

# GEORGE WASHINGTON MIDDLE SCHOOL

## SUMMATIVE METRICS

SOL Performance		Baseline Data			Target	Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15		SY 15-16
Reading	All Student SOL Pass %	81% <sup>1</sup>	66%	69%	72%	76%	78%
	Black Student SOL Pass %	72% <sup>1</sup>	45%	49%	54%	56%	60%
	Hispanic Student SOL Pass %	64% <sup>1</sup>	45%	50%	55%	58%	62%
	Special Education SOL Pass %	46% <sup>1</sup>	22%	24%	32%	26%	33%
	ELL SOL Pass %	55% <sup>1</sup>	23%	25%	33%	31%	38%
Math	All Student SOL Pass %	58%	67%	72%	75%	77%	79%
	Black Student SOL Pass %	38%	47%	53%	58%	58%	62%
	Hispanic Student SOL Pass %	33%	51%	58%	62%	62%	66%
	Special Education SOL Pass %	21%	34%	38%	44%	30%	37%
	ELL SOL Pass %	29%	41%	48%	53%	42%	48%
History <sup>2</sup>	All Student SOL Pass %	76%	76%	73%	76%	77%	79%
Science	All Student SOL Pass %	82% <sup>1</sup>	68%	67%	70%	73%	76%
Writing	All Student SOL Pass %	87% <sup>1</sup>	72%	64%	68%	74%	77%

Achievement in Advanced Coursework		Baseline Data			Target	Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15		SY 15-16
Achievement	% Math End-of-Course SOLs Pass/Pass Advanced Grade 8 Students	78% / 4%	61% / 6%	70% / 10%	78% / 23%	72% / 9%	75% / 14%
	% Reading SOL Pass/Pass Advanced Honors Language Arts Students	95% / 56% <sup>1</sup>	86% / 30%	88% / 29%	89% / 36%	95% / 39%	96% / 44%
	% History Grade 8 SOL Pass/Pass Advanced Honors Grade 8 History Students	92% / 32%	91% / 36%	89% / 30%	90% / 37%	91% / 35%	92% / 40%
	% Science Grade 8 SOL Pass/Pass Advanced Honors Grade 8 Science Students	92% / 47% <sup>1</sup>	88% / 15%	89% / 28%	90% / 35%	93% / 36%	94% / 41%
	% Grade 8 World Language students final grade "B" or higher	n/a	75%	69%	72%	65%	69%

Access to Advanced Coursework		Baseline Data			Previous Year	Current	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15 <sup>4</sup>	SY 15-16 <sup>5</sup>	SY 16-17
Access	% Participation in Algebra I by Grade 8	63%	96%	97%	98%	96%	Maintain
	% All Course Enrollments in Honors Sections - ELA/History/Science <sup>3</sup>	62%	62%	63%	62%	62%	Maintain
	% Underrepresentation ELA Honors enrollment to total enrollment- Black/Hispanic Students	5% / 12%	8% / 12%	8% / 10%	5% / 15%	5% / 14%	3% / 10%
	% Underrepresentation History Honors enrollment to total enrollment- Black/Hispanic Students	7% / 16%	9% / 13%	8% / 10%	7% / 14%	6% / 15%	4% / 11%
	% Underrepresentation Science Honors enrollment to total enrollment- Black/Hispanic Students	7% / 13%	10% / 13%	9% / 12%	6% / 17%	8% / 15%	6% / 11%
% Students Taking World Language II by Grade 8	n/a	52%	46%	56%	56%	Maintain	

<sup>1</sup> Data are based on old, less rigorous Reading, Science, and Writing SOL assessments.

<sup>2</sup> History SOL pass rates represent performance on the Civics & Economics SOL only based on proposed SOL changes at the state level.

<sup>3</sup> Total Honors course enrollments were summed and divided by all course enrollments across the three content areas.

<sup>4</sup> Enrollment data from PowerSchool as of September 22, 2014.

<sup>5</sup> Enrollment data from PowerSchool as of August 10, 2015.

Reached target
Improved
Stayed constant (+/- 2%)
Declined

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## SUMMATIVE METRICS

Discipline and Attendance		Baseline Data			Target	Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY 14-15		SY 15-16
Discipline	Number of Out-of-School Suspensions	156	268	367	184	200	Maintain
	% Students suspended annually	11%	14%	15%	8%	5%	Maintain
	% Students suspended more than once annually	4%	6%	8%	4%	4%	Maintain
	% Disproportionality between suspensions and enrollment- Black male students	31%	25%	21%	11%	35%	18%
Attendance	% Daily Attendance	96%	95%	97%	Maintain	95%	Maintain
	% Students identified as Chronic Absentee (absent ≥ 10% total school days)			12%	Maintain	13%	7%

School Climate		Baseline Data			Actual	Target
		SY 11-12	SY 12-13	SY 13-14	SY14-15	SY 15-16
Students <sup>6</sup>	Caring School Climate		34%			41%
	School Boundaries - Clear rules and consequences		52%			57%
	High Expectations - Parent(s) and Teachers		63%			67%
	School Engagement - Actively engaged in learning		48%			53%
	Cultural Competence - Knowledge & comfort with different cultural/racial/ethnic backgrounds		51%			56%
Staff <sup>7</sup>	Atmosphere of Trust and Respect (Strongly Agree/Agree)			66%		69%
	Shared vision between staff and school leadership (Strongly Agree/Agree)			72%		75%
	Teachers require students to work hard (Strongly Agree/Agree)			89%		Maintain
	School good place to work & learn (Strongly Agree/Agree)			69%		72%

<sup>6</sup> Student climate metrics will be reported every three years based on the Developmental Assets Survey administration cycle. Climate will also be tracked formatively through locally developed brief surveys.

<sup>7</sup> Staff climate metrics will be reported every two years based on the TELL Survey administration cycle.

Reached target
Improved
Stayed constant (+/- 2%)
Declined