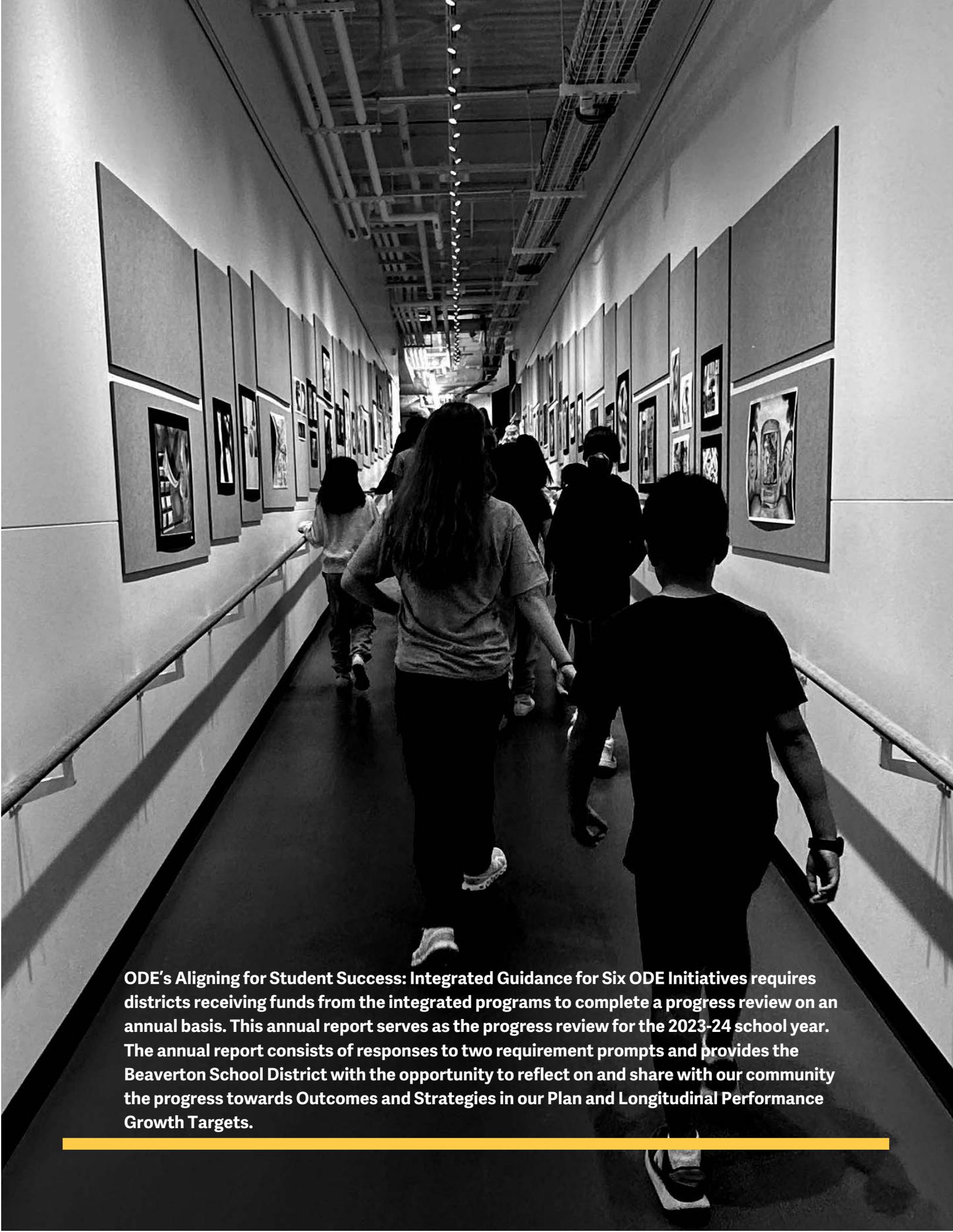




Aligning for Student Success: Integrated Programs

Annual Report 2023-24



ODE's Aligning for Student Success: Integrated Guidance for Six ODE Initiatives 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 2023-24 school year. The annual report consists of responses to two requirement 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."

A key outcome of our plan is to fully implement a K-12 Multi-tiered system of support (MTSS) to meet the academic and behavioral needs of all students. This is also a key strategy in BSD's Strategic Plan. In 2023-24, educators worked collaboratively to refine one of the essential components of a MTSS system: a comprehensive assessment system. A workgroup engaged in an inventory of all assessments used in the district, as well as reviewed and analyzed tools that could be used as universal screeners. The workgroup recommended Academic and Behavioral Health universal screeners for implementation in Fall 2024. To support the implementation, administrators and teacher leaders were provided professional development on developing a mindset for MTSS and data-based decision making.

Another key outcome of our plan is that students in every focal and demographic group will report an increased sense of belonging at school. Every school included a goal for this outcome on their 2023-24 School Improvement Plan. 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. They also discussed concerns regarding the needs and steps to success for individual students. Additionally, the 2023-24 school year was year three of the district's implementation of Curriculum Learning Enhancements scope and sequence that is inclusive of social emotional learning, suicide prevention, mental health awareness, sexual abuse awareness, and digital citizenship.

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."

Increasing the percentage of 3rd graders demonstrating ELA Proficiency is one of our Longitudinal Performance Growth Targets. There has been progress towards this goal through professional development in the science of reading. In 2023-24, eighty teachers and school administrators participated in two cohorts of Lexia LETRS (Language Essentials for Teachers of Reading and Spelling) training. The strategy is to support all students at the elementary level by increasing understanding of the science of reading and research-based best practices in teaching reading. A challenge to implementation was the lack of an existing literacy adoption based on the science of reading. In May 2024, the Board approved the adoption of Instructional Materials for K-5 Language Arts / English Language Proficiency that is based on the Science of Reading. In May and June 2024, professional development was provided to K-5 teachers to prepare for implementation of these materials in Fall 2024.