



## Policy IK - Academic Achievement Report

### POLICY ISSUE / SITUATION:

Beaverton School District's Policy IK, Academic Achievement – Grading and Reporting, was last updated on June 16, 2014. The changes made to the policy at that time not only established the vision and direction for the District, it captured the on-going work around grading and reporting as part of a standards-based learning system. This report is intended to provide information on the impact of Policy IK, successes, and challenges.

### IMPLEMENTATION AND STATUS:

Policy IK is focused on maintaining high standards and preparing all students for college and career after graduation through a standards-based learning system. Now in the twelfth year of work, we will enter the 2017-18 school year with every course, at every grade level, and at every school, having learning targets in place. Within the next two years, we hope to have rubrics / scoring guides established for each learning target. Work around teacher practices of increased formative feedback, multiple opportunities around each learning target, the separation of academic achievement and behavioral performance, and other instructional and assessment related efforts will never be completed.

### SUCSESSES:

- In 2016, using the ACT assessment as an indicator of college and career readiness, Beaverton 11th graders posted higher mean scores than their peers in the previous year in all subjects. The English, Reading, Science, and the Composite scores were at all-time highs. In addition, the BSD dropout rate for 2015-16 was the lowest in twelve years and the five-year cohort graduation rate rose for the 7th consecutive year and the four-year rate also hit an all-time high.
- The BSD will begin the fall of the 2017-18 school year with every course, at every school, and every grade level with academic learning targets in place.
- Beginning with the 2016-17 school year, all report cards began displaying individual student growth by showing the student's proficiency level for each of the reporting periods.
- Our community has become more familiar and comfortable with our standards-based learning system, as more high school students have come up through the elementary and middle school programs which consistently used the behavior marks and the 1-4 scale / language of the rubrics.
- We will begin the 2017-18 school year with all teachers / courses within a school site using the same scale (1-4 or 1-8) to report student achievement.
- We will begin the 2017-18 school year with a Superintendent expectation that all teachers update student progress within Synergy / ParentVue / StudentVue portals every two weeks and administrators have been provided an efficient way to ensure this occurs.
- Beginning in the fall of 2017-18, all schools within the Beaverton School District will be on a semester schedule and have a report card produced at the end of each semester.

**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.

- Beginning in the fall of 2017-18, all secondary schools will transition to an electronic Progress Report and Report Card for all families except those who request a hard copy.

#### **CHALLENGES:**

- The BSD does not yet have wide-scale and consistent practices around all teachers recording and reporting student behavior information for all students.
- Currently, the use of differing scales (1-4, 1-8, 1-10) by various courses within the school site has led to student and parent confusion.
- We have no mechanism in place to collect or analyze practices around parents being notified as soon as practicable when student academic performance or behavior jeopardizes success or shows sudden marked deterioration.
- The policy states that “significant changes” must meet several criteria before being implemented without defining what constitutes “significant.” This has led to uncertainty of decision-making processes and delays in implementing changes.
- The policy states that significant changes must be approved by the School Board. This has shifted the responsibilities of both the School Board and the Superintendent. The School Board is now managing the implementation of policy, removing this responsibility from the Superintendent.