

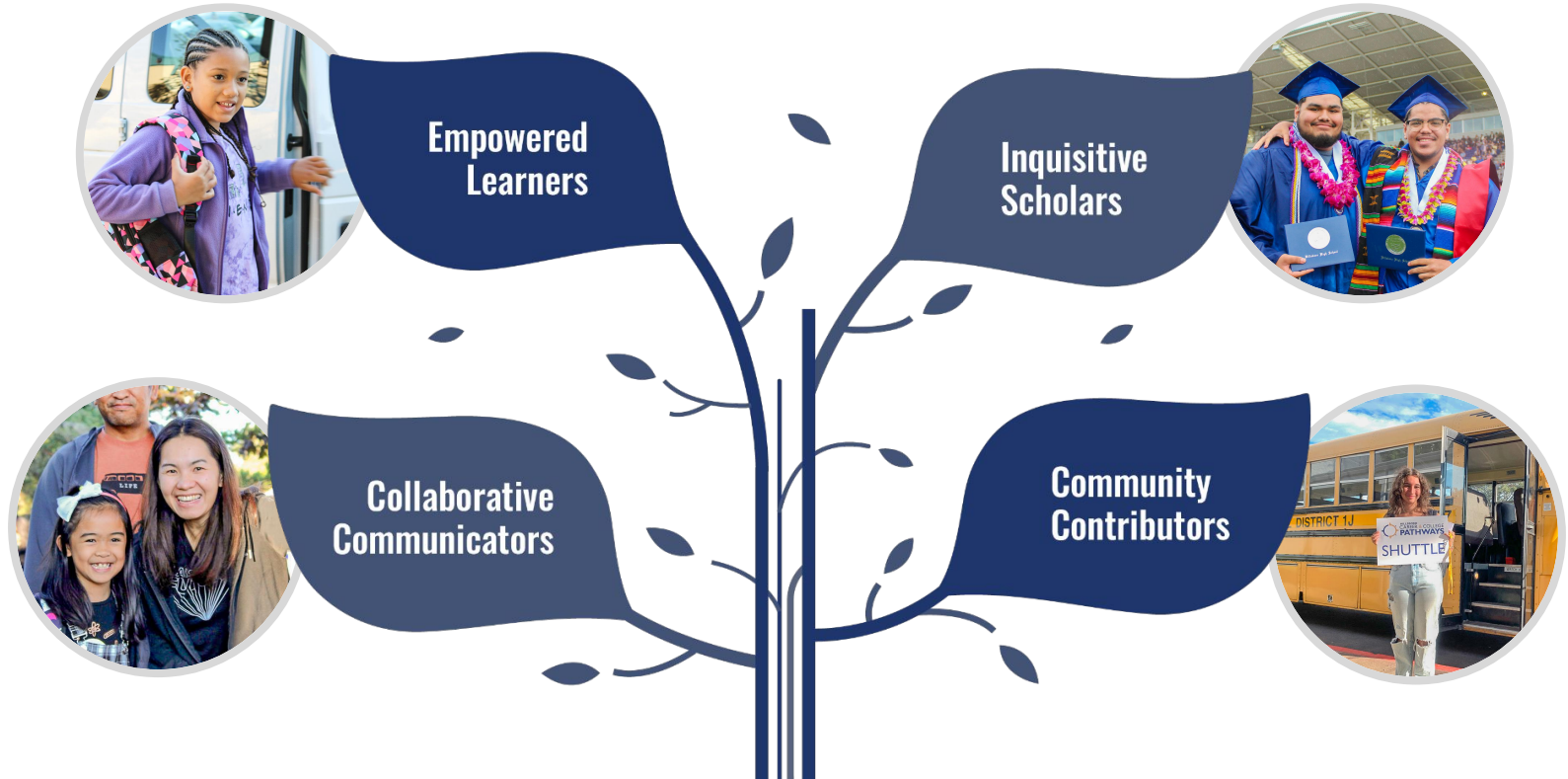
Board Update: Strategic Plan Year 1 (2023-24) Accountability



August 13, 2024

Hillsboro School District 2023-2027 Strategic Plan

Portrait of a Hillsboro School District Graduate Prepared for Career, College & Life



*Know, Value, and
Empower Every Student to Achieve
their Dreams*



Success in the Early Years



Safe & Supported Learners



Access & Opportunity



Critical Thinking & Problem Solving



Graduate Ready for Career, College and Life

Strategic Plan Accountability



Community

- Collaboration
- Family Engagement
- Feedback: Family
- Feedback: Student
- Communication
- Website
- Monitor & Adjust



Schools

- School Improvement Plan
- Data Collection
- Dashboards
- Professional Learning Communities (PLC)
- Monitor & Adjust



Central Office

- Alignment
- Almanac
- Action Plans
- Data Collection
- Dashboards/Infographics
- Data Summits
- Reports
- Monitor & Adjust

HSD Strategic Plan Accountability

Community Collaboration & Accountability Plan

| Community Collaboration 2024-25 | | | | | | | | | | | | |
|---|---|---|---|-----|---|---|---|---|---|-----|---|---|
|  | Q1 | | | Q2 | | | Q3 | | | Q4 | | |
| | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug |
| All Families | | | | | | | |  | | | | |
| PAC Leadership & EEAC |  | | | | | | |  | | |  | |
| Latina/o/x PAC | |  |  | |  |  |  |  |  | | | |
| BVFAC | |  |  | |  |  |  |  |  | | | |
| NA/AN PAC | |  |  | |  |  |  |  |  | | | |
| Student Collaboration 2023-24 | | | | | | | | | | | | |
| All Students | | | | | | | | | | | |  |
| Focus Groups | | | | | | |  |  |  | | | |



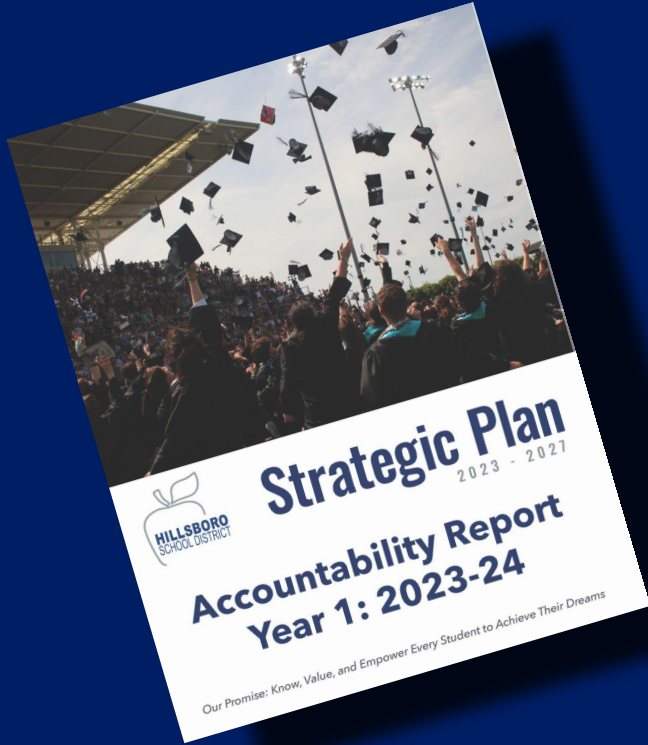
Central Office

District leaders analyze data from the year-long community collaboration plan, incorporate the gathered input, and strategically adjust various elements of the strategic plan, including:

- Data Collection
- Dashboards/Infographics
- Data Summits
- Alignment
- Almanac
- Action Plans
- Reports

KEY  = Survey  = Focus Groups  = Goal Preview

Strategic Plan Accountability Report Year 1



Within the five goal areas identified in HSD's Strategic Plan, there are subgoals that support each of the performance targets. Some are complex and more subjective in nature, and therefore do not easily lend themselves to an at-a-glance translation to a single number. All are being tracked diligently by a team of staff, and for each one there are at least two priority local groups of students for whom growth is most important. This data is available upon request to the School Board and public, as long as disclosure does not violate student rights.

* Indicates Performance Target

| | 2022-23 | 2023-24 |
|---|---------|----------|
| Goal Area #1: Success in the Early Years | | |
| A. % of Undergraduates who attend a licensed daycare or preschool | 62.68% | 62.01% |
| B.1 % of 3rd graders meeting/succeeding in reading | 61.00% | 63.17% |
| B.2 % of 3rd graders meeting/succeeding in writing | 19.64% | 16.12% |
| B.3 % of 3rd graders reporting social-emotional learning skills | 53.00% | 58.28% |
| C. % of 6th graders reporting social-emotional learning skills | N/A | 16.68% |
| Goal Area #2: Safe and Supported Learners | | |
| A. % of grades 5-12 students who respond favorably to statements on Student Survey regarding related welcoming schools, belonging in school, and students treating one another with respect | 52.43% | 52.73% |
| B. Attendance Rates (90% regular attendance) | 64.59% | 66.73% |
| Goal Area #3: Access and Opportunity | | |
| A. Reduce the disparity of disciplinary referrals, suspensions, and expulsions* | 3.88% | 2.81% |
| B. Demographic representation in college-level opportunities | 50.22% | 46.75% |
| C. % of long-term English learners achieving proficiency in grade 6-12 | 40.34% | 45.64% |
| Goal Area #4: Critical Thinking and Problem Solving | | |
| A. % of students in grades 2-12 meeting core academic standards | 70.9% | 90.82% |
| B. % of seniors who demonstrate employability skills | 23.45% | Fall '24 |
| C. % of 9th graders on-track for graduation - ODE calculation: 3.5 all 4 credits in core | | |
| A. % of students in grades 2-12 meeting core academic standards | 62.92% | 61.30% |
| B. % of seniors who demonstrate employability skills | 70.37% | 91.25% |
| C. % of 9th graders on-track for graduation - HSD calculation: 3.5 all 4 credits in core | 58.99% | 87.51% |
| Goal Area #5: Graduate Ready for Career, College, and Life | | |
| A. % of seniors completing a career pathway, CTE, AP/IB or Dual Credit | 77.00% | 79.57% |
| B. % of seniors completing a career pathway, CTE, AP/IB or Dual Credit | 91.32% | 91.76% |
| C. % of students accessing career-related learning experiences and supports | 45.10% | 97.21% |
| Goal Area #6: Graduate Ready for Career, College, and Life | | |
| A. % of students achieving 4-year graduation | N/A | 22.97% |
| B. % of seniors completing a career pathway, CTE, AP/IB or Dual Credit | 84.33% | 86.18% |
| C. % of students accessing career-related learning experiences and supports | 83.32% | 90.83% |

*Percentage measures the disparity gap, positive growth indicated by thinking percentage year-over-year.

Goal Area #5: Graduate Ready for Career, College, and Life

- A.1 % of students achieving 4-year completion
- A.2 % of students achieving 5-year completion

For additional information, please visit our website: hsd.k12.or.us/strategicplan

*4-year graduation and 5-year completion data is released in January of the year/two years after the target school year.

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Performance Target #1



Performance Target #1 3rd Grade Reading



Focal group Hispanic/Latina/o/x **-1.67**
Focal group Accessing Special Education **+2.71**

63.17% →

Baseline Year
2022-23
61.00%

Overall average **+2.17** from prior year



Year 4 Goal
2026-27
70%



Performance Target #1 Action Plan Reflection

- Grade level collaborations successfully provided PD in foundational skills and fluency, expanded use of UFLI supplemental phonics. curriculum, and LETRS training which increased K-4th grade literacy skill development as reflected in EasyCBM (Kinder), Phonics Survey (1st-6th) and Running Records (1st-6th).
- Successful Data Cycles with principals focused on literacy.
- Next Steps: increase of grade-level collaborations and focus on writing, collect Street Data for focal groups, and continue LETRS training.



Performance Target #2



Performance Target #2 Regular Attendance



Focal group Native American/Alaska Native +17.08
Focal group Native Hawaiian/Pacific Islander +4.59

66.75% →

Baseline Year
2022-23
64.58%

Overall average +2.17 from prior year



Year 4 Goal
2026-27
80%



Performance Target #2 Action Plan Reflection

- Collaboration with the Data/Systems team improved data tracking and analysis.
- Development of leadership systems, communication, and PD structures.
- Staffing changes impacted some action items.
- Collaboration with the Oregon Learning Cohort led to updates to communication materials, differentiating interventions, and increasing integration in other instructional improvement initiatives.



Performance Target #3



Performance Target #3 Extracurricular Participation



Focal group Hispanic/Latina/o/x +5.69
Focal group Identify as Female +6.54

45.64%

Baseline Year
2022-23
40.34%

Overall average +5.3 from prior year



Year 4 Goal
2026-27
66%



Performance Target #3 Action Plan Reflection

- Strong community partnerships and engaged staff have expanded student opportunities.
- Participation in extracurriculars is linked to improved attendance, behavior, and social-emotional skills.
- Next steps include refined data tracking, investment in after-school leaders for elementary and middle schools, and utilizing student feedback for program enhancements.



Performance Target #4



Performance Target #4 9th Grade On-Track

Focal group Hispanic/Latina/o/x **-4.97** ODE, **+0.42** HSD
Focal group Accessing Special Education **-5.96** ODE, **+5.9** HSD



87.51%

ODE Calculation

79.57%

HSD Calculation

Baseline Year
2022-23

ODE: 88.99%
HSD: 77.00%

ODE: Overall average **-1.48** from prior year

HSD: Overall average **+2.57** from prior year



Year 4 Goal
2026-27
95%



Performance Target #4 Action Plan Reflection

- Implementation of Grade-Level Teams and On-Track Structures in grades 9-12 has shown positive results in supporting students' credit attainment.
- Valuable lessons learned throughout the year will inform continued improvement efforts.



Performance Target #5.1



Performance Target #5.1 4-Year Graduation*



Focal group Native American/Alaska Native - Class of 2023 grad rate: **64.29%**
Focal group Accessing Special Education - Class of 2023 grad rate: **78.52%**
Focal group Experiencing Houselessness - Class of 2023 grad rate: **60.00%**
Focal group Experiencing Foster Care - Class of 2023 grad rate: **28.57%**
Data for comparison with Class of 2024 available in January 2025

86.18%

Class of 2023



Baseline Year
Class of 2022*
86.33%

Overall average **-0.09** from prior year



Year 4 Goal
2025-26
88.80%



Performance Target #5.2



Performance Target #5.2 5-Year Completion*

Focal group Hispanic/Latina/o/x - Class of 2022, completion in 2023 rate: **88.02%**
Data for comparison with Class of 2023, completion in 2024, available in January 2025



90.83% →
Class of 2022,
completed 2023

Baseline Year
Class of 2021,
completed 2022*
83.32%

Overall average **+7.51** from prior year



Year 4 Goal
2024-25
93%



Performance Target #5 Action Plan Reflection

- On-Track support systems have been focused on and strengthened.
- Targeted communication with families of students at risk of not graduating has been a priority.
- Increased alignment and focus on school-wide academic programs like AVID, CCP, Dual Language, Dual Credit, and Advanced Programs.
- Progress made in Dual Language programs, while further work is needed in AVID School-Wide implementation.
- Continued community and education partnerships will lead to student access and support in post-high school planning.



Celebrations & Opportunities for Growth

- 20 Sub Goals in Year 1 ...
- 11 Goals experienced positive growth! (Literacy, Attendance, Proficiency for Active ELs, Reduction of Disparity in Discipline ref., Extracurriculars)
- 5 Goals experienced a decline (Math, 7-12 Core Academic Standards, Demographic Representation in College-Level Opps and CCP Completers)
- 2 Goals are awaiting new ODE data (Graduation and 5th Year Completers)
- 2 Goals required a new data tracking tool (4th Grade SEL and CRLEs)
- Full Report [HERE](#)



Next Steps

- Building-based data used to develop/refine School Improvement Plans (SIP)
- Data used for Integrated Guidance planning
- Three Data Summits with all principals
- Student survey & focus groups
- OSP staff refine and implement their Year 2 action plans
- Ongoing data monitoring
- Staff professional development based on data/feedback received throughout year 1
- Compilation of year 2 data on all goals
- Mid-Year progress reports in Oct. 2024 & Feb. 2025
- Year 2 report shared with Board at retreat in August 2025

