INNOVATION

▶ **Future Ready**
▶ **Early Learning**

COLLABORATION

▶ **Learning Teams**
▶ **Community Partnerships**

- **Future Ready** – Future Ready schools prepare students to thrive in an ever changing global community

- **Early Learning** – Early Learning focuses on early assessment and intervention at the Pre-K through third grade levels to ensure early academic success

- **Learning Teams** – Learning Teams are groups of educators who regularly collaborate to analyze student work to improve teaching & learning in the classroom and improve student learning & results

- **Community Partnerships** – Community Partnerships are about every school working side-by-side wtih families, businesses, faith-based groups, patrons, community organizations and leaders who reflect the diversity of our students. Partnerships are developed collaboratively based on the need identified in each school community

To determine the District's progress toward achieving the goals of Innovation, the following benchmarks are used:

Future Ready

- **40%** of teachers who report they are confident integrating technology into their instruction
- % of students reporting they can access the necessary technology outside of school to support their learning
  data not available

Early Learning

- % of incoming kindergarteners who participated in Pre-K Kindergarten classes who are at or above the District average on the Oregon Kindergarten Assessment

  data not available

To determine the District's progress toward achieving the goals of Collaboration, the following benchmarks are used:

Learning Teams

- **51%** of teachers reporting sufficient time to collaborate
- **62%** teachers reporting improved instruction based on collaboration efforts

Community Partnerships

- **72%** of families who report they are active participants in the life of the school
- **90%** of schools with functioning Community Partnership Teams

District Goal:
We empower all students to achieve post high school success.

Accountability in Beaverton School District
Fall 2017

BEAVERTON
SCHOOL DISTRICT

www.beaverton.k12.or.us

Six District Milestones
with data

EXCELLENCE
▶ **Standards Based Learning System**
▶ **Educator Effectiveness**

EQUITY
▶ **AVID**
▶ **Culturally Relevant Teaching**

Milestones (left column)

Grade 3
- English Language Arts and Mathematics at the proficient and advanced levels

	13-14	14-15	15-16
ELA		61%	62%
Math		66%	65%

Grade 5
- English Language Arts and Mathematics at the proficient and advanced levels

	13-14	14-15	15-16
ELA		66%	69%
Math		59%	56%

Grade 8
- English Language Arts and Mathematics at the proficient and advanced levels

	13-14	14-15	15-16
ELA		67%	66%
Math		60%	56%

Grade 9
- Earning 6 or more credits

	13-14	14-15	15-16
Six Credits	80%	84%	87%

Grade 11
- Reading, Mathematics, and Science at the proficient and advanced levels

	13-14	14-15	15-16
Reading	48%	46%	50%
Math	47%	46%	47%
Science	45%	44%	43%

Grade 12
Graduate with at least two of the following:
- Oregon University System minimum entrance requirements (15 specified college-prep courses with C or better)
- Three or more college-level courses
- CTE Program of Study

	13-14	14-15	15-16
Graduates (5 year)	82%	84%	86%
OUS		60%	59%	58%
3 College courses	61%	60%	63%
CTE	36%	42%	44%

Milestone Trends
Green denotes highest value

- **Standard Based Learning System** – A consistent set of standards and expectations define a clearly articulated learning progression of content & skills for all students to achieve college & career readiness

- **Educator Effectiveness** – Every staff member is supported, accountable, and passionate about a student's success
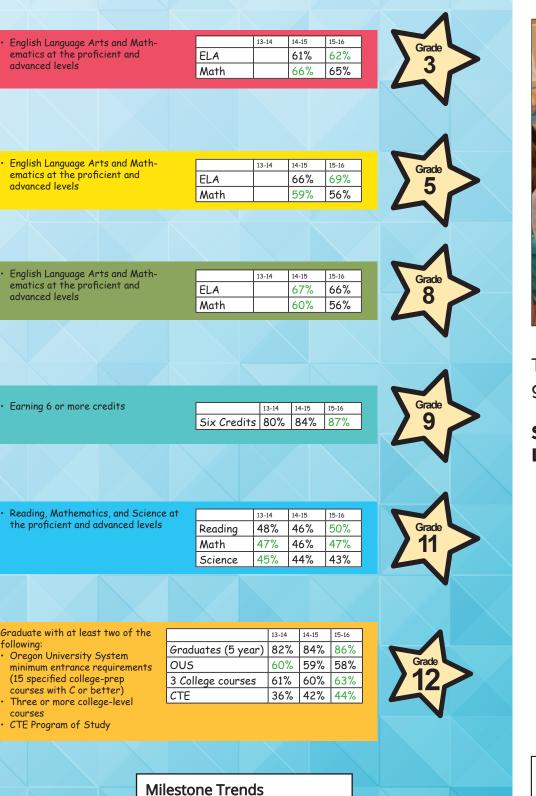

- **AVID** (Advancement Via Individual Determination) – AVID schoolwide transforms the instruction, systems, leadership and culture of all secondary schools, ensuring college readiness for all AVID elective students and improved academic performance for all students based on increased opportunties

- **Culturally Relevant Teaching** – Culturally Relevant Teaching is both a mind-set and actions that are necessary to break the productive link between student demographics & student success

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To determine the District's progress toward achieving the goals of Excellence, the following benchmarks are used:

Standards Based Learning System
- **73%** of families who report they feel well-informed about what their children are learning and their progress
- % of students in grades 4-8 with growth above the 50th percentile in
  - **53%** English Language Arts
  - **50%** Mathematics
- **81%** of students who report that they receive timely, personal feedback to improve their academic achievement

Educator Effectiveness
- **88%** of students, teachers and staff reporting their school has a safe, inclusive and respectful climate
- **45%** teachers reporting improved instruction based on feedback from their administrator

To determine the District's progress toward achieving the goals of Equity, the following benchmarks are used:

AVID
- % of 8th grade students and % of 8th grade students in AVID elective who are nearly proficient or above in AGS I or higher math class

data not available

Culturally Relevant Teaching
- **3%** of students missing school as a result of discipline
- **87%** of students reporting their school has a safe, inclusive and respectful climate

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Benchmarks: Best indicators of success to identify disparities between various student groups, all data in all areas will be broken out by the following groups:
- Ethnicity
- Gender
- ELL (English Language Learners)
- Poverty
- SPED (Special Education)