Beaverton
SCHOOL DISTRICT
creating pathways to the future for all students

Strategic Plan Scorecard

	Baseline 2009-10	Result to Date	Target 2010-2011
Technology			
% of teachers who report they have the tools and resources to differentiate instruction based on students' needs	NA		
(Pending Project Team Recommendations)			
High Quality Empowered Teaching Staff			
% of teachers remaining employed with the District for five or more years	73.8%		75.6%
% of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practices and higher student achievement	NA		
% of educators reporting they work in a safe, inclusive, and respectful climate	NA		
Staff diversity mirrors District student diversity (Percentage point gap between staff and students of color)	31.5%		26.2%
Respect for Human and Environmental Rights			
% of students reporting their school has a safe, inclusive, and respectful climate	86%		89%
% of students reporting at least one adult in school really cares about them	82%		86%
% of parents/guardians reporting they feel confident and supported when they navigate the school system and participate as active partners in their child's education	NA		
% of students reporting not being bullied either at school or on the way to/from school	60%		64%
Individual Student Achievement			
% of College and Career Ready (CCR) graduates	27.3%		30%
% of students on track to be College and Career Ready (CCR) graduates	48.3%		53.1%
Students demonstrate learning readiness, individual growth and success	46.7%		52.0%
Academic success cannot be predicted by traditional demographic analysis (race, ethnicity, income, mobility, disability or initial proficiencies)** (The percentage point gap between the performance of all students and the performance of these demographic groups.)	22.3%		20.1%
Volunteerism, Service, Engagement			
% of students participating in career-related learning experiences such as apprenticeships, internships and service/learning opportunities	NA		
% of volunteers reporting they have made a positive difference through their efforts	NA		
Equity of Access to a High Quality Education			
% of Student Education Plans developed/revised at least annually	NA	79%	90%
System-Wide Accountability			
District progress on the Strategic Plan is reported at each Business Meeting of the Board	90%	50%	100%

KEY

NA - Not available. Data will be collected during 2010-11.

** Current data only measures difference in attainment of CCR target.

Monthly Update: 2/7/11

District Goal 2010-2015: 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.

Thrive. Contribute. Excel.

Stepping Up to College and Career Readiness

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STUDENT EDUCATION PLAN & PROFILE (StEPP) KEY BENCHMARKS

StEPP 6 - Full Option Graduate: Earn college credit or attain college readiness test scores in English, math, science, and reading.

StEPP 5 - On Track to Graduation: Demonstrate essential skills required for graduation in reading, writing and math (and earn 12 credits, 5 in core subjects).

StEPP 4 - Equipped for High School: Demonstrate knowledge and skills in reading, writing, math, and science predictive of success in 9th grade coursework.

StEPP 3 - Ready for Middle School: Demonstrate knowledge and skills in reading, writing, and math predictive of success in 6th grade classes.

StEPP 2 - Read to Learn: Read and comprehend non-fiction material at or above grade level.

StEPP 1 - Ready to Learn: Demonstrate foundational knowledge and skills in reading and math predictive of success in 1st grade.

District Goal 2010-2015: 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.

Status	THRIVES Initiative	Accomplishments Since Last Report / Explanation of Status (if not green)	Current Outcomes	End of Year Outcomes
Technology *(Steve Langford, lead)*				
	T1 - TeacherSource Website	Design Teams identified for the next two phases of TeacherSource. One team will be focused on creating an online course creation, delivery, and management application. The other team will focus on extending features in the collaboration environment used by teachers.	The groups are deciding and prioritizing necessary and desired features. Mockups of user interface screens are under development.	All phases of initial project completed.
↑	**T2 - Standards-based Reporting Tools**	Grading & Reporting Project Team created policy revisions. IT and T&L staff will begin meeting to discuss initial revisions to progress reports and report cards. Acquisition of student information system vendor will limit ability to affect some changes with regard to teacher reporting tool. Some changes in the reports to parents might still be able to be realized for September 2011.	In January 2011, Grading and Reporting Team policy recommendations presented to the School Board. Pilot and testing of Teacher Assistant JX tool will occur in the Spring. Exploration of possible new student information system underway.	Grading and Reporting Project Team recommendations prioritized. Cost/Benefit analysis conducted. Teacher Assistant JX deployed. Decision on future student information system made.
	T3 - 2011-2014 Technology Plan Development	Draft Technology Plan under development.	Plan finalized December 2010. In February 2011, IT Project Team recommendations to the School Board.	Funding decisions finalized on Technology Plan elements. Decision on Local Option Levy.
High Quality Empowered Teaching Staff *(Sue Robertson, lead)*				
	H1 - Teach for Beaverton	Pilot school reviewing OSU applicants.	Meeting with OSU to assess next steps with limited resources.	Decision on Budget Committee scholarship allocation for 2011-12.
	H2 - Growing Diversity from Within	Committee is developing application and selection criteria.	Recommending a scholarship fund to support District classified employees and students who want to enter the teaching profession. Employees will be invited to apply this spring.	Decision on Budget Committee scholarship allocation for 2011-12
	H3 - Aspiring Administrators	Two aspiring administrators have been selected and notified.	Aspiring Administrators are transitioning to their new roles at their current schools.	Aspiring Administrators will be in place to begin the new school year at sites TBD.
Respect for Human and Environmental Rights *(Ron Porterfield, lead)*				
	R1 - Equity Plan	Updated Board Policies, focused on nondiscrimination were approved by Board.	Ongoing learning and staff development for SAC. Working closely with Oregon Basic Rights.	Plan for system-wide training opportunities.
	R2 - Learning Options Plan	3 of the recommendations from the Learning Options Strategic Plan Report have been implemented, 5 are in progress and 1 is not yet started.	MSIP reading interventions implemented at grade 6 in participating schools. RTI implementation in middle schools. Continued development of a standards-based learning system in middle schools. MS math acceleration plan is being implemented as a pilot in some schools.	By July 2011, develop policy and ARs on creation, evaluation, and termination of a learning option.
	R3 - Sustainability Plan	BSD leads state with a total of 21 Energy Star Schools. BSD recipient of two national energy awards. Oregon Green School Certification has increased to 32 sites.	Ongoing efforts to increase Energy Star facilities.	
	R4 - Long Range Facilities Plan	Monthly reports to School Board on status of implementation.	Development of Construction Bond	Approval of Construction Bond by School Board

KEY
- On track to current outcome and end of year outcome.
- On track to end of year outcome, but interim outcomes require adjustment.
- Not on track to end of your outcome, attention required.

KEY
- ↑ Improved from last report.
- ↓ Declined from last report.
- No change from last report.

Monthly Update: 2/7/11

Status	THRIVES Initiative	Accomplishments Since Last Report / Explanation of Status (if not green)	Current Outcomes	End of Year Outcomes
	Individual Student Achievement *(Carl Mead, lead)*			
	I1 - Standards-based Learning System	Math-HS and MS math teachers have completed learning targets and reporting categories for Algebra I, Geometry, Algebra 2 and Probability/Statistics. Language Arts-HS and MS teachers started meeting in December and continued building on a 12th grade exit document that aligns to the Common Core Standards, BSD Learning Targets and College & Career Readiness Standards.	Work groups continue to be involved at the high school level with PSU staff to ensure appropriate alignment in math courses and currently chemistry.	Math and chemistry alignment post high school.
	I2 - Professional learning Communities	Principals are continuing to review current school models to effectively implement PLCs in schedules throughout the district.		95% of teachers reporting opportunities to collaborate with colleagues resulting in improved professional practices and higher student achievement.
	Volunteerism, Service, Engagement *(Maureen Wheeler, lead)*			
	V1 - Volunteerism & Engagement Plan	Board approved the charge to the Volunteerism and Engagement Task Force on 9/27. Recruitment in Oct./Nov. Task Force membership affirmed by School Board Dec. 13.	First meeting of taskforce was Jan. 27 to work on vision, values & beliefs. Subgroup will meet early Feb. to draft recommendation for redesigning LSC.	In April, recommendation for LSC Redesign. In May 2011, Volunteerism & Engagement recommendations adopted by the School Board.
	V2 - Service Learning Plan	Board approved the charge to the Volunteerism and Engagement Task Force on 9/27. Recruitment in Oct./Nov. Need additional time to recruit potential members.	This taskforce is on hold until Volunteerism & Engagement Taskforce work is completed.	
	Equity of Access to a High Quality Education *(Claire Hertz, lead)*			
	E1 - K-12 Student Education Plan and Profile (StEPP)	Administrators from each level are meeting weekly with software consultants to identify and prioritize features needed for the StEPP at elementary, middle and high. The StEPP Steering Committee is exploring what the StEPP will look like through different personas: a student, a parent, a teacher, a counselor. The high school StEPP Facilitators are working to develop consistent, district-wide expectations for implementing and documenting Extended Applications.	Plan and Profiles updated as of December 2010: K 97% 1 96% 2 95% 3 95% 4 95% 5 95% 6 19% 7 75% 8 69% 9 63% 10 58%	In June 2011, 90% of students have a plan and profile that is updated at least annually.
	E2 - INSPIRE	Retrieval specialist began work in August 2010.	By January 2011, 15 students are re-enrolled in educational settings that meet the needs of the student.	By June 2011, 25 students are re-enrolled in educational settings that meet the needs of the student.
	System-Wide Accountability *(Jerry Colonna, lead)*			
	S1 - Strategic Plan Monitoring & Reporting	Individual Growth Model with impact data shared at January Board Worksession.	• Disaggregate growth data by student group. • Produce EXPLORE to PLAN growth for 09-10. • Write specs for DataWarehouse reports.	In January 2011, 28% of schools posted school improvement plans with goals to increase student college and career readiness. An additional 34% of schools have SIPs with academic goals.

Monthly Update: 2/7/11