



SCHOOL REPORT

School: Whitford Middle School

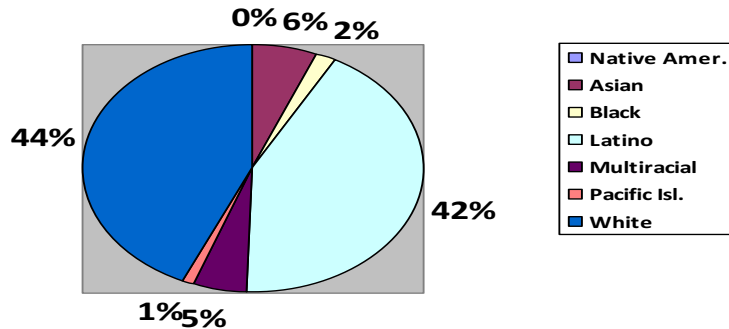
Principal: Brian Peerenboom

Years as School Principal: 2

Years in BSD: 15

School Demographics 2016-17

Enrollment: 730
Economically Disadvantaged: 55%
Students with Disabilities: 16%
Ever English Language Learner: 42%
Different Languages Spoken: 31



School Metrics

College Readiness

Grade 8 English Language Arts	14-15	15-16	16-17	Grade 8 Mathematics	14-15	15-16	16-17
All Students	62%	55%	49%	All Students	50%	49%	37%
Economically Disadvantaged	46%	37%	28%	Economically Disadvantaged	32%	31%	19%
English Language Learners	22%	10%	<5%	English Language Learners	16%	12%	<5%
Ever English Language Learners	40%	38%	22%	Ever English Language Learners	30%	37%	12%
Students with Disabilities	20%	21%	20%	Students with Disabilities	19%	17%	17%
Talented and Gifted	>95%	>95%	>95%	Talented and Gifted	>95%	>95%	92%
Asian				Asian			
Hispanic/Latino	42%	38%	23%	Hispanic/Latino	30%	32%	12%
White	79%	72%	71%	White	63%	64%	53%
Multi-racial				Multi-racial			
Male	64%	48%	41%	Male	60%	46%	35%
Female	59%	63%	59%	Female	39%	52%	39%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	54%	54%	53%	All Students	45%	51%	46%
Economically Disadvantaged	48%	54%	47%	Economically Disadvantaged	39%	41%	44%
English Language Learners	42%	36%	40%	English Language Learners	39%	27%	40%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	44%	44%	48%	Students with Disabilities	47%	36%	35%
Talented and Gifted	71%	76%	64%	Talented and Gifted	58%	68%	53%
Asian	73%	70%	61%	Asian	91%	76%	58%
Hispanic/Latino	52%	46%	45%	Hispanic/Latino	39%	38%	44%
White	52%	59%	58%	White	46%	59%	48%
Multi-racial		63%	58%	Multi-racial		63%	50%
Male	46%	50%	53%	Male	44%	49%	40%
Female	62%	58%	53%	Female	46%	53%	52%

District Goal: WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

2016-17 Participation Rates

Smarter Balanced ELA: **97%**

Smarter Balanced Math: **95%**

Student Survey: **93%**

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	62%	62%	57%	Students reporting that at least one adult cares about them	87%	83%	83%
Students missing class due to suspensions or expulsion	48	46	39	Parents reporting they feel informed and valued as active partners in their child's education	81%	77%	73%
Number of class days missed due to suspensions or expulsion	537.0	222.0	373.0	Teachers and staff reporting they contribute to school decision making		85%	81%

Successes:

Based just on the metrics above, I would point out that our number of students missing class due to suspensions or expulsions continues to drop. We have worked extremely hard over the past three years to only suspend for the big 3 (drugs, weapons, and fighting).

I would also like to point out our growth in math for our economically disadvantaged and our ELL students. We have been working hard to incorporate more AVID strategies in the math classroom and CRT work, which I feel somewhat evens the opportunity, as we are starting to see evidence of that in their growth.

In the area of ELA, I am pleased with the growth our special education students have made. Last year we were cut back to just 2.0 resource room teachers, but given a 1.0 IA position. This 1.0 IA was bilingual and able to get into specific classrooms to support. He is currently doing his student teaching at Whitford and we are trying to talk him into applying for a dual language position coming open next year.

Understand this is a snapshot of our 8th graders last year. This does not reflect what is going on at Whitford. Our school report card was much better than what you see above. We scored at 3 overall on academic achievement and student group growth and a 4 on academic growth.

Our Aspire data from last year in the area of writing also shows that our students are progressing. Whitford 8th grade Summa students increased their college readiness percentage by 20 points from the previous year and our non-Summa students increased by 3 points from the previous year. We were only one of two middle schools who showed growth in the area of writing on the Aspire test.

I also looked at comparison school data across the state and noticed that Whitford is 7.5 points higher in ELA and 6.9 points higher in math. This is positive data, but I'm hoping to see greater than 10.0 points across the board in the future.

Challenges:

Attendance:

I am most concerned that only 57% of our students missed 10 or fewer school days. There is no possible way for our students to show academic achievement or academic growth if they are not in school. Attendance is one of the determining factors of measuring high school success. I believe that our poor test scores are a direct correlation to our poor attendance.

Reading Comprehension:

These metrics don't break down ELA into reading and writing, but I did that over the summer. What I found was that even though as a school, our ELA scores went up, our actual reading scores slightly dipped. This was a shock, as all Humanities teachers just received classroom libraries and students have read more this year than ever in the past. What I've learned is that we weren't checking close enough if they were comprehending what they are reading. Another explanation lies in that on the SBAC test there are non-

fiction reading selections and almost all the classroom libraries books are fiction. This involved a very different type of reading.

Action Plan:

Attendance:

From the beginning of the year, I have spoken and written about the importance of regular attendance. This information has been communicated in back-to-school packets, back-to-school nights, and each monthly newsletter. We have sent “nudge” letters home to any student who missed more than two days of the first 10 days of school. As of October 31, we sent another “nudge” letter home to any student with less than 85% regular attendance. Our attendance secretary is also sending letters home for excessive tardiness.

We now have a weekly meeting centered around attendance which includes our administrative team, our two counselors, our district social worker, our Lifeworks social worker, and our attendance secretary. We have been using the new Early Warning System data from Synergy to hone in on specific students and track their academics, behavior, and attendance. A huge thank you to our IT department for creating this report. It saves us hours of weekly work.

One action that I personally am taking on is finding out from our students what they can do to improve attendance. I’m in the process of creating a focus group of students who have good attendance, but have friends who have low or poor attendance, and see what they have to say. Maybe the students have the answer. Maybe using our own students to positively peer pressure their friends to come to school might be the answer that moves the dial. Maybe a text, a Snapchat message, Instagram photo, or just a positive message from a friend might be what they need to come to school.

Reading Comprehension:

This summer at AVID summer institute, I mentioned the above information about our reading scores. This became our focus for our AVID site team plan. We wanted for each teacher to have a tool belt full of reading comprehension strategies in their subject that they could implement this coming school year. This was presented in August and has continued to be a theme during staff meetings and early release. When our administration team sees reading comprehension strategies occurring in the classroom, we take a photo and it gets tweeted or sent out to the staff in my next weekly. We have focused heavily on writing the past two years, and will continue to do so, but our laser focus on reading comprehension through the AVID school-wide lens will hopefully be reflected this year on the PSAT and SBAC scores.

Rigor and Relationships:

This past summer we lost several teachers for a variety of reasons. We looked at this as an opportunity to move and put our existing teachers in positions to be more influential within our school. One of several moves I made was moving teachers from the lower grades into the 8th grade. Our data shows that we are performing well at the 6th and 7th grade levels and I felt that this high level of rigor and positive relationships could also be implemented at the 8th grade level. This could improve the academic achievement as well as attendance.