

Motivated by the belief that success in education is the best pathway out of poverty for low-income children and youth, Seattle Housing Authority is committed to improving the academic achievement of students living at Yesler Terrace and in the adjacent Yesler neighborhood. In order to achieve this goal, the Housing Authority is partnering with local institutions and nonprofits to create a cradle-through-college pipeline of learning resources for children and youth.

During the past three years, Seattle Housing Authority, in cooperation with Seattle University, Seattle Public Schools, the City of Seattle and several non-profits including Catholic Community Services, the College Success Foundation, Neighborhood House, and the United Way of King County, has been implementing a coordinated approach to ensure low-income children in the Yesler neighborhood have access to early learning programs, tutoring, summer academic enrichment programs, college preparation mentoring and scholarships. Our theory of change is that through this coordinated, place-based pipeline of academic supports which complements classroom teaching, students will meet the academic performance standards established with our partners.

Seattle Housing Authority has been tracking the following outcomes in order to determine whether the initiative is on track to meet its goals:

- The percent of children ready for kindergarten in six domains¹
- The percent of students proficient in reading (3rd through 8th grade)
- The percent of students proficient in mathematics (3rd through 8th grade)
- The percent of students missing fewer than 10 days of school (K through 5th)
- The percent of 12th graders receiving a high school diploma

This report includes data dashboard views of the 2013-14 educational data.² The first data dashboard includes a cross-sectional analysis of all outcomes, as well as a change analysis and on track analysis. The second data dashboard includes a cohort analysis of academic proficiency and attendance, cross-sectional analysis of all other outcomes, as well as the change analysis and on track analysis.³

The major findings from the data in 2013-14 are as follows:

- The **enrollment** of K-12 students at Yesler has continued to drop each year since 2010. The school year 2013-14 had the largest drop, which had only 73% of student enrollment in 2010-11.
- In **reading**, students at grades 3 and 8 made the largest gains from the baseline in 2010-11 and were on track to the 2019 target.
- In **reading**, 5th graders dropped from the baseline and were not on track to the 2019 target.
- In **math**, all grade levels except for 7th grade improved in math proficiency from the baseline.
- In **math**, students at grades 3, 7, and 8 were on track to the 2019 target.
- The **high school graduation rate** increased from 2012-13, but was still lower than the baseline in 2010-11 and did not meet the expectation for the 2019 target.
- In **attendance**, K-2 students dropped from the baseline and were not on track to 2019 target.
- In **attendance**, 3rd to 5th graders improved from the baseline and were on track to 2019 target.
- Class of 2018 (**8th graders in 2013-14**) has made steady progress in both reading and math proficiency each year since 2010.
- Class of 2023 (**3rd graders in 2013-14**) has made steady progress in attendance rate each year since 2010.

¹ Data is not available for the percent of 2-5 year olds enrolled in high quality early learning programs in 2013-14.

² Students who had missing data were excluded from analysis in this report.

³ See the Appendix for descriptions of each type of analysis.

Yesler Terrace Choice Neighborhood – Year Three Education Report

2014

Summary of Results	2010-11	2011-12	2012-13	2013-14	Trend	Compared to baseline	
Number of K-12 students at Yesler	395	387	368	287		↓	
Students of Color	97%	98%	97%	98%		↑	
Bilingual Program	34%	37%	34%	32%		↓	
Primary language not English	72%	73%	74%	77%		↑	
Neighborhood children enter kindergarten healthy and ready to learn	2010-11	2011-12	2012-13	2013-14	Trend	Compared to baseline	On Track to 2019 Target
% of children meeting kindergarten readiness standards	N/A	N/A	N/A				
Social Emotional Readiness				53%			
Physical Readiness				87%			
Language Readiness				60%			
Cognitive Readiness				87%			
Literacy Readiness				87%			
Math Readiness				60%			
% of kids ready in 6 domains				20%			
% of kids ready in 5 domains				53%			
% of kids ready in 4 domains or below				27%			
% of 2-5 year olds enrolled in high quality early learning programs	38%	38%	61%	N/A			
Neighborhood youth are supported and successful in school	2010-11	2011-12	2012-13	2013-14	Trend	Compared to baseline	On Track to 2019 Target
% of 3rd graders proficient in reading	35%	50%	46%	70%		↑	✓
% of 4th graders proficient in reading	44%	50%	41%	50%		↑	✗
% of 5th graders proficient in reading	48%	38%	48%	43%		↓	✗
% of 6th graders proficient in reading	30%	63%	52%	47%		↑	✗
% of 7th graders proficient in reading	29%	39%	65%	54%		↑	✗
% of 8th graders proficient in reading	30%	38%	38%	83%		↑	✓
% of 3rd graders proficient in math	23%	39%	54%	60%		↑	✓
% of 4th graders proficient in math	24%	43%	53%	50%		↑	✗
% of 5th graders proficient in math	30%	36%	35%	39%		↑	✗
% of 6th graders proficient in math	23%	38%	21%	24%		↑	✗
% of 7th graders proficient in math	35%	33%	48%	33%		↓	✓
% of 8th graders proficient in math	22%	24%	27%	54%		↑	✓
% of kindergartners with fewer than 10 absences	58%	45%	47%	53%		↓	✗
% of 1st graders with fewer than 10 absences	60%	74%	65%	56%		↓	✗
% of 2nd graders with fewer than 10 absences	68%	84%	86%	65%		↓	✗
% of 3rd graders with fewer than 10 absences	56%	62%	82%	90%		↑	✓
% of 4th graders with fewer than 10 absences	69%	81%	72%	77%		↑	✓
% of 5th graders with fewer than 10 absences	63%	79%	87%	83%		↑	✓
Neighborhood youth graduate from high school college and career ready	2010-11	2011-12	2012-13	2013-14	Trend	Compared to baseline	On Track to 2019 Target
% of graduates per enrolled 12th graders	71%	69%	61%	65%		↓	✗

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2014

Summary of Results **2010-11** **2011-12** **2012-13** **2013-14** **Trend** **Compared to baseline**

Number of K-12 students at Yesler	395	387	368	287		↓
Students of Color	97%	98%	97%	98%		↑
Bilingual Program	34%	37%	34%	32%		↓
Primary language not English	72%	73%	74%	77%		↑

Neighborhood youth are supported and successful in school **2010-11** **2011-12** **2012-13** **2013-14** **Trend** **Compared to baseline** **On Track to 2019 Target**

Graduation Year (grade in 13-14)							
<u>Percent proficient in reading</u>							
Class of 2023 (3rd)				70%			✓
Class of 2022 (4th)	--	--	46%	50%		↑	✗
Class of 2021 (5th)	--	50%	41%	43%		↓	✗
Class of 2020 (6th)	35%	50%	48%	47%		↑	✗
Class of 2019 (7th)	44%	38%	52%	54%		↑	✗
Class of 2018 (8th)	48%	63%	65%	83%		↑	✓
Class of 2017 (9th)	30%	39%	38%				
Class of 2016 (10th)	29%	38%	--				
Class of 2015 (11th)	42%	--	--				

<u>Percent proficient in math</u>							
Class of 2023 (3rd)				60%			✓
Class of 2022 (4th)	--	--	54%	50%		↓	✗
Class of 2021 (5th)	--	39%	53%	39%		↑	✗
Class of 2020 (6th)	23%	43%	35%	24%		↑	✗
Class of 2019 (7th)	24%	36%	21%	33%		↑	✓
Class of 2018 (8th)	30%	38%	48%	54%		↑	✓
Class of 2017 (9th)	23%	33%	27%				
Class of 2016 (10th)	35%	24%	--				
Class of 2015 (11th)	22%	--	--				

<u>Percent missing fewer than 10 days</u>							
Class of 2026 (K)				53%			✗
Class of 2025 (1st)	--	--	47%	56%		↑	✗
Class of 2024 (2nd)	--	45%	65%	65%		↑	✗
Class of 2023 (3rd)	58%	74%	86%	90%		↑	✓
Class of 2022 (4th)	60%	84%	82%	77%		↑	✓
Class of 2021 (5th)	68%	62%	72%	83%		↑	✓

Neighborhood youth graduate from high school college and career ready **2010-11** **2011-12** **2012-13** **2013-14** **Trend** **Compared to baseline** **On Track to 2019 Target**

% of graduates per enrolled 12th	71%	69%	61%	65%		↓	✗
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The Choice Neighborhood Education Collaborative partners will be responding collectively to the areas of improvement revealed by the data. The Collaborative will particularly focus on the issues of attendance in grades k-2, math from grades 3-8 and the persistent and troubling data regarding high school dropout rates. Education partners who serve the grade and subjects of concern will be meeting and reviewing the data to create plans for refinement. The education partners will also be engaging parents in addressing the issues that the data raises; this is particularly important in the area of school attendance.

Questions to guide the Education Collaborative's review and planning are:

1. Is the grade cohort on track for the 2019 target?
2. How many children are not meeting proficiency standards?
3. How many children in the cohort are being served by CN partners?
4. Of the children being served, how are they performing?
 - a. What additional or refined services would improve their scores?
 - b. What additional partners could help provide these additional or refined services?
 - c. Is there a funding source to support these additional services?

Additional tools are needed to better plan. Identifiable data will allow targeted interventions from school, housing and education partners. The Efforts to Outcomes database will allow all partners to track progress and adjust services accordingly. Access to identifiable data for about 45% of the CN students will be available by March 31, 2015. The Efforts to Outcomes database will be more fully utilized by March 31, 2015.

Appendix: Explanation of Analysis Types

To measure the success of these coordinated efforts, Seattle Housing Authority and its partners have tracked student progress in early learning, academic achievement, attendance, and high school graduation. To determine success, SHA tracks data in the following ways:

- Cross-sectional analysis: Year to year, how are different groups of students doing on the same metric?
 - *Example: How are this year’s third graders doing in math compared to last year’s third graders?*
- Cohort analysis: Year to year, how are the same students progressing through their education?
 - *Example: How are last year’s third graders doing in math this year, in fourth grade, as compared to last year, in third grade?*
- Change analysis: As compared to a prior year, is the percent meeting a certain metric increasing or declining?
 - *Example: Did the percent of 12th graders graduating this year increase or decline, as compared to the baseline year?*
- On track to target analysis: Did the percent meeting a metric meet or exceed the goal set out in the educational metrics matrix.
 - *Example: Are this year’s 6th graders on track to meet their goal in reading?*

Table 1: Metrics for 2013-14 for being on track to the 2019 target

	2013-14
% of 3 rd graders proficient in reading	55%
% of 4 th graders proficient in reading	57%
% of 5 th graders proficient in reading	49%
% of 6 th graders proficient in reading	55%
% of 7 th graders proficient in reading	59%
% of 8 th graders proficient in reading	64%
% of 3 rd graders proficient in math	45%
% of 4 th graders proficient in math	53%
% of 5 th graders proficient in math	43%
% of 6 th graders proficient in math	43%
% of 7 th graders proficient in math	33%
% of 8 th graders proficient in math	37%
% of kindergartners with fewer than 10 absences	63% ⁴
% of 1 st graders with fewer than 10 absences	63% ⁵
% of 2 nd graders with fewer than 10 absences	70%
% of 3 rd graders with fewer than 10 absences	70%
% of 4 th graders with fewer than 10 absences	70%
% of 5 th graders with fewer than 10 absences	76%
% of graduates in enrolled 12 th graders	75%

⁴ This metric was for 2011-12. The metric for 2012-13 or 2013-14 for Kindergarteners was not provided.

⁵ This metric was for 2012-13. The metric for 2013-14 for first graders was not provided.