


WE EXPECT EXCELLENCE

WE INNOVATE

WE EMBRACE EQUITY

WE COLLABORATE

SCHOOL REPORT

School: Barnes Elementary

Principal: Paul Marietta **Years as School Principal:** 1 **Years in BSD:** 1

School Demographics 2016-17

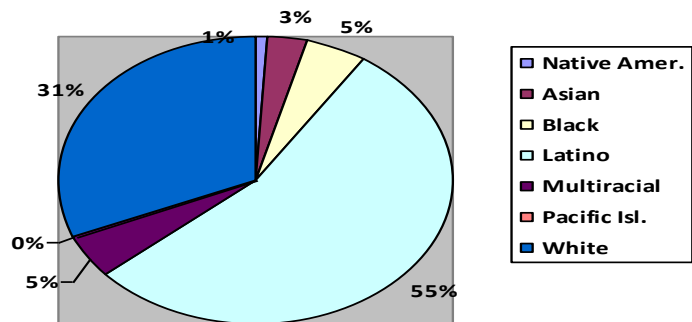
Enrollment: 634

Economically Disadvantaged: 67%

Students with Disabilities: 17%

Ever English Language Learner: 49%

Different Languages Spoken: 19



School Metrics

Kindergarten Readiness

Letter Names*	14-15	15-16	16-17	Early Mathematics	14-15	15-16	16-17
All Students	14.0	17.5	21.8	All Students	7.5	7.6	8.0
Economically Disadvantaged	9.5	12.7	17.6	Economically Disadvantaged	6.8	6.5	7.6
English Language Learners	3.9	7.4	10.6	English Language Learners	6.3	5.9	6.8
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	6.2	6.6	7.9	All Students	3.7	3.7	3.9
Economically Disadvantaged	3.4	3.7	4.7	Economically Disadvantaged	3.7	3.6	3.9
English Language Learners	1.3	1.8	3.2	English Language Learners	3.6	3.7	3.8
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	25%	31%	25%	All Students	27%	26%	14%
Economically Disadvantaged	20%	23%	24%	Economically Disadvantaged	22%	16%	13%
English Language Learners	14%	16%	15%	English Language Learners	13%	18%	7%
Ever English Language Learners	15%	18%	15%	Ever English Language Learners	14%	18%	6%
Students with Disabilities				Students with Disabilities			
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	15%	22%	19%	Hispanic/Latino	15%	19%	6%
White	39%	52%	39%	White	43%	36%	30%
Multi-racial				Multi-racial			
Male	26%	22%	24%	Male	38%	28%	19%
Female	24%	39%	26%	Female	18%	23%	10%

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	36%	45%	48%	All Students	30%	25%	22%
Economically Disadvantaged	24%	33%	37%	Economically Disadvantaged	18%	15%	10%
English Language Learners	23%	21%	24%	English Language Learners	17%	12%	7%
Ever English Language Learners	25%	27%	29%	Ever English Language Learners	18%	14%	9%
Students with Disabilities	4%			Students with Disabilities	11%		
Talented and Gifted				Talented and Gifted			
Asian		96%		Asian			
Hispanic/Latino	23.9	33%	31.8	Hispanic/Latino	16%	18%	9%
White	48.7	63%	65%	White	46%	40%	33%
Multi-racial				Multi-racial			
Male	32.9	42%	53.8	Male	27%	30%	31%
Female	40%	48%	42.6	Female	33%	21%	15%
Growth English Language Arts	14-15	15-16	16-17	Growth Mathematics	14-15	15-16	16-17
All Students	34%	38%	59	All Students	30%	26%	56%
Economically Disadvantaged	22%	28%	56	Economically Disadvantaged	19%	15%	53%
English Language Learners	9%	10%	49	English Language Learners	7%	6%	47%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	10%	16%	52	Students with Disabilities	12%	13%	35%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	22%	26%	54	Hispanic/Latino	19%	16%	53%
White	51%	58%	71	White	47%	40%	59%
Multi-racial				Multi-racial			
Male	34%	34%	62	Male	35%	31%	56%
Female	34%	42%	57	Female	25%	21%	57%

2016-17 Participation Rates

Smarter Balanced ELA: 99%

Smarter Balanced Math: 99%

Student Survey: 99+%

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	64%	62%	59%	Students reporting that at least one adult cares about them		79%	78%
Students missing class due to suspensions or expulsion	17	19	43	Parents reporting they feel informed and valued as active partners in their child's education	57%	75%	62%
Number of class days missed due to suspensions or expulsion	24.0	24.5	93.0	Teachers and staff reporting they contribute to school decision making	64%	70%	76%

Successes:

Of the metrics above, what are you most proud of and why?

In both reading and math, our growth trajectory is indicating a positive trend. We were designated as level 4 (out of 5) by the state for reading, and level 3 in math. It is worth noting that we missed the level 4 designation in math by one point. Growth occurred in every area. Some of the largest gains were seen in economically disadvantaged students and English Language Learners.

We feel strongly that growth is a vital metric to focus on because of the data from both kindergarten readiness and 3rd grade proficiency indicates students who have enrolled at Barnes often are entering school with fewer readiness skills (noted above). In other words, the start line for student success is further behind. Therefore, we must continue to work on accelerating the learning and monitoring the growth students make every year.

Challenges:

Of the metrics above, what are you most concerned about and why?

We continue to be concerned with proficiency levels. Our greatest concern is with all students in math. Additionally, we have significant concerns with the attendance of students, related to both school-initiated discipline and reasons unknown.

Language barriers factor into initial proficiency when the primary language of instruction and majority of home language is not congruent with the language of assessments. That further validates the need to focus on growth. Research by Virginia Collier and Wayne Thomas (2014) also indicates that students enrolled in Dual Language programs often score lower on initial proficiency-based assessments, but quickly accelerate and surpass their peers as their skills in both languages improve. It is also vital to continue to ensure material is accessible for staff in the language of instruction.

Although $\frac{3}{4}$ of the teachers report having an opportunity to contribute to the decision making, according to the TELL survey given to the entire state, many reported concerns around systems to support the Social and Emotional Wellness of students and staff.

In recent research and enrollment trend analysis, a new focus on Adverse Childhood Experiences (ACEs) has created a heightened awareness and understanding of childhood trauma. Schools with high concentrations of poverty are shown to have a correlation to a higher number of children who have had 2 or more ACEs. This, in turn, can impact the engagement data of a school.

Finally, it is worth noting that there has been a significant decline in enrollment. The number stated above reflects 640 students, however when you peel it back a bit further and explore how many students are enrolled from the Barnes “catchment” area, there has been a reduction of 130 students over the last three years.

Action Plan:

What is your plan of action to address these concerns?

Intentional training, support, and involvement of staff to create a safe and orderly environment was a focus for us right at the onset of this year. This includes clear procedures and protocols, while also providing more opportunities for staff development and shared leadership to impact the operational and instructional aspects of the school. Additionally, with the support of the district, focusing on trauma informed instruction has been a focus for professional development for our staff.

Mathematics instruction changes that focus on student construction of key concepts within a workshop model (versus one size fits all), as well as focus on algorithmic math processes is occurring district wide. More training and support continue to be provided to staff, along with intentional observation cycles by administration and initiation of a peer feedback model.

Significant emphasis on providing quality core instruction in all subject areas is supported through the use of ESL and support teachers in co-teaching, most frequently within the general education setting. This experience, in conjunction with specific feedback through observation, improves teacher quality and students “initial” experience in core. We also continue to provide more time and support through intervention.

There is a firm commitment to implementing a Dual Language program with fidelity. Significant research supports the long term and lasting impact of Dual Language programs with the academic achievement for students whose primary language is both English and Spanish. Often, as noted above, initial assessments that are not congruent with language of instruction can be impacted. As students progress in Dual Language programs, research demonstrates a significant acceleration in the achievement levels for all learners. More specifically, Dual Language is the most effective model for leading to academic achievement for English Language Learners. It indicates “Dual Language is the only program for English learners that fully closes the gap; in contrast, remedial models only partially close the gap.”