	84.0%
Talented and Gifted	>95%	>95%
Male	77.6%	76.0%
Female	81.3%	82.5%

School Name	2016-17	2017-18
Aloha-Huber Park K-8 School	74.0%	71.8%
Barnes Elementary School	31.3%	21.4%
Beaver Acres Elementary School	72.5%	70.2%
Bethany Elementary School	>95%	>95%
Bonny Slope Elementary School	>95%	92.8%
Cedar Mill Elementary School	53.1%	85.7%
Chehalem Elementary School	80.3%	83.3%
Cooper Mountain Elementary School	80.0%	88.5%
Elmonica Elementary School	76.9%	73.9%
Errol Hassell Elementary School	79.2%	64.6%
Findley Elementary	92.1%	93.9%
Fir Grove Elementary School	77.9%	77.1%
Greenway Elementary School	52.4%	73.2%
Hazeldale Elementary School	75.8%	79.5%
Hiteon Elementary School	88.5%	82.8%
Jacob Wismer Elementary School	74.5%	89.7%
Kinnaman Elementary School	>95%	90.7%
McKay Elementary School	66.7%	63.2%
McKinley Elementary School	60.6%	59.6%
Montclair Elementary School	82.5%	88.0%
Nancy Ryles Elementary School	>95%	>95%
Oak Hills Elementary School	85.9%	91.6%
Raleigh Hills K-8 School	74.6%	60.0%
Raleigh Park Elementary School	71.2%	78.0%
Ridgewood Elementary School	90.6%	89.6%
Rock Creek Elementary School	93.3%	86.2%
Sato Elementary School	---	87.4%
Scholls Heights Elementary School	>95%	>95%

Sexton Mountain Elementary School	85.4%	>95%
Springville K-8 School	79.2%	86.3%
Terra Linda Elementary School	92.9%	86.5%
Vose Elementary School	81.6%	63.9%
West Tualatin View Elementary School	>95%	89.8%
William Walker Elementary School	59.5%	63.2%

***Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores.

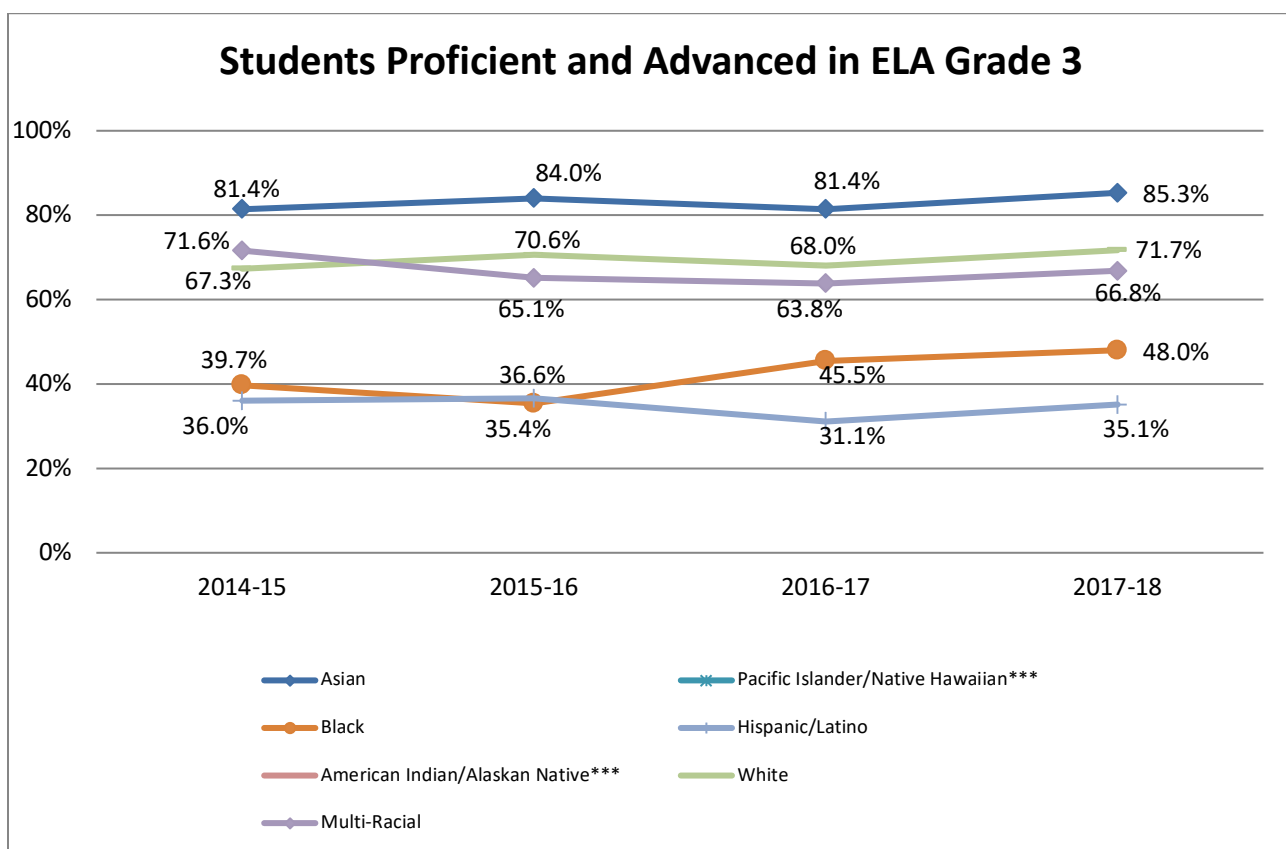
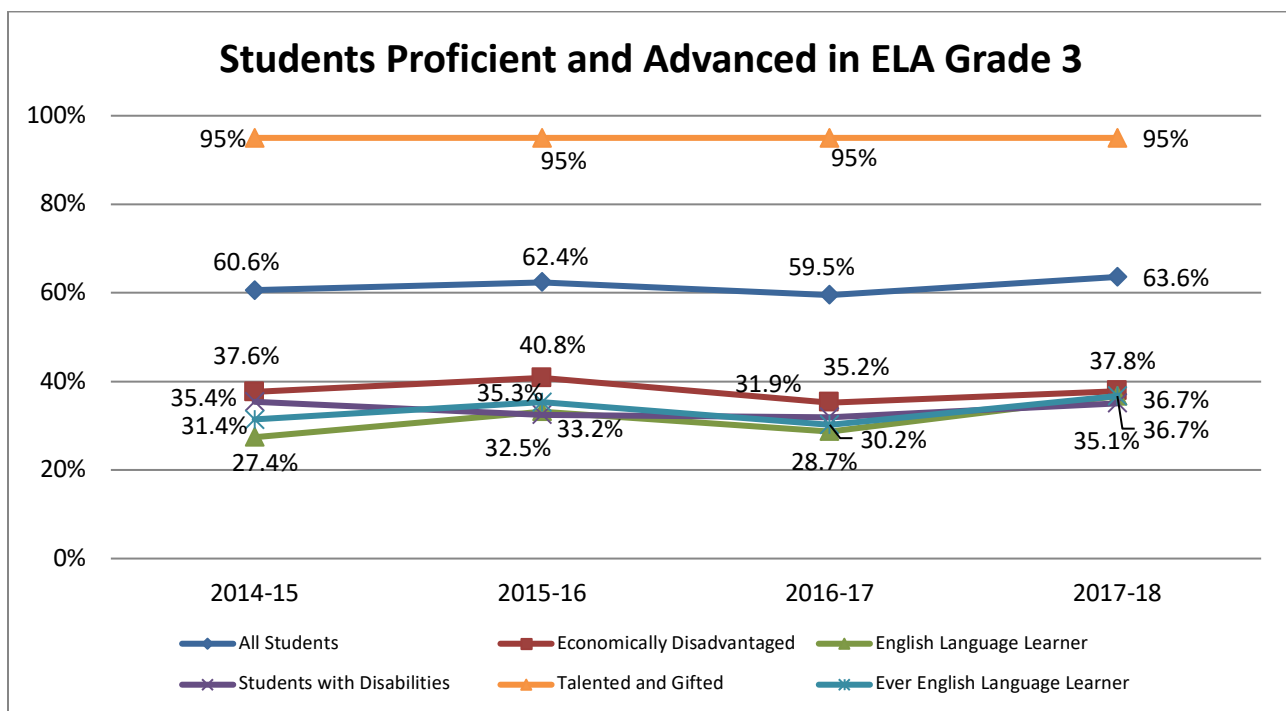
Students Proficient and Advanced in Reading, Grade K (2017-18)	All Students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	72%		66%		76%	82%	65%				56%	
Barnes	21%		7%		45%	20%	23%				6%	
Beaver Acres	70%		46%		80%	77%	63%				54%	
Bethany	>95%	>95%			>95%	94%	>95%				90%	
Bonny Slope	93%	>95%			91%	92%	93%					
Cedar Mill	86%				83%	86%	85%					
Chehalem	83%		81%		90%	84%	83%				76%	
Cooper Mountain	89%				89%	91%	86%					
Elmonica	74%	92%	60%		69%	81%	69%				60%	
Errol Hassell	65%				69%	67%	61%					
Findley	94%	>95%			91%	95%	92%					
Fir Grove	77%				90%	80%	74%					
Greenway	73%		65%		74%	76%	70%				61%	
Hazeldale	80%		70%		85%	87%	74%					
Hiteon	83%				87%	86%	80%					
Jacob Wismer	90%	92%			90%	90%	90%					
Kinnaman	91%		85%		>95%	93%	87%				79%	
McKay	63%				60%	70%	56%					
McKinley	60%		48%		72%	61%	58%				42%	
Montclair	88%				88%	88%	88%					
Nancy Ryles	>95%				>95%	93%	>95%					
Oak Hills	92%				93%	94%	90%					
Raleigh Hills	60%		40%		71%	61%	60%					
Raleigh Park	78%				83%	82%	72%					
Ridgewood	90%				>95%	>95%	77%					
Rock Creek	86%				87%	89%	84%					
Sato	87%	94%			88%	91%	83%					
Scholls Heights	>95%				>95%	94%	>95%					
Sexton Mountain	>95%				>95%	>95%	94%					
Springville K-8	86%	94%			82%	90%	84%				73%	
Terra Linda	87%				92%	84%	89%					

Vose	64%		56%			78%	54%				53%	
West Tualatin View	90%				90%	93%	87%					
William Walker	63%		58%			66%	61%				58%	

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

Grade 3 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessment in English Language Arts (ELA)



Students Proficient and Advanced in English Language Arts, Grade 3	2014-15	2015-16	2016-17	2017-18
All Students	60.6%	62.4%	59.5%	63.6%
Economically Disadvantaged	37.6%	40.8%	35.2%	37.8%
English Language Learner	27.4%	33.2%	28.7%	36.7%
Ever English Language Learner	31.4%	35.3%	30.2%	36.7%
Students with Disabilities	35.4%	32.5%	31.9%	35.1%
Asian	81.4%	84.0%	81.4%	85.3%
Pacific Islander/Native Hawaiian***				
Black	39.7%	35.4%	45.5%	48.0%
Hispanic/Latino	36.0%	36.6%	31.1%	35.1%
American Indian/Alaskan Native***				
White	67.3%	70.6%	68.0%	71.7%
Multi-Racial	71.6%	65.1%	63.8%	66.8%
Talented and Gifted	>95%	>95%	>95%	>95%
Male	55.5%	57.3%	56.5%	60.7%
Female	65.4%	67.5%	62.5%	66.8%

School Name	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	37.0%	38.1%	30.9%	43.5%
Barnes Elementary School	25.0%	30.9%	24.8%	33.0%
Beaver Acres Elementary School	40.6%	52.1%	49.6%	54.1%
Bethany Elementary School	74.5%	89.2%	83.7%	82.1%
Bonny Slope Elementary School	87.1%	84.4%	74.0%	84.5%
Cedar Mill Elementary School	79.2%	82.3%	71.4%	71.6%
Chehalem Elementary School	39.8%	57.5%	26.9%	37.0%
Cooper Mountain Elementary School	57.1%	54.7%	52.3%	53.0%
Elmonica Elementary School	54.4%	61.8%	55.7%	45.1%
Errol Hassell Elementary School	64.8%	62.0%	56.9%	54.5%
Findley Elementary	90.3%	90.3%	95.0%	90.6%
Fir Grove Elementary School	56.4%	43.9%	47.1%	50.0%
Greenway Elementary School	36.4%	40.0%	36.7%	35.2%
Hazeldale Elementary School	72.7%	64.0%	54.4%	50.0%
Hiteon Elementary School	60.5%	74.5%	75.2%	76.7%
Jacob Wismer Elementary School	92.4%	88.7%	92.0%	94.3%
Kinnaman Elementary School	40.2%	62.5%	43.1%	44.1%
McKay Elementary School	54.2%	62.7%	39.3%	42.1%
McKinley Elementary School	49.0%	53.8%	40.4%	51.8%
Montclair Elementary School	72.1%	67.1%	61.1%	80.0%
Nancy Ryles Elementary School	60.2%	58.8%	83.0%	70.2%
Oak Hills Elementary School	72.1%	74.0%	75.6%	73.3%
Raleigh Hills K-8 School	33.9%	41.8%	67.1%	77.6%
Raleigh Park Elementary School	65.4%	66.0%	69.4%	60.3%
Ridgewood Elementary School	68.5%	82.7%	71.8%	79.4%
Rock Creek Elementary School	73.9%	71.4%	65.5%	77.5%
Sato Elementary School				88.8%

Scholls Heights Elementary School	78.9%	79.0%	69.5%	73.0%
Sexton Mountain Elementary School	63.8%	71.4%	72.5%	63.4%
Springville K-8 School	71.9%	68.8%	73.7%	78.5%
Terra Linda Elementary School	61.7%	57.9%	63.6%	73.2%
Vose Elementary School	47.2%	23.1%	30.9%	47.4%
West Tualatin View Elementary School	61.0%	71.7%	75.6%	86.4%
William Walker Elementary School	27.5%	20.0%	25.0%	31.8%

***Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores.

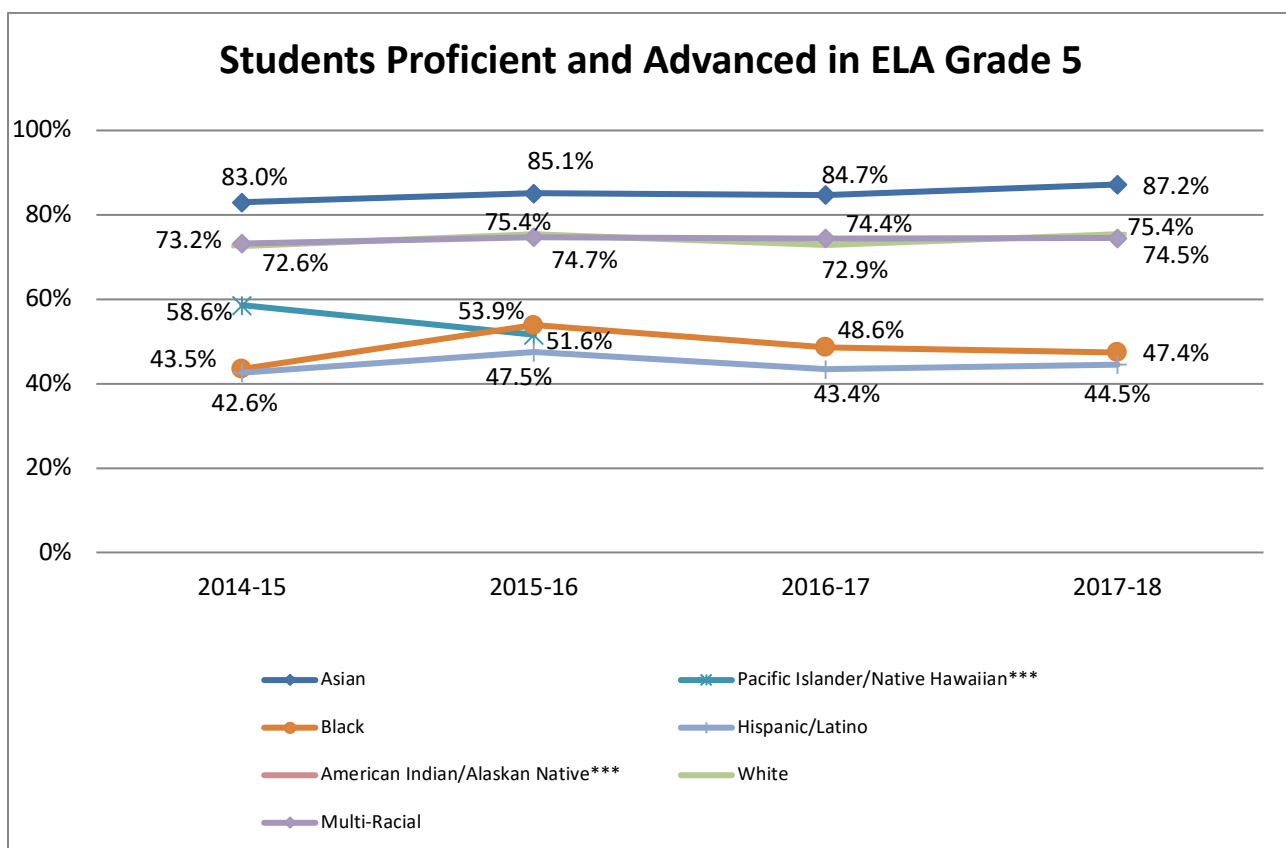
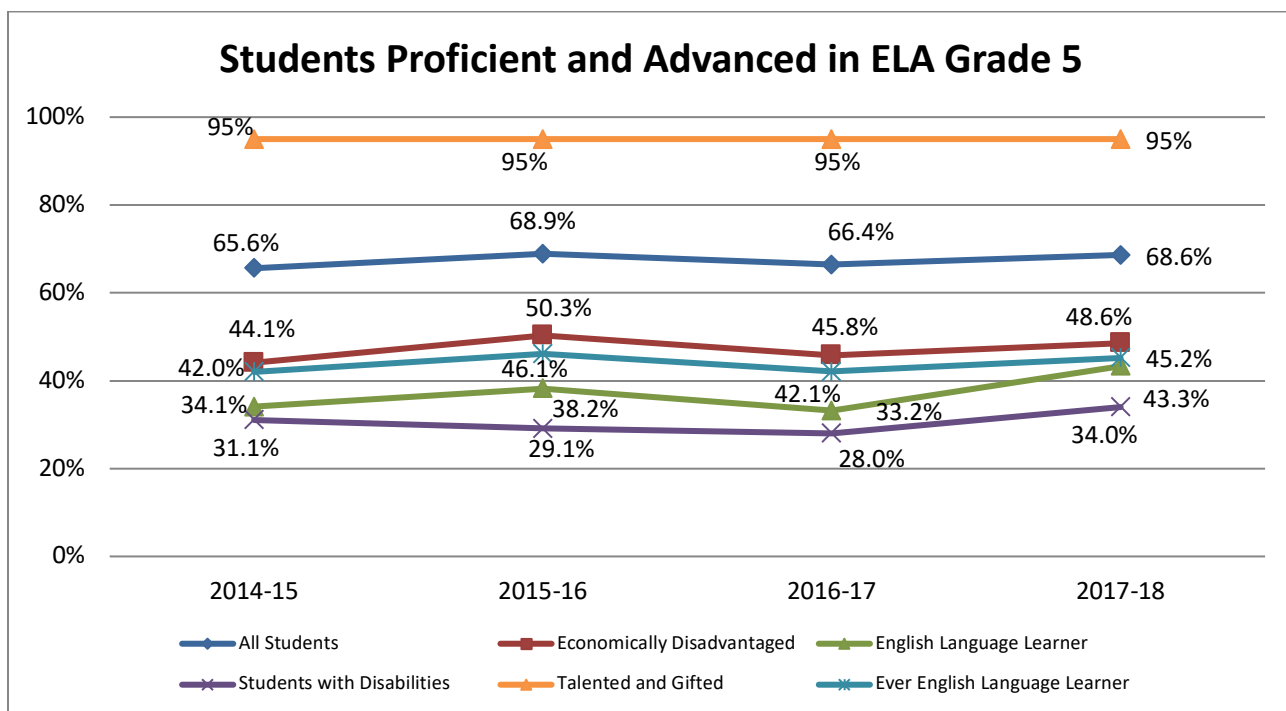
Students Proficient and Advanced in English Language Arts, Grade 3 (2017-18)	All Students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	44%		31%		62%	48%	41%	40%			28%	28%
Barnes	33%		17%		51%	41%	26%	19%			11%	11%
Beaver Acres	54%		37%		54%	51%	57%	54%			29%	29%
Bethany	82%	86%			80%	93%	72%					
Bonny Slope	85%	96%			88%	84%	85%					
Cedar Mill	72%				75%	70%	73%					
Chehalem	37%		19%		63%	44%	31%	22%			7%	7%
Cooper Mountain	53%				53%	51%	54%					
Elmonica	45%	72%	26%		42%	52%	38%	31%			37%	37%
Errol Hassell	55%				73%	51%	58%	35%				
Findley	91%	96%			79%	95%	86%			>95%		
Fir Grove	50%		40%		59%	48%	52%	32%			32%	32%
Greenway	35%		23%			22%	48%	20%			16%	16%
Hazeldale	50%				67%	48%	52%	35%			38%	36%
Hiteon	77%				75%	85%	69%	58%				
Jacob Wismer	94%	96%			92%	98%	91%			>95%	91%	91%
Kinnaman	44%		27%		62%	53%	35%	33%			28%	28%
McKay	42%				55%		45%	39%				
McKinley	52%		39%		65%	46%	57%	43%			36%	36%
Montclair	80%				81%	88%	73%					
Nancy Ryles	70%				79%	79%	65%	55%				
Oak Hills	73%				80%	76%	69%					
Raleigh Hills	78%				90%	88%	65%	55%			59%	59%
Raleigh Park	60%				72%	59%	62%	32%				
Ridgewood	79%				81%	78%	81%					
Rock Creek	78%				79%	76%	79%	64%				
Sato	89%	89%			93%	90%	87%					
Scholls Heights	73%				76%	76%	69%					
Sexton Mountain	63%				67%	67%	58%					
Springville K-8	79%	94%			75%	88%	71%					

Terra Linda	73%				84%	91%	61%	40%				
Vose	47%		39%		70%	43%	52%	38%			35%	35%
West Tualatin View	86%				85%	88%	85%					
William Walker	32%		23%			33%	30%	32%			19%	19%

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

Grade 5 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessment in ELA



Students Proficient and Advanced in English Language Arts, Grade 5	2014-15	2015-16	2016-17	2017-18
All Students	65.6%	68.9%	66.4%	68.6%
Economically Disadvantaged	44.1%	50.3%	45.8%	48.6%
English Language Learner	34.1%	38.2%	33.2%	43.3%
Ever English Language Learner	42.0%	46.1%	42.1%	45.2%
Students with Disabilities	31.1%	29.1%	28.0%	34.0%
Asian	83.0%	85.1%	84.7%	87.2%
Pacific Islander/Native Hawaiian***	58.6%	51.6%		
Black	43.5%	53.9%	48.6%	47.4%
Hispanic/Latino	42.6%	47.5%	43.4%	44.5%
American Indian/Alaskan Native***				
White	72.6%	75.4%	72.9%	75.4%
Multi-Racial	73.2%	74.7%	74.4%	74.5%
Talented and Gifted	>95%	>95%	>95%	>95%
Male	60.0%	63.7%	60.7%	65.0%
Female	71.7%	74.2%	71.8%	72.1%

School Name	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	38.2%	46.9%	46.8%	50.0%
Barnes Elementary School	35.9%	45.1%	47.7%	39.8%
Beaver Acres Elementary School	47.6%	56.5%	46.4%	57.5%
Bethany Elementary School	84.0%	84.6%	88.1%	79.1%
Bonny Slope Elementary School	88.4%	84.5%	86.1%	86.7%
Cedar Mill Elementary School	84.1%	90.0%	81.5%	86.1%
Chehalem Elementary School	67.7%	56.1%	48.3%	72.3%
Cooper Mountain Elementary School	75.0%	76.5%	72.2%	71.9%
Elmonica Elementary School	58.8%	61.5%	49.4%	59.8%
Errol Hassell Elementary School	56.5%	72.0%	71.4%	62.2%
Findley Elementary	92.8%	90.1%	87.3%	93.1%
Fir Grove Elementary School	53.0%	45.3%	60.0%	44.2%
Greenway Elementary School	50.7%	60.9%	56.4%	62.7%
Hazeldale Elementary School	57.1%	62.8%	62.2%	70.1%
Hiteon Elementary School	67.5%	76.3%	69.7%	71.7%
Jacob Wismer Elementary School	90.7%	89.0%	90.2%	91.2%
Kinnaman Elementary School	56.2%	72.0%	50.5%	63.5%
McKay Elementary School	50.9%	54.7%	62.2%	48.4%
McKinley Elementary School	37.2%	60.2%	39.0%	52.9%
Montclair Elementary School	69.5%	72.9%	84.1%	78.9%
Nancy Ryles Elementary School	77.5%	77.0%	68.1%	71.8%
Oak Hills Elementary School	94.9%	79.0%	79.8%	80.0%
Raleigh Hills K-8 School	66.7%	62.5%	58.7%	55.6%
Raleigh Park Elementary School	63.2%	65.7%	71.2%	62.5%
Ridgewood Elementary School	74.6%	82.1%	77.6%	80.5%
Rock Creek Elementary School	77.6%	89.8%	77.4%	70.1%
Sato Elementary School				82.8%

Scholls Heights Elementary School	82.1%	76.9%	77.5%	79.5%
Sexton Mountain Elementary School	68.8%	67.9%	72.3%	77.4%
Springville K-8 School	71.2%	73.2%	74.3%	74.1%
Terra Linda Elementary School	58.5%	81.8%	65.8%	69.3%
Vose Elementary School	40.7%	55.1%	47.1%	46.7%
West Tualatin View Elementary School	87.5%	74.5%	65.8%	80.0%
William Walker Elementary School	55.3%	51.9%	53.7%	41.9%

*** Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores.

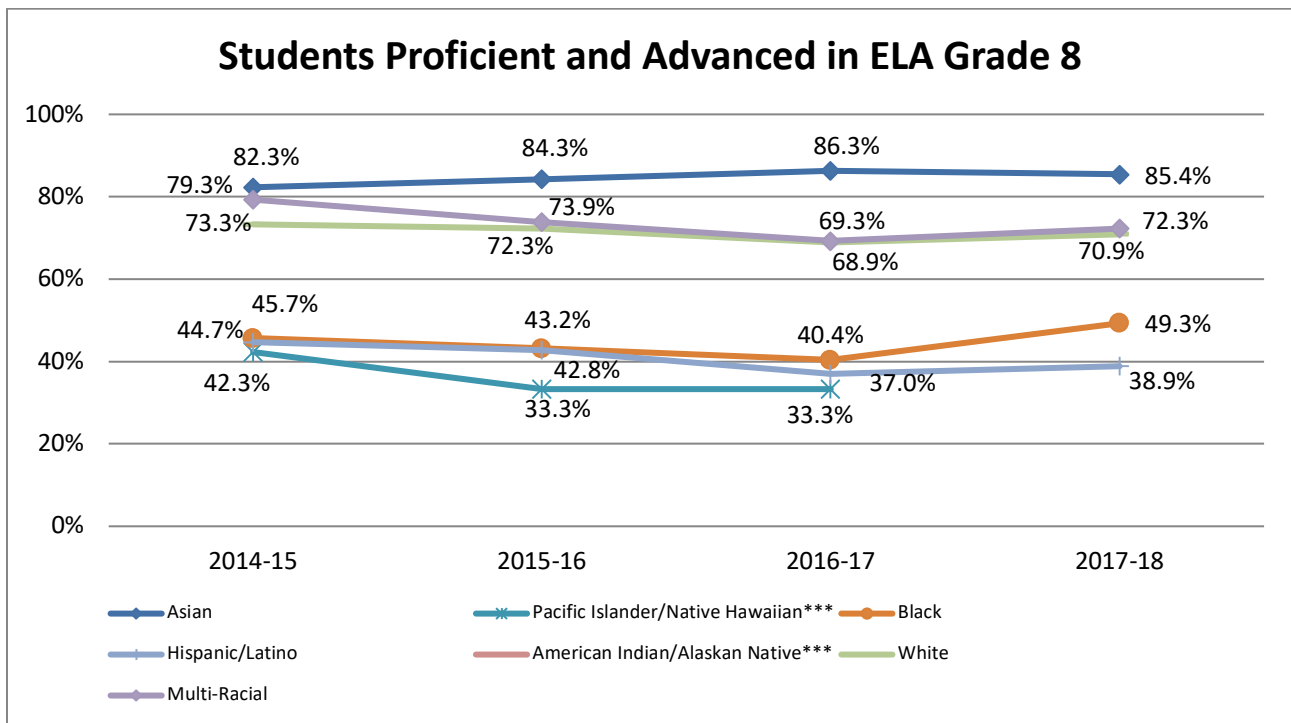
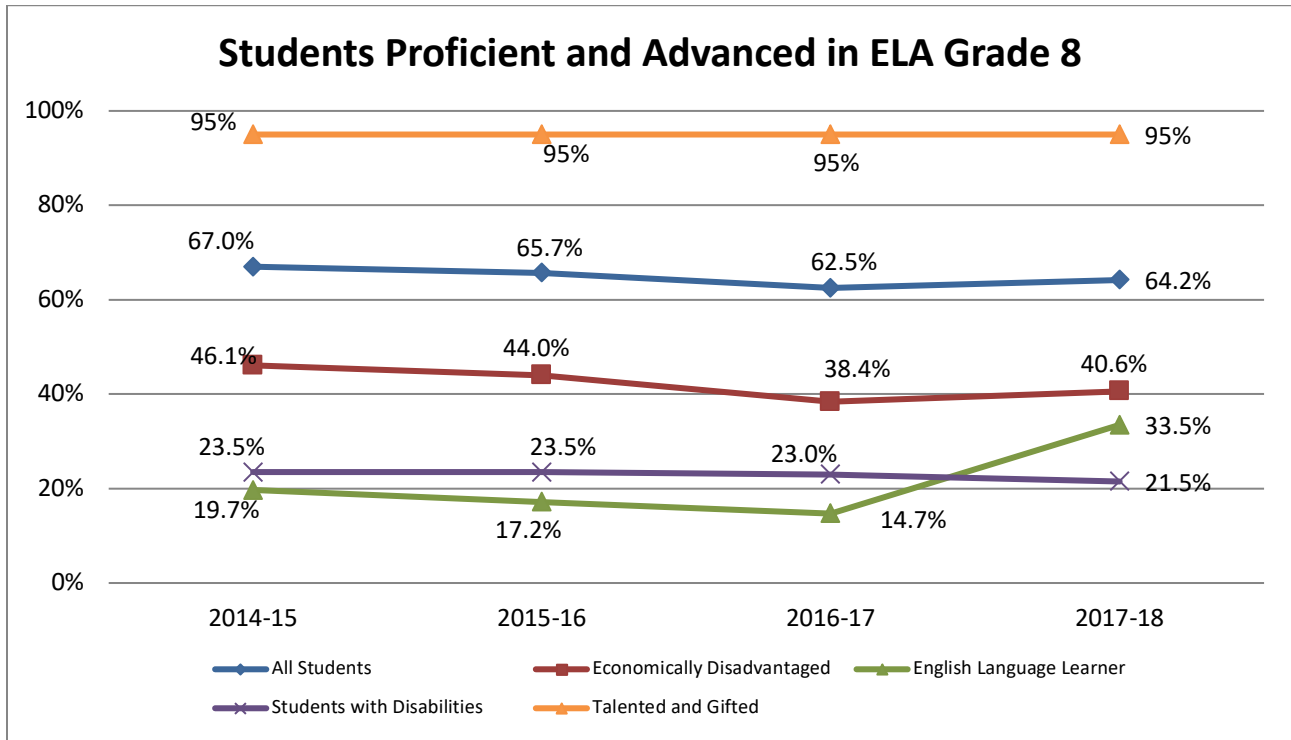
Students Proficient and Advanced in English Language Arts, Grade 5 (2017-18)	All Students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	50%		48%		48%	48%	52%	48%			43%	43%
Barnes	40%		28%		75%	44%	36%	25%			16%	17%
Beaver Acres	58%		42%		69%	58%	57%	46%			40%	41%
Bethany	79%	88%			82%	82%	76%			>95%		
Bonny Slope	87%	92%			88%	95%	77%			>95%		
Cedar Mill	86%				87%	87%	85%					
Chehalem	72%		52%		87%	77%	67%	59%			46%	48%
Cooper Mountain	72%				77%	84%	59%					
Elmonica	60%		35%		76%	64%	53%	44%			39%	39%
Errol Hassell	62%				67%	68%	58%	54%				
Findley	93%	>95%			88%	93%	94%			>95%		
Fir Grove	44%				61%	44%	45%	24%			<5%	<5%
Greenway	63%		48%			50%	69%	61%			46%	50%
Hazeldale	70%		48%		80%	73%	67%	64%	35%		58%	58%
Hiteon	72%				76%	77%	66%	57%				
Jacob Wismer	91%	95%			85%	93%	89%			>95%	77%	82%
Kinnaman	64%		57%		67%	61%	66%	57%			50%	51%
McKay	48%		32%		59%	50%	47%	41%			28%	31%
McKinley	53%		35%		68%	51%	55%	43%			35%	33%
Montclair	79%				81%	82%	74%	67%				
Nancy Ryles	72%				78%	74%	70%					
Oak Hills	80%	82%			84%	91%	71%			>95%		
Raleigh Hills	56%				65%	60%	52%	41%				
Raleigh Park	63%				73%	67%	59%					
Ridgewood	81%				84%	85%	75%					
Rock Creek	70%				71%	77%	65%					
Sato	83%	85%			81%	85%	81%					
Scholls Heights	80%	90%			76%	81%	79%	62%				
Sexton Mountain	77%				80%	84%	67%					
Springville K-8	74%	82%			70%	78%	71%			>95%	58%	62%

Terra Linda	69%				69%	76%	62%	50%				
Vose	47%		43%			52%	41%	41%			40%	40%
West Tualatin View	80%				82%	88%	75%					
William Walker	42%		30%			45%	39%	42%			31%	31%

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

Grade 8 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessments in ELA



Students Proficient and Advanced in English Language Arts, Grade 8	2014-15	2015-16	2016-17	2017-18
All Students	67.0%	65.7%	62.5%	64.2%
Economically Disadvantaged	46.1%	44.0%	38.4%	40.6%
English Language Learner	19.7%	17.2%	14.7%	33.5%
Ever English Language Learner	48.1%	45.7%	38.6%	42.1%
Students with Disabilities	23.5%	23.5%	23.0%	21.5%
Asian	82.3%	84.3%	86.3%	85.4%
Pacific Islander/Native Hawaiian***	42.3%	33.3%	33.3%	
Black	45.7%	43.2%	40.4%	49.3%
Hispanic/Latino	44.7%	42.8%	37.0%	38.9%
American Indian/Alaskan Native***				
White	73.3%	72.3%	68.9%	70.9%
Multi-Racial	79.3%	73.9%	69.3%	72.3%
AVID			52.7%	51.2%
Talented and Gifted	>95%	>95%	>95%	>95%
Male	61.1%	61.2%	56.8%	59.2%
Female	73.0%	70.5%	69.0%	69.7%

School Name	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	74.5%	58.2%	61.8%	70.9%
Arts & Communication Magnet Academy	80.7%	61.9%	65.6%	88.7%
Cedar Park Middle School	72.2%	63.8%	62.8%	68.5%
Conestoga Middle School	63.9%	73.7%	63.9%	62.9%
Five Oaks Middle School	52.4%	46.3%	45.7%	48.9%
Health & Science School	56.6%	64.1%	75.2%	82.3%
Highland Park Middle School	64.4%	57.5%	55.9%	60.7%
International School of Beaverton	95.0%	91.9%	88.7%	>95%
Meadow Park Middle School	59.1%	66.4%	50.9%	58.8%
Mountain View Middle School	58.6%	57.8%	55.0%	46.0%
Raleigh Hills K-8 School	66.7%	85.7%	55.4%	72.5%
Springville K-8 School	80.0%	56.9%	67.3%	66.7%
Stoller Middle School	80.9%	85.7%	82.6%	85.4%
Whitford Middle School	61.9%	55.3%	49.3%	57.1%

***Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores.

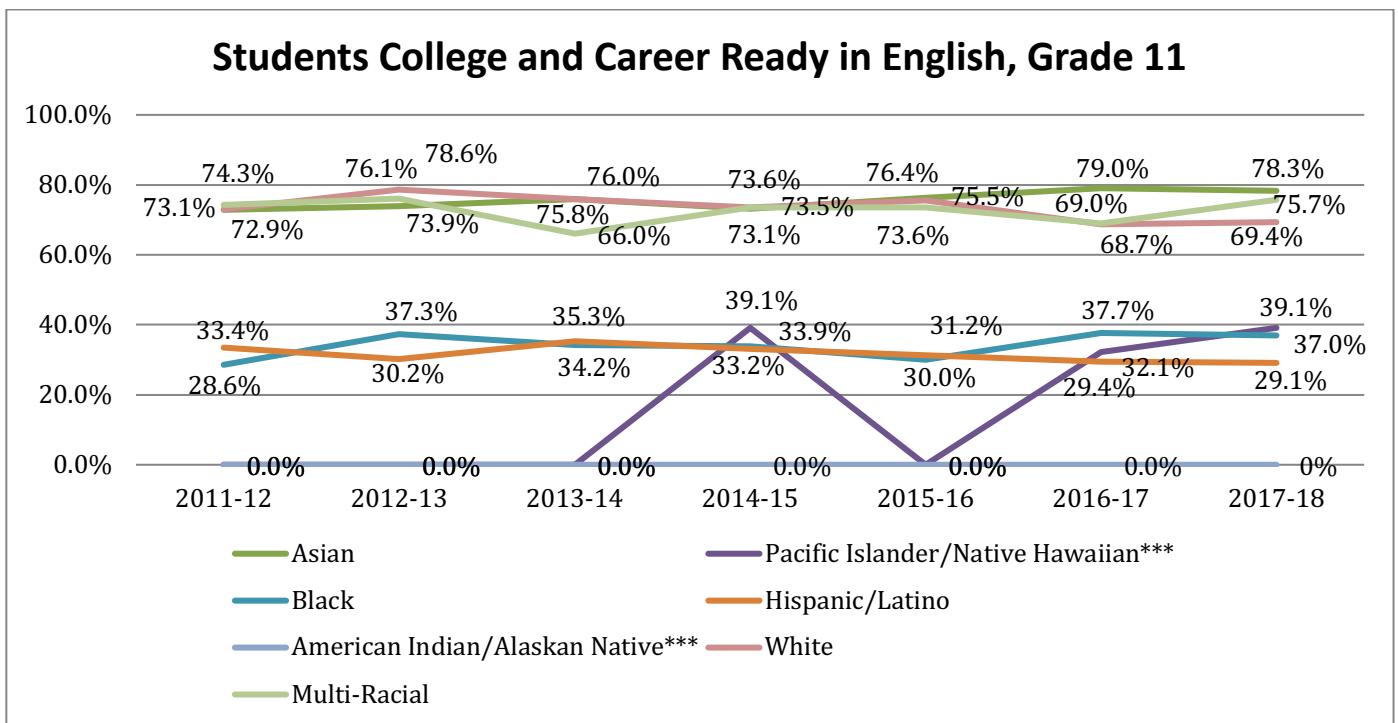
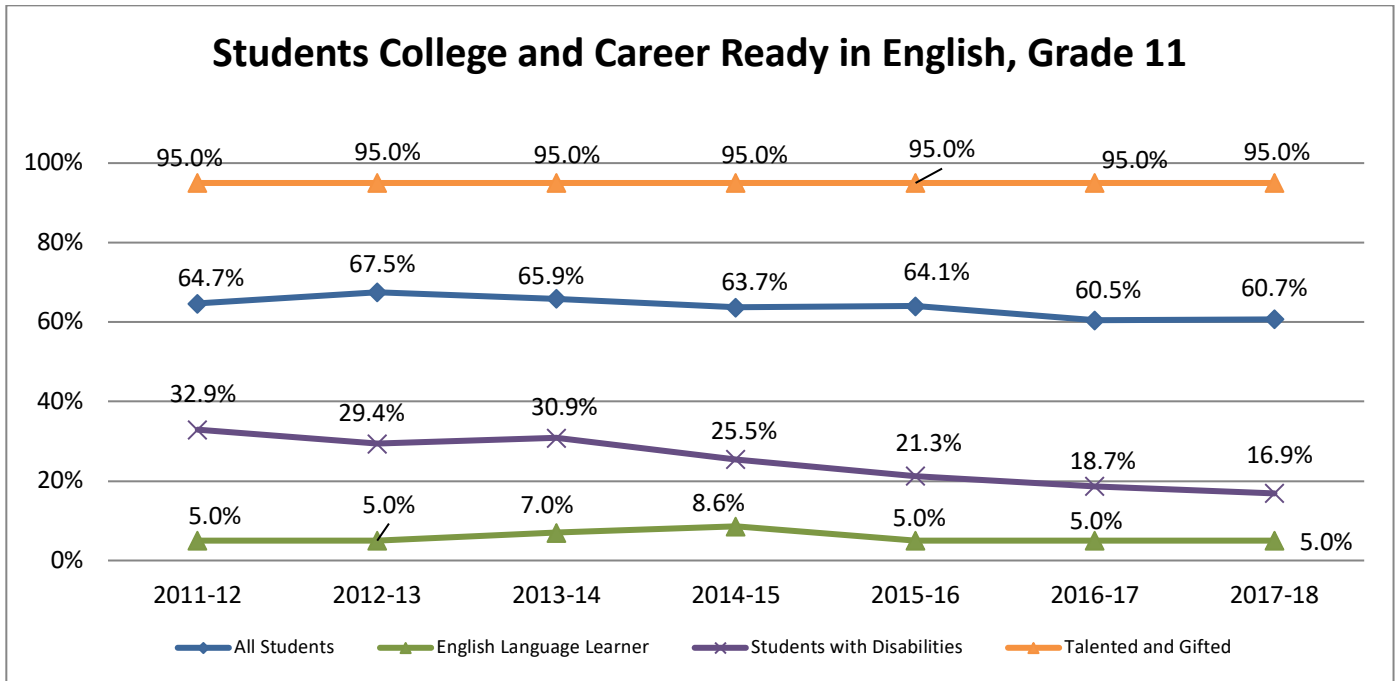
Students Proficient and Advanced in English Language Arts, Grade 8 (2017-18)	All Stdnts	Asian	Hispanic / Latino	Multi - Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL	AVID
Aloha-Huber Park K-8	71%		67%			78%	66%	70%			66%	69%	
ACMA	89%				93%	90%							
Cedar Park	69%	71%	31%	76%	77%	78%	61%	39%	28%	>95%	29%	32%	56%

Conestoga	63%	83%	47%	75%	64%	67%	60%	42%	27%	>95%	37%	49%	39%
Five Oaks	49%	62%	31%		66%	55%	42%	38%	14%	95%	25%	31%	52%
Health & Science	82%		68%		89%	84%	81%	69%				54%	41%
Highland Park	61%		35%		62%	69%	53%	34%	12%	>95%	16%	26%	
ISB	>95%	>95%			>95%	>95%	93%	87%		>95%		88%	
Meadow Park	59%	92%	27%	74%	72%	66%	54%	31%	13%	>95%	29%	38%	38%
Mountain View	46%	60%	33%		57%	58%	36%	40%	16%		26%	35%	63%
Raleigh Hills K-8	73%				84%	79%	67%						
Springville K-8	67%				71%	70%	63%						
Stoller	85%	92%	69%	81%	80%	91%	81%	56%	35%	>95%	30%	70%	75%
Whitford	57%		34%		72%	56%	58%	38%	20%	95%	26%	31%	54%

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

Grade 11 Students College- and Career-Ready in English and Reading

Definition and Source: ACT Grade 11 test results

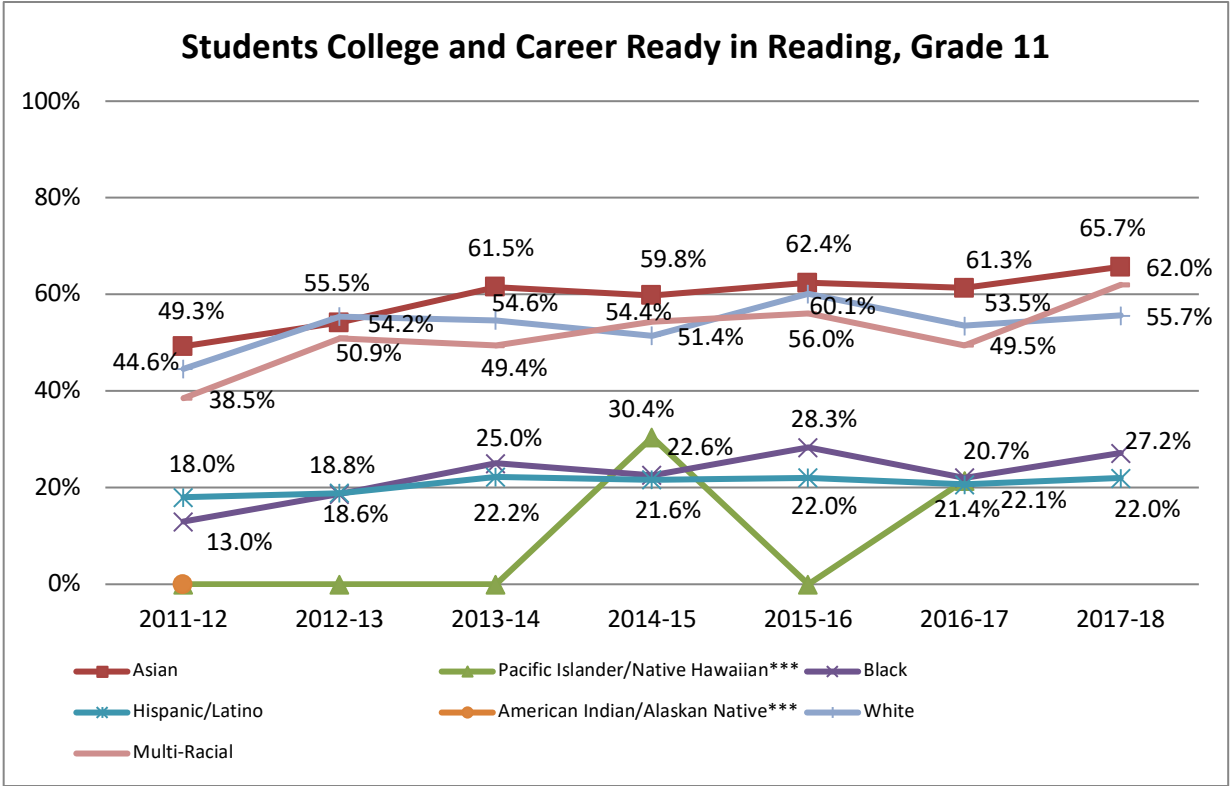
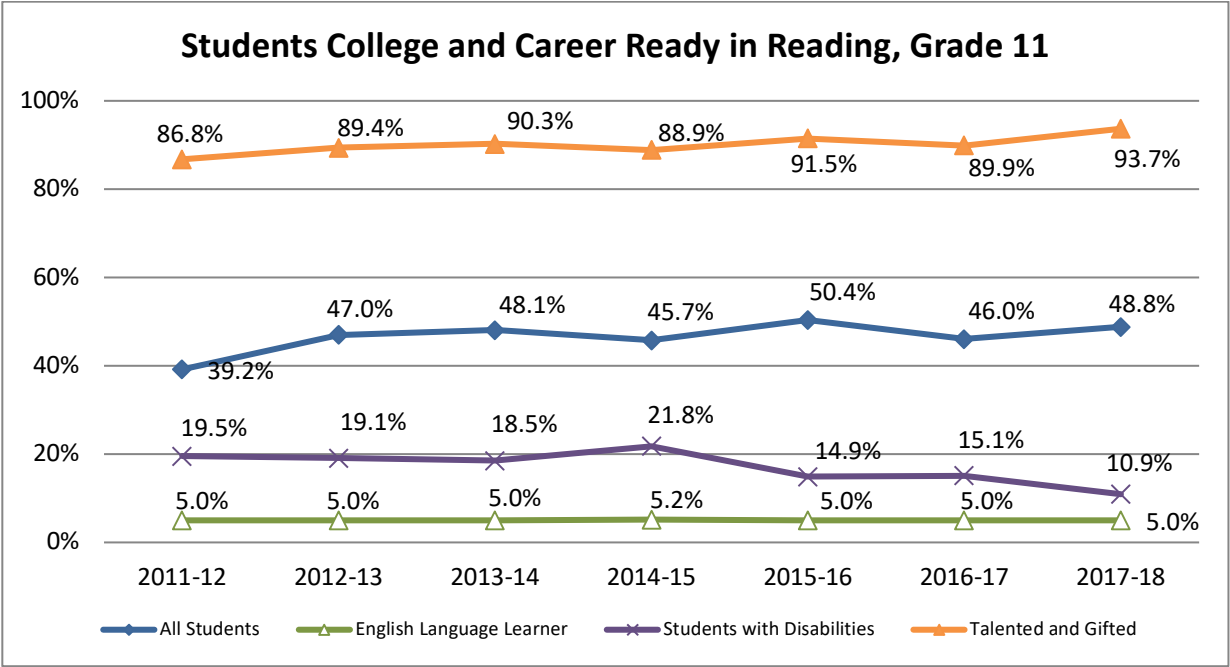


Students College and Career Ready in English, Grade 11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	64.7%	67.5%	65.9%	63.7%	64.1%	60.5%	60.7%
Economically Disadvantaged							
English Language Learner	3.0%	2.9%	7.0%	8.6%	<5%	<5%	<5%
Students with Disabilities	32.9%	29.4%	30.9%	25.5%	21.3%	18.7%	16.9%
Asian	72.9%	73.9%	75.8%	73.1%	76.4%	79.0%	78.3%
Pacific Islander/Native Hawaiian***				39.1%		32.1%	39.1%
Black	28.6%	37.3%	34.2%	33.9%	30.0%	37.7%	37.0%
Hispanic/Latino	33.4%	30.2%	35.3%	33.2%	31.2%	29.4%	29.1%
American Indian/Alaskan Native***							
White	73.1%	78.6%	76.0%	73.5%	75.5%	68.7%	69.4%
Multi-Racial	74.3%	76.1%	66.0%	73.6%	73.6%	69.0%	75.7%
AVID						37.3%	37.0%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%	>95%	>95%
Male	62.3%	65.0%	65.6%	63.9%	61.7%	54.7%	58.3%
Female	67.1%	70.1%	66.2%	63.4%	66.6%	66.5%	63.1%

School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha High School	51.1%	63.6%	49.5%	46.1%	43.8%	39.5%	42.2%
Arts & Communication Magnet Academy	88.5%	89.8%	94.8%	83.8%	85.5%	80.0%	75.0%
Beaverton High School	62.4%	77.1%	61.4%	61.5%	62.3%	52.6%	53.2%
Community School	<5%	<5%	<5%	26.9%	12.5%	<5%	9.1%
Health & Science School	57.1%	50.0%	48.1%	44.9%	54.7%	62.9%	58.1%
International School of Beaverton	86.5%	92.1%	84.1%	84.0%	82.9%	93.6%	91.0%
School of Science & Technology	82.8%	91.9%	94.3%	>95%	88.9%	>95%	77.8%
Southridge High School	69.4%	75.1%	73.0%	65.7%	66.1%	72.3%	65.0%
Sunset High School	70.2%	82.5%	72.7%	74.0%	72.9%	68.2%	68.8%
Westview High School	65.2%	75.6%	68.1%	66.5%	67.8%	61.0%	64.7%

Students College- and Career-Ready in English, Grade 11 (2017-18)	All Students	Native American	Asian	Black	Hispanic /Latino	Multi-Racial	Pac Islndr	White	Female	Male	Econom Disadv	Stdnts with Disab	TAG	English Lang. Learner	AVID
Aloha High School	42%		54%	21%	23%	62%		58%	42%	43%		13%	93%		21%
Arts and Communication Magnet Academy	75%							80%	71%						
Beaverton High School	53%		68%		25%			68%	54%	53%		8%	>95%		41%
Community School	9%				<5%				10%	9%					
Health & Science School	58%				32%			67%	50%	64%					
International School of Beaverton	91%		>95%					>95%	92%	90%			>95%		
School of Science & Technology	78%							78%		72%					

Southridge High School	65%		69%		42%	79%		70%	72%	57%		9%	>95%		46%
Sunset High School	69%		85%		28%	87%		74%	73%	65%		30%	>95%		
Westview High School	65%		81%	40%	27%	74%		69%	67%	63%		9%	>95%		32%



Students College and Career Ready in Reading, Grade 11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	39.2%	47.0%	48.1%	45.7%	50.4%	46.0%	48.8%
Economically Disadvantaged							
English Language Learner	<5%	<5%	<5%	5.2%	<5%	<5%	<5%
Students with Disabilities	19.5%	19.1%	18.5%	21.8%	14.9%	15.1%	10.9%
Asian	49.3%	54.2%	61.5%	59.8%	62.4%	61.3%	65.7%
Pacific Islander/Native Hawaiian***				30.4%		21.4%	26.1%
Black	13.0%	18.6%	25.0%	22.6%	28.3%	22.1%	27.2%
Hispanic/Latino	18.0%	18.8%	22.2%	21.6%	22.0%	20.7%	22.0%
American Indian/Alaskan Native***							
White	44.6%	55.5%	54.6%	51.4%	60.1%	53.5%	55.7%
Multi-Racial	38.5%	50.9%	49.4%	54.4%	56.0%	49.5%	62.0%
AVID						21.3%	23.9%
Talented and Gifted	86.8%	89.4%	90.3%	88.9%	91.5%	89.9%	93.7%
Male	35.4%	45.1%	45.6%	44.1%	49.3%	41.8%	46.3%
Female	43.1%	49.1%	50.4%	47.5%	51.6%	50.4%	51.2%

School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha High School	28.2%	40.7%	32.0%	31.4%	32.0%	28.3%	29.7%
Arts & Communication Magnet Academy	64.1%	66.1%	68.8%	55.4%	71.1%	56.9%	64.1%
Beaverton High School	34.7%	53.4%	46.1%	42.5%	47.3%	35.8%	39.1%
Community School	<5%		<5%	9.6%	13.2%	<5%	<5%
Health & Science School	29.9%	31.6%	40.4%	36.2%	38.7%	42.9%	40.5%
International School of Beaverton	59.5%	65.1%	75.6%	76.0%	72.0%	74.4%	80.9%
School of Science & Technology	62.1%	67.6%	85.7%	86.7%	80.6%	90.3%	63.9%
Southridge High School	41.2%	53.4%	51.7%	46.3%	48.7%	55.9%	52.4%
Sunset High School	43.8%	59.5%	55.2%	54.0%	59.8%	52.4%	57.4%
Westview High School	41.5%	54.0%	49.0%	48.2%	54.2%	49.1%	54.1%

New reading and science CCR benchmarks applied to 8th grade EXPLORE

***Not reported – fewer than 20 students

Students College- and Career-Ready in Reading Grade 11 (2017-18)	All Students	Native American	Asian	Black	Hispanic /Latino	Multi-Racial	Pac Islndr	White	Female	Male	Econom Disadv	Stdnts with Disab	TAG	English Lang. Learner	AVID
Aloha High School	30%		43%	17%	16%	44%		39%	27%	33%		5%	78%		16%
Arts and Communication Magnet Academy	64%							66%	61%						
Beaverton High School	39%		46%		19%			52%	40%	38%		5%	87%		25%
Community School	<5%				<5%				<5%	<5%					
Health & Science School	41%				24%			52%	38%	43%					
International School of Beaverton	81%		83%					91%	84%	77%			>95%		

School of Science & Technology	64%							70%		60%					
Southridge High School	52%		57%		30%	73%		56%	58%	47%		9%	92%		21%
Sunset High School	57%		75%		24%	77%		61%	64%	51%		15%	>95%		
Westview High School	54%		66%	35%	22%	62%		59%	55%	53%		11%	>95%		20%

English Language Arts K-11

Elementary

Analysis

Successes:

- Four in five kindergarten students are meeting or exceeding reading expectations at the end of kindergarten.
- The percentage of Black kindergarteners reading at or above the proficient level increased 4 percentage points from the prior year.
- Beaverton 3rd and 5th graders outperformed the state average in English Language Arts (ELA) by 13 to 17 percentage points.
- The percentage of BSD 4th graders at levels 3 and 4 on the state ELA test increased 4 percentage points from the prior year compared to a 2 point increase for Oregon 3rd graders. 5th grade scores increased 2 percentage points for both BSD students and the state.
- Steady improvement in Grade 3 ELA achievement for English Language Learners (ELL) and Black students since the ELA adoption
- The gap in proficiency rates between female and male students in ELA closed at both grades 3 and 5 over the past 4 years.
- Increasing number of students are achieving our District Strategic Measures in ELA
- Improved teacher practice in understanding the workshop framework and knowing their students as readers
- Ongoing commitment to increasing classroom libraries
- Teacher feedback regarding professional development (PD) is very positive.

Areas for Growth:

- A smaller percentage of English language learners and Latino kindergartners were proficient in reading compared to the prior year and the gender gap widened.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and disabilities.

Action Plan

This Year:

- Supporting the vision for building capacity in best practices in writing & reading around the district, TOSAs are spending time working with teachers directly in their building, visiting schools in order to align practices and providing rigorous PD to intervention teachers.
- Providing PD via Writing Homegrown through Teachers College
- Providing PD via Ralph Fletcher's Writing Workshop
- New teachers were trained in writing workshop during the New Teacher Academy
- Continuing to provide Week 3 PD ELA offerings in the following areas:
 - Units of Study – Writing

- Independent Reading Level Assessment
- English Language Arts (ELA) Demonstration Toolkits
- ELA Learning Progressions
- Matching Students to ELA Books
- Early Literacy
- Writing Between the Units
- Handwriting without Tears
- Pre-Kindergarten PD
- School Pace Webinar
- Supporting Lower Level Readers in Upper Grade Levels (December)
- Units of Study Phonics (January)
- Conferring with Writers (2019)
- Effective Strategies for Teaching Conventions (2019)
- Monthly Intervention Teacher Meetings facilitated by TOSAs
- Weekly Site Visits by TOSAs to observe Literacy blocks
- Revision of ELA Teacher Source page in order to provide easier access to resources for teachers
- Creating Units of Study Writing Resource “Decks” in order to support implementation - Reading Canvas Courses created last year.
- Dyslexia screening of incoming kindergarten students and new to the district first graders. PD for Intervention teachers who have received training to be the dyslexia point person in their building.
- Intervention Teacher Consultations (meeting individually with every intervention teacher at their school site and coaching teachers who need additional support)
- TOSA Supported Writing Overviews
- Creating “pathways of learning” for Reading & Writing
- Continuing to provide embedded T&L Writing PD to schools
- Hazeldale, Oak Hills and Cedar Mill Elementary schools are participating Lab Schools working directly with Teachers College in Units of Study.
- Providing funding for teachers to increase their classroom libraries
- Supporting Kindergarten and first grade teachers in word study
- Progress monitoring of student growth for students with disabilities three times per year in the area of ELA
- Utilization of i-Ready and Unique instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program

Long Term:

- Continue to support the vision for building capacity in best practices in writing & reading around the district. Identify exemplary teachers who can create vlogs for Units of Study writing as well as be open to observations to support all teachers.
- Week 3 PD - Respond to the current needs of teachers in reading and writing.
- SchoolPace - Use as a true communication tool
- Coach HomeGrown approach for intervention teachers in order to increase school-based PD.
- Ensure new teachers are trained and supported in district’s vision and goals for ELA.
- Support teachers to maintain implementation of the Literacy adoption as the adoption enters year four.

- Continued focus on the implementation of the Writer’s Workshop model and the use of the Writing Units of Study in all elementary schools
- Continued professional development in reading and writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle
- Continued implementation of district-wide Learning Team model (Early Release) to support English Language Arts teachers in reading and writing instruction, assessment and intervention/extensions
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- Continued monitoring of the instructional models for ELLs at all levels and in all schools to ensure the integration of language and content targets are being addressed and that PD for language is aligned to content area PD
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all English Learners (ELs)
- For the 19-20 school year, all levels will continue to implement ELD curricular adoption materials that aligns with the ELA adoption. Elementary and secondary levels will have access to a variety of classroom libraries that reflect the demographics and language background of students. These classroom libraries and units designed as part of the ELD adoption will align to ELA workshop model and adopted best instructional practices.

Secondary

Analysis

Successes:

- Beaverton 8th graders continue to outperform the state average in English Language Arts by 7 percentage points.
- Eighth grade ELA scores rebounded from the prior year.
- The college- and career-readiness of Asian students in grade 11 has increased over time in both English and reading. Black students have made gains in college- and career-readiness in reading.

Areas for Growth:

- 8th grade performance has dropped in both English Language Arts and Mathematics since 2014-15 and math did not improve from last year.
- Over the past four years, only the proficiency rates for Asian and Black students in English Language Arts have improved at grade 8.
- For ACT college readiness testing, the percentage of 11th graders meeting college and career-readiness benchmarks in reading have not improved over time. English scores have declined over time.
- The percentage of White 11th graders college- and career-ready in English has declined over time and has not improved in reading. College and career-readiness of students with disabilities has declined over time in both English and reading.

Action Plan

This Year:

- Created greater clarity about expectations for implementation of English Language Arts curriculum and writer's workshop (See Addendum #1)
- Middle school teachers engaged in professional development to support implementation of reader's workshop.
- Middle school teachers conducted fall on-demand writing samples to measure baseline student achievement.
- Provided Professional Development for District administrators and Literacy Leaders about the Smarter Balanced Assessment Consortium (SBAC) English Language Arts assessment
- Continued implementation of English Language Arts professional development in the areas of writing and reading focusing on choice reading and writers workshop
- Continued work toward AVID school-wide implementation in middle and high schools, with an emphasis on reading, writing and organization strategies
- Provided training and guidance to support the implementation of changes to the Special Education service model for students with disabilities related to literacy
- Progress monitoring of student growth for students with disabilities two times per year in the area of ELA

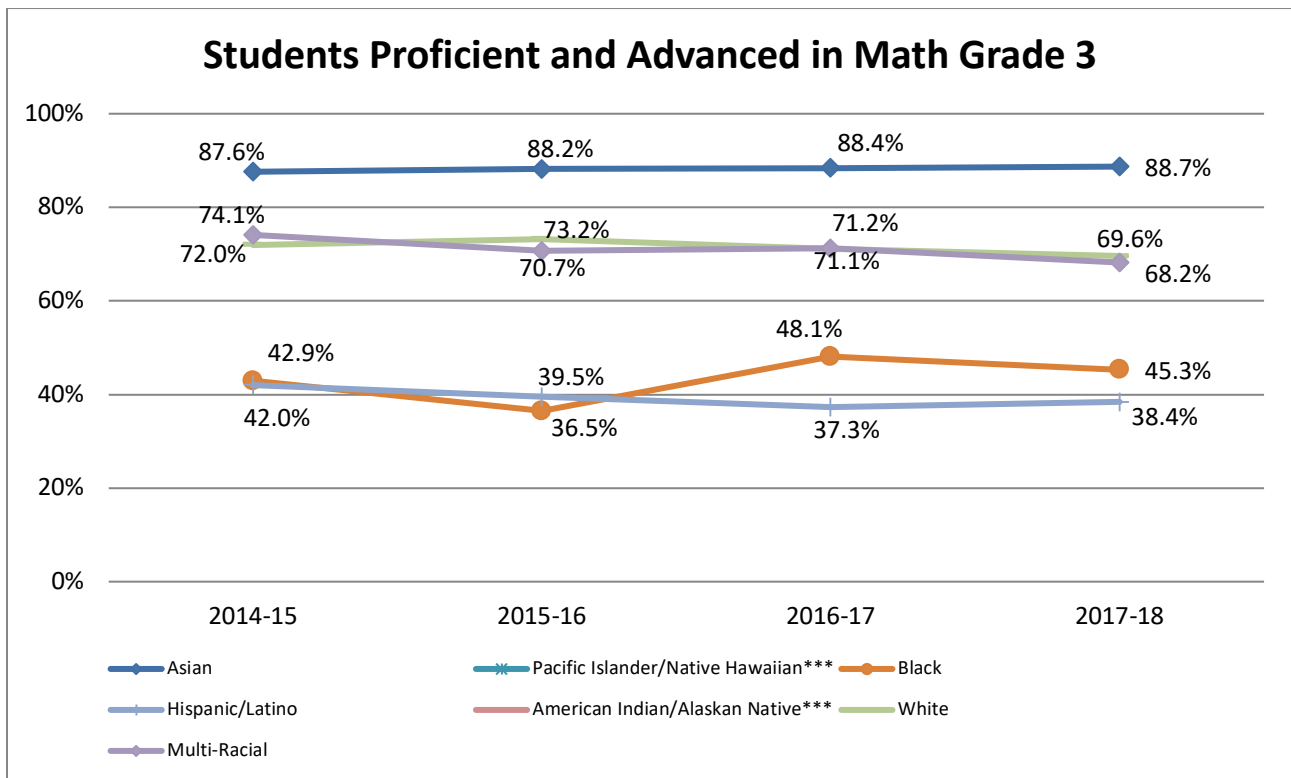
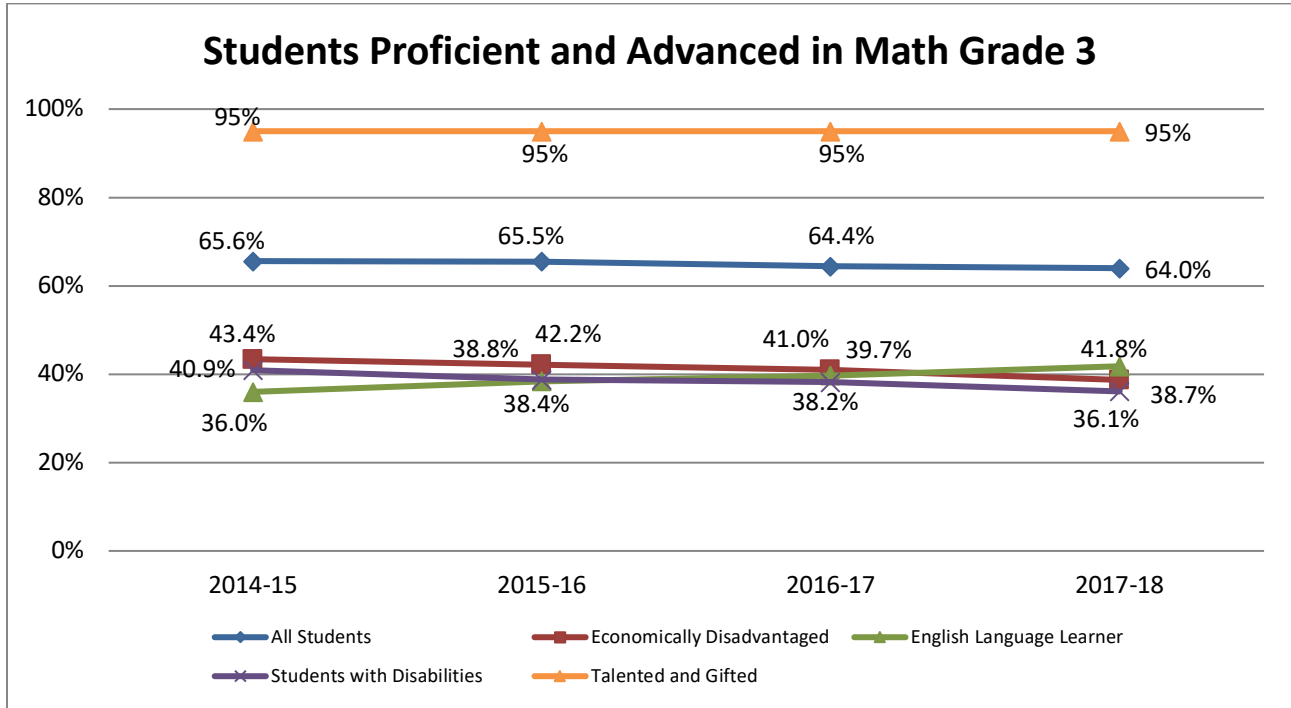
Long Term:

- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all middle schools
- Increased use of the Reading Workshop model, classroom libraries, and student choice reading
- Continued professional development in reading and writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle
- Continued implementation of district-wide Learning Team model (Early Release) to support English Language Arts teachers in reading and writing instruction, assessment and intervention/extensions
- Continued implementation of AVID school-wide for improved instructional strategies on writing, inquiry, collaboration, organization and reading
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- Continued monitoring of the instructional models for ELLs at all levels and in all schools to ensure the integration of language and content targets are being addressed and that PD for language is aligned to content area PD
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all English Learners (ELs)
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- For the 19-20 school year, all levels will continue to implement ELD curricular adoption materials that aligns with the ELA adoption. Elementary and secondary levels will have access to a variety of classroom libraries that reflect the demographics and language background of students.

MATH AND SCIENCE K-11

Grade 3 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math



Students Proficient and Advanced in Math, Grade 3	2014-15	2015-16	2016-17	2017-18
All Students	65.6%	65.5%	64.4%	64.0%
Economically Disadvantaged	43.4%	42.2%	41.0%	38.7%
English Language Learner	36.0%	38.4%	39.7%	41.8%
Ever English Language Learner	39.2%	40.6%	41.0%	41.9%
Students with Disabilities	40.9%	38.8%	38.2%	36.1%
Asian	87.6%	88.2%	88.4%	88.7%
Pacific Islander/Native Hawaiian***				
Black	42.9%	36.5%	48.1%	45.3%
Hispanic/Latino	42.0%	39.5%	37.3%	38.4%
American Indian/Alaskan Native***				
White	72.0%	73.2%	71.1%	69.6%
Multi-Racial	74.1%	70.7%	71.2%	68.2%
Talented and Gifted	>95%	>95%	>95%	>95%
Male	66.0%	65.6%	65.4%	66.1%
Female	65.3%	65.5%	63.4%	61.5%

School Name	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	48.8%	43.7%	36.9%	51.1%
Barnes Elementary School	27.4%	25.5%	14.1%	23.0%
Beaver Acres Elementary School	42.2%	51.2%	50.4%	51.4%
Bethany Elementary School	81.2%	91.6%	88.2%	89.3%
Bonny Slope Elementary School	85.3%	88.5%	80.0%	86.4%
Cedar Mill Elementary School	84.9%	83.9%	78.0%	69.1%
Chehalem Elementary School	41.9%	50.0%	25.4%	39.7%
Cooper Mountain Elementary School	61.0%	63.8%	64.0%	60.2%
Elmonica Elementary School	59.5%	65.8%	58.8%	37.3%
Errol Hassell Elementary School	69.0%	60.8%	58.3%	64.9%
Findley Elementary	91.6%	94.8%	>95%	92.1%
Fir Grove Elementary School	44.2%	47.6%	38.5%	29.5%
Greenway Elementary School	41.8%	33.8%	31.3%	35.2%
Hazeldale Elementary School	80.5%	66.3%	67.9%	43.3%
Hiteon Elementary School	60.5%	66.4%	80.0%	79.6%
Jacob Wismer Elementary School	94.1%	>95%	>95%	>95%
Kinnaman Elementary School	53.8%	55.3%	52.3%	45.3%
McKay Elementary School	77.1%	64.2%	41.0%	44.7%
McKinley Elementary School	42.7%	60.4%	54.3%	49.4%
Montclair Elementary School	82.0%	70.0%	72.2%	84.9%
Nancy Ryles Elementary School	60.9%	67.1%	78.8%	73.8%
Oak Hills Elementary School	72.1%	82.0%	82.6%	73.3%
Raleigh Hills K-8 School	50.0%	41.8%	70.6%	77.6%
Raleigh Park Elementary School	78.8%	67.9%	77.4%	66.2%
Ridgewood Elementary School	80.8%	79.0%	78.2%	75.0%
Rock Creek Elementary School	73.6%	81.0%	73.6%	64.2%
Sato Elementary School				82.5%

Scholls Heights Elementary School	86.3%	86.0%	86.6%	81.1%
Sexton Mountain Elementary School	70.4%	80.5%	85.0%	65.9%
Springville K-8 School	75.8%	72.8%	76.1%	80.6%
Terra Linda Elementary School	76.5%	67.9%	64.8%	76.8%
Vose Elementary School	55.7%	33.7%	46.4%	57.7%
West Tualatin View Elementary School	68.3%	76.7%	75.6%	83.3%
William Walker Elementary School	40.6%	26.6%	39.2%	30.3%

*** Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores.

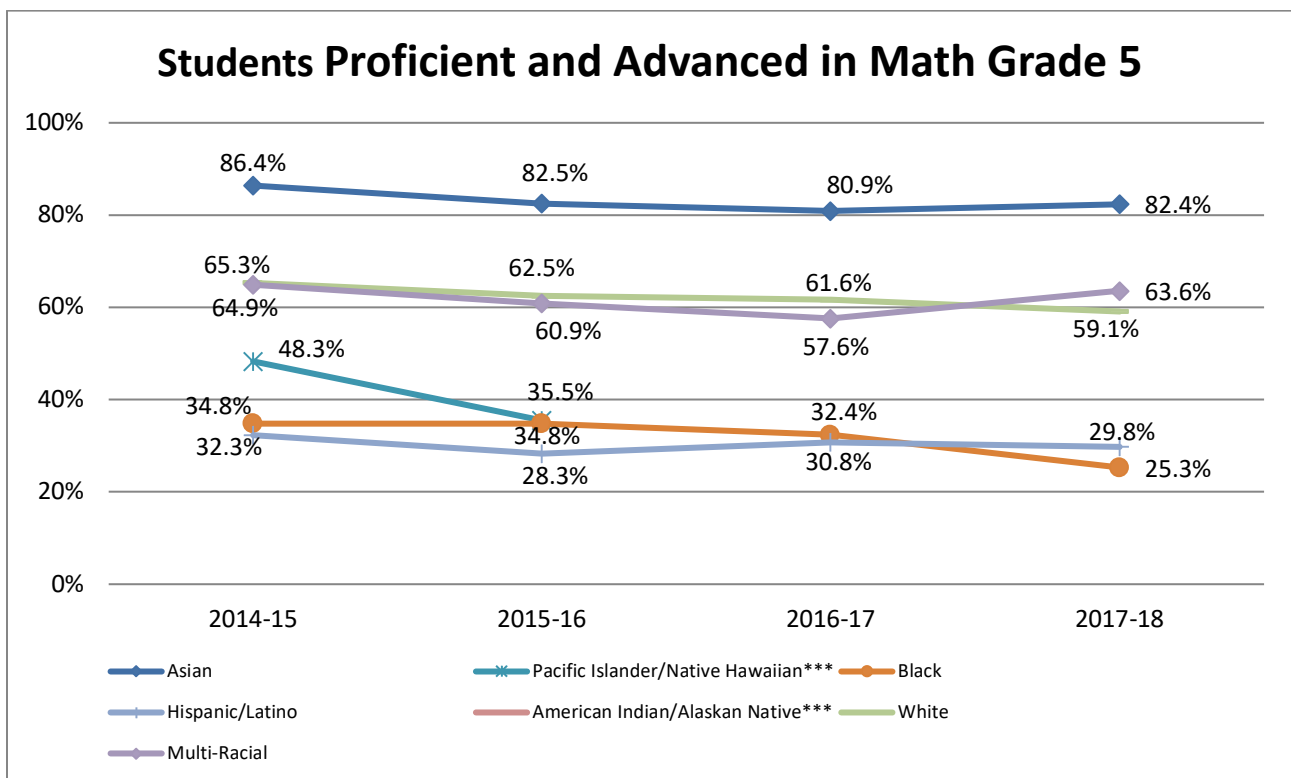
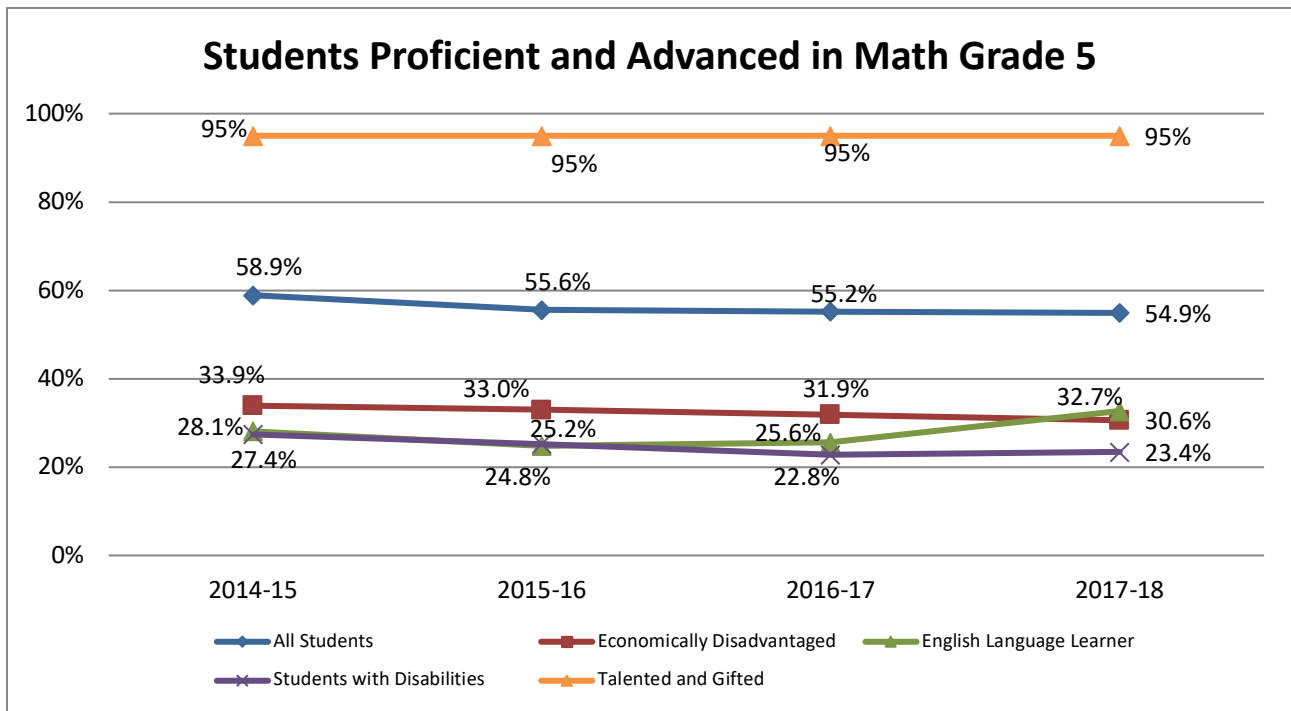
Students Proficient and Advanced in Mathematics, Grade 3 (2017-18)	All Students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	51%		43%		64%	56%	48%	47%			39%	39%
Barnes	23%		17%		33%	25%	22%	10%			13%	13%
Beaver Acres	51%		34%		58%	40%	63%	46%			21%	21%
Bethany	89%	>95%			85%	93%	86%					
Bonny Slope	86%	96%			88%	82%	89%					
Cedar Mill	69%				73%	63%	73%					
Chehalem	40%		31%		50%	35%	44%	29%			25%	25%
Cooper Mountain	60%				60%	46%	72%					
Elmonica	37%	76%	16%		33%	37%	38%	24%			31%	31%
Errol Hassell	65%				70%	57%	73%	50%				
Findley	92%	>95%			82%	92%	92%			>95%		
Fir Grove	30%		25%		36%	23%	37%	24%			18%	18%
Greenway	35%		20%			26%	44%	23%			23%	23%
Hazeldale	43%				50%	26%	58%	24%			33%	36%
Hiteon	80%				78%	81%	78%	63%				
Jacob Wismer	>95%	>95%			92%	>95%	>95%			>95%	>95%	>95%
Kinnaman	45%		27%		60%	48%	42%	34%			26%	26%
McKay	45%				55%		50%	26%				
McKinley	49%		42%		58%	41%	57%	37%			36%	36%
Montclair	85%				88%	87%	83%					
Nancy Ryles	74%				77%	71%	75%	65%				
Oak Hills	73%				73%	74%	72%					
Raleigh Hills	78%				94%	84%	69%	59%			59%	59%
Raleigh Park	66%				74%	56%	77%	40%				
Ridgewood	75%				77%	66%	83%					
Rock Creek	64%				67%	53%	74%	52%				
Sato	83%	94%			79%	83%	82%					
Scholls Heights	81%				86%	82%	81%					
Sexton Mountain	66%				74%	61%	74%					
Springville K-8	81%	>95%			72%	83%	79%			>95%		
Terra Linda	77%				84%	91%	67%	55%				

Vose	58%		55%		60%	51%	65%	53%			50%	50%
West Tualatin View	83%				85%	80%	85%					
William Walker	30%		21%			31%	30%	30%			17%	17%

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

Grade 5 Students Proficient or Advanced in Math and Science

Definition and Source: Smarter Balanced Assessment in Math and OAKS Science Test



Students Proficient and Advanced in Math, Grade 5	2014-15	2015-16	2016-17	2017-18
All Students	58.9%	55.6%	55.2%	54.9%
Economically Disadvantaged	33.9%	33.0%	31.9%	30.6%
English Language Learner	28.1%	24.8%	25.6%	32.7%
Ever English Language Learner	35.6%	32.6%	33.9%	34.7%
Students with Disabilities	27.4%	25.2%	22.8%	23.4%
Asian	86.4%	82.5%	80.9%	82.4%
Pacific Islander/Native Hawaiian***	48.3%	35.5%		
Black	34.8%	34.8%	32.4%	25.3%
Hispanic/Latino	32.3%	28.3%	30.8%	29.8%
American Indian/Alaskan Native***				
White	65.3%	62.5%	61.6%	59.1%
Multi-Racial	64.9%	60.9%	57.6%	63.6%
Talented and Gifted	>95%	>95%	>95%	>95%
Male	58.6%	55.9%	56.6%	56.4%
Female	59.3%	55.3%	54.0%	53.3%

School Name	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	28.5%	34.6%	39.7%	50.9%
Barnes Elementary School	29.7%	24.8%	21.8%	21.6%
Beaver Acres Elementary School	50.8%	45.7%	34.0%	34.9%
Bethany Elementary School	75.0%	82.1%	81.6%	74.1%
Bonny Slope Elementary School	82.1%	70.9%	70.4%	76.8%
Cedar Mill Elementary School	81.4%	80.0%	71.7%	70.8%
Chehalem Elementary School	53.8%	34.1%	36.8%	59.0%
Cooper Mountain Elementary School	74.0%	71.6%	58.2%	60.2%
Elmonica Elementary School	62.1%	59.0%	42.9%	32.9%
Errol Hassell Elementary School	63.8%	55.9%	55.7%	56.1%
Findley Elementary	90.8%	88.7%	82.2%	91.0%
Fir Grove Elementary School	39.8%	34.9%	41.3%	31.6%
Greenway Elementary School	36.2%	29.7%	34.5%	36.2%
Hazeldale Elementary School	63.5%	37.2%	47.3%	37.5%
Hiteon Elementary School	65.9%	60.7%	56.6%	50.0%
Jacob Wismer Elementary School	93.5%	85.6%	87.8%	79.6%
Kinnaman Elementary School	32.4%	38.3%	31.5%	35.7%
McKay Elementary School	38.6%	42.2%	59.5%	32.8%
McKinley Elementary School	28.2%	33.3%	21.0%	23.0%
Montclair Elementary School	49.2%	54.4%	68.3%	62.1%
Nancy Ryles Elementary School	56.8%	67.8%	57.4%	58.8%
Oak Hills Elementary School	91.0%	69.5%	67.4%	72.6%
Raleigh Hills K-8 School	54.0%	48.2%	56.0%	50.0%
Raleigh Park Elementary School	66.7%	47.1%	44.2%	35.7%
Ridgewood Elementary School	74.6%	71.4%	60.5%	72.4%
Rock Creek Elementary School	65.8%	75.5%	58.7%	59.8%
Sato Elementary School				71.4%

Scholls Heights Elementary School	76.2%	65.7%	70.6%	74.1%
Sexton Mountain Elementary School	53.3%	58.3%	69.1%	57.0%
Springville K-8 School	76.7%	71.8%	75.0%	73.0%
Terra Linda Elementary School	45.3%	60.6%	59.5%	49.3%
Vose Elementary School	37.0%	40.8%	47.5%	38.2%
West Tualatin View Elementary School	71.8%	60.8%	66.7%	70.0%
William Walker Elementary School	36.0%	32.9%	38.8%	28.8%

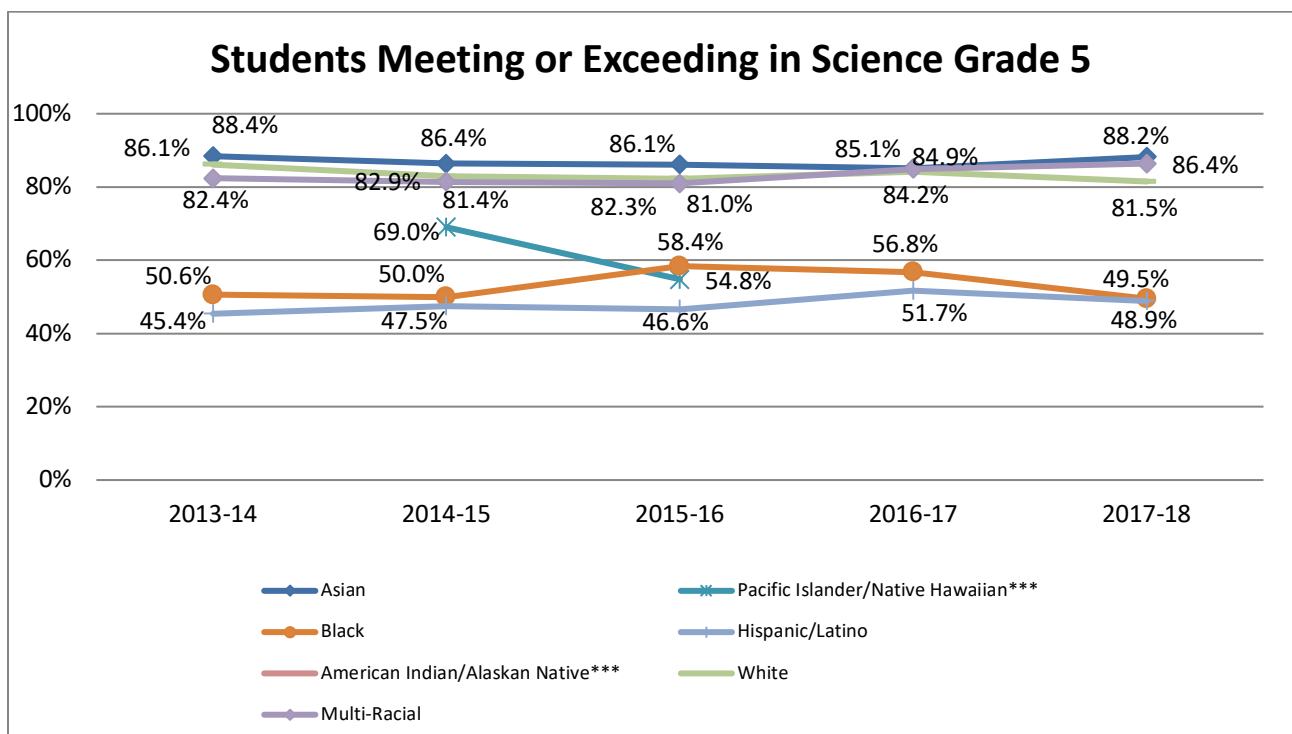
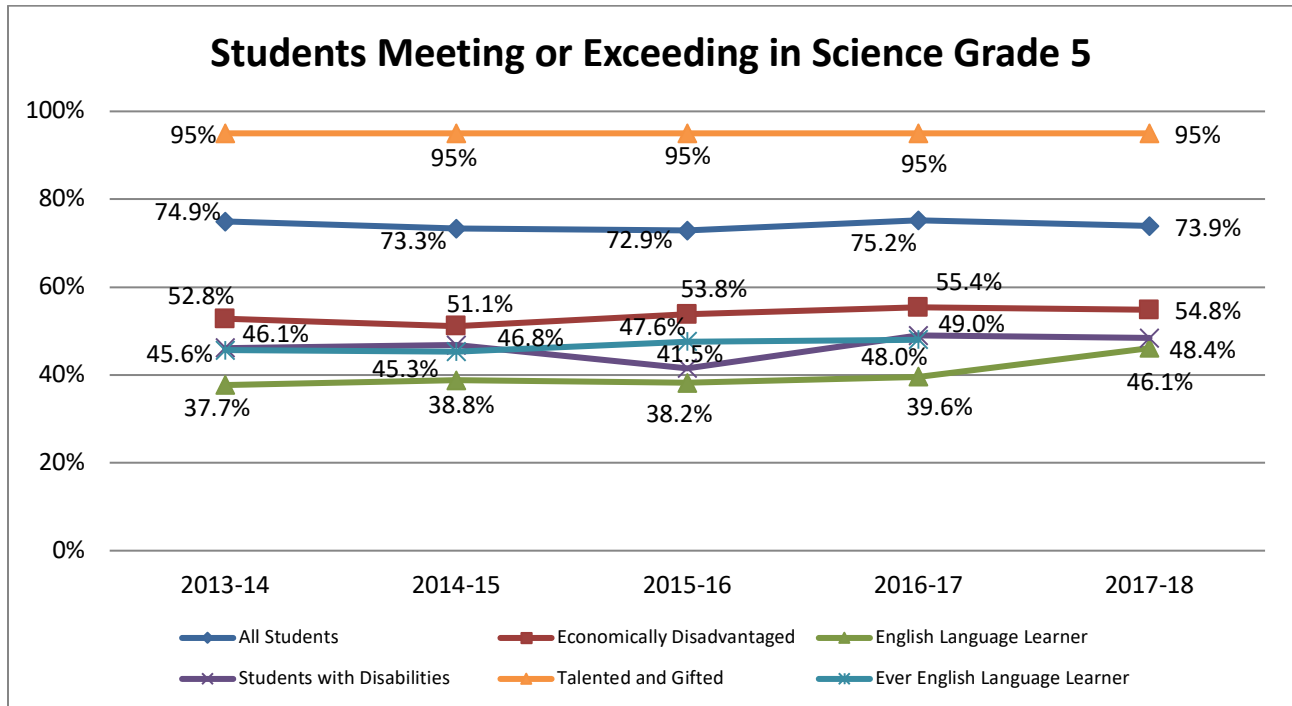
*** Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores

Students Proficient and Advanced in Mathematics, Grade 5 (2017-18)	All Students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park	51%		51%		52%	41%	60%	46%			41%	41%
Barnes	22%		12%		50%	17%	26%	7%			6%	8%
Beaver Acres	35%		24%		49%	28%	43%	22%			18%	21%
Bethany	74%	84%			74%	75%	73%			>95%		
Bonny Slope	77%	88%			74%	81%	72%			>95%		
Cedar Mill	71%				64%	68%	74%					
Chehalem	59%		40%		68%	59%	59%	45%			35%	37%
Cooper Mountain	60%				61%	68%	52%					
Elmonica	33%		<5%		41%	27%	43%	11%			19%	19%
Errol Hassell	56%				64%	54%	58%	49%				
Findley	91%	>95%			83%	91%	91%			>95%		83%
Fir Grove	32%				46%	36%	27%	10%			<5%	<5%
Greenway	36%		26%			15%	47%	35%			15%	18%
Hazeldale	38%		16%		50%	39%	36%	29%	9%		23%	21%
Hiteon	50%				48%	46%	54%	32%				
Jacob Wismer	80%	90%			62%	81%	79%			>95%	77%	82%
Kinnaman	36%		23%		41%	36%	36%	27%			26%	28%
McKay	33%		17%		44%	23%	42%	25%			17%	20%
McKinley	23%		24%		23%	14%	34%	17%			15%	15%
Montclair	62%				64%	59%	67%	48%				
Nancy Ryles	59%				59%	64%	54%					
Oak Hills	73%	82%			74%	77%	69%			>95%		
Raleigh Hills	50%				53%	40%	59%	41%				
Raleigh Park	36%				43%	37%	35%					
Ridgewood	72%				78%	70%	75%					
Rock Creek	60%				58%	64%	56%					
Sato	71%	82%			67%	69%	74%					
Scholls Heights	74%	95%			72%	64%	82%	52%		>95%		
Sexton Mountain	57%				65%	63%	47%					
Springville K-8	73%	92%			62%	72%	74%			>95%	76%	79%

Terra Linda	49%				50%	50%	49%	27%				
Vose	38%		36%			34%	42%	35%			32%	32%
West Tualatin View	70%				69%	63%	75%					
William Walker	29%		18%			24%	33%	29%			19%	19%

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students



Students Meeting or Exceeding Standard in Science, Grade 5	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	74.9%	73.3%	72.9%	75.2%	73.9%
Economically Disadvantaged	52.8%	51.1%	53.8%	55.4%	54.8%
English Language Learner	37.7%	38.8%	38.2%	39.6%	46.1%
Ever English Language Learner	45.9%	45.6%	45.3%	47.6%	48.0%
Students with Disabilities	46.1%	46.8%	41.5%	49.0%	48.4%
Asian	88.4%	86.4%	86.1%	85.1%	88.2%
Pacific Islander/Native Hawaiian***		69.0%	54.8%		
Black	50.6%	50.0%	58.4%	56.8%	49.5%
Hispanic/Latino	45.4%	47.5%	46.6%	51.7%	48.9%
American Indian/Alaskan Native***					
White	86.1%	82.9%	82.3%	84.2%	81.5%
Multi-Racial	82.4%	81.4%	81.0%	84.9%	86.4%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%
Male	75.3%	73.6%	73.5%	75.7%	74.3%
Female	74.5%	73.1%	72.2%	74.6%	73.4%

School Name	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	47.9%	50.4%	46.9%	50.8%	56.9%
Barnes Elementary School	51.6%	50.0%	52.2%	51.7%	39.3%
Beaver Acres Elementary School	57.5%	50.0%	52.2%	45.4%	55.7%
Bethany Elementary School	92.8%	86.1%	82.1%	91.3%	87.5%
Bonny Slope Elementary School	93.9%	90.2%	80.6%	89.7%	84.1%
Cedar Mill Elementary School	79.1%	90.9%	>95%	>95%	87.5%
Chehalem Elementary School	58.5%	80.0%	67.1%	71.6%	79.8%
Cooper Mountain Elementary School	87.5%	88.0%	88.9%	82.3%	78.4%
Elmonica Elementary School	72.3%	77.3%	60.3%	62.3%	67.1%
Errol Hassell Elementary School	89.6%	87.3%	87.2%	90.0%	75.6%
Findley Elementary	94.7%	93.5%	95.0%	93.6%	93.7%
Fir Grove Elementary School	62.8%	55.4%	65.1%	70.7%	58.4%
Greenway Elementary School	62.7%	66.7%	64.1%	60.0%	76.3%
Hazeldale Elementary School	73.2%	60.3%	73.1%	67.8%	73.9%
Hiteon Elementary School	91.6%	85.7%	86.4%	79.8%	73.8%
Jacob Wismer Elementary School	87.2%	88.6%	91.1%	>95%	90.3%
Kinnaman Elementary School	50.0%	46.7%	47.7%	43.2%	53.0%
McKay Elementary School	65.6%	65.5%	71.9%	81.1%	67.7%
McKinley Elementary School	53.9%	47.7%	60.2%	59.4%	60.2%
Montclair Elementary School	88.2%	89.7%	90.0%	>95%	83.6%
Nancy Ryles Elementary School	84.1%	82.2%	79.3%	77.9%	80.0%
Oak Hills Elementary School	87.1%	>95%	89.5%	87.8%	88.4%
Raleigh Hills K-8 School	72.4%	74.6%	64.3%	78.7%	79.6%
Raleigh Park Elementary School	76.3%	71.9%	70.0%	69.2%	75.0%
Ridgewood Elementary School	88.5%	81.0%	80.4%	86.8%	84.4%
Rock Creek Elementary School	93.8%	90.9%	93.9%	88.3%	82.8%
Sato Elementary School					84.6%

Scholls Heights Elementary School	89.0%	89.3%	86.1%	91.2%	86.6%
Sexton Mountain Elementary School	86.6%	71.9%	78.6%	85.1%	82.8%
Springville K-8 School	81.3%	82.1%	86.3%	85.0%	85.0%
Terra Linda Elementary School	68.7%	73.6%	80.3%	74.0%	65.8%
Vose Elementary School	56.3%	43.5%	42.9%	55.9%	55.6%
West Tualatin View Elementary School	81.1%	87.1%	76.5%	70.0%	90.0%
William Walker Elementary School	40.2%	46.1%	45.6%	56.7%	43.2%

*** Not reported – fewer than 20 students

Interpret with caution – fewer than 90% of students have valid test scores

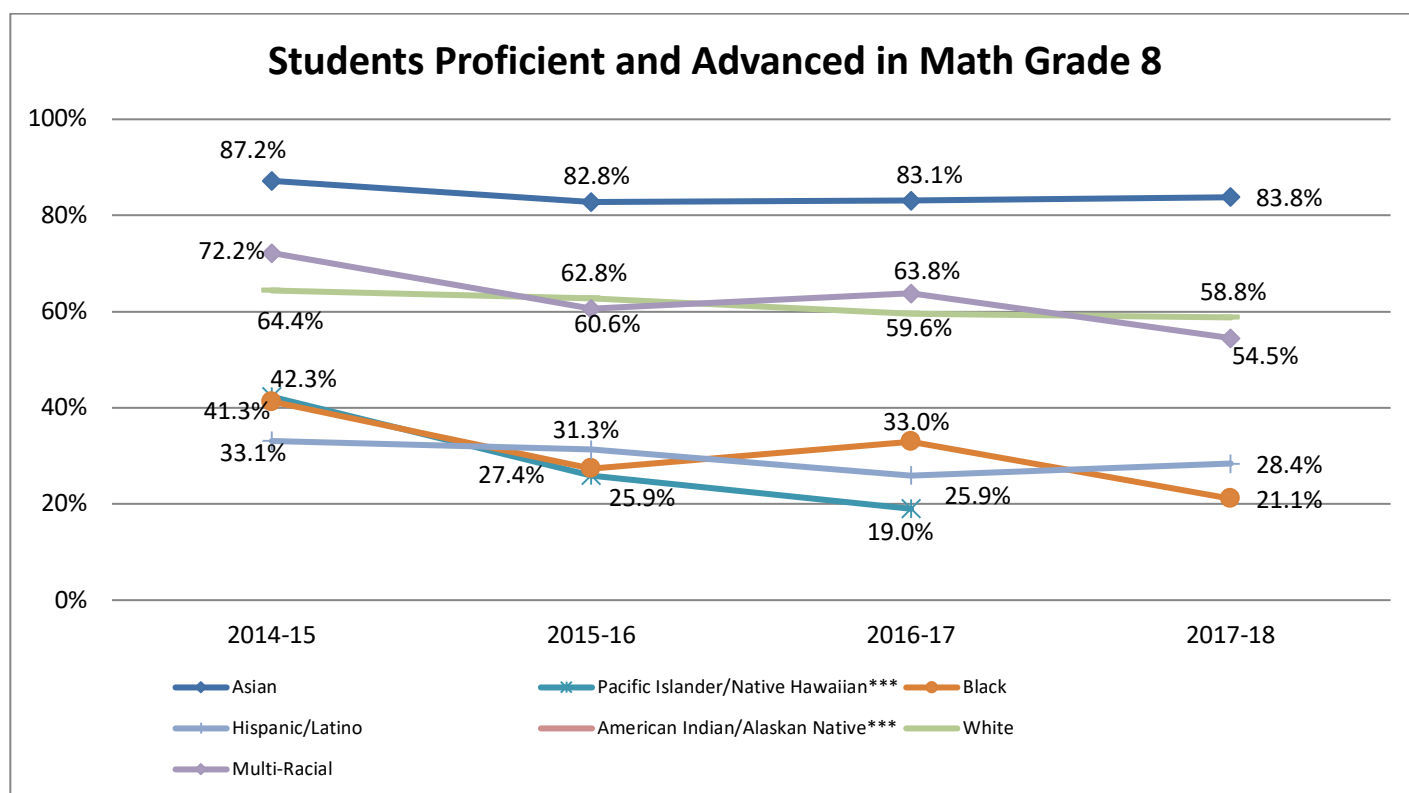
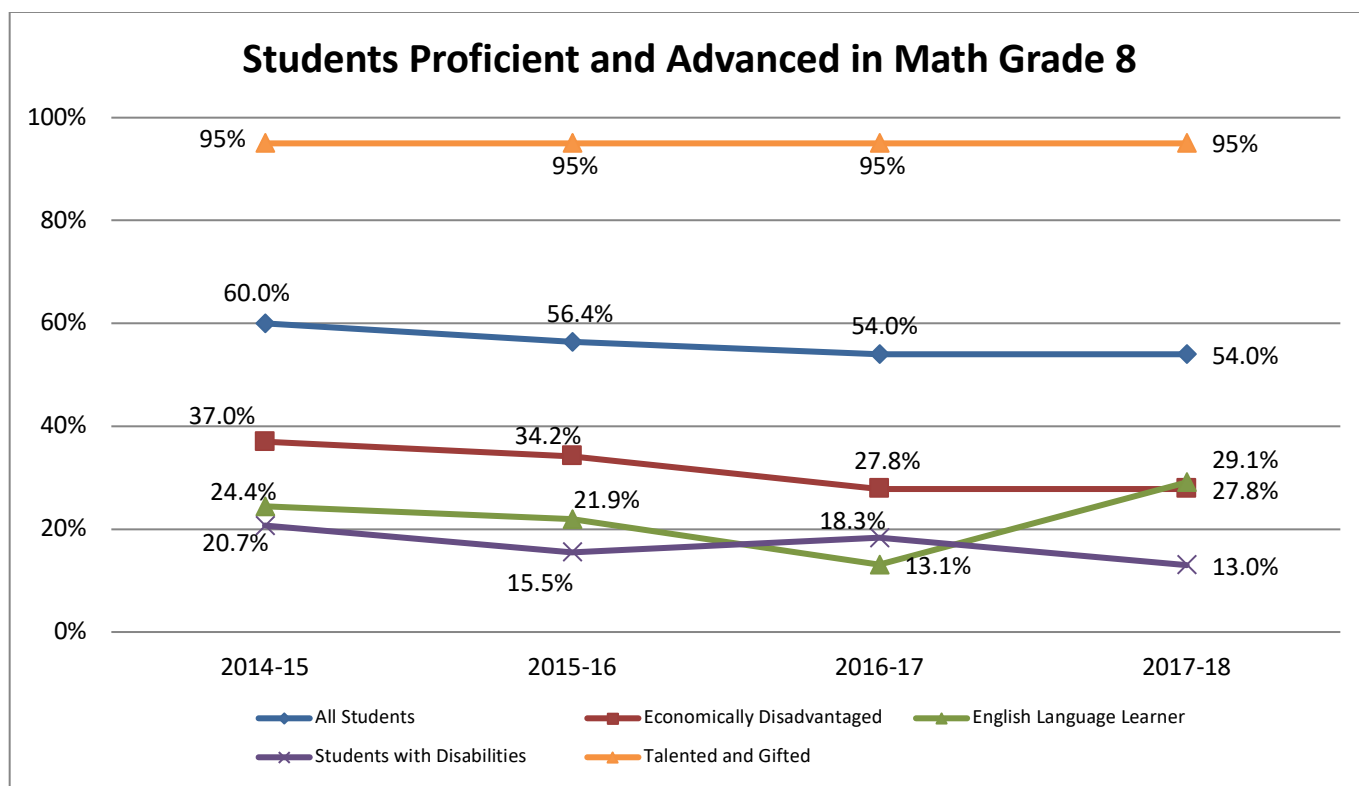
Students Meeting or Exceeding Standard in Science, Grade 5 (2017-18)	All students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL
Aloha-Huber Park K-8	57%		53%		63%	43%	71%	52%			46%	46%
Barnes	39%		26%		76%	43%	36%	26%			18%	19%
Beaver Acres	56%		42%		64%	60%	51%	48%			42%	44%
Bethany	88%	92%			90%	91%	83%			>95%		
Bonny Slope	84%	92%			85%	88%	79%			>95%		
Cedar Mill	88%				83%	82%	94%					
Chehalem	80%		56%		90%	84%	74%	71%			46%	48%
Cooper Mountain	78%				83%	86%	71%					
Elmonica	67%		38%		86%	64%	73%	50%			42%	42%
Errol Hassell	76%				82%	81%	71%	70%				
Findley	94%	98%			88%	93%	95%			>95%		
Fir Grove	58%				73%	56%	61%	41%			17%	17%
Greenway	76%		56%			55%	87%	71%			54%	54%
Hazeldale	74%		56%		82%	73%	75%	69%	61%		61%	61%
Hiteon	74%				79%	73%	75%	64%				
Jacob Wismer	90%	92%			89%	93%	88%			>95%	68%	74%
Kinnaman	53%		43%		57%	48%	58%	43%			37%	39%
McKay	68%		48%		78%	67%	69%	60%			52%	54%
McKinley	60%		41%		71%	51%	72%	54%			39%	37%
Montclair	84%				87%	81%	88%	64%				
Nancy Ryles	80%				80%	88%	72%					
Oak Hills	88%	86%			90%	91%	87%			>95%		
Raleigh Hills K-8	80%				88%	76%	83%	72%				
Raleigh Park	75%				84%	74%	76%					
Ridgewood	84%				91%	85%	83%					
Rock Creek	83%				85%	87%	79%					
Sato	85%	89%			81%	82%	87%					
Scholls Heights	87%	90%			85%	81%	91%	71%		>95%		
Sexton Mountain	83%				87%	83%	83%					
Springville K-8	85%	88%			90%	81%	89%			>95%	65%	69%

Terra Linda	66%				68%	67%	65%	46%				
Vose	56%		52%			52%	59%	53%			47%	47%
West Tualatin View	90%				95%	92%	89%					
William Walker	43%		32%			42%	44%	43%			33%	33%

Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

Grade 8 Students Proficient or Advanced in Math and Science

Definition and Source: Smarter Balanced Assessment in Math and Explore/Aspire Science Test

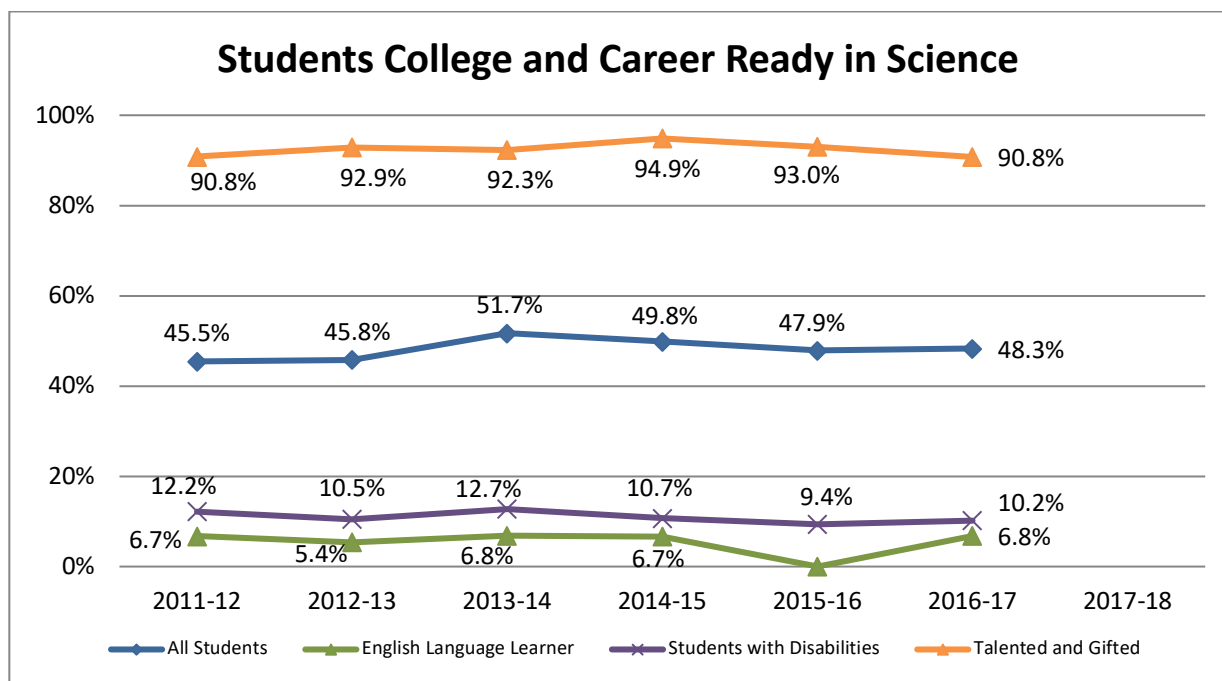


Students Proficient and Advanced in Math, Grade 8	2014-15	2015-16	2016-17	2017-18
All Students	60.0%	56.4%	54.0%	54.0%
Economically Disadvantaged	37.0%	34.2%	27.8%	27.8%
English Language Learner	24.4%	21.9%	13.1%	29.1%
Ever English Language Learner	46.5%	41.6%	31.2%	36.1%
Students with Disabilities	20.7%	15.5%	18.3%	13.0%
Asian	87.2%	82.8%	83.1%	83.8%
Pacific Islander/Native Hawaiian***	42.3%	25.9%	19.0%	
Black	41.3%	27.4%	33.0%	21.1%
Hispanic/Latino	33.1%	31.3%	25.9%	28.4%
American Indian/Alaskan Native***				
White	64.4%	62.8%	59.6%	58.8%
Multi-Racial	72.2%	60.6%	63.8%	54.5%
AVID			36.6%	33.5%
Talented and Gifted	>95%	>95%	>95%	>95%
Male	59.3%	56.0%	53.0%	51.1%
Female	60.7%	56.8%	55.1%	56.5%

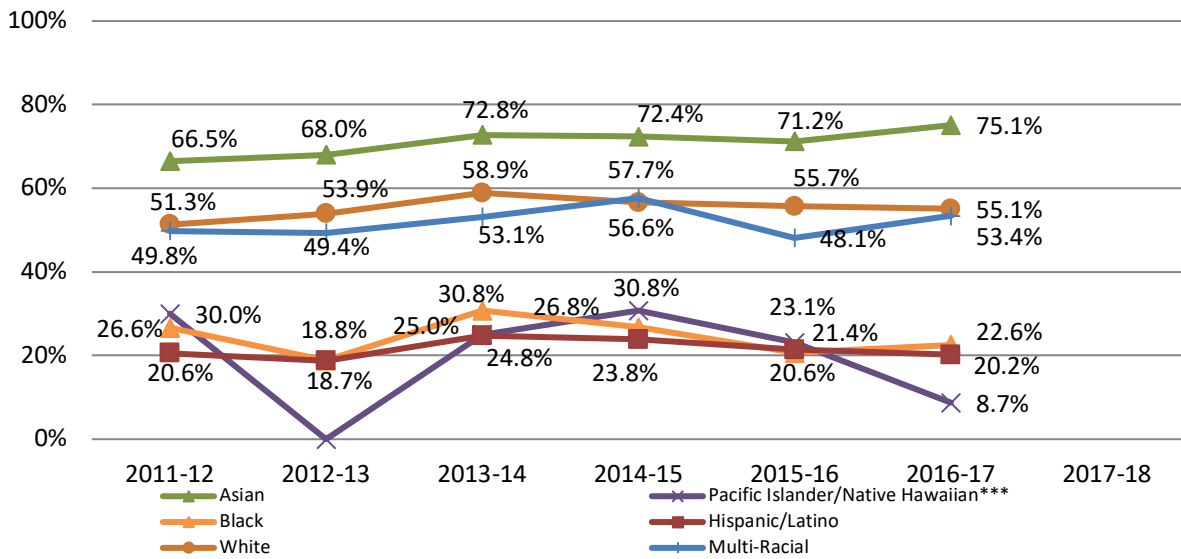
School Name	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	66.7%	63.6%	61.8%	58.2%
Arts & Communication Magnet Academy	43.5%	30.9%	48.0%	58.1%
Cedar Park Middle School	65.2%	49.7%	54.7%	53.6%
Conestoga Middle School	64.5%	53.2%	52.0%	56.6%
Five Oaks Middle School	54.1%	40.6%	41.1%	38.6%
Health & Science School	53.8%	55.6%	64.4%	60.8%
Highland Park Middle School	54.0%	50.5%	45.2%	51.3%
International School of Beaverton	84.4%	88.8%	79.9%	73.3%
Meadow Park Middle School	54.3%	60.6%	47.2%	43.7%
Mountain View Middle School	37.4%	39.7%	44.4%	35.0%
Raleigh Hills K-8 School	66.7%	83.3%	44.7%	62.7%
Springville K-8 School	78.0%	68.6%	65.4%	56.9%
Stoller Middle School	81.3%	82.2%	76.5%	84.6%
Whitford Middle School	50.0%	49.0%	36.9%	49.0%

Students Proficient and Advanced in Math, Grade 8 (2017-18)	All Stdnts	Asian	Hispanic / Latino	Multi - Racial	White	Female	Male	Econ Disadv	Stdnts with Disab	TAG	English Lang. Learner	Ever ELL	AVID
Aloha-Huber Park K-8	58%		56%			61%	56%	57%			56%	61%	
ACMA	58%				55%	54%							
Cedar Park	54%	71%	20%	50%	62%	60%	49%	18%	17%	>95%	18%	21%	29%
Conestoga	57%	78%	44%	64%	59%	55%	58%	38%	16%	>95%	43%	48%	37%
Five Oaks	39%	69%	23%		53%	40%	38%	28%	6%	>95%	16%	23%	31%

Health & Science	61%		32%		77%	47%	70%	45%				29%	27%
Highland Park	51%	77%	22%	56%	56%	58%	45%	20%	13%	>95%	11%	17%	12%
ISB	73%	>95%			74%	68%	80%	44%		>95%		64%	
Meadow Park	44%	84%	11%	62%	53%	44%	44%	14%	6%	>95%	11%	22%	17%
Mountain View	35%	70%	25%		40%	42%	29%	28%	10%		22%	31%	40%
Raleigh Hills K-8	63%				78%	63%	63%						
Springville K-8	57%				61%	61%	52%						
Stoller	85%	95%	50%	73%	79%	88%	82%	47%	32%	>95%	76%	80%	65%
Whitford	49%		34%		56%	55%	44%	32%	11%	>95%	31%	35%	56%



Students College and Career Ready in Science



College and Career Ready Test Scores

Students College and Career Ready in Science, Grade 8	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	45.5%	45.8%	51.7%	49.8%	47.9%	48.3%	
Economically Disadvantaged							
English Language Learner	6.7%	5.4%	6.8%	6.7%	<5%	6.8%	
Students with Disabilities	12.2%	10.5%	12.7%	10.7%	9.4%	10.2%	
Asian	66.5%	68.0%	72.8%	72.4%	71.2%	75.1%	
Pacific Islander/Native Hawaiian***	30.0%	<5%	25.0%	30.8%	23.1%	8.7%	
Black	26.6%	18.8%	30.8%	26.8%	20.6%	22.6%	
Hispanic/Latino	20.6%	18.7%	24.8%	23.8%	21.4%	20.2%	
American Indian/Alaskan Native***							
White	51.3%	53.9%	58.9%	56.6%	55.7%	55.1%	
Multi-Racial	49.8%	49.4%	53.1%	57.7%	48.1%	53.4%	
AVID							
Talented and Gifted	90.8%	92.9%	92.3%	94.9%	93.0%	90.8%	
Male	44.7%	44.6%	50.3%	47.7%	45.7%	47.0%	
Female	46.2%	47.2%	53.2%	52.1%	50.2%	49.7%	

School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha-Huber Park K-8 School	14.9%	15.6%	22.0%	30.9%	14.5%	13.8%	
Arts & Communication Magnet Academy	47.6%	41.2%	51.0%	58.9%	43.7%	43.5%	
Cedar Park Middle School	47.6%	47.9%	51.0%	56.9%	51.8%	52.2%	
Conestoga Middle School	45.0%	35.3%	51.3%	45.7%	35.7%	32.5%	
Five Oaks Middle School	29.3%	32.9%	37.0%	29.4%	30.7%	33.7%	
Health & Science School	45.7%	37.7%	60.0%	41.7%	39.2%	52.8%	
Highland Park Middle School	43.4%	50.6%	50.0%	47.8%	43.0%	48.9%	

International School of Beaverton	76.3%	70.6%	74.8%	75.6%	88.1%	83.0%	
Meadow Park Middle School	49.8%	47.1%	54.7%	45.3%	51.9%	41.6%	
Mountain View Middle School	29.0%	28.6%	38.2%	31.5%	27.7%	33.1%	
Raleigh Hills Elementary School	52.5%	69.4%	62.7%	63.2%	51.6%	51.7%	
Springville K-8 School		51.6%	55.8%	61.5%	66.7%	52.8%	
Stoller Middle School	59.4%	67.0%	68.4%	69.4%	75.3%	72.9%	
Whitford Middle School	44.4%	43.5%	46.9%	45.5%	35.2%	35.1%	

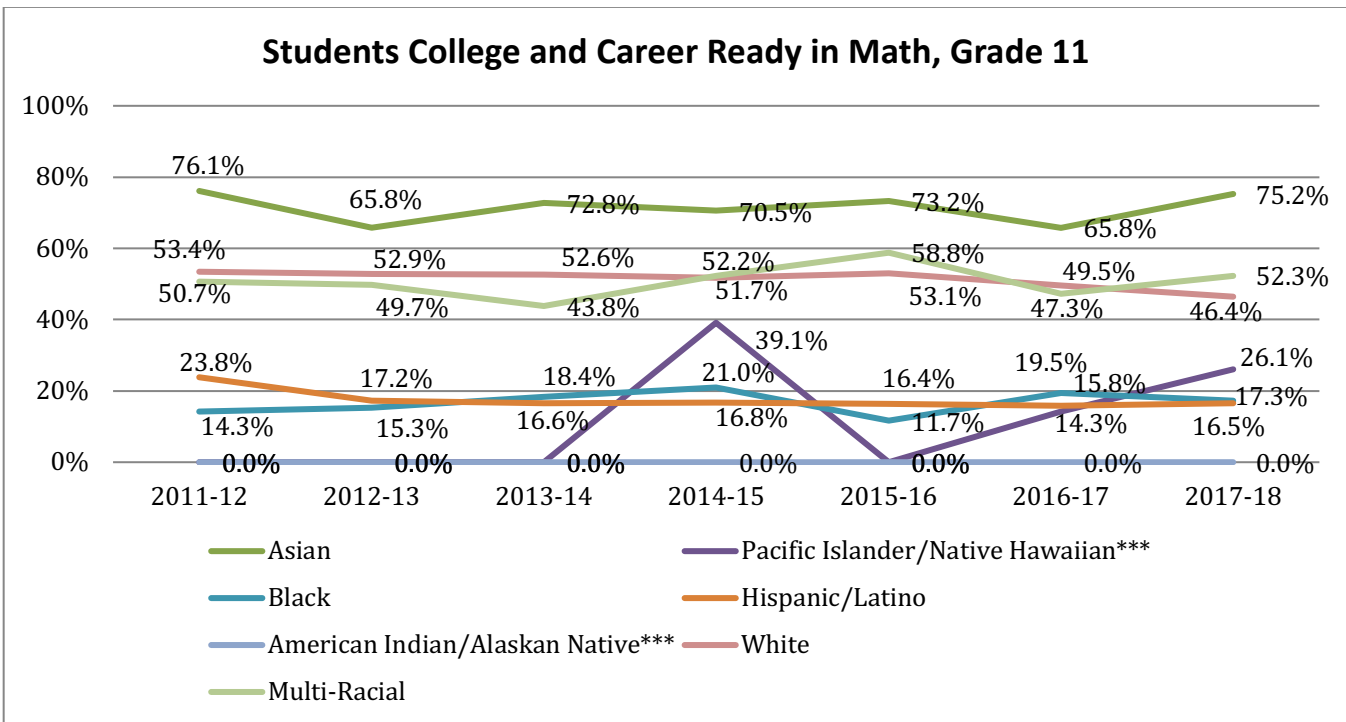
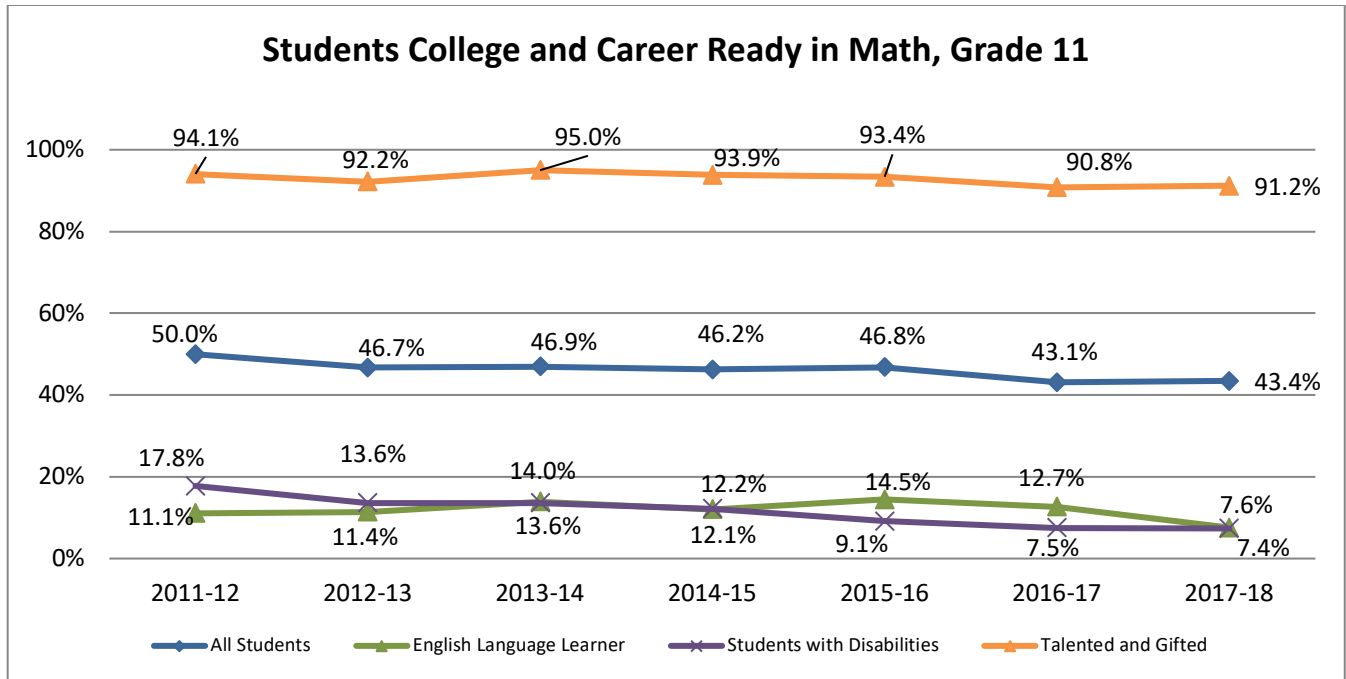
Students College- and Career-Ready in Science, Grade 8 (2017-18)	All students	Asian	Hispanic /Latino	Multi Racial	White	Female	Male	Stdnts with Disab	TAG	English Lang. Learner	AVID
Aloha-Huber Park K-8											
ACMA											
Cedar Park											
Conestoga											
Five Oaks											
Health & Science											
Highland Park											
ISB											
Meadow Park											
Mountain View											
Raleigh Hills K-8											
Springville K-8											
Stoller											
Whitford											

*Native American, Black and Pacific Islander not displayed since no cells have at least 20 students

**Due to budget reductions, the college-readiness assessment administered at grade 8 in 2017-18 did not include science. Students took the state science test, which is not a test of college readiness. In 2018-19, 8th grade students will take a state science test aligned to the Next Generation Science Standards (NGSS) and the district's curriculum, the results of which will be included in next year's report.

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

Definition and Source: ACT Grade 11 test results



Students College and Career Ready in Math, Grade 11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	50.0%	46.7%	46.9%	46.2%	46.8%	43.1%	43.4%
Economically Disadvantaged							
English Language Learner	11.1%	11.4%	14.0%	12.1%	14.5%	12.7%	7.6%
Students with Disabilities	17.8%	13.6%	13.6%	12.2%	9.1%	7.5%	7.4%
Asian	76.1%	65.8%	72.8%	70.5%	73.2%	65.8%	75.2%
Pacific Islander/Native Hawaiian***				39.1%		14.3%	26.1%
Black	14.3%	15.3%	18.4%	21.0%	11.7%	19.5%	17.3%
Hispanic/Latino	23.8%	17.2%	16.6%	16.8%	16.4%	15.8%	16.5%
American Indian/Alaskan Native***							
White	53.4%	52.9%	52.6%	51.7%	53.1%	49.5%	46.4%
Multi-Racial	50.7%	49.7%	43.8%	52.2%	58.8%	47.3%	52.3%
AVID						16.9%	17.8%
Talented and Gifted	94.1%	92.2%	>95%	93.9%	93.4%	90.8%	91.2%
Male	51.2%	50.5%	51.6%	50.4%	50.5%	44.8%	47.3%
Female	48.7%	42.7%	42.5%	41.8%	42.7%	41.3%	39.6%

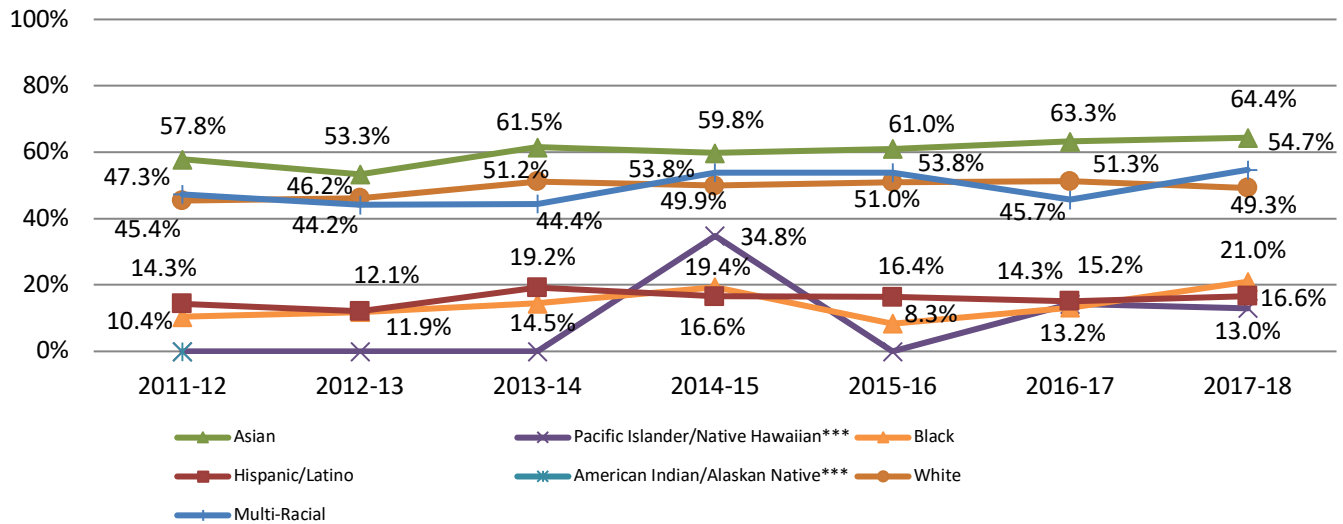
School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha High School	31.5%	32.3%	31.3%	27.4%	24.4%	24.5%	23.2%
Arts & Communication Magnet Academy	44.9%	29.7%	37.7%	44.6%	43.4%	41.5%	31.3%
Beaverton High School	45.7%	45.6%	41.8%	41.7%	39.0%	29.4%	31.7%
Community School	<5%	<5%	<5%	<5%	<5%	<5%	<5%
Health & Science School	28.6%	17.5%	32.7%	33.3%	41.3%	35.7%	40.5%
International School of Beaverton	68.9%	52.5%	54.9%	70.7%	68.3%	67.9%	74.2%
School of Science & Technology	79.3%	87.2%	91.4%	86.7%	72.2%	83.9%	66.7%
Southridge High School	61.3%	51.5%	51.4%	47.7%	50.0%	52.6%	48.9%
Sunset High School	58.0%	54.3%	58.4%	60.4%	59.4%	52.8%	53.8%
Westview High School	54.2%	52.4%	51.9%	50.9%	54.4%	48.8%	49.9%

***Not reported – fewer than 20 students

Students College- and Career-Ready in Math Grade 11 (2017-18)	All Students	Native American	Asian	Black	Hispanic/Latino	Multi-Racial	Pac Islndr	White	Female	Male	Econom Disadv	Stdnts with Disab	TAG	English Lang. Learner	AVID
Aloha High School	23%		32%	8%	15%	24%		31%	19%	28%		<5%	82%		12%
Arts and Communication Magnet Academy	31%							32%	25%						
Beaverton High School	32%		59%		12%			40%	29%	34%		<5%	91%		16%
Community School	<5%				<5%				<5%	<5%					
Health & Science School	41%				12%			55%	28%	50%					
International School of Beaverton	74%		>95%					83%	66%	85%			>95%		
School of Science & Technology	67%							70%		64%					
Southridge High School	49%		69%		21%	61%		52%	47%	51%		<5%	92%		21%

Sunset High School	54%		85%		17%	71%		54%	54%	54%		15%	92%		
Westview High School	50%		79%	25%	20%	54%		45%	44%	56%		<5%	93%		14%

Students College and Career Ready in Science, Grade 11



School Name	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha High School	23.4%	26.3%	27.8%	24.7%	24.4%	23.1%	23.4%
Arts & Communication Magnet Academy	39.7%	29.7%	48.1%	45.9%	51.8%	41.5%	50.8%
Beaverton High School	36.8%	36.6%	41.2%	43.5%	39.0%	32.0%	32.8%
Community School	<5%	6.3%	<5%	<5%	<5%	<5%	<5%
Health & Science School	32.5%	19.3%	36.5%	37.7%	44.6%	41.4%	51.4%
International School of Beaverton	66.2%	50.0%	67.1%	64.0%	67.1%	76.9%	73.0%
School of Science & Technology	72.4%	66.7%	77.1%	93.3%	75.0%	93.5%	58.3%
Southridge High School	45.3%	48.3%	50.4%	44.7%	43.5%	55.1%	47.4%
Sunset High School	50.0%	42.5%	55.0%	53.1%	52.6%	51.2%	53.1%
Westview High School	43.4%	44.8%	46.9%	48.2%	47.8%	46.2%	47.5%

***Not reported – fewer than 20 students

Students College- and Career-Ready in Science Grade 11 (2017-18)	All Students	Native American	Asian	Black	Hispanic/Latino	Multi-Racial	Pac Islndr	White	Female	Male	Econom Disadv	Stdnts with Disab	TAG	English Lang. Learner	AVID
Aloha High School	23%		22%	13%	11%	46%		33%	20%	27%		<5%	74%		7%
Arts and Communication Magnet Academy	51%							51%	48%						

Beaverton High School	33%		41%		13%			43%	32%	34%		<5%	87%		14%
Community School	<5%				<5%				<5%	<5%					
Health & Science School	51%				16%			70%	34%	64%					
International School of Beaverton	73%		88%					80%	72%	74%			92%		
School of Science & Technology	58%							70%		64%					
Southridge High School	47%		59%		26%	58%		52%	44%	51%		13%	92%		19%
Sunset High School	53%		72%		18%	68%		56%	54%	52%		9%	95%		
Westview High School	47%		67%	30%	21%	46%		48%	45%	50%		6%	92%		8%

Math and Science

Elementary Math

Analysis

Successes:

- Percentage of elementary teachers who feel confident in the teaching and understanding of math has more than doubled from this time last school year.
- Beaverton 3rd and 5th graders outperformed the state average in Mathematics by 13 to 17 percentage points.
- Steady improvement in Grade 3 Math achievement for English Language Learners (ELL) and Black students over the past four years.
- Math scores for ELLs are improving.
- Administrators consistently attending math PD.
- Increased PD at schools delivered by math TOSAs, Studio Teachers and Principals
- Moving towards consistent implementation of K-5 math curriculum.

Areas for Growth:

- Scores for Latino and economically disadvantaged students declined in math over the past four years.
- The percentage of students scoring at levels 3 and 4 on the state math test changed by less than one percentage point from the prior year for both BSD and Oregon 3rd and 5th graders.
- Over the past four years, math proficiency rates for all student groups except English Language learners have declined.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and disabilities.
- Inconsistent Implementation of current math adoption materials in some buildings

Action Plan

This Year:

- Increased PD at schools delivered by elementary math TOSAs, elementary math Studio Teachers and Principals
- Consistent K-5 Math Curriculum (see Addendum #2)
- Elementary Math Studio Structure that is supporting professional development in the areas of:
 - Number Talk
 - Assessment
 - Conferring
 - Congress
 - Lesson Study
 - Launching a Lesson
 - Closing a Lesson
 - Productive Struggle
 - Dreambox
- Consistent focus on math professional development at elementary leadership meetings
- Providing ongoing Teaching and Learning professional development in Math on Week 3 in the follow areas:

- Planning a Balanced Workshop
- Intro to Math Workshop
- Launching Math Workshop PD
- Math Talks PD
- Modeling Math Talk
- Math Lesson Study
- Supporting and Strengthening Math Fluency
- Productive Struggle
- Grade Level Overviews
- Math PD Support for Staff
- Each building is setting math implementation goals
- Progress monitoring of student growth for students with disabilities three times per year in the area of Math
- Utilization of i-Ready and Unique instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program

Long Term:

- Identify exemplary teachers who can create vlogs for Math Units of Study as well as be open to observations to support all teachers.
- Continue to provide Week 3 PD - respond to the current needs of teachers in math
- Use DreamBox - Use as communication tool, data points and progress monitoring
- Utilize math coaches in order to increase school-based professional development.
- Ensure new teachers are trained and supported in district's vision and goals for Math.
- Support teachers to maintain implementation of the Math adoption as the adoption enters year three
- Continued building and administrator support for adopted math curriculum
- Add pieces to the implementation each year
- Build and support consistent interim math assessments
- Continued professional development for math teachers focused on the CCSS Mathematical Practices
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.
- For the 19-20 school year, all levels will continue to support English Learners in all content areas, including mathematics, by providing math teachers with sheltered instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive PD in the languages of instruction (English and Spanish).
- Continued monitoring of the instructional models for ELLs at all levels and in all schools to ensure the integration of language and content targets are being addressed and that PD for language is aligned to content area PD
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all English Learners (ELs)
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.

Elementary Science

Analysis

Success:

- Adoption on NGSS standards, current Science Project Team/Cadre work
- Increased professional development opportunities and interest in consistent science integration during the elementary day
- Increase of 6.5% in English Language Learner achievement in 5th grade Science

Areas for Growth:

- The percentage of students meeting or exceeding the standard on the grade 5 OAKS Science test decreased from the prior year for both BSD and Oregon 5th graders.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and disabilities.

Action Plan

This Year:

- Continue supporting consistent implementation of NGSS standards in elementary classrooms through the following:
 - Science Project Team/Cadre work
 - Elementary Science Articulation Teams
 - BSD K-2 Science Unit Development
 - Picture Perfect Training
 - Private Eye Training
 - Elementary Computer Science Implementation
- Special Education teachers are included in the science adoption project team to review and then make a recommendation for the purchase of curricular materials for modified science courses.

Long Term:

- Supporting consistent integration of NGSS standards in all elementary classrooms. This support includes professional development and resources adopted by the Board as part of the Science Project Team and Science Cadre work.
- Special Education curricular materials will be included as part of the district's science adoption.

Secondary Math and Science

Analysis

Successes:

- Beaverton 8th graders continue to outperform the state average in Mathematics by 13 percentage points. Beaverton 8th graders also outperform the state average in OAKS Science last year by 3 percentage points.
- The college- and career-readiness of 11th grade Asian students has increased over time in science and Black students have made gains in college- and career-readiness over time in both math and science.

Areas for Growth:

- 8th grade performance has dropped in Mathematics since 2014-15 and did not improve from last year.
- Over the past four years, no 8th grade student group has improved in mathematics.
- For ACT college readiness testing, the percentage of 11th graders meeting college and career-readiness benchmarks in Math have not improved over time. Science scores have not improved the past four years.
- College and career-readiness of 11th grade students with disabilities has declined over time in both math and science.

Action Plan

This Year:

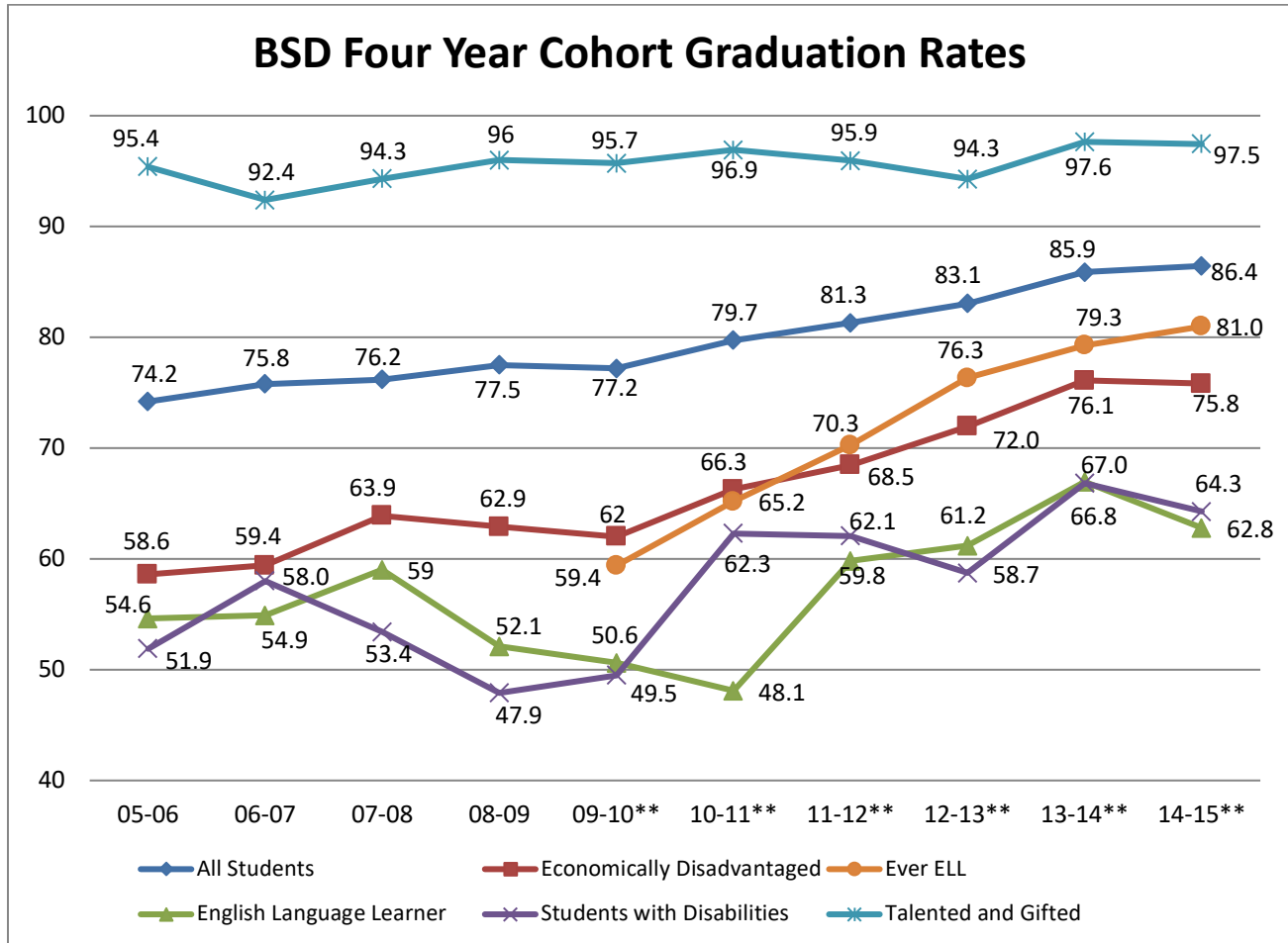
- Provided Phase 3 of Professional Development to teachers of College Prep Math curriculum
- Continue implementation of a consistent and aligned math sequence at the high school
- Continued teacher professional development for secondary math instructional practice around assessment
- Continue district-wide monthly Learning Teams for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention
- A Science Project team has convened to make a recommendation on Curriculum and Professional Development for K-12 science program to the Board (Expected in Spring of 2019)
- Continued implementation of the Next Generation Science Standards (shifts of learning targets and practices) in Physics, Chemistry, and Biology
- Continued implementation of Project-Based Inquiry Science resources in middle school science courses
- Continued professional development for middle school science teachers focused on modeling, computational thinking, and science talk
- Work toward AVID school-wide implementation in middle and high schools. 101 teachers have been trained in AVID science instructional strategies and 132 teachers have been trained in AVID math instructional strategies.
- Provided training and guidance to support the implementation of changes to the Special Education service model for students with disabilities related to mathematics
- Progress monitoring of student growth for students with disabilities two times per year in the area of Math.

Long Term:

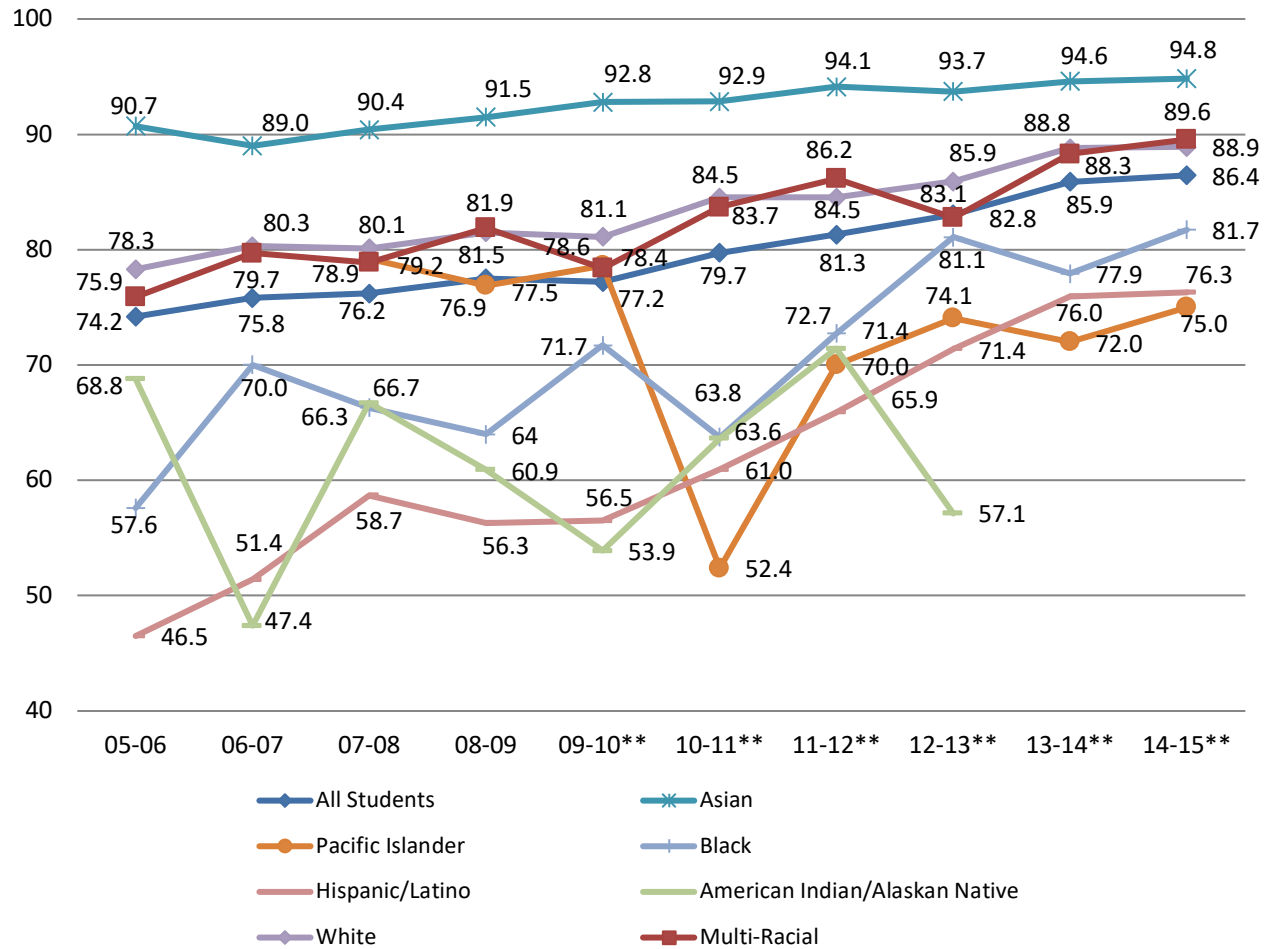
- Third-year implementation of the adopted College Prep Math (CPM) program in middle schools
- Continued implementation of a consistent math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures
- Continued professional development for math teachers focused on the CCSS Mathematical Practices
- Continued development of dual credit opportunities for students in math and science at the high school level in partnership with PCC and other post-secondary institutions. This effort helps to encourage students to take math beyond the required three credits.
- Continued implementation of district wide Learning Team model (Early Release) to support math teachers in math instruction, assessment, and intervention/extensions. Continued district-wide monthly Learning Teams (Early Release) for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention/extensions with the addition of district-wide middle school science teacher Learning Teams
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional math and science strategies
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.
- For the 19-20 school year, all levels will continue to support English Learners in all content areas, including mathematics, by providing math teachers with sheltered instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive PD in the languages of instruction (English and Spanish).
- Continued monitoring of the instructional models for ELLs at all levels and in all schools to ensure the integration of language and content targets are being addressed and that PD for language is aligned to content area PD
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all English Learners (ELs)
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.

HIGH SCHOOL GRADUATION AND CAREER LEARNING

Four-Year Cohort Graduation Rates



BSD Four Year Cohort Graduation Rates



9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**	13-14**	14-15**
Students graduating during or before:	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
State	66.2	66.4	67.2	68.4	68.7	72.0	73.8	74.8	76.7	78.7
Beaverton School District	74.2	75.8	76.2	77.5	77.2	79.7	81.3	83.1	85.9	86.4
Aloha High School	67.1	70.9	72.3	72.7	67.9	72.9	74.8	75.6	78.1	78.1
Arts & Communication High School	96.7	89.5	93.9	90.9	93.4	85.7	94.1	88.6	97.7	97.1
Beaverton High School	68.2	75.4	75.6	74.2	72.6	73.7	73.9	79.5	81.9	81.0
Community School	45.1	26.9	24.6	35.4	41.2	40.0	35.0	53.1	54.1	53.5
Health & Science School	-----	-----	81.5	65.1	72	86.0	84.6	93.9	96.3	94.8
ISB High	-----	95.0	96.6	100	98.6	100.0	98.7	98.6	98.8	100.0
School of Science & Technology	100.0	88.5	89.2	81.1	84.9	86.1	81.1	89.7	97.2	100.0
Southridge High School	85.7	84.9	85.1	88.5	83.2	88.7	89.6	86.0	88.1	88.6
Sunset High School	76.0	79.8	77.4	81.4	79.8	83.2	89.2	85.9	89.6	90.1
Westview High School	79.8	79.1	82.3	80.1	82.4	80.9	84.3	87.7	88.2	90.7

9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**	13-14**	14-15**
Students graduating during or before:	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
All Students	74.2	75.8	76.2	77.5	77.2	79.7	81.3	83.1	85.9	86.4
Economically Disadvantaged	58.6	59.4	63.9	62.9	62	66.3	68.5	72.0	76.1	75.8
Ever ELL					59.4	65.2	70.3	76.3	79.3	81.0
English Language Learner	54.6	54.9	59	52.1	50.6	48.1	59.8	61.2	67.0	62.8
Students with Disabilities	51.9	58.0	53.4	47.9	49.5	62.3	62.1	58.7	66.8	64.3
Asian	90.7	89.0	90.4	91.5	92.8	92.9	94.1	93.7	94.6	94.8
Pacific Islander			79.2	76.9	78.6	52.4	70.0	74.1	72.0	75.0
Black	57.6	70.0	66.3	64	71.7	63.8	72.7	81.1	77.9	81.7
Hispanic/Latino	46.5	51.4	58.7	56.3	56.5	61.0	65.9	71.4	76.0	76.3
American Indian/Alaskan Native	68.8	47.4	66.7	60.9	53.9	63.6	71.4	57.1		
White	78.3	80.3	80.1	81.5	81.1	84.5	84.5	85.9	88.8	88.9
Multi-Racial	75.9	79.7	78.9	81.9	78.4	83.7	86.2	82.8	88.3	89.6
AVID in HS	-----	-----	-----	-----	-----	-----	-----	-----	-----	86.4
Talented and Gifted	95.4	92.4	94.3	96	95.7	96.9	95.9	94.3	97.6	97.5
Male	71.3	72.1	72.5	74.8	73.7	75.7	79.8	80.8	84.0	84.2
Female	77.3	79.5	81.3	80.4	81	84.0	82.8	85.5	87.9	88.8

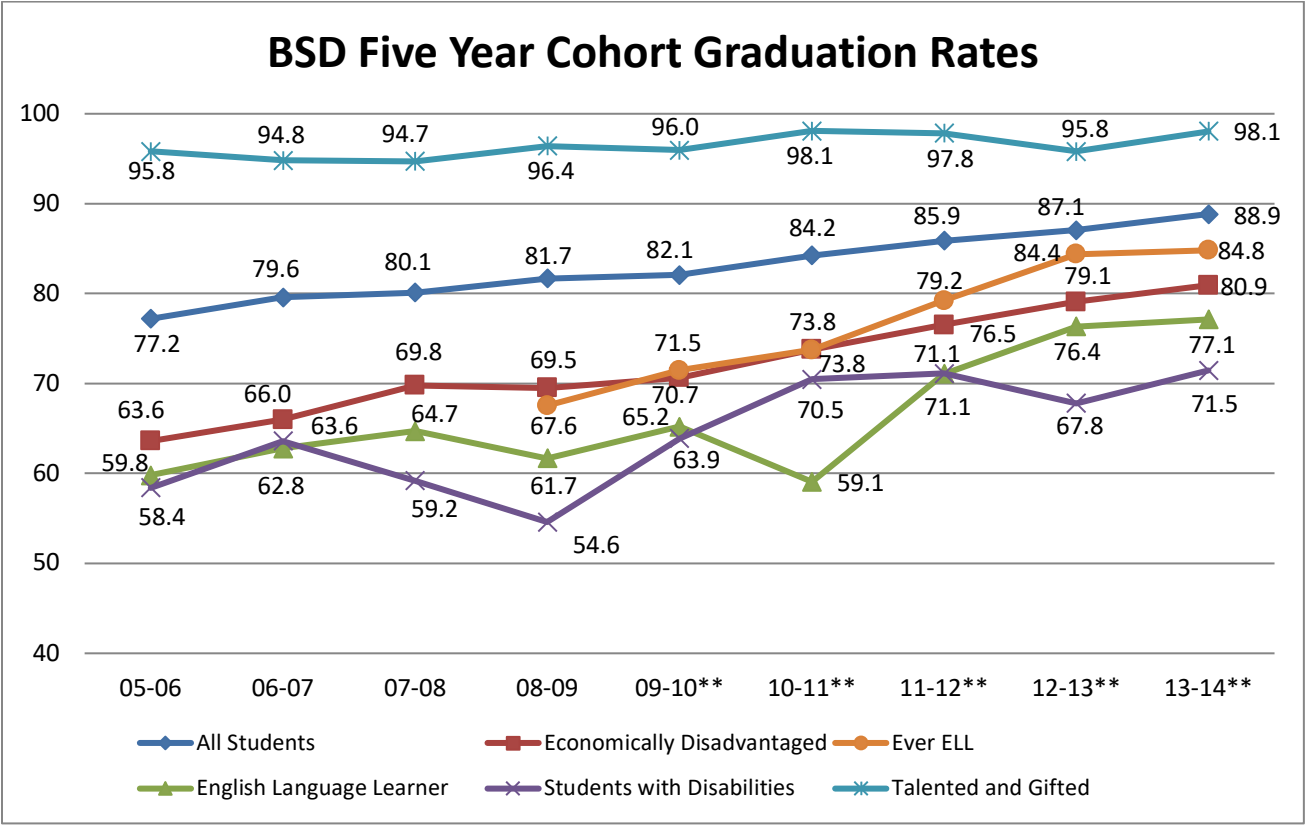
Results for groups with fewer than 20 students are not reported

**Students with modified diplomas counted as graduates

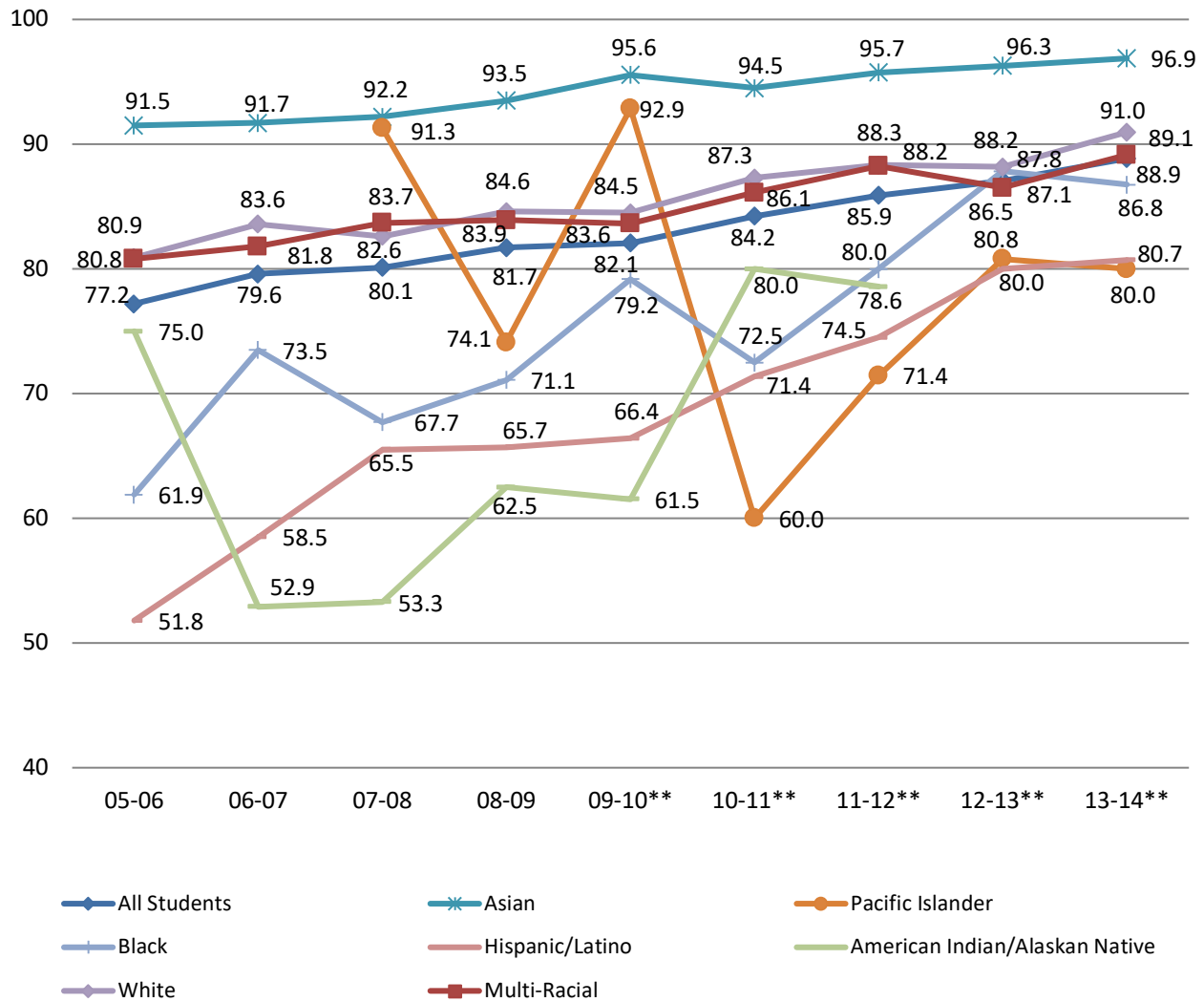
4 Year Cohort Graduation Rates (2017-18)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	86.4%	78.1%	97.1%	81.0%	53.5%	94.8%	100.0%	100.0%	88.6%	90.1%	90.7%
Economically Disadvantaged	75.8%	73.2%		72.7%	51.0%	92.3%			77.9%	75.0%	80.5%
Ever ELL	81.0%	76.1%		74.0%	61.9%	90.0%	100.0%		77.6%	81.9%	88.9%
English Language Learner	62.8%	64.3%		47.4%						57.6%	85.0%
Students with Disabilities	64.3%	50.0%		63.9%	42.3%				70.0%	67.6%	78.7%
Asian	94.8%	90.9%		78.3%			100.0%		91.8%	95.5%	97.6%
Pacific Islander	75.0%										
Black	81.7%	78.3%									89.7%
Hispanic/Latino	76.3%	72.8%		73.3%	58.1%	88.5%			78.1%	75.8%	81.0%
American Indian/Alaskan Native											
White	88.9%	82.6%	95.5%	86.5%	43.5%	97.5%	100.0%	100.0%	90.1%	92.3%	91.3%
Multi-Racial	89.6%	68.8%		94.1%					95.4%	93.8%	87.2%
AVID	86.4%	83.3%	----	91.7%		100.0%			82.5%	91.7%	80.0%
Talented and Gifted	97.5%	89.7%		96.8%			100.0%		97.0%	100.0%	97.9%
Male	84.2%	69.9%		77.5%	60.7%	97.8%	100.0%	100.0%	90.1%	88.8%	89.3%
Female	88.8%	87.0%	98.0%	84.8%	46.7%	90.3%	100.0%		87.2%	91.7%	92.2%

Results for groups with fewer than 20 students are not reported

Five-Year Cohort Graduation Rates



BSD Five Year Cohort Graduation Rates



9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**	13-14**
Students graduating during or before:	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
State	69.1	70.5	72.4	73.2	75.9	76.5	77.8	78.9	80.0
Beaverton School District	77.2	79.6	80.1	81.7	82.1	84.2	85.9	87.1	88.9
Aloha High School	70.5	75.7	74	79.4	75.0	79.8	79.7	82.3	81.7
Arts & Communication High School	98.3	95.8	97	92	94.7	95.6	97.6	96.1	98.8
Beaverton High School	70.4	77.9	77.9	75.8	78.6	77.9	80.4	83.7	85.0
Community School	62.3	47.3	50	52.8	63.8	61.0	69.3	78.5	83.1
Health & Science School	-----	-----	88.9	79	85.7	89.8	94.1	97.0	97.5
ISB High	-----	100.0	96.6	100	98.6	100.0	100.0	100.0	98.8
School of Science & Technology	100.0	92.0	89.2	88.6	100.0	90.2	91.4	96.6	97.2
Southridge High School	86.7	87.2	88	89.7	86.7	90.5	92.6	87.1	87.7
Sunset High School	76.9	83.1	80.4	84.5	82.9	88.0	88.9	89.0	93.5
Westview High School	82.2	81.9	85.2	83.9	84.9	84.6	86.7	89.3	90.4

9th Graders Entering in:	05-06	06-07	07-08	08-09	09-10**	10-11**	11-12**	12-13**	13-14**
Students graduating during or before:	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
All Students	77.2	79.6	80.1	81.7	82.1	84.2	85.9	87.1	88.9
Economically Disadvantaged	63.6	66.0	69.8	69.5	70.7	73.8	76.5	79.1	80.9
Ever English Language Learner				67.6	71.5	73.8	79.2	84.4	84.8
English Language Learner	59.8	62.8	64.7	61.7	65.2	59.1	71.1	76.4	77.1
Students with Disabilities	58.4	63.6	59.2	54.6	63.9	70.5	71.1	67.8	71.5
Asian	91.5	91.7	92.2	93.5	95.6	94.5	95.7	96.3	96.9
Pacific Islander			91.3	74.1	92.9	60.0	71.4	80.8	80.0
Black	61.9	73.5	67.7	71.1	79.2	72.5	80.0	87.8	86.8
Hispanic/Latino	51.8	58.5	65.5	65.7	66.4	71.4	74.5	80.0	80.7
American Indian/Alaskan Native	75.0	52.9	53.3	62.5	61.5	80.0	78.6		
White	80.9	83.6	82.6	84.6	84.5	87.3	88.3	88.2	91.0
Multi-Racial	80.8	81.8	83.7	83.9	83.6	86.1	88.2	86.5	89.1
AVID	-----	-----	-----	-----	-----	-----	-----	-----	-----
Talented and Gifted	95.8	94.8	94.7	96.4	96.0	98.1	97.8	95.8	98.1
Male	74.9	76.8	76	79.4	79.1	81.1	84.6	85.1	87.8
Female	79.5	82.6	84.4	84.1	85.3	87.6	87.1	89.2	90.1

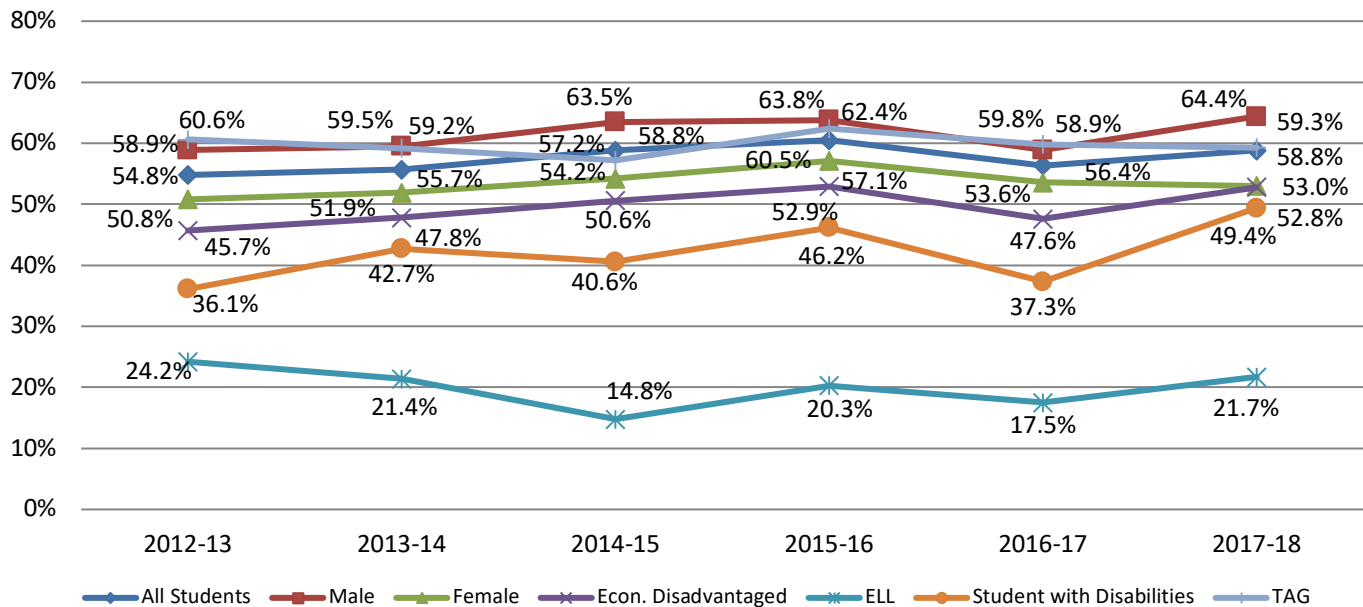
5 Year Cohort Graduation Rates (2017-18)	BSD	Aloha	ACMA	BHS	Community School	Health & Science	ISB	SST	SRHS	Sunset	WHS
All Students	88.9%	81.7%	98.8%	85.0%	83.1%	97.5%	98.8%	97.2%	87.7%	93.5%	90.4%
Economically Disadvantaged	80.9%	78.7%	96.3%	74.1%	82.7%	95.6%	95.2%		79.3%	86.4%	80.9%
Ever English Language Learner	84.8%	82.1%		70.5%	86.7%	100.0%	96.0%		86.2%	87.0%	88.8%
English Language Learner	77.1%	70.7%		55.8%					78.8%	85.4%	88.4%
Students with Disabilities	71.5%	70.5%		63.9%	80.0%				66.7%	77.1%	67.5%
Asian	96.9%	96.4%					95.8%		93.1%	98.9%	97.9%
Pacific Islander	80.0%										
Black	86.8%										96.0%
Hispanic/Latino	80.7%	78.2%		73.6%	90.0%	96.6%			81.1%	81.1%	80.8%
American Indian/Alaskan Native	0.0%										
White	91.0%	84.3%	100.0%	90.6%		96.7%	100.0%	100.0%	88.1%	96.1%	90.4%
Multi-Racial	89.1%	79.4%		88.9%					90.2%	95.6%	86.5%
Talented and Gifted	98.1%	93.1%	100.0%	98.4%			100.0%		98.6%	99.0%	97.7%
Male	87.8%	80.4%	100.0%	84.3%	87.0%	100.0%	97.4%	96.8%	88.3%	91.1%	87.8%
Female	90.1%	83.1%	98.2%	85.9%	80.6%	93.8%	100.0%		87.1%	96.2%	93.5%

Results for groups with fewer than 20 students are not reported

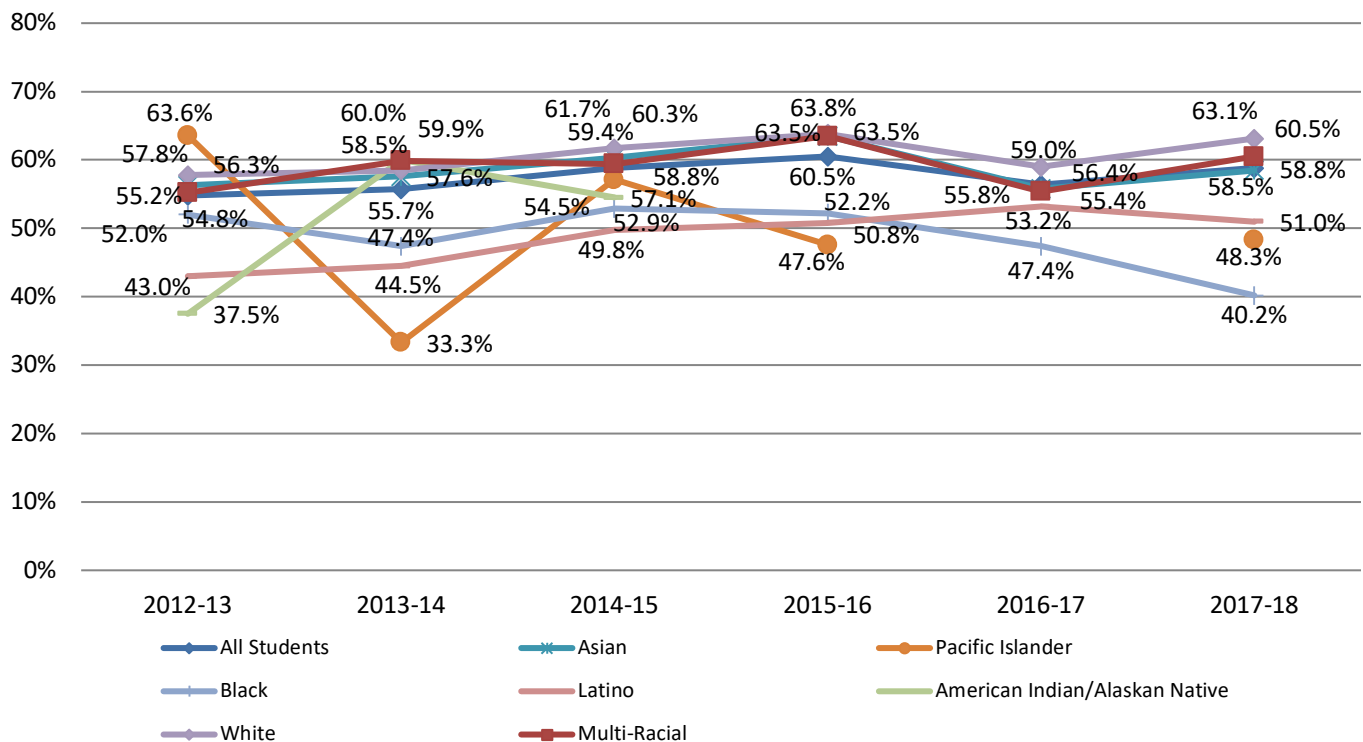
Graduates Completing Four Credits in Oregon Skill Sets

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

Graduates with 4+ credits in Six Career Learning Areas



Graduates with 4+ credits in Six Career Learning Areas



Graduates completing 4+ credits (C or better) in the six Career Learning Areas						
Beaverton School District	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
All Students	54.8%	55.7%	58.8%	60.5%	56.4%	58.8%
Male	58.9%	59.5%	63.5%	63.8%	58.9%	64.4%
Female	50.8%	51.9%	54.2%	57.1%	53.6%	53.0%
Econ. Disadvantaged	45.7%	47.8%	50.6%	52.9%	47.6%	52.8%
English Language Learner	24.2%	21.4%	14.8%	20.3%	17.5%	21.7%
Student with Disabilities	36.1%	42.7%	40.6%	46.2%	37.3%	49.4%
TAG	60.6%	59.2%	57.2%	62.4%	59.8%	59.3%
Asian	56.3%	57.6%	60.3%	63.5%	55.8%	58.5%
Pacific Islander	63.6%	33.3%	57.1%	47.6%		48.3%
Black	52.0%	47.4%	52.9%	52.2%	47.4%	40.2%
Latino	43.0%	44.5%	49.8%	50.8%	53.2%	51.0%
American Indian/Alaskan Native	37.5%	60.0%	54.5%			
White	57.8%	58.5%	61.7%	63.8%	59.0%	63.1%
Multi-Racial	55.2%	59.9%	59.4%	63.5%	55.4%	60.5%

School Name	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aloha High School	54.7%	59.5%	65.9%	70.9%	67.5%	66.3%
Arts & Communication Magnet Academy	88.6%	88.3%	87.8%	83.3%	69.4%	82.4%
Beaverton High School	61.5%	56.4%	58.9%	60.1%	60.5%	62.2%
Community School	32.3%	28.6%	32.1%	33.3%	23.1%	20.8%
Health & Science School	67.9%	88.4%	95.3%	84.8%	93.7%	91.8%
International School of Beaverton	26.0%	0.0%	0.0%	0.0%	3.8%	7.8%
Mountainside High School	-----	-----	-----	-----	-----	-----
School of Science & Technology	10.0%	10.5%	16.7%	37.0%	33.3%	45.5%
Southridge High School	46.3%	53.3%	62.6%	65.1%	54.3%	62.3%
Sunset High School	61.4%	62.2%	57.7%	65.0%	62.0%	63.4%
Westview High School	55.3%	66.8%	69.5%	67.9%	64.1%	63.9%

Results for groups with fewer than 20 students are not reported

Graduates completing 4+ credits (C or better) in the six Career Learning Areas (2017-18)	BSD	Aloha	ACMA	Beaverton	Community School	Health & Science	ISB	Mountain-side	SST	Southridge	Sunset	Westview
All Students	59%	66%	82%	62%	21%	92%	8%	-----	46%	62%	63%	64%
Male	64%	70%		61%	16%	93%	11%	-----	52%	70%	73%	71%
Female	53%	63%	86%	63%	26%	89%	<5%	-----		55%	53%	56%
Econ. Disadvantaged	53%	69%		54%	22%	94%		-----		62%	42%	52%
English Language Learner	22%	23%		23%				-----			19%	23%
Student with Disabilities	49%	61%		49%				-----		50%	57%	55%
TAG	59%	49%		67%			<5%	-----		64%	68%	69%

Asian	59%						8%	-----		61%	61%	65%
Pacific Islander								-----				
Black	40%							-----				39%
Hispanic / Latino	51%	73%		50%	14%	91%		-----		54%	41%	50%
Native American								-----				
White	63%	65%	81%	66%		92%	12%	-----	42%	63%	71%	71%
Multi-Racial	61%	73%		68%				-----		78%	64%	68%

Results for groups with fewer than 20 students are not reported

High School Graduation and Career Learning

Graduation

Analysis

Successes:

- Four-year cohort graduation rates have continued on an upward trend over the last nine years to an **all-time** high of 86.4%.
- The five-year cohort graduation rate rose for the 9th consecutive year to 88.9%. Five-year cohort graduation rates increased at all schools except Aloha and ISB. Five-year cohort graduation rates increased for all student groups except for Black and Pacific Islander students.
- In 2017-18, Beaverton students in every subgroup graduated at a higher percentage than the state average in both 4- and 5-year graduation rates, with the exception of the four-year rate for Pacific Islander students. The percentage improvements in four-year cohort graduation rates for most of our historically underserved students are notably higher than the improvement for all students:

<i>Percentage Improvements since 2014</i>	<i>Beaverton</i>	<i>State of Oregon</i>	<i>OR rate 2018</i>
<i>All Students</i>	<i>+6.7</i>	<i>+6.1</i>	<i>78.7</i>
<i>Black/African American</i>	<i>+17.9</i>	<i>+6.6</i>	<i>68.0</i>
<i>Hispanic/Latino</i>	<i>+15.3</i>	<i>+9.7</i>	<i>76.3</i>
<i>English Language Learner in High School</i>	<i>+14.7</i>	<i>+3.9</i>	<i>55.8</i>
<i>Economically Disadvantaged</i>	<i>+9.5</i>	<i>+7.4</i>	<i>72.4</i>
<i>Students with Disabilities</i>	<i>+2.0</i>	<i>+9.7</i>	<i>60.6</i>

Areas for Growth:

- Four-year graduation rates for economically disadvantaged students, students with disabilities, and English language learners in high school declined from the previous year.
- Graduation rates remain predictable by gender, based on race/ethnicity, economic status, and program participation although differences have narrowed over time.

- All subgroups of students, except for students with Disabilities, earn a diploma within 5 years at the rate of 77% or higher.

Action Plan

This Year:

- AVID elective classes support first generation college students and other historically underrepresented students on the development of college preparation and persistence skills while AVID school-wide implementation efforts focus on developing college- and career readiness culture and enhancing instructional strategies in all content areas focused on writing, inquiry, collaboration, organization and reading.
- Professional development on culturally relevant teaching and elimination of racial disproportionality in discipline remain a focus at all secondary schools.
- 2018 summer school programs for credit recovery coursework
- School Learning Target recovery resulting in credit recovery
- High School credit recovery opportunities for the 2018-2019 school year
- Continued use of our District's Early Warning System (EWS) for attendance and academic progress data
- District focus on the State High School Success initiative with an emphasis on 9th Grade On-Track
- Continued support for District Passages Program at Community School
- BSD Flex has expanded to increase the availability of anytime, anywhere credit recovery opportunities for high school students.
- Continue Oregon Youth Challenge Program
- Measure 98 Efforts:
 - Graduation Mentors: Staff who work with school personnel, students and families to improve student attendance and credit attainment, ultimately helping increase graduation rates.
- Career and Technical Education staff and program development - CTE teachers meet monthly for professional development with a focus on increasing CTE participation and concentration with historically underrepresented students.
- HS professional development support positions
 - LITT positions (Library Instructional Technology Teachers) and their work as "instructional technology coaches" in our secondary schools
 - Professional Development TOSAs at all comprehensive high schools
- Implementation of Early Release Wednesdays to promote teacher collaboration
- Apex professional development for Resource Room Teachers to support the implementation of Apex credit recovery in Learning Strategy classes

Long Term:

- Continuation of AVID schoolwide efforts with fidelity, emphasizing on improving instructional practices in the areas of writing, inquiry, collaboration, organization, and reading
- Growth and District support of high school Dual Language programs
- High School Success Teams with an emphasis on 9th Grade on-track

- Consistent use of student data through our district's Early Warning System
- Development of action plan and implementation of instructional and program delivery models to support ELL
- Implementation of Apex course in Learning Strategies for students eligible for Special Education in grades 11 & 12 to support credit recovery for Students with Disabilities.
- Transition from 0.5 Work Experience Teachers and 7 paraeducators to 1.0 Work Experience Teachers at each high school.
- Implementation of focused core Learning Strategies classes at the Middle and High Schools, i.e. a transition from Learning Strategies to ELA Learning Strategies and Math Learning Strategies.
- Schools will look to have a consistent School Learning Plan, noting successes, problems of practice and goals for the upcoming school year.
- District work on a consistent vision on what constitutes student success (i.e. the Graduate Profile).
- More defined attendance/intervention process (i.e. attendance teams, CARE teams, truancy support at every school)
- 83% of students with disabilities who graduated from BSD in 2017-18 are engaged in high education, competitive employment, or enrolled in some other type of school or work. This is 9% higher than the state average.
- The Multilingual Department will work with middle and high school teams to create graduation plans for 8th graders going into high school to ensure there is a plan for graduation for every English Learner in the district.
- Continued leadership learning professional development for all secondary administrators, centered on instructional leadership, clarity, feedback, Culturally Relevant Teaching and data.

Graduates Completing 4 Credits in Oregon Skill Sets

Analysis

Successes:

- The district average rose 2.2% points from the previous year, matching the 2014-15 rate. All comprehensive high schools are above the district average.
- The success rate for male students and students with disabilities reached an all-time high in 2017-18.

Areas for Growth:

- Some of our district options schools struggle to offer the curriculum options that fall within this measurement. Due to school program requirements and specific areas of focus, this measurement for these schools will continue at this rate.
- The success rate for Black students fell for the third consecutive year to an all-time low in 2017-18.

Action Plan

This Year:

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

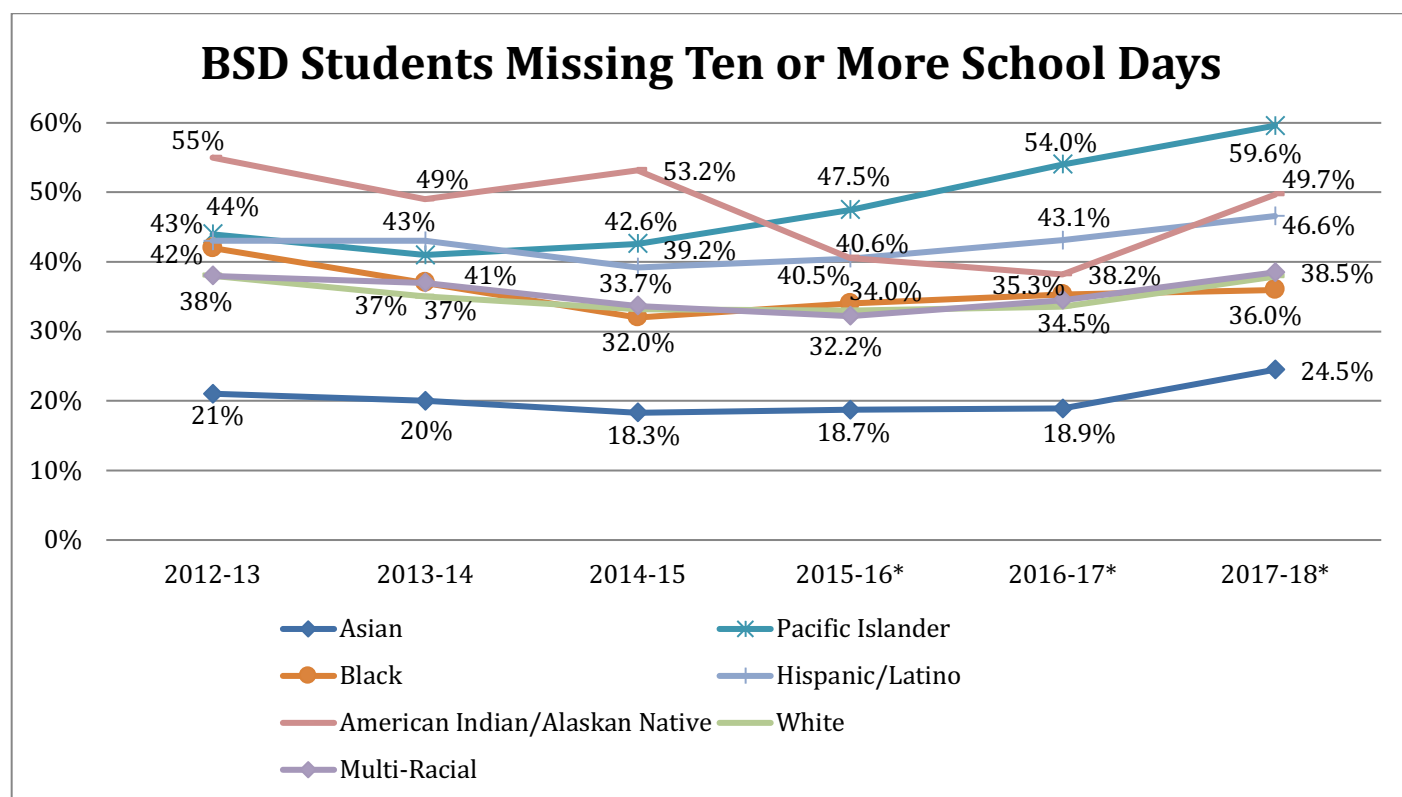
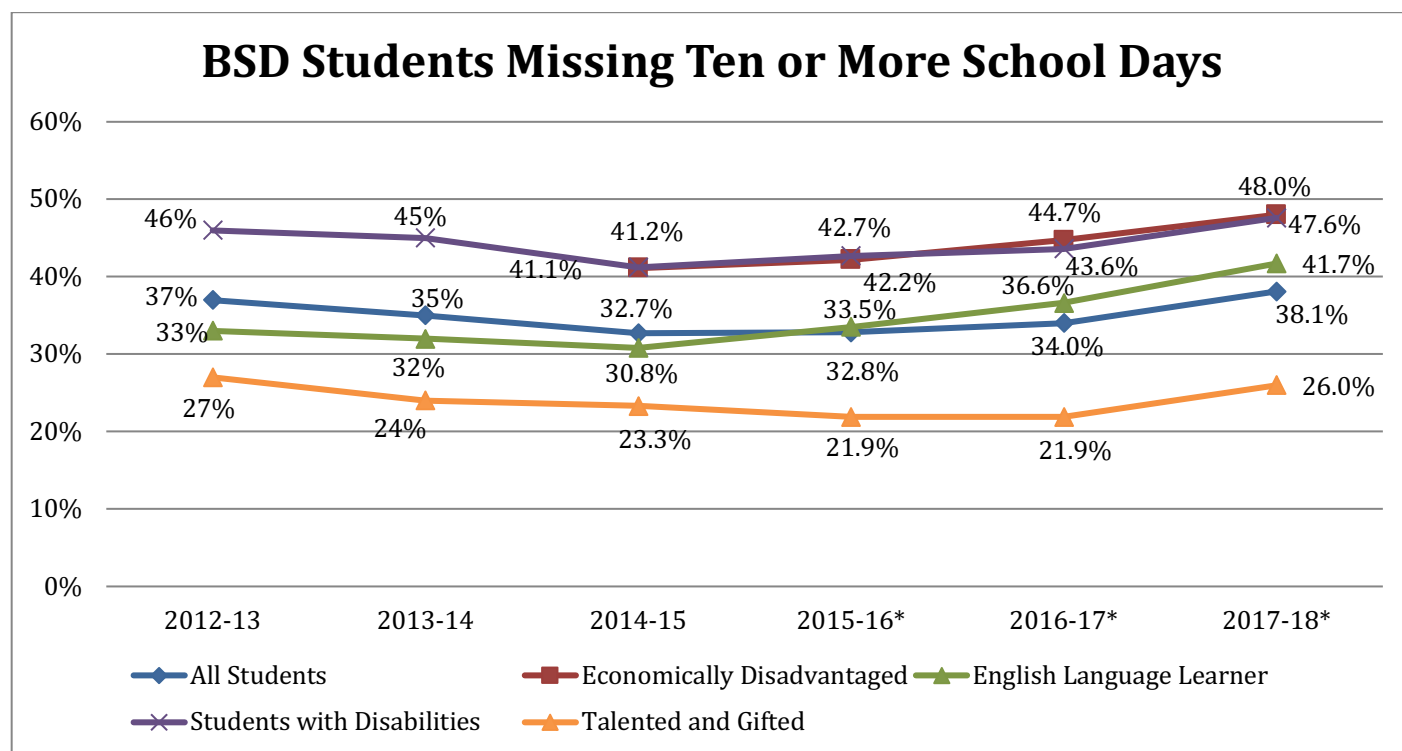
Long Term:

- Continue plans for expansion and student access with the development of district program development through Measure 98 (High School Success).

K-12 ATTENDANCE

Students Missing 10 or More School Days

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



Students Missing Ten or More School Days

Students Missing Ten or More School Days	2012-13	2013-14	2014-15	2015-16*	2016-17*	2017-18*
All Students	37%	35%	32.7%	32.8%	34.0%	38.1%
Economically Disadvantaged			41.1%	42.2%	44.7%	48.0%
English Language Learner	33%	32%	30.8%	33.5%	36.6%	41.7%
Students with Disabilities	46%	45%	41.2%	42.7%	43.6%	47.6%
Asian	21%	20%	18.3%	18.7%	18.9%	24.5%
Pacific Islander	44%	41%	42.6%	47.5%	54.0%	59.6%
Black	42%	37%	32.0%	34.0%	35.3%	36.0%
Hispanic/Latino	43%	43%	39.2%	40.5%	43.1%	46.6%
American Indian/Alaskan Native	55%	49%	53.2%	40.6%	38.2%	49.7%
White	38%	35%	33.2%	33.0%	33.6%	37.9%
Multi-Racial	38%	37%	33.7%	32.2%	34.5%	38.5%
Talented and Gifted	27%	24%	23.3%	21.9%	21.9%	26.0%
Male	36%	34%	31.2%	31.7%	32.9%	37.0%
Female	38%	37%	34.3%	34.0%	35.1%	39.3%

School Name	2012-13	2013-14	2014-15	2015-16*	2016-17*	2017-18*
<i>K-5 Schools</i>						
Barnes Elementary School	30%	27%	36%	38%	41%	46%
Beaver Acres Elementary School	30%	26%	31%	30%	32%	40%
Bethany Elementary School	21%	20%	20%	21%	20%	28%
Bonny Slope Elementary School	27%	24%	23%	24%	26%	28%
Cedar Mill Elementary School	22%	22%	21%	23%	26%	26%
Chehalem Elementary School	29%	25%	27%	28%	30%	41%
Cooper Mountain Elementary School	28%	25%	23%	25%	26%	35%
Elmonica Elementary School	28%	19%	21%	26%	30%	37%
Errol Hassell Elementary School	24%	26%	27%	32%	37%	32%
Findley Elementary	18%	15%	15%	14%	16%	22%
Fir Grove Elementary School	27%	28%	27%	29%	26%	36%
Greenway Elementary School	32%	26%	40%	32%	38%	39%
Hazeldale Elementary School	27%	26%	32%	31%	38%	43%
Hiteon Elementary School	22%	22%	25%	29%	25%	32%
Jacob Wismer Elementary School	20%	18%	19%	22%	21%	29%
Kinnaman Elementary School	34%	31%	35%	34%	31%	40%
McKay Elementary School	31%	28%	32%	35%	31%	34%
McKinley Elementary School	35%	33%	33%	35%	33%	39%
Montclair Elementary School	26%	21%	21%	28%	26%	28%
Nancy Ryles Elementary School	24%	21%	21%	29%	28%	33%
Oak Hills Elementary School	23%	20%	24%	18%	23%	28%
Raleigh Park Elementary School	21%	19%	24%	27%	24%	31%
Ridgewood Elementary School	29%	20%	30%	31%	32%	36%

Rock Creek Elementary School	27%	23%	22%	27%	28%	34%
Sato Elementary School						31%
Scholls Heights Elementary School	23%	19%	26%	23%	23%	30%
Sexton Mountain Elementary School	16%	19%	19%	26%	26%	26%
Terra Linda Elementary School	28%	24%	25%	25%	31%	32%
Vose Elementary School	30%	29%	29%	34%	41%	39%
West Tualatin View Elementary School	20%	18%	25%	23%	26%	23%
William Walker Elementary School	31%	32%	30%	30%	32%	36%
<i>K-8 Schools</i>						
Aloha-Huber Park K-8 School	26%	25%	27%	30%	34%	40%
Raleigh Hills K-8 School	28%	29%	30%	32%	37%	38%
Springville K-8 School	21%	20%	20%	21%	23%	29%
<i>6-8 Schools</i>						
Cedar Park Middle School	33%	29%	33%	34%	34%	42%
Conestoga Middle School	30%	36%	35%	35%	34%	41%
Five Oaks Middle School	37%	38%	35%	37%	40%	43%
Highland Park Middle School	33%	33%	34%	32%	35%	39%
Meadow Park Middle School	29%	31%	35%	33%	33%	40%
Mountain View Middle School	39%	38%	41%	42%	44%	46%
Stoller Middle School	24%	22%	25%	22%	21%	27%
Whitford Middle School	38%	37%	38%	38%	43%	44%
<i>6-12 Schools</i>						
Arts & Communication Margent Academy	54%	53%	42%	41%	46%	47%
Health & Science School	45%	41%	36%	34%	29%	37%
International School of Beaverton	26%	24%	23%	21%	20%	22%
<i>9-12 Schools</i>						
Aloha High School	68%	66%	52%	53%	51%	53%
Beaverton High School	55%	54%	42%	45%	46%	51%
Community School	76%	73%	62%	65%	55%	59%
Mountainside High School						36%
School of Science & Technology	33%	36%	27%	32%	26%	32%
Southridge High School	53%	51%	41%	41%	43%	48%
Sunset High School	51%	49%	35%	37%	34%	37%
Westview High School	55%	53%	42%	41%	38%	48%

*Kindergarten included starting in 2015-16

Students Missing Ten or More School Days (2017-18)	All Students	Native American	Asian	Black	Hispanic /Latino	Multi-Racial	Pac Islndr	White	Female	Male	Econom Disadv	Stdnts with Disab	TAG	English Lang. Learner
<i>K-5 Schools</i>														
Barnes	46%		32%	50%	50%	61%		36%	44%	48%	49%	63%	19%	50%
Beaver Acres	40%		22%	22%	43%	44%		41%	43%	37%	42%	38%	31%	37%
Bethany	28%		20%	15%	43%	27%		31%	29%	27%	46%	17%	20%	38%
Bonny Slope	28%		16%		40%	19%		32%	28%	28%	48%	39%	22%	44%
Cedar Mill	26%		35%		36%	24%		23%	24%	28%	31%	37%	22%	45%
Chehalem	41%		15%		48%	41%		40%	43%	39%	45%	44%	23%	39%
Cooper Mountain	35%		32%		47%	37%		34%	36%	35%	45%	44%	29%	46%
Elmonica	37%		29%	24%	45%	36%		37%	38%	35%	44%	44%	19%	42%
Errol Hassell	32%		37%		41%	27%		31%	33%	32%	40%	47%	18%	44%
Findley	22%		19%		36%	29%		26%	22%	22%	44%	24%	18%	21%
Fir Grove	36%				39%	46%		33%	36%	35%	37%	46%	36%	38%
Greenway	39%				41%	27%		39%	41%	36%	38%	32%		42%
Hazeldale	43%		22%		49%	53%		41%	45%	41%	46%	40%	33%	43%
Hiteon	32%		23%		42%	32%		31%	34%	30%	45%	43%	12%	34%
Jacob Wismer	29%		23%		57%	47%		36%	25%	32%	58%	43%	23%	30%
Kinnaman	40%		23%	35%	40%	47%		41%	39%	42%	42%	54%	29%	34%
McKay	34%				41%	39%		30%	37%	32%	42%	33%		36%
McKinley	39%		28%	27%	41%	41%		41%	39%	38%	44%	41%		34%
Montclair	28%				31%	28%		28%	31%	25%	44%	33%	10%	26%
Nancy Ryles	33%		22%		40%	24%		36%	31%	35%	47%	43%	32%	32%
Oak Hills	28%		26%		31%	37%		28%	26%	31%	43%	47%	22%	35%
Raleigh Park	31%				34%	28%		28%	30%	32%	39%	39%	25%	30%
Ridgewood	36%		50%		57%	37%		30%	38%	34%	44%	52%	15%	63%
Rock Creek	34%		24%		48%	35%		33%	36%	32%	45%	47%	23%	31%
Sato	31%		28%		29%	38%		36%	31%	32%	55%	38%	20%	32%
Scholls Heights	30%		28%		41%	27%		28%	28%	32%	37%	40%	21%	44%
Sexton Mountain	26%		21%	14%	33%	27%		27%	21%	31%	36%	38%	25%	19%
Terra Linda	32%		25%		40%			30%	33%	31%	43%	35%	18%	50%
Vose	39%				37%	55%		46%	36%	43%	39%	41%	25%	37%
West Tualatin View	23%		18%		25%	39%		22%	26%	21%	29%	39%	15%	33%
William Walker	36%				37%			33%	39%	33%	39%	49%		41%
<i>K-8 Schools</i>														
Aloha-Huber Park K-8	40%		25%	28%	39%	45%		46%	37%	43%	42%	52%	27%	41%
Raleigh Hills K-8	38%		40%		49%	45%		32%	38%	38%	43%	42%	37%	42%
Springville K-8	29%		20%		45%	28%		33%	29%	28%	41%	39%	16%	32%
<i>6-8 Schools</i>														
Cedar Park	42%		25%	44%	42%	46%		43%	41%	44%	55%	54%	27%	44%
Conestoga	41%		25%	36%	50%	40%		40%	42%	40%	50%	52%	32%	54%
Five Oaks	43%		29%	42%	47%	44%		42%	46%	41%	49%	55%	23%	46%
Highland Park	39%		18%	24%	43%	45%		41%	38%	40%	44%	43%	28%	35%
Meadow Park	40%		17%	36%	49%	42%		39%	37%	42%	48%	54%	26%	50%
Mountain View	46%		20%	45%	47%	52%		47%	47%	45%	48%	51%	22%	48%
Stoller	27%		18%	26%	43%	28%		34%	30%	23%	49%	47%	19%	31%

Whitford	44%		19%		47%	44%		43%	44%	44%	51%	51%	27%	54%
6-12 schools														
Arts and Communication	47%		31%		52%	48%		48%	47%	48%	60%	59%	40%	
Health & Science School	37%		25%	48%	40%	43%		38%	41%	36%	42%	42%	29%	39%
International School of Beaverton	22%		14%	25%	33%	22%		23%	23%	20%	31%	47%	18%	
9-12 Schools														
Aloha High School	53%		29%	44%	60%	54%	73%	51%	54%	53%	58%	58%	38%	49%
Beaverton High School	51%		43%	52%	56%	51%	56%	47%	54%	48%	58%	58%	39%	60%
Community School	59%				67%			55%	65%	54%	62%	64%		
Mountainside High School	36%		20%	50%	40%	48%		35%	40%	32%	48%	41%	17%	29%
School of Science & Technology	32%		37%		15%			37%	42%	29%	40%		30%	
Southridge High School	48%		31%	37%	58%	37%	74%	48%	52%	45%	55%	51%	37%	57%
Sunset High School	37%		23%	27%	55%	39%		36%	41%	33%	58%	49%	26%	53%
Westview High School	48%		38%	60%	58%	47%		48%	54%	42%	60%	50%	39%	48%

*Note: attendance is attributed to the last school of enrollment
Data reported for groups of 20 or more students*

K-12 Attendance

Analysis

Successes:

- Black students have the third best rate of students missing fewer than 10 school days, trailing only Asian and talented and gifted students.
- In 2017-18, for all student groups, more BSD students were regular attenders (missed 10% or less of school days) than their statewide peers. Black students in BSD had the biggest difference in regular attender rates compared to their statewide peers (82.6% vs 74.8%).
- The improvements made in our Early Warning System provides secondary schools with a resource to identify attendance concerns. Synergy elementary attendance reports were implemented showing student attendance and trends.

Areas for Growth:

- With the exceptions of Native American/Alaskan Native students, the percentage of students missing 10 or more school days has increased across all student groups over the past four years. Statewide, the percentage of students statewide who are chronically absent has also increased over the past four years for all student groups except Native American/Alaskan Native.
- With the exception of black students, attendance continues to be predictable based on whether a student is a member of a historically underserved student group.
- In 2017-18, compared to their statewide peers, BSD migrant and Pacific Islander students were less likely to be regular attenders (missed 10% or less of school days) than their statewide peers.

Action Plan

This Year:

- Continue to implement consistent use of the secondary Early Warning System and provide teachers with access to early warning data on their students in Synergy.
- Continue to support teachers in creating a positive classroom climate through AVID philosophy and instructional strategies and culturally relevant teaching at the secondary level.
- District counselors and nurses continue to support struggling students and families in an effort to develop good attendance habits.
- Graduation mentors at the high school level support students to attend regularly and remain on track to graduation.
- Implement District-wide attendance guidelines including improvements in areas of consistent reporting, communication and interventions.
- Implementation 9th Grade Success Teams at all high schools to improve attendance, behavior, and course completion
- Attendance Guidelines sent out to all Principals calling for schools to implement student support teams, effective use of data, and multi-tiered systems of support ([See Addendum #3](#))

- Community Involvement launched campaign on importance of attendance
- Each elementary school is implementing attendance plans to reduce the number of students missing 10 or more days.
- Two BSD administrators seated on Oregon Department of Education committee on Chronic Absenteeism

Long Term:

- More defined attendance intervention process (i.e. attendance teams, CARE teams, truancy support at every school)
- Each school will have attendance goals and strategies listed in their School Learning Plan
- Continued support for Graduation Mentors and 9th grade success teams
- Continue Community Involvement campaign on importance of attendance
- Focus on Cultural Relevant Teaching leading to greater sense of student belonging
- Development and implementation of a district wide Multi-Tiered System of Support Framework (MTSS)
- Development and implementation of elementary Early Warning System to provide principals and teachers with access to early warning data on their students in Synergy

ADDENDUM #1

Beaverton School District MIDDLE SCHOOL LITERACY SUPPORT PLAN

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

Rationale¹:

- Our goal is to prepare students with the literacy foundation needed to read and write to achieve goals, participate in a global society, deepen skills as thinkers, as well as develop and maintain an intrinsic, lifelong desire to read and write.
- In order to achieve this, BSD must provide multiple opportunities for students to:
 - Engage and respond to rich, authentic, diverse texts.
 - Read, write, speak, listen, and research.
 - Balance nonfiction and fiction across the curriculum.
- Literacy is achieved through a collaborative partnership among all stakeholders: teachers and administration, students and families.
- A Literacy Plan creates a strong link between curriculum, instruction, student learning, assessment, and teacher collaboration.

¹ Adapted from: [BSD ELA Literacy Position Paper](#)

Middle School Humanities/Language Arts Teachers

Rationale: Humanities/LA provide the foundational skills and strategies for literacy, as well as the most curricular time devoted to reading and writing.

Goal: Writing	Timeline	Resources Needed	Measures of Success
Three Units of Study taught	Yearlong- during a unit, workshop happens at least four days a week	Writing Units of Study Collaboration/Calibration Time Continued PD to refine work with UOS	Workshop Data SBAC Summary Judgment Student Self-Assessment/Reflection
On Demand pre-and Post assessments and continuing with the MS Writing Support Plan	Before and after Units of Study	Technology to support writing Multilingual Resources	Workshop Data
Celebrate Published Pieces	After Units of Study	BSD ELA Best Practices	Increased motivation and independence in writing
Collaborate with Teachers College (comprehensive middle schools)	Twice a year	Substitutes/release from class	Teacher reflection TC reflection
Goal: Reading	Timeline	Resources Needed	Measure of Success
Choice, Independent Reading	Yearlong	Protected time to read Diverse Classroom Libraries Multiple levels and languages of books Continued support of Classroom (more books, bins, shelves)	Summary Judgements SBAC Increase in fluency, stamina, motivation Increase in reading levels

		<p>Continued support of school libraries</p> <p><i>Reading Units of Study</i></p> <p>BSD ELA Best Practices</p> <p>Resources for Nonfiction</p> <p>Book Club Selections</p> <p>Newsela</p> <p>PD on reading strategies, book club, readers workshop, working with culturally and linguistically diverse learners</p> <p>Time to collaborate</p> <p>Technology to support reading</p>	
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Middle School Schoolwide Literacy

Rationale: Every teacher is a Literacy Teacher.

Goal: Writing	Timeline	Resources	Measures of Success
Writing across the curriculum	Yearlong	<p>Common use of vocabulary, strategies, anchor charts</p> <p>Explicit cueing systems of transfer from one class to another</p>	<p>Summary Judgements</p> <p>Student transfer of knowledge, skills and strategies across classes and program models</p>

		<p>Mentor Texts</p> <p>Newsela</p> <p>PD around focused note taking, AVID Pathways (especially Academic Language, Disciplinary Literacy, Critical Reading), Newsela, Readers' Workshop</p> <p>PD/Collaboration with MLD on best practices to meet the needs of culturally and linguistically diverse learners</p> <p>PD/Collaboration with SPED on best practices for all learners</p> <p>Time to collaborate across subjects and program models</p> <p>Technology to support writing as needed</p>	<p>Cross-linguistic transfer of skills and strategies with multilingual students</p> <p>SBAC</p> <p>Student Self-Reflection</p>
Goal: Reading	Timeline	Resources Needed	Measure of Success
Reading across the curriculum	Yearlong	<p>Mentor texts</p> <p>Read Alouds</p> <p>Access to authentic texts in all subjects for multiple levels of readers</p> <p>PD around reading strategies</p> <p>Time to collaborate across subjects to support</p>	<p>Formative/Summative Assessments</p> <p>Summary Judgements</p> <p>SBAC</p>

		reading instruction and strategies Newsela Technology to support as needed	
Goal: Intervention	Timeline	Resources	Success Measured
Every school has a plan for intervening with students not yet proficient in reading and/or writing	May be short- or long-term.	Intervention Strategies Data (formative or summative) on students IRLA/ENIL Intervention Libraries	Students read and write with proficiency

Roles of BSD Staff in Literacy Plans

District Leadership (T & L administration, TOSAs)	Building Leadership (Principals, Vice-Principals, Literacy Leaders, AVID Coordinators, other teacher leaders)	Role of Teachers
<ul style="list-style-type: none"> ➤ Provide professional development in reading and writing across the curriculum ➤ Building visits and work with principals ➤ Provide clarity around Literacy Plan ➤ Collaboration with K-5 ➤ Collaboration on best practices 	<ul style="list-style-type: none"> ➤ Create a culture of reading and writing ➤ Use of Early Release to facilitate learning and collaboration ➤ Designing and providing in-building PD around literacy ➤ Focus on implementation of reading and writing best practices throughout 	<ul style="list-style-type: none"> ➤ Create a classroom culture that promotes reading and writing ➤ Implement and provide reading and writing instruction based on best practices ➤ Analyzes data on student performance and makes recommendations to improve

<p>among ELA, DL, ELL, and SPED</p> <ul style="list-style-type: none"> ➤ Continued work with Standard-Based Learning ➤ Analyze district wide data and makes recommendations to improve student achievement ➤ Celebrates and communicates literacy successes throughout the district 	<p>the school</p> <ul style="list-style-type: none"> ➤ Observations of classrooms & instruction ➤ Analyzes data on student performance and makes recommendations to improve student outcome ➤ Celebrate the successes of every member of the school community 	<p>student outcome</p> <ul style="list-style-type: none"> ➤ Collaborate with colleagues for consistency of instruction, assessment, and transfer of skills across classes ➤ Use formative and summative assessment data to refine and differentiate instruction ➤ Communicate to stakeholders on student progress in literacy ➤ Celebrate student successes in reading and writing with class, school, and community
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Addendum #2

K-5 Curriculum Map 2018-2019

Kinder Link to Spanish	Grade 1 Link to Spanish	Grade 2 Link to Spanish	Grade 3 Link to Spanish	Grade 4 Link to Spanish	Grade 5 Link to Spanish
Setting up workshop within the context of: Unit 1 - Counting and Number Sense **Rhoda Red & Loretta Leghorn** ≈30 days (Aug- Mid October)	Setting up workshop within the context of: Unit 1 - Counting and Place Value **Organizing and Collecting (to 50)** ≈25 days (Aug-Early October)	Setting up workshop within the context of: Unit 1 - Place Value **Organizing and Collecting (to 1000)** ≈25 days (Aug-Early October)	Setting up workshop within the context of: Unit 1 - Multiplication & Division **Groceries, Stamps, and Measuring Strips** ≈25 days (Aug-Early October)	Setting up workshop within the context of: Unit 1 - Whole Number Place Value and Operations **Puzzle Packing Companies: Place Value** ≈30 days (Aug-Mid October)	Setting up workshop within the context of: Unit 1 - Whole Number Place Value and Operations **Puzzle Packing Companies: Place Value** ≈30 days (Aug-Mid October)
Unit 2 - Building Counting Strategies and Sorting **Organizing and Collecting: The Number System (Days 1-3)** ≈25 days (Mid Oct- November)	Unit 2 - Sums to 10 **Bunk Beds and Apple Boxes** ≈20 days (October)	Unit 2 - Addition and Subtraction - Doubles and Patterns Beads and Shoes, Making Twos ≈15 days (October)	Unit 2 - Place Value, Adding, Subtracting Optional: Ages & Timelines **The T-Shirt Factory** ≈40 days (October- November)	Unit 2 - Multiplication **The Big Dinner** ≈15 days (October)	Unit 2 - Multiplication and Division of Whole Numbers The Teachers' Lounge ≈25 days (Mid October-Mid November)
Unit 3 - Developing Equivalence and Part-Whole Relationships **Bunk Beds and Apple Boxes** ≈32 days (December- January)	Unit 3 - Place Value through Addition and Subtraction Within 20 **Double Decker Bus** ≈25 days (November-Early December)	Unit 3 - Addition and Subtraction **Measuring for the Art Show** ≈20 days (November)	Unit 3 - Measurement and Time No CFLM Unit ≈15 days (December)	Unit 3 - Measurement Muffles' Measurement Models: Customary (P1) Muffles' Measurement Models: Metric (P2) ≈25 days (Nov-Early December)	Unit 3 - Addition and Subtraction of Fractions Field Trips and Fundraisers **Best Buys, Rates and Ratios** ≈25 days (Mid November-December)
Unit 4 - Investigating Shapes and Navigation **Baby's Wild Adventure** (February-March)	Unit 4 - Identifying, Composing, and Partitioning Shapes Shaping Up the Yard ≈15 days (Mid December- Early January)	Unit 4 - Measurement **Tanisha and Tamika's Toolbox** ≈18 days (December)	Unit 4 - Multiplication & Division **Muffles Truffles** ≈25 days (January-Early Feb)	Unit 4 - Multiplication & Division Optional: Muffles' Truffles **The Teachers' Lounge** ≈30 days (Early Dec-Early Feb)	Unit 4 - Multiplication and Division of Fractions **Exploring Parks and Playgrounds** ≈20 days (January-Early February)

Kinder Link to Spanish	Grade 1 Link to Spanish	Grade 2 Link to Spanish	Grade 3 Link to Spanish	Grade 4 Link to Spanish	Grade 5 Link to Spanish
Unit 5 - Discovering the Place Value System **Organizing and Collecting: The Number System** (April-Mid-May)	Unit 5 - Place Value: Numbers to 120 Organizing and Collecting (to 120) ≈20 days (Mid January-mid February)	Unit 5 - Algebraic Equivalence Using Money Trades, Jumps & Stops ≈20 (January)	Unit 5 - Fractions **Building Benches** ≈30 days (mid Feb-March)	Unit 5 - Fractions and Decimals **Field Trips & Fundraisers** ≈ 30 days (Early Feb-March)	Unit 5 - Place Value and Decimal Fractions **Mystery of the Meter** Stairsteps and Scales ≈35 days (Early Feb-Early April)
Unit 6 - Applying Number Sense to Graphing Our World New unit coming soon: My Favorite Collections: Data, Sorting, & Representing (Mid-May-June)	Unit 6 - Place Value Comparisons: Add & Subtract Double Digit Numbers Measuring for the Art Show ≈25 days (Late February-March)	Unit 6 - Addition and Subtraction with Bigger Numbers **Ages and Timelines** T-Shirt Factory ≈35 days (Feb-March)	Unit 6 - Area, Perimeter, and Geometry Tabletops, Floors and Fields ≈25 days (April-early May)	Unit 6 - Angles The Skateboard Lane: Vision Lines, Turns, & Measuring Angles ≈20 days (April)	Unit 6 - Volume, Measurement and 2D Shapes The Box Factory ≈25 days (April-Early May)
	Unit 7 - Ordering and Comparing Length Measurements **Farms and Fences** ≈20 days (April)	Unit 7 - Data Representation Value Bars and Line Plots ≈15 days (April)	Unit 7 - Collecting & Displaying Data New unit coming soon: All About Sharks ≈10 days (May)	Unit 7 - Data Representation and Analysis New unit coming soon: From Sunflowers to Growth Patterns ≈15 days (May)	Unit 7 - Coordinate Plane and Algebraic Relations Surveyors & Subways California Frog Jumping Contest ≈20 days (May-June)
	Unit 8 - Data, Attributes and Graphs New unit coming soon: My Favorite Collections ≈15 days (May)	Unit 8 - Time, Shapes & Equal Parts of Shapes No CFLM Unit ≈17 days (Mid April- Mid May)	Unit 8 - Patterns & Functions New unit coming soon: Number Detectives ≈10 days (Late May-June)	Unit 8 - Geometry New unit coming soon: The Knights' Table Tessellations, Interior Angles, & Symmetry ≈15 days (Late May-June)	
	Unit 9 - Time and Money New unit expected Fall 2018 ≈15 days (Late May-June)	Unit 9 - Repeated Addition & Arrays Groceries, Stamps and Measuring Strips ≈10 days (Late May-June)			

Relationships between students, staff, families, and their school are critical for student success. We want our district, schools, and classrooms to be places where students are excited to learn, staff are proud to work, and family members are involved. When students are engaged in the academic tasks provided and feel connected to staff, their peers and school, attendance improves, hence increasing their success. When students are chronically absent it impacts their learning and their connection to the school. Their lack of attendance must be viewed as a symptom of a deeper underlying issue.

In Beaverton, we value attendance as an important life skill that will help students be successful in school, graduate on time, and be college and career ready. These guidelines are intended to support student attendance and academic success. In this document, there are two key elements all schools should consider when developing effective attendance systems: 1) Student Support Team, and 2) Multi-Tiered System of Support.



STUDENT SUPPORT TEAM



Each school should already have a student support team structure (i.e. Care Team, Intervention Team, Student Success Team, Freshmen Success Team, etc.) that meets on a regular basis to review school-wide and student-level student success data, including attendance. Given attendance is an integral part of student success, discussing attendance must be part of the team conversation. The team's role is to define the problem, analyze attendance data, implement and evaluate school-wide and individual-level interventions. Data can be accessed in Synergy, Baseline Edge, and Early Warning Systems. It is important that the team develops a process to track attendance and monitor intervention impacts at the individual student level.

The team members may include, but are not limited to:

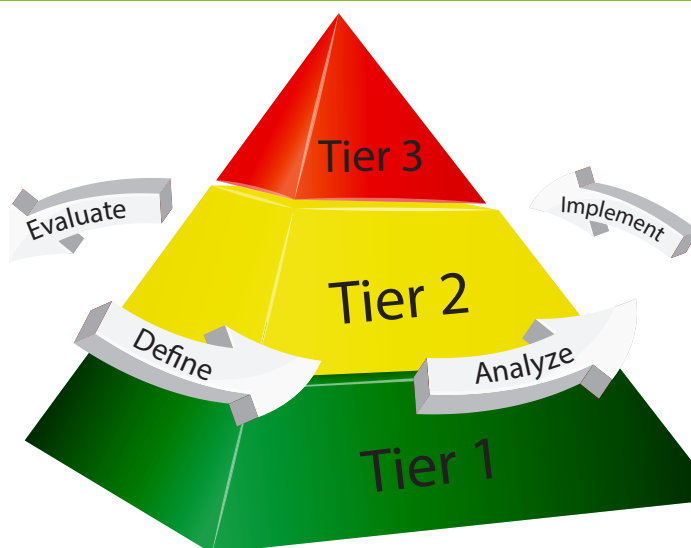
- **Building administrator**
- **School Counselor**
- **Attendance Secretary**
- **Attendance Analyst / Case Manager**
- **Teachers, Coaches, Athletic Director**
- **School Nurse or Health Assistant**
- **Community Liaisons**
- **Social Worker**
- **School Resource Officers**



MULTI-TIERED SYSTEM OF SUPPORT



The work to improve student attendance fit nicely into the three-tiered school reform system (a.k.a. The Triangle) being successfully implemented in our schools and schools across the country to improve the academic, behavioral and social needs of our students. Tier I represents universal strategies to encourage good attendance for all students. Tier II provides early interventions who need more support to avoid chronic absenteeism. Tier III offers intensive support for students facing the greatest challenges to attending school on a regular basis.





TIER I - UNIVERSAL STRATEGIES

When students feel cared for and connected to schools, their attendance improves. School must make attendance a high priority as connected to student success and develop school-wide strategies to improve attendance.

- Develop positive and caring relationships with individual students
- Create a positive school environment that is perceived as safe, inclusive, and inviting
- Communicate the importance of attendance and punctuality to students and families on a regular basis
 - School newsletter
 - Family events
 - Assemblies and advisories
- Highlight the connection between good attendance and student success
- Deliver effective and engaging classroom instruction that is grounded in the [5+ Dimensions of Teaching and Learning](#) and [Culturally Relevant Teaching](#)
- Recognize good and/ or improved attendance
 - Attendance incentives/rewards
- Examine school-wide attendance data by administration and staff regularly



TIER II PERSONALIZED EARLY INTERVENTION STRATEGIES

As each student and situation is different, it is important to understand the underlying reason for chronic absenteeism. Offer differentiated early interventions tailored to whether the absenteeism is due to student and/or parent choice, school avoidance, or barriers.

Interventions targeting Parent or Student Choice (Ex. Vacations, Oversleeping, illness)	Interventions targeting School Avoidance (Ex. Bullying, Academic Difficulties)	Interventions targeting Barriers (Ex. Chronic or Mental Health Issues, Homelessness, Trauma)
<ul style="list-style-type: none"> • Positive parent phone call • Attendance letter • Meeting with student/parent • Daily robo call/ text • Transportation support • Child care referral • Student activities (e.g. clubs) • Mentor program • Important jobs • Token economy • Check In/ Check Out • Attendance Contract • Detention/ISS/Saturday School 	<p>Interventions from previous list plus:</p> <ul style="list-style-type: none"> • Tutoring/academic support/ study skills • Learning groups • Attendance buddy • Referral to counselor • Welfare check • Referral to case manager or social worker • Educational opportunities • Study hall/Saturday school 	<p>Interventions from previous lists plus:</p> <ul style="list-style-type: none"> • Student support groups • Home visit by school, SRO, or nurse • Referral to social services; health; mental health; housing assistance • Trauma-informed care within the classroom and school



TIER III INTENSIVE INDIVIDUALIZED INTERVENTION STRATEGIES

Whether the reason for absence is by choice, school avoidance or barriers, some students face greater challenges to getting to school on a regular basis. They need individualized, intensive support from the team and inter-agency resources, in addition to Tier I and II supports.

- Conduct individualized attendance assessment and develop intervention plan
 - Alternative placement
 - Flexible curriculum and scheduling
 - Attendance contracts
- Continue established family contact
- Provide individualized wrap-around service
- Make referrals to outside support
 - [School & Community Resources](#) (pg. 61 - 66)
 - Medical services
 - [School-Based Health Center for BSD students](#)
 - [Health Services](#)
 - Mental health services
 - [Homeless liaisons](#)