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## 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, and action plans; and develop School Board and Superintendent goals based on this information.

**Background:**

Beginning in March of 2020, the onset of a global pandemic required our team to transform teaching as we know it. We were driven to plan a Comprehensive Distance Learning (CDL) plan, create an online school (FLEX), and plan for Hybrid and Limited In-Person Instruction (LIPI) in a very compressed period of time. We began CDL in the Fall of 2020 and continue to operate in that model today. Throughout the year, we have been refining both Hybrid and Limited In-Person Instruction for all Pre-K-12 schools. Our team has worked at a high level to ensure success for our students and families.

We feel extremely proud and grateful for the work that we have accomplished this year amidst these challenges. We will continue to strive to meet the needs of all of our students in Beaverton, with an emphasis on our most marginalized students. We will work harder than ever to help our students develop the skills they missed out on during this time. All of us have been humbled as we have adapted to lead in a virtual environment and support our schools, administrators, and teachers while they are navigating this challenging time.

We ask for your grace and patience as we continue this very important work and report on an incredibly challenging and monumental year.

**Format:** Teaching and Learning’s presentation of the Strategic Plan Measures report for the 2021 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 an opportunity to ask and respond to 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.

**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.

Thank you for your time and engagement,

**The Teaching and Learning Team**

Ginny Hansmann - Deputy Superintendent of Teaching and Learning

Kayla Bell - Administrator for PK-12 Curriculum, Instruction, and Assessment and Early Learning

Dr. Jon Bridges - Administrator for Accountability

Dr. Jon Franco - Executive Administrator for High Schools and Options Programs

Dr. Danielle Hudson - Executive Administrator for Student Services

Dr. Toshiko Maurizio - Administrator for Multilingual Programs

Dr. Patrick Meigs - Executive Administrator for Elementary Schools

John Peplinski - Administrator for PK-12 Curriculum, Instruction, and Assessment

Kelly Raf – Administrator for Special Education

Dr. Brian Sica - Administrator for PK-12 Curriculum, Instruction, and Assessment

Kathleen Skidmore - Executive Administrator for Elementary Schools

Ken Struckmeier - Executive Administrator for Middle Schools

Nicole Will - Executive Administrator for Elementary Schools

## 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 six sections: 1) principal learning action plan; 2) English language arts K-11; 3) Math K-11; 4) Science K-11; 5) high school graduation and career learning; and 6) 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 OSAS 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

**OSAS:** Oregon State Assessment System

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.

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

**Students with Disabilities:** A student receiving special education services 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.

**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.

**Asian:** Having origins in the Far East, Southeast Asia or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

**Black:** Having origins in any of the black racial groups of Africa.

**Hispanic/Latino:** Having origins in Cuba, Mexico, Puerto Rico, Central and South America or other Spanish culture.

**Native American/Alaska Native:** Having origins in any of the original peoples of North America and who maintains tribal affiliation or community attachment.

**Pacific Islander:** Having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**White:** Having origins in any of the original peoples of Europe, the Middle East, or North Africa

**Native American/Indian Ed/Tribal Enrollment:** Students who are **Native American/Alaska Native** and/or are enrolled in a tribe and/or participate in the Indian education program.

## Disaggregations

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

## District Strategic Measures

Measurement	2017/18	2018/19	2019/20	2020/21 Goal	2021/22 Goal
% of kindergarten students proficient or advanced in: • English Language Arts	<b>79.1%</b>	<b>74.0%</b>	---	79.0%	81.6%
	---	---	---	---	---
% of 3 <sup>rd</sup> grade students proficient or advanced in: • English Language Arts*	<b>63.6%</b>	<b>62.1%</b>	---	67.6%	70.5%
	<b>64.0%</b>	<b>63.9%</b>	---	68.9%	71.5%
% of 5 <sup>th</sup> grade students proficient or advanced in: • English Language Arts	<b>68.6%</b>	<b>68.5%</b>	---	72.1%	74.0%
	<b>54.9%</b>	<b>53.2%</b>	---	60.9%	65.2%
	<b>NA</b>	<b>47.3%</b>	---	56.4%	61.5%
% of 8 <sup>th</sup> grade students proficient or advanced in: • English Language Arts	<b>64.2%</b>	<b>64.5%</b>	---	79.3%	71.8%
	<b>54.0%</b>	<b>53.4%</b>	---	61.1%	65.4%
	<b>NA</b>	<b>48.4%</b>	---	57.2%	62.2%
% of 11 <sup>th</sup> grade students proficient or advanced in: • English	<b>60.7%</b>	<b>58.7%</b>	<b>56.9%</b>	60.9%	65.2%
	<b>43.4%</b>	<b>46.1%</b>	<b>40.3%</b>	46.2%	53.0%
	<b>43.4%</b>	<b>40.2%</b>	<b>41.5%</b>	47.3%	54.0%
% of students graduating in: • Four years*	<b>86.4%</b>	<b>85.6%</b>	<b>89.3%</b>	89.4%	89.6%
	<b>88.9%</b>	<b>89.1%</b>	<b>88.6%</b>	89.5%	90.3%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas^	<b>58.8%</b>	<b>60.0%</b>	<b>67.1%</b>	66.0%	69.3%
% of students missing 10 or more school days^	<b>38.1%</b>	<b>40.8%</b>	<b>24.7%</b>	31.9%	27.0%

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.

\* Student Investment Account Metrics

^ Goals for these measures continued from 2018-19

# TEACHING AND LEARNING LEADERSHIP LEARNING

## Goals

The foundation of our work is growing our capacity in Anti-Bias Anti-Racist leadership and changing biased and racist district/school practices.

- To Use Collective Efficacy as an umbrella as we focus on leadership in these areas
  - Anti-Bias/Anti-Racist
  - Leadership
  - Consistent Curriculum and Instruction in All Classrooms
  - Meaningful Feedback to Students and Teachers To work collaboratively with each school in their journey to being Anti-Bias/Anti-Racist learning communities
- To foster deeper collective efficacy amongst schools in their alignment of curriculum, instruction and assessment
- To provide principals with support, time and resources to enhance and grow their leadership practices
- To strengthen collective efficacy within our leadership groups through honest dialogue around student achievement data, instructional best practices and learning, as measured by OSAS and other assessment tools at the school level and class/programming access.

We continue to believe that the more time we spend learning together, planning next leadership moves, setting goals for implementation of staff learning, reflecting and sharing both our successes and challenges, the stronger both individual principal and collective leadership will become. It is the increased collective focus on Anti-Bias/Anti-Racist leadership and instructional practices, both in leadership learning and across every school, that will strengthen each school learning community's ability to meet the needs of each and every student. Central to these goals is keeping student learning, growth and outcomes at the center of principal learning, and thus at the center of school-based learning as well.

### **Successes:**

- School leaders and staff have appreciated the Anti Bias/Anti-Racist commitment and have incorporated Anti-Bias/Anti-Racist strategies into their school learning and teaching plans. Principals have shared that the district commitment to Anti-Bias/Anti-Racist has strengthened their resolve to change inherently racist practices. 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.
- With students and teachers engaged in Comprehensive Distance Learning (CDL) since March 2020, school leaders have grown in their capacity to support the success of their students, families, and staff even when they are limited to digital platforms. They have also grown in their capacity to lead during times of adaptive and systemic change and to consider how systems can be reimagined to better support all.
- After each leader 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 increased focus on Anti-Bias/Anti-Racist leadership and instructional practices in connection to our goal/commitment areas. This centralized focus supported the incorporation of a deeper focus on Anti-Bias/Anti-Racist work in school learning plans. 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.

- During academic conferences again this year, principals had opportunities to present their goals and strategies for school improvement, as well as listen to the work and leadership moves of colleagues. Every principal shared the depth and scope of conversations, work and staff connections in their buildings in relation to Anti-Bias/Anti-Racist and the connection to instructional practices. These conferences continue to provide principals an opportunity to note areas of strength, but more importantly, voice areas of opportunity and growth.

#### **Areas of Growth:**

- We have continued Anti-Bias/Anti-Racist work to do with our staff, our students and our school communities. We will be in a constant state of growth, adaptation and adjustment with our goal to be an anti-racist district.
- Continued coordination of Anti-Bias/Anti-Racist learning for administrators, licensed staff, and classified staff will enhance the impact on the District
- School leaders will need to identify how successes from CDL might inform what teaching and learning will look like in the future.
- Our on-going K-12 perspective is enhanced by the academic conferences in ways that will inform our leadership practices moving forward. The interconnection between Anti-Bias/Anti-Racist learning and instructional and classroom practices continues to be an area of growth. Schools are focused on this through their school learning plans, which is an important step forward.
- The vertical alignment of instructional practice, leadership strategies and curriculum implementation tied Anti-Bias/Anti-Racist learning is an area for continued growth.

#### **Action Plan**

##### **Ongoing:**

Executive Administrators use the Teaching and Learning framework to guide leadership development with school leaders.

**Anti-Bias Anti-Racism (Anti-Bias/Anti-Racist)** is our Foundation.

Achieving **Collective Efficacy** around Anti Bias/Anti-Racist is our goal. To get there we will incorporate:

- **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 that fall under the umbrella of collective efficacy to structure principal meetings, small team meetings, assistant principal meetings and school visits. These four focus areas

form the backbone of 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:

- **Anti-Bias Anti-Racism (Anti Bias/Anti-Racist)** - As a district our goal is to be anti-racist not just in theory but in practice. We are and will continue to examine school and district practices with an equity lens eliminating those practices which are inherently racist. We strive to achieve collective efficacy with Anti Bias/Anti-Racist.
- **Impactful Leadership** - We work to empower leaders to guide their school communities as they support improved Anti Bias/Anti-Racist practices, support the social emotional needs of students and staff, manage facilities, and improve outcomes for all students. Under the umbrella of Anti-Bias/Anti-Racist work, principal learning continues to focus on high leverage leadership moves, purposeful and intentional decision making to impact student/staff learning within each school.
- **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, Hattie 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.

Additionally, a critical aspect of this work is focusing on the transitions across the Pre-k-12 continuum. Key transitions we are focused on are:

- Entering Pre-K
- Between pre-k and Kindergarten
- Between 5<sup>th</sup> and 6<sup>th</sup> grade
- Between 8<sup>th</sup> to 9<sup>th</sup> grade.

Principals are engaged in work around how to create collective efficacy not only amongst our school communities but also as a leadership group in general. School Leaders have honed in on looking at the root causes as to why we believe some of our most underserved students are not accessing rigorous coursework and learning opportunities. We are adjusting curriculum guides, curricular materials, communications to reflect our conversations.

# 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 KG	2016-17	2017-18	2018-19	2019-20
All Students	79.4%	79.1%	74.0%	
English Language Learner	60.0%	57.2%	49.8%	
Students with Disabilities	53.4%	53.5%	44.9%	
Asian	90.6%	90.6%	88.2%	
Pacific Islander/Native Hawaiian***	45.5%			
Black	65.6%	69.6%	59.3%	
Hispanic/Latino	61.4%	59.3%	52.1%	
American Indian/Alaskan Native***				
White	85.5%	85.3%	79.7%	
Multi-Racial	82.5%	84.0%	82.4%	
Talented and Gifted	>95%	>95%	>95%	
Male	77.6%	76.0%	72.9%	
Female	81.3%	82.5%	75.1%	

## 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	2018-19	2019-20
All Students	60.6%	62.4%	59.5%	63.6%	62.1%	
Economically Disadvantaged	37.6%	40.8%	35.2%	37.8%	37.1%	
English Language Learner	27.4%	33.2%	28.7%	36.7%	33.3%	
Ever English Language Learner	31.4%	35.3%	30.2%	36.7%	33.3%	
Students with Disabilities	35.4%	32.5%	31.9%	35.1%	37.2%	
Asian	81.4%	84.0%	81.4%	85.3%	79.2%	
Pacific Islander/Native Hawaiian***						
Black	39.7%	35.4%	45.5%	48.0%	33.7%	
Hispanic/Latino	36.0%	36.6%	31.1%	35.1%	36.0%	
American Indian/Alaskan Native***						
White	67.3%	70.6%	68.0%	71.7%	69.9%	
Multi-Racial	71.6%	65.1%	63.8%	66.8%	68.6%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment						
Male	55.5%	57.3%	56.5%	60.7%	59.0%	
Female	65.4%	67.5%	62.5%	66.8%	65.5%	

## 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	2018-19	2019-20
All Students	65.6%	68.9%	66.4%	68.6%	68.5%	
Economically Disadvantaged	44.1%	50.3%	45.8%	48.6%	45.7%	
English Language Learner	34.1%	38.2%	33.2%	43.3%	42.5%	
Ever English Language Learner	42.0%	46.1%	42.1%	45.2%	44.3%	
Students with Disabilities	31.1%	29.1%	28.0%	34.0%	32.8%	
Asian	83.0%	85.1%	84.7%	87.2%	86.3%	
Pacific Islander/Native Hawaiian***	58.6%	51.6%				
Black	43.5%	53.9%	48.6%	47.4%	52.4%	
Hispanic/Latino	42.6%	47.5%	43.4%	44.5%	43.2%	
American Indian/Alaskan Native***						
White	72.6%	75.4%	72.9%	75.4%	76.7%	
Multi-Racial	73.2%	74.7%	74.4%	74.5%	71.7%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					70.0%	
Male	60.0%	63.7%	60.7%	65.0%	64.8%	
Female	71.7%	74.2%	71.8%	72.1%	72.2%	

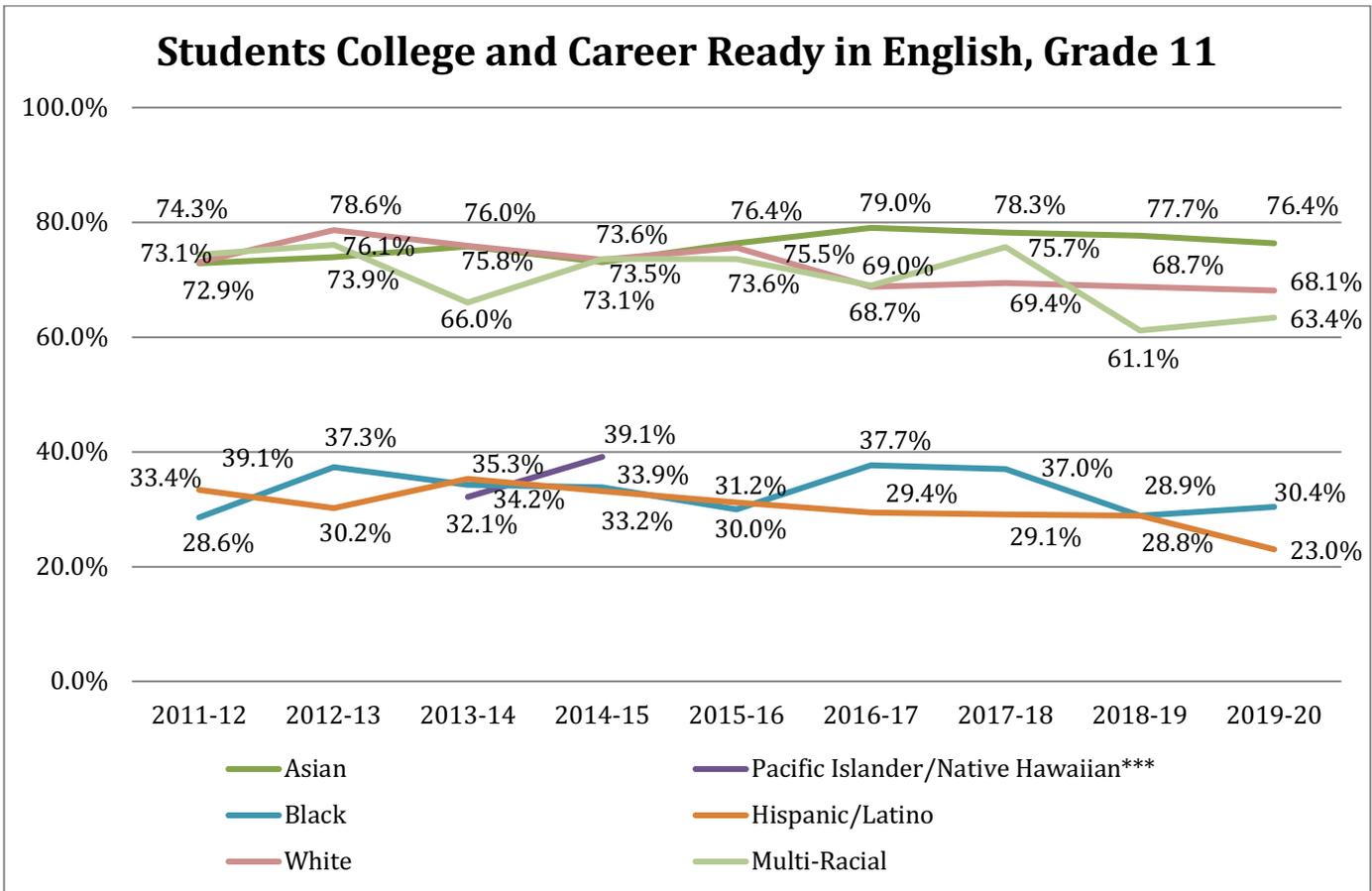
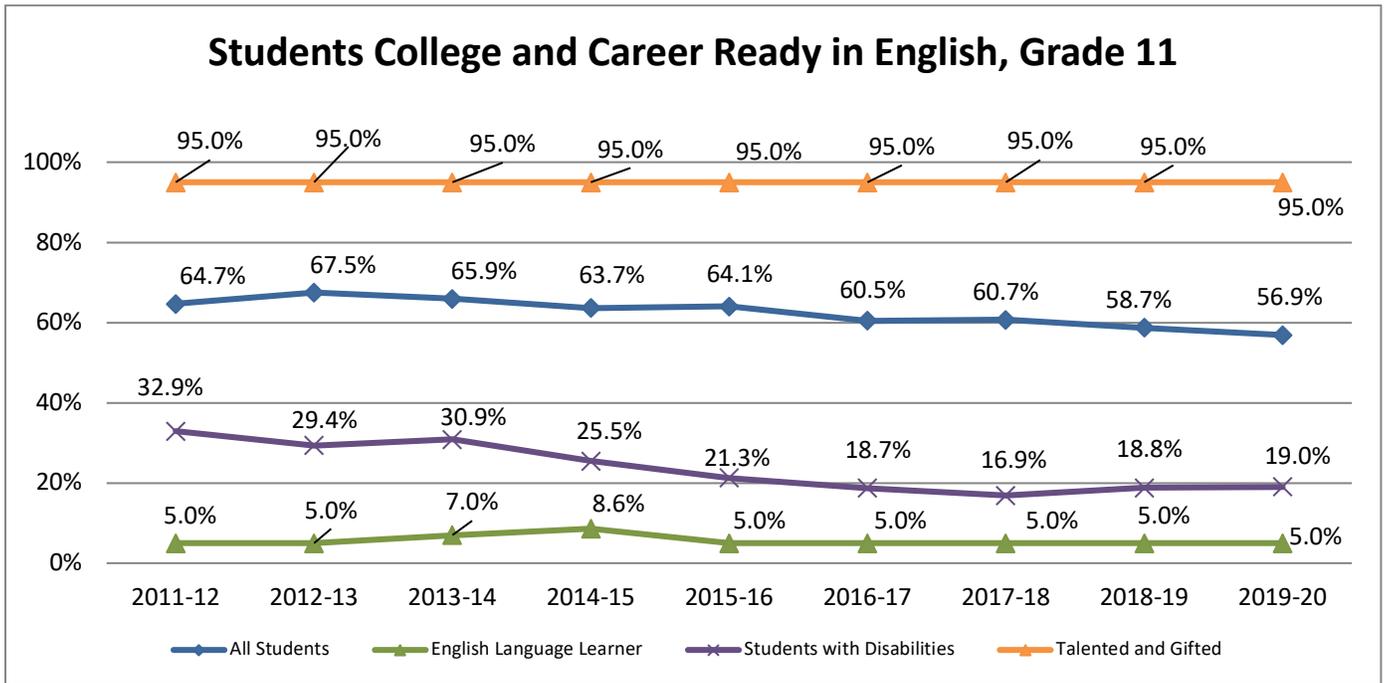
## Grade 8 Students Proficient or Advanced in English Language Arts

*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	2018-19	2019-20
All Students	67.0%	65.7%	62.5%	64.2%	64.5%	
Economically Disadvantaged	46.1%	44.0%	38.4%	40.6%	42.0%	
English Language Learner	19.7%	17.2%	14.7%	33.5%	30.4%	
Ever English Language Learner	48.1%	45.7%	38.6%	42.1%	43.4%	
Students with Disabilities	23.5%	23.5%	23.0%	21.5%	21.9%	
Asian	82.3%	84.3%	86.3%	85.4%	83.3%	
Pacific Islander/Native Hawaiian***	42.3%	33.3%	33.3%		33.3%	
Black	45.7%	43.2%	40.4%	49.3%	50.0%	
Hispanic/Latino	44.7%	42.8%	37.0%	38.9%	39.9%	
American Indian/Alaskan Native***						
White	73.3%	72.3%	68.9%	70.9%	72.6%	
Multi-Racial	79.3%	73.9%	69.3%	72.3%	66.9%	
AVID			52.7%	51.2%	54.5%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					50.0%	
Male	61.1%	61.2%	56.8%	59.2%	58.7%	
Female	73.0%	70.5%	69.0%	69.7%	70.3%	

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

Definition and Source: ACT Grade 11 test results



<b>Students College and Career Ready in English, Grade 11</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Students	63.7%	64.1%	60.5%	60.7%	58.7%	56.9%
English Language Learner	8.6%	<5%	<5%	<5%	<5%	5.2%
Students with Disabilities	25.5%	21.3%	18.7%	16.9%	18.8%	19.0%
Asian	73.1%	76.4%	79.0%	78.3%	77.7%	76.4%
Pacific Islander/Native Hawaiian***	39.1%		32.1%	39.1%	17.4%	
Black	33.9%	30.0%	37.7%	37.0%	28.9%	30.4%
Hispanic/Latino	33.2%	31.2%	29.4%	29.1%	28.8%	23.0%
American Indian/Alaskan Native***						
White	73.5%	75.5%	68.7%	69.4%	68.7%	68.1%
Multi-Racial	73.6%	73.6%	69.0%	75.7%	61.1%	63.4%
AVID			37.3%	37.0%	33.9%	32.7%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment						
Male	63.9%	61.7%	54.7%	58.3%	56.9%	54.3%
Female	63.4%	66.6%	66.5%	63.1%	60.5%	59.4%

<b>School Name</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Aloha High School	46.1%	43.8%	39.5%	42.2%	36.3%	32.4%
Arts & Communication Magnet Academy	83.8%	85.5%	80.0%	75.0%	72.1%	67.1%
Beaverton Academy of Sci. & Engineering						71.3%
Beaverton High School	61.5%	62.3%	52.6%	53.2%	43.9%	42.9%
Community School	26.9%	12.5%	<5%	9.1%	15.9%	10.0%
International School of Beaverton	84.0%	82.9%	93.6%	91.0%	88.5%	85.7%
Mountainside High School					63.3%	61.2%
Southridge High School	65.7%	66.1%	72.3%	65.0%	54.5%	48.8%
Sunset High School	74.0%	72.9%	68.2%	68.8%	72.9%	74.2%
Westview High School	66.5%	67.8%	61.0%	64.7%	66.9%	62.8%

\*\*\* Not reported - fewer than 20 students

<b>College and Career Ready in English in Grade 11 (2019-20)</b>	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	32%	42%	24%	16%	46%	50%	39%	26%	6%	80%	<5%	33%
Arts and Communication Magnet Academy	67%					80%	67%	68%				
Beaverton Academy of Sci. & Engineering	71%			29%		84%	61%	78%		>95%		
Beaverton High School	43%	57%		15%	35%	71%	48%	37%	<5%	94%	<5%	23%
Community School	10%						10%					
International School of Beaverton	86%	77%				95%	81%	90%		>95%		
Mountainside High School	61%	77%		33%	59%	65%	68%	54%	16%	95%		36%
Southridge High School	49%	64%	24%	18%	71%	64%	54%	45%	12%	93%		31%
Sunset High School	74%	88%		36%	77%	75%	76%	73%	19%	>95%		
Westview High School	63%	80%		36%	65%	67%	65%	61%	40%	95%	14%	80%

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

# ***English Language Arts K-11***

## **Elementary**

### **Action Plan**

#### **This Year:**

- We are supporting the vision for building capacity in best practices in writing and reading around the district. TOSAs are spending time working with teachers directly in order to align practices.
- Intervention teachers are using the Beaverton Multicultural Education Community (BMEC) Action Plan to guide a re-evaluation of our program and efforts.
- We offer professional development during the Wednesday Professional Development time. Examples include:
  - Conferencing and Small Groups in Comprehensive Distance Learning (CDL) with Teachers College Staff Developer K-2
  - Read Aloud PD with Teachers College Staff Developer
  - Reading PD with Teachers College Staff Developer 3-5
  - Dr. Ghody Muhammad: Historically and Culturally Responsive Literacy Framework PD
  - Virtual Units of Study – Reading & Writing
  - Virtual Units of Study (Reading & Writing) for Dual Language
  - Independent Reading Level Assessment (IRLA) and how to administer IRLA/ENIL virtually
  - Reading and writing professional development with Lucía Rocha-Nestler for elementary Dual Language teachers
  - Heggerty Phonemic Awareness Spanish materials and professional development for Dual Language K-2 teachers
  - Increasing digital access to more culturally responsive books in Spanish for Dual Language elementary schools
  - Multi-Lingual Learners and IRLA Webinar
  - Communicating with Multilingual Families
  - Reading assessment through a multilingual/multicultural lens
  - ARC Building Language & Literacy training cohorts of ELD, intervention & Dual Language teachers
  - Matching Students to ELA Books and digital access to books
  - PreK-K Anti-Bias/Anti-Racists (ABAR) Early Learning Practices & Playful Inquiry
  - Adjusted Scope & Sequence for each grade level considering spring school closures and transition to CDL
- Creating Units of Study Reading and Writing Resource Slide Decks in order to support CDL (in English as well as Spanish for Dual Language), including supports/resources for multilingual learners as well as the ELP standards
- Creating Reading and Writing Launching Units K-5 for reading identity and community building (in English as well as Spanish for Dual Language)
- Creating Seesaw and Canvas activities for Units of Study in Reading and Writing (in English as well as Spanish for Dual Language)
- Dyslexia screening of incoming kindergarten students and new to the district first graders; and professional development for Intervention teachers who have received training to be the dyslexia point person in their building

- TOSA supported professional development in reading
- The development of a Multi-Tiered System of Support referral and tracking system in Synergy
- Revisited and revised the first semester report card to reflect CDL practices and the varying ability to accurately report student proficiency
- For the 2020-21 school year, all levels will continue to implement ELD curricular adoption materials that align 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 align to ELA workshop model and adopted best instructional practices for teaching multilingual learners.
- 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.
- Inclusion of specialized program classrooms in the district ELA curriculum adoption process
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready, Unique Learning Systems, News to You, and First Author instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom

#### **Long Term:**

- Build in a Culturally and Historically Responsive Literacy Framework (CHRLF) into reading and writing units.
  - Prepare text list and teacher coaching to accompany books.
  - Purchase these books for every classroom.
  - Recruit teachers, including Black, Indigenous and People of Color (BIPOC) voices, to look critically at current curriculum and how to add or change to ensure it meets CHRLF.
- Professional Development on adding work around identity, intellect, criticality and joy into Units of Study, and how you may make modifications based on the identities of students in your own class
- Professional Development around thoughtfully planning interactive read aloud
- Review scope and sequence and adjust as necessary for return to in-person instruction
- Create Reading and Writing Launching Units K-5 for identity and community building in English and Spanish
- Professional Learning with all teachers around equitable reading assessment practices for multilingual learners leveraging the expertise of the teachers who participated in the ARC Building Language & Literacy cohorts in Fall 2020
- Continue Early Learning professional development efforts on an Anti-Bias, Anti-Racist foundation including Playful Inquiry and Social Emotional Learning.
- Ensure new teachers are trained and supported in the district's vision and goals for ELA.
- Support teachers to maintain implementation of the Literacy adoption as the adoption enters year six.
- 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, ELD and special education teachers as part of the Quality Curriculum Cycle
- 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 multilingual learners at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development

- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core content for all multilingual learners
- Complete redesign of elementary ELD program models continues through the 2022-23 school year. All multilingual learners will be integrated into the classroom setting and not pulled out for services in 2022-23.
- Inclusion of specialized program classrooms in the district ELA curriculum adoption process
- Implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Implementation of Synergy 504 documentation system

## **Secondary Analysis**

### **Successes:**

- The college- and career-readiness of 11<sup>th</sup> grade students with disabilities has increased over the last three years.
- Language arts and Humanities teachers worked together to create multiple units in reading, writing, and humanities and shared them in Canvas so that all teachers could have access and support with CDL. This is an ongoing project to support teachers in CDL.

### **Areas for Growth:**

- The percentage of 11<sup>th</sup> graders meeting college and career-readiness benchmarks in English is at its lowest point. This also true for most student groups as well.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender, and ability.
- More consistent implementation of adopted best practices, position paper, learning targets, and instructional materials in all schools

## **Action Plan**

### **This Year:**

- Creating greater awareness of implementation at the administrator and teacher level
- Provided professional development to language arts and Humanities staff during preservice on integrating ABAR and CRT into language arts curriculum and classroom practices
- MS and HS collaborating in spring/summer to create sample scope and sequences and materials to support teachers in 2021-2022 school year
- Optional professional development opportunities around collaboration, inclusive language arts practices, supporting linguistically diverse students in reading and writing
- Continued work toward AVID school-wide implementation in middle and high schools, with an emphasis on reading, writing and organization strategies and culturally relevant teaching
- For the 2020-21 school year, all levels will continue to implement ELD curricular adoption materials that aligns with the ELA adoption. Elementary and secondary levels have access to a variety of classroom libraries that reflect the demographics and language background of students.

- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready, Unique Learning Systems, News to You, and First Author instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Progress monitor student growth for students with disabilities twice per year in the area of Reading
- The addition of classroom libraries in all specialized program classrooms
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.
- TOSAs provided training on utilizing Assistive Technology tools, including Read & Write, to support students' reading and writing skills, in addition to advanced training in the iReady instructional tool.

#### **Long Term:**

- Continued focus on the implementation of the Writer's Workshop model K-12 and the use of the Writing Units of Study in all middle schools
- Transitioning from Humanities to separate Language Arts and Social Classes at the middle level offers a restart and refocus on literacy
- Increased use of the Reading Workshop model, classroom libraries, and student choice reading
- A Homegrown Institute is in the planning stages, with a focus on high leverage and culturally relevant literacy practices for pre-K to 12
- 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
- Training and support for new teachers and teachers new to language arts
- Trained reading intervention staff are needed to support students striving toward proficient reading skills
- Support collaboration time for Language Arts/Humanities, ELL, and SPED teachers to strengthen literacy practices.
- Re-establish consistent time for professional development, including the impact of literacy leaders in site based professional development.
- Facilitate and support Professional Development opportunities focused on creating an antiracist, anti-bias math classroom. Support BMEC and District PD efforts on antiracism for all teachers.
- Teacher Collaboration and Professional Development opportunities for MS/HS language arts teachers to share best practices problems of practice and work on instruction in CDL
- Create guidance for priority learning targets and teaching content in CDL.
- Continued implementation of district-wide Learning Team model to support 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, as well as culturally relevant teaching practices
- 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 ELs 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 professional development
- Continued work to ensure all teachers are trained in linguistically integrated LA professional development in early February so teachers are able to provide access to core for all EL
- 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. The MLD is also working collaboratively with T&L ELA TOSAs to support classroom libraries and books for book clubs.
- The inclusion of specialized program classrooms in the district language arts curriculum adoption process
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- 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.
- The inclusion of specialized program classrooms in the district ELA curriculum adoption process
- The development of a universal BSD pre-referral system for Special Education
- Continue to support the purchase and updating of classroom libraries in all specialized program classrooms.
- Consistent plans and positions for reading intervention at the secondary level is crucial. There are little to zero training reading intervention teachers at the secondary level.
- Continue to fund classroom libraries and books for book clubs that are authored by and represent multiple races, genders, ethnicities, and more.
- Provide professional development for teachers on auditing curricular choices, creating culturally responsive units, and general ABAR learning.

# MATH 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	2018-19	2019-20
All Students	65.6%	65.5%	64.4%	64.0%	63.9%	
Economically Disadvantaged	43.4%	42.2%	41.0%	38.7%	37.5%	
English Language Learner	36.0%	38.4%	39.7%	41.8%	40.3%	
Ever English Language Learner	39.2%	40.6%	41.0%	41.9%	40.3%	
Students with Disabilities	40.9%	38.8%	38.2%	36.1%	38.8%	
Asian	87.6%	88.2%	88.4%	88.7%	85.7%	
Pacific Islander/Native Hawaiian***						
Black	42.9%	36.5%	48.1%	45.3%	30.2%	
Hispanic/Latino	42.0%	39.5%	37.3%	38.4%	37.6%	
American Indian/Alaskan Native***						
White	72.0%	73.2%	71.1%	69.6%	70.2%	
Multi-Racial	74.1%	70.7%	71.2%	68.2%	71.1%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment						
Male	66.0%	65.6%	65.4%	66.1%	66.5%	
Female	65.3%	65.5%	63.4%	61.5%	61.1%	

## Grade 5 Students Proficient or Advanced in Math

*Definition and Source: Smarter Balanced Assessment in Math*

Students Proficient and Advanced in Math, Grade 5	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	58.9%	55.6%	55.2%	54.9%	53.2%	
Economically Disadvantaged	33.9%	33.0%	31.9%	30.6%	27.1%	
English Language Learner	28.1%	24.8%	25.6%	32.7%	30.8%	
Ever English Language Learner	35.6%	32.6%	33.9%	34.7%	31.9%	
Students with Disabilities	27.4%	25.2%	22.8%	23.4%	24.2%	
Asian	86.4%	82.5%	80.9%	82.4%	81.2%	
Pacific Islander/Native Hawaiian***	48.3%	35.5%				
Black	34.8%	34.8%	32.4%	25.3%	28.0%	
Hispanic/Latino	32.3%	28.3%	30.8%	29.8%	26.4%	
American Indian/Alaskan Native***						
White	65.3%	62.5%	61.6%	59.1%	59.5%	
Multi-Racial	64.9%	60.9%	57.6%	63.6%	56.1%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					47.4%	
Male	58.6%	55.9%	56.6%	56.4%	55.9%	
Female	59.3%	55.3%	54.0%	53.3%	50.6%	

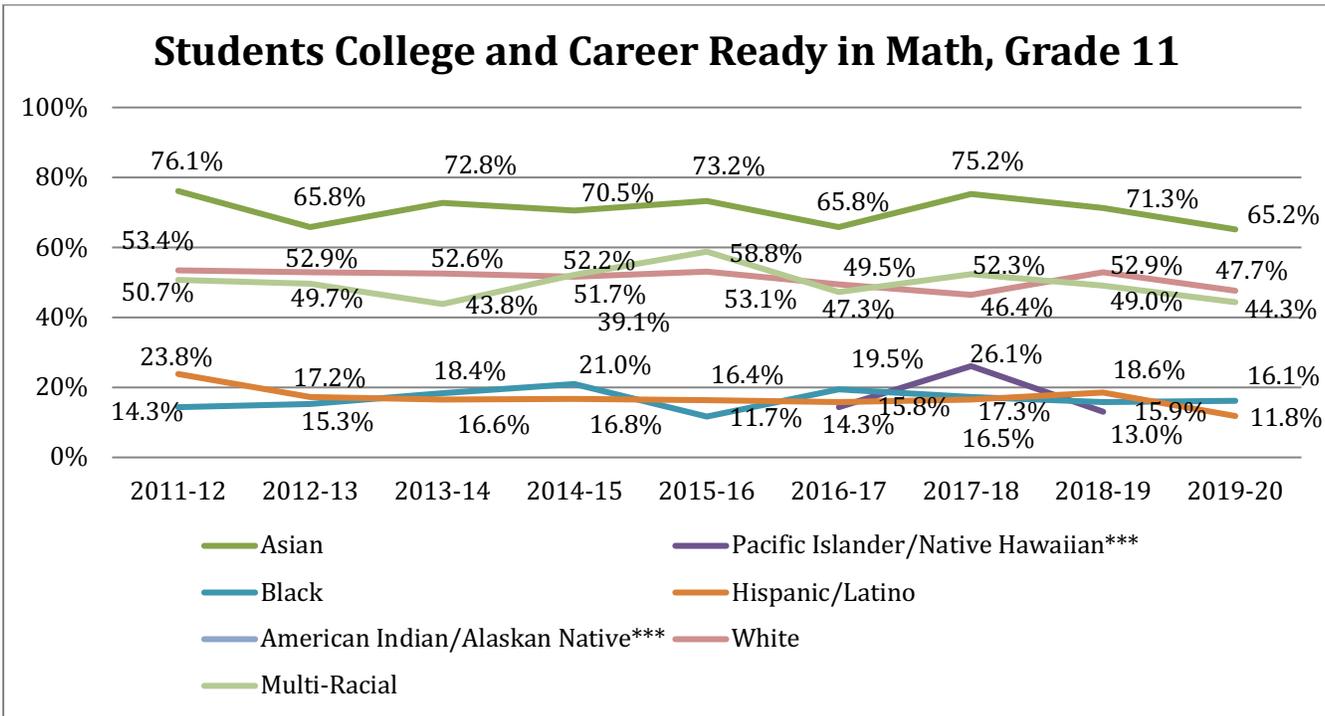
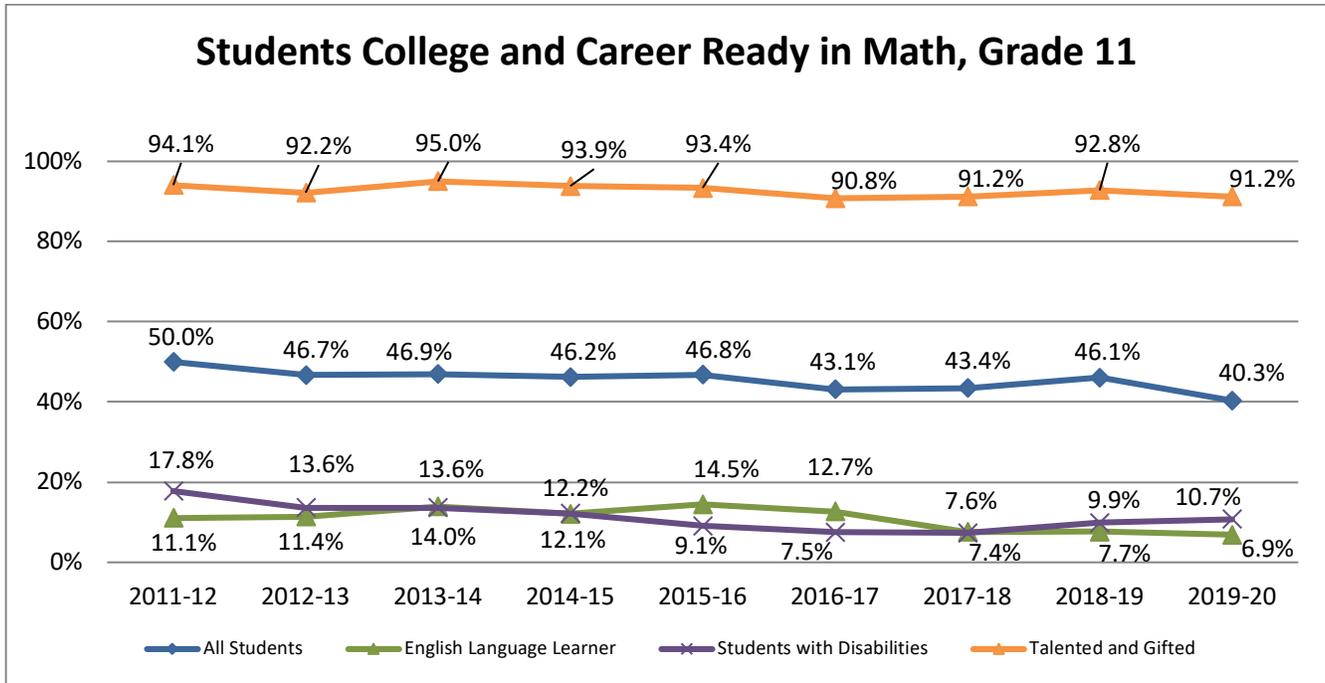
## Grade 8 Students Proficient or Advanced in Math

*Definition and Source: Smarter Balanced Assessment in Math*

Students Proficient and Advanced in Math, Grade 8	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	60.0%	56.4%	54.0%	54.0%	53.4%	
Economically Disadvantaged	37.0%	34.2%	27.8%	27.8%	29.5%	
English Language Learner	24.4%	21.9%	13.1%	29.1%	23.9%	
Ever English Language Learner	46.5%	41.6%	31.2%	36.1%	35.1%	
Students with Disabilities	20.7%	15.5%	18.3%	13.0%	15.0%	
Asian	87.2%	82.8%	83.1%	83.8%	82.2%	
Pacific Islander/Native Hawaiian***	42.3%	25.9%	19.0%		26.7%	
Black	41.3%	27.4%	33.0%	21.1%	30.4%	
Hispanic/Latino	33.1%	31.3%	25.9%	28.4%	28.3%	
American Indian/Alaskan Native***						
White	64.4%	62.8%	59.6%	58.8%	59.0%	
Multi-Racial	72.2%	60.6%	63.8%	54.5%	54.4%	
AVID			36.6%	33.5%	37.8%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					35.7%	
Male	59.3%	56.0%	53.0%	51.1%	52.3%	
Female	60.7%	56.8%	55.1%	56.5%	54.6%	

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

Definition and Source: ACT Grade 11 Test Results



<b>Students College and Career Ready in Math, Grade 11</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Students	46.2%	46.8%	43.1%	43.4%	46.1%	40.3%
English Language Learner	12.1%	14.5%	12.7%	7.6%	7.7%	6.9%
Students with Disabilities	12.2%	9.1%	7.5%	7.4%	9.9%	10.7%
Asian	70.5%	73.2%	65.8%	75.2%	71.3%	65.2%
Pacific Islander/Native Hawaiian***	39.1%		14.3%	26.1%	13.0%	
Black	21.0%	11.7%	19.5%	17.3%	15.9%	16.1%
Hispanic/Latino	16.8%	16.4%	15.8%	16.5%	18.6%	11.8%
American Indian/Alaskan Native***						
White	51.7%	53.1%	49.5%	46.4%	52.9%	47.7%
Multi-Racial	52.2%	58.8%	47.3%	52.3%	49.0%	44.3%
AVID			16.9%	17.8%	17.1%	13.3%
Talented and Gifted	93.9%	93.4%	90.8%	91.2%	92.8%	87.9%
Native American/Indian Ed/Tribal Enrollment						
Male	50.4%	50.5%	44.8%	47.3%	50.5%	43.5%
Female	41.8%	42.7%	41.3%	39.6%	41.3%	36.9%

<b>School Name</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Aloha High School	27.4%	24.4%	24.5%	23.2%	22.5%	19.4%
Arts & Communication Magnet Academy	44.6%	43.4%	41.5%	31.3%	37.7%	31.4%
Beaverton Academy of Sci. & Engineering						55.3%
Beaverton High School	41.7%	39.0%	29.4%	31.7%	35.8%	29.3%
Community School	<5%	<5%	<5%	<5%	<5%	6.9%
International School of Beaverton	70.7%	68.3%	67.9%	74.2%	78.7%	67.0%
Mountainside High School					50.7%	36.6%
Southridge High School	47.7%	50.0%	52.6%	48.9%	36.2%	33.6%
Sunset High School	60.4%	59.4%	52.8%	53.8%	62.0%	59.6%
Westview High School	50.9%	54.4%	48.8%	49.9%	54.9%	47.7%

\*\*\* Not reported - fewer than 20 students

<b>College and Career Ready in Math in Grade 11 (2019-20)</b>	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	19%	25%	14%	6%	38%	33%	19%	20%	<5%	74%	<5%	14%
Arts and Communication Magnet Academy	31%					37%	27%	41%				
Beaverton Academy of Sci. & Engineering	55%			25%		66%	39%	66%		>95%		
Beaverton High School	29%	35%		7%	40%	51%	32%	27%	<5%	85%	<5%	12%
Community School	7%						5%					
International School of Beaverton	67%	69%				76%	63%	71%		88%		
Mountainside High School	37%	55%		20%	35%	37%	36%	37%	8%	80%		<5%
Southridge High School	34%	48%	10%	7%	29%	51%	31%	36%	<5%	82%		14%
Sunset High School	60%	86%		21%	56%	57%	55%	63%	17%	>95%		
Westview High School	48%	69%		20%	54%	49%	42%	52%	20%	92%	23%	

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

## ***Math K-11***

### **Elementary**

#### **Action Plan**

##### **This Year:**

- Continue to implement consistent K-5 Math Curriculum and best practices in math.
- Progress monitor student growth for students with disabilities three times per year in the area of math.
- All levels will continue to support ELs 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 professional development in the languages of instruction (English and Spanish).
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Revisited and revised the first semester report card to reflect CDL practices and the varying ability to accurately report student proficiency.
- 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.
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom

##### **Long Term:**

- Continue to provide professional development and respond to the current needs of teachers in math.
- Continued building and administrator support for adopted math curriculum and best practices in math
- Continue providing and growing more culturally & linguistically responsive supports in Spanish for Dual Language K-5, recognizing that Spanish is the language of instruction.
- Continue building capacity for an increase in math coaching across the district.
- Continue to use DreamBox - as a communication tool, for data points and for progress monitoring.
- Ensure new teachers are trained and supported in the district's vision and goals for math.
- Support teachers to maintain implementation of the Math adoption as the adoption enters year five.
- Continue staff support in assessment best practices in math.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and PD for language is aligned to content area professional development
- The Multilingual Department will continue to vertically and horizontally align our district's PK-12 Dual Language Programs district-wide. The department will ensure that students starting in 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.
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Implementation of Synergy 504 documentation system

## Secondary

### Analysis

#### Successes:

- The college- and career-readiness of 11<sup>th</sup> grade students with disabilities has increased over the last three years.
- Slight increase in 11th grade College Readiness in math for Black/African American students from previous year

#### Areas for Growth:

- The percentage of 11<sup>th</sup> graders meeting college and career-readiness benchmarks in math is at its lowest point. This also true for most student groups as well.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender, and ability.
- Lack of consistent implementation of current math adoption materials and best practices in all schools

### Action Plan

#### This Year:

- Work with teachers to translate curricular resources in Math 6/7, 7/8, AGS 1, AGS 2, AGS 3 into a digital format using GoFormative for CDL.
- Provide training and support for GoFormative to support 6-12 math teachers in providing more frequent formative assessment.
- Facilitate and support Professional Development opportunities focused on creating an anti-racist, anti-bias math classroom. Support BMEC and District PD efforts on antiracism for all teachers.
- Teacher Collaboration and Professional Development opportunities for MS/HS math teachers to share best practices problems of practice and work on instruction in CDL
- Create guidance for priority learning targets and teaching content.
- Provide training and support for Dreambox to support 6 - 8 math teachers in using adaptive math supports.
- Continue implementation of a consistent and aligned math sequence at the high school.
- Continued implementation of professional development to teachers in their first year of College Prep Math curriculum (middle school math courses) and in their first year of Math Vision Project curriculum (AGS courses) (On hold during CDL.)
- Continue Professional Development and Collaboration with Teachers Development Group in the spring at Mountain View MS, Five Oaks MS, and Aloha HS.
- Initiate professional development focused on studio classroom observations and on peer observation and reflection. (On hold during CDL.)
- Work toward AVID school-wide implementation in middle and high schools. 98 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
- Fourth-year implementation of the adopted College Prep Math (CPM) program in middle schools

- For the 20-21 school year, all levels will continue to support English Learners in all content areas, including mathematics, by providing math teachers with integrated language instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive professional development in the languages of instruction (English and Spanish).
- Implementation of subject specific Resource Room Learning Strategies courses: Math Learning Strategies
- Selection of Resource Room Math Learning Strategies learning targets and the development of grading rubrics for the learning targets
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III Math interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Progress monitor student growth for students with disabilities twice per year in the area of Math.
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Advanced training in the iReady instructional tool was provided to staff

#### **Long Term:**

- 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 and the Effective Mathematics Teaching Practices identified in the National Council of Teachers of Mathematics report Principles to Actions (2014)
- 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 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.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all 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.
- The inclusion of specialized program classrooms in the district math curriculum adoption process

- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- The development of a universal BSD pre-referral system for Special Education

## SCIENCE K-11

### Grade 5 Students Proficient or Advanced in Science

*Definition and Source: Smarter Balanced Assessment in Science*

Students Proficient and Advanced in Science, Grade 8	2018-19	2019-20
All Students	47.3%	
Economically Disadvantaged	24.4%	
English Language Learner	21.8%	
Ever English Language Learner	23.3%	
Students with Disabilities	21.5%	
Asian	68.3%	
Pacific Islander/Native Hawaiian***		
Black	30.1%	
Hispanic/Latino	19.6%	
American Indian/Alaskan Native***		
White	56.1%	
Multi-Racial	48.5%	
Talented and Gifted	89.6%	
Native American/Indian Ed/Tribal Enrollment	50.0%	
Male	48.5%	
Female	46.0%	

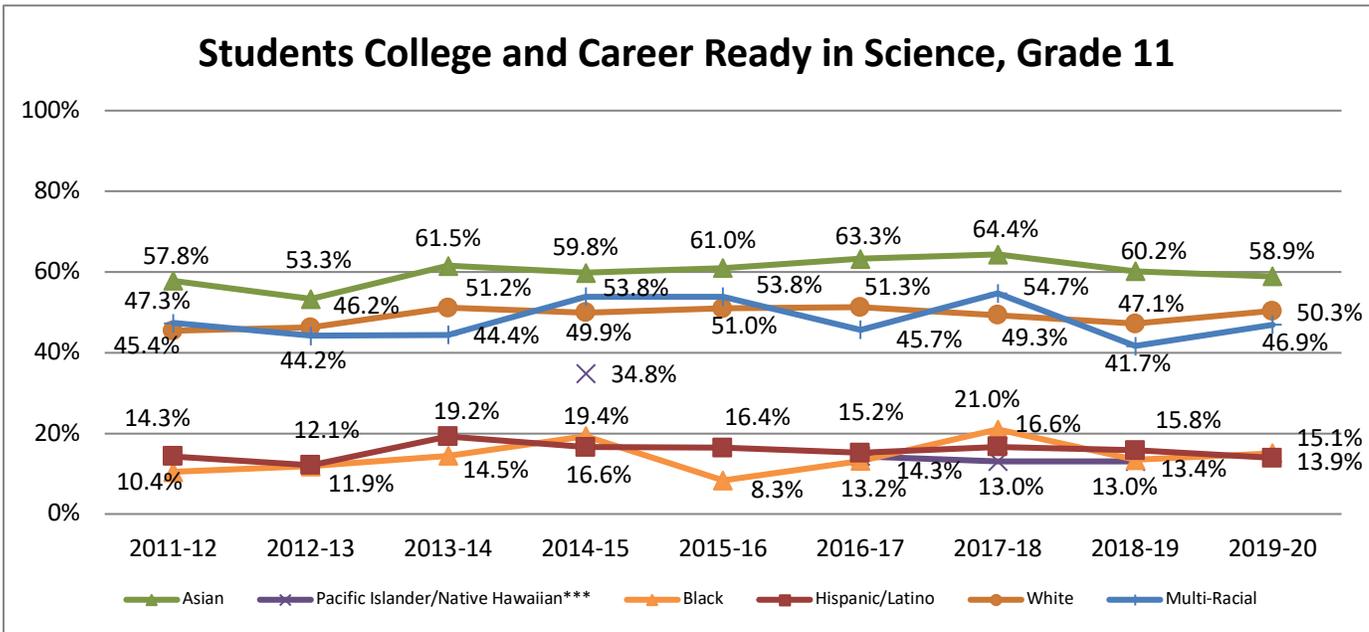
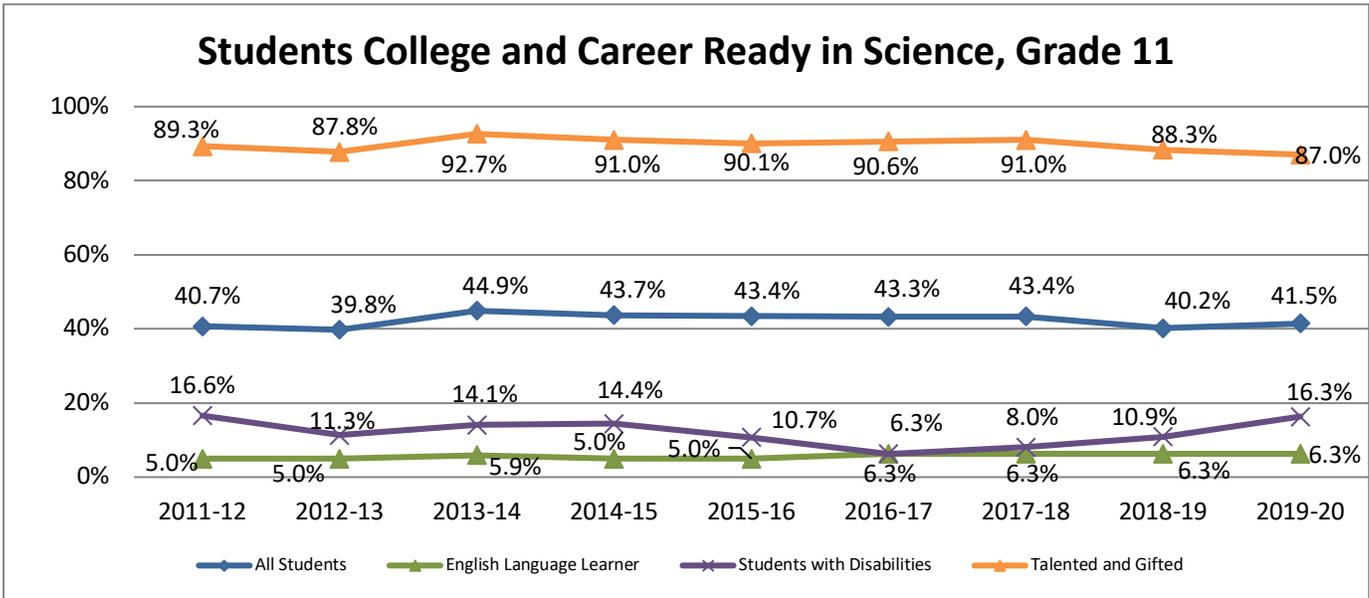
### Grade 8 Students Proficient or Advanced in Science

*Definition and Source: Smarter Balanced Assessment in Science*

Students Proficient and Advanced in Science, Grade 8	2018-19	2019-20
All Students	48.4%	
Economically Disadvantaged	24.5%	
English Language Learner	14.1%	
Ever English Language Learner	30.0%	
Students with Disabilities	16.5%	
Asian	70.6%	
Pacific Islander/Native Hawaiian***	13.8%	
Black	22.6%	
Hispanic/Latino	22.5%	
American Indian/Alaskan Native***		
White	56.4%	
Multi-Racial	51.6%	
AVID	32.0%	
Talented and Gifted	91.0%	
Native American/Indian Ed/Tribal Enrollment	38.5%	
Male	48.1%	
Female	48.7%	

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

*Definition and Source: ACT Grade 11 Test Results*



<b>Students College and Career Ready in Science, Grade 11</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Students	43.7%	43.4%	43.3%	43.4%	40.2%	41.5%
English Language Learner	<5%	<5%	6.3%	6.3%	<5%	<5%
Students with Disabilities	14.4%	10.7%	6.3%	8.0%	10.9%	16.3%
Asian	59.8%	61.0%	63.3%	64.4%	60.2%	58.9%
Pacific Islander/Native Hawaiian***	34.8%		14.3%	13.0%	13.0%	
Black	19.4%	8.3%	13.2%	21.0%	13.4%	15.1%
Hispanic/Latino	16.6%	16.4%	15.2%	16.6%	15.8%	13.9%
American Indian/Alaskan Native***						
White	49.9%	51.0%	51.3%	49.3%	47.1%	50.3%
Multi-Racial	53.8%	53.8%	45.7%	54.7%	41.7%	46.9%
AVID			17.5%	15.7%	14.3%	11.9%
Talented and Gifted	91.0%	90.1%	90.6%	91.0%	88.3%	87.0%
Native American/Indian Ed/Tribal Enrollment						
Male	47.8%	46.6%	42.7%	45.7%	42.2%	44.6%
Female	39.4%	39.9%	43.8%	41.1%	38.0%	38.1%

<b>School Name</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Aloha High School	24.7%	24.4%	23.1%	23.4%	17.7%	21.3%
Arts & Communication Magnet Academy	45.9%	51.8%	41.5%	50.8%	32.8%	44.3%
Beaverton Academy of Sci. & Engineering						57.4%
Beaverton High School	43.5%	39.0%	32.0%	32.8%	30.6%	33.5%
Community School	<5%	<5%	<5%	<5%	<5%	10.3%
International School of Beaverton	64.0%	67.1%	76.9%	73.0%	80.3%	68.1%
Mountainside High School					44.6%	42.3%
Southridge High School	44.7%	43.5%	55.1%	47.4%	30.9%	29.9%
Sunset High School	53.1%	52.6%	51.2%	53.1%	54.6%	57.0%
Westview High School	48.2%	47.8%	46.2%	47.5%	48.3%	46.6%

\*\*\* Not reported - fewer than 20 students

<b>College and Career Ready in Science in Grade 11 (2019-20)</b>	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	21%	28%	14%	7%	38%	35%	21%	22%	6%	76%	<5%	14%
Arts and Communication Magnet Academy	44%					47%	40%	55%				
Beaverton Academy of Sci. & Engineering	57%			29%		64%	47%	64%		>95%		
Beaverton High School	34%	35%		10%	30%	59%	32%	35%	<5%	88%	<5%	14%
Community School	10%											
International School of Beaverton	68%	69%				79%	58%	77%		91%		
Mountainside High School	42%	61%		23%	35%	44%	43%	42%	17%	82%		<5%
Southridge High School	30%	36%	10%	5%	33%	46%	30%	30%	8%	78%		<5%
Sunset High School	57%	74%		26%	59%	56%	52%	61%	17%	95%		
Westview High School	47%	57%		23%	60%	51%	41%	51%	28%	84%	14%	

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

# Elementary Science

## Action Plan

### **This Year:**

- Support the CDL rollout of Twig Science for grades 1-5 (including Special Education specialized classrooms).
  - Professional Development
  - Distributed trade books to schools
  - Slide decks and Twig Science lessons created in Seesaw and Canvas
- Support CDL in science Kindergarten (including Dual Language)
  - Professional Development
  - Create curriculum that integrates with purposeful play inquiry model and offers culturally relevant resources
- Support CDL Twig Science rollout for grades 1-5 in Dual Language
  - Professional development
  - Create science units for teachers in Spanish using some of the Twig resources available
  - Distribute trade books in Spanish to the three dual-language schools
- Continue to examine our science practices through an equity lens
  - Provide resources for teachers that address equity in science
  - Integrate equity practices into professional development
  - Provide additional culturally relevant and inclusive resources (e.g., non-fiction videos and books) to supplement the Twig curriculum

### **Long Term:**

- Supporting consistent integration of NGSS standards in all elementary classrooms. This support includes Twig Science professional development and resources adopted by the Board as part of the Science Project Team and Science Cadre work.
  - Distribution of Twig Science Kits and Books to grades 1-5 classrooms (including dual language and SPED)
- Supporting the ongoing work of curricular integration across subjects
- Ongoing professional development to support teacher understanding of scientific content knowledge appropriate to the grade level they teach
- Ongoing professional development to support teacher understanding of the three-dimensions of the NGSS standards as well as phenomena-based learning
  - Professional Development - All Teachers
    - 1 full day per unit plus 1 full day intro/overview of NGSS and curriculum/unit features provided by Twig Science
  - Professional Development - Teacher Leaders
    - 2 people per school (primary and intermediate) who receive an extra 5 days of summer training on NGSS and their grade level units
    - Use summer schools as a lab training.
    - Lesson study model (similar to math)
- Create science units for kindergarten aligned with NGSS standards and purposeful play inquiry model using the Twig science curriculum resources (both in English and in Spanish).
  - Develop a list of hands-on materials aligned with science units and distribute it to kindergarten classrooms.

- Develop a list of culturally relevant non-fiction text aligned with the kinder science units and distribute it to kindergarten classrooms (including text in Spanish for dual-language classrooms).
- Develop kindergarten assessments in English and Spanish.
- Continue supporting consistent implementation of NGSS standards in elementary classrooms through the following:
  - Science Project Team/Cadre work, including:
    - Vision, mission, best practices and position statement for science
    - Develop rubrics

## **Secondary Science**

### **Analysis**

#### **Successes:**

- The percentage of students with disabilities meeting or exceeding the college- and career-readiness benchmark is at its highest point since the current science benchmark was adopted in 2012-13.
- The percentage of all students meeting or exceeding the college- and career-readiness benchmark increased by 1.3% compared to the previous year.
- Since the boundary change occurred, only this year and last year's data reflect each comprehensive school's new student population. With that in mind, of the comprehensive schools, both Aloha and Beaverton High Schools had the most significant increases compared to last year in their percentage of all students meeting or exceeding the college- and career-readiness benchmark, by 3.6% and 2.9% respectively.
- Community School more than doubled the percentage of students meeting or exceeding the college- and career-readiness benchmark compared to all years since 2014, from <5% to 10.3%.
- In the last five years, IB and AP science enrollment increased for all students by 35%. The race/ethnicities with the largest gains were Hispanic and American Indian/Native Alaskan subgroups, with increases of 51% and 50% respectively. Multiple, Asian, and Black/African American race/ethnicities had the next highest growths with 36%, 34%, and 33%, respectively. White and Native Hawaiian/Pacific Islander increased the least, with 18% and 13% respectively. All subgroups increased in AP/IB science enrollment. In the same timeframe, total district high school enrollment increased by 17%.

#### **Areas for Growth:**

- The percentage of students meeting or exceeding the college- and career-readiness benchmark increased from last year, but is still slightly below prior years.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.

## Action Plan

### **This Year:**

- The Science Project team has convened to make a recommendation on Curriculum and Professional Development for 6-8 science program to the Board in Winter of 2020.
- Continued implementation of the Next Generation Science Standards in Physics, Chemistry, and Biology
- Five-day training for all Biology teachers on the updated units of study in Patterns Biology
- Continued iteration of the high school science sequence course instructional materials to meet the needs of all learners, including differentiated supports and language integration
- Training of all high school science teachers in strategies for supporting English Language Learners
- Preparation for roll out of the Middle School Science adoption next year, including professional development planning
- Work toward AVID school-wide implementation in middle and high schools. 69 teachers have been trained in AVID science instructional strategies.
- The development of a universal BSD pre-referral system for Special Education
- Utilization of Unique Learning Systems science components and instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.
- Special Education teachers were provided specific training in the utilization of science adoption materials specifically purchased for their programs.

### **Long Term:**

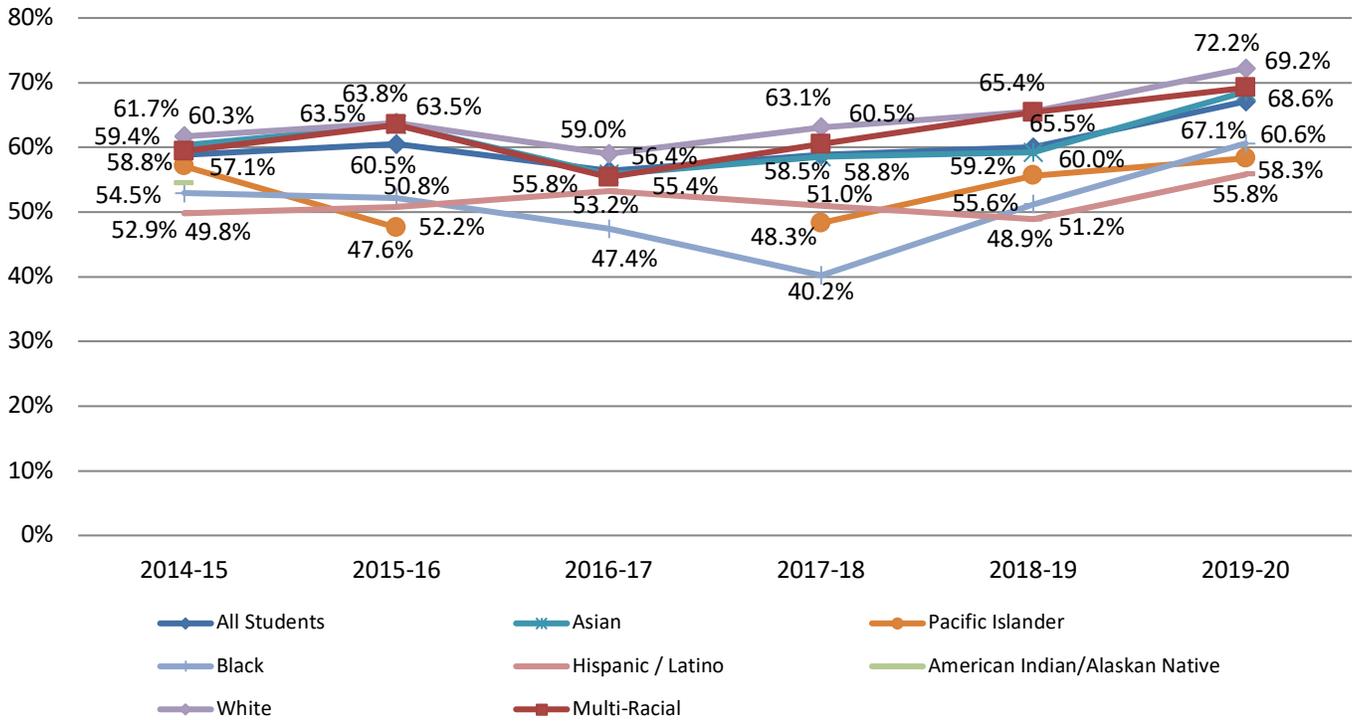
- Continued professional development for science teachers focused on the NGSS Science and Engineering Practices and culturally responsive teaching
- Continued implementation of a consistent math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures
- Continued development of dual credit opportunities for students in science at the high school level in partnership with NWRESA's NW Promise Program (for Anatomy and Physiology dual credit in all high schools), PCC, and other post-secondary institutions. This effort helps to encourage students to take science beyond the three credits required for graduation.
- 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 science strategies
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in linguistically integrated instruction strategies so teachers are able to provide access to core for all ELs
- Training all new secondary science teachers in their grade-level/subject (5-day trainings for high school, 4 days for new middle school teachers)

- 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.
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Curricular materials for students in Specialized Program classes will continue to be included as part of the district's science adoption.
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Provide training for secondary Resource Room teachers on tools for supporting reading, writing, and math goals with science.
- The development of a universal BSD pre-referral system for Special Education

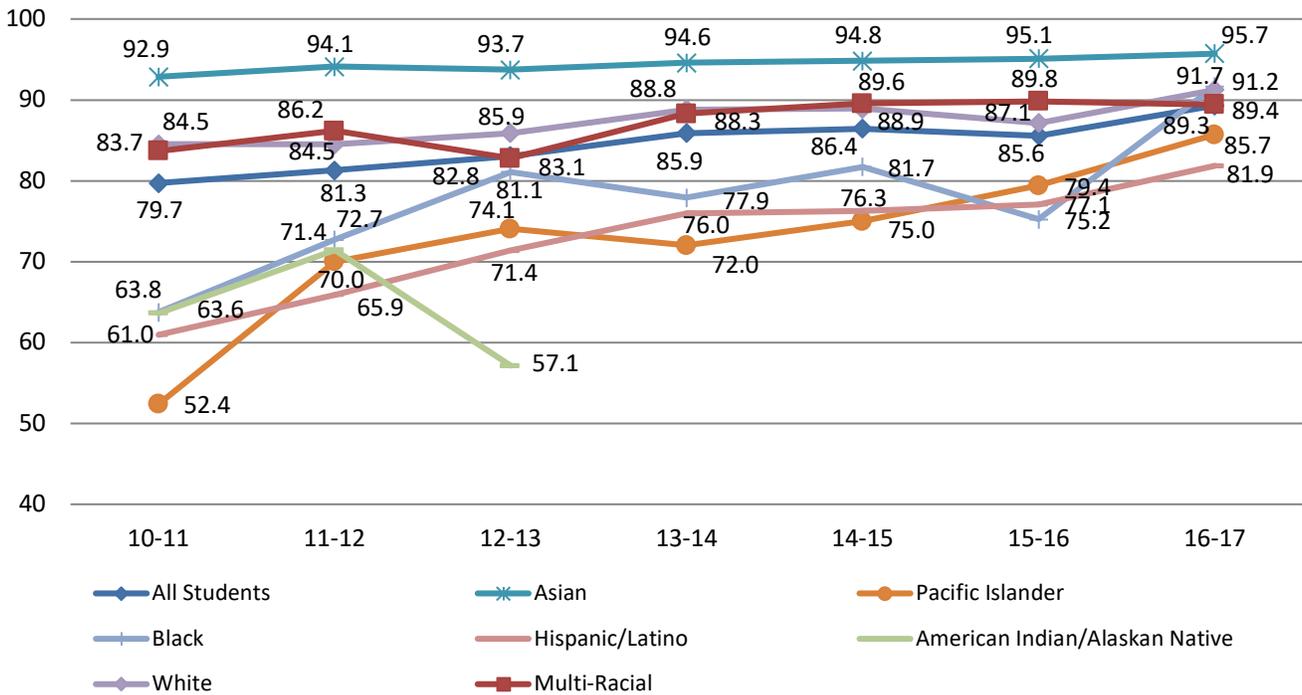
# HIGH SCHOOL GRADUATION AND CAREER LEARNING

## Four-Year Cohort Graduation Rates

### Graduates with 4+ credits in Six Career Learning Areas



### BSD Four Year Cohort Graduation Rates



4 Year Cohort Graduation Rates							
9th Graders Entering in:	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Students graduating during or before:	13-14	14-15	15-16	16-17	17-18	18-19	19-20
All Students	79.7	81.3	83.1	85.9	86.4	85.6	89.3
Economically Disadvantaged	66.3	68.5	72.0	76.1	75.8	77.4	82.0
Ever ELL	65.2	70.3	76.3	79.3	81.0	82.2	83.5
English Language Learner in High School	48.1	59.8	61.2	67.0	62.8	64.6	70.7
Students with Disabilities	62.3	62.1	58.7	66.8	64.3	61.9	74.2
Asian	92.9	94.1	93.7	94.6	94.8	95.1	95.7
Pacific Islander	52.4	70.0	74.1	72.0	75.0	79.4	85.7
Black	63.8	72.7	81.1	77.9	81.7	75.2	91.7
Hispanic/Latino	61.0	65.9	71.4	76.0	76.3	77.1	81.9
American Indian/Alaskan Native	63.6	71.4	57.1				
White	84.5	84.5	85.9	88.8	88.9	87.1	91.2
Multi-Racial	83.7	86.2	82.8	88.3	89.6	89.8	89.4
AVID in HS	-----	-----	-----	-----	86.4	91.1	94.9
Talented and Gifted	96.9	95.9	94.3	97.6	97.5	97.1	98.0
Male	75.7	79.8	80.8	84.0	84.2	83.0	87.2
Female	84.0	82.8	85.5	87.9	88.8	88.3	91.1

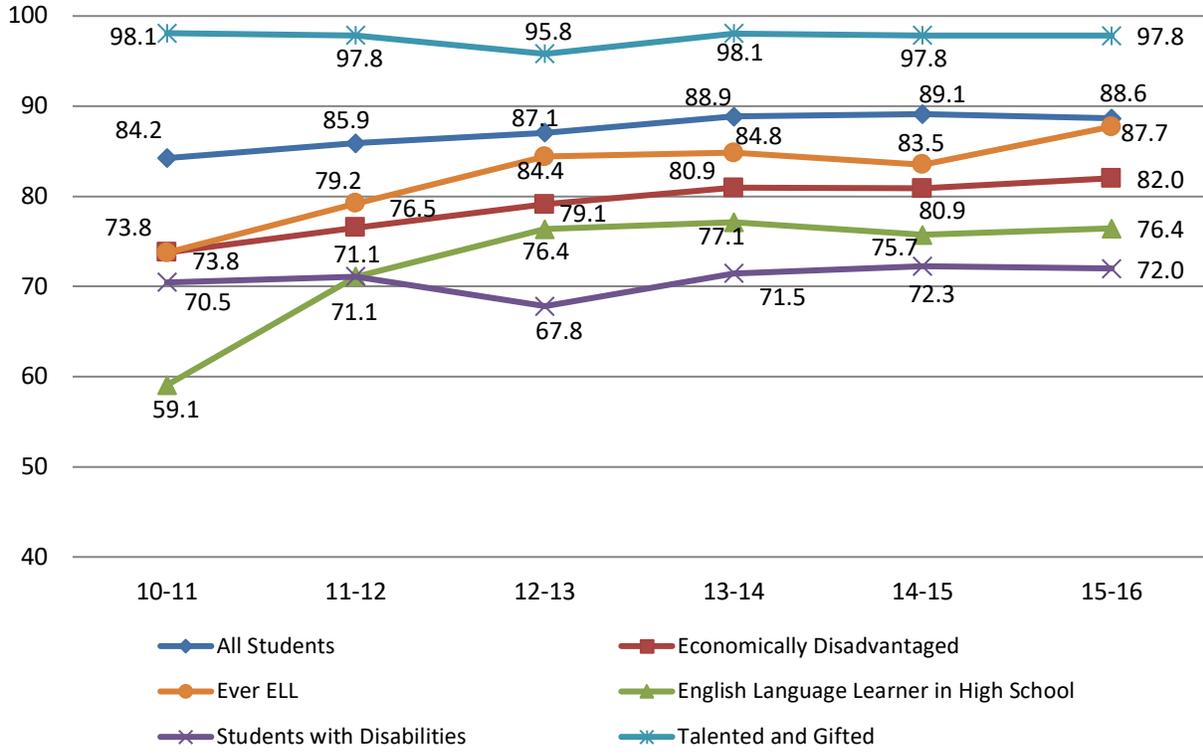
4 Year Cohort Graduation Rates							
9th Graders Entering in:	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Students graduating during or before:	13-14	14-15	15-16	16-17	17-18	18-19	19-20
<b>State</b>	72.0	73.8	74.8	76.7	78.7	80.0	82.6
<b>Beaverton School District</b>	79.7	81.3	83.1	85.9	86.4	85.6	89.3
Aloha High School	72.9	74.8	75.6	78.1	78.1	79.2	85.0
Arts & Communication High School	85.7	94.1	88.6	97.7	97.1	88.9	98.5
Beaverton High School	73.7	73.9	79.5	81.9	81.0	79.3	78.6
Community School	40.0	35.0	53.1	54.1	53.5	62.5	83.3
Health & Science School	86.0	84.6	93.9	96.3	94.8	90.9	98.8
ISB High	100.0	98.7	98.6	98.8	100.0	100.0	98.6
Mountainside High School	---	---	---	---	---	---	94.9
School of Science & Technology	86.1	81.1	89.7	97.2	100.0	96.7	100.0
Southridge High School	88.7	89.6	86.0	88.1	88.6	85.4	85.0
Sunset High School	83.2	89.2	85.9	89.6	90.1	91.7	92.3
Westview High School	80.9	84.3	87.7	88.2	90.7	88.9	91.8

Results for groups with fewer than 20 students are not reported

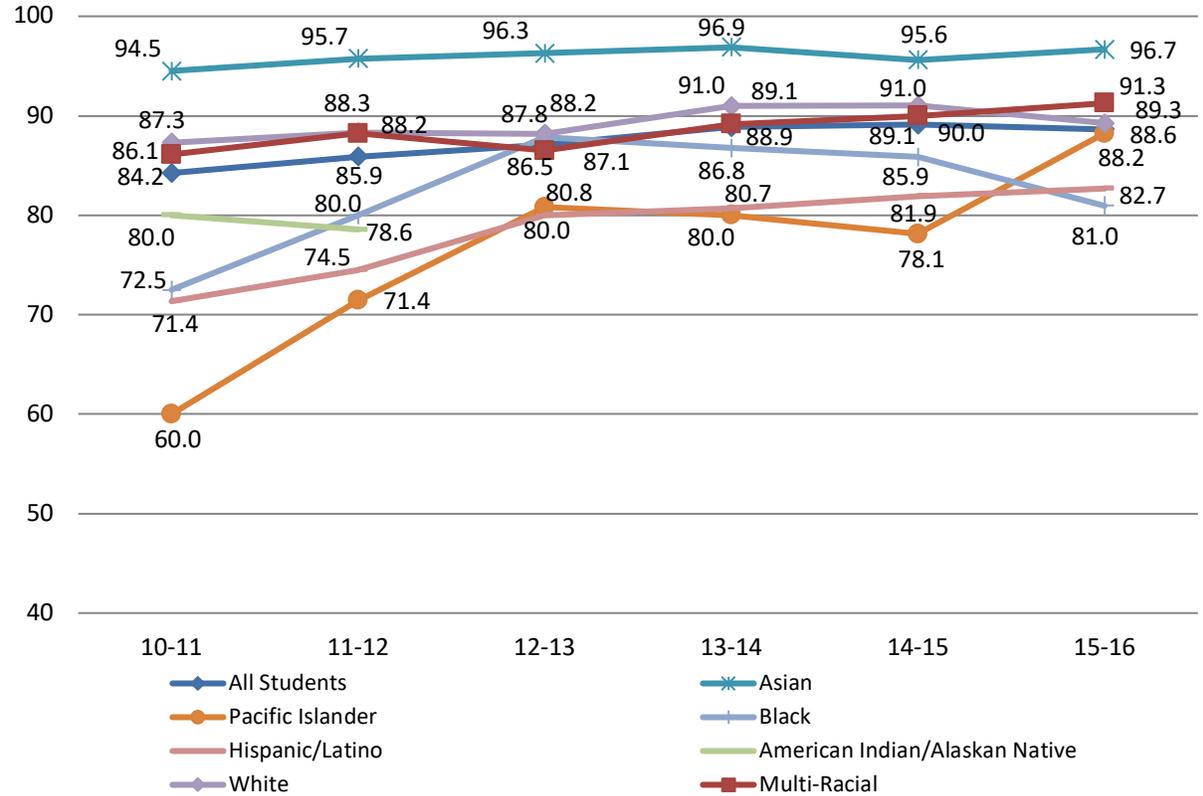
<b>4 Year Cohort Graduation Rates (2019-20)</b>	<b>BSD</b>	<b>Aloha</b>	<b>ACMA</b>	<b>BHS</b>	<b>Community School</b>	<b>HS2</b>	<b>ISB</b>	<b>MHS</b>	<b>SST</b>	<b>SRHS</b>	<b>Sunset</b>	<b>WHS</b>
All Students	89.3%	85.0%	98.5%	78.6%	83.3%	98.8%	98.6%	94.9%	100.0%	85.0%	92.3%	91.8%
Economically Disadvantaged	82.0%	82.9%		69.3%	83.3%	100.0%		88.4%		78.9%	80.4%	85.5%
Ever ELL	83.5%	82.1%		70.9%		100.0%	100.0%	90.1%		74.0%	89.9%	88.8%
English Language Learner	70.7%	69.2%		52.7%				76.2%		60.5%		86.8%
Students with Disabilities	74.2%	73.3%		67.9%	78.3%			78.6%		76.9%	82.3%	63.5%
Asian	95.7%	90.0%		85.7%			95.7%	100.0%		90.0%	97.1%	96.3%
Pacific Islander	85.7%											
Black	91.7%	96.2%		85.0%								96.0%
Hispanic/Latino	81.9%	81.3%		69.7%		100.0%		86.8%		79.2%	82.8%	86.9%
American Indian/Alaskan Native												
White	91.2%	86.1%	97.1%	87.3%	82.8%	97.5%	100.0%	96.1%	100.0%	87.2%	93.2%	91.1%
Multi-Racial	89.4%	86.4%						91.7%			90.3%	92.9%
AVID in HS	94.9%	92.1%		94.1%		100.0%		97.2%		92.0%	97.2%	98.3%
Talented and Gifted	98.0%	97.2%		100.0%			96.2%	100.0%		97.0%	97.9%	96.6%
Male	87.2%	78.9%		75.0%	92.0%	98.0%	100.0%	94.6%	100.0%	80.6%	93.2%	92.1%
Female	91.1%	91.3%	100.0%	82.7%	75.9%	100.0%	97.6%	95.3%		90.3%	91.1%	91.4%

Results for groups with fewer than 20 students are not reported

## BSD Five Year Cohort Graduation Rates



## BSD Five Year Cohort Graduation Rates



<b>5 Year Cohort Graduation Rates</b>						
<b>9th Graders Entering in:</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Students graduating during or before:</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>
All Students	84.2	85.9	87.1	88.9	89.1	88.6
Economically Disadvantaged	73.8	76.5	79.1	80.9	80.9	82.0
Ever ELL	73.8	79.2	84.4	84.8	83.5	87.7
English Language Learner in High School	59.1	71.1	76.4	77.1	75.7	76.4
Students with Disabilities	70.5	71.1	67.8	71.5	72.3	72.0
Asian	94.5	95.7	96.3	96.9	95.6	96.7
Pacific Islander	60.0	71.4	80.8	80.0	78.1	88.2
Black	72.5	80.0	87.8	86.8	85.9	81.0
Hispanic/Latino	71.4	74.5	80.0	80.7	81.9	82.7
American Indian/Alaskan Native	80.0	78.6				
White	87.3	88.3	88.2	91.0	91.0	89.3
Multi-Racial	86.1	88.2	86.5	89.1	90.0	91.3
AVID in HS	-----	-----	-----	-----	90.8	93.6
Talented and Gifted	98.1	97.8	95.8	98.1	97.8	97.8
Male	81.1	84.6	85.1	87.8	86.9	86.5
Female	87.6	87.1	89.2	90.1	91.5	90.8

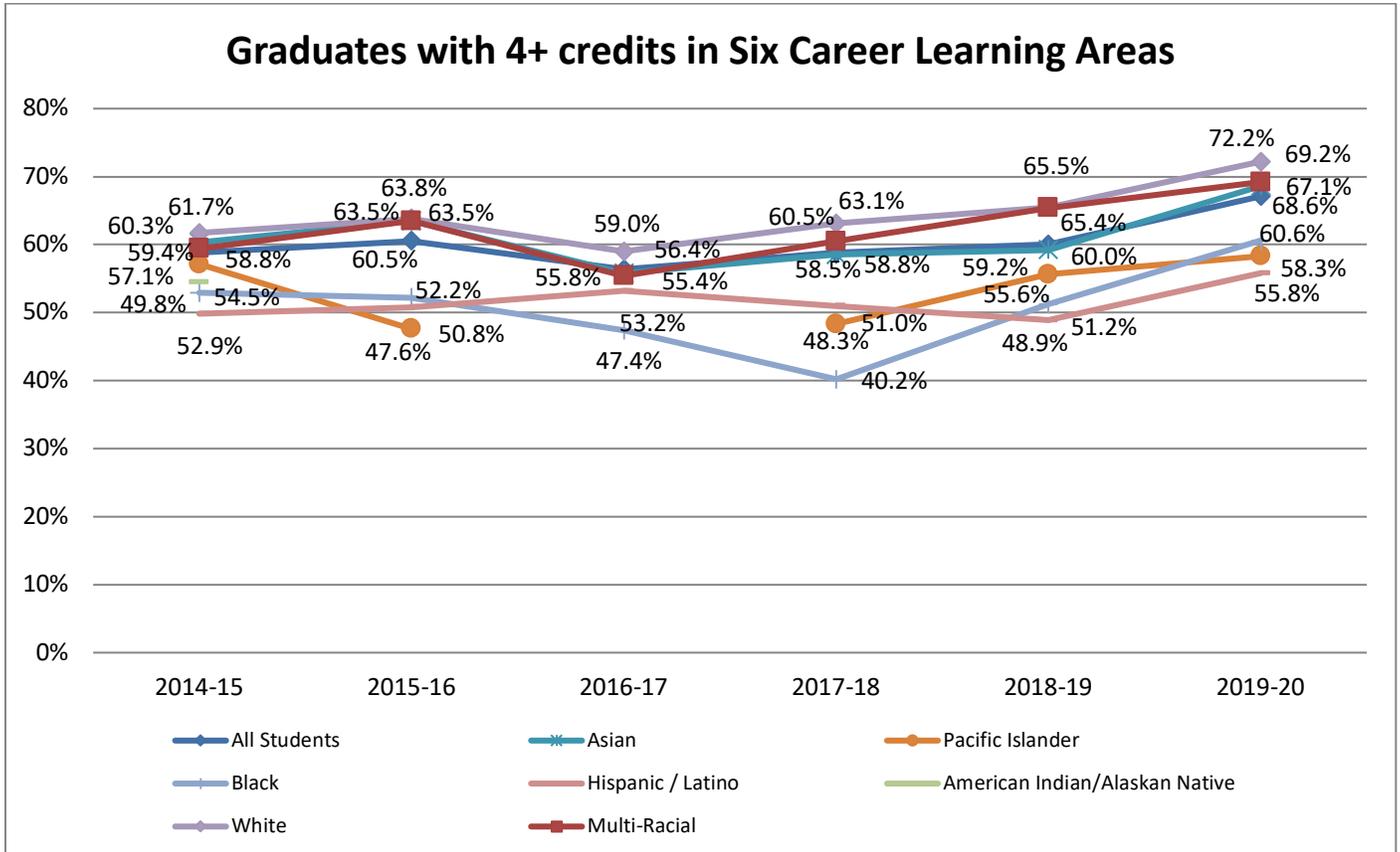
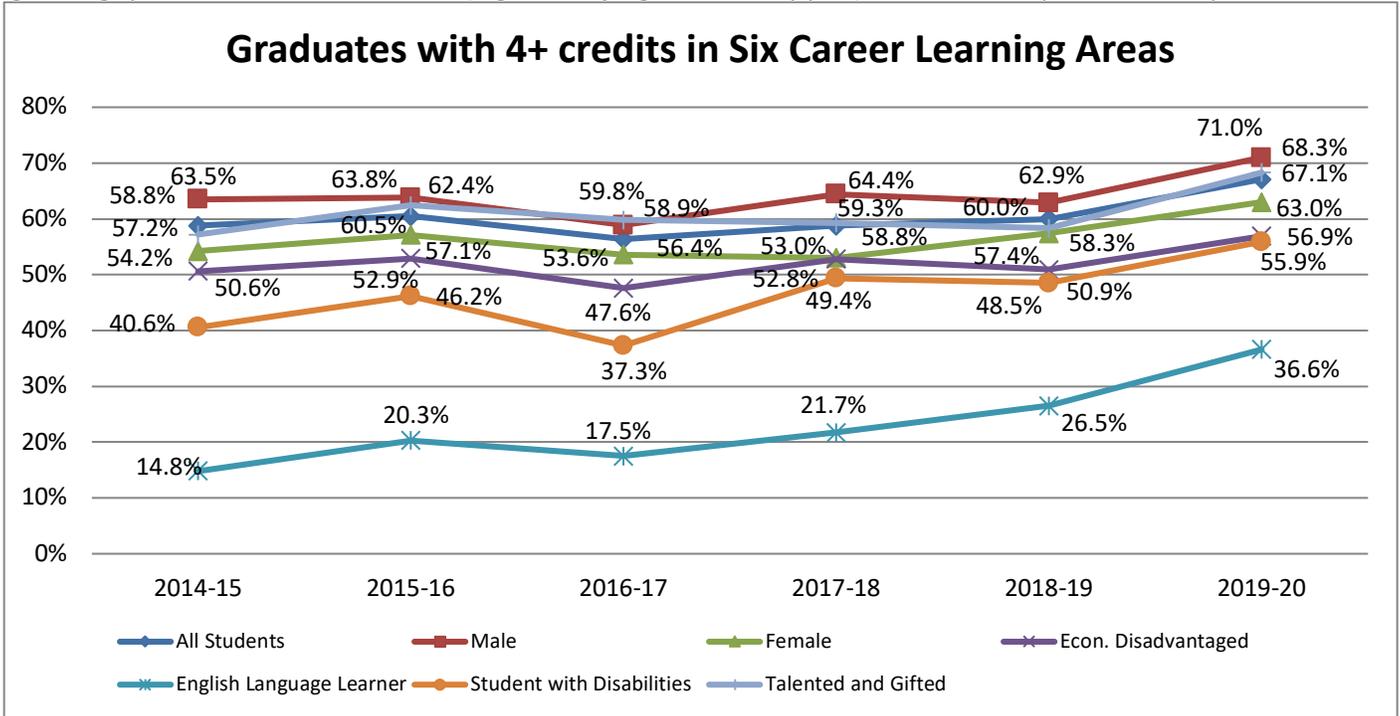
<b>9th Graders Entering in:</b>	<b>10-11</b>	<b>11-12</b>	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>
<b>Students graduating during or before:</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>
<b>State</b>	<b>76.5</b>	<b>77.8</b>	<b>78.9</b>	<b>80.0</b>	<b>81.6</b>	<b>83.0</b>
<b>Beaverton School District</b>	<b>84.2</b>	<b>85.9</b>	<b>87.1</b>	<b>88.9</b>	<b>89.1</b>	<b>88.6</b>
Aloha High School	79.8	79.7	82.3	81.7	81.6	81.3
Arts & Communication High School	95.6	97.6	96.1	98.8	98.5	90.3
Beaverton High School	77.9	80.4	83.7	85.0	83.3	84.0
Community School	61.0	69.3	78.5	83.1	83.6	88.9
Health & Science School	89.8	94.1	97.0	97.5	94.8	92.1
ISB High	100.0	100.0	100.0	98.8	100.0	100.0
School of Science & Technology	90.2	91.4	96.6	97.2	100.0	100.0
Southridge High School	90.5	92.6	87.1	87.7	91.1	89.5
Sunset High School	88.0	88.9	89.0	93.5	93.9	92.8
Westview High School	84.6	86.7	89.3	90.4	91.2	91.7

Results for groups with fewer than 20 students are not reported

<b>5 Year Cohort Graduation Rates (2019-20)</b>	<b>BSD</b>	<b>Aloha</b>	<b>ACMA</b>	<b>BHS</b>	<b>Community School</b>	<b>HS2</b>	<b>ISB</b>	<b>SST</b>	<b>SRHS</b>	<b>Sunset</b>	<b>WHS</b>
All Students	88.6%	81.3%	90.3%	84.0%	88.9%	92.1%	100.0%	100.0%	89.5%	92.8%	91.7%
Economically Disadvantaged	82.0%	79.6%	86.4%	79.6%	87.0%	90.6%	100.0%		82.1%	85.6%	81.7%
Ever ELL	87.7%	86.1%		79.2%	88.0%	91.7%	100.0%		86.6%	92.5%	91.4%
English Language Learner	76.4%	70.7%		60.7%					79.4%	85.4%	85.1%
Students with Disabilities	72.0%	70.1%		63.0%					70.5%	77.0%	74.1%
Asian	96.7%	92.3%		90.3%			100.0%		98.1%	99.0%	98.3%
Pacific Islander	88.2%										
Black	81.0%	75.7%									91.3%
Hispanic/Latino	82.7%	79.7%		78.7%	92.3%	92.0%			81.3%	88.2%	82.0%
American Indian/Alaskan Native											
White	89.3%	80.2%	92.7%	86.3%		91.2%	100.0%	100.0%	90.7%	93.2%	90.9%
Multi-Racial	91.3%	88.2%		88.9%					90.6%	88.6%	97.6%
AVID in HS	93.6%	97.1%		89.3%		95.5%			90.0%	97.0%	97.0%
Talented and Gifted	97.8%	89.5%		98.1%			100.0%		96.2%	99.3%	98.8%
Male	86.5%	78.5%		82.6%	95.5%	91.7%	100.0%	100.0%	88.6%	89.6%	89.3%
Female	90.8%	84.6%	90.0%	85.5%	83.9%	92.9%	100.0%		90.4%	96.4%	94.0%

## 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 student (regardless of high school entry year) who earned a diploma or GED by June 30.



<b>Graduates completing 4+ credits (C or better) in the six Career Learning Areas</b>						
<b>Beaverton School District</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Students	58.8%	60.5%	56.4%	58.8%	60.0%	67.1%
Male	63.5%	63.8%	58.9%	64.4%	62.9%	71.0%
Female	54.2%	57.1%	53.6%	53.0%	57.4%	63.0%
Econ. Disadvantaged	50.6%	52.9%	47.6%	52.8%	50.9%	56.9%
English Language Learner	14.8%	20.3%	17.5%	21.7%	26.5%	36.6%
Student with Disabilities	40.6%	46.2%	37.3%	49.4%	48.5%	55.9%
Talented and Gifted	57.2%	62.4%	59.8%	59.3%	58.3%	68.3%
Asian	60.3%	63.5%	55.8%	58.5%	59.2%	68.6%
Pacific Islander	57.1%	47.6%		48.3%	55.6%	58.3%
Black	52.9%	52.2%	47.4%	40.2%	51.2%	60.6%
Hispanic / Latino	49.8%	50.8%	53.2%	51.0%	48.9%	55.8%
American Indian/Alaskan Native	54.5%					
White	61.7%	63.8%	59.0%	63.1%	65.5%	72.2%
Multi-Racial	59.4%	63.5%	55.4%	60.5%	65.4%	69.2%

<b>School Name</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Aloha High School	65.9%	70.9%	67.5%	66.3%	68.8%	61.0%
Arts & Communication Magnet Academy	87.8%	83.3%	69.4%	82.4%	67.9%	87.7%
Beaverton High School	58.9%	60.1%	60.5%	62.2%	58.7%	62.9%
Community School	32.1%	33.3%	23.1%	20.8%	42.3%	46.7%
Health & Science School	95.3%	84.8%	93.7%	91.8%	91.4%	93.7%
International School of Beaverton	0.0%	0.0%	3.8%	7.8%	7.1%	7.4%
Mountainside High School	-----	-----	-----	-----	-----	72.1%
School of Science & Technology	16.7%	37.0%	33.3%	45.5%	50.0%	81.8%
Southridge High School	62.6%	65.1%	54.3%	62.3%	64.8%	57.6%
Sunset High School	57.7%	65.0%	62.0%	63.4%	68.1%	73.8%
Westview High School	69.5%	67.9%	64.1%	63.9%	65.7%	70.9%

*Results for groups with fewer than 20 students are not reported*

<b>Graduates completing 4+ credits (C or better) in the six Career Learning Areas (2019-20)</b>	BSD	Aloha	ACMA	Beaverton	Community School	HS2	ISB	MHS	SST	Southridge	Sunset	Westview
All Students	67%	61%	88%	63%	47%	94%	7%	72%	82%	58%	74%	71%
Male	71%	72%		63%	44%	92%	7%	70%	88%	65%	78%	71%
Female	63%	51%	87%	63%	50%	97%	8%	74%		50%	68%	71%
Econ. Disadvantaged	57%	57%		50%	49%	90%		61%		50%	66%	58%
English Language Learner	37%	36%		24%						26%		41%
Student with Disabilities	56%	54%		50%				42%		50%	67%	72%
Talented and Gifted	68%	69%		62%			12%	69%		53%	75%	73%
Asian	69%	70%						62%			77%	77%
Pacific Islander	58%											
Black	61%	60%										63%
Hispanic / Latino	56%	52%		49%		86%		61%		47%	64%	60%
Native American												
White	72%	68%	85%	77%	50%	97%	13%	76%	83%	62%	75%	75%
Multi-Racial	69%							79%			75%	59%

Results for groups with fewer than 20 students are not reported

## ***High School Graduation and Career Learning***

### **Graduation Analysis**

**Successes:**

- The four-year cohort graduation rate rose to an **all-time** high for all student groups except Multi-racial students. This is narrowing the achievement gap. The graduation rate for Black students exceeded the rate for White students for the first time.
- Multiple student groups are exceeding the district goal of a 90% on-time graduation rate.
- Four-year cohort graduation rates hit all-time highs at Aloha, Community School, Sunset and Westview.
- Five-year cohort graduation rates reached all-time highs for economically disadvantaged students, Ever ELL students, Hispanic/Latino, and Multi-racial students. Community School’s five-year graduation rate is also higher than ever.
- 83% of students with disabilities who graduated from BSD in 2017-18 are engaged in higher education, competitive employment, or enrolled in some other type of school or work. This is 9% higher than the state average.
- In 2019-20, 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 and five-year rate for migrant students. The percentage improvement in four-year cohort graduation rates since 2015 for Black, Hispanic/Latino, and Economically Disadvantaged students outpaces the increases for students in Oregon.

<i>Percentage Improvements since 2015</i>	<i>Beaverton</i>	<i>State of Oregon</i>	<i>OR rate 2020</i>
<i>All Students</i>	<i>+8.0</i>	<i>+8.8</i>	<i>82.6</i>
<i>Black/African American</i>	<i>+18.9</i>	<i>+13.7</i>	<i>76.3</i>
<i>Hispanic/Latino</i>	<i>+15.9</i>	<i>+12.1</i>	<i>79.5</i>
<i>English Language Learner in High School</i>	<i>+10.8</i>	<i>+13.4</i>	<i>64.6</i>
<i>Economically Disadvantaged</i>	<i>+13.5</i>	<i>+11.1</i>	<i>77.6</i>
<i>Students with Disabilities</i>	<i>+12.1</i>	<i>+15.2</i>	<i>68.0</i>

### Areas for Growth:

- The five-year cohort graduation rate is lower than the previous two years as are the rates for white students and male students. The five-year graduation rate for Black students is at its lowest point in the last four years. Migrant students in Beaverton are less likely to graduate than migrant students across Oregon.
- Graduation rates remain predictable by gender, based on race/ethnicity, economic status, and program participation although differences have narrowed over time.

### 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.
- Anti-bias, Anti-racist (ABAR) professional learning at the school and district level
- Mental health awareness week - professional development for staff and lessons delivered to all students
- Schools are taking steps to de-track courses and promote access to rigorous coursework for all students.
- 2020 summer school programs for credit recovery coursework
- School Learning Target recovery resulting in credit recovery
- Continued use of our District's Early Warning System (EWS) for attendance and academic progress data
- Implemented Behavioral Health & Wellness Teams at every school reaching out directly to students and families to support student engagement, attendance, and social services needs
- 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
- Focus on reducing student exclusions from school (no expulsions to date this school year)
- Continuation of new high school prep program for struggling middle school students (Upgrade) - program now at three middle schools instead of Merlo Campus
- Continued expansion of BSD Flex to increase the availability of anytime, anywhere credit recovery opportunities for high school students. All high schools make Flex programming available to their students.
- Opening of FLEX Online School to meet the needs of students who learn best virtually
- 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 (CTE) staff and program development - CTE teachers meet monthly for professional development with a focus on increasing CTE participation and concentration and equity with historically underrepresented students. Opening of CTE construction program at Merlo expands the opportunities to engage in CTE learning, remain connected with school, and develop a post-secondary plan. Creation of a Manufacturing option for all students in the district for 20-21 at Westview.
- LITT positions (Library Instructional Technology Teachers) and their work as "instructional technology coaches" in our secondary schools.

- Every high school has developed a school learning plan with a consistent focus on ABAR, collaboration, and academic excellence. All schools have goals to improve graduation rates and/or 9<sup>th</sup> grade on track rates in their plans.
- High school principals have intentionally shared report card grade data after each grading period by subject with their high school staffs to identify where students are succeeding and promote collaboration in support of improving student achievement.
- Continued implementation of the revised School Allocation Model (SAM) with increased attention to allocations that support historically underserved students
- Teachers have reflected on grading practices during CDL and have adapted grades in order to not penalize students who are experience barriers to access. Time for students to earn credit is more flexible.
- Teachers have more time for collaboration, professional development, and family-student connection.
- Comprehensive high school schedule adapted for CDL so that students only have 4 classes each quarter
- All teachers using Canvas which provides consistency for students in accessing instruction and for parents to monitor the progress of their student
- Consistent upgrading of gradebooks by teachers with principal monitoring and support is providing students and parents more timely information on student progress
- Addition of 1.0 social worker at each high school and 0.5 social worker at each middle school and options school
- Social Studies cadre work will focus on improving and creating more access to engaging, culturally relevant/responsive curriculum, instruction and assessment. Cadre work will also provide an analysis and improvement of pathway(s) for students to earn three credits and be prepared to graduate high school.
- Collaboration on Social Studies curriculum & instruction with MLD, SPED, Flex

#### **Long Term:**

- Providing professional learning for K-12 educators in Anti-bias Anti-racist (ABAR) practices (K-12 training), Math (secondary training only), and Content Area Writing: A Schoolwide Approach (K-12 training)
- Providing Trauma Informed Care professional training for Behavioral Health and Wellness Teams
- The completion of a Behavioral Health and Wellness curriculum adoption
- Revision of the Education Plan and Profile
- Providing professional learning for secondary educators focused on researched-based effective classroom strategies for all content areas to increase writing, critical thinking, collaboration, and student-directed learning, organizational skills, and critical reading (WICOR)
- Providing training in WICOR strategies for K-12 educators, community members and certified subs that support student SEL growth, student agency, rigorous academic skills, and opportunity knowledge.
- Supporting implementation of the AVID academic elective class (which had a 95% four-year cohort graduation rate in 2019-20 for students in the elective during high school (of which, 2/3rds qualify for Free/Reduced lunch, over half identify as historically underserved race/ethnicities, and nearly half are multilingual learners)
  - Part of this implementation support includes the recruitment, training, and placement of AVID Tutors which impacts the academic achievement of AVID elective students (training also includes a content-based approach that any educator can use across any content area)
- Supporting the growth of AVID Schoolwide by working with/and providing professional learning to AVID Site Coordinators and AVID Interdisciplinary Site Teams to focus on closing expectations, opportunity, and access

gaps for the entire campus. AVID Coordinators and Site Teams do this by examining ways to improve the instruction, systems, leadership, and culture of their campuses. By using the Coaching and Certification Instrument they examine high leverage indicators and data points to impact achievement for all students across the campus.

- Supporting AVID Coordinators/Site Teams/Administrative Teams in the annual and ongoing data collection and analyzation and certification process required by AVID. By moving towards schoolwide implementation of all indicators on the CCI schools, close graduation achievement gaps and raise graduation rates for all students.
- Supporting and design of the AVID School-based budget to support AVID Schoolwide and Elective implementation (AVID supplies, AVID professional learning, college field trips, and family engagement)
- Providing resources and professional learning in family engagement best practices (specifically for underrepresented groups)
- High School Success Teams with an emphasis on 9th Grade on-track
- Providing professional development in areas such as reading strategies, conferring, reading assessment, linguistically integrated instruction, and the reading and writing units of study
- Continue working with teams and teachers to deepen understanding of strong literacy practices.
- Providing professional development to secondary administrators on instructional shifts in language arts
- Collaborating with MLD and SPED on literacy work
- Providing books for classroom libraries that are accessible, diverse, and culturally relevant
- Continue partnering with Teachers College for a middle school teacher leader cohort with a focus on conferring and small groups.
- Facilitating a group of teacher leaders from all schools focused on vertical alignment, reading and writing work, problems of practice, and culturally relevant teaching with a language arts lens
- Working with Math Leaders and interested teachers to improve curricular resources available to CPM and AGS teachers, students and parents
- Curriculum and assessment iteration by our subject area part-time TOSAs and teacher leaders in Physics, Chemistry, and Biology to improve curriculum and assessment for the above areas addressed in professional development. This includes the development of new and improved common assessments, as well as more varied assessment opportunities.
- Targeted instructional coaching for Physics teachers
- Supporting multiple pathways for students to earn three credits in science after they have attempted all three core courses, including rigorous credit recovery options that align to the NGSS
- Adding career and CTE connections to all three courses
- School professional development on the intersections of Equity, Social Emotional Learning (SEL), and Social Studies to improve student outcomes
- Implementation of the newly adopted Social Studies learning targets, assessment, and instructional materials
- Professional development and building collaboration on language integration strategies, differentiation, alignment with language arts and literacy skills
- Opportunities for teacher observation, collaboration, and instructional coaching
- Consistent use of student data through our district's Early Warning System
- Growth and District support of high school Dual Language programs

- More defined attendance/intervention process (i.e. attendance teams, Behavioral Health and Wellness teams, truancy support at every school). An attendance framework will be implemented to prove consistency on language and process for intervening with students with low school attendance.
- The Multilingual Department will work with middle and high school teams to create graduation plans for 8<sup>th</sup> graders going into high school to ensure there is a plan for graduation for every English Learner in the district. Currently this is done only for newcomer students.
- Continued leadership learning professional development for all secondary administrators, centered on instructional leadership, clarity, feedback, ABAR and data
- Increase in the number of Students with Disabilities enrolling in CTE courses

## **Graduates Completing 4 Credits in Oregon Skill Sets**

### **Analysis**

#### **Successes:**

- The district average rose 7.1% points from the previous year and is the highest rate ever.
- The success rate for **every** student group reached an all-time high in 2019-20. Beaverton, Community School, Sunset, and Westview also attained all-time highs on this measure.

#### **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.
- Rates at Aloha and Southridge are lower than they were five years ago.

### **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.
- Submit High School Success Plan to ODE and monitor the implementation.
- Re-establish collaboration with Hillsboro Chamber of Commerce for career-related learning experiences.
- The redesign of support for English Language Learners at the high school through an integrated model has the potential to allow ELL learners to access more elective courses in the career learning areas. Integrated models are currently being piloted at selected secondary schools.
- Establish new CTE program at Westview (Manufacturing).

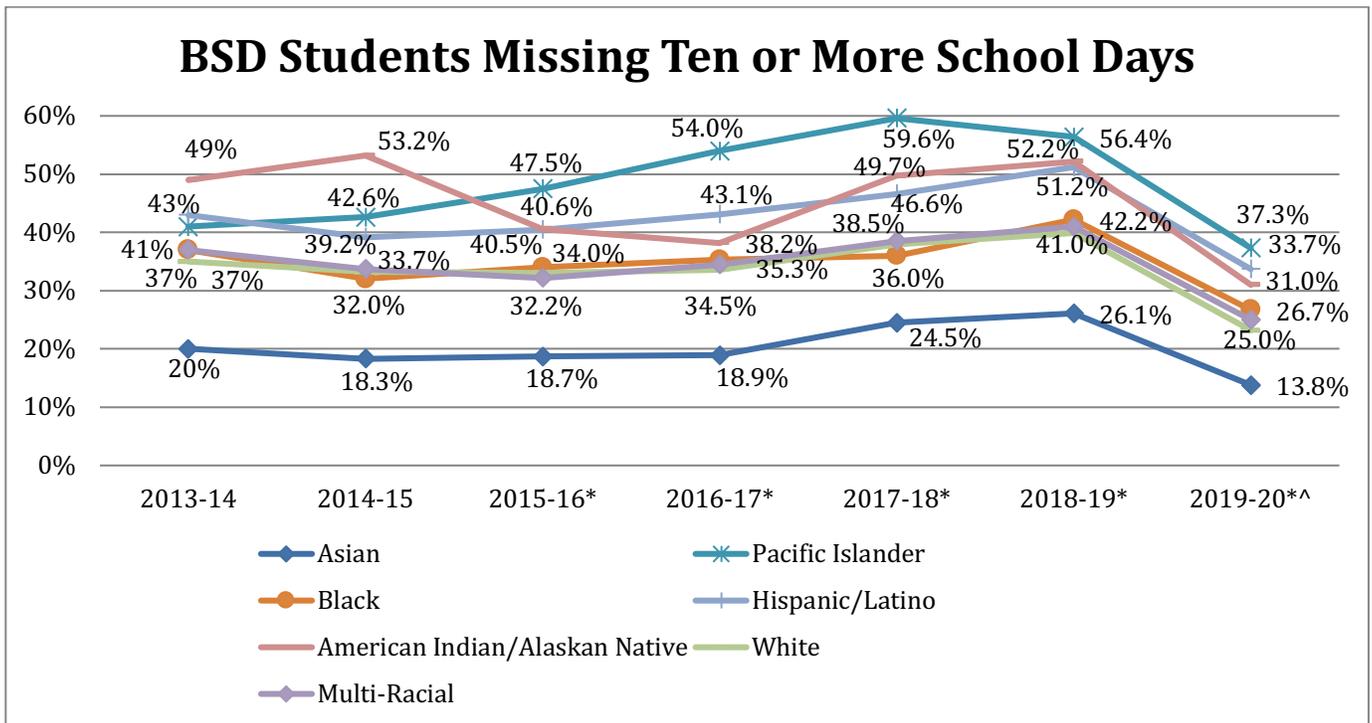
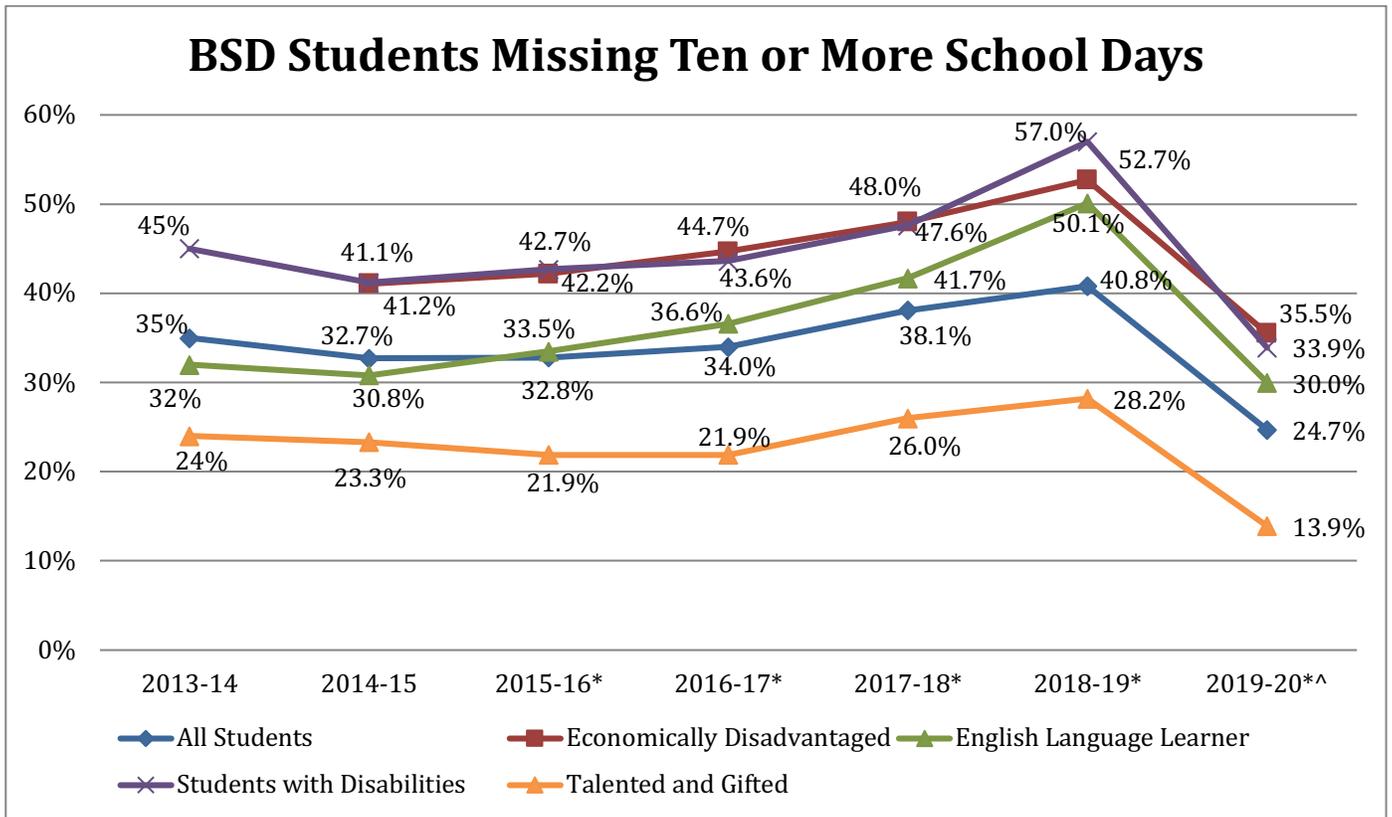
#### **Long Term:**

- Continue expansion of our district Health Occupations magnet CTE program to increase the opportunity to historically underrepresented students.
- Investigate increasing the number of dual credit courses in career learning areas that have weighted grades.
- 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.*



<b>Students Missing Ten or More School Days</b>
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<b>Students Missing Ten or More School Days</b>	<b>2014-15</b>	<b>2015-16*</b>	<b>2016-17*</b>	<b>2017-18*</b>	<b>2018-19*</b>	<b>2019-20*^</b>
All Students	32.7%	32.8%	34.0%	38.1%	40.8%	24.7%
Economically Disadvantaged	41.1%	42.2%	44.7%	48.0%	52.7%	35.5%
English Language Learner	30.8%	33.5%	36.6%	41.7%	50.1%	30.0%
Students with Disabilities	41.2%	42.7%	43.6%	47.6%	57.0%	33.9%
Asian	18.3%	18.7%	18.9%	24.5%	26.1%	13.8%
Pacific Islander	42.6%	47.5%	54.0%	59.6%	56.4%	37.3%
Black	32.0%	34.0%	35.3%	36.0%	42.2%	26.7%
Hispanic/Latino	39.2%	40.5%	43.1%	46.6%	51.2%	33.7%
American Indian/Alaskan Native	53.2%	40.6%	38.2%	49.7%	52.2%	31.0%
White	33.2%	33.0%	33.6%	37.9%	39.9%	23.2%
Multi-Racial	33.7%	32.2%	34.5%	38.5%	41.0%	25.0%
Talented and Gifted	23.3%	21.9%	21.9%	26.0%	28.2%	13.9%
Native American/Indian Ed/Tribal Enrollment					57.2%	36.0%
Male	31.2%	31.7%	32.9%	37.0%	40.2%	24.3%
Female	34.3%	34.0%	35.1%	39.3%	41.6%	25.1%
Non-Binary						55.2%

<b>School Name</b>	<b>2014-15</b>	<b>2015-16*</b>	<b>2016-17*</b>	<b>2017-18*</b>	<b>2018-19*</b>	<b>2019-20*^</b>
<i>K-5 Schools</i>						
Barnes Elementary School	36%	38%	41%	46%	49%	33%
Beaver Acres Elementary School	31%	30%	32%	40%	40%	25%
Bethany Elementary School	20%	21%	20%	28%	32%	15%
Bonny Slope Elementary School	23%	24%	26%	28%	26%	9%
Cedar Mill Elementary School	21%	23%	26%	26%	28%	22%
Chehalem Elementary School	27%	28%	30%	41%	41%	26%
Cooper Mountain Elementary School	23%	25%	26%	35%	27%	16%
Elmonica Elementary School	21%	26%	30%	37%	37%	21%
Errol Hassell Elementary School	27%	32%	37%	32%	41%	19%
Findley Elementary	15%	14%	16%	22%	24%	9%
Fir Grove Elementary School	27%	29%	26%	36%	37%	23%
Greenway Elementary School	40%	32%	38%	39%	43%	27%
Hazeldale Elementary School	32%	31%	38%	43%	36%	23%
Hiteon Elementary School	25%	29%	25%	32%	32%	16%
Jacob Wismer Elementary School	19%	22%	21%	29%	27%	14%
Kinnaman Elementary School	35%	34%	31%	40%	42%	28%
McKay Elementary School	32%	35%	31%	34%	37%	26%
McKinley Elementary School	33%	35%	33%	39%	46%	31%
Montclair Elementary School	21%	28%	26%	28%	30%	16%
Nancy Ryles Elementary School	21%	29%	28%	33%	31%	15%
Oak Hills Elementary School	24%	18%	23%	28%	28%	18%
Raleigh Park Elementary School	24%	27%	24%	31%	29%	18%

Ridgewood Elementary School	30%	31%	32%	36%	36%	19%
Rock Creek Elementary School	22%	27%	28%	34%	33%	16%
Sato Elementary School				31%	30%	20%
Scholls Heights Elementary School	26%	23%	23%	30%	25%	16%
Sexton Mountain Elementary School	19%	26%	26%	26%	30%	17%
Terra Linda Elementary School	25%	25%	31%	32%	41%	21%
Vose Elementary School	29%	34%	41%	39%	44%	24%
West Tualatin View Elementary School	25%	23%	26%	23%	27%	14%
William Walker Elementary School	30%	30%	32%	36%	39%	24%

#### *K-8 Schools*

Aloha-Huber Park K-8 School	27%	30%	34%	40%	46%	26%
Raleigh Hills K-8 School	30%	32%	37%	38%	45%	21%
Springville K-8 School	20%	21%	23%	29%	33%	15%

#### *6-8 Schools*

Cedar Park Middle School	33%	34%	34%	42%	42%	25%
Conestoga Middle School	35%	35%	34%	41%	44%	28%
Five Oaks Middle School	35%	37%	40%	43%	46%	28%
Highland Park Middle School	34%	32%	35%	39%	41%	22%
Meadow Park Middle School	35%	33%	33%	40%	36%	24%
Mountain View Middle School	41%	42%	44%	46%	49%	30%
Stoller Middle School	25%	22%	21%	27%	33%	15%
Whitford Middle School	38%	38%	43%	44%	43%	27%

#### *6-12 Schools*

Arts & Communication Margent Academy	42%	41%	46%	47%	46%	27%
Beaverton Academy of Sci. & Engineering	36%	34%	29%	37%	43%	21%
International School of Beaverton	23%	21%	20%	22%	23%	11%

#### *9-12 Schools*

Aloha High School	52%	53%	51%	53%	60%	46%
Beaverton High School	42%	45%	46%	51%	56%	37%
Community School	62%	65%	55%	59%	53%	44%
Mountainside High School				36%	42%	31%
Southridge High School	41%	41%	43%	48%	54%	35%
Sunset High School	35%	37%	34%	37%	39%	21%
Westview High School	42%	41%	38%	48%	48%	32%

\*Kindergarten included starting in 2015-16

^Attendance through March 13th

<b>Students Missing Ten or More School Days (2019-20)^</b>	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Special Education	Talented and Gifted	English Language Learner
<i>K-5 Schools</i>												
Barnes	33%		16%	39%	17%	24%	32%	33%	37%	38%	19%	40%
Beaver Acres	25%	17%	28%	25%	27%	28%	25%	26%	28%	30%	28%	26%
Bethany	15%	13%	14%	21%	19%	15%	15%	15%	24%	15%	15%	18%
Bonny Slope	9%	<5%		20%	<5%	10%	11%	8%	24%	17%	<5%	18%
Cedar Mill	22%	24%		36%	26%	17%	18%	26%	37%	26%	14%	23%
Chehalem	26%	19%		28%	28%	25%	26%	26%	31%	30%	17%	24%
Cooper Mountain	16%	9%		14%	24%	15%	16%	17%	29%	19%	17%	22%
Elmonica	21%	15%		32%	19%	16%	22%	19%	28%	27%	<5%	28%
Errol Hassell	19%	20%		21%	26%	18%	18%	20%	27%	19%	8%	23%
Findley	9%	8%		10%	7%	12%	10%	9%	13%	11%	5%	8%
Fir Grove	23%			29%	24%	21%	22%	24%	29%	26%	9%	31%
Greenway	27%			30%	27%	24%	26%	28%	31%	27%		31%
Hazeldale	23%	11%		26%	26%	23%	20%	26%	29%	29%	14%	20%
Hiteon	16%	8%		24%	10%	15%	14%	17%	26%	25%	7%	21%
Jacob Wismer	14%	12%		32%	26%	13%	13%	15%	15%	<5%	12%	13%
Kinnaman	28%	8%	20%	29%	33%	30%	26%	30%	29%	36%	19%	26%
McKay	26%			38%	29%	21%	25%	28%	33%	32%		36%
McKinley	31%	38%	29%	33%	25%	27%	31%	30%	32%	31%		36%
Montclair	16%			30%	28%	12%	15%	16%	32%	20%	9%	
Nancy Ryles	15%	12%		22%	13%	15%	15%	16%	24%	17%	8%	20%
Oak Hills	18%	14%		24%	22%	18%	20%	16%	36%	31%	13%	26%
Raleigh Park	18%			31%	22%	11%	21%	16%	28%	27%	8%	28%
Ridgewood	19%	23%		38%	18%	14%	19%	19%	35%	25%	12%	46%
Rock Creek	16%	20%		22%	13%	14%	13%	20%	23%	23%	11%	22%
Sato	20%	15%	14%	22%	23%	26%	18%	21%	35%	30%	14%	27%
Scholls Heights	16%	10%		17%	15%	18%	17%	15%	28%	27%	10%	17%
Sexton Mountain	17%	14%		25%	12%	16%	17%	17%	30%	30%	5%	17%
Terra Linda	21%	33%		20%		21%	21%	22%	24%	32%	12%	17%
Vose	24%			24%	26%	27%	25%	23%	27%	29%	11%	24%
West Tualatin View	14%	16%		15%	18%	13%	13%	15%	28%	16%	8%	
William Walker	24%	26%		24%	39%	18%	22%	26%	24%	40%		23%

<i>K-8 Schools</i>												
Aloha-Huber Park K-8	26%	15%	28%	25%	45%	27%	26%	26%	29%	30%	19%	24%
Raleigh Hills K-8	21%		15%	26%	26%	18%	19%	22%	27%	31%	12%	32%
Springville K-8	15%	13%	10%	15%	25%	17%	16%	14%	21%	16%	9%	17%

<i>6-8 Schools</i>												
Cedar Park	25%	15%	17%	33%	28%	23%	24%	26%	36%	38%	19%	27%
Conestoga	28%	16%	29%	39%	22%	27%	25%	30%	41%	40%	12%	38%
Five Oaks	28%	22%	25%	30%	32%	27%	29%	27%	35%	35%	12%	26%

Highland Park	22%	15%	32%	35%	14%	19%	20%	24%	32%	24%	16%	31%
Meadow Park	24%	12%	28%	27%	25%	24%	23%	24%	32%	44%	13%	36%
Mountain View	30%	11%	31%	30%	46%	31%	33%	27%	32%	44%	19%	21%
Stoller	15%	8%	21%	24%	21%	21%	16%	14%	32%	28%	7%	14%
Whitford	27%	17%		34%	12%	22%	26%	28%	37%	44%	10%	38%

#### 6-12 schools

Arts and Communication	27%	15%		31%	25%	28%	31%	18%	35%	37%	20%	
Beaverton Academy of Sci. & Engineering	21%	11%	18%	25%	18%	23%	25%	19%	29%	22%	13%	21%
International School of Beaverton	11%	12%	<5%	15%	15%	14%	12%	10%	18%		7%	

#### 9-12 Schools

Aloha High School	46%	28%	41%	53%	49%	40%	47%	44%	51%	50%	30%	53%
Beaverton High School	37%	26%	38%	43%	48%	30%	40%	34%	45%	43%	19%	49%
Community School	44%			51%		43%	40%	47%	47%	48%		43%
Mountainside High School	31%	14%	38%	41%	31%	32%	32%	29%	43%	39%	19%	37%
Southridge High School	35%	24%	39%	43%	33%	30%	35%	34%	43%	45%	23%	44%
Sunset High School	21%	13%	29%	39%	21%	21%	22%	21%	40%	38%	14%	26%
Westview High School	32%	18%	38%	47%	32%	32%	34%	30%	49%	42%	20%	42%

*Note: attendance is attributed to the last school of enrollment*

*Data reported for groups of 20 or more students*

*^Attendance through March 13th*

## ***K-12 Attendance***

Increasing attendance for all students, especially the chronically absent, continues to be a key area of focus. 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.

### **Analysis**

#### **Successes:**

- In 2019-2020, for all student groups, the percentage of students missing 10 or more school days declined. (This was impacted by the school closure in March 2020).
- 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.
- The implementation of the Behavior, Health and Wellness teams has been a success this year. In each elementary school they have been critical to supporting students and families with addressing barriers to their attendance.

#### **Areas for Growth:**

- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- As we transition back to in person instruction, we plan to continue the laser focus on attendance patterns and outreach to families that have been so successful during remote learning.

### **Action Plan**

#### **2020-21 School Year/ Short Term:**

- Every school has a Behavior, Health and Wellness Team whose sole purpose is to engage with struggling students and families including those who are not attending.
- 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.
- Implementation of 9th Grade Success Teams at all high schools to improve attendance, behavior, and course completion
- Each elementary school is implementing attendance plans to reduce the number of students missing 10 or more days.

- A Multi-Tiered System of Support Team is meeting to develop district attendance manual.

**Long Term (2021 and Beyond):**

- More defined attendance intervention process (i.e. attendance teams/behavior health and wellness teams and truancy support at every school)
- Each school will continue to 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 Anti-Bias Anti-Racism leading to greater sense of student belonging.