Prepared by: Ann Dunn

Seattle University Youth Initiative

Year Four Attrition Report

2014-2015

Table of Contents

[Introduction: 2](#_Toc444073628)

[Executive summary: 3](#_Toc444073629)

[Recommendations for Future Reporting: 4](#_Toc444073630)

[Student attrition rates in the Seattle University Youth Initiative 5](#_Toc444073631)

[Analysis of five-year SUYI participants 6](#_Toc444073632)

[Demographics 6](#_Toc444073633)

[School attendance 9](#_Toc444073634)

[Cohort analysis of school attendance 11](#_Toc444073635)

[School attendance by cohort 11](#_Toc444073636)

[Comparison of five-year participants and one-year participants 13](#_Toc444073637)

[Demographic analysis 13](#_Toc444073638)

[Academic Performance 15](#_Toc444073639)

[School attendance 16](#_Toc444073640)

# Introduction:

This report examines trends in student participation in the Seattle University Youth Initiative. First, it examines the attrition patterns of students from baseline through year 4. Then, it moves to analyze academic performance of students who have participated in all five years of the program. Last, this report compares students who have been in the program for five years and students who only participated in the 2014-15 school year. Findings from this report can help illuminate areas of success within the SUYI program and highlight areas for increased support and resources. Additionally, in examining the attrition patterns of participants, this report seeks to shed light on mobility patterns and their impact on student participation.

# Executive summary:

1. Trends in data show fluctuation in the number of students who live in the SUYI zone. Over four school years (2011-12, 2012-13, 2013-14, 2014-15), SUYI has served 2,063 students. Less than one quarter of these students (479) participated[[1]](#footnote-1) in SUYI for four years, and only 354 of those students had data from baseline. About 40% (802) of SUYI students participated in SUYI for only one year, regardless of their participation in baseline.

2. Out of the total students (2,063) served by SUYI from Year 1 to Year 4, only 42% (858) of them had data from Baseline. In other words, more than half of the SUYI students do not have baseline data.

3. A total of 2,399 students were included from baseline year to Year 4, but only 15% (354) of them were included for all five years.

4. In each school year, about 30% of students were those who had participated in SUYI from baseline to Year 4.

5. Regarding attendance for five-year participants, **most grades had improved attendance rates in Year 4 compared to baseline** (except for 4th, 7th, and 8th grades). In particular, **the attendance rate of 3rd graders improved drastically from 61% in baseline to 100% in Year 4** (an increase of 39 average percentage points). However, 8th graders had a large drop in attendance rates (14 average percentage points) in Year 4 compared to baseline. The attendance rate of high school students is lower overall, with 35%- 58% of students missing fewer than 10 days. A cohort perspective shows that groups tend to see a decrease in attendance at the middle school and high school transition points.

6. Analysis was conducted to examine the difference between students who participated in the SUYI from baseline to Year 4 (five-year participants) and students who participated in Year 4 only (one-year participants). For both five-year participants and one-year participants, students’ performance varied in subjects and grade levels. Even within this variation, **five-year participants had a tendency to perform better than one-year students in both ELA and math**. The small number of one-year participants should be taken into consideration, and results for this comparison are considered tentative. The best group for comparison is 7th grade, which has 28 five-year and 12 one-year participants. One notable group is 4th grade five-year participants, who outperformed one-year participants in English language arts and math.

7. In terms of school attendance, **five-year participants had better school attendance rates than one-year participants at the elementary and middle school levels**. At the high school level, one-year participants tended to have better attendance rates than five-year participants. The exceptions to this are 4th and 11th grades.

# Recommendations for Future Reporting:

The data found in this report reflects an overall trend of high mobility within the SUYI zone. Fluctuating numbers and shrinking student cohorts are a clear indicator of the redevelopment of Yesler Terrace, which has led to residents being re-located outside of the SUYI area. Additionally, and relatedly, Seattle Public Schools has re-assigned the students living in the International District to attend Lowell Elementary School instead of Bailey Gatzert Elementary. On the one hand, the re-districting removes students from the reach of many of the academic supports offered through the SUYI. On the other hand, the Youth Initiative’s impacts extend further than education support at our neighborhood schools alone, and we still expect to see results from our efforts to build capacity within in the International District.

The factors highlighted above indicate that this is an opportune time to re-assess how the Youth Initiative tracks student attrition, and what groups are compared. While tracking the number of students who participate in the SUYI from each year is helpful in gaining insight into mobility patterns and understanding how and where SUYI resources should be allocated, the small number of first-year participants entering the SUYI zone mean it’s likely not feasible to continue to compare all-year participants with one year-participants. Instead, the Youth Initiative should take this time determine what comparison groups are helpful for program analysis. For example, one option is to compare all-year participants with those who have participated in only the most current two years of the program. Additionally, Seattle Public Schools can provide de-identified data for students in the SUYI target zone, disaggregated by Yesler residents and residents of the International Districts. Rather than analyzing trends between one-year and all-year participants, a comparison between students within the International District may yield more actionable information.

# Student attrition rates in the Seattle University Youth Initiative

Students were assigned one of 28 attrition codes depending on how many and which years they stayed in the program. Table 1 shows the details of the coding and the percentages of the students with each attrition code in each school year. Out of 2,399 students from baseline to Year 4, only 354 participated in all five years. These 354 students represented about 30% of students in each school year. Also, note that 336 students in baseline never participated in SUYI.

Table 1: Number of students with various attrition codes (Baseline to Year 4)

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **Baseline (2010-11)** | **Year 1 (2011-12)** | **Year 2 (2012-13)** | **Year 3 (2013-14)** | **Year 4 (2014-15)** | **No. of Students** | **% of Baseline (1194)** | **% of Year 1 (1229)** | **% of Year 2 (1166)** | **% of Year 3 (1153)** | **% of Year 4 (1039)** |
| 1 | Yes | No | No | No | No | 336 | 28% |  |  |  |  |
| 2 | Yes | Yes | No | No | No | 185 | 15% | 15% |  |  |  |
| 3 | Yes | Yes | Yes | No | No | 173 | 14% | 14% | 15% |  |  |
| 4 | Yes | Yes | Yes | Yes | No | 107 | 9% | 9% | 9% | 9% |  |
| **5** | **Yes** | **Yes** | **Yes** | **Yes** | **Yes** | **354** | **30%** | **29%** | **30%** | **31%** | **34%** |
| 6 | Yes | Yes | Yes | No | Yes | 4 | 0% | 0% | 0% |  | 0% |
| 7 | Yes | Yes | No | Yes | No | 1 | 0% | 0% |  | 0% |  |
| 8 | Yes | Yes | No | Yes | Yes | 7 | 1% | 1% |  | 1% | 1% |
| 9 | Yes | Yes | No | No | Yes | 2 | 0% | 0% |  |  | 0% |
| 10 | Yes | No | Yes | No | No | 2 | 0% |  |  |  |  |
| 11 | Yes | No | Yes | Yes | No | 4 | 0% |  | 0% |  |  |
| 12 | Yes | No | Yes | Yes | Yes | 5 | 0% |  | 0% | 0% |  |
| 13 | Yes | No | No | Yes | No | 1 | 0% |  | 0% | 0% | 0% |
| 14 | Yes | No | No | Yes | Yes | 9 | 1% |  |  | 0% |  |
| 15 | Yes | No | No | No | Yes | 4 | 0% |  |  | 1% | 1% |
| 16 | No | Yes | No | No | No | 158 |  | 13% |  |  | 0% |
| 17 | No | Yes | Yes | No | No | 63 |  | 5% | 5% |  |  |
| 18 | No | Yes | Yes | Yes | No | 37 |  | 3% | 3% | 3% |  |
| 19 | No | Yes | Yes | Yes | Yes | 125 |  | 10% | 11% | 11% | 12% |
| 20 | No | Yes | Yes | No | Yes | 4 |  | 0% | 0% |  | 0% |
| 21 | No | Yes | No | Yes | No | 2 |  | 0% |  | 0% |  |
| 22 | No | Yes | No | Yes | Yes | 7 |  | 1% |  | 1% | 1% |
| 23 | No | No | Yes | No | No | 127 |  |  | 11% |  |  |
| 24 | No | No | Yes | Yes | No | 32 |  |  | 3% | 3% |  |
| 25 | No | No | Yes | Yes | Yes | 129 |  |  | 11% | 11% | 12% |
| 26 | No | No | No | Yes | No | 139 |  |  |  | 12% |  |
| 27 | No | No | No | Yes | Yes | 196 |  |  |  | 17% | 19% |
| 28 | No | No | No | No | Yes | 186 |  |  |  |  | 18% |
| **Total** |  |  |  |  |  | **2399** |  |  |  |  |  |

Table 2 shows the number of students who were included from baseline to Year 4 for one year, two years, three years, four years, and all five years. These numbers were derived from Table 1.

Table 2: The number of students from baseline to Year 4

|  |  |  |  |
| --- | --- | --- | --- |
|  | Attrition Codes | Number | % of total |
| One year only | 1,16, 23, 26, 28 | 946 | 39% |
| Two years only | 2,10, 13, 15, 17, 21, 24, 27 | 485 | 20% |
| Three years only | 3,7,9, 11, 14, 18, 20, 22, 25 | 366 | 15% |
| Four years only | 4, 6, 8, 12, 19 | 248 | 10% |
| All five years | 5 | 354 | 15% |
| Total |  | **2399** |  |

Table 3 shows the number of students who ever participated in SUYI from Year 1 to Year 4. It also shows how many of those SUYI participants had data from baseline. Overall, slightly less than half (42%) SUYI students had data from baseline. These numbers were also derived from Table 1.

Table 3: Number of students served by SUYI (Year 1 to Year 4)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Attrition Codes | SUYI students | | In baseline | |
| One year only | 2, 10, 13, 15, 16, 23, 26, 28 | 802 | (39% of 2063) | 192 | (24% of 802 ) |
| Two years only | 3, 7, 9, 11, 14, 17, 21, 24, 27 | 482 | (23% of 2063) | 189 | (39% of 482 ) |
| Three years only | 4, 6, 8, 12, 18, 20, 22, 25 | 300 | (15% of 2063) | 123 | (41% of 300 ) |
| All four years | 5, 19 | 479 | (23% of 2063) | 354 | (74% of 479 ) |
| Total |  | 2063 |  | 858 | ( 42% of 2063) |

# Analysis of five-year SUYI participants

## Demographics

The following analysis focused on the 354 students who participated from baseline to Year 4, referred to as five-year participants throughout this report. Table 4 shows the demographics of these students.

Table 4: Demographic analysis of five-year participants (n=354)

|  |  |  |
| --- | --- | --- |
|  | Number | % |
| Race |  |  |
| Black | 133 | 38% |
| Asian | 123 | 35% |
| Hispanic | 61 | 17% |
| Caucasian | 23 | 6% |
| Multiracial | 13 | 4% |
| American Indian | 1 | 0% |
| Eligibility for Bilingual program |  |  |
| Yes | 70 | 20% |
| No | 284 | 80% |
| Special education |  |  |
| Yes | 57 | 16% |
| No | 297 | 84% |

Table 5 shows the grade level of the 354 five-year participants. Naturally, there were few 11th or 12th grade students in baseline and no Kindergarteners or first graders in Years 2, 3, or 4.

Table 5: Number and percentage of five-year participants by grade level

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Baseline | | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
|  | **N** | **% of Baseline** | **N** | **% of Year 1** | **N** | **% of Year 2** | **N** | **% of Year 3** | **N** | **% of Year 4** |
| Kindergarten | 40 | 11% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 1st grade | 39 | 11% | 39 | 11% | 1 | 0% | 0 | 0% | 0 | 0% |
| 2nd grade | 35 | 10% | 39 | 11% | 39 | 11% | 1 | 0% | 0 | 0% |
| 3rd grade | 28 | 8% | 35 | 10% | 39 | 11% | 38 | 11% | 1 | 0% |
| 4th grade | 38 | 11% | 28 | 8% | 35 | 10% | 40 | 11% | 39 | 11% |
| 5th grade | 36 | 10% | 38 | 11% | 28 | 8% | 35 | 10% | 39 | 11% |
| 6th grade | 39 | 11% | 36 | 10% | 38 | 11% | 28 | 8% | 35 | 10% |
| 7th grade | 45 | 13% | 39 | 11% | 37 | 10% | 238 | 11% | 28 | 8% |
| 8th grade | 46 | 13% | 44 | 12% | 38 | 11% | 36 | 10% | 38 | 11% |
| 9th grade | 7 | 2% | 49 | 14% | 46 | 13% | 44 | 12% | 36 | 10% |
| 10th grade | 0 | 0% | 5 | 1% | 48 | 14% | 46 | 13% | 40 | 12% |
| 11th grade | 1 | 0% | 1 | 0% | 3 | 1% | 43 | 12% | 43 | 12% |
| 12th grade | 0 | 0% | 0 | 0% | 2 | 1% | 5 | 1% | 54 | 15% |
| Total | 354 |  | 354 |  | 354 |  | 354 |  | 354 |  |

Table 6 shows that about 36% of the five-year participants spoke English at home. The remaining 64% of five-year participants spoke a total of 17 languages at home.

Table 6: Home languages spoken by five-year participants

|  |  |  |
| --- | --- | --- |
|  | N | % |
| English | 127 | 36% |
| Spanish | 51 | 14% |
| Vietnamese | 42 | 12% |
| Somali | 31 | 9% |
| Cantonese | 29 | 8% |
| Oromo | 20 | 6% |
| Toishanese | 17 | 5% |
| Amharic | 8 | 2% |
| Mandarin | 7 | 2% |
| Tagalog | 7 | 2% |
| Tigrinya | 4 | 1% |
| Japanese | 3 | 1% |
| Burmese | 2 | 1% |
| Russian | 2 | 1% |
| Cambodian | 1 | 0% |
| French | 1 | 0% |
| Lao | 1 | 0% |
| Mandingo | 1 | 0% |
| Total | 354 | 100% |

Table 7 shows the top 10 schools enrolled by five-year participants each year. The three neighborhood schools, Bailey Gatzert Elementary School, Washington Middle School, and Garfield High School, combined enrolled 45%, 56%, 64%, and 71% of students from baseline to Year 4, respectively. Other schools that enrolled very few SUYI students were not listed in Table 7.

Table 7: Number and percentage of students by school

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Baseline | | Year 1 | | Year 2 | | Year 3 | | Year 4 | |
|  | **N** | **% of Baseline** | **N** | **% of Year 1** | **N** | **% of Year 2** | **N** | **% of Year 3** | **N** | **% of Year 4** |
| Gatzert | 68 | 19% | 58 | 16% | 36 | 10% | 36 | 10% | 30 | 8% |
| Washington | 92 | 26% | 92 | 26% | 80 | 22% | 79 | 22% | 80 | 23% |
| Garfield | 0 | 0% | 47 | 13% | 116 | 32% | 113 | 32% | 141 | 40% |
| Leschi | 35 | 10% | 27 | 8% | 20 | 6% | 20 | 6% | 14 | 4% |
| TOPS K-8 | 22 | 6% | 21 | 6% | 17 | 5% | 17 | 5% | 16 | 5% |
| Stevens | 24 | 7% | 20 | 6% | 13 | 4% | 13 | 4% | 6 | 2% |
| Madrona K-8 | 19 | 5% | 13 | 4% | 8 | 2% | 8 | 2% | 7 | 2% |
| Interagency | 0 | 0% | 0 | 0% | 0 | 2% | 7 | 2% | 9 | 3% |
| Franklin | 0 | 0% | 4 | 1% | 4 | 1% | 4 | 1% | 4 | 1% |
| Thurgood Marshall | 16 | 5% | 15 | 4% | 8 | 2% | 7 | 2% | 4 | 1% |
|  | 276 |  | 297 |  | 302 |  | 304 |  | 311 |  |

## School attendance

Table 8 presents the number and percentage of students who were absent fewer than ten days in a school year at each grade level. It is important to note that some sample sizes in certain grade levels are very small (1 or 2 students), which should be taken into consideration when interpreting the percentages. Sample sizes that are 5 students or less are shaded in grey.

Table 8: Number and percentage of five-year students who were absent fewer than ten days

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Baseline | | | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
|  | **<10 days** | **Total** | | **%** | **<10 days** | **Total** | **%** | **<10 days** | **Total** | **%** | **<10 days** | **Total** | **%** | **<10 days** | **Total** | **%** |
| K | 26 | 40 | 65% | | 1 | 1 | 100% | 0 | 0 | 0% | 0 | 0 | 0% | 0 | 0 | 0% |
| 1 | 28 | 39 | 72% | | 30 | 39 | 77% | 1 | 1 | 100% | 0 | 0 | 0% | 0 | 0 | 0% |
| 2 | 27 | 35 | 77% | | 34 | 39 | 87% | 34 | 39 | 87% | 1 | 1 | 100% | 0 | 0 | 0% |
| 3 | 17 | 28 | 61% | | 30 | 35 | 86% | 29 | 39 | 74% | 31 | 38 | 82% | 1 | 1 | 100% |
| 4 | 31 | 38 | 82% | | 20 | 28 | 71% | 30 | 35 | 86% | 34 | 40 | 85% | 31 | 39 | 79% |
| 5 | 27 | 36 | 75% | | 32 | 38 | 84% | 22 | 28 | 79% | 30 | 35 | 86% | 34 | 39 | 87% |
| 6 | 26 | 39 | 67% | | 27 | 36 | 75% | 26 | 38 | 68% | 23 | 28 | 82% | 26 | 35 | 74% |
| 7 | 36 | 45 | 80% | | 26 | 39 | 67% | 27 | 38 | 71% | 24 | 38 | 63% | 22 | 28 | 79% |
| 8 | 31 | 46 | 67% | | 32 | 44 | 73% | 32 | 40 | 80% | 26 | 36 | 72% | 20 | 38 | 53% |
| 9 | 2 | 7 | 29% | | 33 | 49 | 67% | 27 | 46 | 59% | 27 | 44 | 61% | 21 | 36 | 58% |
| 10 | 0 | 0 | 0% | | 1 | 5 | 20% | 29 | 49 | 59% | 28 | 46 | 61% | 20 | 41 | 49% |
| 11 | 0 | 1 | 0% | | 0 | 0 | 0% | 1 | 3 | 33% | 25 | 43 | 58% | 19 | 42 | 45% |
| 12 | 0 | 0 | 0% | | 1 | 1 | 100% | 0 | 2 | 0% | 2 | 5 | 40% | 19 | 54 | 35% |

Table 9 and Figure 1 show that most grades improved or maintained similar attendance rates in Year 4 compared to baseline. Due to the small sample sizes in many grades, graphical analysis focuses on grades 3-9. The following observations are made based on Table 9 and Figure 2.

* **3rd, 5th, 6th and 9th graders showed an increase in attendance** since baseline.
* **Elementary aged students that showed growth since baseline also showed growth between Year 3 and Year 4**. Middle and High School Students that showed growth since baseline showed a decrease from Year 3 to Year 4.
* 4th, 7th, and 8th graders showed a decrease in attendance from baseline.
* 4th and 7th grade had a minimal decrease in attendance since baseline. 7th graders increased from Year 3 to Year 4
* 8th graders had the largest overall decrease from baseline. They also saw a significant drop in attendance from Year 3 to Year 4.
* In general, the **attendance rates are highest in elementary school** and lowest at the high school levels. 12th graders had the lowest performance, with only 35% of students absent less than 10 days.
* **The attendance rate of 3rd graders improved drastically from 61% in baseline to 100% in Year 4**.

Table 9: Percentage of students who had less than 10 absent days from baseline to Year 4



Figure 1: Percentage of students who had less than 10 absent days from baseline to Year 4

# Cohort analysis of school attendance

The cohort analysis helps us understand how the same group of SUYI students is doing at different grade levels as they progress in school. For example, how are last year’s third graders doing in math this year, in fourth grade, as compared to last year, in third grade? This analysis also focused on the 354 students who participated for five years from baseline to Year 4.

## School attendance by cohort

The grade levels in parentheses in Table 12 refer to students’ grade levels in the school year 2014-15. As shown in Table 10 and Figure 2, the following conclusions can be drawn in terms of school attendance.

* **Current elementary school cohorts improved in attendance from baseline to Year 4**. The class of 2024 does not have baseline data, but has had 100% of students miss less than 10 days of school every year since Year 1.
* Middle and high school students had decreased attendance rates from baseline to Year 4, with the exception of the class of 2020. While the class of 2020s did not decrease from baseline, they did decrease from year 3. In general, attendance rates decrease when cohorts transition to middle school and again when they transition to high school.

Table 10: Percentage of students who had less than 10 absent days (by cohort)



Figure 2: Percentage of students who had less than 10 absent days (by cohort)

# Comparison of five-year participants and one-year participants

This analysis examines the differences between students who participated in SUYI from baseline to year 4 and students only participated in year 4. The first group of students is referred to as five-year participants in the following analysis. The second group is referred to as one-year participants. These two groups were labelled with attrition code 5 and 28, respectively. The following analysis used Year 4 data only.

First, it should be noted that the number of one-year participants is only about half that of the five-year participants. Furthermore, of the 186 one-year students, 76 were Kindergarteners. There were only 110 new 1st – 12th grade students. This small sample size should be kept in mind when comparing performance between groups.

Table 11: Number and percentage of five-year participants and one-year participants in Year 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | five-year participants | | one-year participants | |
|  | **N** | **%** | **N** | **%** |
| Kindergarten | 0 | 0% | 76 | 41% |
| 1st grade | 0 | 0% | 6 | 3% |
| 2nd grade | 0 | 0% | 11 | 6% |
| 3rd grade | 1 | 0% | 6 | 3% |
| 4th grade | 39 | 11% | 5 | 3% |
| 5th grade | 39 | 11% | 5 | 3% |
| 6th grade | 35 | 10% | 7 | 4% |
| 7th grade | 28 | 8% | 12 | 6% |
| 8th grade | 38 | 11% | 9 | 5% |
| 9th grade | 36 | 10% | 15 | 8% |
| 10th grade | 41 | 12% | 11 | 6% |
| 11th grade | 43 | 12% | 9 | 5% |
| 12th grade | 54 | 15% | 14 | 8% |
| Total | 354 |  | 186 |  |

## Demographic analysis

As shown in Table 12, there were slightly fewer students of color, more students eligible for bilingual programs, and also more students who spoke English at home in the one-year participants than in the five-year participants. Additionally, five-year participants had a higher percentage of students living at Yesler Terrace than one-year participants.

Table 12: Demographics of five-year participants and one-year participants in Year 4

|  |  |  |
| --- | --- | --- |
|  | five-year participants | one-year participants |
| Number of K-12 students | 354 | 186 |
| Student of Color | 94% | 82% |
| Bilingual program | 20% | 39% |
| Home language not English | 64% | 46% |
| Yesler Terrace Students | 32% | 26% |

Because the academic performance analysis focused on students at Grades 3-8 only, it is important to look at the demographics of these students. As shown in Table 13 and Figure 3, there were fewer one-year minority students and students whose home language was not English, and slightly more one-year participants eligible for bilingual programs. The percentage of students living at Yesler Terrace is about even between the two groups.

Table 13: Demographics of five-year participants and one-year participants at Grades 3-8 in Year 4

|  |  |  |
| --- | --- | --- |
|  | five-year participants | one-year participants |
| Number of students at Grades 3-8 | 180 | 44 |
| Student of Color | 92% | 82% |
| Bilingual program | 23% | 27% |
| Home language not English | 62% | 41% |
| Yesler Terrace Students | 33% | 32% |

Figure 3: Demographics of five-year participants and one-year participants at Grades 3-8

## Academic Performance

To assess the academic performance of one-year and five-year participants, this report considers the percent of students who were proficient in math and English language arts on the Smarter Balanced state test. Table 14 and Figures 5 and 6 compare the performance of five-year participants and one-year participants in English language arts and math. First, it is important to pay attention to the very small sample sizes of one-year participants in Table 14. The comparisons based on the percentages should be considered tentative given the very small sample size of one-year participants. The following observations are made from Table 16 and Figures 4 and 5.

* For both five-year participants and one-year participants, students’ performance varied among subjects and grade levels. Even within this variation, **five-year participants tended to perform better than one-year students in both ELA and math**. With only one 3rd grade student in the five-year group, it is difficult to compare this grade between groups. The best group for comparison is 7th grade, which has 28 five-year and 12 one-year participants.
* **4th grade five-year participants scored the highest in both math and ELA** out of any grouping in any grade.
* 4th and 5th grade one-year participants both had zero students test proficient in math or ELA. However, this trend is likely due to the fact that both groups only have 5 total students.

Table 14: Number and percentage of students proficient in ELA and math in SBA in Year 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| English Language Arts | | | | | | | Math | | | | | |
|  | **five-year participants** | | | **one-year participants** | | | **five-year participants** | | | **one-year participants** | | |
|  | **Proficient** | **Total** | **%** | **Proficient** | **Total** | **%** | **Proficient** | **Total** | **%** | **Proficient** | **Total** | **%** |
| 3rd grade | 0 | 1 | 0% | 2 | 6 | 33% | 0 | 1 | 0% | 2 | 6 | 33% |
| 4th grade | 19 | 39 | 49% | 0 | 5 | 0% | 19 | 39 | 49% | 0 | 5 | 0% |
| 5th grade | 15 | 39 | 38% | 0 | 5 | 0% | 14 | 39 | 36% | 0 | 5 | 0% |
| 6th grade | 15 | 35 | 43% | 2 | 7 | 29% | 16 | 35 | 46% | 1 | 7 | 14% |
| 7th grade | 7 | 28 | 25% | 1 | 12 | 8% | 9 | 28 | 32% | 3 | 12 | 25% |
| 8th grade | 13 | 38 | 45% | 2 | 9 | 22% | 14 | 38 | 37% | 3 | 9 | 33% |

Figure 4: Percentage of students proficient in ELA in Year 4

Figure 5 Percentage of students proficient in Math in Year 4

## School attendance

Despite the small number of one-year participants, there is a general pattern in school attendance between five-year participants and one-year participants, as shown in Table 15 and Figure 6. In general, **five-year participants had better attendance rates than one-year participants at the elementary and middle school levels**; at the high-school level, one-year participants tended to have better attendance rates than five-year participants. The only exceptions to this are 4th and 11th grades.

Table 15: Percentage of students who had less than 10 absent days in Year 5

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Five-year participants | | | One-year participants | | |
|  | **<10 days** | **Total** | **%** | **<10 days** | **Total** | **%** |
| Kindergarten | 0 | 0 | 0% | 51 | 76 | 67% |
| 1st grade | 0 | 0 | 0% | 4 | 6 | 67% |
| 2nd grade | 0 | 0 | 0% | 8 | 11 | 73% |
| 3rd grade | 1 | 1 | 100% | 5 | 6 | 83% |
| 4th grade | 31 | 39 | 79% | 4 | 5 | 80% |
| 5th grade | 34 | 39 | 87% | 4 | 5 | 80% |
| 6th grade | 26 | 35 | 74% | 4 | 7 | 57% |
| 7th grade | 22 | 28 | 79% | 7 | 12 | 58% |
| 8th grade | 20 | 38 | 53% | 3 | 9 | 33% |
| 9th grade | 21 | 36 | 58% | 9 | 15 | 60% |
| 10th grade | 20 | 41 | 49% | 6 | 11 | 55% |
| 11th grade | 20 | 43 | 47% | 4 | 9 | 44% |
| 12th grade | 18 | 54 | 33% | 11 | 14 | 79% |

Figure 6: Percentage of students who had less than 10 absent days in Year 4

**Source Sheet**

This report was based on analysis of the following four data files on the T drive in the directory:

T:\Provost\CSCE\SHARED\Data Analyst\SPS De-identified Data

* Baseline Data\Data\_SY10-11.csv
* Year 1\_Nov 6 2012\Data\_SY11-12.csv
* Year 2\_Dec 12 2013\SUYI Proxy Data 2012-2013.csv
* Year 3\_Dec 22 2014\SeaUGatzertReport\_20150109\_SY1314List.xlsx
* Year 4\_Dec 2015/SPS Files

These data files and folders correspond to five years of data from baseline (2010-11) to Year 4 (2014-15). Data is provided by Seattle Public Schools and includes de-identified data for students living within the Gatzert attendance zone. Seattle Public Schools provides a Yesler Terrace identifier and proxy IDs remain the same from year to year.

1. If a student lived in the SUYI zone during the year analyzed, s/he is considered as having ‘participated’ in the program. Detailed data on which students living in the SUYI zone were actively enrolled in a SUYI supported intervention is not available. [↑](#footnote-ref-1)