

Motivated by the belief that success in education is the best pathway out of poverty for low-income children and youth, the 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 has partnered with local institutions and nonprofits to create a cradle-through-college pipeline of learning resources for children and youth.

Over the past four years, the Seattle Housing Authority, in cooperation with Seattle University, Seattle Public Schools, the City of Seattle and several non-profits including Catholic Community Services, Neighborhood House, and the United Way of King County, has implemented 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 domains
- The percent of students proficient in English language arts (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

To illustrate the indicators for Kindergarten Readiness, attendance, and 12th grade completion rates, this report includes a data dashboard view of 2014-15 data¹, including a cross-sectional analysis and a change analysis. The dashboard also includes a cohort analysis and change analysis for the attendance indicator.²

During the 2014-15 school year, Washington State administered the Smarter Balanced state assessment for the first time. Contrasted with the previously administered Measurements of Student Progress (MSP), the Smarter Balanced assessment is a computer adaptive test that is administered online. The test requires that students read more complex text and gets progressively more difficult as students answer more questions correctly. Because of the change in testing, this report treats 2014-15 as a baseline year and provides graphical representation of the baseline data, by grade. This report also provides a comparison of average scores for Yesler Terrace students and all of the students in our corresponding neighborhood schools: Bailey Gatzert Elementary and Washington Middle School. Data at Washington Middle School is further broken down for students receiving free and reduced lunch subsidies to provide a more like comparison group. Previously, the Choice Neighborhood Collaborative compared trends in MSP scores from 2010-2014 and was able to provide a longitudinal view of students' progress. See the appendix for a copy of the 2010-2014 Choice Neighborhood data dashboard.

¹ Students who had missing data were excluded from analysis in this report.

² See the Appendix for descriptions of each type of analysis.

With the establishment of a baseline for math and English language arts, the Choice Neighborhood collaborative will create new benchmarks for target growth for Yesler Terrace students through 2019. When considering new target benchmarks for the Smarter Balanced assessment, Seattle University, Seattle Public Schools, and Seattle Housing Authority will consider previous growth trends, the number of students in each cohort, and the current interventions available to each grade level. While the outcomes matrix will show mixed growth, we expect to see greater progress at the Elementary School level, where our investment is the greatest. One promising practice emerging at Bailey Gatzert Elementary is the Multi-Tier System of Support Team, where school administrators meet on a weekly basis to track and discuss student progress at an individual level and tailor interventions and support to each students' needs.

The collaborative will also utilize the opportunity to establish benchmark targets for attendance, which had not been established through the 2019 school year, and to agree on additional indicators for high school students. A draft version of the new benchmarks for target growth is included in the Appendix.

The major findings from the data in 2014-15 are as follows:

- The **enrollment** of K-12 students at Yesler has continued to drop each year since 2010. While the 2013-14 school year saw the largest drop in enrollment, the 2014-15 school year had only 59% of the student enrollment in 2010-11.
- The percent of students meeting **Kindergarten Readiness** indicators increased in all areas except physical readiness.
- The percent of students ready in all six **Kindergarten Readiness** domains increased from 20%-50%.
- In **math**, 3rd graders had the highest average scores.
- In **English language arts**, 4th graders had the highest average scores.
- With the exception of 5th grade English language arts, **Yesler Terrace students** at the elementary school level had higher average scores than students at Bailey Gatzert in both English language arts and math.
- **Yesler Terrace students** tend to have higher average scores than their comparison groups at neighborhood schools. The exceptions are 5th and 7th graders in English language arts.
- On average, **Yesler Terrace students** have similar overall performance in math and English language arts.
- The **12th grade completion rate** decreased from 2013-14, and is far lower than the baseline.
- In **attendance**, all grades except 2nd improved from the baseline.
- **All cohorts** have made steady progress in attendance each year since 2010.

Yesler Terrace Choice Neighborhood – Year Four Education Report

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Summary of Results		2010-11	2011-12	2012-13	2013-14	2014-15				
Number of K-12 students at Yesler		395	387	368	287	232				
Students of Color		97%	98%	97%	98%	97%				
Bilingual Program		34%	37%	34%	32%	32%				
Primary language not English		72%	73%	74%	77%	75%				
Neighborhood children enter kindergarten healthy and ready to learn										
		Percent of children meeting Kindergarten Readiness standards								
Kindergarten Readiness Indicator		2010-11	2011-12	2012-13	2013-14	2014-15	Trend	Change from 2013-14		
Social Emotional Readiness		--	--	--	53%	81%				
Physical Readiness		--	--	--	87%	75%				
Language Readiness		--	--	--	60%	69%				
Cognitive Readiness		--	--	--	87%	88%				
Literacy Readiness		--	--	--	87%	94%				
Math Readiness		--	--	--	60%	75%				
% of kids ready in 6 domains		--	--	--	20%	50%				
% of kids ready in 5 domains		--	--	--	53%	19%				
% of kids ready in 4 domains or less		--	--	--	27%	31%				
Neighborhood youth are supported and successful in school										
		Cross-Sectional Analysis of the percent of students missing fewer than 10 days								
Grade		2010-11	2011-12	2012-13	2013-14	2014-15	Trend	Change from baseline		
Kindergartners		58%	45%	47%	53%	63%				
1st Graders		60%	74%	65%	56%	85%				
2nd Graders		68%	84%	86%	65%	58%				
3rd Graders		56%	62%	82%	90%	67%				
4th Graders		69%	81%	72%	77%	82%				
5th Graders		63%	79%	87%	83%	89%				
Neighborhood youth are supported and successful in school										
		Cohort Analysis of the percent of students missing fewer than 10 days								
Cohort		2010-11	2011-12	2012-13	2013-14	2014-15	Trend	Change from baseline		
Class of 2027 (K)		--	--	--	--	63%	--		--	
Class of 2026 (1st)		--	--	--	53%	85%				
Class of 2025 (2nd)		--	--	47%	56%	58%				
Class of 2024 (3rd)		--	45%	65%	65%	67%				
Class of 2023 (4th)		58%	74%	86%	90%	82%				
Class of 2022 (5th)		60%	84%	82%	77%	89%				
Neighborhood youth graduate from high school college and career ready										
		2010-11	2011-12	2012-13	2013-14	2014-2015	Trend	Change from baseline		
% of graduates per enrolled 12th graders		71%	69%	61%	65%	56%				

Table 1: Percent of students meeting standards for proficiency

% Students Meeting Standard		
Grade	ELA	Math
3rd	39%	56%
4th	53%	33%
5th	32%	37%
6th	31%	25%
7th	31%	43%
8th	40%	33%

Figure 1: Proficiency Rates in English language arts

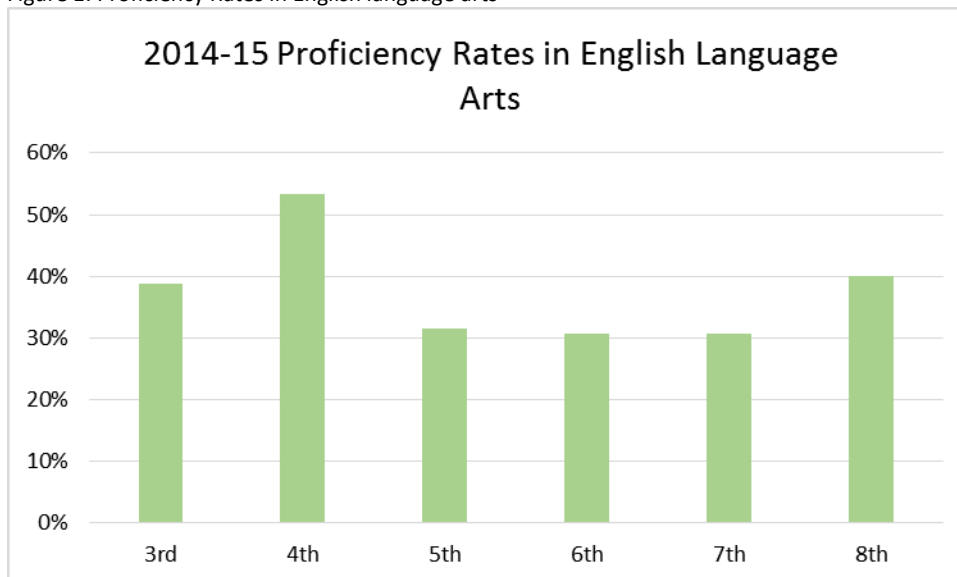


Figure 2: Proficiency Rates in math

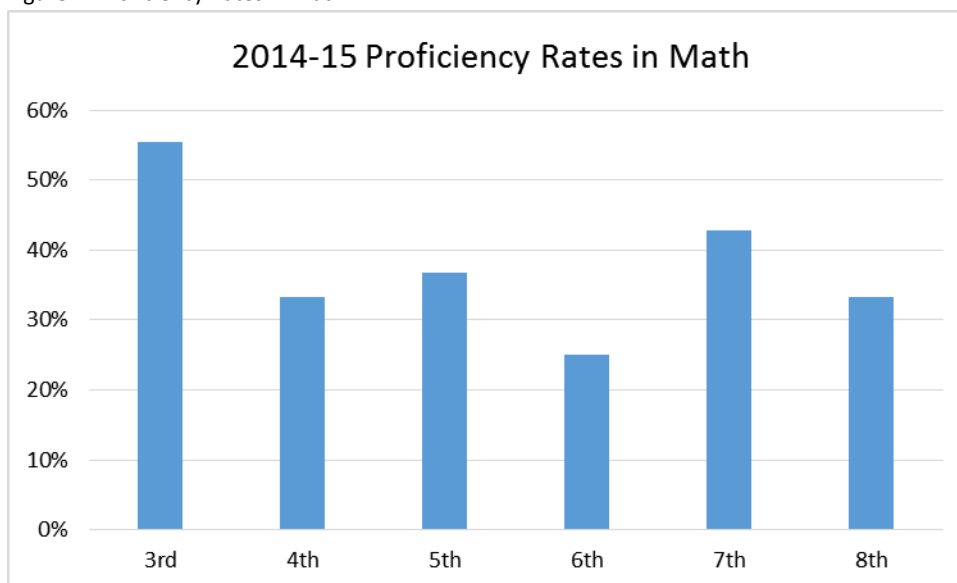


Figure 3: English language arts proficiency rates for Bailey Gatzert and Choice Neighborhood students

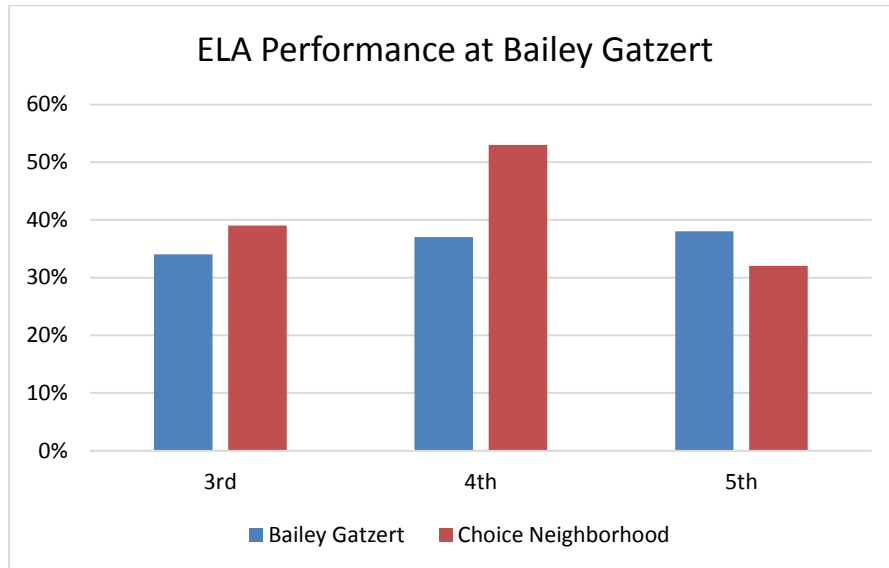


Figure 4: Math proficiency rates for Bailey Gatzert and Choice Neighborhood students

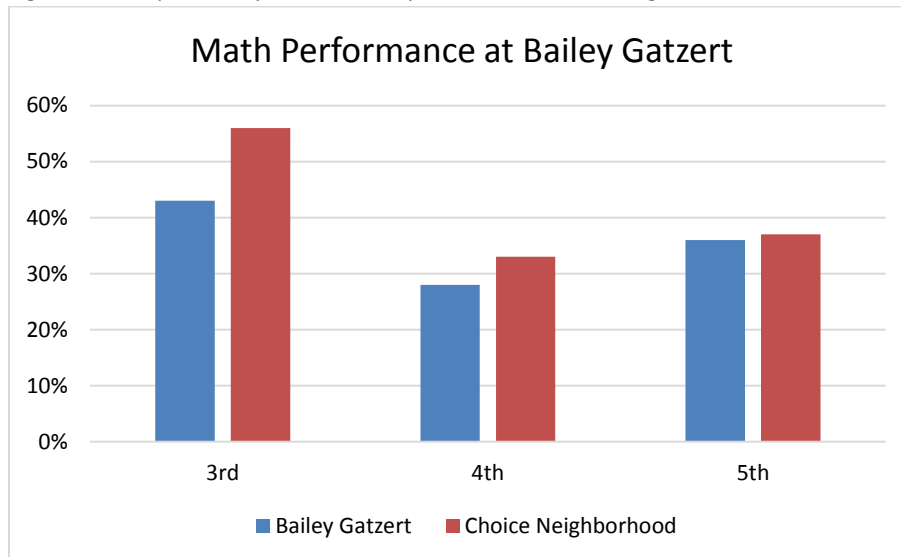


Figure 5: English language arts proficiency rates for Washington Middle School, Low-Income, and Choice Neighborhood students

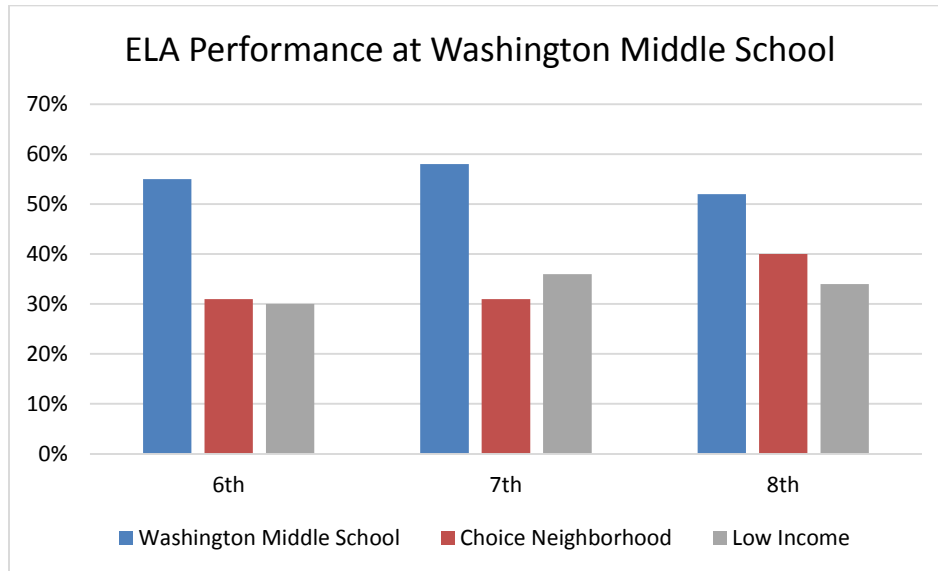
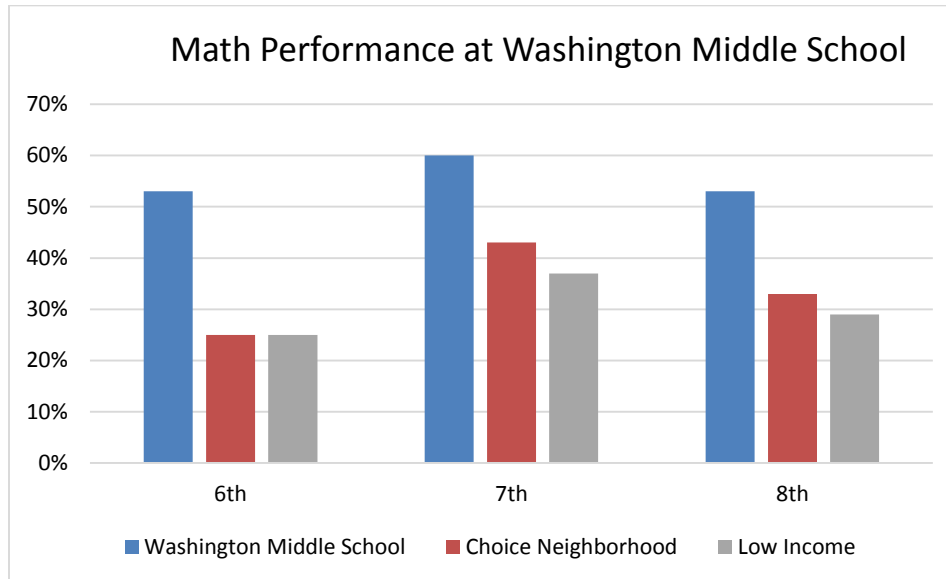


Figure 6: Math proficiency rates for Washington Middle School, Low-Income, and Choice Neighborhood students



The Choice Neighborhood Education 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 2nd and 3rd grade, and the persistent and troubling data regarding high school completion rates. Education partners will also be working to better understand the new Smarter Balanced statewide assessment and how to support students as they prepare for the test.

Moving forward, increased communication and planning with new partners will be a critical component for success. While the Choice Neighborhood Collaborative partners meet on a monthly basis, staff turnover, new partners, and evolving needs require bolstered communication outside of these monthly meetings. This communication is especially critical at the Middle School level, where strengthened family support and academic resources are needed to help Yesler Terrace students perform at the same level as their peers. Additional resources should also be provided to continue to support the transition from elementary to middle school.

To address decreasing 12th grade completion rates, the Choice Neighborhood Collaborative investigated the different factors that contribute to high school students not finishing school. The data indicates that high school youth are experiencing social and emotional challenges that contribute to decreased academic achievement. In lieu of this information, the Collaborative has brought in Therapeutic Health Services to address high school students' social and emotional needs. Additionally, Seattle University, in partnership with Garfield High School, will provide bolstered academic support.

Lastly, real-time sharing of data throughout the year will be critical in helping Choice Neighborhood partners obtain a nuanced understanding of what interventions are working and what areas need improvement. A full-time Senior Data and Evaluation Analyst was hired in the summer of 2015. This position serves as the data custodian and helps share identifiable data across organizations. The Collaborative continues to struggle to utilize the Efforts to Outcomes (ETO) database for even more timely information sharing. Currently, the Senior Data and Evaluation Analyst is working to ensure that the ETO configuration provides sufficient privacy restrictions so that partners can utilize the software in compliance with FERPA. Despite this setback, the Collaborative has already started sharing this identifiable information and progress has been made in learning from the data and targeting specific interventions during the 2015-16 school year.

Appendix 1: 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 12th grade completion. To determine success, Seattle University 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 attendance 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 attendance 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?*

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Appendix 2: Target Benchmarks – Draft Version

Table 2: Draft Target Benchmarks for Smarter Balanced Assessment

	2014-15	2015-16	2016-17	2017-18	2018-19
% of 3rd graders proficient in reading	39%	45%	50%	60%	66%
% of 4th graders proficient in reading	53%	50%	52%	60%	66%
% of 5th graders proficient in reading	32%	60%	61%	62%	68%
% of 6th graders proficient in reading	31%	45%	60%	65%	68%
% of 7th graders proficient in reading	31%	38%	55%	60%	65%
% of 8th graders proficient in reading	40%	38%	54%	60%	65%
% of 3rd graders proficient in math	56%	50%	52%	54%	63%
% of 4th graders proficient in math	33%	61%	61%	63%	61%
% of 5th graders proficient in math	37%	40%	67%	66%	69%
% of 6th graders proficient in math	25%	42%	47%	67%	72%
% of 7th graders proficient in math	43%	42%	47%	53%	72%
% of 8th graders proficient in math	33%	50%	50%	53%	60%
% of kindergartners with fewer than 10 absences	63%	67%	70%	74%	79%
% of 1st graders with fewer than 10 absences	85%	74%	70%	76%	79%
% of 2nd graders with fewer than 10 absences	58%	85%	79%	76%	80%
% of 3rd graders with fewer than 10 absences	67%	68%	92%	84%	80%
% of 4th graders with fewer than 10 absences	82%	77%	73%	92%	89%
% of 5th graders with fewer than 10 absences	89%	88%	83%	79%	92%
% of graduates per enrolled 12th graders	76%	70%	74%	78%	83%

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Appendix 3: 2010-2014 Choice Neighborhood Data Dashboard

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%			

Appendix 4: Source Sheet

This report was based on analysis of the following data files from the Seattle Public School Automated Data Report:

- SUYI_Gatzert_Yesler_2014 Proxied List n 1039 w Yesler Terrace Identifier.xlsx
- ADR-101 – Student Demographic Information – 20151122.csv
- ADR-111-Enrollment History – 20151115.csv
- ADR-311- State Assessment Scores – 20151213.csv

WaKIDS data was provided separately by the Seattle Public Schools District. Students were identified using the “SUYI_Gatzert_Yesler_2014 Proxied List n 1039 w Yesler Terrace Identifier.xlsx” spreadsheet, and a separate data sheet was created and sent directly to the Seattle University Senior Data and Evaluation Analyst.

School-wide information was accessed through the Office of Superintendent of Public Instruction Washington State Report Card and can be found at: <http://reportcard.ospi.k12.wa.us>

Data is provided by Seattle Public Schools with proxy Study IDs and a Yesler Identifier. Identifiable data is not available for the Choice Neighborhood report.