

December 2013



EASTSIDE PATHWAYS

BASELINE REPORT

*Mobilizing the Community to Support Every Child from
Cradle to Career*

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Thank you to the following organizations and individuals:

- Bellevue School District (BSD): Deborah Kraft, Chris Lindberg, Michelle Proulx, Betty Takahashi
- Community Center for Education Results (CCER): Andrew Sahalie
- Child Care Resources (CCR): Kris Lowe, Deeann Burtch Puffert
- City of Bellevue: Gwen Rousseau
- Community Counts: Louise Carter
- Department of Social and Health Services (DSHS): Vera Barga
- Education Research & Data Center (ERDC): Katie Weaver-Randall
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Table of Contents

I.	The Vision of Bill Henningsgaard.....	4
II.	What is Eastside Pathways?.....	5
III.	Current Collaborative Work.....	7
IV.	What is the Baseline Report?.....	9
V.	Overview and Highlights from the Data.....	11
VI.	Demographic Profile of Bellevue.....	14
VII.	Goals and Indicators.....	17
	A. Healthy Start.....	18
	B. Parent and Family Support.....	23
	C. Mental and Physical Health and Safety.....	24
	D. Social and Emotional Skills.....	27
	E. Academic and Work Success.....	28
	F. Community Involvement.....	50
	G. Environmental Indicators.....	51
VIII.	Next Steps.....	54
IX.	References.....	55
X.	Appendices.....	58

The Vision of Bill Henningsgaard

The visionary behind Eastside Pathways was Bill Henningsgaard, who passed away in August 2013. Bill had attended a presentation about the problems facing some of the children at Lake Hills Elementary—poverty, hunger, homelessness, and domestic violence, among others. He heard the statistic that almost 70 percent of the students at the school qualify for free or reduced-price meals, and it shocked him. Bellevue is thought to be an affluent suburb, and yet this school faced problems commonly associated with poor inner city areas.

Bill had an inspiration. Why not apply the collective impact framework, such as shared vision and measurement, to support children not only at Lake Hills Elementary but also in a growing and changing Bellevue? This idea led to conversations with community leaders, public officials, service providers, and funders. The conversations revealed a widespread belief that the approaches being taken to support children, however innovative and powerful, were insufficient, and that all parts of the educational continuum, cradle to career, should be addressed at the same time. The participants expressed their openness and willingness to work together in new and more intentional ways. And Eastside Pathways was born.

“Together, we will mobilize the many strengths of this community to ensure that every child reaches adulthood capable, confident, and ready to contribute.”

-- Bill Henningsgaard

WHAT IS EASTSIDE PATHWAYS?

Eastside Pathways is a Bellevue-based nonprofit that is a community-wide partnership committed to the idea that collective action is needed to provide every child with the chance for success in school and in life. Our mission is to mobilize the community to support every child from cradle to career. Our vision is for families, providers, schools, and cities to unite around common goals, measurements, and strategies to maximize each child's opportunity for a productive and fulfilling life.

We believe it is our responsibility to serve and support all children and youth in our community in an open-minded and dignified manner. We strive to take action based on understanding, and we value:

- Each individual's unique qualities, strengths, and potential.
- Partnerships with parents, families, and caregivers.
- Our community's diversity.
- Collective accountability.
- The pursuit of organizational excellence and continuous improvement.

A Strong Community Requires Educated, Employable Citizens

By 2018, 67 percent of jobs in Washington State are projected to require postsecondary education (Washington Higher Education Coordinating Board 2012, 85). We must support our young people so that they can complete college or a credential program and enter a living-wage career. We must commit to providing all children and youth with the opportunity to grow up to be confident, capable, and contributing adults. We all have a role in working together, making the most of existing resources, removing barriers, and providing programs and services needed to support Bellevue's children and their families.

Building Community-Wide Commitment to Support Every Child

We use the collective impact framework to engage, connect, and support people and organizations that contribute to the success of children in our community.¹ Successful collective impact partnerships have a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support organizations (Kania and Kramer 2011).

Collective impact operates under the assumption that large-scale social change comes from cross-sector coordination, and it requires participants to have a shared vision for change—one that involves a common understanding of the problem and a collective approach to solving it (Kania and Kramer 2011). The foundation of the Eastside Pathways partnership is to hold each organization individually accountable and collectively responsible for better results. Eastside Pathways is part of and supported by the Strive Together Network based in Cincinnati, Ohio.

The role of Eastside Pathways as the backbone organization is to plan, manage, and support the partnership through ongoing facilitation, technology and communications support, data collecting and reporting, and logistical and administrative support. Our aim is to keep the backbone small and efficient and to utilize the work of community volunteers whenever possible.

¹ Collective impact is defined as the “commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem” (Kania and Kramer 2011, 36).

CURRENT COLLABORATIVE WORK

Eastside Pathways' first collective impact initiative is the Campaign for Grade Level Reading (CGLR). Research shows that 3rd grade is an "important pivot point in a child's education, the time when students shift from learning to read and begin reading to learn," and that interventions for students after 3rd grade are not as effective as those in the early years (Hernandez 2011, 5). The goal of Eastside Pathways' initiative, which aligns with the Bellevue School District's instructional initiatives plan, is to have 100 percent of 3rd graders reading at or above grade level by the 2015-16 school year.

The CGLR initiative is made up of three strategies, each comprised of a group of partners, referred to as a collaborative. Each collaborative is working independently yet toward the same goal:

- **School Readiness:** Children who arrive at kindergarten without the skills they need for school face a "readiness" gap, and many children do not bridge this gap to be successful readers by 3rd grade. Partners are working to expand opportunities, services, and support in the community to ensure that all children enter kindergarten with the skills they need. Their goals are to educate parents and caregivers so that they can support their child's healthy development and to increase the number of programs that offer early learning opportunities and quality child care.
- **Attendance:** Early absenteeism, which tends to be higher among low income students, can negatively impact academic achievement (Romero and Lee 2007). In one study, researchers found that higher absenteeism rates in kindergarten were associated with lower achievement in reading, math, and general knowledge at the end of first grade, and that low income and Latino children who were chronic absentees in kindergarten were especially at a disadvantage (Romero and Lee 2007, 3). Partners are working toward reducing absenteeism for BSD elementary students by ten percent in 2013-14 and are currently focused on parent awareness and engagement to get BSD elementary students to school on time and ready to learn. This effort is informed by a successful initiative at Stevenson Elementary School and attendance (absences and tardies) data collected within BSD.
- **Summer and Extended Learning:** Research shows that the achievement gap between high socioeconomic status (SES) and low SES youth in 9th grade is due mainly to out-of school summer learning differences over the elementary years, and that this disparity, in turn, leads to later differences in high school curriculum placements, high school completion, and four-year

college attendance (Alexander et al. 2007).² Partners are working to improve the opportunities, services, and support necessary for all BSD students to engage in summer and extended learning. Their goals are: (1) to increase access to and availability of quality summer and out-of-school programs for at-risk students; and (2) to increase awareness in the community about quality summer and out-of-school reading programs.

Eastside Pathways is also working to identify areas of focus for students who are in fourth grade and beyond. Areas of investigation and data gathering include academic success, career readiness, and life supports.

² "Socioeconomic status" refers to an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including education, occupation, wealth, and income. Sociologists often use socioeconomic status as a means of predicting behavior and outcomes (Dictionary.com 2005).

WHAT IS THE BASELINE REPORT?

The Baseline Report is the first annual Community Scorecard, which is our report to the community. For a collective impact partnership such as Eastside Pathways to be effective, stakeholders must agree on how success will be measured and shared. The Baseline Report presents the community-level indicators that we will track to measure progress in meeting our collective goals.

Because 2011 was the year in which Eastside Pathways started much of its work, we use the 2011-12 school year as the baseline for our academic indicators. However, when 2012-13 data were available, they were included in the report for informational purposes. The plan is for the Community Scorecard to be published on an annual basis.

Data Team Selected Indicators in a Systematic Process

In 2011, Eastside Pathways partners identified six goals and 70 recommended indicators. Partners were asked in 2012 to contribute resources and staff to an Eastside Pathways Data Team. In 2013, the Data Team, which is comprised of backbone and partner staff, was formed and began work to narrow, research, and define indicators for the Baseline Report.

The following scoring criteria, developed by Strive Together (2013) and adapted for our use, were systematically applied to each indicator:

- The indicator should be population based, representing conditions at the community level.
- The indicator must be easily understandable to local stakeholders.
- The indicator must be reasonably similar across states and school districts.
- The data must be produced by a trusted source.
- Data for all or most of the indicators must be affordable to gather and report.
- The data should be available consistently over time.
- The indicator should be changeable to a significant degree by local action and useful in the day-to-day work of organizations and collaboratives that are working to improve student outcomes.
- The data should be available for Bellevue (county- or state-level data are not as useful for our purposes).
- If data are unavailable for a specific indicator, then a good proxy must be available.

The Data Team developed a scoring system where each indicator was rated based on the previously listed criteria. An effort was made to include at least one indicator from each stage of a child's life from cradle to career. Indicators with lower scores were not included in the Baseline Report.

Some indicators fall under the TBD (to be developed) category. Our indicators and the ways in which we report them, including those in the TBD category, will evolve as our work progresses and we find additional reliable data sources.

As a final note, the indicators in the Community Scorecard will measure success at the *community level* over the long term. Our specific collaboratives have their own goals and indicators in addition to those in this report.

The following presents an overview of Eastside Pathways' goals and the corresponding community-level indicators in this report. The overview is followed by a discussion of the most important and interesting findings from the data.

GOAL AREAS	CORE INDICATORS	BASELINE	TRENDS	TARGET			
Areas Eastside Pathways seeks to change/improve.	Outcome measures directly tied to our goals and used to assess the effectiveness of our collective efforts.	2011-12 school year. For comparison in future years.					
Healthy Start	Births with late or no prenatal care	5.6%	↑	↓			
	Percent of kindergartners with complete immunizations	86.2%	↑	↑			
	Child care programs at a Quality Level of Excellence	0	Just starting	↑			
Parent & Family Support	TBD			↑			
Mental & Physical Health & Safety <i>See the full report for additional indicators</i>	<i>Grade</i>	6	8	10	12		
	60 minutes of daily physical activity	30%	33%	19%	18%	Mixed	↑
	Alcohol use among teens & young adults	~0	7%	18%	42%	Mixed	↓
Social & Emotional Skills	TBD						↑
Academic & Work Success <i>These targets align with the Bellevue School District's instructional initiatives.</i>	Kindergarten readiness (TBD)	TBD					↑
	3 rd grade reading	83.1%				↔	100%
	5 th grade math	81.9%				↔	100%
	7 th grade writing	87.5%				↑	100%
	8 th grade science	85.5%				↑	100%
	Graduate from high school on time	90.8%				↔	↑
	Postsecondary credential by age 26	50%				n/a	↑
Career readiness (TBD)	TBD					↑	
Community Involvement	TBD						↑
ENVIRONMENTAL INDICATORS		BASELINE					
Rate of homelessness among Bellevue School District students		10.0 per 1,000 students					
Percent of students eligible for free- or reduced-price meals		21.6%					
Rate of child abuse and neglect in accepted referrals to child protective services		17.8 per 1,000 students					

HIGHLIGHTS FROM THE DATA

On the Academic Indicators

- 1) As a whole, students in the Bellevue School District (BSD) met standard in 3rd grade reading, 5th grade math, 7th grade writing, and 8th grade science at a much higher rate than their peers in Washington State (see Appendix A for a glossary of terms).
- 2) Even at the national level, BSD students are scoring at high levels as indicated by STAR Testing data, which showed that in Spring 2013, half of BSD 5th graders scored above the 92nd percentile nationally in math.
- 3) When the data are disaggregated, however, disturbing achievement gaps based on race/ethnicity, income, English-speaking ability, and special education emerge.
- 4) The achievement gaps between limited English and non-limited English students and between special education and non-special education students were larger than the gap based on income. Limited English students had the most difficulty meeting standard in 3rd grade reading and 7th grade writing, whereas special education students struggled the most with 5th grade math and 8th grade science.
- 5) Achievement gaps based on race/ethnicity are also found. In 2011-12, Asian students met standard at a slightly higher rate than whites in 3rd grade reading, 5th grade math, 7th grade writing, and 8th grade science. Black and Hispanic students met standard at a much lower rate than Asian or white students. A higher percentage of black students (than Hispanic students) met standard in 3rd grade reading and 5th grade math, whereas a higher percentage of Hispanic students (than black students) met standard in 7th grade writing and 8th grade science.
- 6) Based on test scores on the Measurements of Student Progress (MSP) and the Washington Assessment of Student Learning (WASL), no achievement gap based on gender was found.
- 7) While the overall percentage of BSD students who graduate from high school on time is high compared to students in Washington State as a whole, disparities in the graduation rate based on race/ethnicity, income, and English-speaking ability occur.

As a whole, BSD students are doing well academically. However, when the data are disaggregated, troubling achievement gaps based on race/ethnicity, income, English speaking ability, and special education emerge.

- 8) While the overall percentage of BSD students who graduated from college by age 26 was high compared to students in Washington State as a whole, there was a large racial/ethnic gap in college completion rates. Other/multiracial, white, and Asian students completed college at a higher rate by age 26 than black and Hispanic students.

To support every child from cradle to career, we must work to close the achievement gaps. We need to ensure that students who are doing well continue on that path while also providing the support necessary for students who are struggling. It is our goal that all children have the opportunity to meet their full potential and to succeed in school and life.

On the Non-Academic Indicators

- 1) The percentage of all births with late or no prenatal care was slightly higher in Bellevue than in King County and Washington State from 2007 to 2011, and racial/ethnic disparities in access to prenatal care emerged.
- 2) As a whole, reported physical activity declines from 6th to 12th grade among BSD students. From 2008 to 2012, however, reported physical activity for 8th graders increased by more than ten percent percentage points and for 12th graders by about five percentage points.
- 3) Alcohol and drug use is a problem among BSD students. Almost half of 12th graders in BSD indicated on the 2012 Healthy Youth Survey that they had used alcohol in the past 30 days. In 2012, many more 12th graders reported using marijuana than cigarettes (27 percent vs. 9 percent). The data show that reported marijuana use has increased among 12th graders since 2006 while reported cigarette use has decreased in roughly the same time period.
- 4) The economic recession brought a higher rate of homelessness among BSD students and a higher percentage of students who are eligible for free or reduced-price meals. Homelessness and poverty among BSD students has declined slightly since 2008, but many families continue to struggle.
- 5) The rate of child abuse and neglect in accepted referrals to Child Protective Services (CPS) increased in Bellevue from 2002 to 2011. While there was once a large gap in the rate between Bellevue and King County and an even larger gap between Bellevue and Washington State, the gaps have narrowed over time.

DEMOGRAPHIC PROFILE OF BELLEVUE

Bellevue is growing, and its population is changing. According to the U.S. Census, the city of Bellevue grew 11.7 percent from 2000 to 2010 (U.S. Census Bureau, 2000 and 2010 Census). With a population of 132,100 in 2013, Bellevue is the fifth largest city in Washington and the largest metropolitan center on the Eastside of Seattle (Washington State Office of Financial Management 2013). In August 2013, the unemployment rate in Bellevue was 4.8 percent, well below the national average of 7.3 percent (U.S. Department of Labor, Bureau of Labor Statistics).

Bellevue's residents are among the most highly educated in the state. During 2010 to 2012, 61.1 percent of the adults (ages 25 and over) had at least a bachelor's degree as compared to 45.6 percent in King County and 31.5 percent in Washington State. About one in four individuals in Bellevue had a graduate or professional degree compared to about one in ten in Washington State. On the flipside, however, 39 percent in Bellevue did not have a bachelor's degree in 2010-12, and there were five percent with no high school diploma (U.S. Census Bureau, 2010-12 American Community Survey (ACS)).

During 2010 to 2012, Bellevue's median household income was among the top ten highest of large cities in the state at \$86,695 (U.S. Census Bureau, 2010-2012 ACS). However, household income (after adjusting for inflation) has remained largely flat since 2000 (City of Bellevue 2013). The poverty rate in Bellevue increased from 5.7 percent in 2000 to 8.4 percent in 2010-2012 (U.S. Census Bureau, 2000 Census and 2010-2012 ACS). Bellevue's housing values were among the five highest in the state during 2010 to 2012, and finding affordable housing was a challenge for nearly a third of Bellevue's households (U.S. Census Bureau, 2010-2012 ACS).

Minorities comprised a staggering 98 percent of the population growth on the Eastside from 2000 to 2010.

Diversity Has Grown in Bellevue

As Bellevue has grown so has its racial and ethnic diversity. Minorities comprised a staggering 98 percent of the population growth on the Eastside from 2000 to 2010 (U.S. Census Bureau, 2000 and 2010 Census, quoted in Bellevue Human Services Commission 2013). At 40.8 percent, the minority/non-white population in Bellevue has increased 207 percent since 1990, and the population (ages five and

up) that speaks a language other than English, at 39.4 percent, has increased nearly 300 percent (U.S. Census Bureau, 1990 Census and 2010-2012 ACS).

Among the minority/non-white population, Asians were the largest in 2010 at 27.6 percent. Bellevue has a larger proportion of Asians than King County, where Asians make up 14.6 percent of the population, and Washington State, where Asians make up 7.2 percent (U.S. Census Bureau, 2010 Census). Among Asians, individuals of Chinese descent were the largest group at 9.6 percent of the population. Asian Indians were the second largest at 7.3 percent followed by Koreans at 3.7 percent.

While the Chinese community is the largest ethnic community in Bellevue, the Asian Indian community is the fastest growing. Bellevue's Asian Indian population has increased nearly threefold since 2000 (U.S. Census Bureau, 2000 and 2010 Census, quoted in Bellevue Human Services Commission 2013).

Blacks were 2.3 percent of the population in 2010, American Indians/Alaskan Natives were 0.4 percent, and Native Hawaiian/Pacific Islanders were 0.2 percent. Those of "Multiple Race" were 3.9 percent of the population, and 3.1 percent identified as "Some Other Race" (U.S. Census Bureau, 2010 Census).

The percent Hispanic or Latino (of any race) was 7.0 percent in 2010, and individuals of Mexican descent made up the majority of the Hispanic population in Bellevue at 4.7 percent.³ Puerto Ricans were 0.2 percent, Cubans were 0.1 percent, and 2.0 percent identified as "Other Hispanic or Latino" (U.S. Census Bureau, 2010 Census).

There are more than 80 languages spoken by students in the Bellevue School District, and about 30 percent of BSD students speak a first language other than English. In 2010, minorities made up 50.7 percent of total district enrollment while white students were in the minority at 49.3 percent.

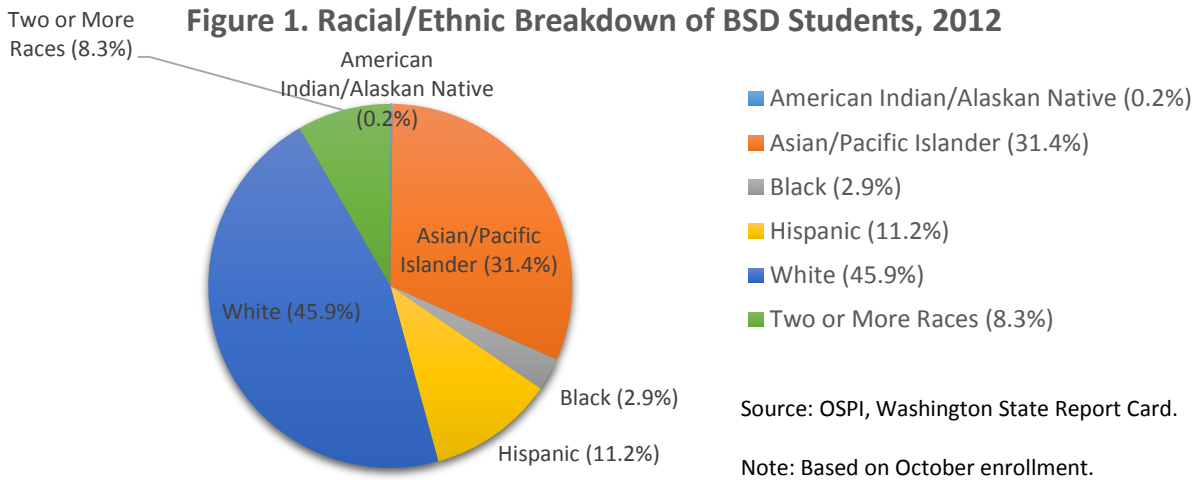
Diversity Growing in the Bellevue Schools

Growing diversity in Bellevue has translated to more diversity in the Bellevue schools. There are more than 80 languages spoken by students in the Bellevue School District, and about 30 percent of BSD students speak a first language other than English. In 2010, minorities made up 50.7 percent of total

³ The terms Hispanic and Latino are used interchangeably in this report.

district enrollment while white students were in the minority at 49.3 percent (BSD 2013a). This is compared to a 62.6 percent white population and a 37.4 percent minority/non-white population in Bellevue in 2010, which highlights the fact that the BSD student population is more diverse than the general population in Bellevue (U.S. Census Bureau, 2010 Census).

See Figure 1 for a racial/ethnic breakdown of the BSD student population in 2012.



In addition to becoming more diverse racially and culturally, the Bellevue School District has become more socioeconomically diverse. In 2012-13, 20.1 percent of BSD students were eligible for free or reduced-price meals, up from 16.5 percent in 2007-08, and the rate of homelessness among BSD students has also increased since 2007-08 (see section on Environmental Indicators for more information).

GOALS AND INDICATORS

As shown in an earlier chart, Eastside Pathways has six main goals:

- Every child has a healthy start.
- Parents and significant adults are supported in their efforts to help their child succeed.
- Every child attains optimal physical and mental health and safety.
- Every child develops social and emotional skills for life effectiveness.
- Every child is prepared for academic and work success.
- The community plays an active role in the success of its children.

Types of Indicators

In this report, we have two types of indicators that correspond to the goals listed above:

- **Core Indicators** are outcome measures that are directly tied to our goals. Some core indicators have specific targets while others do not. We will use these indicators to measure the effectiveness of our collective efforts.
- **Environmental Indicators** provide context for our work. These indicators measure environmental factors that can have a significant impact on children and their development. We will monitor these indicators for trends to see if we need to readjust our efforts.

The following section will go over Eastside Pathways' goals and the corresponding community-level indicators that we will track over time.

GOAL 1: EVERY CHILD HAS A HEALTHY START

Indicator 1: Percent of All Births with Late or No Prenatal Care

According to Public Health - Seattle & King County (2012), planning for a healthy pregnancy and a healthy baby begins before conception through a healthy lifestyle, which includes good nutrition and regular physical activity. Getting early and regular prenatal care is an important step toward having a healthy pregnancy and decreasing the incidence of maternal and prenatal morbidity and mortality (Public Health - Seattle & King County 2012, 8).

During the five-year period from 2007 to 2011, the percentage of all births with late or no prenatal care in Bellevue was slightly higher than King County and Washington State (see Table 1).

Table 1. Percent of All Births with Late or No Prenatal Care, Five-Year Average for 2007-2011

	Bellevue	King County	Washington State
Percent of All Births with Late or No Prenatal Care	5.6	5.1	5.4

Source: Washington State Department of Health, Center for Health Statistics, Birth Certificate Data, quoted by Public Health - Seattle & King County.

Note: The late or no prenatal care rate is the percent of live births in which mothers began prenatal care in the third trimester of pregnancy or received no prenatal care at all per 100 live births.

While blacks and Latinos had the highest percentage of births with late or no prenatal care from 2007 to 2011, the five-year counts for Asians and whites were higher overall (see Table 2).

Table 2. Births with Late or No Prenatal Care in Bellevue by Racial/Ethnic Group, 5-Year Counts and Percentages, 2007-2011

	5-Year Count	5-Year Population	Percent
Total	384	6890	5.6
Asian	144	2805	5.1
Black	20	195	10.3
Hispanic	69	816	8.5
White	206	3645	5.7

Source: Washington State Department of Health, Center for Health Statistics, Birth Certificate Data, quoted by Public Health – Seattle & King County.

Note: Asian does not include Pacific Islanders. Hispanic refers to Hispanic persons of any race. In this table, Hispanic is reported as ethnicity, meaning that people who count themselves as Hispanic also appear in the race totals, and the race/ethnicity groups add up to more than 100 (Susan Kinne, personal communication, November 26, 2013).

We are unable to examine gaps in access to prenatal care by income as Public Health - Seattle & King County does not have data on poverty for geographic areas as small as Bellevue (Susan Kinne, personal communication, September 10, 2013). To see the percentage of births with late or no prenatal care by age of the mother, see Appendix B.

Indicator 2: Immunization Rates

Immunization rates are important because they can serve as a proxy for wellness visits to a primary care physician.⁴ Immunization rates are also an important indicator of a healthy child. The Washington State Department of Health (2013) lists the following reasons to get immunized on its website:

- To keep you, your family, and your community healthy
- To protect loved ones from disease
- To stop the spread of disease to the most vulnerable populations

Because Goal 1 is aimed at a “Healthy Start,” we will be focusing on the percentage of kindergarteners with complete immunizations for this indicator. For information on the percentage of students with complete immunizations for all grades (K-12) in 2012-13, see Appendix C.

⁴ There is no good method by which to track wellness visits, and because Washington State tracks immunizations, immunization rates may be the best proxy that we can find (Louise Carter, personal communication, October 25, 2013).

In 2011-12, the percentage of kindergarteners with complete immunizations in the Bellevue School District was slightly higher than King County and Washington State (see Table 3).

Table 3. Percent of Kindergarteners with Complete Immunizations, School Year 2011-12

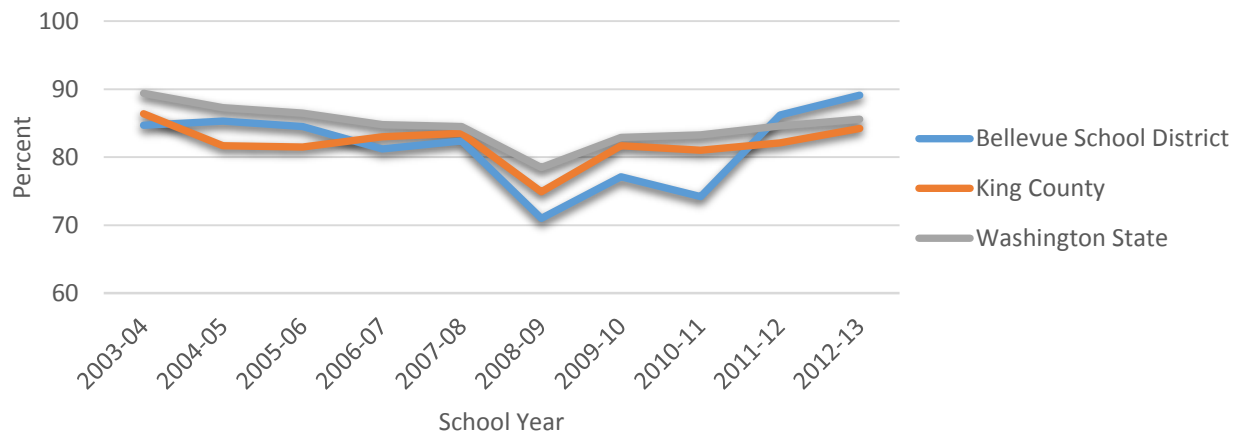
	Bellevue	King County	Washington State
Percent of Kindergarteners with Complete Immunizations	86.2	82.1	84.6

Source: Washington State DOH, School Immunization Status Data Reports.

Note: Regarding the use of self-reported data on immunization rates, all school data is self-reported. Therefore if one assumes measurement or reporting bias, one can assume that it is similar bias for all schools in all school districts (Chris Halsell, personal communication, September 18, 2013).

However, a closer look at the data over time shows that immunization trends are mixed. For all groups, the percentage of kindergarteners with complete immunizations declined until 2008-09. In 2008-09, BSD had a lower percentage of kindergarteners with complete immunizations than King County and Washington State. Immunization rates have climbed since then, and in 2012-13, BSD had a slightly higher percentage of kindergarteners with complete immunizations than King County and Washington State (see Figure 2).

Figure 2. Percent of Kindergarteners with Complete Immunizations, School Years 2003-04 to 2012-13



Source: Washington State DOH, School Immunization Status Data Reports.

According to Dr. Chris Halsell, the Immunization Assessment Coordinator at the Office of Immunization and Child Profile at the Washington State Department of Health,

the overall coverage trend over the last ten years has been a slow consistent decrease from earlier years to 2008-09 and then a consistent slow increase in coverage rates since then. We think it may be due to a general shift in society away from the anti-vaccination feelings seen in the early 2000s (Chris Halsell, personal communication, September 12, 2013).

Whether the trend in immunizations correlates to a trend in wellness visits is difficult to say. For now, however, it is the best proxy that we have.

Indicator 3: Number of Family Child Care (FCC) and Center Programs Receiving a Quality Level of Excellence Designation

High quality child care helps children get ready for success in kindergarten and beyond, and when more children are ready for school, we all benefit. Yet the quality of child care varies considerably in Washington.

Early Achievers, Washington's Quality Rating and Improvement System (QRIS), is a program aimed at helping early learning programs offer quality child care. The program, which started in July 2012, provides a rating system to connect families to child care and early learning programs and offers coaching and resources for child care providers. Participation in Early Achievers is voluntary and at no cost (Washington State Department of Early Learning 2013).

With Early Achievers, early learning programs fall under three categories:

- Not Participating
- Participating in Quality Improvement
- Has Achieved a Quality Level of Excellence

Current Status of Programs

As of November 1, 2013, 19 programs in King County have been rated and have received a Quality Level of Excellence designation. Three of the 19 programs are in East King County (in Redmond, Sammamish, and Shoreline), and none are in Bellevue (see Table 4).

Table 4. Number of Licensed FCC and Center Programs and their Early Achievers Status

	Bellevue	East King County	King County
Programs that have Achieved a Quality Level of Excellence	0	3	19
Programs that are Participating in Quality Improvement	39	123	479
Programs that are Ready to be Rated	3	7	24
Programs that are Not Participating in Early Achievers	124	372	1565
Total Number of Licensed FCC and Center Programs	163	495	2044

Source: Child Care Resources.

Note: Information is current as of November 1, 2013.

While there are currently no programs that have achieved a Quality Level of Excellence in Bellevue, there are three programs (as of November 1, 2013) that are ready to be rated. There are also seven programs (three in Kirkland, three in Redmond, and one in Sammamish) that are ready to be rated in East King County.

The Early Achievers Program is still in the early stages, and the number of programs that are participating in Quality Improvement and those that have achieved a Quality Level of Excellence will continue to grow over time.

GOAL 2: FAMILIES ARE SUPPORTED IN THEIR EFFORTS TO HELP THEIR CHILD SUCCEED

Indicator 1: TBD

The indicator on parent and family support is currently TBD.

We believe that parents are a child's first teachers. Parents influence their child's social, emotional, physical, and intellectual development, and they need support in their efforts to help their child succeed. Our goal is to equip families with the resources needed to partner in their child's education and to promote their child's healthy development (Eastside Pathways 2012).

Ideas for Potential Indicators

Within the larger goal of supporting parents and families, we have more targeted goals along with potential indicators (Eastside Pathways 2012):

One targeted goal is to guide parents on how to navigate the education system. Potential indicators include: (1) the number of parents attending school-related functions such as curriculum nights, open houses, and parent-teacher conferences; and (2) the number of parents that prepare their children for transitions.

Another targeted goal is to support parents in developing their parenting skills, and a related indicator is the number of parents attending parenting programs.

A final targeted goal is to create and strengthen systems and infrastructure to support parents, and a related indicator is the number of publications and published websites for parents to access information in other languages.

Challenges to Effective Parent Support

In developing parent support programs, Eastside Pathways and our partners will consider access to the internet and texting, parental English-language competency, and overall parental literacy (in their native languages as well as in English).

GOAL 3: EVERY CHILD ATTAINS OPTIMAL PHYSICAL AND MENTAL HEALTH AND SAFETY

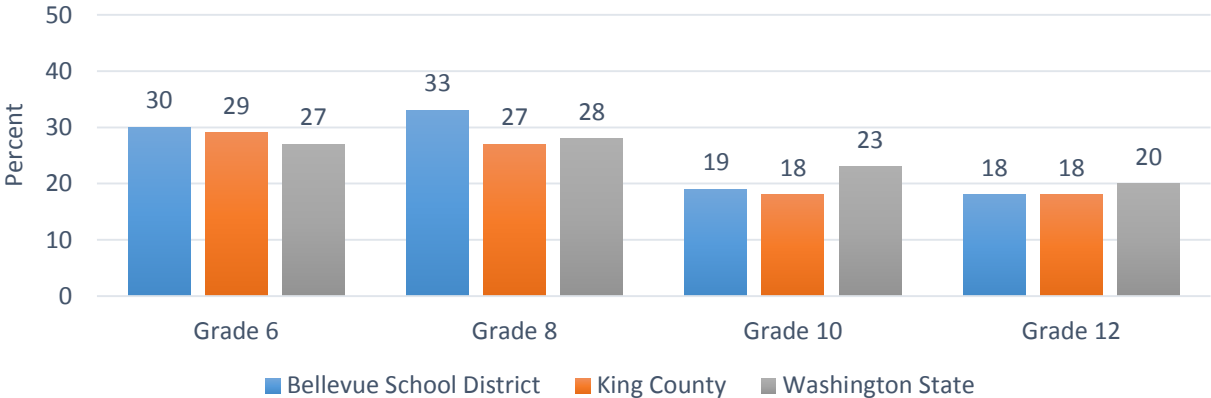
Indicator 1: Percent of Students Who Report Being Physically Active 60 Minutes per Day

Regular physical activity reduces rates of obesity and serious disease, helps people maintain a healthy body weight, and improves quality of life (Washington State DOH 2012c). While the research is not conclusive, there is evidence to suggest that physical activity is also associated with improved academic performance (Coe et al. 2006; Trost 2009). A recent report reviewed 50 studies examining the relationship between physical activity and academic performance and found that half of the findings showed positive associations and half showed no effect, whereas almost none of the research showed any negative impact (Centers for Disease Control and Prevention 2010).

The Dietary Guidelines for Americans and the National Association for Sport & Physical Education recommend that children and adolescents participate in at least 60 minutes of physical activity most days of the week, preferably daily (Washington State DOH 2012c).

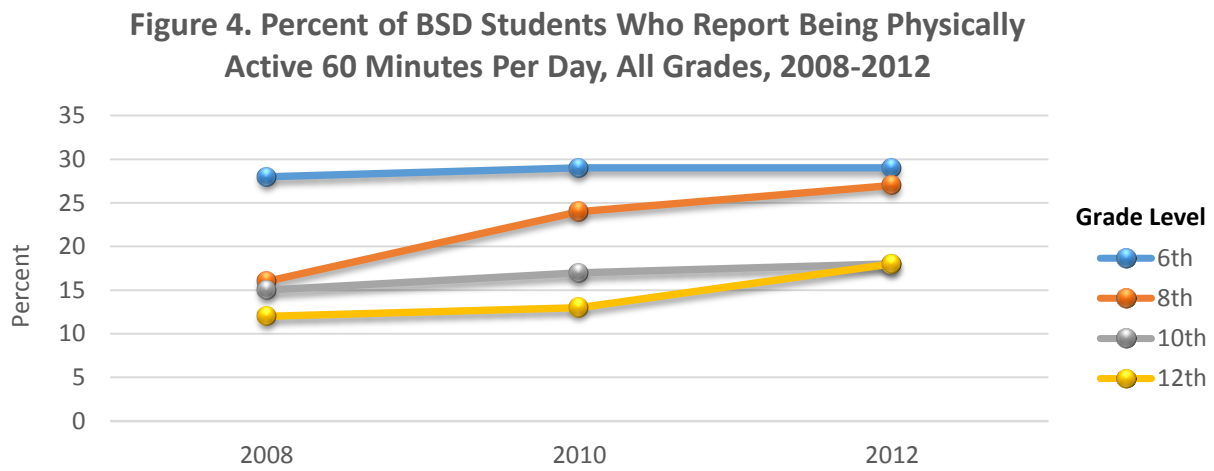
Data from the 2012 Healthy Youth Survey show that BSD students in grades 6 and 8 reported being more active than students in grades 10 and 12. BSD students in grades 6 and 8 reported being slightly more active than their peers in King County and Washington State, whereas BSD students in grades 10 and 12 reported being slightly less active than their peers in Washington State (see Figure 3).

Figure 3. Percent of Students Who Report Being Physically Active 60 Minutes Per Day



Source: Washington State DOH, 2012 Healthy Youth Survey.

The data on this indicator do not go back far enough to constitute a trend. However, it is interesting to note that from 2008 to 2012, the percentage of BSD students in grade 8 who report being physically active increased by more than ten percent percentage points and by about five percentage points for students in grade 12 (see Figure 4).



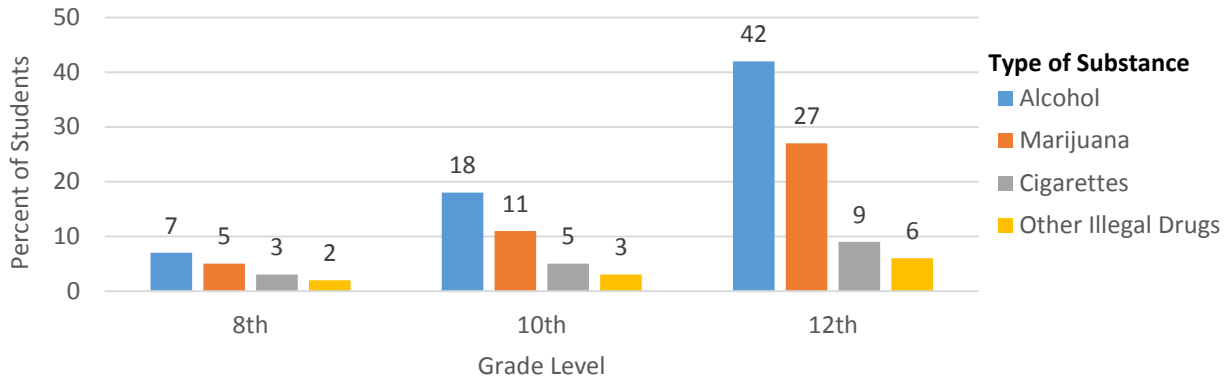
Source: Washington State DOH, 2008, 2010, and 2012 Healthy Youth Survey.

Indicator 2: Drug and Alcohol Use Among Teens and Youth Adults (under Age 21)

Brain development continues into the early 20s. The growing brain is more vulnerable to the long term effects of alcohol and other drugs, and it is important to prevent drug and alcohol use among teens and young adults (Washington State DOH 2012b).

The data show that BSD students report using alcohol more than any other substance, followed by marijuana, cigarettes, and other illegal drugs. Among 12th graders in BSD, almost half indicated in the 2012 Healthy Youth Survey that they had used alcohol in the past 30 days. The data show that reported substance use in all categories (alcohol, marijuana, cigarettes, and other illegal drugs) successively increases from grades 8 to 12. For all grades, marijuana use was higher than the use of cigarettes (see Figure 5).

Figure 5. Current (Past 30-Day) Substance Use Among BSD Students, Grades 8, 10, and 12, 2012

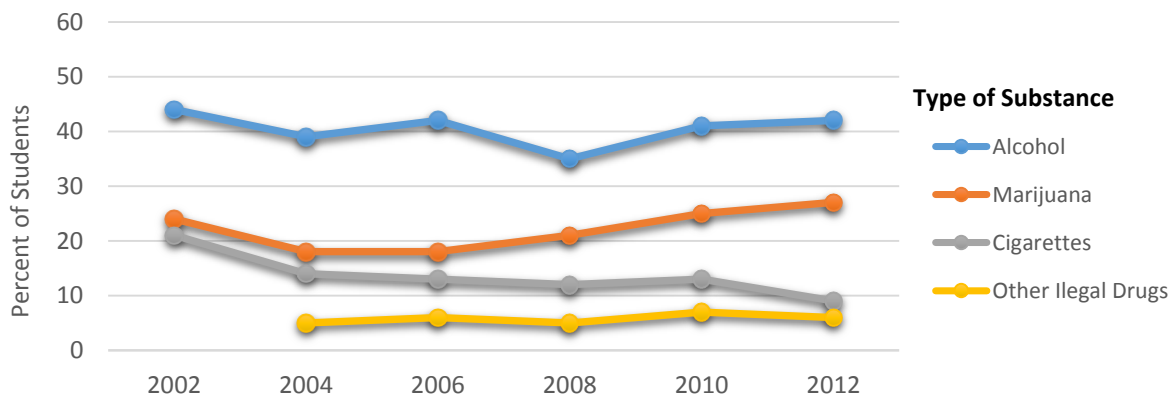


Source: Washington State DOH, 2012 Healthy Youth Survey.

Note: Sixth graders were not included in this chart as their rates of substance use were close to none.

An examination of substance use trends reveals that the reported use of alcohol and other illegal drugs among 12th graders has remained relatively stable over the past several years. The data also show that as the use of cigarettes among 12th graders has declined over time, the use of marijuana has increased, revealing a somewhat inverse relationship (see Figure 6).

Figure 6. Current Substance Use Trends Among BSD Students, Grade 12, 2002-2012



Source: Washington State DOH, 2002 to 2012 Healthy Youth Survey.

See Appendix D for current substance use trends for BSD 10th graders.

GOAL 4: EVERY CHILD DEVELOPS SOCIAL AND EMOTIONAL SKILLS FOR LIFE EFFECTIVENESS

Indicator 1: TBD

The indicator for social and emotional skills is TBD at this time.

It is important for children to develop the skills necessary to understand and manage themselves while considering the perspectives and needs of others. These skills support positive relationships and responsible decision making that enhance individual well-being.

We have identified five components to the development of social and emotional skills (Eastside Pathways 2012). They include:

- Self awareness
- Social awareness
- Self management
- Problem solving and responsible decision making
- Relationship skills

Status of this Indicator

Our partner, the Bellevue School District, is using the RULER approach (Recognizing, Understanding, Labeling, Expressing, and Regulating Emotion) which was developed by researchers at the Yale Center for Emotional Intelligence. BSD is collaborating with the 3DL Partnership at the University of Washington to evaluate the program's impact on student outcomes.

As part of a new instructional initiatives plan, BSD has an action team focused on a "Positive and Productive Life." The goal of the action team is for every student to develop positive interpersonal skills and a commitment to the community. The action team will begin to articulate the social and emotional skills that support student success and will identify opportunities that will support students' positive engagement in their communities.

GOAL 5: EVERY CHILD IS PREPARED FOR ACADEMIC AND WORK SUCCESS

Indicator 1: Kindergarten Readiness (TBD)

The indicator on kindergarten readiness is TBD at this time.

Children who arrive at kindergarten with the skills they need are more likely to be successful in school. Increasing the number of parents who not only read to their infants, toddlers, and preschoolers, but also talk to them on a regular basis is important for building vocabulary and language processing skills and also for getting children ready for kindergarten. Programs and initiatives to educate parents and caregivers on how to aid in their child's learning and early development are needed.

Providing children with access to quality early learning experiences is also important for kindergarten readiness. A recent study showed that the likelihood of being school ready is nine percentage points higher for children who attend preschool (Isaacs 2012).

Research shows that the returns to early childhood programs are the highest for disadvantaged children (Heckman 2008). Investment in high quality childhood programs for low income children has the potential to yield important benefits to children and to society by increasing high school completion rates and lowering rates of juvenile arrest and teenage pregnancy, among other benefits (Campbell et al. 2002; Reynolds et al. 2002; Schweinhart et al. 2005).

Status of this Indicator

The Bellevue School District is currently evaluating tools for assessing kindergarten readiness with several pilots in progress. When a decision is made, we will update this indicator on the Community Scorecard.

Indicator 2: Percent of 3rd Grade Students at or Above Proficiency in Reading

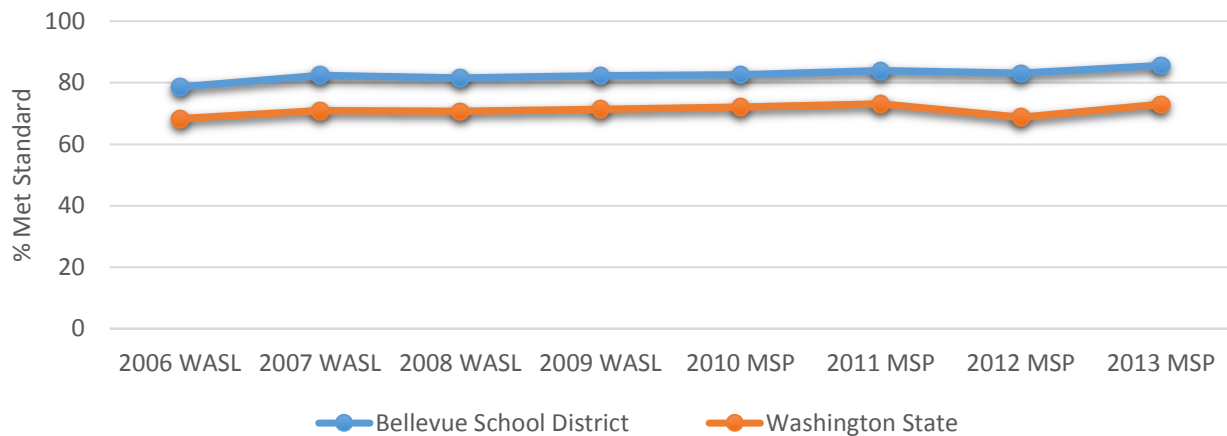
Third grade is known to be an important marker in time where reading shifts from learning to read and decoding to more complex reading in all subject areas.

Target: BSD has set a goal of reaching 100 percent proficiency by the 2015-16 school year, aligning with Eastside Pathways’ Campaign for Grade Level Reading.⁵ We are actively working with our partner, the Bellevue School District, to achieve our target of reaching 100 percent proficiency by the 2015-16 school year.

Baseline: 2012 MSP: 83.1 percent met standard in the Bellevue School District while 68.8 percent met standard in Washington State.

The data show that trends for both BSD students and students in Washington State have been stable over time, and that BSD students have consistently met standard for 3rd grade reading on the WASL and MSP at a higher rate than students in Washington State as a whole (see Figure 7).

**Figure 7. 3rd Grade Reading Trend, School Years
2005-06 to 2012-13**

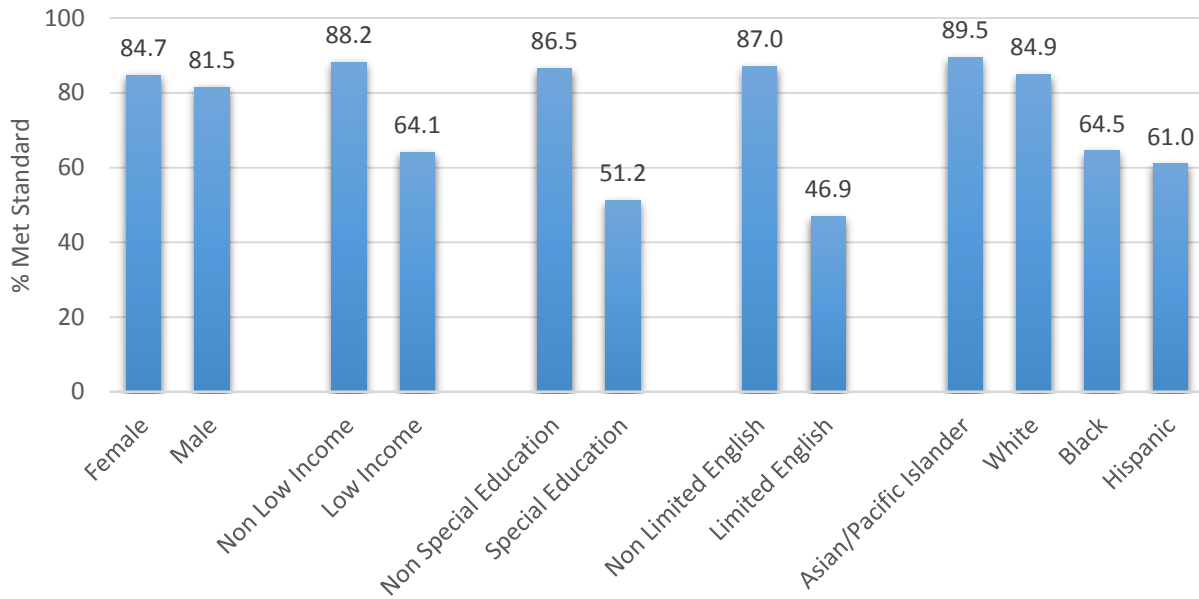


Source: OSPI, Washington State Report Card.

However, the data reveal that there are achievement gaps in 3rd grade reading based on race/ethnicity, income, English-speaking ability, and special education (see Figure 8).

⁵ The term “proficiency” refers to “meeting or exceeding standard” on the MSP.

Figure 8. BSD Achievement Gaps in 3rd Grade Reading, School Year 2011-12



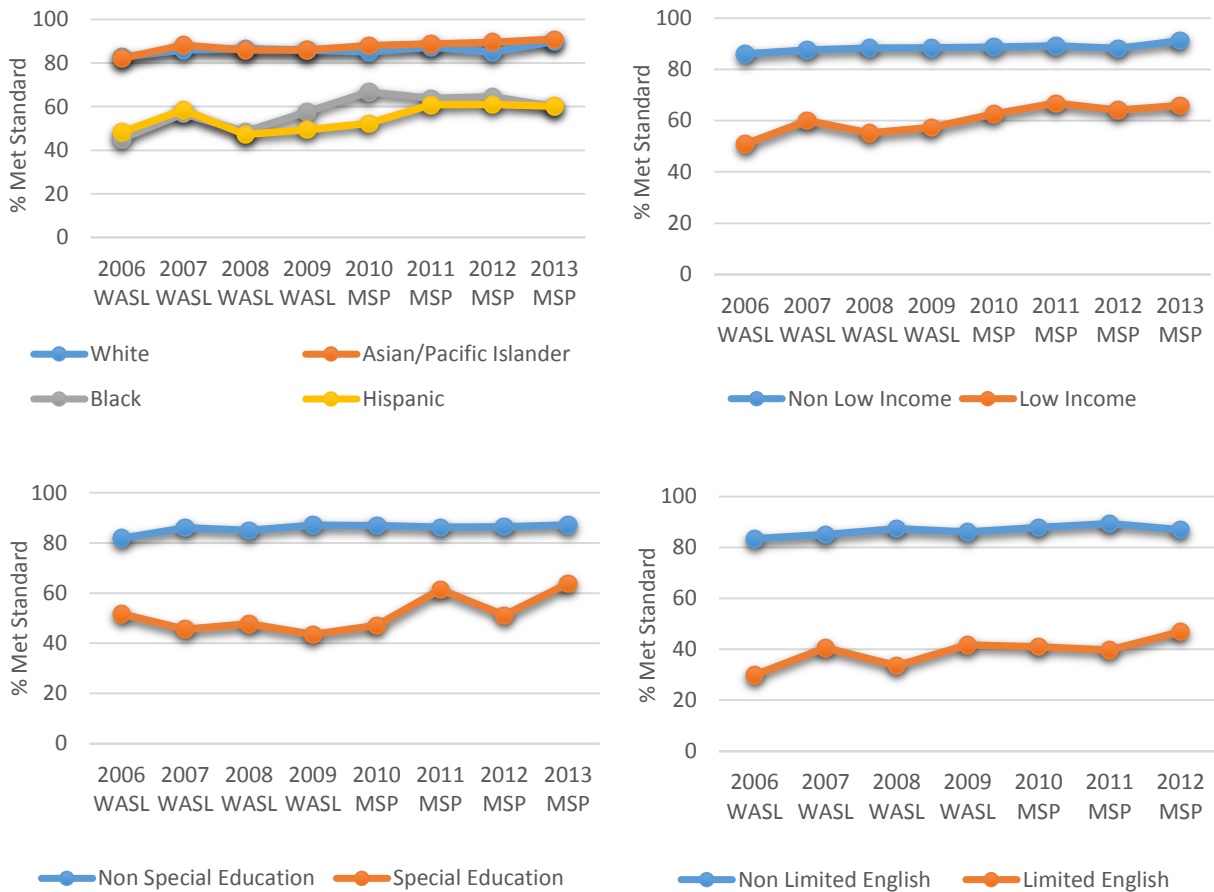
Source: OSPI, Washington State Report Card.

In 2011-12, the gap between limited English and non-limited English students was the largest at 40.1 percentage points followed by the gap between special education and non-special education students at 35.3 percentage points. The gap between low income and non-low income students was 24.1 percentage points while the difference between male and female students was close to none at 3.2 percentage points.

Asian/Pacific Islander students met standard on the MSP at a higher rate than any other racial/ethnic group at 89.5 percent. White students were close behind at 84.9 percent while black and Hispanic students were at 64.5 percent and 61.0 percent respectively.

See Figure 9 for achievement gaps over time in 3rd grade reading.

Figure 9. Achievement Gaps Over Time in 3rd Grade Reading



Source: OSPI, Washington State Report Card and K-12 Data and Reports.

Indicator 3: Percent of 5th Grade Students at or Above Proficiency in Math

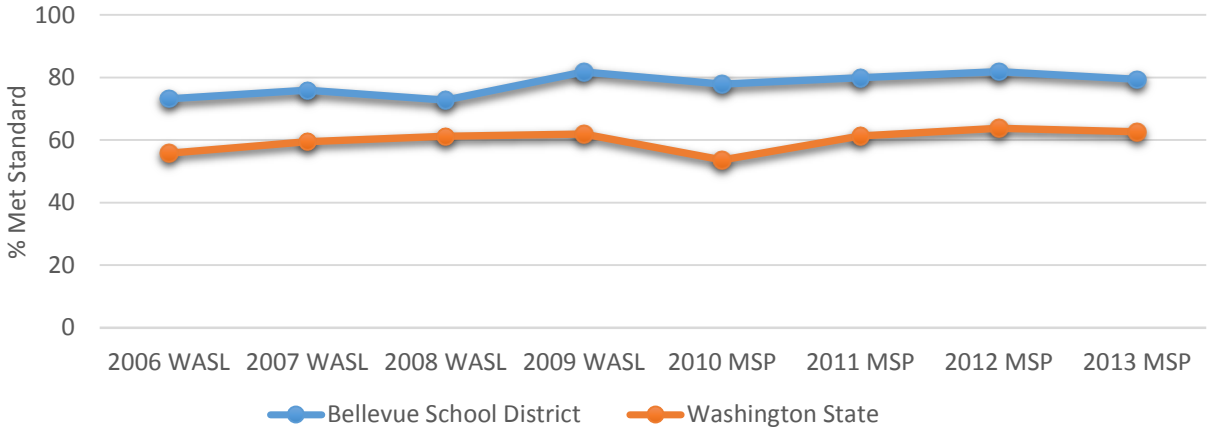
Fifth grade math is an important benchmark. As students move into middle school math, they need to have a solid understanding of mathematical concepts.

Target: BSD has set a goal of reaching 100 percent proficiency by the 2017-18 school year.

Baseline: 2012 MSP: 81.9 percent met standard in the Bellevue School District while 63.8 percent met standard in Washington State.

The data show that the trends for BSD students and students in Washington State have been relatively stable over time. In addition, BSD students have consistently met standard for 5th grade math on the WASL and MSP at a higher rate than students in Washington State as a whole, though the gap has been larger in some years than others (see Figure 10).

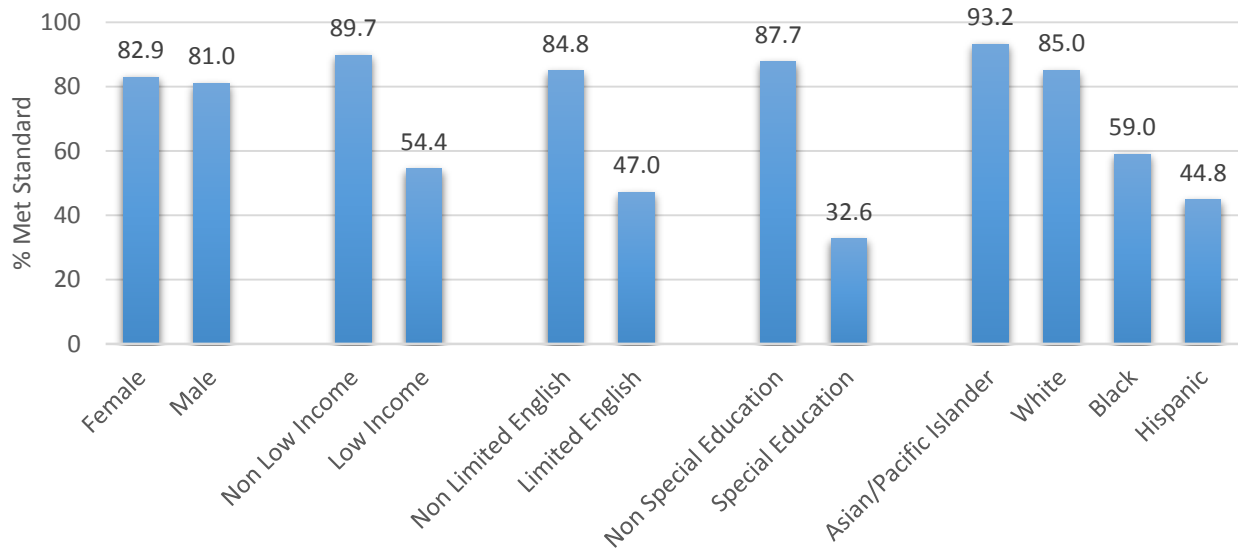
**Figure 10. 5th Grade Math Trend, School Years
2005-06 to 2012-13**



Source: OSPI, Washington State Report Card.

As with 3rd grade reading, however, the data reveal that there are achievement gaps in 5th grade math based on race/ethnicity, income, English-speaking ability, and special education (see Figure 11).

Figure 11. BSD Achievement Gaps in 5th Grade Math, School Year 2011-12



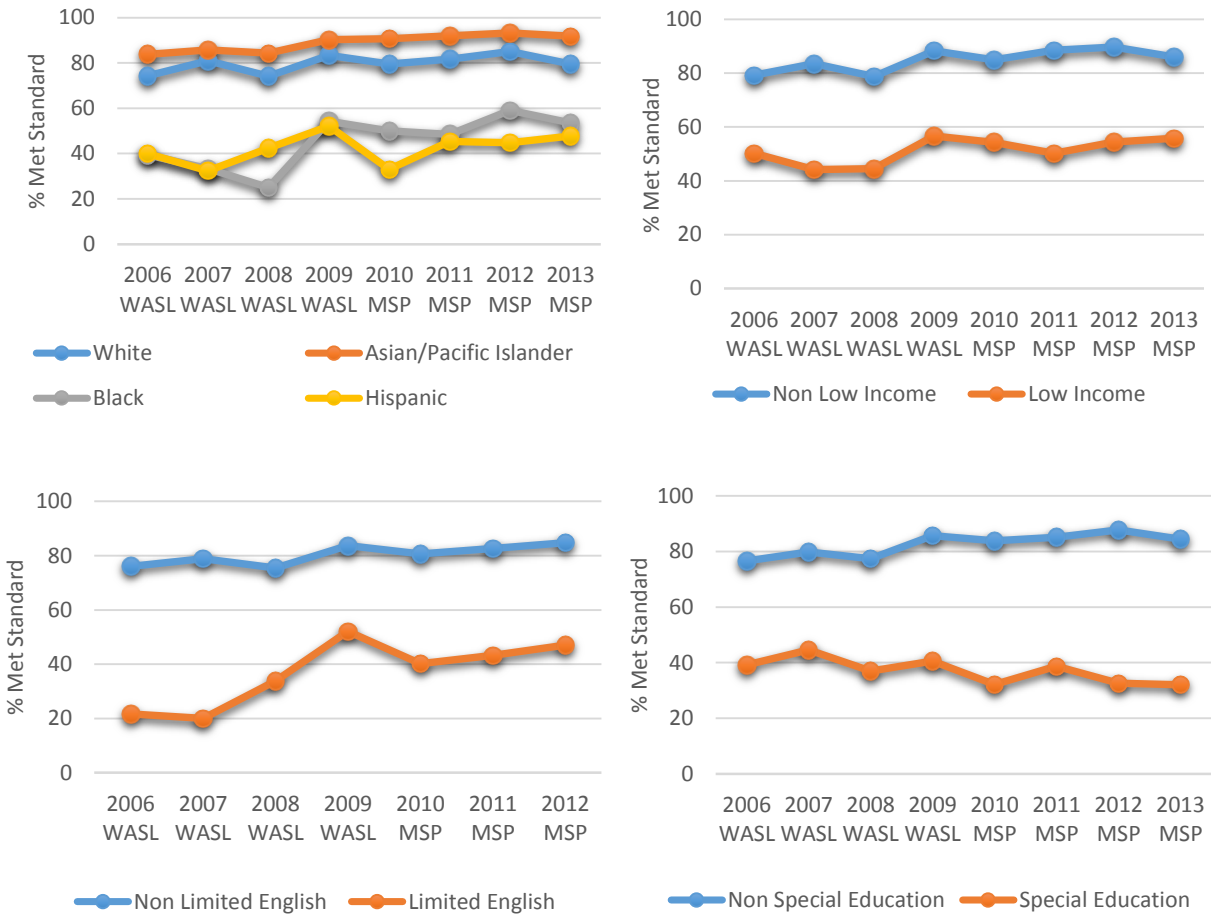
Source: OSPI, Washington State Report Card.

In 2011-12, the gap between special education and non-special education students was the largest at 55.1 percentage points. The gap between limited English and non-limited English students was 37.8 percentage points while the gap between low income and non-low income students was slightly smaller at 35.3 percentage points. The difference between male and female students was close to none at 1.9 percentage points.

Asian/Pacific Islander students met standard on the MSP at a higher rate than any other racial/ethnic group at 93.2 percent. White students were close behind at 85.0 percent while black and Hispanic students were at 59.0 percent and 44.8 percent respectively.

See Figure 12 for achievement gaps over time in 5th grade math.

Figure 12. Achievement Gaps Over Time in 5th Grade Math



Source: OSPI, Washington State Report Card and K-12 Data and Reports.

Indicator 4: STAR Reading and Math

STAR is a computer-based assessment given during the school year to evaluate students’ academic levels in reading and math. It is used in the Bellevue School District in addition to the annual standardized tests, MSP and the High School Proficiency Exam (HSPE). Unlike the MSP, which compares students to other students in the state, STAR compares them with other students across the country.

STAR has been aligned with Common Core and Smarter Balance, the new standardized tests that will replace MSP and HSPE in 2014-15. As the standardized tests change in 2014-15 from MSP to Smarter

Balance, STAR will provide the only consistent measures in 3rd grade reading and 5th grade math through the transition.

STAR was first taken by BSD students in Grades 3-8 in 2012-13, and Grade 2 was added in 2013-14. The Bellevue School District is phasing in STAR for primary grades (K-1). BSD students in grades K-1 will take STAR when they are ready, both academically and developmentally, to take the assessment.

STAR Baseline Results

STAR Reading, 3rd Grade

Half of BSD 3rd graders scored above the 79th percentile nationally in reading, and half also experienced more growth in reading levels than 78 percent of their peers nationally (see Table 5).

Table 5. STAR Baseline Results for 3rd Grade Reading and 5th Grade Math

	3 rd Grade Reading	5 th Grade Math
Spring 2013 Median Percentile Rank*	79	92
Fall 2012-Spring 2013 Median Student Growth Percentile**	78	75

*Percentile rank indicates how well a student scored compared to other students nationally. For example, a student with a percentile rank score of 75 performed as well as or better than 75 percent of students in the same grade across the country.

**Student growth percentile indicates how much a student's test scores changed over the course of the year, compared to students across the country in the same grade and who had the same beginning score. For example, a student with a student growth percentile score of 60 grew as much or more than 60 percent of students in the same grade across the country, who started with the same initial score in the fall.

Source: Bellevue School District.

STAR Math, 5th Grade

Half of BSD 5th graders scored above the 92nd percentile nationally in math, and half also experienced more growth in math levels than 75 percent of their peers nationally (see Table 5).

Indicator 5: Percent of 7th Grade Students at or Above Proficiency in Writing

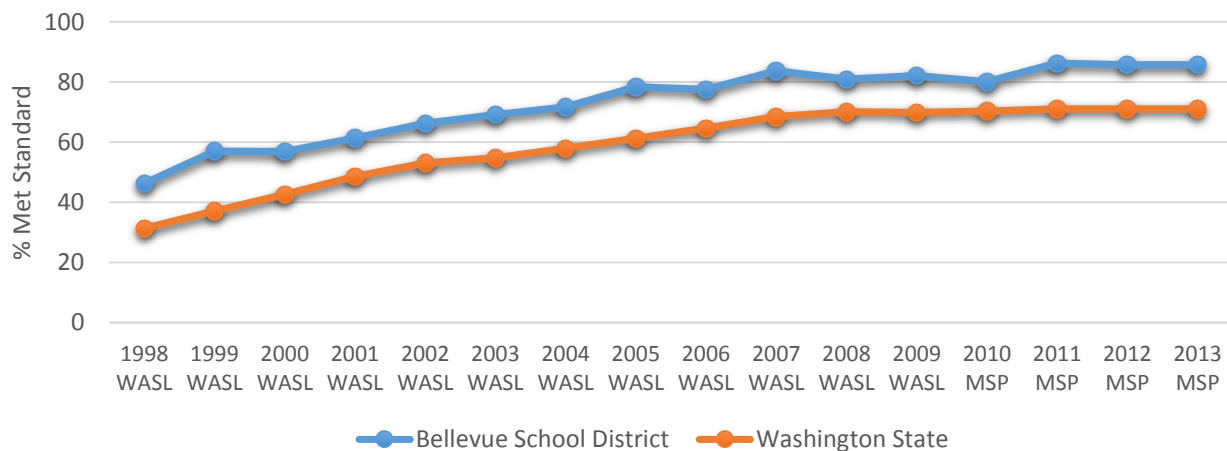
It is important to have solid writing skills by middle school before moving into more technical writing in high school. At the middle school level, writing is only assessed by the state in 7th grade.

Target: BSD has set a goal of reaching 100 percent proficiency by the 2017-18 school year.

Baseline: 2012 MSP: 87.5 percent met standard in the Bellevue School District while 71.0 percent met standard in Washington State.

The data show a steady increase in the percent meeting standard in 7th grade writing from 1997-98 to 2006-07 for both BSD and Washington State with the trends stabilizing since then. BSD students have consistently met standard for 7th grade writing on the WASL and MSP at a higher rate than students in Washington State as a whole, though the gap for 7th grade writing is smaller than the gaps for 3rd grade reading and 5th grade math (see Figure 13).

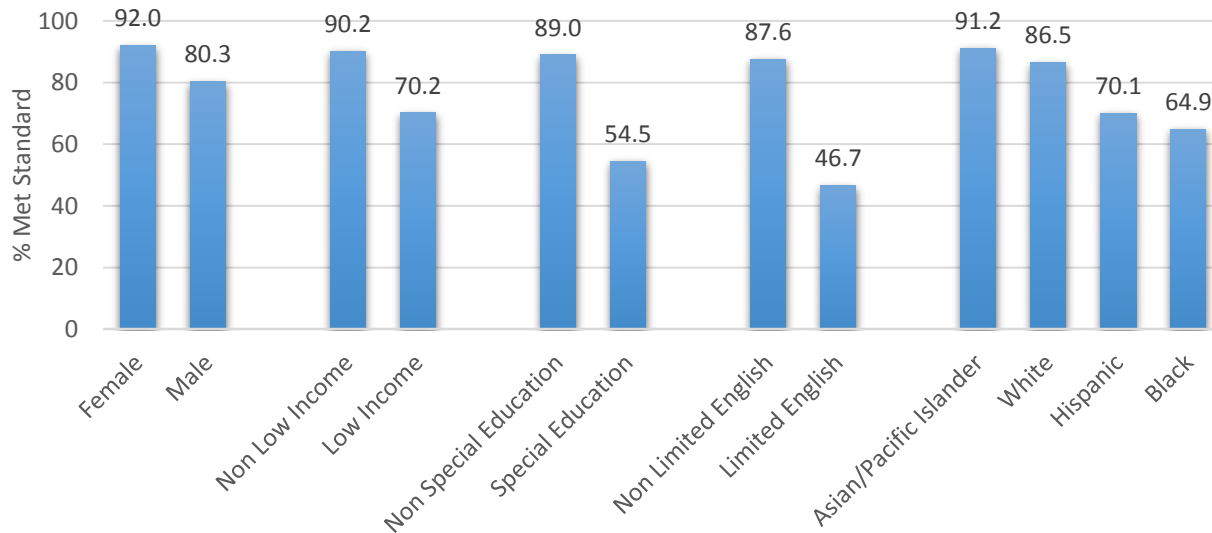
**Figure 13. 7th Grade Writing Trend, School Years
1998-99 to 2012-13**



Source: OSPI, Washington State Report Card.

As with 3rd grade reading and 5th grade math, the data reveal that there are achievement gaps in 7th grade writing based on race/ethnicity, income, English-speaking ability, and special education (see Figure 14).

Figure 14. BSD Achievement Gaps in 7th Grade Writing, School Year 2011-12



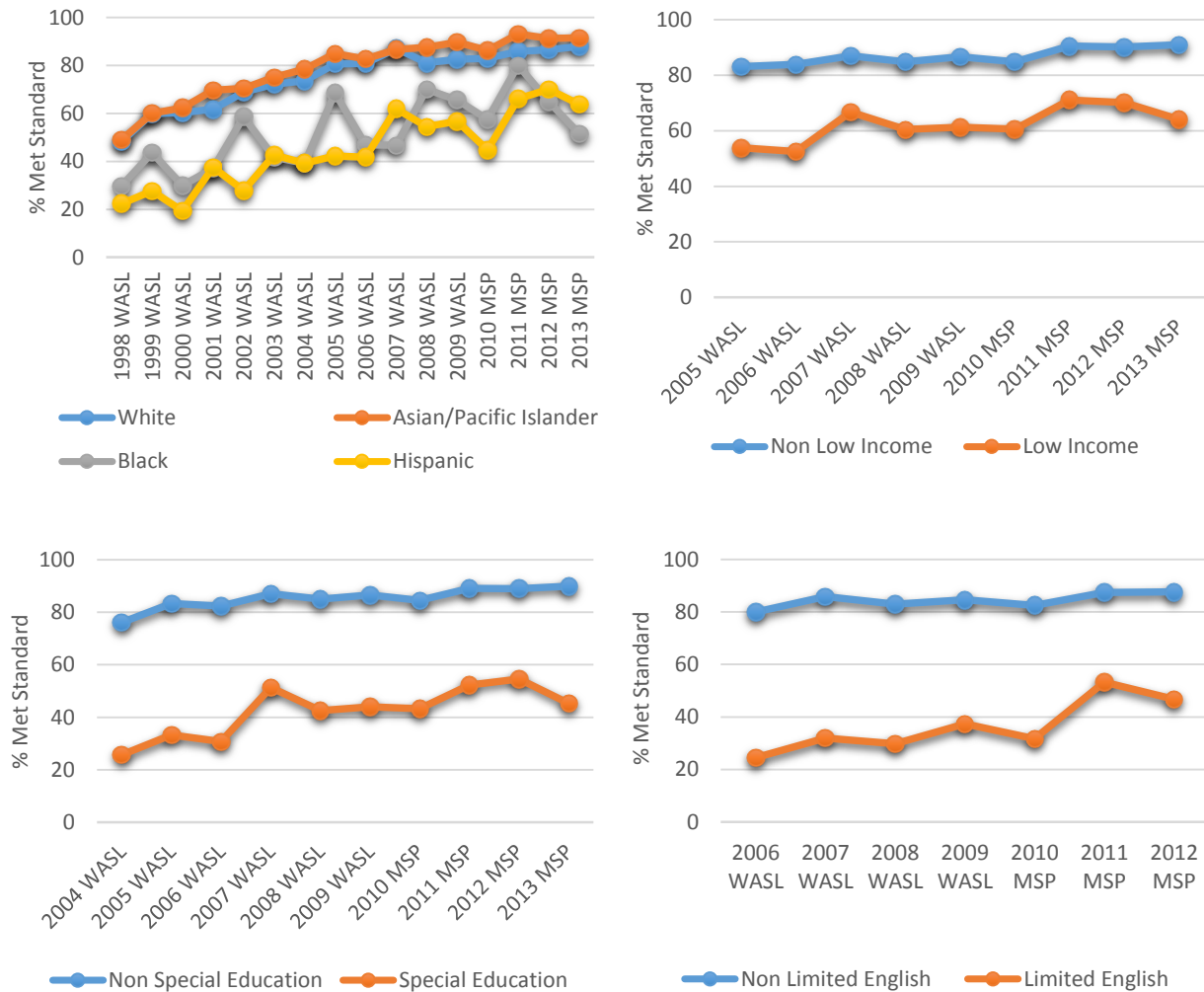
Source: OSPI, Washington State Report Card.

In 2011-12, the gap between limited English and non-limited English students was the largest at 40.9 percentage points. The gap between special education and non-special education students was 34.5 percentage points, whereas the gap between low income and non-low income students was 20.0 percentage points. The difference between male and female students was 11.7 percentage points.

Asian/Pacific Islander students met standard on the MSP at a higher rate than any other racial/ethnic group at 91.2 percent. White students were close behind at 86.5 percent while Hispanic and black students were at 70.1 percent and 64.9 percent respectively.

See Figure 15 for achievement gaps over time in 7th grade writing.

Figure 15. Achievement Gaps Over Time in 7th Grade Writing



Source: OSPI, Washington State Report Card and K-12 Data and Reports.

Note: The volatility in the trend for black students may be due to their small numbers in BSD.

Indicator 6: Percent of 8th Grade Students at or Above Proficiency in Science

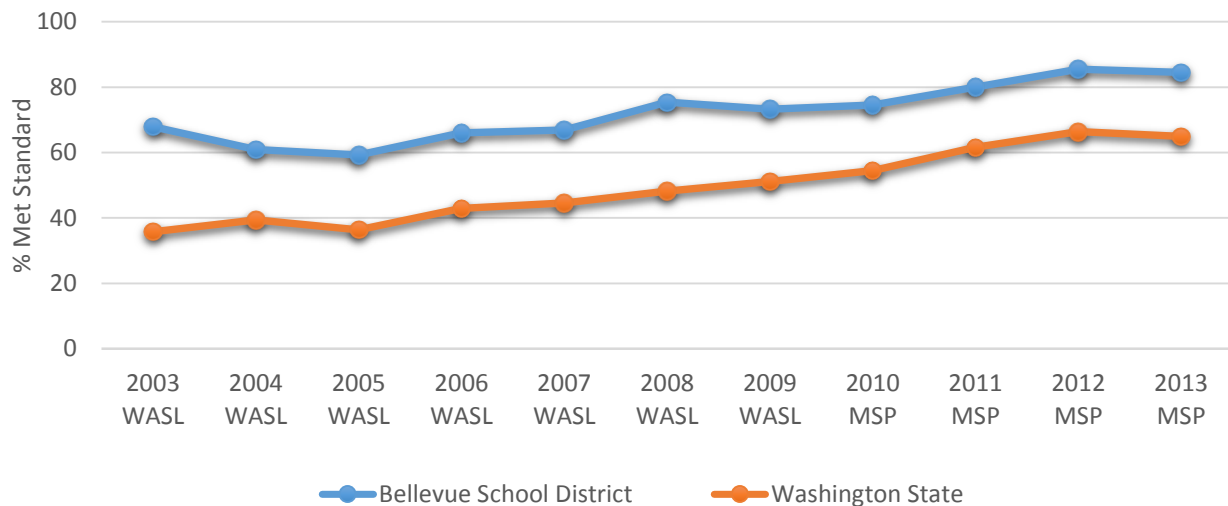
Eighth grade science is important because Washington State will be coming out with a new assessment that has more of an engineering focus, and the new generation science standards also have an engineering focus. The science assessment is given in grades 5 and 8.

Target: BSD has set a goal of reaching 100 percent proficiency by the 2017-18 school year.

Baseline: 2012 MSP: 85.5 percent met standard in the Bellevue School District while 66.4 percent met standard in Washington State.

The data show a steady increase in the percent meeting standard in 8th grade science from 2004-05 to 2011-12 for both BSD and Washington State. BSD students have consistently met standard for 8th grade science on the WASL and MSP at a higher rate than students in Washington State as a whole with a gap of at least 20 percent annually (see Figure 16).

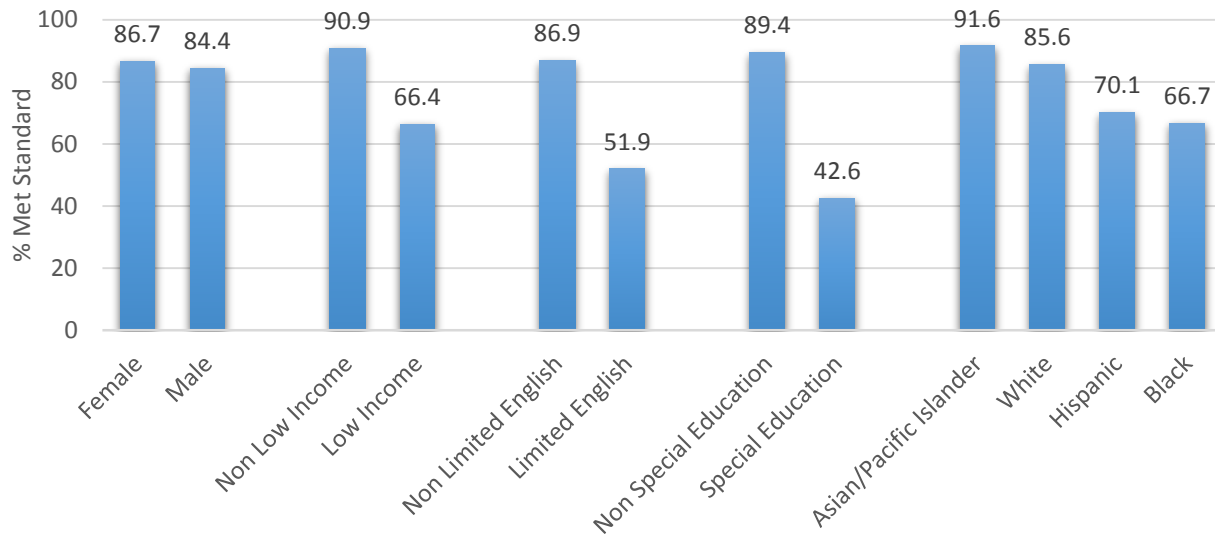
**Figure 16. 8th Grade Science Trend, School Years
2002-03 to 2012-13**



Source: OSPI, Washington State Report Card.

As with 3rd grade reading, 5th grade math, and 7th grade writing, the data reveal that there are achievement gaps in 8th grade science based on race/ethnicity, income, English-speaking ability, and special education (see Figure 17).

Figure 17. BSD Achievement Gaps in 8th Grade Science, School Year 2011-12



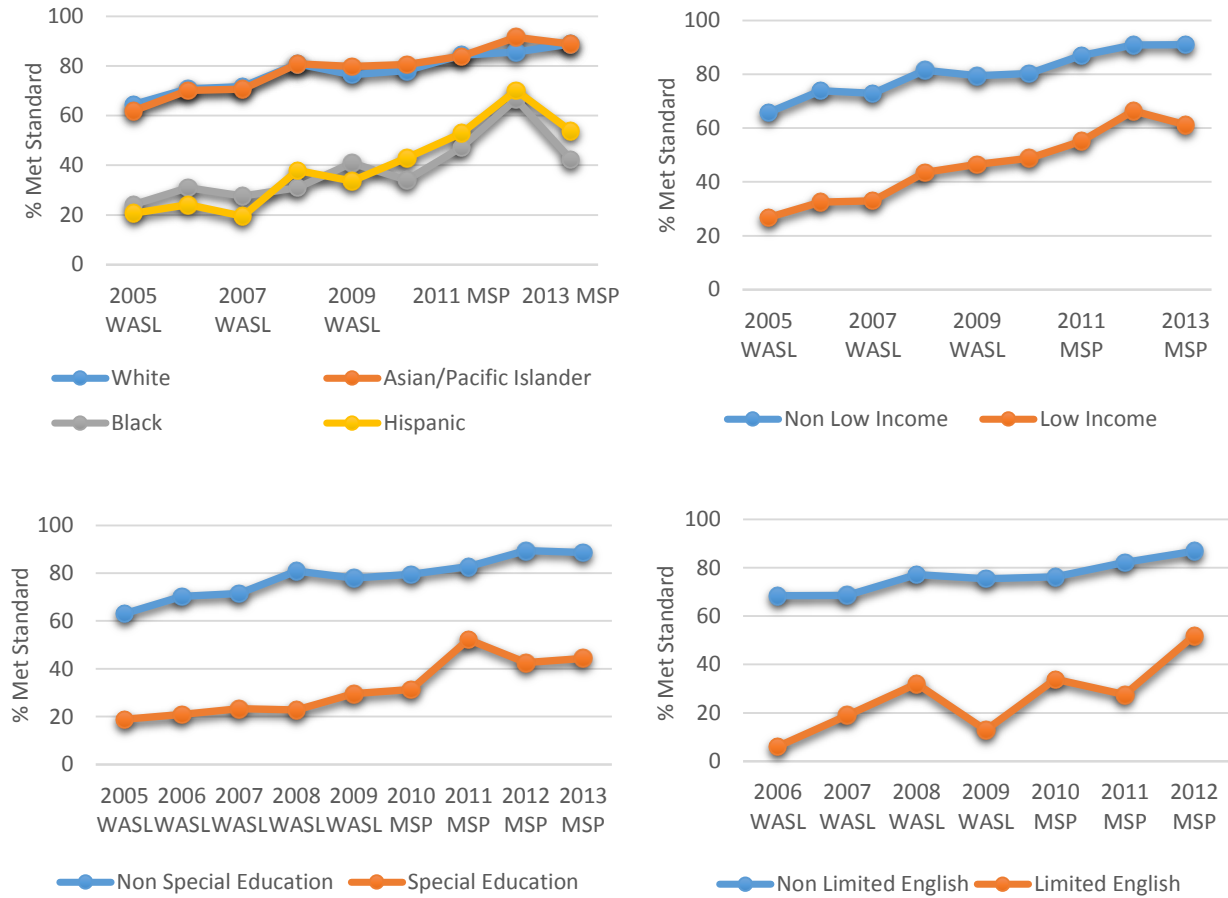
Source: OSPI, Washington State Report Card.

In 2011-12, the gap between special education and non-special education students was the largest at 46.8 percentage points. The gap between limited English and non-limited English students was 35.0 percentage points while the gap between low income and non-low income students was 24.5 percentage points. The difference between male and female students was 2.3 percentage points.

Asian/Pacific Islander students met standard on the MSP at a higher rate than any other racial/ethnic group at 91.6 percent. White students were close behind at 85.6 percent while Hispanic and black students were at 70.1 percent and 66.7 percent respectively.

See Figure 18 for achievement gaps over time in 8th grade science.

Figure 18. Achievement Gaps Over Time in 8th Grade Science

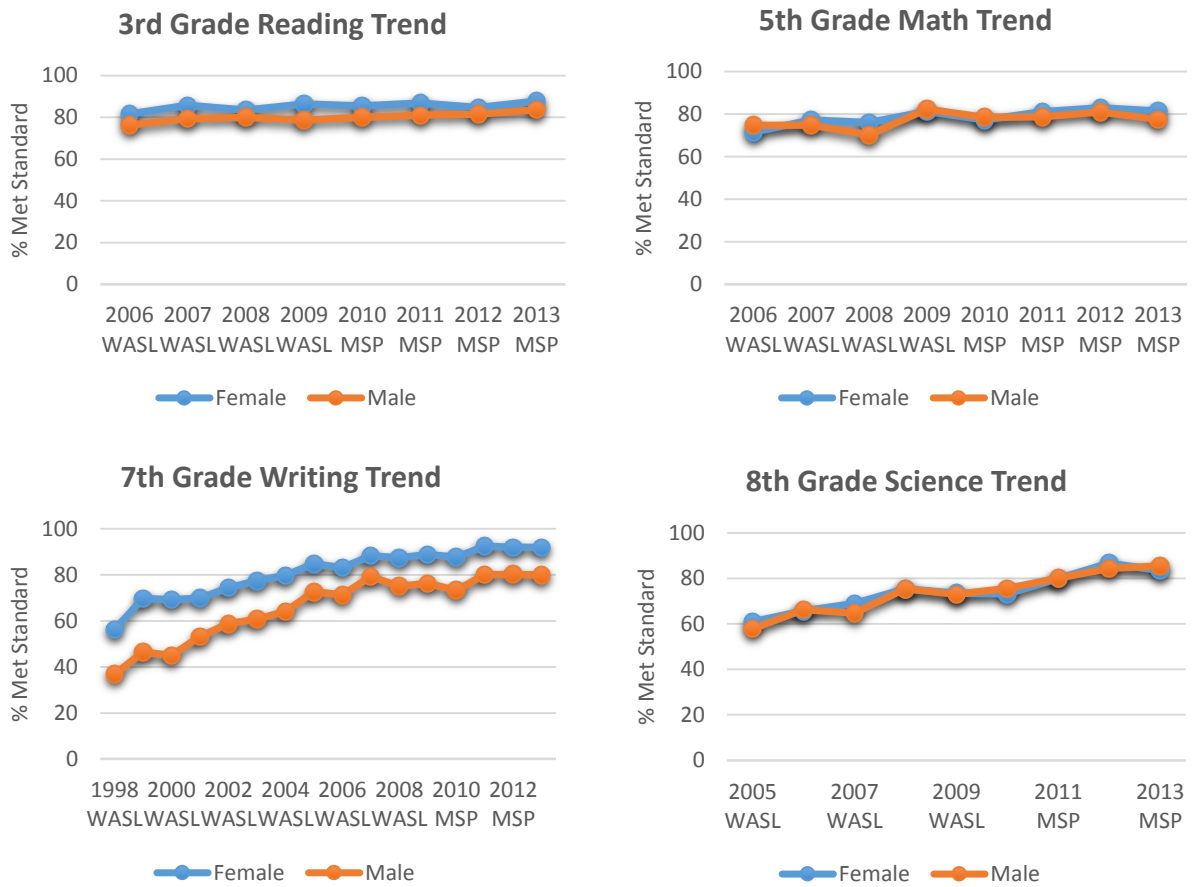


Source: OSPI, Washington State Report Card and K-12 Data and Reports.

No Gender Gap in BSD

Based on test scores on the WASL and MSP, there was no achievement gap based on gender found in BSD. There was a relatively small difference between male and female students in the percent meeting standard in 7th grade writing, but overall there was no gender gap based on standardized test scores (see Figure 19).

Figure 19. What Gender Gap?



Source: OSPI, Washington State Report Card.

Indicator 7: Percent of BSD Students Who Graduate from High School on Time

Graduating from high school on time is an important goal. Since we aspire to have all students graduate on time, we will be tracking the on-time graduation rate (see sidebar for explanation of terms). That being said, we do realize that some students, including those in special education and English Language Learner (ELL) programs, may need more time to graduate, which is why BSD focuses on the extended graduation rate.

Target: BSD has a goal of reaching a 100 percent extended graduation rate by the 2017-18 school year.

Baseline: BSD on-time graduation rate was 90.8 percent in 2011-12. On-time graduation rates in BSD have been stable over time at around 90 percent since 2003-04 (see Appendix E).

Figure 20 shows a comparison of the on-time graduation rate (based on the old methodology), the adjusted 4-year cohort graduation rate (based on the new methodology), and the extended graduation rate (also based on the old methodology).

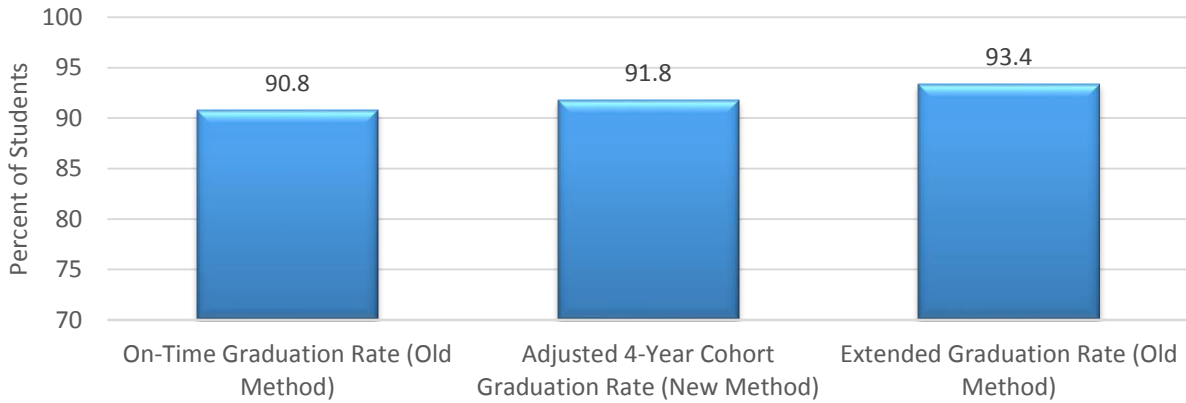
EXPLAINING THE TERMS

On-time graduation:
graduating within four years of starting 9th grade.

Extended graduation:
graduating within five years of starting 9th grade.

Adjusted cohort graduation rate: a new methodology introduced by OSPI in 2010-11 that takes into account students who transfer in and out of a school district. There are four- and five-year adjusted cohort graduation rates (see Appendix F for formulas used by OSPI).

Figure 20. High School Graduation Rates for BSD Students, School Year 2011-12



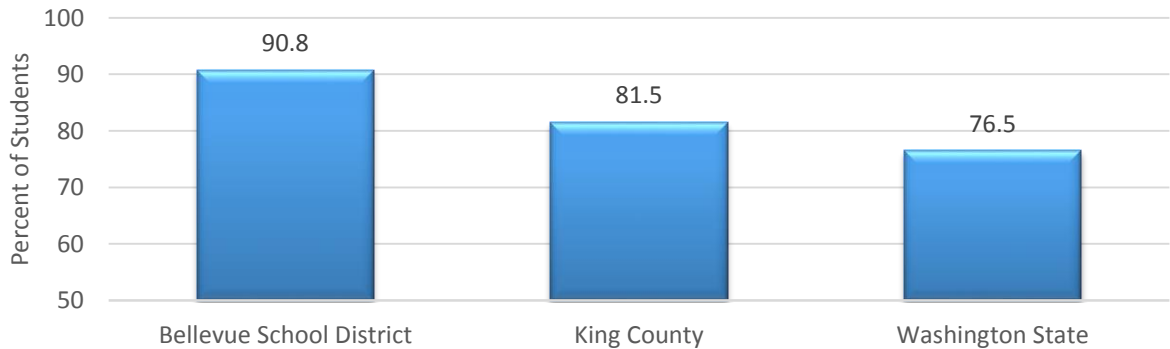
Source: OSPI, "Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools."

Note: The adjusted four-year cohort graduation rate and the extended graduation rate were included in this chart for the purpose of comparison (with the on-time graduation rate).

Comparing the graduation rates did not reveal much of a difference between the on-time graduation rate and the adjusted 4-year cohort graduation rate. The extended graduation rate was slightly higher than the on-time graduation rate as it accounted for those students who needed an extra year to graduate from high school.

The on-time high school graduation rate in the Bellevue School District was higher than in King County and Washington State (see Figure 21).

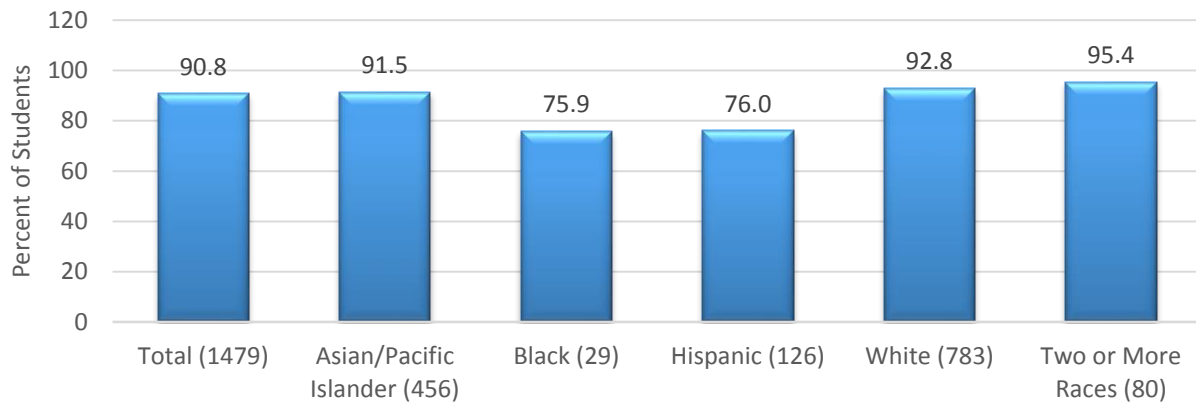
Figure 21. Comparison of On-Time High School Graduation Rates, School Year 2011-12



Source: OSPI, "Graduation and Dropout Statistics."

While the overall on-time high school graduation rate in the Bellevue School District is high, there are disparities based on race/ethnicity. Disaggregating the data by racial/ethnic group shows that students of two or more races, white students, and Asian/Pacific Islander students graduated from high school on time at a higher rate in 2011-12 than black and Hispanic students (see Figure 22).

Figure 22. On-Time High School Graduation Rates in BSD by Racial/Ethnic Group, School Year 2011-12

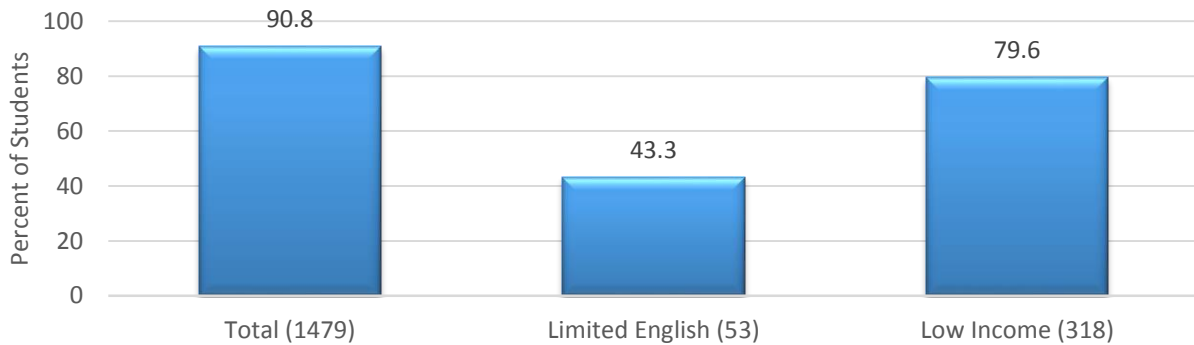


Source: OSPI, "Graduation and Dropout Statistics."

Note: The number in parentheses denotes the number of students in each category. American Indian/Alaskan Native students were not included because of their small numbers (<10). Pacific Islanders were included in the "Asian" category. Otherwise data for this group could not be shown due to their small numbers.

The on-time high school graduation rate for black and Hispanic students in the Bellevue School District (at 75.9 percent and 76.0 percent respectively) was a little lower than the on-time graduation rate for low income students in BSD at 79.6 percent. On the other hand, the on-time high school graduation rate for limited English students, at 43.3 percent, was significantly lower than the rate for low income students (see Figure 23).

Figure 23. On-Time High School Graduation Rates in BSD, Limited English and Low Income Students, School Year 2011-12



Source: OSPI, "Graduation and Dropout Statistics."

Note: The number in parentheses denotes the number of students in each category. Special education students were not included because their on-time graduation rate for 2011-12 was listed as 0.0 percent. Their on-time graduation rate in 2010-11 was 70.1 percent.

For a comparison of on-time high school graduation rates by school (in BSD), see Appendix G.

Indicator 8: Percent of Students Who Complete their Postsecondary Credential by Age 26

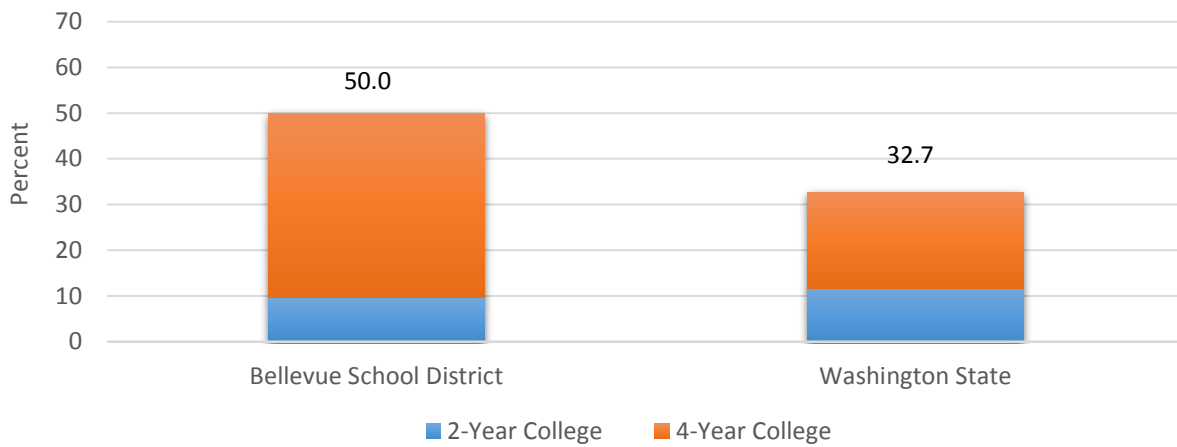
A postsecondary credential is an important means to attaining a living-wage job and to achieving one's employment goals.

We used College Tracking Data Services available through The BERC Group at collegetracking.com as our data source for this indicator. The BERC data is developed in partnership with OSPI and the National Student Clearinghouse.

The BERC data show that a higher percentage of BSD students graduated from college by age 26 than in Washington State as a whole. For those students who graduated from high school in 2004 (and would have been age 26 by 2012), the rate was 50.0 percent in BSD and 32.7 percent in Washington State (see Figure 24).⁶

⁶ Assuming that most high school students graduate from high school at age 18, the Bellevue School District graduating class would have been age 26 by 2012 (at the end of the 2011-12 school year). As of October 28, 2013, graduation data on the BERC website was posted through the 2011-12 school year. Graduates of the 2012-13 class will be updated in late 2013.

**Figure 24. Percent of Students who Graduated from College by Age 26
(Data is for students who graduated from high school in 2004)**

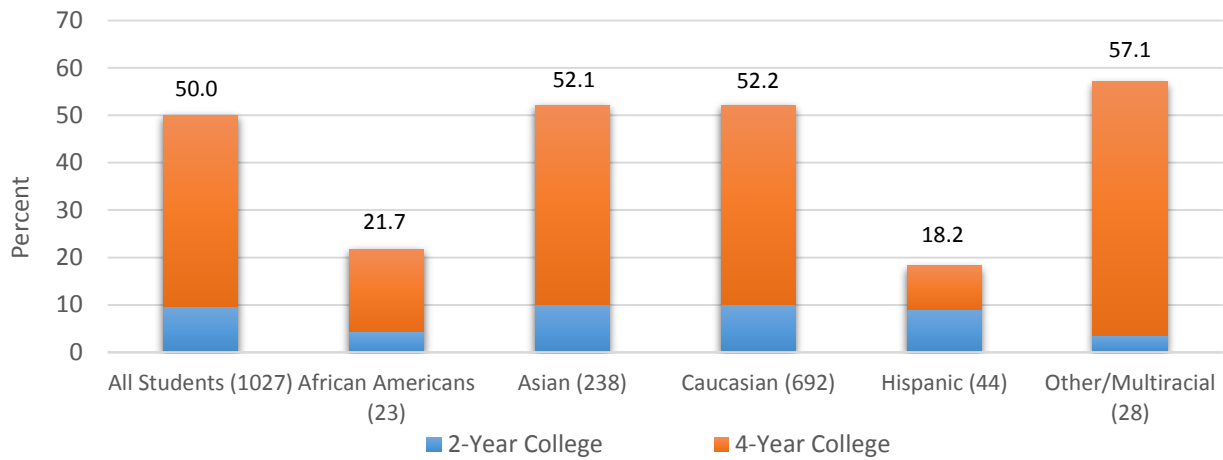


Source: The BERC Group, College Tracking Data Services.

The percentage of students who graduated from two-year colleges was slightly higher for students in Washington State as compared to BSD students, whereas a much larger percentage of BSD students went to four-year colleges as compared to students in Washington State.

Disaggregating the data by race/ethnicity reveals a large gap in college graduation rates by age 26 (see Figure 25).

Figure 25. Percent of BSD Students who Graduated from College by Age 26 by Race/Ethnicity (for the high school graduating class of 2004)



Source: The BERC Group, College Tracking Data Services.

Note: The number in parentheses denotes the number of students in each category.

Other/multiracial students graduated from college by age 26 at a slightly higher rate than white and Asian students while black and Hispanic students fell far behind at 21.7 percent and 18.2 percent respectively.

Indicator 9: Career Readiness (TBD)

The indicator for career readiness is TBD at this time.

The mission of Eastside Pathways is to mobilize the community to support every child from cradle to career. We want to ensure that students are career-ready and able to find employment that pays a living wage. Whether they choose to attend college or pursue technical certification, we want students to be prepared to achieve their employment goals.

Potential indicators for this goal include the percentage of students who have internships and apprenticeships, participate in initiatives to explore academic and career options, and complete Career and Technical Education (CTE).⁷

Status of this Indicator

As part of its instructional initiatives plan, the Bellevue School District is working toward a number of goals, including college and career readiness for high school graduates. BSD has created an action team that is in the early stages of developing initiatives, benchmarks, and measures around this goal. Based on research showing that students are more likely to succeed in college if they arrive with a number of college credits already in hand, the team has set a goal of having 100 percent of BSD graduates earn the equivalent of 20 college credits and/or professional certification by 2017-18. Other benchmarks are still in development.

One promising resource that BSD students now have access to is a program called Naviance, which is funded by the Bellevue Schools Foundation. Naviance is a college and career planning tool that allows students to identify their skills and interests, explore different career paths, search for colleges, apply for scholarships, and manage the application process. For example, students can research which classes and certifications are necessary for specific careers or find colleges that offer particular majors. One idea for a potential indicator is to track the percentage of students in BSD who use this resource.

⁷ This last indicator is one that is used by another cradle to career initiative in the Seattle area called The Road Map Project. They focus on the percentage of high school graduates who have completed a formal CTE program.

GOAL 6: THE COMMUNITY PLAYS AN ACTIVE ROLE IN THE SUCCESS OF BELLEVUE'S CHILDREN

Indicator 1: (TBD)

The indicator for community involvement is TBD at this time.

Eastside Pathways provides the framework for collaborative action, but we need the community to be involved in order to make an impact on behalf of children in Bellevue.

The community can play an active role in the success of Bellevue's children by acknowledging and evangelizing the mission and work of Eastside Pathways and by providing time, talent, and resources to support Eastside Pathways and its partner organizations (Eastside Pathways 2012).

Potential indicators include the number of volunteer hours provided by Eastside Pathways partners, the number of Eastside Pathways partners, and attendance at Eastside Pathways meetings and events. Another potential indicator is the number of organizations in the community that mention Eastside Pathways on their websites or in printed materials.

ENVIRONMENTAL INDICATORS

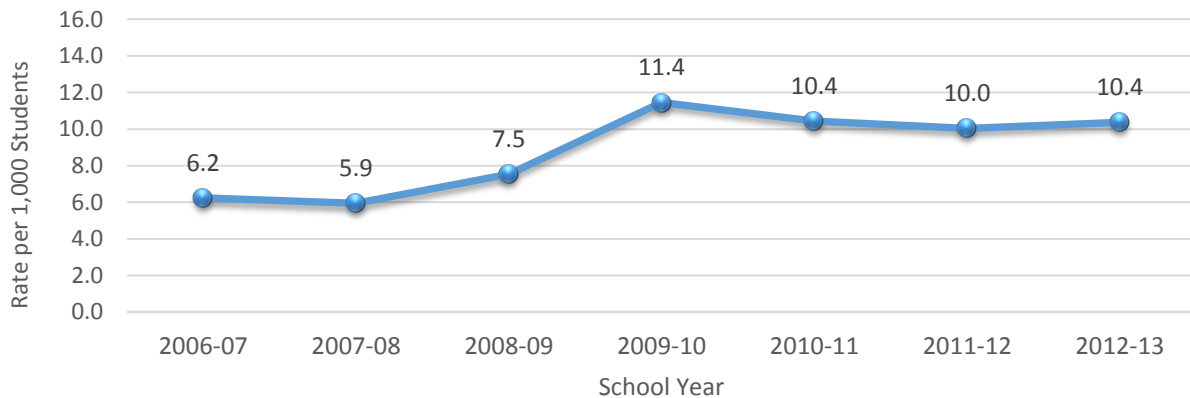
Indicator 1: Rate of Homelessness in BSD per 1,000 Students

Under federal legislation enacted in 1987 called the McKinney-Vento Act, school districts are required to track the number of students who are homeless. The McKinney-Vento Act ensures the rights and protections of children and youth experiencing homelessness by helping them enroll and succeed in school. The Act defines homeless children and youth as “individuals who lack a fixed, regular, and adequate nighttime residence” (Bellevue School District 2013c).

Homelessness is an environmental factor that can have a significant impact on the health and overall development of children, and we will monitor this indicator to see if we need to readjust our efforts.

The data show that the rate of homelessness in the Bellevue School District per 1,000 students increased by almost two-fold from 2007-08 to 2009-10, roughly corresponding with the years of the economic recession. Since 2009-10, the rate decreased slightly and has leveled off at the current rate, suggesting that families are continuing to struggle (see Figure 26).

Figure 26. Rate of Homelessness in BSD (per 1,000 Students) for School Years 2006-07 to 2012-13



Source: BSD.

Note: Numbers are reported at the end of the school year. The rate is based on May enrollment as reported by OSPI (K-12 Data and Reports).

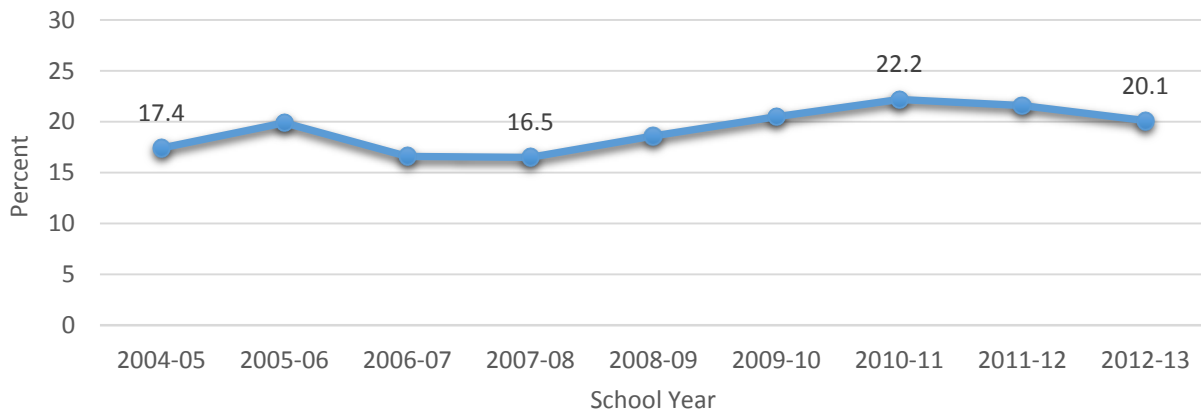
As a point of reference, there were 195 homeless students in BSD at the end of the 2012-13 school year.

Indicator 2: Percent of BSD Students who are Eligible for Free or Reduced-Price Meals

As part of the National School Lunch Program, students are eligible for free or reduced-price meals if their household income is below a certain amount (BSD 2013b).⁸ The percentage of students who are eligible for free or reduced-price meals is an indicator of poverty or low income, and poverty is an environmental factor that can have a significant impact on children in terms of their learning and overall development.

The percentage of students who are eligible for free or reduced-price meals increased from 2007-08 to 2010-11 by almost six percentage points. The percentage of students who are eligible for free or reduced-price meals has decreased slightly since 2010-11, but not by a considerable amount, again suggesting that some families may still be feeling the effects of the recession (see Figure 27).

Figure 27. Percent of BSD Students who are Eligible for Free or Reduced-Price Meals, School Years 2004-05 to 2012-13



Source: OSPI.

Note: Numbers are based on October enrollment.

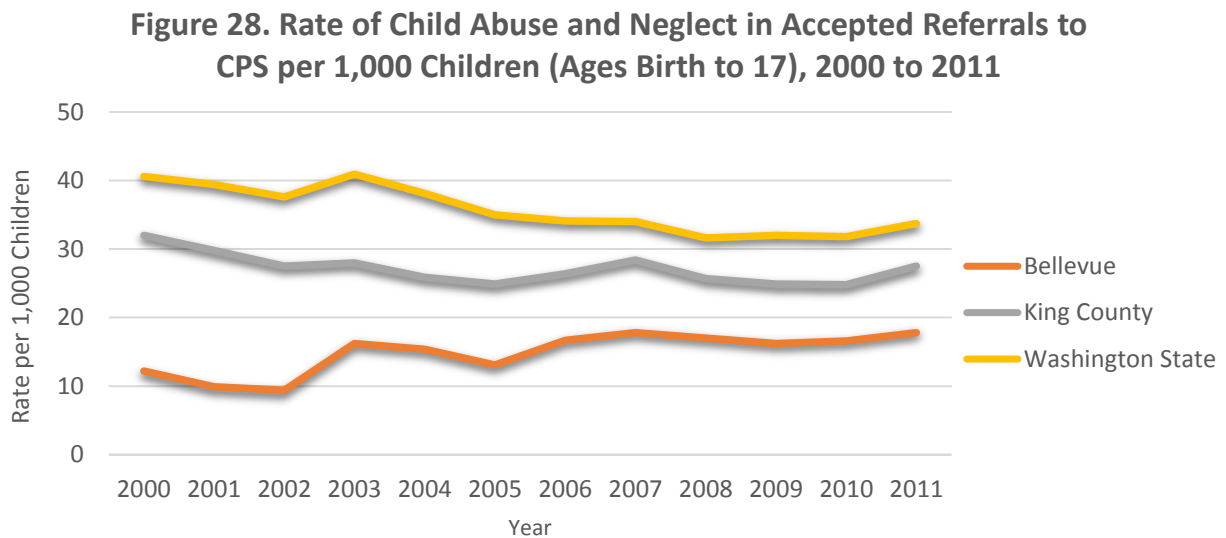
As a point of reference, there were 3,883 students in BSD who were eligible for free or reduced-price meals at the end of the 2012-13 school year.

⁸ The amount is not fixed from year-to-year.

Indicator 3: Rate of Child Abuse and Neglect in Accepted Referrals to CPS per 1,000 Children

Our final environmental indicator is the rate of abuse and neglect in accepted referrals to CPS per 1,000 children (ages birth to 17). As a note, a “referral” is a report of suspected child abuse, and “accepted referrals” are reports that are accepted for further action by CPS. Abuse and neglect are environmental factors that can have a significant impact on the health and overall development of children, and we will monitor the trends for this indicator to see if we need to readjust our efforts.

The data show that the overall rate of child abuse and neglect in accepted referrals to CPS increased in Bellevue from 2000 to 2011, though most of the increase took place between 2002 and 2006. Since 2006, the rate in Bellevue has remained relatively stable (see Figure 28).



Source: Washington State Department of Social and Health Services, Research & Data Analysis Division.

Note: Children (ages birth to 17) identified as victims in reports to CPS that were accepted for further action per 1,000 children. Children are counted more than once if they are reported as a victim more than once during the year. Child location is derived from the residence at the time of referral.

On the other hand, the overall rate of child abuse and neglect in accepted referrals to CPS decreased in King County and Washington State, though similar to Bellevue the trend has stabilized in the past several years. Where once there was a relatively large gap in the rate of child abuse and neglect between Bellevue and King County and an even larger gap between Bellevue and Washington State, particularly in the early 2000s, the gap has narrowed considerably since then.

NEXT STEPS

Future focus areas for the Eastside Pathways Partnership and Backbone include:

- Monitoring progress towards current targets.
- Learning and replicating success when and wherever possible.
- Identifying specific targets for core indicators that do not already have them.
- Determining core indicators for Parent and Family Support, Social and Emotional Skills, and Community Involvement.
- Identifying additional indicators, as needed, to better monitor our progress.
- Updating the Community Scorecard with the goal of publishing annually.
- Developing principles and processes for decision making within the Eastside Pathways partnership.

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Appendix A: Glossary of Terms

What It Means to “Meet Standard”

A student’s performance on the Measurements of Student Progress (MSP), High School Proficiency Exam (HSPE), and End-of Course (EOC) Assessment is reported using scale scores, which are three-digit numbers that are used to place the student into one of four levels:

- **Level 4:** Advanced (exceeding state standard)
- **Level 3:** Proficient (meeting state standard)
- **Level 2:** Basic (not meeting state standard)
- **Level 1:** Below Basic (not meeting state standard)

A scale score of 400 is needed to meet standard on most state assessments. Students generally need to answer approximately 60 percent to 65 percent of the state test correctly to meet the state standard in a particular content area.

Source: OSPI 2013b.

Terms Used by OSPI

Limited English: the percent of bilingual or English language learners.

Low Income: the percent of students who are eligible for free or reduced-price meals.

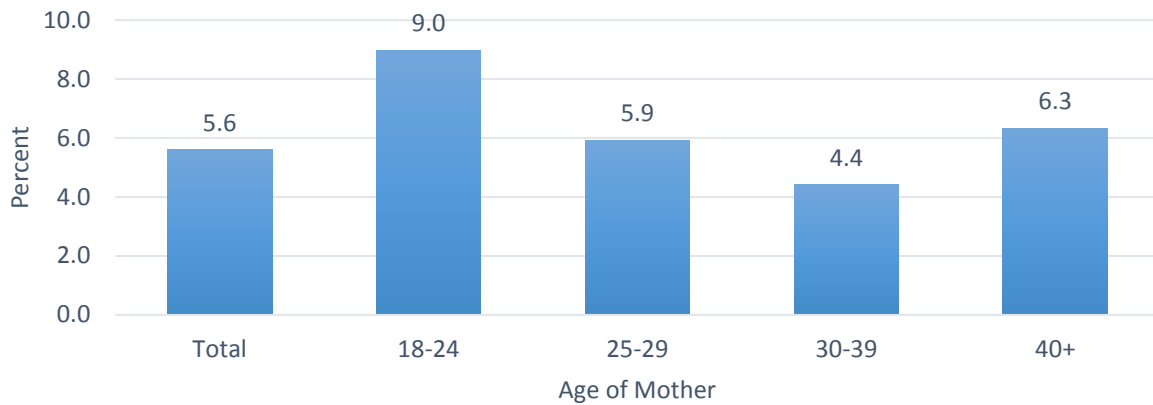
Special Education: the percent of students who are receiving special education services.*

* Students determined eligible for special education services must meet all three of the following criteria:

- The student must have a disability or disabilities.
- The student's disability/disabilities adversely affect educational performance.
- The student’s unique needs cannot be addressed through education in general education classes alone, and the student requires specially designed instruction.

Source: OSPI 2013a and 2013c.

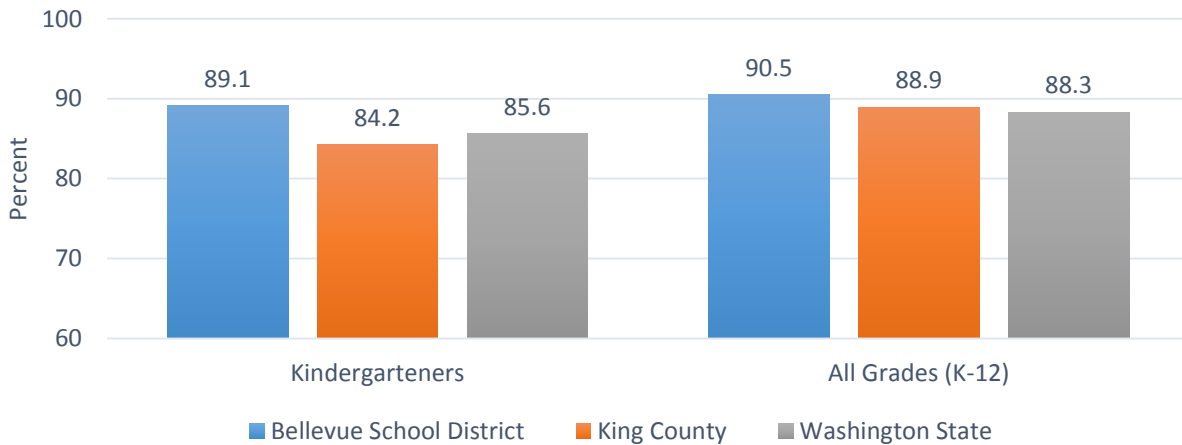
Appendix B. Percent of Births with Late or No Prenatal Care in Bellevue by Age of Mother, Five-Year Average for 2007-2011



Source: Public Health - Seattle & King County.

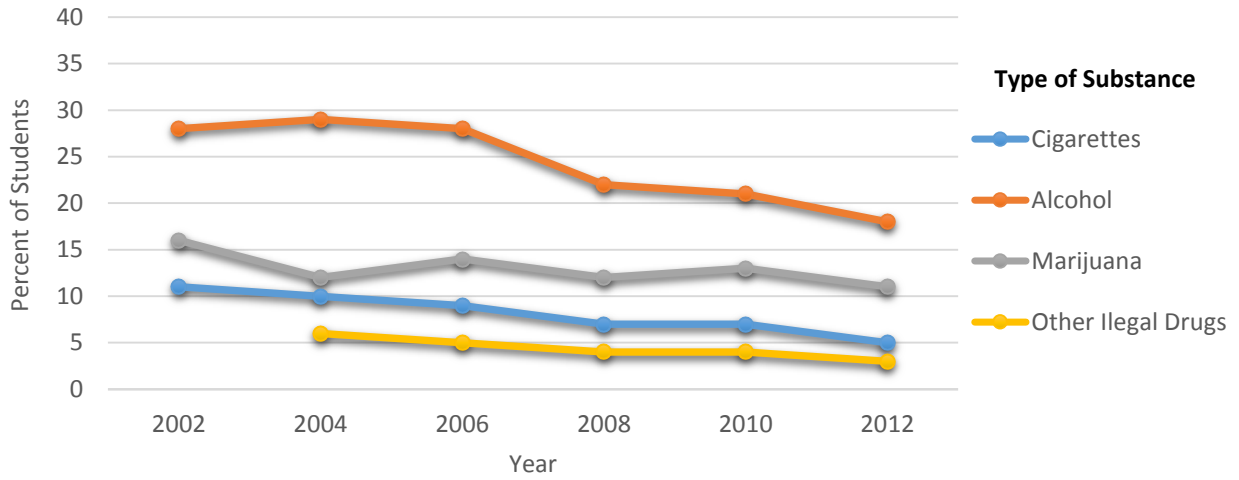
Note: Because of a confidentiality agreement between the Washington State Department of Health and Public Health - Seattle & King County, there is no information on births to mothers younger than 18 (Susan Kinne, personal communication, September 10, 2013).

Appendix C. Percent of Students with Complete Immunizations, School Year 2012-13



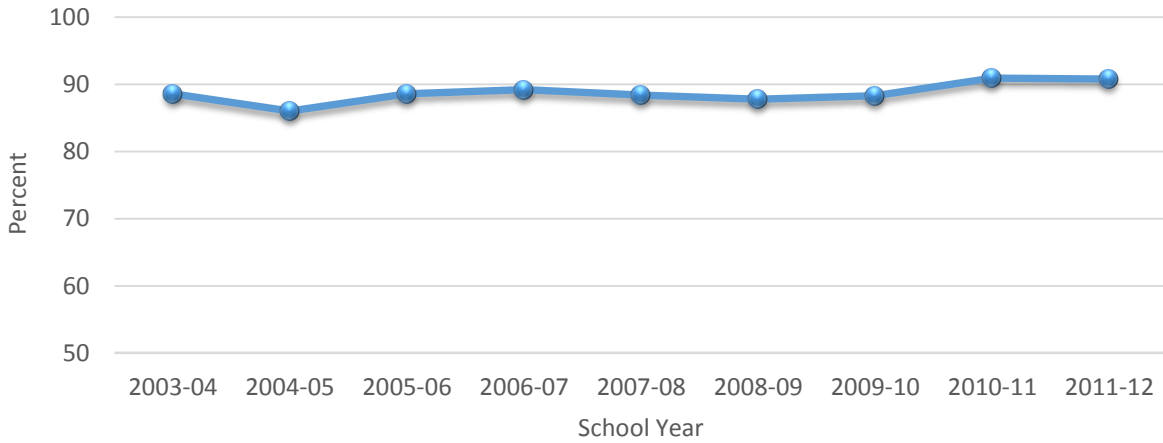
Source: Washington State DOH, School Immunization Status Data Reports.

Appendix D. Current Substance Use Trends Among BSD Students, Grade 10, 2002-2012



Source: Washington State DOH, Healthy Youth Survey 2002-2012.

Appendix E. Percent of BSD Students who Graduated High School on Time from 2003-04 to 2011-12



Source: OSPI, "Graduation and Dropout Statistics."

Appendix F. Formulas to Calculate Four- and Five-Year Adjusted Cohort Graduation Rates

Four-Year Adjusted Cohort Graduation Rate

Formula (to calculate the adjusted 4-year cohort graduation rate for students who graduated from high school in 2011-12, as an example):

$$\frac{\text{Students (among denominator cohort) obtaining a high school diploma by 2011-12}}{\text{Cohort of first time ninth graders in 2008-2009 + transfers in – transfers out}}$$

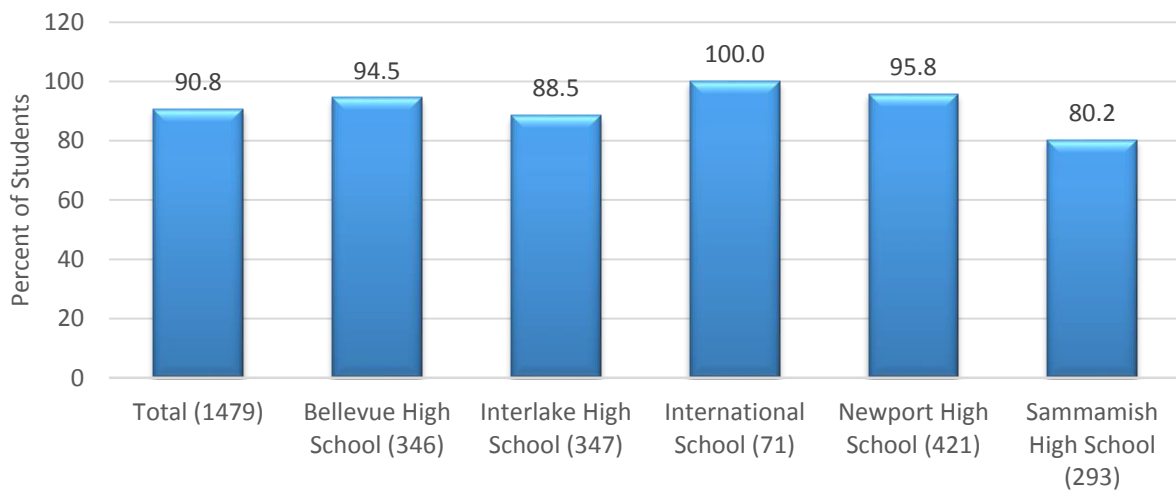
Five-Year Adjusted Cohort Graduation Rate

Formula (to calculate the adjusted 5-year cohort graduation rate for students who graduated from high school in 2011-12, as an example):

$$\frac{\text{Students (among denominator cohort) obtaining a high school diploma by 2011-12}}{\text{Cohort of first time ninth graders in 2007-2008 + transfers in – transfers out}}$$

Source: OSPI 2013.

Appendix G. On-Time High School Graduation Rates in the Bellevue School District by School, School Year 2011-12



Source: OSPI, "Graduation and Dropout Statistics."

Note: The number in parentheses denotes the number of students in each category.