



# School Improvement Plan Tillicum 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 Tillicum Middle School?**

- Tillicum is a high achieving middle school serving approximately 800 students.
- Though not required, approximately 60% of Tillicum's students take a music course and approximately 70% of Tillicum's students take a world language course, including Chinese, French, and Spanish.
- Tillicum is home to the International Spanish Academy (ISA) program and the Mandarin Dual Language program with both programs focusing on in-depth language learning.

## **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 by 5 percentage points from Spring 2020 to Spring 2021.
- Increase percent of students who identify as Black reporting feeling connected to peers by 10 percentage points from Spring 2020 to 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	72%	77%
Black	60%	70%
Hispanic	70%	75%
Low Income	71%	76%
English Language Learners	77%	83%
Students with Disabilities	70%	75%

## Data Reflection

- English Language Learners responded more favorably than all other sub-groups and are the second smallest subgroup making up 4% of Tillicum’s overall population.
- Black students responded less favorably than all other sub-groups and are also the smallest subgroup making up 2% of Tillicum’s overall population. It is therefore critical that black students feel a strong sense of belonging and connectedness to Tillicum.
- Overall, there was minimal difference between all students and Hispanic, English Learners, Low Income, and special education sub-groups.

## 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 professional learning opportunities focused on implicit bias, anti-discrimination, cultural responsiveness, and inclusion.
- Provide school-wide opportunities for peer-to-peer connection through clubs, activities, and games via Microsoft *Teams*.
- Create opportunities for peer connection in small group settings throughout the day, such as group projects during asynchronous time and “Lunch Bunch.”

- Utilize bi-weekly assemblies to build community, increase connections, and highlight racial equity.
- Offer variety of clubs and activities tailored to student interest. Racial Equity and Inclusion Team organizes and supports SOAR (Students Against Racism) team.
- Utilize daily fun challenges in Announcements.
- Utilize Universal Lesson Design principal (multiple means of representation, multiple means of action and expression, multiple means of engagement).
- Provide educators with ongoing professional development focused on racial equity.

#### Progress Monitoring

- Monthly District Student Surveys
- Social Emotional Learning Survey
- Panorama School Climate Survey

#### 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

- 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 professional learning opportunities focused on implicit bias, anti-discrimination, cultural responsiveness, and inclusion.
- Provide additional support for students with IEPs in English Language Arts courses, all grade levels, through co-teaching and co-planning with a special education teacher.
- Utilize Universal Lesson Design principal (multiple means of representation, multiple means of action and expression, multiple means of engagement).
- Utilize Terrific Tillicum Tiger awards and Good News Postcards.

##### Progress Monitoring

- Learning Walks
- Formal and Informal Lesson Observations
- Monthly District Student Surveys
- Number of Terrific Tiger awards distributed
- Number of Good News postcards distributed

## Learn and Thrive

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

**ELA Proficiency and Growth**

**Measures and Targets**

- 83% 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 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**

Class of 2026 Cohort*	English Language Arts (ELA) Proficiency on SBA or Star		
	2018-19 SBA (Smarter Balanced Assessment) Grade 5	2019-20 Star Grade 6**	Target 2020-21 SBA (Smarter Balanced Assessment) Grade 7
All Students	80%	78%	83%
Black	*	*	*
Hispanic	57%	61%	66%
Special Ed Services	52%	50%	55%
English Learners	24%	7%	24%
Low Income	51%	44%	51%

\*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.

More information to come regarding this table- will likely be auto-populated.

Key strategies some form assessment plan

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	TBD	80%
Black	TBD	80%
Hispanic	TBD	80%
Students with Disabilities	TBD	80%
English Learners	TBD	80%
Low Income	TBD	80%

**Data Reflection**

- There are significant gaps in outcomes for all subgroups.
- English Language Learners have the most disparate outcomes. A better indicator of progress for English Language Learners is the progress they make on the English Language Development scale.
- Lexia usage and outcomes 2020-2021 will establish baseline indicators.

### Key Strategies/Adjustments

- Implement cycles of improvement using literacy progress monitoring data, disaggregated by subgroups, to identify inequalities, improve tier 1 and tier 2 instruction, and inform instructional next steps based on student needs. Components of the plan include:
  - All students in grades 6 – 8 will take the STAR Reading universal screener.
  - Students flagged by Star Reading will take a diagnostic assessment (Lexia PowerUP).
  - Lexia PowerUp designed to enhance core English Language Arts instruction for “not yet” proficient readers (Tier 2) in grades 6-8.
  - Students scoring below the 30<sup>th</sup> percentile on Star Reading will be supported through a Read 180 class.
- Provide additional support for students with IEPs in ELA 7 through co-teaching and co-planning with a special education teacher.
- Design daily lessons using signature practices of the Collaborative for Academic and Social-Emotional Learning (CASEL), including “inclusive openers,” “engaging strategies,” and “optimistic closures.”
- 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.
- Implement the four Classroom Assessment Practices identified in the BEA-BSD MoU:
  - Classroom assessment 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.
- Engagement Team (consisting of non-instructional certificated staff and classified staff) supports identified students to increase engagement with instruction).
- Utilize Universal Lesson Design principal (multiple means of representation, multiple means of action and expression, multiple means of engagement).
- Literacy focused Professional Learning Community (PLC) meets monthly to support school-wide literacy.

### Progress Monitoring

- Lexia usage and progress monitoring
- Star Test (3 times per year)
- Interim Assessments (3-4 times per year)
- Smarter Balanced Assessment (annually)

### Math Proficiency and Growth

#### Measures and Targets

- 70% 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 using adaptive software (ALEKS) will show a year's worth of growth in math.

**Percentage Meeting/Exceeding Standard on SBA or Star**

Class of 2026 Cohort*	Math Proficiency on SBA or Star		
	2018-19 SBA Grade 5	2019-20 Star Grade 6**	Target 2020-21 SBA Grade 7
All Students	70%	65%	70%
Black	*	*	*
Hispanic	50%	46%	51%
Special Ed Services	39%	14%	39%
English Learners	38%	21%	38%
Low Income	44%	35%	44%

\*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 Math supports show a year's worth of growth	
	November Check Point	Spring 2020-21 Target
All Students	TBD	80%
Black	TBD	80%
Hispanic	TBD	80%
Students with Disabilities	TBD	80%
English Learners	TBD	80%
Low Income	TBD	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" with "2020 Actual."
- There are significant gaps in outcomes for all subgroups. Students receiving special education services have the most disparate outcomes.

### Key Strategies/Adjustments

- Utilize the district’s assessment plan to identify and support students who are not yet at grade level and provide them the tools to accelerate their skill development. This assessment plan contains the following components:
  - All students in grades 6 – 8 will take the ALEKS universal screener.
  - Pre-unit diagnostic assessments for each unit, to identify students who need to master prerequisite skills as they start the unit (these are just-in-time diagnostics). Teachers will be provided information and resources to integrate prerequisite skills into the upcoming unit.
  - Implementing cycles of improvement using math progress monitoring data, disaggregated by subgroups, to identify inequalities, improve tier 1 and tier 2 instruction, and inform instructional next steps based on student needs.
- Provide additional support for students with IEPs (Individualized Educational Programs) in IMT2 through co-teaching and co-planning with a special education teacher.
- Provide professional learning opportunities focused on implicit bias, anti-discrimination, cultural responsiveness, and inclusion.
- Design daily lessons using signature practices of the Collaborative for Academic and Social-Emotional Learning (CASEL), including “inclusive openers,” “engaging strategies,” and “optimistic closures.”
- 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.
- Implement the four Classroom Assessment Practices identified in the BEA-BSD MoU:
  - Classroom assessment 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.
- Utilize Universal Lesson Design principals (multiple means of representation, multiple means of action and expression, multiple means of engagement).

### Progress Monitoring

- ALEKS Screener
- Interim Assessment Data in IMT1, IMT2, and Algebra1
- Pre-Unit Diagnostics
- Post Unit Diagnostics
- Smarter Balanced Assessment (annually)

### English Language Acquisition

#### Measures and Targets

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

Percentage Demonstrating Progress in Language Acquisition Skills		
Class of 2026 Cohort	Fall 2020	2020-21 Target
Reading	To come	Will be set by November 2020
Writing	To come	Will be set by November 2020
Listening	To come	Will be set by November 2020
Speaking	To come	Will be set by November 2020

### Key Strategies/Adjustments

- Utilize Universal Lesson Design principal (multiple means of representation, multiple means of action and expression, multiple means of engagement).
- Build student reading skills through Reading lab class co-taught by Reading Specialist and MLL Facilitator.
- Create more culturally responsive communication practices to better inform, support, and empower the parent/guardians of MLLs (multi language learners).
- Build capacity through professional learning to improve inclusive practices to support multi-language learners (MLLs).
- Design daily lessons using signature practices of the Collaborative for Academic and Social-Emotional Learning (CASEL), including “inclusive openers,” “engaging strategies,” and “optimistic closures.”
- Implement the four Classroom Assessment Practices identified in the BEA-BSD MoU:
  - Classroom assessment 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

- Tillicum's MLL Teacher/Facilitator, assesses and monitors students' progress in accordance with ALDs.
  - First assessment is completed by mid-November.
  - Process is repeated in April.
- Analysis of oral language samples.
- Student's anecdotal data and qualitative observational data.

### Grading

#### Measures and Targets

- Grades are more reflective of student learning. Target: 85% or more of secondary 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	Baseline TBD	Baseline TBD	Baseline TBD	85%	85%	85%
Black	Baseline TBD	Baseline TBD	Baseline TBD	85%	85%	85%
Hispanic	Baseline TBD	Baseline TBD	Baseline TBD	85%	85%	85%



Students with Disabilities	Baseline TBD	Baseline TBD	Baseline TBD	85%	85%	85%
English Learners	Baseline TBD	Baseline TBD	Baseline TBD	85%	85%	85%
Low Income	Baseline TBD	Baseline TBD	Baseline TBD	85%	85%	85%

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

Tillicum ELA (Gr 6-8)	% Point Disparity between Sub-Groups and All Students			
	1st Semester 2019-20 % D/F's	1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	7%	N/A	N/A	N/A
Black	5%	N/A	N/A	N/A
Hispanic	13%	6%	6%	5%
Students with IEPs	19%	12%	11%	9%
English Learners	13%	6%	6%	5%
Low Income	22%	15%	13%	11%

Tillicum Math (Gr 6-8)	% Point Disparity between Sub-Groups and All Students			
	1st Semester 2019-20 % D/F's	1st Semester 2019-20	1st Semester 2020-21 Target	2nd Semester 2020-21 Target
All students	7%	N/A	N/A	N/A
Black	15%	8%	7%	6%
Hispanic	12%	5%	5%	4%
Students with IEPs	19%	12%	11%	9%
English Learners	26%	19%	16%	14%
Low Income	23%	16%	14%	12%

### Key Strategies/Adjustments

- 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.
- Implement the four Classroom Assessment Practices identified in the BEA-BSD MoU:
  - Classroom assessment 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.

- Utilize Universal Lesson Design principals (multiple means of representation, multiple means of action and expression, multiple means of engagement).

#### **Progress Monitoring**

- Building Leadership Team (BLT) and Racial Equity and Inclusion Team (RE&IT) review grading data quarterly to monitor and recommend adjustments.
- Monthly Student Check-In Survey
- Quarterly Grades
- Learning Walks

# Creators of Their Future World

## Goal

Students effectively problem solve and lead for positive local and global change by developing global awareness, cultural competency, and learn advanced skills in processing and applying information through the effective use of technology and engineering.

## Global Awareness and Cultural Competence

### Measures and Targets

- At least 75% of students show proficiency in global awareness and cultural competence by completing a performance task in 6<sup>th</sup> grade.

Global Awareness and Cultural Competence		
	2019-20	Target 2020-21
Grade 6	Canceled due to Closure	75%

### Data Reflection

- 2019-2020 initial performance task was canceled due to the closure.

### Key Strategies/Adjustments

- Connect with 6th Grade Social Studies teachers in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Design daily lessons using signature practices of the Collaborative for Academic and Social-Emotional Learning (CASEL), including “inclusive openers,” “engaging strategies,” and “optimistic closures.”
- Classroom assessment 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.
- Utilize Universal Lesson Design principals (multiple means of representation, multiple means of action and expression, multiple means of engagement).

### Progress Monitoring

- Monitor project completion rates will be monitored by teacher and class period.
- Work with teachers to use Synergy Assessments data dashboard to analyze their students’ outcomes.
- Provide make up opportunities for students who have not demonstrated proficiency to ensure that all students are able to engage with this learning opportunity. Use data from initial task administration (e.g., first engineering internship) to identify areas of strength and areas for growth.
- Quarterly Grades.

## STEM (Science Technology Engineering and Math)

### Measures and Targets

- At least 75% of students show proficiency in using technology to design solutions by completing a Science, Technology, Engineering, and Math (STEM) performance task in 7<sup>th</sup> grade.

Science Technology Engineering and Math Performance Task		
	2019-20	Target 2020-21
Grade 7	Canceled due to Closure	75%

#### Data Reflection

- 2019-2020 initial performance task was canceled due to the closure.

#### Key Strategies/Adjustments

- Connect with 7<sup>th</sup> Grade Science teachers in the fall to ensure they are familiar with the performance task requirement and ensure that this task is scheduled for all students.
- Provide professional learning opportunity to implement the performance activity and train teachers to score student responses.
- Use the supports included in the Amplify engineering internships to develop student understanding and comfort level 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 familiarize students with elements of quality engineering design.

#### Progress Monitoring

- Monitor project completion rates will be monitored by teacher and class period.
- Work with teachers to use Synergy Assessments data dashboard to analyze their students' outcomes.
- Provide make up opportunities for students who have not demonstrated proficiency to ensure that all students are able to engage with this learning opportunity. Use data from initial task administration (e.g., first engineering internship) to identify areas of strength and areas for growth.
- Quarterly Grades.

# 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	65%	70%
Black	*	*
Hispanic	59%	70%
Students with Disabilities	59%	70%
English Learners	60%	70%
Low Income	55%	70%

Percent of Families Feeling "Supported" on Family Satisfaction Survey	2019-20	Target 2020-21
All	60%	60%
Black	*	*
Hispanic	59%	59%
Students with Disabilities	53%	53%
English Learners	70%	70%
Low Income	59%	59%

Percent of Families Feeling "Empowered" on Family Satisfaction Survey	2019-20	Target 2020-21
All	57%	57%
Black	*	*
Hispanic	54%	54%
Students with Disabilities	53%	53%
English Learners	56%	56%
Low Income	57%	57%

\* Data not available for student subgroups < 10

**Data Reflection**

- Wondering how response rates were affected by the closure.
- Families of students with disabilities feel less supported and empowered than all other subgroups.
- Families who qualify as low income feel less informed than all other groups and subgroups.
- There is little variance in how subgroups report feeling empowered.

**Key Strategies/Adjustments**

- Send weekly newsletter and other announcements in English, Spanish, and Mandarin Chinese.
- Utilize Talking Points to send text announcements to families.
- Survey families for topics for suggested topics for virtual Principal Coffee sessions.
- Monthly virtual Principal Coffee sessions with families.
- Target virtual Principal Coffee sessions to specific subgroups, process question “How do you get your information about school?”

**Progress Monitoring**

- Track number of active recipients of weekly newsletter.
- Track attendance at virtual Principal Coffee sessions.

**Glossary**



## 2019-2020 School Profile

### Tillicum Middle School

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

James Peterson, Principal

1280 160th Ave SE

Bellevue, WA 98008

425-456-6700

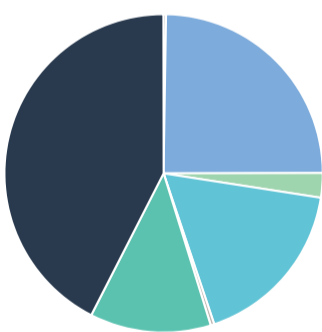
## School Overview

Tillicum is a high achieving middle school serving approximately 800 students. We offer a comprehensive core instructional program, including a variety of elective options such as, World Languages, Drama, Dance, Choir, Band, Orchestra, and Academic/Personal Growth Courses. We are committed to affirming and inspiring each and every student to learn and thrive as creators of their future world.

## Programs Offered

Cascade (special education), International Spanish Academy (immersion), Chinese Dual Language Immersion

## Racial Diversity



## Racial Diversity Detail

<1%	American Indian or Alaska Native
24%	Asian
2%	Black/African-American
17%	Hispanic
<1%	Pacific Islander
12%	Two or more races
42%	White

## School & Student Characteristics<sup>1</sup>

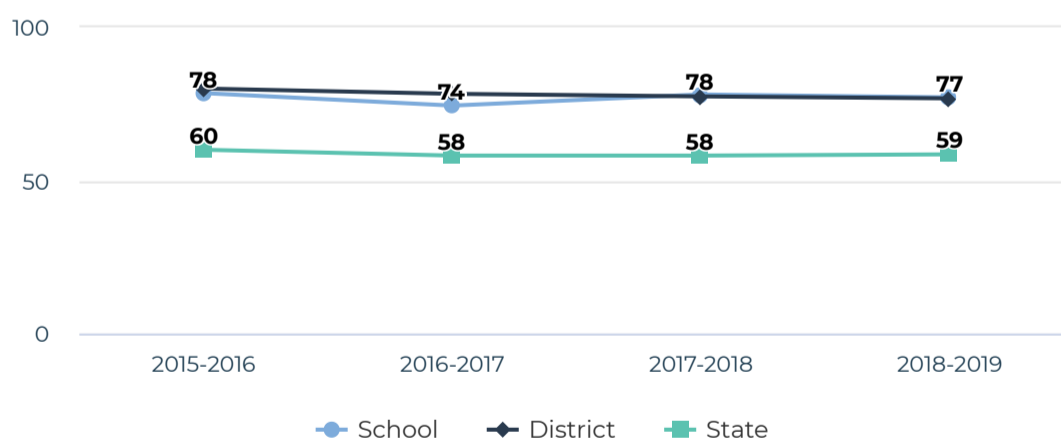
	SCHOOL	DISTRICT <sup>2</sup>
Enrollment	786	859
National Board Certified Teachers	24%	25%
Eligible for Free/Reduced Price Meals	13%	17%
Receiving Special Education Services	11%	8%
English Language Learners	4%	9%
First Language Other Than English	23%	37%
Mobility Rate <sup>3</sup>	5%	7%
Average Attendance Rate	96%	95%

## Summary of Student Achievement

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

#### English Language Arts

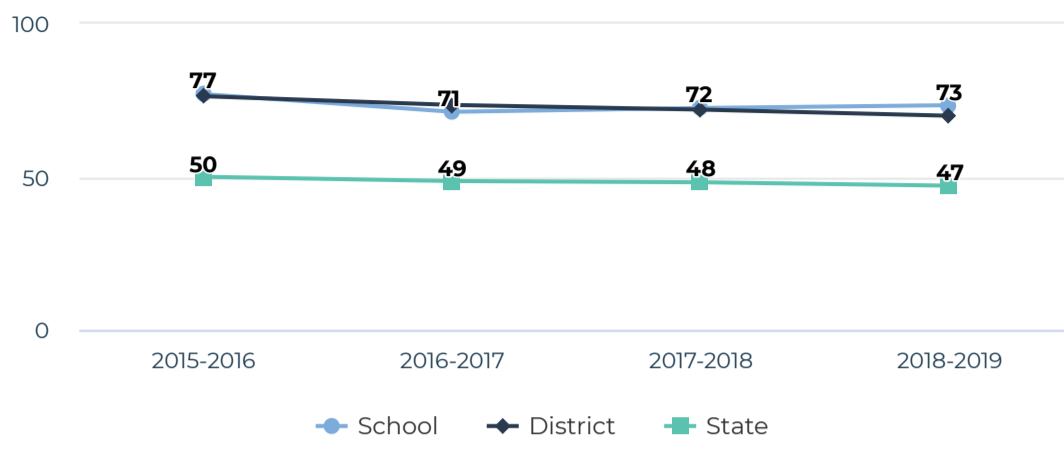
Smarter Balanced - Percentage of Students Meeting Standards





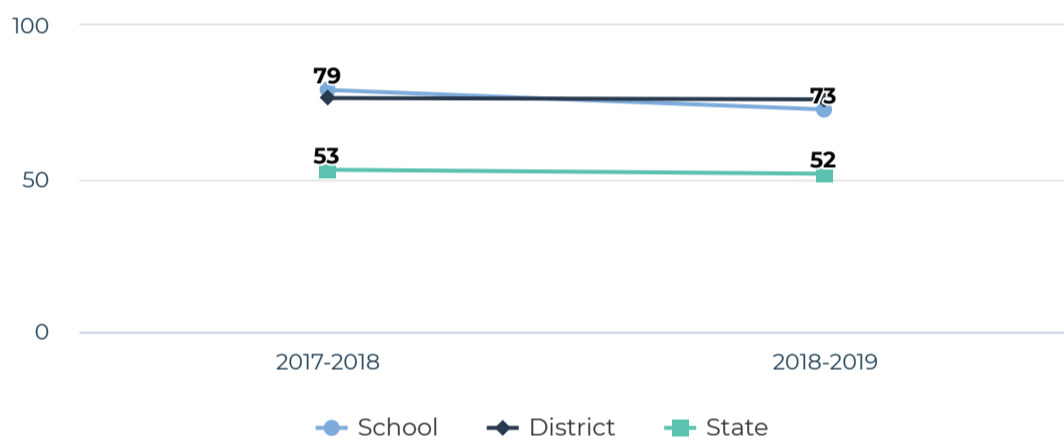
## Mathematics

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/assess-ment/StateTesting/default.aspx](http://www.k12.wa.us/assess-ment/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/assess-ment/StateTesting/default.aspx](http://www.k12.wa.us/assess-ment/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.