BEAVERTON SCHOOL DISTRICT

BOARD MEETING DATE
February 17, 2015

WE EXPECT EXCELLENCE WE INNOVATE WE EMBRACE EQUITY WE COLLABORATE

ACADEMIC ACHIEVEMENT AND ACADEMIC GROWTH UPDATES

POLICY ISSUE/SITUATION

The School Board held a Work Session on Monday, February 2, 2015 at Southridge High School. This is a follow-up Strategic Plan report on Academic Achievement and Academic Growth.

District Goal: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

BEAVERTON SCHOOL DISTRICT

School Board Meeting
February 17, 2015
Strategic Plan Report Summary

Academic Achievement

Objectives: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Data Sources: High school cohort outcomes files produced by ODE, Data Warehouse, CTE 90pct report produced by ODE.

Measurement	2011/12	2012/13	2013/14	2014/15 Goal	2015/16 Goal
% students graduating in four years^	**77.50%**	**77.20%**	**79.70%**	**81%**	**83%**
% students graduating in five years^	**80.10%**	**81.70%**	**82.10%**	**86%**	**88%**
% graduates* who completed Pre-Calculus, or AP/IB-level Math with a C or better	**40.00%**	**40.60%**	**42.70%**	**45%**	**48%**
% graduates* who completed AP/IB-level Science with a C or better	**24.00%**	**29.10%**	**33.60%**	**40%**	**43%**
% ~~students~~ graduates* completing a CTE Program of Study	**33.50%**	**36.50%**	**36.60%**	**40%**	**43%**
% SPED students graduating with an alternative certificate, GED, or modified or extended diploma within five years	**22.70%**	**17.90%**	**19.30%**	**19%****	**18%****

**Graduates refer to students who leave school with a diploma or GED within five years of entering 9th grade.*

***A decrease in percent should be the result of an increase in the % of SPED students graduating with a standard diploma.*

^Goals are from current Achievement Compact or apply the same methodology

4 and 5-Year Graduation Rates

Analysis

Successes:

- Increase in 4-year overall graduation rates district-wide
- Increase in 5-year overall graduation rates district-wide
- High level of graduation rates for TAG students
- Beaverton is exceeding state in both 4 and 5-year grad rates

Issues:

- Overall low level of graduation rates for multiple subgroups (males, Hispanic, Black, LEP, students with disabilities, Native American)
- Gaps exist between schools for similar sub groups (Hispanic/Latino, SPED and LEP)
- There is a decrease in the percentage of Students with Disabilities and LEP students graduating within 4-years
    - Note that the 2010-2011 data for Students with Disabilities includes graduates who received a modified diploma

Action Plan

This year:

- Summer school offered to all district high school students in June/July 2014 and will be offered in June/July 2015
- High School Credit Recovery classes offered this school year for seniors who need credit to graduate with class
- Additional 9th grade math/science APU for comprehensive high schools to address needs of our most academically challenged students in these two key subject areas
- ELL Research Group to review research and make recommendations about ELL service delivery, instructional practices, and professional development needs
- Completion and review a Mental Health Survey to determine the impact of mental health on the academic achievement of students
- Implementation of the early warning system at both middle and high school levels

Long term:

- Action Plan and study team around our high school special education classes and support
- Action Plan and study group regarding ELL educational model
- AVID – beginning in the fall of 2014 and consistent growth and support throughout the secondary schools
- Increased general education teacher professional development on the needs of and educational best practices for ELL students and students with Disabilities
- Implementation of the recommendations from the ELL Research Group
- A review of funding practices for ELL and Special Education to align with student need versus revenue

Advanced Math & Science

Analysis

Successes:

- A District increase in the overall % of students graduating with advanced level math and science courses
- Increase in students graduating with advanced level science courses. This should continue to increase as our first 4-year cohort group of students to complete the new science sequence graduates in 2016 (Increase in science of over 9%)
- Increase percentage of students completing Pre-Calculus or AP/IB-level math with a C or better
- Increase percentage of students who completed AP/IB level science courses with a C or better

Issues:

- Students with Disabilities, LEP students, and historically under-represented students are not completing advanced math and science courses at the same rate as their peers
- LEP students continue to under perform in all areas as compared to their English-speaking peers
- Staffing ratios for special education resource room teachers and ELL teachers are higher than they have been
- Do all students have access to advanced science classes now that the new science sequence prepares students for a 4th year of science?

Action Plan

This year:

- 9th grade math and science intervention positions allocated in each of the comprehensive high schools
- Field Biology classes at Terra Nova are gaining momentum
- ELL Research Group to review research and make recommendations about ELL service delivery, instructional practices, and professional development needs
- A review of High School resource room instructional practices and design for Students with Disabilities
- Completion and review a Mental Health Survey to determine the impact of mental health on the academic achievement of students
- The creation and implementation of a Dually Identified work group to determine appropriate evaluation and instructional practices for students who are ELL and have a disability
- Science professional development PLC's for Physics, Chemistry and Biology
- Implementation of AVID classes

Long term:

- Investigation and implementation of a new math sequence will increase the percentage of students accessing higher-level math courses before graduation
- Increased general education teacher professional development on the needs of and educational best practices for ELL students and students with Disabilities
- Implementation of the recommendations from the ELL Research Group
- Implementation of the recommendations from the high school Resource Room group
- Implementation of the recommendations from the Dually Identified work group
- A review of funding practices for ELL and Special Education to align with student need versus revenue
- Teach for Beaverton partnership
- High school STEM

CTE Program of Study

Analysis

Successes:

- Overall increase by 3%
- Economically disadvantaged students increased by 7%
- Students with Disabilities are completing a CTE Program of Study at a higher percentage than all their peers
- AHS has increased by 14% over the last two years
- Nearly a 19% increase in Black students completing a CTE program of study over the past two years
- HS2 has increased by 43% of students completing a CTE program of study over the past two years
- WHS students with disabilities completing a CTE program of study at a rate of 94%
- Percentage increase in all subgroups of students completing a CTE program of study in all but three areas, Asian, American Indian/Alaskan Native, and Multi-Racial groups

Issues:

- Official "CTE" programs are a challenge to offer in all schools – especially our options and smaller high schools
- Some classes may not be classified as CTE at one school because of teacher certification so % may be misleading
- Subgroups differential with CTE credits
- Females are not accessing CTE courses at the same rate as males
- BHS down 10% over two years
- Very few ELL and TAG students are taking CTE courses
- Limitations with 7 classes versus 8 each semester in our A/B block schedule

Action Plan

This year:

- We need to loosen qualifications as to what qualifies as a CTE course application process
- Investigating options available at PCC for late arrival and early release students

Long term:

- New high school with additional CTE course offerings currently in the design (Business Education, Culinary Arts, Technology Education/Lab, Wood Shop)
- Field Biology classes at Terra Nova are gaining momentum and we need to work to create opportunities for CTE credit for students in this program
- Early release and late arrival students taking advantage of options at PCC
- Hiring district coordinators to research and connect students to internships and job shadows
- On-going development of partnerships locally for access to internships and job shadows

Special Education Graduation Rates

Analysis

Successes:

- Out-pacing typical peers on 5-year graduation rates

Issues:

- 20% of students with disabilities are not graduating with a standard diploma
- 30% of students with disabilities are not earning any diploma within 5 years

Action Plan

This year:

- A review of High School resource room instructional practices and design for Students with Disabilities
- The creation and implementation of a Dually Identified work group to determine appropriate evaluation and instructional practices for students who are ELL and have a disability
- Implementation of Unique and Link Curriculum
- Implementation of standards based IEP
- Learning target articulation for SPED programs and middle and high school resource rooms
- Specialized program learning teams
- Revamping SLD evaluation process

Long term:

- Implementation of the recommendations from the High School resource room group
- Implementation of the recommendations from the Dually Identified work group

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Strategic Plan Report Summary

Academic Growth

Objectives: All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

Data Sources: ACT, PLAN, and EXPLORE test files, Year-End Megafile, AMAO Source: DIC (codes 1 (expul), 2, (ISS), 3 (OSS), 5 (alt placement))

Measurement			2011-12	2012-13	2013-14	2014-15 Goal	2015-16 Goal
% students achieving a typical year's growth in:	Reading	Gr. 9-11*	**56%**	**62%**	**59%**	NA	NA
	Math	Gr. 9-11*	**62%**	**61%**	**62%**	NA	NA
	English	Gr. 9-11	**64%**	**63%**	**62%**	**65%**	**68%**
	Science	Gr. 9-11	**59%**	**64%**	**62%**	**68%**	**75%**
% students on target to have college- and career-ready test results in:	Reading	Gr. 8-11#	**48%**	**52%**	**52%**	NA	NA
	Math	Gr. 8-11#	**49%**	**50%**	**52%**	NA	NA
	English	Gr. 8-11	**73%**	**75%**	**74%**	**76%**	**79%**
	Science	Gr. 8-11	**49%**	**49%**	**51%**	**55%**	**65%**
% of ELL students showing progress towards proficiency (of learning English language)					**48%**	**49.5%**	TBD

** Grades 4-11 will be reported in 2014-15 and beyond*

 # Grades 3-11 will be reported in 2014-15 and beyond

YEAR'S WORTH OF GROWTH IN READING:

Analysis

Successes:

- Reading
  - Active LEP students have made 10% growth overall
  - TAG students have made growth at a greater rate than all BSD students over 3 years
  - Over 3 years male students had a 6% growth overall

Issues:

- Reading
  - All schools experienced decrease or no growth in overall reading growth over the last two years
  - Overall reading growth can be predicted by SES (socio-economic status), race, disability and language skills

Action Plan

This year:

- Reading
  - Continued implementation of Common Core State Standards in English Language Arts with a focus on instructional shifts in reading
  - Implementation of AVID and work towards school-wide AVID implementation in middle and high schools (WICOR – writing, inquiry, collaboration, organization, reading)
  - Summer school for incoming middle school students (5.5) and incoming 9th graders (8.5) with an emphasis in literacy in transitioning students to the next level
  - Training in Smarter Balanced Assessment focused on reading and writing performance tasks
  - Research on best practices in reading instruction (Quality Curriculum Cycle – English Language Arts)

Long term:

- Reading
  - Targeted professional development in reading instruction and assessment for general education, ESL, an special education teachers as part of the Quality Curriculum Cycle – English Language Arts
  - Adoption of instructional materials and resources (print and digital) to support high quality reading instruction, assessment practices and alignment to the CCSS in English Language Arts
  - Middle School Literacy Plan – increased focus at the middle school level on literacy instruction in Humanities model with intentional shifts in time and professional development
  - Implement district-wide Learning Team model to support English Language Arts teachers in reading instruction, assessment, and intervention/extensions
  - Continued implementation of AVID at the 7th, 8th, 9th, and 10th grade levels as well as school-wide implementation of WICOR strategies
  - Summer school for incoming middle school students (5.5) and incoming 9th graders (8.5) with an emphasis in literacy in transitioning students to the next level

YEAR'S WORTH OF GROWTH IN MATH:

Analysis

Successes:

- Math
  - Two-year growth increased by 10% at ACMA, 16% at HS2, 4% at Beaverton HS, and 9% at SST
  - In 2013-14 Southridge SPED students exceed peers by 14 to 20% and multi-racial students by 6 to 19% across the district

Issues:

- Math
  - Decrease in subgroups including LEP, American Indian/Alaskan Native and Females
  - Percentages remain flat for the majority of subgroups
  - Decrease of 13% at Community School over two years

Action Plan

This year:

- Math
  - Continued implementation of Common Core State Standards in Math with a focus on mathematical practices
  - Math Articulation Team and district staff review of math data with a recommendation to develop a consistent and aligned math sequence at middle school and high school (recommendation to the School Board for implementation district-wide in 2016-17)
  - Implementation of AVID and work towards school-wide AVID implementation in middle and high schools (WICOR – writing, inquiry, collaboration, organization, reading)
  - Summer school for incoming middle school students (5.5) with an emphasis in math in transitioning students to the next level
  - Training in Smarter Balanced Assessment focused on math performance tasks

Long term:

- Math
  - Design, implement, and support new 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
  - Implement district wide Learning Team model to support math teachers in math instruction, assessment, and intervention/extensions
  - Continued development of dual credit opportunities in math at the high school level in partnership with PCC (Math 95, 111, and 112) and other post-secondary institutions
  - Continued implementation of AVID at the 7^{th}, 8^{th}, 9^{th}, and 10^{th} grade levels as well as school-wide implementation of WICOR strategies
  - Summer school for incoming middle school students (5.5) and incoming 9^{th} graders (8.5) with an emphasis in math in transitioning students to the next level

YEAR'S WORTH OF GROWTH IN ENGLISH:

Analysis

Successes:

- English
  - ACMA, ISB and Sunset HS demonstrate a small percentage gain over the past two years
  - ISB students have the least amount of variance by 17% between subgroups in 2013-14

Issues:

- English
  - Growth over two years remains flat for the majority of subgroups district-wide
  - Asian students have decreased by 10% over two years
  - Community School has decreased by 12% from 2011-12
  - Comprehensive high schools demonstrate growth between 57% and 65% as compared to students attending ACMA and ISB who are demonstrating growth at 71%
  - Sunset (45%) and Westview (49%) show the greatest disparity between subgroups in 2013-14

Action Plan

This year:

- English
  - Continued implementation of Common Core State Standards in English Language Arts with a focus on instructional shifts in writing
  - Implementation of AVID and work towards school-wide AVID implementation in middle and high schools (WICOR – writing, inquiry, collaboration, organization, reading)
  - Summer school for incoming middle school students (5.5) and incoming 9th graders (8.5) with an emphasis in literacy in transitioning students to the next level
  - Middle School Writing Cohort – 35 middle school Humanities teachers study research based writing practices supported by Mary Ehrenworth (Reading and Writing Project, Columbia University)
  - Training in Smarter Balanced Assessment focused on reading and writing performance tasks
  - Research on best practices in writing instruction (Quality Curriculum Cycle – English Language Arts)

Long term:

- English
  - Targeted professional development in writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle – English Language Arts
  - Adoption of instructional materials and resources (print and digital) to support high quality writing instruction and assessment practices and alignment to the CCSS in English Language Arts
  - Middle School Literacy Plan – increased focus at the middle school level of literacy instruction in Humanities model with intentional shifts in time and professional development
  - Implement district-wide Learning Team model to support English Language Arts teachers in writing instruction, assessment, and intervention/extensions
  - Continued implementation of AVID at the 7th, 8th, 9th, and 10th grade levels as well as school-wide implementation of WICOR strategies
  - Summer school for incoming middle school students (5.5) and incoming 9th graders (8.5) with an emphasis in literacy in transitioning students to the next level

YEAR'S WORTH OF GROWTH IN SCIENCE:

Analysis

Successes:

- Science
  - Three year trend increase for each of the following subgroups: All students (3%), Black (3%), American Indian/Alaskan (1%), White (4%), Multi-Racial (8%), TAG (8%), and Males (7%)
  - No decrease over the past three years for the following subgroups: Asian, Pacific Islander and Hispanic/Latino
  - Eight out of eleven high schools have increased percentage of students achieving a year's growth
  - Multi Racial students demonstrate the least variance of 8% throughout the District, followed by TAG students of 17% for Academic Growth in Science

Issues:

- Science
  - Decrease for the following subgroups over three years: LEP (3%), SPED (1%), and Females (2%)
  - Decrease of 6% for SST students

Action Plan

This year:

- Science
  - Third year of implementation of new high school science sequence with all students enrolled in Physics, Chemistry, and Biology courses
  - District-wide monthly PLCs for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention
  - Initial implementation of the Next Generation Science Standards (shifts of learning targets and practices) in Physics, Chemistry, and Biology
  - Full implementation of Project-Based Inquiry Science resources in middle school science courses
  - Professional development for middle school science teachers focused on modeling, computational thinking, and science talk

Long term:

- Science
  - Continued implementation of Next Generation Science Standards in Physics, Chemistry, and Biology
  - Implementation of Next Generation Science Standards at the middle school level
  - Continued district-wide monthly Learning Teams for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention/extensions with the addition of district-wide middle school science teacher Learning Teams
  - Continued development of dual credit opportunities in science at the high school level in partnership with PCC (ex - Engineering 100) and other post-secondary institutions
  - Continued implementation of AVID at the 7^{th}, 8^{th}, 9^{th}, and 10^{th} grade levels as well as school wide implementation of WICOR strategies

STUDENTS ON TARGET TO HAVE COLLEGE AND CAREER READY TEST RESULTS

Analysis

Successes:

- Increase of students becoming college and career ready in 6 out of 8 middles schools in science
- Increases of students becoming college and career ready in the majority of sub groups in math. Similar growth patterns also appear in many schools
- Increase of students becoming college and career ready in the majority of schools in reading

Issues:

- Persistent achievement gaps exist for sub-groups and the white/Asian students in all subjects at the district level, and the gaps exist between schools for the same sub groups (Gaps exist between schools for similar sub groups (i.e., Asian students in one school perform 40% higher than other schools)
- Overall gaps also exist for all student groups between schools

Action Plan

This year:

- Training for teachers and administrators on the new English Language Proficiency standards
- Provide training to all content teachers on culturally responsive instructional practices in all classrooms to address the knowledge gaps of teachers for the needs of students from all backgrounds
- Continuing professional development for science sequence and support for Learning Teams
- Ongoing professional development for mathematics on the Common Core State Standards
- 8.5 Summer School
- Math and Science Intervention teachers
- Implementation of AVID
- ESL Research Team and recommendations coming forward in February for implementation in 2015-16
- Implementation of the 5D and provide clear language for effective instruction
- Poverty dollars provided to middle and high schools to support neediest students

Long term:

- New English Language Arts adoption and professional development on the English Language Arts common core state standards
- New High School math sequence
- New English Language Development adoption in 2015-16
- Develop a comprehensive, multi-year plan to implement culturally responsive instructional practices in all classrooms for teachers to acquire skills to address the needs of sub group students, including students with disabilities and language barriers
- Develop a comprehensive PD plan for all administrators, staff, and teachers on the strategies to address the learning needs of sub group students in all subjects. Such a plan should be multi-year, adequately funded, and implemented on a consistent basis. Such a plan should also include a variety of formats such as workshops, collaboration through learning teams, lesson planning, and classroom implementation. Contents should include Constructing Meaning, strategies to address students with disabilities, students from economic disadvantages, and different ethnic backgrounds. This plan should also emphasize the need to build administrator expertise for the success of sub groups within the framework of 5D, SBLS, SPED, ELPs, and inclusive environment
- Consider extended day and/or summer school for 9.5 and 10.5 to pre-teach content and skills

ELL STUDENTS SHOWING PROGRESS TOWARDS PROFICIENCY (OF LEARNING ENGLISH LANGUAGE)

Unlike prior years, in the 2013-2014 school year the calculation for measuring students progressing in AMAO 1 changed to reflect a growth model similar to the one used in reading and math. This makes it difficult to make direct comparisons to previous years when measuring AMAO 1 student progression.

In previous years, AMAO 1 was a relatively simple measure of the number of eligible students that had moved up one or more composite proficiency levels on the ELPA. A percentage was calculated by measuring how many composite proficiency level 1 students had moved to proficiency level 2 (or higher), how many composite proficiency level 2 students had moved to level 3 (or higher) etc.

Once the growth model was adopted, composite scale scores were used rather than the 5 ELPA composite levels. As in math and reading, students were also placed in cohorts to determine individual growth percentiles and individual growth targets. In addition, the years in program were taken into account when determining percentiles and targets. The more years in program, the higher the growth targets. For 2013-2014, archival data was gathered and complex formulas were run to measure AMAO 1 results.