



School Improvement Plan

Odle Middle School

2020-21



Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.



What is unique about Odle Middle School?

- Extensive elective offerings in Music, Performing Arts, Visual Arts, STEM, World Language, and Leadership
- Students enroll at Odle from 16 different BSD elementary schools
- 43% of students speak a first language other than English, including 42 different home languages
- Advanced Learning services in Language Arts, Social Studies, Math, and Science

Inside:

- School Profile
- Affirm and Inspire
- Learn and Thrive
- Creators of Their Future World
- Family Engagement



See Appendix for School Profile

Affirm and Inspire

Goal

Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

Sense of Connection

Measures and Targets

- Increase percent of students reporting feeling connected to peers to 75% or higher by Spring 2021.
- Increase percent of students who identify as Black reporting feeling connected to peers to at least 75% by Spring 2021.

Percent of students reporting feeling somewhat or very connected to their classmates on student survey		
Grades 6-8 Subgroups	Spring 2020	Spring 2021 Target
All Students	70%	75%
Black	70%	75%
Hispanic	58%	75%
Low Income	56%	75%
English Language Learners	73%	75%
Students with Disabilities	69%	75%

* Data not available for student subgroups < 10.

Data Reflection

- Only 75% of Odle students took the survey in Spring 2020.
- Subgroups represent a different cohort of students between the Spring 2020 and the Spring 2021.
- The concept of “feeling connected” is a culturally-specific concept, which varies among subgroups.
- Hispanic and Low Income students report feeling less connected to peers.

Key Strategies/Adjustments

- Design daily lessons using signature practices of the Collaborative for Academic and Social-Emotional Learning (CASEL), including “inclusive openers,” “engaging strategies,” and “optimistic closures.”
- Provide instruction and customized support in small group settings to identified students based on data from fall social-emotional learning (SEL) screener.
- Provide school-wide opportunities for peer-to-peer connection through clubs, activities, and games via Microsoft *Teams*.
- Produce weekly video, “This Week At Odle,” by Associated Student Body (ASB) Executive Officers to inform students of opportunities for peer connections.
- Create opportunities for peer connection in small group settings throughout the day, such as group projects during asynchronous time and “Lunch Bunch.”

Progress Monitoring

- Track and monitor student participation in clubs, activities, games, and small group opportunities.
- Collect formative data to inform instruction and customized support for students identified through social-emotional learning (SEL) screener.
- Implement regular cycle of district-wide student surveys.

Inspired and Affirmed

Measures and Targets

- At least 60% of students are inspired and affirmed in their day-to-day instruction in English Language Arts courses as measured by student surveys.

Percent of students reporting feeling inspired and affirmed in instruction	
Grades 6-8	Fall 2020 Survey (baseline)
All Students	TBD
Black	TBD
Hispanic	TBD
Low Income	TBD
English Language Learners	TBD
Students with Disabilities	TBD

Key Strategies/Adjustments

We aim to inspire and affirm students in their day-to-day instruction in English Language Arts courses by engaging students in Values Affirmation activities and culturally-responsive teaching and learning:

Values Affirmation

Consistent with research on mitigating stereotype threat in students (Cohen, et al (2006) - Reducing the Racial Achievement Gap; Sherman, et al (2013) - Deflecting the Trajectory), 6th Grade Honors Language Arts teachers will engage students in values affirmation exercises, wherein students identify personal values and why those values are important to them. Students are reminded of their personal values to reinforce their identities outside of the stereotypes they may have internalized, particularly around academics. Research shows that even a single occurrence of this activity implemented at key times (e.g., before a standardized test or at the start of the school year) can help improve student performance. Values affirmation activities also affirm student voice and identify and facilitate social-emotional learning.

Culturally-Responsive Teaching and Learning

6th Grade Honors Language Arts (General Education) curriculum focuses on themes of universality and cultural identity through the study of authors such as Francisco Jimenez, Langston Hughes, Gary Soto, Sandra Cisneros, Kwame Alexander, Temple Grandin, and Joseph Bruchac. Instruction also emphasizes the teaching of research strategies to evaluate credible information and the elements of persuasive writing to empower students to use their voice to support change.

7th Grade Honors Language Arts (General Education) curriculum was recently updated to include more racially diverse and inclusive texts such as *Inside Out & Back Again* and *One Crazy Summer*. The poetry and short story units have also been updated to address themes of racial identity and to include more diverse perspectives.

8th Grade Honors Language Arts (General Education) curriculum examines how the act of reading can provide a "window" into understanding the perspective of others and a "mirror" to reflect on our own identities. "Utopian" texts provide students with opportunities to examine questions of power, control, and social change.

Progress Monitoring

- Implement Values Affirmation activities at regular intervals.
- Implement regular cycle of district-wide student surveys.
- Teacher teams annually review curriculum to ensure use of culturally-relevant instructional materials.

Discipline

Measures and Targets

- Decrease total rate of in-school suspensions per 100 students by 10%, compared to the 2019-20 school year, in the following subgroups: Hispanic/Latinx and students receiving special education services.

Odle Data: Total Rate of In-School Suspension per 100 Students Total # of Students (Total # of Incidents/Total # of Students with Incidents)				
Group	2017-18	2018-19	2019-20	2020-21 Target
All Odle Students	6.52 1059 Students (69/47)	3.81 1051 Students (40/27)	3.47 1036 Students (36/29)	N/A
Asian	2.07 579 Students (12/9)	1.03 581 Students (6/5)	0.98 612 Students (6/4)	N/A
Black	28.57 21 Students (6/5)	3.23 31 Students (1/1)	7.41 27 Students (2/2)	N/A
Hispanic	16.00 125 Students (20/14)	22.76 123 Students (28/16)	11.11 108 Students (12/9)	10.00 90 Students
Low Income	12.89 225 Students (29/17)	6.02 216 Students (13/10)	7.94 189 Students (15/12)	N/A

English Language Learners	7.32 82 Students (6/6)	8.89 90 Students (8/6)	11.84 76 Students (9/6)	N/A
Students with Disabilities	15.79 57 Students (9/7)	6.35 63 Students (4/4)	12.73 55 Students (7/5)	11.46 57

Key Strategies/Adjustments

- Strengthen our Positive Behavioral Interventions and Supports (PBIS) systems and structures. PBIS is an implementation framework designed to enhance academic, social, emotional, and behavioral outcomes for all students by emphasizing the use of data to inform decisions about the selection, implementation, and progress-monitoring of evidence-based behavioral practices, and by aligning resources and systems to six key components:
 - Common purpose and approach to student discipline
 - Clear set of positive expectations and behaviors
 - Procedures for teaching expected behavior
 - Continuum of procedures for reinforcing expected behavior
 - Continuum of procedures for responding to problem behavior
 - Procedures for on-going monitoring and evaluation

Progress Monitoring

- School-wide Evaluation Tool (SET): The SET is designed to assess and evaluate the critical features of school-wide effective behavior support across each academic school year. The SET is conducted by an outside evaluator.
- Tiered Fidelity Inventory (TFI): The TFI provides a measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections: Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and, Tier 3: Intensive SWPBIS Features. The TFI is conducted by an outside evaluator.

Learn and Thrive

Goal

Students achieve high levels of academic success, and outcomes are not predicted by race or income

ELA Proficiency and Growth

Measures and Targets

- 90% of students in the Class of 2026 cohort* will meet or exceed state standards in ELA by spring of 2021, with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and using adaptive software (Lexia) will show a year's worth of growth in literacy.

Percentage Meeting/Exceeding Standard on SBA or Star

Odle Class of 2026 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star		
	2019 Actual	2020 Actual**	2021 Target
	Grade 5 (n=286)	Grade 6 (n=286)	Grade 7
All Students	93%	86%	91%
Black	N/A	N/A	N/A
Hispanic	68%	32%	68%
Special Ed Services	55%	36%	55%
English Learners	8%	0%	13%
Low Income	67%	31%	67%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring proficiency levels because spring testing was cancelled due to COVID-19.

Students Grades 6-8	% of students identified for additional Literacy supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students		80%
Black		80%
Hispanic		80%
Students with Disabilities		80%
English Learners		80%
Low Income		80%

Data Reflection

- Due to COVID-19, the “2020 Actual” results do not compare the performance of the same cohort of students on the same assessment. Therefore, it is challenging to compare “2019 Actual” (spring SBA scores) with “2020 Actual” (projected spring SBA scores based on Winter STAR performance).
- “2020 Actual” results are based on projected performance.
- The achievement gaps by sub-group represent an historic pattern of disproportionality based on race, income, language, and disability.

Key Strategies/Adjustments

Professional Learning:

- Provide professional learning opportunities focused on implicit bias, anti-discrimination, cultural responsiveness, and inclusion.
- Develop Professional Learning Community (PLC) structure in which educators collaborate in small groups to examine instructional materials, student work, student achievement outcomes, professional literature, and/or opportunities to increase equity and inclusion.

Standards, Assessments, and Collaboration:

- Increase understanding of English Language Arts content standards to provide high-quality instruction.
- Build systems, structures, and supports that ensure effective use of interim assessment data to inform and support high-quality instruction.
- Strengthen 6th Grade Interdisciplinary Literacy Team to build investment, knowledge, and capacity for: 1) teaching literacy skills across content areas with a focus on students’ regular practice with complex texts and their academic language; 2) reading, writing, and speaking grounded in evidence from texts, both literary and informational; and 3) building knowledge through content-rich nonfiction.
- Develop 7th Grade Interdisciplinary Literacy Team to build investment, knowledge, and capacity for: 1) teaching literacy skills across content areas with a focus on students’ regular practice with complex texts and their academic language; 2) reading, writing, and speaking grounded in evidence from texts, both literary and informational; and 3) building knowledge through content-rich nonfiction.

Additional Supports and Growth Opportunities:

- Provide differentiated supports aligned to all readers’ areas of growth:
 - ❖ Use Lexia PowerUP as intervention for students identified as below grade level based on 2020 Fall STAR. (Lexia PowerUP is designed to help struggling and nearly-proficient readers in grades 6–12 become proficient readers and confident learners. PowerUP helps educators simultaneously address gaps in fundamental literacy skills while helping students build the higher-order skills they need to comprehend, analyze, evaluate, and compare increasingly complex literary and informational texts.)
 - ❖ Use Membean, NewsELA, and/or Independent Reading to support reading growth for students at or above grade level.

Progress Monitoring

- ✓ Teachers review and use data from ongoing classroom assessment, including Lexia, Membean, and NewsELA, and end-of-unit assessments to inform and adjust instruction.
- ✓ Quarter and Semester Data Reviews: Building Leadership Team, Racial Equity and Inclusion Team, Literacy Coach, and BSD ELA Curriculum Developer review data to plan adjustments.
- ✓ Literacy Coach provides regular analysis of implementation plans and student growth data to guide next steps for teachers and/or any additional supports necessary for students.

Math Proficiency and Growth

Measures and Targets

- 85% of students in the Class of 2026 cohort* will meet or exceed state standards in math by spring of 2021 with increases for the following subgroups: Black, Hispanic, Special Education, English Learners, Low Income.
- 80% of students who are receiving additional supports and/or using adaptive software (ALEKS) will show a year's worth of growth in math.

Percentage Meeting/Exceeding Standard on SBA or Star

Odle Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2019 Actual	2020 Actual**	2021 Target
	Grade 5 (n=285)	Grade 6 (n=286)	Grade 7
All Students	90%	83%	88%
Black	N/A	N/A	N/A
Hispanic	58%	21%	58%
Special Ed Services	27%	27%	33%
English Learners	8%	0%	13%
Low Income	61%	31%	61%

*Cohorts will be assessed by including all students who began in the cohort in Year 1 as of October 1, 2018 and who remain in the cohort when measures are taken. Students entering the district after Year 1 (October 1, 2018) will not be included in the cohort data.

**Data shown are Winter Star projections of spring SBA proficiency levels. Spring SBA testing was cancelled due to COVID-19.

Students Grades 6-8	% of students identified for additional Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students		80%
Black		80%
Hispanic		80%
Students with Disabilities		80%
English Learners		80%
Low Income		80%

Data Reflection

- Due to COVID-19, the “2020 Actual” results do not compare the performance of the same cohort of students on the same assessment. Therefore, it is challenging to compare “2019 Actual” (spring SBA scores) with “2020 Actual” (projected spring SBA scores based on Winter STAR performance).
- “2020 Actual” results are based on projected performance.
- The achievement gaps by sub-group represent an historic pattern of disproportionality based on race, income, language, and disability.

Key Strategies/Adjustments

Professional Learning:

- Provide professional learning opportunities focused on implicit bias, anti-discrimination, cultural responsiveness, and inclusion.
- Develop Professional Learning Community (PLC) structure in which educators collaborate in small groups to examine instructional materials, student work, student achievement outcomes, professional literature, and/or opportunities to increase equity and inclusion.

Instruction, Assessment, and Collaboration:

- *Leverage understanding of math content standards to provide high-quality instruction.*
- *Use formative assessment data, including initial screener data and unit readiness checks, to inform instruction and support student learning.*
- *Provide scaffolds that appropriately allow students to continue engaging with grade-level content while addressing “unfinished learning”:*
 - ❖ *Provide additional literacy support in IMT1 through co-teaching and co-planning with the Odle MLL facilitator.*
 - ❖ *Provide additional support for students with IEPs in IMT2 through co-teaching and co-planning with a special education teacher.*
- *Continue standards-aligned assessment practices in all math classes.*
- *Continue instructional shifts focused on building a "[Mathematical Mindsets Community](#)", including [five key practices](#): 1) Growth Mindset Culture; 2) Nature of Math; 3) Challenge and Struggle; 4) Connections and Collaboration; 5) Assessment.*

Progress Monitoring

- ✓ Teachers review and use data from ongoing classroom assessment, including unit readiness checks (Aleks) and end of unit assessments (Synergy).
- ✓ Quarter and Semester Data Reviews: Building Leadership Team, Racial Equity and Inclusion Team, ITCL, and Administrator review data to plan adjustments.

English Language Acquisition

Measures and Targets

- For students receiving ELL services in the class of 2026, increase percentage (to be set by November 2020) of students demonstrating progress in language acquisition skills as measured by the Achievement Level Descriptors (ALDs).

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2026 Cohort	Fall 2020	2020-21 Target
Reading	Average ALD level: 2.2	Will be set by November 2020
Writing	Average ALD Level: 2.0	Will be set by November 2020
Listening	Average ALD Level: 2.8	Will be set by November 2020
Speaking	Average ALD Level: 2.5	Will be set by November 2020

Key Strategies/Adjustments

- ✓ Increase inclusive practices (e.g., no sheltered ELL classes apart from services for “Emerging” students) supported by co-teaching and facilitation.
- ✓ Increase understanding of ALDs for one-third of general education teachers, including most teachers of this cohort of students.
- ✓ Build capacity through professional learning to improve inclusive practices to support multi-language learners (MLLs).
- ✓ Create more culturally-responsive communication practices to better inform, support, and empower the parent/guardians of MLLs.

Progress Monitoring

- ✓ Team of 20 general education teachers, under the direction of the Odle MLL Teacher/Facilitator, assesses and monitors students’ progress in accordance with ALDs:
 - Each of the 20 teachers completes ALDs for up to 5 MLLs (each MLL will have two core class teachers and one elective teacher monitoring their progress).
 - First assessment is completed by mid-November (MLL Teacher/Facilitator compiles the three ALDs completed for each student).
 - Process is repeated in April.

Grading

Measures and Targets

- Grades are more reflective of student learning.
- At least 85% of Odle students report they experience the following in their math and ELA classes:
 - They have multiple opportunities to demonstrate their learning.

- They have the ability to re-take/re-do summative assessments.
- Late work is recognized as a demonstration of proficiency.

Students	Percentage of students reporting they experience the following practices in their math and ELA classes:					
	Fall 2020			2020-21 Target		
	Multiple Opportunities	Re-take/Re-do	Late work recognized	Multiple Opportunities	Re-take/Re-do	Late work recognized
All Students						
Black						
Hispanic						
Students with Disabilities						
English Learners						
Low Income						

- Grades are more equitable.
- Decrease the percentage of Odle students receiving D/F grades in ELA and Math by 25%, and decrease disparities in math and ELA courses for the following sub-groups by 25%: Black, Hispanic, students with disabilities, English Learners, and Low Income.

Odle ELA (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	8%	na	na	na
Black	31%	23%	20%	17%
Hispanic	17%	9%	8%	7%
Students with IEPs	14%	6%	6%	5%
English Learners	13%	5%	5%	4%
Low Income	24%	16%	14%	12%

Odle Math (Gr 6-8)	1st Semester 2019-20 % D/F's	% Point Disparity between Sub-Groups and All Students		
		1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	7%	na	na	na
Black	11%	4%	4%	3%
Hispanic	18%	11%	10%	8%
Students with IEPs	21%	14%	13%	11%
English Learners	15%	8%	7%	6%
Low Income	19%	12%	11%	9%

Key Strategies/Adjustments

- Teacher conferences; department discussions.
- Professional learning opportunities focused on equitable grading practices.
- Classroom assessments will be aligned to standards.
- Students will be provided with multiple opportunities to demonstrate learning.
- Students will be able to re-take and/or re-do summative assessments.
- Late work used to assess student learning will be fully recognized to demonstrate proficiency.

Progress Monitoring

- Building Leadership Team (BLT) and Racial Equity and Inclusion Team (RE&IT) review grading data quarterly to monitor and recommend adjustments.
- Focus groups with students are conducted at end of first semester to learn more from students about the extent to which multiple opportunities are provided to demonstrate learning, re-takes/re-dos of summative assessments have been provided, and late work has been recognized as demonstration of proficiency.

Creators of Their Future World

Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness and cultural competency and learning advanced skills to process and apply information through the effective use of technology and engineering.

Global Awareness and Cultural Competence

Measures and Targets

- At least **85%** of students show proficiency in global awareness and cultural competence by completing the Global Goals performance task in 6th grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 6	30/125 = 24% completed project (Honors SS6 only)	249/332 = 75%

Students	2019-20	2020-21 Target
All Students	30/125	
Black	?	
Hispanic	?	
Students with Disabilities	?	
English Learners	?	
Low Income	?	

Data Reflection

- In 2019-20, one of Odle's four Honors 6th Grade Social Studies sections participated in the pilot of the 6th grade Global Goals performance task. Thirty students in the class (100%) completed this project.
- In 2020-21, Odle has four sections of 6th Grade Honors Social Studies with 135 students and seven sections of 6th Grade Advanced Learning Social Studies with 197 students (for a total of 332 students with 4 teachers).

Key Strategies/Adjustments

- Use the project created last year and adjust for remote learning context.
- Work with new teachers to roll-out the project.
- Use project rubrics to determine proficiency.
- Teachers collaborate with ITCL and RTS team to identify materials, develop lessons and supports, and engage students in the project.

Progress Monitoring

- Create implementation plan and assign staff lead responsible for meeting key benchmarks in preparation to engage students in spring 2021.

STEM

Measures and Targets

- At least **75%** of students will show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task with 7th grade science curriculum. (At Odle, this includes all 7th grade students and 6th grade students in the Advanced Learning program.)

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 7	N/A	75%

Data Reflection

- Due to COVID-19 school closures, only one teacher in the BSD piloted the assessment in spring 2020. Therefore, no data are being reported for the 2019-20 school year.

Key Strategies/Adjustments

- Use the supports included in the Amplify engineering internships to develop student understanding and familiarity with engineering and design skills, including evaluating competing solutions, designing solutions based on given criteria, and determining trade-offs of different solutions.
- Use task rubrics throughout the engineering internships and other units in the course to build student understanding of elements of quality engineering design.
- Provide professional learning opportunities to support implementation and evaluation of performance task.

Progress Monitoring

- Use data from initial task administration (e.g., first engineering internship) to identify areas of strength and areas for growth.
- Use Synergy Assessments Data Dashboard to analyze student outcomes.
- Follow up with students who did not complete or did not reach proficiency on the initial task to assess barriers and plan supports.

Family Engagement

Goal

Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Informed, Supported, and Empowered

Measures and Targets

- Families report they feel informed, supported, and empowered to contribute to their student's success as measured by the Family Satisfaction Survey. See targets in tables below.

Percent of Families Feeling "Informed" on Family Satisfaction Survey	2019-20	Target 2020-21
All	55%	70%
Black	*	*
Hispanic	74%	76%
Students with Disabilities	88%	90%
English Learners	88%	90%
Low Income	81%	83%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	55%	55%
Black	*	*
Hispanic	69%	69%
Students with Disabilities	76%	76%
English Learners	82%	82%
Low Income	72%	72%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	51%	51%
Black	*	*
Hispanic	69%	69%
Students with Disabilities	76%	76%
English Learners	82%	82%
Low Income	74%	74%

* Data not available for student subgroups < 10.

Data Reflection

- Parent/guardians of students who identify as Hispanic, English Learners, Low Income, or with a disability responded more favorably on this survey than Odle parent/guardians generally (in the “all” category).

Key Strategies/Adjustments

- Improve culturally-responsive communication with families by providing new resources and professional learning for staff to use new modes and methods of communication.
- Increase consistency across learning management system (LMS) to improve access to instructional resources for families, including weekly Assignment Summary emails.
- Increase parent/guardian understanding and use of key applications (e.g., One Note, Teams, ParentVUE) through “Family Technology Night” (to be hosted twice).
- Increase frequency of communication from school, including weekly “News from Odle,” monthly “Principal’s Coffee,” and access to students’ “Weekly Bulletin.”

Progress Monitoring

- Monthly review of staff use of *Teams* to ensure compliance.
- Tracking use of key applications such as Talking Points and Language Line.
- Parent/guardian surveys after “Family Technology Night”

Glossary



2019-2020 School Profile

Odle Middle School

<http://www.bsd405.org/odle/>

Aaron Miller, Principal

502 143rd Ave NE

Bellevue, WA 98007

425-456-6600

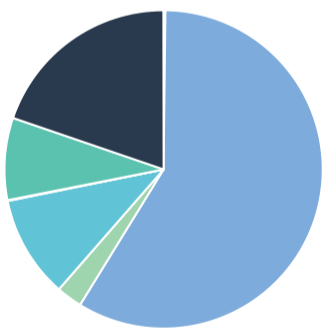
School Overview

The mission of Odle Middle School is to empower all students academically, socially, and emotionally in a welcoming, equitable, and safe environment, so they can grow as critical thinkers, problem solvers, and responsible members of local and global communities. Odle offers a continuum of services to students from diverse backgrounds across a range of programs, including General Education, Special Education, Advanced Learning, and English Language Learning.

Programs Offered

Advanced Learning

Racial Diversity



Racial Diversity Detail

<1%	American Indian or Alaska Native
58%	Asian
2%	Black/African-American
10%	Hispanic
<1%	Pacific Islander
8%	Two or more races
19%	White

School & Student Characteristics¹

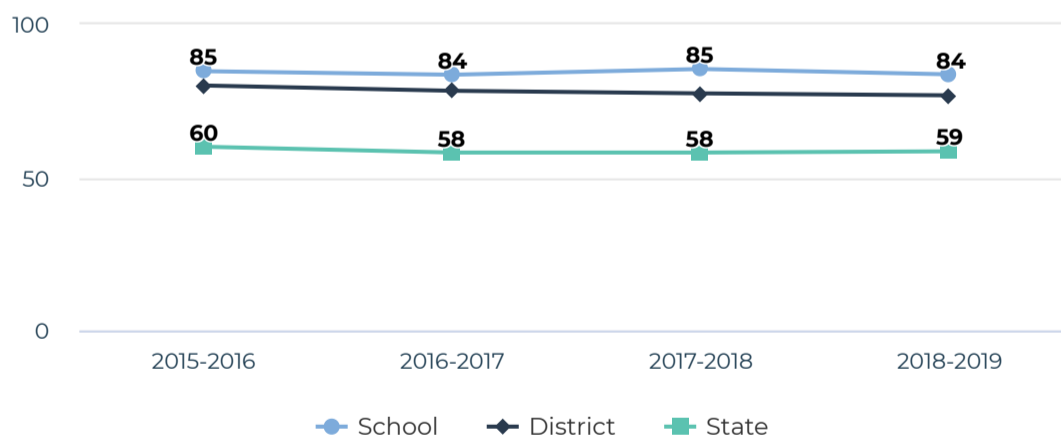
	SCHOOL	DISTRICT ²
Enrollment	1033	859
National Board Certified Teachers	27%	25%
Eligible for Free/Reduced Price Meals	17%	17%
Receiving Special Education Services	5%	8%
English Language Learners	7%	9%
First Language Other Than English	43%	37%
Mobility Rate ³	6%	7%
Average Attendance Rate	95%	95%

Summary of Student Achievement

State Assessment Results for Grades 6-8 in the Last Four Years

English Language Arts

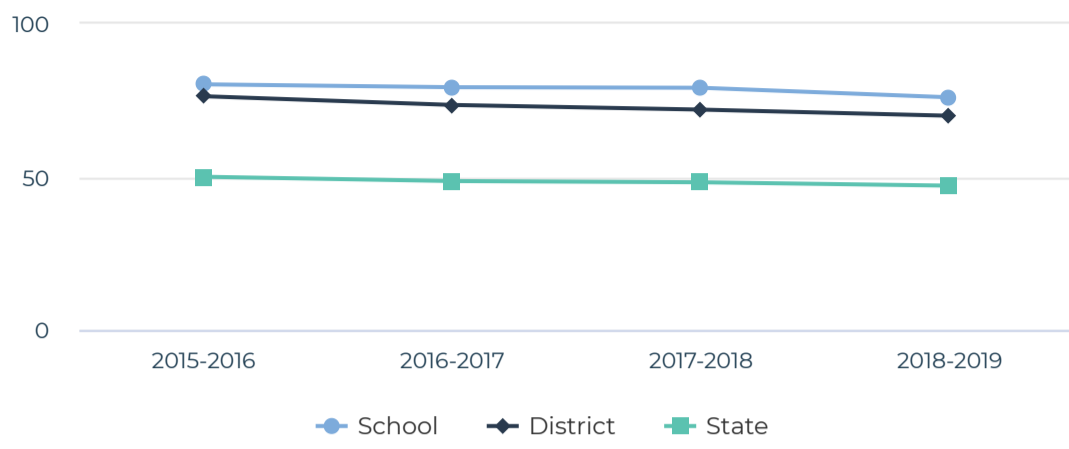
Smarter Balanced - Percentage of Students Meeting Standards





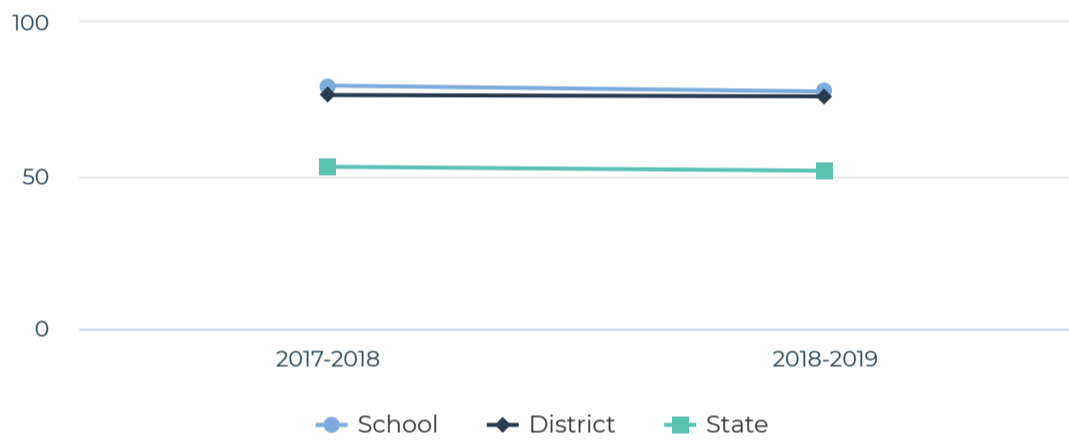
Mathematics

Smarter Balanced - Percentage of Students Meeting Standards



Science

WCAS - Percentage of Students Meeting Standards



Glossary

National Board Certified Teachers

The National Board for Professional Teaching Standards offers a voluntary certification process for teachers to show that they have met the organization's standards for effective teaching. Teachers who apply go through a lengthy and rigorous screening process to obtain certification.

Science Assessments - WCAS

WCAS stands for Washington Comprehensive Assessment of Science, first administered in Spring 2018 to students state-wide in grades 5, 8 and 11. The WCAS is aligned to Next Generation Science Standards, which emphasize engineering and technology. The standards were adopted by the state in 2013. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Smarter Balanced

Starting in 2014-15, Washington State adopted the Smarter Balanced exams to assess student learning in English language arts and math in grades 3-8 and 10-11. These computer-based exams are aligned to the state's Common Core learning standards. For more information see www.k12.wa.us/assessment/StateTesting/default.aspx.

Special Education Services

Neighborhood schools provide a continuum of special education services. We provide specialty centers as well:

- * Cascade program for students who benefit from behavioral supports due to emotional stressors.
- * Evergreen program to serve young adults (ages 18-21) with disabilities.
- * Olympic program to support students on the autism spectrum.
- * Pacific program for students with significant developmental and intellectual disabilities.
- * PALS (Preschool Age Learning) preschool to provide early intervention services for children with special needs (ages 3-5), together with typically developing peers.

End Notes

1. School and Student Characteristics Data are from October 1, 2019 unless otherwise specified.

2. District Average The district averages displayed here are the averages for district middle schools.

3. Mobility Rate The percent of students who entered or withdrew from the school between October 1 and June 15, based on October 1 enrollment.