

**ALIGNING FOR
STUDENT SUCCESS:
INTEGRATED
PROGRAMS**

ANNUAL REPORT
2025-26



Oh, the
Places
You'll Go

ODE's Aligning for Student Success

Integrated Programs requires districts receiving funds from the integrated programs to complete a progress review on an annual basis. This annual report serves as the progress review for the 2025-2026 school year. The annual report consists of responses to four required prompts and provides the Beaverton School District with the opportunity to reflect on and share with our community the progress towards Outcomes and Strategies in our Plan and Longitudinal Performance Growth Targets.

Question 1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

Fully implementing a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students is a key Outcome and aligned with BSD's Strategic Plan. It is a key strategy to achieving our Performance Growth Targets. A fully implemented MTSS will support students in academic achievement, making progress towards on-time graduation, and student social emotional well-being. The foundation of MTSS is implementation of effective Tier 1 Instruction. Leading indicators, including interim assessments, show promise in the impact of implementation fidelity on 3rd Grade Language Arts Proficiency. Supported by the Early Literacy Grant and additional braided funding, key strategies were increasing the implementation of the K-5 literacy instructional materials aligned to districtwide scope and sequence, school-based coaches using the Transformational Coaching model, and common data protocols. In 2026-27 similar supports will be provided as we enter the first year of implementation of the recently adopted math curriculum aligned to a districtwide scope and sequence.

Additional MTSS Tier 2 and 3 work was focused on K-5 Literacy in 2025-2026 with increased use of an interactive MTSS dashboard and decision rules for literacy interventions in K-5.

Another key outcome of our plan is that students in every focal and demographic group will report an increased sense of belonging at school. This supports all our Longitudinal Performance Growth Targets, especially the percentage of regular attenders. Training was offered to staff on Restorative Practices, Trauma Informed Care, Engaging Equity and Social Emotional Learning. Recognizing that all staff who interact with students influence the students' sense of belonging, Engaging Equity training expanded beyond licensed staff to provide opportunities for Nutrition Services, Transportation, and school-based classified staff. We continued implementation of efforts to address the behavioral health and wellness needs of students. Each school's Behavioral Health & Wellness (BHW) teams met at least monthly to analyze student outcome data regularly to identify needs and improve practice.

Question 2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Some progress is evident in closing the achievement gap for Focal Student Groups compared to All Students in the 2024-2025 Growth Targets. Related to the outcome to increase graduation rates for all student demographic groups, we are continuing implementation strategies of 9th Grade On-Track teams at all high schools, mentoring for high school students not on-track for graduation within four years, providing credit recovery options both in person and online, and reducing class sizes to close the opportunity and achievement gap.

A challenge to implementation is sustainable funding to scale up improvement strategies. For example, to support secondary student success by developing students' literacy skills, Language Arts/English Language Proficiency instructional materials were implemented in Grades 6-12. At each secondary school, the Professional Learning Community (PLC) model of Language Arts and English Language Development teachers were provided release time to ensure fidelity of implementation of the instructional materials and co-teaching model. Instructional Coaches and Teachers on Special assignment engaged in Transformational Coaching professional development to support teacher work. This model of job-embedded professional development is not sustainable over time due to budget constraints, which limits the potential to scale the model to other content areas.

An area of support is advocacy for sustainable, equitable funding to support BSD and other districts in fully implementing strategies to achieve the equity-centered outcomes.

CTE Question 1

Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. These include more population than the federally identified “special populations.” The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out, the foster care system, youth with a parent who is a member of the armed forces or an active duty.

Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQSIA+

In 2025-26 a strategy to increase student, caregiver, and educator awareness of CTE programs continued. Data from student surveys and focus groups indicate that students most often learn about CTE programs from school staff they interact with regularly. Building on prior year success, we continued facilitation of CTE Roundtables, workshops that brought together CTE teachers and counselors, as well as other staff that advocate for and advise students from focal groups and special populations on educational decisions. One CTE Roundtable was hosted at Sunset High School and two CTE Option Tours included counselors and other student advocate/support positions, including student managers, bilingual facilitators, and administrators, touring the district-wide CTE Options programs. The CTE Option Tours provided participating staff the opportunity to engage with students and staff in the program in an effort to build their knowledge and understanding of the programs.

CTE Question 2

The 2024-2028 CTE State Plan has three (3) outcome areas:

- **Outcome 1: Career connected learning that is systemically integrated with education and workforce development.**
- **Outcome 2: Increased equitable participation in high-quality CTE and career connected learning**
- **Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships**

Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.

The outcomes related to career-connected learning continued to be a focus for this year. As a result of multi-year efforts to build awareness of CTE programs by students, family, and staff, enrollment in CTE Capstone classes in 2025-2026 reached the highest number in the past three years. That number is expected to grow significantly in 2026-2027. This growth is due to several factors, including integrating the Higher Education and Career Path Skills into CTE program pathways, piloting a career connected learning platform (Xello) at all schools with high school students and in several middle schools, and increasing community awareness of CTE programs. In high school programs the piloted was through the Higher Education and Career Pathway course. In 2026-2027 all middle and high school students will be engaged in an articulated scope and sequence of career connected learning.



Learn more at www.beaverton.k12.or.us/departments/teaching-learning/integrated-guidance