



## **SCHOOL BOARD WORK SESSION HIGHLIGHTS**

### **POLICY ISSUE/SITUATION**

The School Board held a Work Session on Wednesday, October 15, 2014 at Beaverton High School. Attached is a Strategic Plan Standards Summary from the Work Session.

**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.

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.

Strategic Plan Standards Summary  
October 27, 2014

<b>Strategic Plan Standard</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15 Goal</b>	<b>2015/16 Goal</b>
% graduates completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)	--	<b>55.5%</b>	<b>60.3%</b>	<b>62%</b>	<b>64%</b>
% students completing 3 or more college level courses			<b>49.8%</b>	<b>50%</b>	<b>52%</b>
% graduates completing four or more credits with a C or better in the six learning areas of the Oregon Skill Sets	--	<b>54.8%</b>	<b>55.7%</b>	<b>58%</b>	<b>60%</b>
% students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school	<b>44.7%</b>	<b>61.1%</b>	<b>66.3%</b>	<b>67%</b>	<b>67%</b>
% students recording learning goals; % students reporting on track to achieve those goals	<b>81.9%;</b> --	<b>-81.4%;</b> --	<b>-85.0%;</b> <b>85.5%</b>	<b>87%</b> <b>85%</b>	<b>90%</b> <b>85%</b>
% families reporting that they feel informed and valued as active partners in their child's education (broken out by school level)	--	--	<b>85.4%</b>	<b>86%</b>	<b>88%</b>

**Successes:**

- Alignment of graduation requirements and OUS entrance requirements. Our grad requirements mirror what the state is requiring which facilitates student success
- Clear that success at the school-level has greater variability, so we have a greater ability to impact performance
- 6 of 10 high schools have more than 50 percent of students completing college level courses. Completion rates are represented in all cross sections of students, i.e. demographic, ESL, SPED
- Girls are moving forward - Closing the gap - More than 50 percent are meeting college-level coursework goal
- Offering college level courses on all campuses
- Job developer on site at HS2 has begun to provide a structure and model for coordinating internships and work experience at other schools

## Strategic Plan Standards Summary

October 27, 2014

- Students eligible for special education services and served in a specialized program participate in a range of Work Experience Programs that are designed within the school setting
- The Special Education Community Transition Program provides multiple on-site and community based work experience opportunities for students with disabilities
- 73.4% of students who received special education services and graduated during the 2012-13 school year are enrolled in higher education, competitively employed, or engaged in other education or work
- CIS has been adopted at the high school level as a tool for students to record progress towards their learning goals

### **Issues:**

- Not meeting our equity goals with regard to race, ethnicity, language, class, SPED – subgroups continue to predict success
- Too many D's reduce number of students completing OUS requirements.
- Gap remains between males and females
- Every school has AP and IB courses to complete college level courses, but the opportunities to complete in applied areas vary widely by school
- Lack of Career Technical Ed (CTE) options throughout the district
- Reduction of 3 Special Education Transition Specialists in order to fund Special Education Teachers

### **Action Plan**

#### **This year:**

- **Student Program Implementation/Staffing Improvements**
  - 5.5, 8.5, Credit Recovery and Acceleration Summer School
  - Career Information System implementation for all 9-12 students
  - Middle school intervention in literacy and math
  - Full day Deer Park program
  - Implementation of AVID
  - Growth in AP and IB
  - Newly created college and career counselor positions at each of the comprehensive high schools; one of their responsibilities is to assist students in completing job experience or internships
- **Professional Development**
  - 5D Focus with teachers and administrators
  - Continued focus on learning teams, building context and accountability for progress monitoring with teachers
  - Implementation of SBLS
  - Partnership with PCC and moving forward with dual certification for math teachers at one pilot site

Strategic Plan Standards Summary  
October 27, 2014

- **Program Review/Study**
  - ELL study to investigate best practices
  - Continue the work on SPED model at middle school
  - Review and improvement of discipline practices at middle school
  - College Track redesigned to scaffold college classes through a cohort model and in-house PCC CG1100 college prep class
  - Each high school will create a CIS implementation for the 2014-15 school year. By the end of the 2014-15 school year, all high school students will be entering in progress towards their learning goals – program implementation will be monitored and improved to ensure success

**Long-term:**

- High school SPED model - We're looking at the effectiveness of our courses and do they align with standards in core classes
- Implementation of early warning system at middle and high school - allows for early intervention
- K-8 and identifying students earlier via data trends. Benchmarking appropriate progress beyond standardized measures
- Continue study of course taking behaviors, course scheduling, options, what students are taking and are being successful
- More intentional placement of students in subgroups to ensure access to access to college credit courses
- Increasing the capacity for teacher certification and helping teachers gain knowledge (tuition reimbursement)
- Development of long term partnerships and clear pathways for students to gain skills and access to higher level course work
- Opportunities for alignment of bond projects to internships, job-shadow and/or service learning
- Provide a seamless opportunity and continuity for students from middle to high school with plan and profile