


SCHOOL REPORT
School: Bethany Elementary School

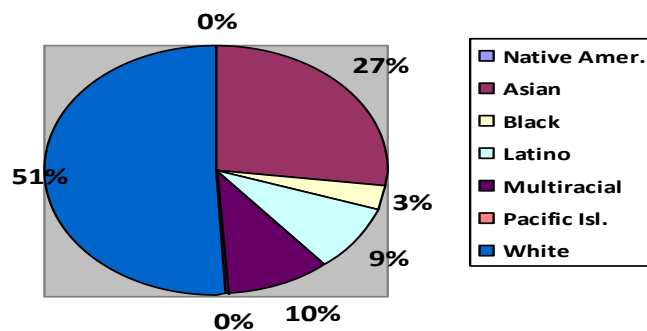
Principal: Casey Lange

Years as School Principal: 1

Years in BSD: 1

School Demographics 2016-17

Enrollment: 558
Economically Disadvantaged: 14%
Students with Disabilities: 9%
Ever English Language Learner: 17%
Different Languages Spoken: 37


School Metrics
Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	24.9	29.6	39.7	All Students	10.1	9.5	10.1
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners			31.0	English Language Learners			7.7
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	11.6	14.3	17.3	All Students	3.8	3.9	3.8
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners		4.0	3.4
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	75%	89%	84%	All Students	81%	92%	88%
Economically Disadvantaged				Economically Disadvantaged			
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian	88%	93%	87%	Asian	>95%	>95%	>95%
Hispanic/Latino				Hispanic/Latino			
White	77%	91%	86%	White	80%	>95%	88%
Multi-racial				Multi-racial			
Male	71%	85%	84%	Male	88%	92%	88%
Female	78%	93%	84%	Female	74%	91%	88%

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.

Grade 5 English Language Arts	14-15	15-16	16-17	Grade 5 Mathematics	14-15	15-16	16-17
All Students	84%	85%	88%	All Students	75%	82%	82%
Economically Disadvantaged	67%			Economically Disadvantaged	52%		
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities				Students with Disabilities			
Talented and Gifted	>95%		>95%	Talented and Gifted	>95%	>95%	>95%
Asian	93%		91%	Asian	93%		>95%
Hispanic/Latino				Hispanic/Latino			
White	77%	88%	89%	White	63%	91%	80%
Multi-racial				Multi-racial			
Male	83%	81%	87%	Male	75%	78%	91%
Female	84%	87%	90%	Female	75%	85%	72%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	66%	65%	63%	All Students	59%	65%	54%
Economically Disadvantaged	62%	59%	62%	Economically Disadvantaged	50%		50%
English Language Learners				English Language Learners			
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities			70%	Students with Disabilities			50%
Talented and Gifted	67%		81%	Talented and Gifted	73%	60%	63%
Asian	80%	71%	76%	Asian	73%	68%	64%
Hispanic/Latino				Hispanic/Latino			
White	55%	68%	56%	White	45%	71%	46%
Multi-racial				Multi-racial			
Male	59%	66%	63%	Male	60%	68%	55%
Female	71%	64%	63%	Female	58%	62%	52%

2016-17 Participation Rates

Smarter Balanced ELA: **99%**

Smarter Balanced Math: **100%**

Student Survey: **72%**

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	80%	79%	80%	Students reporting that at least one adult cares about them	89%	89%	91%
Students missing class due to suspensions or expulsion	13	1	2	Parents reporting they feel informed and valued as active partners in their child's education	90%	92%	87%
Number of class days missed due to suspensions or expulsion	21.5	0.5	7.0	Teachers and staff reporting they contribute to school decision making	100%	78%	72%

Successes:

My family and I first considered moving to the Pacific North West about four years ago. We finally decided to move from San Diego during the summer of 2017 and had to decide on which district we felt most connected to. After researching districts in the area, and learning about the philosophy of BSD, and its focused vision on educating the whole child with an emphasis on college and career readiness, we specifically applied to Beaverton. Since we landed in the area we have not been disappointed. The level of support from every department and every individual has been overwhelmingly positive and helpful. We have never once regretted the decision to move (even now after four months of clouds, rain, and a bit of snow).

As you look at the data above, it is not hard to also understand that Bethany is a special school and community. In my first few months here, I have grown to understand that at a much deeper level. When you identify the success of any organization, it is important to maintain both a global and focused perspective. As I reflect on what the successes of Bethany include, I immediately think about work that we have done to improve the culture and climate of the school for all stakeholders. In my first weeks in the position, my office secretary and I scheduled one-on-one meetings with every staff member in the building. The outcome was to identify what was working well, what needed to change, and what supports

they needed as educators. The information gathered painted a picture that was later reinforced by the specific data provided above. Staff members didn't feel as though they were a part of the decision-making process. Upon further reflection, the needs of the staff extended beyond that data set as well. Teachers needed to feel as though they were part of something bigger, and that they were valued and trusted as educators. They needed to feel safe! They needed to understand the "why" behind decisions that were being made and needed transparency. With the information gathered we set our course. During our first days of in-service, we focused on developing a consistent framework for student expectations. The teams also developed consistent ways of explicitly teaching all students these new expectations. This work was powerful because it brought all members together while working on a common goal, and also shifted our mindsets toward accepting every student in the building as OUR student. As school started we rolled out the expectations in assemblies, one-on-one visits from me, routine classroom lessons, and showed the new framework to all parents at back to school night. Throughout those first few days, we focused on developing a sense of unity and trust as well. We participated in team-building activities, created opportunities for all members to share through clear communication guidelines, and I was able to share my vision for staff and students. During this time, I was intentional about demonstrating to staff what they could expect of me. Although on the surface these efforts may not appear to be linked to student achievement, I would argue that they most certainly are. In order for anyone to do their best work, they must feel valued, trusted, and supported. They must feel as though they are a part of something bigger than themselves, and that the skills they possess are an integral part of the team's success. Our goal is to create an environment in which everyone supports one another, and pushes each other to always do better for our students. As those pieces fall into place, teachers and staff can't help but do great things in the classroom, and that in turn, creates an increase in student achievement.

The academic data says a lot about the students and the teachers at Bethany. During my short time here it has become clear that there is a deep sense of pride in the building. Each teacher takes their students success personally and pushes every student to succeed. Additionally, the level of collaboration that exists in the building is like nothing I have seen in my time in education. Teams enjoy working with one another, support each other personally and professionally, and are determined to improve practice.

Although there are many data points to celebrate, there are always areas in which we can grow. Please see additional details about those areas in the challenges and action plan sections.

Challenges:

I have encountered the typical challenges faced by any new principal in a building and to a district. It takes a bit of time to get to know your staff, learn what makes everything work, and find out who to call when an issue arises.

Because the data looks so promising it would be easy for us to rest on our laurels, and not push forward. However, that is neither my, nor the staff's philosophy. Looking strictly at data there were two challenges that struck me immediately. One was our overall school attendance. Twenty percent of our student population missed more than ten days of school. I read that number and was blown away. We need students to be present in order to learn.

Another identified challenge presented in the data was the growth percentage of each student sub-group. Because the students at Bethany performed so well in general, it would be easy to simply ignore this data point, or explain it by highlighting the fact that it is harder to demonstrate growth the higher you score. However, doing this ignores the fact that there are still opportunities to move forward here. The challenge then becomes how do you tackle this? What can be done to identify ways to allow for all students to demonstrate growth?

Action Plan:

It is easiest for me to provide our action plan in sections.

Building Culture and Climate:

Our immediate goal was to begin to build trust and a sense of unity. Trust is developed through each conversation, action, e-mail, meeting, follow-through, and non-verbal communication. As a part of our on-going work toward developing unity we have implemented the following list of action items:

- Develop relationships in the building.
- Voluntary Monday meeting where staff throughout the building can attend and connect while addressing five pre-determined questions.
- Increase visibility of principal (before school, during recess, during lunch, after school, and in classrooms).
- Principal is available to all staff when concerns arise and work collaboratively with them to find a solution.
- Monthly BEA rep meeting with the principal. The BEA reps survey staff each month in order to discuss any concerns that may exist.
- Team building activities through an affiliate team building company.
- Working with PTO to develop opportunities for staff to be celebrated and supported.
- Clear and consistent communication from the principal.
- Open and honest conversations about all issues that arise.
- Leadership team meets to decide on most advantageous use of the early release time. We then leverage the expertise of the leaders in the building to provide key professional development.

Attendance:

Regular daily attendance is critical to the success of all students. For every day missed it often takes two to three days to recover. Research has demonstrated that early intervention is our strongest ally in combating key issues like poor attendance. Because of this, we have created a multi-faceted plan to attack this issue, both this year and moving into next year.

- We have increased the number of phone calls made and meetings held with students with struggling attendance.
- We shared resources with teachers to share with parents during our first conferences of the year.
- We have sent information home through our weekly newsletter to the community.
- During our Kindergarten round-up, we are going to provide a presentation to parents that discusses the importance of attendance.
- We have started tracking our monthly average attendance to identify patterns and trends.
- As we move into next year, we plan on posting daily attendance percentages in the office so families can see it each day.
- We are also going to begin attendance contests and provide incentives for the classes that have the highest monthly average. We are going to also work with our leadership team to figure out a way to reward the school if we get above 95% for a month.

Student Growth:

- We developed and went through two focused professional development cycles where we addressed the importance of student conversation in the classroom. During this time we also addressed the ongoing need for students to be receptive listeners.
- As a staff, we have gone through two intensive professional development sessions focused on math workshop. We are also part of the district-wide math PD cycle coming in April.
- Our testing team is meeting next week to determine best practice for SBAC testing. Our goal is to design a testing schedule and program that will allow each student to maximize their output.
- Our data teams have been meeting and will continue to do so in order to identify the needs of struggling students.