



 AGENDA

I. CALL MEETING TO ORDER	3:00 p.m.	
II. CHILDRENS INSTITUTE UPDATE		2
Kayla Bell, Karen Twain		
III. SRO REVIEW UPDATE		16
Pooja Bhatt		
IV. STRATEGIC PLAN REPORTS		25
V. Meal Break	5:30 p.m.	
VI. DISTRICT FUTURE ENROLLMENT		136
Steven Sparks, Robert McCracken		
VII. BOARD COMMITTEE REPORTS		
Committee Chairs		
VIII. ACTION ITEMS		
A. Consent Agenda		
a. Public Contracts		164
IX. ADJOURN	7:10 p.m.	

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.



WE EXPECT EXCELLENCE



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE

EARLY LEARNING AND CHILDREN'S INSTITUTE PARTNERSHIP REPORT

POLICY ISSUE/SITUATION:

The Beaverton School District is continuing to build an early learning system that includes aligning the best practices from our PreK programs into our early elementary grades. Our current focus is to help teachers envision environments that are inclusive of all students and support learning. We are implementing research-based practices that focus on how students learn best. These approaches include the following: Workshop Model, Playful Inquiry and the Habits of Mind. Four of our early learning coaches are supporting teachers and students in kindergarten and first grade. Our early learning coaches spend 80% of their time in our Title 1 schools and consult with other schools. We have one early learning coach that supports our PreK and Preschool Promise programs.

Our team does not do this work alone. We are fortunate to be in year three of a five-year grant partnering with the Children's Institute. The Children's Institute team consults with our early learning team and partners directly with administrators and staff at McKay and Vose.

These two schools are focused on a district problem of practice and then work to explore their own focus ideas.

District Problem of Practice

The systems in PreK and K-5 are not aligned and do not currently reflect values of child development and equity.

Focus Ideas

Vose: Our assessments and standards bring pressure that makes it hard to live our beliefs.

McKay: There is a lack of shared understanding and alignment around how to do playful inquiry in the classroom PreK-2. Within this we will work on the formative planning for inquiry.

For our BSD early learning team, our goal is to learn from our partnership with Children's Institute and the experiences of our schools; to use these lessons and new learnings to further our work to implement the best practices in early learning in our K-2 classrooms.

RECOMMENDATION:

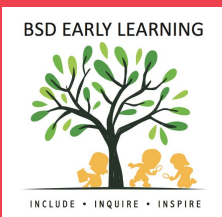
It is recommended that the School Board learn about our partnership with the Children's Institute and our early learning efforts and to provide comment and feedback to our team.



Early School Success in Beaverton School District

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February 7, 2022



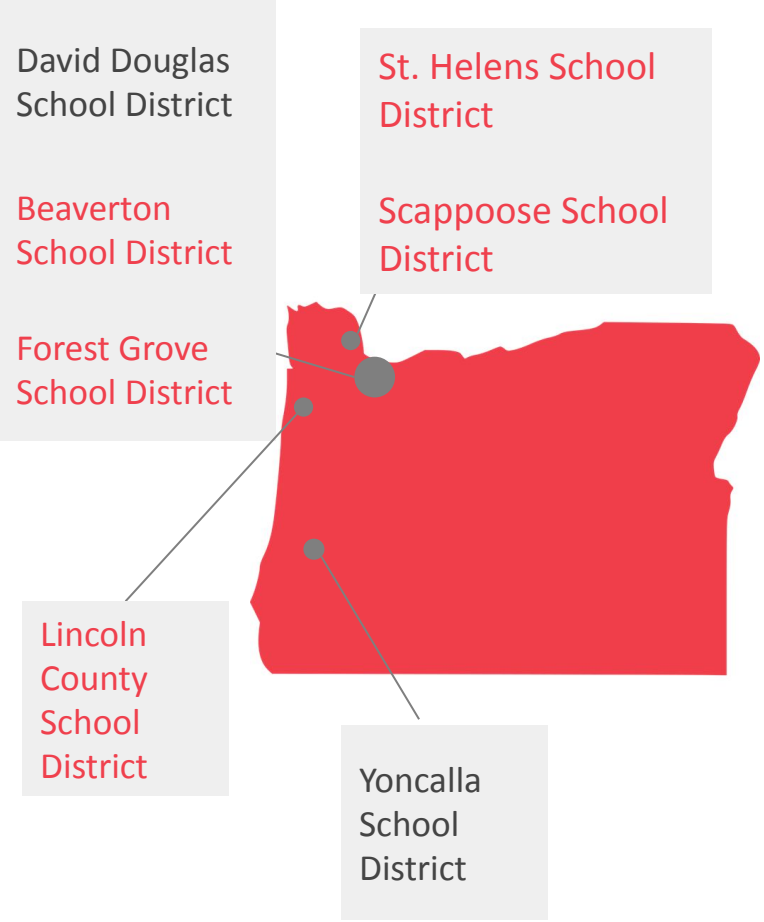
Agenda (click on the number to navigate to this section of the slide deck)

1 An intro- Children's Institute and the Early School Success program

2 Partnership between CI/BSD

3 Hearing from school participants

Children's Institute (CI) is an early childhood advocacy* org with programs in seven districts



(Red = an Early School Success district)



The CI Early School Success team supports BSD



Karen Twain
Director of Programs



Marina Merrill
Director of Research & Strategy



Soobin David Oh
Senior Early Education Advisor



Ashley Walker
Communications Associate



Our Team



Yonny Castillo-Flores
Program Assistant



Toni Iyoha
Family Engagement Coordinator

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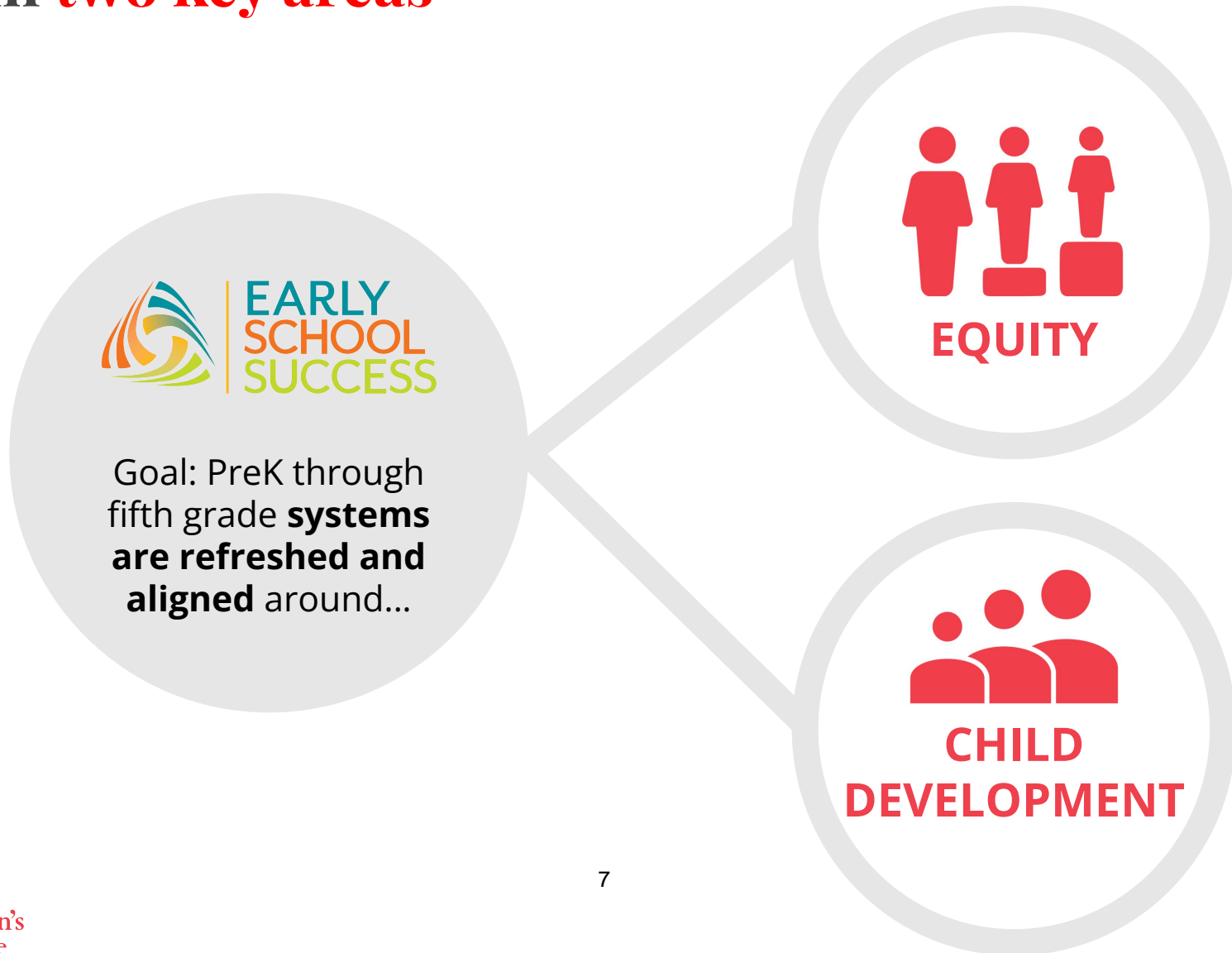


Laura Labarre
Senior Program Advisor



Erin Lolich
Senior Program Advisor

CI's Early School Success (ESS) program fosters connection between early learning (e.g., PreK) and K-5 in **two key areas**



ESS blends two approaches to promote change in schooling systems that enhance PreK-5 alignment

(hint- you can click on anything [red underlined](#) below to learn more)

Human-centered design

This looks like...

Centering **educator** voice
([empathy](#) interviews)

Centering **child** voice
(empathy observations)

Centering **family** voice
(surveys and interviews)



Continuous improvement

This looks like...

Looking at the [root causes](#)
of PreK-5 misalignment

Trying educator-led **small scale changes**

Using data to see what's
working and scale



EARLY SCH L SUCCESS

Human Centered - Community Led

The partnership:

CI and BSD

CI and BSD partnered for ESS in 2019 because of shared goals and values around early learning



CI supports and collaborates at the district level to move the BSD system toward its early learning vision

From This



To This



Core teams in two school sites use the ESS model to pilot “change ideas” that boost PreK-5 alignment



Current focus

Aligning how Prek-2 educators notice and use student curiosity to drive playful inquiry in the classroom (e.g., noting how children “naturally” collaborate and building on this in class).



Current focus

Imbuing classroom practice with our beliefs about what children are capable of and how they learn best (e.g., adjusting assessments to measure several kinds of genius).

Human-centered design



Continuous improvement

**Now let's hear from
participants:**

**Voices from BSD
classrooms**

Question and Answer

Comprehensive Review of School Resource Officer Program

Update for Beaverton School Board on February 7, 2022

Update for Beaverton City Council on February 8, 2022

Purpose of the SRO Program Review

As stated in the Beaverton School District Request for Proposals, which was co-developed by representatives of Beaverton School Board and Beaverton City Council in 2021:

SECTION II – STATEMENT OF WORK

Solicitation No: RFP 21-0003

A Comprehensive Review of the School Resource Officer Program with Recommendations for Changes or Adjustments

1. PURPOSE AND INTRODUCTION:

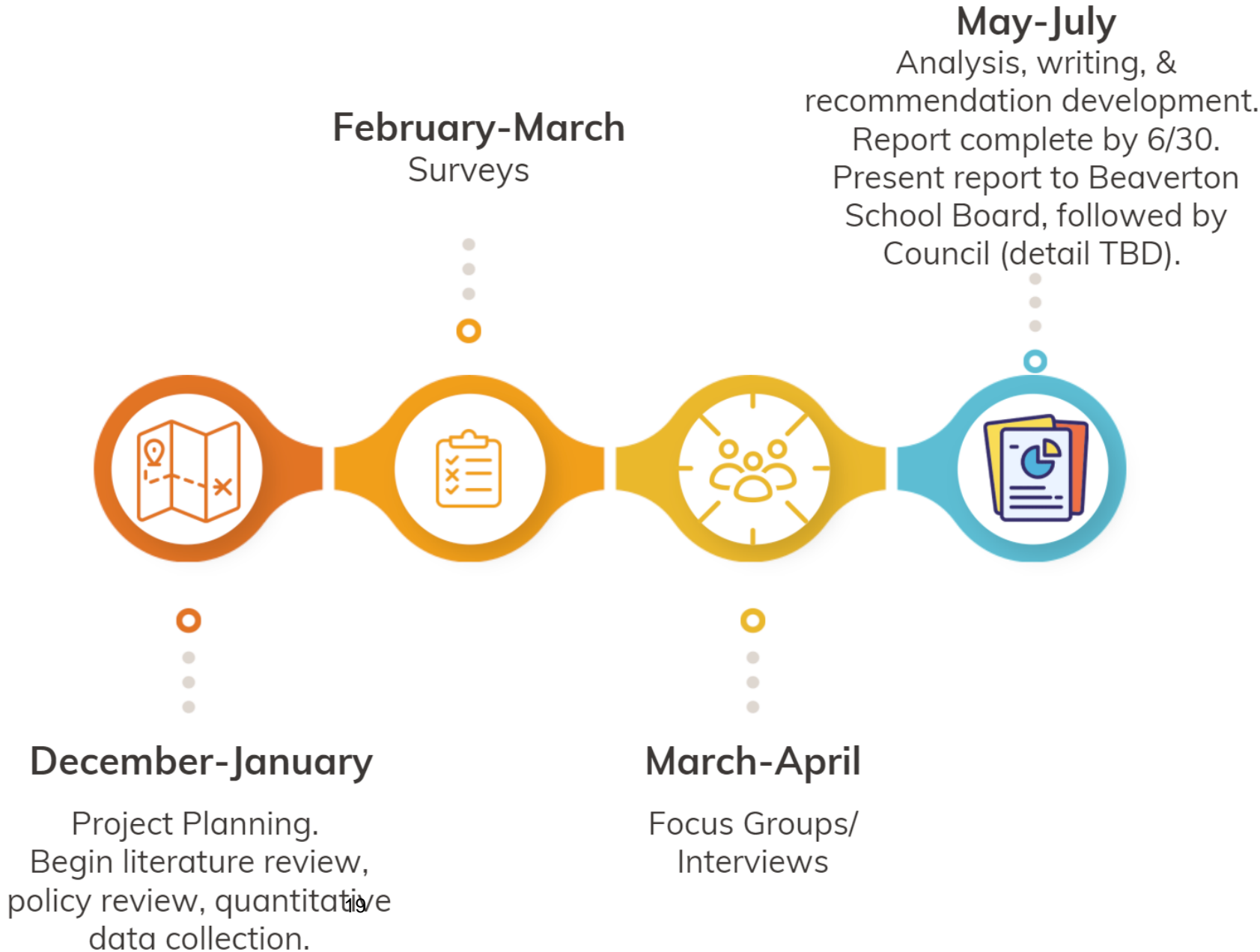
The Beaverton School Board and the Beaverton City Council require a comprehensive review of the current School Resource Officer (SRO) program. This review, which should center on the experience of BSD students, is a next and necessary step in addressing the future of SROs within the District. The comprehensive review and resulting recommendations are intended to provide actionable next steps to guide the District and the City in the development and delivery of the best model for ensuring student and school community safety and support.

Source: Beaverton School District Solicitation No. RFP 21-003, p. 7.

The School Board and City Council collaborated in developing many research questions for the Review to answer. Here is a summary:

- **How does the School Resource Officer (SRO) program work?**
 - What do they do? What training do they have? What training do they need? Who do they report to? What are the strengths of the program? What are the challenges? What are “best practices” and how are these practices used in Beaverton School District?
 - How do school administrators and/or teachers determine when to call an SRO? What policies guide practices?
- **Who is served well by the program? Who is not?**
 - What do students think of the SRO program? What factors are important to them regarding safety? What makes them feel safe/unsafe?
 - What do parents, school staff, and SROs think? What themes emerge between and among groups?
 - What is the program’s purpose, from the perspective of all of the above groups?
 - What are the strengths, what are the challenges?
 - Are any modifications needed to address challenges? If so, what recommendations are there based on research and based on community input?
- **What does the research say?**
 - What does research say about the positive and negative impacts of SROs?
 - What are other districts doing re: SROs and ensuring all students feel safe?
 - What safety-related policies, programs, and practices are being used in addition to SROs or instead of SROs by other districts?

Key Activities & Timeline



Surveys

BSD MS & HS Students*



BSD Parents/Caregivers



BSD School Staff



SROs

Because there are only 10 SROs and 3 sergeants, surveys will not be done. Interviews will be more effective data collection.

Focus Groups/ Interviews



High School
Students only



*BSD= Beaverton School District
MS=Middle School
HS=High School

SURVEYS ALLOW FOR BROAD OUTREACH

FOCUS GROUPS/INTERVIEWS
ALLOW FOR FOCUSED, DEEPER
ENGAGEMENT

HIGH SCHOOL STUDENTS* | 10 focus groups

Universal outreach: Every high school student will have an opportunity to complete a survey and sign up to participate in focus groups. For focus groups, random selection will be done via an online interest form with consideration for geographic representation across district.

In addition, we will do targeted outreach to reach traditionally under-represented populations:

- Students enrolled in alternative programs
- Students with disabilities
- Students experiencing and navigating poverty, houselessness, and/or the foster care system
- Students who have interactions with SROs and/or who have experienced exclusionary discipline
- Students who identify as Alaska Native/American Indian & Native Hawaiian/Pacific Islander
- Students who identify as Asian
- Students who identify as Black/African American
- Students who identify as Latino/a/x/e
- Students who identify as LGBTQ+

PARENTS/CAREGIVERS* | 8 focus groups

Universal outreach: Every parent will have an opportunity to complete a survey and sign up to participate in focus groups. For focus groups, random selection will be done via an online interest form with consideration for geographic representation across district.

In addition, we will do targeted outreach to reach traditionally under-represented populations:

- BSD parents/caregivers with students have had referrals to SROs/Juvenile justice system
- BSD parent advisory groups focused on special education
- BSD parent advisory groups focused on culturally, racially, or linguistically-specific groups
- BSD parents with students engaged in culturally-specific programming through community partner orgs. (as with the above group, translation and interpretation services will be provided as needed)

SCHOOL STAFF* | 5 focus groups

Universal outreach: Every school staff person will have an opportunity to complete a survey and sign up to participate in focus groups. For focus groups, random selection will be done via an online interest form with consideration for geographic representation across district.

In addition, we will do targeted outreach to reach these groups:

- Campus Supervisors
- Counselors
- Graduation mentors
- Labor partners and building representatives
- School Administrators
- Special education staff
- Staff who focus on behavioral health and/or restorative practices
- Teachers of color

***NOTE:** All focus groups capped at 8 participants. Random selection to be used as much as needed if demand exceeds capacity. All focus groups and interviews will be voluntary.

SCHOOL RESOURCE OFFICERS* | Interviews

There are 10 SROs working in 3 law enforcement agencies, plus a total of 3 sergeants from Beaverton Police, Hillsboro Police, and Washington Co. Sheriff.

We will do targeted outreach to interview:

- Beaverton School District Public Safety Director
- Chiefs of City police departments and Washington County Sheriff
- Min. of 2 SROs per law enforcement agency (may include sergeant)

*NOTE: All interviews will be voluntary.

COMMUNITY STAKEHOLDERS | Input Form

Community members who are not currently students, staff, or parents/caregivers of students enrolled in BSD will have an opportunity to provide input at the same time as we launch parent/caregiver, student, and staff surveys. In addition, we will offer interviews with 1 representative each of City or District advisory bodies that have public positions on SROs (e.g. HRAC).



Strategic Measures Teaching & Learning

2021-2022



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



BSD Pillars



**WE Expect
Excellence**



**WE
Innovate**



**WE Embrace
Equity**



**WE
Collaborate**

Equity Lens

1. Whose **voice** is and isn't represented in this decision?
2. Who does this decision **benefit** or **burden**?
3. Is this decision in alignment with the **BSD Equity Policy**?
4. Does this decision **close** or **widen** the access, opportunity, and expectation gaps?



Teaching & 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 (Secondary), AVID District Director

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

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

Dr. Toshiko Maurizio-Administrator for Multilingual Programs

Chris Harvey-Foltz-Administrator for Special Education

Annemarie Polignano-Administrator for Special Education

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

Lenore Johansen-Administrator for Special Education

Andrew Robinson-Administrator for Multilingual Programs



Organization of the Report

Strategic plan measure data, identification of successes and areas for growth, and the description of short- and long-term action plans are organized into six sections:

- 1) Principal learning
- 2) English Language Arts
- 3) Math
- 4) Science
- 5) High school graduation and career learning
- 6) Attendance

District Strategic Measures

Available Data

green - goal achieved red - goal not achieved and no improvement

Measurement	2018/19	2019/20	2020/21	2021/22 Goal	2022/23 Goal
% of kindergarten students proficient or advanced in:					
<ul style="list-style-type: none"> English Language Arts 	74.0%	---	57.9%	81.6%	84.3%
% of students graduating in:					
<ul style="list-style-type: none"> Four years* 	85.6%	89.3%	88.4%	89.6%	89.7%
<ul style="list-style-type: none"> Five years 	89.1%	88.6%	90.5%	90.3%	91.2%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas^	60.0%	67.1%	64.6%	69.3%	72.7%
% of students missing 10 or more school days^	40.8%	24.7%	28.0%	27.0%	21.7%



Organization of the Presentation

- The Strategic plan measure data, identification of successes and areas for growth, and the description of short- and long-term action plans are in the board report you received.
- In addition, we developed 7 Key Efforts that we feel cover all of our strategic plan measures and are a key part of our action plans. We will be sharing those in our presentation.
- At the question and answer session after this, your questions may focus on the report and/or the Key Efforts.

Teaching and Learning Focus

WE empower all students to achieve post-high school success by increasing the collective efficacy of educators to deliver high-quality learning experiences for every student through:

- Selecting and consistently implementing high quality, culturally and linguistically responsive curriculum.
- Identifying and implementing instructional best practices that require students to engage in deep thinking and connect students' cultures, languages and life experiences to what they are learning in school.
- Providing meaningful and timely feedback to students about their learning and teachers and leaders about their practice, so they develop agency as learners/practitioners.
- Providing a safe and engaging environment for all students that integrates Behavioral Health and Wellness and confronts and addresses bias and racism.

Teaching and Learning

Key Efforts

Providing a safe and engaging environment for all students that integrates Behavioral Health and Wellness and confronts and addresses bias and racism.

Selecting and consistently implementing high quality, culturally and linguistically responsive curriculum.

Identifying and implementing instructional practices that require students to engage in deep thinking and connect students' cultures, languages, and life experiences to what they are learning in school.

Providing meaningful and timely feedback to students about their learning and teachers and leaders about their practice, so they develop agency as learners/practitioners.

- Behavior Health & Wellness Teams
- Teaching and Learning Anti-Bias Anti Racist Action Plan

- Social Science
- Future Labs

- Early Learning

- Leadership Learning
- Credit Recovery



Teaching and Learning Highlights

Anti-Bias

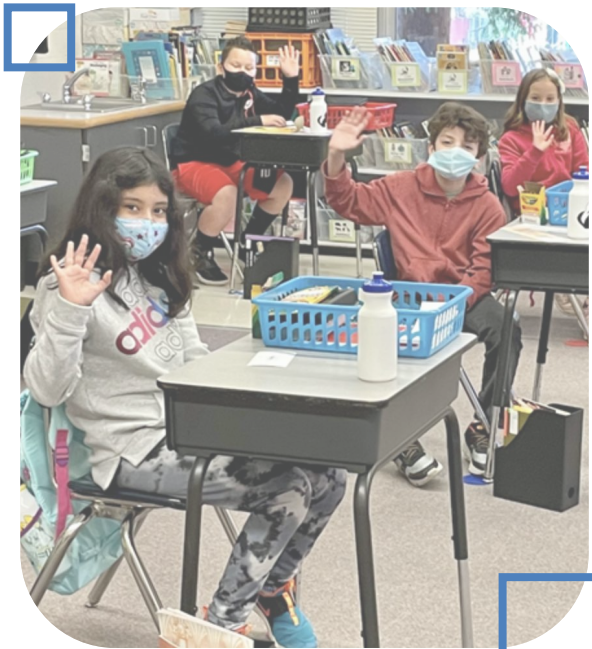
Anti-Racism



Equity

Toshiko- Anti-Bias Anti Racist Action Plan

- T&L and OEI started the process of developing a comprehensive ABAR Action Plan beginning Spring, 2020.
- The team first revised the T&L Vision and Focus for the year and added ABAR language.
- Then, department leaders worked with key stakeholders to gather feedback on the current issues or barriers impacting the student learning experience.
- Then, the T&L and OEI teams collaborated on narrowing down the issues we will act on for the next three years.
- Each issue identified include specific action steps, potential barriers, timeline for completion, and metrics for determining the impact of our actions.
- The Action Plan is broken up into 9 sections with the first section analyzing key data by subgroups. The next section highlights our Vision/Focus of the year. Then, the next six sections includes the issues, action steps, barriers, timeline, and metrics for the following departments: Elementary Curriculum, Instruction, Assessment; Secondary Curriculum, Instruction, Assessment; Behavioral Health & Wellness; Special Education; Multilingual Department; Future Ready
- The Action Plan was sent to our district Graphic Designer and we hope to publish a public facing document soon.





Teaching and Learning Highlights Behavior Health and Wellness Teams



Behavior Health and Wellness

The Behavioral Health and Wellness Team aims to reduce barriers to learning and increase opportunities for student engagement.

By focusing on building strong and healthy communities and promoting the wellbeing of every learner, we believe students will thrive in the classroom and as they move beyond the K-12 system.

Our team provides measurable goals and concrete action steps so we can assess and align our resources to best serve our students. Behavioral Health and Wellness team strives to value every student and support them with the tools to develop the social, emotional, and academic skills to build the future that they want.





Teaching and Learning Social Science



“Not to simply study the world, but to **change** it”



2021-22 REFERENCE GUIDE

Tribal History/Shared History, Holocaust and Other Genocides, and Ethnic Studies and Inclusive Education

Tribal History/ Shared History

Senate Bill 13 Curriculum

The law requires instruction to the Tribal approved Essential Understandings across five content areas. [Lessons are available](#) from ODE and local tribes.

Grades:
4, 8, 10

Subject Areas:
ELA, Health/PE, Math, Science, and Social Science



Timeline: 2021-2022 SCHOOL YEAR

Full implementation of grade level lessons and Essential Understandings

What can districts do now?

- Select staff to attend on-line [profession development](#)
- Review [posted lessons](#)
- Communicate with local tribes for optional place-based lessons
- Review existing curricula and build content knowledge of indigenous curriculum

Holocaust and Other Genocides

Senate Bill 664 Learning Concepts

The law identifies nine learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations as well as ODE.

Grades:
K-12

Subject Areas:
Social Science



Timeline: 2021-2022 SCHOOL YEAR

Instruction on Holocaust and other genocides that includes the nine concepts of the law.

What can districts do now?

- Select staff to attend Holocaust and other genocides training
- Utilize [grade-level guidance](#) from ODE to assist in the implementation
- [Contact](#) the Oregon Jewish Museum and Center for Holocaust Education

Ethnic Studies and Inclusive Education

House Bill 2845/House Bill 2023 Standards and Materials

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon.

Grades:
K-12

Subject Areas:
Social Science



Timeline: 2021-2022 SCHOOL YEAR

State Board of Education approved 2021 Social Science Standards March 2021. School District implementation optional until 2026.

What can districts do now?

- Establish equity professional learning opportunities for district and school staff
- Improve teacher [contact](#) ⁴¹ [knowledge](#) in ethnic studies
- Encourage social science teachers to sign-up for [ODE social science update](#)

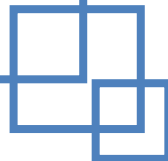
The (formally) changing tide in Social Sciences education in Oregon.

Tribal History: K-12, mostly grade 4, 8, HS

*Essential Understandings of Native Americans in Oregon

Holocaust/Genocide K-12
(Human rights in K-5)

Ethnic Studies: K-12





“Across the country, rigorous evaluations and studies have shown that culturally responsive curricula increase student academic engagement, attendance, grade point averages, graduation rates, civic engagement, positive racial self-images, and self-definition”

(Browman, 2011; Butler-Barnes, 2017; Cabrera, 2012; Carter, 2008; Dee & Penner 2016; Morell, 2013).

“Culturally Responsive Education (CRE) is essential for students of color, and also has a positive impact on White students and their ability to think critically (Laird, 2005).

Not only does CRE impact students’ academic experiences, but it can also have significant influence on racial attitudes and biases, and provide the cognitive tools needed to critique institutional racism” (Garth-McCullough, 2008).





“When students do not perceive their instruction to be personally and culturally relevant, student resistance appears in the classroom: resistance to curriculum, to instruction, to teachers, and to the very institution of school itself, which becomes constructed (recognized) by the student as antagonistic to their identities (Lee, 1999; Mirón & Lauria, 1998).

On the other hand, when curriculum is seen as relevant to their lives and needs, the curriculum and instruction are accepted and seen by the student as “nurturing.” This must also be true of teacher practices, as teachers transmit expectations and levy grades upon students that signify the student’s perceived potential value and welcomeness within a classroom, shaping how future students are permitted to imagine for themselves in their society” (Johnston, Montalbano, & Kirkland, 2017, p. 19).

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Culturally Responsive Education: A Primer For Policy And Practice



by

Evan M. Johnston, Pamela D’Andrea Montalbano, and David E. Kirkland





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QUESTION:

Looking back on how you answered the questions on what you've learned in [Social Studies] class, how does that make you feel about our current social studies curriculum?

“Looking back on how I answered these questions I am astounded at how little black and lgbtq+ history we have learned about in the classroom. As a freshman going into 10th grade we should have learned so much more regarding the history of bipoc, Especially systematic racism as well as the history of lgbtq+ Persons. Change is needed so we can make sure to never repeat the horrors of our past and make our world a better place for all for good.”

- Current BSD 11th grader, white cisgender female.

Source: [BSD Student and alumni survey quotes \(July 2020\)](#)

3 Foundational Elements of our K-12 SS Programs



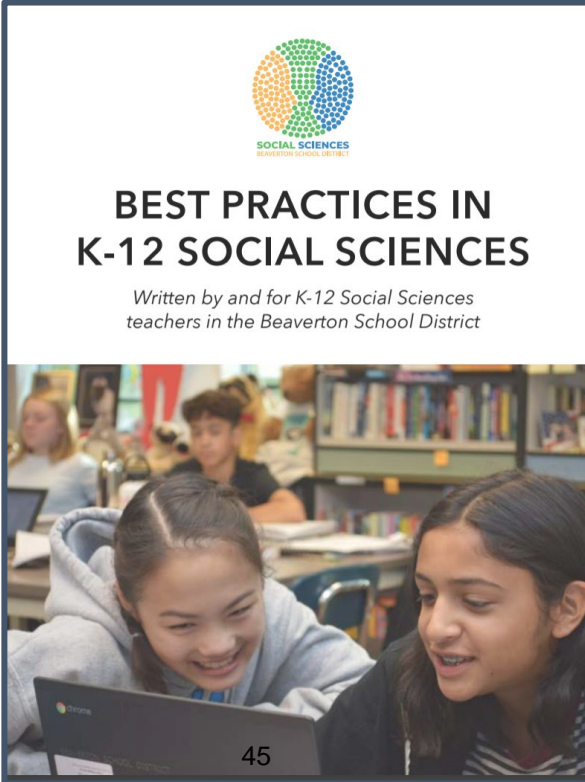



K-12 BSD

SOCIAL SCIENCES

POSITION PAPER

Not simply to study the world, but to **change** it.





**BEST PRACTICES IN
K-12 SOCIAL SCIENCES**

*Written by and for K-12 Social Sciences
teachers in the Beaverton School District*

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2021 Social Science Standards Integrated with Ethnic Studies

Kindergarten 2021 Standards with Ethnic Studies New Standards Highlighted in Blue and with Asterisk

Civics and Government

K.1 * Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.

K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.

K.3 * Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.

Economics

K.4 Distinguish between personal wants and needs.

Financial Literacy

K.5 Identify forms of US money and explain how money is used.

K.6 Give examples of different jobs performed in communities.

K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing.

K.8 Explain how people earn income and that some jobs earn money while others are volunteer.

Geography

*And learning targets: the curriculum (*Knowledge, Critical Thinking, Communication, Research*)

K-5, 6-8, and 9-12 SS ADOPTIONS UPDATE

K-5

- Currently working on proposals for instructional materials and teacher professional development (Year 1 implementation scheduled for Fall 2022)

6-8

- Currently in Year 1 of implementation (with new learning targets, instructional materials, teacher professional development)
- Currently working on additional supplemental instructional materials (focus on dual-language and special education) as well as plans for ongoing teacher professional development

9-12:

- Learning Target Alignment
- Instructional Materials Vetting with Equity Focus
- Ongoing Principals' meeting to develop equity based course sequencing
- Curriculum Camp Framework for ongoing development

Excerpts from 8th Grade *DRAFT*

SUGGESTED *EVOLVING*

Scope & Sequence

BSD Unit 2: Revolutionary America



EQ: For various groups, what did it mean to be "American" in 1750?

EQ: How did African history and culture affect early American history? How about Native American history and culture?

EQ: What roles did different groups of Americans play in the Revolutionary War?

BSD Unit 4: U.S. Westward Expansion



EQ: What were the benefits and burdens resulting from U.S. Expansion to the West? Says whom and for whom?

EQ: For various groups, what was life like in "newly settled" areas of the West?

BSD Unit 5: Oregon Tribal & Shared History



EQ: Who are the Tualatin Kalapuya? And the Confederated Tribes of Grand Ronde?

EQ: What does it mean to be a nation within a nation?

EQ: How was assimilation used as a tool to force Native Americans to leave behind their traditional lifeways?

BSD Unit 6: My Oregon Experience: Race & Our State



EQ: What does it mean to be an Oregonian? How has the definition of who is a citizen changed over time in Oregon?

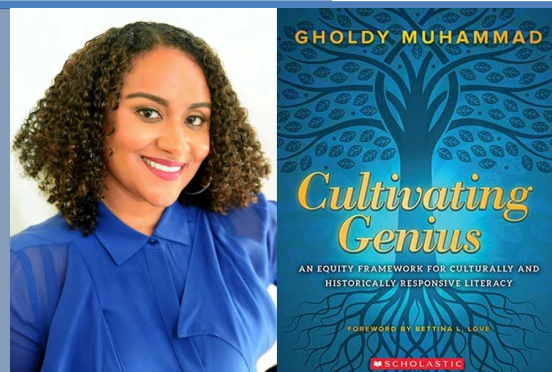
EQ: How have legislative acts been utilized to empower or disempower certain racial/ethnic groups over time in Oregon?

EQ: What was the role of women in the Oregon territory?

Professional Development

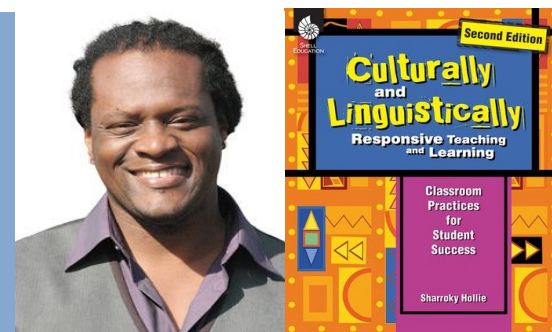
K-5

PD with Dr. Gholdy Muhammad, author of *Cultivating Genius* and the Culturally and Historically Responsive Literacy Framework for Equity.



6-8 &
9-12

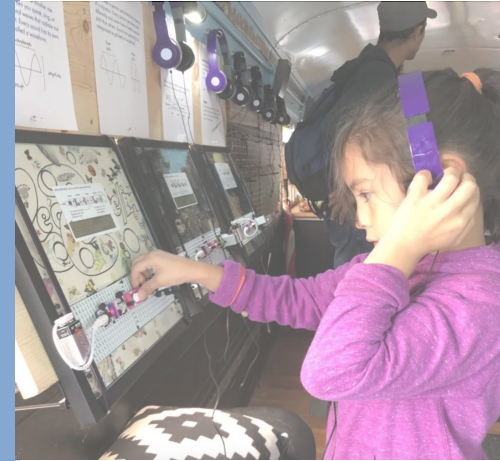
PD with Dr. Sharroky Hollie, author of *Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success*.



**Note: All grades are also working with Tribal History-Shared History (Senate Bill 13) PD modules and there are districtwide Tribal History Cohort leaders at each site.*



Teaching and Learning Highlights Future Labs

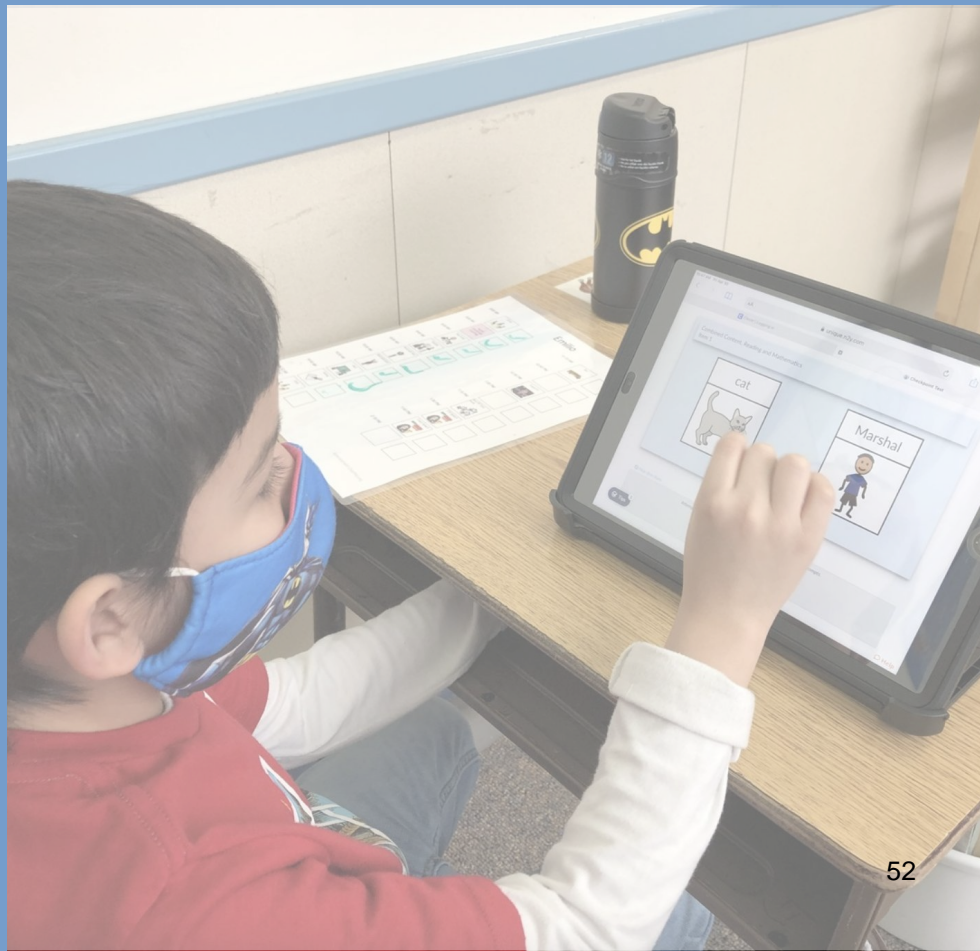




Teaching and Learning Early Learning (PreK-2)



Early Learning PreK-2



Identifying and implementing instructional practices that require students to engage in deep thinking and connect students' cultures, languages, and life experiences to what they are learning in school.

Habits of Mind



Habits of mind are...
“What successful people
[including students] do
when they are confronted
with problems, the
resolutions of which are
not immediately
apparent.”

--Costa and Kallick (2008)

A Closer Look at Habits of Mind

- **Focusing attention** to pursue an interest, gratify curiosity, respond to a challenge, or try out an idea.
- **Communicating ideas and emotions** clearly and appropriately.
- **Making connections, notes relationships** and organizes items based on observed details.
- **Collaborating** with other to accomplish a shared goal.
- **Thinking strategically, creatively and reflectively** to follow an interest or tackle a challenge.

Playful Inquiry

Playful inquiry spaces create provocation or invitations to spark thinking, creativity and play. Materials for tinkering, imagining and exploring are within easy reach for so that children can make their learning visible.

Children use loose parts, and create other materials to tell stories, expand on their thinking and create worlds that live within their imaginations.

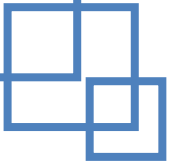
Teachers document the work of children and then make further connections to curriculum.



What are you noticing about worms?



What are you wondering?



How will
you use
Kapas
with your
worms?



Can your worms go up ramps?



58

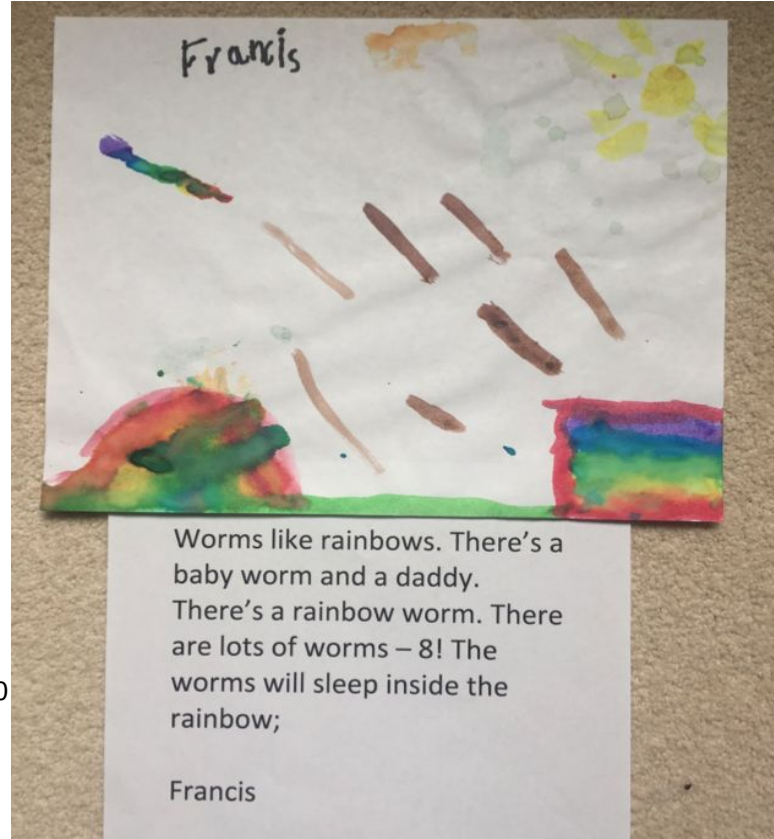


Can you build a habitat for our worms?

How will
you use
Magnatiles
with
worms?

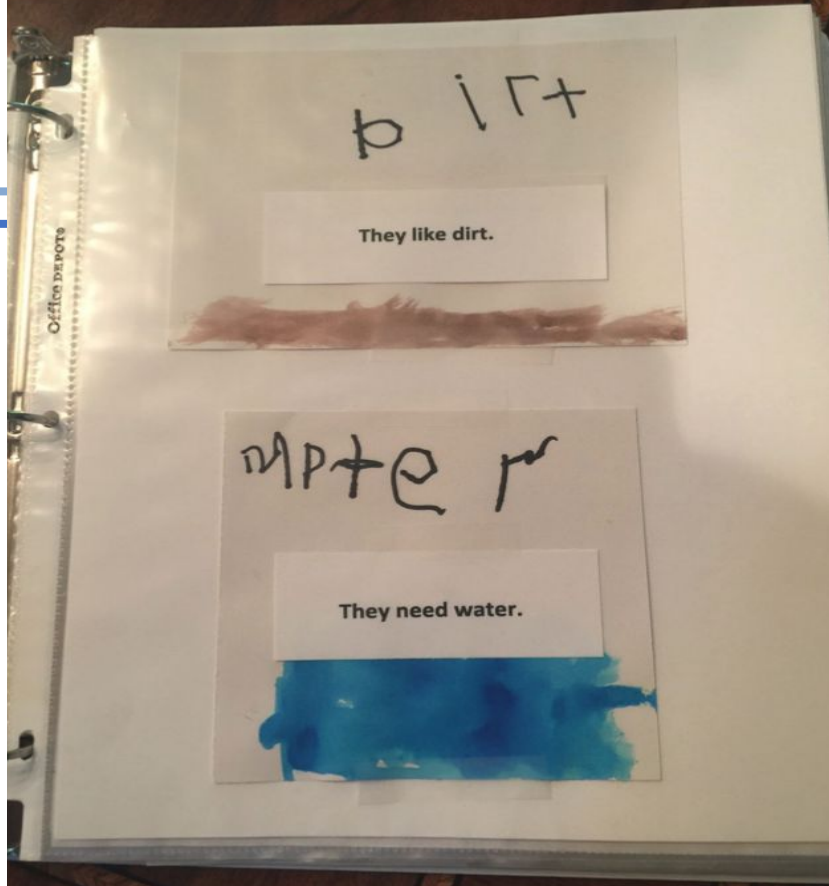


Non-Fiction and Fiction Writing About Worms



Worms like rainbows. There's a baby worm and a daddy. There's a rainbow worm. There are lots of worms – 8! The worms will sleep inside the rainbow;

Francis





The story about worms in a rainbow inspired the children to wonder if our worms would like to live in a rainbow.

They created a rainbow world for the worms, and all agreed that the worms were very happy there!

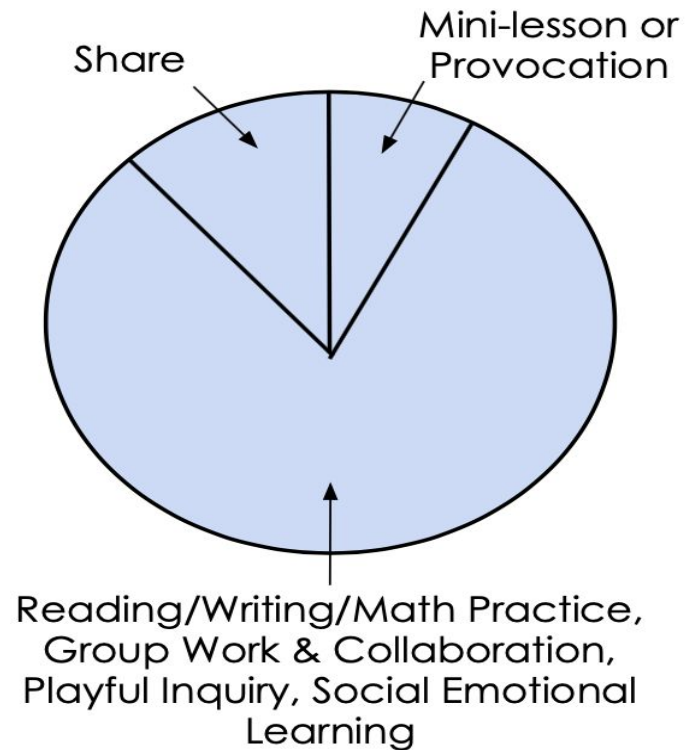


Workshop Model

The student-centered Workshop Model is a structure that promotes student engagement, critical thinking, and reflection.

Teachers provide a mini-lesson or provocation, followed by opportunities for students to practice the proficiencies of readers, writers, and mathematicians.

63



Early Learning- PreK

PreK Programs

9 Schools * 324 students * 90 students on Individual Family Service Plans (IFSP) with NWRES D

Aloha-Huber Park, Barnes, Bonny Slope, Fir Grove, Greenway, McKay, McKinley, Vose, and William Walker

* *Adding Beaver Acres and Chehalem in 2022.2023*

Preschool Promise

Merlo Station Campus

37 students * 6 students on an IFSP



Early Learning Partnerships and Grants



**Authors: Matt
Glover and
Kristi Mraz**

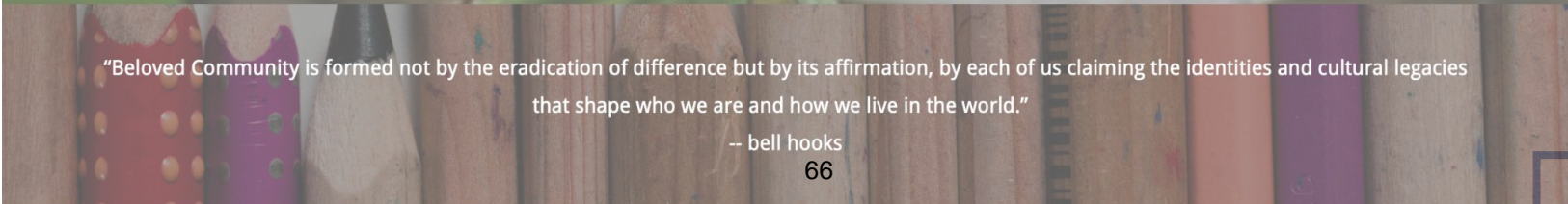


Early Learning

To learn more about our work please visit our [website](#).



BSD EARLY LEARNING



"Beloved Community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world."

— bell hooks



Teaching and Learning Highlights Credit Recovery



Credit Recovery

- Students who receive Incompletes (I) will be afforded opportunities for Learning Target Recovery.
- Students who receive No Grades (N) will need to retake the course.
- Schools have created and are continuously working on systems that provide learning target recovery. [BSD Credit Recovery School Systems](#)
- Summer School continues to be an invaluable opportunity for credit recovery as was expanded last summer.
- 88.4% 4-year graduation rate/90.5%⁶⁸ 5 year graduation rate

	Number Grade Changes: No Credit to Credit	Credits Recovered
All Students	253	120.125
English Language Learner	37	19.500
Migrant	4	2.000
Students with Disabilities	43	20.375
Talented and Gifted	29	13.750
Asian	22	11.000
Pacific Islander	1	0.500
Black	10	5.000
Hispanic/Latino	99	49.125
American Indian/Alaskan Native	8	3.250
White	92	41.500
Multi-Racial	21	9.750
Female	105	49.125
Male	147	70.500
Non-Binary	1	0.500



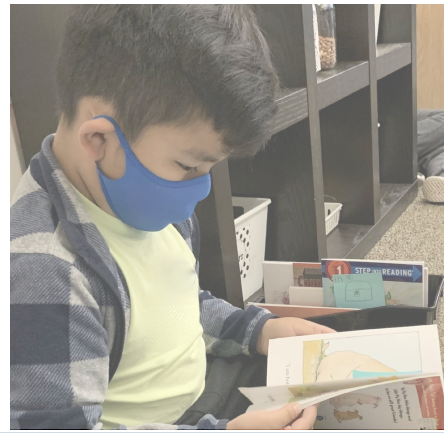
Teaching and Learning Highlights Leadership Learning

Leadership Learning

- 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 provide principals with support, time and resources to enhance and grow their feedback and observation 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.

E

Thank You



Questions and Answers from the School Board





School Board

Winter Work Session



BEAVERTON

School District



Strategic Plan Measures Report



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 Learning and Limited In-Person Instruction (LIPI) in a very compressed time period. In the Fall of 2020, we began the school year teaching in CDL, later transitioning to Hybrid Learning and LIPI in the spring. Our team worked at a high level to ensure success for our students and families, refining both Hybrid and Limited In-Person Instruction for all Pre-K-12 schools. In the fall of 2021, we were thrilled to begin the year with In-Person Instruction, making sure that all safety protocols were in place to enable safe learning for our students. In January 2022, with a surge of COVID cases, we briefly transitioned to temporary remote learning (TRL) in some of our schools. We continue to monitor conditions and data and adjust our approach as necessary.

As you are read this report, you will be reminded we do not have complete data to review due to the lack of testing the past two years. Consequently, there is no analysis of data in the impacted subject areas. What we are sharing is a review of our processes and action plans that were created despite the lack of data. Beginning in the 2022-2023 school year, we will resume sharing Oregon Statewide Assessment System (OSAS) and ACT data, as we did prior to the pandemic.

We feel proud and grateful for the work that Teaching and Learning has accomplished over the last 2 years amidst these challenges. We will continue to strive to meet the needs of all our students in Beaverton, with an emphasis on our most marginalized students. We will continue to work harder than ever to help students develop the skills they missed 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 as they navigate this unprecedented time. We ask for your grace and patience as we continue this very important work and report on an incredibly challenging and monumental year.

Strategic Plan Measures Report

FORMAT

You are receiving both Teaching and Learning's Report of the Strategic Plan Measures for the 2022 Winter Work Session and our Board Presentation Slide Deck, which highlights our key efforts in Teaching and Learning. The main report lists aspects of our action plan that have been prioritized. It is followed by a supplement with a comprehensive list of action items. In order to allow for maximum time for questions and dialogue, our focus in the presentation will be on the key efforts as addressed in our action plans. However, while reading the report, you are encouraged to write down your questions so they can be addressed in the question-and-answer portion after the presentation. Please note any additional questions as they arise during the presentation.

Please come prepared to engage in conversation. If there are further areas of interest that are not addressed in this report, or in our key effort presentation, please feel free to reach out to any Teaching and Learning Administrators prior to the session. This will enable staff to be prepared to fully engage in all areas of interest in our time together.

Thank you for your time and engagement.

The Teaching and Learning Team

Ginny Hansmann - Deputy Superintendent of Teaching and Learning

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

Dr. Jon Bridges - Administrator for Accountability

Dr. Jon Franco - Executive Administrator for High Schools

Chris Harvey-Foltz - Assistant Administrator for Special Education

Dr. Danielle Hudson - Executive Administrator for Student Services

Lenore Johansen - Assistant Administrator for Special Education

Dr. Toshiko Maurizio - Administrator for Multilingual Programs

Dr. Patrick Meigs - Executive Administrator for Elementary Schools

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

Annemarie Polignano - Assistant Administrator for Special Education

Kelly Raf - Administrator for Special Education

Andrew Robinson - Assistant Administrator for Multilingual Programs

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

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 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. Bolded bullets indicate high leverage priorities.

MEASURES

Measure 1: Percentage of students who meet or exceed ELA, Math, Science standards - grades K, 3, 5, 8, 11

Students proficient or advanced is the percentage of students who:

<u>In grade(s)</u>	<u>Who</u>	<u>On</u>
Kindergarten	Level 2G or higher (IRLA) Level Verde or higher (ENIL)	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

Measure 2: Percentage of students graduating in four/five years

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.

Measure 3: Percentage of students completing four or more credits in the six Career Learning Areas

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

Measure 4: Percentage of students missing ten or more school days

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

Definition

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 10 students in the denominator are not reported.

District Strategic Measures

Measurement	2018/19	2019/20	2020/21	2021/22 Goal	2022/23 Goal
% of kindergarten students proficient or advanced in:					
English Language Arts	74.0%	---	57.9%	81.6%	84.3%
Mathematics	---	---	---	---	---
% of 3rd grade students proficient or advanced in:					
English Language Arts*	62.1%	---	---	70.5%	73.5%
Mathematics	63.9%	---	---	71.5%	74.2%
% of 5th grade students proficient or advanced in:					
English Language Arts	68.5%	---	---	74.0%	76.0%
Mathematics	53.2%	---	---	65.2%	69.8%
Science	47.3%	---	---	61.5%	67.1%
% of 8th grade students proficient or advanced in:					
English Language Arts	64.5%	---	---	71.8%	74.5%
Mathematics	53.4%	---	---	65.4%	69.9%
Science	48.4%	---	---	62.2%	67.7%
% of 11th grade students proficient or advanced in: ^					
English	58.7%	56.9%	---	65.2%	69.8%
Mathematics	46.1%	40.3%	---	53.0%	60.8%
Science	40.2%	41.5%	---	54.0%	61.5%
% of students graduating in: ^					
Four years*	85.6%	89.3%	88.4%	89.6%	89.7%
Five years	89.1%	88.6%	90.5%	90.3%	91.2%
% of graduates completing 4 or more credits with a C or better in the six Career Learning Areas	60.0%	67.1%	64.6%	69.3%	72.7%
% of students missing 10 or more ⁷⁸ school days	40.8%	24.7%	28.0%	27.0%	21.7%

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 based on 2019-20 data all other measures use 2018-19

Teaching and Learning

Leadership Learning

Teaching and Learning is committed to providing quality professional development, mentoring, support, and supervision for all of our building Principals and Vice Principals. Our Executive Administrators for High School, Middle School, and Elementary Schools meet with their principals on a weekly basis. Those meetings are designed to meet the needs of both the principal and the school. The successes, areas of growth, and action plans for our administrators for 2021-2022 are discussed below.

Executive Administrators use the Teaching and Learning Vision and Focus below as a guide in their leadership development with school leaders.



Teaching and Learning Vision and Focus 2021-2022

WE empower all students to achieve post-high school success by increasing the collective efficacy of educators to deliver high-quality learning experiences for every student through:

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

- Selecting and consistently implementing high quality, culturally and linguistically responsive curriculum.
- Identifying and implementing instructional best practices that require students to engage in deep thinking and connect students' cultures, languages and life experiences to what they are learning in school.
- Providing meaningful and timely feedback to students about their learning and teachers and leaders about their practice, so they develop agency as learners/practitioners.
- Providing a safe and engaging environment for all students that integrates Behavioral Health and Wellness and confronts and addresses bias and racism.

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 (ABAR) 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. This is especially important as we return to a full school year with all children in school. Student needs have increased as a result of the pandemic and the need to strengthen the collective efforts to support each student every day is ever more critical. Central to these goals is keeping student learning, socio-emotional well-being, growth and outcomes at the center of principal learning, and thus at the center of school-based learning as well.

Teaching and Learning

Leadership Learning (cont.)



ANALYSIS: SUCCESSES

- Principals and school communities have worked diligently to meet the requirements for a safe return to in-person instruction. This has, and continues to be, a central focus for the work of school leaders. We are all challenged as leaders to ensure a balance between keeping our school environments safe for staff and students and maintaining a robust focus on learning at the same time. There has been strong collaboration between Teaching and Learning and schools to support Covid protocols for staff and students, focused academic instruction, social-emotional learning and inclusive practices for each child every day.
- 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 gives them a better lens on their classroom observations and supports more impactful feedback to teachers.
- Secondary Leaders have focused on the Essential Question: “How do our student’s classroom experiences reflect our progress and growth toward becoming an ABAR school district?”
- At the elementary level, we have created a principal advisory group made up of 10 principals, Kayla Bell, Administrator for Pre-K-12 Curriculum, Instruction, and Assessment (Elementary), John Peplinski, Administrator for Curriculum, Instruction, and Assessment, and Erica Marson, Executive Administrator for Human Resources. This has allowed the elementary leadership meetings to be responsive to the needs of school leaders and to enhance learning opportunities.
- 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 gives them a better lens on their classroom observations and supports more impactful feedback to teachers.

Teaching and Learning Leadership Learning (cont.)

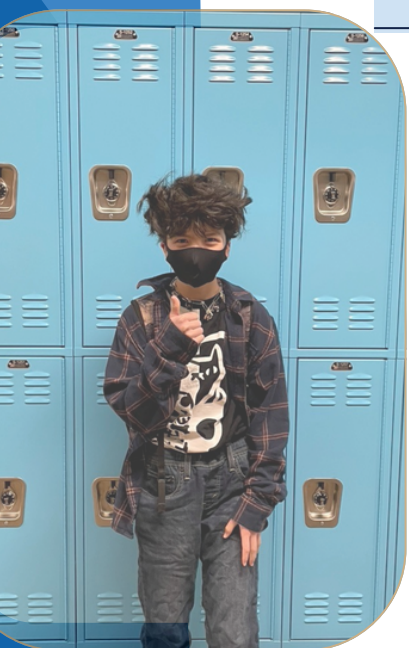
SUCSESSES (Cont.)

- Academic conferences were suspended for this school year due to the complexities of returning to school this fall. Schools were still required to update and work with their staff on their School Learning Plans. The plans continue to have three areas of focus: Equity, Academic Excellence, and Collaboration. Executive Administrators meet with each principal to discuss their plans and implement strategies.



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.
- 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. Through their ongoing efforts, schools are seeing an impact of this work. This is seen from how children are interacting with each other to how teachers are talking about and working with students.
- 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 vision and focus to guide leadership development with school leaders.

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

- At the elementary level, we have engaged leaders in a book study of the book *Coaching for Equity* by Elena Aguilar. The focus of conversations has been around observations, supporting both the beliefs and behaviors of teacher practice and an increased focus on every child every day. The work of the elementary advisory group has helped to frame this work in regard to the needs of principals and in support of their instructional leadership from the vantage point that every conversation is an equity conversation. Having Kayla Bell, Administrator for Pre-K-12 Curriculum, Instruction, and Assessment (Elementary), John Peplinski, Administrator for Curriculum, Instruction, and Assessment, and Erica Marson, Executive Administrator for Human Resources, as a part of this advisory group has also increased the connections between the work of Curriculum, Instruction and Assessment and principal leading and learning.
- At the secondary level, leaders have analyzed the classroom experience of students and looked for ways to infuse Behavioral Health and Wellness into the classroom. In addition, patterns of acceleration have been studied with a focus on socioeconomic and racial characteristics. Program Planning Guides and Forecast guidance have been edited to create access to rigorous learning for more students.

ACTION PLAN (Cont).

Achieving **Collective Efficacy** around Anti Bias/Anti-Racist is our goal.

To get there we will incorporate:

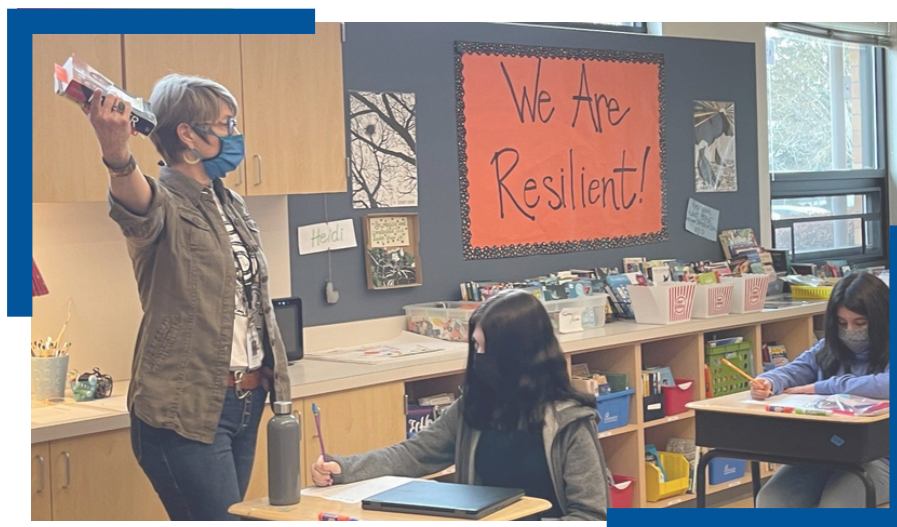
- **Theory:** Building a shared theoretical basis from which the work grows and setting a common foundation for the work together
- **Application:** Fostering and sharing strategies for applications for the work
- **Reflection:** Creating time for reflection and sharing of our collective work in terms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



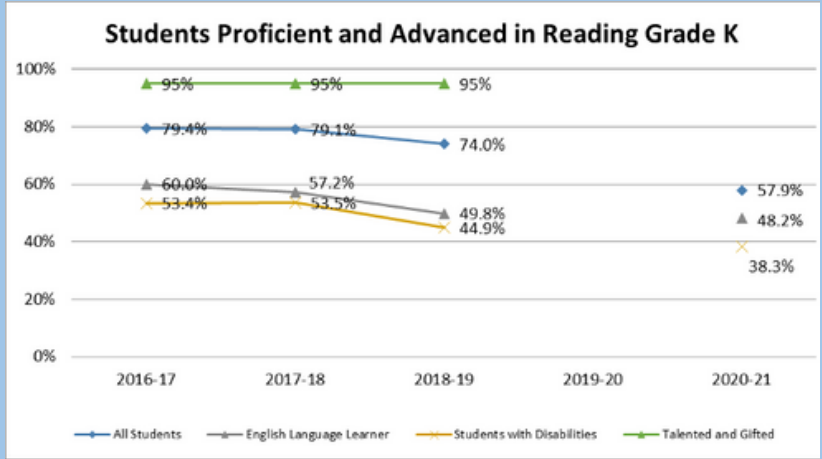
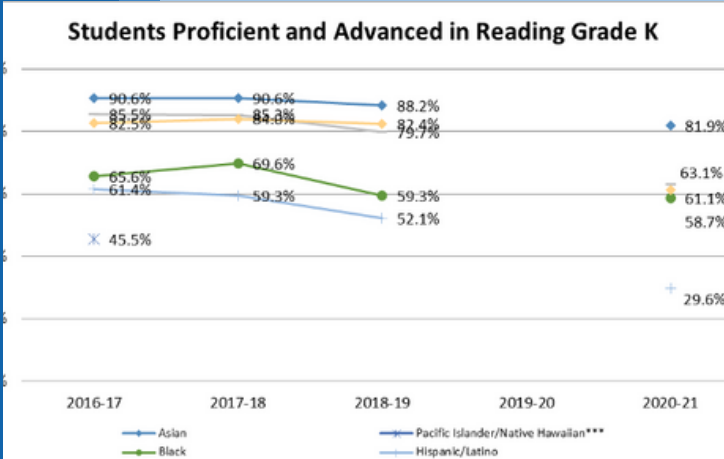
- Principals are engaged in work around how to create collective efficacy not only amongst our school communities but also as a leadership group in general. School Leaders have honed in on looking at the root causes as to why we believe some of our most underserved students are not accessing rigorous 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	2020-21
All Students	79.4%	79.1%	74.0%		57.9%
English Language Learner	60.0%	57.2%	49.8%		48.2%
Students with Disabilities	53.4%	53.5%	44.9%		38.3%
Asian	90.6%	90.6%	88.2%		81.9%
Pacific Islander/Native Hawaiian***	45.5%				
Black	65.6%	69.6%	59.3%		58.7%
Hispanic/Latino	61.4%	59.3%	52.1%		29.6%
American Indian/Alaskan Native***					
White	85.5%	85.3%	79.7%		63.1%
Multi-Racial	82.5%	84.0%	82.4%		61.1%
Talented and Gifted	>95%	>95%	>95%		
Male	83.7%	76.0%	72.9%		56.2%
Female	81.3%	82.5%	75.1%		59.6%

Kindergarten Students Proficient or Advanced in Reading Grade K (2020-21)

	All Students	Asian	Hispanic/Latino	Multi Racial	White	Female	Male	Students with Disabilities	Talented & Gifted	English Language Learner
Aloha-Huber Park K-8	23%		12%			26%	19%			14%
Barnes	28%		26%			24%	32%			31%
Beaver Acres	46%		29%		59%	49%	44%	35%		21%
Bethany	71%				68%	67%	77%			
Bonny Slope	71%				74%	75%	69%			
Cedar Mill	71%				70%	72%	70%			
Chehalem	42%		19%		65%	50%	36%			
Cooper Mountain	67%				70%	71%	64%			
Elmonica	58%	76%				66%	53%			54%
Errol Hassell	40%		29%		56%	44%	36%			
Findley	72%	80%				72%	71%			74%
Fir Grove	44%		35%		48%	46%	41%			
FLEX Online	55%				47%	60%	52%			
Greenway	27%						37%			
Hazeldale	34%		14%		55%	32%	36%			
Hiteon	56%				59%	55%	57%			
Jacob Wismer	79%	86%				83%	75%			70%
Kinnaman	53%		24%		76%	63%	43%			
McKay	34%					35%	33%			
McKinley	35%		14%		39%	42%	28%			31%
Montclair	84%				88%					
Nancy Ryles	76%				77%	74%	78%			
Oak Hills	88%	>95%			87%	84%	91%			
Raleigh Hills K-8	44%				55%					
Raleigh Park	55%				62%	57%	52%			
Ridgewood	77%				83%		80%			
Rock Creek	53%				47%	58%	49%			
Sato	75%	85%			65%	72%	78%			90%
Scholls Heights	82%	87%			84%	85%	78%			82%
Sexton Mountain	77%				76%	76%	78%			
Springville K-8	82%	94%				92%	73%			85%
Terra Linda	67%									
Vose	68%		76%		59%	71%	63%			81%
West Tualatin View	83%		84		81%		91%			
William Walker	21%		18%			19%	22%			16%

ELA K-11

Important Data Interpretation Note:
A large number of IRLA and ENIL assessments in 2020-21 were administered remotely during CDL and hybrid

English Language Arts Kindergarten Analysis

SUCCESSSES

- The percentage of Black kindergarten students reading on grade level at the end of kindergarten exceeded the proficiency rate for all students for the first time in 2020-21.
- Except for Latino students, achievement gaps narrowed between 2018-19 and 2020-21 for historically underserved students.

AREAS FOR GROWTH

- Outcomes for students are still largely predictive of English language proficiency, race, and participation in special education.
- In 2020-21, the percentage of kindergarten students reading at or above grade level at the end of kindergarten fell 16 percentage points. The proficiency rates for male and female students fell by a similar percentage.

ACTION PLAN

Included under English Language Arts K-11

Students Proficient and Advanced English Language Arts Grade 3

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	62.4%	59.5%	63.6%	62.1%		
Economically Disadvantaged	40.8%	35.2%	37.8%	37.1%		
English Language Learner	33.2%	28.7%	36.7%	33.3%		
Ever English Language Learner	35.3%	30.2%	36.7%	33.3%		
Students with Disabilities	32.5%	31.9%	35.1%	37.2%		
Asian	84.0%	81.4%	85.3%	79.2%		
Pacific Islander/Native Hawaiian***						
Black	35.4%	45.5%	48.0%	33.7%		
Hispanic/Latino	36.6%	31.1%	35.1%	36.0%		
American Indian/Alaskan Native***						
White	70.6%	68.0%	71.7%	69.9%		
Multi-Racial	65.1%	63.8%	66.8%	68.6%		
Talented and Gifted	97.7%	98.3%	98.8%	97.8%		
Native American/Indian Ed/Tribal Enrollment						
Male	57.3%	56.5%	60.7%	59.0%		
Female	67.5%	62.5%	66.8%	65.5%		

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	68.9%	66.4%	68.6%	68.5%		
Economically Disadvantaged	50.3%	45.8%	48.6%	45.7%		
English Language Learner	38.2%	33.2%	43.3%	42.5%		
Ever English Language Learner	46.1%	42.1%	45.2%	44.3%		
Students with Disabilities	29.1%	28.0%	34.0%	32.8%		
Asian	85.1%	84.7%	87.2%	86.3%		
Pacific Islander/Native Hawaiian***	51.6%					
Black	53.9%	48.6%	47.4%	52.4%		
Hispanic/Latino	47.5%	43.4%	44.5%	43.2%		
American Indian/Alaskan Native***						
White	75.4%	72.9%	75.4%	76.7%		
Multi-Racial	74.7%	74.4%	74.5%	71.7%		
Talented and Gifted	99.1%	99.2%	99.5%	98.7%		
Native American/Indian Ed/Tribal Enrollment			85	70.0%		
Male	63.7%	60.7%	65.0%	64.8%		
Female	74.2%	71.8%	72.1%	72.2%		

Students Proficient and Advanced English Language Arts Grade 5

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

Students Proficient and Advanced English Language Arts Grade 8

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

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	65.7%	62.5%	64.2%	64.5%		
Economically Disadvantaged	44.0%	38.4%	40.6%	42.0%		
English Language Learner	17.2%	14.7%	33.5%	30.4%		
Ever English Language Learner	45.7%	38.6%	42.1%	43.4%		
Students with Disabilities	23.5%	23.0%	21.5%	21.9%		
Asian	84.3%	86.3%	85.4%	83.3%		
Pacific Islander/Native Hawaiian***	33.3%	33.3%		33.3%		
Black	43.2%	40.4%	49.3%	50.0%		
Hispanic/Latino	42.8%	37.0%	38.9%	39.9%		
American Indian/Alaskan Native***						
White	72.3%	68.9%	70.9%	72.6%		
Multi-Racial	73.9%	69.3%	72.3%	66.9%		
AVID		52.7%	51.2%	54.5%		
Talented and Gifted	97.9%	>95%	97.3%	97.8%		
Native American/Indian Ed/Tribal Enrollment				50.0%		
Male	61.2%	56.8%	59.2%	58.7%		
Female	70.5%	69.0%	69.7%	70.3%		



	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	64.1%	60.5%	60.7%	58.7%	40.3%	
English Language Learner	<5%	<5%	<5%	<5%	6.9%	
Students with Disabilities	21.3%	18.7%	16.9%	18.8%	10.7%	
Asian	76.4%	79.0%	78.3%	77.7%	65.2%	
Pacific Islander/Native Hawaiian***		32.1%	39.1%	17.4%		
Black	30.0%	37.7%	37.0%	28.9%	16.1%	
Hispanic/Latino	31.2%	29.4%	29.1%	28.8%	11.8%	
American Indian/Alaskan Native***						
White	75.5%	68.7%	69.4%	68.7%	47.7%	
Multi-Racial	73.6%	69.0%	75.7%	61.1%	44.3%	
AVID		37.3%	37.0%	33.9%	13.3%	
Talented and Gifted	>95%	>95%	>95%	>95%	87.9%	
Native American/Indian Ed/Tribal Enrollment		86				
Male	61.7%	54.7%	58.3%	56.9%	43.5%	
Female	66.6%	66.5%	63.1%	60.5%	36.9%	

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

Definition and Source: ACT Grade 11 test results

*** Not reported - fewer than 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.
- Updating Units of Study Reading and Writing Resource Slide Decks in order to align with cultural, historical, and linguistic responsiveness (in English as well as Spanish for Dual Language), including supports/resources for multilingual learners as well as the English Language Proficiency standards
- Cultivating Genius Cohort - Dr. Gholdy Muhammad: Historically and Culturally Responsive Literacy Framework PD, creating unit plans around read alouds using this framework, integration with Language Arts and other content areas
- The development of a Multi-Tiered System of Support (MTSS) referral and tracking system in Synergy
- Inclusion of specialized program classrooms in the district ELA curriculum adoption process



- Elementary Academic Coaches are:
 - Using the Beaverton Multicultural Education Community (BMEC) Action Plan to guide a re-evaluation of our program and efforts.
 - Working with students who have a Dyslexia diagnosis, or who have Dyslexic tendencies.
 - Screening all K-2 students for Dyslexia or Dyslexic tendencies.
 - Helping implement and model lessons in classrooms to strengthen the CORE.
 - Delivering targeted, small group lessons for at-risk readers to accelerate academic success.
 - Undergoing extensive LETRS training.
 - Keeping extensive data on all striving readers.
 - Coordinating/supporting intervention services with paraprofessionals.

English Language Arts K-11

Elementary

Action Plan (cont.)

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 from the Global Majority, 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 alouds
- Continue Early Learning professional development efforts on an Anti-Bias, Anti-Racist foundation including Playful Inquiry and Social Emotional Learning.



- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all elementary schools
- Support Tribal History/Shared History implementation at 4th grade through creation and sharing of resources, providing optional teacher collaboration.
- Continued professional development designed for Dual Language teachers in reading and writing instruction, as well as translanguaging, in the dual language classroom.
- Complete redesign of elementary English Language Development (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.
- 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

English Language Arts K-11

Secondary

Action Plan

THIS YEAR



- Support Tribal History/Shared History implementation at 8th and 10th grade through creation and sharing of resources, providing optional teacher collaboration.
- Provided optional professional development opportunities for language arts staff during preservice on a reading and writing workshop, grammar with an ABAR/CRT (Culturally Relevant Teaching) lens in language arts, and classroom libraries and building/strengthening students' reading lives
- The Summer Homegrown Institute with Teachers College ("Coming Back from COVID: Structures, Methods, and Curriculum to Help Students Thrive-And Teachers") provided professional development with a focus on culturally relevant language arts teaching and focus on book clubs
- MS and HS collaborating in spring/summer to create sample scope and sequences and materials to support teachers in 2021-2022 school year. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
- Collaboration with ELD Teacher on Special Assignment (TOSA) to support co-teaching teams in the middle schools with professional development, office hours, and visits
- Academic Coaches are supporting the literacy cultures in their buildings with resources, collaborations, alignment tasks, and transferring their learnings in professional development into their schools. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale, and many academic coaches are subbing instead of coaching.
- Literacy Workshop is an acceleration literacy class created to replace "intervention classes" and is an assets-based, reading and writing focused class. This key effort is on pause due to COVID staffing shortage and because only one middle school principal decided to offer it.
- 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
- 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.

LONG TERM

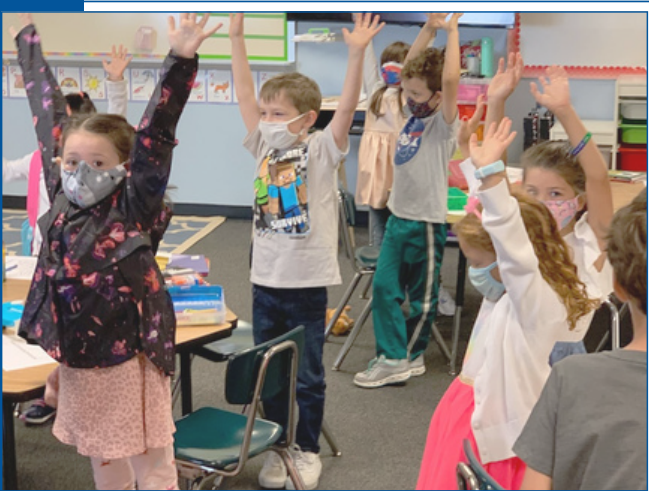


- Continued focus on the implementation of the Writer's Workshop model K-12 and the use of the Writing Units of Study in all middle schools. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
- Transitioning from Humanities to 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. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
- Continued professional development in reading and writing instruction and assessment for general education, ESL, and special education teachers as part of the Quality Curriculum Cycle

English Language Arts K-11 Secondary Action Plan (Cont.)

LONG TERM

- Re-establish consistent time for professional development, including the impact of literacy leaders in site based professional development.
- Re-establish consistent time for professional development for Academic Coaches.
- Facilitate and support Professional Development opportunities focused on creating an anti-racist, anti-bias math classroom. Support BMEC and District PD efforts on anti-racism 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
- 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 work to ensure all teachers are trained in linguistically integrated Language Arts professional development in early February so teachers are able to provide access to core curriculum for all ELs
- The Multilingual Department (MLD) 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



- The development of a universal BSD pre-referral system for Special Education
- 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

Students Proficient and Advanced in Math Grade 3

Definition and Source:
Smarter Balanced
Assessment in Math

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	65.5%	64.4%	64%	63.9%		
Economically Disadvantaged	42.2%	41%	38.7%	37.5%		
English Language Learner	38.4%	39.7%	41.8%	40.3%		
Ever English Language Learner	40.6%	41%	41.9%	40.3%		
Students with Disabilities	38.8%	38.2%	36.1%	38.8%		
Asian	88.2%	88.4%	88.7%	85.7%		
Pacific Islander/Native Hawaiian***						
Black	36.5%	48.1%	45.3%	30.2%		
Hispanic/Latino	39.5%	37.3%	38.4%	37.6%		
American Indian/Alaskan Native***						
White	73.2%	71.1%	69.6%	70.2%		
Multi-Racial	70.7%	71.2%	68.2%	71.1%		
Talented and Gifted	<95%	<95%	<95%	<95%		
Native American/Indian Ed/Tribal Enrollment						
Male	65.6%	65.4%	66.1%	66.5%		
Female	65.5%	63.4%	61.5%	61.1%		

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	55.6%	55.2%	54.9%	53.2%		
Economically Disadvantaged	33%	31.9%	30.6%	27.1%		
English Language Learner	24.8%	25.6%	32.7%	30.8%		
Ever English Language Learner	32.6%	33.9%	34.7%	31.9%		
Students with Disabilities	25.2%	22.8%	23.4%	24.2%		
Asian	82.5%	80.9%	82.4%	81.2%		
Pacific Islander/Native Hawaiian***	35.5%					
Black	34.8%	32.4%	25.3%	28.0%		
Hispanic/Latino	28.3%	30.8%	29.8%	26.4%		
American Indian/Alaskan Native***						
White	62.5%	61.6%	59.1%	59.5%		
Multi-Racial	60.9%	57.6%	63.6%	56.1%		
Talented and Gifted	<95%	<95%	<95%	<95%		
Native American/Indian Ed/Tribal Enrollment		91		47.4%		
Male	55.9%	56.6%	56.4%	55.9%		
Female	55.3%	54%	53.3%	50.6%		

Students Proficient and Advanced in Math Grade 5

Definition and Source:
Smarter Balanced
Assessment in Math

Students Proficient and Advanced in Math Grade 8

Definition and Source:
Smarter Balanced
Assessment in Math

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	56.4%	54.0%	54.0%	53.4%		
Economically Disadvantaged	34.2%	27.8%	27.8%	29.5%		
English Language Learner	21.9%	13.1%	29.1%	23.9%		
Ever English Language Learner	41.6%	31.2%	36.1%	35.1%		
Students with Disabilities	15.5%	18.3%	13.0%	15.0%		
Asian	82.8%	83.1%	83.8%	82.2%		
Pacific Islander/Native Hawaiian***	25.9%	19.0%		26.7%		
Black	27.4%	33.0%	21.1%	30.4%		
Hispanic/Latino	31.3%	25.9%	28.4%	28.3%		
American Indian/Alaskan Native***						
White	62.8%	59.6%	58.8%	59.0%		
Multi-Racial	60.6%	63.8%	54.5%	54.4%		
AVID		36.6%	33.5%	37.8%		
Talented and Gifted	<95%	<95%	<95%	<95%		
Native American/Indian Ed/Tribal Enrollment				35.7%		
Male	56.0%	53.0%	51.1%	52.3%		
Female	56.8%	55.1%	56.5%	54.6%		

MATH K-11

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	46.8%	43.1%	43.4%	46.1%	40.3%	
English Language Learner	14.5%	12.7%	7.6%	7.7%	6.9%	
Students with Disabilities	9.1%	7.5%	7.4%	9.9%	10.7%	
Asian	73.2%	65.8%	75.2%	71.3%	65.2%	
Pacific Islander/Native Hawaiian***		14.3%	26.1%	13.0%		
Black	11.7%	19.5%	17.3%	15.9%	16.1%	
Hispanic/Latino	16.4%	15.8%	16.5%	18.6%	11.8%	
American Indian/Alaskan Native***						
White	53.1%	49.5%	46.4%	52.9%	47.7%	
Multi-Racial	58.8%	47.3%	52.3%	49.0%	44.3%	
AVID		16.9%	17.8%	17.1%	13.3%	
Talented and Gifted	93.4%	90.8%	91.2%	92.8%	87.9%	
Native American/Indian Ed/Tribal Enrollment						
Male	50.5%	44.8%	47.3%	50.5%	43.5%	
Female	42.7%	41.3%	39.6%	41.3%	36.9%	

Students College- and Career-Ready Math Grade 11

Definition and Source:
ACT Grade 11 Test
Results

***Not reported--
fewer than 20 students

Math K-11 Elementary Action Plan

THIS YEAR

- Continue to implement consistent K-5 Math Curriculum and best practices in math.
- Support teachers' understanding of the progression of math to meet students along the progression and support their growth.
- All levels will continue to support ELs in all content areas, including mathematics, by providing teachers with training in language acquisition strategies 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).
- Support Tribal History/Shared History implementation at 4th grade through creation and sharing of resources, providing optional teacher collaboration.
- 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.



LONG TERM

- Continue providing professional development and respond to the current needs of teachers in math.
- Continue supporting administrators in the 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.
- 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

Math K-11 Secondary Action Plan

THIS YEAR

- Support Tribal History/Shared History implementation at 8th and 10th grade through creation and sharing of resources, providing optional teacher collaboration.
- Support Algebra/Geometry/Statistics (AGS) teachers teaching AGS courses with curriculum revisions including Spanish translations and adapting resources to Formative to help reduce teacher workload.
- Work with teachers who teach MS Math 6 – 8 courses as well as AGS teachers to update and adjust priority learning targets.
- Continue Professional Development and Collaboration with Teachers Development Group in the spring at Mountain View MS, Five Oaks MS, and Aloha HS (on hold due for now until substitute restrictions are resolved).
- Work toward AVID school-wide implementation in middle and high schools.
- 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).
- 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



LONG TERM

- 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
- 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 work to ensure all teachers are trained in sheltered instruction strategies so teachers are able to provide access to core math curriculum 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 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

Students Proficient or Advanced in Science Grade 5

Definition and Source: Smarter Balanced Assessment in Science

	2018-19	2019-20	2020-21
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%		

Students Proficient or Advanced in Science Grade 8

Definition and Source: Smarter Balanced Assessment in Science

	2018-19	2019-20	2020-21
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%		

2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

All Students	43.4%	43.3%	43.4%	40.2%	41.5%	
English Language Learner	<5%	6.3%	6.3%	<5%	<5%	
Students with Disabilities	10.7%	6.3%	8.0%	10.9%	16.3%	
Asian	61.0%	63.3%	64.4%	60.2%	58.9%	
Pacific Islander/Native Hawaiian***		14.3%	13.0%	13.0%		
Black	8.3%	13.2%	21.0%	13.4%	15.1%	
Hispanic/Latino	16.4%	15.2%	16.6%	15.8%	13.9%	
American Indian/Alaskan Native***						
White	51.0%	51.3%	49.3%	47.1%	50.3%	
Multi-Racial	53.8%	45.7%	54.7%	41.7%	46.9%	
AVID		17.5%	15.7%	14.3%	11.9%	
Talented and Gifted	90.1%	90.6%	91.0%	88.3%	87.0%	
Native American/Indian Ed/Tribal Enrollment			95			
Male	46.6%	42.7%	45.7%	42.2%	44.6%	
Female	39.9%	43.8%	41.1%	38.0%	38.1%	

Students College- and Career- Ready in Science Grade 11

Definition and Source: ACT Grade 11 Test Results

***Not reported - fewer than 20 students



Science K-11 Elementary Action Plan

THIS YEAR

- **Grades 1-5:** Support the rollout of the science adoption (including Special Education Specialized Classrooms and Dual Language Classrooms).
 - Professional Development (2 hours in pre-service week and optional grade level collaboration meetings before each unit)
 - Create supporting slide decks/documents in both Spanish and English
 - Distribution of science kits
- **Kindergarten:** Support the rollout of the science adoption (including Special Education Specialized Classrooms and Dual Language Classrooms).
 - Professional Development (2 hours in pre-service week and optional grade level collaboration meetings before each unit)
 - Create resources that integrate with a purposeful play inquiry model and offer culturally relevant resources.
 - 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).

LONG TERM

- Continue to implement the K-5 curriculum and best practices in science through an inquiry model.
- 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

Science K-11 Secondary Action Plan

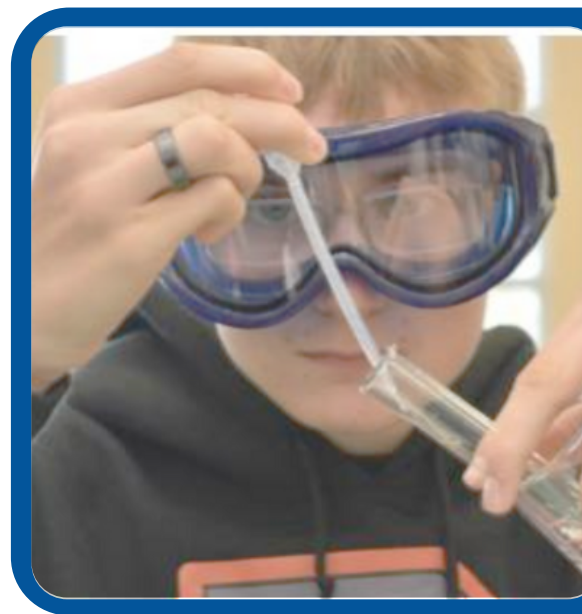
THIS YEAR

- Support Tribal History/Shared History implementation at 8th and 10th grade through creation and sharing of resources, providing optional teacher collaboration.
- Support teachers teaching courses with Pattern Science curriculum revisions including Spanish translations and adapting Middle School resources to Formative to help reduce teacher workload.
- Continued implementation of the Next Generation Science Standards in Physics, Chemistry, and Biology
- Continued emphasis of the high school science sequence course instructional materials to meet the needs of all learners, including differentiated supports and language integration
- Prepare for full implementation of the Middle School Science adoption materials (IQWST) 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.

Science K-11 Secondary Action Plan (cont.)

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 science 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
 - Training all new secondary science teachers in their grade-level/subject (5-day trainings for high school, 4 days for middle school teachers)

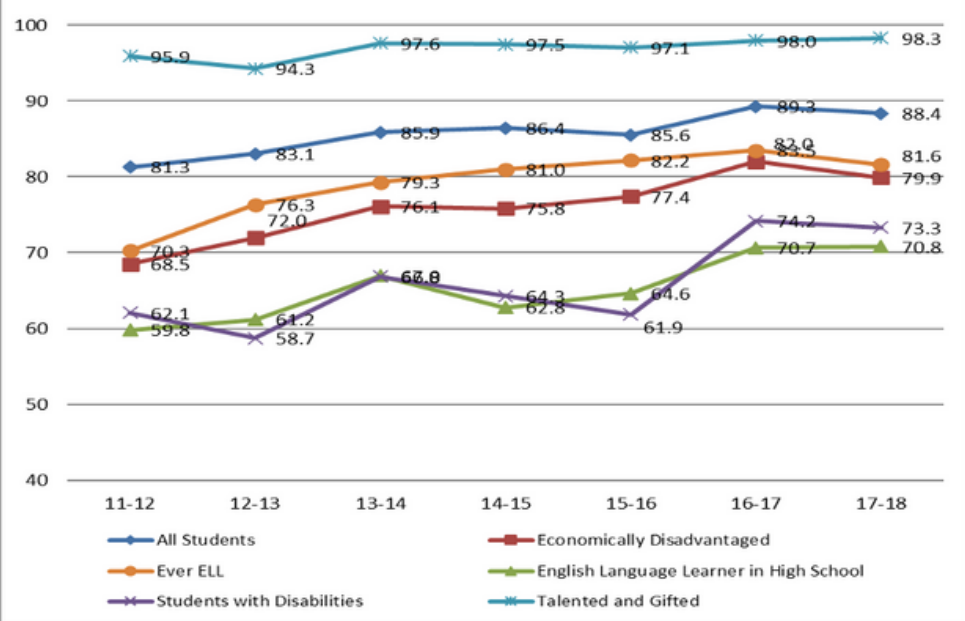


- The Multilingual Department will continue to align Dual Language Programs district-wide and research the efficacy of running eight dual language schools. The department will ensure that students starting at a dual language program in elementary have clean feeder patterns all the way to high school to ensure continuity of the acquisition of both languages.
- Special Education teachers will be provided specific training in the utilization of science adoption materials specifically purchased for their programs.

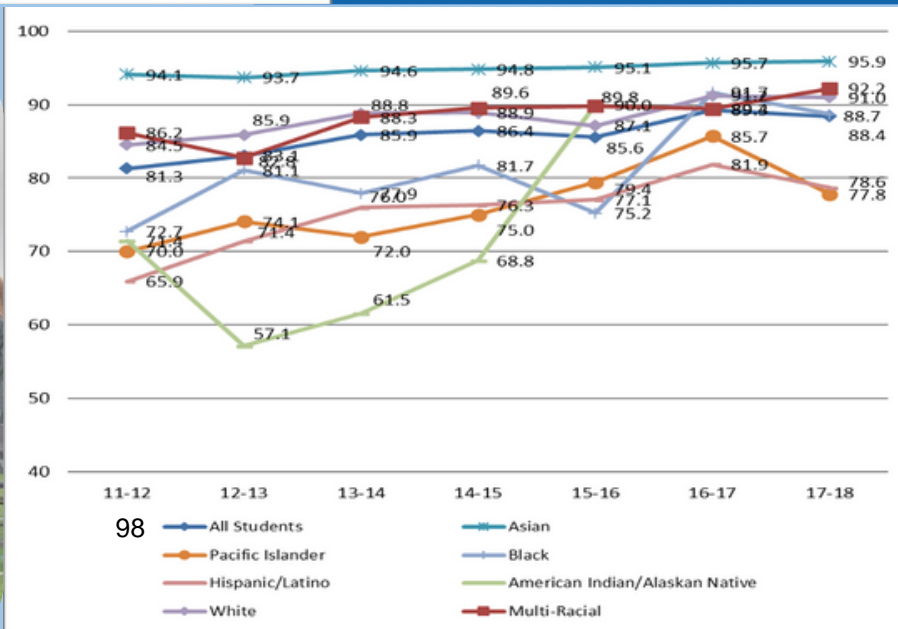




High School Graduation and Career Learning



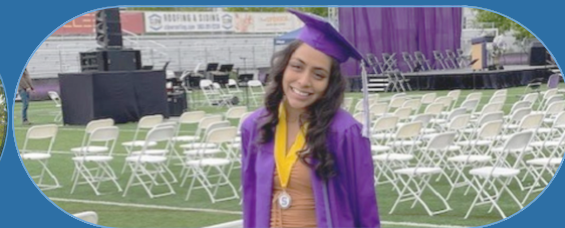
Four-Year Cohort Graduation Rates



98

Four-Year Cohort Graduation Rates

9th Graders Entering in:	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Students graduating during or before:	14-15	15-16	16-17	17-18	18-19	19-20	20-21
All Students	81.3	83.1	85.9	86.4	85.6	89.3	88.4
Economically Disadvantaged	68.5	72	76.1	75.8	77.4	82	79.9
Ever ELL	70.3	76.3	79.3	81	82.2	83.5	81.6
English Language Learner in High School	59.8	61.2	67	62.8	64.6	70.7	70.8
Students with Disabilities	62.1	58.7	66.8	64.3	61.9	74.2	73.3
Asian	94.1	93.7	94.6	94.8	95.1	95.7	95.9
Pacific Islander	70	74.1	72	75	79.4	85.7	77.8
Black	72.7	81.1	77.9	81.7	75.2	91.7	88.7
Hispanic/Latino	65.9	71.4	76	76.3	77.1	81.9	78.6
American Indian/Alaskan Native	71.4	57.1	61.5	68.8	90		
White	84.5	85.9	88.8	88.9	87.1	91.2	91
Multi-Racial	86.2	82.8	88.3	89.6	89.8	89.4	92.2
AVID in HS	-----	-----	-----	86.4	91.1	94.9	92
Talented and Gifted	95.9	94.3	97.6	97.5	97.1	98	98.3
Male	79.8	80.8	84	84.2	83	87.2	87
Female	82.8	85.5	87.9	88.8	88.3	91.1	89.8



Four-Year Cohort Graduation Rates

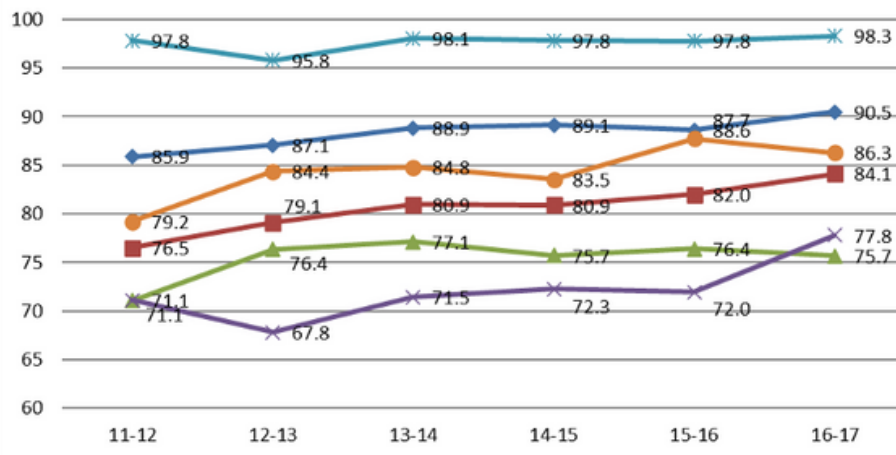
9th Graders Entering in:	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Students graduating during or before:	14-15	15-16	16-17	17-18	18-19	19-20	20-21
State	73.8	74.8	76.7	78.7	80	82.6	80.6
Beaverton School District	81.3	83.1	85.9	86.4	85.6	89.3	88.4
Aloha High School	74.8	75.6	78.1	78.1	79.2	85	85.9
Arts & Communication High School	94.1	88.6	97.7	97.1	88.9	98.5	96
Beaverton Academy of Science and Engineering	84.6	93.9	96.3	94.8	90.9	98.8	96.9
Beaverton High School	73.9	79.5	81.9	81	79.3	78.6	80.2
Community School	35	53.1	54.1	53.5	62.5	83.3	69.4
FLEX Online School	---	---	---	---	---	---	80.7
ISB High	98.7	98.6	98.8	100	100	98.6	100
Mountainside High School	---	---	---	---	---	94.9	91
Southridge High School	89.6	86.9	88.1	88.6	85.4	85	86
Sunset High School	89.2	85.9	89.6	90.1	91.7	92.3	93.3
Westview High School	84.3	87.7	88.2	90.7	88.9	91.8	89.9

Four-Year Cohort Graduation Rates

RESULTS FOR GROUPS WITH FEWER THAN 10 STUDENTS ARE NOT REPORTED

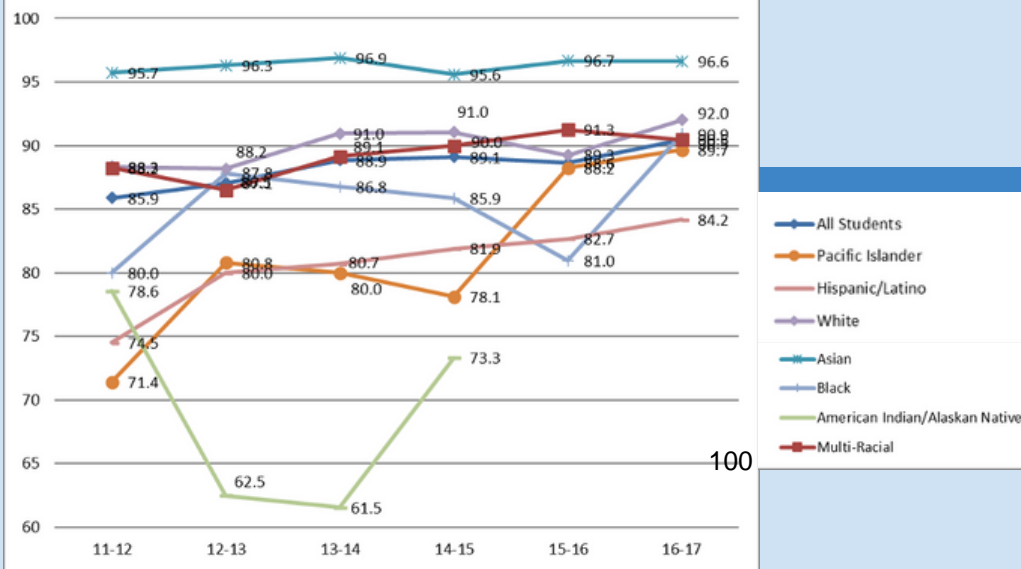
	BSD	Aloha	ACMA	BASE	BHS	Comm nity School	FLEX Online	ISB	MHS	SRHS	Sunset	WHS
All Students	88.4%	85.9%	96.0%	96.9%	80.2%	69.4%	80.7%	100.0%	91.0%	86.0%	93.3%	89.9%
Economically Disadvantaged	79.9%	83.8%	95.8%	94.3%	75.5%	66.1%	81.3%	100.0%	79.8%	78.9%	77.8%	79.5%
Ever ELL	81.6%	84.9%		92.9%	74.0%	62.1%	70.0%	100.0%	85.1%	78.5%	87.8%	83.9%
English Language Learner	70.8%	78.3%			64.4%	46.2%			73.3%	66.7%	72.2%	82.1%
Students with Disabilities	73.3%	71.0%	86.7%	100.0%	73.3%	57.1%			75.8%	64.0%	79.3%	78.7%
Asian	95.9%	90.2%		100.0%	91.3%			100.0%	96.1%	96.7%	99.2%	94.9%
Pacific Islander	77.8%											
Black	88.7%	88.5%			84.6%				90.0%	95.7%		84.6%
Hispanic/Latino	78.6%	82.4%		88.5%	74.1%	60.6%		100.0%	75.6%	79.2%	80.9%	81.5%
American Indian/Alaskan Native												
White	91.0%	87.6%	96.3%	100.0%	85.3%	82.6%	93.3%	100.0%	93.8%	86.4%	93.4%	91.1%
Multi-Racial	92.2%	95.8%			82.6%			100.0%	92.5%	91.3%	94.4%	92.7%
AVID in HS	92.0%	95.3%	100.0%	96.2%	91.4%	94.1%		100.0%	86.8%	87.9%	95.5%	85.1%
Talented and Gifted	98.3%	92.9%	100.0%	100.0%	94.9%			100.0%	100.0%	98.1%	99.4%	98.7%
Male	87.0%	83.6%	95.8%	96.7%	75.0%	62.5%	75.0%	100.0%	89.9%	85.9%	92.2%	89.9%
Female	89.8%	88.2%	96.1%	97.1%	85.1%	73.0%	90.9%	100.0%	92.0%	86.1%	94.6%	89.8%

BSD Five Year Cohort Graduation Rates



High School Graduation and Career Learning

BSD Five Year Cohort Graduation Rates



Five-Year Cohort Graduation Rates

9th Graders Entering in:	11-12	12-13	13-14	14-15	15-16	16-17
Students graduating during or before:	15-16	16-17	17-18	18-19	19-20	20-21
All Students	85.9	87.1	88.9	89.1	88.6	90.5
Economically Disadvantaged	76.5	79.1	80.9	80.9	82	84.1
Ever ELL	79.2	84.4	84.8	83.5	87.7	86.3
English Language Learner in High School	71.1	76.4	77.1	75.7	76.4	75.7
Students with Disabilities	71.1	67.8	71.5	72.3	72	77.8
Asian	95.7	96.3	96.9	95.6	96.7	96.6
Pacific Islander	71.4	80.8	80	78.1	88.2	89.7
Black	80	87.8	86.8	85.9	81	90.9
Hispanic/Latino	74.5	80	80.7	81.9	82.7	84.2
American Indian/Alaskan Native	78.6	62.5	61.5	73.3		
White	88.3	88.2	91	91	89.3	92
Multi-Racial	88.2	86.5	89.1	90	91.3	90.5
AVID in HS	-----	-----	-----	90.8	93.6	95.4
Talented and Gifted	97.8	95.8	98.1	97.8	97.8	98.3
Male	84.6	85.1	87.8	86.9	86.5	88.9
Female	87.1	89.2	90.1	91.5	90.8	92.2



Five-Year Cohort Graduation Rates

9th Graders Entering in:	11-12	12-13	13-14	14-15	15-16	16-17
Students graduating during or before:	15-16	16-17	17-18	18-19	19-20	20-21
State	77.8	78.9	80	81.6	83	84.5
Beaverton School District	85.9	87.1	88.9	89.1	88.6	90.5
Aloha High School	79.7	82.3	81.7	81.6	81.3	86
Arts & Communication High School	97.6	96.1	98.8	98.5	90.3	98.5
Beaverton Academy of Science & Engineering	94.1	97	97.5	94.8	92.1	98.8
Beaverton High School	80.4	83.7	85	83.3	84	82.3
Community School	69.3	78.5	83.1	83.6	88.9	88.9
ISB High	100	100	98.8	100	100	100
Mountainside High School	-----	-----	-----	-----	-----	95.7
Southridge High School	101.6	87.1	87.7	91.1	89.5	84.9
Sunset High School	88.9	89	93.5	93.9	92.8	93.5
Westview High School	86.7	89.3	90.4	91.2	91.7	92.7

RESULTS FOR GROUPS WITH FEWER THAN 10 STUDENTS ARE NOT REPORTED * FOR YEARS PRIOR TO 2016-17, DATA REPORTED FOR BASE IS FOR HEALTH & SCIENCE SCHOOL.

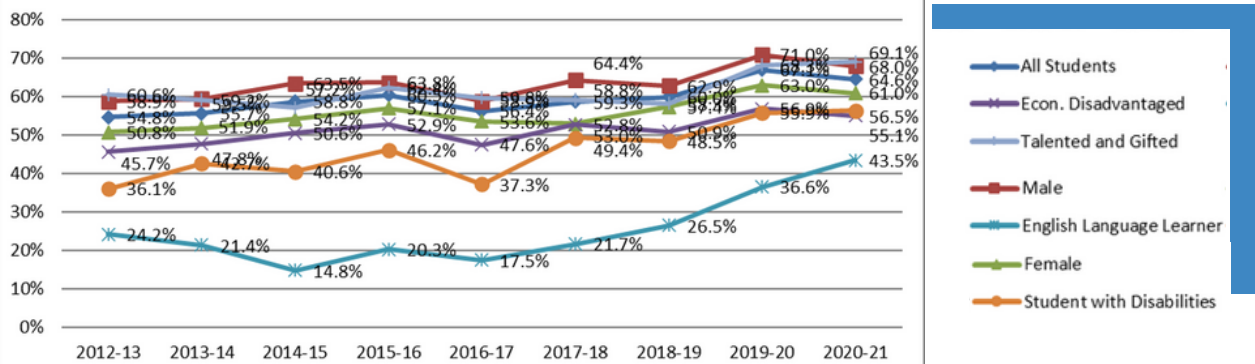
Five-Year Cohort Graduation Rates (2020-2021)

	BSD	Aloha	ACMA	BASE	BHS	Community School	ISB	MHS	SRHS	Sunset	WHS
All Students	90.5%	86.0%	98.5%	98.8%	82.3%	88.9%	100.0%	95.7%	84.9%	93.5%	92.7%
Economically Disadvantaged	84.1%	84.0%	100.0%	100.0%	75.0%	90.5%	100.0%	91.1%	79.0%	84.5%	86.6%
Ever ELL	86.3%	83.9%		100.0%	78.2%	81.3%	100.0%	93.8%	74.3%	91.9%	91.8%
English Language Learner	75.7%	73.4%			63.5%			81.0%	61.0%	89.5%	90.7%
Students with Disabilities	77.8%	76.8%			72.2%	95.5%		83.3%	76.4%	85.7%	67.1%
Asian	96.6%	93.6%			90.5%		100.0%	100.0%	90.0%	98.1%	92.1%
Pacific Islander	89.7%	100.0%									
Black	90.9%	96.2%			81.0%			100.0%	93.3%		92.3%
Hispanic/Latino	84.2%	82.1%	100.0%	100.0%	75.4%	88.9%	100.0%	90.6%	79.0%	87.5%	89.3%
American Indian/Alaskan Native											
White	92.0%	87.0%	97.1%	97.5%	89.8%	92.6%	100.0%	96.1%	87.3%	93.6%	92.1%
Multi-Racial	90.5%	86.4%			68.4%			91.7%	93.8%	93.6%	92.9%
AVID in HS	95.4%	93.3%	90.0%	100.0%	96.0%	93.3%		97.2%	94.0%	97.2%	98.3%
Talented and Gifted	98.3%	97.1%	100.0%		100.0%		100.0%	100.0%	97.0%	98.6%	96.6%
Male	88.9%	80.2%	92.9%	98.0%	79.9%	92.3%	100.0%	95.5%	80.5%	93.9%	93.0%
Female	92.2%	91.7%	100.0%	100.0%	85.0%	85.7%	100.0%	95.9%	90.4%	92.9%	92.3%

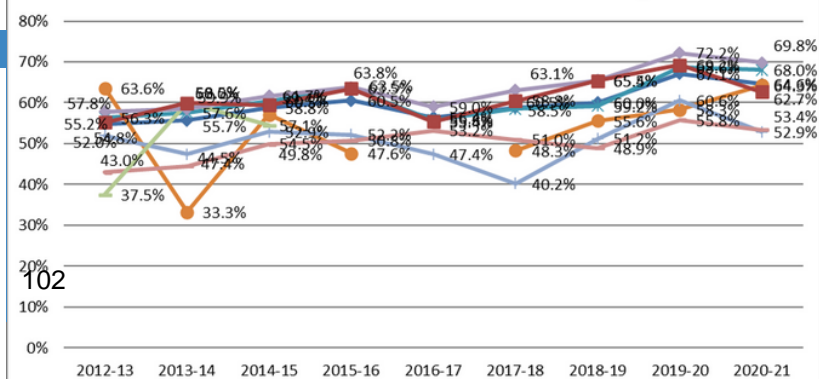
Graduates Completing Four Credits in Oregon Skill Sets

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 students in the four-year cohort who earned a diploma by August 31st.

Graduates with 4+ credits in Six Career Learning Areas



Graduates with 4+ credits in Six Career Learning Areas



		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Graduates completing 4+ credits (C or better) in the six Career Learning Areas Beaverton School District	All Students	60.5%	56.4%	58.8%	60.0%	67.1%	64.6%
	Male	63.8%	58.9%	64.4%	62.9%	71.0%	68.0%
	Female	57.1%	53.6%	53.0%	57.4%	63.0%	61.0%
	Econ. Disadvantaged	52.9%	47.6%	52.8%	50.9%	56.9%	55.1%
	English Language Learner	20.3%	17.5%	21.7%	26.5%	36.6%	43.5%
	Student with Disabilities	46.2%	37.3%	49.4%	48.5%	55.9%	56.5%
	Talented and Gifted	62.4%	59.8%	59.3%	58.3%	68.3%	69.1%
	Asian	63.5%	55.8%	58.5%	59.2%	68.6%	68.0%
	Pacific Islander	47.6%		48.3%	55.6%	58.3%	64.3%
	Black	52.2%	47.4%	40.2%	51.2%	60.6%	52.9%
	Hispanic / Latino	50.8%	53.2%	51.0%	48.9%	55.8%	53.4%
	American Indian/Alaskan Native						
White	63.8%	59.0%	63.1%	65.5%	72.2%	69.8%	
Multi-Racial	63.5%	55.4%	60.5%	65.4%	69.2%	62.7%	

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Aloha High School		70.9%	67.5%	66.3%	68.8%	61.0%	65.6%
Arts & Communication Magnet Academy		83.3%	69.4%	82.4%	67.9%	87.7%	87.5%
Beaverton Academy of Science and Engineering*		84.8%	93.7%	91.8%	91.4%	93.7%	83.9%
Beaverton High School		60.1%	60.5%	62.2%	58.7%	62.9%	62.8%
Community School		33.3%	23.1%	20.8%	42.3%	46.7%	25.6%
FLEX Online School		-----	-----	-----	-----	-----	64.0%
International School of Beaverton		<5%	<5%	7.8%	7.1%	7.4%	<5%
Mountainside High School		-----	-----	-----	-----	72.1%	66.4%
Southridge High School		65.1%	54.3%	62.3%	64.8%	57.6%	52.6%
Sunset High School		65.0%	62.0%	63.4%	68.1%	73.8%	73.8%
Westview High School		67.9%	64.1%	63.9%	65.7%	70.9%	69.0%

Graduates completing 4+ credits (C or better) in the six Career Learning Areas

*Data reported for BASE for 2019-20 and prior years is for Health & Science School
Results for groups with fewer than 10 students not reported

		BSD	Aloha	ACMA	BASE	Beaverton	Community School	FLEX Online	ISB	MHS	Southridge	Sunset	Westview
Graduates completing 4+ credits (C or better) in the six Career Learning Areas (2020-21)	All Students	65%	66%	88%	84%	63%	26%	64%	5%	66%	53%	74%	69%
	Male	68%	71%	78%	88%	59%	33%	73%	8%	65%	64%	79%	73%
	Female	61%	60%	92%	79%	66%	22%	50%	<5%	68%	40%	67%	65%
	Econ. Disadvantaged	55%	62%	83%	85%	48%	24%	54%	<5%	56%	43%	60%	66%
	English Language Learner	44%	36%			45%				68%	33%	40%	54%
	Student with Disabilities	57%	61%	77%	100%	43%	13%			45%	63%	60%	71%
	Talented and Gifted	69%	73%	88%	82%	75%			6%	69%	57%	80%	67%
	Asian	68%	68%		92%	57%			8%	69%	52%	77%	73%
	Pacific Islander	64%											
	Black	53%	65%			36%					68%		50%
	Hispanic / Latino	53%	60%		87%	45%	35%		<5%	51%	35%	53%	67%
	Native American												
White	70%	71%	83%	84%	82%	21%	64%	5%	70%	62%	75%	70%	
Multi-Racial	63%	65%			68%			<5%	68%	48%	74%	66%	

Results for groups with fewer than 10 students not reported



High School Graduation & Career Learning Graduation Analysis

SUCSESSES

- The four-year cohort graduation rate fell by a percentage point from last year's all-time high. Compared to 2018-19 (pre-pandemic), all student groups except Ever ELs and Pacific Islander students have higher on-time graduation rates. This is narrowing the achievement gap. The graduation rate for Black students exceeded the rate for all students for the second consecutive year.
- Multiple student groups are exceeding the district goal of a 90% on-time graduation rate. The Asian, Multiracial, and Talented and Gifted student groups posted record high on-time graduation rates.
- Four-year cohort graduation rates hit all-time highs at Aloha and Sunset.
- The five-year cohort graduation rates topped 90% for the first time in 2020-21. Economically disadvantaged students, student with disabilities, talented and gifted students, Black, Hispanic/Latino, White, male and female student groups students posted their highest five-year cohort graduation rates to date. The graduation rate for Black students exceeds the rate for all students in the district.
- Compared to 2019-20, the five-year cohort graduation rate improved or remained the same at all schools except Beaverton and Southridge.
- 89% of the students with disabilities who completed post school outcome interviews after graduating from BSD in 2019-2020 are engaged in higher education, competitive employment, or enrolled in some other type of school or work. This is 12% higher than the state average (77%).
- In 2020-21, Beaverton students in every student group posted higher 4-year cohort graduation rates than their Oregon peers. Four-year cohort graduation rates for Latinx, Multiracial, White, and male students in Beaverton are 10 or more percentage points greater than their Oregon peers. 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.

	Beaverton Improvement since 2015	State of Oregon Improvement since 2015	Beaverton 4-Yr Grad Rate 2021	State of Oregon 4-Yr Grad Rate 2021
All Students	+7.1	+6.8	88.4	80.6
Black/African American	+16	+10.9	88.7	73.5
Hispanic/Latino	+12.7	+9.7	78.6	77
English Language Learner in High School	+11	+13.2	70.8	64.4
Economically Disadvantaged	+11.4	+10.6	79.9	77
Students with Disabilities	+11.2	+13.3	73.3	66.1

AREAS FOR GROWTH

- The five-year graduation rate was lower than the prior year for the English Learners (EL) and Ever EL student groups. Five-year graduation rates for migrant, Native Hawaiian/Pacific Islander, and Talented and Gifted students in Beaverton are lower than for their peers in Oregon.
- Cohort graduation rates remain predictable by gender, based on race/ethnicity, economic status, and program participation although differences have narrowed over time.

CAREER

High School Graduation & Career Learning Graduation 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.
- Removal of the “F” mark and incorporation of “Incomplete” and “No Grade” marks allow for more robust credit recovery opportunities.
- Anti-bias, Anti-racist (ABAR) professional learning at the school and district level
- Actions to specifically support English Learners and students in the Migrant Education Program
- 2021 summer school programs for credit recovery coursework
- More robust Learning Target recovery systems in every school
- Continued use of our District’s Early Warning System (EWS) for attendance and academic progress data
- Growth of Behavioral Health & Wellness (BH&W) Teams at every school reaching out directly to students and families to support student engagement, attendance, and social services needs with the inclusion of quarterly data reviews
- District focus on the State High School Success initiative with an emphasis on 9th Grade On-Track
- 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.
- FLEX Online School to meet the needs of students who learn best virtually
- Measure 98 Efforts: Graduation Mentors
- 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.
- Continued implementation of the revised School Allocation Model (SAM) with increased attention to allocations that support historically underserved students
- All teachers using Canvas provides consistency for students in accessing instruction and for parents to monitor the progress of their student.
- Addition of 1.0 social worker at each high school, 1.0 social worker at each middle school and options schools, 1.0 social worker at each Title IA school, and 0.5 social worker at non-Title elementary schools.



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 92% four-year cohort graduation rate in 2020-21 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)
- 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 (CCI), 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.
- 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
- 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.
- 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
- ¹⁰⁶ Implementation of the newly adopted Social Studies learning targets, assessment, and instructional materials

LONG TERM (Cont.)

- District support of high school Dual Language programs and their expansion
- 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.
- Continued leadership learning professional development for all secondary administrators, centered on instructional leadership, clarity, feedback, ABAR and data

Graduates Completing 4 Credits in Oregon Skill Sets Analysis



SUCCESSSES

- Although the district average fell 2.5 percentage points from last year's all-time high, the 2020-21 rate of 64.6% is 4 percentage points higher than any year prior to 2019-20.
- The success rate for English Language Learners, Students with Disabilities, Talented and Gifted, and Native Hawaiian/Pacific Islander student groups reached an all-time high in 2020-21.

AREAS FOR GROWTH

- Despite the large gains by English Language Learners, Students with Disabilities, the percentage of graduates completing 4 credits in Oregon Skill Sets remains predictable by gender, race/ethnicity, economic status, and program participation.
- 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.



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.
- Implement Work-Based Learning for students in CTE programs of study with the assistance of new Work-Based Learning Coordinator.
- Continue to utilize Measure 98 (High School Success) resources to invest in equipment and facilities for CTE programs.

LONG TERM

- Continue plans for expansion and student access with the development of district program development through Measure 98.

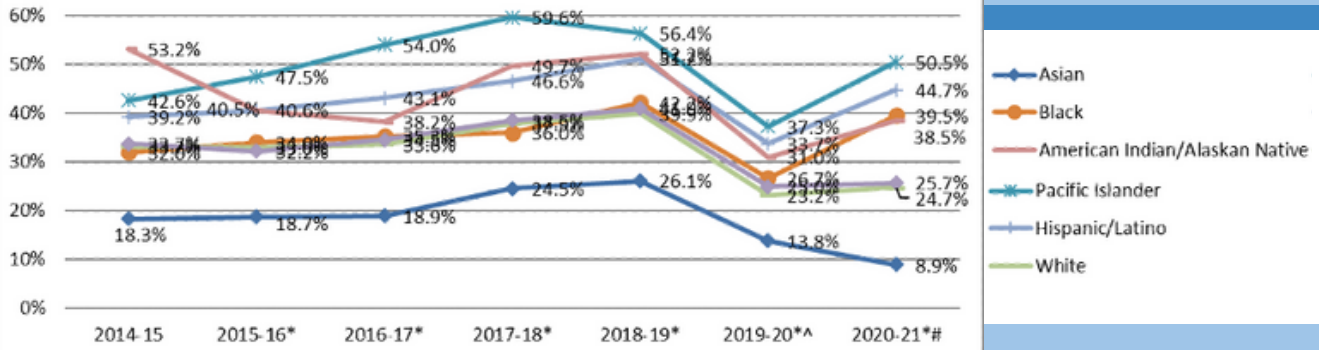
K-12 ATTENDANCE

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

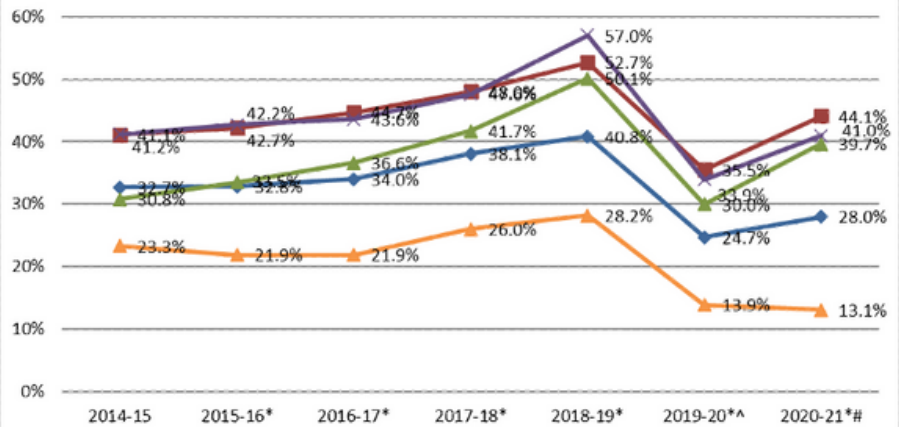


BSD Students Missing Ten or More School Days



BSD Students Missing Ten or More School Days

- All Students
- Students with Disabilities
- Economically Disadvantaged
- Talented and Gifted
- English Language Learner



	2015-16*	2016-17*	2017-18*	2018-19*	2019-20^A	2020-21*#
All Students	32.8%	34.0%	38.1%	40.8%	24.7%	28.0%
Economically Disadvantaged	42.2%	44.7%	48.0%	52.7%	35.5%	44.1%
English Language Learner	33.5%	36.6%	41.7%	50.1%	30.0%	39.7%
Students with Disabilities	42.7%	43.6%	47.6%	57.0%	33.9%	41.0%
Asian	18.7%	18.9%	24.5%	26.1%	13.8%	8.9%
Pacific Islander	47.5%	54.0%	59.6%	56.4%	37.3%	50.5%
Black	34.0%	35.3%	36.0%	42.2%	26.7%	39.5%
Hispanic/Latino	40.5%	43.1%	46.6%	51.2%	33.7%	44.7%
American Indian/Alaskan Native	40.6%	38.2%	49.7%	52.2%	31.0%	38.5%
White	33.0%	33.6%	37.9%	39.9%	23.2%	24.7%
Multi-Racial	32.2%	34.5%	38.5%	41.0%	25.0%	25.7%
Talented and Gifted	21.9%	21.9%	26.0%	28.2%	13.9%	13.1%
Native American/Indian Ed/Tribal Enrollment				57.2%	36.0%	40.3%
Male	31.7%	32.9%	37.0%	40.2%	24.3%	29.3%
Female	34.0%	35.1%	39.3%	41.6%	25.1%	26.4%
Non-Binary					55.2%	45.0%

Students Missing Ten or More School Days

*Kindergarten included starting in 2015-16
 *Attendance through March 13th, 2020
 #Attendance during CDL hybrid

Students Missing Ten or More School Days

K-5 Schools	2015-16*	2016-17*	2017-18*	2018-19*	2019-20**	2020-21*#
Barnes Elementary School	38%	41%	46%	49%	33%	34%
Beaver Acres Elementary School	30%	32%	40%	40%	25%	37%
Bethany Elementary School	21%	20%	28%	32%	15%	16%
Bonny Slope Elementary School	24%	26%	28%	26%	9%	8%
Cedar Mill Elementary School	23%	26%	26%	28%	22%	9%
Chehalem Elementary School	28%	30%	41%	41%	26%	25%
Cooper Mountain Elementary School	25%	26%	35%	27%	16%	10%
Elmonica Elementary School	26%	30%	37%	37%	21%	16%
Errol Hassell Elementary School	32%	37%	32%	41%	19%	19%
Findley Elementary	14%	16%	22%	24%	9%	<5%
Fir Grove Elementary School	29%	26%	36%	37%	23%	24%
Greenway Elementary School	32%	38%	39%	43%	27%	34%
Hazeldale Elementary School	31%	38%	43%	36%	23%	30%
Hiteon Elementary School	29%	25%	32%	32%	16%	17%
Jacob Wismer Elementary School	22%	21%	29%	27%	14%	5%
Kinnaman Elementary School	34%	31%	40%	42%	28%	34%
McKay Elementary School	35%	31%	34%	37%	26%	33%
McKinley Elementary School	35%	33%	39%	46%	31%	38%
Montclair Elementary School	28%	26%	28%	30%	16%	14%
Nancy Ryles Elementary School	29%	28%	33%	31%	15%	20%
Oak Hills Elementary School	18%	23%	28%	28%	18%	12%
Raleigh Park Elementary School	27%	24%	31%	29%	18%	22%
Ridgewood Elementary School	31%	32%	36%	36%	19%	17%
Rock Creek Elementary School	27%	28%	34%	33%	16%	12%
Sato Elementary School			31%	30%	20%	9%
Scholls Heights Elementary School	23%	23%	30%	25%	16%	8%
Sexton Mountain Elementary School	26%	26%	26%	30%	17%	9%
Terra Linda Elementary School	25%	31%	32%	41%	21%	19%
Vose Elementary School	34%	41%	39%	44%	24%	27%
West Tualatin View Elementary School	23%	26%	23%	27%	14%	<5%
William Walker Elementary School	30%	109 32%	36%	39%	24%	37%

Students Missing Ten or More School Days

K-8 Schools

	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^	2020-21*#
Aloha-Huber Park K-8 School	30%	34%	40%	46%	26%	36%
Raleigh Hills K-8 School	32%	37%	38%	45%	21%	27%
Springville K-8 School	21%	23%	29%	33%	15%	8%

6-8 Schools

	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^	2020-21*#
Cedar Park Middle School	34%	34%	42%	42%	25%	35%
Conestoga Middle School	35%	34%	41%	44%	28%	36%
Five Oaks Middle School	37%	40%	43%	46%	28%	47%
Highland Park Middle School	32%	35%	39%	41%	22%	37%
Meadow Park Middle School	33%	33%	40%	36%	24%	32%
Mountain View Middle School	42%	44%	46%	49%	30%	41%
Stoller Middle School	22%	21%	27%	33%	15%	15%
Whitford Middle School	38%	43%	44%	43%	27%	40%

6-12 Schools

	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^	2020-21*#
Arts & Communication Magent Academy	41%	46%	47%	46%	27%	33%
Beaverton Academy of Sci. & Engineering	33%	29%	37%	42%	21%	20%
International School of Beaverton	21%	20%	22%	23%	11%	9%

9-12 Schools

	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^	2020-21*#
Aloha High School	53%	51%	53%	60%	46%	70%
Beaverton High School	45%	46%	51%	56%	37%	44%
Community School	65%	55%	59%	53%	44%	78%
Mountainside High School			36%	42%	31%	36%
Southridge High School	41%	43%	48%	54%	35%	36%
Sunset High School	37%	34%	37%	39%	21%	22%
Westview High School	41%	38%	48%	48%	32%	32%

K-12 Schools

	2015-16*	2016-17*	2017-18*	2018-19*	2019-20*^	2020-21*#
FLEX Online						15%

Note: attendance is attributed to the last school of enrollment
Data reported for groups of 20 or more students

^Attendance through March 13th
Attendance for remote and in-person learning

Students Missing Ten or More School Days (2020-21)

K-5 Schools	All students	Asian	Black	Hispanic /Latino	MultiRacial	White	Female	Male	Economically Disadvantaged	Special Education	Talented and Gifted	English Language Learner
Barnes	34%		39%	39%	24%	21%	38%	30%	34%	35%		40%
Beaver Acres	37%	18%	48%	43%	41%	35%	34%	39%	37%	46%	20%	39%
Bethany	16%	10%		41%	11%	16%	16%	17%	46%	22%	11%	26%
Bonny Slope	8%	<5%		20%	7%	8%	10%	7%	34%	18%	<5%	15%
Cedar Mill	9%	<5%		18%	18%	7%	6%	12%	32%	21%	<5%	17%
Chehalem	25%	17%		28%	13%	27%	23%	27%	25%	35%		32%
Cooper Mountain	10%	<5%		23%	<5%	11%	12%	9%	31%	14%		21%
Elmonica	16%	<5%		38%	15%	14%	15%	18%	30%	26%	<5%	22%
Errol Hassell	19%	15%		27%	14%	13%	21%	18%	40%	32%	10%	36%
Findley	4%	<5%		6%	5%	6%	<5%	<5%	24%	20%	<5%	6%
Fir Grove	24%			35%	21%	16%	24%	24%	24%	21%		31%
Greenway	34%			43%	26%	26%	33%	36%	34%	38%		43%
Hazeldale	30%	5%		44%	23%	21%	28%	31%	30%	34%	9%	48%
Hiteon	17%	<5%		38%	16%	13%	19%	16%	36%	25%	<5%	35%
Jacob Wismer	5%	<5%		14%	10%	9%	<5%	6%	34%	8%	<5%	10%
Kinnaman	34%	11%	22%	44%	35%	28%	35%	34%	34%	43%	<5%	41%
McKay	33%			44%	40%	27%	33%	33%	33%	30%		41%
McKinley	38%	20%	24%	50%	37%	33%	40%	37%	38%	31%		45%
Montclair	14%			45%	15%	9%	13%	14%	46%	31%	<5%	
Nancy Ryles	20%	8%		41%	21%	14%	18%	22%	39%	29%	9%	34%
Oak Hills	12%	6%		26%	10%	10%	10%	14%	36%	29%	6%	23%
Raleigh Park	22%			36%	25%	11%	23%	20%	37%	25%		36%
Ridgewood	17%	<5%		35%	16%	14%	12%	21%	35%	25%	<5%	
Rock Creek	12%	<5%		30%	22%	8%	12%	13%	37%	17%	<5%	17%
Sato	9%	<5%	28%	26%	22%	11%	9%	10%	30%	29%	<5%	7%
Scholls Heights	8%	<5%		25%	<5%	7%	7%	9%	32%	16%	<5%	11%
Sexton Mountain	9%	<5%		30%	11%	6%	8%	10%	25%	20%	<5%	<5%
Terra Linda	19%	17%		34%		15%	17%	21%	34%	23%		27%
Vose	27%			28%	35%	20%	27%	26%	27%	36%	6%	29%
West Tualatin View	3%	<5%		<5%	9%	<5%	<5%	<5%	8%	9%		
William Walker	37%			41%	48%	30%	34%	39%	37%	35%		41%

Students Missing Ten or More School Days (2020-21)

K-8 Schools

	All students	Asian	Black	Hispanic /Latino	MultiRacial	White	Female	Male	Economic ally Disadvantaged	Special Education	Talented and Gifted	English Language Learner
Aloha-Huber Park K-8	36%	14%	60%	37%	45%	30%	32%	39%	36%	39%	23%	42%
Raleigh Hills K-8	27%			36%	21%	23%	24%	31%	43%	40%	11%	52%
Springville K-8	8%	<5%	12%	25%	9%	14%	7%	9%	29%	13%	<5%	9%



6-8 Schools

	All students	Asian	Black	Hispanic /Latino	MultiRacial	White	Female	Male	Economic ally Disadvantaged	Special Education	Talented and Gifted	English Language Learner
Cedar Park	35%	15%	38%	49%	38%	31%	36%	35%	54%	53%	14%	51%
Conestoga	36%	18%	41%	52%	30%	33%	35%	37%	54%	50%	13%	60%
Five Oaks	47%	25%	47%	58%	49%	38%	45%	49%	62%	58%	15%	62%
Highland Park	37%	20%	38%	57%	40%	31%	34%	40%	55%	46%	16%	47%
Meadow Park	32%	11%	60%	41%	35%	29%	32%	33%	50%	52%	11%	50%
Mountain View	41%	19%	56%	48%	37%	37%	41%	42%	49%	55%	28%	55%
Stoller	15%	5%	26%	35%	25%	23%	13%	17%	45%	39%	<5%	27%
Whitford	40%	22%	50%	52%	36%	32%	37%	43%	57%	63%	15%	60%

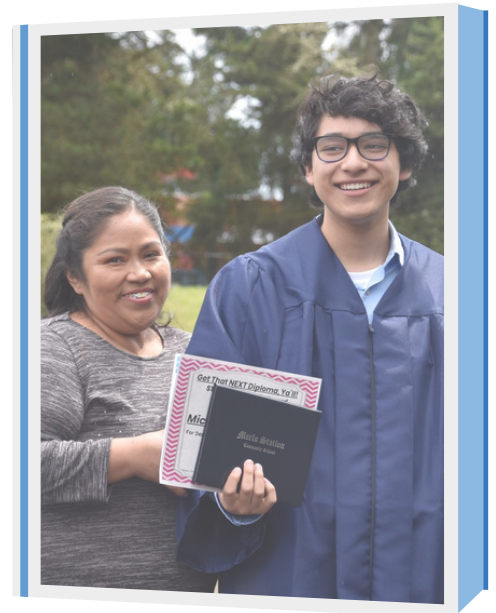
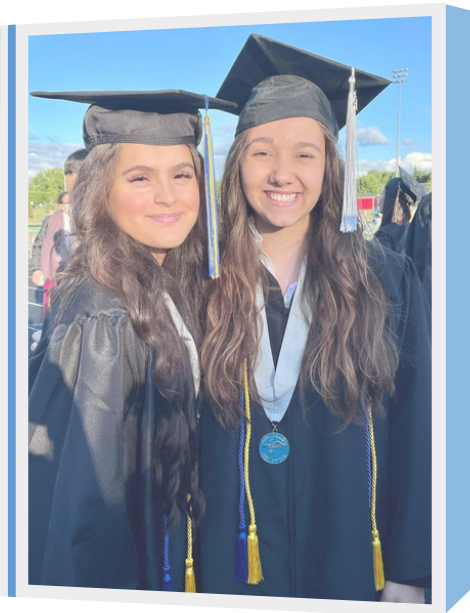
6-12 Schools

	All students	Asian	Black	Hispanic /Latino	MultiRacial	White	Female	Male	Economic ally Disadvantaged	Special Education	Talented and Gifted	English Language Learner
Arts and Communication	33%	34%		45%	25%	32%	35%	28%	52%	54%	22%	
Beaverton Academy of Sci. & Engineering	20%	13%		27%	9%	21%	20%	21%	33%	33%	12%	30%
International School of Beaverton	9%	<5%	18%	23%	112 7%	10%	9%	9%	23%		6%	

Students Missing Ten or More School Days (2020-21)

9-12 Schools

	All students	Asian	Black	Hispanic /Latino	MultiRacial	White	Female	Male	Economic ally Disadvant aged	Special Education	Talented and Gifted	English Language Learner
Aloha High School	70%	47%	75%	75%	72%	66%	65%	75%	76%	72%	55%	77%
Beaverton High School	44%	37%	53%	54%	34%	35%	41%	46%	57%	53%	25%	64%
Community School	78%			84%		65%	76%	80%	78%	76%		80%
Mountainside High School	36%	16%	42%	54%	36%	36%	32%	40%	59%	54%	23%	50%
Southridge High School	36%	18%	39%	50%	35%	29%	34%	38%	50%	45%	18%	52%
Sunset High School	22%	10%	52%	46%	21%	23%	19%	25%	44%	42%	14%	38%
Westview High School	32%	14%	49%	51%	32%	31%	27%	36%	54%	51%	17%	43%



K-12 Schools

	All students	Asian	Black	Hispanic /Latino	MultiRacial	White	Female	Male	Economic ally Disadvan tagged	Special Educatio n	Talented and Gifted	English Language Learner
FLEX Online	15%	8%	24%	25%	15%	14%	16%	14%	29%	19%	8%	30%

Note: attendance is attributed to the last school of enrollment. Data reported for groups of 20 or more students

^Attendance through March 13th
Attendance for remote and in-person learning

K-12 Attendance Analysis

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.

IMPORTANT DATA INTERPRETATION NOTES:

- Data for 2019-2020 reports the percentage of students absent 10 or more school days as of March 13, 2020. Attendance was not taken after that date.
- Data for 2020-21 represents student attendance during comprehensive distance learning (CDL) and hybrid. For all other years, attendance is for in-person learning for all students.



SUCCESSSES

- The percentage of students missing 10 or more school days during a full school year reached its lowest point in 2020-21.
- Ten schools had more than 90% of students miss fewer than 10 school days.
- The improvements made in our Early Warning System provide secondary schools with a resource to identify attendance concerns. Synergy elementary attendance reports were implemented showing student attendance and trends.
- Behavior, Health and Wellness teams provide critical support to students and families in addressing barriers to student attendance.

AREAS FOR GROWTH

- Outcomes for students are still predictive of socio-economic status, English language proficiency, race, and ability.
- Compared to the last full school year of 2018-19, Black and Latino students had the least improvement in regular attendance rates.

K-12 Attendance Action Plan

THIS YEAR

- 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.
- 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

- 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
- Focus on Anti-Bias Anti-Racism leading to greater sense of student belonging.



School Board

Winter Work Session

**SUPPLEMENT
ACTION ITEMS**



BEAVERTON
School District



Teaching and Learning

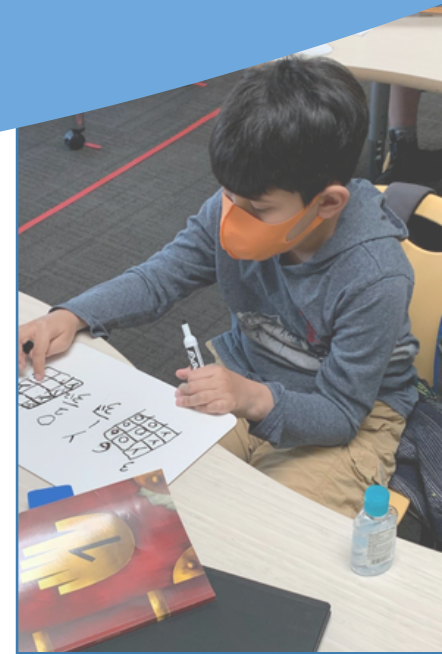
Leadership Learning

SUCSESSES (Cont.)

- Academic conferences were suspended for this school year due to the complexities of returning to school this fall. Schools were still required to update and work with their staff on their School Learning Plans. The plans continue to have three areas of focus: Equity, Academic Excellence, and Collaboration. Executive Administrators meet with each principal to discuss their plans and implement strategies.

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.
- 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. Through their ongoing efforts, schools are seeing an impact of this work. This is seen from how children are interacting with each other to how teachers are talking about and working with students.
- 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 vision and focus to guide leadership development with school leaders.

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

- At the elementary level, we have engaged leaders in a book study of the book *Coaching for Equity* by Elena Aguilar. The focus of conversations has been around observations, supporting both the beliefs and behaviors of teacher practice and an increased focus on every child every day. The work of the elementary advisory group has helped to frame this work in regard to the needs of principals and in support of their instructional leadership from the vantage point that every conversation is an equity conversation. Having Kayla Bell, Administrator for Pre-K-12 Curriculum, Instruction, and Assessment (Elementary), John Peplinski, Administrator for Curriculum, Instruction, and Assessment, and Erica Marson, Executive Administrator for Human Resources, as a part of this advisory group has also increased the connections between the work of Curriculum, Instruction and Assessment and principal leading and learning.
- At the secondary level, leaders have analyzed the classroom experience of students and looked for ways to infuse Behavioral Health and Wellness into the classroom. In addition, patterns of acceleration have been studied with a focus on socioeconomic and racial characteristics. Program Planning Guides and Forecast guidance have been edited to create access to rigorous learning for more students.

ACTION PLAN

Achieving **Collective Efficacy** around Anti Bias/Anti-Racist is our goal.

To get there we will incorporate:

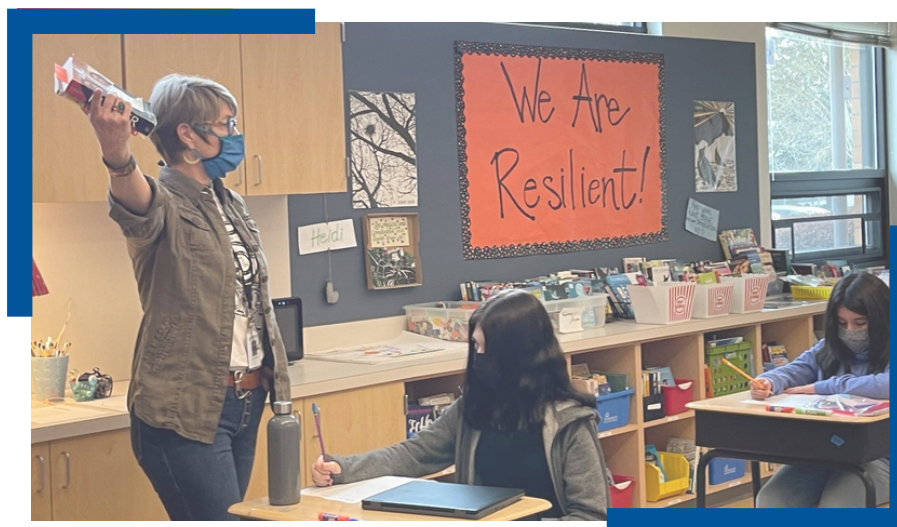
- **Theory:** Building a shared theoretical basis from which the work grows and setting a common foundation for the work together
- **Application:** Fostering and sharing strategies for applications for the work
- **Reflection:** Creating time for reflection and sharing of our collective work in terms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



- 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

Elementary

Action Plan

LONG TERM

- 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.
- We offer optional professional development opportunities after school.

Examples include:

- Independent Reading Level Assessment (IRLA) and using IRLA/ENIL (Spanish version) formatively with American Reading Company Trainer, grades 2-5 in Spring 2022
- Reading and writing professional development (via zoom) with Bilingual Consultants from Jennifer Serravallo's team in Winter 2022 and Spring 2022, Dual Language grades K-12
- Increasing access to more culturally responsive books in Spanish for Dual Language elementary classrooms
- Pilot of Cross-Linguistic transfer resource (Spanish/English Sound-Spelling Transfer Kit) that involve materials and training for pilot Dual Language teachers, grades K-2
- Reading assessment through a multilingual/multicultural lens session for Academic Coaches
- Phonics Units of Study
- PreK-K Anti-Bias/Anti-Racists (ABAR) Early Learning Practices & Playful Inquiry
- Adjusted Scope & Sequence for each grade level considering Comprehensive Distance Learning (CDL) and Hybrid in 20-21



- **Updating Units of Study Reading and Writing Resource Slide Decks in order to align with cultural, historical, and linguistic responsiveness** (in English as well as Spanish for Dual Language), including supports/resources for multilingual learners as well as the English Language Proficiency standards
- **Cultivating Genius Cohort - Dr. Ghody Muhammad: Historically and Culturally Responsive Literacy Framework PD, creating unit plans around read alouds using this framework, integration with Language Arts and other content areas**
- Support new teachers in teaching Reading Workshop by purchasing the Lucy Calkins Virtual Units of Study (to use as professional development)
- Comics Phonics Unit for grades 3-5 - support created in response to need for upper-grade phonics instruction
- Classroom library book ordering with Elementary & Secondary School Emergency Relief (ESSER) funds
- Working with K-1 teachers on teaching writing with an inquiry lens, integrating writing and playful inquiry



English Language Arts K-11

Elementary

Action Plan (Cont.)

- TOSA-supported professional development in reading, as well as collaboration to ensure a multilingual, multicultural lens is applied to instruction & assessment
- **The development of a Multi-Tiered System of Support (MTSS) referral and tracking system in Synergy**
- 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 English Language Arts (ELA) and math.
- **Inclusion of specialized program classrooms in the district ELA curriculum adoption process**
- 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.



- Academic Coaches are
 - Using the Beaverton Multicultural Education Community (BMEC) Action Plan to guide a re-evaluation of our program and efforts.
 - Working with students who have a Dyslexia diagnosis, or who have Dyslexic tendencies.
 - Screening all K-2 students for Dyslexia or Dyslexic tendencies.
 - Helping implement and model lessons in classrooms to strengthen the CORE.
 - Delivering targeted, small group lessons for at-risk readers to accelerate academic success.
 - Undergoing extensive LETRS training.
 - Keeping extensive data on all striving readers.
 - Coordinating/supporting intervention services with paraprofessionals.



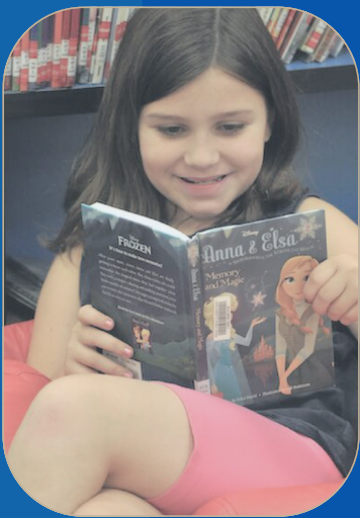
English Language Arts K-11

Elementary

Action Plan (cont.)

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 from the Global Majority, 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 alouds
- 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 Language Arts.
- Continued focus on the implementation of the Writer's Workshop model and the use of the Writing Units of Study in all elementary schools
- Support Tribal History/Shared History implementation at 4th grade through creation and sharing of resources, providing optional teacher collaboration.
- 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
- Continued professional development designed for Dual Language teachers in reading and writing instruction, as well as translanguaging, in the dual language classroom.
- 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 strategies for language acquisition so teachers are able to provide access to core content for all multilingual learners
- Complete redesign of elementary English Language Development (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
- The development of a universal BSD pre-referral system for Special Education
- 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

English Language Arts K-11 Secondary Action Plan

THIS YEAR

- Creating greater awareness of implementation at the administrator and teacher level
- **Support Tribal History/Shared History implementation at 8th and 10th grade through creation and sharing of resources, providing optional teacher collaboration.**
- **Provided optional professional development opportunities for language arts staff during preservice** on a reading and writing workshop, grammar with an ABAR/CRT (Culturally Relevant Teaching) lens in language arts, and classroom libraries and building/strengthening students' reading lives
- **The Summer Homegrown Institute with Teachers College ("Coming Back from COVID: Structures, Methods, and Curriculum to Help Students Thrive-And Teachers") provided professional development with a focus on culturally relevant language arts teaching and focus on book clubs**
- Provided professional development during New Staff Academy on reading and writing workshop, best practices in language arts, and classroom libraries. This key effort was paused after New Staff Academy finished due to COVID staffing shortage and inability to offer professional development on a large scale.
 - Language Arts teachers attended (as an optional professional development opportunity) the Dual Language Summit to support and implement ways to support our linguistically diverse learners.
 - MS and HS collaborating in spring/summer to create sample scope and sequences and materials to support teachers in 2021-2022 school year. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
 - MS language arts teachers collaborating in late spring/early summer to create sample scope and sequence materials to support teachers and students in 2022-23 year
 - Continued support for high school staff around workshop, including collaboration and professional development opportunities. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
 - Classroom library ordering to support access to literacy and to replenish classroom libraries.
- Optional professional development opportunities around collaboration and inclusive language arts practice and best practices. This key effort is mostly on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
- Collaboration with ELD Teacher on Special Assignment (TOSA) to support co-teaching teams in the middle schools with professional development, office hours, and visits
- **Academic Coaches are supporting the literacy cultures in their buildings with resources, collaborations, alignment tasks, and transferring their learnings in professional development into their schools. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale, and many academic coaches are subbing instead of coaching.**



English Language Arts K-11

Secondary

Action Plan (Cont.)

THIS YEAR

- Literacy Workshop is an acceleration literacy class created to replace “intervention classes” and is an assets-based, reading and writing focused class. This key effort is on pause due to COVID staffing shortage and because only one middle school principal decided to offer it.
- **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**
- 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.



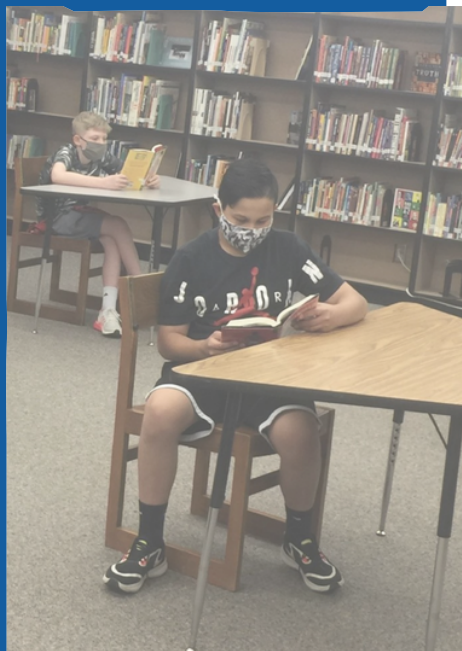
LONG TERM

- **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. This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.**
- **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.** This key effort is on pause due to COVID staffing shortage and inability to offer professional development on a large scale.
- **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**
- Collaboration and support for the 5th-6th grade transition, with a lens of curriculum alignment and COVID-related impacts on language arts learning
- Professional development and support for Literacy Workshop teachers
- Professional development for supporting striving readers and writers
- 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, English Language Development 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.
- Re-establish consistent time for professional development for Academic Coaches.
- Co-create a job description and objectives for Academic Coaches.

LONG TERM (Cont.)



- **Facilitate and support Professional Development opportunities focused on creating an anti-racist, anti-bias math classroom. Support BMEC and District PD efforts on anti-racism 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
- Create guidance for priority learning targets and teaching content.
- 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 English Learners (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 Language Arts professional development in early February so teachers are able to provide access to core curriculum for all ELs**
- **The Multilingual Department (MLD) 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.
- **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 Elementary Action Plan

THIS YEAR

- **Continue to implement consistent K-5 Math Curriculum and best practices in math.**
- Support teachers' understanding of the progression of math to meet students along the progression and support their growth.
- Explore math intervention resources and models within the buildings that have chosen to have an academic coach supporting math instruction.
- Continue to support Dreambox usage for students as well as teachers and administrators to use the data to inform instruction.
- 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 teachers with training in language acquisition strategies 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).
- **Support Tribal History/Shared History implementation at 4th grade through creation and sharing of resources, providing optional teacher collaboration.**
- **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.
- Utilize 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 providing professional development and respond to the current needs of teachers in math.**
- **Continue supporting administrators in the adopted math curriculum and best practices in math.**
- Expand math intervention resources and models for all buildings, including building capacity to increase math coaching across the district.
- **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.
- 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**

Math K-11 Secondary Action Plan

THIS YEAR

- Support Tribal History/Shared History implementation at 8th and 10th grade through creation and sharing of resources, providing optional teacher collaboration.
- Support Algebra/Geometry/Statistics (AGS) teachers teaching AGS courses with curriculum revisions including Spanish translations and adapting resources to Formative to help reduce teacher workload.
- Work with teachers who teach MS Math 6 – 8 courses as well as AGS teachers to update and adjust priority learning targets.
- Provide training and support for adaptive math supports: Dreambox for 6 - 8 math teachers and ALEKS for 8-12.
- Fifth year implementation of the adopted College Prep Math (CPM) program in middle schools
- Sixth year implementation of the adopted Math Visions Project (MVP), now also released by Open Up Resources, math program.
- Continue implementation of a consistent and aligned math sequence at the high school.
- Continue 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)



- Continue Professional Development and Collaboration with Teachers Development Group in the spring at Mountain View MS, Five Oaks MS, and Aloha HS (on hold due for now until substitute restrictions are resolved).
- Work toward AVID school-wide implementation in middle and high schools.
- Progress monitoring of student growth for students with disabilities two times per year in the area of Math
- 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
- 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.

Math K-11 Secondary Action Plan (Cont.)

LONG TERM

- **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 math curriculum 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 Elementary Action Plan

THIS YEAR

- **Grades 1-5: Support the rollout of the science adoption** (including Special Education Specialized Classrooms and Dual Language Classrooms).
 - Professional Development (2 hours in pre-service week and optional grade level collaboration meetings before each unit)
 - Create supporting slide decks/documents in both Spanish and English
 - Distribution of science kits
- **Kindergarten: Support the rollout of the science adoption** (including Special Education Specialized Classrooms and Dual Language Classrooms).
 - Professional Development (2 hours in pre-service week and optional grade level collaboration meetings before each unit)
 - Create resources that integrate with a purposeful play inquiry model and offer culturally relevant resources.
 - 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).

LONG TERM

- **Continue to implement the K-5 curriculum and best practices in science through an inquiry model.**
- 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

Science K-11 Secondary Action Plan

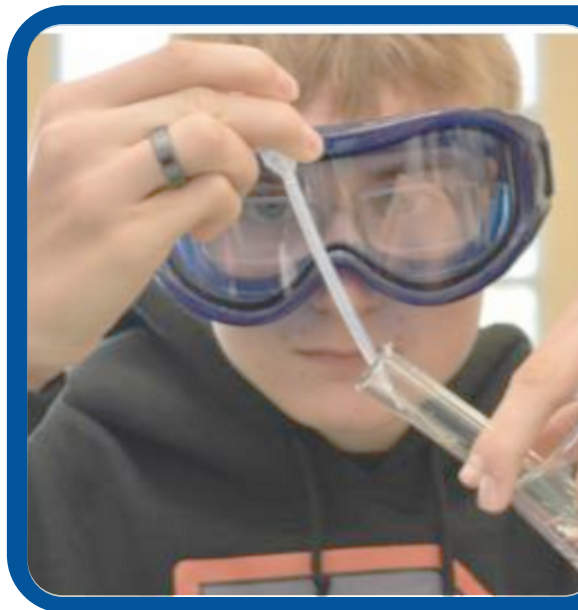
THIS YEAR

- **Support Tribal History/Shared History implementation at 8th and 10th grade through creation and sharing of resources, providing optional teacher collaboration.**
- **Support teachers teaching courses with Pattern Science curriculum revisions including Spanish translations and adapting Middle School resources to Formative to help reduce teacher workload.**
- **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 emphasis 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 (delayed due to Covid)
- **Prepare for full implementation of the Middle School Science adoption materials (IQWST) 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.**

Science K-11 Secondary Action Plan (cont.)

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 science 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 science curriculum for all ELs
- **Training all new secondary science teachers in their grade-level/subject** (5-day trainings for high school, 4 days for 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.
- 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.
- **Special Education teachers will be provided specific training in the utilization of science adoption materials specifically purchased for their programs.**
- Utilization of appropriate science curriculum and instructional tools for students with disabilities who receive specially designed instruction in the resource room or in a specialized program classroom

CAREER

High School Graduation & Career Learning Graduation 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.**
- **Removal of the “F” mark and incorporation of “Incomplete” and “No Grade” marks allow for more robust credit recovery opportunities.**
- **Anti-bias, Anti-racist (ABAR) professional learning at the school and district level**
- **Actions to specifically support English Learners and students in the Migrant Education Program:**

- After-school tutoring, with emphasis on supporting Newcomer students, students at the Emerging English proficiency level, and students that are not meeting standards
- Mentoring provided to high school students to support their progress toward graduation
- Increasing summer learning opportunities such as summer school, tutoring and enrichment activities
- Implementation of House Bill 2056: Access to Linguistic Inclusion, which expands opportunities for multilingual learners
- Redesigned elementary and middle school program models so students receive more inclusive language and content instruction and support
- OSU grant and collaboration with BSD to support middle school teachers in assessing students
- OSU grant and collaboration with BSD to support more content area teachers in getting their ESOL teaching endorsement
- Addition of a TOSA that will support student academic achievement and family engagement
- Piloting the Quality Teaching of English Learners (QTEL) program at Southridge High School for possible expansion into other schools. Provides teachers the skills to support language learning in content classes.

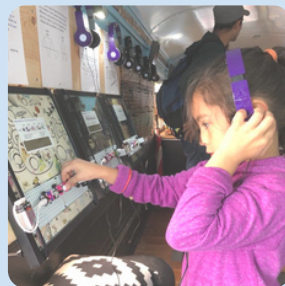


- Schools are taking steps to de-track courses and promote access to rigorous coursework for all students
- **2021 summer school programs for credit recovery coursework**
- **More robust Learning Target recovery systems in every school**
- **Continued use of our District’s Early Warning System (EWS) for attendance and academic progress data**
- **Growth of Behavioral Health & Wellness (BH&W) Teams at every school reaching out directly to students and families to support student engagement, attendance, and social services needs with the inclusion of quarterly data reviews**
- **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

High School Graduation & Career Learning Graduation Action Plan (Cont.)

THIS 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.
- **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 staff 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 continue to reflect on grading practices. Time for students to earn credit is more flexible.
- **All teachers using Canvas 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, 1.0 social worker at each middle school and options schools, 1.0 social worker at each Title IA school, and 0.5 social worker at non-Title elementary schools.**
- Social Studies cadre work is focusing 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
- Restorative Practices Training for all BH&W Team members.

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 92% four-year cohort graduation rate in 2020-21 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)



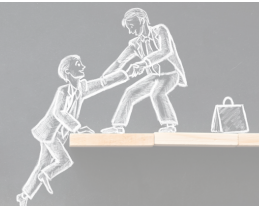
- Supporting the growth of AVID Schoolwide by working with/and providing professional learning to AVID Site Coordinators and AVID Interdisciplinary Site Teams to focus on closing expectations, opportunity, and access gaps for the entire campus. AVID Coordinators and Site Teams do this by examining ways to improve the instruction, systems, leadership, and culture of their campuses. By using the Coaching and Certification Instrument (CCI), 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

LONG TERM (Cont.)

- **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 College Preparatory Math 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**
- 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
- **District support of high school Dual Language programs and their expansion**
- **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
- Development and implementation of a Drug and Alcohol prevention and intervention program



Graduates Completing 4 Credits in Oregon Skill Sets Analysis



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.**
- Implement Work-Based Learning for students in CTE programs of study with the assistance of new Work-Based Learning Coordinator.
- Continue collaboration with Washington County 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 district magnet CTE programs at Westview (Manufacturing) and Community School (Construction).
- **Continue to utilize Measure 98 (High School Success) resources to invest in equipment and facilities for CTE programs.**



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.**

K-12 Attendance Action Plan

THIS YEAR

- 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

- **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.



LONG RANGE PLANNING ENROLLMENT TRENDS UPDATE

POLICY ISSUE/SITUATION:

Facilities staff have compiled a presentation for the Board focusing on recent trends in enrollment focusing on the following topics:

- Enrollment Update
- Current Enrollment Figures
- Comparison with pre-pandemic forecast
- Demographic characteristics of the District
- Drivers of Enrollment Change: short & long term
- Enrollment in online charter schools & home school registrations
- Pandemic impact to Kindergarten enrollment
- Declining births
- Residential development & cost of housing

RECCOMENDATION:

It is recommended the School Board receive the presentation and discuss with staff.



Long Range Planning Enrollment Trends Update

Beaverton School Board Presentation

February 7, 2022

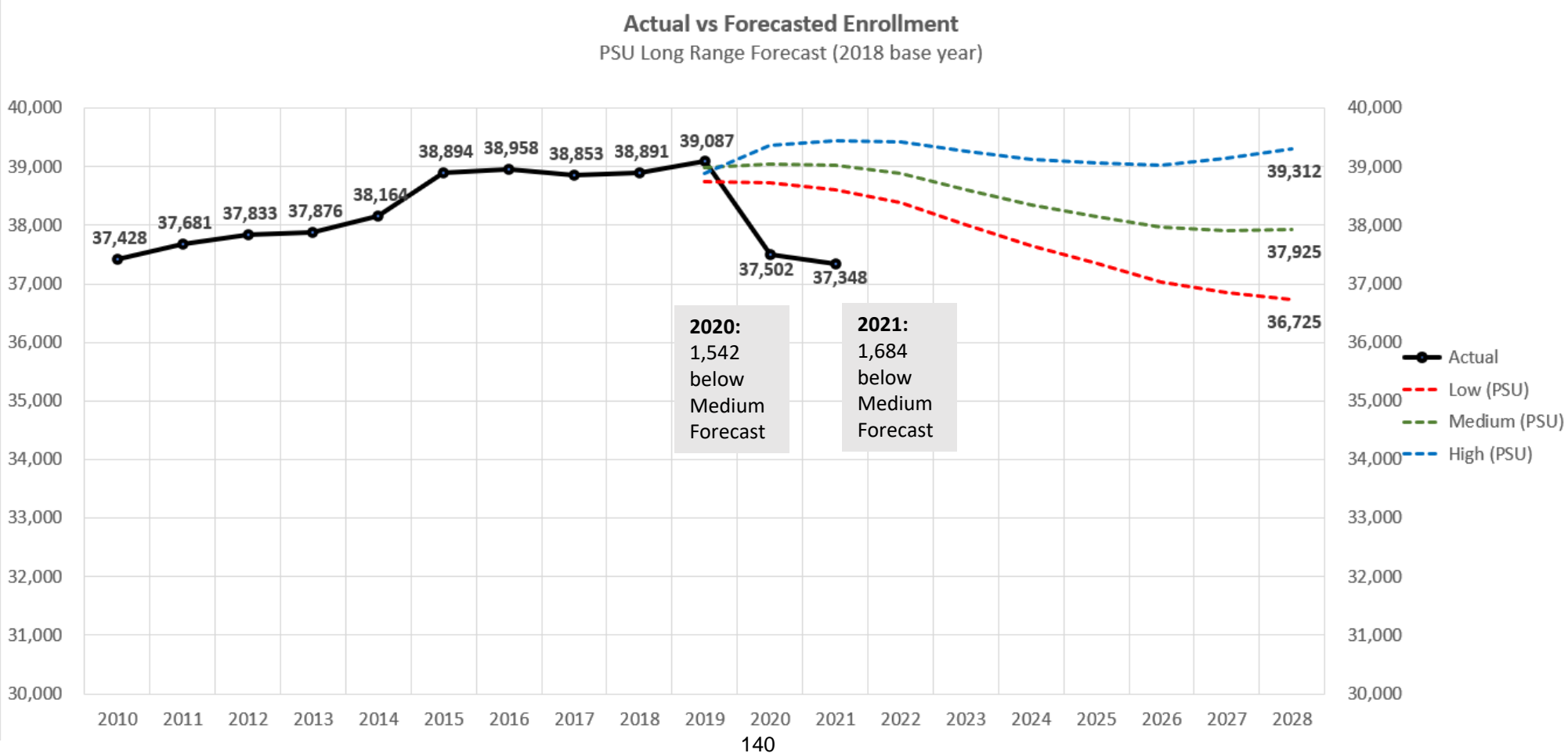
Outline

- Enrollment Update
 - Current Enrollment Figures
 - Comparison with pre-pandemic forecast
 - Demographic characteristics of the District
- Drivers of Enrollment Change: short & long term
 - Enrollment in online charter schools & home school registrations
 - Pandemic impact to Kindergarten enrollment
 - Declining births
 - Residential development & cost of housing
- Closing thoughts
- Q&A

Enrollment in 2021-22

- Actuals vs Projected
- Long-term enrollment trends
- Comparison with most recent PSU 10-Year Forecast (completed 2019)

Pre-COVID PSU 10-Yr Forecast High / Medium / Low



Sources: BEAVERTON SCHOOL DISTRICT ENROLLMENT FORECASTS 2019-20 TO 2028-29, Portland State Population Research Center, May 2019; BSD Enrollment actual data

Similar Results: Regional and National Levels

More than 500 Portland Public Schools kindergartners missing again this year

Published: Oct. 01, 2021, 7:30 a.m.



Portland Public Schools continues to experience a decline in the number of students enrolled in kindergarten.

  706 shares

By [Madison Temmel](#) | [The Oregonian/OregonLive](#)

[Kindergarten enrollment](#) in the state's largest school district is roughly 550 students lower than projected, officials said this

Los Angeles Times

Subscribe Now
\$1 for 6 months

CALIFORNIA



L.A. Unified enrollment drops by more than 27,000 students, steepest decline in years



Students gather in class at Daniel Webster Middle School with LAUSD Interim Supt. Megan K. Reilly. Enrollment is down more than expected in the school system. (Allen J. Schaben / Los Angeles Times)

BY HOWARD BLUME | STAFF WRITER

SEPT. 28, 2021 5 AM PT

SUBSCRIBERS ARE READING

SCIENCE

Big gap between Pfizer, Moderna vaccines seen for preventing COVID hospitalizations

CALIFORNIA

FOR SUBSCRIBERS

He befriended his brother's murderer. In each other, they found healing

OPINION

Grandson: Dave Chappelle and the color of queerness

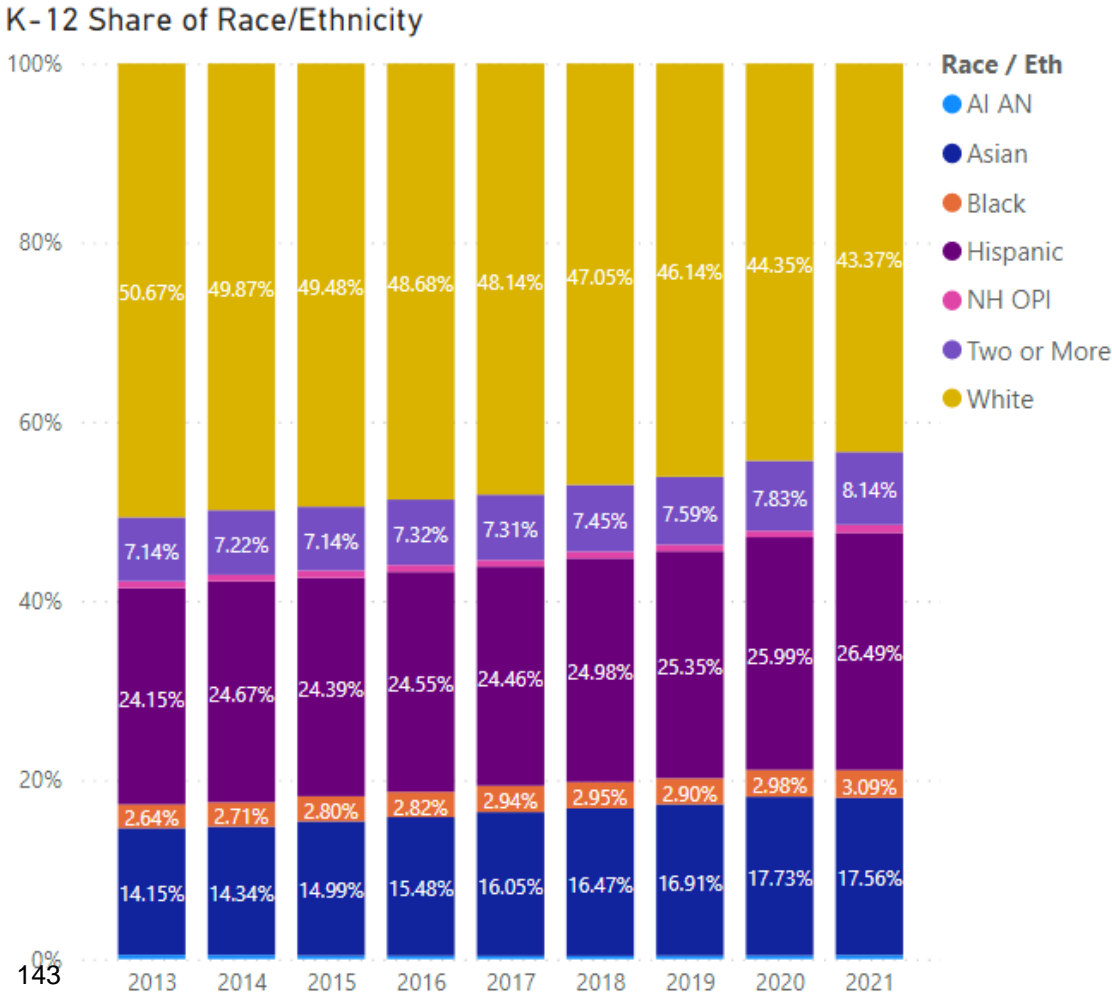
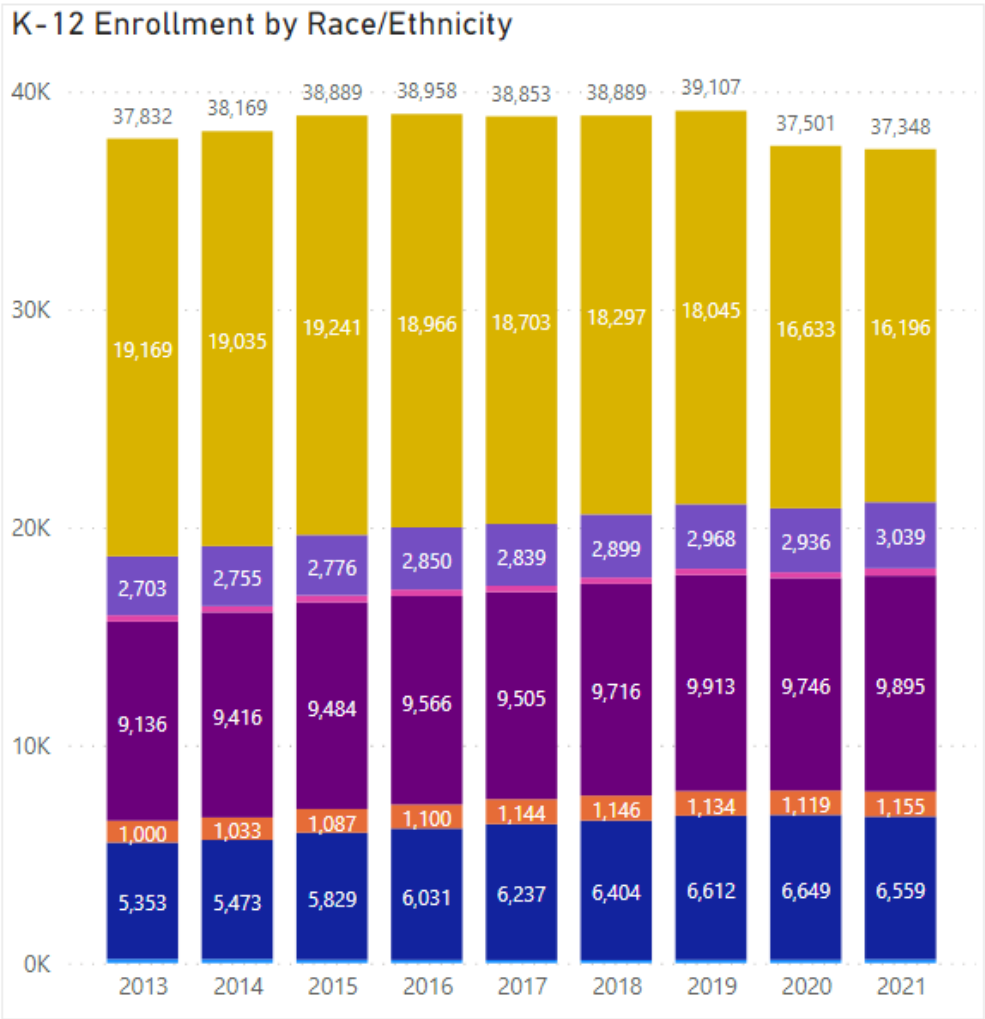
CALIFORNIA

Driver who tried to run over pedestrians in Hawthorne dies after attack by crowd, officials say

General Education Cohorts: 1999 to 2021

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Kinder	2,378	2,433	2,500	2,490	2,503	2,567	2,643	2,644	2,607	2,775	2,754	2,913	2,858	2,844	2,778	2,764	2,966	2,751	2,876	2,774	2,909	2,415	2,569
1st	2,561	2,708	2,707	2,710	2,681	2,824	2,841	2,989	2,936	2,886	3,105	2,977	3,056	3,062	3,082	3,011	3,019	3,020	2,781	2,949	2,846	2,782	2,638
2nd	2,569	2,635	2,756	2,698	2,690	2,760	2,832	2,865	2,957	2,873	2,916	3,115	3,001	3,046	3,027	3,064	3,096	3,045	2,986	2,839	2,975	2,705	2,787
3rd	2,632	2,636	2,694	2,746	2,643	2,735	2,697	2,892	2,867	2,935	2,903	2,943	3,125	2,946	3,034	3,033	3,080	3,079	2,994	2,987	2,845	2,815	2,680
4th	2,654	2,708	2,677	2,747	2,678	2,680	2,758	2,743	2,856	2,849	2,910	2,924	2,936	3,114	2,977	3,042	3,063	3,098	3,089	3,023	3,001	2,703	2,808
5th	2,631	2,681	2,745	2,637	2,721	2,704	2,708	2,766	2,733	2,833	2,857	2,946	2,941	2,940	3,089	3,004	3,126	3,080	3,076	3,100	3,051	2,897	2,721
6th	2,413	2,676	2,756	2,788	2,642	2,768	2,797	2,781	2,748	2,785	2,837	2,894	2,993	2,969	2,954	3,109	3,066	3,150	3,134	3,095	3,137	2,981	2,930
7th	2,405	2,477	2,692	2,733	2,798	2,683	2,755	2,857	2,757	2,749	2,822	2,840	2,894	2,970	2,962	3,005	3,136	3,121	3,142	3,142	3,090	3,030	2,977
8th	2,363	2,427	2,467	2,741	2,722	2,818	2,701	2,785	2,820	2,714	2,746	2,833	2,847	2,908	2,954	2,953	2,998	3,085	3,078	3,142	3,120	3,008	3,015
9th	2,483	2,486	2,534	2,649	2,802	2,807	2,972	2,826	2,817	2,836	2,814	2,925	2,967	2,893	2,907	2,959	3,013	3,041	3,161	3,166	3,222	3,199	3,112
10th	2,387	2,503	2,527	2,583	2,627	2,819	2,869	2,969	2,750	2,760	2,828	2,807	2,802	2,843	2,870	2,877	2,960	2,994	3,009	3,148	3,168	3,155	3,134
11th	2,362	2,396	2,522	2,532	2,556	2,571	2,818	2,881	2,865	2,618	2,740	2,738	2,588	2,639	2,665	2,708	2,724	2,810	2,793	2,820	2,946	2,944	2,980
12th	1,925	2,064	2,150	2,373	2,421	2,499	2,548	2,733	2,764	2,587	2,437	2,573	2,673	2,659	2,577	2,635	2,647	2,684	2,734	2,706	2,777	2,868	2,997
Total	31,763	32,830	33,727	34,427	34,484	35,235	35,939	36,731	36,477	36,200	36,669	37,428	37,681	37,833	37,876	38,164	38,894	38,958	38,853	38,891	39,087	37,502	37,348
<i>Change</i>		1,067	897	700	57	751	704	792	(254)	(277)	469	759	253	152	43	288	730	64	(105)	38	196	(1,585)	(154)

District Racial/Ethnic Profile

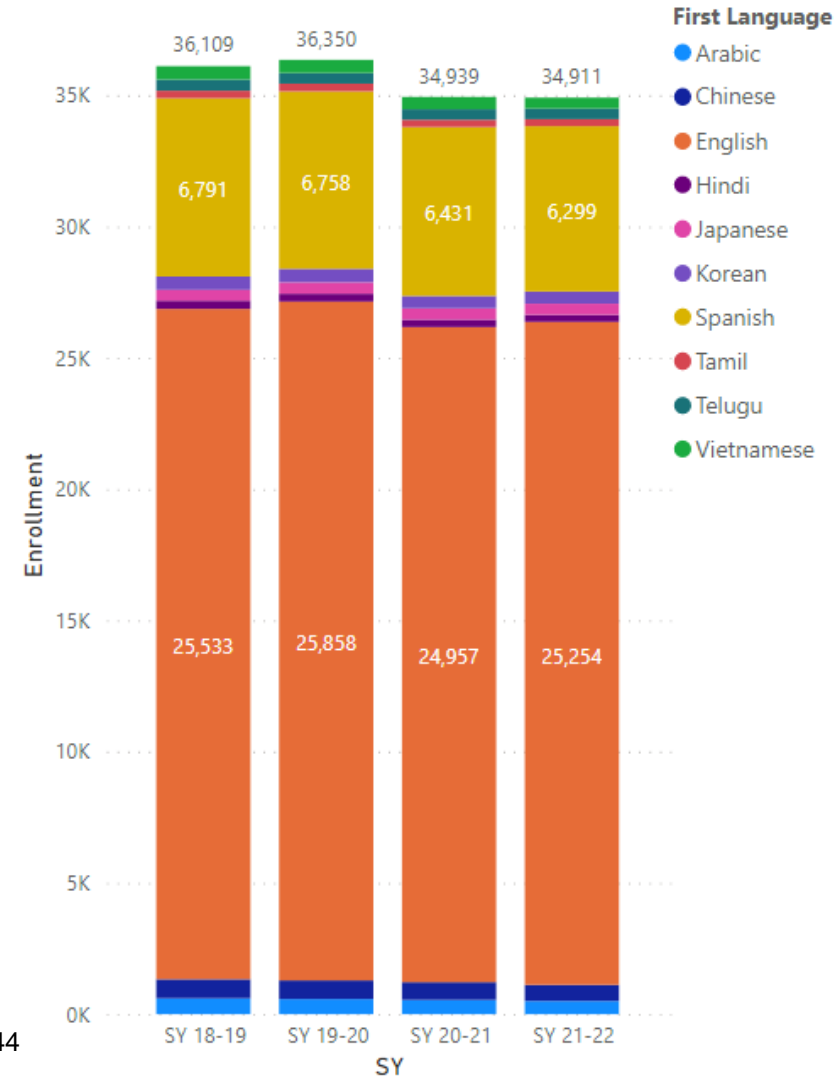


Sources: BSD Enrollment data

Languages Spoken

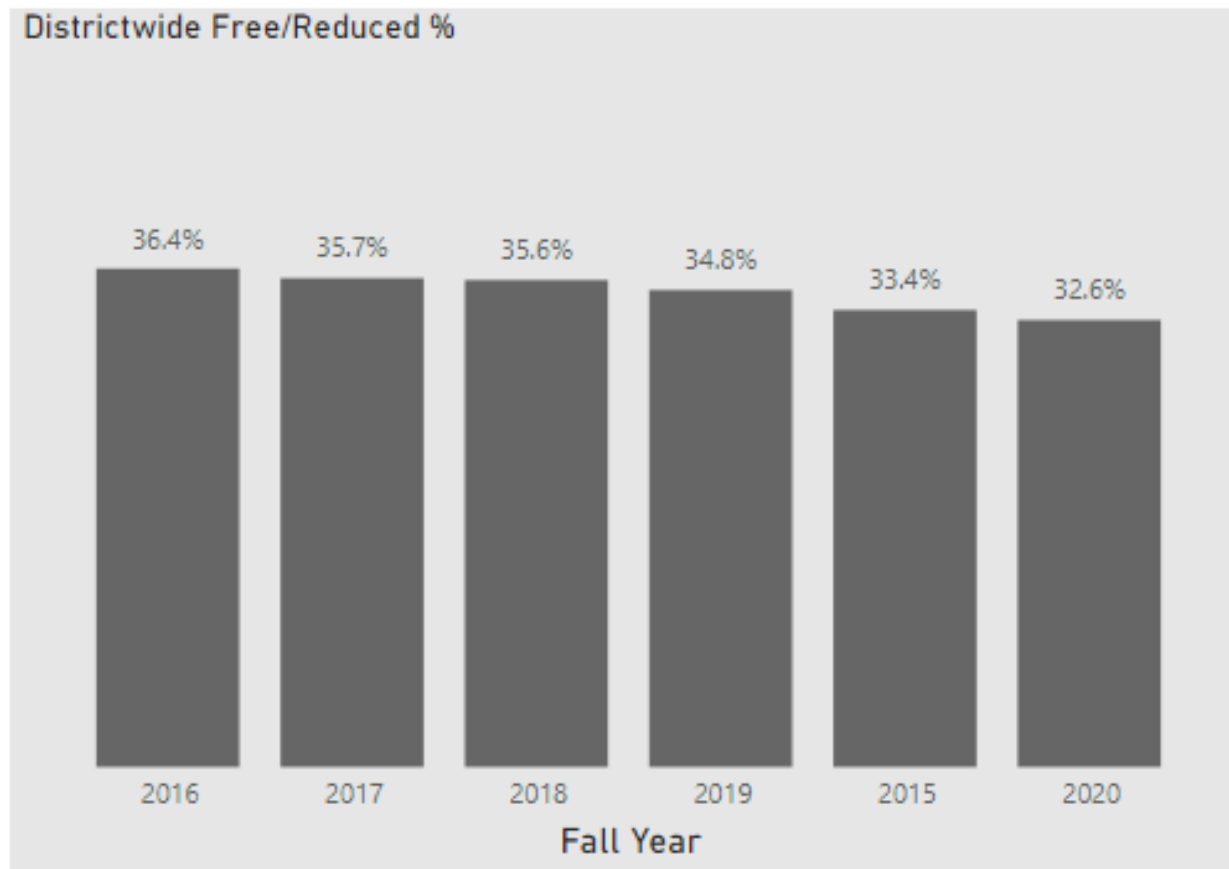
- 107 languages spoken by students across the District
- After English, Spanish speakers are the largest group, followed by speakers of Chinese and Arabic

To 10: 1st Languages Spoken (all residents K-12)



Free / Reduced Lunch Eligibility

- The share of students eligible for Free/Reduced Lunch in the District has declined slowly since 2016



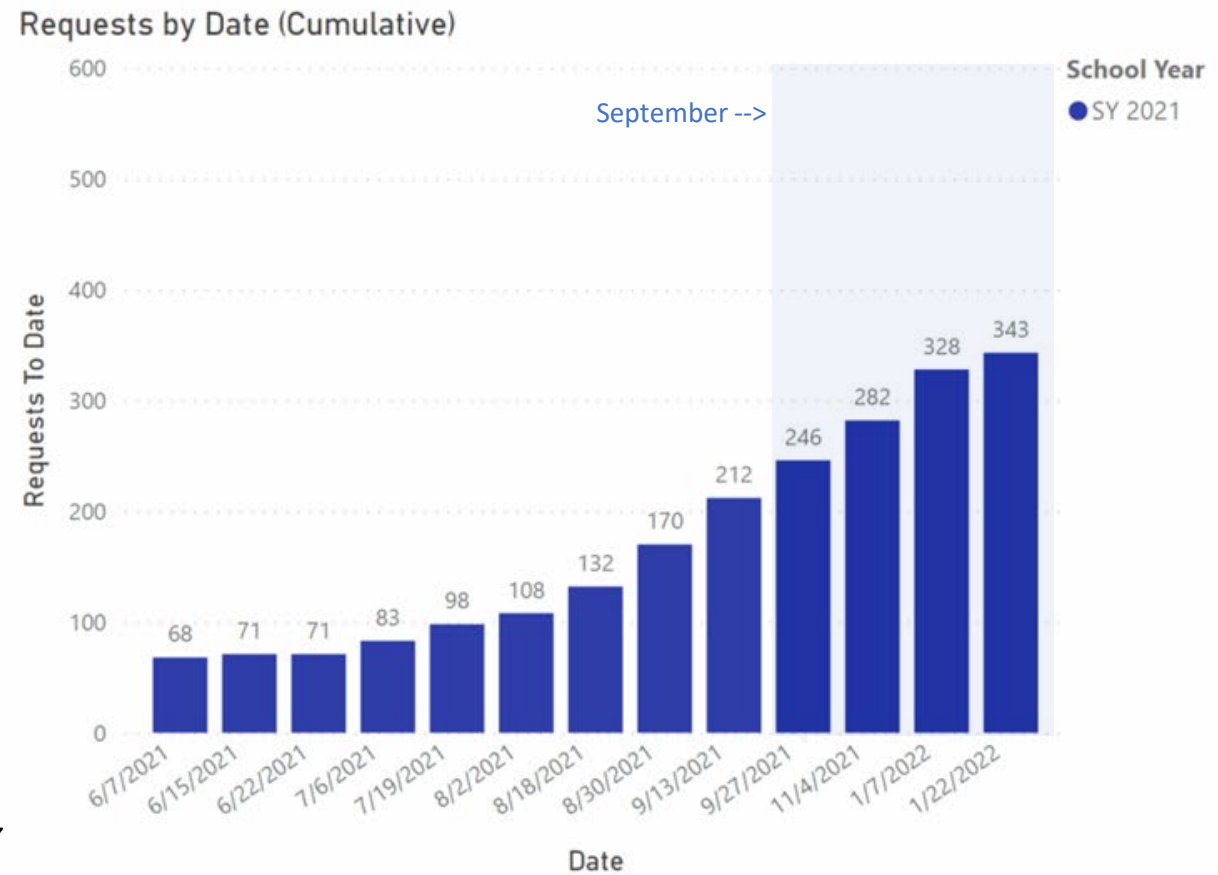
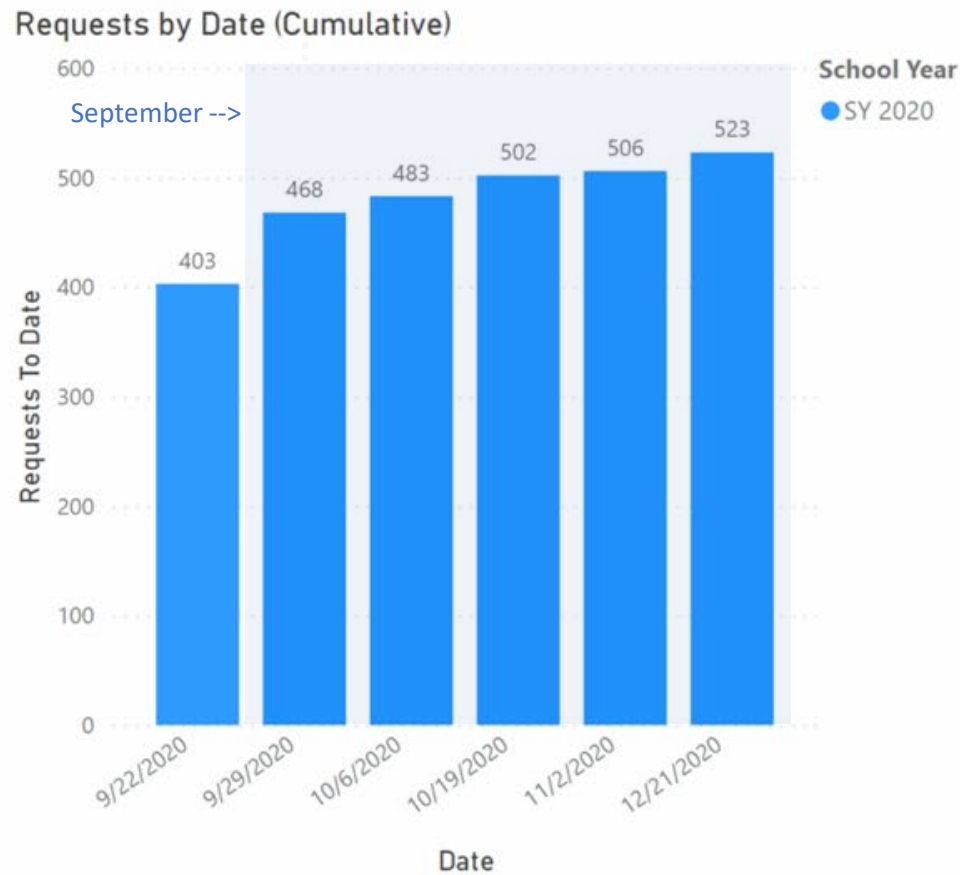
145

Drivers of Enrollment Change

Pandemic Impacts

- Online Charter school registrations & enrollment by BSD-resident students (and commensurate trends in BSD's FLEX Online)
- Home School Registrations by BSD-resident students
- Kindergarten enrollment in 2020 & 2021

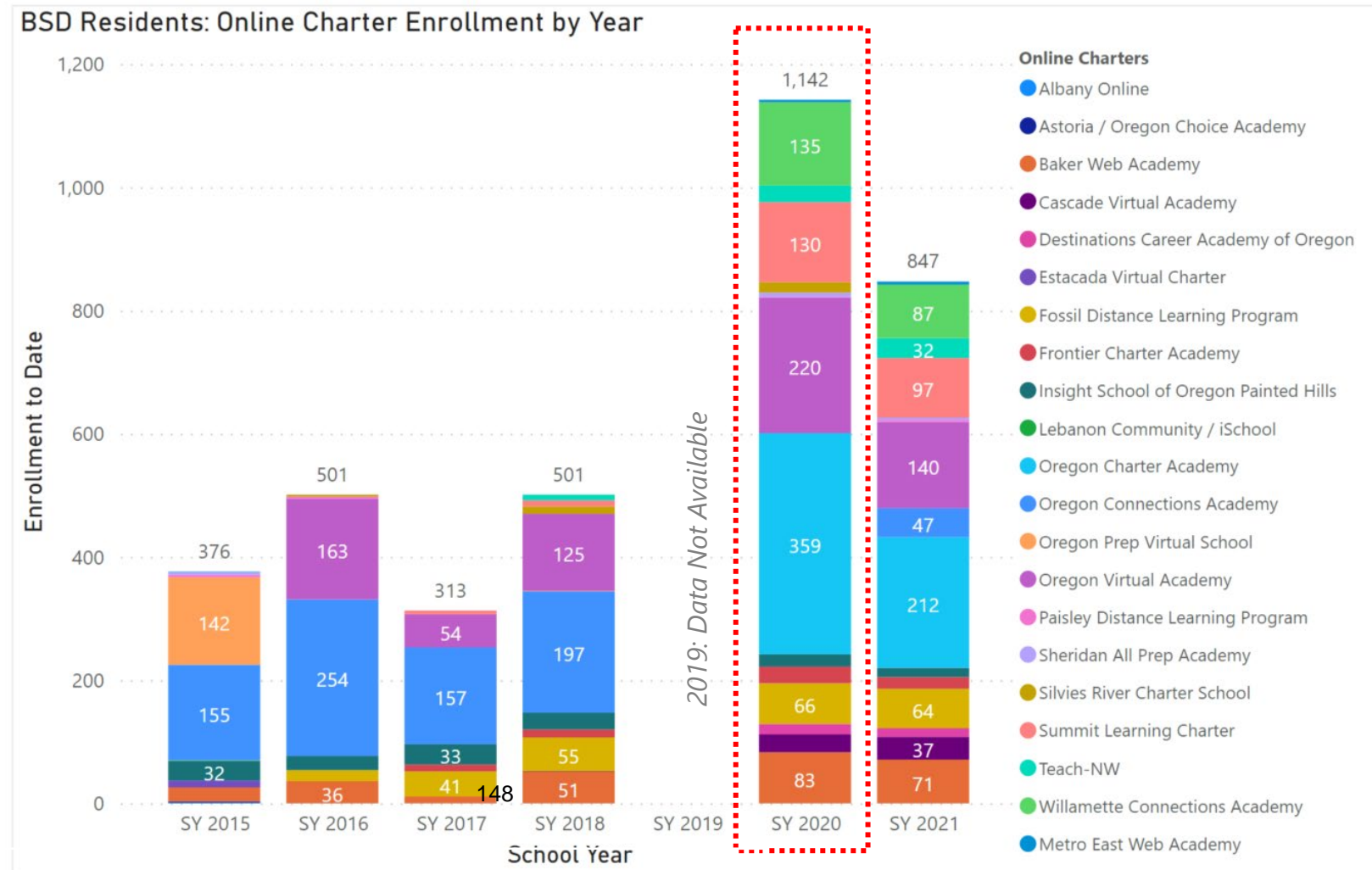
Notices of Intent to Enroll in Online Charter Schools: Fall 2020 and 2021



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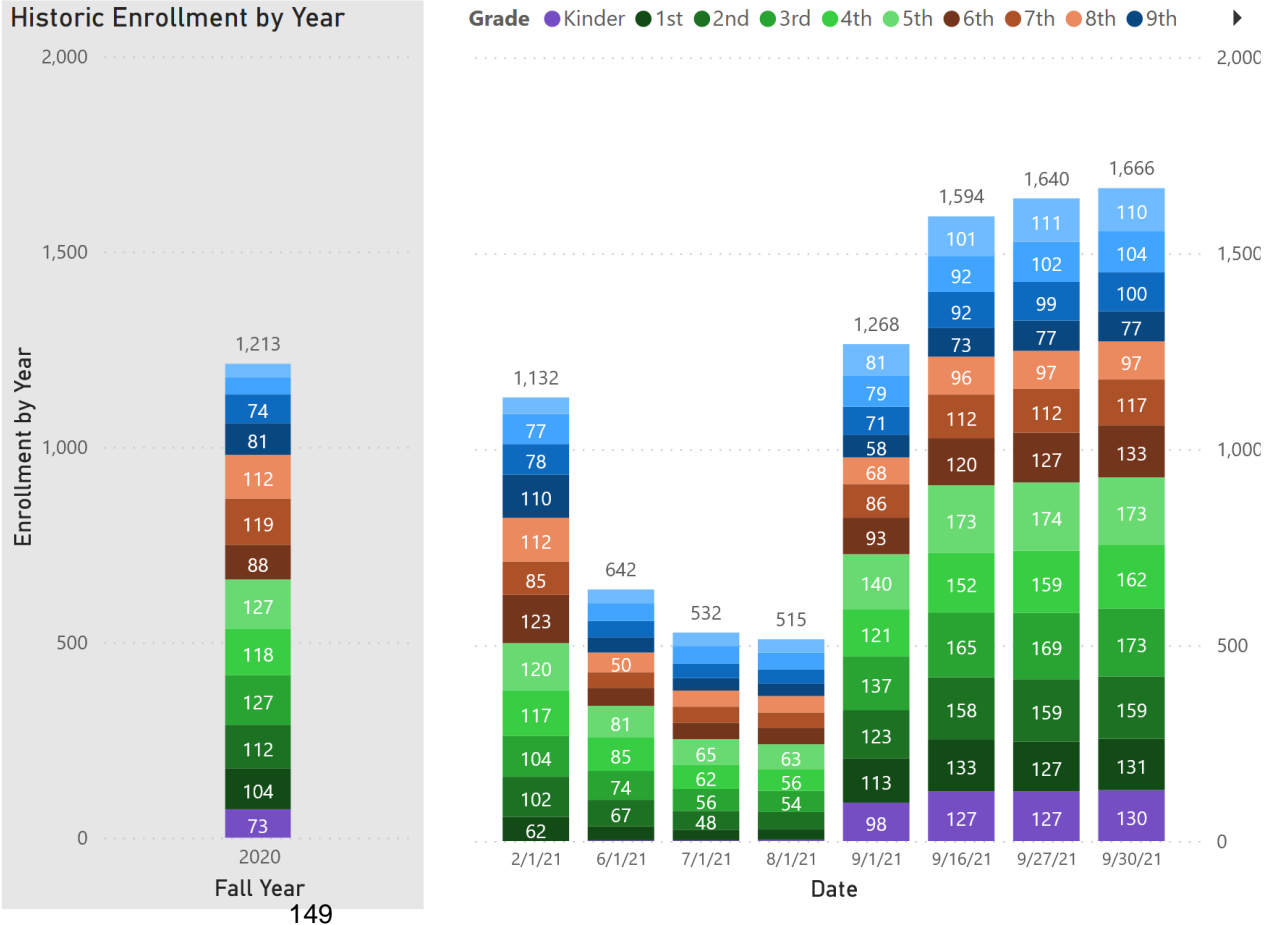
Enrollment in Online Charter Schools by BSD Resident Students

- Enrollment in online charter schools by BSD residents more than doubled compared to the 2018 school year (2019 data is not available).
- Online Charter enrollment dropped by 25% in 2021 but remained elevated compared to historic levels
- Did not see commensurate increase in enrollment in BSD



BSD FLEX Online: Continued High Enrollment

- FLEX Online opened in SY 2020 with 1,213 students who sought an online school for the first full school year of the pandemic
- Enrollment dropped over the summer of 2021, but grew rapidly from August to September (coincident with the Delta surge)
- Enrollment in FLEX Online in SY 2021 exceeded the prior year by 37%, over 3x projected.
- 87% of students enrolled in FLEX Online in SY 2021 were in CDL at a *different* BSD school in SY 2020-21



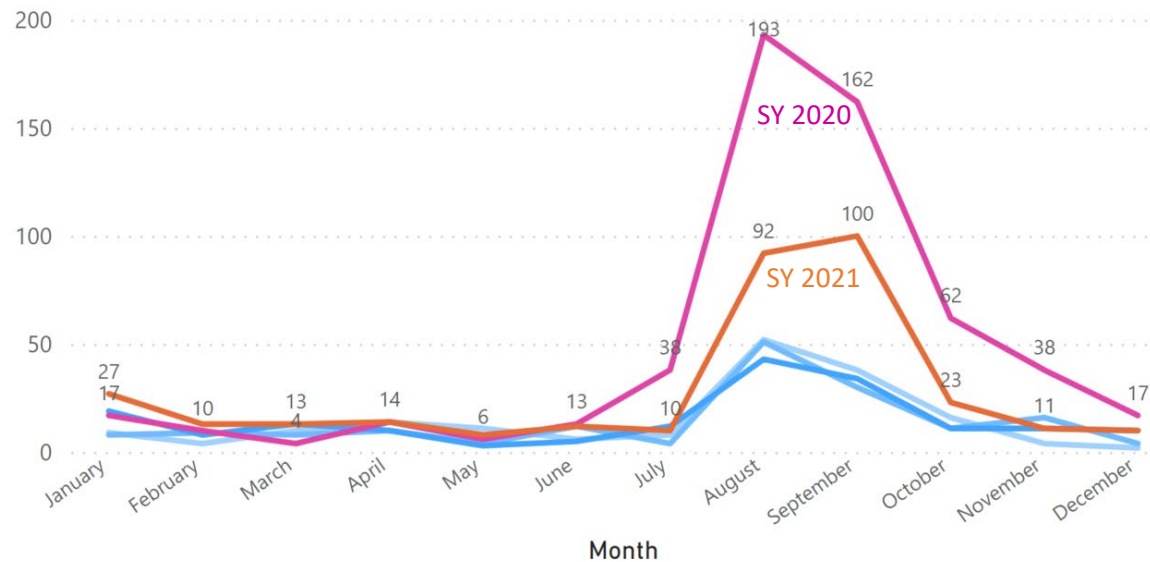
Sources: BSD Enrollment data

Registrations for Home School by BSD Residents

- Spiked in August 2020 to almost 4x normal levels
- New registrations in 2021 were lower than 2020, but remained very high compared to prior years

Home School Registrations

Year ● 2017 ● 2018 ● 2019 ● 2020 ● 2021



Home School Registrations by Month (to date)

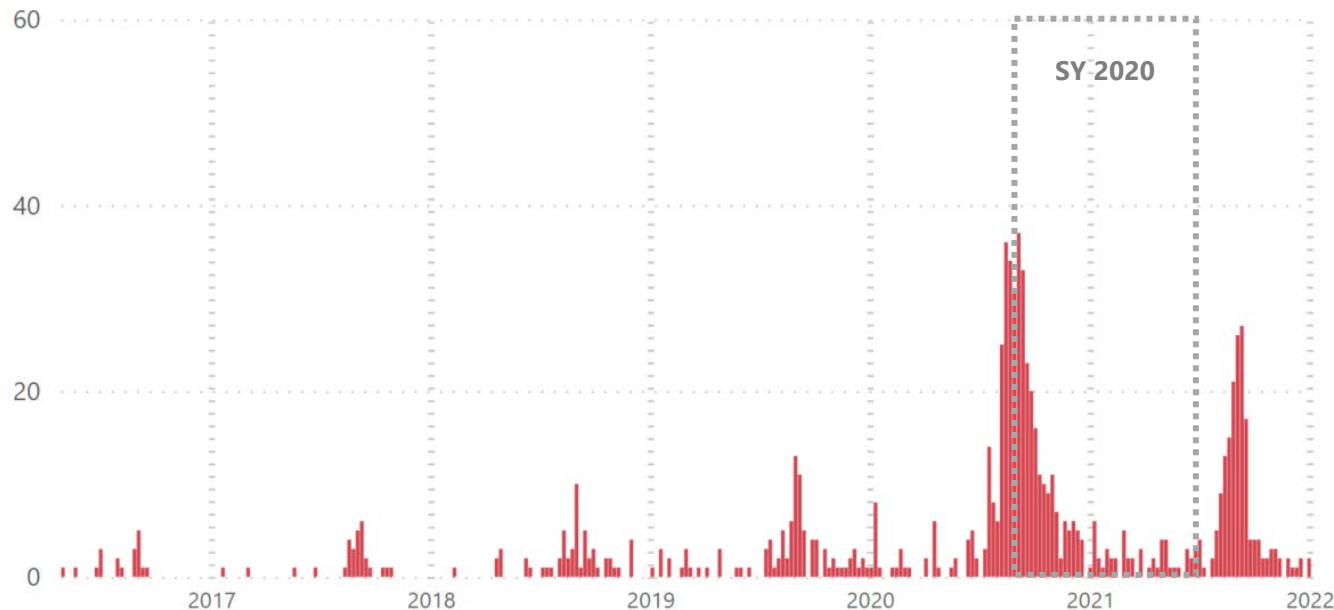
Month	2017	2018	2019	2020	2021
January	9	8	19	17	27
February	4	9	8	10	13
March	10	8	13	4	13
April	14	10	10	14	14
May	11	4	3	6	8
June	6	12	5	13	12
July	8	4	12	38	10
August	52	51	43	193	92
September	38	30	34	162	100
October	16	11	11	62	23
November	4	16	11	38	11
December	2	4	10	17	10
Total	174	167	179	574	333

150

Registrations for Home School Elementary Grades: Most of the Increase

Registrations for Home School (by week)

Elementary Grades

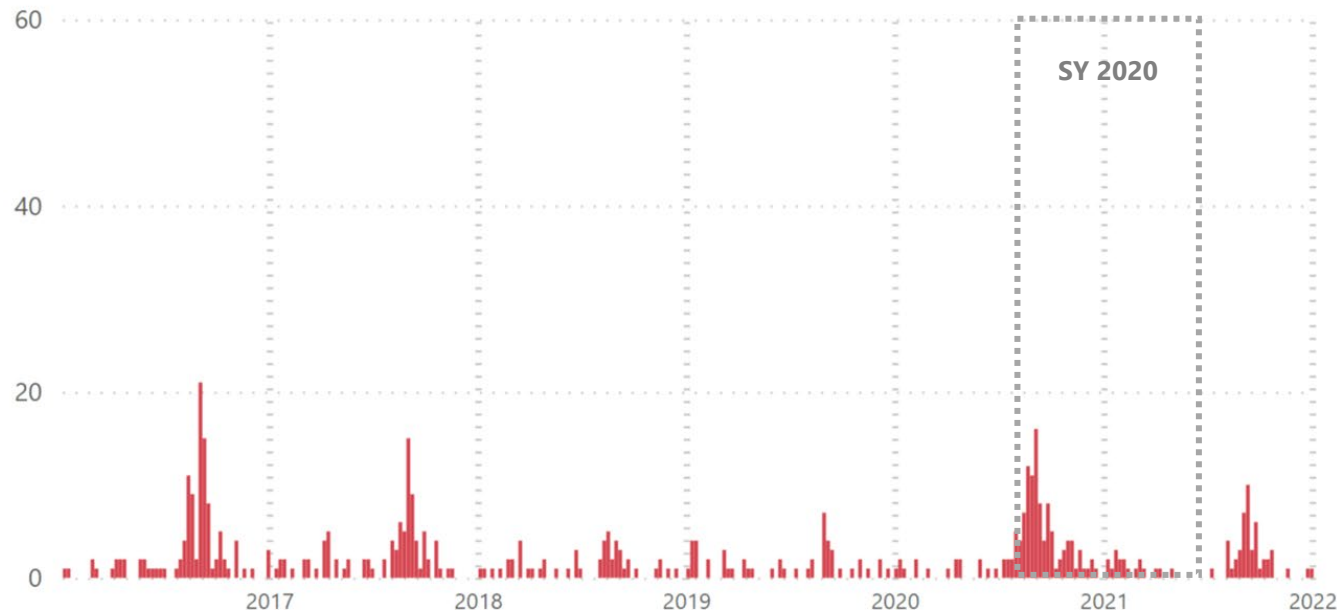


Month	2016	2017	2018	2019	2020	2021
January		1		6	10	13
February			1	3	6	9
March		1		3	1	7
April	1		5	4	9	8
May	1	1		2	3	7
June	3	1	3	1	11	12
July	3		4	8	30	8
August	7	13	19	28	140	72
September	4	9	13	21	112	64
October		3	5	7	45	11
November			6	7	23	7
December				7	12	6
Total	19	29	56	97	402	224

Registrations for Home School Middle Grades: Elevated but Not Unprecedented

Registrations for Home School (by week)

Middle School Grades

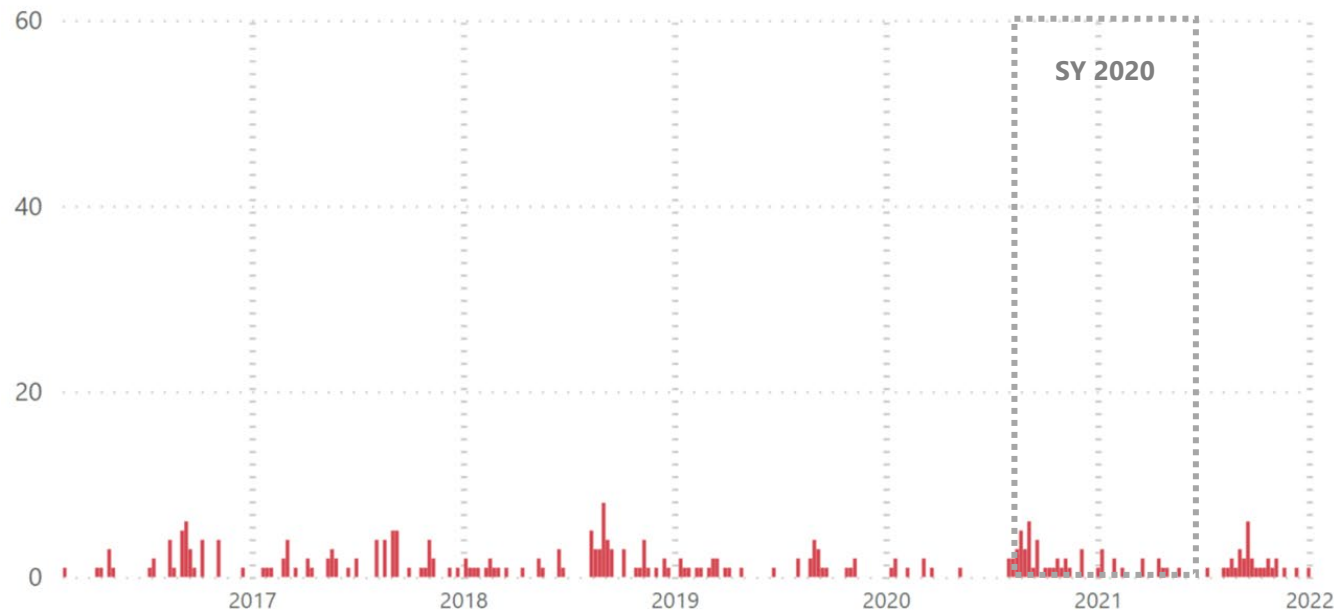


Month	2016	2017	2018	2019	2020	2021
January	2	5	3	9	4	9
February	2	2	3	2	3	3
March	2	4	7	5		4
April	6	11	4	4	5	2
May	4	3	1	1	2	
June	4	4	5	3	2	
July	5	4		2	8	1
August	36	30	14	9	38	14
September	36	21	9	8	39	23
October	10	7	1	3	11	7
November	3	2	4	1	10	1
December	4		1	3	3	2
Total	114	93	52	50	125	66

Registrations for Home School High School Grades: Not Significantly Elevated

Registrations for Home School (by week)

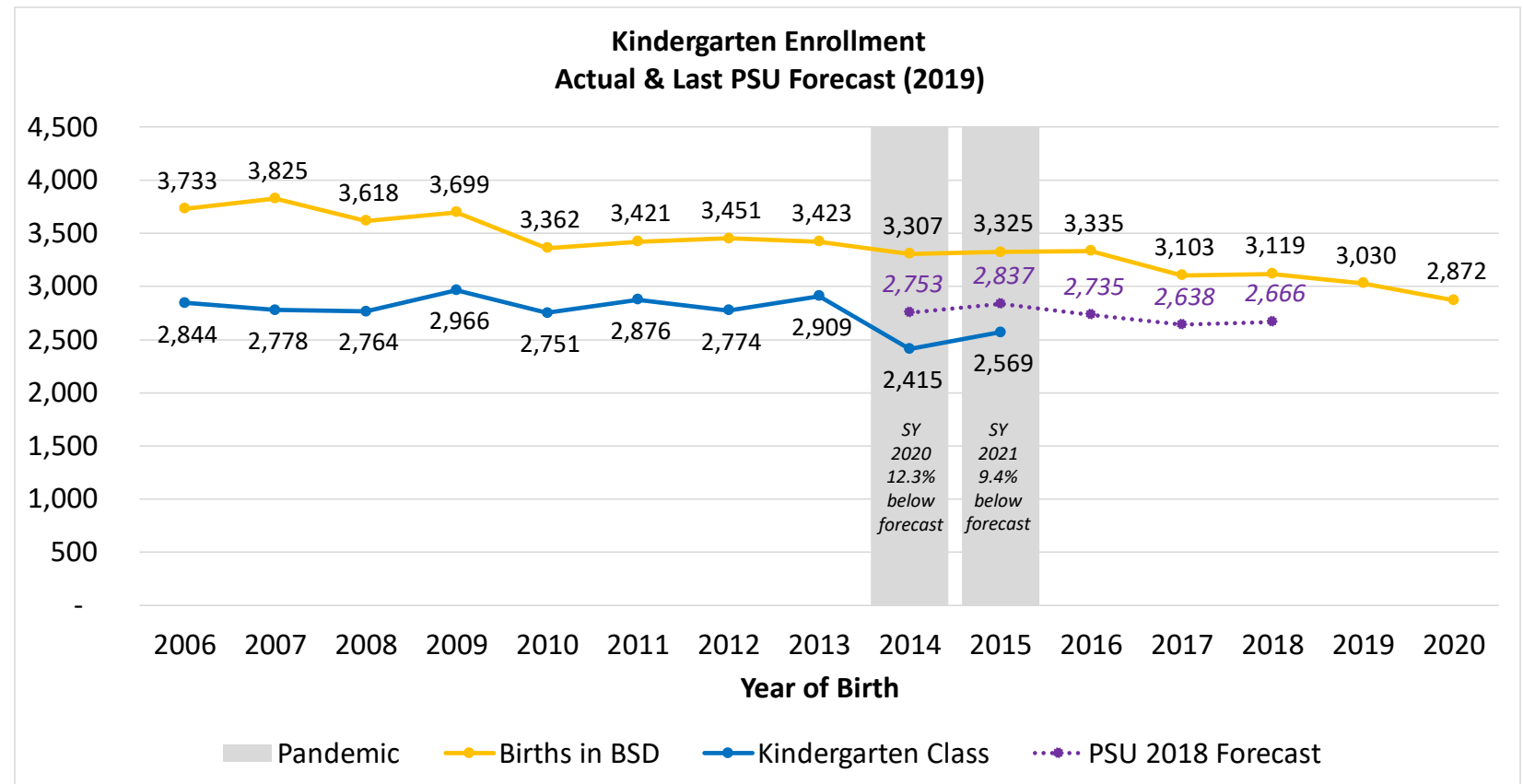
High School Grades



Month	2016	2017	2018	2019	2020	2021
January		3	5	4	3	5
February	1	2	5	3	1	1
March		5	1	5	3	2
April	5	3	1	2		4
May	1	7	3		1	1
June		1	4	1		
July	3	4		2		1
August	8	9	18	6	15	6
September	12	8	8	5	11	13
October	4	6	5	1	6	5
November	4	2	6	3	5	3
December	1	2	3		2	2
Total	39	52	59	32	47	43

Fewer Kindergarteners During Pandemic vs. PSU Pre-Pandemic Forecast

- The kindergarten cohort size has averaged about 80% of the calendar year births since 2006
- In the two years since the pandemic, that share has dropped to 75%
- Kindergarten enrollment was 12.3% below the PSU forecast in 2020-21, and 9.4% below in 2021-22



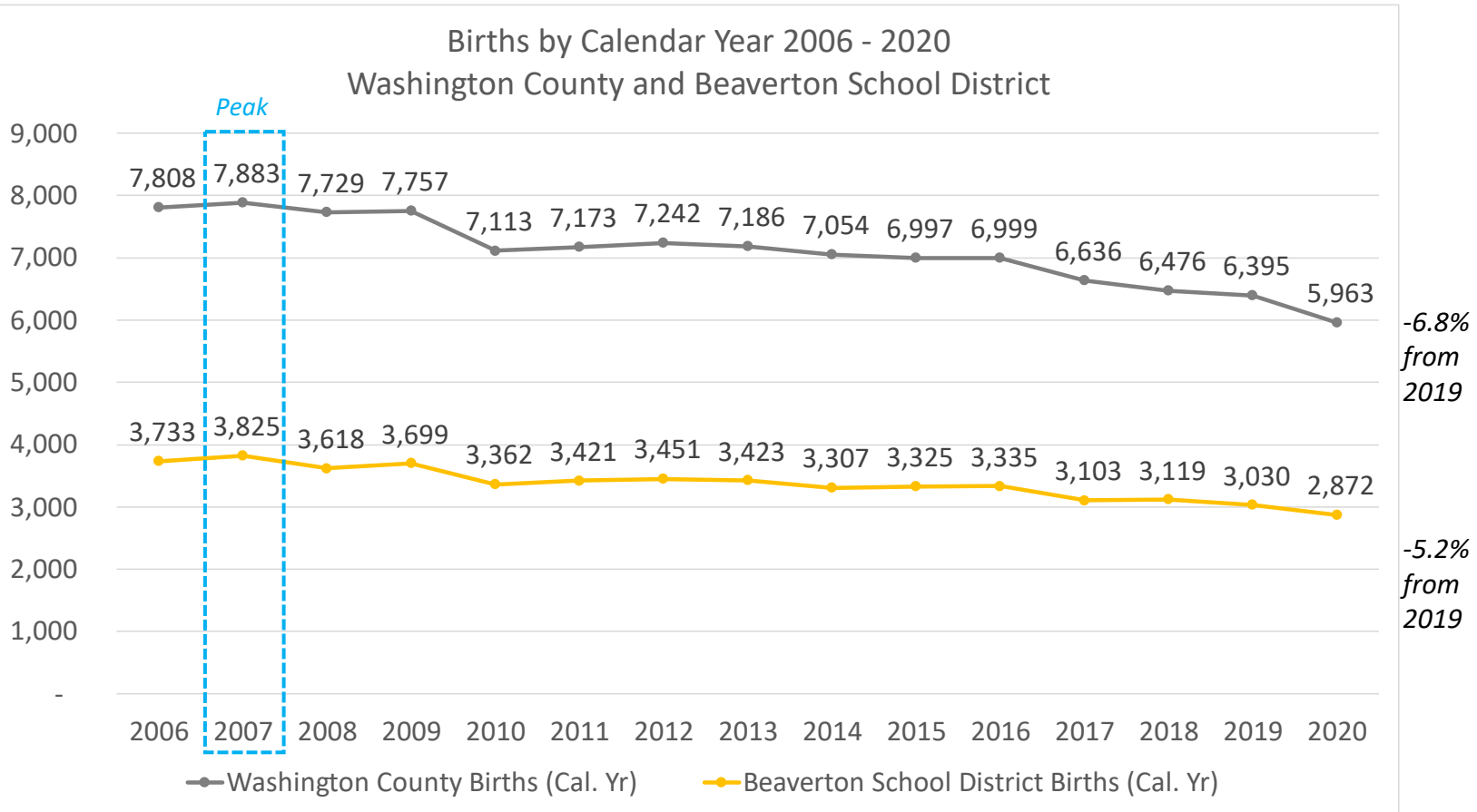
Drivers of Enrollment Change

Long-term Impacts

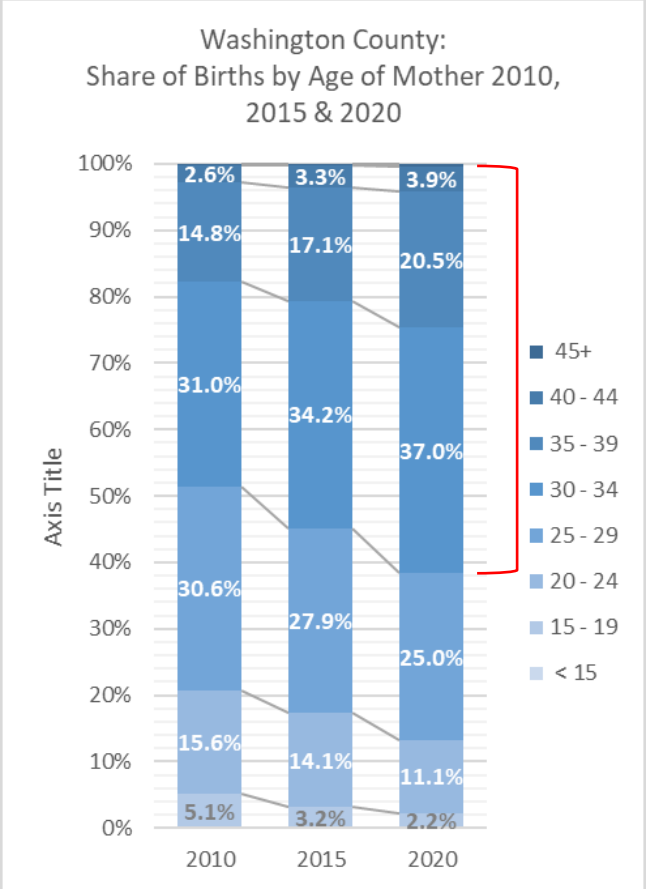
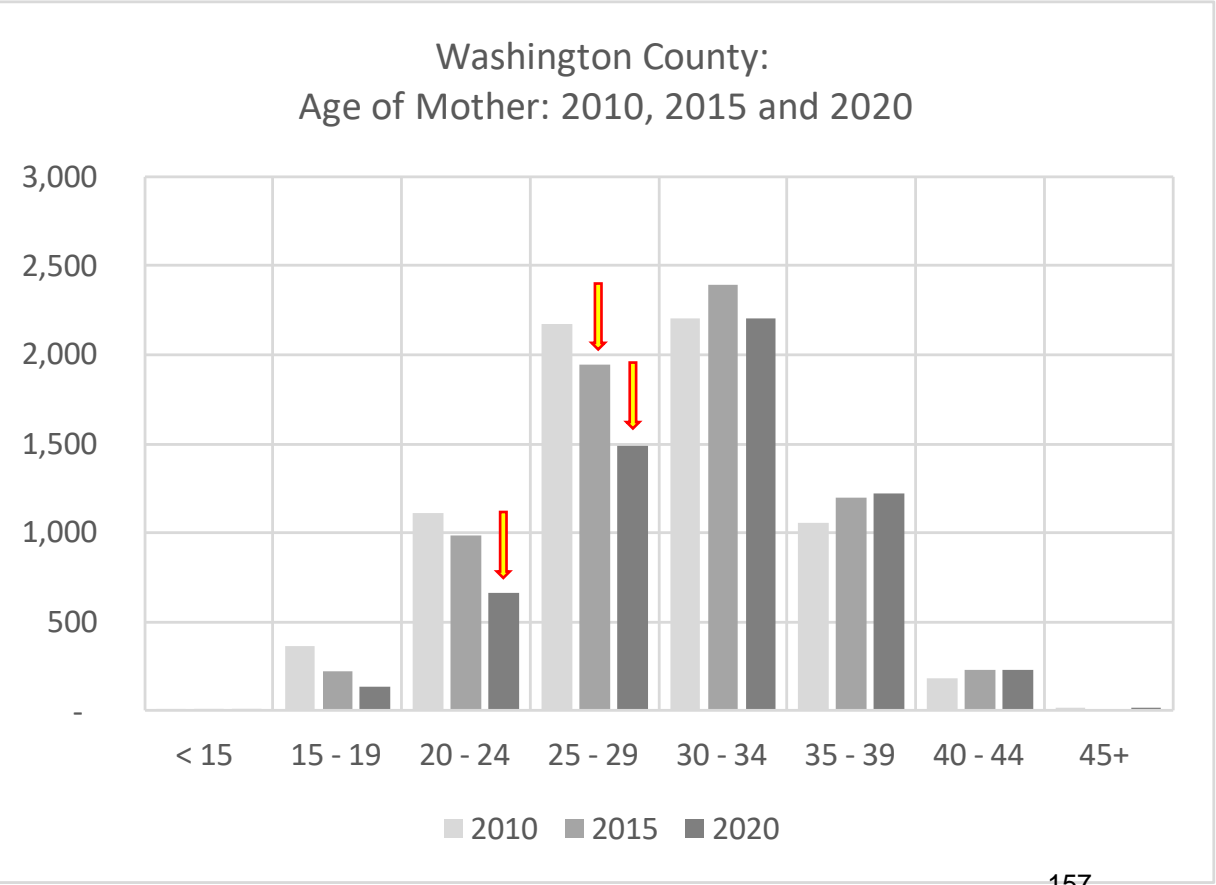
- Declining births & birth rate
- Residential development in the District
- Rental Housing affordability

Births Have been in Decline Since 2007

- Births peaked in 2007 in Beaverton School District and in Washington County as a whole
- Since then the annual # of births has declined by ~25%



Births by Age of Mother: shifting to later in life

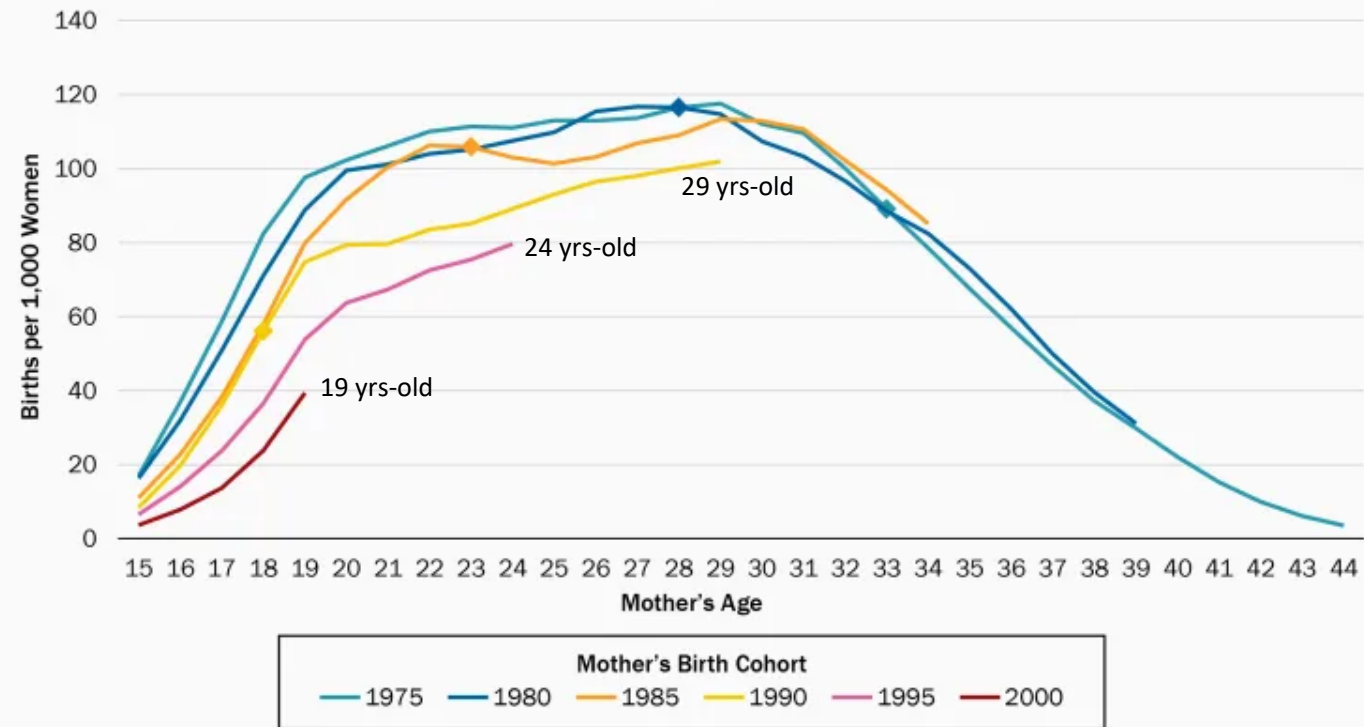


60% of births in 2020 were to mothers aged 35 and up

Sources: OHA Birth Data

National Picture: Declining Fertility

Figure 1. Age-Specific Birth Rates by Mother's Birth Cohort



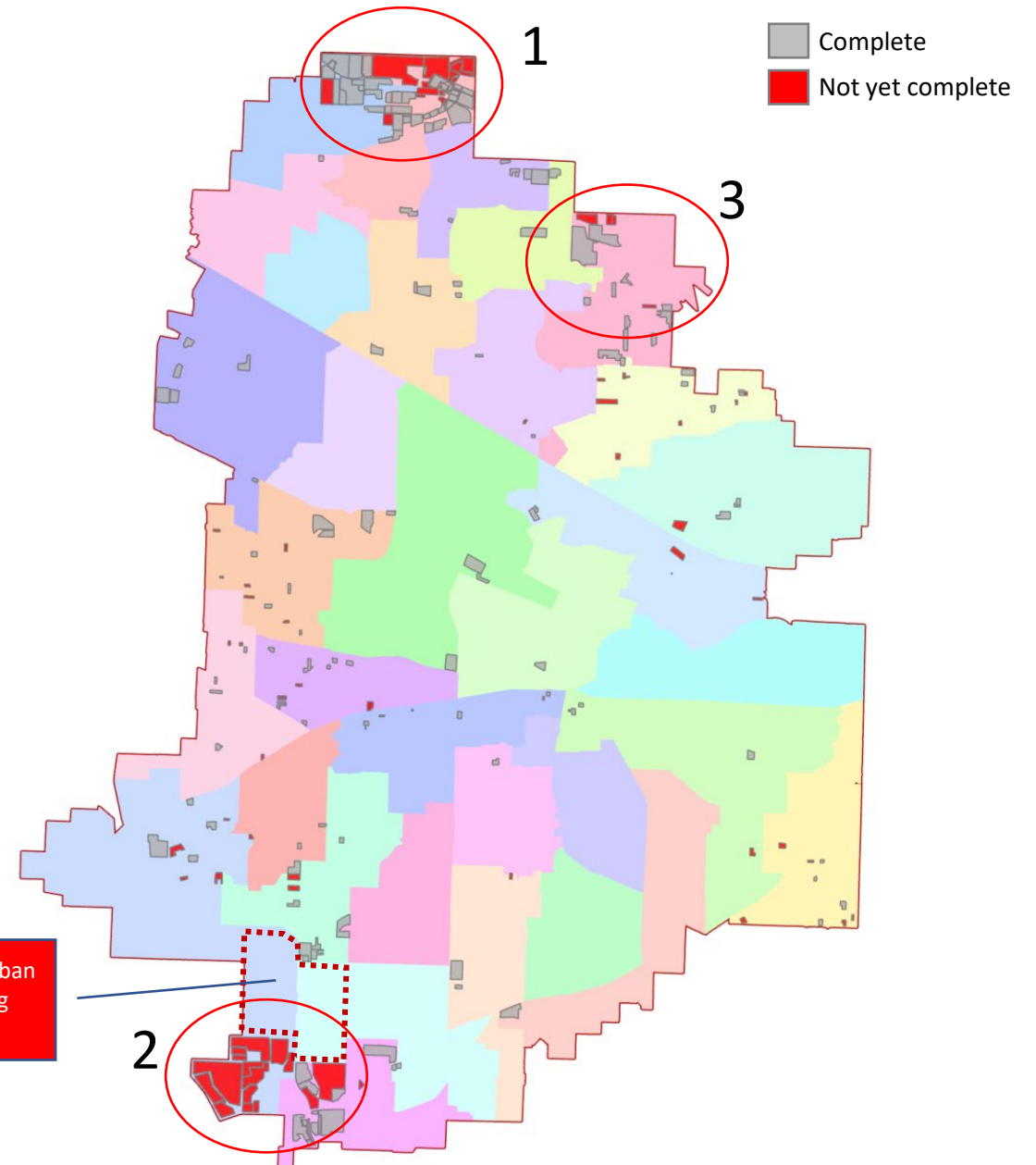
Source: Authors' calculations based on Vital Statistics Natality data and SEER population data.
Notes: Marked points reflect births in 2008.

Recent Residential Development

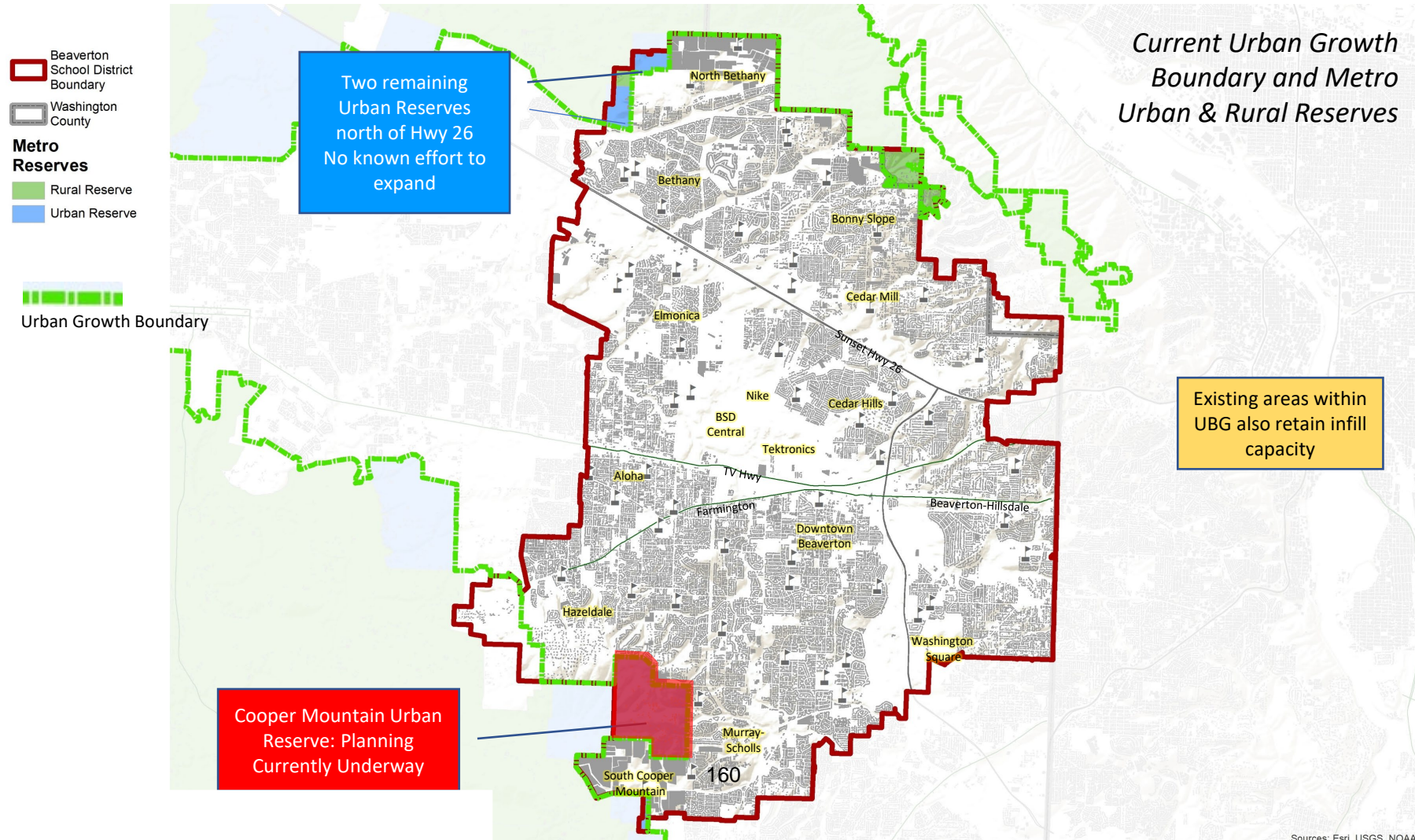
Beaverton School District is mostly built-out. The bulk of new development is concentrated in the following areas:

1. North Bethany (Sato/Springville)
2. South Cooper Mountain (Scholls Heights/Hazeldale)
3. Bonny Slope

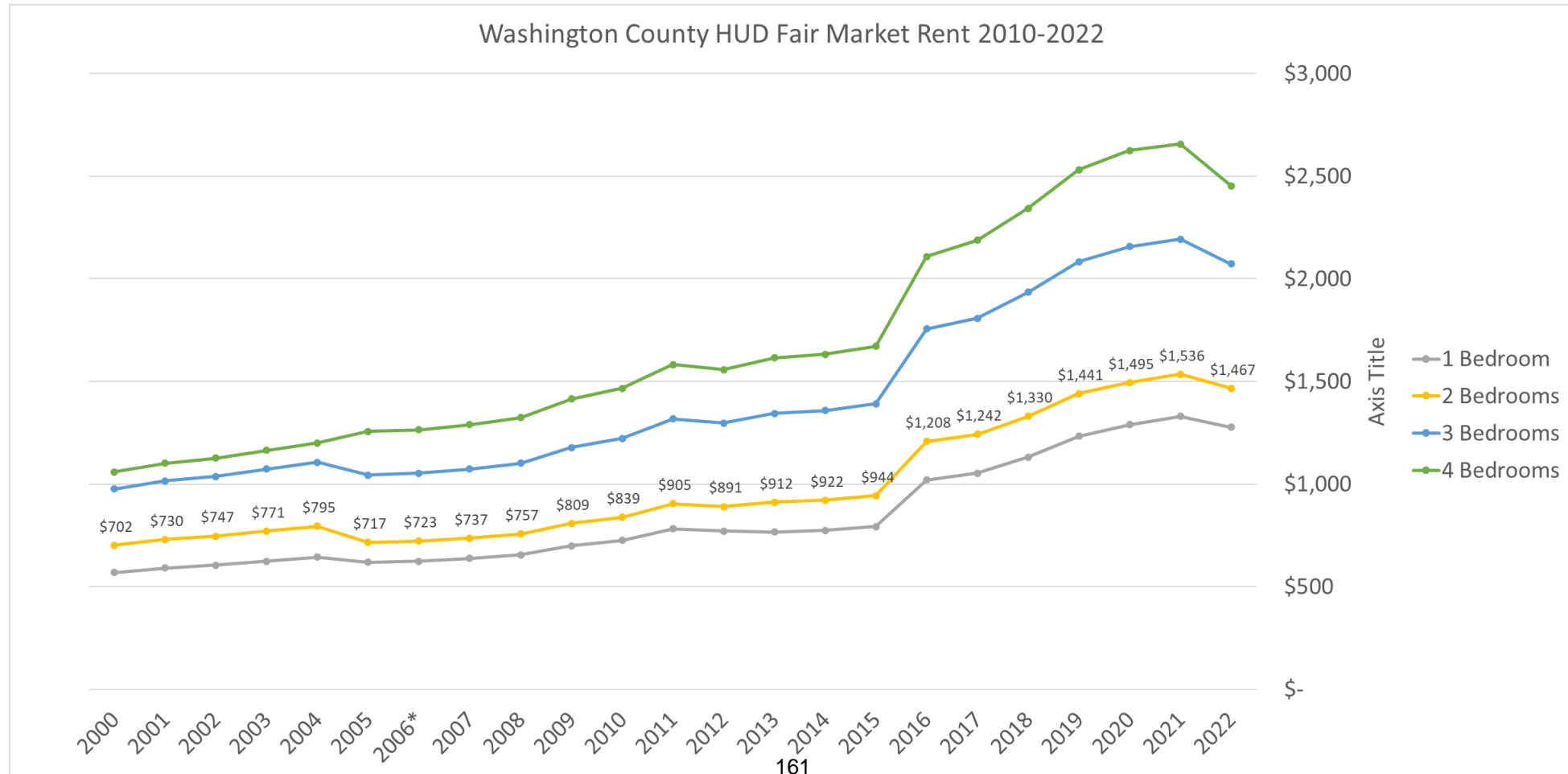
There is some infill around the District, but it often takes the form of market-rate apartments (e.g. former K-Mart site on Murray & TV Hwy), which do not generate a lot of students.



Most of BSD is Already Developed



Increased Cost of Rental Housing



Sources: US Dept of Housing & Urban Development, Fair Market Rents 40% Percentile for Washington County

Some Closing Thoughts

- Continued diversification of the community & student body
- Prior to the pandemic, enrollment was forecasted to flatten out and/or decline over the next ten years
- The pandemic has exacerbated the loss of enrollment
- It is proving challenging to estimate the timing & scale of any potential “rebound”
- Declining births will continue to erode enrollment beginning at the K-5 level
- Growth from residential development is still happening – but it is uneven (concentrated in the north and south)
- We are not seeing “refill” of existing neighborhoods with students (e.g. central Beaverton & other established neighborhoods)
- These changes will likely prompt budgetary, programming & operational choices in the coming years



Thank you!

Questions?

Beaverton School Board Presentation

February 7, 2022



WE INNOVATE



WE EMBRACE EQUITY



WE COLLABORATE



PUBLIC CONTRACTS – BOARD AUTHORIZATION OF SUPERINTENDENT TO OBLIGATE THE DISTRICT

POLICY ISSUE/SITUATION

School Board action is required to authorize the Superintendent or a designee to obligate the District for the attached public contract items.

BACKGROUND INFORMATION

On May 15, 2017, the Board adopted current policy language regarding Authority to Obligate the District (Board Policy DJ), which updates the School District's Public Contracting Rules in accordance with State Recommended Model Rules. Appropriate bidding procedures and Public Contracting Rules have been complied with before recommending the attached contract for Board approval. The following authorization of contract, subject to available budget appropriations, is a routine Board action that appears under the consent grouping of the Board agenda.

RECOMMENDATION

BE IT RESOLVED that the School Board authorizes the Superintendent or a designee to obligate the District for the public contract items listed in Attachment A.

PUBLIC CONTRACTS
BOARD AUTHORIZATION OF SUPERINTENDENT TO
OBLIGATE THE DISTRICT
SUBMITTED FOR SCHOOL BOARD APPROVAL

Contract Name	Recommended By	Contract Selection Process	Contractor/Vendor	Contract Amount	Contract Timeline		Recommendation
					Start	End	
Goalbook Application-Special Education Instructional Content	Kelly Raf	Sole Source Procurement	Enome, Inc.	\$402,071.25	2/2022	6/2025	Authorization to Award Contract
West Tualatin View Elementary Seismic Upgrades	Aaron Boyle	Invitation to Bid (ITB) 21-0012	BuildSkape, LLC.	\$492,568.00	10/2021	9/2022	Authorization to Award Contract



PROJECT NAME: Goalbook Application

PROJECT TIMELINE: As soon as approved – 6/2025

PROJECT BUDGET: \$402,071.25

PROJECT SCOPE: Provide Special Education Staff with a collection of web-based instructional content and professional learning resources for educators, including scaffolded learning goals, differentiation strategies and downloaded instructional materials. This application provides assessments and a present level of performance tool to help identify areas of regression and urgent needs for skill recoupment, supports the development of skills-based and standards-aligned IEP goals and delivers classroom-ready resources and strategies that support planning and the delivery of instruction in classroom and remote environments.

CONTRACT NAME: Goalbook Application (Enome, Inc)

RECOMMENDED BY: Kelly Raf

SOLICITATION METHOD: Sole Source

CONTRACT TIMELINE: As soon as approved – 6/2025

CONTRACT AMOUNT: \$402,071.25

CONTRACT SCOPE: Provide Special Education Staff with a collection of web-based instructional content and professional learning resources for educators, including scaffolded learning goals, differentiation strategies and downloaded instructional materials. This application provides assessments and a present level of performance tool to help identify areas of regression and urgent needs for skill recoupment, supports the development of skills-based and standards-aligned IEP goals and delivers classroom-ready resources and strategies that support planning and the delivery of instruction in classroom and remote environments.

RECOMMENDATION: Enome, Inc.

FUNDING SOURCE: Recovery Grant (IDEA Part B, Section 611 2021-22)



PROJECT NAME: West Tualatin Valley Elementary – Gym Seismic Upgrades

PROJECT TIMELINE: 10/2021–9/2022

PROJECT BUDGET: \$600,000, including \$139,000 of ESSER funds

PROJECT SCOPE: This project will provide a seismic upgrade of the existing unreinforced masonry walls of the West TV Gym. Interior metal stud walls will be attached to the brick using Helifix anchors to reinforce the masonry. An ADA upgrade triggered by this work will include a new sidewalk at the covered driveway to meet slope requirements. A separate HVAC upgrade will also be done with the Seismic upgrade work. This includes removing the old area heaters and installing a new roof top HVAC unit, ductwork and destratification fans.

CONTRACT NAME: West TV Gym Seismic Upgrades

RECOMMENDED BY: Aaron Boyle

SOLICITATION METHOD: ITB

CONTRACT TIMELINE: 3/2022–9/2022

CONTRACT AMOUNT: \$492,568

CONTRACT SCOPE: Contractor shall provide a complete Seismic upgrade, ADA remodel and RTU install scope of work per the BBL Architects drawings and specifications dated 12/10/21 and per Addenda 1 dated 01/21/2022 and Addenda 2 dated 01/27/2022.

RECOMMENDATION: Authorization to Award Contract to BuildSkape. LLC.

FUNDING SOURCE: 2014 Bond Funds