
RECOGNITION OF STUDENTS, STAFF AND COMMUNITY**POLICY ISSUE/SITUATION**

Tonight, the Board recognizes the following individuals for their outstanding achievements and contributions to the Beaverton School District and the community. The following recognitions feature an example of WE Embrace Equity, and an example of WE Innovate, two of the four Pillars of Learning.

BACKGROUND INFORMATION:**WE Embrace Equity: Aloha High School Advanced Placement courses engage more diverse students**

There are currently more than 850 students enrolled in the Aloha High School Advanced Placement (AP) program, which offers 20 courses in grades 9-12. The demographics in the Social Studies, Language Arts, and Art courses closely mirror the demographics of the student body. During the 2012-2013 school year, 504 Aloha students took 919 AP tests. Not long ago, this was not the case.

In 2000, Aloha High School offered just eight Advanced Placement (AP) courses, to 75 students. Staff felt that offering only eight courses was inadequate and they became determined to increase the rigor of the academic program, ensuring excellence in education for all students. The position of AP Coordinator was created to increase the number of courses offered as well as increase the number of students taking those courses. By 2008, there were 21 AP courses offered.

In the spring of 2011, AHS staff conducted another study of the AP courses and the findings showed that the demographics of the students taking the courses did not match the demographics of the school's student body, particularly in the areas of socioeconomic and racial diversity. Staff did not feel this was acceptable and they began to study ways to increase participation rates.

A marketing campaign was launched to break down barriers to accessing the AP courses, such as removing prerequisites. Students were encouraged to "give it a shot" and take an AP course. Students were assured that if they at least tried to take an AP course, the supports they needed to succeed would be made available to them. Students were invited personally and in large group settings to take AP courses. Freshmen-level courses were also offered to give students a sense of victory and success early in their high school experience.

The results of these efforts are impressive. A record number of students are forecasted to take AP courses this coming year. Staff has set yet another goal this year to improve participation rates in Mathematics and Sciences.

WE Innovate: Raleigh Hills K-8 school-wide transformation

The Oregon Department of Education (ODE) has designated Raleigh Hills K-8 as a Model School for the second year in a row. They will serve as a model and mentor to other schools around the state. Here is their story of innovation and transformation.

Two years ago, ODE placed Raleigh Hills K-8 School on the state's list of troubled schools for failing to make Adequate Yearly Progress (AYP) as defined in the No Child Left Behind law. In 2011-12, in spite of making significant academic gains in both reading and math in 2010-11, the school was placed on School Improvement status for not meeting AYP. The school was required to offer families the opportunity to transfer to other district schools and a school improvement coach was assigned to the school.

In 2011, Raleigh Hills K-8 implemented a \$237,000 federal grant that immersed all 4th and 5th grade classrooms in technology, including an iPod Touch for every student for use during the school day.

Teachers throughout the school embraced the use of technology and innovative practices. Over the last two years, resources have been prioritized to purchase iPods, iPads, laptop computers, and interactive whiteboards. The school also acquired donated computers and raised more funds to retrofit a classroom with new electrical wiring to open a computer lab.

The results are impressive. Student engagement and time on task in reading and math increased when students were able to participate in project-based learning activities using the technology. Students even ask their parents to play math games at home. Students also collaborate on writing assignments while online using Google Docs. The 4th and 5th grade classrooms have been transformed, and the students have shown growth in many areas, including gains on the Oregon Assessment of Knowledge and Skills assessment. Additionally, classroom teachers have been inspired to work together to leverage technologies to facilitate a more creative, student-driven classroom.

Recently, Raleigh Hills K-8 School was selected to give a presentation at the State Educational Technology Directors Association (SETDA) 2013 Leadership Summit in Arlington, Virginia on November 4, 2013. All the major players in educational technology throughout the United States will be in attendance, including key people from the U.S. Department of Education.

Technology Arts teacher G Douglas Bundy will be taking three students to SETDA to demonstrate the success of StudentSource, a games-based, interactive learning program developed by Bundy in collaboration with Principal John Peplinski, that provides students in technology classes an environment where they are given great autonomy and the opportunity for mastery and purpose at their own pace. StudentSource is a step toward the future of education.

This selection is quite an honor as only one school is selected each year to present at the Educational Technology in Practice session. Additionally, they've never had middle school students present.

RECOMMENDATION:

It is recommended that the School Board recognize Aloha High School and Raleigh Hills K-8 for their contributions to the School District.