


**SCHOOL REPORT**
**School:** Mountain View Middle School

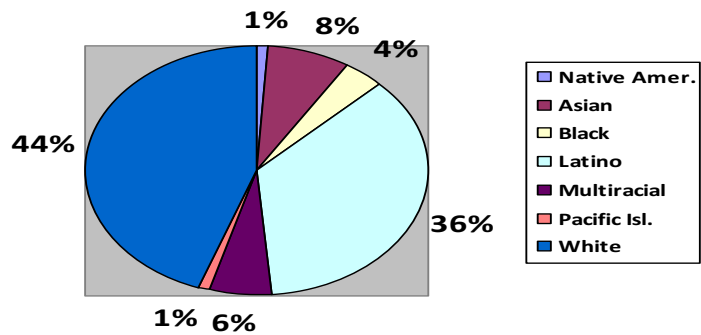
**Principal:** Matt Pedersen

**Years as School Principal:** 3

**Years in BSD:** 10

**School Demographics 2016 - 2017**

**Enrollment:** 846  
**Economically Disadvantaged:** 59%  
**Students with Disabilities:** 19%  
**Ever English Language Learner:** 37%  
**Different Languages Spoken:** 26


**School Metrics**
**College Readiness**

<b>Grade 8 English Language Arts</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>Grade 8 Mathematics</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
All Students	59%	58%	55%	All Students	37%	40%	44%
Economically Disadvantaged	51%	49%	43%	Economically Disadvantaged	28%	33%	31%
English Language Learners	14%	3%	13%	English Language Learners	9%	9%	3%
Ever English Language Learners	51%	41%	43%	Ever English Language Learners	33%	28%	33%
Students with Disabilities	12%	19%	13%	Students with Disabilities	10%	16%	7%
Talented and Gifted				Talented and Gifted			
Asian				Asian			
Hispanic/Latino	45%	40%	41%	Hispanic/Latino	26%	25%	28%
White	67%	66%	63%	White	44%	48%	56%
Multi-racial				Multi-racial			
Male	54%	50%	47%	Male	36%	38%	40%
Female	64%	66%	64%	Female	39%	42%	49%
<b>Growth English Language Arts</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>Growth Mathematics</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
All Students	55%	45%	44%	All Students	46%	43%	50%
Economically Disadvantaged	50%	41%	41%	Economically Disadvantaged	45%	40%	48%
English Language Learners	51%	26%	37%	English Language Learners	41%	33%	44%
Ever English Language Learners				Ever English Language Learners			
Students with Disabilities	43%	30%	35%	Students with Disabilities	47%	33%	46%
Talented and Gifted	59%	87%	55%	Talented and Gifted	46%	49%	50%
Asian	69%	53%	56%	Asian	43%	53%	62%
Hispanic/Latino	53%	38%	36%	Hispanic/Latino	42%	35%	48%
White	40%	50%	46%	White	44%	47%	51%
Multi-racial	56%	55%	59%	Multi-racial	49%	50%	41%
Male	47%	43%	44%	Male	40%	41%	49%
Female	62%	48%	45%	Female	51%	45%	51%

**District Goal:** WE empower all students to achieve post-high school success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

	14-15	15-16	16-17		14-15	15-16	16-17
Students missing fewer than 10 days of school	59%	58%	56%	Students reporting that at least one adult cares about them	NA	81%	86%
Students missing class due to suspensions or expulsion	98	75	70	Parents reporting they feel informed and valued as active partners in their child's education	82%	67%	71%
Number of class days missed due to suspensions or expulsion	580	322.5	182	Teachers and staff reporting they contribute to school decision making	64%	85%	84%

**Successes:**

Of the metrics above, what are you most proud of and why?

We have significantly reduced the number of suspensions and the number of days students miss due to suspensions. This is a direct result of our mission to promote non-exclusionary discipline, examine our data and reduce disproportionate discipline. There are a number of practices we have put in place to improve our discipline model:

- Professional Development with staff
- Emphasis on relationships and culture
- Restorative Justice
- Academic Lunch
- After School Service
- Saturday School

Teacher feedback and schoolwide decision making has also been a focus at Mountain View. Three years ago this data stood out as an area in great need of improvement. We believed we needed to improve staff moral and ownership before we focus on other needed school improvement areas. There have been many deliberate changes to ensure teachers feel empowered as decision makers in our building, such as:

- Steering Team – Established in 2015
- Constantly Collecting Staff Feedback
- Providing Professional Development Choice
- Establishing Teachers as Leaders of Professional Development

**Challenges:**

Of the metrics above, what are you most concerned about and why?

I firmly stand behind our District's equity mission to "Transform the educational system in Beaverton to eradicate the predictability of student success based on students' social and cultural backgrounds, explicitly related to race, socio-economic status, sexual orientation, and gender identity". However, if you look at the demographics of Mountain View Middle School and you look at our assessment results, you could argue that Mountain View's data is predictable. We are driven to change this in all areas and subgroups. The diversity and needs that we welcome into our building every day make our community stronger and are worth celebrating. As we strive for a school community that welcomes all, we must also ensure all students are provided instructional practices and opportunities that produce successful results.

Action Plan:

What is your plan of action to address these concerns?

Mountain View is in position to embrace change and focus on improving student achievement. Our staff feel empowered and know their voice directly impacts the decisions we make. Also, our students are in the classroom more and are building relationships with their teachers. These improvements, combined with the following practices, will greatly impact our student success.

- Steering Committee Subgroups - specifically targeting/examining our test scores
- Emphasis on Schoolwide Practices – Test Results Owned By All
- AVID Schoolwide
- Special Education Model Change
- ELL Co-Teaching in Humanities
- Writers Workshop Fidelity
- Aloha High School Partnership
- Padres Unidos
- Increase in Parent Involvement