



# School Improvement Plan Odle Middle School 2022-23



## ***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
- Family Engagement



*See Appendix for School Profile*

# Affirm and Inspire

## Student Well-Being

**Strategic Plan Student Well-Being Goal:** Students feel safe, affirmed, and inspired to achieve high levels of social-emotional well-being regardless of background.

### Student Well-Being Priority: Sense of Belonging

Providing school and classroom environments where all students feel a sense of belonging can increase academic success and well-being. Schools have increased students' sense of belonging by engaging students in the conversation and in the creation and leading of strategies and improvements.

#### Sense of Belonging Measures and Targets

Increase percentage of students reporting a sense of belonging on the Panorama student survey from Spring 2022 to Spring 2023, with a reduction in subgroup disparities.

Panorama Survey School Climate Domain - Sense of Belonging Percentage Favorable (Grades 6-8)							
Student Groups	Fall 2017	Fall 2019	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
All Students	59% (1011)	55% (912)	62% (881)	54% (812)			
Asian	56%	55% (578)	63% (555)	56%			
Black	*	50% (16)	58% (28)	*			
Hispanic	68%	58% (73)	64% (71)	48%			
Multi-ethnic	56%	55% (67)	59% (60)	58%			
White	65%	56% (170)	59% (165)	49%			
Students with Disabilities	66%	43% (24)	52% (48)	46%			
English Learners	72%	60% (45)	54% (71)	51%			
Low Income	66%	56% (125)	60% (155)	49%			

\*Data suppressed due to small group size, in order to protect student privacy.

Note: As a general rule of thumb, a difference of 4 or more percentage points is considered meaningful on the Panorama survey.

#### Data Reflection

- Between 2017 and 2022 there was decline in all student groups in reporting a favorable sense of belonging.
- The student groups with the greatest declines of approximately 20% were, "Hispanic," "Students with Disabilities" and "English Learners"—all groups of the highest priority.
- The fall into spring period for schools across the country was challenging. That period included a return to in-person instruction after time working remotely. The Pandemic created in many a deep sense of disconnectedness to friends, family, and schooling. Accompanying the return was a substantial amount of behavioral and mental health dysregulation that enhanced the disequilibrium of the learning environment. Notwithstanding these challenges, the Odle staff implemented several practices, including homeroom and SEL, curriculum that every student experienced. It is no surprise, then, that student reporting reflected in the data is what it is. Our goal this year will be to capitalize on a strong return and to build off the successful implementation of Homeroom and SEL curriculum.

Key Strategies / Adjustments	
1.	Leverage our monthly <b>Homeroom Program and SEL curriculum</b> that enhances students' sense of belonging.
2.	Facilitate staff-led <b>Student Affinity Groups</b> to support and affirm identities of Black and Hispanic/Latinx students.
3.	Re-establish and strengthen our Positive Behavioral Intervention and Support (PBIS) system.
4.	Collaborate with student leadership (ASB and WEB) to identify and implement relevant and engaging student activities with our PBIS framework. Student groups will represent various ethnic groups within the school.
5.	Re-establish and support after-school <b>extra-curricular programs</b> , including clubs, activities, and athletics.

### Student Well-Being Priority: Social-Emotional Learning

There was much joy in the return to in-person learning last year. At the same time, the learning environment was not the same and required many health measures, such as masking and distancing to prevent the spread of COVID. Social-emotional learning has taken front stage in terms of student needs and will continue to be a high priority this year. Most evident is the need for embedded SEL in all classrooms, while also providing specific time and space for SEL lessons. Our universal (tier 1) social emotional learning curriculum encompasses the five CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.

Social-Emotional Learning Measures and Targets							
Increase social-emotional competencies from Fall 2022 to Spring 2023.							
Grades 6-8: Panorama Social-Emotional Learning Survey							
Social Emotional Competency	Fall 2020 (n=612)	Spring 2021 (n=388)	Fall 2021 (n=866)	Spring 2022 (n=826)	Fall 2022	Spring 2023	Spring 2022 – Spring 2023 Change
Self-Management	84%	78%	79%	76%			
Social Awareness	77%	72%	72%	69%			
Self-Efficacy	58%	55%	56%	59%			
Data Reflection							
<ul style="list-style-type: none"> <li>Between fall 2020 and spring 2022 there was a decline in students' self-assessment in two of three competencies. Spring scores increased from fall in student self-efficacy.</li> <li>Pre-pandemic scores were statistically higher in two of three categories in the fall. Fall-to-spring declines in student reporting in three categories remain consistent from 2020-21 to 2021-22.</li> <li>That there was a decline from 2020 to present, given the past years' Pandemic-related challenges, is not surprising. Surprising is the consistent scoring in self-efficacy in the student population. Our strategies this year will be to enhance students' sense of self-agency and management.</li> </ul>							
Key Strategies / Adjustment							
<ul style="list-style-type: none"> <li>Create a <b>Student Well-Being Team</b> to plan SEL experiences for students that align to SEL standards; incorporate trauma-informed school practices; implement restorative practices for students to process, learn, and grow from challenging situations; and use mindfulness practices and other SEL strategies to help students gain self-awareness and build resilience.</li> </ul>							
<ul style="list-style-type: none"> <li>Based on the fall 2022 SEL survey, we will utilize the <b>"Panorama Playbook"</b> to provide research-based instruction and interventions focused on <b>"Self-Efficacy,"</b> a perennially challenging category at ODLE—for all students.</li> </ul>							
<ul style="list-style-type: none"> <li>We will create a Student-Well-Being <b>Professional Learning Community</b> in our staff to examine data from various surveys. This group will make recommendations to the Building Leadership Team student leadership groups, as well as the school's administrative team, about student social and emotional wellness.</li> </ul>							

## Learn and Thrive

### Academic Success

**Strategic Plan Academic Success Goal:** Students achieve high levels of academic success and outcomes are not predicted by race or income.

#### Academic Success Priority: Middle Years Literacy

Middle grades literacy is an important priority, as reading and writing become critical to success in high school courses.

#### Literacy Proficiency and Growth Targets

Increase percentage of students in grades 6-8 making typical or high growth in literacy and math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Reading Proficiency and Growth								
Subgroup	Star Reading % Proficient				Star Reading % Typical/High Growth			
	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Fall 2018-Spring 2109	Fall 2020-Spring 2021	Fall 2021-Spring 2022	Fall 2022-Spring 2023
<b>All</b>	<b>84%</b> <b>(979)</b>	<b>83%</b> <b>(902)</b>	<b>82%</b> <b>(878)</b>		69% (955)	69% (869)	69% (861)	
Asian	93% (557)	91% (580)	91% (549)		74% (546)	71% (566)	70% (544)	
Black	37% (27)	41% (29)	36% (28)		46% (26)	48% (25)	54% (24)	
Hispanic	45% (105)	38% (68)	30% (67)		54% (101)	60% (63)	59% (64)	
Multi-Ethnic	89% (74)	78% (63)	83% (59)		74% (73)	67% (61)	68% (60)	
White	86% (214)	85% (160)	80% (173)		63% (207)	66% (152)	70% (168)	
Low Income	45% (187)	37% (137)	38% (137)		52% (176)	63% (128)	55% (139)	6
English Learner	14% (79)	10% (63)	15% (75)		55% (74)	66% (53)	58% (60)	
Students with Disabilities	29% (52)	45% (33)	24% (49)		45% (49)	76% (33)	52% (48)	
Female	88% (472)	84% (440)	83% (419)		70% (464)	70% (427)	71% (409)	
Male	81% (507)	83% (462)	80% (458)		68% (491)	67% (442)	67% (451)	
Advanced Learning	100% (566)	99% (563)	99% (550)		76% (564)	71% (554)	71% (555)	
Traditional	63% (413)	58% (339)	52% (328)		58% (391)	65% (315)	65% (306)	
Grade 6	82% (317)	84% (306)	80% (282)		69% (309)	71% (299)	63% (270)	
Grade 7	85% (352)	83% (307)	81% (295)		68% (343)	66% (295)	72% (291)	
Grade 8	86% (310)	83% (289)	83% (301)		70% (303)	69% (275)	70% (300)	

\* Data suppressed due to small group size, in order to protect privacy.

## Data Reflection

- Most trends in various groups have flatlined or decreased minimally on the Star Reading Assessment in terms of proficiency from spring 2019 to spring 2022. The most substantial decline is in the Traditional Program. Whereas the Advanced Learning Program scores hover year-to-year near 100% proficiency, the Traditional Program saw an 11% decline in proficiency from spring 2019 to spring 2022.
- Modest gains in terms of percentage of “Typical High Growth” on the Star 2021-22 Reading Assessment were found in our African American (48% to 54%) subgroup. “English Learners” (66% to 58%) as well as “Students with Disabilities” (76% to 52%) declined in the “Typical High-Growth” category. Grade 7 students, however, showed growth (66% to 72%) when compared to the previous year’s “Typical High Growth” category.
- The leveling of achievement in reading in the Traditional Program begs several questions. First, how do we understand the relationship between teaching practices and student achievement as measured by STAR and the district’s Interim Assessments. Second, how might we use data in our PLCs to create interventions and to enhance existing curriculums and practices to increase student engagement and performance with reading?

## Key Strategies

### *Literacy Strategies:*

- All students complete **STAR Reading Assessment** in fall and spring to screen for proficiency and to monitor students’ reading growth and progress toward becoming independent readers. All staff in large and then small groups (Reading Apprenticeship and Literacy PLCs), will analyze and then discuss data to enhance current instructional practices and to design interventions. This work with groups will coincide with the administration of STAR and Interim Assessments.
- Use instructional time in Language Arts and Social Studies to focus on reading growth for all students **based on their individual needs (Small group and individual instruction)**. During this time, all 6<sup>th</sup> grade students will work in Lexia PowerUp. 7<sup>th</sup> and 8<sup>th</sup> grade students will work in Lexia PowerUp, Membean, NewsELA, or independent reading. Students will complete in Social Studies and English Language Arts up to 80 minutes per week using Lexia or other.
- Engage in effective use of **interim assessment** data to inform and support high-quality Tier 1 instruction through the **Teaching and Learning Cycles of Improvement** process to address instructional needs of students and to align content material to grade-level standards. The Reading Apprenticeship PLC will be the main group that will review data for reading achievement.
- Form **interdisciplinary PLCs** that analyze data and apply the **Reading Apprenticeship** framework focusing on discipline-specific literacy strategies and the establishment of teaching routine for student collaboration around identity and personal experiences.
- Use quantitative and qualitative data sources (Interim, STAR, Lexia, Reading Apprenticeship classwork, and “street data”) to ensure that students are provided **regular access to grade-level, complex, non-fiction texts**; that they are challenged with questions which are text-specific and that reflect the rigor of grade-level standards. Students will be provided consistent opportunities to engage in the work required of successful outcomes for each lesson.

## Academic Success Priority: Math Proficiency

Math proficiency will continue to be a priority at all levels, based on student outcome data.

### Math Proficiency and Growth Measures

Increase percentage of students in grades 6-8 meeting or exceeding proficiency standards in math, and making typical or high growth in math from Fall 2022 to Spring 2023, with a focus on equitable outcomes for subgroups.

Grades 6-8: Star Math Proficiency and Growth						
Subgroup	Math % Proficient			Star Math % Typical/High Growth		
	Spring 2019 (Star)	Spring 2022 (SBA)**	Spring 2023 (Star)	Fall 2017- Spring 2018	Fall 2018- Spring 2019	Fall 2022- Spring 2023
All	78% (984)	75% (920)		68% (994)	64% (952)	
Asian	91% (552)	89% (568)		75% (549)	70% (539)	
Black	32% (25)	15% (33)		39% (18)	50% (24)	
Hispanic	27% (107)	16% (76)		53% (116)	43% (103)	
Multi-Ethnic	77% (74)	74% (61)		65% (85)	61% (70)	
White	75% (224)	68% (180)		62% (226)	63% (214)	
Low Income	34% (194)	22% (165)		57% (184)	43% (182)	
English Learners	22% (86)	17% (89)		51% (71)	46% (80)	
Students with Disabilities	14% (58)	18% (50)		43% (51)	36% (55)	
Female	81% (477)	76% (438)		69% (474)	65% (463)	
Male	75% (507)	75% (480)		67% (520)	63% (489)	
Advanced Learning	100% (557)	100% (558)		72% (570)	72% (549)	
Traditional	49% (427)	38% (362)		62% (424)	52% (403)	
Grade 6	76% (331)	76% (291)		67% (354)	64% (316)	
Grade 7	80% (347)	72% (313)		70% (322)	66% (337)	
Grade 8	78% (306)	78% (316)		66% (318)	62% (299)	

\*Data suppressed due to small group size, in order to protect privacy.

\*\* Star Math data are not available for spring 2020, 2021, or 2022.

### Data Reflection

- English learners, Low Income students, Hispanic students, Black students, and Students with Disabilities were less likely to meet or exceed proficiency as compared to All students.
- Students in the Advanced Learning Program outperform students in the Traditional Program by a significant percentage on the STAR math assessment. This achievement gap ranges year to year from 50 to 62 percentage points.
- All student groups in STAR Math “Typical/High Growth” either remained consistent from 17-18 to 18-19 with slight decreases and a few increases in categories. The largest decreases in “Typical/High Growth” were found in the Traditional Program (62% to 52%) and Hispanic (53% to 43%). An increase in growth occurred with Black students (39% to 50%).



- The significant achievement gap in mathematics for students of color, of low income, and with disabilities represents a major challenge for Odle Middle School. There may be several reasons why this persistent gap exists including, but not limited to the vertical articulation of teaching practices and curriculums in grades 3-8 and beyond. The second possibility focuses attention on the use of research-based, Tier II interventions for students struggling with math. Finally, the Pandemic-related lag in learning that has impacted math teaching and learning certainly has contributed to the challenges of math achievement for a great many students. Our strategies this year address directly the gap with focuses on math practices as well as direct interventions of support for those who struggle.

## Key Strategies

### *Math Strategies:*

- All students will complete the **STAR Math assessment** in fall and spring to screen for proficiency and to monitor students' growth and progress toward mastering math standards. The Mathematics PLC will lead this important work and consider the effects of various practices and interventions for improving student achievement on both the STAR assessment and Interim assessments in mathematics.
- Provide **tutoring services** (October 2022-June 2023) through partnership with outside vendor (Cignition) for identified students to focus on filling in pre-requisite skills gaps for upcoming units as well as supporting proficiency in current class work. The goals of the tutoring program are to help students master grade-level math standards by the end of the school year as well as develop confidence in themselves as mathematicians and have a positive view of math.
- Allocate 50% of professional learning time to support the **Professional Learning Community** in Math, an ongoing learning process in which educators work collaboratively in recurring cycles of collective inquiry and action research, focused on developing student discourse and improving students' positive feelings about math.
- Implement **Illustrative Math curriculum** with fidelity for IMT 1 and IMT 2 in which students are systematically introduced to representations, contexts, concepts, language, and notation. As their learning progresses, they make connections between different representations and strategies, consolidating their conceptual understanding, and see and understand more efficient methods of solving problems, supporting the shift toward procedural fluency. The distributed practice problems give students ongoing practice, which also supports developing procedural proficiency.
- Use **Math Language Routines (MLRs)**, a curated and adapted set of instructional routines that create spaces in which student language can grow, to amplify, formatively assess, and develop the variety of ways students express their own ideas, both in *their own* everyday language *and* in disciplinary language. Focus on MLR 1: Stronger and Clearer Each Time, MLR 2: Collect and Display and MLR 3: Critique, Correct, & Clarify in support of language learners in mathematics classrooms.
- Engage in **Math Studios**. In our continued work to develop and deliver high quality instruction (Tier 1), we will run two Studios. The first Studio will focus on IMT2 content and classes. We will include teachers from IMT2 plus the teachers for the courses both preceding and following IMT2: IMT1 and Algebra 1. This collection of teachers makes up the entirety of our general education math teachers. The goal of the Studio is to build and improve a standards-based lesson such that it allows all students to participate and learn grade level content. Components of the lesson will include: student discourse, the use of multiple methods, and justifications

using “because” statements. We hope to hold a third studio day and work in collaboration with 5<sup>th</sup> grade teachers from Stevenson and/or math teachers at Highland Middle School to align vertically about best practices.

## Family Engagement

**Strategic Plan 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.

### Family Engagement Priority: Inform, Support, and Empower

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student’s unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community’s collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

### Priority Family Engagement Measures and Targets

Increase percent of families reporting they feel informed, supported, and empowered to contribute to their student’s success.

Family Subgroups	Percentage of Favorable Responses on Family Engagement Survey								
	Informed			Supported			Empowered		
	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023	Spring 2021	Spring 2022	Spring 2023
All Students	43% (428)	54% (283)		42% (428)	49% (283)		35% (429)	38% (282)	
Asian	47% (246)	57% (165)		45% (246)	50% (163)		39% (246)	41% (163)	
Black	*	*		*	*		*	*	
Hispanic	47% (40)	57% (28)		55% (40)	57% (28)		38% (40)	40% (28)	
Multi-ethnic	25% (39)	47% (19)		25% (39)	51% (19)		28% (39)	40% (19)	
White	35% (93)	46% (67)		34% (91)	45% (67)		24% (93)	26% (66)	
Students with Disabilities	41% (23)	49% (17)		49% (23)	53% (17)		50% (23)	54% (16)	
English Learners	62% (22)	73% (26)		76% (22)	78% (25)		58% (22)	74% (24)	
Low Income	50% (55)	56% (44)		59% (55)	55% (43)		49% (55)	46% (42)	

\*Data suppressed due to small group size, in order to protect student privacy.

### Data Reflection



- In most sub-groups, families report feeling less “empowered” as compared to “informed” and “supported.”
- Less 50% of families responded to the survey, and response rates are not proportionate by sub-group.
- Families of “English Learners” had the most favorable responses, and, in contrast to our Academic Success measures, families of “English Learners,” “Low Income” students, “Students with Disabilities,” and “Hispanic” students responded as favorably or more favorably than “All Students.”

### Key Strategies / Adjustment

- Facilitate winter/spring “**Listening Circle**” with small group of families to provide an opportunity to speak and listen to each other and to help families gain a shared sense of understanding and emotional connection.
- Coordinate **inclusive social/cultural activities** with Odle PTSA, such as Ice Cream Social and spring Cultural Extravaganza.
- Allocate professional learning time to support the **Family Engagement Professional Learning Community**, an ongoing learning process in which educators work collaboratively in recurring cycles of collective inquiry and action research.
- Increase frequency of communication from the school, including bi-monthly “News from Odle,” and monthly access to students’ daily bulletins. Continue to improve **culturally-responsive communication** with families by providing new resources (e.g. “Talking Points”) and professional learning for staff to use new modes and methods of communication.

## Creators of Their Future World

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

PreK-12 education in the Bellevue School District will prepare each and every student to be a creator of their future world. The creator of their future world will think critically, problem solve collaboratively, communicate effectively, and take action for positive change of local and global issues.

The entry point or lever into this effort will be global competency. Global competence as defined by the Global Competence Task Force<sup>1</sup>, is *the capacity and disposition to understand and act on issues of global significance*. These four domains further define global competency:

### Global Competencies

1. **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
2. **Recognize perspectives, others’ and their own**, articulating and explaining such perspectives thoughtfully and respectfully.
3. **Communicate ideas effectively with diverse audiences**, bridging geographic, linguistic, ideological, and cultural differences.
4. **Take action to improve conditions**, viewing themselves as players in the world and participating reflectively.

[Mansilla 2012](#)

### Priority Global Competency Targets

<sup>1</sup> Global Competence Task Force—a group of state education agency leaders, education scholars, and practitioners—under the auspices of the Council of Chief State School Officers EdSteps initiative (CCSSO-EdSteps) and the Asia Society Partnership for Global Learning.

Shared Vision: Develop a shared vision and understanding of global competency with stakeholders

**Key Strategies / Adjustment**

- Infuse **professional development** opportunities for faculty members each faculty meeting and professional development day to develop an awareness of global competency and district and building-level projects and activities.
- Host for PD in October or November the **Bellevue Rotary** to share international projects and to offer opportunities to connect the school to various global humanitarian efforts.
- Establish a **Creators of their World Professional Learning Community** to focus attention on practices and projects in the school that would further connect academic content to real-world, global challenges.

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.

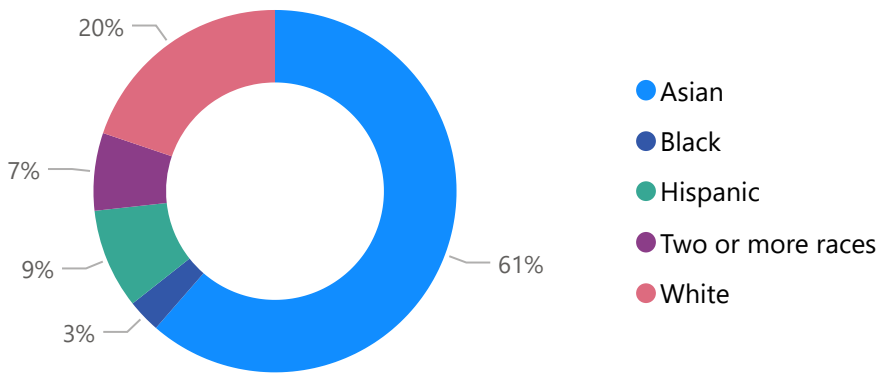
502 143rd Ave NE  
Bellevue, WA 98007

<http://www.bsd405.org/odle>  
425-456-6600  
Joe Potts

Programs Offered

Advanced Learning

Racial Diversity



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

	Odle Middle School	District MS Average	2
Enrollment (10/1/2021)	948	657	
Average Attendance Rate	93%	93%	
Eligible for Free/Reduced Price Meals	17%	19%	
Receiving Special Education Services	6%	9%	
English Language Learners	9%	11%	
First Language Other Than English	45%	41%	
Mobility Rate <sup>3</sup>	8%	10%	

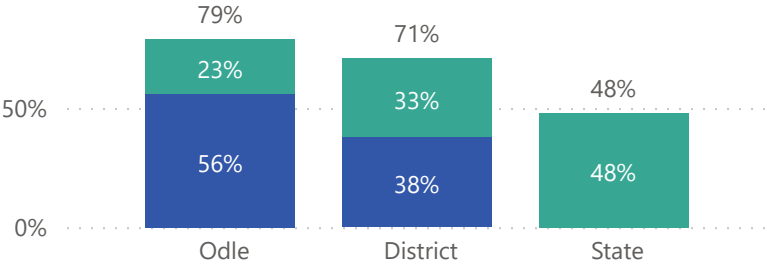
# Summary of Student Achievement

## State Assessment Results for Grades 6-8 (Spring 2022)

Percentage of Students Meeting / Exceeding Standards

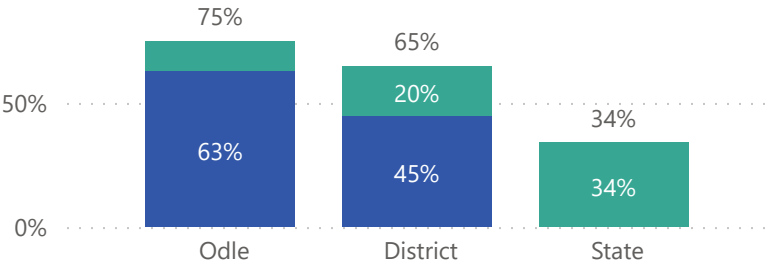
### SBA: English Language Arts

● Exceeds Standards ● Meets Standards



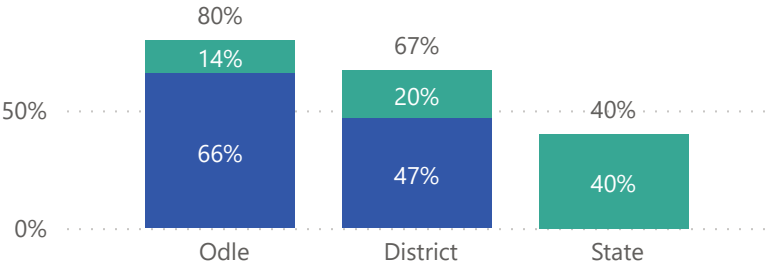
### SBA: Math

● Exceeds Standards ● Meets Standards



### WCAS: Science

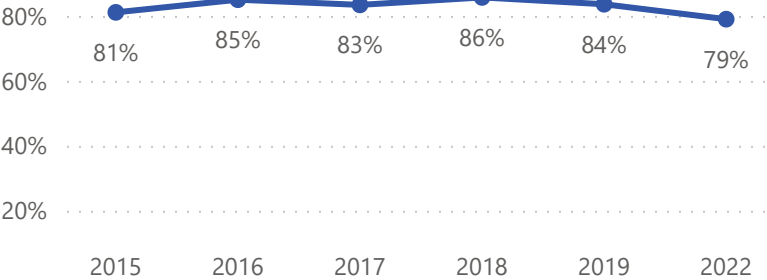
● Exceeds Standards ● Meets Standards



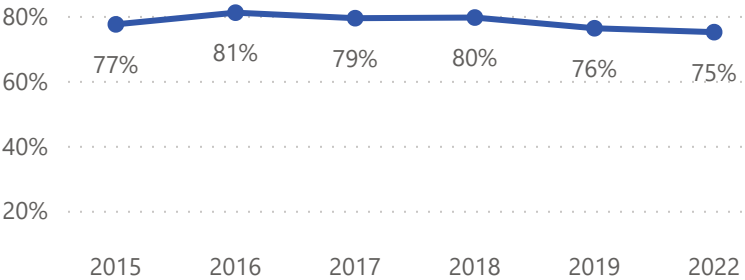
## State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

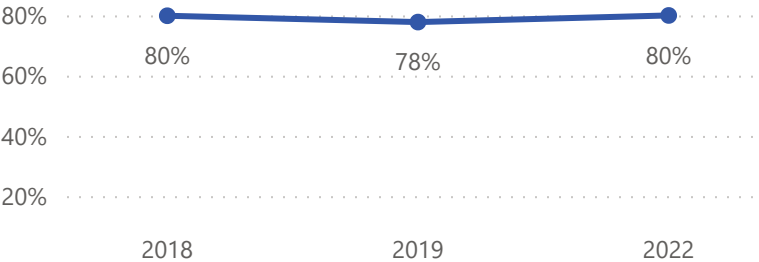
### SBA: English Language Arts



### SBA: Math



### WCAS: Science



# Glossary

## 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](http://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](http://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, 2021 unless otherwise specified.

## 2 District Average

The district averages displayed here are the averages for district elementary 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.

## 4 State Assessment Results

State pass rate percentages combine "Meets Standard" and "Exceeds Standard."