BEAVERTON SCHOOL DISTRICT

WE EXPECT EXCELLENCE   WE INNOVATE   WE EMBRACE EQUITY   WE COLLABORATE

SCHOOL REPORT

School: **Beaver Acres**

Principal: **Stacy Geale**   **Years as School Principal: 11**   **Years in BSD: 27**
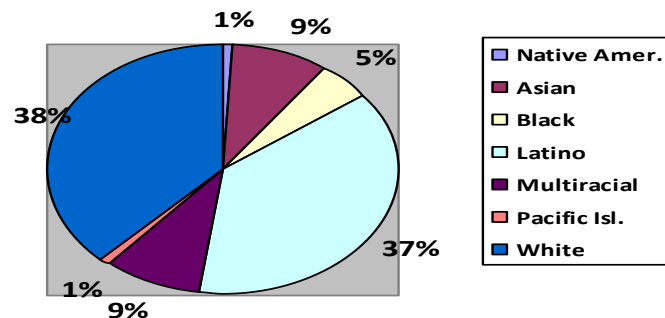
School Demographics 2016-17

Enrollment: 738

Economically Disadvantaged: **60%**

Students with Disabilities: **14%**

Ever English Language Learner: **33%**

Different Languages Spoken: **28**

Pie chart: 1%, 9%, 5%, 37%, 9%, 1%, 38%

Legend:
- Native Amer.
- Asian
- Black
- Latino
- Multiracial
- Pacific Isl.
- White

School Metrics

Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	18.0	21.2	24.3	All Students	8.1	8.5	8.0
Economically Disadvantaged	16.3	18.2	17.5	Economically Disadvantaged	7.5	8.1	7.5
English Language Learners	8.8	13.4	12.7	English Language Learners	6.6	6.9	7.1
Students with Disabilities				Students with Disabilities			

Letter Sounds	14-15	15-16	16-17	Approaches to Learning	14-15	15-16	16-17
All Students	5.7	9.8	7.3	All Students	3.8	3.5	3.1
Economically Disadvantaged	5.0	7.3	4.8	Economically Disadvantaged	3.8	3.3	3.0
English Language Learners	1.0	4.5	1.7	English Language Learners	3.6	3.2	2.9
Students with Disabilities				Students with Disabilities			

* Prior to 2016-17, letter names was a single timed test. Beginning in 2016-17, there are two untimed tests – one for uppercase and one for lowercase letters.

College Readiness

Grade 3 English Language Arts	14-15	15-16	16-17	Grade 3 Mathematics	14-15	15-16	16-17
All Students	41%	52%	50%	All Students	42%	51%	50%
Economically Disadvantaged	34%	42%	36%	Economically Disadvantaged	36%	42%	37%
English Language Learners	26%	31%	24%	English Language Learners	31%	34%	30%
Ever English Language Learners	27%	33%	27%	Ever English Language Learners	30%	36%	32%
Students with Disabilities			30%	Students with Disabilities			25%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	35%	40%	30%	Hispanic/Latino	35%	48%	30%
White	44%	58%	58%	White	55%	56%	61%
Multi-racial			60%	Multi-racial			55%
Male	31%	45%	62%	Male	44%	59%	64%
Female	51%	57%	40%	Female	40%	46%	40%

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

Grade 5 English Language Arts	14-15	15-16	16-17	Grade 5 Mathematics	14-15	15-16	16-17
All Students	48%	57%	47%	All Students	51%	46%	34%
Economically Disadvantaged	41%	48%	42%	Economically Disadvantaged	44%	34%	28%
English Language Learners	14%	40%	29%	English Language Learners	14%	26%	14%
Ever English Language Learners	22%	44%	36%	Ever English Language Learners	30%	31%	24%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	28%	52%	29%	Hispanic/Latino	30%	41%	19%
White	58%	57%	62%	White	58%	47%	53%
Multi-racial				Multi-racial			
Male	39%	53%	44%	Male	55%	49%	34%
Female	58%	60%	49%	Female	46%	43%	34%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	53%	52%	50%	All Students	62%	50%	51%
Economically Disadvantaged	53%	51%	48%	Economically Disadvantaged	66%	49%	48%
English Language Learners	56%	46%	43%	English Language Learners	62%	43%	39%
Ever English Language Learners	███	███	███	Ever English Language Learners	███	███	███
Students with Disabilities			39%	Students with Disabilities			43%
Talented and Gifted				Talented and Gifted			
Asian			60%	Asian			50%
Hispanic/Latino	54%	54%	38%	Hispanic/Latino	64%	51%	43%
White	53%	51%	56%	White	64%	45%	63%
Multi-racial				Multi-racial			
Male	48%	45%	48%	Male	63%	50%	52%
Female	59%	59%	51%	Female	62%	50%	50%

2016-17 Participation Rates
Smarter Balanced ELA: **99%**   Smarter Balanced Math: **99%**   Student Survey: **>99%**

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	69%	70%	68%	Students reporting that at least one adult cares about them	83%	85%	90%
Students missing class due to suspensions or expulsion	22	20	8	Parents reporting they feel informed and valued as active partners in their child's education	73%	80%	85%
Number of class days missed due to suspensions or expulsion	32.0	33.5	13.0	Teachers and staff reporting they contribute to school decision making	73%	79%	80%

Successes:

Of the metrics above, what are you most proud of and why?

One of the areas we are most proud of is the growth that is reflected in our data in ELA (English Language Arts) if you follow the cohort. The 2014-2015 3rd graders became the 5th graders in 2016-2017. The data shows growth overall and in most subgroups. When looking at ALL students, the percentage of students meeting standards grew from 41% to 47%. Our Economically Disadvantaged students grew from 34% meeting benchmark to 42%. English Language Learners also follow this trend gaining from 26% to 29%. We attribute these gains in part to our efforts to strengthen core instruction through the Workshop Model in ELA, professional development, and continual use of the IRLA to set and monitor reading goals for all students. All departments (Classroom Teachers, Special Education, English Language Development, and Title I) use individual student data within SchoolPace collectively to create specific learning goals that are met by providing targeted instruction across support groups. This collaboration among staff provided a more cohesive learning day for students.

Additionally, 90% of our students report that there is at least one adult that cares for them, up from 83%. We take pride in this for many reasons, especially given the sheer size of our school. We attribute this to the continuity of our staff, the culture of our

building, and the idea that we are all responsible for the academic, social, and emotional needs of every child. This notion of community is also supported in that 85% of our parents report feeling informed and valued as partners in their child's education.

Another area we are very proud of is in our declining numbers of students missing class due to suspensions or expulsions. In 2014-15 our number of students missing class was 22 total students. In 2015-16 this decreased by 2 students. However, in 2016-17, only 8 students missed class due to suspensions. As a staff, we have had a paradigm shift in our thinking regarding supporting students with behaviors that prevent them from accessing curriculum on a daily basis. We are now using restorative practices and have a better understanding of trauma-informed care after multiple staff development trainings. We support our students with teacher collaboration meetings focusing on attendance, behavioral support plans and through professional development with our Student Success Coach sharing important skills to support the "whole child".

Challenges:
Of the metrics above, what are you most concerned about and why?
Our most significant concern is the performance of our students in 5th grade Math, particularly for Hispanic/Latino students. The percent of students at benchmark in mathematics is unacceptable to us and we have spent many hours analyzing and addressing the data with our leadership team and staff. In particular, we determined one of the contributing factors for last year's scores involved a couple of specific classrooms that negatively skewed the overall data. We made staffing changes as a result of those findings.

A second concern is our attendance rate. Our data shows on average, 31% of students are absent more than 10 days of school. This is an area of concern because it is difficult for students to learn when they are not present in school and are missing direct instruction. This leads to gaps in their learning and student frustration.

Action Plan:
What is your plan of action to address these concerns?
Last Spring (June 5th), release time was provided for 5th grade teachers, Special Education teachers, the English Language Development department, and Title I teachers to analyze SBAC data. Then, on October 4th, 2017 and again on November 1st, 2017, our entire staff met during Early Release to analyze our SBAC data. Meaningful conversations among mixed-department teams led to the realization that there were learning targets that were a challenge for all of our students. Using that data, grade level teams were able to meet together to plan more targeted instruction in those areas based on the specific learning target for each grade level, and also plan ways to enrich students understanding in order to exceed the target.

To address our concerns about the performance level in math we have increased the amount of math support provided to students (kindergarten-5th grade) through our Title I program. Other Early Release meetings have been spent focused on math and addressing specific needs of individual students. Our academic funding was used to support third through fifth grade students in the area of math. This spring we will be meeting with each grade level team to analyze the current level of student performance and plan specific ways to meet the needs of all students in math using the district adopted math materials.

To improve our attendance, we have a team that closely monitors daily attendance of students. We keep an attendance log to monitor students with chronic absences, make phone calls, have parent meetings, conduct home visits, and send attendance violation letters. Through the process we work closely with families to support them in addressing any obstacles to attendance. This can range from the student having a specific job when they get to school, an alarm clock if it is needed by a family, a quick "good morning call" by a staff member or an occasional ride to school.