



# School Improvement Plan Bellevue High 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 High School?

- Long tradition of academic, athletic & artistic excellence
- 2023 U.S. News & World Report rated Bellevue High #6 in the State and a Top 350 Schools in the United States
- Outstanding School Spirit – Go Wolverines!
- 27 AP course offerings, 37 electives
- 42 different first languages spoken at home

## 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.

At Bellevue High School, we believe that our students are Creators of their Future World. As such, we recognize and honor students' strengths and lived experiences and position students as co-constructors of knowledge.

**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: *Panorama Student Survey*

<b>Student Voice &amp; Agency</b> (questions from Panorama surveys) * Average % favorable responses, grades 9-12 <i>See Appendix 1 for question-level detail</i>				
Student Groups	Spring 2022	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	66%	65%	70%	
Asian	64%	65%	70%	
Black	70%	65%	70%	
Hispanic	60%	58%	65%	
Multi-ethnic	64%	64%	70%	
White	69%	67%	71%	
Students w/IEPs	64%	57%	65%	
English Learners	65%	63%	70%	
Low Income	59%	57%	65%	

\* 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:

We will synthesize the following street data in order to develop and implement (in collaboration with students) schoolwide professional learning around instruction and proactive classroom management:

- Utilize fishbowl discussions to listen to, learn from, and act with students (providing structured opportunities to value student voice and learn from their experiences)
- Shadow a selection of students through their 7-period day (provides insight/context for student stories and deepens empathy for the student experience)

- Conduct listening campaigns at student affinity group meetings (equitable building time for greater anecdotal evidence from many of our more historically minoritized or marginalized students)

### **Summary of Evidence**

- Students served through an Individual Education Plan (IEP) and Students who identify as black showed a drop in percentage of positive responses from 64% to 57% and 70% to 65% respectively between Spring 2022 to Spring 2023.
- Overall, the percentage of positive responses from all students did not change from Spring 2022 to Spring 2023.
- There were no groups that demonstrated increased positive responses from Spring 2022 to Spring 2023.
- Students who identify as Multiethnic and Hispanic showed an increase in percentage of positive responses to the question: Overall, how much do you feel like you belong at your school? Multiethnic students increased from 43% to 59% positive response and Hispanic students increased from 41% to 48% positive response.
- Students who identify as Multilingual Learners (MLL) and students served through an IEP responded less favorably in 2023 compared to 2022 to the question: How often do you feel that this teacher wants you to use your thinking skills, not just memorize things? Multilanguage Learners had a 77% favorable response in 2022 and a 68% favorable response in 2023. Hispanic students had an 81% favorable response in 2022 and a 64% favorable response in 2023.
- 36% of students who identify as black responded favorably to how much they feel like they belong at your school compared to a 57% favorable response from their peers.
- 39% of students who are served through an IEP responded favorably in their confidence that they can complete all the work that is assigned in their classes compared to a 66% percent favorable response by their peers.

### **Equity Challenges**

- Students who identify as black report a lower sense of belonging at school than their peers registering a 36% positive response rate on the Panorama survey compared to 57% of “all students” responding favorably.
- Students who identify as black and Hispanic report less confidence in their ability to complete all the work that is assigned in their classes compared to white and Asian students. Black and Hispanic students responded favorably 56% and 53% while White and Asian student responded favorably 63% and 75%.

## Educational Excellence

Academic success, as one aspect of educational excellence, remains a “mission-critical” component of the Bellevue School District. Strong academic skills and access to rigorous coursework and programs are critical to preparing students for their post-secondary futures in college or career pathway.

**Goal #1—Math:** Increase the percentage of students meeting or exceeding proficiency standards in math by the end of Grade 10.

### Measures and Levels of Evidence

Satellite-Level Data: Smarter Balanced Assessment (SBA) 10<sup>th</sup> Grade Math Results

Smarter Balanced Math Proficiency – Grade 10*			
Student Groups	Spring 2023	Spring 2024 Target	Spring 2024 Actual
All Students	67.7%	72%	
Asian	83.6%	88%	
Black	16.7%	70%	
Hispanic	45.8%	70%	
Multi-ethnic	55.6%	70%	
White	63.4%	70%	
Students w/IEPs	9.1%	50%	
English Learners	40.9%	50%	
Low Income	44.9%	50%	

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

### Street-Level Data:

The purpose of collecting these data is to look for recurring themes to share with the math department to equip teachers to adjust instruction. We plan to collect street data through the following strategies:

- Student feedback surveys (providing context and anecdotal evidence for the effectiveness of instruction)
- Classroom observations (which allow us insight into instructional practices and routines of our staff, and offer a context for the data)
- Student interviews (opportunities to personalize the stories and deepen empathy for stakeholders)

### Summary of Evidence

- In the Spring of 2023, 16.7% of 10<sup>th</sup> grade students who identify as black demonstrated proficiency on the SBA.
- In the Spring of 2023, 9.1% of 10<sup>th</sup> grade students who are served through an IEP demonstrated proficiency on the SBA.
- 83.6% of students who identify as Asian demonstrated proficiency in Math compared to 67.7% percent of “All Students.”

### Equity Challenges

- There are significant gaps in academic achievement based on race.
  - There is a gap in academic achievement based on type of services received at school.
-

**Goal #2—Future Ready:** Increase equitable access to college credits.

**Measures and Levels of Evidence**

*Map-Level Data: Course Enrollment (AP and College in the High School Courses)*

		2022-23		2023-24
Student Groups	AP Course Enrollments	AP Exams Taken	AP Course Enrollments (10/2023)	AP Exams Taken
All Students	2,141	1,824	2,473	
Asian	1,117	1,081	1,265	
Black	22	13	31	
Hispanic	95	61	108	
Multi-ethnic	242	183	294	
White	660	484	766	
Students w/IEPs	15	10	29	
English Learners	65	63	63	
Low Income	176	142	178	

Future-Ready: College-in-the-High-School (CiHS) Dual Credit Coursework						
		2022-23			2023-24	
Student Groups	Overall School Enrollment by Subgroup	Count of CiHS courses taken by gr 9-12 students	Avg # of CiHS courses taken, compared to total students enrolled*	Overall School Enrollment by Subgroup	CiHS courses completed by gr 9-12 students	Avg # of CiHS courses taken, compared to total students enrolled*
All Students	1575 (100%)	1731	1.1 courses	1554 (100%)		
Asian	595 (38%)	780	1.3	617 (40%)		
Black	48 (3%)	23	0.5	51 (3%)		
Hispanic	142 (9%)	92	0.6	127 (8%)		
Multi-ethnic	196 (12%)	197	1.0	190 (12%)		
White	585 (37%)	639	1.1	557 (36%)		
Students w/IEPs	116 (7%)	27	0.2	122 (8%)		
English Learners	137 (9%)	46	0.3	126 (8%)		
Low Income	239 (15%)	212	0.9	238 (15%)		

**Street-Level Data:**

The purpose of collecting these data is to better understand how and why students are enrolling in some courses and not others, and how the cognitive load of these courses is supported and scaffolded for all students. We will synthesize these street data in order to develop 1) a plan for enrolling and retaining more proportional numbers of students in AP and CiHS courses, and to develop 2) professional development activities to support teachers of these courses in order to better support the success of all students enrolled. We plan to collect street data through the following strategies:

- Student feedback surveys (providing context and anecdotal evidence for the effectiveness of instruction)

- Classroom observations (which allow us insight into instructional practices and routines of our staff, and offer a context for the data)
- Student interviews (opportunities to personalize the stories and deepen empathy for stakeholders)

### **Summary of Evidence**

- On average, Bellevue High School students overall completed 1.1 CiHS courses in 2022-23.
- Black and Hispanic students completed fewer AP classes when compared with their peers, averaging 0.5 and 0.6 courses completed respectively.
- Students receiving Special Education Services and those learning English completed fewer AP classes when compared with their peers, averaging 0.2 and 0.3 courses completed respectively.

### **Equity Challenges**

- Student who identify as Black and Hispanic are disproportionately under-represented in CiHS courses.
- Students who are Multilanguage Learners and/or served with and IEP are disproportionately under-represented in CiHS courses.

## Equity Commitments

All students have an inherent right to an equitable, accessible, inclusive, and culturally-responsive learning environment. Through observation, analysis, and reflection, we have recognized certain trends within our Advanced Placement courses: there are noticeable gaps, especially when isolating race, amongst those enrolling in these courses and their retention rate.

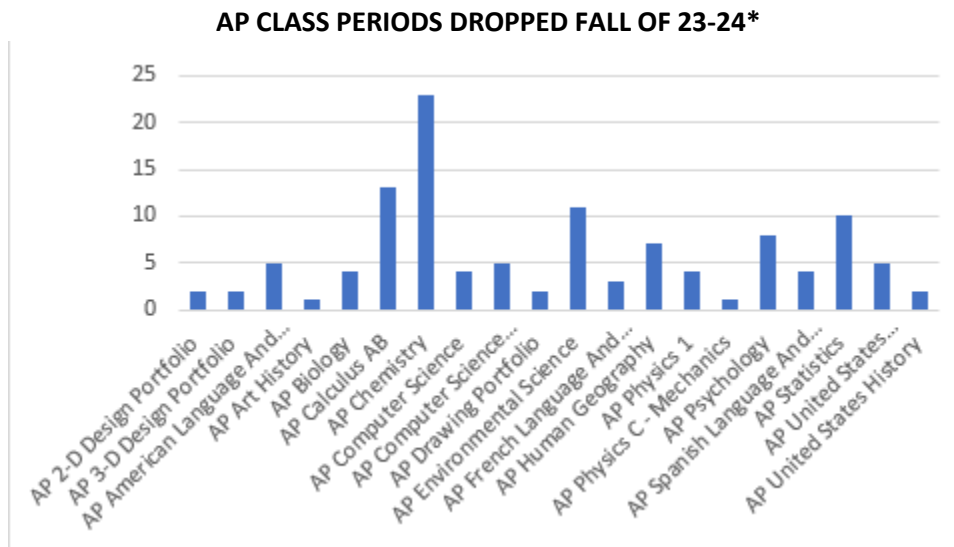
Our Racial Equity and Inclusion Team (REI Team), in collaboration and coordination with our staff, has selected the equity commitment identified below as a key improvement priority in this year's School Improvement Plan (SIP).

### Goal/Equity Commitment:

Equitable Access to Programs: Ensure that all students have equitable access to all school programs including but not limited, college and career readiness and counseling, sports and activities, and Advanced Placement coursework. Bellevue HS will determine root cause for why there are deterrents to Black and Hispanic students taking Advanced Placement courses. We will also examine the reason for requests to exit AP classes by students enrolled in said courses. In addition, we will gather the perspective of AP teachers on messaging and approach to instruction as well as experiential data around what they are seeing in the classroom with respect to all students, including students who face challenges in AP courses. Once determined, BHS will set goals around increasing AP access to all students and instructional support.

### Measures and Levels of Evidence

#### Map-Level Data:



*\*Data reflects the number of individual periods of AP dropped, not number of students*

Percent of students enrolled in and completed one or more AP Class			
Student Groups	FY 2022-2023	Semester 1 Enrollment 2023-2024*	Semester 1 Completed 2023-2024
All Students	55.4%	64%	
Asian	70.0%	77%	
Black	28.9%	40%	
Hispanic	32.2%	37%	
Multi-ethnic	59.8%	68%	
White	48.6%	59%	
Students w/IEPs	9.9%	15%	
English Learners	22.9%	28%	
Low Income	32.0%	35%	

*\*percentages are disaggregated by race and reflect number of students enrolled out of the total student population in that subgroup*

### Street-Level Data:

The purpose of collecting these data is to look for recurring themes revealed through personal stories that are not always reflected in the larger data; this will be used in conjunction with larger map-level data to inform further steps towards building more equitable AP classrooms, using our professional learning time during Building Wednesdays to implement and support staff-wide instructional practices. We plan to collect street data through the following strategies:

- Student feedback surveys (which allow us to tailor questions for our student demographics)
- Classroom observations (which allow insight into instructional practices and routines of our staff, and offer a context for the data)
- Student interviews/focus groups (allow us to empathize and understand deeply the experiences and needs of our students)
- Teacher interviews/focus groups (allow us to empathize and understand deeply the experiences and needs of our students)

### Summary of Evidence

- Current data (October 20, 2023) shows 1,064 BHS students enrolled in an AP course; of those, 23 identify as Black/African American (2%) and 53 as Hispanic/Latinx (5%).
- Students that are Black/African American currently make up 3.5% of our student population, while students identifying as Hispanic/Latinx make up 8.5% of our student population.
- Comparatively, our Black and Hispanic students are underrepresented in our AP course enrollment.
- Of the 23 students identifying as Black/African America, 39% dropped/withdrew from at least one AP course (9 of 23).
- Of the 53 students identifying as Hispanic/Latinx, 15% dropped/withdrew from at least one AP course (8 of 53).
- Comparatively, 12% of Asian students (60 out of 498) dropped an AP class and 10% of White students (36 out of 342) dropped an AP class.
- Overall, our AP classrooms have a greater enrollment and retention rate for students identifying as White or Asian, especially in comparison to our students identifying as Black/African American or Hispanic/Latinx.

### Equity Challenges

- Deterrents for our Black/African American and Hispanic/Latinx students that are barriers to achieving in AP courses are not limited to one root cause; it may include the curriculum, the optics of the class, instructional strategies, classroom management, systemic racism, etc.
- Access to a class does not ensure access to the curriculum; staff development and support, including a focus on Cultural competency, diversity, equity, and inclusion (CCDEI) standards, will be necessary for real growth.

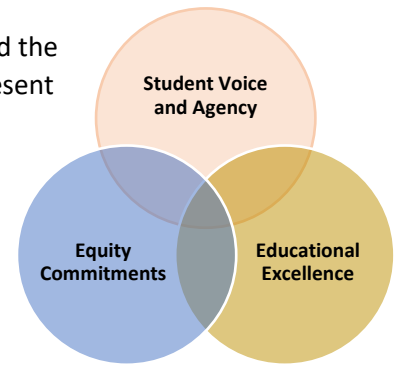


## Key Improvement Strategies

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.

### Improving Student Engagement, Voice, and Agency

All students will benefit from changes to perspective and approach for classroom instruction. Specifically, we aim to adopt the following 'Ways of Being' or 'six simple rules' by Shane Safir (see below). Classroom teachers will receive professional learning opportunities about these 'Ways of Being' during Building Professional Development meetings. These instructional moves are important in ALL classrooms; their implementation will support shifting the cognitive load to our students, creating a greater sense of ownership in the learning, and may lead to greater retention of students in some of our more challenging courses (CiHS and AP).



- **Talk less, smile more.**
  - Limit the duration of direct instruction to no more than 10-15 minutes at a time, pausing for information processing, and shifting the cognitive load to students.
- **Prioritize questions over answers.**
  - Create conditions for deeper learning by developing intriguing and rich questions and encouraging students to pose questions in class to motivate their learning.
- **Ritualize reflection and revision.**
  - Explicitly teach the skills of reflection and revision to students. Utilize reflection protocols at the start and end of the week. Coach students to give constructive feedback to each other.
- **Make learning public.**
  - Culminate exhibitions or performance-based assessments where students demonstrate their understanding for an audience; for example, portfolios of student work, oral defenses by students to a committee of teachers, peers, and/or community members.
- **Circle up.**
  - Restructure the physical layout of the classroom to a circle to encourage student engagement, voice, and agency. Conduct Socratic seminars, fishbowl discussions, and/or restorative circles in class.
- **Favor feedback over grades.**
  - Make time for narrative feedback and student conferencing whenever possible.

### Utilizing Collaborative Practices to Build Thinking Classrooms

To increase the percentage of students meeting or exceeding proficiency standards in **math** by the end of Grade 10, Algebra 2 teachers will implement the following practices from Building Thinking Classrooms by Peter Liljedahl. These are best practices that focus on impacting student engagement, collaboration, and productive struggle with challenging

content; when done consistently, our students will be more prepared to struggle and persist in more challenging courses (CiHS and AP), and our staff will have a model for quality instruction to be implemented in other departments.

- **'Defront' the classroom:** To induce student thinking, students' desks will be arranged such that students are facing each other. The classroom teacher delivers instruction from different locations within the classroom.
- **Students stand and work at vertical non-permanent surfaces (i.e. whiteboards):** To foster equitable participation, make thinking visible, and value errors as part of the learning process, students will complete their class assignments on a vertical whiteboard.
- **Form visibly random student work groups:** To shift students' mindsets, to breakdown social barriers within the classroom, and to increase collaboration and student engagement, random student groupings will be determined frequently and visibly.

## Appendix 1: Student Voice and Agency Detail

### SPRING 2022

Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Are there opportunities for you to participate in this class?	77	76	87	76	78	79	82	78	74
Does this teacher invite students' culture and experiences into the classroom?	61	55	57	63	63	65	58	55	71
How confident are you that you can complete all the work that is assigned in your class?	64	68	67	53	59	63	56	56	49
How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	71	69	70	68	75	73	77	69	81
Overall, how much do you feel like you belong at your school?	56	50		41	43	66	51	35	46

### SPRING 2023

Question	All Students	Asian	Black	Hispanic	Multi-ethnic	White	MLL	F/R	IEP
Are there opportunities for you to participate in this class?	76	75	85	68	74	78	78	74	73
Does this teacher invite students' culture and experiences into the classroom?	57	52	68	59	64	60	66	52	58
How confident are you that you can complete all the work that is assigned in your class?	66	75	56	53	55	63	57	50	39
How often do you feel that this teacher wants you to use your thinking skills, not just memorize things?	68	68	79	63	68	69	68	65	64
Overall, how much do you feel like you belong at your school?	57	54	36	48	59	63	47	45	49

## School Overview

Bellevue High is a comprehensive school situated on the edge of downtown Bellevue. We value being a strong community and enjoy lasting connections to the larger city of Bellevue. All students access strong academic programs complemented by our performing arts, athletic teams, and a broad range of activities. We are a community dedicated to learning.

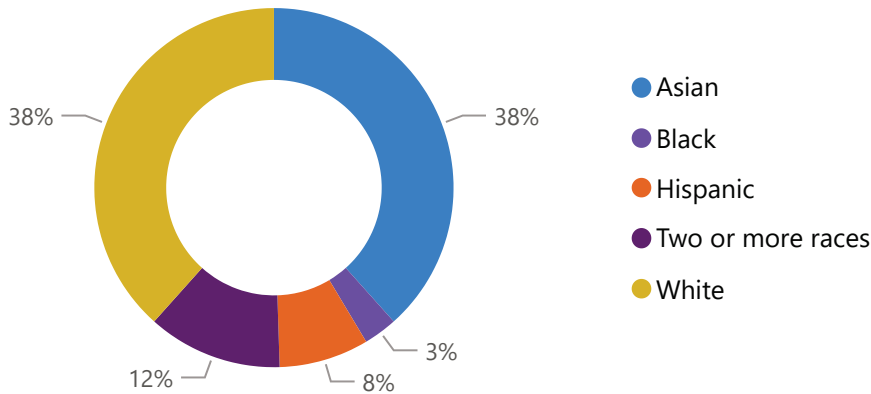
10416 SE Wolverine Way  
Bellevue, WA 98004

<http://www.bsd405.org/bhs>  
425-456-7000  
Vic Anderson

## Programs Offered

Continuum of special education services

## Racial Diversity



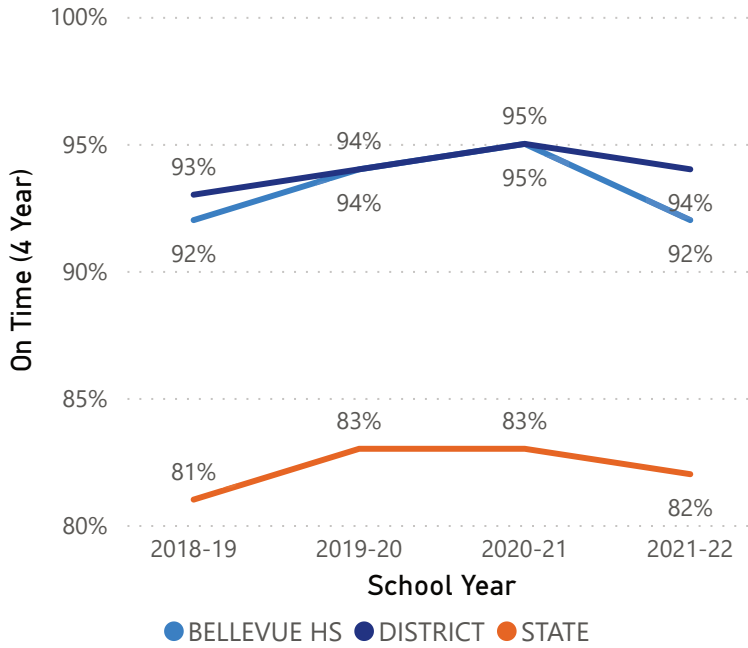
## School & Student Characteristics <sup>1</sup>

	Bellevue High School	District HS Average <sup>2</sup>
Enrollment (10/3/2022)	1451	1479
Average Attendance Rate	87%	88%
Eligible for Free/Reduced Price Meals	14%	21%
Receiving Special Education Services	7%	8%
English Language Learners	8%	11%
First Language Other Than English	33%	40%
Mobility Rate <sup>3</sup>	12%	11%

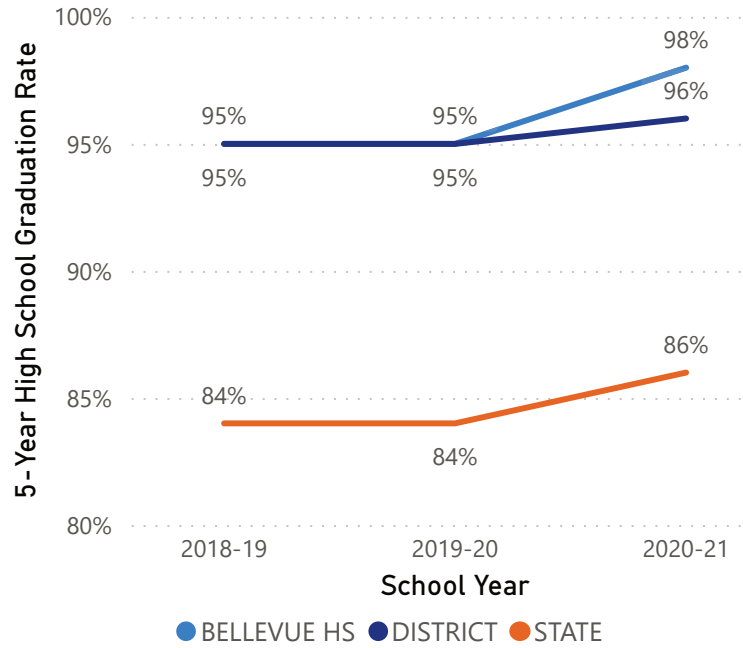
# College and Career Readiness

## On Time Graduation

### On Time (4 year) Graduation Rate

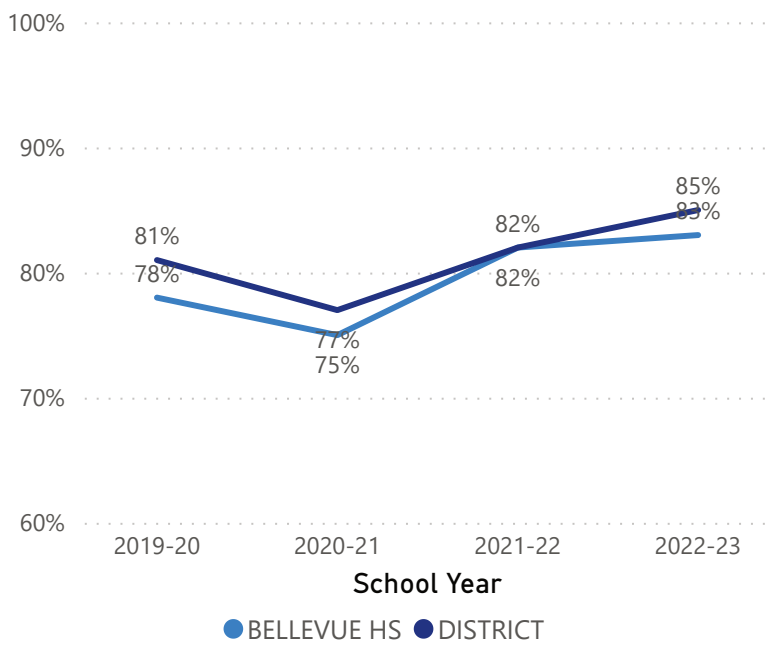


### 5 year Graduation Rate

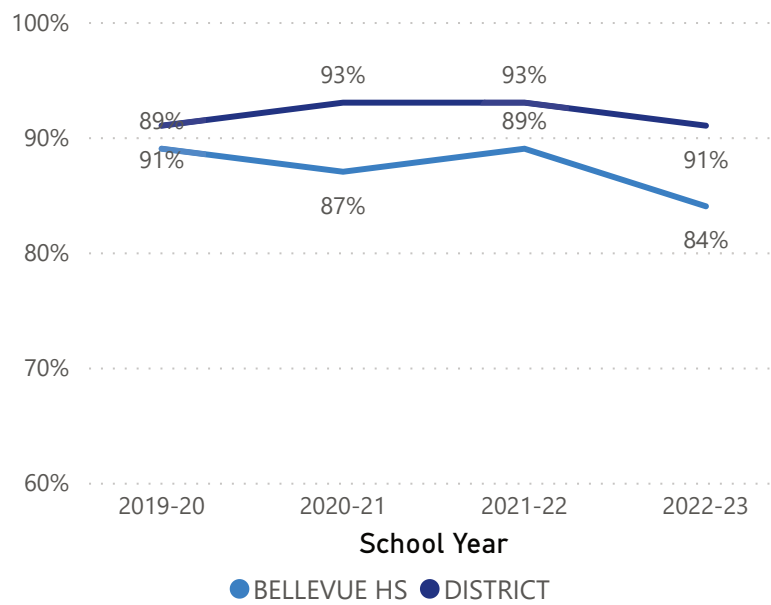


## AP & IB

### AP Exam Pass Rate



### Students with at least one AP/IB Course by Graduation



## AP & IB

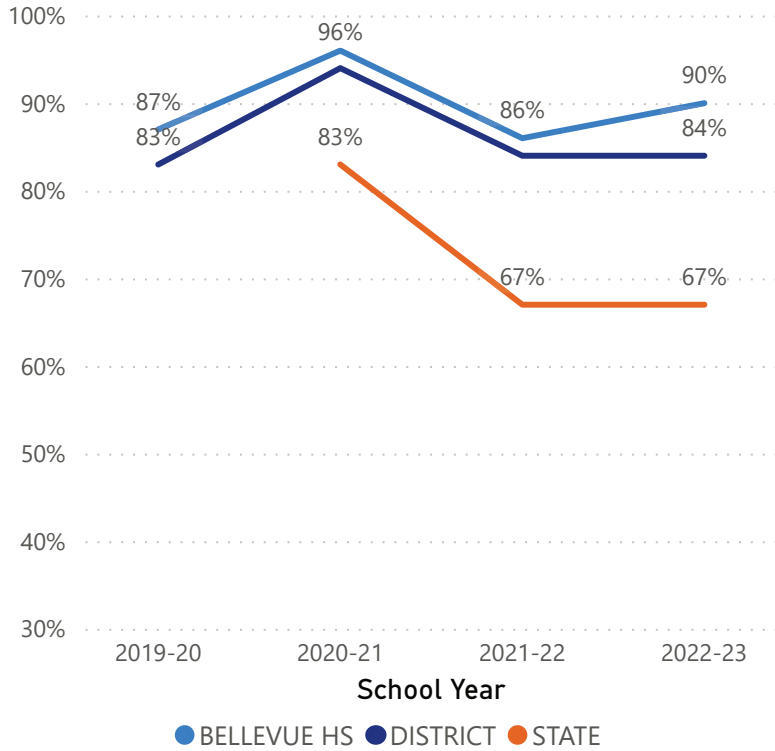
School Name	BELLEVUE HS				DISTRICT			
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23
AP Exam Pass Rate	78%	75%	82%	83%	81%	77%	82%	85%
Students Taking At Least One AP/IB Course by the Time They Graduate	89%	87%	89%	84%	91%	93%	93%	91%
Average Number of AP and IB Credits Earned by Graduates	6.2	6.2	6.1	5.8	6.9	7.4	7.4	7.4

## SAT & ACT

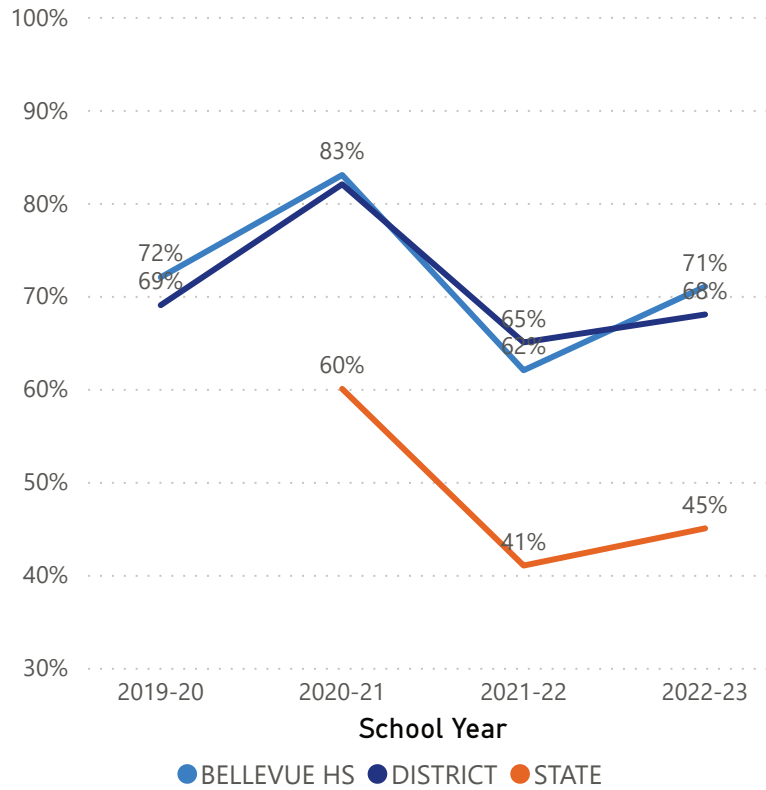
School Name	BELLEVUE HS				DISTRICT				STATE		
	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22
Average SAT Composite Score	1290	1342	1252	1198	1271	1358	1263	1213	1073	1072	
Average ACT Composite Score	27.7	28.6	28.2	29	27.8	29.5	29.4	30.2	22.9	23.6	22.9

## 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](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 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.