



# Relocation Presentation

*Rev. 8/2/19*

*Engage and challenge all learners to ensure academic excellence*

**Part 1:**  
**The Home Search and**  
**Evaluating Schools -**  
**How to go Beyond Test Scores**

## The Home Search

People tend to have a “**most important factor**” when they’re searching for a home, whether that’s proximity to family or a job, type of home/living experience, or some other quality-of-life consideration.



## The Home Search

Sometimes, that most important factor will **narrow the homebuyer's options** so much that they are really only looking in one specific neighborhood. Other times, that most important factor allows for a broader array of choices.





## The Home Search

For homebuyers with children or who would like to start a family, **schools become an important aspect** of the decision.



## Evaluating Schools

But **how do you really know** about the schools in an area, beyond what you can find on state report cards?



## Evaluating Schools

And when people are looking for “good schools,” what are they really looking for and why?

What does it mean to be a “good school” anyway?



## Evaluating Schools

G. Sue Shannon, Ed. D., Senior Researcher for the Washington public school system, identified **nine characteristics of high-performing schools**:

1. A clear and shared **focus**
2. **High standards and expectations** for all students
3. Effective school **leadership**
4. High levels of **collaboration** and **communication**
5. **Curriculum**, instruction, and assessment **aligned** with state standards
6. Frequent **monitoring** of learning and teaching
7. Focused **professional development**
8. Supportive **learning environment**
9. High levels of **family and community involvement**

## Evaluating Schools

Unfortunately, those factors can be **difficult to measure and assess**, particularly for people who are new to an area. Therefore, those factors are often not considered when “ranking” schools against one another.



## Evaluating Schools

Many sites that rate schools **rely solely on standardized test scores** to determine their rating. Greatschools.org is one of these sites.



## Evaluating Schools

Some attempt to go beyond test scores by **applying outside factors** and adjusting for certain demographic elements. And while that's a good thing because it utilizes more data and applies the calculations the same way for each school and district, the results can be misleading.



## Evaluating Schools

Aggregated standardized test scores do provide a consistent, moment-in-time snapshot of student achievement in tested grade levels.

**What they do not tell you** at first glance is how subgroups of students are performing, where their achievement was when they started the year, or how much they've grown over the course of the past year.





## Evaluating Schools

They also do not tell you about the diversity of the community or of the student body, what challenges might be facing the community and the students—such as poverty, mobility, language, and disability—the leadership and staff at the school, what supports and enrichments are available, types of afterschool programming that are in place, etc.



## Evaluating Schools

In Oregon, all public schools are required to teach to state-adopted standards. In English language arts and mathematics, these are the Common Core State Standards (CCSS), which are consistent among most states in the U.S. In science, these are the Next Generation Science Standards (NGSS), which are also national standards.

What that means is that the content being covered is **largely the same from school-to-school and district-to-district.**

## Evaluating Schools

We are required to provide a **guaranteed and viable curriculum** to all students, regardless of where they live, how much money they have, or what barriers may exist in their life. From that standpoint, **any school a family chooses should be a great one for their child.**



## Evaluating Schools

That said, families have other things that are important to them as they think about their child's education. We like to think of these as the **"3 Cs": Community, Culture, and Career.**



## Evaluating Schools

### Community

What is **important to you** in a community?

Besides education, things to consider are amenities like parks and libraries, a solid governance structure, economic vitality, and social services.



## Evaluating Schools

### Culture

What **opportunities exist** to experience the arts, a variety of foods from around the world, and community celebrations that highlight various cultures? Does the family value diverse perspectives and exposure to other languages?







## Evaluating Schools

**Answering these questions** can help move a family closer to selecting the city, neighborhood, and school that's right for them.

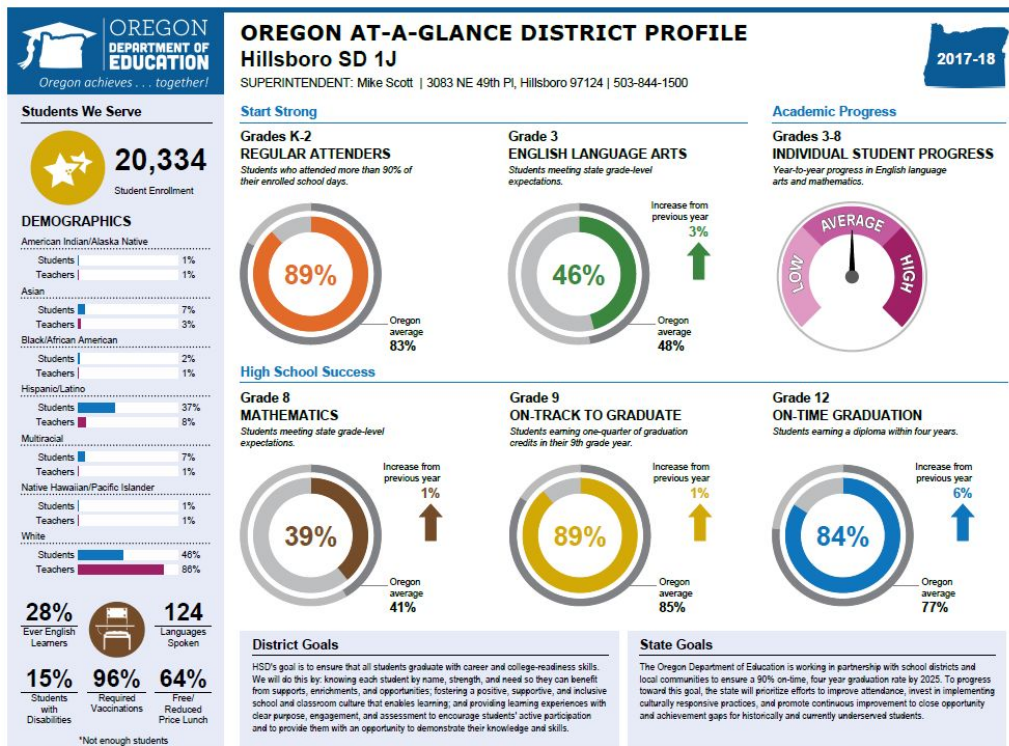




**But let's take a quick step back and revisit data...**

## A Bit More About Data

State Report Cards, which are compiled every year for both schools and districts, provide several pieces of important information, including both aggregated and disaggregated data on student achievement, demographics, and programs that are in place to support students.



## A Bit More About Data

An accompanying document to the State Report Cards that is often missed is the **Rating Details Report**. This report looks at year-over-year achievement gains and growth within subgroups. **Growth** is a key indicator, especially in districts that have a significant population of students who are historically underserved or are language learners.

### English Language Arts Academic Growth Details

District: Hillsboro SD 1J  
 Level: Middle (Grades 6-8)

The English Language Arts (ELA) Growth indicator displays the median growth percentile, the count of students with growth percentiles, and the corresponding rating for each student group. The ratings consist of levels one through five where level 1 is the lowest rating and level 5 is the highest rating. The table below shows three years of data, a three-year average, and the applied rating (i.e., the current year value or the three-year average). 'Suppressed' means data was hidden to protect student confidentiality and 'NA' refers to student groups that do not meet the minimum n-size to receive a rating.

English Language Arts Growth Level	Cut
Level 5	60
Level 4	55
Level 3	45
Level 2	40
Level 1	<40

Student Group	2015-16	2016-17	2017-18	3-year Average	Rated on	Level
All Students - Median	53.0	47.0	50.0	50.0	3-year Average	Level 3
All Students - Denominator	4124	4230	4131	12485		
Economically Disadvantaged - Median	49.0	44.0	49.0	47.0	2017-18 Rate	Level 3
Economically Disadvantaged - Denominator	2296	2374	2646	7316		
English Learners - Median	45.0	42.0	49.0	45.0	2017-18 Rate	Level 3
English Learners - Denominator	724	1056	1088	2868		
Students with Disabilities - Median	43.0	40.0	46.0	42.0	2017-18 Rate	Level 3
Students with Disabilities - Denominator	522	552	557	1631		
American Indian/Alaska Native - Median	56.0	58.0	50.0	57.0	3-year Average	Level 4
American Indian/Alaska Native - Denominator	23	31	29	83		
Black/African American - Median	62.0	38.0	58.5	53.0	2017-18 Rate	Level 4
Black/African American - Denominator	81	93	86	260		
Hispanic/Latino - Median	46.0	41.0	47.0	44.0	2017-18 Rate	Level 3
Hispanic/Latino - Denominator	1519	1588	1608	4715		
Native Hawaiian/Pacific Islander - Median	54.5	44.0	45.0	48.0	3-year Average	Level 3
Native Hawaiian/Pacific Islander - Denominator	38	42	37	117		
Underserved Race/Ethnicity - Median	47.0	41.5	48.0	45.0	2017-18 Rate	Level 3
Underserved Race/Ethnicity - Denominator	1661	1754	1760	5175		
Asian - Median	63.0	58.0	55.5	59.0	3-year Average	Level 4
Asian - Denominator	304	292	276	872		
White - Median	56.0	51.0	50.0	52.0	3-year Average	Level 3
White - Denominator	1938	1939	1816	5693		
Multi-racial - Median	60.0	54.0	52.0	54.0	3-year Average	Level 3
Multi-racial - Denominator	221	245	279	745		

## A Bit More About Data

Hillsboro School District compiles a **spreadsheet** each year that incorporates **key data points from the State Report Cards** and then **color codes** the ones for which there is comparison information versus “like” schools. This spreadsheet and each school’s (as well as the District’s) Report Card and Rating Details Report is posted on our website.



## A Bit More About Data

We also compile data on Key Academic Achievement Indicators:

- Benchmark reading
- Benchmark math
- Attendance of 90% or greater
- Earning six high school credits at 9th grade
- Taking at least one AP, IB or college credit course by 11th grade and two by 12th grade
- Taking a year of math beyond Algebra 2
- Taking a third-year second language course by 12th grade
- Complete Career-Technical Education Courses
- Earn Dual Credit
- Complete ACT/SAT testing by the end of 12th grade
- Complete the FAFSA
- Complete a career-related internship
- Earn the Seal of Biliteracy
- Graduate high school within four years
- Complete high school within five years
- Earn a Chancellor's Diploma
- Post-secondary enrollment

## A Bit More About Data

Our overall four-year cohort graduation rate was 84.47% in 2018 (2019 rates will be released in January), which outpaces the state average by nearly 6 percentage points. Our dropout rate was 1.88%, which outpaces the state average by 1.67 percentage points.

	Total Students	2018 Grads	2018 Grad Rate	2017 Grad Rate	Δ (in pct. Pts.)	2018 Drop-outs	2018 Drop-out Rate
Century HS	377	336	89.12%	91.61%	-2.49	8	0.51%
Glencoe HS	393	345	87.79%	87.56%	+0.23	20	1.30%
Hillsboro HS	333	279	83.78%	82.20%	+1.58	12	0.93%
Hillsboro Online	30	20	66.67%	58.62%	+8.05	0	0.00%
Liberty HS	399	341	85.46%	81.77%	+3.69	15	0.98%
HSD	1,565	1,322	84.47%	84.10%	+0.37	119	1.88%
State of Oregon	46,081	36,257	78.68%	76.65%	+2.03	6,401	3.55%

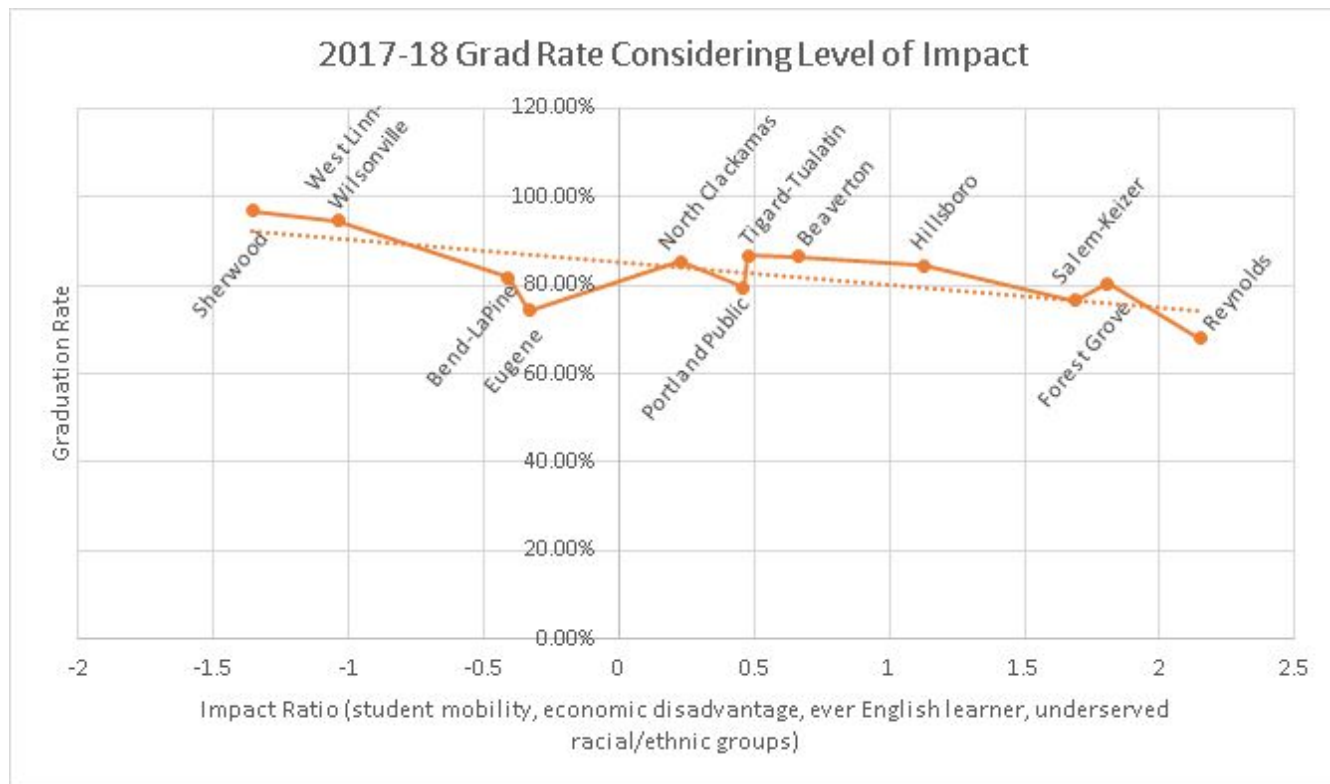




# HILLSBORO SCHOOL DISTRICT

<u>District</u>	<u>Impact</u>	<u>Grad Rate</u>
Reynolds	2.151	67.90%
Forest Grove	1.809	80.35%
Salem-Keizer	1.685	76.56%
<b>Hillsboro 1.127</b>	<b>84.47%</b>	
Beaverton	0.664	86.40%
Tigard-Tualatin	0.478	86.76%
Portland Public	0.46	79.61%
North Clackamas	0.226	85.45%
Eugene	-0.331	74.39%
Bend-LaPine	-0.409	81.86%
West Linn-Wlsnvl	-1.041	94.51%
Sherwood-1.358	96.92%	

HSD students outperform expectations based on their collective impacts



## How HSD Stacks Up - Points of Pride

- **First K-12 public school district in the State of Oregon** to receive **systems accreditation** through AdvancED; systems accreditation means that all schools in our system meet an international standard of excellence in their governance and educational delivery
- **Student-centered five-year Strategic Plan** that focuses on maximizing the student experience and ensuring our graduates are prepared for success in life and post-secondary endeavors
- **Clean feeder patterns** - all elementary schools feed to a single middle and high school





## How HSD Stacks Up - Points of Pride

- **Only public, non-charter online school** in the State of Oregon: Hillsboro Online Academy
- More than **2,400 students** becoming bilingual and biliterate through **Dual Language** (English-Spanish) programs in 10 of our schools (8 elementary schools, 1 middle school, 1 high school)
- Six **STEM Transformation** elementary school sites - Quatama, Tobias, Farmington View, Groner, Imlay and McKinney
- **After-school STE(A)M programming at ALL schools**



## How HSD Stacks Up - Points of Pride

- **Right Brain Initiative** partnership at 14 elementary schools, 1 K-8 school, 2 middle schools
- **AVID** (Advancement via Individual Determination) at **all middle and high schools** to encourage academic achievement and college readiness
- **AP** offered at 3 high schools, **IB** offered at 1 high school
- More than **64 career-technical and/or career-related learning** courses offered



Hillsboro School District is committed to ensuring all students are career- and college-aware, eligible and prepared.

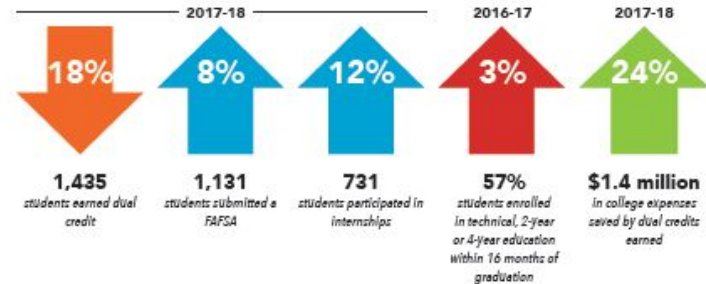
## How HSD Stacks Up - Points of Pride

- Renowned **Career and College Pathways program** in which we **partner** with the City of Hillsboro, Chamber of Commerce, higher education and local businesses to offer robust opportunities to students to gain dual credit, participate in career-related learning opportunities, and select focused programs of study to prepare them for their next steps after high school

### SUMMARY

Key Academic Achievement Indicators

*(Percent comparisons to previous school year)*



ADVANCED COURSEWORK      ACADEMIC EXTENSIONS preparing for college and career      POST-SECONDARY EDUCATION



*Engage and challenge all learners to ensure academic excellence*

## How the Hillsboro Community Stacks Up - Points of Pride

- Award-winning **community vision plan**: Hillsboro 2035
- **Growing, thriving community** - home to Intel, Synopsys, Solarworld, Genentech, and many other companies
- **Collaborative, planful, forward-thinking government structure** that believes in the “Hillsboro Way” of getting things done



## How the Hillsboro Community Stacks Up - Points of Pride

- Broad network of **parks, cultural arts, and community education** opportunities
- Urban renewal and enterprise zone projects to **revitalize our community** and attract new business investments
- Numerous events to **foster community-building**: Farmers Markets, Tuesday Night Markets, free concerts in the park, Celebrate Hillsboro, Latino Festival, Proud to be HSD Festival, Hillsboro Holly Days, OrenKoFest, and many more



## Homebuyer Checklist

- Home
  - Proximity to work/commute options
  - Home type/size, size of lot, location (e.g. on a cul-de-sac)
  - Home price, potential resale value
  
- Community
  - Governance (e.g. comprehensive plan, visioning plan, approach to growth, etc.)
  - Livability (e.g. walk/bike friendly, parks and recreation, other amenities)
  - Infrastructure (e.g. current business mix, economic development)



## Homebuyer Checklist

- Schools
  - Get to know the district (e.g. Strategic Plan, educational philosophy, long-range plan, etc.)
  - Feeder system - which one are you in? Type in the address on our website (Find My Home School under the Transportation page)
  - School report card and Ratings detail sheet
    - Look at disaggregated data that pertains to your child(ren)
  - Website review
  - Programming options
    - Dual Language
    - STE(A)M
    - Career and Technical Education
    - AP/IB, Dual Credit
    - Extracurricular/enrichment opportunities

## Homebuyer Checklist

- Schools, cont'd
  - Career readiness opportunities
  - Population diversity (e.g. racial, cultural, linguistic, etc.)
  - Culture and climate

Parents can make any school a successful experience for their child by:

- **Staying informed** about what's happening at the school by reading e-mails, newsletters and flyers
- **Involving themselves** with the school's parent organization and/or site council
- **Volunteering** at the school
- **Communicating** regularly with their student's teacher(s)
- **Checking in regularly with their student** and providing guidance and support
- **Encouraging their child's efforts**, responsibility, attendance, resilience and self-advocacy



**Part 2:**  
**Long-Range Planning,**  
**South Hillsboro,**  
**Upcoming Bonds**

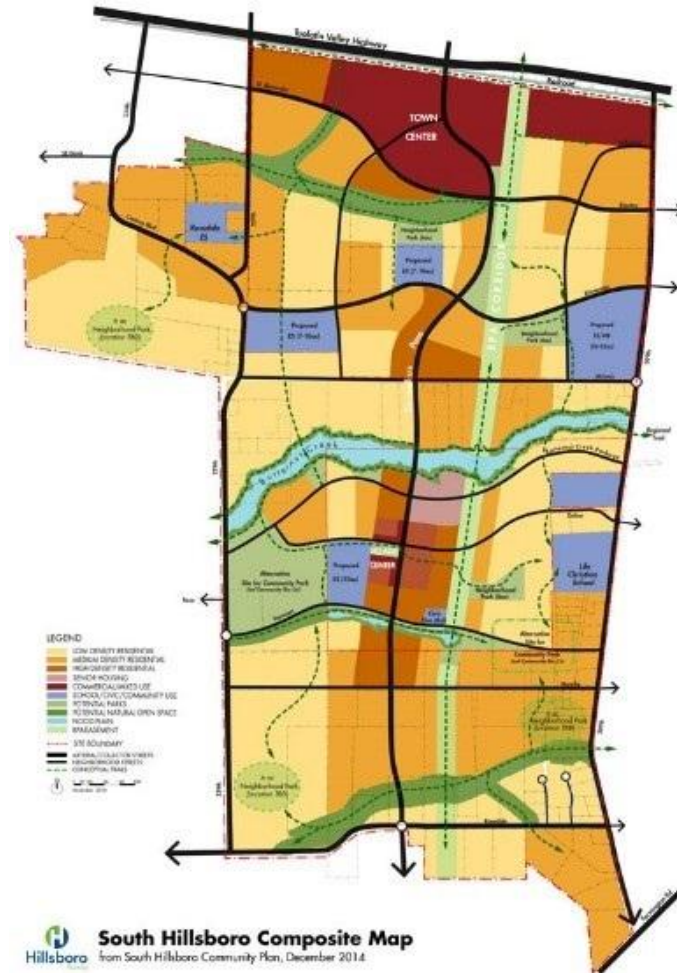
## Long-Range Planning

- **Long-Range Planning Committee** has met monthly for years; comprised of staff, Board members, community members, local government partners, district realtor and architect
- Board adopted a **long-range facilities plan** in June 2016
- **Robust land bank** that is almost unheard of in the state:
  - 90 acres in and abutting South Hillsboro
  - 40 acres in Cornelius
  - 10 acres in North Plains
  - 20 acres near Liberty High School



## South Hillsboro

- **1400-acre development** south of TV Highway between 229th & 209th down to Rosedale Road
- **Largest planned community** development in the region
- Will consist of more than **8,000 homes** and **20,000 residents** within the next 15-20 years - like putting the city of Forest Grove in a portion of Hillsboro
- **Three major developers:** Newland, Hanauer, Pahlisch



## South Hillsboro

- **Extension of Cornelius Pass has progressed;** home construction is underway, will build out at approximately 600 units/year
- HSD will eventually build **4 elementary schools, 1 middle school, and 1 high school** in South Hillsboro to create an entire new feeder system
  - 1 elementary school will be built as part of the 2017 bond



## Other Areas of Growth

- Significant construction in **North Plains** - approximately 900 units in next 3 years
  - Will construct a new elementary school in North Plains to open in 2021
- Significant construction in **Cornelius** - approximately 1,000 units in next 5-7 years ( $\frac{2}{3}$  of this will be in HSD attendance area)
  - Will eventually need a new elementary school in Cornelius



## 2017-2022 Bond

- We were able to pass a **\$408 million bond** that **kept tax rates the same** due to the repayment of previous bonds.
- **Modernization, infrastructure enhancements, and new construction** taking place across the district.
- Anticipate **next bond in 2026** when the 2006 bonds are repaid.
  - Additional construction in South Hillsboro will take place with that bond.



## Bond Possibilities

- Board may also be looking at a **Local Option Tax (LOT)** to generate operational dollars with which we could pay for additional staff
- HSD has **never had** a LOT; would **add** to overall tax burden
- LOTs are **not applied evenly to all taxpayers**, depends on compression
- **Maximum length is 5 years**, would have to be renewed





# Part 3: Q&A, Next Steps

What **questions** do you have?

What **additional information** would be helpful?

What's the **best way to provide** you with information?

Stay in touch!

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*proud to be*  
**HSD**