



School Improvement Plan Bellevue Big Picture School 2023-24



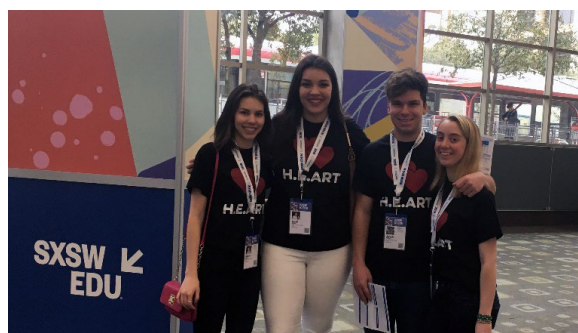
Bellevue School District Vision

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



What is unique about Bellevue Big Picture School?

- Partnership with Big Picture Learning international network of schools
- High School Internships with community mentors
- Advisory program
- Project-based learning
- Small choice school with emphasis on strong relationships with families
- Student-led conferences
- Standards-based assessment



Inside:

- Student Voice and Agency
- Educational Excellence
- Equity Commitments
- School Profile



See Appendix for School Profile

Student Voice and Agency

Each student holds the power to shape their own future and have a positive impact on the world they inhabit. In recent years, we have observed an increase in student involvement at all levels, including Board meetings. Students have come forward to discuss crucial issues impacting their well-being and academic success. They have proudly celebrated their successes and courageously drawn attention to systemic inequities and barriers to student achievement. In this School Improvement Plan (SIP), we will prioritize student voice and agency as a key initiative to transform students' learning experiences.

Goal: Elevate student voice and agency to cultivate well-being and joy while transforming learning experiences in the classroom and school community.

Measures and Levels of Evidence

Map-Level Data:

Student Voice & Agency (Select questions from Panorama surveys) *				
Average % favorable responses, grades 6-12				
<i>See Appendix 1 for question-level detail</i>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	70%	68%	72%	
Asian	74%	72%	76%	
Black	67%	73%	77%	
Hispanic	64%	61%	67%	
Multi-ethnic	64%	69%	73%	
White	68%	67%	72%	
Students w/IEPs	67%	63%	69%	
English Learners	57%	68%	73%	
Low Income	71%	71%	75%	

* Questions include:

"How sure are you that you can complete all the work that is assigned in your class?"

"How much do you feel like you belong at your school?"

"Are there opportunities for you to participate in this class?"

"Does this teacher invite students' culture and experiences into the classroom?"

"How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?"

Street-Level Data: Family Engagement, Student Summit, & Learning Walks

- Family Engagement: Big Picture staff will deepen their capacity to partner with students and families through seeking out, reflecting on, and implementing feedback in multiple ways. Big Picture staff will engage in family visits in August and October, meeting with a diverse array of families in their homes and community locations. There will be common interview questions used for each visit. Upon return to school, staff will debrief the visits, determine themes and next steps for addressing needs which include training, resources, leadership team involvement, etc. Actions will be shared with families throughout the process for ongoing input.
- Student Summit: Last Spring, we facilitated a high school student summit with the assistance of AWSL staff. The themes from that summit informed areas to focus on this year. Additional student summits and focus

groups will occur this year to continue to elevate student voice and agency and guide our school improvement efforts.

- Learning Walks: Our building equity leadership team will facilitate learning walks throughout the year observing for various aspects of effective PBL, several of which align to student voice and agency. The learning walk data, in conjunction with teacher self-reflection data and student perception data on aspects of effective PBL, will be used to guide professional development opportunities for staff for improving their ability to implement effective project-based learning experiences.

Summary of Evidence

Students who identify as Asian (72%), Black (73%), and who are low income (71%) expressed the highest favorability on the selected Panorama questions. Students who identify as Hispanic (61%) and who receive special education services (63%) expressed the lowest favorability on the selected Panorama questions. [The gap between the highest and lowest racial subgroup is 12%. The English Learners grew the most (57% to 68% favorable from Spring 2022 to 2023).

Equity Challenges

- High School Students who are English Learners report fewer opportunities to participate in class than “all high school students” at the school. In middle school, students who are Hispanic report fewer opportunities to participate in class than “all middle school students” at the school.
- High School Students who are Hispanic and students who have IEPs report lower sense of belonging at school than “all high school students” at school.
- Middle School Students who identify as Hispanic and English Learners report lower rates of teachers inviting students’ culture and experiences into the classroom than “all middle school students” at school.

Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong literacy and math skills are critical to preparing students for rigorous high school courses and post-secondary learning.

Goal #1—Literacy: Increase the percentage of students meeting or exceeding proficiency standards in reading by the end of Grade 8.

Measures and Levels of Evidence

Satellite-Level Data:

Star Reading Proficiency – Grade 8					
Student Groups	Spring 2023 (8 th grade)	Spring 2023 (7 th grade)***	Fall 2023 (8 th grade)	Spring 2024 (8 th grade) Target	Spring 2024 Actual
All Students	74%	74%	84%	87%	
Asian	83%	70%	75%	78%	
Black	67%	*	*		
Hispanic	67%	100%	75%	78%	
Multi-ethnic	100%	*	*	*	
White	67%	78%	97%	97%	
Students w/IEPs	40%	55%	75%	75%	
English Learners	*	*	*	*	
Low Income	50%	50%	70%	80%	

* Groups of fewer than 5 students are not included to protect confidentiality.

***Cohort data was added to better measure the progress of specific cohort of students from 7th to 8th grade.

Smarter Balanced English Language Arts Proficiency – Grade 8**				
Student Groups	Spring 2023 (8 th grade)	Spring 2023 (7 th grade)***	Spring 2024 Target (8 th grade)	Spring 2024 Actual
All Students	61%	70%	70%	
Asian	79%	78%	80%	
Black	67%	*	*	
Hispanic	44%	80%	80%	
Multi-ethnic	83%	*	*	
White	50%	61%	65%	
Students w/IEPs	28%	42%	45%	
English Learners	*	*	*	
Low Income	47%	33%	50%	

* Groups of fewer than 5 students are not included to protect confidentiality.

**Proficiency rates are based on those who participated in the test and may vary slightly from OSPI’s Report Card site.

***Cohort data was added to better measure the progress of specific cohort of students from 7th to 8th grade

Summary of Evidence

- Overall, 8th grade students performed significantly better on the Spring 2023 STAR assessment (74% proficient) than the Spring 2023 SBA (61% proficient).
- Some racial patterns are difficult to isolate reliably because of small numbers (n < 10) for Black, Hispanic, and Multi-ethnic students. However, on both STAR and SBA students who identify as White scored significantly lower than students who identify as Asian (67% vs 83% proficient on STAR, 50% vs 79% proficient on SBA).
- On both STAR and SBA, students with IEPs (28% proficient on SBA, 40% proficient on STAR) and low-income students (47% proficient on SBA, 50% on STAR) scored significantly lower than the overall average.
- The size of subgroups is small and fluctuates between cohorts, meaning percentages are more likely to vary.

Equity Challenges

- Overall the gap on the SBA between highest and lowest performing racial subgroups was greater than the gap on STAR. Some subgroups had a bigger drop between the two assessments than other groups.
- Low-income students also performed significantly lower than the student population as a whole.

Goal #2—Math: Increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 8 and 10.

Measures and Levels of Evidence

Satellite-Level Data:

Star Math Proficiency – Grade 8					
Student Groups	Spring 2023 (8 th grade)	Spring 2023 (7 th grade)***	Fall 2023 (8 th grade)	Spring 2024 Target	Spring 2024 Actual
All Students	45%	51%	51%	60%	
Asian	81%	68%	68%	75%	
Black	17%	*	*	*	
Hispanic	13%	20%	12.5%	25%	
Multi-ethnic	67%	*	*	*	
White	34%	42%	45%	58%	
Students w/IEPs	7%	11%	9%	18%	
English Learners	*	*	*	*	
Low Income	31%	14%	36%	54%	

* Groups of fewer than 5 students are not included to protect confidentiality.

***Cohort data was added to better measure the progress of specific cohort of students from 7th to 8th grade

Smarter Balanced Math Proficiency – Grade 8**				
Student Groups	Spring 2023 (8 th grade)	Spring 2023 (7 th grade)***	Spring 2024 Target (8 th grade)	Spring 2024 Actual
All Students	46%	61%	62%	
Asian	79%	69%	75%	
Black	*	*	*	
Hispanic	11.1%	20%	20%	
Multi-ethnic	67%	*	*	
White	40%	65%	65%	
Students w/IEPs	6%	17%	20%	
English Learners	*	*	*	

Low Income	23.5%	33%	35%	
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* Groups of fewer than 5 students are not included to protect confidentiality.

**Proficiency rates are based on those who participated in the test and may vary slightly from OSPI’s Report Card site.

***Cohort data was added to better measure the progress of specific cohort of students from 7th to 8th grade

Smarter Balanced Math Proficiency – Grade 10**			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	37%	55%	
Asian	54%	77%	
Black	*	*	
Hispanic	*	*	
Multi-ethnic	*	*	
White	29%	50%	
Students w/IEPs	13%	40%	
English Learners	*	*	
Low Income	*	*	

* Groups of fewer than 5 students are not included to protect confidentiality.

**Proficiency rates are based on those who participated in the test and may vary slightly from OSPI’s Report Card site.

Summary of Evidence:

- In both the STAR Math and Smarter Balanced Math tests from Spring 2023, the 7th grade cohort (this year’s 8th graders) scored higher than the 8th grade cohort (current 9th graders).
- The cohort analysis of current 8th graders shows relatively stable pass rates in all subgroups from spring 2023 (7th grade) to fall 2023 (8th grade). Students who identify as Hispanic and students with IEPs showed a slight drop, while students who identify as White had a slight increase.
- Overall, the 10th grade performance on SBA in Spring 2023 was very low. Low income students and students with IEPs had the lowest pass rates of any subgroup whose data could be published.
- The size of subgroups is small and fluctuates between cohorts, meaning percentages are more likely to vary.

Equity Challenges

- Student who identify as Asian and multi-ethnic performed above the average for all tests where data can be published, while student who identify as Black, Hispanic, and White had pass rates below the “all student” average.
 - Students with IEPs also consistently performed well below the overall average.
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Goal #3—Future Ready: Increase equitable access to college credits and/or other future-ready opportunities.

Measures and Levels of Evidence

Map-Level Data:

Future-Ready: College-in-the-High-School (CiHS) Dual Credit Coursework				
2022-23				
Student Groups	Overall School Enrollment (gr 9-12) by Subgroup	Count of CiHS courses taken by gr 9-12 students	Avg # of CiHS courses taken, compared to total students enrolled*	2023-24 Target
All Students	158	111	0.7 courses	0.9
Asian	40 (25%)	29	0.7	0.9
Black	11 (7%)	7	0.6	0.8
Hispanic	10 (6%)	4	0.4	0.6
Multi-ethnic	23 (15%)	14	0.6	0.8
White	73 (46%)	57	0.8	1.0
Students w/IEPs	40 (25%)	15	0.4	0.6
English Learners	13 (8%)	4	0.3	0.5
Low Income	29 (18%)	21	0.7	0.9

*Example: Big Picture Hispanic students took 4 CiHS courses in 2022-23. There were approx. 10 Hispanic students enrolled overall (6% of all gr 9-12 students at Big Picture). $4 / 10 =$ average of 0.4 CiHS courses taken by Hispanic students.

Future-Ready: High School Internships						
	Percentage of Students with an Internship by expected start date		Percentage of Students with an Internship within month after expected date		Percentage of Students with an Internship by end of Semester 1	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24
All Students	34%		70%		95%	
Asian	40%		81%		95%	
Black	40%		70%		100%	
Hispanic	18%		73%		100%	
Multi-ethnic	35%		72%		96%	
White	31%		61%		93%	
Students w/IEPs	31%		67%		95%	
English Learners	29%		64%		93%	

Internships are a core component for all Big Picture Learning Schools worldwide. These serve the purpose of putting students in the driver’s seat of their learning in which they learn to navigate the adult world, explore their career interests, and develop critical 21st century and transferrable skills. All Bellevue Big Picture High School students spend one full day per week in a pre-professional position at an internship site of their choice. Students may have multiple ten-week internships each year or one extended yearlong internship. By the end of their senior year, each student has completed over 500 pre-professional hours in one or more occupational roles. Internship experiences culminate in the completion of a project co-designed by the site-based mentor and the student, which students present at semester exhibitions. Internship sites have included: *City of Bellevue, University of Washington, Pacific Science Center, Overlake Hospital, Aurora Veterinary Hospital, Talking Rain, KPFF Engineering, Microsoft, Google, etc.*

Students obtain internships at different rates at the beginning of each year. Students who obtain an internship within the expected date range, will have more robust learning experiences for the year as they’ll have greater exposure to

their career field of interest and a longer relationship with the internship mentor. By examining the data associated with the time at which students obtain their internships, our team can determine where we need to focus our energy for supporting students getting connected to internships faster.

Street-Level Data:

Future-Ready: High School Internships (Career and Skill Development)			
	Student Perception Survey	Advisor Perception Survey	Mentor Perception Survey
	How do students perceive their growth and development in career awareness and 21 st century/workplace skill? How is their agency/self-efficacy growing?	How do advisors perceive their students' growth and development in career awareness and 21 st century/workplace skill? How is their agency/self-efficacy growing?	How do mentors perceive their interns grew in career knowledge and workplace skills?
All Students			
Asian			
Black			
Hispanic			
Multi-ethnic			
White			
Students w/IEPs			

During this year, our team will design and collect perception data from students, advisors, and internship mentors to set a baseline for the growth and development of students' career awareness and 21st Century/transferrable skills that occur through internship experiences. We'll work to design these survey questions with students to develop their voice in sharing how they'd like their growth from internships to be measured. In addition to the number of hours students have engaged in pre-occupational internship experiences, we need to be able to better understand the quality of those internships experiences for preparing students for success in college and career environments. By measuring the perceptions that students, advisors, and mentors have about career awareness and skill development, we'll determine if there are discrepancies between those three groups which could help us target better communication and support strategies. If there are gaps between the various subgroups within one or more of the surveys, we'll need to investigate further and align strategies to address. Qualitative data from exhibitions, student-led conferences, mentor evaluations, senior defenses, and site visits will also be collected and shared.

Summary of Evidence

- College-in-the-High School (CiHS): English Learners, students with IEPs, and students who identify as Hispanic had the lowest average for number of CiHS courses taken. All other subgroups were within 0.2 of each other (0.6-0.8).
- Internships: Students who identify as Hispanic had the lowest percentage of the subgroups for getting an internship in the first time-interval. By the second and third check-point, their data was similar or ahead of several other subgroups. Our English Learners and students who identify as White had the lowest percentage for both the second and third check-points.

Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment. Our Building Equity Leadership Team in collaboration and coordination with our staff, has selected the equity commitment identified below as a key improvement priority in this year’s School Improvement Plan (SIP).

Goal/Equity Commitment:

Equitable Access to High Quality Instruction: Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

At Big Picture, we organize our instruction around project-/problem-based learning (PBL). This method of teaching and learning engages students in working on questions or problems that relate to real situations, collaborating with teammates, learning meaningful content, preparing and presenting solutions, and reflecting on their work and their process. PBL is an equitable instructional practice and also aligns with elevating student voice and agency. Through collaboration, students must communicate effectively and recognize perspectives that are different from their own. As they work on projects in a range of content areas, they investigate the world and take action to improve situations.

Professional learning communities (PLCs) meet monthly in either content-area or cross-disciplinary groups (based on staff member preference) to:

- Improve implementation of effective PBL using the PBL teaching rubric and how it supports and develops the BP Graduate Outcomes.
- Improve educators’ ability to reflect on practices and grow skills through collaborative professional learning.
- Staff self-assessed on the PBL teaching rubric this Fall and will select focus areas to make growth on this year during their PLC work.

Measures and Levels of Evidence

Map-Level Data: Baseline data expected by Winter 2023. We are in the beginning stages of collecting data to measure improvement in effective PBL.

Staff Self- Assessment on PBL Teaching Rubric:			
Staff will self-assess using this rubric and then select a PBL focus area and goals for the year in their learning plan. They will connect their focus area to at least one of the BP Graduate Outcomes.			
	Fall	Winter	Spring
All Teachers			
HS Teachers			
MS Teachers			
Math/Science Teachers			
ELA/SS Teachers			
Elective Teachers			

Student Perception Data (school-wide):		
Students will be provided a survey of questions connected to the PBL Teaching rubric, some of which are also directly related to Student Agency.		
	Winter	Spring
All Students		
Asian		
Black		
Hispanic		

Multi-ethnic		
White		
Students w/IEPs		

Street-Level Data:

Learning Walk Data:

The Building Equity Leadership Team and all BP educators will be invited to engage in learning walks throughout the year to observe aspects of PbL in action. There will be a digital learning walk form to track and aggregate data of PbL implementation.

	Winter	Spring
PBL Rubric topics		

Summary of Evidence

As we collect data related to PbL effectiveness and our equity commitment related to Equitable Access to High Quality Instruction, we will provide a summary of the evidence.

Equity Challenges

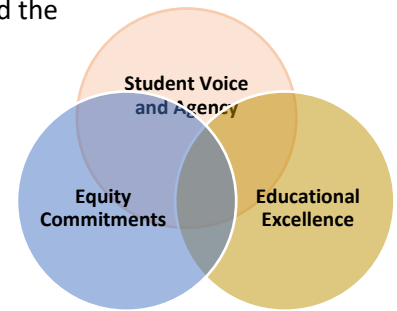
As we collect data related to PbL effectiveness and our equity commitment related to Equitable Access to High Quality Instruction, we will analyze these data to identify key equity challenges.

Key Improvement Strategies

Continuous school improvement requires ongoing learning, reflection, collaboration, and the implementation of evidence-based best-practices. The strategies identified below represent our key improvement strategies to achieve our goals this year.

Math & Literacy

7th and 8th grade students will be placed into tiered “workshop” groups that meet twice per week for 40 minutes each, focusing on either math or literacy. Students in the math workshop groups are working with Cognition online tutors. Students in the literacy workshop groups receive support from their ELA teachers on tasks related to current in-class work and additional reading opportunities (such as literature circles). All 6th grade students engage with Lexia for reading growth and Prodigy for math growth during workshop time. In addition, the math team is engaged in the new district math curriculum adoption for Algebra 1, Geometry, and Algebra 2, and utilizing *Building Thinking Classrooms* as a resource to improve math pedagogy.



Professional Development: Advancing Project- and Problem-Based Learning

Our PLCs this year are functioning as Critical Friends Groups (CFGs) for PBL unit ideas/materials or related student work. Each certificated staff member will choose one area of PBL to focus on (based on a project-based teaching self-assessment adapted from pblworks.org). At monthly PLC meetings, one or more staff members will have an opportunity to present and receive feedback from colleagues about past or upcoming PBL units using a protocol. Staff can also access PBL support through individual coaching cycles from the ITCL or attend EDPD focused on various aspects of PBL. Student perception data and learning walk data on PBL effectiveness will also be gathered and used to guide professional development opportunities.

Internships

The high school internship team (LTI coordinator, community partnership coordinator, family partnership coordinator, special education advisor, and general education advisors) are focused on providing a stronger launch to the internship process this year. The LTI workshop and Camp BP (1st week of school activities) were revised to better meet the needs of students to get going with the internship search process. Last Spring, the team also made a stronger push for students to start the LTI search for the Fall in the Spring and Summer. This Spring push will continue to be refined this year to continue to increase its effectiveness. During the BP camp, learning plan information, career interest inventories, resume building, and High School and Beyond plan lessons were provided to students to kick off the year. The team is also focused on building out more supported placements options for students who need additional adult support before they are ready for an independent internship. We are also focused on mentor recruitment as with more mentor availability, we can get students connected more easily. We are more strategically tapping into our parent community and middle school families for these connections. The PTSA now has an internship support committee that works with our family partnership coordinator to support these efforts. Once we have additional data, we'll work with the team and students to determine next steps for improving the career awareness and skill development.

Family & Student Voice and Agency

This year we are focusing on building our educators' capacity to partner with students and families through seeking out, reflecting on, and implementing feedback in multiple ways. Staff will learn and implement strategies for gathering input from students/families and/or co-creating change (e.g., home visits, co-generative dialogues, empathy interviews, summits, etc). Staff will also learn and implement strategies in response to student/family input. Based on the Summer/Fall family community visits and last Spring's student summit, we have heard needs about providing more SEL and executive functioning supports for our students. Professional development will be provided in these areas as staff have expressed interest in need in growing their skill set in these two areas. Professional development will also be provided about additional strategies to elevate student and family voice within the classroom experience.

Appendix 1: Student Voice and Agency Detail

SPRING 2022:

School Level	Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Grades 6-8	Are there opportunities for you to participate in this class?	80	81		80	77	78	68	82	76
Grades 9-12	Are there opportunities for you to participate in this class?	80	80	75		83	82	43	76	80
Grades 6-8	Does this teacher invite students' culture and experiences into the classroom?	67	67		48	50	73	50	61	67
Grades 9-12	Does this teacher invite students' culture and experiences into the classroom?	69	69	42		61	71	44	80	75
Grades 6-12	How confident are you that you can complete all the work that is assigned in your class?	59	77		57	48	50	56	60	43
Grades 6-8	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	68	69		76	72	65	59	67	66
Grades 9-12	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	75	80	83		78	70	89	86	79
Grades 6-8	Overall, how much do you feel like you belong at your school?	63	67		77	38	60	40	56	62
Grades 9-12	Overall, how much do you feel like you belong at your school?	68	76		43	73	66	60	74	52

SPRING 2023:

School Level	Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Grades 6-8	Are there opportunities for you to participate in this class?	80	80	80	69		82	81	76	78
Grades 9-12	Are there opportunities for you to participate in this class?	79	79		76	72	83	57	85	73
Grades 6-8	Does this teacher invite students' culture and experiences into the classroom?	60	65	71	44		59	52	55	56
Grades 9-12	Does this teacher invite students' culture and experiences into the classroom?	67	67		65	66	69	71	81	67
Grades 6-12	How confident are you that you can complete all the work that is assigned in your class?	65	76		59	66	56	76	67	48
Grades 6-8	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	73	73	72	81		69	74	66	65
Grades 9-12	How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	73	74		53	77	75	56	70	69
Grades 6-8	Overall, how much do you feel like you belong at your school?	58	64	69	61		51	85	67	56
Grades 9-12	Overall, how much do you feel like you belong at your school?	61	72		44	65	61	63	69	52

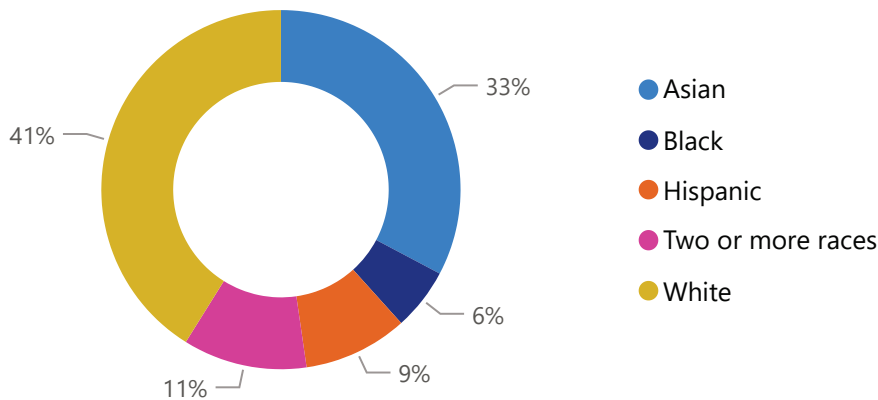
School Overview

Bellevue Big Picture is a choice school for grades 6-12, emphasizing strong relationships, academic rigor, and relevant, Project Based Learning. Middle school students work with faculty advisors who facilitate social- emotional learning and college and career exploration through an Advisory program. High school students participate in off-campus internships every Thursday at a variety of community organizations, guided by their faculty advisor. All advisors work with their advisees for multiple years.

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Racial Diversity



School & Student Characteristics ¹

	Big Picture School	District HS Average	District MS Average
Enrollment (10/3/2022)	397	1479	776
Average Attendance Rate	90%	88%	92%
Eligible for Free/Reduced Price Meals	19%	21%	22%
Receiving Special Education Services	20%	8%	10%
English Language Learners	7%	11%	13%
First Language Other Than English	29%	40%	43%
Mobility Rate ₃	9%	11%	10%

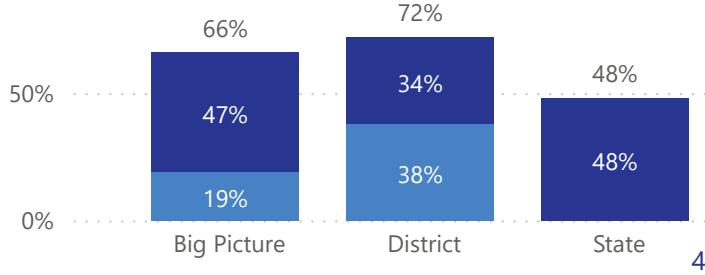
Summary of Student Achievement

State Assessment Results for Grades 6-8 (Spring 2023)

Percentage of Students Meeting / Exceeding Standards

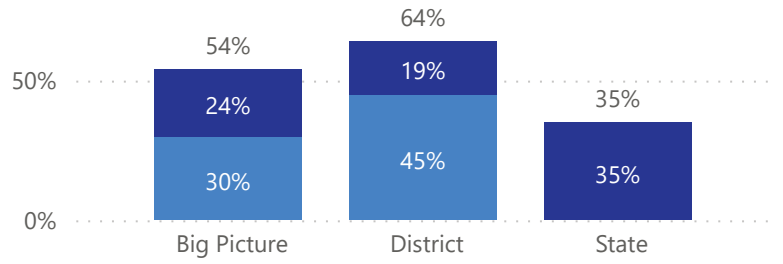
SBA: English Language Arts

● Exceeds Standards ● Meets Standards



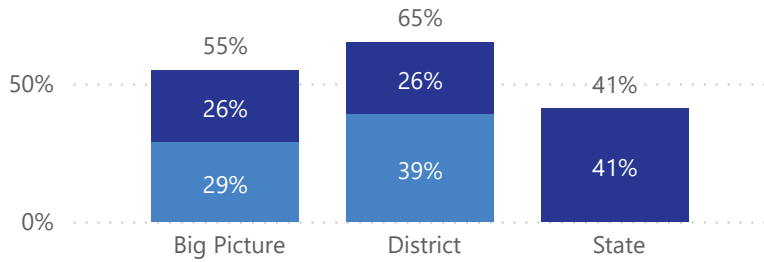
SBA: Math

● Exceeds Standards ● Meets Standards



WCAS: Science

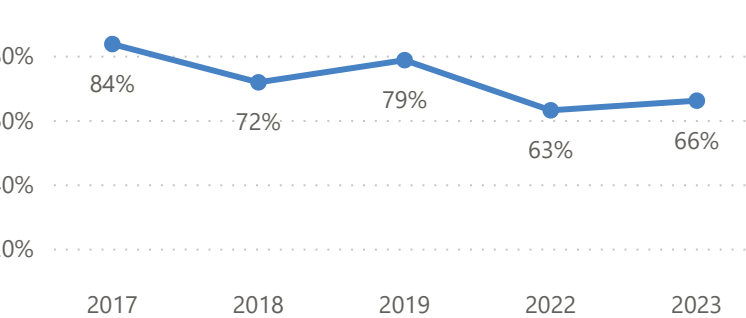
● Exceeds Standards ● Meets Standards



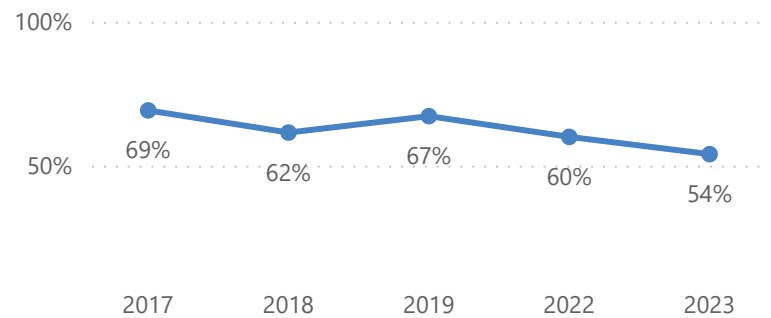
Big Picture State Assessment Results for Grades 6-8

Percentage of Students Meeting Standards

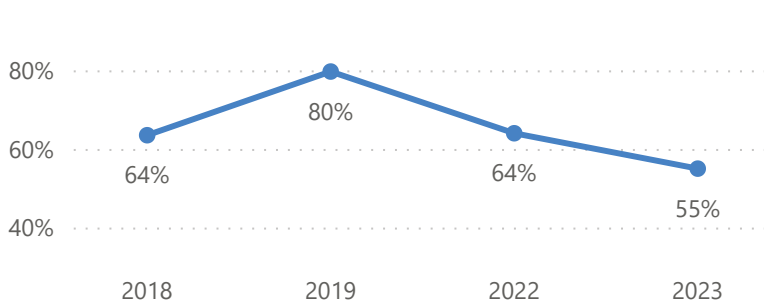
SBA: English Language Arts



SBA: Math

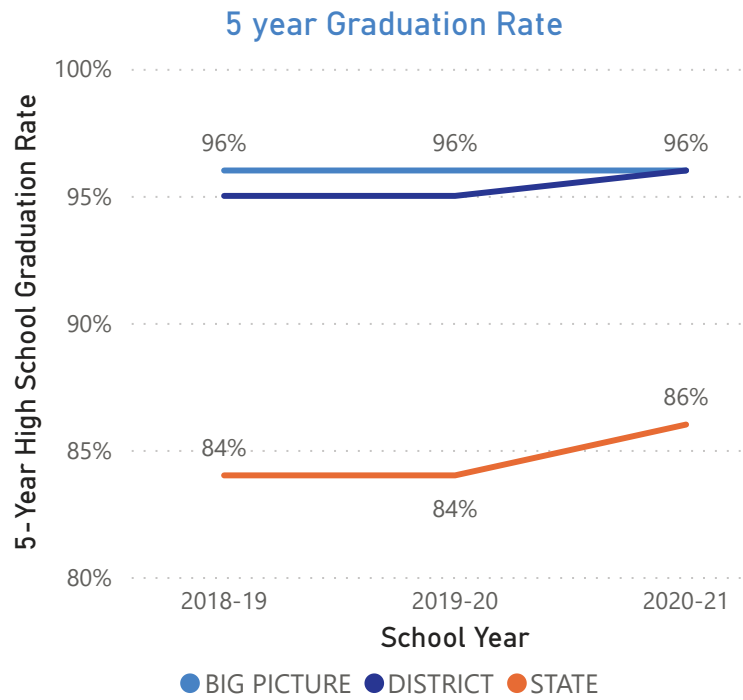
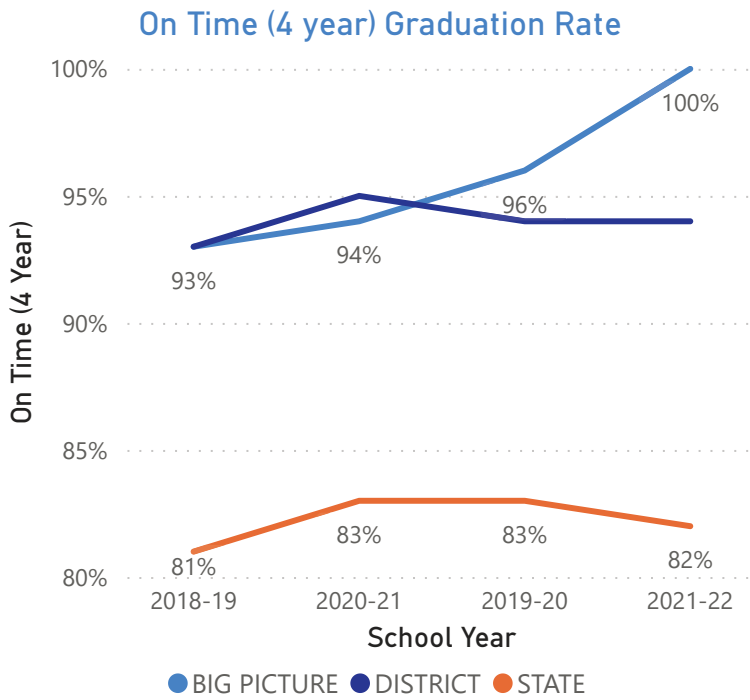


WCAS: Science

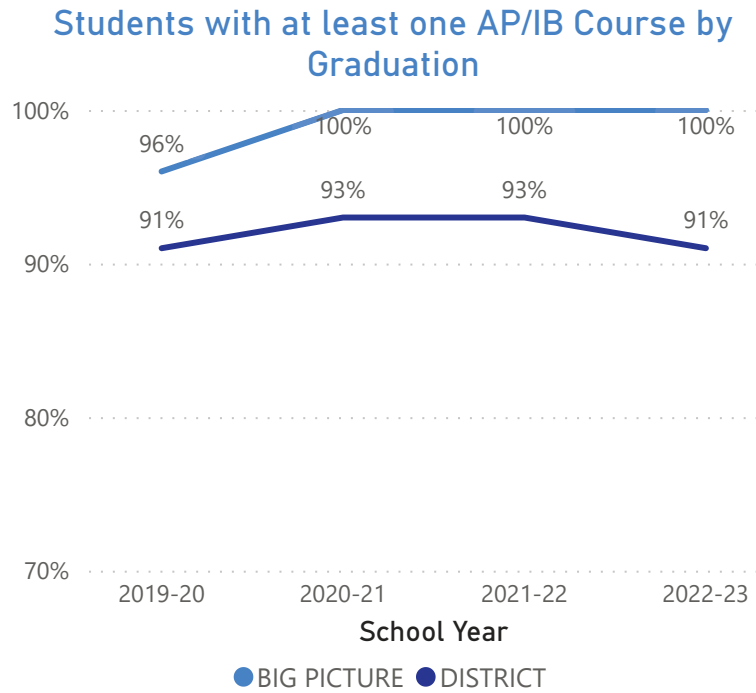
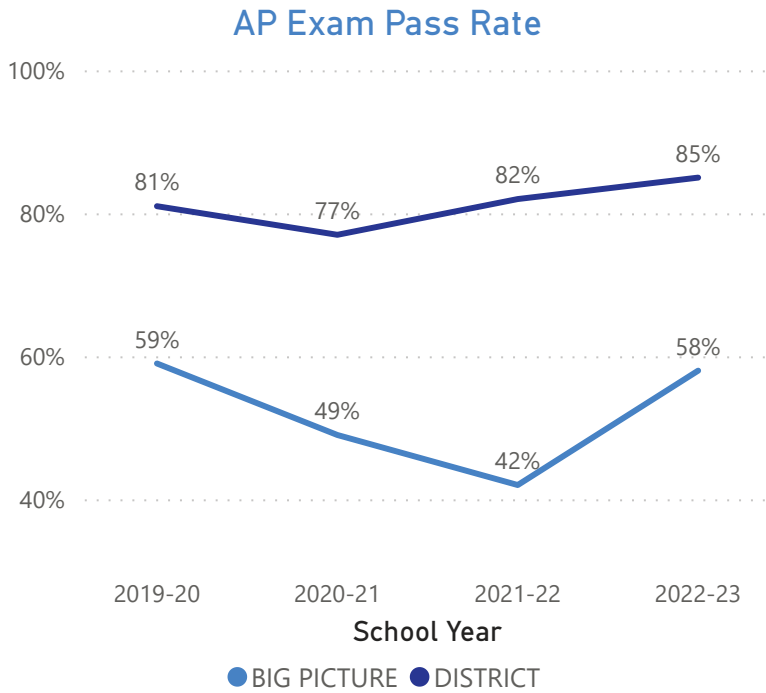


College and Career Readiness

On Time Graduation



AP & IB



AP & IB

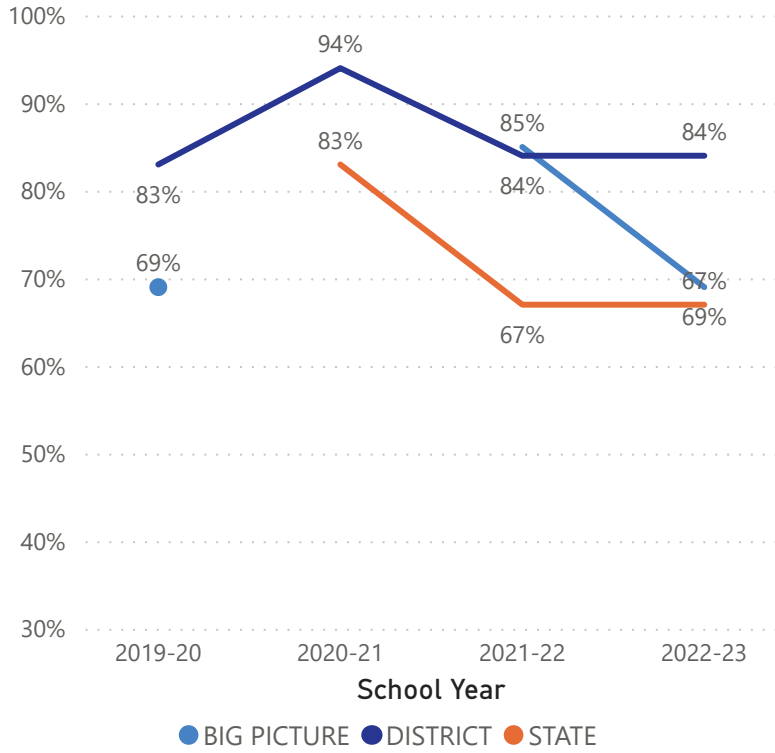
School Name	BIG PICTURE				DISTRICT			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
AP Exam Pass Rate	59%	49%	42%	58%	81%	77%	82%	85%
Students Taking At Least One AP/IB Course by the Time They Graduate	96%	100%	100%	100%	91%	93%	93%	91%
Average Number of AP and IB Credits Earned by Graduates	2.7	2.8	2.5	1.7	6.9	7.4	7.4	7.4

SAT & ACT

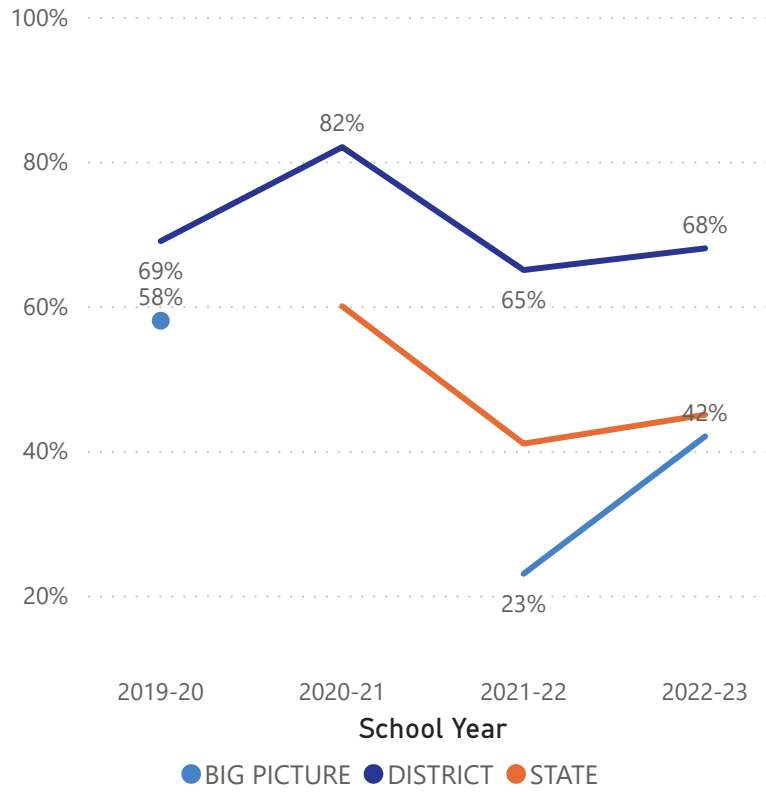
School Name	BIG PICTURE				DISTRICT				STATE		
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22
Average SAT Composite Score	1220		1153	1049	1271	1358	1263	1213	1073	1072	
Average ACT Composite Score	22.4	N/A	N/A	N/A	27.8	29.5	29.4	30.2	22.9	23.6	22.9

Additional College Readiness Measures

11th Graders Meeting PSAT Benchmarks: Reading/Writing



11th Graders Meeting PSAT Benchmarks: Math



Note: Significantly fewer students participated in college testing (PSAT, SAT, ACT) in 2020-21 due to COVID, so these scores do not necessarily reflect the general student population and may not be comparable with prior years.

Glossary

ACT

The ACT is a college admissions test with four subjects (English, math, reading, and science) scored on a scale from 1-36. The Composite ACT score is the average of the four subject test scores.

AP

Advanced Placement (AP) courses are college-level courses offered in high school. These courses culminate in an AP exam that is given by the College Board. Many college grant course credit to students receiving passing scores. AP tests are scored on a scale from 1-5, with 3 or higher considered passing.

IB

The International Baccalaureate (IB) program is a rigorous college-preparatory program offered at selected schools in many countries around the world. Students who pass a challenging set of IB exams at the end of selected courses earn an internationally-recognized IB diploma. IB exams are scored on a scale from 1-7, with 4 or higher considered passing.

PSAT College and Career Readiness Benchmark

All BSD students take the PSAT test in 11th grade, as preparation for the SAT and the college application process. The PSAT benchmark is one indicator of whether students are on track to be ready for college. Students who score at or above the benchmark level have a 75% chance of earning at least a C in first-year core college courses.

SAT

The SAT is a college admissions test which was substantially revised in 2017. The new SAT includes two subject areas (ERW - evidence-based reading and writing, and math). The previous SAT had three subject areas (critical reading, writing, and math). Each subject is still scored on a scale from 200-800; however, the combined score on the new test is now 1600, instead of the previous combined score of 2400.

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 3, 2022 unless otherwise specified.

2 District Average

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