

STRATEGIC PLAN SCHOOL BOARD UPDATE

April 6, 2016

The Board reviews progress on the six Strategic Plan Standards annually at its Fall Work Session, engages in on-going discussions around successes, issues and action plans, and develops School Board and Superintendent goals based on these six measures. One portion of the short-term action plan developed by staff related to the percentage of students meeting OUS requirements and a “deeper data analysis, at the individual student level, at each of the high schools in an attempt to determine the cause in such great fluctuation in the percentage of graduates meeting OUS entrance requirements”. The School Board has requested an update at the Spring Work Session on the results of this analysis along with plans for improvement on the OUS measure in future years.

Analysis of data at the subject level by school confirms that the cause of the variation in the percentage of graduates meeting OUS entrance requirements is due to changes in the number of D grades earned in certain subjects at certain schools. This update includes the disaggregation of the OUS data at the school level by subject and plans for improving this Strategic Plan measure.

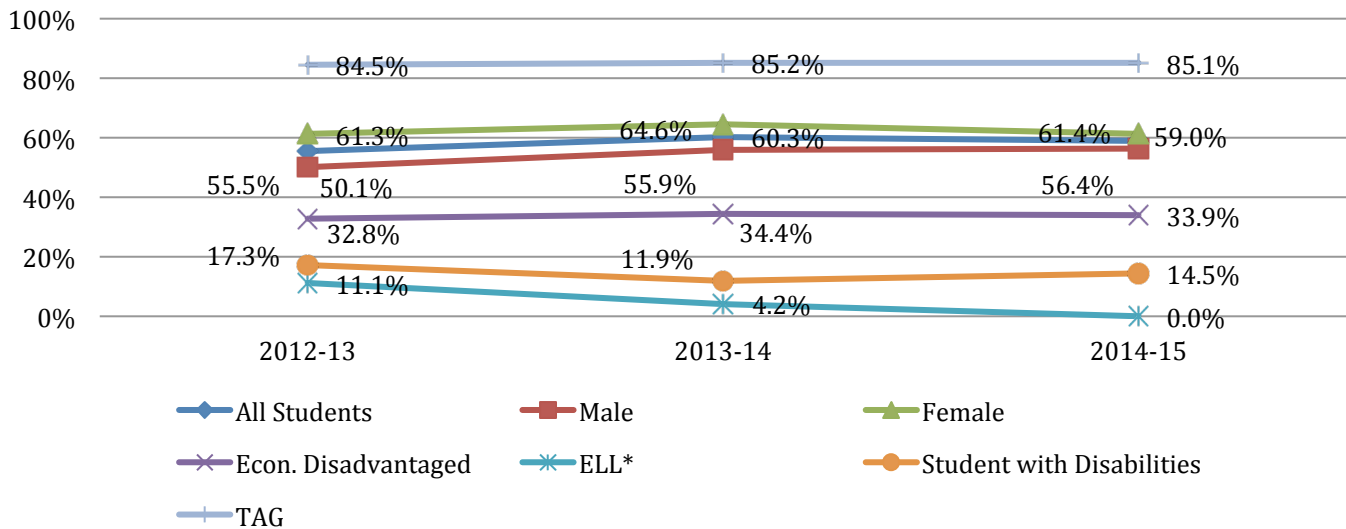
| Measurement | 2012/13 | 2013/14 | 2014/15 | 2015/16 Goal | 2016/17 Goal |
|---|--------------------|---------------------------|---------------------------|--------------------------|-------------------------|
| % graduates students completing Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better) | 55.5% | 60.3% | 59.0% | 63% | 64% |
| % students earning nine or more college-level credits % students completing 3 or more college level courses | | 49.8% | 52.8% | 52% -55% | 58% |
| % graduates students completing four or more credits with a C or better in the six learning areas of the Oregon Skill Sets | 54.8% | 55.7% | 58.8% | 57% 60% | 62% |
| % students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school | 61.1% | 66.3% | 78% | 67% 80% | 82% |
| % students recording learning goals; % students reporting on track to achieve those goals | 81%; --- | 85%; 85% | 90%; 91% | 90% 85% | 92% 92% |
| % families reporting that they feel informed and valued as active partners in their child's education (broken out by school level) | -- | 85% | 88% | 88% | 90% |

Disaggregations

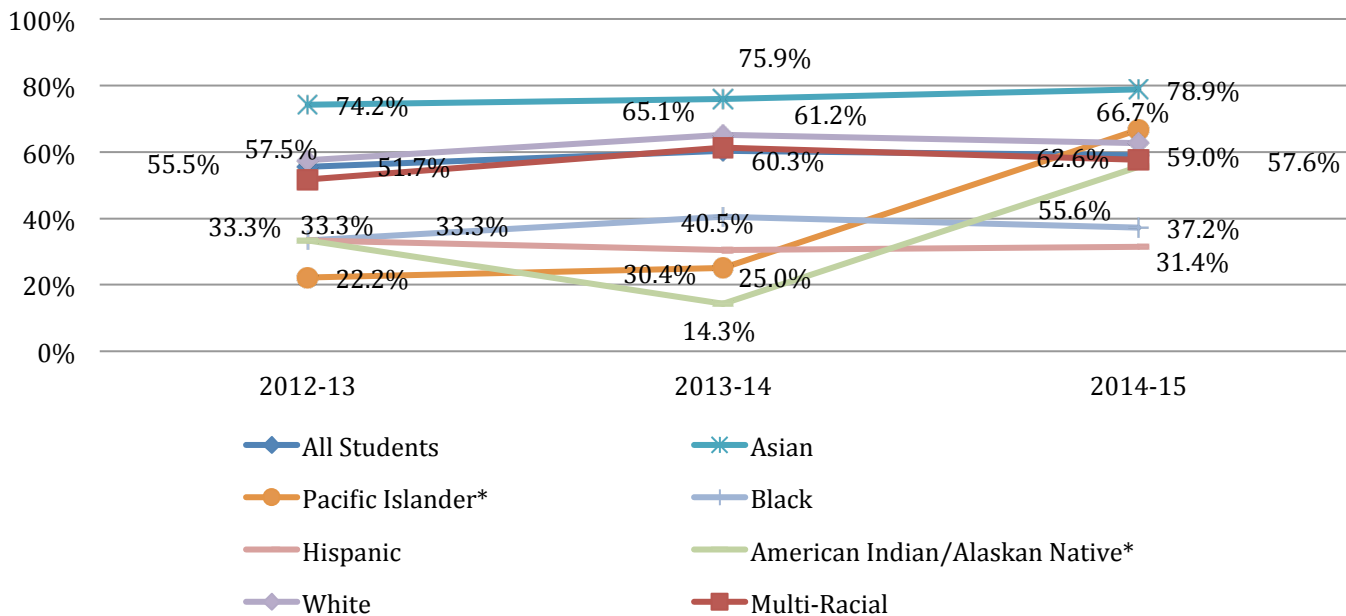
Graduates Completing OUS Entrance Requirements

OUS Entrance Requirements: C or better in 4 years of English; 3 years of social studies; 3 years of science; 3 years of mathematics (including one year beyond algebra and geometry); 2 years of the same world language or the equivalent. Graduates are students (regardless of high school entry year) who earned a diploma or GED by June 30 and have completed 4 English and 3 social studies courses.

Graduates Meeting OUS Entrance Requirements



Graduates Meeting OUS Entrance Requirements



| Graduates Meeting OUS Entrance Requirements | | | |
|--|----------------|----------------|----------------|
| Beaverton School District | 2012-13 | 2013-14 | 2014-15 |
| All Students | 55.5% | 60.3% | 59.0% |
| Male | 50.1% | 55.9% | 56.4% |
| Female | 61.3% | 64.6% | 61.4% |
| Econ. Disadvantaged | 32.8% | 34.4% | 33.9% |
| ELL* | 11.1% | 4.2% | 0.0% |
| Student with Disabilities | 17.3% | 11.9% | 14.5% |
| TAG | 84.5% | 85.2% | 85.1% |
| Asian | 74.2% | 75.9% | 78.9% |
| Pacific Islander* | 22.2% | 25.0% | 66.7% |
| Black | 33.3% | 40.5% | 37.2% |
| Hispanic | 33.3% | 30.4% | 31.4% |
| American Indian/Alaskan Native* | 33.3% | 14.3% | 55.6% |
| White | 57.5% | 65.1% | 62.6% |
| Multi-Racial | 51.7% | 61.2% | 57.6% |

| School Name | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------------|----------------|----------------|----------------|
| Aloha High School | 49.0% | 52.5% | 50.3% |
| Arts & Communication Magnet Academy | 68.2% | 46.6% | 59.5% |
| Beaverton High School | 45.7% | 55.1% | 53.1% |
| Community School | 5.3% | 0.0% | 4.4% |
| Health & Science School | 52.2% | 50.0% | 73.0% |
| International School of Beaverton | 81.9% | 82.4% | 73.0% |
| School of Science & Technology | 25.0% | 75.8% | 93.3% |
| Southridge High School | 65.4% | 63.0% | 52.1% |
| Sunset High School | 48.0% | 60.4% | 71.9% |
| Westview High School | 63.3% | 75.1% | 63.0% |

* Interpret with caution: Less than 30 in group

| By content area | 2012-13 | 2013-14 | 2014-15 |
|------------------------|----------------|----------------|----------------|
| English Language Arts | 77% | 79% | 77% |
| Social Science | 72% | 78% | 78% |
| Science | 78% | 78% | 78% |
| World Language | 83% | 81% | 85% |
| Mathematics | 78% | 78% | 79% |

| Graduates Meeting OUS Entrance Requirements (2014-15) | BSD | Aloha | ACMA | Beaverton | Community School | Health & Science | ISB | SST | Southridge | Sunset | Westview |
|--|------------|-------|------|-----------|------------------|------------------|-----|-----|------------|--------|----------|
| All Students | 59% | 50% | 60% | 53% | 4% | 73% | 73% | 93% | 52% | 72% | 63% |
| Male | 56% | 46% | 61% | 49% | | | 68% | | 51% | 72% | 56% |
| Female | 61% | 54% | 59% | 57% | | | 78% | | 53% | 72% | 70% |
| Econ. Disadvantaged | 34% | | | | | | | | | | |
| ELL | 0% | | | | | | | | | | |
| Student with Disabilities | 15% | | | | | | | | | | |
| TAG | 85% | | | | | | | | | | |
| Asian | 79% | 78% | | | | | | | 62% | 81% | 84% |
| Pacific Islander | 67% | | | | | | | | | | |
| Black | 37% | | | | | | | | | | |
| Hispanic / Latino | 31% | 27% | | 22% | | | | | 57% | 33% | 32% |
| Native American | 56% | | | | | | | | | | |
| White | 63% | 59% | 54% | 63% | | | 81% | | 51% | 76% | 62% |
| Multi-Racial | 58% | | | | | | | | | | |

Results for groups with fewer than 30 students are not reported

OUS Requirements by School and Subject Area

| School Name | 2014-15 | ELA Complete | ELA OUS Complete | SS Complete | SS OUS Complete | SC Complete | SCOUS Complete | WL Complete | WL OUS Complete | MA Complete | MA OUS Complete |
|-----------------------------------|----------------|---------------------|-------------------------|--------------------|------------------------|--------------------|-----------------------|--------------------|------------------------|--------------------|------------------------|
| Aloha High School | 50.3% | 100% | 66% | 100% | 71% | 96% | 64% | | 80% | 98% | 73% |
| Beaverton High School | 53.1% | 100% | 74% | 100% | 67% | 96% | 80% | | 84% | 99% | 78% |
| Sunset High School | 71.9% | 100% | 88% | 100% | 84% | 99% | 86% | | 91% | 100% | 82% |
| Arts & Communication | 59.5% | 100% | 90% | 100% | 85% | 99% | 81% | | 76% | 100% | 87% |
| Community School | 4.4% | 100% | 47% | 100% | 38% | 80% | 51% | | 16% | 96% | 20% |
| School of Science & Technology | 93.3% | 100% | 100% | 100% | 100% | 100% | 100% | | 97% | 100% | 97% |
| Westview High School | 63.0% | 100% | 75% | 100% | 85% | 95% | 77% | | 86% | 100% | 84% |
| Southridge High School | 52.1% | 100% | 78% | 100% | 73% | 98% | 82% | | 87% | 100% | 76% |
| International School of Beaverton | 73.0% | 100% | 81% | 100% | 99% | 100% | 81% | | 99% | 100% | 87% |
| Health & Science School | 73.0% | 100% | 100% | 100% | 89% | 97% | 97% | | 97% | 87% | 78% |

| School Name | 2013-14 | ELA Complete | ELA OUS Complete | SS Complete | SS OUS Complete | SC Complete | SCOUS Complete | WL Complete | WL OUS Complete | MA Complete | MA OUS Complete |
|-----------------------------------|---------|--------------|------------------|-------------|-----------------|-------------|----------------|-------------|-----------------|-------------|-----------------|
| Aloha High School | 52.5% | 100% | 69% | 100% | 75% | 87% | 69% | | 78% | 96% | 77% |
| Beaverton High School | 55.1% | 100% | 75% | 100% | 69% | 93% | 80% | | 82% | 93% | 72% |
| Sunset High School | 60.4% | 100% | 84% | 100% | 79% | 96% | 78% | | 81% | 96% | 74% |
| Arts & Communication | 46.6% | 100% | 88% | 100% | 72% | 98% | 79% | | 78% | 100% | 91% |
| Community School | 0.0% | 100% | 50% | 100% | 41% | 75% | 53% | | 22% | 84% | 28% |
| School of Science & Technology | 75.8% | 100% | 100% | 100% | 79% | 100% | 97% | | 97% | 100% | 94% |
| Westview High School | 75.1% | 100% | 86% | 100% | 89% | 97% | 86% | | 87% | 97% | 91% |
| Southridge High School | 63.0% | 100% | 82% | 100% | 83% | 98% | 78% | | 85% | 99% | 77% |
| International School of Beaverton | 82.4% | 100% | 94% | 100% | 100% | 100% | 84% | | 100% | 100% | 94% |
| Health & Science School | 50.0% | 100% | 94% | 100% | 59% | 97% | 97% | | 91% | 97% | 91% |

Change of 10% or more

OUS

Analysis

Successes:

- 8.5 Summer School and AVID will continue to provide students with additional opportunities to meet this requirement.

Issues:

- Data around the percentage of graduates meeting OUS entrance requirements is fluctuating at a level at most schools to require an analysis of the factors going into this data. The success within each of the five core areas is stable across the district over the last three years.
- Though we are successfully providing the needed courses for students, students earning even one grade lower than a C drops them out of this category.

Action Plan

This year:

- Deeper analysis of the data at the subject level by school confirms that the cause of the variation in the percentage of graduates meeting OUS entrance requirements is due to D grades earned in certain subjects. Variations of more than 10% are highlighted in yellow in the previous chart.

Long-term:

- Continued investment in efforts focused on underperforming students, such as AVID and 8.5 summer school, will provide supports needed for student success.
- Inconsistencies between schools will continue until we can secure the significant and consistent time necessary for moderation work between schools.
- The development of a common mathematics sequence, ensuring all students learn the critical concepts and skills, will provide the support for student success.
- The implementation of a common and rigorous writing program at all middle schools will provide the support for student success.

English Language Arts / Reading / English

- Continued professional development in reading and writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle – English Language Arts.
- Second phase of adopting instructional materials and resources (print and digital) to support high quality reading and writing instruction, assessment practices and alignment to the CCSS in English Language Arts.

Math

- Continued implementation of a consistent math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures.
- Continued professional development for math teachers focused on the CCSS Mathematical Practices.

Science

- Continued implementation of Next Generation Science Standards in Physics, Chemistry, and Biology.
- Continued implementation of Next Generation Science Standards at the middle school level.
- Continued district-wide monthly Learning Teams for Physics, Chemistry, and Biology teachers focused on instruction, assessment, and intervention/extensions with the addition of district-wide middle school science teacher Learning Teams.

Teaching & Learning

Ginny Hansmann, Chief Academic Officer Nicole Will, Administrator for Elementary Curriculum, Instruction, and Assessment
Robin Kobrowski, Administrator for Secondary Curriculum, Instruction & Assessment
Amy Andruschat, Secondary Literacy Specialist, June Yi, Secondary Literacy Specialist, Sharon Klin, Secondary Literacy Specialist
Jennifer Burkhardt, K-8 Intervention Specialist Sarah Dunkin, Elementary Literacy Specialist Heidi Hanson, Elementary TAG Specialist, Amy Hattendorf. Secondary TAG Specialist



District Goal for 2009-2015

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.