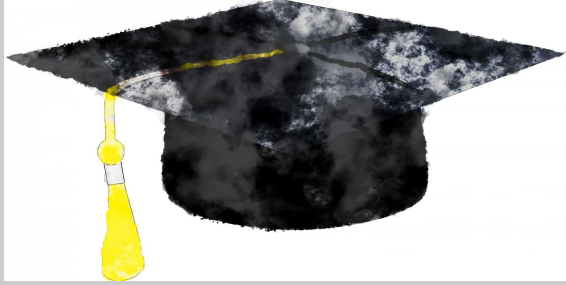




AGENDA

I. WELCOME	3:00 - 3:05 p.m.	
Becky Tymchuk		
II. DISTRICT STRATEGIC MEASURES	3:05 - 4:05 p.m.	2
Ginny Hansmann, T & L Team		
III. RETURN TO SCHOOL	4:05 - 5:05 p.m.	
A. Operations		125
Josh Gamez		
B. Teaching & Learning		152
Brian Sica		
IV. BREAK	5:05 - 5:10 P.M.	
V. COMMITTEE UPDATES	5:10 - 5:40 p.m.	155
Committee Chairs		
VI. LONG RANGE FACILITY PLANNING UPDATE	5:40 - 6:45 p.m.	160
Carl Mead, Josh Gamez, Steve Sparks, Aaron Boyle		
A. Strategies 360		171
Amy Ruiz		
VII. ACTION ITEMS	6:45 - 6:55 p.m.	
Becky Tymchuk		
A. Approval of BEA Compensation Contract 2020 - 2021		181
VIII. ADJOURNMENT	7:00 P.M.	

We empower all students to achieve post-high school success.



Strategic Measures Teaching and Learning 2020-2021



Pillars



Teaching and Learning Administrators

Ginny Hansmann-Deputy Superintendent of Teaching and Learning

Dr. Jon Bridges- Administrator for Accountability

Dr. Brian Sica-Administrator for Pre-K -12 Curriculum, Instruction and Assessment (focus on Secondary), AVID District Director

Kayla Bell- Administrator for Pre-K-12 Curriculum, Instruction, and Assessment (focus on Elementary) and Early Learning

John Peplinski-Administrator for Curriculum, Instruction, and Assessment, CTE and Future Ready

Dr. Toshiko Maurizio, Ed.D.-Administrator for Multilingual Programs

Kelly Raf - Administrator for Special Education

Dr. Danielle Hudson-Executive Administrator for Student Services

Dr. Jon Franco-Executive Administrator for High Schools

Ken Struckmeier-Executive Administrator for Middle Schools

Dr. Patrick Meigs-Executive Administrator for Elementary Schools

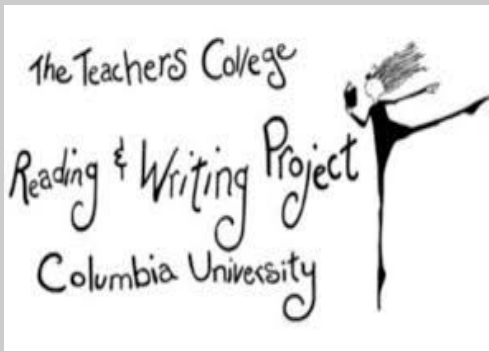
Kathleen Skidmore-Executive Administrator for Elementary Schools

Nicole Will-Executive Administrator for Elementary Schools

5

“A team is not a group of people that work together. A team is a group of people that trust each other.”

Simon Sinek



Leadership Learning



Teaching and Learning Focus

Collective Efficacy as an umbrella as we focus on leadership in these areas:

- Anti-Bias Anti-Racism (ABAR)
- Consistent curriculum/instruction implementation in all classrooms
- Meaningful feedback to students and teachers
- Social emotional learning

Background - “The Why”

1. To streamline the coherency of goals and strategies that support student growth and achievement
2. To ground each school’s work in the foundational pillars of the district
3. To have a common tool to document our collective work and and progress made
4. To have a way to make our collective work public and accessible to multiple stakeholders
5. To have a way to map each school’s path towards ongoing student growth and achievement
6. To have a common tool for schools to use to define problems of practice, to set goals for addressing those problems, and to define strategies to meet established goals
7. To have a common tool to put each school’s story in the context of their ongoing work and efforts to grow student achievement
8. To have a common tool for each school to reflect on the work they have been engaged in over time

The Plan - “The What”

1. Plans grounded in the four pillars - Excellence, Innovation, Equity and Collaboration
2. “Our Story” - space to reflect and tell a school’s story - including historical patterns of student growth, demographics, collective work and professional development, and reflection on culture and climate
3. “Problem of Practice” - based on a school’s data, culture and story - the work a school is engaged in based on understanding of a school’s needs from multiple data sources
4. “Goal” - based on a problem of practice - a target to address the identified problem of practice
5. “Key Strategies” - the ongoing work and intentional moves to meet the defined goal and address the problem of practice
6. The plan can be focused on a singular area with three related problems of practice - for example, a school’s work could be centered on one content area, such as math
7. The plan is meant to be a living document that is added to and refined over the course of a school year - a way to document responses to the ongoing needs of each school - the plan becomes the ongoing story of growth, student understanding and achievement for all schools

Putting the Plan Together - “The How”

Schools will use a variety of data sources to develop their plan, including but not limited to:

1. SBAC data
2. TELL data
3. Internal school surveys
4. Goal conferences
5. Observations and feedback loops
6. Formal and informal assessment data from across content areas
7. Any other school data sources

Teaching and Learning Highlights

Anti-Bias Anti -Racism



12

Equity

Pat McCreery- Office of Equity and Inclusion

Partnering with the Office of Equity and Inclusion

- T&L Leadership Meetings
 - Collaboration around T&L Anti-Bias and Anti-Racist Plan
 - *Cultivating Genius* Book Study
- Elementary and Secondary Leadership Planning and Meetings
 - Sharing resources for building leaders to use in their anti-bias and anti-racist work
 - Collaborating with equity teams/committees
- District Professional Development:
 - Oct. 28 BMEC Summit, Nov. 18, Jan. 6₁₃, March 31, June 7 Secondary PD, Feb. 10 and May 5 all district PD

Teaching and Learning: Early Learning (PreK-2)



Early Learning: PreK

Focus:

Anti-Bias Anti-Racist Early Learning Practices, [Habits of Mind](#) & Playful Inquiry

Partnerships:

NWRES D, Early Learning Washington County, Kristi Mraz, Matt Glover, Teaching Preschool Partners (TPP) and Children's Institute (CI)

Current Status and Future Expansion:

14 Pre-K Classrooms * 4 new classrooms coming next year (McKinley and Fir Grove)

Each classroom includes: 1 certified teacher - 2 para professionals - family engagement support

Adding 2 Preschool Promise classrooms at Merlo Station High School in February.
Program will serve Elmonica and Beaver Acres communities.

Early Learning: Kindergarten

Kindergarten: Kindergarten teachers are learning in cohorts this year with the support of TPP and CI as well as the support of the Early Learning Coaches (Title I). Focus: Anti-Bias Anti-Racist work and Purposeful Play.

Principal PD: Principals participate in professional development once a month to learn more about best practices in early learning. Focus: Playful Inquiry, Habits of Mind and Parent Engagement

Parent PD: Kristi Mraz (author and professional developer) to host a parent event for all PreK and K families around the importance of purposeful play in school.

Next Year: Focus on supporting first grade teachers and classrooms, while continuing to support PreK and Kindergarten

Early Learning: Supporting Black Students K-2

Intervention teachers are monitoring K-2 students who identify as Black/African American. They are offering intervention support and collecting data on all students who are more than one full year behind in reading according to our [Intervention Guidelines](#).

- Based on the data, eight of our schools have zero students who qualify for intervention services.
- 80% of our students who qualify have elected to receive intervention services.
- For the 20% who do not elect to receive services, schools continue to reach out and offer supports.

Elementary: English Language Arts



District Led Wednesday Professional Development

Focus: Best Practices in Instruction and a Consistent Curriculum

Sessions designed to support:

- * Workshop Models in Reading, Writing and Math
- * Implementation of new Twig Science Adoption
- * PreK and Kindergarten Cohort addressing Habits of Mind and Playful Inquiry
- * Supporting Gifted Learners
- * Consistent Use of Learning Platforms Canvas & Seesaw for 21st Century Learning
- * Assessment Support in IRLA
- * Need to move to **Anti-Bias and Anti-Racism** Practices

Teachers College - Workshop Support

2020.2021: K-5 teachers received resources for reading, writing and phonics support which included recorded mini-lesson for teachers to use during CDL to support their own learning as well as student learning.

All K-5 teachers have or will receive 4 to 6 hours of professional development support from a Teachers College staff developer. Topic included: Read Aloud, Small Group Instruction and Conferring

Plans underway for a summer professional development series for K-8 educators.

Elementary ELA: Short Term Plans

All Schools:

- Created a [Comprehensive Distance Learning](#) website to organize instructional materials.
- Created Reading and Writing Launching Units K-5 for reading identity and community building.
- Creating Seesaw and Canvas activities for Units of Study in Reading and Writing
- Providing Access to Virtual Units of Study – Reading & Writing
Note: All units created in English and Spanish.
- Implementing ELD curricular adoption materials that align with the ELA adoption.
- Providing Professional Development to use Independent Reading Level Assessment (IRLA) and how to administer IRLA/ENIL virtually
- Providing Professional Development on how to use the reading assessment via a multilingual/multicultural lens

Dual Language Focus:

- Providing Heggerty Phonemic Awareness Spanish materials and professional development for Dual Language K-2 teachers
- Increasing digital access to more culturally responsive books in Spanish for Dual Language elementary schools

Elementary ELA: Long Term Plans

All Schools:

- Build in a [Culturally and Historically Responsive Literacy Framework](#) (CHRLF) into reading and writing units.
 - o Prepare text list and teacher coaching to accompany books
 - o Purchase these books for every classroom
 - o Recruit teachers (including BIPOC voices) to look critically at current curriculum and how to add or change to ensure it meets CHRLF
- Professional Development on adding work around identity, intellect, criticality and joy into Units Of Study, and how you may make modifications based on the identities of students in your own class
- Professional Development around thoughtfully planning interactive read aloud
- Review scope and sequence and adjust as necessary for return to in-person instruction

Elementary: Math



Elementary Math: Short Term Plans

All Schools:

- Continue to implement consistent K-5 Math Curriculum and best practices in math.
- Units and lessons provided for teachers in both Seesaw and Canvas ([Example: 3rd Grade](#))
- Progress monitor student growth for students with disabilities three times per year in the area of math.
- Continue to support ELs in mathematics, by providing teachers with sheltered instruction training to meet the needs of all learners.
- Invited all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.

Dual Language:

- In a Dual Language setting, Dual Language teachers teaching math receive professional development in the languages of instruction (English and Spanish).

Elementary Math: Long Term Plans

All Schools:

- Continued building and administrator support for adopted math curriculum and [best practices in math](#).
- Continue staff support in assessment best practices in math.
- Continue providing and growing more culturally & linguistically responsive supports in Spanish for Dual Language K-5, recognizing that Spanish is the language of instruction.
- Continue to use DreamBox - as a communication tool, for data points and for progress monitoring.
- Ensure new teachers are trained and supported in the district's vision and goals for math.
- Support teachers to maintain implementation of the Math adoption as the adoption enters year five
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and PD for language is aligned to content area professional development.
- Continue to vertically and horizontally align our district's PK-12 Dual Language Programs district-wide.

Elementary: Science



Elementary Science: Short Term

All Schools:

- Support the CDL rollout of Twig Science for grades 1-5 (including SpEd specialized classrooms).
 - Professional Development * [Best Practice](#) * Distributed trade books to schools * Slide decks and Twig Science lessons created in Seesaw and Canvas
- Support CDL in science Kindergarten (including Dual Language)
 - Professional Development * Create curriculum that integrates with purposeful play inquiry model and offers culturally relevant resources
- Support CDL Twig Science rollout for grades 1-5 in Dual Language
 - Professional development * Create science units for teachers in Spanish using some of the Twig resources available * Distribute trade books in Spanish to the three dual-language schools
- Continue to examine our science practices through an equity lens
 - Provide resources for teachers that address equity in science * Integrate equity practices into professional development * Provide additional culturally relevant and inclusive resources (eg. non-fiction videos and books) to supplement the Twig curriculum

Elementary Science: Long Term

All Schools:

- Supporting consistent integration of NGSS (Next Generation Science Standards) in all elementary classrooms.
- Supporting the ongoing work of curricular integration across subjects.
- Ongoing professional development to support teacher understanding of scientific content knowledge appropriate to the grade level they teach.
- Ongoing professional development to support teacher understanding of the three-dimensions of the NGSS standards as well as phenomena based learning.
 - Create science units for kindergarten aligned with NGSS standards and purposeful play inquiry model using the Twig science curriculum resources (both in English and in Spanish)
 - Develop list of hands-on materials aligned with science units and distribute it to kinder classrooms
 - Develop a list of culturally relevant non-fiction text aligned with the kinder science units and distribute it to kinder classrooms (including text in Spanish for dual-language classrooms)
 - Develop kinder assessments in English and Spanish

Secondary: English Language Arts



ELA: Secondary Successes and Challenges

Successes:

- The college- and career-readiness of 11th grade students with disabilities has increased over the last three years.

Challenges:

- The percentage of 11th graders meeting college and career-readiness benchmarks in English is at its lowest point. This also true for most student groups as well.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender, and ability.

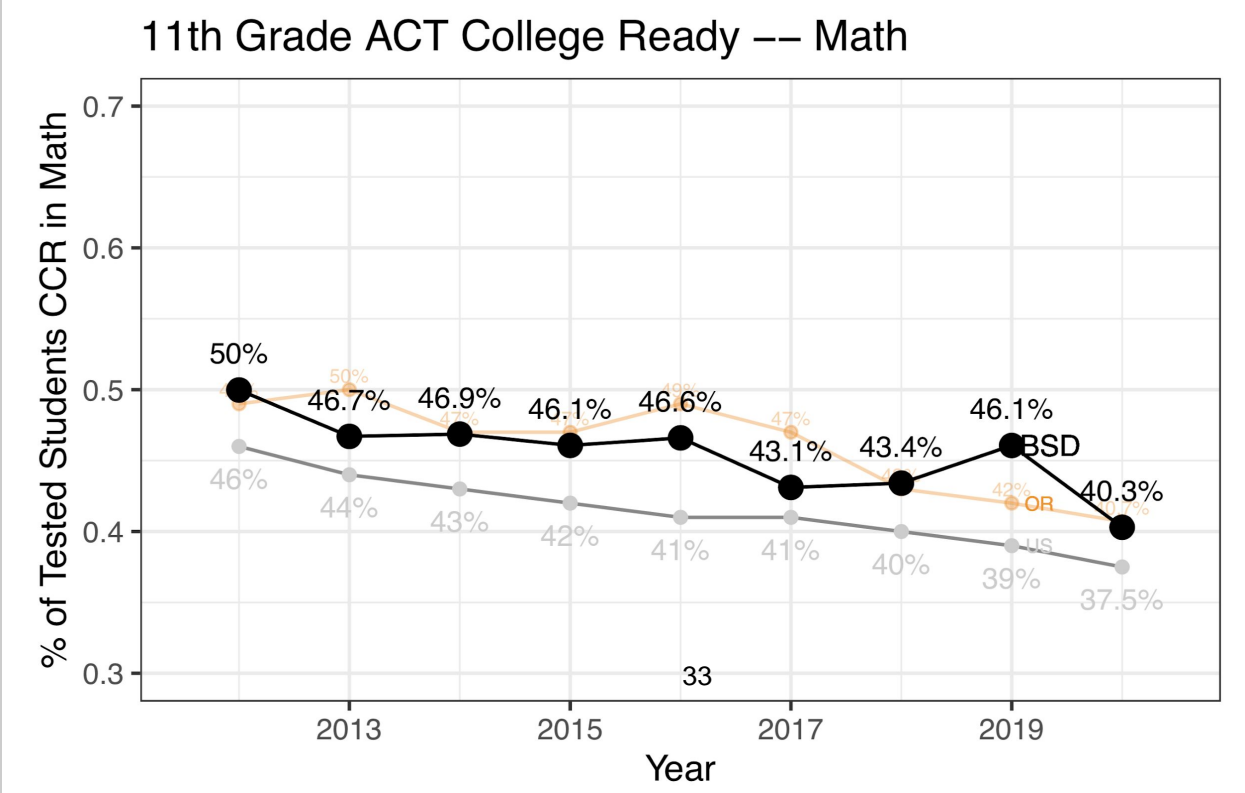
ELA: Secondary Action Plan

- Progress monitoring of student growth for students with disabilities two times a year in ELA.
- This year, all levels will continue to implement ELD curricular adoption materials that aligns with ELA adoption.
- Classroom libraries continue to add text that reflect the demographics and language backgrounds of all students.
- Continued focus on the implementation of the Writer's Workshop and the use of the Writing Units of Study through shared units on Canvas.
- Increased use of Reading Units of Study classroom libraries, and student choice reading
- Pilot study at select secondary schools (Aloha, Southridge, Westview, Highland Park) to determine impact of an integrated or pull out ELD model on student achievement.
- Consistent plans and positions for reading intervention at the secondary level is crucial. There are little to zero trained reading intervention teachers at the secondary level.
- MS and HS collaborating in spring/summer to create sample scope and sequences and materials to support teachers in 2021-2022 school year
- The addition of classroom libraries in all specialized program classrooms
- Support collaboration time for Language Arts/Humanities, ELL, and SPED teachers to strengthen literacy practices.

Secondary: Math



College Readiness on the 11th Grade ACT Test



Math: Successes and Challenges



Successes

- ACT: The college- and career-readiness of 11th grade students with disabilities has increased over the last three years.
- ACT: Slight increase in 11th grade College Readiness in math for Black/African American students from previous year.
- Through CDL many teachers are building expertise in using tools like GoFormative, Desmos and Jamboard to engage students and provide formative feedback. This expertise will continue as teachers transition back to in-person.
- Through CDL math departments across the district are adapting instructional techniques and experimenting with new methods of assessment and feedback.

Areas for Growth

- ACT: The percentage of 11th graders meeting college and career-readiness benchmarks in math is at its lowest point since 2014. This is also true for most student groups as well.
- ACT: Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender, and ability.
- Student enrollment in advanced mathematics courses is not reflective of district student demographics
- Lack of consistent implementation of current math adoption materials and best practices in all schools
- Many of our math courses function under a system of urgency to “cover” all typical year-long standards which might compromise deeper understanding and greater rates of student proficiency.
- Disagreement over pedagogy/instructional strategies/grading practices exist within and across departments and schools. There has been a limited implementation of lesson study model PD (TDG),³⁴ moderation and calibration which we believe has greatest potential to change this.

Teachers Development Group (currently secondary)

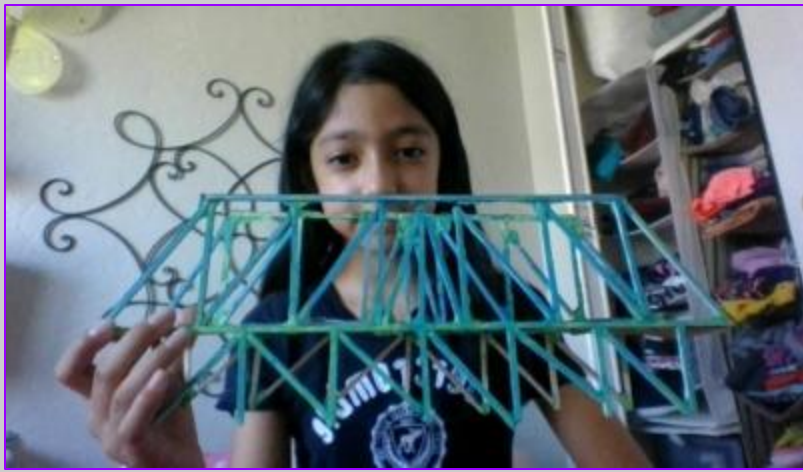
Teachers at three of our most poverty impacted schools (AHS, FOMS, MVMS) have engaged in a multi year project with the sole goal of improving the math experience for their students through improved instruction.

Through the use of:

- Common Instructional Practices, Leadership Coaching, Studio Classrooms, Data Snaps, One/One Instructional Coaching

Secondary Math: Action Plan

- Complete CDL work with teachers to adapt curricular resources in Math 6/7, 7/8, AGS 1, AGS 2, AGS 3 into a digital format using GoFormative for CDL.
- Facilitate and support Professional Development opportunities focused on creating an antiracist, anti-bias math classroom. Support BMEC and District PD efforts on antiracism for all teachers.
- Teacher Collaboration and Professional Development opportunities for MS/HS math teachers to share best practices problems of practice and work on instruction in CDL.
- Continue Professional Development and Collaboration with Teachers Development Group in the spring at Mountain View MS, Five Oaks MS, and Aloha HS.
- Initiate professional development focused on studio classroom observations and on peer observation and reflection. (On hold during CDL.)
- Work toward AVID school-wide implementation in middle and high schools. 98 teachers have been trained in AVID math instructional strategies.
- Provided training and guidance to support the implementation of changes to the Special Education service model for students with disabilities related to mathematics
- For the 20-21 school year, all levels will continue to support English Learners in all content areas, including mathematics, by providing math teachers with integrated language instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive professional development in the languages of instruction (English and Spanish).



Secondary: ELD & Dual Language Programs

Secondary ELD & Dual Language Programs

Where we are:

- MLD provided 2020 Online Summer School to 113 Middle Schoolers and 156 High Schoolers.
- ELD teachers successfully rose to the challenge of implementing co-teaching and consulting program models, *on the turn of a dime*, in response to CDL scheduling constraints.
- MLD developed guiding documents to support rapid implementation of consulting program models.
- MLD purchased early reading development online texts for each middle and high school.
- Dual Language has two subjects taught at each grade level in Spanish in our two Comprehensive Middle School Dual Language programs and Science, Lit and Comp and Social Sciences at all three High School Dual Language programs.
- MLD has added another TOSA to support Secondary Dual Language and ELD.

Where we need to go:

- Elevate and praise the work done by ELD teachers, particularly consulting ELD teachers, who have been working “behind the scenes” to support student’s acquisition of English through content.
- Provide more ways and time for ELD teachers to collaborate across buildings.
- Deepen our consulting and co-teaching ELD programs to lock-in the positive learnings from CDL.
- Dual Language programs need more equitable curricular materials and PD in Spanish.





Secondary: World Language

Secondary World Language

Where we are:

- World Language has joined the Multilingual Dept. family - with the purpose of keeping all language acquisition in the same section of the district.
- Pre-planning has begun for the required World Language curriculum adoption.
- World Language teachers received PD directly from renowned expert Dr. Stephen Krashen this semester, and also had time to collaborate together during district staff development days.

Where we need to go:

- Continue pre-planning for the World Language curriculum adoption.
- Provide more PD and collaboration opportunities for World Language teachers.
- Position ABAR at the center of the World Language curriculum adoption (raciolinguistics).
- Apply for an extension from ODE for the curriculum adoption.

Secondary: Science



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Science: Successes and Challenges

Successes:

- The percentage of all students meeting or exceeding the college- and career-readiness benchmark increased by 1.3% compared to the previous year.
- The percentage of students with disabilities meeting or exceeding the college- and career-readiness benchmark is at its highest point since the current science benchmark was adopted in 2012-13.

Challenges:

- The percentage of students meeting or exceeding the college- and career-readiness benchmark increased from last year, but is still slightly below prior years.
- Our outcomes in science are predictable by a student's race and socioeconomic status.

Science: Action Plan

- Implementing Middle School Adoption of IQWST in 2021-22 School Year, including lab equipment, sensor technology, professional development, new learning targets, and comprehensive NGSS-aligned curriculum in both English and Spanish
- Continue implementing Twig Science adoption in SpEd secondary specialized classrooms
- Continue implementing supplementary TwigSecondary resources, which have high quality videos and texts in multiple languages (MS & HS)
- Continue our collaboration with HSD, PPS, and the Portland Metro STEM Partnership (PMSP) on the iteration of our Patterns High School Science curriculum. This year many lessons were added and revised with a focus on cultural responsiveness, including the integration of SB13 Tribal History/Shared History lessons (in addition to making them CDL-ready)
- Continue offering HS science teacher externships to learn about STEM careers, in partnership with PMSP

Challenges to Becoming an Anti-Racist and Anti-Biased (ABAR) School District

- Academic outcomes are largely predicted by race, language, and socio-economic status
- Tracked classes limit opportunities for students to access higher level offerings
- Limited funding and time available for ABAR professional development
- Course offering limitations due to budget constraints (e.g. not all high schools have been able to offer a Spanish Literature and Composition course for Spanish-speaking students)
- Segregated options programs benefit some and burden others and widen opportunity gaps
- The need to recruit and retain racially, ethnically, and/or linguistically diverse educators
- Historically underserved voices are not consistently represented in decision making processes
- BSD's mostly white staff teaches a majority of students of color.

Becoming an Anti-Racist and Anti-Biased (ABAR) School District

Collaborative Efforts Supported by T&L including BMEC ABAR Action Plan Items:

- Transforming School Summits: Antiracist and Anti-Bias Learning and Action
 - Secondary Teacher Professional Development
 - Dates & Programs: [November 18](#) and [January 6](#), upcoming: March 31 and June 7.
 - PK-12 Summits on Feb. 10 and May 5.
 - Topics and Sessions included (but not limited to):
- Weekly [TOSA ABAR](#) work sessions (Professional Learning & Workgroups)
- Becoming a more diverse workforce (HR programs like Be The Change)
- Ongoing assessment of grading practices & changes in secondary grading policies
- The support of well-implemented Dual Language Programs
- Implementation of [Tribal History/Shared History](#) lessons and professional development (at Summits and ODE modules)
- Use of tools such as the [Culturally Responsive Curriculum Scorecard](#) in all subject areas

Becoming an Anti-Racist and Anti-Biased (ABAR) School District

Collaborative Efforts Supported by T&L:

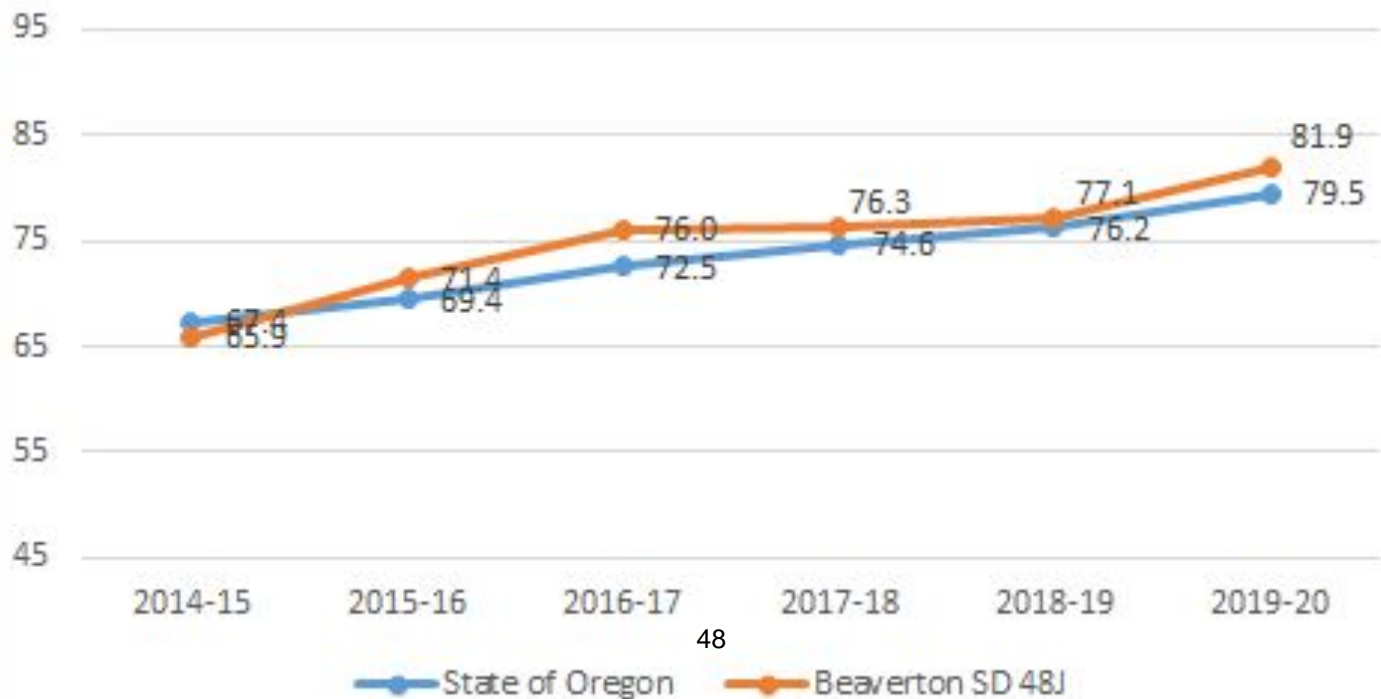
- Continued work on improving access to rigorous core courses
 - Data dashboard to analyze disaggregated grades, enrollment, and course taking patterns
 - Ongoing work in CCT, principals meetings, and in our adoption processes on equitable course pathways, moving towards more heterogeneous grouping (detracking) of our course pathways.

High School Graduation and Career Learning



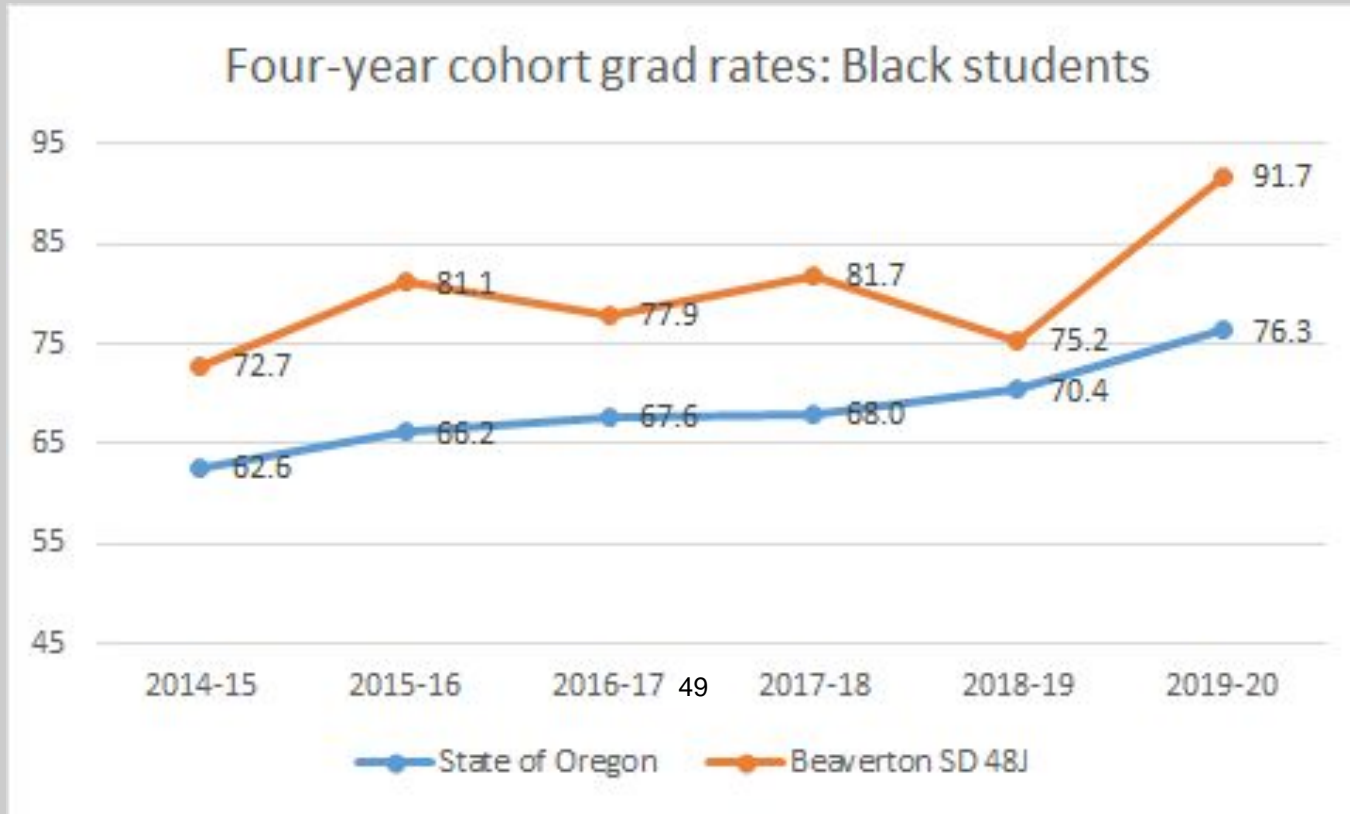
State Graduation Trend Comparisons

Four-year cohort grad rates: Latino students

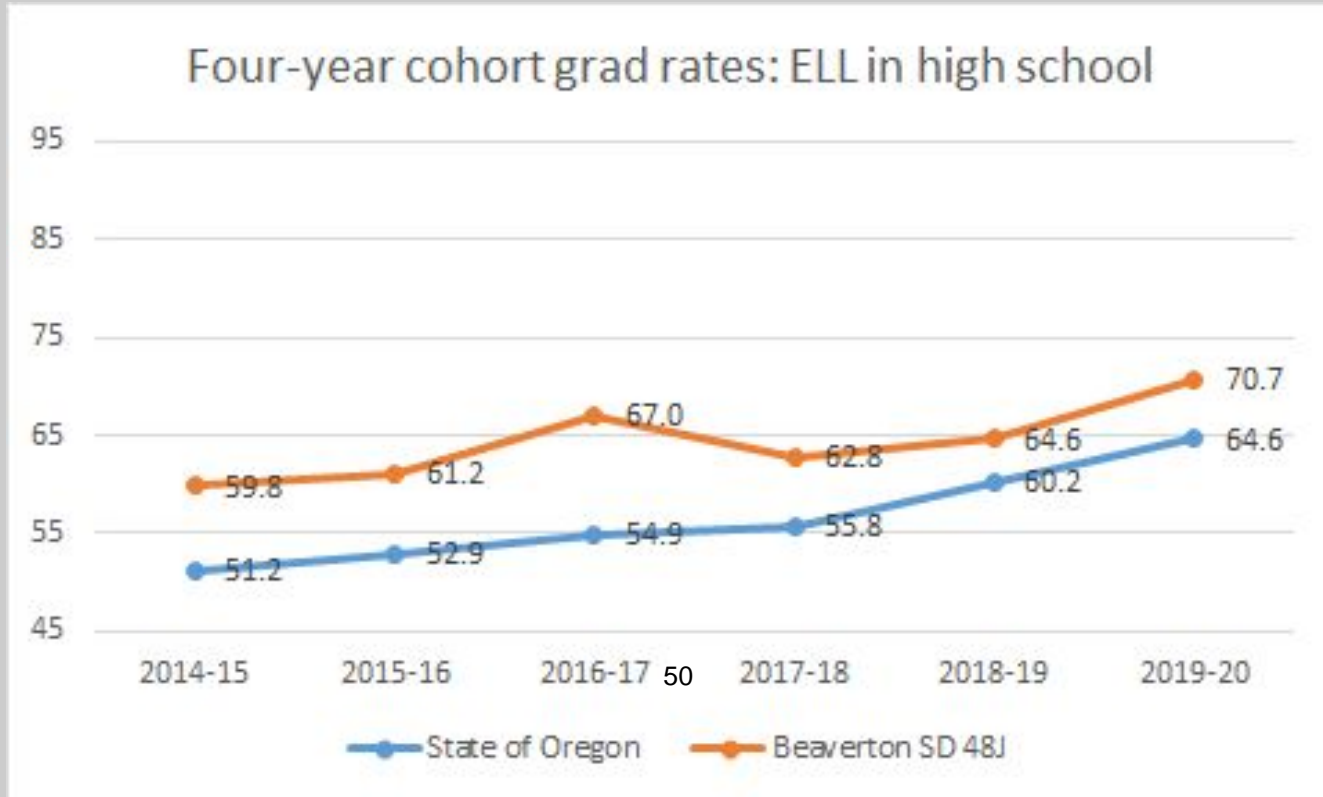


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State Graduation Trend Comparisons

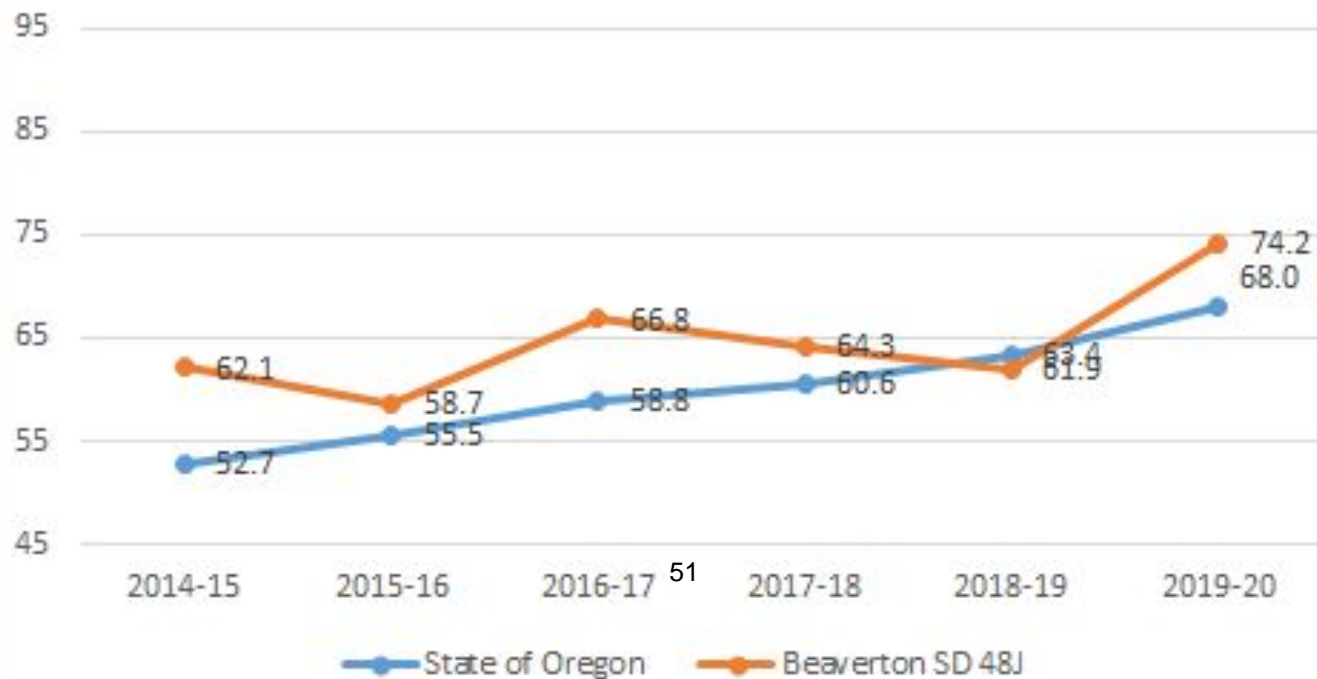


State Graduation Trend Comparisons

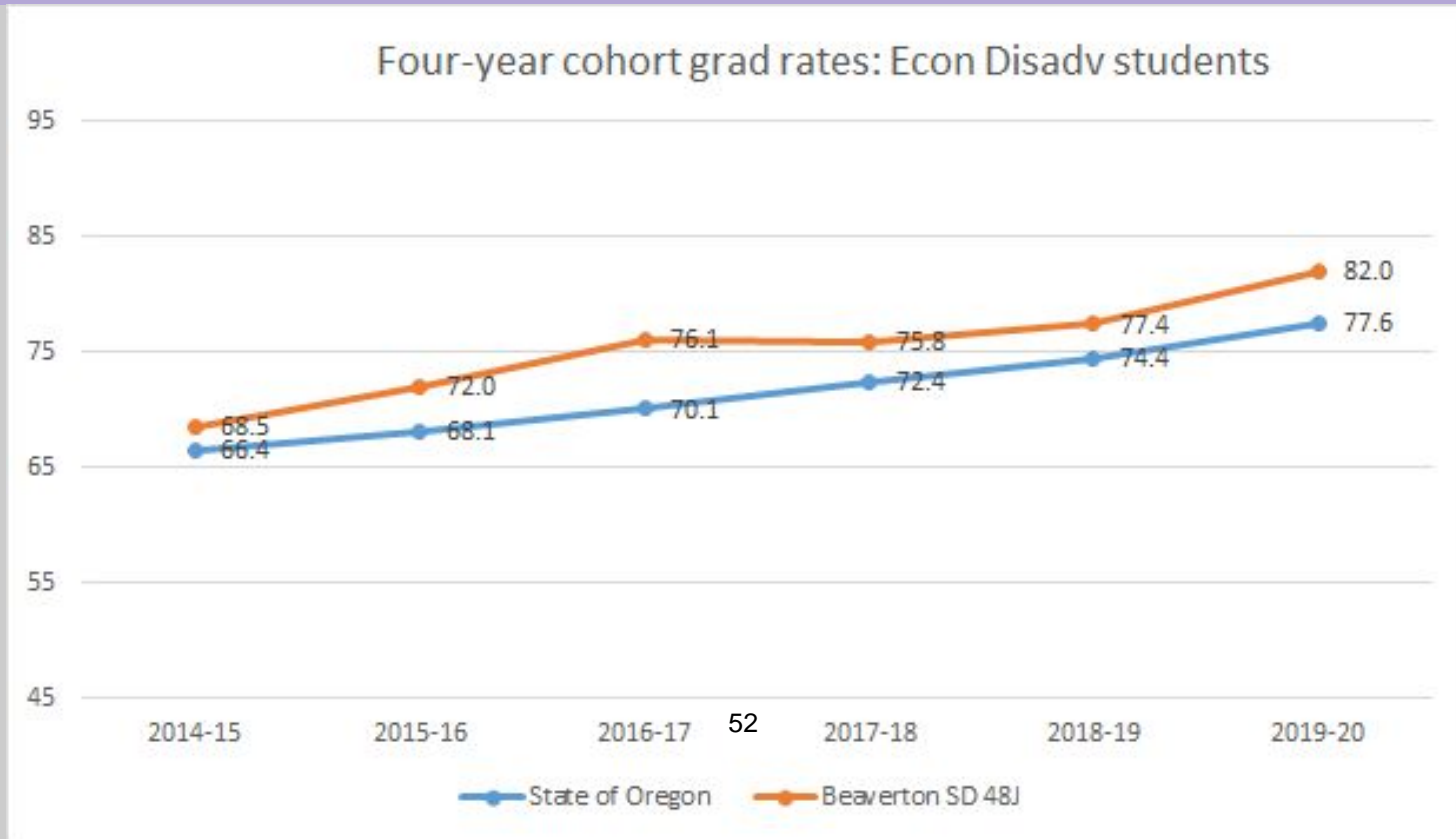


State Graduation Trend Comparisons

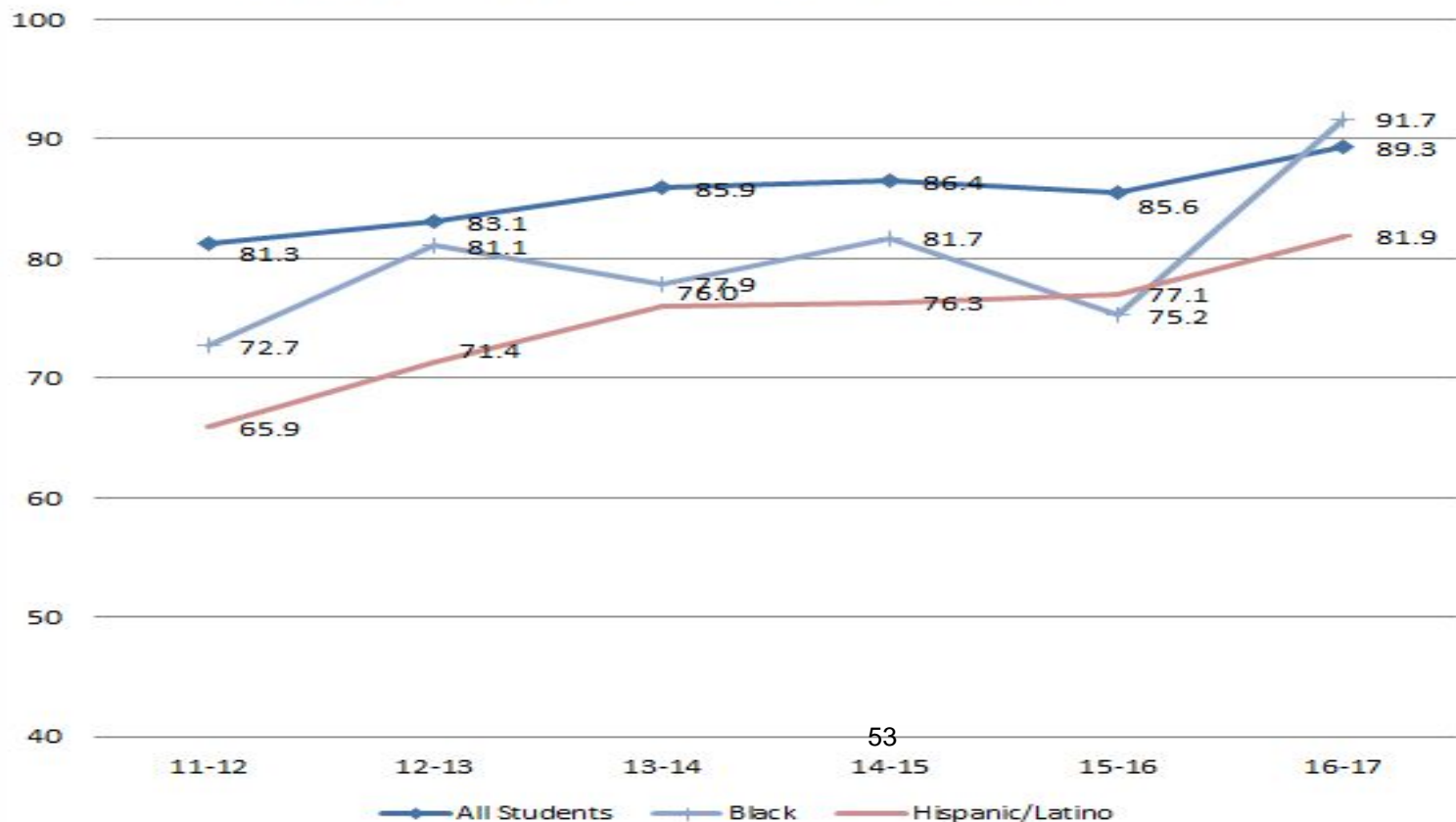
Four-year cohort grad rates: Students with Disabilities



State Graduation Trend Comparisons



BSD Four Year Cohort Graduation Rates



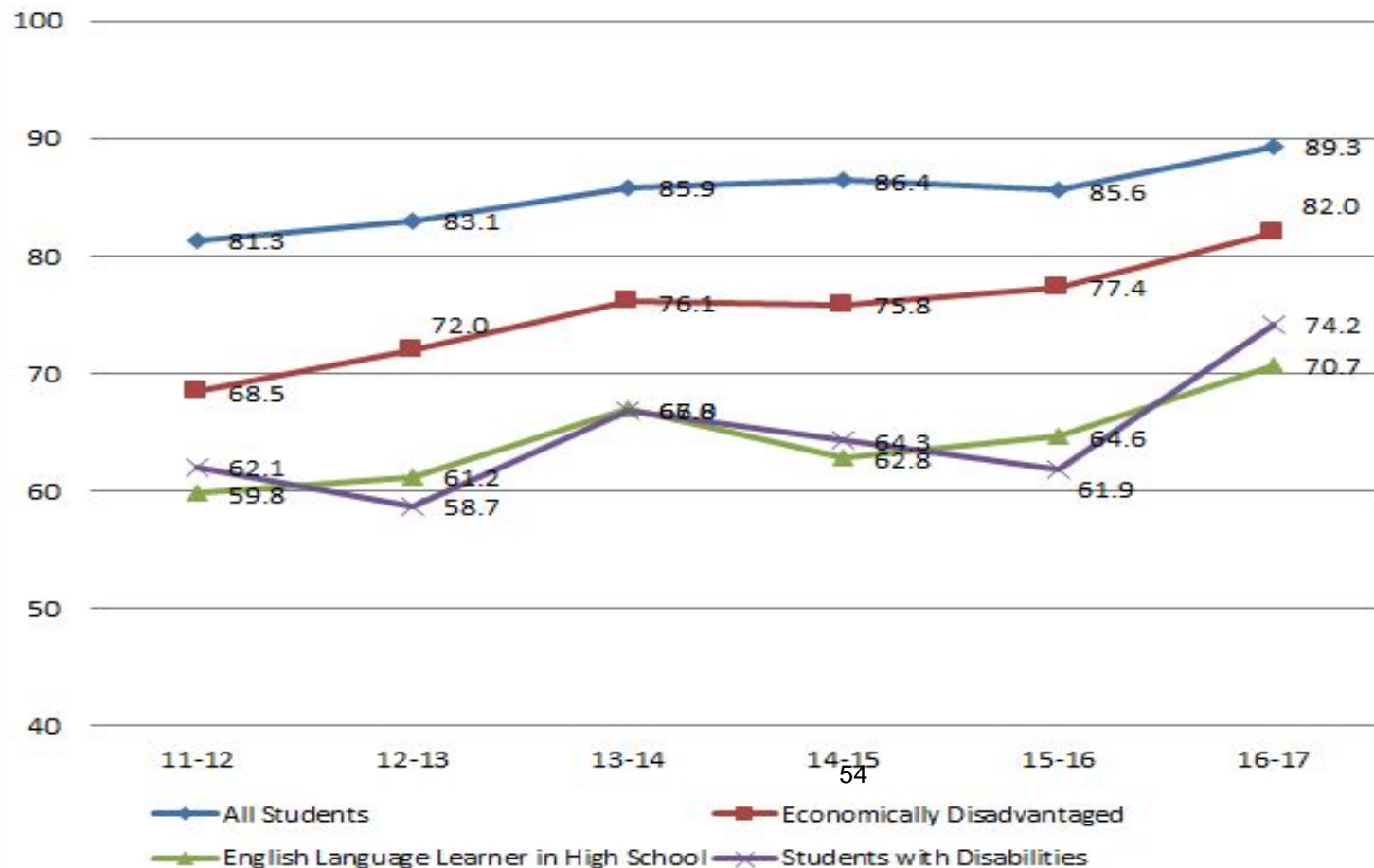
Black: 19.0%

All: 8.0%

Latino: 16.0%



BSD Four Year Cohort Graduation Rates



All: 8.0% ↑
 FRL: 13.5% ↑
 SWD: 12.1% ↑
 ELL in HS: 10.9% ↑

Graduation

Successes

-The four-year cohort graduation rate rose to an all-time high for all student groups except Multi-racial students and student group differences are narrowing. The graduation rate for Black students exceeded the rate for White students for the first time.

Challenges

-The five-year cohort graduation rate is lower than the previous two years as are the rates for White students and male students. Migrant students in Beaverton are less likely to graduate than migrant students across Oregon.

Action Plan

-Focus on 9th Grade on Track.

-Expansion of BSD Flex and Credit Recovery Opportunities including Learning Target Recovery.

-Advent of Behavior, Health and Wellness Teams at every High School (i.e. CARE teams)

-CTE opportunities expanded including Construction at Merlo and Manufacturing at Westview.

-Advent of School Learning Plans at every high school with goals centered around ABAR, Equity, Collaboration and Academic Excellence.

-Apply the learnings of the pandemic to improve practices around instruction, grading, assessment, intervention, and access

Teaching and Learning Highlights Career Technical Education



CAREER TECHNICAL EDUCATION

1. CTE in the BSD Snapshot
2. Perkins Performance and Priorities
3. Work-Based Learning
4. CTE Promotion

CAREER TECHNICAL EDUCATION

CTE in the BSD

5 Years Ago

Then & Now

Present Day

18

CTE Programs of Study

33

38

CTE Teachers

60

\$175,668

Career Pathway Funding

\$298,465

13

Programs Earning \$\$

25

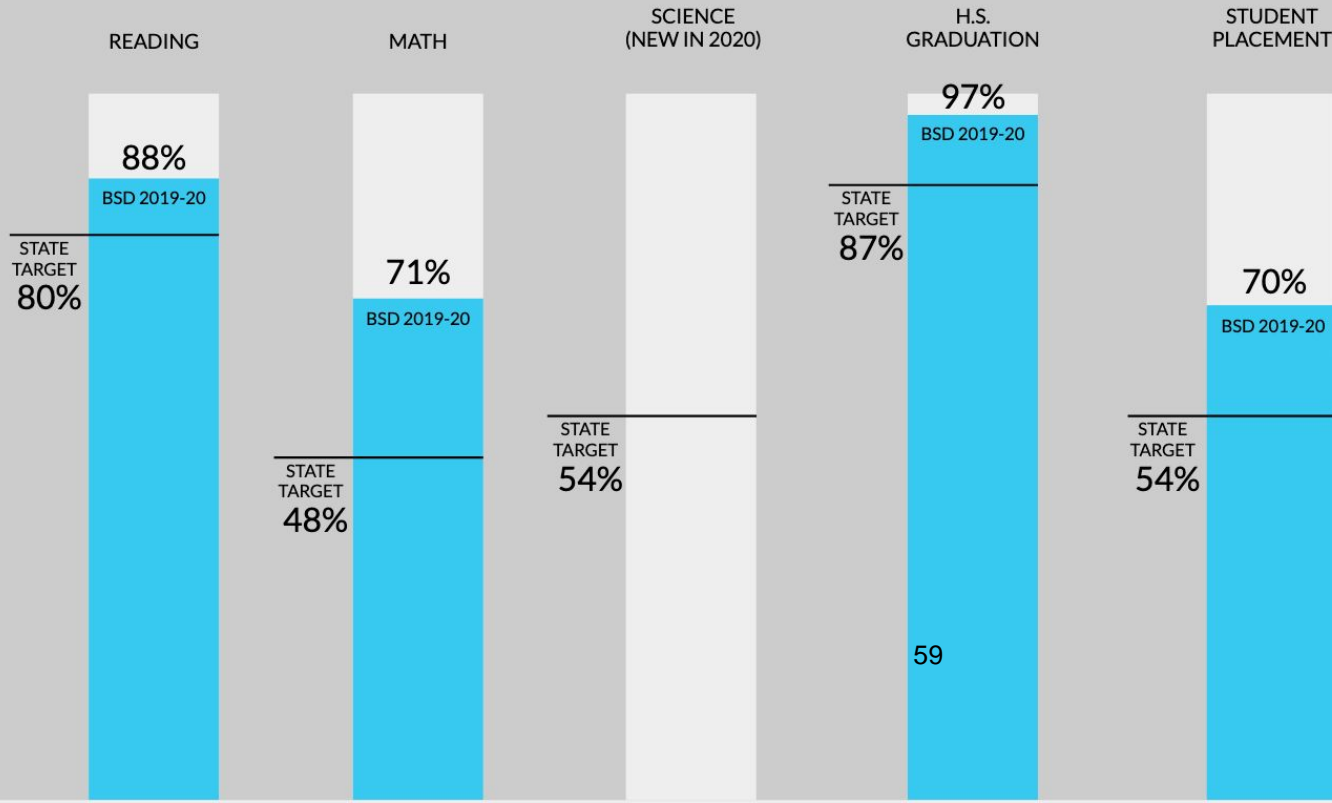
\$0

High School Success ⁵⁸ \$\$ for CTE

\$5 Million

CAREER TECHNICAL EDUCATION

2019-20 PERKINS PERFORMANCE MEASURES



CAREER TECHNICAL EDUCATION

Guarantee **equitable funding** for programs

Prioritize the **recruitment and retention of CTE teachers**

Provide all students the **skills** necessary to pursue careers in high-wage, high-demand jobs

Establish a coordinated and consistent effort around the **promotion of CTE** district-wide

Reduce **class sizes**

Provide CTE teacher **professional development**

Create a centralized system to provide **work-based learning** experiences for students.

Evaluate the availability and **equity of access to programs** across the BSD

Increase student achievement on **Perkins Performance Measures** in order to address gaps in student performance

IDENTIFIED PRIORITIES



CAREER TECHNICAL EDUCATION

WORK-BASED LEARNING PRIORITIES



iExperience CTE Series

District virtual series provide opportunities for Work-Based Learning by career cluster.



SITE-BASED EXPERIENCES

Industry partners come to the classroom to provide projects and/or tasks for work-based Learning.



ADVISORY BOARDS

Create joint advisory boards for career clusters to guide work-based learning and curriculum based on industry trends.



INTERNSHIPS

Student focus groups indicated high interest for off-campus internships.

WORK-BASED LEARNING



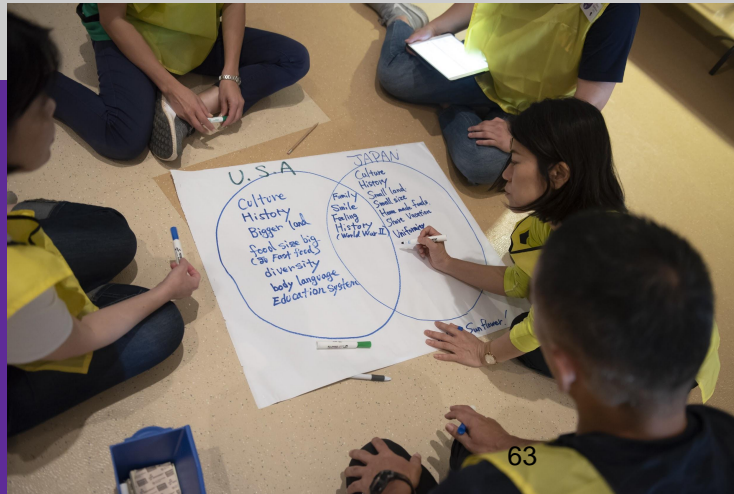
CAREER TECHNICAL EDUCATION



CTE PROMOTION CAMPAIGN



Attendance

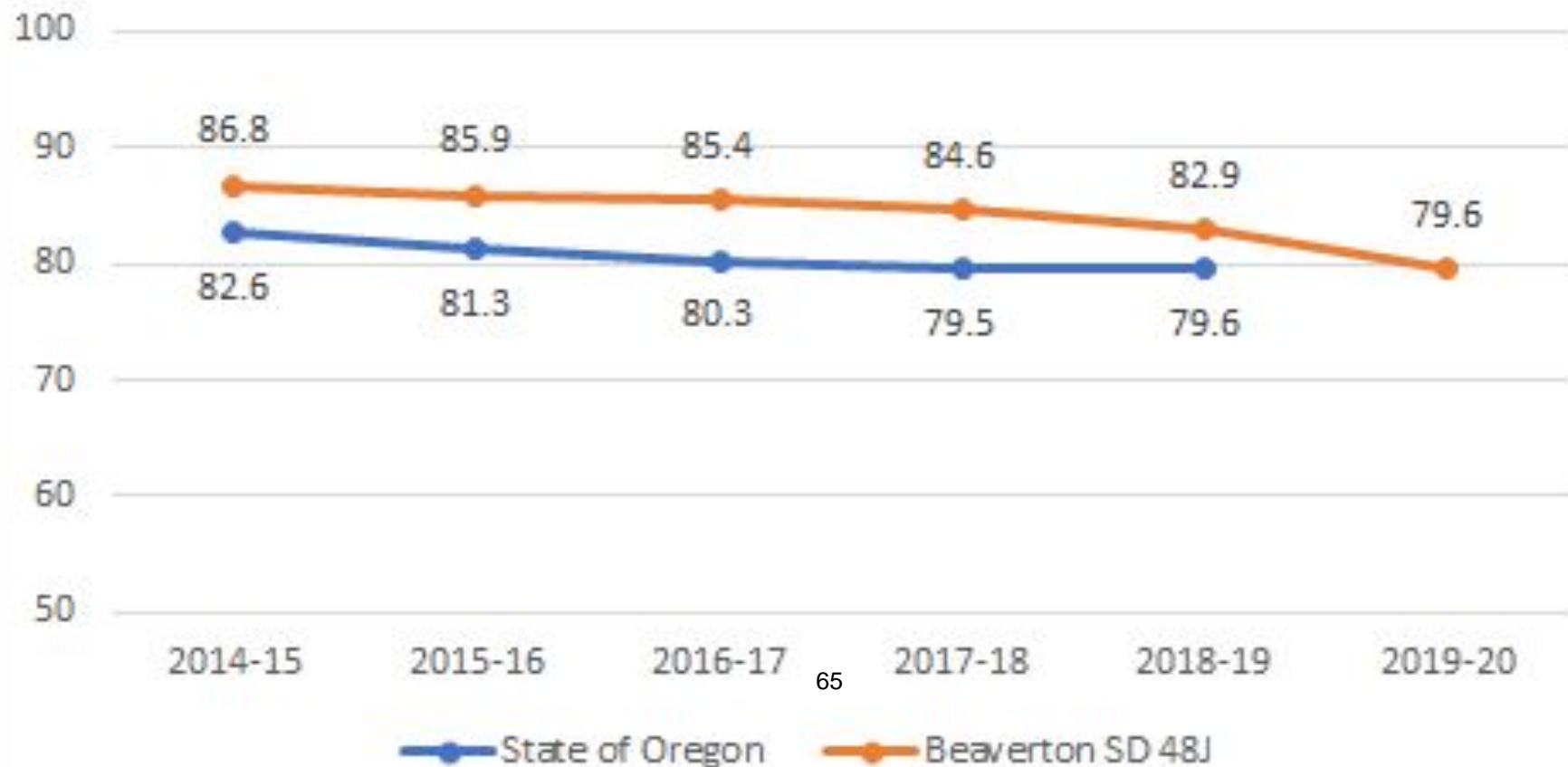


Attendance - In a Global Pandemic

“The ability to continue to monitor **attendance**, as a proxy for **engagement**, is arguably one of the most important ways schools can help ensure **equitable access** to student learning and account for **student wellbeing** during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between **student attendance** and **student achievement**. ”

-Ready Schools, Safe Learners 5.0.0

K-12 Regular Attenders



Attendance

Successes

- The percentage of students missing 10 or more school days declined. (This was impacted by the school closure in March 2020).

-Challenges

- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability

Action Plan

- Every School has a Behavior, Health and Wellness Team to support engagement and success in CDL
- Secondary Early Warning System identifies student who may need support to improve attendance
- Return to School Planning incorporates continued emphasis on engagement and attendance

Teaching and Learning Highlights

Behavior Health and Wellness



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Behavior Health and Wellness Teams

BH&W Referral Data from the beginning of the school year through January 15th

- 6,824 total referrals
- Demographics
 - Hispanic and White Students make up 71% of referrals.
 - Males are referred to the BH&W at a higher rate than female and non-binary classmates.
 - Students eligible for Special Education services make up 17% of BH&W referrals.
 - Students eligible for Section 504 accommodations make up 11% of BH&W referrals.
 - Emerging bilingual students make up 18% of BH&W referrals.
- BH&W Referral Status
 - 37% of referrals have resolved and students are engaging in CDL.
 - 45% of students who were referred to the BH&W teams are still requiring on-going BH&W supports.
 - 18% of students who were referred to the BH&W team are still not engaged in CDL.
- BH&W Team members have had 35,495 contacts with students and families following BH&W referrals.
 - Of these contacts 2,662 have been home visits

BH&W Team Highlights

- [BH&W Social Worker Interview](#)
- [BSD BH&W Teams Mentioned in Time Magazine](#)
- [Koin News 6](#)

Questions?





Strategic Plan Measures

Objective: The Board will review progress on Beaverton School District’s Strategic Plan Measures annually at the Winter Work Session; engage in on-going discussions around successes, areas of growth, and action plans; and develop School Board and Superintendent goals based on this information.

Background:

Beginning in March of 2020, the onset of a global pandemic required our team to transform teaching as we know it. We were driven to plan a Comprehensive Distance Learning (CDL) plan, create an online school (FLEX), and plan for Hybrid and Limited In-Person Instruction (LIPI) in a very compressed period of time. We began CDL in the Fall of 2020 and continue to operate in that model today. Throughout the year, we have been refining both Hybrid and Limited In-Person Instruction for all Pre-K-12 schools. Our team has worked at a high level to ensure success for our students and families.

We feel extremely proud and grateful for the work that we have accomplished this year amidst these challenges. We will continue to strive to meet the needs of all of our students in Beaverton, with an emphasis on our most marginalized students. We will work harder than ever to help our students develop the skills they missed out on during this time. All of us have been humbled as we have adapted to lead in a virtual environment and support our schools, administrators, and teachers while they are navigating this challenging time.

We ask for your grace and patience as we continue this very important work and report on an incredibly challenging and monumental year.

Format: Teaching and Learning’s presentation of the Strategic Plan Measures report for the 2021 Winter Work Session is designed to maximize engagement with the Board. Key components of the report will be briefly highlighted by Teaching and Learning administrators. The remainder of the time will be dedicated to dialogue and an opportunity to ask and respond to questions.

Please come prepared to engage in conversation. If there are further areas of interest that are not addressed in this report, please feel free to reach out to any T&L administrators prior to the session. This will enable staff to be prepared to fully engage in all areas of interest at the session.

District Goal: WE empower all students to achieve post-high school success

The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

Thank you for your time and engagement,

The Teaching and Learning Team

Ginny Hansmann - Deputy Superintendent of Teaching and Learning

Kayla Bell - Administrator for PK-12 Curriculum, Instruction, and Assessment and Early Learning

Dr. Jon Bridges - Administrator for Accountability

Dr. Jon Franco - Executive Administrator for High Schools and Options Programs

Dr. Danielle Hudson - Executive Administrator for Student Services

Dr. Toshiko Maurizio - Administrator for Multilingual Programs

Dr. Patrick Meigs - Executive Administrator for Elementary Schools

John Peplinski - Administrator for PK-12 Curriculum, Instruction, and Assessment

Kelly Raf – Administrator for Special Education

Dr. Brian Sica - Administrator for PK-12 Curriculum, Instruction, and Assessment

Kathleen Skidmore - Executive Administrator for Elementary Schools

Ken Struckmeier - Executive Administrator for Middle Schools

Nicole Will - Executive Administrator for Elementary Schools

District Strategic Measures

Organization of the Narrative

Strategic plan measure data, the analysis of successes and issues, and the description of short- and long-term action plans are organized into six sections: 1) principal learning action plan; 2) English language arts K-11; 3) Math K-11; 4) Science K-11; 5) high school graduation and career learning; and 6) K-12 attendance.

Measures

Students proficient or advanced is the percentage of students who:

In grade(s)	Who	On
Kindergarten	Level 1G or higher	Independent Reading Level Assessment/ENIL (Spanish Version)
3	Score at levels 3 or 4	Smarter Balanced ELA and Math
5	Score at levels 3 or 4 Meet or exceed	Smarter Balanced ELA and Math OSAS Science
8	Score at levels 3 or 4 Meet the college- and career-readiness benchmark	Smarter Balanced ELA and Math EXPLORE/Aspire Science
11	Meet the college- and career-readiness benchmark	ACT English, Math, and Science

Cohort graduation rate is the percentage of students in the cohort earning a regular diploma or, beginning in 2010-11 for the four-year cohort and 2009-10 for the five-year cohort, a modified diploma.

The six career related learning areas are:

- Agriculture, Food and Natural Resources Systems
- Arts, Information and Communications
- Business and Management
- Health and Biomedical Sciences
- Human Resources
- Industrial and Engineering Systems

Students missing 10 or more school days are students with 10 or more absences from school (for other than school activities)

Definitions

OSAS: Oregon State Assessment System

The **cohort year** is the first school year in which the student first attended any high school grade in the United States or elsewhere. The cohort is adjusted for students who transfer in, transfer out, emigrate, or are deceased.

A **completer** is any student who earns a regular, modified, extended, or adult high school diploma or a GED.

Students with Disabilities: A student receiving special education services during the year. (For graduation rates, at any time in high school.)

Economically Disadvantaged: A student eligible for free or reduced lunch during the year. (For graduation rates, at any time in high school.)

English Language Learner (ELL): For state assessments, a student receiving or who was eligible for English Language Development services during the year or who was on monitoring status. For college- and career-readiness assessments, Career Technical Education, and attendance data, students receiving ELL services during the school year. For graduation rates, a student receiving or who was eligible for ELD services at any time in high school.

Ever ELL: A student receiving or was eligible for ELL services reported by any district beginning in the 2006-07 school year.

AVID (Advancement Via Individual Determination): For state assessments and college-readiness testing, a student enrolled in an AVID elective class on May 1. For graduation rates, a student who was enrolled in AVID elective at any time in high school.

Asian: Having origins in the Far East, Southeast Asia or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Black: Having origins in any of the black racial groups of Africa.

Hispanic/Latino: Having origins in Cuba, Mexico, Puerto Rico, Central and South America or other Spanish culture.

Native American/Alaska Native: Having origins in any of the original peoples of North America and who maintains tribal affiliation or community attachment.

Pacific Islander: Having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: Having origins in any of the original peoples of Europe, the Middle East, or North Africa

Native American/Indian Ed/Tribal Enrollment: Students who are **Native American/Alaska Native** and/or are enrolled in a tribe and/or participate in the Indian education program.

Disaggregations

Cells with fewer than 20 students in the denominator are not reported.

District Strategic Measures

Measurement	2017/18	2018/19	2019/20	2020/21 Goal	2021/22 Goal
% of kindergarten students proficient or advanced in: • English Language Arts	79.1%	74.0%	---	79.0%	81.6%
	---	---	---	---	---
% of 3 rd grade students proficient or advanced in: • English Language Arts*	63.6%	62.1%	---	67.6%	70.5%
	64.0%	63.9%	---	68.9%	71.5%
% of 5 th grade students proficient or advanced in: • English Language Arts	68.6%	68.5%	---	72.1%	74.0%
	54.9%	53.2%	---	60.9%	65.2%
	NA	47.3%	---	56.4%	61.5%
% of 8 th grade students proficient or advanced in: • English Language Arts	64.2%	64.5%	---	79.3%	71.8%
	54.0%	53.4%	---	61.1%	65.4%
	NA	48.4%	---	57.2%	62.2%
% of 11 th grade students proficient or advanced in: • English	60.7%	58.7%	56.9%	60.9%	65.2%
	43.4%	46.1%	40.3%	46.2%	53.0%
	43.4%	40.2%	41.5%	47.3%	54.0%
% of students graduating in: • Four years*	86.4%	85.6%	89.3%	89.4%	89.6%
	88.9%	89.1%	88.6%	89.5%	90.3%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas^	58.8%	60.0%	67.1%	66.0%	69.3%
% of students missing 10 or more school days^	38.1%	40.8%	24.7%	31.9%	27.0%

Statistics in color indicate the following: green - goal achieved; orange - improvement over previous year but goal not achieved; red - neither improvement or goal achieved; black – no goal set for the year.

* Student Investment Account Metrics

^ Goals for these measures continued from 2018-19

TEACHING AND LEARNING LEADERSHIP LEARNING

Goals

The foundation of our work is growing our capacity in Anti-Bias Anti-Racist leadership and changing biased and racist district/school practices.

- To Use Collective Efficacy as an umbrella as we focus on leadership in these areas
 - Anti-Bias/Anti-Racist
 - Leadership
 - Consistent Curriculum and Instruction in All Classrooms
 - Meaningful Feedback to Students and Teachers To work collaboratively with each school in their journey to being Anti-Bias/Anti-Racist learning communities
- To foster deeper collective efficacy amongst schools in their alignment of curriculum, instruction and assessment
- To provide principals with support, time and resources to enhance and grow their leadership practices
- To strengthen collective efficacy within our leadership groups through honest dialogue around student achievement data, instructional best practices and learning, as measured by OSAS and other assessment tools at the school level and class/programming access.

We continue to believe that the more time we spend learning together, planning next leadership moves, setting goals for implementation of staff learning, reflecting and sharing both our successes and challenges, the stronger both individual principal and collective leadership will become. It is the increased collective focus on Anti-Bias/Anti-Racist leadership and instructional practices, both in leadership learning and across every school, that will strengthen each school learning community's ability to meet the needs of each and every student. Central to these goals is keeping student learning, growth and outcomes at the center of principal learning, and thus at the center of school-based learning as well.

Successes:

- School leaders and staff have appreciated the Anti Bias/Anti-Racist commitment and have incorporated Anti-Bias/Anti-Racist strategies into their school learning and teaching plans. Principals have shared that the district commitment to Anti-Bias/Anti-Racist has strengthened their resolve to change inherently racist practices. They also report that their understanding of curricular materials has deepened, which in turn is having a positive impact on student growth. It is giving them a better lens on their classroom observations and supports more impactful feedback to teachers.
- With students and teachers engaged in Comprehensive Distance Learning (CDL) since March 2020, school leaders have grown in their capacity to support the success of their students, families, and staff even when they are limited to digital platforms. They have also grown in their capacity to lead during times of adaptive and systemic change and to consider how systems can be reimagined to better support all.
- After each leader learning time, we have collected feedback. The feedback has been overwhelmingly positive and demonstrates that principals feel that their practice is improving. They have appreciated the increased focus on Anti-Bias/Anti-Racist leadership and instructional practices in connection to our goal/commitment areas. This centralized focus supported the incorporation of a deeper focus on Anti-Bias/Anti-Racist work in school learning plans. Principals have shared that their ability to effectively lead has grown. They also report that their understanding of curricular materials has deepened, which in turn is

having a positive impact on student growth. It is giving them a better lens on their classroom observations and supports more impactful feedback to teachers.

- During academic conferences again this year, principals had opportunities to present their goals and strategies for school improvement, as well as listen to the work and leadership moves of colleagues. Every principal shared the depth and scope of conversations, work and staff connections in their buildings in relation to Anti-Bias/Anti-Racist and the connection to instructional practices. These conferences continue to provide principals an opportunity to note areas of strength, but more importantly, voice areas of opportunity and growth.

Areas of Growth:

- We have continued Anti-Bias/Anti-Racist work to do with our staff, our students and our school communities. We will be in a constant state of growth, adaptation and adjustment with our goal to be an anti-racist district.
- Continued coordination of Anti-Bias/Anti-Racist learning for administrators, licensed staff, and classified staff will enhance the impact on the District
- School leaders will need to identify how successes from CDL might inform what teaching and learning will look like in the future.
- Our on-going K-12 perspective is enhanced by the academic conferences in ways that will inform our leadership practices moving forward. The interconnection between Anti-Bias/Anti-Racist learning and instructional and classroom practices continues to be an area of growth. Schools are focused on this through their school learning plans, which is an important step forward.
- The vertical alignment of instructional practice, leadership strategies and curriculum implementation tied Anti-Bias/Anti-Racist learning is an area for continued growth.

Action Plan

Ongoing:

Executive Administrators use the Teaching and Learning framework to guide leadership development with school leaders.

Anti-Bias Anti-Racism (Anti-Bias/Anti-Racist) is our Foundation.

Achieving **Collective Efficacy** around Anti Bias/Anti-Racist is our goal. To get there we will incorporate:

- **Theory:** Building a shared theoretical basis from which the work grows and setting a common foundation for the work together
- **Application:** Fostering and sharing strategies for applications for the work
- **Reflection:** Creating time for reflection and sharing of our collective work in terms of a time to share our success, challenges, mistakes and opportunities

This framework gives us the opportunity to form a consistent and coherent basis for this work.

Executive Administrators are using four commitments/goals that fall under the umbrella of collective efficacy to structure principal meetings, small team meetings, assistant principal meetings and school visits. These four focus areas

form the backbone of the framework - we are committed to making sure our meetings are centered on these goals. These four commitments/goals are about a focus on high leverage moves to impact student achievement and growth. They are meant to both ground and focus the work of leadership.

The four goals/commitments:

- **Anti-Bias Anti-Racism (Anti Bias/Anti-Racist)** - As a district our goal is to be anti-racist not just in theory but in practice. We are and will continue to examine school and district practices with an equity lens eliminating those practices which are inherently racist. We strive to achieve collective efficacy with Anti Bias/Anti-Racist.
- **Impactful Leadership** - We work to empower leaders to guide their school communities as they support improved Anti Bias/Anti-Racist practices, support the social emotional needs of students and staff, manage facilities, and improve outcomes for all students. Under the umbrella of Anti-Bias/Anti-Racist work, principal learning continues to focus on high leverage leadership moves, purposeful and intentional decision making to impact student/staff learning within each school.
- **Consistent Curriculum** - We work together to build consistent and coherent use of curricular materials across all schools and classrooms. Principal learning times together are about continuing to grow their understanding of district adopted materials, the leadership practices to move the work forward and time to reflect and learn from their successes and challenges along the way.
- **Meaningful Feedback** - John Hattie describes feedback as having a .73 effect size on student learning. In his studies, Hattie describes that feedback to and from learners is powerful and makes a difference of more than a year's growth when implemented well. He is not talking about feedback at the end of a process or task, but within the course of the work. This is a central aspect of growing teacher and principal practice to further impact student learning.

Additionally, a critical aspect of this work is focusing on the transitions across the Pre-k-12 continuum. Key transitions we are focused on are:

- Entering Pre-K
- Between pre-k and Kindergarten
- Between 5th and 6th grade
- Between 8th to 9th grade.

Principals are engaged in work around how to create collective efficacy not only amongst our school communities but also as a leadership group in general. School Leaders have honed in on looking at the root causes as to why we believe some of our most underserved students are not accessing rigorous coursework and learning opportunities. We are adjusting curriculum guides, curricular materials, communications to reflect our conversations.

ENGLISH LANGUAGE ARTS K-11

Kindergarten Students Proficient or Advanced in Reading

Definition and Source: Students with a reading level of 1G or higher recorded in SchoolPace

Students Proficient and Advanced in Reading, Grade KG	2016-17	2017-18	2018-19	2019-20
All Students	79.4%	79.1%	74.0%	
English Language Learner	60.0%	57.2%	49.8%	
Students with Disabilities	53.4%	53.5%	44.9%	
Asian	90.6%	90.6%	88.2%	
Pacific Islander/Native Hawaiian***	45.5%			
Black	65.6%	69.6%	59.3%	
Hispanic/Latino	61.4%	59.3%	52.1%	
American Indian/Alaskan Native***				
White	85.5%	85.3%	79.7%	
Multi-Racial	82.5%	84.0%	82.4%	
Talented and Gifted	>95%	>95%	>95%	
Male	77.6%	76.0%	72.9%	
Female	81.3%	82.5%	75.1%	

Grade 3 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessment in English Language Arts (ELA)

Students Proficient and Advanced in English Language Arts, Grade 3	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	60.6%	62.4%	59.5%	63.6%	62.1%	
Economically Disadvantaged	37.6%	40.8%	35.2%	37.8%	37.1%	
English Language Learner	27.4%	33.2%	28.7%	36.7%	33.3%	
Ever English Language Learner	31.4%	35.3%	30.2%	36.7%	33.3%	
Students with Disabilities	35.4%	32.5%	31.9%	35.1%	37.2%	
Asian	81.4%	84.0%	81.4%	85.3%	79.2%	
Pacific Islander/Native Hawaiian***						
Black	39.7%	35.4%	45.5%	48.0%	33.7%	
Hispanic/Latino	36.0%	36.6%	31.1%	35.1%	36.0%	
American Indian/Alaskan Native***						
White	67.3%	70.6%	68.0%	71.7%	69.9%	
Multi-Racial	71.6%	65.1%	63.8%	66.8%	68.6%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment						
Male	55.5%	57.3%	56.5%	60.7%	59.0%	
Female	65.4%	67.5%	62.5%	66.8%	65.5%	

Grade 5 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessment in ELA

Students Proficient and Advanced in English Language Arts, Grade 5	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	65.6%	68.9%	66.4%	68.6%	68.5%	
Economically Disadvantaged	44.1%	50.3%	45.8%	48.6%	45.7%	
English Language Learner	34.1%	38.2%	33.2%	43.3%	42.5%	
Ever English Language Learner	42.0%	46.1%	42.1%	45.2%	44.3%	
Students with Disabilities	31.1%	29.1%	28.0%	34.0%	32.8%	
Asian	83.0%	85.1%	84.7%	87.2%	86.3%	
Pacific Islander/Native Hawaiian***	58.6%	51.6%				
Black	43.5%	53.9%	48.6%	47.4%	52.4%	
Hispanic/Latino	42.6%	47.5%	43.4%	44.5%	43.2%	
American Indian/Alaskan Native***						
White	72.6%	75.4%	72.9%	75.4%	76.7%	
Multi-Racial	73.2%	74.7%	74.4%	74.5%	71.7%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					70.0%	
Male	60.0%	63.7%	60.7%	65.0%	64.8%	
Female	71.7%	74.2%	71.8%	72.1%	72.2%	

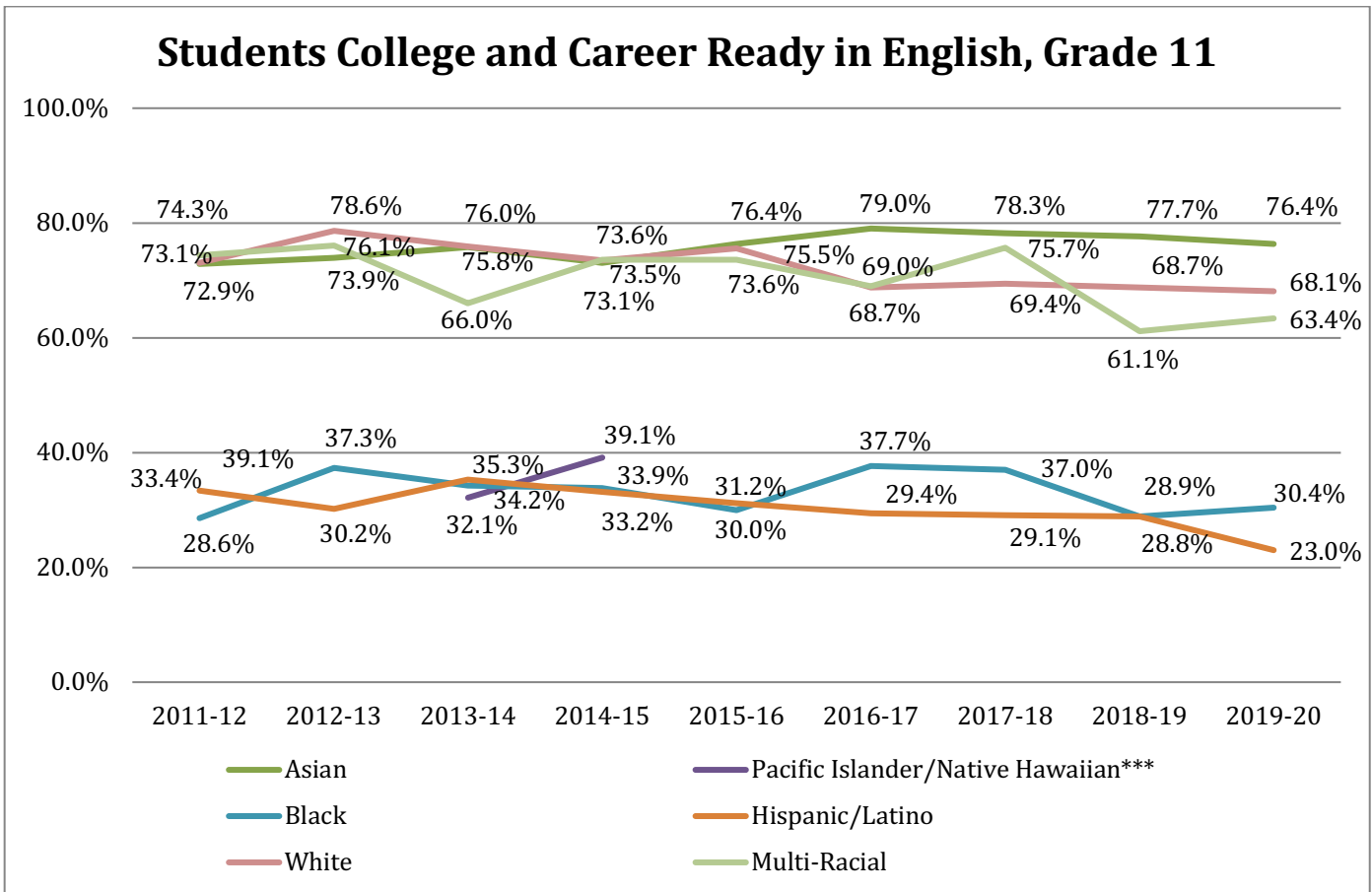
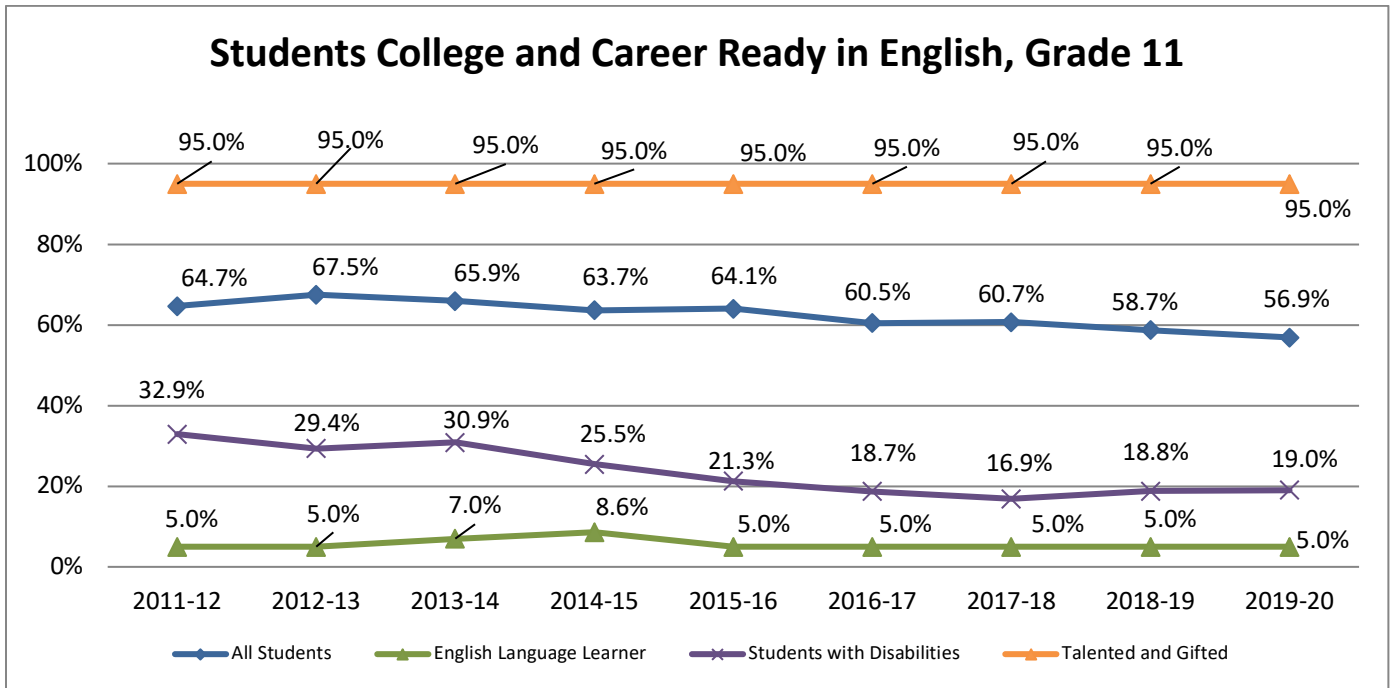
Grade 8 Students Proficient or Advanced in English Language Arts

Definition and Source: Smarter Balanced Assessments in ELA

Students Proficient and Advanced in English Language Arts, Grade 8	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	67.0%	65.7%	62.5%	64.2%	64.5%	
Economically Disadvantaged	46.1%	44.0%	38.4%	40.6%	42.0%	
English Language Learner	19.7%	17.2%	14.7%	33.5%	30.4%	
Ever English Language Learner	48.1%	45.7%	38.6%	42.1%	43.4%	
Students with Disabilities	23.5%	23.5%	23.0%	21.5%	21.9%	
Asian	82.3%	84.3%	86.3%	85.4%	83.3%	
Pacific Islander/Native Hawaiian***	42.3%	33.3%	33.3%		33.3%	
Black	45.7%	43.2%	40.4%	49.3%	50.0%	
Hispanic/Latino	44.7%	42.8%	37.0%	38.9%	39.9%	
American Indian/Alaskan Native***						
White	73.3%	72.3%	68.9%	70.9%	72.6%	
Multi-Racial	79.3%	73.9%	69.3%	72.3%	66.9%	
AVID			52.7%	51.2%	54.5%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					50.0%	
Male	61.1%	61.2%	56.8%	59.2%	58.7%	
Female	73.0%	70.5%	69.0%	69.7%	70.3%	

Grade 11 Students College- and Career-Ready in English and Reading

Definition and Source: ACT Grade 11 test results



Students College and Career Ready in English, Grade 11	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	63.7%	64.1%	60.5%	60.7%	58.7%	56.9%
English Language Learner	8.6%	<5%	<5%	<5%	<5%	5.2%
Students with Disabilities	25.5%	21.3%	18.7%	16.9%	18.8%	19.0%
Asian	73.1%	76.4%	79.0%	78.3%	77.7%	76.4%
Pacific Islander/Native Hawaiian***	39.1%		32.1%	39.1%	17.4%	
Black	33.9%	30.0%	37.7%	37.0%	28.9%	30.4%
Hispanic/Latino	33.2%	31.2%	29.4%	29.1%	28.8%	23.0%
American Indian/Alaskan Native***						
White	73.5%	75.5%	68.7%	69.4%	68.7%	68.1%
Multi-Racial	73.6%	73.6%	69.0%	75.7%	61.1%	63.4%
AVID			37.3%	37.0%	33.9%	32.7%
Talented and Gifted	>95%	>95%	>95%	>95%	>95%	>95%
Native American/Indian Ed/Tribal Enrollment						
Male	63.9%	61.7%	54.7%	58.3%	56.9%	54.3%
Female	63.4%	66.6%	66.5%	63.1%	60.5%	59.4%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Aloha High School	46.1%	43.8%	39.5%	42.2%	36.3%	32.4%
Arts & Communication Magnet Academy	83.8%	85.5%	80.0%	75.0%	72.1%	67.1%
Beaverton Academy of Sci. & Engineering						71.3%
Beaverton High School	61.5%	62.3%	52.6%	53.2%	43.9%	42.9%
Community School	26.9%	12.5%	<5%	9.1%	15.9%	10.0%
International School of Beaverton	84.0%	82.9%	93.6%	91.0%	88.5%	85.7%
Mountainside High School					63.3%	61.2%
Southridge High School	65.7%	66.1%	72.3%	65.0%	54.5%	48.8%
Sunset High School	74.0%	72.9%	68.2%	68.8%	72.9%	74.2%
Westview High School	66.5%	67.8%	61.0%	64.7%	66.9%	62.8%

*** Not reported - fewer than 20 students

College and Career Ready in English in Grade 11 (2019-20)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	32%	42%	24%	16%	46%	50%	39%	26%	6%	80%	<5%	33%
Arts and Communication Magnet Academy	67%					80%	67%	68%				
Beaverton Academy of Sci. & Engineering	71%			29%		84%	61%	78%		>95%		
Beaverton High School	43%	57%		15%	35%	71%	48%	37%	<5%	94%	<5%	23%
Community School	10%						10%					
International School of Beaverton	86%	77%				95%	81%	90%		>95%		
Mountainside High School	61%	77%		33%	59%	65%	68%	54%	16%	95%		36%
Southridge High School	49%	64%	24%	18%	71%	64%	54%	45%	12%	93%		31%
Sunset High School	74%	88%		36%	77%	75%	76%	73%	19%	>95%		
Westview High School	63%	80%		36%	65%	67%	65%	61%	40%	95%	14%	80%

Native American and Pacific Islander not displayed since no cells have at least 20 students

English Language Arts K-11

Elementary

Action Plan

This Year:

- We are supporting the vision for building capacity in best practices in writing and reading around the district. TOSAs are spending time working with teachers directly in order to align practices.
- Intervention teachers are using the Beaverton Multicultural Education Community (BMEC) Action Plan to guide a re-evaluation of our program and efforts.
- We offer professional development during the Wednesday Professional Development time. Examples include:
 - Conferencing and Small Groups in Comprehensive Distance Learning (CDL) with Teachers College Staff Developer K-2
 - Read Aloud PD with Teachers College Staff Developer
 - Reading PD with Teachers College Staff Developer 3-5
 - Dr. Ghody Muhammad: Historically and Culturally Responsive Literacy Framework PD
 - Virtual Units of Study – Reading & Writing
 - Virtual Units of Study (Reading & Writing) for Dual Language
 - Independent Reading Level Assessment (IRLA) and how to administer IRLA/ENIL virtually
 - Reading and writing professional development with Lucía Rocha-Nestler for elementary Dual Language teachers
 - Heggerty Phonemic Awareness Spanish materials and professional development for Dual Language K-2 teachers
 - Increasing digital access to more culturally responsive books in Spanish for Dual Language elementary schools
 - Multi-Lingual Learners and IRLA Webinar
 - Communicating with Multilingual Families
 - Reading assessment through a multilingual/multicultural lens
 - ARC Building Language & Literacy training cohorts of ELD, intervention & Dual Language teachers
 - Matching Students to ELA Books and digital access to books
 - PreK-K Anti-Bias/Anti-Racists (ABAR) Early Learning Practices & Playful Inquiry
 - Adjusted Scope & Sequence for each grade level considering spring school closures and transition to CDL
- Creating Units of Study Reading and Writing Resource Slide Decks in order to support CDL (in English as well as Spanish for Dual Language), including supports/resources for multilingual learners as well as the ELP standards
- Creating Reading and Writing Launching Units K-5 for reading identity and community building (in English as well as Spanish for Dual Language)
- Creating Seesaw and Canvas activities for Units of Study in Reading and Writing (in English as well as Spanish for Dual Language)
- Dyslexia screening of incoming kindergarten students and new to the district first graders; and professional development for Intervention teachers who have received training to be the dyslexia point person in their building

- TOSA supported professional development in reading
- The development of a Multi-Tiered System of Support referral and tracking system in Synergy
- Revisited and revised the first semester report card to reflect CDL practices and the varying ability to accurately report student proficiency
- For the 2020-21 school year, all levels will continue to implement ELD curricular adoption materials that align with the ELA adoption. Elementary and secondary levels will have access to a variety of classroom libraries that reflect the demographics and language background of students. These classroom libraries and units designed as part of the ELD adoption align to ELA workshop model and adopted best instructional practices for teaching multilingual learners.
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- Inclusion of specialized program classrooms in the district ELA curriculum adoption process
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready, Unique Learning Systems, News to You, and First Author instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom

Long Term:

- Build in a Culturally and Historically Responsive Literacy Framework (CHRLF) into reading and writing units.
 - Prepare text list and teacher coaching to accompany books.
 - Purchase these books for every classroom.
 - Recruit teachers, including Black, Indigenous and People of Color (BIPOC) voices, to look critically at current curriculum and how to add or change to ensure it meets CHRLF.
- Professional Development on adding work around identity, intellect, criticality and joy into Units of Study, and how you may make modifications based on the identities of students in your own class
- Professional Development around thoughtfully planning interactive read aloud
- Review scope and sequence and adjust as necessary for return to in-person instruction
- Create Reading and Writing Launching Units K-5 for identity and community building in English and Spanish
- Professional Learning with all teachers around equitable reading assessment practices for multilingual learners leveraging the expertise of the teachers who participated in the ARC Building Language & Literacy cohorts in Fall 2020
- Continue Early Learning professional development efforts on an Anti-Bias, Anti-Racist foundation including Playful Inquiry and Social Emotional Learning.
- Ensure new teachers are trained and supported in the district's vision and goals for ELA.
- Support teachers to maintain implementation of the Literacy adoption as the adoption enters year six.
- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all elementary schools
- Continued professional development in reading and writing instruction and assessment for general education, ELD and special education teachers as part of the Quality Curriculum Cycle
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- Continued monitoring of the instructional models for multilingual learners at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development

- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core content for all multilingual learners
- Complete redesign of elementary ELD program models continues through the 2022-23 school year. All multilingual learners will be integrated into the classroom setting and not pulled out for services in 2022-23.
- Inclusion of specialized program classrooms in the district ELA curriculum adoption process
- Implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Implementation of Synergy 504 documentation system

Secondary Analysis

Successes:

- The college- and career-readiness of 11th grade students with disabilities has increased over the last three years.
- Language arts and Humanities teachers worked together to create multiple units in reading, writing, and humanities and shared them in Canvas so that all teachers could have access and support with CDL. This is an ongoing project to support teachers in CDL.

Areas for Growth:

- The percentage of 11th graders meeting college and career-readiness benchmarks in English is at its lowest point. This also true for most student groups as well.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender, and ability.
- More consistent implementation of adopted best practices, position paper, learning targets, and instructional materials in all schools

Action Plan

This Year:

- Creating greater awareness of implementation at the administrator and teacher level
- Provided professional development to language arts and Humanities staff during preservice on integrating ABAR and CRT into language arts curriculum and classroom practices
- MS and HS collaborating in spring/summer to create sample scope and sequences and materials to support teachers in 2021-2022 school year
- Optional professional development opportunities around collaboration, inclusive language arts practices, supporting linguistically diverse students in reading and writing
- Continued work toward AVID school-wide implementation in middle and high schools, with an emphasis on reading, writing and organization strategies and culturally relevant teaching
- For the 2020-21 school year, all levels will continue to implement ELD curricular adoption materials that aligns with the ELA adoption. Elementary and secondary levels have access to a variety of classroom libraries that reflect the demographics and language background of students.

- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready, Unique Learning Systems, News to You, and First Author instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Progress monitor student growth for students with disabilities twice per year in the area of Reading
- The addition of classroom libraries in all specialized program classrooms
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.
- TOSAs provided training on utilizing Assistive Technology tools, including Read & Write, to support students' reading and writing skills, in addition to advanced training in the iReady instructional tool.

Long Term:

- Continued focus on the implementation of the Writer's Workshop model K-12 and the use of the Writing Units of Study in all middle schools
- Transitioning from Humanities to separate Language Arts and Social Classes at the middle level offers a restart and refocus on literacy
- Increased use of the Reading Workshop model, classroom libraries, and student choice reading
- A Homegrown Institute is in the planning stages, with a focus on high leverage and culturally relevant literacy practices for pre-K to 12
- 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
- Training and support for new teachers and teachers new to language arts
- Trained reading intervention staff are needed to support students striving toward proficient reading skills
- Support collaboration time for Language Arts/Humanities, ELL, and SPED teachers to strengthen literacy practices.
- Re-establish consistent time for professional development, including the impact of literacy leaders in site based professional development.
- Facilitate and support Professional Development opportunities focused on creating an antiracist, anti-bias math classroom. Support BMEC and District PD efforts on antiracism for all teachers.
- Teacher Collaboration and Professional Development opportunities for MS/HS language arts teachers to share best practices problems of practice and work on instruction in CDL
- Create guidance for priority learning targets and teaching content in CDL.
- Continued implementation of district-wide Learning Team model to support Language Arts teachers in reading and writing instruction, assessment and intervention/extensions
- Continued implementation of AVID school-wide for improved instructional strategies on writing, inquiry, collaboration, organization, and reading, as well as culturally relevant teaching practices
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.

- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and content targets are being addressed and that PD for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in linguistically integrated LA professional development in early February so teachers are able to provide access to core for all EL
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages. The MLD is also working collaboratively with T&L ELA TOSAs to support classroom libraries and books for book clubs.
- The inclusion of specialized program classrooms in the district language arts curriculum adoption process
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Continue to invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in the areas of ELA and math.
- The inclusion of specialized program classrooms in the district ELA curriculum adoption process
- The development of a universal BSD pre-referral system for Special Education
- Continue to support the purchase and updating of classroom libraries in all specialized program classrooms.
- Consistent plans and positions for reading intervention at the secondary level is crucial. There are little to zero training reading intervention teachers at the secondary level.
- Continue to fund classroom libraries and books for book clubs that are authored by and represent multiple races, genders, ethnicities, and more.
- Provide professional development for teachers on auditing curricular choices, creating culturally responsive units, and general ABAR learning.

MATH K-11

Grade 3 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math

Students Proficient and Advanced in Math, Grade 3	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	65.6%	65.5%	64.4%	64.0%	63.9%	
Economically Disadvantaged	43.4%	42.2%	41.0%	38.7%	37.5%	
English Language Learner	36.0%	38.4%	39.7%	41.8%	40.3%	
Ever English Language Learner	39.2%	40.6%	41.0%	41.9%	40.3%	
Students with Disabilities	40.9%	38.8%	38.2%	36.1%	38.8%	
Asian	87.6%	88.2%	88.4%	88.7%	85.7%	
Pacific Islander/Native Hawaiian***						
Black	42.9%	36.5%	48.1%	45.3%	30.2%	
Hispanic/Latino	42.0%	39.5%	37.3%	38.4%	37.6%	
American Indian/Alaskan Native***						
White	72.0%	73.2%	71.1%	69.6%	70.2%	
Multi-Racial	74.1%	70.7%	71.2%	68.2%	71.1%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment						
Male	66.0%	65.6%	65.4%	66.1%	66.5%	
Female	65.3%	65.5%	63.4%	61.5%	61.1%	

Grade 5 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math

Students Proficient and Advanced in Math, Grade 5	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	58.9%	55.6%	55.2%	54.9%	53.2%	
Economically Disadvantaged	33.9%	33.0%	31.9%	30.6%	27.1%	
English Language Learner	28.1%	24.8%	25.6%	32.7%	30.8%	
Ever English Language Learner	35.6%	32.6%	33.9%	34.7%	31.9%	
Students with Disabilities	27.4%	25.2%	22.8%	23.4%	24.2%	
Asian	86.4%	82.5%	80.9%	82.4%	81.2%	
Pacific Islander/Native Hawaiian***	48.3%	35.5%				
Black	34.8%	34.8%	32.4%	25.3%	28.0%	
Hispanic/Latino	32.3%	28.3%	30.8%	29.8%	26.4%	
American Indian/Alaskan Native***						
White	65.3%	62.5%	61.6%	59.1%	59.5%	
Multi-Racial	64.9%	60.9%	57.6%	63.6%	56.1%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					47.4%	
Male	58.6%	55.9%	56.6%	56.4%	55.9%	
Female	59.3%	55.3%	54.0%	53.3%	50.6%	

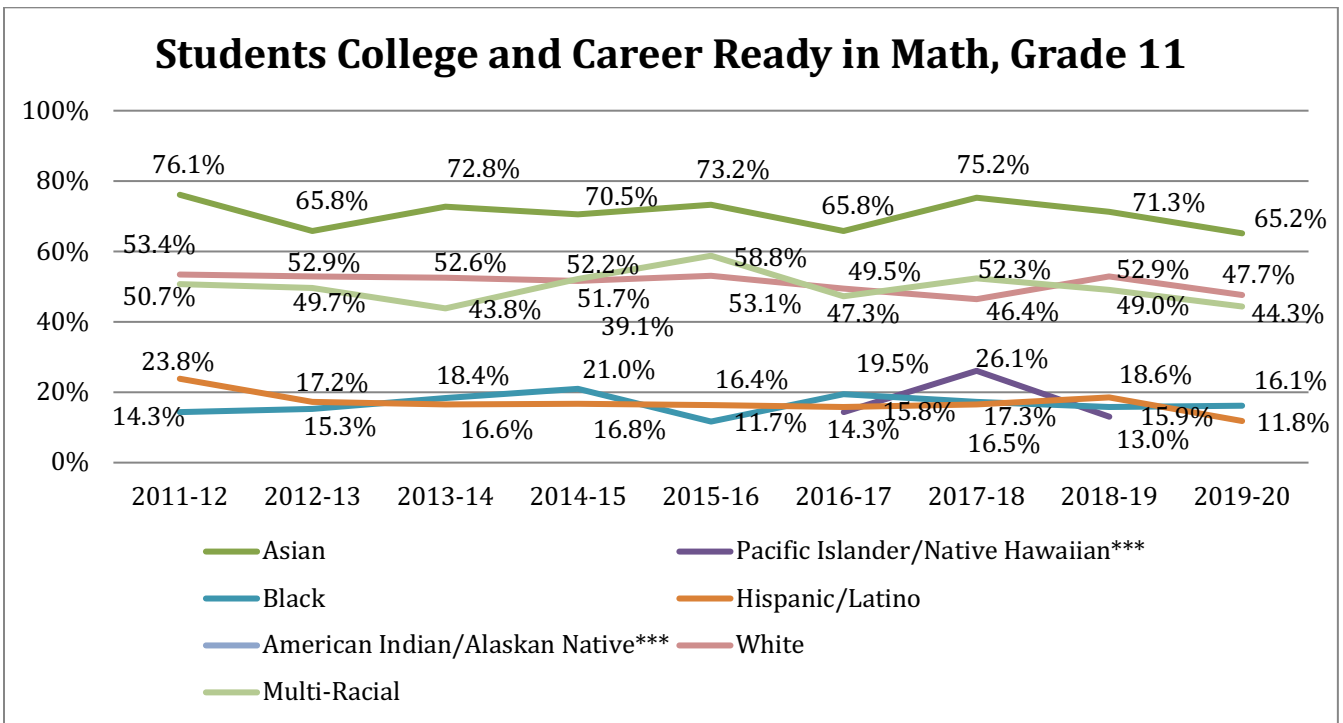
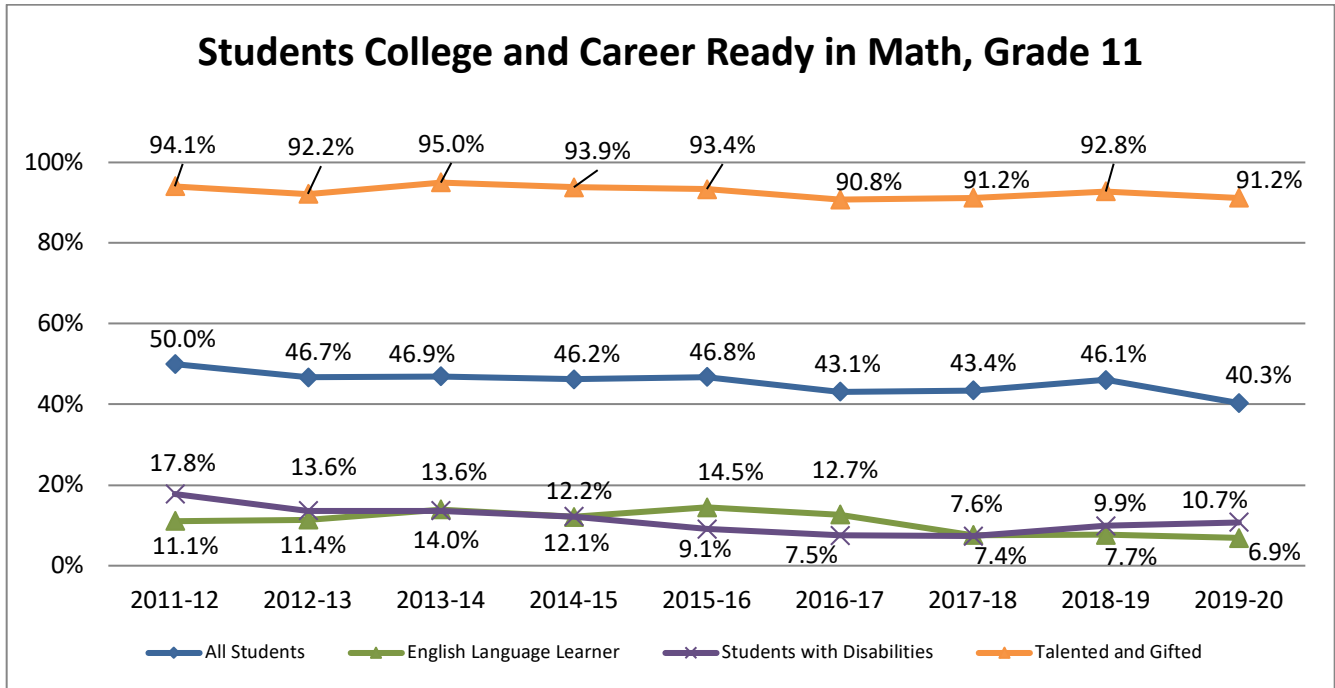
Grade 8 Students Proficient or Advanced in Math

Definition and Source: Smarter Balanced Assessment in Math

Students Proficient and Advanced in Math, Grade 8	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	60.0%	56.4%	54.0%	54.0%	53.4%	
Economically Disadvantaged	37.0%	34.2%	27.8%	27.8%	29.5%	
English Language Learner	24.4%	21.9%	13.1%	29.1%	23.9%	
Ever English Language Learner	46.5%	41.6%	31.2%	36.1%	35.1%	
Students with Disabilities	20.7%	15.5%	18.3%	13.0%	15.0%	
Asian	87.2%	82.8%	83.1%	83.8%	82.2%	
Pacific Islander/Native Hawaiian***	42.3%	25.9%	19.0%		26.7%	
Black	41.3%	27.4%	33.0%	21.1%	30.4%	
Hispanic/Latino	33.1%	31.3%	25.9%	28.4%	28.3%	
American Indian/Alaskan Native***						
White	64.4%	62.8%	59.6%	58.8%	59.0%	
Multi-Racial	72.2%	60.6%	63.8%	54.5%	54.4%	
AVID			36.6%	33.5%	37.8%	
Talented and Gifted	<95%	<95%	<95%	<95%	<95%	
Native American/Indian Ed/Tribal Enrollment					35.7%	
Male	59.3%	56.0%	53.0%	51.1%	52.3%	
Female	60.7%	56.8%	55.1%	56.5%	54.6%	

Grade 11 Students College- and Career-Ready in Math

Definition and Source: ACT Grade 11 Test Results



Students College and Career Ready in Math, Grade 11	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	46.2%	46.8%	43.1%	43.4%	46.1%	40.3%
English Language Learner	12.1%	14.5%	12.7%	7.6%	7.7%	6.9%
Students with Disabilities	12.2%	9.1%	7.5%	7.4%	9.9%	10.7%
Asian	70.5%	73.2%	65.8%	75.2%	71.3%	65.2%
Pacific Islander/Native Hawaiian***	39.1%		14.3%	26.1%	13.0%	
Black	21.0%	11.7%	19.5%	17.3%	15.9%	16.1%
Hispanic/Latino	16.8%	16.4%	15.8%	16.5%	18.6%	11.8%
American Indian/Alaskan Native***						
White	51.7%	53.1%	49.5%	46.4%	52.9%	47.7%
Multi-Racial	52.2%	58.8%	47.3%	52.3%	49.0%	44.3%
AVID			16.9%	17.8%	17.1%	13.3%
Talented and Gifted	93.9%	93.4%	90.8%	91.2%	92.8%	87.9%
Native American/Indian Ed/Tribal Enrollment						
Male	50.4%	50.5%	44.8%	47.3%	50.5%	43.5%
Female	41.8%	42.7%	41.3%	39.6%	41.3%	36.9%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Aloha High School	27.4%	24.4%	24.5%	23.2%	22.5%	19.4%
Arts & Communication Magnet Academy	44.6%	43.4%	41.5%	31.3%	37.7%	31.4%
Beaverton Academy of Sci. & Engineering						55.3%
Beaverton High School	41.7%	39.0%	29.4%	31.7%	35.8%	29.3%
Community School	<5%	<5%	<5%	<5%	<5%	6.9%
International School of Beaverton	70.7%	68.3%	67.9%	74.2%	78.7%	67.0%
Mountainside High School					50.7%	36.6%
Southridge High School	47.7%	50.0%	52.6%	48.9%	36.2%	33.6%
Sunset High School	60.4%	59.4%	52.8%	53.8%	62.0%	59.6%
Westview High School	50.9%	54.4%	48.8%	49.9%	54.9%	47.7%

*** Not reported - fewer than 20 students

College and Career Ready in Math in Grade 11 (2019-20)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	19%	25%	14%	6%	38%	33%	19%	20%	<5%	74%	<5%	14%
Arts and Communication Magnet Academy	31%					37%	27%	41%				
Beaverton Academy of Sci. & Engineering	55%			25%		66%	39%	66%		>95%		
Beaverton High School	29%	35%		7%	40%	51%	32%	27%	<5%	85%	<5%	12%
Community School	7%						5%					
International School of Beaverton	67%	69%				76%	63%	71%		88%		
Mountainside High School	37%	55%		20%	35%	37%	36%	37%	8%	80%		<5%
Southridge High School	34%	48%	10%	7%	29%	51%	31%	36%	<5%	82%		14%
Sunset High School	60%	86%		21%	56%	57%	55%	63%	17%	>95%		
Westview High School	48%	69%		20%	54%	49%	42%	52%	20%	92%	23%	

Native American and Pacific Islander not displayed since no cells have at least 20 students

Math K-11

Elementary

Action Plan

This Year:

- Continue to implement consistent K-5 Math Curriculum and best practices in math.
- Progress monitor student growth for students with disabilities three times per year in the area of math.
- All levels will continue to support ELs in all content areas, including mathematics, by providing math teachers with sheltered instruction training to meet the needs of all learners. In a Dual Language setting, Dual Language teachers teaching math will receive professional development in the languages of instruction (English and Spanish).
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III ELA interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Revisited and revised the first semester report card to reflect CDL practices and the varying ability to accurately report student proficiency.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom

Long Term:

- Continue to provide professional development and respond to the current needs of teachers in math.
- Continued building and administrator support for adopted math curriculum and best practices in math
- Continue providing and growing more culturally & linguistically responsive supports in Spanish for Dual Language K-5, recognizing that Spanish is the language of instruction.
- Continue building capacity for an increase in math coaching across the district.
- Continue to use DreamBox - as a communication tool, for data points and for progress monitoring.
- Ensure new teachers are trained and supported in the district's vision and goals for math.
- Support teachers to maintain implementation of the Math adoption as the adoption enters year five.
- Continue staff support in assessment best practices in math.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and PD for language is aligned to content area professional development
- The Multilingual Department will continue to vertically and horizontally align our district's PK-12 Dual Language Programs district-wide. The department will ensure that students starting in a Dual Language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Implementation of Synergy 504 documentation system

Secondary

Analysis

Successes:

- The college- and career-readiness of 11th grade students with disabilities has increased over the last three years.
- Slight increase in 11th grade College Readiness in math for Black/African American students from previous year

Areas for Growth:

- The percentage of 11th graders meeting college and career-readiness benchmarks in math is at its lowest point. This also true for most student groups as well.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, gender, and ability.
- Lack of consistent implementation of current math adoption materials and best practices in all schools

Action Plan

This Year:

- Work with teachers to translate curricular resources in Math 6/7, 7/8, AGS 1, AGS 2, AGS 3 into a digital format using GoFormative for CDL.
- Provide training and support for GoFormative to support 6-12 math teachers in providing more frequent formative assessment.
- Facilitate and support Professional Development opportunities focused on creating an anti-racist, anti-bias math classroom. Support BMEC and District PD efforts on antiracism for all teachers.
- Teacher Collaboration and Professional Development opportunities for MS/HS math teachers to share best practices problems of practice and work on instruction in CDL
- Create guidance for priority learning targets and teaching content.
- Provide training and support for Dreambox to support 6 - 8 math teachers in using adaptive math supports.
- Continue implementation of a consistent and aligned math sequence at the high school.
- Continued implementation of professional development to teachers in their first year of College Prep Math curriculum (middle school math courses) and in their first year of Math Vision Project curriculum (AGS courses) (On hold during CDL.)
- Continue Professional Development and Collaboration with Teachers Development Group in the spring at Mountain View MS, Five Oaks MS, and Aloha HS.
- Initiate professional development focused on studio classroom observations and on peer observation and reflection. (On hold during CDL.)
- Work toward AVID school-wide implementation in middle and high schools. 98 teachers have been trained in AVID math instructional strategies.
- Provided training and guidance to support the implementation of changes to the Special Education service model for students with disabilities related to mathematics
- Progress monitoring of student growth for students with disabilities two times per year in the area of Math
- Fourth-year implementation of the adopted College Prep Math (CPM) program in middle schools

- For the 20-21 school year, all levels will continue to support English Learners in all content areas, including mathematics, by providing math teachers with integrated language instruction training to meet the needs of all learners. In a dual language setting, dual language teachers teaching math will receive professional development in the languages of instruction (English and Spanish).
- Implementation of subject specific Resource Room Learning Strategies courses: Math Learning Strategies
- Selection of Resource Room Math Learning Strategies learning targets and the development of grading rubrics for the learning targets
- The development of a Multi-Tiered System of Support (MTSS) that outlines Tier I, Tier II, and Tier III Math interventions for students who are working towards grade-level proficiency
- The development of a universal BSD pre-referral system for Special Education
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Progress monitor student growth for students with disabilities twice per year in the area of Math.
- Utilization of i-Ready and Unique Learning Systems instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Advanced training in the iReady instructional tool was provided to staff

Long Term:

- 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 and the Effective Mathematics Teaching Practices identified in the National Council of Teachers of Mathematics report Principles to Actions (2014)
- Continued development of dual credit opportunities for students in math and science at the high school level in partnership with PCC and other post-secondary institutions. This effort helps to encourage students to take math beyond the required three credits.
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional math and science strategies
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Invite all Special Education teachers to participate in all general education curriculum offerings in order to increase their content knowledge and instructional skills in math.
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core for all ELs
- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- The inclusion of specialized program classrooms in the district math curriculum adoption process

- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- The development of a universal BSD pre-referral system for Special Education

SCIENCE K-11

Grade 5 Students Proficient or Advanced in Science

Definition and Source: Smarter Balanced Assessment in Science

Students Proficient and Advanced in Science, Grade 8	2018-19	2019-20
All Students	47.3%	
Economically Disadvantaged	24.4%	
English Language Learner	21.8%	
Ever English Language Learner	23.3%	
Students with Disabilities	21.5%	
Asian	68.3%	
Pacific Islander/Native Hawaiian***		
Black	30.1%	
Hispanic/Latino	19.6%	
American Indian/Alaskan Native***		
White	56.1%	
Multi-Racial	48.5%	
Talented and Gifted	89.6%	
Native American/Indian Ed/Tribal Enrollment	50.0%	
Male	48.5%	
Female	46.0%	

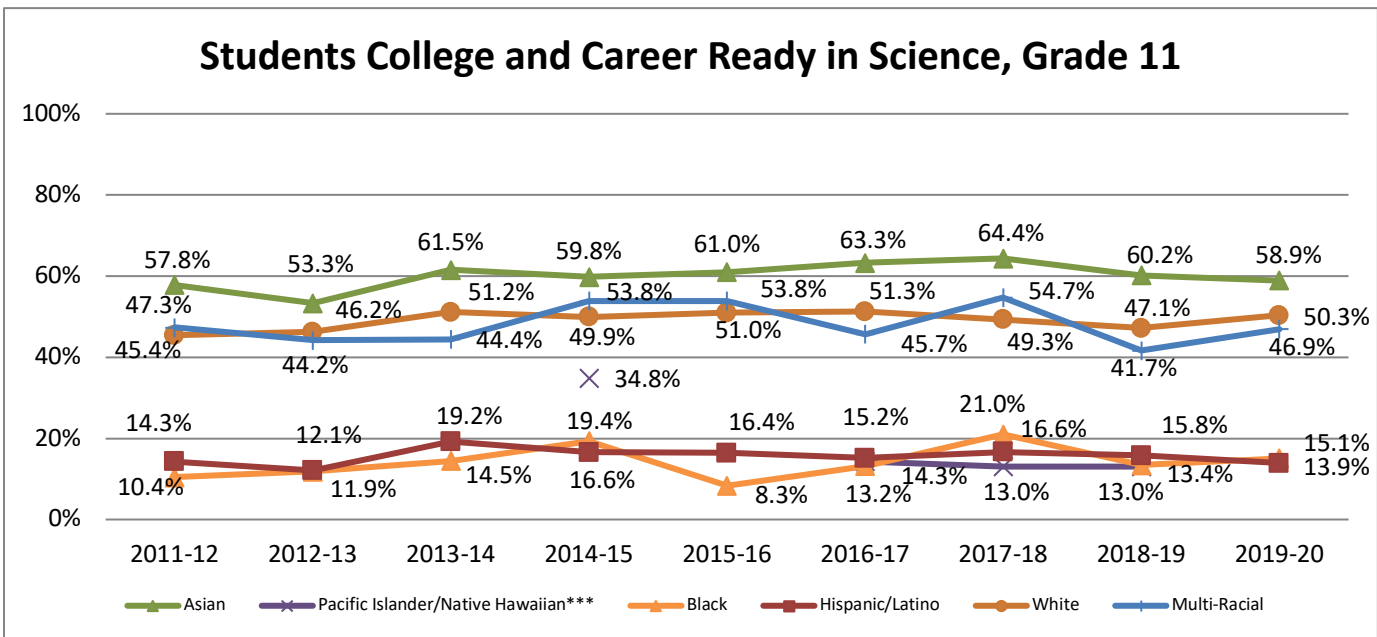
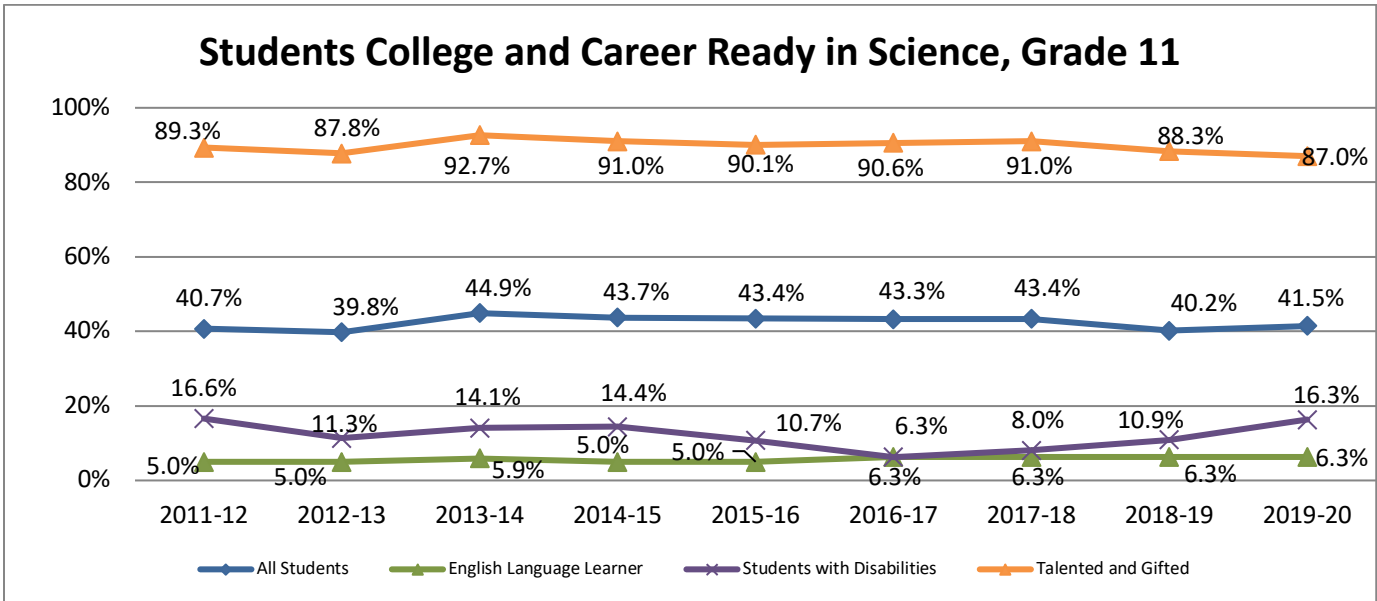
Grade 8 Students Proficient or Advanced in Science

Definition and Source: Smarter Balanced Assessment in Science

Students Proficient and Advanced in Science, Grade 8	2018-19	2019-20
All Students	48.4%	
Economically Disadvantaged	24.5%	
English Language Learner	14.1%	
Ever English Language Learner	30.0%	
Students with Disabilities	16.5%	
Asian	70.6%	
Pacific Islander/Native Hawaiian***	13.8%	
Black	22.6%	
Hispanic/Latino	22.5%	
American Indian/Alaskan Native***		
White	56.4%	
Multi-Racial	51.6%	
AVID	32.0%	
Talented and Gifted	91.0%	
Native American/Indian Ed/Tribal Enrollment	38.5%	
Male	48.1%	
Female	48.7%	

Grade 11 Students College- and Career-Ready in Science

Definition and Source: ACT Grade 11 Test Results



Students College and Career Ready in Science, Grade 11	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	43.7%	43.4%	43.3%	43.4%	40.2%	41.5%
English Language Learner	<5%	<5%	6.3%	6.3%	<5%	<5%
Students with Disabilities	14.4%	10.7%	6.3%	8.0%	10.9%	16.3%
Asian	59.8%	61.0%	63.3%	64.4%	60.2%	58.9%
Pacific Islander/Native Hawaiian***	34.8%		14.3%	13.0%	13.0%	
Black	19.4%	8.3%	13.2%	21.0%	13.4%	15.1%
Hispanic/Latino	16.6%	16.4%	15.2%	16.6%	15.8%	13.9%
American Indian/Alaskan Native***						
White	49.9%	51.0%	51.3%	49.3%	47.1%	50.3%
Multi-Racial	53.8%	53.8%	45.7%	54.7%	41.7%	46.9%
AVID			17.5%	15.7%	14.3%	11.9%
Talented and Gifted	91.0%	90.1%	90.6%	91.0%	88.3%	87.0%
Native American/Indian Ed/Tribal Enrollment						
Male	47.8%	46.6%	42.7%	45.7%	42.2%	44.6%
Female	39.4%	39.9%	43.8%	41.1%	38.0%	38.1%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Aloha High School	24.7%	24.4%	23.1%	23.4%	17.7%	21.3%
Arts & Communication Magnet Academy	45.9%	51.8%	41.5%	50.8%	32.8%	44.3%
Beaverton Academy of Sci. & Engineering						57.4%
Beaverton High School	43.5%	39.0%	32.0%	32.8%	30.6%	33.5%
Community School	<5%	<5%	<5%	<5%	<5%	10.3%
International School of Beaverton	64.0%	67.1%	76.9%	73.0%	80.3%	68.1%
Mountainside High School					44.6%	42.3%
Southridge High School	44.7%	43.5%	55.1%	47.4%	30.9%	29.9%
Sunset High School	53.1%	52.6%	51.2%	53.1%	54.6%	57.0%
Westview High School	48.2%	47.8%	46.2%	47.5%	48.3%	46.6%

*** Not reported - fewer than 20 students

College and Career Ready in Science in Grade 11 (2019-20)	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Students with Disabilities	Talented and Gifted	English Language Learner	AVID
Aloha High School	21%	28%	14%	7%	38%	35%	21%	22%	6%	76%	<5%	14%
Arts and Communication Magnet Academy	44%					47%	40%	55%				
Beaverton Academy of Sci. & Engineering	57%			29%		64%	47%	64%		>95%		
Beaverton High School	34%	35%		10%	30%	59%	32%	35%	<5%	88%	<5%	14%
Community School	10%											
International School of Beaverton	68%	69%				79%	58%	77%		91%		
Mountainside High School	42%	61%		23%	35%	44%	43%	42%	17%	82%		<5%
Southridge High School	30%	36%	10%	5%	33%	46%	30%	30%	8%	78%		<5%
Sunset High School	57%	74%		26%	59%	56%	52%	61%	17%	95%		
Westview High School	47%	57%		23%	60%	51%	41%	51%	28%	84%	14%	

Native American and Pacific Islander not displayed since no cells have at least 20 students

Elementary Science

Action Plan

This Year:

- Support the CDL rollout of Twig Science for grades 1-5 (including Special Education specialized classrooms).
 - Professional Development
 - Distributed trade books to schools
 - Slide decks and Twig Science lessons created in Seesaw and Canvas
- Support CDL in science Kindergarten (including Dual Language)
 - Professional Development
 - Create curriculum that integrates with purposeful play inquiry model and offers culturally relevant resources
- Support CDL Twig Science rollout for grades 1-5 in Dual Language
 - Professional development
 - Create science units for teachers in Spanish using some of the Twig resources available
 - Distribute trade books in Spanish to the three dual-language schools
- Continue to examine our science practices through an equity lens
 - Provide resources for teachers that address equity in science
 - Integrate equity practices into professional development
 - Provide additional culturally relevant and inclusive resources (e.g., non-fiction videos and books) to supplement the Twig curriculum

Long Term:

- Supporting consistent integration of NGSS standards in all elementary classrooms. This support includes Twig Science professional development and resources adopted by the Board as part of the Science Project Team and Science Cadre work.
 - Distribution of Twig Science Kits and Books to grades 1-5 classrooms (including dual language and SPED)
- Supporting the ongoing work of curricular integration across subjects
- Ongoing professional development to support teacher understanding of scientific content knowledge appropriate to the grade level they teach
- Ongoing professional development to support teacher understanding of the three-dimensions of the NGSS standards as well as phenomena-based learning
 - Professional Development - All Teachers
 - 1 full day per unit plus 1 full day intro/overview of NGSS and curriculum/unit features provided by Twig Science
 - Professional Development - Teacher Leaders
 - 2 people per school (primary and intermediate) who receive an extra 5 days of summer training on NGSS and their grade level units
 - Use summer schools as a lab training.
 - Lesson study model (similar to math)
- Create science units for kindergarten aligned with NGSS standards and purposeful play inquiry model using the Twig science curriculum resources (both in English and in Spanish).
 - Develop a list of hands-on materials aligned with science units and distribute it to kindergarten classrooms.

- Develop a list of culturally relevant non-fiction text aligned with the kinder science units and distribute it to kindergarten classrooms (including text in Spanish for dual-language classrooms).
- Develop kindergarten assessments in English and Spanish.
- Continue supporting consistent implementation of NGSS standards in elementary classrooms through the following:
 - Science Project Team/Cadre work, including:
 - Vision, mission, best practices and position statement for science
 - Develop rubrics

Secondary Science

Analysis

Successes:

- The percentage of students with disabilities meeting or exceeding the college- and career-readiness benchmark is at its highest point since the current science benchmark was adopted in 2012-13.
- The percentage of all students meeting or exceeding the college- and career-readiness benchmark increased by 1.3% compared to the previous year.
- Since the boundary change occurred, only this year and last year's data reflect each comprehensive school's new student population. With that in mind, of the comprehensive schools, both Aloha and Beaverton High Schools had the most significant increases compared to last year in their percentage of all students meeting or exceeding the college- and career-readiness benchmark, by 3.6% and 2.9% respectively.
- Community School more than doubled the percentage of students meeting or exceeding the college- and career-readiness benchmark compared to all years since 2014, from <5% to 10.3%.
- In the last five years, IB and AP science enrollment increased for all students by 35%. The race/ethnicities with the largest gains were Hispanic and American Indian/Native Alaskan subgroups, with increases of 51% and 50% respectively. Multiple, Asian, and Black/African American race/ethnicities had the next highest growths with 36%, 34%, and 33%, respectively. White and Native Hawaiian/Pacific Islander increased the least, with 18% and 13% respectively. All subgroups increased in AP/IB science enrollment. In the same timeframe, total district high school enrollment increased by 17%.

Areas for Growth:

- The percentage of students meeting or exceeding the college- and career-readiness benchmark increased from last year, but is still slightly below prior years.
- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.

Action Plan

This Year:

- The Science Project team has convened to make a recommendation on Curriculum and Professional Development for 6-8 science program to the Board in Winter of 2020.
- Continued implementation of the Next Generation Science Standards in Physics, Chemistry, and Biology
- Five-day training for all Biology teachers on the updated units of study in Patterns Biology
- Continued iteration of the high school science sequence course instructional materials to meet the needs of all learners, including differentiated supports and language integration
- Training of all high school science teachers in strategies for supporting English Language Learners
- Preparation for roll out of the Middle School Science adoption next year, including professional development planning
- Work toward AVID school-wide implementation in middle and high schools. 69 teachers have been trained in AVID science instructional strategies.
- The development of a universal BSD pre-referral system for Special Education
- Utilization of Unique Learning Systems science components and instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom
- Training for ELD, Special Education Teachers, Counselors and Intervention teachers on how to assess language difference versus learning difference
- Update the assessment practices for evaluating an EL student for Special Education Services.
- Special Education teachers were provided specific training in the utilization of science adoption materials specifically purchased for their programs.

Long Term:

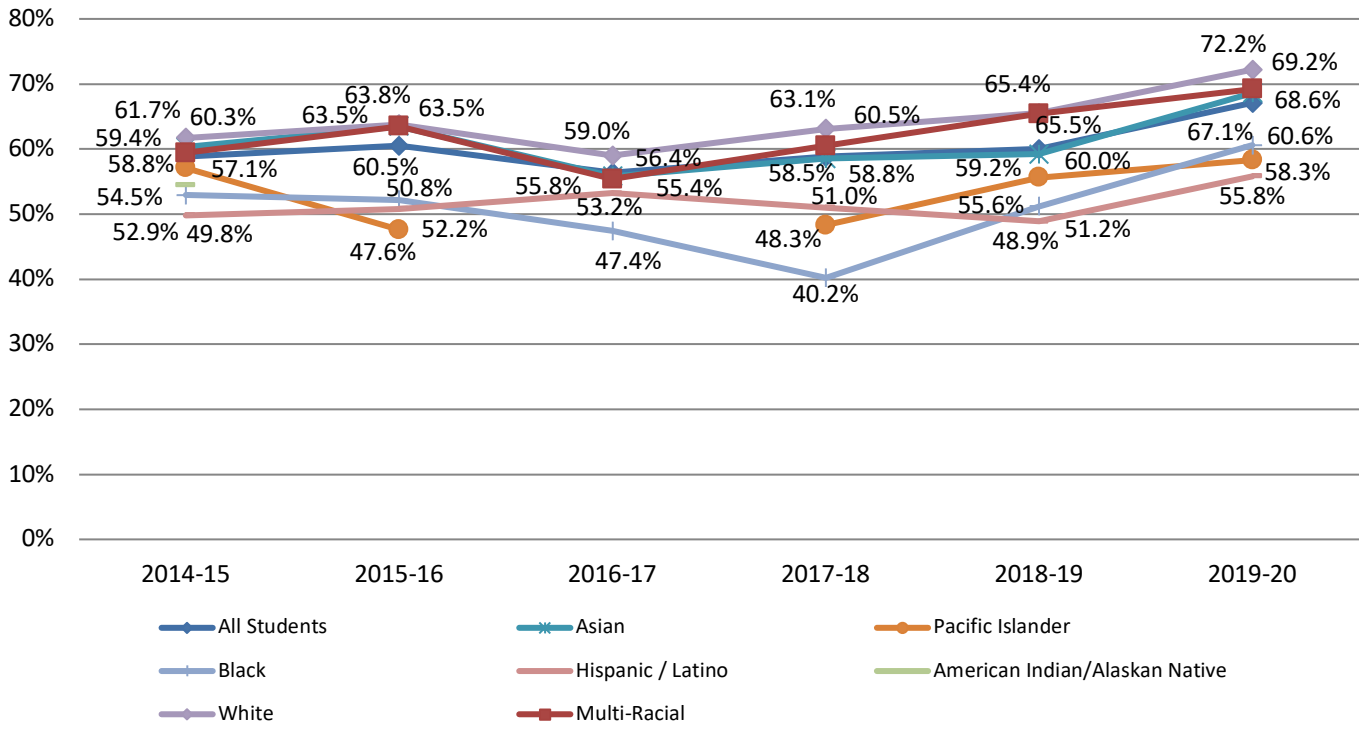
- Continued professional development for science teachers focused on the NGSS Science and Engineering Practices and culturally responsive teaching
- Continued implementation of a consistent math course sequence at the middle and high school levels to ensure alignment and outcomes to strategic measures
- Continued development of dual credit opportunities for students in science at the high school level in partnership with NWRESA's NW Promise Program (for Anatomy and Physiology dual credit in all high schools), PCC, and other post-secondary institutions. This effort helps to encourage students to take science beyond the three credits required for graduation.
- Continued implementation of AVID elective in grades 6-12 to increase access, opportunity and expectation for historically underrepresented students
- Continued implementation of AVID school-wide for improved instructional science strategies
- Continued monitoring of the instructional models for ELs at all levels and in all schools to ensure the integration of language and that content targets are being addressed and professional development for language is aligned to content area professional development
- Continued work to ensure all teachers are trained in linguistically integrated instruction strategies so teachers are able to provide access to core for all ELs
- Training all new secondary science teachers in their grade-level/subject (5-day trainings for high school, 4 days for new middle school teachers)

- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- The implementation of a Multi-Tiered System of Support tracking system through Synergy in order to document student interventions and progress monitoring of those interventions
- Curricular materials for students in Specialized Program classes will continue to be included as part of the district's science adoption.
- Monitor student progress for all new Special Education curricular items and include these materials as part of the formal curriculum adoption process.
- Provide training for secondary Resource Room teachers on tools for supporting reading, writing, and math goals with science.
- The development of a universal BSD pre-referral system for Special Education

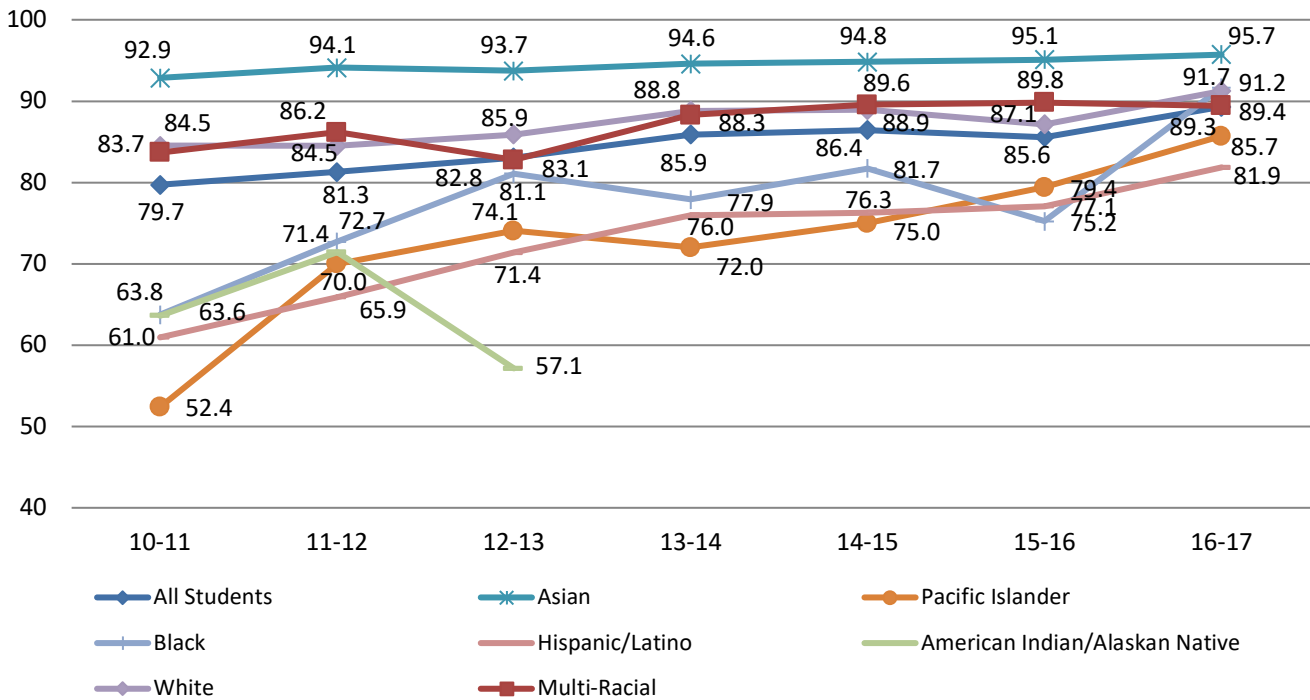
HIGH SCHOOL GRADUATION AND CAREER LEARNING

Four-Year Cohort Graduation Rates

Graduates with 4+ credits in Six Career Learning Areas



BSD Four Year Cohort Graduation Rates



4 Year Cohort Graduation Rates							
9th Graders Entering in:	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Students graduating during or before:	13-14	14-15	15-16	16-17	17-18	18-19	19-20
All Students	79.7	81.3	83.1	85.9	86.4	85.6	89.3
Economically Disadvantaged	66.3	68.5	72.0	76.1	75.8	77.4	82.0
Ever ELL	65.2	70.3	76.3	79.3	81.0	82.2	83.5
English Language Learner in High School	48.1	59.8	61.2	67.0	62.8	64.6	70.7
Students with Disabilities	62.3	62.1	58.7	66.8	64.3	61.9	74.2
Asian	92.9	94.1	93.7	94.6	94.8	95.1	95.7
Pacific Islander	52.4	70.0	74.1	72.0	75.0	79.4	85.7
Black	63.8	72.7	81.1	77.9	81.7	75.2	91.7
Hispanic/Latino	61.0	65.9	71.4	76.0	76.3	77.1	81.9
American Indian/Alaskan Native	63.6	71.4	57.1				
White	84.5	84.5	85.9	88.8	88.9	87.1	91.2
Multi-Racial	83.7	86.2	82.8	88.3	89.6	89.8	89.4
AVID in HS	-----	-----	-----	-----	86.4	91.1	94.9
Talented and Gifted	96.9	95.9	94.3	97.6	97.5	97.1	98.0
Male	75.7	79.8	80.8	84.0	84.2	83.0	87.2
Female	84.0	82.8	85.5	87.9	88.8	88.3	91.1

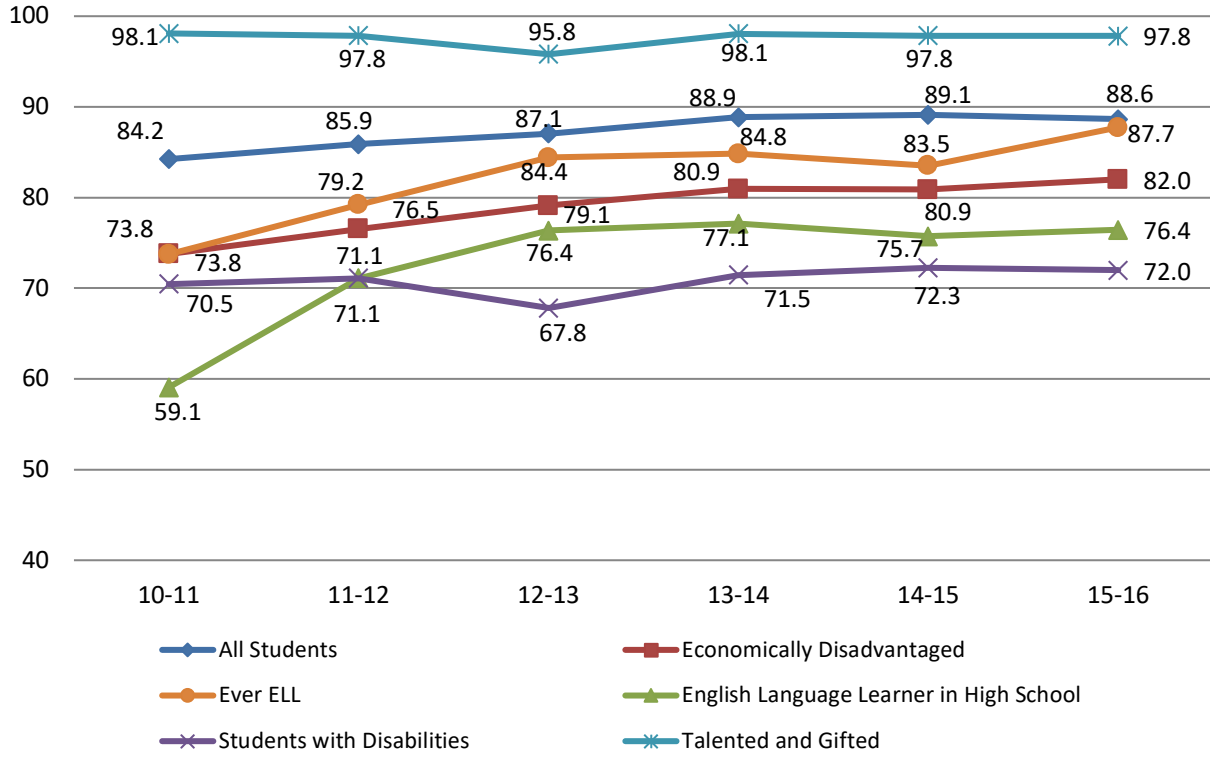
4 Year Cohort Graduation Rates							
9th Graders Entering in:	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Students graduating during or before:	13-14	14-15	15-16	16-17	17-18	18-19	19-20
State	72.0	73.8	74.8	76.7	78.7	80.0	82.6
Beaverton School District	79.7	81.3	83.1	85.9	86.4	85.6	89.3
Aloha High School	72.9	74.8	75.6	78.1	78.1	79.2	85.0
Arts & Communication High School	85.7	94.1	88.6	97.7	97.1	88.9	98.5
Beaverton High School	73.7	73.9	79.5	81.9	81.0	79.3	78.6
Community School	40.0	35.0	53.1	54.1	53.5	62.5	83.3
Health & Science School	86.0	84.6	93.9	96.3	94.8	90.9	98.8
ISB High	100.0	98.7	98.6	98.8	100.0	100.0	98.6
Mountainside High School	---	---	---	---	---	---	94.9
School of Science & Technology	86.1	81.1	89.7	97.2	100.0	96.7	100.0
Southridge High School	88.7	89.6	86.0	88.1	88.6	85.4	85.0
Sunset High School	83.2	89.2	85.9	89.6	90.1	91.7	92.3
Westview High School	80.9	84.3	87.7	88.2	90.7	88.9	91.8

Results for groups with fewer than 20 students are not reported

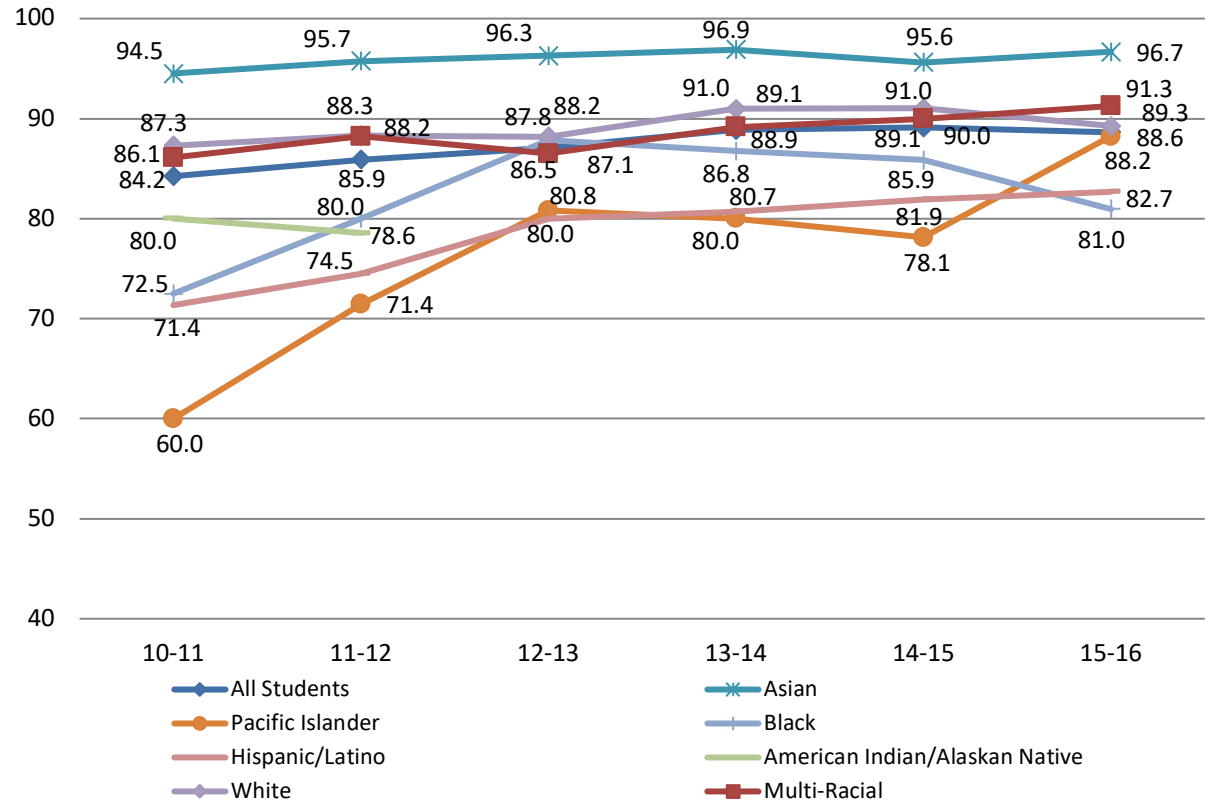
4 Year Cohort Graduation Rates (2019-20)	BSD	Aloha	ACMA	BHS	Community School	HS2	ISB	MHS	SST	SRHS	Sunset	WHS
All Students	89.3%	85.0%	98.5%	78.6%	83.3%	98.8%	98.6%	94.9%	100.0%	85.0%	92.3%	91.8%
Economically Disadvantaged	82.0%	82.9%		69.3%	83.3%	100.0%		88.4%		78.9%	80.4%	85.5%
Ever ELL	83.5%	82.1%		70.9%		100.0%	100.0%	90.1%		74.0%	89.9%	88.8%
English Language Learner	70.7%	69.2%		52.7%				76.2%		60.5%		86.8%
Students with Disabilities	74.2%	73.3%		67.9%	78.3%			78.6%		76.9%	82.3%	63.5%
Asian	95.7%	90.0%		85.7%			95.7%	100.0%		90.0%	97.1%	96.3%
Pacific Islander	85.7%											
Black	91.7%	96.2%		85.0%								96.0%
Hispanic/Latino	81.9%	81.3%		69.7%		100.0%		86.8%		79.2%	82.8%	86.9%
American Indian/Alaskan Native												
White	91.2%	86.1%	97.1%	87.3%	82.8%	97.5%	100.0%	96.1%	100.0%	87.2%	93.2%	91.1%
Multi-Racial	89.4%	86.4%						91.7%			90.3%	92.9%
AVID in HS	94.9%	92.1%		94.1%		100.0%		97.2%		92.0%	97.2%	98.3%
Talented and Gifted	98.0%	97.2%		100.0%			96.2%	100.0%		97.0%	97.9%	96.6%
Male	87.2%	78.9%		75.0%	92.0%	98.0%	100.0%	94.6%	100.0%	80.6%	93.2%	92.1%
Female	91.1%	91.3%	100.0%	82.7%	75.9%	100.0%	97.6%	95.3%		90.3%	91.1%	91.4%

Results for groups with fewer than 20 students are not reported

BSD Five Year Cohort Graduation Rates



BSD Five Year Cohort Graduation Rates



5 Year Cohort Graduation Rates						
9th Graders Entering in:	10-11	11-12	12-13	13-14	14-15	15-16
Students graduating during or before:	14-15	15-16	16-17	17-18	18-19	19-20
All Students	84.2	85.9	87.1	88.9	89.1	88.6
Economically Disadvantaged	73.8	76.5	79.1	80.9	80.9	82.0
Ever ELL	73.8	79.2	84.4	84.8	83.5	87.7
English Language Learner in High School	59.1	71.1	76.4	77.1	75.7	76.4
Students with Disabilities	70.5	71.1	67.8	71.5	72.3	72.0
Asian	94.5	95.7	96.3	96.9	95.6	96.7
Pacific Islander	60.0	71.4	80.8	80.0	78.1	88.2
Black	72.5	80.0	87.8	86.8	85.9	81.0
Hispanic/Latino	71.4	74.5	80.0	80.7	81.9	82.7
American Indian/Alaskan Native	80.0	78.6				
White	87.3	88.3	88.2	91.0	91.0	89.3
Multi-Racial	86.1	88.2	86.5	89.1	90.0	91.3
AVID in HS	-----	-----	-----	-----	90.8	93.6
Talented and Gifted	98.1	97.8	95.8	98.1	97.8	97.8
Male	81.1	84.6	85.1	87.8	86.9	86.5
Female	87.6	87.1	89.2	90.1	91.5	90.8

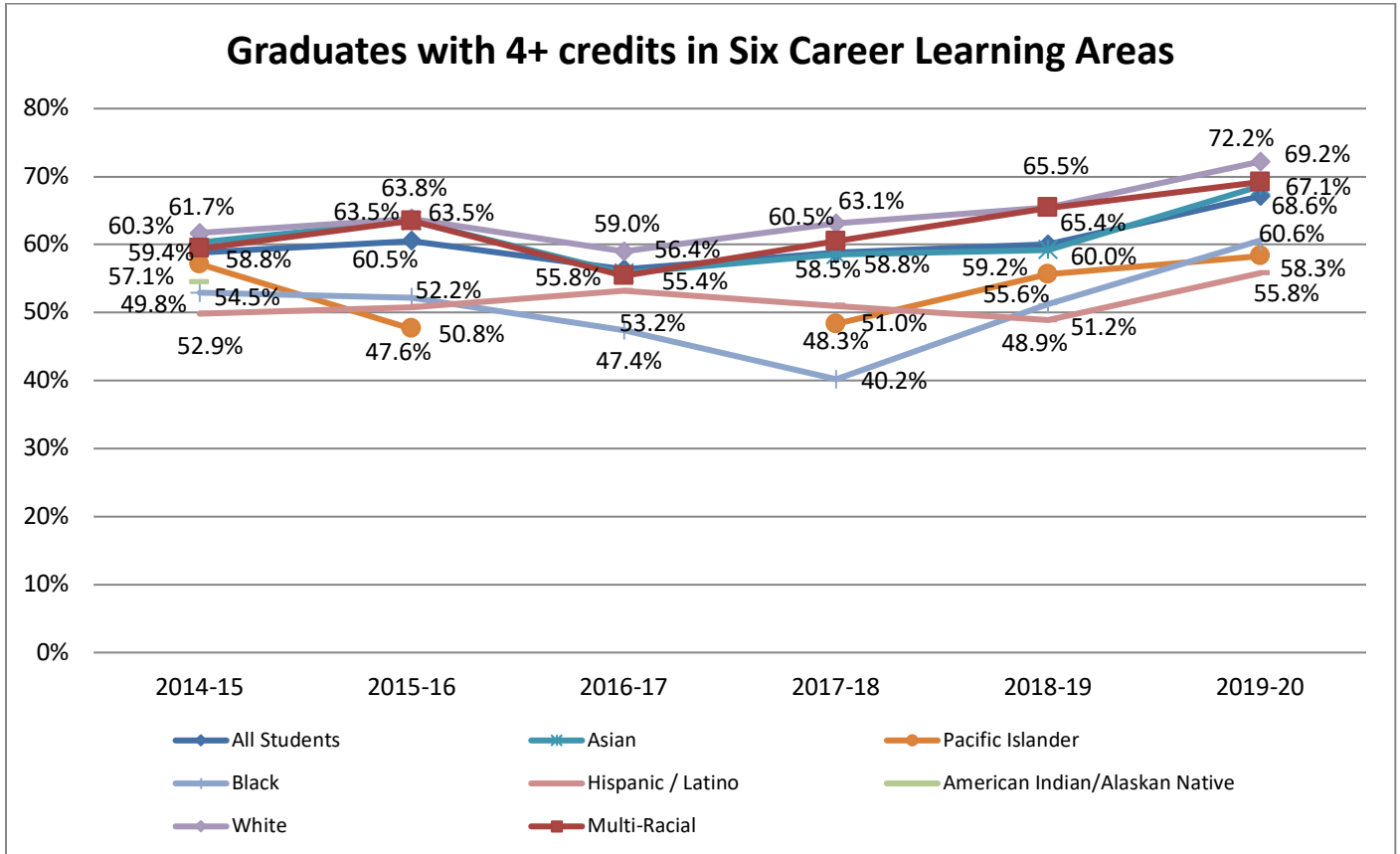
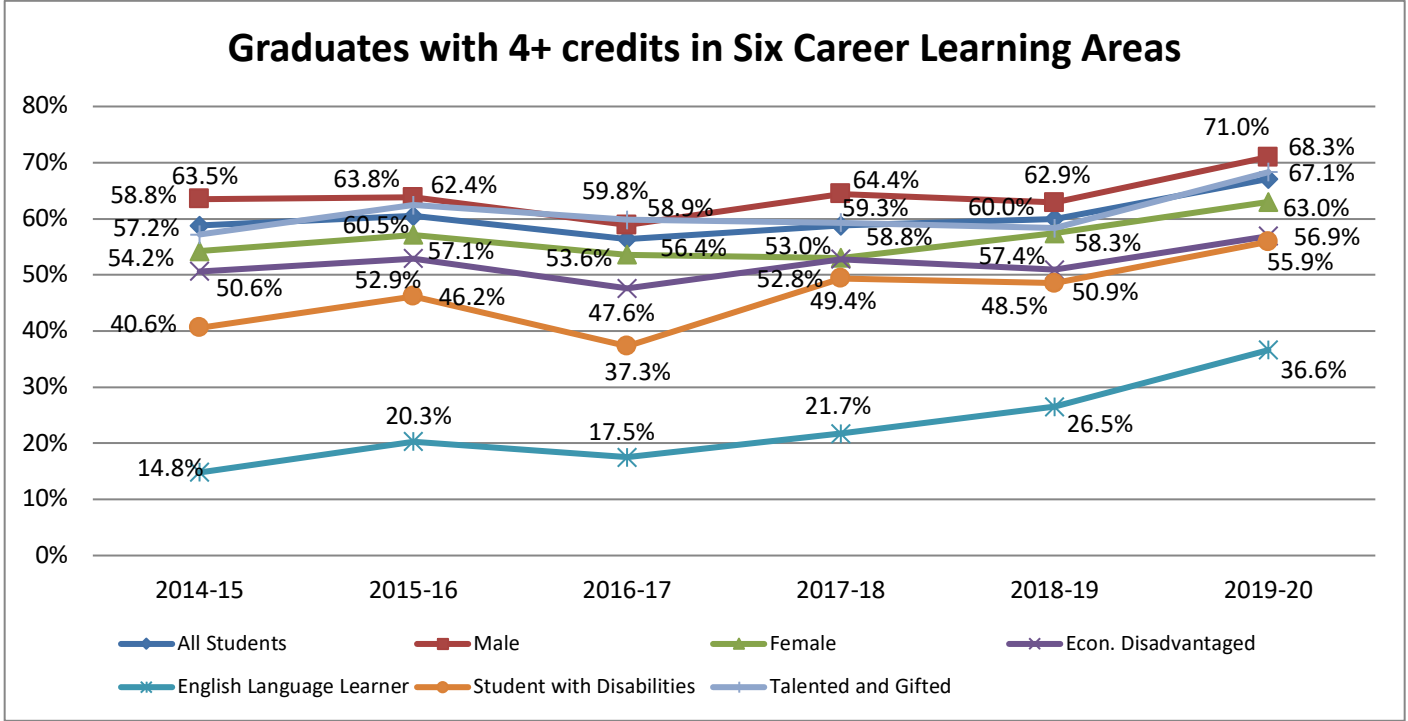
9th Graders Entering in:	10-11	11-12	12-13	13-14	14-15	15-16
Students graduating during or before:	14-15	15-16	16-17	17-18	18-19	19-20
State	76.5	77.8	78.9	80.0	81.6	83.0
Beaverton School District	84.2	85.9	87.1	88.9	89.1	88.6
Aloha High School	79.8	79.7	82.3	81.7	81.6	81.3
Arts & Communication High School	95.6	97.6	96.1	98.8	98.5	90.3
Beaverton High School	77.9	80.4	83.7	85.0	83.3	84.0
Community School	61.0	69.3	78.5	83.1	83.6	88.9
Health & Science School	89.8	94.1	97.0	97.5	94.8	92.1
ISB High	100.0	100.0	100.0	98.8	100.0	100.0
School of Science & Technology	90.2	91.4	96.6	97.2	100.0	100.0
Southridge High School	90.5	92.6	87.1	87.7	91.1	89.5
Sunset High School	88.0	88.9	89.0	93.5	93.9	92.8
Westview High School	84.6	86.7	89.3	90.4	91.2	91.7

Results for groups with fewer than 20 students are not reported

5 Year Cohort Graduation Rates (2019-20)	BSD	Aloha	ACMA	BHS	Community School	HS2	ISB	SST	SRHS	Sunset	WHS
All Students	88.6%	81.3%	90.3%	84.0%	88.9%	92.1%	100.0%	100.0%	89.5%	92.8%	91.7%
Economically Disadvantaged	82.0%	79.6%	86.4%	79.6%	87.0%	90.6%	100.0%		82.1%	85.6%	81.7%
Ever ELL	87.7%	86.1%		79.2%	88.0%	91.7%	100.0%		86.6%	92.5%	91.4%
English Language Learner	76.4%	70.7%		60.7%					79.4%	85.4%	85.1%
Students with Disabilities	72.0%	70.1%		63.0%					70.5%	77.0%	74.1%
Asian	96.7%	92.3%		90.3%			100.0%		98.1%	99.0%	98.3%
Pacific Islander	88.2%										
Black	81.0%	75.7%									91.3%
Hispanic/Latino	82.7%	79.7%		78.7%	92.3%	92.0%			81.3%	88.2%	82.0%
American Indian/Alaskan Native											
White	89.3%	80.2%	92.7%	86.3%		91.2%	100.0%	100.0%	90.7%	93.2%	90.9%
Multi-Racial	91.3%	88.2%		88.9%					90.6%	88.6%	97.6%
AVID in HS	93.6%	97.1%		89.3%		95.5%			90.0%	97.0%	97.0%
Talented and Gifted	97.8%	89.5%		98.1%			100.0%		96.2%	99.3%	98.8%
Male	86.5%	78.5%		82.6%	95.5%	91.7%	100.0%	100.0%	88.6%	89.6%	89.3%
Female	90.8%	84.6%	90.0%	85.5%	83.9%	92.9%	100.0%		90.4%	96.4%	94.0%

Graduates Completing Four Credits in Oregon Skill Sets

Career Learning Areas: C or better in 4 years of coursework in one or more of the following areas - Ag, Food and Natural Resource Systems; Arts, Information and Communications; Business and management; Health Sciences; Human Resources; Industrial and Engineering Systems. Graduates are student (regardless of high school entry year) who earned a diploma or GED by June 30.



Graduates completing 4+ credits (C or better) in the six Career Learning Areas						
Beaverton School District	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	58.8%	60.5%	56.4%	58.8%	60.0%	67.1%
Male	63.5%	63.8%	58.9%	64.4%	62.9%	71.0%
Female	54.2%	57.1%	53.6%	53.0%	57.4%	63.0%
Econ. Disadvantaged	50.6%	52.9%	47.6%	52.8%	50.9%	56.9%
English Language Learner	14.8%	20.3%	17.5%	21.7%	26.5%	36.6%
Student with Disabilities	40.6%	46.2%	37.3%	49.4%	48.5%	55.9%
Talented and Gifted	57.2%	62.4%	59.8%	59.3%	58.3%	68.3%
Asian	60.3%	63.5%	55.8%	58.5%	59.2%	68.6%
Pacific Islander	57.1%	47.6%		48.3%	55.6%	58.3%
Black	52.9%	52.2%	47.4%	40.2%	51.2%	60.6%
Hispanic / Latino	49.8%	50.8%	53.2%	51.0%	48.9%	55.8%
American Indian/Alaskan Native	54.5%					
White	61.7%	63.8%	59.0%	63.1%	65.5%	72.2%
Multi-Racial	59.4%	63.5%	55.4%	60.5%	65.4%	69.2%

School Name	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Aloha High School	65.9%	70.9%	67.5%	66.3%	68.8%	61.0%
Arts & Communication Magnet Academy	87.8%	83.3%	69.4%	82.4%	67.9%	87.7%
Beaverton High School	58.9%	60.1%	60.5%	62.2%	58.7%	62.9%
Community School	32.1%	33.3%	23.1%	20.8%	42.3%	46.7%
Health & Science School	95.3%	84.8%	93.7%	91.8%	91.4%	93.7%
International School of Beaverton	0.0%	0.0%	3.8%	7.8%	7.1%	7.4%
Mountainside High School	-----	-----	-----	-----	-----	72.1%
School of Science & Technology	16.7%	37.0%	33.3%	45.5%	50.0%	81.8%
Southridge High School	62.6%	65.1%	54.3%	62.3%	64.8%	57.6%
Sunset High School	57.7%	65.0%	62.0%	63.4%	68.1%	73.8%
Westview High School	69.5%	67.9%	64.1%	63.9%	65.7%	70.9%

Results for groups with fewer than 20 students are not reported

Graduates completing 4+ credits (C or better) in the six Career Learning Areas (2019-20)	BSD	Aloha	ACMA	Beaverton	Community School	HS2	ISB	MHS	SST	Southridge	Sunset	Westview
All Students	67%	61%	88%	63%	47%	94%	7%	72%	82%	58%	74%	71%
Male	71%	72%		63%	44%	92%	7%	70%	88%	65%	78%	71%
Female	63%	51%	87%	63%	50%	97%	8%	74%		50%	68%	71%
Econ. Disadvantaged	57%	57%		50%	49%	90%		61%		50%	66%	58%
English Language Learner	37%	36%		24%						26%		41%
Student with Disabilities	56%	54%		50%				42%		50%	67%	72%
Talented and Gifted	68%	69%		62%			12%	69%		53%	75%	73%
Asian	69%	70%						62%			77%	77%
Pacific Islander	58%											
Black	61%	60%										63%
Hispanic / Latino	56%	52%		49%		86%		61%		47%	64%	60%
Native American												
White	72%	68%	85%	77%	50%	97%	13%	76%	83%	62%	75%	75%
Multi-Racial	69%							79%			75%	59%

Results for groups with fewer than 20 students are not reported

High School Graduation and Career Learning

Graduation Analysis

Successes:

- The four-year cohort graduation rate rose to an **all-time** high for all student groups except Multi-racial students. This is narrowing the achievement gap. The graduation rate for Black students exceeded the rate for White students for the first time.
- Multiple student groups are exceeding the district goal of a 90% on-time graduation rate.
- Four-year cohort graduation rates hit all-time highs at Aloha, Community School, Sunset and Westview.
- Five-year cohort graduation rates reached all-time highs for economically disadvantaged students, Ever ELL students, Hispanic/Latino, and Multi-racial students. Community School’s five-year graduation rate is also higher than ever.
- 83% of students with disabilities who graduated from BSD in 2017-18 are engaged in higher education, competitive employment, or enrolled in some other type of school or work. This is 9% higher than the state average.
- In 2019-20, Beaverton students in every subgroup graduated at a higher percentage than the state average in both 4- and 5-year graduation rates, with the exception of the four-year and five-year rate for migrant students. The percentage improvement in four-year cohort graduation rates since 2015 for Black, Hispanic/Latino, and Economically Disadvantaged students outpaces the increases for students in Oregon.

<i>Percentage Improvements since 2015</i>	<i>Beaverton</i>	<i>State of Oregon</i>	<i>OR rate 2020</i>
<i>All Students</i>	<i>+8.0</i>	<i>+8.8</i>	<i>82.6</i>
<i>Black/African American</i>	<i>+18.9</i>	<i>+13.7</i>	<i>76.3</i>
<i>Hispanic/Latino</i>	<i>+15.9</i>	<i>+12.1</i>	<i>79.5</i>
<i>English Language Learner in High School</i>	<i>+10.8</i>	<i>+13.4</i>	<i>64.6</i>
<i>Economically Disadvantaged</i>	<i>+13.5</i>	<i>+11.1</i>	<i>77.6</i>
<i>Students with Disabilities</i>	<i>+12.1</i>	<i>+15.2</i>	<i>68.0</i>

Areas for Growth:

- The five-year cohort graduation rate is lower than the previous two years as are the rates for white students and male students. The five-year graduation rate for Black students is at its lowest point in the last four years. Migrant students in Beaverton are less likely to graduate than migrant students across Oregon.
- Graduation rates remain predictable by gender, based on race/ethnicity, economic status, and program participation although differences have narrowed over time.

Action Plan

This Year:

- AVID elective classes support first generation college students and other historically underrepresented students on the development of college preparation and persistence skills while AVID school-wide implementation efforts focus on developing college- and career readiness culture and enhancing instructional strategies in all content areas focused on writing, inquiry, collaboration, organization and reading.
- Anti-bias, Anti-racist (ABAR) professional learning at the school and district level
- Mental health awareness week - professional development for staff and lessons delivered to all students
- Schools are taking steps to de-track courses and promote access to rigorous coursework for all students.
- 2020 summer school programs for credit recovery coursework
- School Learning Target recovery resulting in credit recovery
- Continued use of our District's Early Warning System (EWS) for attendance and academic progress data
- Implemented Behavioral Health & Wellness Teams at every school reaching out directly to students and families to support student engagement, attendance, and social services needs
- District focus on the State High School Success initiative with an emphasis on 9th Grade On-Track
- Continued support for District Passages Program at Community School
- Focus on reducing student exclusions from school (no expulsions to date this school year)
- Continuation of new high school prep program for struggling middle school students (Upgrade) - program now at three middle schools instead of Merlo Campus
- Continued expansion of BSD Flex to increase the availability of anytime, anywhere credit recovery opportunities for high school students. All high schools make Flex programming available to their students.
- Opening of FLEX Online School to meet the needs of students who learn best virtually
- Measure 98 Efforts:
 - Graduation Mentors: Staff who work with school personnel, students and families to improve student attendance and credit attainment, ultimately helping increase graduation rates
- Career and Technical Education (CTE) staff and program development - CTE teachers meet monthly for professional development with a focus on increasing CTE participation and concentration and equity with historically underrepresented students. Opening of CTE construction program at Merlo expands the opportunities to engage in CTE learning, remain connected with school, and develop a post-secondary plan. Creation of a Manufacturing option for all students in the district for 20-21 at Westview.
- LITT positions (Library Instructional Technology Teachers) and their work as "instructional technology coaches" in our secondary schools.

- Every high school has developed a school learning plan with a consistent focus on ABAR, collaboration, and academic excellence. All schools have goals to improve graduation rates and/or 9th grade on track rates in their plans.
- High school principals have intentionally shared report card grade data after each grading period by subject with their high school staffs to identify where students are succeeding and promote collaboration in support of improving student achievement.
- Continued implementation of the revised School Allocation Model (SAM) with increased attention to allocations that support historically underserved students
- Teachers have reflected on grading practices during CDL and have adapted grades in order to not penalize students who are experience barriers to access. Time for students to earn credit is more flexible.
- Teachers have more time for collaboration, professional development, and family-student connection.
- Comprehensive high school schedule adapted for CDL so that students only have 4 classes each quarter
- All teachers using Canvas which provides consistency for students in accessing instruction and for parents to monitor the progress of their student
- Consistent upgrading of gradebooks by teachers with principal monitoring and support is providing students and parents more timely information on student progress
- Addition of 1.0 social worker at each high school and 0.5 social worker at each middle school and options school
- Social Studies cadre work will focus on improving and creating more access to engaging, culturally relevant/responsive curriculum, instruction and assessment. Cadre work will also provide an analysis and improvement of pathway(s) for students to earn three credits and be prepared to graduate high school.
- Collaboration on Social Studies curriculum & instruction with MLD, SPED, Flex

Long Term:

- Providing professional learning for K-12 educators in Anti-bias Anti-racist (ABAR) practices (K-12 training), Math (secondary training only), and Content Area Writing: A Schoolwide Approach (K-12 training)
- Providing Trauma Informed Care professional training for Behavioral Health and Wellness Teams
- The completion of a Behavioral Health and Wellness curriculum adoption
- Revision of the Education Plan and Profile
- Providing professional learning for secondary educators focused on researched-based effective classroom strategies for all content areas to increase writing, critical thinking, collaboration, and student-directed learning, organizational skills, and critical reading (WICOR)
- Providing training in WICOR strategies for K-12 educators, community members and certified subs that support student SEL growth, student agency, rigorous academic skills, and opportunity knowledge.
- Supporting implementation of the AVID academic elective class (which had a 95% four-year cohort graduation rate in 2019-20 for students in the elective during high school (of which, 2/3rds qualify for Free/Reduced lunch, over half identify as historically underserved race/ethnicities, and nearly half are multilingual learners)
 - Part of this implementation support includes the recruitment, training, and placement of AVID Tutors which impacts the academic achievement of AVID elective students (training also includes a content-based approach that any educator can use across any content area)
- Supporting the growth of AVID Schoolwide by working with/and providing professional learning to AVID Site Coordinators and AVID Interdisciplinary Site Teams to focus on closing expectations, opportunity, and access

gaps for the entire campus. AVID Coordinators and Site Teams do this by examining ways to improve the instruction, systems, leadership, and culture of their campuses. By using the Coaching and Certification Instrument they examine high leverage indicators and data points to impact achievement for all students across the campus.

- Supporting AVID Coordinators/Site Teams/Administrative Teams in the annual and ongoing data collection and analyzation and certification process required by AVID. By moving towards schoolwide implementation of all indicators on the CCI schools, close graduation achievement gaps and raise graduation rates for all students.
- Supporting and design of the AVID School-based budget to support AVID Schoolwide and Elective implementation (AVID supplies, AVID professional learning, college field trips, and family engagement)
- Providing resources and professional learning in family engagement best practices (specifically for underrepresented groups)
- High School Success Teams with an emphasis on 9th Grade on-track
- Providing professional development in areas such as reading strategies, conferring, reading assessment, linguistically integrated instruction, and the reading and writing units of study
- Continue working with teams and teachers to deepen understanding of strong literacy practices.
- Providing professional development to secondary administrators on instructional shifts in language arts
- Collaborating with MLD and SPED on literacy work
- Providing books for classroom libraries that are accessible, diverse, and culturally relevant
- Continue partnering with Teachers College for a middle school teacher leader cohort with a focus on conferring and small groups.
- Facilitating a group of teacher leaders from all schools focused on vertical alignment, reading and writing work, problems of practice, and culturally relevant teaching with a language arts lens
- Working with Math Leaders and interested teachers to improve curricular resources available to CPM and AGS teachers, students and parents
- Curriculum and assessment iteration by our subject area part-time TOSAs and teacher leaders in Physics, Chemistry, and Biology to improve curriculum and assessment for the above areas addressed in professional development. This includes the development of new and improved common assessments, as well as more varied assessment opportunities.
- Targeted instructional coaching for Physics teachers
- Supporting multiple pathways for students to earn three credits in science after they have attempted all three core courses, including rigorous credit recovery options that align to the NGSS
- Adding career and CTE connections to all three courses
- School professional development on the intersections of Equity, Social Emotional Learning (SEL), and Social Studies to improve student outcomes
- Implementation of the newly adopted Social Studies learning targets, assessment, and instructional materials
- Professional development and building collaboration on language integration strategies, differentiation, alignment with language arts and literacy skills
- Opportunities for teacher observation, collaboration, and instructional coaching
- Consistent use of student data through our district's Early Warning System
- Growth and District support of high school Dual Language programs

- More defined attendance/intervention process (i.e. attendance teams, Behavioral Health and Wellness teams, truancy support at every school). An attendance framework will be implemented to prove consistency on language and process for intervening with students with low school attendance.
- The Multilingual Department will work with middle and high school teams to create graduation plans for 8th graders going into high school to ensure there is a plan for graduation for every English Learner in the district. Currently this is done only for newcomer students.
- Continued leadership learning professional development for all secondary administrators, centered on instructional leadership, clarity, feedback, ABAR and data
- Increase in the number of Students with Disabilities enrolling in CTE courses

Graduates Completing 4 Credits in Oregon Skill Sets

Analysis

Successes:

- The district average rose 7.1% points from the previous year and is the highest rate ever.
- The success rate for **every** student group reached an all-time high in 2019-20. Beaverton, Community School, Sunset, and Westview also attained all-time highs on this measure.

Areas for Growth:

- Some of our district options schools struggle to offer the curriculum options that fall within this measurement. Due to school program requirements and specific areas of focus, this measurement for these schools will continue at this rate.
- Rates at Aloha and Southridge are lower than they were five years ago.

Action Plan

This Year:

- Increase the number of students completing CTE certified courses available throughout our district as we work on a districtwide improvement model for CTE courses.
- Submit High School Success Plan to ODE and monitor the implementation.
- Re-establish collaboration with Hillsboro Chamber of Commerce for career-related learning experiences.
- The redesign of support for English Language Learners at the high school through an integrated model has the potential to allow ELL learners to access more elective courses in the career learning areas. Integrated models are currently being piloted at selected secondary schools.
- Establish new CTE program at Westview (Manufacturing).

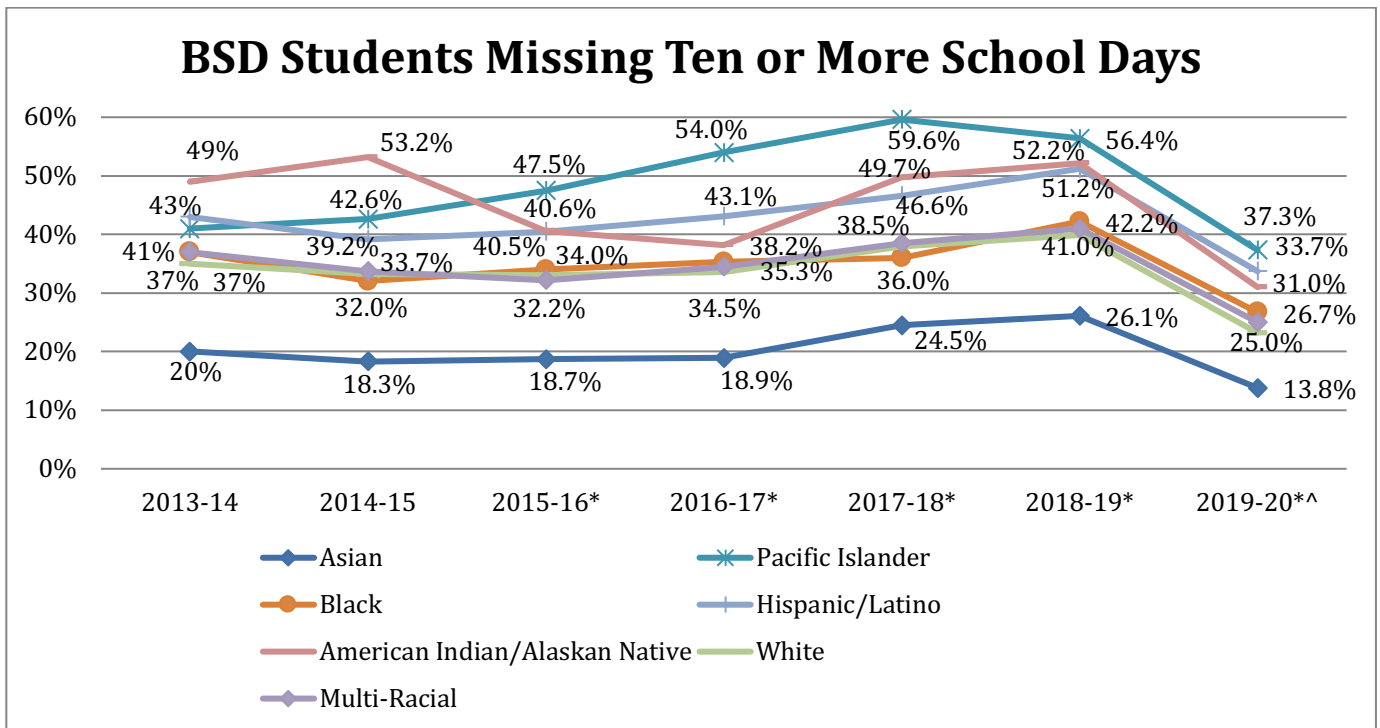
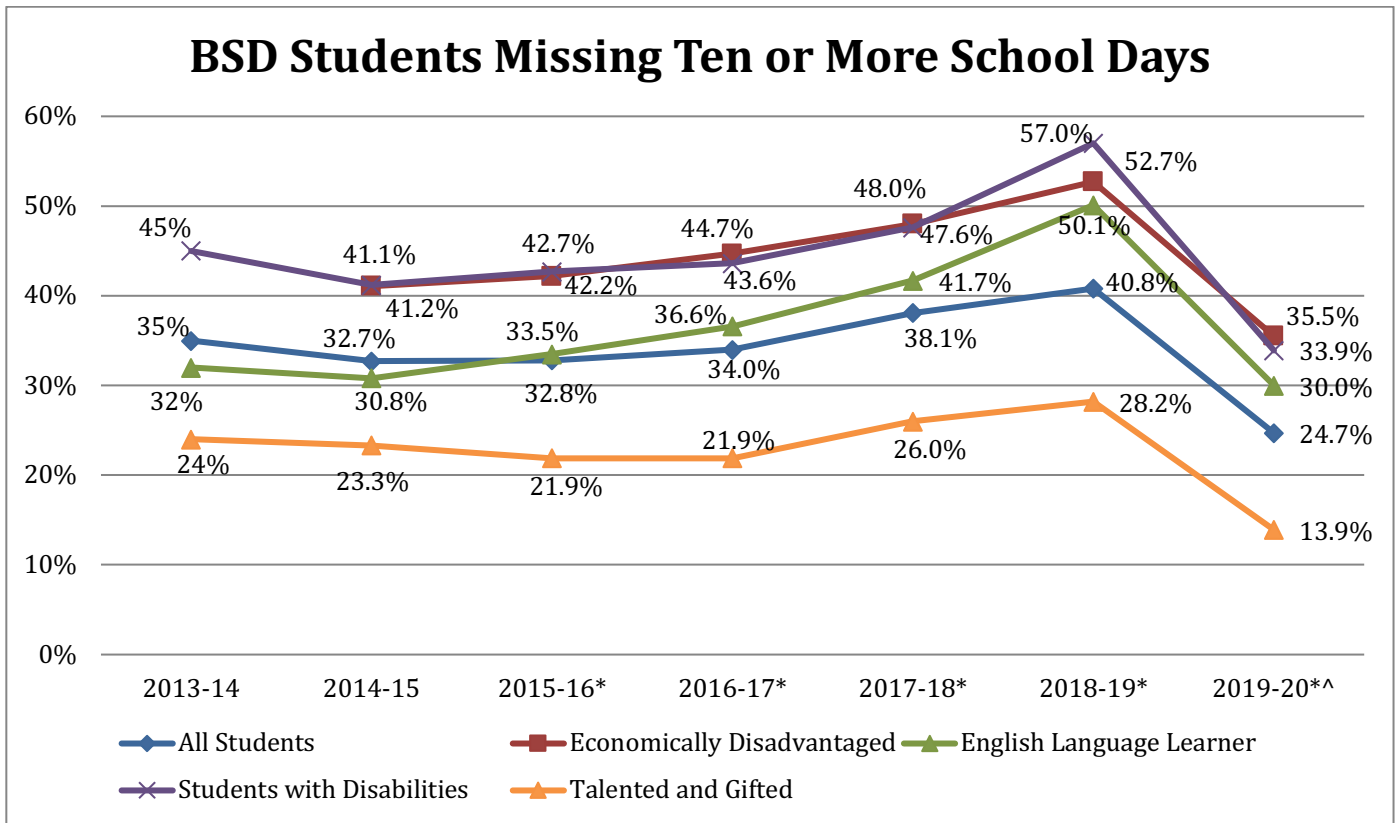
Long Term:

- Continue expansion of our district Health Occupations magnet CTE program to increase the opportunity to historically underrepresented students.
- Investigate increasing the number of dual credit courses in career learning areas that have weighted grades.
- Continue plans for expansion and student access with the development of district program development through Measure 98 (High School Success).

K-12 Attendance

Students Missing 10 or More School Days

Definition and Source: Students with 10 or more absences from school (for other than school activities). Annual ADM Collection.



Students Missing Ten or More School Days

Students Missing Ten or More School Days	2014-15	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^
All Students	32.7%	32.8%	34.0%	38.1%	40.8%	24.7%
Economically Disadvantaged	41.1%	42.2%	44.7%	48.0%	52.7%	35.5%
English Language Learner	30.8%	33.5%	36.6%	41.7%	50.1%	30.0%
Students with Disabilities	41.2%	42.7%	43.6%	47.6%	57.0%	33.9%
Asian	18.3%	18.7%	18.9%	24.5%	26.1%	13.8%
Pacific Islander	42.6%	47.5%	54.0%	59.6%	56.4%	37.3%
Black	32.0%	34.0%	35.3%	36.0%	42.2%	26.7%
Hispanic/Latino	39.2%	40.5%	43.1%	46.6%	51.2%	33.7%
American Indian/Alaskan Native	53.2%	40.6%	38.2%	49.7%	52.2%	31.0%
White	33.2%	33.0%	33.6%	37.9%	39.9%	23.2%
Multi-Racial	33.7%	32.2%	34.5%	38.5%	41.0%	25.0%
Talented and Gifted	23.3%	21.9%	21.9%	26.0%	28.2%	13.9%
Native American/Indian Ed/Tribal Enrollment					57.2%	36.0%
Male	31.2%	31.7%	32.9%	37.0%	40.2%	24.3%
Female	34.3%	34.0%	35.1%	39.3%	41.6%	25.1%
Non-Binary						55.2%

School Name	2014-15	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^
<i>K-5 Schools</i>						
Barnes Elementary School	36%	38%	41%	46%	49%	33%
Beaver Acres Elementary School	31%	30%	32%	40%	40%	25%
Bethany Elementary School	20%	21%	20%	28%	32%	15%
Bonny Slope Elementary School	23%	24%	26%	28%	26%	9%
Cedar Mill Elementary School	21%	23%	26%	26%	28%	22%
Chehalem Elementary School	27%	28%	30%	41%	41%	26%
Cooper Mountain Elementary School	23%	25%	26%	35%	27%	16%
Elmonica Elementary School	21%	26%	30%	37%	37%	21%
Errol Hassell Elementary School	27%	32%	37%	32%	41%	19%
Findley Elementary	15%	14%	16%	22%	24%	9%
Fir Grove Elementary School	27%	29%	26%	36%	37%	23%
Greenway Elementary School	40%	32%	38%	39%	43%	27%
Hazeldale Elementary School	32%	31%	38%	43%	36%	23%
Hiteon Elementary School	25%	29%	25%	32%	32%	16%
Jacob Wismer Elementary School	19%	22%	21%	29%	27%	14%
Kinnaman Elementary School	35%	34%	31%	40%	42%	28%
McKay Elementary School	32%	35%	31%	34%	37%	26%
McKinley Elementary School	33%	35%	33%	39%	46%	31%
Montclair Elementary School	21%	28%	26%	28%	30%	16%
Nancy Ryles Elementary School	21%	29%	28%	33%	31%	15%
Oak Hills Elementary School	24%	18%	23%	28%	28%	18%
Raleigh Park Elementary School	24%	27%	24%	31%	29%	18%

Ridgewood Elementary School	30%	31%	32%	36%	36%	19%
Rock Creek Elementary School	22%	27%	28%	34%	33%	16%
Sato Elementary School				31%	30%	20%
Scholls Heights Elementary School	26%	23%	23%	30%	25%	16%
Sexton Mountain Elementary School	19%	26%	26%	26%	30%	17%
Terra Linda Elementary School	25%	25%	31%	32%	41%	21%
Vose Elementary School	29%	34%	41%	39%	44%	24%
West Tualatin View Elementary School	25%	23%	26%	23%	27%	14%
William Walker Elementary School	30%	30%	32%	36%	39%	24%

K-8 Schools

Aloha-Huber Park K-8 School	27%	30%	34%	40%	46%	26%
Raleigh Hills K-8 School	30%	32%	37%	38%	45%	21%
Springville K-8 School	20%	21%	23%	29%	33%	15%

6-8 Schools

Cedar Park Middle School	33%	34%	34%	42%	42%	25%
Conestoga Middle School	35%	35%	34%	41%	44%	28%
Five Oaks Middle School	35%	37%	40%	43%	46%	28%
Highland Park Middle School	34%	32%	35%	39%	41%	22%
Meadow Park Middle School	35%	33%	33%	40%	36%	24%
Mountain View Middle School	41%	42%	44%	46%	49%	30%
Stoller Middle School	25%	22%	21%	27%	33%	15%
Whitford Middle School	38%	38%	43%	44%	43%	27%

6-12 Schools

Arts & Communication Margent Academy	42%	41%	46%	47%	46%	27%
Beaverton Academy of Sci. & Engineering	36%	34%	29%	37%	43%	21%
International School of Beaverton	23%	21%	20%	22%	23%	11%

9-12 Schools

Aloha High School	52%	53%	51%	53%	60%	46%
Beaverton High School	42%	45%	46%	51%	56%	37%
Community School	62%	65%	55%	59%	53%	44%
Mountainside High School				36%	42%	31%
Southridge High School	41%	41%	43%	48%	54%	35%
Sunset High School	35%	37%	34%	37%	39%	21%
Westview High School	42%	41%	38%	48%	48%	32%

*Kindergarten included starting in 2015-16

^Attendance through March 13th

Students Missing Ten or More School Days (2019-20)^	All Students	Asian	Black	Hispanic /Latino	Multi-Racial	White	Female	Male	Economically Disadvantaged	Special Education	Talented and Gifted	English Language Learner
<i>K-5 Schools</i>												
Barnes	33%		16%	39%	17%	24%	32%	33%	37%	38%	19%	40%
Beaver Acres	25%	17%	28%	25%	27%	28%	25%	26%	28%	30%	28%	26%
Bethany	15%	13%	14%	21%	19%	15%	15%	15%	24%	15%	15%	18%
Bonny Slope	9%	<5%		20%	<5%	10%	11%	8%	24%	17%	<5%	18%
Cedar Mill	22%	24%		36%	26%	17%	18%	26%	37%	26%	14%	23%
Chehalem	26%	19%		28%	28%	25%	26%	26%	31%	30%	17%	24%
Cooper Mountain	16%	9%		14%	24%	15%	16%	17%	29%	19%	17%	22%
Elmonica	21%	15%		32%	19%	16%	22%	19%	28%	27%	<5%	28%
Errol Hassell	19%	20%		21%	26%	18%	18%	20%	27%	19%	8%	23%
Findley	9%	8%		10%	7%	12%	10%	9%	13%	11%	5%	8%
Fir Grove	23%			29%	24%	21%	22%	24%	29%	26%	9%	31%
Greenway	27%			30%	27%	24%	26%	28%	31%	27%		31%
Hazeldale	23%	11%		26%	26%	23%	20%	26%	29%	29%	14%	20%
Hiteon	16%	8%		24%	10%	15%	14%	17%	26%	25%	7%	21%
Jacob Wismer	14%	12%		32%	26%	13%	13%	15%	15%	<5%	12%	13%
Kinnaman	28%	8%	20%	29%	33%	30%	26%	30%	29%	36%	19%	26%
McKay	26%			38%	29%	21%	25%	28%	33%	32%		36%
McKinley	31%	38%	29%	33%	25%	27%	31%	30%	32%	31%		36%
Montclair	16%			30%	28%	12%	15%	16%	32%	20%	9%	
Nancy Ryles	15%	12%		22%	13%	15%	15%	16%	24%	17%	8%	20%
Oak Hills	18%	14%		24%	22%	18%	20%	16%	36%	31%	13%	26%
Raleigh Park	18%			31%	22%	11%	21%	16%	28%	27%	8%	28%
Ridgewood	19%	23%		38%	18%	14%	19%	19%	35%	25%	12%	46%
Rock Creek	16%	20%		22%	13%	14%	13%	20%	23%	23%	11%	22%
Sato	20%	15%	14%	22%	23%	26%	18%	21%	35%	30%	14%	27%
Scholls Heights	16%	10%		17%	15%	18%	17%	15%	28%	27%	10%	17%
Sexton Mountain	17%	14%		25%	12%	16%	17%	17%	30%	30%	5%	17%
Terra Linda	21%	33%		20%		21%	21%	22%	24%	32%	12%	17%
Vose	24%			24%	26%	27%	25%	23%	27%	29%	11%	24%
West Tualatin View	14%	16%		15%	18%	13%	13%	15%	28%	16%	8%	
William Walker	24%	26%		24%	39%	18%	22%	26%	24%	40%		23%

<i>K-8 Schools</i>												
Aloha-Huber Park K-8	26%	15%	28%	25%	45%	27%	26%	26%	29%	30%	19%	24%
Raleigh Hills K-8	21%		15%	26%	26%	18%	19%	22%	27%	31%	12%	32%
Springville K-8	15%	13%	10%	15%	25%	17%	16%	14%	21%	16%	9%	17%

<i>6-8 Schools</i>												
Cedar Park	25%	15%	17%	33%	28%	23%	24%	26%	36%	38%	19%	27%
Conestoga	28%	16%	29%	39%	22%	27%	25%	30%	41%	40%	12%	38%
Five Oaks	28%	22%	25%	30%	32%	27%	29%	27%	35%	35%	12%	26%

Highland Park	22%	15%	32%	35%	14%	19%	20%	24%	32%	24%	16%	31%
Meadow Park	24%	12%	28%	27%	25%	24%	23%	24%	32%	44%	13%	36%
Mountain View	30%	11%	31%	30%	46%	31%	33%	27%	32%	44%	19%	21%
Stoller	15%	8%	21%	24%	21%	21%	16%	14%	32%	28%	7%	14%
Whitford	27%	17%		34%	12%	22%	26%	28%	37%	44%	10%	38%

6-12 schools

Arts and Communication	27%	15%		31%	25%	28%	31%	18%	35%	37%	20%	
Beaverton Academy of Sci. & Engineering	21%	11%	18%	25%	18%	23%	25%	19%	29%	22%	13%	21%
International School of Beaverton	11%	12%	<5%	15%	15%	14%	12%	10%	18%		7%	

9-12 Schools

Aloha High School	46%	28%	41%	53%	49%	40%	47%	44%	51%	50%	30%	53%
Beaverton High School	37%	26%	38%	43%	48%	30%	40%	34%	45%	43%	19%	49%
Community School	44%			51%		43%	40%	47%	47%	48%		43%
Mountainside High School	31%	14%	38%	41%	31%	32%	32%	29%	43%	39%	19%	37%
Southridge High School	35%	24%	39%	43%	33%	30%	35%	34%	43%	45%	23%	44%
Sunset High School	21%	13%	29%	39%	21%	21%	22%	21%	40%	38%	14%	26%
Westview High School	32%	18%	38%	47%	32%	32%	34%	30%	49%	42%	20%	42%

Note: attendance is attributed to the last school of enrollment

Data reported for groups of 20 or more students

^Attendance through March 13th

K-12 Attendance

Increasing attendance for all students, especially the chronically absent, continues to be a key area of focus. We know that when kids are not in school, they are not engaging in or benefitting from the learning from their peers and/or their teachers. Principals and school teams work together on school level high leverage strategies to improve overall attendance for all students.

Analysis

Successes:

- In 2019-2020, for all student groups, the percentage of students missing 10 or more school days declined. (This was impacted by the school closure in March 2020).
- The improvements made in our Early Warning System provides secondary schools with a resource to identify attendance concerns. Synergy elementary attendance reports were implemented showing student attendance and trends.
- The implementation of the Behavior, Health and Wellness teams has been a success this year. In each elementary school they have been critical to supporting students and families with addressing barriers to their attendance.

Areas for Growth:

- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- As we transition back to in person instruction, we plan to continue the laser focus on attendance patterns and outreach to families that have been so successful during remote learning.

Action Plan

2020-21 School Year/ Short Term:

- Every school has a Behavior, Health and Wellness Team whose sole purpose is to engage with struggling students and families including those who are not attending.
- Continue to implement consistent use of the secondary Early Warning System and provide teachers with access to early warning data on their students in Synergy.
- Continue to support teachers in creating a positive classroom climate through AVID philosophy and instructional strategies and culturally relevant teaching at the secondary level.
- District counselors and nurses continue to support struggling students and families in an effort to develop good attendance habits.
- Graduation mentors at the high school level support students to attend regularly and remain on track to graduation.
- Implementation of 9th Grade Success Teams at all high schools to improve attendance, behavior, and course completion
- Each elementary school is implementing attendance plans to reduce the number of students missing 10 or more days.

- A Multi-Tiered System of Support Team is meeting to develop district attendance manual.

Long Term (2021 and Beyond):

- More defined attendance intervention process (i.e. attendance teams/behavior health and wellness teams and truancy support at every school)
- Each school will continue to have attendance goals and strategies listed in their School Learning Plan.
- Continued support for Graduation Mentors and 9th grade success teams
- Continue Community Involvement campaign on importance of attendance.
- Focus on Anti-Bias Anti-Racism leading to greater sense of student belonging.

Return to School Update
School Board Work Session
February 1, 2021



Return-to-School: Operations

Agenda

- **PPE & Supplies**
- **Heating, Ventilation, and Air Conditioning (HVAC)**
- **Disinfection**

PPE & Supplies

- **Following guidance from Ready Schools, Safe Learners (RSSL)**
- **District office is spearheading the funding and purchasing of:**
 - Disposable face coverings (adult and child) & adult face shields
 - Hand sanitizer
 - Plexiglass barriers for front offices, counselor offices, media desks, libraries
 - Clorox/Lysol household wipes
- **District office is also leading initial startup PPE purchases for**
 - Isolation rooms
 - District school nurses
 - OSAA activities (athletics, band, choir)

PPE & Supplies (cont'd)

	<u>Distributed</u>	<u>Storage</u>	<u>On order</u>
● Face coverings & shields			
○ Adult face coverings	290,750	101,505	-
○ KN95 adult face coverings**	7,750	297,250	-
○ Child face coverings	48,000	24,000	-
○ Child face coverings*	-	34,255	-
○ Face shields	216	816	-
○ Face shields*	-	6,312	-
● Lysol/Clorox wipes (packs)	2,062	7,322	-

129

** Provided by FEMA/ODE & non medical-grade

* Provided by FEMA/ODE

PPE & Supplies (cont'd)

	<u>Distributed</u>	<u>Storage</u>	<u>On order</u>
● Hand sanitizer			
○ 16-ounce bottles (gel)	3,720	-	-
○ 1-gallon (gel)	432	-	-
○ 18-ounce bottles (foam)	3,288	312	-
○ Free standing units (foam)	450	-	-
○ Wall mounted units (foam)	1,300	-	-
● Plexiglass barriers	417	-	-

HVAC - Background

- Most district classrooms, main offices, cafeterias, and gymnasiums have mechanical ventilation. The areas that do not have mechanical ventilation include Barnes ES gym, West TV ES gym, and Terra Nova gym.
- Most buildings in the district have direct digital control (DDC) systems that allow remote scheduling and operation.
- MERV = Minimum Efficiency Reporting Value
 - A MERV rating measures how effectively the filter stops dust and other contaminants from passing through the filter and into the air stream.
 - Filters with higher MERV ratings trap small particles more effectively than filters with lower MERV ratings.

HVAC - Guidance

- **RSSL**
 - Maximize outdoor air and run ventilation systems continuously.
- **The American Society of Heating, Refrigerating, Air Conditioning Engineers (ASHRAE)**
 - Provide minimum outdoor airflow rates for ventilation.
 - Use combination of filters and air cleaners that achieve MERV 13 or better levels of performance for recirculated air.
 - *“We all have a role to play to control the spread of this disease. HVAC is part of it and even more significant are social distancing, hygiene and the influence we can have on personal behavior.” - ASHRAE Journal¹³², May 2020*

HVAC - Guidance (cont'd)

- **U.S. Green Building Council (USGBC) & Healthy Buildings (Harvard T.H. Chan School of Public Health/<https://forhealth.org/>)**
 - Target five (5) total clean effective air changes per hour (ACH)
 - ACH is the air change rate tells you how fast you can clear the room from any airborne contaminants.

HVAC - Action Plan

- **How the district will improve indoor air quality and reduce the risk of COVID-19 transmission for LIPI Phase 2 and hybrid learning**
 - Target five (5) ACH in all buildings
 - Introduce more outside air in most buildings.
 - Extend operation run times (in general 6 am - 6 pm).
 - The district will upgrade all MERV 8 filters to MERV 13.
 - The district will use HEPA air cleaners in areas that need them.
 - Some areas will be off limits for LIPI Phase 2 and hybrid learning.

HVAC - Action Plan (cont'd)

- **Items completed to date:**

- Analyzed all district facilities in preparation for LIPI Phase 2 and hybrid learning.
- Programmed extended run times in ~half our buildings.
- Ordered 8,400 MERV 13 filters in mid-December 2020. Phased delivery starting in March.
 - MERV 13 filters are not needed for the start of LIPI Phase 2.
 - Based on guidance, MERV 13 filters are needed when building occupancy is more than 50%.
- Received 100 HEPA air cleaners. Will be used in areas with limited mechanical ventilation and isolation rooms.
- Drafted a memo to all Administrators and Supervisors which can be shared with all staff. This memo provides a summary¹³⁵ of HVAC operations and review of each building's equipment and identifies areas with limited/no mechanical ventilation.

HVAC - Action Plan (cont'd)

- **Upcoming actions**

- Complete the programming of extended run times in our buildings.
- Install MERV 13 air filters upon receipt. Currently exploring additional vendors to get smaller orders faster.
- Distribute HEPA air cleaners to all isolation rooms in preparation for LIPI.
- Finalize procedures on what to do if an HVAC system needs repair or has complete failure in a building
 - Notification by control network or notification from school
 - Maintenance front office or HVAC tech is notified
 - Maintenance Administrator and Chief Facilities Officer notified
 - Assessment made ASAP and determination made on next steps (move students, add equipment, restrict use of areas, or transition to CDL)
 - Communication with Building Administrator on status and next steps

Disinfection

- **Actions completed to date**

- Custodial disinfecting outlined in the Safety & Comms Guidance.
- Received electrostatic sprayers (cart systems, backpack, and handheld).
 - Increases capability to disinfect more areas in the event of a significant outbreak in a building.

- **Upcoming actions**

- Develop a plan and training so that all school staff can do their part to support systematic disinfecting
 - Classroom staff: disinfect desks and chairs used by cohorts with household wipes
 - Custodial staff: disinfect high touch points common spaces, door knobs, drinking fountains; cleaning/disinfecting restrooms

Return to School

1. Metrics and Planning
2. Grading and Reporting during CDL and Hybrid



Return to In-person Learning - Timeline

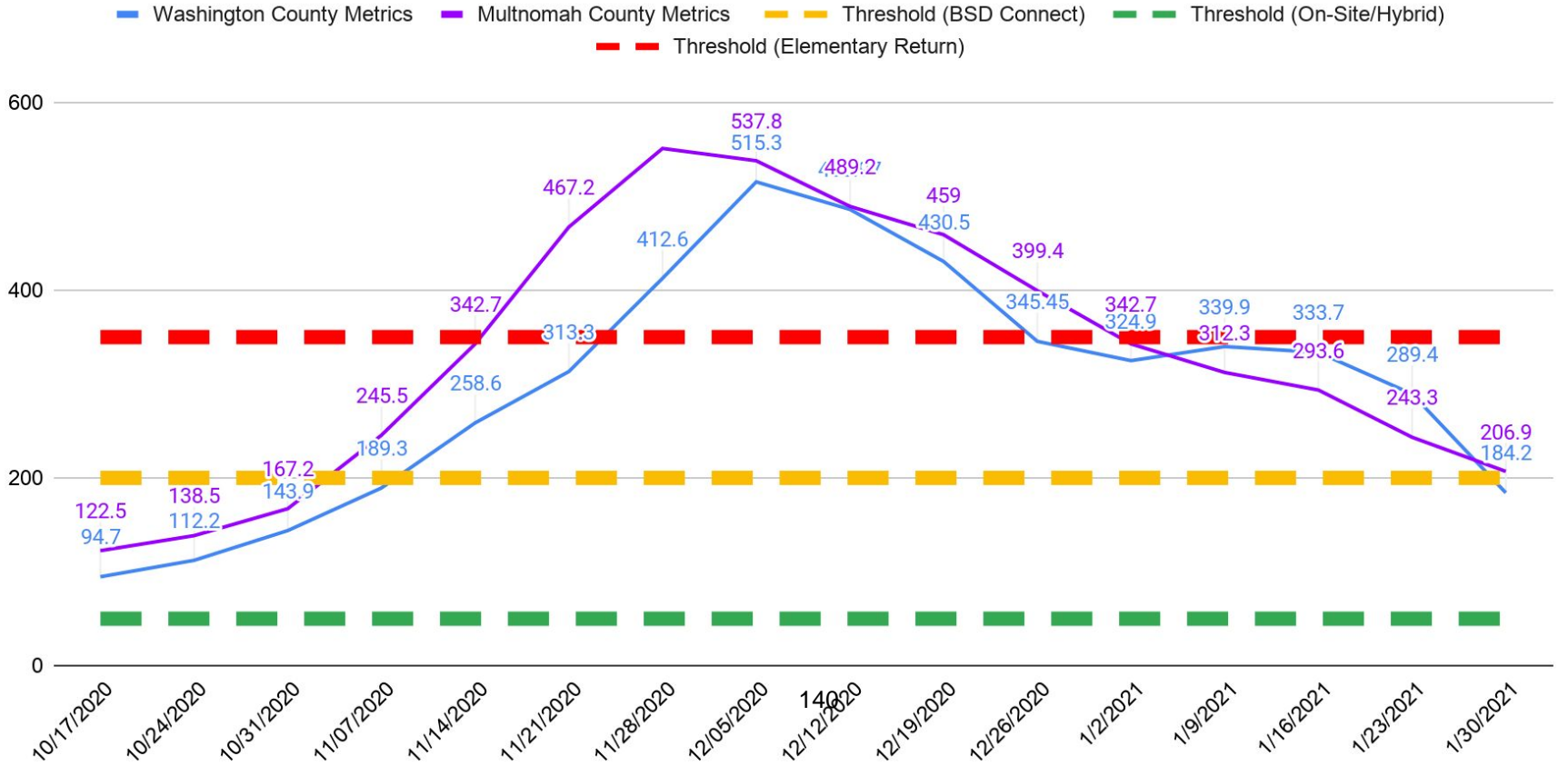
February 22 - Expand LIPI to 29 Sites

April 5 - Begin the K-2 Hybrid with grades 3 - 5 added as covid - 19 spread is contained

April 19 - Begin BSD Connect (Secondary Schools) **Pending the community spread of covid-19**

From RSSL: When case rates are between 50 - 200 new cases per 100K residents. “Middle school and high school primarily Comprehensive Distance Learning with Limited In-Person Instruction. Over time, if elementary schools can demonstrate the ability to limit transmission in the school environment, transition to On-Site or Hybrid.”

New cases per 100K residents compared to State Thresholds



LIPI Models

Multilingual Department - small groups based on programmatic need

Special Education - small groups based on programmatic need

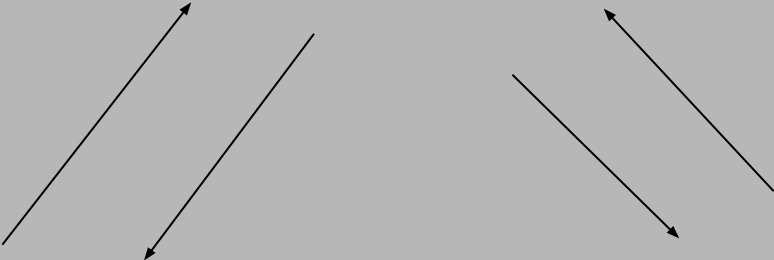
Internet Cafe - Up to 40 Students per school

LIPI programs are limited to cohorts of 20 students and two hours per day.

LIPI can not take the place of Comprehensive Distance Learning

BSD Connect

CDL with Enhanced Academic Opportunities



Current Actions

- Working closely with BEA and OSEA to define the working conditions and staff availability.
- Monitoring the distribution of the covid-19 vaccine.
- Asking our elementary community their preference of Hybrid or CDL.
- Developing Questionnaires to solicit community preferences for BSD connect.
- Continue to plan for the increased return at the secondary level.
 - Actively collaborate within the district and throughout our region.
- Looking forward to Fall of 2021.

Questions and Comments

Return to School: Metrics and Plans

Up next: Grading and Reporting During CDL

Grading and Reporting



From Ready Schools, Safe Learners

- 1) Develop and implement an equitable grading policy.
- 2) Prioritize descriptive feedback that provides students with actionable next steps. Feedback and monitoring should focus on the continuation of learning.
- 3) Provide opportunities to redo, make up or try again to complete, show progress or attempt to complete work without penalty and retaining the highest earned grade.
- 4) Consider multiple opportunities for credit attainment available in Oregon that allow for flexibility in meeting student needs toward graduation.
- 5) Use assessment to celebrate student strengths, identify needs, document learning as it progresses and verify student performance in comparison to levels of expectation or proficiency.

Elementary

Evidence of Learning Progress (Growth) Key During CDL

The Evidence of Learning Progress Indicator reflects the student's learning progress towards grade-level targets according to evidence gathered during CDL. The evidence (both oral and written) can be gathered from assignments, formative assessments, and in whole group and small group settings (discussions and activities).

++ → **Significant Growth** - Student is making significant progress according to evidence gathered.

+ → **Growth** - Student is making progress according to evidence gathered.

ie → **Insufficient Evidence** - There is not enough or no evidence to determine progress or the evidence provided does not show progress.

Grading Guidance 2020/21 School Year

Applicable Grades
after
Quarters/Semesters

(A-D) The mark represents the level of proficiency/mastery of priority learning targets. Flexibility on both sufficiency of evidence and the types of evidence that count towards proficiency is encouraged. Before awarding a non-credit bearing mark, examine student evidence with a critical eye toward flexibility for individual learners.

A - D

This guidance is based on our [Nine Components of SBLS](#).

(I) Incomplete marks communicate to the student(s) that there wasn't sufficient academic evidence submitted to warrant the awarding of an A-D letter grade. Incomplete marks communicate to the student(s) that we (the teacher and/or the school) will provide more opportunities to demonstrate proficiency on the learning targets to earn a passing grade (A-D). **The student has not reached proficiency YET.**

I

(N) Not enough interaction with the student or submitted evidence to merit a grade. For example, a student who didn't attend class often, and did not complete enough of the course to merit a letter grade. An N grade should only be given if the student will no longer have opportunities to demonstrate proficiency on the course learning targets

N

Impacts of 4x4 model

- Why are we doing this retroactively.
- Do “no harm” should apply consistently to all of our students.

The November Grading Period was equal in credit bearing marks as the February Grading Period

Questions and Comments

Grading and Reporting

Thank you!



RETURN TO LIMITED IN PERSON OR HYBRID INSTRUCTION

POLICY ISSUE/SITUATION:

Based on the current state advisory metrics in Ready Schools, Safe Learners a plan is being developed for both a return to limited in person or hybrid instruction for BSD elementary and secondary students.

RECOMMENDATION:

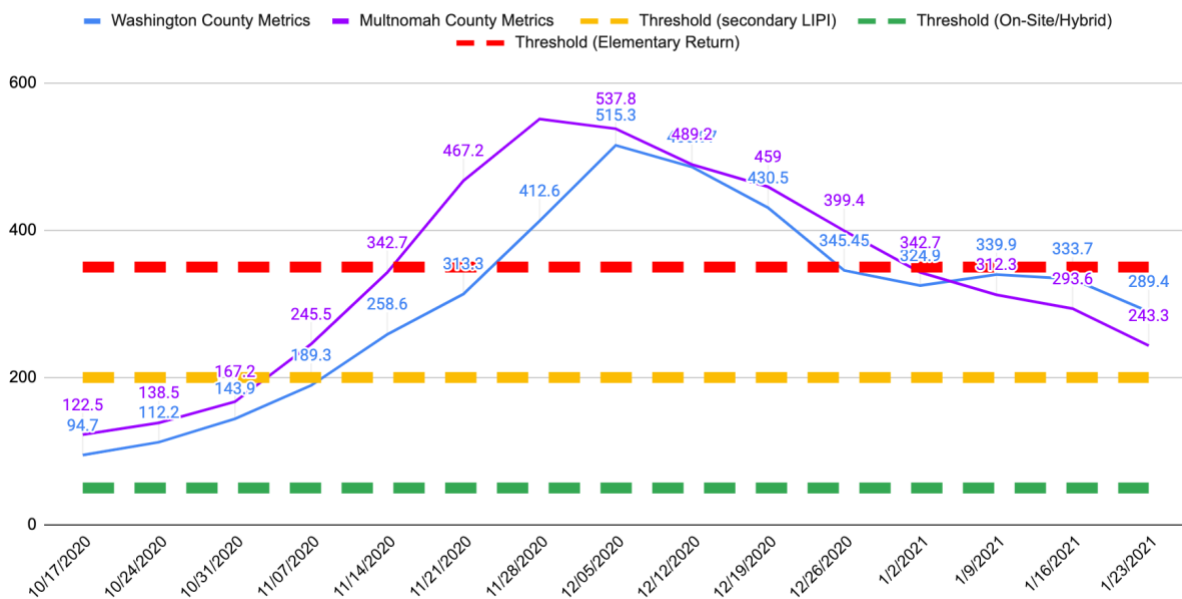
It is recommended that the Board review this plan and offer any questions or comments following the presentation.

Return to Limited in Person or Hybrid Instruction.

February 1, 2021

The graph below shows that BSD is able to implement a hybrid model at the elementary levels, based on the current advisory metrics in Ready Schools, Safe Learners.

New cases per 100K residents compared to State Thresholds



However, ongoing challenges with vaccine distribution as well as the need to complete collective bargaining obligations have prompted the following timeline to be released.

1. BSD will expand Limited in Person Instruction to 29 sites on or after February 22, 2021.
2. BSD will implement a PK- 2 Hybrid Instructional model on or after April 5, 2021.
 - a. BSD will expand throughout the elementary levels over time with a target of at least one grade being added per week.
3. BSD will implement the Secondary BSD Connect model on or after April 19, 2021
 - a. RSSL advisory metrics call for secondary schools to remain primarily in CDL with Limited in Person Instruction while the number of new covid-19 cases are above 50 cases per 100K residents. That being said, RSSL advises secondary to consider hybrid instruction if the elementary models show to limit transmission. Limited transmission is considered to be an average outbreak size of 3 or less over the prior four weeks.

Limited in Person Models

Limited in person instruction will include specific opportunities for network access (Internet Cafe) as well as students identified by our Sped and MLD staff.

Hybrid Models

Elementary -

Students will receive approximately 2.25 hours of on- site instruction (AM or PM), four days per week. On-Site instruction will be focused on Literacy, Math, and activities with specific in person needs. Students will also receive remote instruction in PE and Music and asynchronous tasks in science, social science, social emotional learning and other supplemental tasks.

Students and families will be given a choice of remaining in a fully CDL model for the remainder of the school year.

Secondary -

BSD Connect comprehensive distance learning remains to be the instructional model for students. In person opportunities will be tailored to the specific needs of students such as: Advancement via Individual Determination (AVID), clubs, community service, specific course activities and specific social activities.

December 14, 2020

Planning and Advocacy Meeting

Minutes

Attendees: LeeAnn Larsen, Becky Tymchuk, Susan Greenberg, Don Grotting, David Williams, Ginny Handsmann, Carl Mead, Shelly Baily-Shaw, Josh Gamez

Advocacy/Student Success Act David Williams Shelley Baily-Shaw

- Special session not sure when advocating for liability for schools regarding COVID
- Concern for session need for more social services
- Chatter that there will be mandatory training for school boards regarding equity
- Return to school – will legislature mandate that schools reopen

City of Beaverton – next move regarding SRO’s funding. Might be helpful to have board advocate.

Washington County Legislative summit January 14th Via Zoom

- SIA Funds
- Thanking legislators
- Students/teachers what CDL looks like
- Funding ask. David says SB should push narrative of funding 9.6 to 9.7 billion
- Video from school psychologists for event
- Utilizing Student Advisory group

WA County Kids After school

WA County childcare. Renewing short-time to spend \$’s

Communication

- Messaging –
 - Bond how bond \$’s were spent. Messaging to THPRD, schools (BIG Posters) working video of finished projects
 - School closures -long range planning
 - State funding messaging – educating staff most important
 - Messaging coming out regarding path to hybrid beginning 2nd semester
 - Forum for School Board candidates – April

SIA update

- ODE will allow districts to resubmit plan with straight renewal. Benefit to have community engagement.
- Funding for SIA near full funding. (all the \$’s available less because of less \$’s being collected)

Bond update

- 2021 bond recommend \$100 mil/year for projects 1st bond measure 3 year, second go for 4 year. \$724 mil in 7 year cycle. Concern about fatigue

- Next steps
 - Reaching out to community starting in January and continue for 3 months
 - Long range planning update including possible closures of facilities

Return to School and Finance Committee

Summary: Committee has met on twice 10/2/20 & 12/4/21. Next committee meeting is 2/5/21

Key Focus Items

1. Items and expenses attributed to returning to school safely with COVID preventative measures
2. Additional operational expenses or budget modelling to run a school district with multiple models (CDL/Hybrid/In Person)
3. Future Cost reduction opportunities and budget structure needed to participate in finance/investment savings programs like PERS Liability account

12/4/2020

Attendees: Don, Mike, David, Ginny, Eric, Jason, Anne, Josh, Carl

Note: Eric accidentally lost meeting minutes – did not save onto Google Drive unfortunately

10/2/2020

Attendees: Don, Mike, David, Ginny, Eric, Jason, Anne, Josh, Carl

Start: 7:32 End: 8:19

Don – 1. When and if were going out for a Capital Bond. 2. How to adjust staffing models to meet the student body population (enrollment) & ensure financial solvency.

Currently Planning Committee was to own Bond Planning

Return to School Planning currently is currently internal task force with BSD with frequent updates.

Bargaining and implications on the overall support model (staffing/budget).

MOU discussions occurring now – plan for bargaining in late October

Nearby district is moving towards a 3/2/2 proposal of increases

Executive session before Fall work session to provide guidance from Board on negotiation direction/allowance

Would be good to have some “asks” and flexibility from the union on doing more or different for the COLA gains

Ginny – Investigating mid-year adjustments on staffing to match the student & class size at the different grade levels.

From the staffing allocation model for elementary most are below 25:1 ratio currently – estimate possibly 1% overage to the SAM.

For overall district from the reduction of student body population of 1500 students – BSD using SAM is overstaff budgeted at \$6Mill.

Though elementary schools have largest reductions of student population – students in these grades require most attention/teachers ration – possibly options from teacher SAM from HS?

PERS Reserve – rate reduction & utilizing some of the expanding Ending Fund Balance – good saving opportunity long term for district – Mike to model scenarios (.5/1/2% or more options)

How to use teachers more effectively if were above the SAM – Ginny is looking into options where reductions in some areas may enable focus on areas that would do better with more teacher/resourcing support.

Must plan for multiple models – Hybrid, Return to school, CTD - possibly with no return to school for extended period

Current Committee meeting planned for every other month. Eric will synch with Becky to confirm charter/expectations of this committee to guide frequency.

Follow Ups

- Mike/Ginny – report of staffing/SAM – per grade level and distribution



LONG RANGE FACILITY PLANNING UPDATE**POLICY ISSUE / SITUATION:**

Staff and the district's consultant team are developing a new Long Range Facility Plan for the Beaverton School District. This planning effort will replace the current Long Range Facilities Plan that was adopted in 2010. The Board will have an opportunity to review and comment on the work that has taken place, the scheduled community outreach, and future work tasks the remaining planning process.

BACKGROUND INFORMATION:

Pursuant to ORS 195.110, large school districts in the State of Oregon are required to have a Facilities Plan to help guide future planning and budgetary efforts for facilities in the school districts. The Facilities Plan identifies the facility needs of the district. The Plan is required for districts to apply for State grants, to participate in Construction Excise Tax (CET) revenue programs with agencies responsible for building permits, and to develop and promote capital bond program(s). Guidance from the State advises that Facility Plans should be reviewed and updated every seven to ten years.

Staff have held two (2) meetings with our focus group which is comprised of community members. The focus group have reviewed, considered, and provided staff with constructive feedback on planning and potential funding priorities. The focus group considered options for future funding strategies based on the presented needs of the district. The focus group was of the position that the district should consider maximizing its funding options due to the district's needs.

Staff have scheduled 38 community meetings/presentations and three (3) open houses. All meetings will be conducted virtually. The community meetings/presentations are being held at PTO, City NAC, and County CPO meetings. Eight (8) of the community meetings have been completed. The open houses will be conducted on February 2nd, 3rd, and 4th. Staff are continuing to seek other opportunities to present to community groups.

The Community Involvement team have created two (2) short videos for public review which inform viewers on 1) the successes of the 2014 Capital Bond and 2) the purpose of the Long Range Facilities Plan. Accompanying the videos is a brief survey which solicits public feedback on facility needs of the district.

The next focus group meeting will be conducted in March at which time the group will review and provide comment on a draft Long Range Facilities Plan.

RECOMMENDATION

Recommend the Board listen to the presentation and discuss the Long Range Facility Plan community outreach and work program. Provide any direction deemed necessary to improve the community outreach and work program.

District Goal: WE Empower all students to achieve post-high school success.

"The District prohibits discrimination and harassment based on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes."

mahlum

A
PG



Beaverton School District

Long-Range Facility Plan School Board Presentation

February 1, 2021

Focus Group Meetings

Meeting 1: District Need

November 17, 2020, COMPLETE

Meeting 2: Preliminary Plan

December 15, 2020, COMPLETE

Meeting 3: Outreach Review / Final Plan

March 8, 2021, 6:30 – 8:30 PM



Community Meetings – January & February 2021

Elementary School PTO Meetings:

Bethany, Bonny Slope, Cedar Mill, Chehalem, Cooper Mtn, Elmonica, Fir Grove, Greenway, Hazeldale, Jacob Wismer, Nancy Ryles, Oak Hills, Raleigh Hills, Ridgewood, Scholls Heights, Sexton Mtn, Springville, Vose, West TV, and William Walker

Middle School PTO Meetings:

Cedar Park, ISB, and Whitford

High School PTO Meetings:

Aloha, Southridge, and Sunset

Community Meetings – January & February 2021

Community Open Houses Meetings:

February 2 and 4 @ 6:00 PM February 3 @ 3:00 PM

City of Beaverton NAC Meetings:

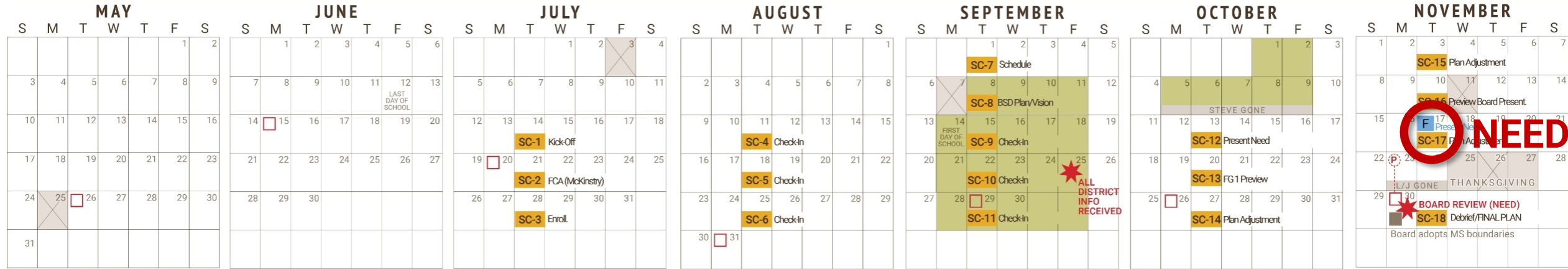
Beaverton Committee for Community Involvement, Central Beaverton, Denny-Whitford, Five Oaks Triple Creek, Greenway, Highland, Sexton Mtn & NSW, South Beaverton, and Vose

Washington County CPO Meetings:

CPO 1 Cedar Mill, CPO 3 Garden Home, CPO 6 Aloha, and CPO 7 Bethany

Schedule

2020



★ P. JAFFRAY DATA NEEDED

NEED

2021



OUTREACH

Major Findings of Long Range Facilities Plan

Facility Condition

- **Strategic building replacement**
- **Modernization**
- **Deferred maintenance**
- **Seismic improvements**

Educational Programming

Capacity and enrollment projections

Bond Planning – Essential Future Needs

Facility Condition:

- **Replace Raleigh Hills ES**
- **Replace Allen Street Transportation Support Facility**
- **Address FCA documented deferred maintenance**
- **Safety, Seismic, and Nutrition Services Upgrades**

Educational Programming:

- **SPED design improvements**
- **Pre-K improvements**
- **Modernization, classroom and building**

Capacity & Enrollment:

- **Capacity improvements at Oak Hills, Sato, and Stoller**
- **Portable removal**

Bond Planning – Potential Capital Bond Options

Renew expiring bond, no tax rate increase (~\$325 M)

- **Fulfill essential District facility needs**
- **Retain Facility Development and other 2014 Bond funded positions (~30 staff)**

Tax rate increase - \$0.25/\$1,000 APV (~\$723 M)

- **Replace Beaverton HS**
- **Increase Deferred Maintenance, Modernization, and Seismic investments**

Timing

- **Complete LRFP Spring 2021**
- **Earliest potential election, November 2021**

Plan Options

Project	PLAN OPTION 1:	PLAN OPTION 2:
	No Tax Rate Increase	\$0.25 Tax Rate Increase
EDUCATIONAL PROGRAM		
Special Education Improvements	\$2.0M	\$2.0M
Prekindergarten Modifications	\$1.0M	\$1.0M
Outdoor Learning Improvements	-	\$5.0M
Physical Education / Athletics Additions	-	\$8.0M
FACILITY CONDITION: REPLACEMENT		
Raleigh Hills ES Replacement	\$44.0M ¹	\$44.0M ¹
Beaverton HS Replacement	\$20.0M ²	\$230.0M
Elementary School Replacement	-	\$3.0M
Allen St. Transportation Replacement	\$11.0M	\$11.0M
FACILITY CONDITION: MODERNIZATION		
Deferred Maintenance (FCA)	\$110.0M	\$140.0M
School Modernization	\$10.0M	\$30.0M
Seismic Upgrades	\$20.0M	\$45.0M
Security Upgrades	\$6.0M	\$15.0M
Nutrition Services Upgrades	\$5.0M	\$5.0M
CAPACITY & ENROLLMENT		
Classroom Additions	\$10.0M	\$10.0M
OTHER SUPPORT		
Technology	\$27.0M	\$53.0M
School Office Relocation	\$10.0M	\$10.0M
Bus Replacement	\$8.0M	\$10.0M
Critical Equipment	\$4.0M	\$8.0M
Subtotal	\$288.0M	\$630.0M
Bond Fee / Management Cost (8%)	\$23.0M	\$50.4M
Contingency (10%)	\$13.9M	\$41.9M
Total	\$324.9M	\$722.3M

NOTES

¹ Cost assumes an additional \$11.8 M is provided from 2014 bond funds

² Cost includes BHS planning and design only

* Costs are rough-order-of-magnitude project costs, to be confirmed



Thank You & Questions

S360

Bond Ballot & Electoral Factors

November or May?

- Likely turnout — how many voters and who are they?

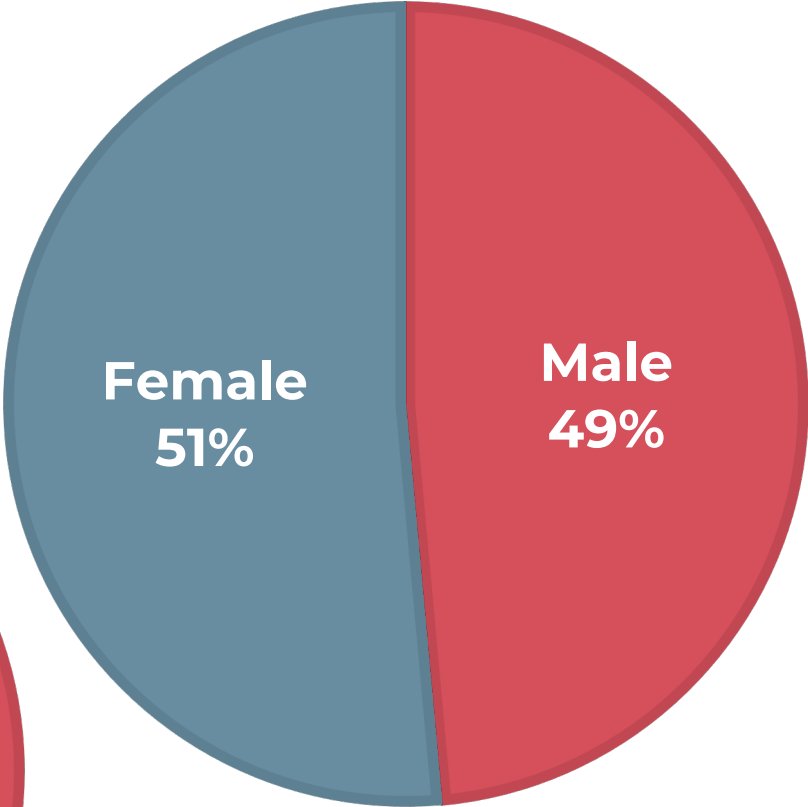
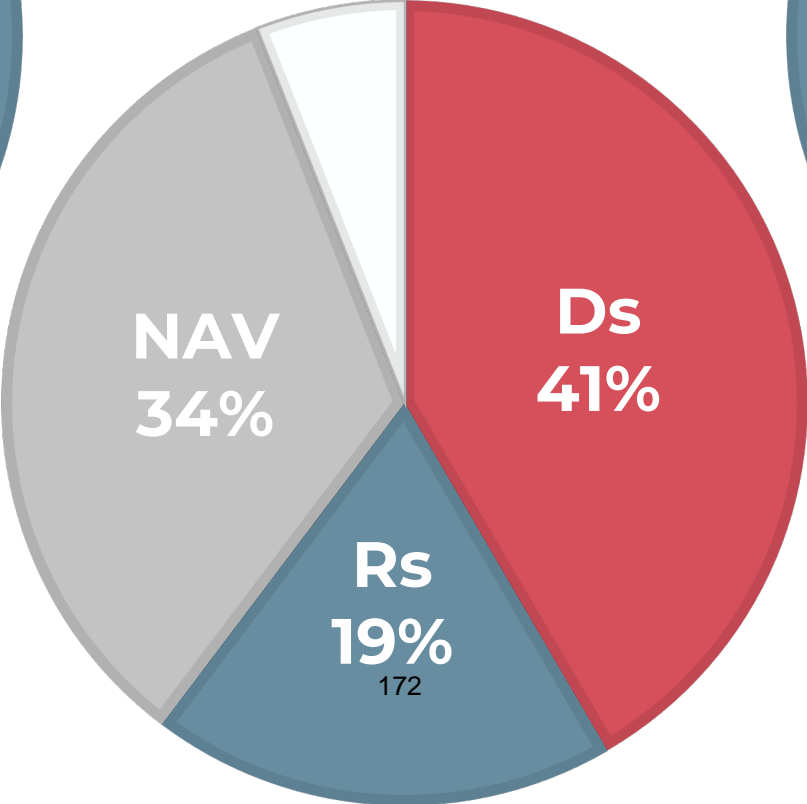
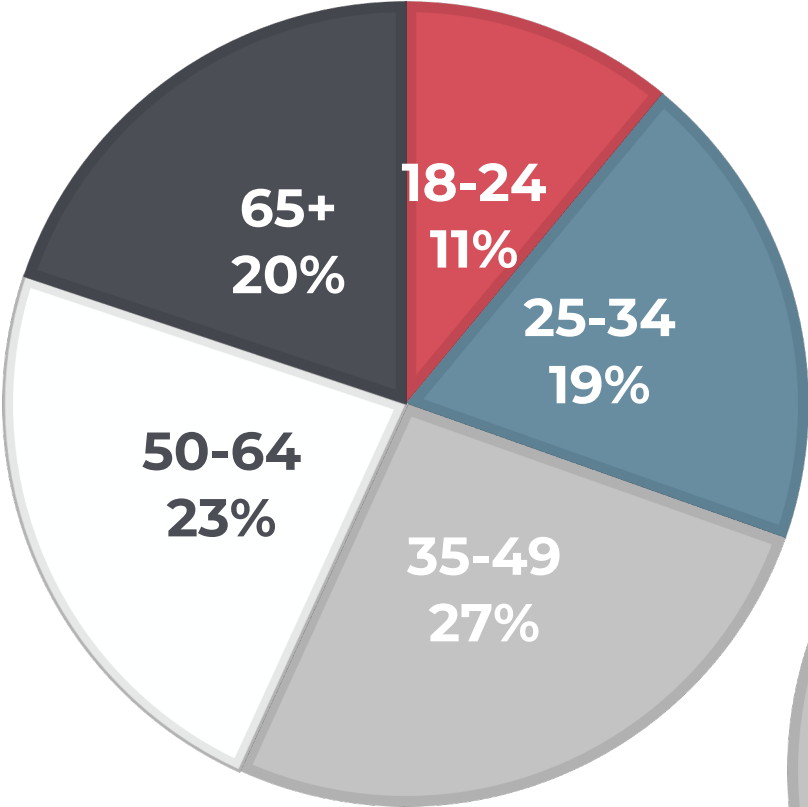
Research

- When to poll

Framing

- What's in a bond package
- Talking about an increase

Overall Beaverton SD Electorate



Expected Turnout

183,680 voters in Beaverton SD

November special election:

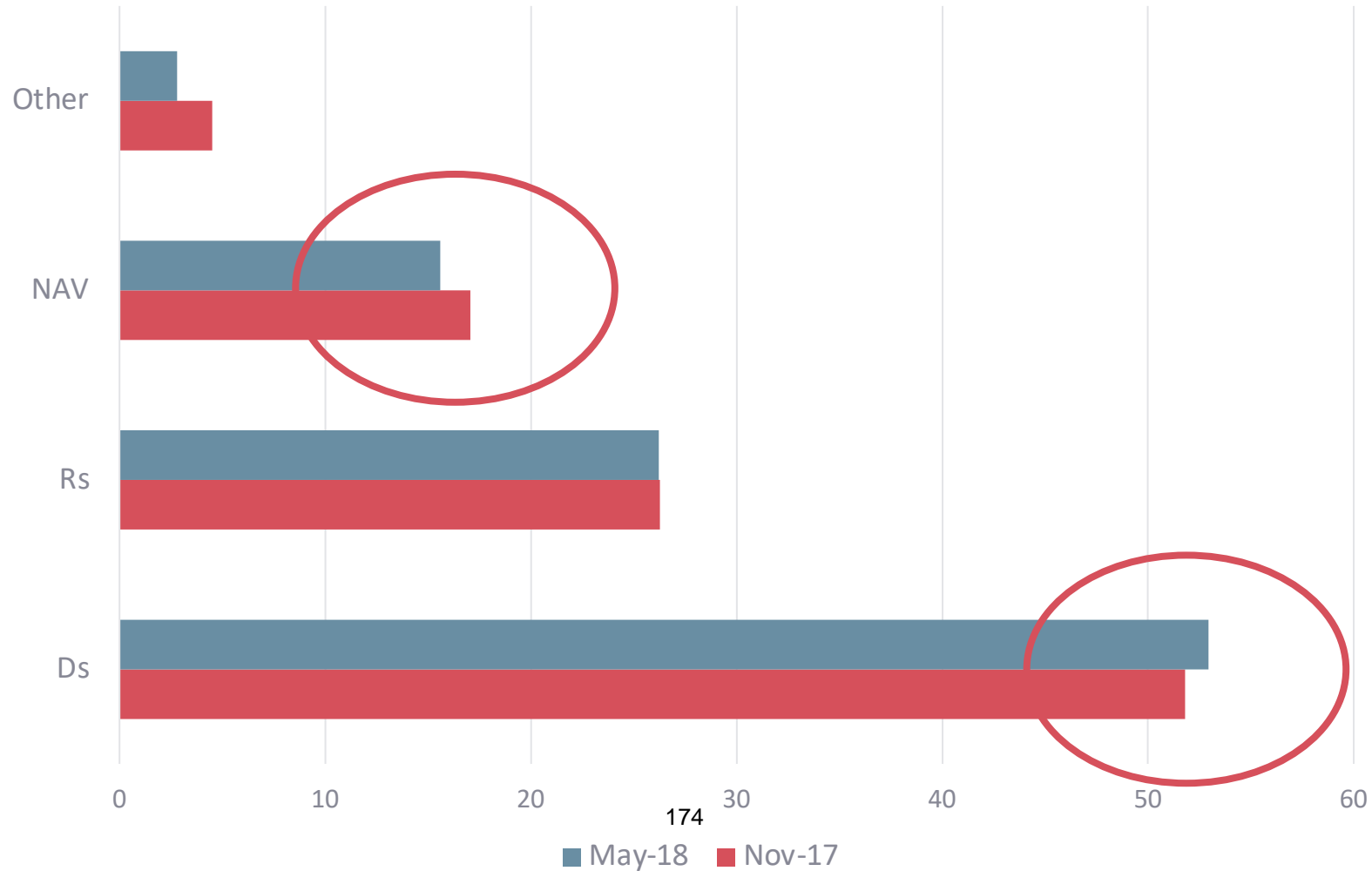
- ~30% countywide average
- Approximately 27,483 yes votes needed

May primary:

- 33.64% countywide average
- BDS tends to turn out by ~2.25% more
 - = estimated 35.8% turnout
- Approximately 32,851 yes votes needed

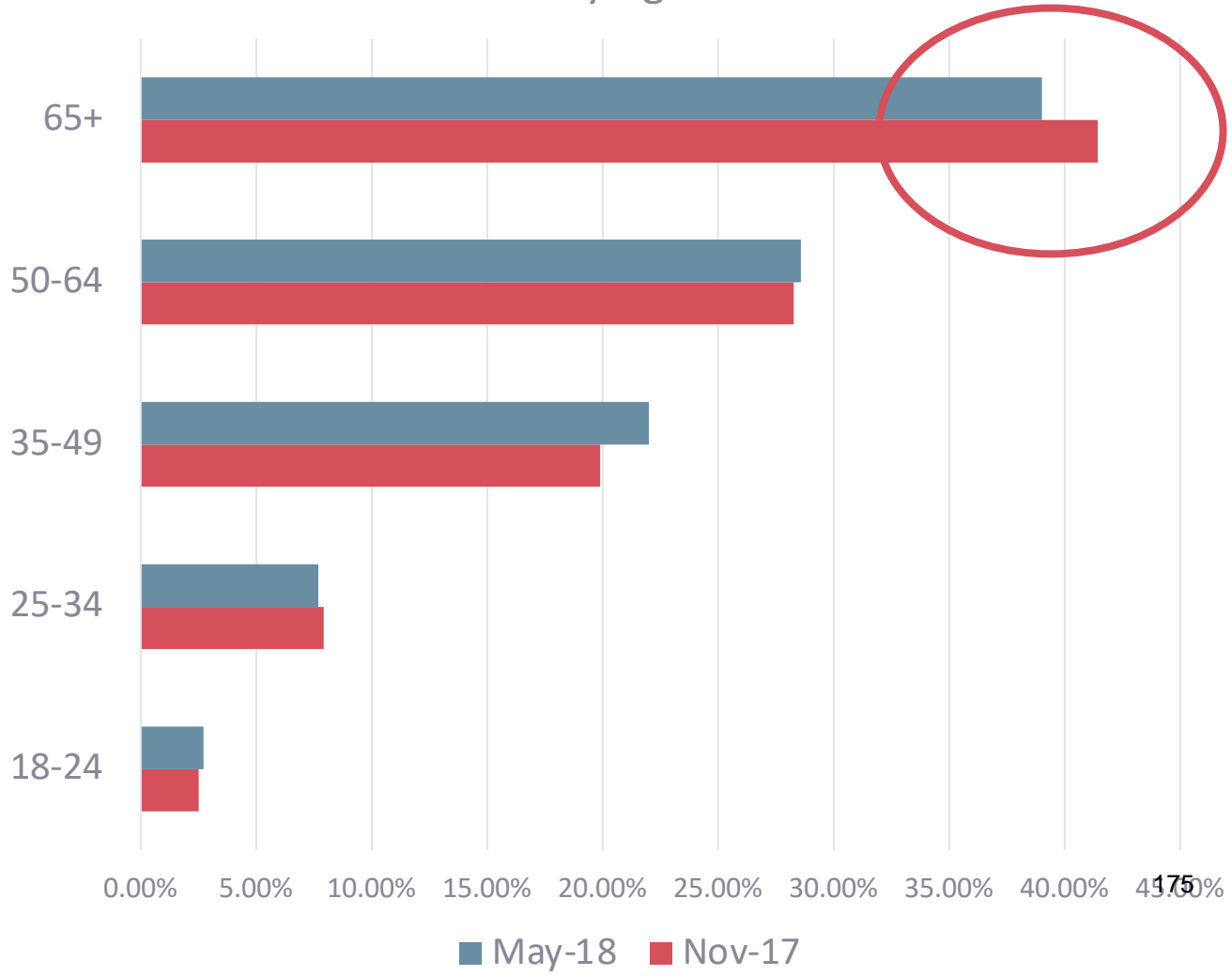
Advantages with May electorate

By Party



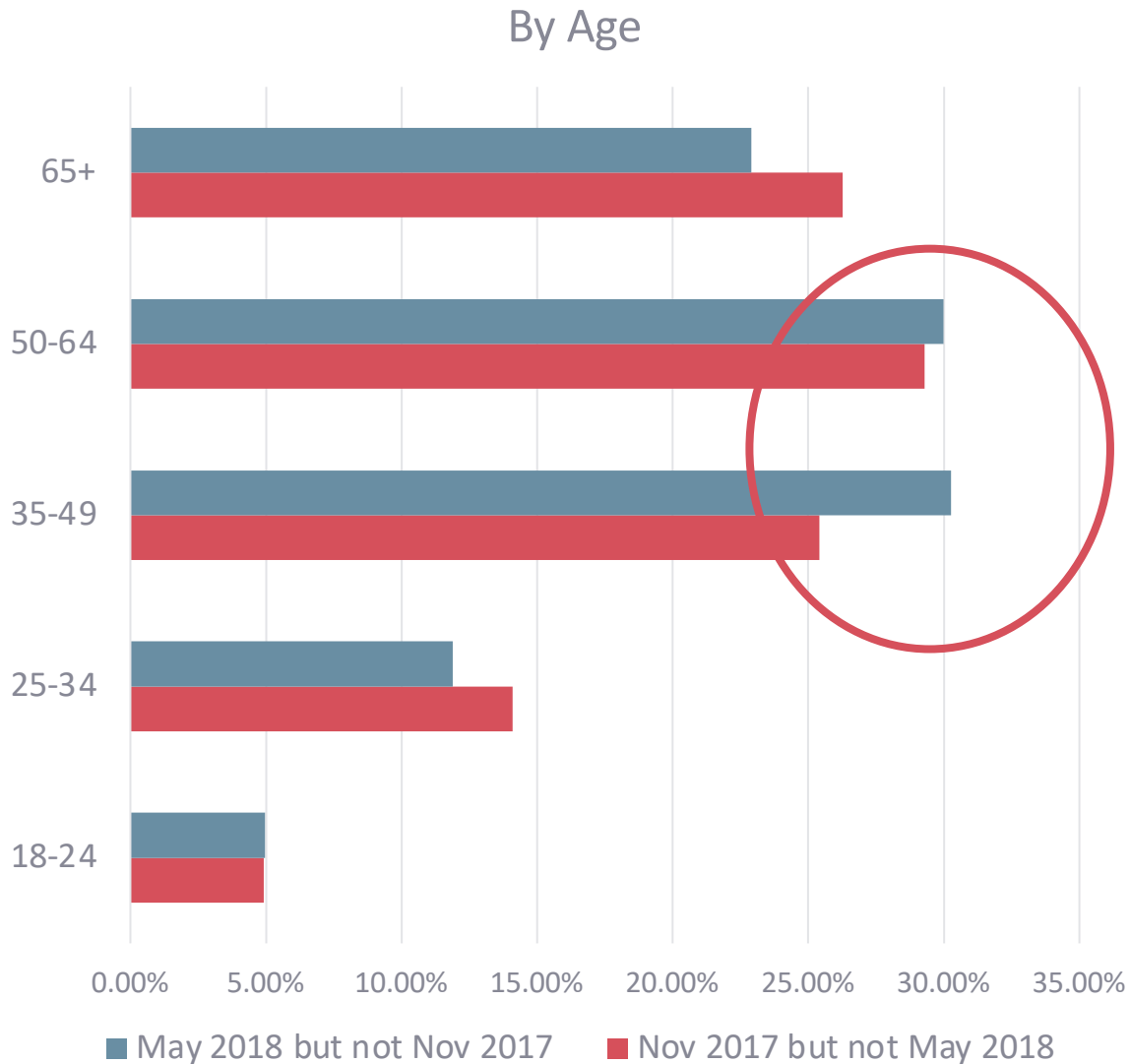
Advantages with May electorate

By Age



\$750M BOND	Yes	No	DK	NET
Overall	54	35	11	+19
City of Beaverton	50	38	13	+12
Non-Beaverton	60	32	8	+28
Men	56	33	10	+23
Women	53	36	11	+17
18-34	70	23	8	+47
35-49	62	28	10	+34
50-64	48	39	13	+9
65+	44	46	10	-2

Advantages with May electorate



18,437 voters cast a ballot in May 2018 but not in Nov 2017

- Notably, this group of voters has a higher share of voters ages 35 to 64.

14,046 voters cast a ballot in Nov 2017 but not in May 2018.

- Slight uptick in voters ages 25-34 (+2.2%)
- Bigger difference is in voters age 65+ (+3.4%).

Advantages with May electorate

Net additional voters:

- 78% Ds
- Fewer NAV voters
- Nearly 46% are 35-49, a group with +34 support
- Nearly 56% are 18-49, the strongest age groups

Try in November, go again in May?

Keep in mind:

- May referral would need to happen by mid-February
- Short timeline to gather community feedback, assess, and make any needed changes to bond package scope or scale

Research

After May 2021 to inform November 2021

- Get past current election
- Likely ↑ economic and health certainty —more vaccines administered, additional stimulus?
- More certainty about return to classrooms

As late as Fall 2021 to inform May 2022

- All factors above, plus more time for community engagement to refine options

Framing

COVID-responsive?

- Digital learning enhancements?
- Improved ventilation, particularly in older buildings?
- More space for in-class distancing?

More specificity on proposed investments

- Particularly repair of aging buildings and deferred maintenance—what differences would people see and experience?
- Why are these proposed investments needed?

Clearer example of increase & impact

- Net .25 increase = \$62.50/year on a \$250K assessed value home.
 - About \$5/month
- .67 total increase = \$167.50.
 - About \$14¹⁸⁰/month

**RATIFICATION OF COLLECTIVE BARGAINING INTERIM COMPENSATION
NEGOTIATION WITH THE BEAVERTON EDUCATION ASSOCIATION****POLICY ISSUE/SITUATION:**

The Beaverton School District and the Beaverton Education Association (BEA) have completed interim negotiations and reached tentative agreement on a cost-of-living adjustment, retroactive to July 1, 2020.

BACKGROUND INFORMATION:

The District and BEA entered into interim negotiations on compensation May 2020 and continued through January 2021. The following provisions were agreed to by the parties.

1. As of January 13, 2021, all licensed staff members in the BEA bargaining unit will receive a cost-of-living adjustment (COLA) to their salary in the form of a 2% increase to salary.
2. The 2% COLA will be retroactive to the start of the 2020-2021 school year, or first month of employment whichever is earlier, for all regularly employed bargaining unit members who are employed on January 13, 2021
3. Retroactive pay will be applied to regular salaries and not to past extended contract hourly work.
4. Retroactive pay will apply to the full FTE (full time equivalent) of each bargaining unit member whether full time, part time or super-sized.
5. Retroactive pay will be included in regular pay for all eligible employees on their February 2021 and/or March 2021 pay dates.
6. Future hourly work pay will be subject to all contractual agreements related to per diem work.

RECOMMENDATION:

It is recommended that the School Board approve the following resolution:

BE IT RESOLVED that the terms of the Collective Bargaining Compensation Reopener between the School Board and the Beaverton Education Association, for the period of July 1, 2020 through June 30, 2021, be ratified by the School Board of the Beaverton School District.

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.