



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 7, 2020

**FROM:** Eden Mack, Director District IV and Lisa Rivera-Smith, Director District II

**For Introduction:** January 8, 2020

**For Action:** January 22, 2020

## **1. TITLE**

Amendment 1 to the Board Action Report “Approval of a Joint Operating Agreement (JOA) between Seattle Public Schools (SPS) and Technology Access Foundation (TAF), Partial Waiver of Board Policy No. 2190 with respect to Washington Middle School, and Amendment to the Student Assignment Transition Plan for 2020-21.”

## **2. PURPOSE**

This amendment would align the Student Assignment Transition Plan for 2020-21 to Policy 2190: Highly Capable Services & Advanced Learning Programs for identified Highly Capable (HC) 6<sup>th</sup> grade students who live in the Aki Kurose, Meany, Mercer and Washington service areas by providing guaranteed access to the Highly Capable Cohort (HCC) program at one of the other four (4) HCC sites, in addition to the HC blended-model Pathway to Washington.

## **3. RECOMMENDED MOTION**

I move approval of Amendment 1 to the Board Action Report “Approval of a Joint Operating Agreement (JOA) between Seattle Public Schools (SPS) and Technology Access Foundation (TAF), Partial Waiver of Board Policy No. 2190 with respect to Washington Middle School, and Amendment to the Student Assignment Transition Plan for 2020-21,” which:

- a. amends the underlying Board Action Report to strike the following motion language “Waive, with respect to Washington Middle School, the provision in Policy No. 2190, Highly Capable Services & Advanced learning Programs, that a ‘self-contained cohort option is available in grades 1-8’”;
- b. substitutes the attached further amended version of the Student Assignment Transition Plan for 2020-21 to include language that continues to guarantee Highly Capable students rising to 6<sup>th</sup> grade in the Washington HCC Pathway assignment to another Highly Capable Cohort (HCC) program when they apply during Open Enrollment through May 31; and
- c. supersedes the underlying Board Action Report to the extent there are inconsistencies.

## **4. BACKGROUND INFORMATION**

- a. **Background:** The Highly Capable Cohort (HCC), formerly known as the Accelerated Progress Program (APP), is presently Seattle Public Schools’ “self-contained cohort” program offering for Highly Capable (HC) services to students identified as Highly Capable in grades 1-8, as guided by Policy 2190 and referenced in the Student Assignment Transition Plan. Presently there are five (5) HCC middle school locations,

and HC-identified students are guaranteed assignment to the HCC program at one of the Pathway sites based on where they live through the Student Assignment Transition Plan.

The District is proposing to adopt the STEMbyTAF model at Washington Middle School and, if adopted, to provide HC services there in a “blended” model. In the District’s proposal, beginning with 6<sup>th</sup> graders in the 2020-21 school year, Washington Middle school would no longer offer a self-contained cohort to HC-eligible 6<sup>th</sup> graders, though a self-contained cohort will continue to be available for the HC-eligible 7<sup>th</sup> and 8<sup>th</sup> graders.

Continuing to provide the guaranteed option for assignment for identified Highly Capable students who live in the Aki Kurose, Meany, Mercer and Washington services areas to the Highly Capable Cohort (HCC) program at one of the other four sites would keep the District aligned with District policy for Highly Capable Services.

Washington Administrative Code (WAC 392-170-012 and WAC 392-170-078) requires districts to provide “accelerated learning and enhanced instruction” to identified highly capable students, and to provide a “continuum of services” from the time that “services are started” through grade 12. In 2014-15 school year, when the current 5<sup>th</sup> graders would have been in kindergarten and accessing information from the District about the District’s Highly Capable programs and services, the program was described as, “a rigorous, accelerated curriculum in language arts, mathematics, science, and social studies that challenges students to apply complex thinking skills when working with core skills and concepts. The curriculum is presented at significantly accelerated learning pace and focuses on grade level expectations that are significantly above the students’ assigned grade level with a significantly advanced level of complexity and depth. Service delivery is through a self-contained program during grades 1-8. Eligible students enrolled in the program are expected to: ... work toward mastery of expectations significantly beyond grade level in reading and mathematics (typically, two grades or more above the current grade assignment) ...”

Policy 2190 states: “Pathways to sites with adequate cohorts of Highly Capable students in order to provide peer learning and social/emotional opportunities for these student, teachers with experience and/or professional development on the academic and social/emotional needs of these students, appropriate curriculum, appropriately differentiated instruction, deeper learning opportunities, and accelerated pacing. Consistent with state law, once services are started, a continuum of services shall be provided to the student, from grades K-12. A self-contained cohort option is available in grades 1-8.”

This proposed amendment would remove the need to waive the District’s policy on Highly Capable Services to provide an option for a “self-contained cohort”, because students would be guaranteed a spot at one of the other four HCC sites, depending on where space is available. The District would also be providing the option of the “continuum of services” for these students, as required under state law, by providing this guarantee of assignment to one of the other HCC programs. Additionally, this amendment will support the recent Advanced Learning Task Force’s recommendation to pilot program models before making changes to the current HC policy and programs, and

“Do not remove any current service models until there are a set of systems and structures in place that have been shown to effectively serve students.”

The District’s proposal with STEMbyTAF, to keep the HC Pathway to Washington, would remain intact and the STEMbyTAF blended model for HC services would be implemented. This amendment simply provides students within the Washington Middle School HC Pathway the “continuum of services” through guaranteed access to one of the other HCC program sites, if they choose it during Open Enrollment.

Under current assignment rules, students have the option to request another site, but are not guaranteed they will get a spot. This amendment provides that in addition to the Pathway assignment to HC at Washington, all HC-eligible students in the SE Pathway (i.e. Aki Kurose, Meany, Mercer and Washington services areas) could also apply for one of the other HCC sites, and would be guaranteed assignment to one of those other sites.

The language proposed for addition to the Student Assignment Transition Plan (in addition to the already proposed District language for the blended model) is:

“Students eligible for and/or assigned to the Washington Middle School highly capable pathway for 6<sup>th</sup> grade in the 2020-21 school year may apply during Open Enrollment through May 31 to another HCC pathway middle school offering the cohort model and will be guaranteed assignment to a highly capable middle school offering the cohort model. The specific middle school will depend on space available and will be determined by the district.”

**b. Alternatives:** Do not approve the proposed amendment, and 6<sup>th</sup> grade students within the Washington HCC Pathway will no longer have access to an HCC program. This is not recommended. Under the District’s current proposal, the District will be excluding students in a geographic region (i.e. the SE Pathway) which is predominately more racially diverse from the District’s primary program for highly capable services (i.e. the HCC program). This is out of compliance with Policy 2190, which is why a waiver is being requested in the District’s current proposal.

**c. Research**

To inform the design of this Amendment, the following articles and research papers were reviewed:

**“Where is the outrage about the pipeline to prison for gifted students?”**

“In the pursuit of “equity,” bureaucrats ignore gifted children whom they perceive as elitist. Perhaps because the root word “gift” means something freely given, giftedness connotes privilege. Nothing is further from the truth. Potential doesn’t equal performance. Many gifted students are impoverished, underperform due to distraction and boredom, or possess disabilities that most well-intentioned teachers are not trained to handle. The belief that gifted students can fend for themselves is misguided and inequitable.”

**Tw(y)ce-Exceptional: Gifted Black Males in P-12 Education**

““The 3e label signifies three exceptional conditions: being culturally diverse (members of socially oppressed group); being gifted or having high potential, and simultaneously being LD (learning disabled) or having another disabling condition (such as dyslexia)” (Lawson-Davis & Robinson, 2018, p. 279). They assert that for the twice-exceptional, “What this article attempts to do is to reframe and unpack twice-exceptionality to reveal how this term, when applied to students of color, especially gifted Black males should be re-theorized” (Lawson-Davis & Robinson).”

**No more ‘secret handshake’: Universal screening qualifies 600 more Memphis students for gifted education. More to come.**

“... Shelby County Schools switched to universal screening instead of relying on teacher recommendations to identify advanced students ... Parents no longer have to know the secret handshake to get in the door,” Chandler said of parents who have the resources to get their young children privately tested if a teacher does not recommend them for the gifted program. “We talk about how we want to serve all kids. Through this process, we now can say we can.””

**Evaluation Of A Full-Time Self-Contained Class For Gifted Students**

From the Abstract: “Controlled studies of the effectiveness of gifted programs are rare. An evaluative study of the Depth gifted program in South Bend, Indiana, was out using a control group, pre-post measurement, and multiple outcome measures. It was found that on a general test of cognitive ability, program participants exhibited significantly higher gains than did controls, and participants rated the quality of their school life more highly at the end of the The study lends support to the benefits of self-contained gifted programs.”

**Best Practices In Gifted Programming: Prepared for Arlington Public Schools**

“Indeed, according to researchers at NAGC [National Association for Gifted Children], grouping is among the most effective strategies for meeting the needs of gifted and talented students. This programming option provides these students “access to appropriate levels of challenge and complexity” by lumping them with peers who can handle similar workloads.”

**b.**

**5. FISCAL IMPACT/REVENUE SOURCE**

While actual impacts would be unknown until enrollment numbers are available, it increases the likelihood that mitigation for staffing may be needed as enrollment would decline. Each FTE/staff is estimated to cost \$150,000. Further it is unknown, but should transportation be provided there would be additional transportation costs incurred.

The revenue source for this motion is general fund.

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 District convened the Advanced Learning Task Force to provide recommendations in response to the Board's Resolution 2017/18-10, and that Task Force has provided recommendations to which this amendment is responsive. Specifically:

- Structural “#3: Prioritize SE Seattle in geographic decisions, to increase access, resources and services in that region.”
- Service Recommendation: “#5: Creation of Opt-In Pilot Programs for Advanced Learning Services at Neighborhood Schools Do not remove any current service models until there are a set of systems and structures in place that have been shown to effectively serve students.”

District staff has also engaged the community and the Board on the TAF proposal through a number of public meetings, and the board has heard from many stakeholders in public testimony, e-mail and community meetings. Having listened to community input and with deference to the ALTF's recommendations, this amendment is responsive to the community's concerns to continue to provide access to the HCC program to students in the SE, and continues to support the implementation of the blended HC model in STEMbyTAF at Washington.

## 7. EQUITY ANALYSIS

Policy 0030 Ensuring Educational and Racial Equity directs:

“Equitable Access—The district shall provide every student with equitable access to a high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation;”

Waiving policy 2190 and removing access to the District's HCC program from only the students in this Pathway, in which the HC identified students are more racially diverse than the other areas of the City, would be both educationally and racially inequitable.

The middle school service areas within the HC pathway are among the most racially diverse, if not the most racially diverse in the District. Washington's current HCC student body is proportionally more racially diverse than the other middle school HCC sites.

	<u>Total Number of HC Students</u>	<u>Number of HC Students of Color</u>	<u>Percentage of HC Students of Color</u>
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<u>Hamilton</u>	<u>306</u>	<u>84</u>	<u>27.4%</u>
<u>Jane Addams</u>	<u>350</u>	<u>141</u>	<u>40.2%</u>
<u>Madison</u>	<u>149</u>	<u>52</u>	<u>34.9%</u>
<u>Robert Eagle Staff</u>	<u>221</u>	<u>53</u>	<u>23.9%</u>
<u>Washington</u>	<u>304</u>	<u>128</u>	<u>42%</u>

The rising 5<sup>th</sup> graders in the HC Pathway, to which this amendment will apply, is even more racially diverse with the majority of the HC identified students identifying as a student of color.

	<u>Total Number of HC Students</u>	<u>Number of HC Students of Color</u>	<u>Percentage of HC Students of Color</u>
<u>Current WMS 5<sup>th</sup> Grade HCC eligible</u>	<u>115</u>	<u>61</u>	<u>53%</u>

The  
While the provision of HC services ~~in the blended model~~ at STEMbyTAF at Washington has the potential to ~~dramatically~~ improve access to highly capable services in a “blended” model for students furthest away from educational justice, as well as increase identity safety for every student, ~~the program was not specifically designed for Highly Capable students. The HCC program was designed specifically for Highly Capable students and is the program that is guaranteed to all HC students per policy 2190.~~

~~At the same time, It~~ would be inequitable to eliminate access to the existing Highly Capable Cohort program only for the students in the Central and SE area of the city, ~~prior to, as, t~~ The Advanced Learning Task Force (ALTF) recommended, “Do not remove any current service models until there are a set of systems and structures in place that have been shown to effectively serve students.”

Further, Board policy 2200: Equitable Access to Programs and Services directs the Superintendent to:

2. Place programs or services equitably across the district;
3. Place programs or services where students reside;
4. Place programs or services in accordance with the rules of the current student assignment plan, and as appropriate, equitably across each middle school feeder region;

The District’s proposal to remove HCC from Washington does not place HCC near where students reside in the SE and Central area, nor equitably across each middle school feeder region. The District’s proposal further removes the guaranteed access to HCC for these students. This amendment does not correct this inequity of the location of the HCC program. It does, however, provide access to the program at another location, which is more equitable than not having access at all.

## **8. STUDENT BENEFIT**

Students benefit from equitable access to programs and services.

**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. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- ☒ Other: Amendment to a Superintendent proposed Board Action

**10. POLICY IMPLICATION**

0030: Ensuring Educational and Racial Equity  
2190: Highly Capable Services & Advanced Learning Programs  
2200: Equitable Access to Programs & Services  
3130: Student Assignment and Enrollment  
The Student Assignment Transition Plan

**11. BOARD COMMITTEE RECOMMENDATION**

The amendment was first discussed at the December 18, 2019 Executive Committee of the Whole, but no recommendation was made.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the Board Action for the TAF agreement will be amended accordingly. The Student Assignment Transition Plan amendments will be implemented for the 2020-21 school year, and notice provided to affected students prior to Open Enrollment.

**13. ATTACHMENTS**

- Student Assignment Transition Plan 2020-21 as amended by the underlying Board Action Report and Amendment 1 – tracked changes
- Enrollment Data (for reference)



# STUDENT ASSIGNMENT TRANSITION PLAN FOR 2020-21

Approved November 6, 2019



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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.<sup>1</sup>

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 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.<sup>2</sup>

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,<sup>3</sup> 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 2020-21 school year will be dissolved on August 31, 2020.

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

- 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.

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<sup>1</sup> Assignment rules apply to resident students only. Different rules apply for non-resident students.

<sup>2</sup> 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.

<sup>3</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> 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 6<sup>th</sup> grade students at Washington Middle School will be provided in a blended model rather than the](#)

cohort model. Students eligible for and/or assigned to the Washington Middle School highly capable pathway for 6<sup>th</sup> grade in 2020-21 school year may apply during Open Enrollment through May 31 to another HCC pathway middle school offering the cohort model and will be guaranteed assignment to a highly capable middle school offering the cohort model. The specific middle school will depend on space available and will be determined by the district.

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.<sup>4</sup> Assignment to the non-pathway school may be requested through May 31 and depends on space available.

- **Advanced Learners:** 5<sup>th</sup> grade students enrolled as Advanced Learners (Spectrum) will receive an initial assignment to AL at their attendance area middle school for 6<sup>th</sup> 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).<sup>5</sup>
- **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 6<sup>th</sup> 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

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<sup>4</sup> 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.

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

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

- 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.<sup>7</sup> 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 8<sup>th</sup> 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

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

<sup>7</sup> 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.

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).

- **IBX:** Students may also apply for the IBX program at Ingraham; assignment to Ingraham depends on space available and tiebreakers. If not assigned to IBX at Ingraham, they retain a seat at their 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.<sup>8</sup>

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<sup>8</sup> 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.<sup>9</sup> 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

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<sup>9</sup> 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 Learning<sup>10</sup>**

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 6<sup>th</sup> 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 9<sup>th</sup> graders will be assigned to their pathway high school and may apply for the HC/IBX 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/IBX 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 10<sup>th</sup> 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

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<sup>10</sup> 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 5<sup>th</sup> grade at elementary schools will be automatically assigned to 6<sup>th</sup> 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 7<sup>th</sup> or 8<sup>th</sup> grade will also be automatically assigned to AL at that school.<sup>11</sup> 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**

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.<sup>12</sup>

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

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

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

<sup>13</sup> 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.

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

## 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. <sup>14</sup>
- 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 for available seats after assignment of attendance area students			Option Schools (all grades)
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

<sup>14</sup> 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	1. Sibling	1. Sibling
2. Lottery	2. Feeder School	2. Lottery
	3. 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.<sup>15</sup>
- 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.

<sup>15</sup> 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 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. Twins<sup>16</sup> 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 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.

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<sup>16</sup> 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, 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 <sup>17</sup>	HCC PATHWAYS <sup>18</sup>
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 <sup>19</sup> Jane Addams
Hamilton	B. F. Day, Green Lake*, West Woodland	John Stanford McDonald	Lincoln 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.

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

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

<sup>19</sup> 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](http://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 Assignment<sup>20</sup>.

#### **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)

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<sup>20</sup> Available online at [www.seattleschools.org/admissions](http://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
- South Lake
- Skills Center
- Seattle World School

WMS 6th Gr <b>HCC Enrollment</b>	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi- Racial	Native Hawaiian/ Pacific Islander	White	Special Education	SpEd Resource	SpEd Self- Contained	Experiencing Homelessness	English Language Learners
67	*	12	*	0	15	0	36	*	*	0	0	0
	*	17.90%	*	0.00%	22.40%	0.00%	53.70%	*	*	0.00%	0.00%	0.00%

Current 6th Gr WMS <b>HCC Eligible</b>	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi- Racial	Native Hawaiian/ Pacific Islander	White	Special Education	SpEd Resource	SpEd Self- Contained	Experiencing Homelessness	English Language Learners
94	*	15	*	0	20	0	53	*	*	0	0	0
	*	16.00%	*	0.00%	21.30%	0.00%	56.40%	*	*	0.00%	0.00%	0.00%

Current 5th Gr WMS <b>HCC Eligible</b>	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi- Racial	Native Hawaiian/ Pacific Islander	White	Special Education	SpEd Resource	SpEd Self- Contained	Experiencing Homelessness	English Language Learners
115	*	17	*	0	26	0	54	*	*	0	*	0
	*	14.80%	*	0.00%	22.60%	0.00%	47.00%	*	*	0.00%	*	0.00%

\* = denotes N<10 students

**Washington Middle School Projected Enrollment 2020-23**

<b>Washington MS HC Pathway</b>	<b>Actual</b>	<b>Projected</b>			
	2019	2020	2021	2022	2023
Projected HC Eligible in grades 6-8	359	337	330	326	307
Projected HC Enrollment in grades 6-8	304	270	251	269	265

**Middle School Data for of All students vs. HC vs. Non-HC (N = Number of Students).**

<b>School</b>	<b>All Students</b>	<b>African American/ Black</b>	<b>Asian</b>	<b>Hispanic/ Latino</b>	<b>American Indian/ Alaska Native</b>	<b>Multi-Racial</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>White</b>
Hamilton	1047	27	73	90	4	171	2	680
Jane Addams	998	79	125	145	2	146	4	497
Madison	989	49	49	92	2	137	3	657
Robert Eagle Staff	811	68	67	123	6	84	1	462
Washington	606	135	101	61	1	85	4	219
<b>School</b>	<b>HC Students</b>	<b>African American/ Black</b>	<b>Asian</b>	<b>Hispanic/ Latino</b>	<b>American Indian/ Alaska Native</b>	<b>Multi-Racial</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>White</b>
Hamilton	306	1	22	12	0	48	1	222
Jane Addams	350	3	58	17	0	63	0	209
Madison	149	3	7	9	0	32	1	97
Robert Eagle Staff	221	2	15	10	0	26	0	168
Washington	304	9	49	14	0	56	0	176

School	Non-HC Students	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi- Racial	Native Hawaiian/ Pacific Islander	White
Hamilton	741	26	51	78	4	123	1	458
Jane Addams	648	76	67	128	2	83	4	288
Madison	840	46	42	83	2	105	2	560
Robert Eagle Staff	590	66	52	113	6	58	1	294
Washington	302	126	52	47	1	29	4	43

**Middle School Data for of All students vs. HC vs. Non-HC (Percentages).**

<b>School</b>	<b>All Students</b>	<b>African American/ Black</b>	<b>Asian</b>	<b>Hispanic/ Latino</b>	<b>American Indian/ Alaska Native</b>	<b>Multi-Racial</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>White</b>
Hamilton	1047	2.60%	7.00%	8.60%	0.40%	16.30%	0.20%	64.90%
Jane Addams	998	7.90%	12.50%	14.50%	0.20%	14.60%	0.40%	49.80%
Madison	989	5.00%	5.00%	9.30%	0.20%	13.90%	0.30%	66.40%
Robert Eagle Staff	811	8.40%	8.30%	15.20%	0.70%	10.40%	0.10%	57.00%
Washington	606	22.30%	16.70%	10.10%	0.20%	14.00%	0.70%	36.10%
<b>School</b>	<b>HC Students</b>	<b>African American/ Black</b>	<b>Asian</b>	<b>Hispanic/ Latino</b>	<b>American Indian/ Alaska Native</b>	<b>Multi-Racial</b>	<b>Native Hawaiian/ Pacific Islander</b>	<b>White</b>
Hamilton	306	0.30%	7.20%	3.90%	0.00%	15.70%	0.30%	72.50%
Jane Addams	350	0.90%	16.60%	4.90%	0.00%	18.00%	0.00%	59.70%
Madison	149	2.00%	4.70%	6.00%	0.00%	21.50%	0.70%	65.10%
Robert Eagle Staff	221	0.90%	6.80%	4.50%	0.00%	11.80%	0.00%	76.00%
Washington	304	3.00%	16.10%	4.60%	0.00%	18.40%	0.00%	57.90%



School	Non-HC Students	African American/ Black	Asian	Hispanic/ Latino	American Indian/ Alaska Native	Multi- Racial	Native Hawaiian/ Pacific Islander	White
Hamilton	741	3.50%	6.90%	10.50%	0.50%	16.60%	0.10%	61.80%
Jane Addams	648	11.70%	10.30%	19.80%	0.30%	12.80%	0.60%	44.40%
Madison	840	5.50%	5.00%	9.90%	0.20%	12.50%	0.20%	66.70%
Robert Eagle Staff	590	11.20%	8.80%	19.20%	1.00%	9.80%	0.20%	49.80%
Washington	302	41.70%	17.20%	15.60%	0.30%	9.60%	1.30%	14.20%