

# **Bell Times Workgroup Report - FINAL**

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**2/12/2016**

**An analysis of current school bell times, and associated issue of bus routes in the St. Louis Public System in St. Louis, Missouri.**

**Compiled by the Bell Times Workgroup, a subset of parents from the Parent Action Council, SLPS**

## **Background**

At the end of the school year in May 2015, the Special Administrative Board (SAB) that oversees the St. Louis Public Schools decided to change the school starting times, delaying all start times by approximately 20 minutes. At the same time, the start of the school was delayed by one week.

In fall of 2015, Dr. Adams approached the Parent Action Council (PAC) and asked that we put together a workgroup to look at the issues of bell times and bus routes. It is our understanding that this was done as a response to several parents bringing up the issue of the delayed times impacting children's performance.

As a result, the Bell Times Workgroup was organized from the PAC members. This report is the product of the combined work on the workgroup members. The analysis and recommendations are the collective reflections of the group members. While the issues at hand are challenging, and there is no one size fits all solution available, care was taken to provide details for all the recommendations made. Furthermore, we recognize that these recommendations are being offered to Dr. Kelvin Adams and the SLPS SAB members, as well as the general body of the Parent Action Council, for consideration. None of the recommendations are binding simply by virtue of being in this report. It is our hope that this work will help Dr. Adams and the SAB see the needs of our children and parents in a full light, and help them make their future decisions accordingly.

### **Workgroup Members:**

The parent who served on this workgroup in one or more capacity are:

Addie Bond, Cory Eichorn, David Merideth, Kara Merideth, Lauren Rea Preston, Akash Sharma, and Johnni Walker-Gillespie, .

## **Methodology**

After the initial formation of the workgroup, the members met nearly weekly from November to January to create a strategy aimed at gathering and reviewing the data pertinent to the concerns of the parents, as well as the current operations of the SLPS in terms of school bell times. We requested and received meetings with various members of the SLPS staff along the way. Much of the data that was requested was provided though some was not readily available or otherwise restricted, as detailed later in this report.

In order to get more details on the parents' positions, a survey was created and disseminated primarily online and to some extent via paper copies. The summary results from this survey are provided in the appendix. Every effort was made to include trends from this data set, as relevant, in the analysis.

A review of the current bus routes, geographic distribution of the school building through St. Louis, stated capacity of each school program, as well as various logistical and cultural issues, as perceived by the group members were discussed as part of the data gathering process.

Once all the data were available, we reviewed it with the perspective of four variables that can be potentially manipulated to change the outcome as regards to school bell times.

These are:

1. School bell times
2. Number of buses and bus routes
3. Number of schools served
4. Financial resources

We also did a brief literature review to address the impetus for the school bell times changes in May 2015, as suggested by the SLPS staff in the presentation by Ms. Houlihan at the May 21, 2015 SAB meeting. We note that the data presented at that meeting, and alluded to in conversations with the SLPS staff, focused on the value of a later start time for the high school aged students. At no point were data presented on the impact of a particular start time for the middle school or elementary school children. Furthermore, we note that the primary recommendation of the presentation by Ms. Houlihan had been to make no changes to the bell

start times while the #2 recommendation, the one that SAB exercised, was to delay in start times by 20 minutes across all the tiers.

Since it was not presented elsewhere, a sampling of literature that speaks to start times for the elementary school children is presented in the appendix, and referred to as relevant in the analysis.

As detailed in the next section, the workgroup analysis demonstrated that the issue of school bell times is a nuanced subset of a larger problem faced by the SLPS staff and SAB, which is that the system is trying to serve the existing student population using outdated metrics and with severe resource restrictions. This becomes apparent when comparing the number of schools or the bell times or the budgets of other county school systems to the SLPS system. Therefore, while we have provided recommendations with regard to the bell times it became necessary to widen our scope in terms of addressing this specific issue. Additional recommendations have thus been included in this report. In fact the primary recommendation of this report deals with the issue of school bell times in the widest scope possible, which we believe to be the only sustainable solution in the long run when it comes to optimal education of the St. Louis City students.

**Recommendation: Close/consolidate schools and create a two-tier bus schedule to serve the remaining schools.**

It is our understanding that the primary mandate given to the Special Administrative Board (SAB) upon its creation was to make the SLPS system financially sound and operationally efficient. To that end some actions have been taken as suggested by the prior minutes of the SAB meetings. Specifically, there have been discussions about school closures. The reasons for a school's closure may be underperformance of a program or an operational/financial issue. While we yield the program performance assessment to Dr. Adams and his staff, we wish to address the building numbers, condition, and capacities.

As Dr. Adams has alluded to in prior presentations, there are more schools than are currently needed to serve the St. Louis student population. e.g. the fifteen high schools serving a student population that is served by only three schools in another nearby school system. While the number of schools in and of itself may be defensible by virtue of the geographic area that is covered, the other crucial aspect of the equation is the fact that many of the school buildings are older and require ongoing maintenance. In fact the cost of maintenance may be one of the largest line items of the SLPS budget if not the largest.

The SAB is aware of these costs as evident from the recent passage of a motion to request an additional property tax increase as means of revenue for the SLPS. Also, the SAB has managed to close some schools and sell some of the properties in the recent years.

Our recommendation then combines two aspects of this financial/operational issue that is at the heart of an overall solution aimed at sustainable improvement of the SLPS programs. The SAB must orchestrate a swift and definitive system-wide evaluation of the number of schools needed at each level - elementary, middle, and high school, to serve the entire SLPS student population. By eliminating the schools that are persistently under capacity and buildings that require the greatest maintenance with the least return, there ought to be a resulting consolidation of schools that will be at capacity, and in the newer buildings. This will in turn reduce the financial burden of operating more buildings than needed and free up resources, including buses

and money, to roll out a two-tier bus system that will be optimal for all grade levels in terms of school bell times.

However, we want to point out that this recommendation will ONLY be successful if it explicitly includes conversations, ongoing participation as well as input from all the stakeholders affected. In an effort to make sure that in our city which has substantial economic and social disparities, the currently underserved populations and communities cannot be further disenfranchised nor should school closures/consolidations affect or center around a specific geographic area or group. All schools/programs should be considered in terms of the best outcome possible for students and families. That is the only progressive and sustainable way.

After looking at all the data, we wanted to give some examples of how this recommendation could work:

1) Merge 2 schools into 1:

If school A has 350 students and is operating at 35% capacity and if school B has 600 students at 45% capacity it would make sense to place all those students in one building. This would result in one school with 950 students in a building operating at either 85% or 75% capacity. There is still room for increased enrollment, decreased maintenance and administrative overhead and possibility of more robust after school programs. We would recommend all stakeholders then be gathered to determine the best location based on age/maintenance needs of the buildings, history, location and community desires. School name changes could be looked at as well as community desires for the future of any closed buildings (renovation for future use if district grows, sale, held in reserve, etc..) (note: many SLPS schools names have already switched buildings)

2) Co-locate Magnet School programs into one building (similar to Cleveland/Central VPA):

Magnet school A has 350 students and is at 45% capacity and Magnet school B has 600 students at 55% capacity combined into the larger building we would have 950 students in a building operating at 93% capacity.

### 3) Close smaller schools and merge into a larger building:

Small school A has 350 students, but is at 70% capacity. Large school B is at 45% capacity and has 700 open seats. Students from Small school A are given the option of going to their new home school (Large School B) or enter the lottery for one of the magnet schools. This option is one of the more difficult choices as Small school A has is operating at a decent capacity and might be performing well, but does not have room to absorb the number of students from the larger building. The cost saving from removal of one more SLPS building and increased overall percentage for the remaining building means we must make some hard choices.

### 4) Close a school and distribute students geographically into surrounding schools:

School A has 200 students and is at 65% capacity, School B has 150 students and is at 45%, School C has 250 students and is at 60%. School B is less than 1 mile from both school A and school C and is approximately halfway between them. By closing school B and redrawing the neighborhood school lines for school A and C we could end up with only 2 buildings to maintain each operating at 80-85% capacity.

While much of the savings involved in closing schools would come from operating cost and some redundancy in overlapping administrative costs, it would be this committee's recommendation that all teachers, security and janitorial/maintenance staff be moved with students whenever schools are closed. This would keep the district from increasing the student:teacher ratio. It would add additional security to some of the larger schools enabling better coverage of the numerous floors and potentially assist in any issues brought on by combining two separate student bodies. An increased janitorial/maintenance staff would enable better care of and the ability to better address some of the many issues plaguing our remaining school buildings (non-functioning water fountains, peeling paint, excessive trash, etc.)

#### Pros for this recommendation:

- Optimal school bell times for all age groups
- Opportunity to accomplish a more diverse student body at each school
- Streamlining of expenditures, crucial for a system that is resource constrained

Cons for this recommendation:

- Challenging tasks for the SAB and SLPS to accomplish
- Possible upfront cost to make changes. (This is balanced by long-term savings)
- Politically sensitive issue - especially if done without transparency and inclusion of all the stakeholders.



**Recommendation: Reorganize all the high schools into the second tier, elementary in the first, and middle schools in the third tier.**

If a three-tier busing system must be maintained, while still trying to serve the needs of each age group, then an optimal and logical way to do so is by re-organizing the school served by each tier. The details needed to make this a reality are quite complex. Our workgroup had asked the SLPS staff to run some target scenarios to see how this might play out. However, we were told that due to a potential negative impact of any modeling that may be perceived, if leaked to public at large, to be an actual plan to move schools or buses, the simulations were not performed. The workgroup members then took it upon themselves to run some hypothetical scenarios to see if re-organizing the schools in different tiers is feasible.

What follows is one permutation of this exercise. Again, the goal was to move all high schools to the second tier, middle schools to the third tier, and as much as possible, elementary schools to the first tier.

As previously mentioned, studies have shown that high school students do better in school when their school starts later in the morning. This is also the reason given to have moved the entire system to a later start time. Although the aggregate of studies suggests that they would do best on the third tier, as a workgroup we concede that parents and some students perceive value in extracurricular activities and the importance of participation in these activities as it relates to college acceptance. Many of these activities may be limited if high schools were placed on the third tier, and the bus system remained the same. We also requested data on school attendance so far this year with the 20 minute adjustment to bell times. With the 20 minute adjustment, the three high schools already on the second tier, (meaning they started school at 8:30 a.m. this year) had gains in attendance, showing increases of 6.7%, 1.8%, and 0.6%, respectively. While being mindful that these increases are not entirely attributable to the delay in bell times, it does lead us to consider that the optimal start time for high school students is around 8:30 a.m or later. In addition, there has been anecdotal evidence showing better test scores for students taking tests in their first periods over the scoring during the same period last year.

By moving elementary students to the first tier, we may also better serve their circadian rhythms. On the whole these student wake up early and are ready to learn soon after they rise. Anecdotally, teacher and parents have expressed concerns about children's ability to learn later in the day and more behavior issues when they become tired. Some teachers have even stopped giving homework or have given less strenuous homework this year since children are getting home so late. This change would also respond to parents' concerns voiced in the survey that they are struggling to get to work on time, and matching their work schedules to the new school schedule.

By moving elementary students (as much as possible) to the first tier, this will also allow community partners to focus their efforts around after-school program, rather than trying to provide before- and after-school care. This would also address community partner concerns related to the amount of contact they are now able to have with students. Many have reported not being able to meet their student contact and program requirements with the new bell times.

Although moving middle school students to the third tier is not ideal, it will help the other two groups. The middle school aged children are also in transition between waking early and waking later. They are better able than elementary students to arrive home in the dark, and most should be able to board the bus on their own if parents need to leave for work.

Pros for this recommendations:

- Preserve the gains for the high school students who have shown improvement
- Allow the younger students a better start time for optimal learning

Cons for this recommendation:

- There is still a third tier.
- With this recommendation SLPS staff voiced concerns that young children should not be out waiting for the bus in the dark. Although we do not want any child to have to wait for the bus in the dark, this concern was not expressed by parents when we informally asked. Also, crime rates are lowest between 5:00 and 7:00 a.m. thus suggesting that it is safer for these children to board the bus early. Crime rates are much higher in the

evening when many of these children are currently returning home. In addition, anecdotal evidence given by some of the parents indicate an earlier bus time would be before they leave for work (enabling them to see their children off to school).

In order to create a plan, we used the following criteria:

- Leave all Contractual Programs on the tier they are currently on.
- Leave School and CTE Programs where they are or tied to the program they are currently tied to.
- Move all High Schools to the second tier
- Keep all schools that share buses together
- Move all Middle Schools to third tier (put two that share buses with a high school in second tier)
- Keep all schools that share buses together
- Moved Elementary Schools to the first and third tier based on the following criteria:
  - Shortest route times (moved all those with routes starting 70 minutes or less before their current start time to the first tier)
  - Moved all schools that shared buses to the first tier
  - Moved remaining second tier schools in a slightly arbitrary manner, but if a school was already on the third tier, we left them in the third tier (This could be done by considering magnet v. neighborhood. We would suggest moving neighborhood school to the first tier where possible, because in theory they will have shorter bus routes.)
- Left Innovative Concept in 3<sup>rd</sup> tier because we were not sure about their program requirements and they were already there.

**Recommendation: Move all the Bell Times back to the start times of the years prior**

As the majority of survey feedback suggests that this change has done more harm than good, while not accomplishing the stated goal.

The school bell times were delayed to serve a small segment of the total population. Our survey was sent out to all grade level parents. While there were logistical issues at SLPS that may have impacted the overall reach, nearly 300 parents responded to the survey. The predominance of parents report the delay to be a detriment. Another large section reports no change. The segment reporting benefit is consistently the smallest across all grades.

Although the overall attendance this year has increased by 0.9% it is difficult to attribute this directly to the change in start times. The district has worked hard to increase attendance over the last few years through various campaigns. It is quite possible that this continued effort has driven the increase in attendance more than the change in bell times. And a 0.9% increase is without context as we do not know the year to year variance in attendance changes.

For optimal outcomes for all children, the attendance, physical needs, and behavior of all grades should be considered. The SAB has shown initiative toward improving these outcomes. To that end, the best thing to do may be to set the times back to the prior slots, and then continue a conversation with a wider parent audience to explore the best changes. It is possible that parents from each level may become more engaged in helping study changes if they can be shown faith by listening to their collective needs, and by making this an ongoing process rather than a close-ended workgroup.

## **General Observations:**

During the review of data and analysis, some factoids came to light that need to be tackled to address some outlying impact of the bus times, and also to bring the SLPS staff more in line with the students they are trying to serve.

1. In some cases while bell times shifted back 20 minutes, bus routes and pick up times shifted 20 minutes earlier.
2. Board of Education Staff times/schedules have not subsequently moved 20 minutes as every school has shifted as should be the case for the BOE staff times. There is no one to answer transportation, security or other questions after 4:45 p.m. When the elementary schools end at 4:30 p.m. staff often have bus duty until 5:00 p.m. or after.
3. Professional Development Times have not been adjusted to accommodate the current staff schedules on the 3rd tier thus staff interested in participating/attending must divide up their class (reducing the quality of learning for classes involved, adding teacher stress to classrooms involved) or not attend.
4. Additional evaluations of bus routes need to be conducted. There is confusion among parents as to when a stop is dropped from a bus route or when a child is removed from a bus list. There is widespread discrepancy and misunderstanding about when a child may be removed from a bus roster, e.g. some parents believed this happens if a child does not ride the bus for 30 days. The stops and rosters are not clear with non-assigned children wanting to ride and children who have never ridden the bus having names on the roster. One example of this: it was found that children at a neighborhood school, who live outside the “neighborhood”, were assigned a bus. In the case of, two sisters who live at the same address (outside the school’s neighborhood), one has been assigned a bus, one has not. Neither has ridden the bus all year. It was also reported that an empty bus (it carries no children) arrives at one school every day. We did not investigate further but we do believe additional investigation is needed.
5. We also know that a GPS locator system for First Student buses is currently available. In some districts it is turned on so parents can track bus location and have peace of mind

about their children's safety. There is simply no excuse as to why this system is not activated for the SLPS buses now.

**Conclusion:**

The primary task commissioned to the bell times workgroup was to evaluate the current school start times, and as an adjacent issue the bus routes, to see if any improvements can be made. The impetus for this exercise was largely that after the SAB moved the bell times at the end of the last school year, many parents have complained about the detriment of the delayed time. Furthermore, teachers have also noted reduction in quality of work and the ability of younger children to cope with the later start and the longer day.

Very quickly into studying the bell times it became evident that the bell times are a subset of a constellation of larger concerns and it is impossible to address optimal bell times without addressing the bigger picture. The variables that can be manipulated in this context are the bell times, number of buses and route tiers, and the number of schools to be served. In multiple discussion with the SLPS staff we were continually advised that can be little to no movement in terms of more financial resources or fewer bus tiers. This restriction coupled with the reality of too many buildings that require ongoing maintenance and less than full program capacity at many schools brought the focus to the mandate for the SAB in terms of making SLPS financially and operationally sound. To that end our most inclusive recommendation is to reduce the number of schools, reduce the number of bus tiers, and serve the student population based on physical and learning needs of each age group.

Any conversation about school closures must be done with utmost transparency, full attention to the needs of the underserved population that would be highest at risk for disenfranchisement, and with respect for the history of our city. These conversations must focus on what is best for all our children and not on the emotional anchors for old buildings. The SAB must take a strong lead in expediting this conversation and bringing all the stakeholders to the table.

While working on the optimal long-term solution, SLPS students and parents may still benefit from some reorganization of the schools in each tier to better serve the physiological needs of each age group, as well as better support their social network by listening to the parents who have been hampered by the delayed times.

Commissioning this group's work was a strong signal by Dr. Adams of a desire for improvement in the current state of affairs. This report covers what is likely just the beginning and much more and ongoing work needs to be done by the parents, Dr. Adams and his colleagues, as well as the Special Administrative Board.



## **Appendix A: Notes Memo regarding recommendations (2/2/2016)**

On February 2nd, the workgroup was asked on behalf of Dr. Adams to provide a directional memo regarding its findings. A brief memo was written on short notice, with the caveat that it was only the notes and recollections of one group member and had not been ratified by the group. Nonetheless, since the memo was sent out and may have been acted upon in some capacity, it is included here for reference. There are substantial changes and elaborations in the full report that are evident when reading the two documents in comparison.

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**Memo RE: PAC Bell Times Workgroup Meeting Notes**  
**From: The Bell Times Workgroup – PAC**  
**TO: Dr. Kelvin Adams, Superintendent SLPS**

**NOTE:** These are preliminary notes from the final meeting of the Bell Times Workgroup, which took place on January 29, 2016. It is the intent of the group to prepare a formal report to be given to Dr. Adams and his team, as well as to share with the general membership of the PAC. All recommendations in this document and the report are strictly recommendation of the work group. These are not binding for SLPS or the PAC. Furthermore, being a draft this is not fully reviewed by all members of the workgroup as Dr. Adams requested this document on a very short notice.

**Summary of recommendations for Dr. K. Adams/SLPS and the SAB** regarding issues affected by current ‘late start’ bell times that are in effect for SLPS schools for 2015-16.

### **Recommendation #1:**

Reassign all high schools to the second tier

Reassign all elementary schools to the first tier, with magnet and spillover schools in second tier

Reassign all middle schools to third tier

find supporting testimonials about parents’ work times and other issues

**Recommendation #2:**

Anticipating rejection of recommendation #1 for reasons that will be detailed in the report, it is our recommendation that all schools be moved back to the start times of the years prior, as the majority of survey feedback suggests that this change has done more harm than good, while not accomplishing the stated goal in making the delay start.

**Observation #3:**

Immediately turn on the GPS locator systems for the First Student buses for all parents to access when needed. The First Student buses are notoriously inefficient and unreliable.

Plan to involve the PAC and parent representatives in the upcoming contract negotiation process for the buses as the current contract expires. e.g. for the features comparison between bids.

**Recommendation #4:**

As will be detailed in the report, it is our impression that the primary mandate of the SAB is to make the SLPS system financially accountable and sustainable. To that end, there is a real and urgent need to close many schools and realign the remaining schools to serve the St. Louis population.

The work group will not identify any specific schools as much of the data requested for this analysis was not provided due to concerns that any conversations in this regard, if leaked beyond the workgroup, may have negative sociopolitical impact in our community. However, the discussion about schools closures is an important one and requires participation from parents from all parts of the city as well as a complete re-imagining of what we need in terms of schools for our children/community.

**Recommendation #5:**

Practice transparency and efficiency. Through the process of working on this project it has been the observation of the group that data flow through various departments in the SLPS is siloed. Furthermore after complete support was promised to the work group several tasks were not completed when requested by a certain deadline. While we understand that there are many

tasks and the staff may be overwhelmed this is still a wakeup call to objectively look at how work is being done and if the primary goal of forward progress is being met.

**Recommendation #6:**

In future negotiations, consider a two tier bus system. Again due to financial constraints this may require school closures but as the SAB is also looking at raising funds through the property tax initiative, more needs to be done to find funding for this most pressing of issues.

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In brief, the bell times adjustment is a complicated and nuanced issue. Barring real progress on the recommendations above, the decision to move the times to a later start last year by the SAB seems ill-advised and poorly executed. Until a thorough evaluation of the options is done and a new plan constructed, the majority of the children will be best served by going back to the old times. This will inconvenience some families and older children who have somewhat benefitted. But the burden of not being able to preserve this benefit while erasing the harm done to the rest of the students and families lies strictly with the SAB and SLPS in prior decisions made. We look forward to presenting the detailed reports by February 11<sup>th</sup>, as originally agreed upon with Dr. Adams.

Sincerely,

The Bell Times Workgroup – PAC

February 2, 2016

Vashon, Sumner, Roosevelt

improvement in attendance.

teachers are saying more students are showing up.

all the high schools should be on second tier

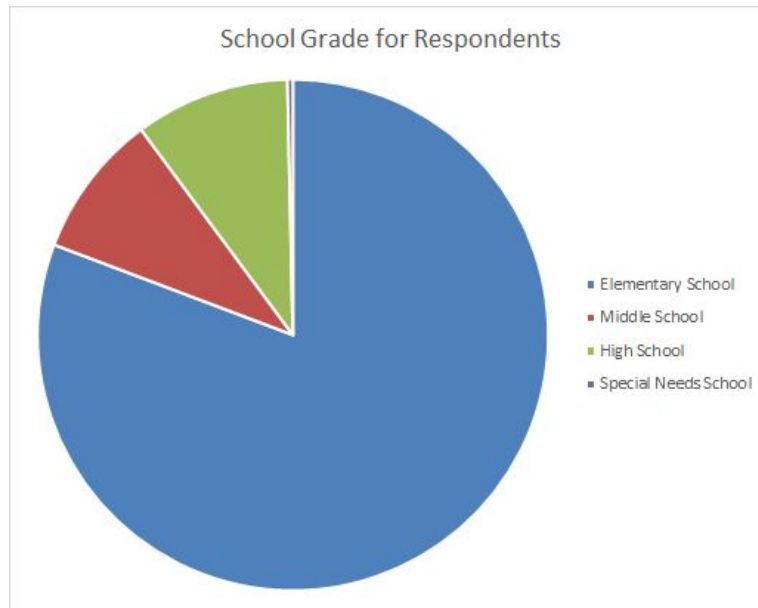
all elementary schools should be first tier

all middle schools should be third tier

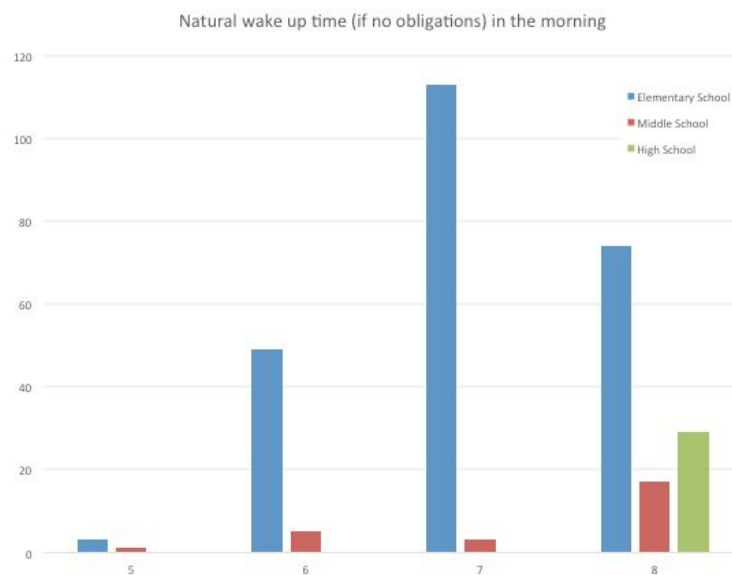
## Appendix B: Summary charts from parent survey regarding bell times

A survey was distributed to the parents in the SLPS system. A summary of each survey questions is provided here. The text-based responses were directly taken into account in the write-up.

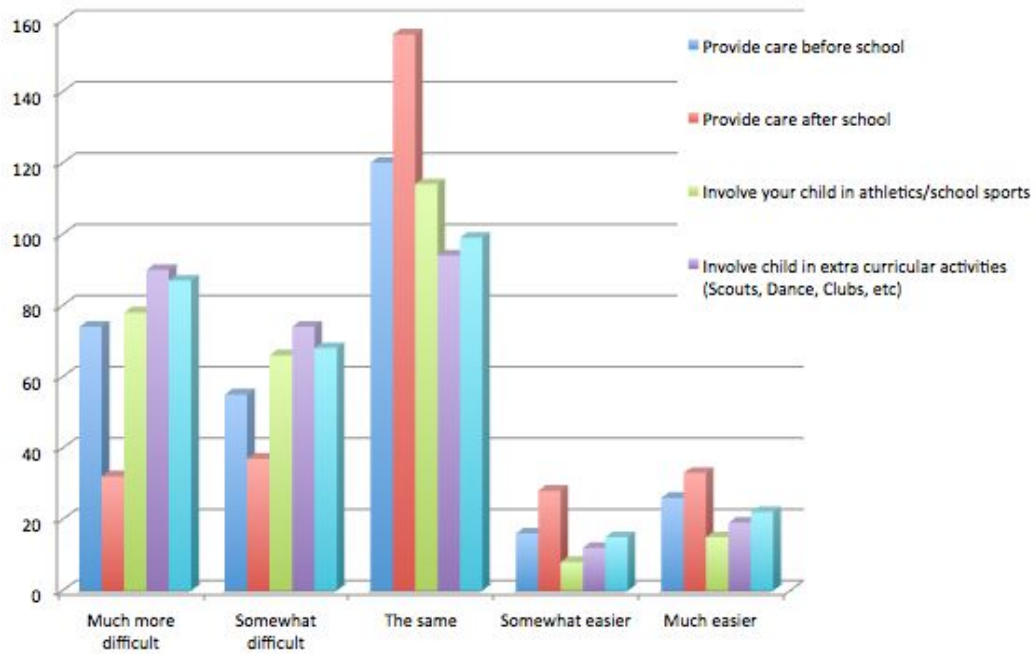
Q1. Parents who took the survey by Grade level/School:



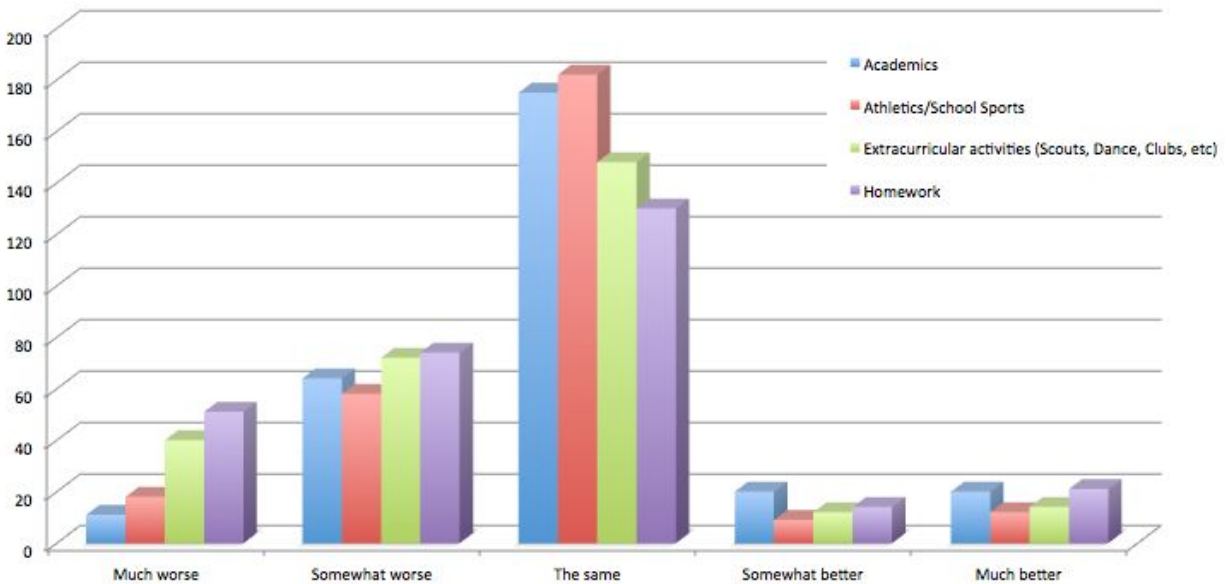
Q2. What time does your child naturally wake up in the morning (if he/she has no obligations that day)?



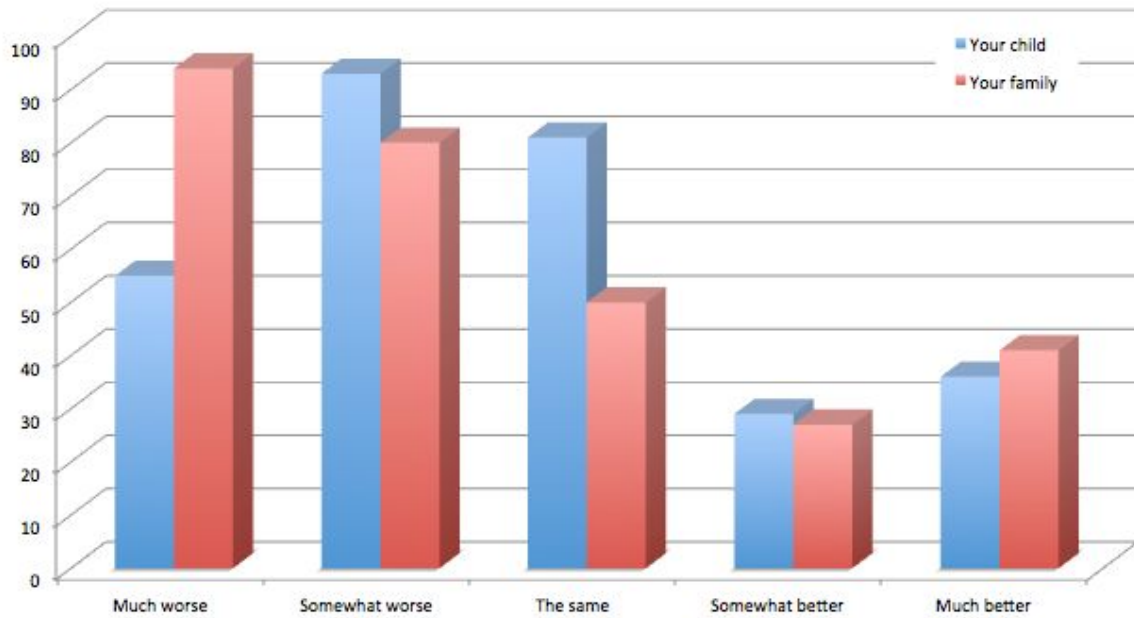
Q3. How has bell change affected your ability to do each of the following?



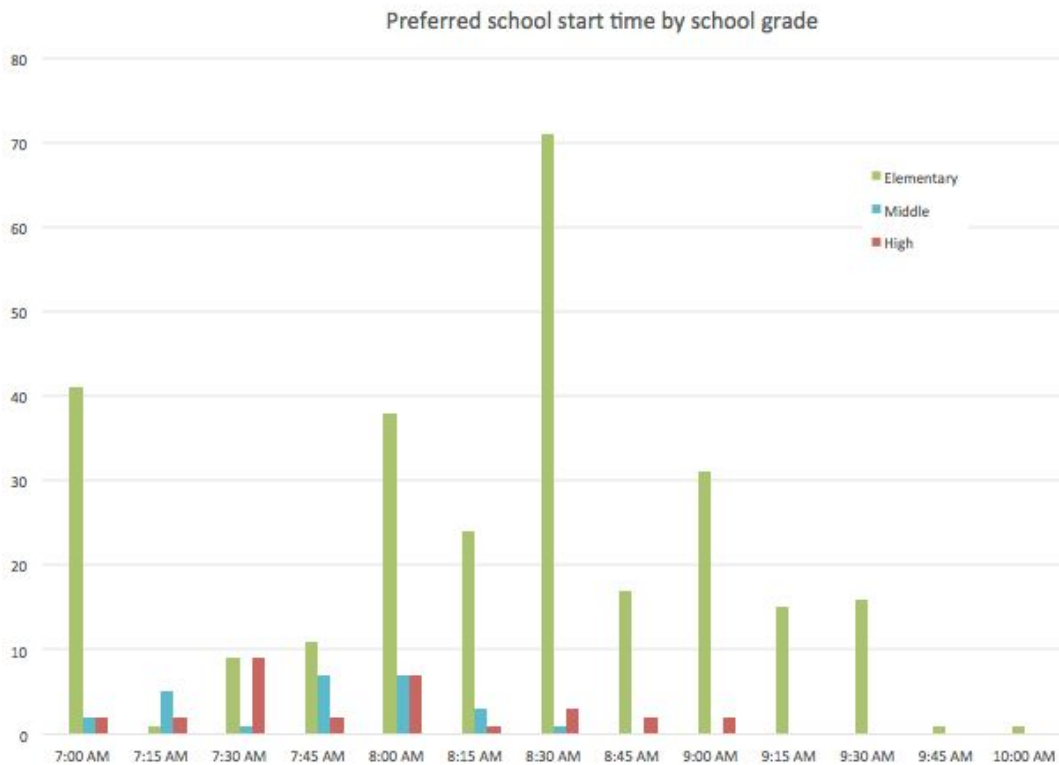
Q4. How has the change in bell time impacted your child's performance in the following?



Q5. What has been the overall impact of later bell times?



Q6. Research suggests there is a wide range of start times that may work for kids. What do you think is the optimal time for your child to start school?



## Appendix C: Year to year attendance data for SLPS schools

		Average Daily Attendance %		
		End of January 2015	End of January 2016	Change (%)
E400	Adams	94.2	95.8	1.6
E406	Ashland	93.4	94.2	0.8
E418	Bryan Hill	95.3	95.8	0.6
E420	Buder	95.0	94.8	-0.2
E425	Ames	95.5	96.6	1.2
E436	Clay	92.7	95.7	3.0
E440	Pamoja @ Cole	94.0	95.3	1.4
E442	Columbia	94.0	94.9	0.8
E444	Cote Brilliante	93.2	94.9	1.7
E447	Dewey	95.4	96.3	0.9
E448	Dunbar	93.6	94.3	0.6
E458	Farragut	94.7	95.6	0.8
E463	Ford	94.5	94.3	-0.3
E466	Froebel	94.1	96.0	1.9
E473	Gateway Elem	95.7	96.8	1.1
E478	Hamilton	94.8	95.3	0.5

		<b>End of January 2015</b>	<b>End of January 2016</b>	<b>Change (%)</b>
E489	Hickey	94.2	94.9	0.7
E490	Herzog	93.5	95.0	1.6
E492	Hodgen	94.1	95.3	1.2
E496	Humboldt	94.5	95.7	1.2
E499	AESM @ Carver	94.5	95.2	0.7
E502	Jefferson	93.6	94.1	0.5
E503	Kennard	96.8	97.4	0.6
E506	Laclede	92.4	95.5	3.0
E510	Lexington	94.6	95.9	1.3
E518	Lyon @ Blow	93.5	95.6	2.0
E524	Mallinckrodt	97.3	97.7	0.4
E526	Mann	94.9	96.2	1.3
E534	Mason	94.7	95.5	0.8
E550	Meramec	95.3	95.4	0.1
E552	Gateway Michael	88.6	90.2	1.6
E556	Monroe	93.3	93.9	0.6
E559	Mullanphy	95.2	96.4	1.1
E560	Oak Hill	94.8	94.6	-0.2



		<b>End of January 2015</b>	<b>End of January 2016</b>	<b>Change (%)</b>
E562	Peabody	92.9	93.5	0.6
E578	Shaw	95.6	96.5	0.8
E580	Shenandoah	93.7	95.7	2.1
E586	Sigel	95.6	96.5	0.8
E593	Stix	94.8	95.7	0.9
E596	Walbridge	93.2	94.2	1.0
E597	Woerner	95.4	96.1	0.7
E601	Washington Montessori	95.0	96.0	1.1
E603	Wilkinson	94.9	96.2	1.3
E612	Woodward	94.0	95.5	1.5
M30 5	Busch	95.5	96.1	0.7
M30 7	Carr Lane	93.9	94.5	0.6
M31 3	McKinley Middle	96.7	97.3	0.5
M31 4	Fanning	93.3	92.9	-0.5
M32 3	Gateway Middle	95.4	96.3	1.0

M32 4	Langston	92.9	92.7	-0.2
		<b>End of January 2015</b>	<b>End of January 2016</b>	<b>Change (%)</b>
M32 6	Long	92.2	94.3	2.1
M33 9	Compton Drew	94.6	94.5	-0.1
M35 2	Yeatman	93.2	94.3	1.1
F111	Gateway STEM	94.7	94.4	-0.2
F114	Nottingham	94.2	94.5	0.3
F117	Clyde C Miller	94.4	94.8	0.3
F144	Cleveland	96.1	96.0	-0.1
F151	Collegiate Bioscience	96.5	96.6	0.1
F156	Metro	97.8	98.1	0.4
F157	McKinley	95.3	95.5	0.2
F168	Roosevelt	90.3	91.0	0.6
F173	Soldan	95.5	95.5	0.1
F180	Sumner	82.1	88.7	6.7
F183	Vashon	88.5	90.2	1.8
F186	Central	95.7	95.4	-0.3

F193	Carnahan	95.5	95.4	-0.1
F194	Northwest Law Academy	94.6	95.5	0.9
		<b>End of January 2015</b>	<b>End of January 2016</b>	<b>Change (%)</b>
F125	Beaumont	82.0	83.0	1.0
F199	K12	83.4	90.7	7.3
H668	Griscom	100.0	100.0	0.0
H669	MERS/Goodwill	83.4	82.0	-1.4
H671	Stevens	90.1	84.0	-6.1
H679	ICA Blewett	90.8	90.1	-0.7
H698	Fresh Start	97.1	79.5	-17.5
H699	Therapeutic @ Madison	NA	90.8	NA
H771	Multiple Pathways-Beaumont	89.0	90.7	1.8
	<b>District</b>	<b>94.1</b>	<b>95.0</b>	<b>0.9</b>