BEAVERTON SCHOOL DISTRICT
THRIVE • CONTRIBUTE • EXCEL

BOARD MEETING DATE:
October 29, 2012

Strategic Plan: Equity in Student Outcomes

The following document, Equity in Student Outcomes, has been provided to the Board for review to update the Board on progress toward producing equitable student outcomes. This information relates to the "E" in "THRIVE" and identifies the manners in which the District is ensuring student outcomes are equitable.

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.

Equity in Student Outcomes

Annual Report to the School Board and Community Beaverton School District

October 29, 2012

BEAVERTON SCHOOL DISTRICT
THRIVE • CONTRIBUTE • EXCEL

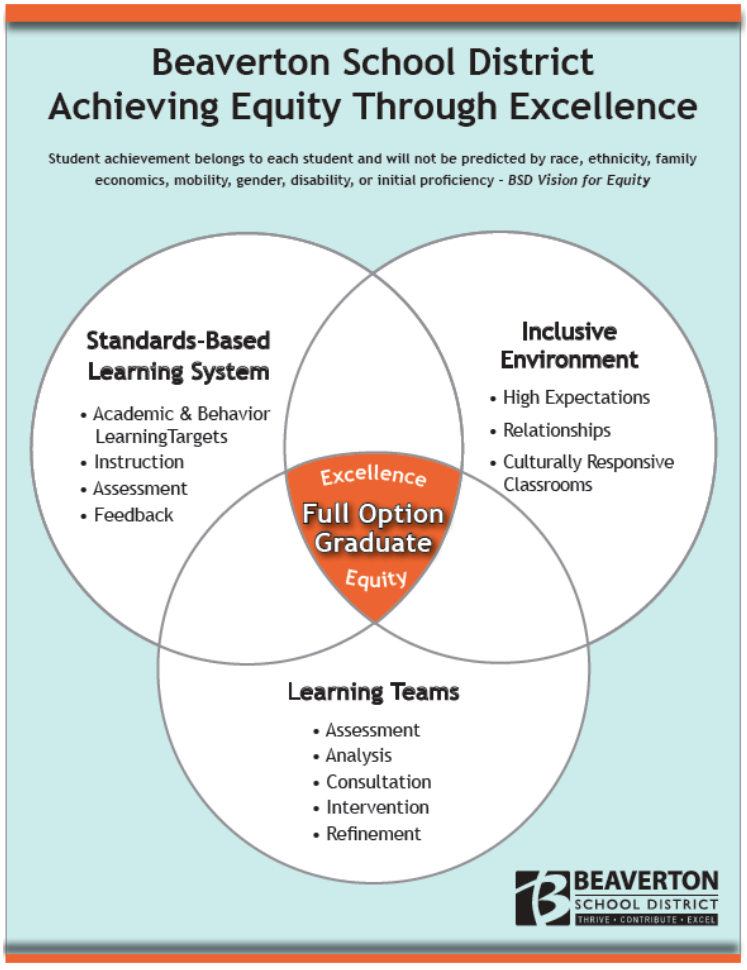
Teaching & Learning Department

In May of 2009, the Beaverton School Board adopted the Strategic Plan for the Beaverton School District for the 2010-15 academic years. In Beaverton, equity is defined as follows as seen in the strategic plan:

> "Student achievement belongs to everyone and will not be predicted by race, ethnicity, poverty, mobility, gender, disability, or initial proficiencies."

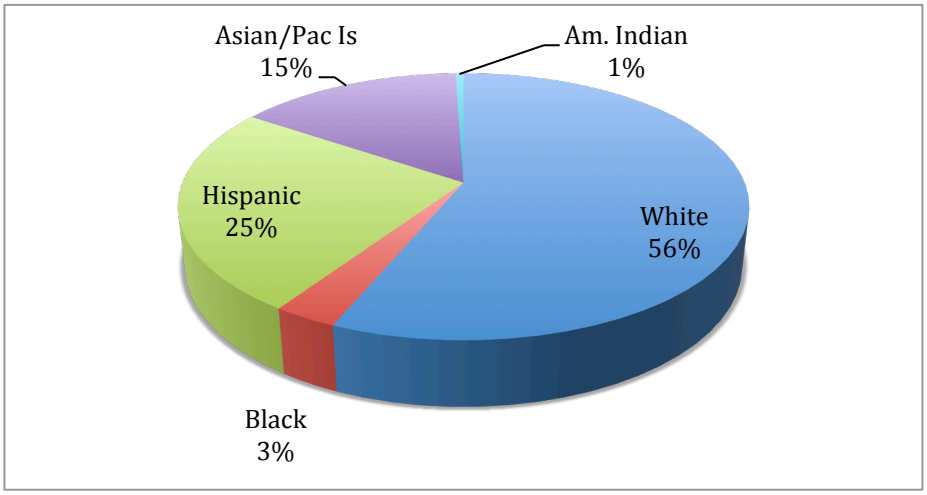
In short, equity in Beaverton is about *outcomes* related to student experiences. These outcomes are measured by indicators including, but are not limited to the following: student perception of respect, safety, and inclusiveness, District, state, and national academic benchmarks, attendance, graduation rate, discipline referrals, suspensions and expulsions, course enrollment patterns, and college aspiration and enrollment. Ultimately, we will have achieved our equity vision when these indicators no longer show disparities or disproportionality based on race, language, socio-economic status, sexual orientation, gender, or any other social factors and all students graduate college and career ready are full option graduates.

The following chart illustrates the focus of our work to promote equitable outcomes in all students in Beaverton.

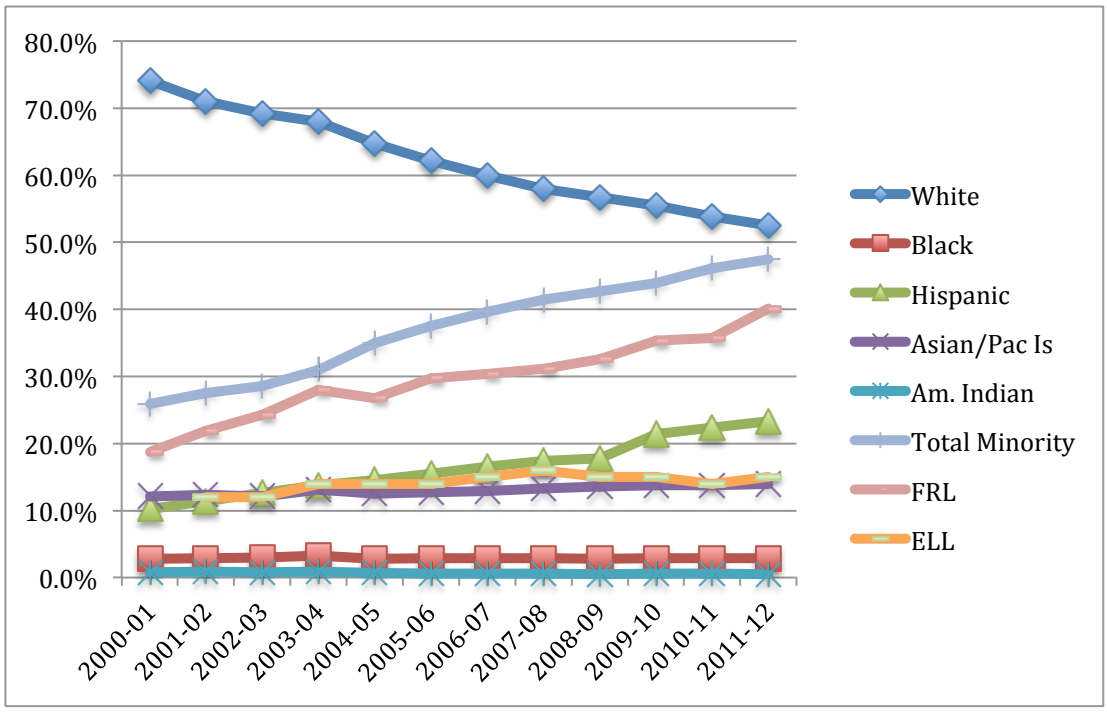


BSD Enrollment Data 2011-12:

The following chart indicates the ethnic breakdown of BSD students, enrolled during the 2011-12 academic year. These numbers will serve as reference points as we examine a series of data in the coming pages.



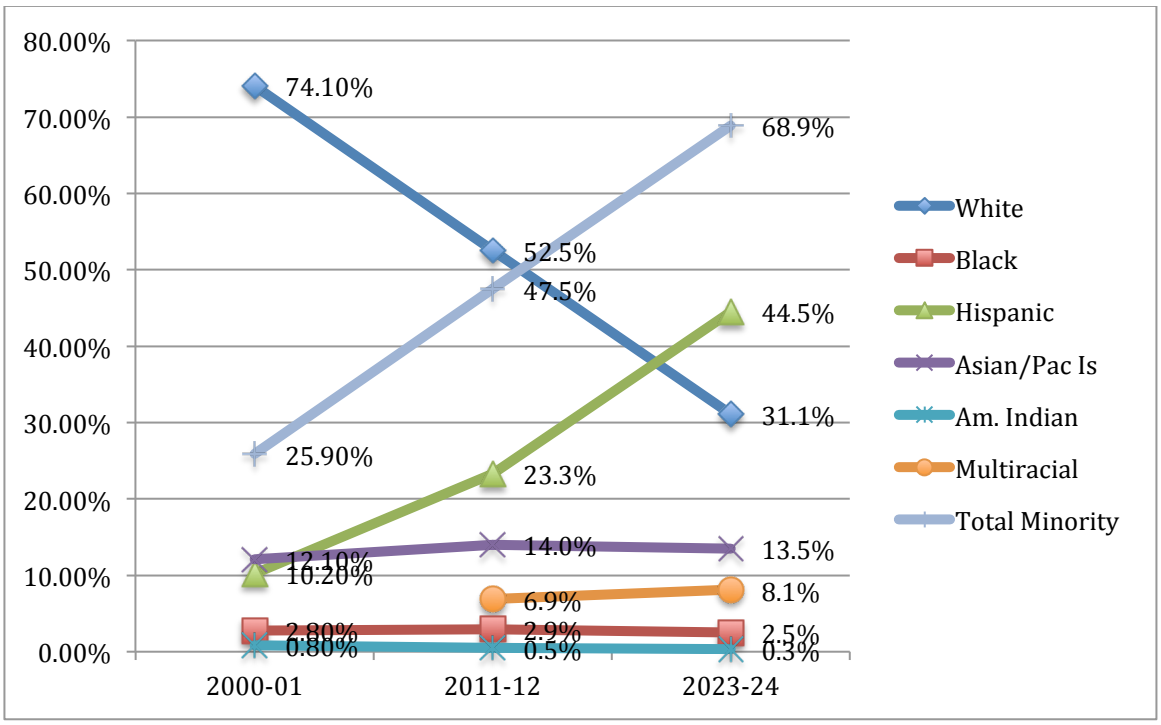
BSD Enrollment Trend – the Last 12 years:



This data shows population shifts seen in the District for the past 12 years, with significant increases in the Hispanic student population and those who qualify for Free and Reduced meal programs and decrease in the White population.

BSD Enrollment Projection – the Next 12 Years:

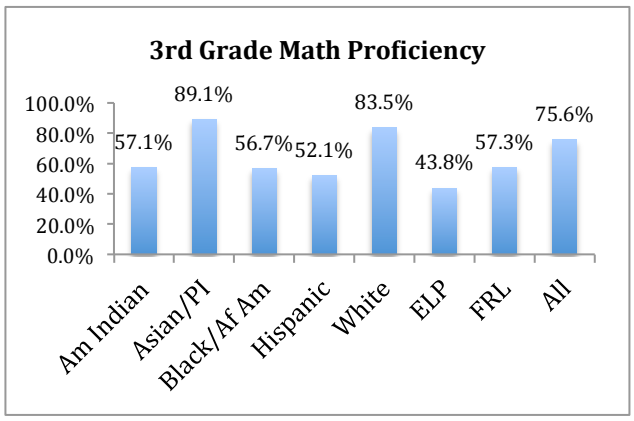
The following projection is based on the rate of population growth seen in the last 12 years. While there are a number of factors that impact population changes, if we continued to grow at the same rate as in the last 12 years, we will see the following population shifts in the District by 2023.

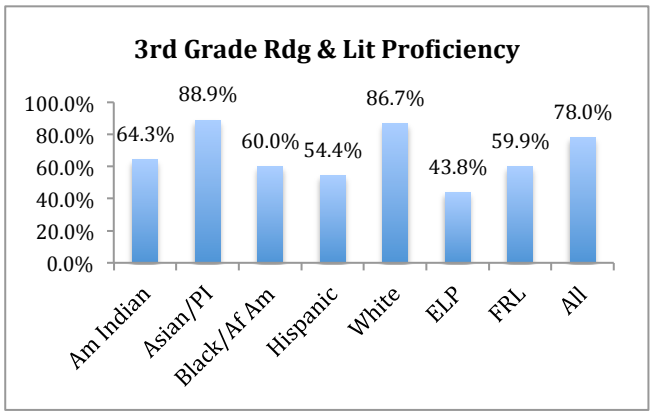


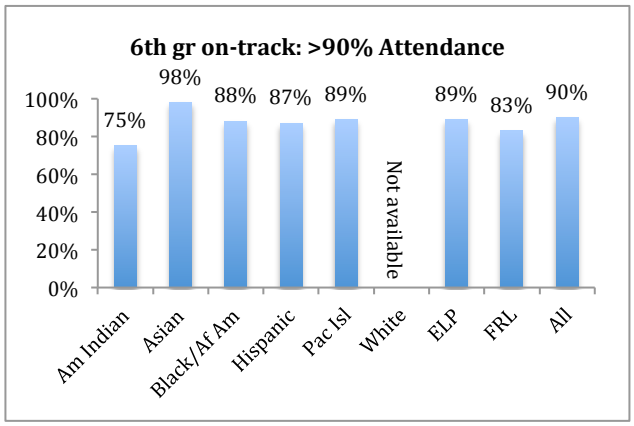
There is a sense of urgency to produce equity in all student outcomes. Presuming that by 2023, 31% of the total student population will be White and 44.5% will be Hispanic/Latino, which will result in the District becoming a "minority majority" district. If, in 2025 all students are expected to graduate from high school with a diploma, according to the Governor's 40-40-20 goal, then it is imperative that the District focus our efforts on accelerating the improvement in the educational outcomes of our rapidly growing minority population. Ensuring equitable outcomes of all students, in particular those who have been historically left behind, is critical for Beaverton, Oregon, and our nation's future workforce and economic strengths. There must be a radical, significant change in the way we have supported teaching and learning of our students in order for us to meet the college and career readiness goal for ALL students.

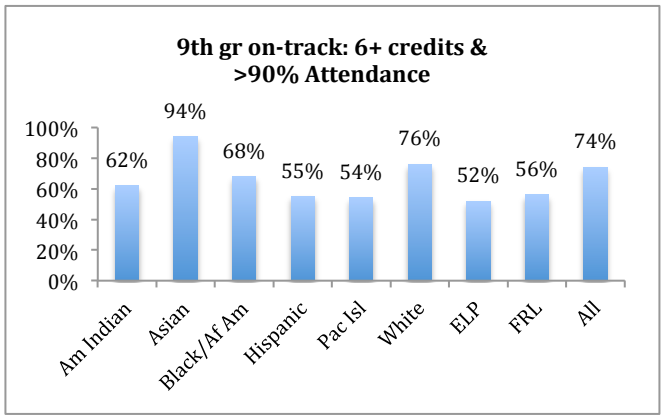
2011-12 Equity in Student Outcomes - Achievement Data:

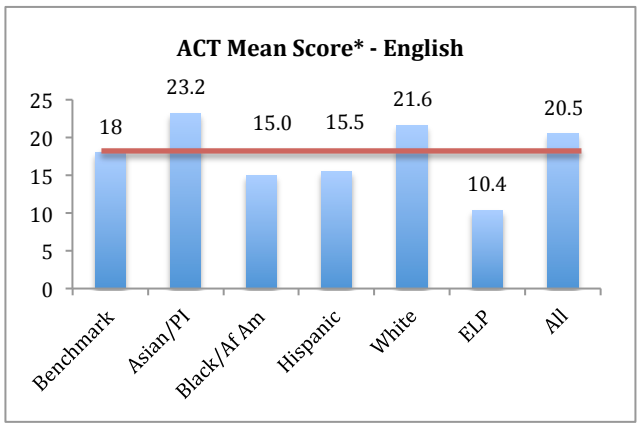
The following student achievement data highlight inequitable student outcomes seen during the 2011-12 academic year and illustrates the sense of urgency we have to ensure equity in all areas of "student outcomes."

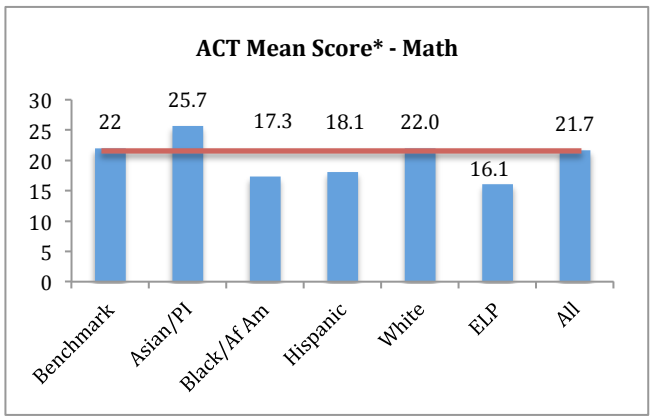




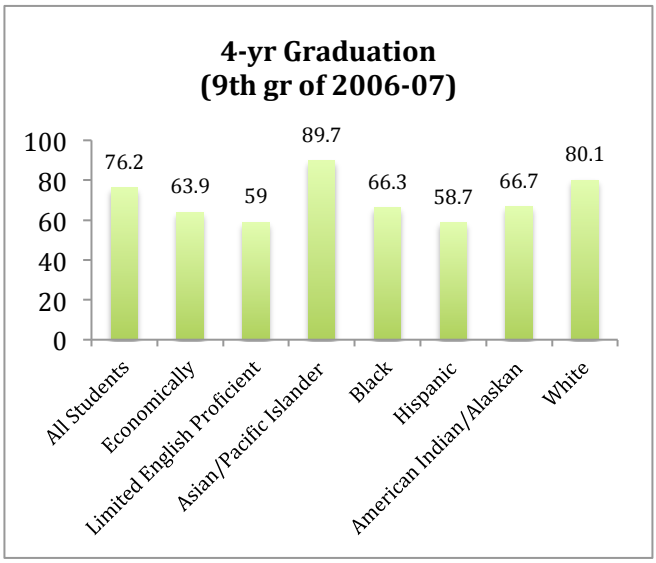


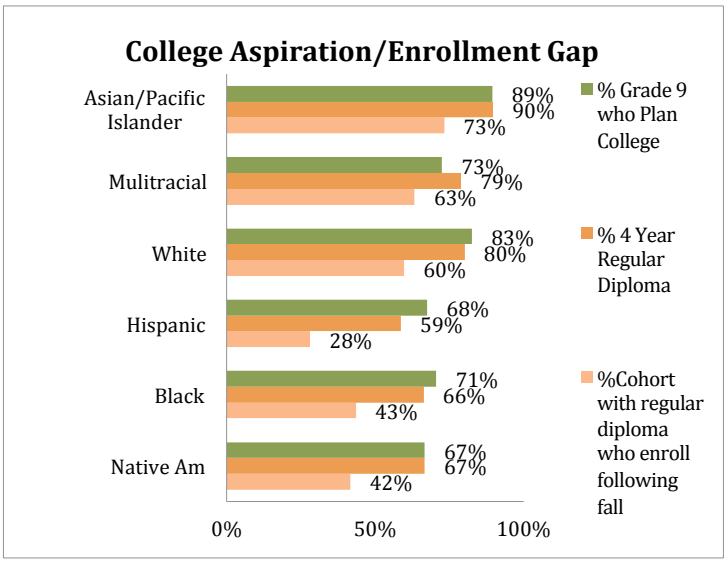






*Note: The benchmark scores (indicated by horizontal lines) are the minimum needed on an ACT subject test to indicate a 50% chance of obtaining a B or better or about 75% chance of obtaining a C or better in the corresponding credit bearing college courses, such as English 101 & Math 101.





2010-11 Discipline Data

Race	Enrolled	In-School Suspensions	Out-of-School Suspensions
Asian/Pac Isl.	13.7%	4.1%	3.2%
Black/Af. Am	3.0%	7.3%	6.9%
Hispanic	22.6%	37.1%	37.7%
Native American	0.6%	0.9%	1.0%
White	53.8%	45.1%	44.3%

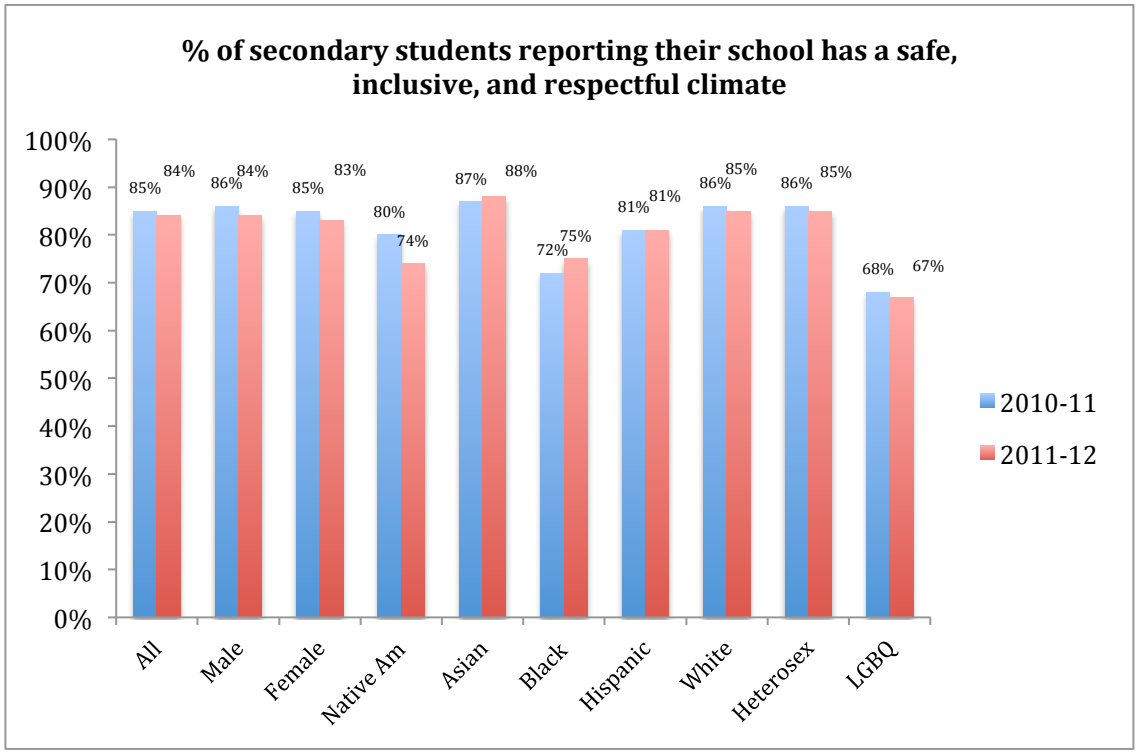
What the above data indicate is that in 2011-12, student achievements, as measured by student perceptions, OAKS benchmarks, attendance, number of credits earned, ACT scores, graduation rate, college aspiration vs. enrollment, and discipline, *are* indeed predicted based on race, ethnicity, and family economics. Given those students in subgroups who tend to lag behind the overall students in many of these areas are the fastest growing populations in the District, there is a sense of urgency to transform the system to support teaching and learning for all students, while accelerating the learning of these students.

For additional 2011-12 student outcomes data disaggregated by race, class, and language, please see 2012 StEPP Growth report available on https://v3.boardbook.org/Public/PublicAgenda.aspx?ak=1000186&mk=5006406 7

Outcomes Reported:

Outcome 1. Student and staff survey data will be disaggregated by race, sexual orientation, and school/department.

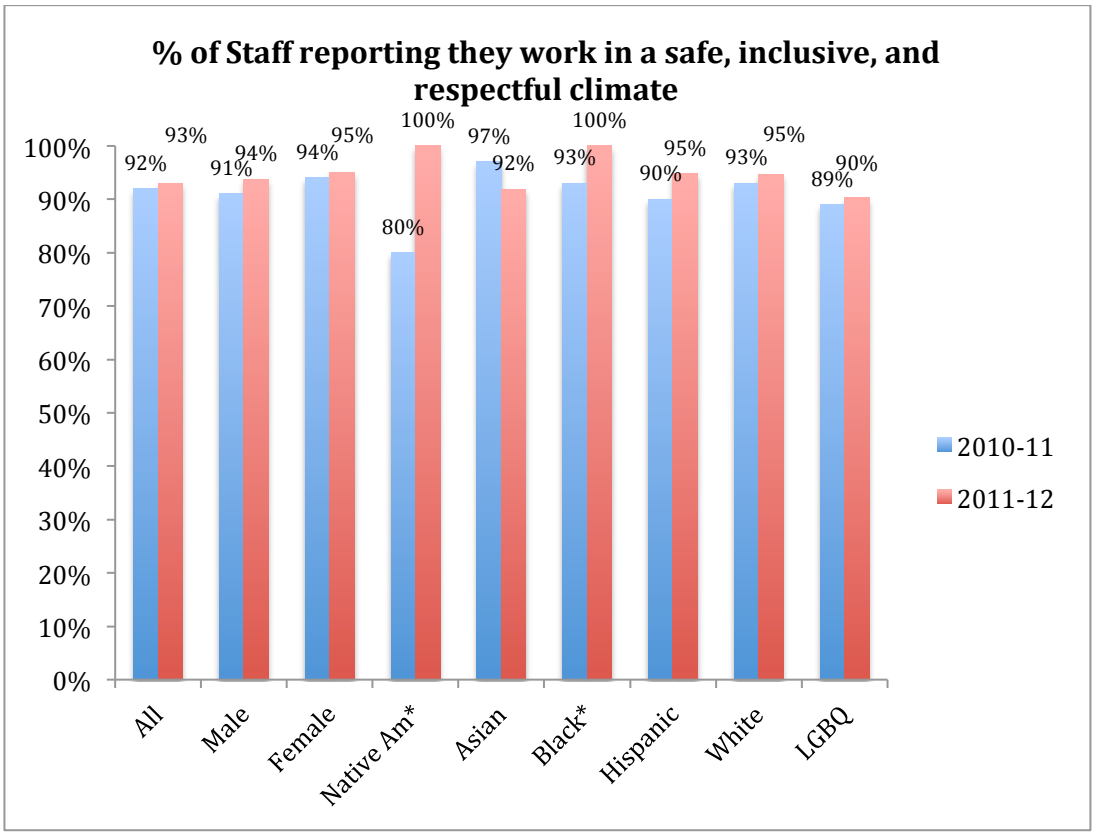
Outcome 1.1: A minimum of 90% or a gain of 5% in every subgroup of students reporting their school has a safe, inclusive, and respectful climate



Outcome 1.1: NOT MET

Very little change has been made since last year to affect District-wide numbers of students in all subgroups feeling safe, included, and respected in their schools. A significantly lower percentage of those who self-identified as Lesbian, Gay, Bisexual, or Questioning (LGBQ) at the secondary level report they feel included in their schools compared to the rest of the subgroups. There needs to be much more focused efforts on creating school environments that are safe, inclusive, and respectful for all students.

Outcome 1.2: A minimum of 90% or a gain of 5% in every subgroup of staff reporting they work in a safe, inclusive, and respectful climate

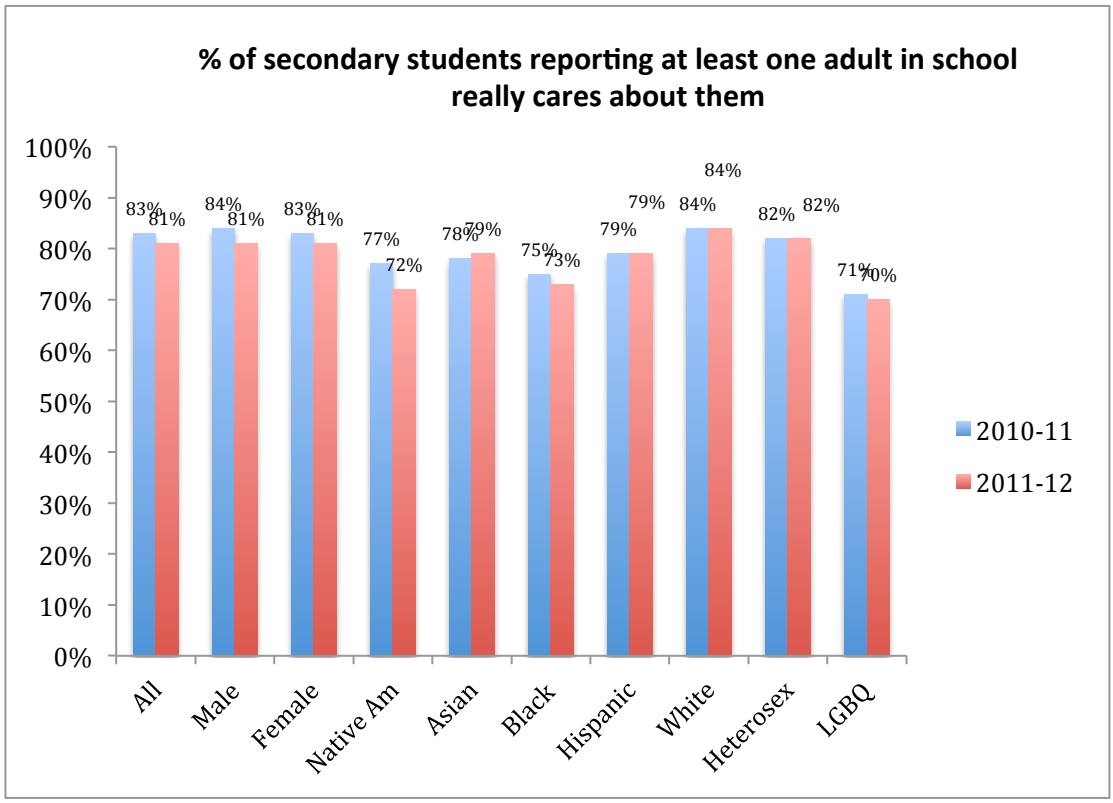


(Note: * indicates fewer than 20 respondents)

Outcome 1.2: MET

In 2011-12, all subgroups of staff met the 90% benchmark in reporting that their work environment is safe, inclusive, and respectful.

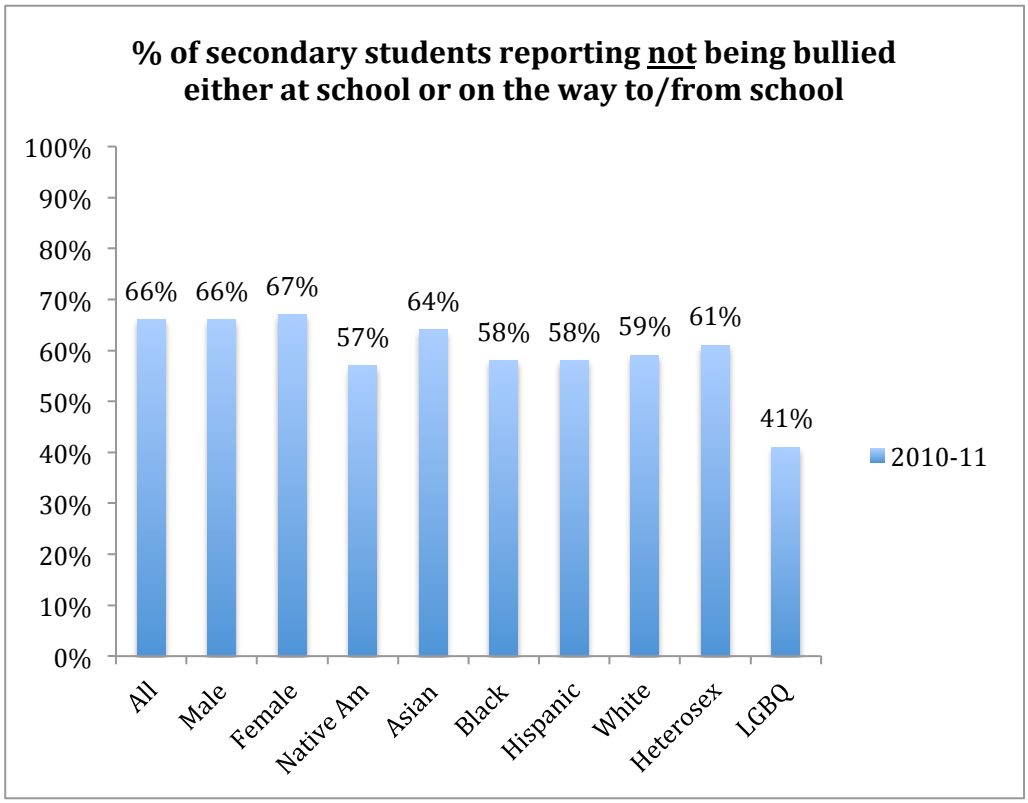
Outcome 1.3: A minimum of 90% or a gain of 5% in students reporting at least one adult in school really cares about them



Outcome 1.3: NOT MET

A similar finding to Outcome 1.1 is seen in this data, with little change from last year. Once again, self-identified LGBQ students reported least likely to have an adult in school who really cares about them, followed by Native American students and Black students.

Outcome 1.4: A minimum of 90% or a gain of 5% in every subgroup of students reporting not being bullied either at school or on the way to/from school
(Note: This question was not asked in the 2012 Spring Survey.)



Outcome 1.4: NOT MET (in 2011)

This particular question was not asked in 2012. The decision was made to replace this question with a new one on the number of anti-bullying lessons students received as we anticipated little change in the bullying and harassment data. We felt it was important to assess the extent to which students receive bullying lessons and its impact on them reporting being bullied. The bullying and harassment questions will be included on the 2013 survey to assess the progress made in this area. Based on the results from 2011, it indicates the needs for focused efforts in ensuring all students are free of bullying, in particular for our LGBQ students.

Current Practices to Support Inclusive Learning Environment:

- ✓ Monitoring disaggregated student and staff perception data to assess their experience in schools/departments and ensure there are no disparities in their experiences based on race, sexual orientation, and other factors.
- ✓ Implementation of research-proven Positive Behavioral Interventions & Supports (PBIS) system at the District level.
- ✓ Facilitation of leadership conversation series on Inclusive Learning Environment and its connection to preparing all students to be College and Career Ready, including specific strategies to address disrespectful, exclusive behaviors and comments.
- ✓ Use of "Inclusive School Scan" to implement inclusive practices at all aspects of schools. (Appendix 1)
- ✓ Creation and dissemination of "I belong, You Belong, We Belong" posters across the District and classrooms.
- ✓ Facilitation of minority staff and LGBQ staff networking groups.
- ✓ Delivery of bully proofing curriculum at all levels.

Outcome 2. Culturally competent professional development will be offered to all staff.

Outcome 2.1: Number of equity work groups by school and department

During the 2011-12 school year, 14 schools and departments offered structured, explicit "equity work groups" using the *Courageous Conversations About Race* as a guide, with a total of 200+ participants from across the District. In addition to these book groups, the majority of the 140 people (administrators, certified and classified staff) representing 45 schools and departments who have been trained to serve as leaders for equity through the Equity Leadership Team (ELT) and *Courageous Conversations About Race* facilitator training have taken leadership roles in *integrating* the key elements of high-leverage, equitable leadership practices[1] into their building/department's existing school/department on-going improvement work.

Examples of integrated, site-relevant "equity work" include:

- Integration of culturally responsive teaching into PBIS (Positive Behavioral Interventions and Support)
- Implementation of PBIS District Leadership team with embedded professional development on culturally responsive PBIS
- Coaching of new teachers on culturally responsive teaching
- Involvement of parents and families from historically underrepresented communities into school decision making process
- Development and implementation of culturally responsive academic and social interventions
- Implementation of school-wide culturally responsive behavioral management system
- Disaggregation of student data by race to highlight opportunity and access disparities
- Application of Montgomery County Public School's research-based "Equitable Classroom Practices"
- Holding of culturally specific parent nights and college nights
- Implementation of Sheltered Instruction Observation Protocol (SIOP) at all levels to improve teaching and learning of English Language Learners

[1] Oregon Leadership Network (OLN) has identified the following 10 high-leverage equitable practices: 1) Engaging in self-reflection and growth for equity, 2) Constructing and enacting an equity vision, 3) Developing organizational leadership for equity, 4) Supervising for improvement of equitable instruction, 5) Fostering an equitable school culture, 6) Collaborating with families and communities, 7) Influencing the sociopolitical context, 8) Hiring and placing personnel, 9) Allocating resources, and 10) Modeling ethical and equitable behavior

Outcome 2.2: Number of participants reporting increased knowledge and skills

The Teaching & Learning Department offered the following professional development opportunities to enhance individual and organizational cultural competency during the 2011-12 school year:

What	Who (Target Audience)	How many (Actual # of Participants)	Evaluation Results (Self-assessment)
Diversity Summit: Partnership with City of Beaverton and Tualatin Hill Park & Recreation District on August 25, 2011, with 36 breakout sessions to increase cultural competency.	• All BSD administrators • All BSD staff • City of Beaverton Employees • THPRD Managers & Supervisors	BSD = 276 COB = 28 THRPD = 39	On a scale of 1 – 5 (1 = Strongly disagree, 5 = strongly agree): On average, participants reported: Worthwhile: 4.45 Met expectations: 4.16 Recommend to others: 4.5
Leadership for Equity Dialogue: Monthly professional development and reflection on equitable leadership practices	All Middle School principals and assistant principals	25	The teams made a decision to continue this work in 2012-13
Courageous Conversations About Race Learning Groups: Monthly professional development on equitable leadership practice to eliminate racial disparities Equity Leadership Team (cohorts 5&6) Site-Based *Courageous Conversations About Race* group	Principals Student Supervisors Community Liaisons T&L TOSAs and Mentors All BSD staff Staff of those who have been trained to facilitate book groups	8 10 15 11 32 200	Participants reported the following, based on self-perception: • 96.1% increased self-awareness • 87.7% increased knowledge • 88.7% increased skills to produce equitable results • 88.7% increased skills to build capacity in others to produce equitable results
Inclusive Learning Environment Leadership Conversation Series: A series of activities to enhance knowledge and skills to create an inclusive environment	All BSD leaders, supervisors and managers	150	On average, 95% of the participants reported they met the learning targets

While it is difficult to quantify the actual number of individuals who engaged in "equity work," as well as its impact on *student outcomes*, those who have participated in the aforementioned, intentional professional development on equity reported that they have changed their *practice* in the following ways:

- "Closely monitor behavioral referrals to identify and implement culturally relevant and specific interventions to better support students of color."
- "Continue to be aware of the biases I bring to my work."
- "Ask hard questions with the hopes that it will disrupt practices and pave the way for systemic change."
- "Be intentional in my decision making in terms of professional development for my staff."
- "Apply an equity lens to all five stages of PLC cycle."
- "Continue to learn, observe, question, and challenge common practices."
- "Collect a bank of culturally responsive classroom lessons for us to post on TeacherSource."
- "Develop more allies to impact equity issues in my building."
- "Mentor my colleagues in culturally responsive teaching."

Looking Ahead – Strategies to Promote Equitable Student Outcomes:

In Beaverton, we have a lofty yet profound goal: All students, regardless of their race, ethnicity, family economics, language, mobility, gender, or disability, *will* graduate as Full Option Graduates, possessing the knowledge, skills and behaviors necessary to enroll and succeed in credit-bearing, first-year courses at a post-secondary institution without the need for remediation. In Beaverton, we have an opportunity to make this a reality by investing in the College and Career Readiness Strategies outlined below. By restructuring our system to enact the three key strategies to work in concert with one another, producing equitable outcomes where all students will graduate as Full Option Graduates becomes a reality. We have a responsibility to make this happen for all students.

College & Career Readiness Strategies:

Strategy 1: Supportive, inclusive learning environments ensure each and every student, regardless of background, experience success.

- 1A. Collaborate with parents and students to develop educational goals that embed college and career readiness expectations.
- 1B. Increase educator skills in developing authentic relationships with students across cultures.
- 1C. Engage educators in community partnerships to support the learning community.
- 1D. Engage students in content that reflects and affirms the cultural and linguistic capital of all students in the classroom.

Strategy 2: Effective instruction in a standards-based learning system (SBLS) ensures each and every student demonstrate mastery of K-12 learning targets

- 2A. Develop and implement learning targets in K-12 classrooms (aligned to the four domains of college and career readiness).
- 2B. Ensure educators, students, and parents know the meaning of learning targets and what constitutes rigorous quality work and mastery of learning targets.
- 2C. Provide students and parents with clear feedback on student progress toward and mastery of learning targets.
- 2D. Increase teacher use of effective instructional practices to help each student make progress toward and achieve mastery of the learning targets.
- 2E. Use formative, interim, and summative assessment to help each student make progress toward and achieve mastery of the learning targets.

Strategy 3: Ongoing, job-embedded collaboration strengthens the instructional core.

- 3A. Engage educators in five-stage learning teams.

Appendix

BEAVERTON SCHOOL DISTRICT
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Beaverton Inclusive School Scan

Date:
School/Classroom Visited:

Instruction: Use this document as a self-reflective tool on your leadership practice as you create and maintain an inclusive learning environment. This is not a teacher evaluation tool.

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.

College & Career Readiness (CCR) Framework Strategy #1:
Supportive, inclusive learning environments ensure each and every student, regardless of background, experiences success.

Main Entrance & Office

		Description	Strengths/Evidence	Needs	Next Steps
Main Entrance & Office	Environment	Signs and posters are visibly posted to assist all visitors and students and are in the languages that reflect the language diversity of the school.			
		The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
		Information to request an interpreter is visibly posted in languages that reflect the school community.			
		Information about community resources to support students and families of all backgrounds is visibly posted and available.			
		Student work is displayed and reflective of the diversity represented in the school.			
	Behaviors	Staff greets and acknowledges all visitors and students with a welcoming and affirming disposition.			
		Conversations in a variety of languages are encouraged and affirmed.			

		Main Entrance & Office			
		Description	**Strengths/Evidence**	**Needs**	**Next Steps**
M.O.	Behav.	Request for an interpreter is acknowledged and processed with a welcoming and affirming disposition.			
		Classroom			
Classroom	Environment	Classroom posters and bulletin boards represent the diversity of the classroom (e.g. race, language, religion, gender, sexual orientation, gender identity, etc.).			
		The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
		Student work is displayed and reflective of the diversity represented in the school.			
	Behaviors	Teachers welcome students by name as they enter the classroom.			
		Teachers communicate learning targets in student-friendly language.			
		Student demographics in various courses are reflective of overall student population(AP/IB, RTI, intervention, extension, etc.).			
		Teachers use multiple strategies to ensure all students have opportunities to answer and ask questions, as well as to engage in discussions.			
		Teachers embed community and team building activities into instruction to promote connection and support learning.			

Classroom					
		Description	Strengths/Evidence	Needs	Next Steps
Classroom	Behaviors	Teachers use cooperative learning structures across differences (e.g. language, race, culture, gender, etc.).			
		Teachers use students' native language, cultural and prior knowledge & experiences as a bridge for students to access content.			
		Teachers utilize materials and curriculum that acknowledge and affirm the legitimacy of student's cultural heritage and background (e.g. language, history, tradition, etc.).			
		Teachers use students' real life experiences to connect school learning to their lives.			
		Teachers affirm and encourage use of students' native language in the classroom that supports learning.			
		Teachers provide specific and timely feedback that promotes improved learning to all students.			
		Teachers utilize multiple approaches to monitor and assess student's learning.			
		Teachers use multiple instructional strategies (e.g. SIOP, RTI, differentiation, culturally responsive pedagogy, etc.) to promote the learning of all students.			

Throughout the Building					
		Description	Strengths /Evidence	Needs	Next Steps
Throughout the Building	Environment	Cafeteria: Foods that are appropriate for all cultural groups are served and appreciated.			
		Media Center: Books and materials are reflective of student population (e.g. language, race, religion, gender, sexual orientation, gender identity, etc.).			
		The district & school's non-discrimination and anti-harassment policies are visibly posted, including the procedures for reporting.			
		Student work is displayed and reflective of the diversity represented in the school.			
		(Secondary Only) A safe space for students who may experience non-inclusion is readily available (e.g. Gay Straight Alliance, "safe space," culturally-themed student clubs, etc.).			
		Students and adults encourage and affirm the use of students' native languages throughout the building.			
		Volunteers and visitors are reflective of student population.			
		School holiday celebrations, rituals, and routines are reflective and supportive of the diversity of student population.			

Throughout the Building					
Description			Strengths/Evidence	Needs	Next Steps
Throughout the Building	Environment	School-wide activities (e.g. assemblies, conferences) and extra curricular activities (e.g. clubs, athletics) are reflective of the diversity of student population.			
		Policies and practices are in place to promote and sustain an inclusive and welcoming environment at all levels (e.g. membership of student leadership & Site Council, etc.)			
		Student presence in all aspects of the school (e.g. hallway during class time, ISS room, extra curricular activities, TAG, etc.) reflects the overall student population.			
		Student attires and self-expressions reflect the diversity of the students and are affirmed.			
	Behaviors	Students and staff use inclusive and respectful language that affirms students' background (e.g. race, language, religion, gender, sexual orientation, gender identity, etc.).			
		Staff promotes use of respectful and inclusive language through modeling, interrupting and intervening in response to non-respectful and exclusionary language.			

Sources:
Beaverton Minority Educator Community. (2011). Inclusive learning environment.
Coalition of Essential Schools. Culturally responsive pedagogy.
Gay, G. (2010). *Culturally responsive teaching: Theory, research and practice, Second edition.*
Lindsay, R., Roberts, L., & CampbellJones, F. (2005). *The culturally proficient school: An implementation guide for school leaders.*
Montgomery County Public Schools. A resource for equitable classroom practices 2010.1/30/12