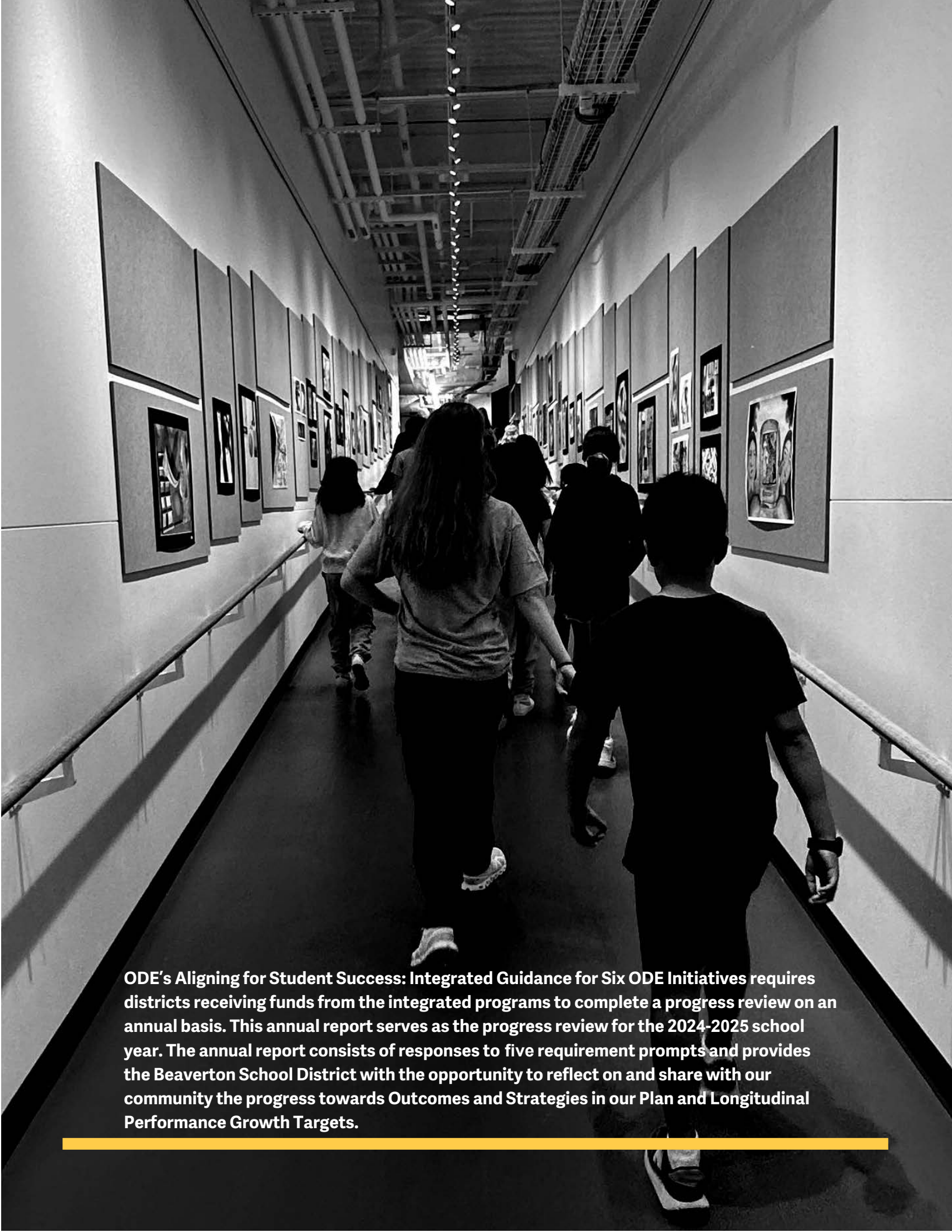




Aligning for Student Success: Integrated Programs

**Annual Report
2024-2025**



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 2024-2025 school year. The annual report consists of responses to five 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. This outcome is instrumental in achieving our Longitudinal Performance Growth Targets. A fully implemented MTSS will support students in academic achievement, making progress towards on-time graduation, and student social emotional well-being. In 2024-2025, academic and social-emotional universal screeners were implemented three times (Fall, Winter, Spring) for all students, PK-12. To support the implementation, educators were provided professional development on data literacy and data-based decision making. This work will continue in 2025-2026 with implementation of an interactive MTSS dashboard, as well as district-wide data protocols and decision rules for academic and behavioral interventions.

Another key outcome of our plan is that students in every focal and demographic group will report an increased sense of belonging at school. This supports all our Longitudinal Performance Growth Targets, especially the percentage of regular attenders. Every school included a goal for this outcome on their 2024-2025 School Improvement Plan. We continued implementation of efforts to address the behavioral health and wellness needs of students. Educators engaged in professional development in Restorative Practices. Each school's Behavioral Health & Wellness (BHW) teams met at least monthly to analyze student outcome data regularly to identify needs and improve practice. Additionally, we continued the 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.

The outcome of increasing graduation rates for all student demographic groups is an area that we have experienced some challenges to implementation. We have implemented the strategies of 9th Grade On-Track teams at all high schools, mentoring for high school students not on-track for graduation within four years, providing credit recovery options both in person and online, and reducing class sizes to close the opportunity and achievement gap. However, there are persistent gaps between all students and focal group students.

Many factors impact graduation rates, including student attendance, academic, and socioemotional factors. Coordinating related efforts in these areas should support progress in this outcome. In 2025-2026, we will be integrating progress towards graduation into our MTSS decision rules, more closely connecting academic and behavioral interventions that will support student needs. In addition, in Fall 2025 we will be implementing newly adopted Language Arts / English Language Proficiency instructional materials in Grades 6-12 with a focus on developing students' literacy skills. To ensure fidelity of implementation of the instructional materials and a LA/ELD coteaching model, professional development will be provided through a Professional Learning Community (PLC) model at each school site. These PLCs will be facilitated by district staff. In August 2025, Instructional Coaches, Teachers on Special Assignment, and administrators engaged in Transformational Coaching professional development to support their work with classroom teachers.

Question 3

Review actual metric rates compared to previously created LGPT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

At the time of this report, LGPT metric rates from the 2024-2025 school year are not yet released. Reflecting on the 2023-2024 school year, metric rates were higher than the target rates in two areas:

- 5 Year Cohort Graduation for All Students
- Regular Attenders for Focal Group Students

On all other LGPTs the actual metrics were lower than the target rates for both baseline and gap-closing targets. However, the gap between metric rates for all students and the combined focal groups decreased on all metrics.

Beginning in the 2024-2025 school year, implementation of an integrated MTSS district-wide, alongside recent Language Arts and English Language Proficiency instructional materials adoptions is intended to further develop student literacy and support progress on academic standards.

The Regular Attenders metric is closely connected to all of the others. Attending school more than 90% of school days, enables students to access the instruction and support to develop academic skills and make progress towards graduation. In 2025-2026 we are shifting our approach to improving the rate of Regular Attenders with the development of a system-wide approach in order to implement evidence-based intervention strategies and monitoring into our integrated MTSS.

Question 4

Oregon approaches equity through targeted universalism and identifies focal student groups as part of the IG. These include more population than the federally identified “special populations.” The federal definition includes the following: individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for non-traditional fields, single parents (students), out-of-workforce individuals, English language learners, homeless individuals, youth in, or having aged out, the foster care system, youth with a parent who is a member of the armed forces or an active duty. Describe your process and priorities in making funds available for the recruitment of special populations to enroll in career and technical education programs. Indicate the major accomplishments as a result of using Perkins funds. (Section 112(a)(2)(A) of Perkins V) You are also welcome to discuss any work that impacts other focal student groups, such as students of color and LGBTQSIA+

A primary strategy in 2024-2025 was to increase student, caregiver, and educator awareness of CTE programs. Data from student surveys and focus groups indicate that students most often learn about CTE programs from school staff they interact with regularly. A key effort in our strategy was the facilitation of CTE Roundtables, workshops that brought together CTE teachers and counselors, as well as other staff that advocate for and advise students from focal groups and special populations on educational decisions. Participating staff included Bilingual Facilitators, teachers of Special Education and Graduation Mentors. One CTE Roundtable was hosted at Beaverton High School and additional CTE Roundtables included tours of the district-wide CTE Options programs for staff from all six comprehensive high schools and district support teams. Additionally, investments were made for district branded promotional supplies and materials for all CTE programs, which were used at the school level in student and family engagement activities, particularly for focal groups. District CTE program staff presented during highly attended, district-wide multilingual family nights providing information about CTE programs to students and their families. As a result of these efforts, student enrollment in district-wide CTE Options programs for Manufacturing, Construction and Behavioral Health increased significantly for the 2025-2026 school year.

Question 5

The 2024-2028 CTE State Plan has three (3) outcome areas:

- Outcome 1: Career connected learning that is systemically integrated with education and workforce development.
- Outcome 2: Increased equitable participation in high-quality CTE and career connected learning
- Outcome 3: Expanded communication, transparency, and diversity of voices and contributors connected to education and workforce development partnerships

Please choose at least one (1) of the outcomes and let us know what you did in that area to help move the dial and make an impact for students/teachers. We'd love to be able to share your local information along with our statewide updates.

Outcomes 1 and 2 are closely connected with our work to implement the graduation requirements of Higher Education and Career Pathway Skills and Personal Finance. Recognizing that the two new graduation requirements would take the place of electives in students' schedules and possibly limit CTE participation, CTE Teachers were included in the planning process, particularly for the Higher Education & Career Path Skills graduation credit requirement. This inclusion resulted in several credit options for students, one being Credit by Proficiency through integration into a state approved CTE Program of Study course sequence. Course enrollment trends indicate between 600-700 students annually would be impacted by enhanced, high-quality career connected learning through this option. We believe that this option will incentivize student persistence through programs of study and increase the number of program completers in future years.