



SCHOOL BOARD ACTION REPORT

DATE: December 17, 2020
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For Introduction: January 13, 2021
For Action: January 27, 2021

1. TITLE

Approval of the Student Assignment Transition Plan for 2021-22.

2. PURPOSE

This Board Action Report updates the Student Assignment Transition Plan for 2021-22 with changes to Montessori at Daniel Bagley, updates the definition of native speaker for assignment at John Stanford International School and McDonald International School, and clarifies language about the IB program.

3. RECOMMENDED MOTION

I move that the School Board approve the Student Assignment Transition Plan for 2021-22 as attached to the Board Action Report with any updates necessary to implement changes to the attendance areas for Mercer, Aki Kurose, and Washington middle schools approved by the Board through a separate Board Action Report.

4. BACKGROUND INFORMATION

- a. **Background:** The New Student Assignment Plan was approved by the School Board in 2009 to provide greater predictability for families while still offering opportunities for school choice. Annual updates to the Plan have subsequently been approved by the School Board within the Student Assignment Transition Plan. The 2009 New Student Assignment Plan was created when major changes to assignment policies took place, but the information in that document is now updated and maintained in more recent documents. This Board Action would update the most recent Student Assignment Transition Plan.

The provisions of the attached document, the Student Assignment Transition Plan for 2020-21 will prevail in the case of any conflicts with previously approved Plans, boundaries or GeoZones.

The provisions of this action are to update information in the Student Assignment Transition Plan. The Student Assignment Transition Plan for 2021-22 continues most of the assignment rules in effect during 2020-21. Some highlights and changes are:

- Remove the separate Montessori choice and contemporary programs at Daniel Bagley and replace them with a single program for all Daniel Bagley students. Daniel Bagley’s program will use standard enrollment processes (students from the attendance area are automatically assigned and families from outside the attendance area may apply and assignment will be based on space available).
- Update the native speaker set-aside definition for Dual Language Immersion option schools to a student whose first language (or one of their first languages) is the target language. This will be updated accordingly in the Superintendent Procedures for Student Assignment (3130SP).
- Clarify language about the International Baccalaureate program to more accurately describe the program.
- Updating the name for South Lake High School to Sugiyama High School

Boundary changes are anticipated in the fall of 2021 to address overcrowding at Mercer Middle School. Multiple options are still under consideration including the following two scenarios being presented to the Board through a separate Board Action Report:

- a. Kimball Elementary feeds to Washington Middle School and Hawthorne Elementary feeds to Aki Kurose Middle School beginning in 2021-22.
- b. Hawthorne Elementary feeds to Washington Middle School and Dearborn Park International School feeds to Aki Kurose beginning in 2021-21

More information regarding the planning, boundaries, services and programs associated with these schools will be available through the district website and other forms of communication.

- b. **Alternatives:** Do not approve the updated Student Assignment Transition Plan. This is not recommended by district staff. If the School Board does not approve the Student Assignment Transition Plan for 2021-22, there would continue to be disparities between the Montessori and contemporary programs at Daniel Bagley, and the Native/Heritage speaker set-aside at John Stanford and McDonald elementaries would remain misaligned with prioritizing access for native speakers.
- c. **Research:** The Montessori and contemporary programs at Daniel Bagley have significantly different demographics, especially for Special Education, ELL and Black student enrollment. Research and Evaluation completed an analysis of student achievement in the Montessori and contemporary program showing different achievement results for the programs, though both programs show benefits for students. See Appendix B for details on program demographics and student achievement analysis.

5. FISCAL IMPACT/REVENUE SOURCE

There is no fiscal impact for these changes.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

- Not applicable
- Tier 1: Inform
- Tier 2: Consult/Involve
- Tier 3: Collaborate

The Daniel Bagley program change is at the request of the school and school community. Daniel Bagley convened a Race and Equity Instructional Design Committee with school leaders, teachers and parents to work on program changes. The committee has been meeting this fall to determine program and instructional changes. The committee is also convening focus groups of families and students in the spring to help determine instructional changes necessitated by the program change. Throughout the change process updates were sent to families via monthly school updates and updates to the PTA.

The native speaker definition change is at the request of the principals at John Stanford International and McDonald elementaries and feedback from parent leaders. Parents have contacted the district to express the importance of access to the DLI program for native speakers and racial equity in the DLI program.

The updates to the IB program language does not represent any changes, as a result this was Tier 1 engagement.

7. EQUITY ANALYSIS

The Racial Equity Tool was used to develop the 2021-22 Student Assignment Transition Plan recommended changes.

The Daniel Bagley program change will eliminate demographic differences between the two programs in the school. See Appendix B for demographic differences between the Montessori and contemporary programs at Daniel Bagley. A single educational program at Daniel Bagley will allow all students to access the best practices from both Montessori and contemporary instruction while creating a more inclusive and equitable community.

The native Speaker definition change will prioritize access to the Dual Language program for students who grew up speaking Spanish or Japanese, which will also help more ELL students access the program. Currently students are assigned via a proficiency assessment, which prioritizes language proficiency over cultural background and students who grew up speaking the language. Students who attended a language immersion pre-school, but don't speak the language at home or have any cultural heritage in the target language, often qualify for the set-aside seats.

John Stanford International School and McDonald International School staff and families have advocated to change the definition from native heritage speakers with a proficiency assessment to 'native' speaker with an interview about language at home, instead prioritizing students for whom Spanish or Japanese is one of their first languages. This would prioritize students with Hispanic or Japanese background over students who attended a language immersion pre-school and help more ELL students access dual language instruction

8. STUDENT BENEFIT

Daniel Bagley will have one program, eliminating the demographic differences between the two programs in the school, which will create a more inclusive and equitable community for all students. The new instructional model will utilize the best practices from both instructional models.

Changing the definition of the native Speaker set-aside will help more native speakers access the program, which will better utilize dual language immersion programming as a gap closing strategy for ELL students. Additionally, more native speakers in the classroom will improve the richness of dual language programming for all students.

Updating the language about the International Baccalaureate programs at Ingraham, Chief Sealth, and Rainier Beach high schools will ensure that families are accurately informed about the program options available.

9. WHY BOARD ACTION IS NECESSARY

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, _____, provides the Board shall approve this item

Other: The Board Approved Student Assignment Transition Plan requires Board approval to any changes to boundaries, geographic zones, feeder patterns or assignment rules.

10. POLICY IMPLICATION

Board Policy No. 3130, Student Assignment, states that students shall have the opportunity to attend an elementary, middle, or high school based in a designated attendance area based upon home address, unless the school designated by a student's home address does not have appropriate services for the student's needs, as determined by the district.

Per the Student Assignment Transition Plan, any changes to boundaries, geographic zones, feeder patterns, or assignment rules after implementation of the Student Assignment Plan require Board action.

Board Policy No. 2200, Equitable Access to Programs and Services, states, “It is the policy of the Seattle School Board that programs and services be developed, replicated, and placed in support of district-wide academic goals that address systemic needs and support quality education for all students within the context of the current student assignment plan.”

Board Policy No. H13.00, Capacity Management, discusses the need to take actions to match capacity and enrollment, including the addition, relocation or removal of programs.

11. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee of the Whole meeting on January 6, 2021. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, the Student Assignment Transition Plan will go into effect for the 2021-22 school year, and all school years subsequent until further action is taken by the School Board. The Student Assignment Transition Plan will be uploaded to the district’s Enrollment Planning and Admissions webpages for access by the public.

13. ATTACHMENTS

- Student Assignment Transition Plan for 2021-22 (clean for approval)
- Student Assignment Transition Plan for 2021-22 (tracked changes for reference)
- Attachment B: Demographic differences and student achievement analysis for Daniel Bagley Montessori and contemporary programs (for reference)



STUDENT ASSIGNMENT TRANSITION PLAN FOR 2021-22

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Note: For information about transportation eligibility, see the approved Transportation Service Standards.

SECTION I: OVERVIEW AND HIGHLIGHTS

The Student Assignment Plan was approved in 2009 to provide greater predictability for families while still offering opportunities for school choice. The 2009 document continues to serve as an important reference tool, containing fundamental definitions and Plan development principles. Annual Transition Plans have guided a phased approach to implementation.¹

The provisions of this Plan will prevail in the case of any conflicts with previously-approved plans, attendance area boundaries, and/or GeoZones. Unless otherwise specified, boundaries, feeder patterns, option school GeoZones, and assignment rules will remain in effect until there are changes approved by the School Board. It is anticipated that changes will be needed to address capacity management issues as district enrollment continues to grow.

School assignments are based on School Board-approved attendance area boundaries. Every student has an attendance area elementary, middle, and high school based on residence. Elementary attendance areas are combined to create middle school attendance areas, resulting in feeder patterns from elementary to middle school.

Boundary changes are anticipated in the fall of 2021 to address overcrowding at Mercer Middle School. More information regarding the planning, boundaries, services and programs associated with these schools will be available through the district website and other forms of communication.

In most instances, the middle school attendance area is also a service area for elementary and middle school students. Various services are provided for students who live within a service area. Most specialized services for middle and high school students are provided at their attendance area school. If required special education services are not available at a student's attendance area school, the school will be linked with a nearby school with the required services.²

School Choice allows students to apply for other schools during an annual Open Enrollment period through the end of May. A student may apply for any combination of attendance area and/or option schools. The District anticipates making all waitlist moves by May 31,³ pending program placement and student eligibility notification. Waitlists will be maintained until August 31 in the event that program notifications have not been completed or if there are unanticipated adjustments that need to be made after May 31. Waitlists for the 2021-22 school year will be dissolved on August 31, 2021.

This Transition Plan continues most of the assignment rules in effect during 2020-21. Some highlights and changes are:

- Remove the separate Montessori and contemporary programs at Daniel Bagley and replace them with a single program for all Daniel Bagley students. Daniel Bagley's program will use standard enrollment processes (students from the attendance area are automatically assigned and families from outside the attendance area may apply and assignment will be based on space available).
- Clarify language about the International Baccalaureate program to more accurately describe the program.
- Updating the name for South Lake High School to Sugiyama High School

¹ Assignment rules apply to resident students only. Different rules apply for non-resident students.

² There will continue to be a limited number of programs or services that are unique enough, and that serve such a limited population, that they cannot be offered in every attendance or service area area.

³ The end of the waitlist period is referenced as May 31 throughout this document. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

SECTION II: STANDARD ASSIGNMENTS

A. Summary

Assignments to attendance area schools are based on residence. Students new to the district start with an assignment to their attendance area school.

After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist. New students in grades 6-8 may also choose a K-8 attendance area school if they live within that school's attendance area, pending space availability.

K-12 students may transfer to their attendance area school after Open Enrollment through May 31, as long as the services the student needs are available at that school.

K-8 students who live outside of their assigned school's walk zone and are not eligible for transportation may transfer to their attendance area school at any time, as long as the services the student needs are available at that school.

Continuing Assignments

The following students will automatically receive a continuing assignment to the same school, as long as the school offers the grade and services the student needs:

- Students who have not moved and whose current school includes their next year grade and current program
- Students at option schools will be continued at that school through the highest grade served by the school, as long as the school offers the services the student needs
- Students with a choice assignment to an attendance area school that is not the student's attendance area school
- Students at a K-8 school rising to 6th grade

New Assignments

The following students will receive a new assignment:

- A "new student" is a student who has not attended a SPS attendance area or option school at any time during the current or previous school year. New students will be assigned to their attendance area school. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.
- Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs.
- Students whose current school does not include their next year grade or required special education services. Students will be automatically assigned to their attendance area school for the upcoming school year, except as noted for certain pathway assignments and to meet required special education services; no application is required.

- Students who have moved out of their school’s attendance area (except students grandfathered at the school); no application is required.

Grandfathered Assignments

All students enrolled with a grandfathered assignment who stay at the school are continued (grandfathered) at that school through the highest grade served by the school, as long as the school offers the services the student needs; no application is required.

B. Students Entering Kindergarten

Students entering kindergarten will have an initial assignment to their attendance area school, as long as the school offers the services the student needs.

- This includes students currently receiving special education developmental preschool services who will be five years old by August 31, unless their individualized education program (IEP) calls for services not available at their attendance area school.
- Students attending PreK at South Shore will be assigned to continue at South Shore for kindergarten.
- Students who meet eligibility requirements for early entrance to kindergarten are assigned to their attendance area school upon request and may apply for other schools on a space available basis through May 31.

For information on assignment of siblings to the same school, see Section IV-D (Siblings and School Choice).

C. Students Entering 6th Grade

New Students

New students to the district will be assigned to their attendance area middle school. Upon request, middle school students who live in the attendance area of a K-8 attendance area school may be assigned to that K-8 school, subject to space availability. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area middle school, to a K-8 attendance area school if they live within that school’s attendance area and there is space available, or to an option school with space available and without a waitlist.

Students Currently Attending an Elementary School

Students entering 6th grade from a K-5 school will generally receive an initial assignment to their attendance area middle school, except:

- **Highly Capable Cohort (HCC):** Students enrolled as HCC receive an initial assignment to their HCC pathway middle school based on where they live. If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to that school (unless they apply for and are assigned to a higher ranked choice).

Seattle Public Schools approved a Joint Operating Agreement with the Technology Access Foundation (“TAF”) in the 2019-20 school year. Beginning in fall 2020 HC services for 6th grade

students at Washington Middle School will be provided in a blended model rather than the cohort model.

Students eligible, but not enrolled as HCC, are not automatically assigned to their HCC pathway school; they must apply during Open Enrollment through May 31. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their HCC pathway school.⁴ Assignment to the non-pathway school may be requested through May 31 and depends on space available.

- **Advanced Learners:** 5th grade students enrolled as Advanced Learners (Spectrum) will receive an initial assignment to AL at their attendance area middle school for 6th grade; no application is required.

Any Advanced Learner student may apply for another attendance area school or K-8 school during Open Enrollment through May 31; assignment is based on space available and tiebreakers.

- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway, and who apply during Open Enrollment through May 31, will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).⁵
- **Special Education:** When a student with an IEP is initially assigned to an elementary school that is not the attendance area school, because that student's IEP requires services that are not available at the student's attendance area school, the student may choose to attend the attendance area middle school or middle school in that elementary school's feeder pattern.

Students with an IEP who receive an assignment through the school choice process at an elementary school outside of their middle school feeder pattern will need to go through the school choice process to attend a middle school outside of their assigned middle school based on their address. In some instances, some of students may require individual middle school assignments based on their needs as identified through the IEP Team Process.

Students entering 6th grade from a K-5 school may also apply for middle school enrollment at a K-8 school even if they have not attended the school previously. This applies to both attendance area K-8 schools (Catharine Blaine K-8 and Broadview Thomson K-8) and option schools. Students may apply for assignment at a K-8 school during Open Enrollment and assignment depends on space available. As a result of the opening of Magnolia Elementary School in fall 2019, Catharine Blaine K-8 will have more space available for middle school enrollment for families living outside of the attendance area.

⁴ This occurs when a student is new to the district after the testing deadline has passed, enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students. Eligibility is determined by the Advanced Learning department.

⁵ One of the choices listed must be for the pathway school without designation of Advanced Learner (or HCC if applicable).

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on space available; tiebreakers apply during Open Enrollment.

Students Currently Attending a K-8 School

Students entering 6th grade and attending K-8 schools will be assigned to continue at their current K-8 school for 6th grade, as long as the school offers the services the student needs.⁶

- If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to their attendance area school, as long as the school offers the services the student needs (unless they apply for and are assigned to a higher ranked choice).

Students may apply for any school with space available during or after Open Enrollment through May 31.

- **HC:** Students eligible, but not enrolled as HCC, are not automatically assigned to their HCC pathway school. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their HCC pathway school.⁷ Assignment to the non-pathway school may be requested through May 31 and depends on space available.

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on space available; tiebreakers apply during Open Enrollment.

D. Students Entering 9th Grade

Current and new students will generally be assigned to their attendance area high school, as long as the school offers the services the student needs. Students may also apply to any school during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.

- **HC:** Beginning in the 2019-20 school year, students enrolled in HC in 8th grade will receive an initial assignment to their pathway school for HC services.

Students eligible, but not enrolled as HC, will receive an initial assignment to their attendance area high school. These students may also apply during Open Enrollment to attend their pathway high school and will receive placement at this site. These students may also apply during the Open Enrollment process for the IB program at Ingraham. Assignment depends on space available; tiebreakers apply during Open Enrollment.

⁶ Students enrolled as an Advanced Learner at their K-8 school will be continued without having to reapply.

⁷ This occurs when a student is new to the district after the testing deadline has passed, enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students.

If they apply for their attendance area high school during Open Enrollment through May 31, they will be assigned to their attendance area school (unless they apply for and are assigned to a higher ranked choice).

- **IB:** Students may also apply for Ingraham, Rainier Beach, or Chief Sealth to access the IB program; assignment depends on space available and tiebreakers. If not assigned at Ingraham, Rainier Beach, or Chief Sealth they retain a seat at their attendance area school or pathway school (unless they apply for and are assigned to a higher ranked choice). Assignment depends on space available; tiebreakers apply during Open Enrollment.
- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway and who apply during Open Enrollment through May 31 will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).
- **Special Education:** When a student with an IEP is initially assigned to an elementary and middle school that is not the attendance area school, the student may choose to attend the attendance area high school or high school in that elementary and middle school's feeder pattern.

Students with an IEP who receive an assignment through the school choice process at an elementary or middle school outside of their feeder pattern will need to go through the school choice process to attend a high school outside of their assigned high school based on their address. In some instances, some of these students may require individual high school assignments based on their needs as identified through the IEP Team Process.

Students may also apply to any school with space available during or after Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.

E. Students Who Move

When students move, they may have the option of or be required to get a new school assignment, depending on when and where they move.

In general, students **must** change to their new attendance area schools if they are assigned to their attendance area school, are not grandfathered, and they move to a new attendance area. If they move before the school year starts, they **must** change schools for the new school year. If they move during the school year, they **may** finish the year at their current school, but they **must** change schools the next year.

In all cases, reassignments are subject to any special education services a student may require.

Detailed move rules are available in the Superintendent's Procedures for Student Assignment.⁸

⁸ Available on the district website: <http://www.seattleschools.org/admissions>

SECTION III: ACCESS TO PROGRAMS AND SERVICES

Seattle Public Schools offers a variety of programs and services to meet a range of student needs, including English Language Learners (ELL), students eligible for special education services, students who are homeless, and students eligible for advanced learning. Many students are assigned to their attendance area school regardless of most service needs. For required special education services not available at every attendance area school, a linked school is designated. This provides predictable assignments for students who need these services.

Schools and services are also available for students who have various behavioral, attendance, or academic challenges as well as for students who self-select into certain unique programs. Students are assigned to these schools or programs individually based on specific needs and circumstances, not through the standard assignment process.

A. Special Education

The Individuals with Disabilities in Education Act (IDEA) requires the district to ensure that “a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.” IDEA does not require the full continuum of placement be available at each school in the district. If a student’s IEP requires services that are not available at the student’s attendance area school, the student may be assigned to another school that can offer the services that are included in the IEP and necessary for the student to receive a free, appropriate public education. Per the Washington Administrative Code (WAC), “Unless the IEP of a student with a disability requires some other arrangement, the student shall be educated in the school that he or she would attend if nondisabled. In the event the student needs other arrangements, placement shall be as close as possible to the student’s home.” Special Education Services are provided in a continuum throughout the district.

Resource level special education services are available at every school and follow the general education student assignment process. Students who are eligible for other special education continuum services (Access, Focus, Social/Emotional, SM2, Distinct) are assigned to their attendance area or linked school, and may also apply for assignment to another school that offers those services through School Choice. Linked schools for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.⁹ For Option Schools, there will be designated seats available for students who are eligible for intensive special education services (Access, Focus, Social/Emotional, SM2, Distinct). When requesting an Option School students will be assigned through the School Choice Process during Open Enrollment.

A very small number of students with exceptional circumstances may require individual assignments based on their IEP. Please refer to the Special Education Change of School Procedure Guide for further information.

Standard assignment rules and tiebreakers apply.

Students who receive centralized special education service assignments to meet their specific IEP driven needs (DHH, Vision, Medically Fragile) are assigned individually based on student needs, and may also apply for assignment to another school offering the same services through School Choice.

These assignments are in alignment with approved boundaries and feeder patterns, to the extent possible, depending on capacity, proximity, and individual service needs. Assignments are made

⁹ If warranted by student needs, intensive special education services may be added at other locations and times.

individually to ensure that each student’s IEP requirements can be met and that the appropriate services are available at the assigned school. Transportation for students with disabilities is based on individual IEP service needs.

B. English Language Learners

Most students who need ELL services are assigned to their attendance area school. Students who need ELL services may also apply for other schools through School Choice. Bilingual Orientation Center services are available for newcomers.

C. Advanced Learning¹⁰

There are several services and programs to meet the needs of advanced learners. Some students may be served at their attendance area school; others will follow pathways with their peers.

Highly Capable Cohort (HCC)

HCC assignment pathways are based on where students live, not where they attend school. (See Appendix A for attendance areas and feeder patterns.)

- HCC students entering grades 1-8, who apply during Open Enrollment through May 31, will be assigned consistent with the approved HCC pathways, based on where they live.
- Students entering grades 1-8 who become HC-eligible after Open Enrollment will be assigned consistent with the HCC pathways, based on where they live.
- Students entering 6th grade will be assigned to a middle school consistent with the approved HCC pathways, based on where they live.
- Assignment to the non-pathway school may be requested during Open Enrollment through May 31 and depends on space available.
- All 9th graders will be assigned to their pathway high school and may apply for the HC/IB program at Ingraham.

If students enrolled in HCC apply for their attendance area school during Open Enrollment through May 31, they will be assigned to their attendance area school.

HC/IB Program at Ingraham High School

A second advanced learning option for high school students who are HC-eligible is offered at Ingraham. Qualified HC students will generally take core classes together and then enroll in International Baccalaureate classes beginning in 10th grade – a year earlier than usual. An accelerated curriculum leads to an early IB diploma, allowing seniors to complete internships, college classes, and further electives.

Advanced Learning Opportunities (ALO)

Students in grades 1-8 who are AL or HC eligible and enroll at their attendance area school will receive ALO services at their attendance area school. Eligibility for HC or AL services will be maintained as long as the student is continuously enrolled in Seattle Public Schools.

Advanced Learners (AL)

Advanced Learning (Spectrum) is offered for elementary and middle school students identified through district testing. For elementary grade students, AL is offered at each school site. Every attendance area

¹⁰ See additional information in Sections II-C and II-D.

middle school also offers AL. Newly-eligible elementary students must apply for AL during Open Enrollment through May 31. Assignment to AL in grades 1-5 depends on space available; tiebreakers apply during Open Enrollment.

AL eligible students in grades 6-8 are guaranteed services to the AL program at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade AL at their attendance area middle school. Students newly eligible for advanced learning who are already assigned to their attendance area middle school will be automatically assigned to AL at that school. Advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 7th or 8th grade will also be automatically assigned to AL at that school.¹¹ Advanced Learning students who are not already assigned to their attendance area middle school will be assigned to AL at their attendance area middle school upon request, if they apply during Open Enrollment through May 31. Students who are AL-eligible may also apply for an AL program at any other school through School Choice, during Open Enrollment through May 31; assignment depends on space available; tiebreakers apply during Open Enrollment. After waitlists have been dissolved, program changes within the same school will be at principal discretion.

D. Montessori

Montessori is not a separate program at any school. Daniel Bagley and Leschi offer a blended model (contemporary and Montessori) to all students. Students from other attendance areas may apply to Daniel Bagley and Leschi through the standard open enrollment process and assignments will be made based on space available.

E. International Schools with Dual Language Immersion

There are feeder pathways for dual language immersion students at international schools. Dual language immersion pathways are implemented as each cohort of students is ready to move to the next level. Assignment pathways are based on where students attend school (not where they live):

John Stanford & McDonald > Hamilton > Lincoln
Beacon Hill & Dearborn Park > Mercer > Rainier Beach
Concord > Denny > Chief Sealth

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment; after Open Enrollment, assignment is based on seat availability.¹²

F. Programs and Services

Information about locations of programs and services that could impact family choices will be available to families prior to the Open Enrollment period. Decisions will also be reflected in the designation of linked attendance area schools and will specify the services or program(s) for which the schools are linked.¹³ Information is also provided in quarterly reports to the Board, available online. (See School Board Policy # 2200 for additional information.)

Service schools provide specific services or unique academic programs that are not offered at attendance area or option schools (See Appendix C).

¹¹ Unless the student is already assigned to a program other than General Education, such as HCC

¹² One of the choices listed must be for the pathway school without designation of AL (or HCC, if applicable).

¹³ Changes not connected to the Open Enrollment process are adjusted as needed. If warranted by student needs, intensive special education services may be added at other locations and times.

SECTION IV: SCHOOL CHOICE

A. Open Enrollment

School Choice allows students to apply for any school(s) beginning during the Open Enrollment period through the end of May. A student may apply for any combination of attendance area schools and/or option schools. Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs. Open Enrollment applications will be processed as follows:

- All first choices will be processed first, then second choices next, etc.
- If more students apply than can be assigned, the approved tiebreakers are used.
- Waitlists established during Open Enrollment processing are based on the same processing sequence and tiebreakers used when making assignments.
- Each student may have one assignment and, if desired, be on one waitlist. Waitlists stay active through May 31 and will be dissolved on August 31, after which there are no further waitlist moves for the school year. ¹⁴
- If a student submits an application and gets assigned to the first choice school, the previous assignment is dropped and the student is not on any waitlist.
- If a student submits an application and gets assigned to one of the choices other than the first choice, the previous assignment is dropped and the student is put on the waitlist for the first choice.
- If a student submits an application and doesn't get assigned to any of the choices, the previous assignment is still in place, and the student is put on the waitlist for the first choice.

After Open Enrollment through May 31, students will be assigned to available choice seats on a first-come, first-served basis. After May 31, assignments for new students are to their attendance area school, or to an option school with space available and without a waitlist.

B. Tiebreakers

If more students apply for a school during Open Enrollment than can be assigned, tiebreakers determine assignment and waitlist status.

| STANDARD TIEBREAKERS | | | Option Schools (all grades) |
|--|--|---------------------------------|--|
| for available seats after assignment of attendance area students | | | |
| Attendance Area Elementary / K-8 Schools | Attendance Area Middle Schools | Attendance Area High Schools | |
| 1. Sibling 2. Lottery | 1. Sibling 2. Feeder School 3. Lottery | 1. Sibling 2. Lottery | 1. Sibling 2. GeoZone 3. Lottery |

¹⁴ The District anticipates making all waitlist moves by May 31. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

| HCC Tiebreakers (formerly APP) | | |
|--------------------------------|--|--------------------------|
| Elementary Schools | Middle Schools | High Schools |
| 1. Sibling 2. Lottery | 1. Sibling 2. Feeder School 3. Lottery | 1. Sibling 2. Lottery |

C. Waitlists

Waitlists established during Open Enrollment processing are based on the same processing sequence and tiebreakers used when making assignments.

After Open Enrollment assignments are made and waitlists are established:

- Students may be added to the end of any waitlist through May 31, but no student may be on more than one waitlist at a time.
- Waitlists stay active through May 31.¹⁵
- If there are multiple students added to the same school/grade/program waitlist on the same day, those students only will be sequenced by lottery. (They will not move ahead of students already on the waitlist from Open Enrollment or from a previous day.)
- If a school does not have a waitlist, assignments for space available are first come, first served through May 31.

D. Siblings and School Choice

SPS provides a variety of options for families who would like to have siblings assigned to the same school. Some options are guaranteed and some are not. A student’s designated school is their attendance area school, or a linked school to which the student is assigned because the attendance area school does not have the required special education or ELL services the student needs.

1. New students who are siblings in the same grade span will start out assigned together at their designated school:
 - If siblings have different designated schools due to different service needs, the sibling without required special education or ELL service needs can be assigned to the other sibling’s school upon request until May 31 (or at the time of enrollment, if later).
2. Siblings in the same grade span who are assigned to different schools:
 - All siblings receive a tiebreaker priority during Open Enrollment when applying for a school which another sibling currently attends and will attend the following year.
 - After Open Enrollment through May 31, any student will be assigned to their attendance area school upon request. If siblings have different designated schools due to different service needs, the sibling(s) without required special education or ELL service needs can be assigned to the other sibling’s school upon request until May 31.
3. Siblings who are already assigned together, but who apply for reassignment together to one or more schools for the following school year:

¹⁵ The District anticipates making all waitlist moves by May 31. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

- If the siblings apply for the same schools in the same order during Open Enrollment, the applications will be processed using the “keep siblings together” rule: If all siblings cannot be assigned together to one of the schools listed, they will keep their original school assignments and all will be waitlisted for the first choice school. (No siblings are reassigned unless all siblings can be reassigned to the same school.)
 - Siblings may apply for different programs at the same school (e.g. one of the siblings applies for HC at a school, while the other does not apply for any special program), as long as they apply for the same schools in the same order.
4. Twins¹⁶ who apply for assignment together to one or more schools:
- If they apply for the same schools in the same order during Open Enrollment, the resulting school and program assignment of the student with the highest SPS student ID number will determine the assignment of the twin, as long as that school provides all required services for both students.
 - They may apply for different programs at the same school (e.g. one of the siblings applies for the HC program at a school while the other does not apply for any special program) as long as they apply for the same schools in the same order. A twin who is not eligible for the assigned program of the sibling with the highest student ID number will be assigned to the General Education program at the same school (or the appropriate Special Education program, if applicable).
 - If the siblings are waitlisted for the same school and program during Open Enrollment, the twin with the lower student ID number will be placed on that waitlist immediately after the twin with the highest ID number.

¹⁶ This includes triplets and other multiples, as well as siblings in the same grade.

APPENDIX A

Attendance Areas and Feeder Patterns

HIGH SCHOOLS

Attendance Area High Schools: Ballard, Franklin, Garfield, Nathan Hale, Lincoln, Ingraham, Rainier Beach, Roosevelt, Chief Sealth, West Seattle

Option High Schools: The Center School, Cleveland STEM

ELEMENTARY AND MIDDLE SCHOOLS

Attendance Area Middle Schools: Aki Kurose, Denny, Eagle Staff, Eckstein, Hamilton, Jane Addams, Madison, Meany, McClure, Mercer, Washington, Whitman

Each middle school attendance area has a group of elementary schools that feed into the middle school.

| MIDDLE SCHOOLS | ELEMENTARY FEEDER SCHOOLS (Including K-8 Attendance Area Schools) | OPTION SCHOOLS ¹⁷ | HCC PATHWAYS ¹⁸ |
|----------------|---|--------------------------------------|---|
| Aki Kurose | Dunlap, Emerson, Graham Hill, Martin Luther King Jr., Rainier View, Wing Luke | South Shore PK-8 | Thurgood Marshall Washington Garfield |
| Denny | Arbor Heights, Concord, Highland Park, Roxhill, Sanislo, West Seattle ES | STEM K-8 | Thurgood Marshall Madison West Seattle |
| Eagle Staff | Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Viewlands* | | Cascadia Eagle Staff Lincoln |
| Eckstein | Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood | Thornton Creek | Decatur ¹⁹ Jane Addams Lincoln |
| Hamilton | B. F. Day, Green Lake*, West Woodland | John Stanford McDonald | Cascadia Hamilton Lincoln |
| Jane Addams | John Rogers, Olympic Hills, Olympic View, Sacajawea, | Cedar Park Hazel Wolf K-8 | Cascadia Jane Addams Lincoln |
| Madison | Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette | Pathfinder K-8 | Thurgood Marshall Madison West Seattle |
| Meany | Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens | TOPS K-8 | Thurgood Marshall Washington Garfield |
| McClure | Catharine Blaine (K-8), Coe, John Hay, Lawton, Magnolia | Queen Anne | Cascadia Hamilton Lincoln |
| Mercer | Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Rising Star | Orca K-8 | Thurgood Marshall Washington Garfield |
| Washington | Bailey Gatzert, John Muir, Thurgood Marshall | | Thurgood Marshall Washington Garfield |
| Whitman | Adams, Loyal Heights, North Beach, Viewlands*, Whittier | Salmon Bay K-8 Licton Springs K-8 | Cascadia Eagle Staff Lincoln |

*Elementary schools with an asterisk feed into multiple middle schools. Assignment to attendance area middle schools is based on student address.

¹⁷ Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

¹⁸ Ingraham also offers the advanced HC/IB program, but is not an HC pathway high school.

¹⁹ HCC students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for option schools are:

1. Sibling
2. Geographic Zone (GeoZone)
3. Lottery

GeoZones give tiebreaker priority for students who live near the school and serve as a tool for capacity management. In some cases, they can also be used to improve diversity. GeoZones are not a guarantee of assignment to the requested option school, and are likely to change periodically.

Maps of GeoZones are available on the School Directory page of the www.seattleschools.org website.

High School Option Schools

- Center School
- Cleveland STEM

K-8 Option Schools

- Hazel Wolf
- Licton Springs
- Orca
- Pathfinder
- Salmon Bay
- South Shore PK-8
- STEM K-8
- TOPS

K-5 Option Schools

- Cedar Park
- John Stanford
- McDonald
- Queen Anne
- Thornton Creek

APPENDIX C

Service Schools

Students are usually placed in a service school based on individual assessment. Assignments to service schools are choice assignments except for the Secondary Bilingual Orientation Center (SBOC), which is a designated assignment. Additional information is available in the Superintendent's Procedures for Student Assignment²⁰.

Service Schools:

- Head Start
- Education Admission Centers
- Special Education Consortium (Children's Home Society, McGraw Center, Ryther Center, Experimental Education Unit, Birth to 3 Contracts, Private School Services, and other non-SPS services)

²⁰ Available online at www.seattleschools.org/admissions

APPENDIX D

Option Schools with Continuous Enrollment

Option schools with continuous enrollment offer unique services, opportunities, and learning environments to meet individual student needs. Students may request assignment to these schools or may be referred to one. These schools do not have geozones. Families are welcome to apply to these schools during Open Enrollment and throughout the school year.

Option schools with continuous enrollment:

- Cascade Parent Partnership Program
- Interagency Programs
- Middle College High School
- Nova
- Sugiyama
- Skills Center
- Seattle World School



STUDENT ASSIGNMENT
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~~21~~
~~Approved June 24, 2020~~

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Note: For information about transportation eligibility, see the approved Transportation Service Standards.

SECTION I: OVERVIEW AND HIGHLIGHTS

The Student Assignment Plan was approved in 2009 to provide greater predictability for families while still offering opportunities for school choice. The 2009 document continues to serve as an important reference tool, containing fundamental definitions and Plan development principles. Annual Transition Plans have guided a phased approach to implementation¹

The provisions of this Plan will prevail in the case of any conflicts with previously-approved plans, attendance area boundaries, and/or GeoZones. Unless otherwise specified, boundaries, feeder patterns, option school GeoZones, and assignment rules will remain in effect until there are changes approved by the School Board. It is anticipated that changes will be needed to address capacity management issues as district enrollment continues to grow.

School assignments are based on School Board-approved attendance area boundaries. Every student has an attendance area elementary, middle, and high school based on residence. Elementary attendance areas are combined to create middle school attendance areas, resulting in feeder patterns from elementary to middle school.

Boundary changes are anticipated in the fall of 2021 to address overcrowding at Mercer Middle School. More information regarding the planning, boundaries, services and programs associated with these schools will be available through the district website and other forms of communication.

~~Boundary changes are anticipated in the fall of 2020 to address overcrowding at Maple Elementary School. More information regarding the planning, boundaries, services, and programs associated with these schools will be available through the district website and other forms of communication.~~

In most instances, the middle school attendance area is also a service area for elementary and middle school students. Various services are provided for students who live within a service area. Most specialized services for middle and high school students are provided at their attendance area school. If required special education services are not available at a student's attendance area school, the school will be linked with a nearby school with the required services.²

School Choice allows students to apply for other schools during an annual Open Enrollment period through the end of May. A student may apply for any combination of attendance area and/or option schools. The District anticipates making all waitlist moves by May 31,³ pending program placement and student eligibility notification. Waitlists will be maintained until August 31 in the event that program notifications have not been completed or if there are unanticipated adjustments that need to be made after May 31. Waitlists for the ~~2021-2220-21~~ school year will be dissolved on August 31, 202~~10~~.

This Transition Plan continues most of the assignment rules in effect during 2020-21. ~~2019-20~~. Some highlights and changes are:

- Remove the separate Montessori and contemporary programs at Daniel Bagley and replace them with a single program for all Daniel Bagley students. Daniel Bagley's program will use standard enrollment processes (students from the attendance area are automatically assigned and families from outside the attendance area may apply and assignment will be based on space available).

¹ Assignment rules apply to resident students only. Different rules apply for non-resident students.

² There will continue to be a limited number of programs or services that are unique enough, and that serve such a limited population, that they cannot be offered in every attendance or service area area.

³ The end of the waitlist period is referenced as May 31 throughout this document. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

- Clarify language about the International Baccalaureate program to more accurately describe the program.
- ~~Updating the name for South Lake High School to Sugiyama Highschool~~ Changing the location of Licton Springs K-8 to the Whitman Service area and updating the Licton Springs GeoZone to extend to the west boundary of the district;
- ~~Expansion of GeoZones for Cleveland HS, Cedar Park ES, South Shore PK-8, Hazel Wolf K-8, Orca K-8, Salmon Bay K-8, Stem K-8, Thornton Creek ES to align GeoZones with walk zones;~~
- ~~Increase of the native/heritage set aside to 20% from 15% for John Stanford (JSIS) and McDonald International Schools; and~~
- ~~Updating Advanced Learning (AL) assignment language and tiebreakers to reflect the fact that all schools offer AL programming and eligible students will be assigned to AL at their attendance area school.~~
- ~~Effective June 24, 2020, no new students to the district will be assigned to Mercer Middle School. New students to the district who would otherwise be assigned to Mercer Middle School will be assigned to Aki or Washington depending on their residence.~~

SECTION II: STANDARD ASSIGNMENTS

A. Summary

Assignments to attendance area schools are based on residence. Students new to the district start with an assignment to their attendance area school.

After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist. New students in grades 6-8 may also choose a K-8 attendance area school if they live within that school's attendance area, pending space availability.

K-12 students may transfer to their attendance area school after Open Enrollment through May 31, as long as the services the student needs are available at that school.

K-8 students who live outside of their assigned school's walk zone and are not eligible for transportation may transfer to their attendance area school at any time, as long as the services the student needs are available at that school.

Continuing Assignments

The following students will automatically receive a continuing assignment to the same school, as long as the school offers the grade and services the student needs:

- Students who have not moved and whose current school includes their next year grade and current program
- Students at option schools will be continued at that school through the highest grade served by the school, as long as the school offers the services the student needs
- Students with a choice assignment to an attendance area school that is not the student's attendance area school
- Students at a K-8 school rising to 6th grade

New Assignments

The following students will receive a new assignment:

- A “new student” is a student who has not attended a SPS attendance area or option school at any time during the current or previous school year. New students will be assigned to their attendance area school. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.
- Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs.
- Students whose current school does not include their next year grade or required special education services. Students will be automatically assigned to their attendance area school for the upcoming school year, except as noted for certain pathway assignments and to meet required special education services; no application is required.
- Students who have moved out of their school’s attendance area (except students grandfathered at the school); no application is required.

Grandfathered Assignments

All students enrolled with a grandfathered assignment who stay at the school are continued (grandfathered) at that school through the highest grade served by the school, as long as the school offers the services the student needs; no application is required.

B. Students Entering Kindergarten

Students entering kindergarten will have an initial assignment to their attendance area school, as long as the school offers the services the student needs.

- This includes students currently receiving special education developmental preschool services who will be five years old by August 31, unless their individualized education program (IEP) calls for services not available at their attendance area school.
- Students attending PreK at South Shore will be assigned to continue at South Shore for kindergarten.
- Students who meet eligibility requirements for early entrance to kindergarten are assigned to their attendance area school upon request and may apply for other schools on a space available basis through May 31.

For information on assignment of siblings to the same school, see Section IV-D (Siblings and School Choice).

C. Students Entering 6th Grade

New Students

New students to the district will **generally** be assigned to their attendance area middle school. **Effective June 24, 2020, no new students to the district will be assigned to Mercer Middle School. New students to**

~~the district who would otherwise be assigned to Mercer Middle School will be assigned to Aki or Washington depending on their residence.~~

Upon request, middle school students who live in the attendance area of a K-8 attendance area school may be assigned to that K-8 school, subject to space availability. Students may also apply to any school with space available during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area middle school ~~except with respect to Mercer Middle School~~, to a K-8 attendance area school if they live within that school's attendance area and there is space available, or to an option school with space available and without a waitlist.

Students Currently Attending an Elementary School

Students entering 6th grade from a K-5 school will generally receive an initial assignment to their attendance area middle school, except:

- **Highly Capable Cohort (HCC):** Students enrolled as HCC receive an initial assignment to their HCC pathway middle school based on where they live. If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to that school (unless they apply for and are assigned to a higher ranked choice).

Seattle Public Schools approved a Joint Operating Agreement with the Technology Access Foundation ("TAF") in the 2019-20 school year. Beginning in fall 2020 HC services for 6th grade students at Washington Middle School will be provided in a blended model rather than the cohort model.

Students eligible, but not enrolled as HCC, are not automatically assigned to their HCC pathway school; they must apply during Open Enrollment through May 31. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their HCC pathway school.⁴ Assignment to the non-pathway school may be requested through May 31 and depends on space available.

- **Advanced Learners:** 5th grade students enrolled as Advanced Learners (Spectrum) will receive an initial assignment to AL at their attendance area middle school for 6th grade; no application is required.

Any Advanced Learner student may apply for another attendance area school or K-8 school during Open Enrollment through May 31; assignment is based on space available and tiebreakers.

- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway, and who apply during Open Enrollment through May 31, will be

⁴ This occurs when a student is new to the district after the testing deadline has passed, enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students. Eligibility is determined by the Advanced Learning department.

assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).⁵

- **Special Education:** When a student with an IEP is initially assigned to an elementary school that is not the attendance area school, because that student's IEP requires services that are not available at the student's attendance area school, the student may choose to attend the attendance area middle school or middle school in that elementary school's feeder pattern.

Students with an IEP who receive an assignment through the school choice process at an elementary school outside of their middle school feeder pattern will need to go through the school choice process to attend a middle school outside of their assigned middle school based on their address. In some instances, some of students may require individual middle school assignments based on their needs as identified through the IEP Team Process.

Students entering 6th grade from a K-5 school may also apply for middle school enrollment at a K-8 school even if they have not attended the school previously. This applies to both attendance area K-8 schools (Catharine Blaine K-8 and Broadview Thomson K-8) and option schools. Students may apply for assignment at a K-8 school during Open Enrollment and assignment depends on space available. As a result of the opening of Magnolia Elementary School in fall 2019, Catharine Blaine K-8 will have more space available for middle school enrollment for families living outside of the attendance area.

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on space available; tiebreakers apply during Open Enrollment.

Students Currently Attending a K-8 School

Students entering 6th grade and attending K-8 schools will be assigned to continue at their current K-8 school for 6th grade, as long as the school offers the services the student needs.⁶

- If they apply for their attendance area middle school during Open Enrollment through May 31, they will be assigned to their attendance area school, as long as the school offers the services the student needs (unless they apply for and are assigned to a higher ranked choice).

Students may apply for any school with space available during or after Open Enrollment through May 31.

- **HC:** Students eligible, but not enrolled as HCC, are not automatically assigned to their HCC pathway school. If they apply for HCC during Open Enrollment through May 31, they will be assigned to their HCC pathway school. Assignment to the non-pathway school depends on space available; tiebreakers apply during Open Enrollment.

If a student becomes HC-eligible after May 31 and applies for HCC, they will be assigned to their

⁵ One of the choices listed must be for the pathway school without designation of Advanced Learner (or HCC if applicable).

⁶ Students enrolled as an Advanced Learner at their K-8 school will be continued without having to reapply.

HCC pathway school.⁷ Assignment to the non-pathway school may be requested through May 31 and depends on space available.

Students may also apply for any school during Open Enrollment through May 31, including K-8, attendance area, and option schools. Assignment depends on space available; tiebreakers apply during Open Enrollment.

D. Students Entering 9th Grade

Current and new students will generally be assigned to their attendance area high school, as long as the school offers the services the student needs. Students may also apply to any school during Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.

- **HC:** Beginning in the 2019-20 school year, students enrolled in HC in 8th grade will receive an initial assignment to their pathway school for HC services.

Students eligible, but not enrolled as HC, will receive an initial assignment to their attendance area high school. These students may also apply during Open Enrollment to attend their pathway high school and will receive placement at this site. These students may also apply during the Open Enrollment process for the IBX program at Ingraham. Assignment depends on space available; tiebreakers apply during Open Enrollment.

If they apply for their attendance area high school during Open Enrollment through May 31, they will be assigned to their attendance area school (unless they apply for and are assigned to a higher ranked choice).

- **IBIX:** Students may also apply for ~~the IBX program at~~ Ingraham, [Rainier Beach, or Chief Sealth to access the IB program](#); assignment ~~to Ingraham~~ depends on space available and tiebreakers. If not assigned ~~to IBX~~ at Ingraham, [Rainier Beach or Chief Sealth](#) they retain a seat at their [attendance area school or](#) pathway school (unless they apply for and are assigned to a higher ranked choice.) Assignment depends on space available; tiebreakers apply during Open Enrollment.
- **International Schools:** Non-attendance area students who are eligible for continuation in a dual language immersion pathway and who apply during Open Enrollment through May 31 will be assigned to the relevant pathway school (unless they apply for and are assigned to a higher ranked choice).
- **Special Education:** When a student with an IEP is initially assigned to an elementary and middle school that is not the attendance area school, the student may choose to attend the attendance area high school or high school in that elementary and middle school's feeder pattern.

Students with an IEP who receive an assignment through the school choice process at an elementary or middle school outside of their feeder pattern will need to go through the school choice process to attend a high school outside of their assigned high school based on their address. In some instances, some of these students may require individual high school assignments based on their needs as identified through the IEP Team Process.

⁷This occurs when a student is new to the district after the testing deadline has passed, enrolls from another public school district, and can document comparable eligibility and participation in that district's similar program for gifted students.

Students may also apply to any school with space available during or after Open Enrollment through May 31. After May 31, assignments for new students are to their attendance area school or to an option school with space available and without a waitlist.

E. Students Who Move

When students move, they may have the option of or be required to get a new school assignment, depending on when and where they move.

In general, students **must** change to their new attendance area schools if they are assigned to their attendance area school, are not grandfathered, and they move to a new attendance area. If they move before the school year starts, they **must** change schools for the new school year. If they move during the school year, they **may** finish the year at their current school, but they **must** change schools the next year.

In all cases, reassignments are subject to any special education services a student may require.

Detailed move rules are available in the Superintendent's Procedures for Student Assignment.⁸

⁸ Available on the district website: <http://www.seattleschools.org/admissions>

SECTION III: ACCESS TO PROGRAMS AND SERVICES

Seattle Public Schools offers a variety of programs and services to meet a range of student needs, including English Language Learners (ELL), students eligible for special education services, students who are homeless, and students eligible for advanced learning. Many students are assigned to their attendance area school regardless of most service needs. For required special education services not available at every attendance area school, a linked school is designated. This provides predictable assignments for students who need these services.

Schools and services are also available for students who have various behavioral, attendance, or academic challenges as well as for students who self-select into certain unique programs. Students are assigned to these schools or programs individually based on specific needs and circumstances, not through the standard assignment process.

A. Special Education

The Individuals with Disabilities in Education Act (IDEA) requires the district to ensure that “a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.” IDEA does not require the full continuum of placement be available at each school in the district. If a student’s IEP requires services that are not available at the student’s attendance area school, the student may be assigned to another school that can offer the services that are included in the IEP and necessary for the student to receive a free, appropriate public education. Per the Washington Administrative Code (WAC), “Unless the IEP of a student with a disability requires some other arrangement, the student shall be educated in the school that he or she would attend if nondisabled. In the event the student needs other arrangements, placement shall be as close as possible to the student’s home.” Special Education Services are provided in a continuum throughout the district.

Resource level special education services are available at every school and follow the general education student assignment process. Students who are eligible for other special education continuum services (Access, Focus, Social/Emotional, SM2, Distinct) are assigned to their attendance area or linked school, and may also apply for assignment to another school that offers those services through School Choice. Linked schools for Special Education services are posted online prior to Open Enrollment, along with linked schools for other programs and services, and provide assignment predictability.⁹ For Option Schools, there will be designated seats available for students who are eligible for intensive special education services (Access, Focus, Social/Emotional, SM2, Distinct). When requesting an Option School students will be assigned through the School Choice Process during Open Enrollment.

A very small number of students with exceptional circumstances may require individual assignments based on their IEP. Please refer to the Special Education Change of School Procedure Guide for further information.

Standard assignment rules and tiebreakers apply.

Students who receive centralized special education service assignments to meet their specific IEP driven needs (DHH, Vision, Medically Fragile) are assigned individually based on student needs, and may also apply for assignment to another school offering the same services through School Choice.

These assignments are in alignment with approved boundaries and feeder patterns, to the extent possible, depending on capacity, proximity, and individual service needs. Assignments are made

⁹ If warranted by student needs, intensive special education services may be added at other locations and times.

individually to ensure that each student's IEP requirements can be met and that the appropriate services are available at the assigned school. Transportation for students with disabilities is based on individual IEP service needs.

B. English Language Learners

Most students who need ELL services are assigned to their attendance area school. Students who need ELL services may also apply for other schools through School Choice. Bilingual Orientation Center services are available for newcomers.

C. Advanced Learning¹⁰

There are several services and programs to meet the needs of advanced learners. Some students may be served at their attendance area school; others will follow pathways with their peers.

Highly Capable Cohort (HCC)

HCC assignment pathways are based on where students live, not where they attend school. (See Appendix A for attendance areas and feeder patterns.)

- HCC students entering grades 1-8, who apply during Open Enrollment through May 31, will be assigned consistent with the approved HCC pathways, based on where they live.
- Students entering grades 1-8 who become HC-eligible after Open Enrollment will be assigned consistent with the HCC pathways, based on where they live.
- Students entering 6th grade will be assigned to a middle school consistent with the approved HCC pathways, based on where they live.
- Assignment to the non-pathway school may be requested during Open Enrollment through May 31 and depends on space available.
- All 9th graders will be assigned to their pathway high school and may apply for the HC/IB~~X~~ program at Ingraham.

If students enrolled in HCC apply for their attendance area school during Open Enrollment through May 31, they will be assigned to their attendance area school.

HC/IB~~X~~ Program at Ingraham High School

A second advanced learning option for high school students who are HC-eligible is offered at Ingraham. Qualified HC students will generally take core classes together and then enroll in International Baccalaureate classes beginning in 10th grade – a year earlier than usual. An accelerated curriculum leads to an early IB diploma, allowing seniors to complete internships, college classes, and further electives.

Advanced Learning Opportunities (ALO)

Students in grades 1-8 who are AL or HC eligible and enroll at their attendance area school will receive ALO services at their attendance area school. Eligibility for HC or AL services will be maintained as long as the student is continuously enrolled in Seattle Public Schools.

Advanced Learners (AL)

Advanced Learning (Spectrum) is offered for elementary and middle school students identified through district testing. For elementary grade students, AL is offered at each school site. Every attendance area

¹⁰ See additional information in Sections II-C and II-D.

middle school also offers AL. Newly-eligible elementary students must apply for AL during Open Enrollment through May 31. Assignment to AL in grades 1-5 depends on space available; tiebreakers apply during Open Enrollment.

AL eligible students in grades 6-8 are guaranteed services to the AL program at their attendance area middle school. Advanced Learners in 5th grade at elementary schools will be automatically assigned to 6th grade AL at their attendance area middle school. Students newly eligible for advanced learning who are already assigned to their attendance area middle school will be automatically assigned to AL at that school. Advanced Learning students who are already assigned to their attendance area middle school (but are not assigned to AL) who are entering 7th or 8th grade will also be automatically assigned to AL at that school.¹¹ Advanced Learning students who are not already assigned to their attendance area middle school will be assigned to AL at their attendance area middle school upon request, if they apply during Open Enrollment through May 31. Students who are AL-eligible may also apply for an AL program at any other school through School Choice, during Open Enrollment through May 31; assignment depends on space available; tiebreakers apply during Open Enrollment. After waitlists have been dissolved, program changes within the same school will be at principal discretion.

D. Montessori

Montessori is not a separate program at any school. Daniel Bagley and Leschi offer a blended model (contemporary and Montessori) to all students. Students from other attendance areas may apply to Daniel Bagley and Leschi through the standard open enrollment process and assignments will be made based on space available. ~~The Montessori program is offered at Daniel Bagley Elementary School. Students, including those who live in a school's attendance area, must apply for Montessori. Students who live in other attendance areas may also apply through the regular School Choice process. Assignment depends on space available; tiebreakers apply during Open Enrollment. After waitlists have been dissolved, program changes within the same school will be at principal discretion. Leschi offers a blended (contemporary and Montessori) program to all students.~~

E. International Schools with Dual Language Immersion

There are feeder pathways for dual language immersion students at international schools. Dual language immersion pathways are implemented as each cohort of students is ready to move to the next level. Assignment pathways are based on where students attend school (not where they live):

John Stanford & McDonald > Hamilton > Lincoln
Beacon Hill & Dearborn Park > Mercer > Rainier Beach
Concord > Denny > Chief Sealth

Assignment is guaranteed for non-attendance area dual language immersion students who apply for their pathway school during Open Enrollment; after Open Enrollment, assignment is based on seat availability.¹²

F. Programs and Services

Information about locations of programs and services that could impact family choices will be available to families prior to the Open Enrollment period. Decisions will also be reflected in the designation of linked attendance area schools and will specify the services or program(s) for which the schools are

¹¹ Unless the student is already assigned to a program other than General Education, such as HCC

¹² One of the choices listed must be for the pathway school without designation of AL (or HCC, if applicable).

linked.¹³ Information is also provided in quarterly reports to the Board, available online. (See School Board Policy # 2200 for additional information.)

Service schools provide specific services or unique academic programs that are not offered at attendance area or option schools (See Appendix C).

¹³ Changes not connected to the Open Enrollment process are adjusted as needed. If warranted by student needs, intensive special education services may be added at other locations and times.

SECTION IV: SCHOOL CHOICE

A. Open Enrollment

School Choice allows students to apply for any school(s) beginning during the Open Enrollment period through the end of May. A student may apply for any combination of attendance area schools and/or option schools. Students who apply for and receive a choice assignment will receive a new assignment to that choice school (or program). Students with a choice assignment will be continued at that school through the highest grade served, as long as the school offers the services the student needs. Open Enrollment applications will be processed as follows:

- All first choices will be processed first, then second choices next, etc.
- If more students apply than can be assigned, the approved tiebreakers are used.
- Waitlists established during Open Enrollment processing are based on the same processing sequence and tiebreakers used when making assignments.
- Each student may have one assignment and, if desired, be on one waitlist. Waitlists stay active through May 31 and will be dissolved on August 31, after which there are no further waitlist moves for the school year. ¹⁴
- If a student submits an application and gets assigned to the first choice school, the previous assignment is dropped and the student is not on any waitlist.
- If a student submits an application and gets assigned to one of the choices other than the first choice, the previous assignment is dropped and the student is put on the waitlist for the first choice.
- If a student submits an application and doesn't get assigned to any of the choices, the previous assignment is still in place, and the student is put on the waitlist for the first choice.

After Open Enrollment through May 31, students will be assigned to available choice seats on a first-come, first-served basis. After May 31, assignments for new students are to their attendance area school, or to an option school with space available and without a waitlist.

B. Tiebreakers

If more students apply for a school during Open Enrollment than can be assigned, tiebreakers determine assignment and waitlist status.

| STANDARD TIEBREAKERS | | | Option Schools (all grades) |
|--|--|---------------------------------|--|
| for available seats after assignment of attendance area students | | | |
| Attendance Area Elementary / K-8 Schools | Attendance Area Middle Schools | Attendance Area High Schools | |
| 1. Sibling 2. Lottery | 1. Sibling 2. Feeder School 3. Lottery | 1. Sibling 2. Lottery | 1. Sibling 2. GeoZone 3. Lottery |

¹⁴ The District anticipates making all waitlist moves by May 31. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

| |
|------------------------|
| Montessori Tiebreakers |
| Elementary Schools |
| 1. Attendance Area |
| 2. Sibling |
| 3. Lottery |

| HCC Tiebreakers (formerly APP) | | |
|--------------------------------|--|--------------------------|
| Elementary Schools | Middle Schools | High Schools |
| 1. Sibling 2. Lottery | 1. Sibling 2. Feeder School 3. Lottery | 1. Sibling 2. Lottery |

C. Waitlists

Waitlists established during Open Enrollment processing are based on the same processing sequence and tiebreakers used when making assignments.

After Open Enrollment assignments are made and waitlists are established:

- Students may be added to the end of any waitlist through May 31, but no student may be on more than one waitlist at a time.
- Waitlists stay active through May 31.¹⁵
- If there are multiple students added to the same school/grade/program waitlist on the same day, those students only will be sequenced by lottery. (They will not move ahead of students already on the waitlist from Open Enrollment or from a previous day.)
- If a school does not have a waitlist, assignments for space available are first come, first served through May 31.

D. Siblings and School Choice

SPS provides a variety of options for families who would like to have siblings assigned to the same school. Some options are guaranteed and some are not. A student’s designated school is their attendance area school, or a linked school to which the student is assigned because the attendance area school does not have the required special education or ELL services the student needs.

1. New students who are siblings in the same grade span will start out assigned together at their designated school:
 - If siblings have different designated schools due to different service needs, the sibling without required special education or ELL service needs can be assigned to the other sibling’s school upon request until May 31 (or at the time of enrollment, if later).
2. Siblings in the same grade span who are assigned to different schools:
 - All siblings receive a tiebreaker priority during Open Enrollment when applying for a school which another sibling currently attends and will attend the following year.

¹⁵ The District anticipates making all waitlist moves by May 31. No students will be added to the waitlist after May 31, but waitlists will be maintained until August 31.

- After Open Enrollment through May 31, any student will be assigned to their attendance area school upon request. If siblings have different designated schools due to different service needs, the sibling(s) without required special education or ELL service needs can be assigned to the other sibling's school upon request until May 31.
3. Siblings who are already assigned together, but who apply for reassignment together to one or more schools for the following school year:
 - If the siblings apply for the same schools in the same order during Open Enrollment, the applications will be processed using the “keep siblings together” rule: If all siblings cannot be assigned together to one of the schools listed, they will keep their original school assignments and all will be waitlisted for the first choice school. (No siblings are reassigned unless all siblings can be reassigned to the same school.)
 - Siblings may apply for different programs at the same school (e.g. one of the siblings applies for HC montessori at a school, while the other does not apply for any special program), as long as they apply for the same schools in the same order.
 4. Twins¹⁶ who apply for assignment together to one or more schools:
 - If they apply for the same schools in the same order during Open Enrollment, the resulting school and program assignment of the student with the highest SPS student ID number will determine the assignment of the twin, as long as that school provides all required services for both students.
 - They may apply for different programs at the same school (e.g. one of the siblings applies for the HC montessori program at a school while the other does not apply for any special program) as long as they apply for the same schools in the same order. A twin who is not eligible for the assigned program of the sibling with the highest student ID number will be assigned to the General Education program at the same school (or the appropriate Special Education program, if applicable).
 - If the siblings are waitlisted for the same school and program during Open Enrollment, the twin with the lower student ID number will be placed on that waitlist immediately after the twin with the highest ID number.

¹⁶ This includes triplets and other multiples, as well as siblings in the same grade.

APPENDIX A

Attendance Areas and Feeder Patterns

HIGH SCHOOLS

Attendance Area High Schools: Ballard, Franklin, Garfield, Nathan Hale, [Lincoln](#), Ingraham, Rainier Beach, Roosevelt, Chief Sealth, West Seattle

Option High Schools: The Center School, Cleveland STEM

ELEMENTARY AND MIDDLE SCHOOLS

Attendance Area Middle Schools: Aki Kurose, Denny, Eagle Staff, Eckstein, Hamilton, Jane Addams, Madison, Meany, McClure, Mercer, Washington, Whitman

Each middle school attendance area has a group of elementary schools that feed into the middle school.

| MIDDLE SCHOOLS | ELEMENTARY FEEDER SCHOOLS (Including K-8 Attendance Area Schools) | OPTION SCHOOLS ¹⁷ | HCC PATHWAYS ¹⁸ |
|----------------------|---|--------------------------------------|---|
| Aki Kurose | Dunlap, Emerson, Graham Hill, Martin Luther King Jr., Rainier View, Wing Luke | South Shore PK-8 | Thurgood Marshall Washington Garfield |
| Denny | Arbor Heights, Concord, Highland Park, Roxhill, Sanislo, West Seattle ES | STEM K-8 | Thurgood Marshall Madison West Seattle |
| Eagle Staff | Broadview-Thomson (K-8), Daniel Bagley, Greenwood, Northgate, Viewlands* | | Cascadia Eagle Staff Lincoln |
| Eckstein | Bryant, Green Lake*, Laurelhurst, Sand Point, View Ridge, Wedgwood | Thornton Creek | Decatur ¹⁹ Jane Addams Lincoln |
| Hamilton | B. F. Day, Green Lake*, West Woodland | John Stanford McDonald | Cascadia Hamilton Lincoln |
| Jane Addams | John Rogers, Olympic Hills, Olympic View, Sacajawea, | Cedar Park Hazel Wolf K-8 | Cascadia Jane Addams Lincoln |
| Madison | Alki, Fairmount Park, Gatewood, Genesee Hill, Lafayette | Pathfinder K-8 | Thurgood Marshall Madison West Seattle |
| Meany | Leschi, Lowell, Madrona, McGilvra, Montlake, Stevens | TOPS K-8 | Thurgood Marshall Washington Garfield |
| McClure | Catharine Blaine (K-8), Coe, John Hay, Lawton, Magnolia | Queen Anne | Cascadia Hamilton Lincoln |
| Mercer ²⁰ | Beacon Hill, Dearborn Park, Hawthorne, Kimball, Maple, Rising Star | Orca K-8 | Thurgood Marshall Washington Garfield |
| Washington | Bailey Gatzert, John Muir, Thurgood Marshall | | Thurgood Marshall Washington Garfield |
| Whitman | Adams, Loyal Heights, North Beach, Viewlands*, Whittier | Salmon Bay K-8 Licton Springs K-8 | Cascadia Eagle Staff Lincoln |

*Elementary schools with an asterisk feed into multiple middle schools. Assignment to attendance area middle schools is based on student address.

¹⁷ Option schools are located in proximity to attendance area schools. Living within an option school's GeoZone is not a guarantee of assignment.

¹⁸ Ingraham also offers the advanced HC/IBX program, but is not an HC pathway high school.

¹⁹ HCC students living in the Green Lake attendance area will be assigned to Cascadia for HCC.

²⁰ ~~Effective June 24, 2020, no new students to the district will be assigned to Mercer Middle School. New students to the district will be assigned to Aki or Washington depending on their residence.~~

APPENDIX B

Geographic Zones for Option School Tiebreakers

The tiebreakers for option schools are:

1. Sibling
2. Geographic Zone (GeoZone)
3. Lottery

GeoZones give tiebreaker priority for students who live near the school and serve as a tool for capacity management. In some cases, they can also be used to improve diversity. GeoZones are not a guarantee of assignment to the requested option school, and are likely to change periodically.

Maps of GeoZones are available on the School Directory page of the www.seattleschools.org website.

High School Option Schools

- Center School
- Cleveland STEM

K-8 Option Schools

- Hazel Wolf
- Licton Springs
- Orca
- Pathfinder
- Salmon Bay
- South Shore PK-8
- STEM K-8
- TOPS

K-5 Option Schools

- Cedar Park
- John Stanford
- McDonald
- Queen Anne
- Thornton Creek

APPENDIX C

Service Schools

Students are usually placed in a service school based on individual assessment. Assignments to service schools are choice assignments except for the Secondary Bilingual Orientation Center (SBOC), which is a designated assignment. Additional information is available in the Superintendent's Procedures for Student Assignment²¹.

Service Schools:

- Head Start
- Education Admission Centers
- Special Education Consortium (Children's Home Society, McGraw Center, Ryther Center, Experimental Education Unit, Birth to 3 Contracts, Private School Services, and other non-SPS services)

²¹ Available online at www.seattleschools.org/admissions

APPENDIX D

Option Schools with Continuous Enrollment

Option schools with continuous enrollment offer unique services, opportunities, and learning environments to meet individual student needs. Students may request assignment to these schools or may be referred to one. These schools do not have geozones. Families are welcome to apply to these schools during Open Enrollment and throughout the school year.

Option schools with continuous enrollment:

- Cascade Parent Partnership Program
- Interagency Programs
- Middle College High School
- Nova
- Sugiyama
- ~~South Lake~~
- Skills Center
- Seattle World School



SCHOOL BOARD ACTION REPORT – ATTACHMENT B

Demographic differences between the Montessori and Gen Ed programs at Daniel Bagley:

Race and Ethnicity by program at Daniel Bagley:

| Program* | African American/ Black | Asian | Hispanic/ Latino | American Indian/ Alaska Native | Multi-Racial | Native Hawaiian/ Pacific Islander | White |
|-----------------|--------------------------------|--------------|-------------------------|---------------------------------------|---------------------|--|--------------|
| Gen Ed | 4.0% | 6.3% | 18.3% | 0.0% | 13.7% | 0.0% | 57.7% |
| Montessori | 0.0% | 9.3% | 5.2% | 0.0% | 16.6% | 0.0% | 68.9% |
| Whole School | - | 7.7% | 11.6% | 0.0% | 15.7% | - | 62.5% |

Services and Eligibility by program at Daniel Bagley:

| Program* | SpEd Intensive | SpEd Resource | Advanced Learner | Highly Capable | English Language Learners |
|-----------------|-----------------------|----------------------|-------------------------|-----------------------|----------------------------------|
| Gen Ed | 0.0% | 10.3% | 5.7% | 0.0% | 13.7% |
| Montessori | 0.0% | 6.2% | 9.8% | 3.1% | 3.1% |
| Whole School | 5.4% | 7.7% | 7.7% | - | 8.5% |

* SpEd intensive is categorized as a separate program so SpEd intensive students are not represented in Gen Ed and Montessori program numbers. They are represented in the whole school numbers.

Analysis of Montessori/Non-Montessori Enrollment and Performance at Daniel Bagley Elementary School

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Introduction

This report provides Daniel Bagley Elementary with descriptive data of student demographics and performance, disaggregated by Montessori program enrollment, from 2014-15 to 2018-19.

Research Questions:

1. How do the demographics of Daniel Bagley Elementary students differ by Montessori program enrollment status?
2. How does student performance of Daniel Bagley Elementary students in ELA and math differ by Montessori program enrollment status?

Results: Student Demographics

Observing the difference in student demographics, the Montessori program has a higher percentage of white and Asian students than does the non-Montessori program, but a smaller percentage of Hispanic and African-American/Black students. There is also a smaller percentage of students eligible for free-and-reduced-price lunch programs in the Montessori program than in the non-Montessori program.

Table 1. Demographics of students enrolled in the Montessori program from 2014-15 to 2018-19

| School Year | Total | Female | Male | FRL | Attendance | White | Asian | Black | Hispanic/Latino | Multi racial | Pacific Islander |
|-------------|-------|--------|-------|------|------------|-------|-------|-------|-----------------|--------------|------------------|
| 2014-15 | 214 | 49.5% | 50.5% | 9.8% | 100.0% | 73.4% | 10.3% | 0.9% | 6.1% | 9.3% | 0.0% |
| 2015-16 | 212 | 48.6% | 51.4% | 3.8% | 100.0% | 72.6% | 11.8% | 0.9% | 4.2% | 10.4% | 0.0% |
| 2016-17 | 211 | 48.8% | 51.2% | 4.3% | 100.0% | 74.4% | 10.9% | 0.0% | 4.7% | 10.0% | 0.0% |
| 2017-18 | 198 | 51.5% | 48.5% | 3.0% | 100.0% | 73.2% | 10.1% | 0.0% | 3.5% | 13.1% | 0.0% |
| 2018-19 | 201 | 51.2% | 48.8% | 3.5% | 100.0% | 72.6% | 9.5% | 0.5% | 5.0% | 12.4% | 0.0% |

Note: Results for Native American students suppressed due to insufficient numbers for reporting

Table 2. Demographics of students *not* enrolled in the Montessori program from 2014-15 to 2018-19

| School Year | Total | Female | Male | FRL | Attendance | White | Asian | Black | Hispanic | Multi racial | Pacific Islander |
|-------------|-------|--------|-------|-------|------------|-------|-------|-------|----------|--------------|------------------|
| 2014-15 | 223 | 45.3% | 57.0% | 21.5% | 103.7% | 62.6% | 8.4% | 9.8% | 8.9% | 13.1% | 1.4% |
| 2015-16 | 231 | 47.6% | 52.4% | 20.8% | 100.0% | 60.6% | 10.4% | 6.9% | 7.8% | 14.3% | 0.0% |
| 2016-17 | 238 | 48.7% | 51.3% | 13.4% | 100.0% | 57.6% | 10.9% | 8.8% | 9.7% | 13.0% | 0.0% |
| 2017-18 | 234 | 52.6% | 47.4% | 17.1% | 100.0% | 55.6% | 8.5% | 8.5% | 11.1% | 16.2% | 0.0% |
| 2018-19 | 206 | 50.0% | 50.0% | 17.5% | 100.0% | 59.7% | 7.8% | 3.9% | 13.1% | 15.5% | 0.0% |

Note: Results for Native American students suppressed due to insufficient numbers for reporting

Results: SBA Proficiency for English Language Arts and Math

Montessori students performed higher on the SBA in both ELA and math than did non-Montessori students over the five year period. In math, the difference is the largest in the 2015 and 2017 school years, but smallest in 2016.

Figure 1. SBA ELA Proficiency of students in Grades 3-5 at Daniel Bagley Elementary School from 2014 to 2018

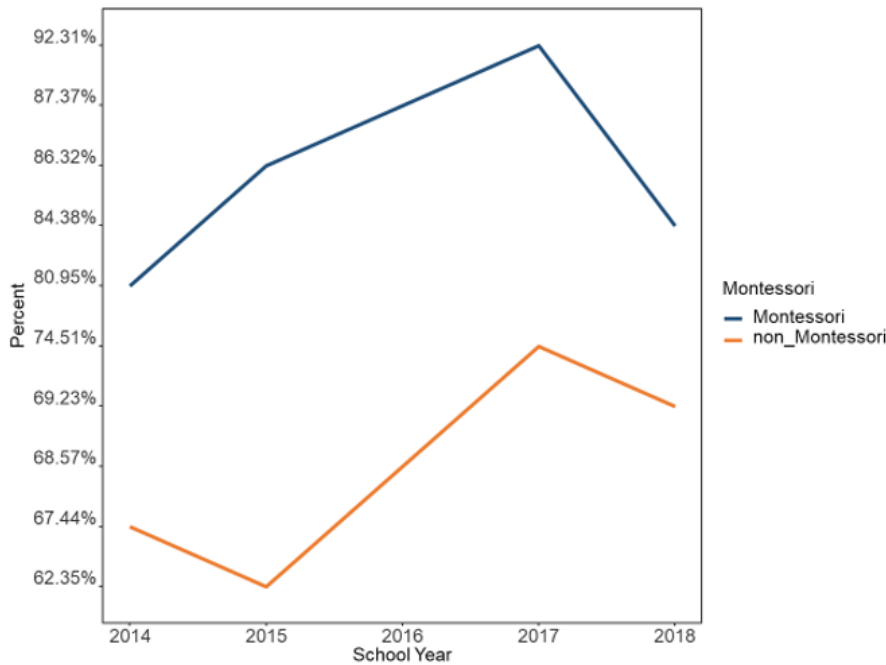
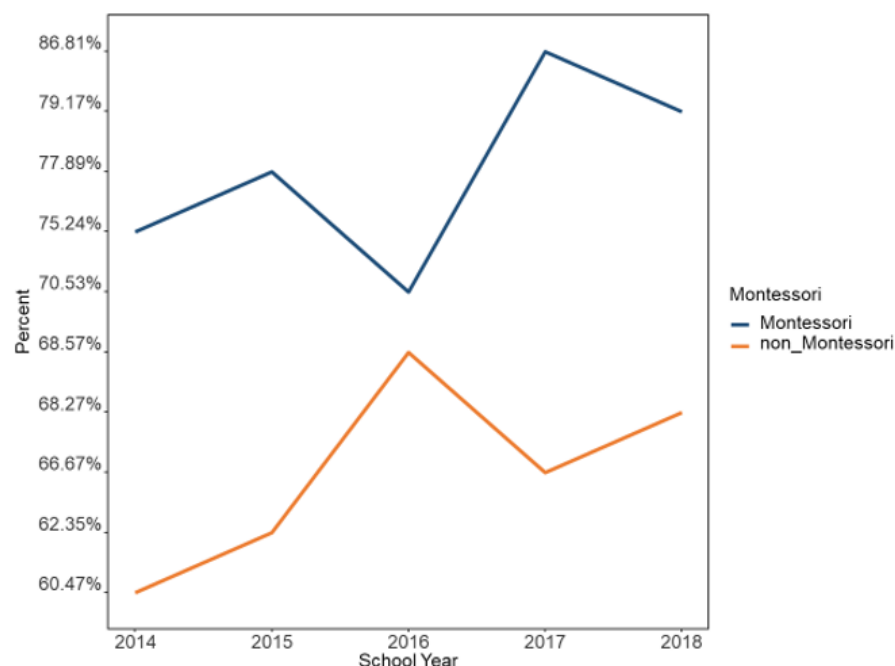


Figure 2. SBA Math Proficiency of students in Grades 3-5 at Daniel Bagley Elementary School from 2014 to 2018.



Results: SBA Growth (Student Growth Percentiles) for English Language Arts and Math

A student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores (their academic peers). A student growth percentile is a number between 1 and 99. If a student has an SGP of 85, we can say that she showed more growth than 85 percent of her academic peers. The graphs below show students who have an SGP over 50%, indicating that they have above-average growth.

We see that more Montessori students have above average growth on SBA ELA than do non-Montessori students in all years except for 2016-17. More Montessori students also have above average growth on SBA Math than do non-Montessori students across the five year, with widening differences in 2018.

Figure 3. Grade 4/5 students showing above average (50%+) growth on Students Growth Percentiles (SGPs) in English Language Arts from 2014-15 to 2018-19

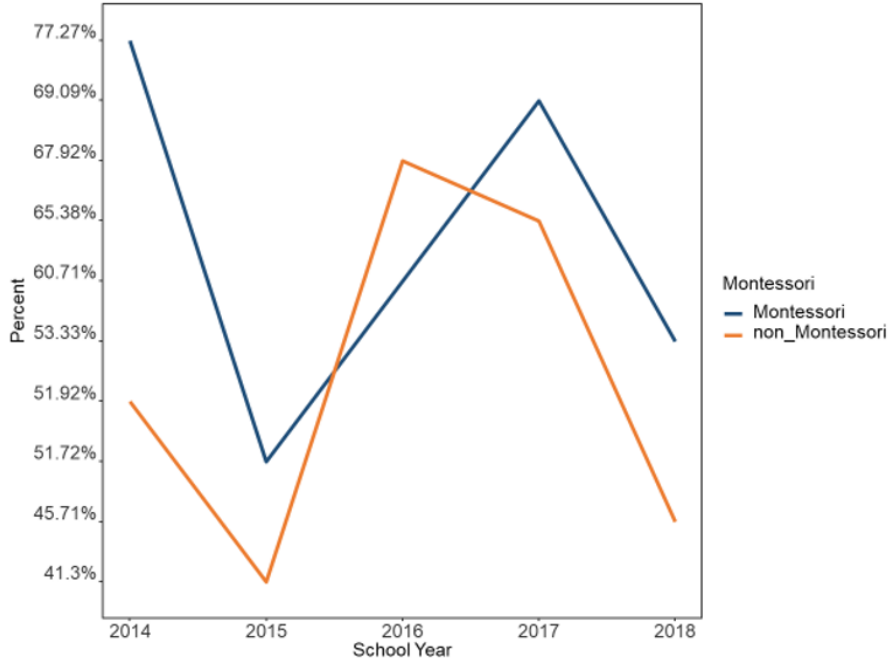


Figure 4. Grade 4/5 students showing above average (50%+) growth on Students Growth Percentiles (SGPs) in Math from 2014-15 to 2018-19

