Community members,

Eastside Pathways aligns efforts and builds relationships across organizations in Bellevue, and that intentional work is paying off. Four years ago, most organizations were forced to do community engagement on their own. Two years ago, Eastside Pathways brought the Community Café model to Bellevue and integrated a common engagement tool across organizations. Now, the shared passion of this partnership has launched the Promotores program to harness the knowledge and leadership skills of our local Latino community. One of the communities most impacted by educational inequity is leading the work. That is systems change.

Yet equity gaps in outcomes for students in our diverse district are large, often 30 percentage points or more. This report highlights what we still need to do to close those gaps. By working collectively, we are making progress. Thank you for embracing the opportunity to build a better future for our children!

Warmly,

Amy R. Mack
Chair, Eastside Pathways Partner Leadership Committee
Executive Director, Year Up Puget Sound

Alaric Bien
Board Chair, Eastside Pathways Backbone
Senior Human Services Planner, City of Redmond
Who Are We?
A community rallying around our kids

Eastside Pathways refers to two things. It is a Partnership of over 60 organizations—public, private, and nonprofit—working together to shape systems to support all children, step by step, from cradle to career. It is also a small Backbone staff that mobilizes and supports the Partnership.

We are united by the vision of a community where every child is happy, healthy, and successful. We are currently focused on children in the Bellevue School District (BSD).

“Eastside Pathways brings the community together to get the most important and meaningful work done on behalf of our kids,” said Bellevue Mayor John Stokes. “Through this partnership, we are collaborating with like-minded organizations to support children and remove barriers for them to be successful in academics and in life.”

StriveTogether Network

Eastside Pathways is a member of the national StriveTogether network of communities that follow the collective impact framework to support every child. This is a structured way for organizations to break out of silos and tackle complex challenges together.

The StriveTogether Theory of Action lays out quality benchmarks toward achieving broad-scale, lasting systems change. It guides our work as a community.

“Through Eastside Pathways we have undertaken a new way of working together that will last beyond any one organization or leader’s tenure. This is how Bellevue does business.”

– Dr. Tim Mills, Superintendent, Bellevue School District
Meeting Our Goals

We are guided by **five goals**. In 2016, a cross-sector group of partners refined these goals to reflect our evolving work. Our Partner Leadership Committee, comprised of executives from partner organizations, holds the Partnership accountable for making progress on these goals.

- **Every child is ready to learn.**
- **Every child thrives both in and out of school.**
- **Every youth graduates from high school prepared for their postsecondary plan.**
- **Every young adult attains postsecondary education or training and enters a career of their choice.**
- **Every child attains optimal mental and physical health.**

There are four **core indicators** of our progress. They are research-based milestones in a young person’s life. We are working to identify data for a fifth indicator measuring workforce outcomes by age 26. Our 2016 results were:

- 61% entered kindergarten with expected skills
- 76% read proficiently in third grade
- 94% graduated high school within five years
- 65% earned a postsecondary degree within six years of graduating high school

We recognize and celebrate that there are many paths to these milestones and that no two journeys look exactly alike. An additional set of contributing indicators, including data around health, are also tracked and inform our work. Interactive **dashboards** on our website provide the most recent data for core and contributing indicators.
The Partner Leadership Committee (PLC) is a cross-sector group of executives from more than a dozen partner organizations. It has strengthened and evolved since launching in late 2015 and now operates with a charter and bylaws.

The PLC serves as the decision-making and accountability body on behalf of the Partnership by working to:
• Align individual and organizational actions and funding to support shared goals.
• Promote the effective use of data.
• Ensure shared accountability and coordinated action along the age continuum.
• Advocate to better align funding around what works.

Like all of us at Eastside Pathways, PLC members believe that in order to achieve results for every child, all levels of the education, nonprofit, community, civic, and philanthropic sectors must work together to tackle the most pressing challenges and to take advantage of the biggest opportunities.

“I value Eastside Pathways a lot. I can call the Backbone staff or other leaders to get people to come together. I don't have to drive the agenda; I can participate without all the organizing. That's important because it allows me to focus on our direct service while still supporting the Partnership effort.”

– Ted Dezember, PLC Member and Senior Manager of Educational Initiatives and Youth Programs, King County Housing Authority
Creating lasting change across organizations is complex. We use the **adaptive leadership** model to determine the flow of projects and ensure progress throughout the year. Each Collaborative, a cross-sector work group of partners, tackles challenges that require a collective approach—in other words, not something that one organization could do in isolation.

Evaluation and consensus decision-making are part of every phase of our projects.

---

**Leading Change**

**Scope**

- Identify areas of scope for possible projects
  - 2 - 3 months

**Diagnose**

- Determine:
  - Which systems are involved?
  - Who are stakeholders?
  - What values are at play?
  - How should status quo change?
  - 2 - 4 months

**Mobilize**

- Identify and execute various actions, either collectively or as individual organizations
  - 6 - 12 months
Snapshot of Our Community

Diversity in Bellevue continues to flourish

In addition to growing racial and ethnic diversity, there are now 95 first languages spoken in the district. Thirty-five percent of students speak a first language other than English. The top two languages are Spanish and Mandarin Chinese with over 1,200 speakers each, followed by Korean, Russian, Telugu, Cantonese, and Japanese.

Adopted in 2014, the Diversity Advantage vision statement from the City of Bellevue declares, “Bellevue welcomes the world. Our diversity is our strength.” By this measure, the Bellevue School District continues getting stronger.

Fast Facts on Student Need

• Over 3,700 students, or 19 percent, receive free or reduced-price meals at school.
• 14 percent are English Language Learners (ELLs).
• Special Education programs serve 7 percent of students.
• Homelessness increased slightly to 11.4 per 1,000 students, or over 1 in 100 children.
• Rates of child abuse and neglect declined to the lowest level since 2005. There were 15.6 cases per 1,000 youth in 2015.
Speaking Out, Speaking Up

Building on previous efforts that brought the Community Café model to Bellevue, we seek to build relationships through the work of our collaborative group called Community Engagement for Cultural Integration.

The initial focus for this group is understanding who is served by local organizations and finding where there are gaps in connectivity and engagement.

New Leaders: Promotores

Eastside Pathways took a big step forward in 2016 by bringing the Promotores program to Bellevue. This addresses a need for authentically engaging the local Hispanic community.

Eight Hispanic community members were selected for training and certification as promotores. They are Bellevue residents representing a mix of ages, nationalities, and genders, and all were already trusted community members. They are liaisons for information, education, and outreach between families and organizations.

After their initial training (all delivered in Spanish), the promotores conducted 170 surveys asking community members about local strengths and issues. The responses were transcribed and translated. Results will be shared in late spring 2017 and will inform the Partnership’s future work.

Many Eastside Pathways Partners supported this effort, including offering technical assistance, mentoring, or money for stipends. The model can be adapted for different cultural groups and contexts as our engagement work deepens.

Racial Equity

In 2016, the Eastside Pathways Racial Equity Team (EPRET) developed a mission statement to guide the Partnership’s equity work:

Eastside Pathways believes that racial healing and racial equity are essential to accomplishing our mission of supporting children, families, and communities in creating and strengthening the environments in which vulnerable children succeed. As a partnership, we actively support efforts to identify and dismantle systemic racial inequities that limit opportunities and hold some children back.

We seek to inform and change hearts, minds, and the deeply held, often unconscious biases that are frequently at the core of structural racism. By elevating awareness and understanding of the inequities faced by children of color and by working together to change the way we support and partner, we seek to fundamentally improve outcomes for children confronted by these barriers and open pathways of opportunities for all.
Ready for School

Brain-building during the first five years sets children up for future success. We track each child’s readiness for school at the beginning of kindergarten to assess the community’s effectiveness in making the most of this developmental window.

For the first time, we have data from the state WaKIDS* system for all of our entering kindergartners. It shows that around 6 in 10 of our students entered kindergarten with expected skills in all six domains: social-emotional, physical, language, cognitive, literacy, and math.

Data collection is difficult because the range of normal development at this age is wide. For example, there is no exact right age to start using full sentences. WaKIDS seeks to describe the characteristics of a typical child upon kindergarten entry. For shorthand, we call this being “ready.”

The WaKIDS tool is still being refined and is not yet ready for comparisons across schools, domains, or years.

* WaKIDS is the Washington Kindergarten Inventory of Developing Skills.

FIGURES 1 & 2
In each chart, white portions represent students who did not meet expectations in one or more domains. Data suppressed for around 230 students who were missing ratings in some domains.
Quality early learning is one of the wisest investments a society can make for the future. Our School Readiness Collaborative continues to work to ensure that the first years of a child’s life are nurturing and productive.

In 2016, the Collaborative’s main projects centered on family engagement and supporting access to high-quality early learning opportunities for all children.

Several projects in development could qualify for future funding under the “Best Starts for Kids” levy passed by King County voters in November 2015.

This collaborative investigated several opportunities:

- Developing a database of early learning programs
- Enabling an “Early Learning Connector” model to support families in accessing services
- Promoting early screenings for all children to identify and address any issues

The Collaborative also participated in a community-wide response to the unanticipated 100 percent loss of Head Start funding that exacerbated gaps in access to high-quality programming.
Devastating Cuts

Coming together over lost funding

Bellevue’s plans to expand access for all children were dealt a blow in June 2016 by the **surprise elimination of all 151 Head Start preschool slots for low-income children.** Even worse, the district will not have an opportunity to apply to replace the slots for **five years.**

A coordinated community response emerged, supported by existing relationships through Eastside Pathways. For example:

- The Bellevue Schools Foundation contacted media and led an emergency fundraising campaign.
- The school board approved a one-time allocation from district reserves to cover 65 slots, allowing the low-income preschoolers they served the previous year to continue on.
- The City of Bellevue and Child Care Resources contributed funds for several slots each.
- The Partner Leadership Committee wrote a letter of concern to PSESD, the local agency that had eliminated our funding.

Ultimately, this effort backfilled much of the funding, but it was a one-year solution. The many unknowns at the state and federal level leave the future of our low-income children in doubt.

We encourage concerned individuals and organizations to support scholarships for low-income families, speak with elected officials about this issue, and advocate for change.

**This crisis is not over.**

“Thank you, Eastside Pathways! When Partners and donors stepped up to generate funds for over 120 early learners, it was a major victory for our community.”

– Deborah Duitch, Director of Early and Extended Learning, Bellevue School District
Each child deserves a solid literacy foundation for school and for life. Nearly a quarter of our Bellevue third graders need more support in mastering reading skills to get there.

Reading levels are approximately holding steady in Bellevue even as demographics change. As shown in the gaps below, the state assessment has changed twice since 2009. Each test requires setting a new baseline; we cannot compare results across different tests. The switch to the more rigorous Smarter Balanced Assessment (SBA) is especially dramatic. Thus, we use the STAR assessment administered by the school district to watch for trends. It is more volatile than state tests but is consistent year to year.
Equity Gaps in Reading

While Bellevue has consistently high reading rates compared to the state, gaps within the student population are large. Only around half of Hispanic and Black students met the standard for reading in 2016 (compared to at least 80 percent of other students), and a quarter scored at the lowest level.

Gaps based on family income, English language ability, special education status, and homelessness are similarly large—anywhere from 28 to 46 points.

Most gaps are now larger as measured by Smarter Balanced compared to the old test. This was true statewide: when the test changed, passing rates tended to drop more dramatically for vulnerable groups than for their more advantaged peers.

**FIGURE 1**: Bars compare distribution of scores across four proficiency levels. Students who passed with score of "Basic" (N=16) captured in Level 3.

**FIGURE 2**: Dots show percent meeting standard. Bars connecting dots show the size of the gap between them.

**THIRD GRADE READING BY RACE/ETHNICITY** (Figure 1)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>50%</td>
<td>52%</td>
<td>20%</td>
<td>50%</td>
</tr>
<tr>
<td>Black</td>
<td>80%</td>
<td>81%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>White</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**THIRD GRADE READING SUBGROUP GAPS** (Figure 2)

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>80%</td>
<td>81%</td>
<td>78%</td>
<td>50%</td>
</tr>
<tr>
<td>Male</td>
<td>72%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Low Income</td>
<td>83%</td>
<td>82%</td>
<td>78%</td>
<td>76%</td>
</tr>
<tr>
<td>Not Limited English</td>
<td>45%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Special Education</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Homeless</td>
<td>36%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to help each child read on grade level by third grade, the Partnership has adopted two strategies for elementary-age students.

**School Time**

Hours and days of missed learning add up quickly. Students are considered chronically absent if they miss 10 percent or more of the school year, which can be as little as two days a month.

Our *Attendance Collaborative* maintained its successful multi-year tardiness campaign while adopting a new focus on addressing and preventing chronic absenteeism. The collaborative started by engaging families and learning more about the barriers to attendance for chronically absent children at our Title I elementary schools.

**Out-of-School Time**

The focus of 2016 for the *Summer and Extended Learning Collaborative* was on helping families find, sign up for, and attend summer and after-school programming that meets their needs.

The group collaborated on informational materials for school-based Family Connection Centers and other connectors who are helping families access summer programming. This helped minimize the disruption for families who may have attended summer school in the past but are no longer eligible or needed help in navigating summer opportunities.
Grant Supports Attendance

Thanks to an endowment from the Bill Henningsgaard Fund for Children, Eastside Pathways is able to award an annual grant of $5,000 to help one of our partner organizations. This fund was created through private donations after the unexpected passing of our founder in 2013, to honor Bill’s commitment to the children of Bellevue. The 2016 grant winner was the BSD Community Truancy Board.

Truancy Tactics

When students need an extra dose of structure or support to get attendance habits back on track, they connect with the Community Truancy Board at the Bellevue School District.

The Board meets weekly and is staffed with district employees and community volunteers. It serves nearly 50 chronically absent students per year.

At the Community Truancy Board meetings, conversations with students and their families surface many potential solutions to improve attendance. Some of them cost money.

The grant from the Bill Henningsgaard Fund for Children provides a flexible pool of resources to fulfill student and family needs. Transportation costs to attend school or Community Truancy Board meetings are the most common expense. Funds have also covered alarm clocks, registration fees for joining a class or sports activity, and are expected to support summer school fees.

Beyond simply dollars, the grant has also helped build a culture among board members that when kids have an unmet need impacting their attendance, the community will find a way to address it. Board members have secured outside donations such as class materials and a YMCA pass to help get students back on track.
Who Finishes High School?

A high school diploma is typically the minimum credential for long-term employment and life success. In Bellevue, the five-year high school graduation rate for the class of 2015 was **94.5 percent**. This means **79 students** did not attain this crucial credential within five years of starting ninth grade. Graduation rates varied widely by subgroup.

In 2016, Eastside Pathways decided to track the five-year, rather than four-year, graduation rate to be inclusive of young people for whom a four-year time frame is not appropriate. Of all the partnership’s indicators, graduation is where we are closest to meeting the 100 percent goal for student success.

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>94.5%</td>
</tr>
<tr>
<td>Homeless (22)</td>
<td>77%</td>
</tr>
<tr>
<td>Special Education (143)</td>
<td>83%</td>
</tr>
<tr>
<td>Limited English (108)</td>
<td>85%</td>
</tr>
<tr>
<td>Black (49)</td>
<td>86%</td>
</tr>
<tr>
<td>Hispanic/Latino (127)</td>
<td>87%</td>
</tr>
<tr>
<td>Low Income (323)</td>
<td>90%</td>
</tr>
<tr>
<td>Two or More Races (107)</td>
<td>91%</td>
</tr>
<tr>
<td>White (696)</td>
<td>95%</td>
</tr>
<tr>
<td>Asian (462)</td>
<td>98%</td>
</tr>
</tbody>
</table>

Numbers in parentheses indicate total students in subgroup.
Equity gaps persist

High school graduation requirements have been changing frequently, making it difficult to compare student completion trends over time. Even so, it is clear that equity gaps are persistent along the lines of race/ethnicity, family income, language, disability, and homeless status. Most gaps narrowed for the class of 2014 but have since widened again.

This also means that the 79 students who did not complete high school are not randomly distributed through the population. They are mostly male (71 percent), often Black or Hispanic (31 percent), and likely face an additional challenge such as low family income (39 percent), limited English proficiency (20 percent), a special education need (32 percent), and/or being homeless (6 percent).

Charts indicate percent of students in each class year who graduated from high school within five years.
Helping Youth Thrive

What Students Say

How do Bellevue students feel about their school climate? Beginning in 2015, the district decided to ask.

On surveys, around 70 percent of students in grades 3-7 say they feel like they belong at their school. This sense of belonging drops gradually in grades 8 and 9. After that, only half of students feel they belong. The drop is more pronounced for some groups of students. English language learners, students of color, females, students in special education, and students receiving subsidized meals report lower overall rates of belonging.

Smoothing Transitions

Students are vulnerable to getting off track at transition points, but our systems don’t always address the risk. The Transitions Collaborative is mobilizing around two projects to smooth the entry into middle and high school.

One project is an awareness campaign for students, families, school staff, and out-of-school providers. The other is a community of practice for stakeholders to share knowledge and resources about supporting kids through transitions.

Mental Health and Wellbeing

Beyond transition points, the Mental Health and Wellbeing Collaborative supports prevention and intervention more generally by connecting resources and services.

In fall 2016, the group developed an anonymous survey for high school health classes to understand the most prevalent issues students face and where they go to find support—or why they don’t. Results are expected in spring 2017.
After high school, our aspiration is for young adults to further their education or training to develop their greatest talents and be competitive in a global marketplace.

In Bellevue, 65 percent of 2010 high school graduates earned a two- or four-year degree within six years. Students who dropped out of high school are not included in this measure.

**Limited Data on Equity Gaps**

We cannot break out completion rates by subgroup due to data availability. However, we can track enrollment patterns which are a precursor to completing a degree.

The graph below shows that equity gaps were evident even in college enrollment for this cohort. Black and Hispanic students were particularly likely not to enroll at all.

In past years, gaps in postsecondary attainment have been some of our most stark. It is all but certain that this 65 percent completion rate masks major inequities in who earns a degree.

We will continue to work on data quality and access. Tracking students who earn a license or professional certificate rather than a college degree is a priority, although gathering this data can be difficult.

**POSTSECONDARY ENROLLMENT BY SUBGROUP:** What percent of 2010 high school graduates enrolled in college the next year?

![Postsecondary Enrollment by Subgroup](chart.png)
Exploring Careers

We want career success for every student. Our Career Pathways Collaborative launched two projects in 2016 to address systemic issues that keep this from being a reality.

Summer Melt

Some high school seniors who plan to go to college in the fall never make it there. The "summer melt" phenomenon is gaining national attention, and it happens in Bellevue.

By comparing future plans on senior surveys to actual college enrollment, the collaborative found that the baseline melt rate from BSD to Bellevue College—often the most accessible local postsecondary option—was 31 percent.

A subgroup that included BSD and Bellevue College representatives, among others, mobilized to address the difficulty of that particular institutional transition.

Equity in Career Pathways

A second campaign aimed to facilitate access to career experiences.

It began with a pilot at Interlake High School working with students from the Black Student Union and Latino Student Union. The collaborative administered a questionnaire to understand what would help students connect with a career track.

Students placed a high value on internships, career day visits, and having career mentors who looked like them or were from their community. These and other findings will shape the Collaborative's next steps.

Business Engagement

Deepening involvement from the business sector is a strategic priority for Eastside Pathways. The Business Engagement Group is starting by working with one school that already requires students to have internships. The goal is to ensure that all youth at the Big Picture School have access and insight into, or experience with, professional careers.

This aligns with the Career Pathways mission and allows the group to test out new ways of working with the private sector, including exploring how individual businesses can modify their own practices to support kids from cradle to career.
Supporting Our Neighbors

Good things happen in a community that is more closely networked.

In summer 2016, 86 families at the Highland Village Apartments—one of the last affordable housing options in our area—learned that they would be evicted to make way for redevelopment. Many were also impacted by the Head Start funding cuts (see page 11).

The wrap-around services coordinator at nearby Stevenson Elementary School sounded the alarm to Eastside Pathways. Thanks to relationships built over the past six years, word spread quickly through the Partnership in a ripple effect.

Ultimately, the King County Housing Authority was able to purchase the property to keep families from being forced to move. Many individuals and organizations were involved in this mobilization, including elected officials and Highland Village residents. Active Partners from Eastside Pathways included Bellevue LifeSpring, Bellevue School District, the City of Bellevue, Eastside Latino Leadership Forum, Eastside Legal Assistance Program, Jubilee REACH, and King County Housing Authority.

Did you know...

The 19% free and reduced-price meal rate in BSD understates the percent of Bellevue families in financial need.

The self-sufficiency standard ("living wage") required for a Bellevue family with two young children is over $77,000 per year. This is 70% more than the subsidized meals eligibility cutoff of $45,000.
What’s Next

Building momentum, changing outcomes

Nearly six years into this work, we have learned and re-learned how complex and necessary collective impact is. It requires personal and organizational shifts community-wide. If adults in the system aren’t changing, then outcomes for kids aren’t either.

2016 was a year of recommitment and focus. 2017 will be a year of digging in and taking action on our clarified priorities.

Priorities for 2017

There are more than ten active Eastside Pathways collaboratives and work groups. All are equipped to run strategic campaigns now that the adaptive leadership model is fully implemented.

The Partnership also selected two benchmarks from the StriveTogether Theory of Action. Connecting academic data across organizations for continuous improvement is one of our next priorities. The other is allocating and aligning resources to improve community-level outcomes.

Exploring Expansion

We chose the name “Eastside Pathways” in recognition of the interconnectedness of Eastside school districts and cities. Working in Bellevue was a starting point, not a final footprint. In 2017, we will explore the opportunity to work with the Lake Washington School District and the cities of Kirkland, Redmond, and Sammamish.

“Connecting with the work already underway in Bellevue will help Lake Washington School District engage as part of the broader Eastside community.”

– Dr. Traci Pierce, Superintendent, Lake Washington School District
OUR PARTNERS

Early Childhood/K-12 Education
Bellevue School District
Bellevue Schools Foundation
BKPlay Academy
Child Care Resources
Eastside Baby Corner
FISHPOND Preschool
KidsQuest Children’s Museum
Kindering

Civic/Government
Bellevue Youth Link
City of Bellevue
King County Housing Authority
King County Library System
Public Health - Seattle & King
County (Eastgate Public Health)

Higher Education
Bellevue College
College Success Foundation
Lake Washington Institute of Technology
Seattle Education Access
University of Washington – Bothell

Health
Allegro Pediatrics
HealthPoint
International Community Health Services
Overlake Hospital Medical Center
Planned Parenthood of the Great Northwest
Prime Dental Group
Seattle Children’s Bellevue Clinic and Surgery Center
Sound Mental Health
Youth Eastside Services

Nonprofit and Faith-Based
Alliance of People with disAbilities
Ashoka Seattle
Assistance League of the Eastside
Athletes for Kids
Backpack Meals
Bellevue Family YMCA
Bellevue LifeSpring
Big Brothers Big Sisters of Puget Sound
Boys & Girls Clubs of Bellevue
Camp Kindness Counts
Chinese Information and Service Center
Eastside Heritage Center
Eastside Latino Leadership Forum
Eastside Legal Assistance Program
English Language Learners Alliance
Friends of Youth
Girl Scouts of Western Washington
Hopelink
Imagine Housing
India Association of Western Washington
Jubilee REACH
Leadership Eastside
League of Education Voters
Olive Crest
Pacific Science Center
Rainier Athletes
SOAR
United Way of King County
Westminster Chapel
Year Up Puget Sound

Parent and Teacher Groups
Bellevue Education Association
Bellevue PTSA Council
Bellevue Special Needs PTA

Business
Mainspring Wealth Advisors
Parker, Smith & Feek
SkillSpire
**CITATIONS**

**BSD: Bellevue School District**

**OSPI: Office of Superintendent of Public Instruction**

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- Kindergarten: See page 9
- Third grade: See page 12
- High school: See page 16
- Postsecondary: See page 19

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- Enrollment: OSPI, October 2016
- Homeless: BSD data request, 2015-16

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- WaKIDS: OSPI, Fall 2016

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- WASL, MSP, and SBA: OSPI, Spring 2006 through Spring 2016
- STAR: BSD data request, Spring 2013 through Spring 2016
- Note: 2014 MSP rate rolls up 2013 scores from six schools that piloted SBA (instead of taking MSP) that year

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- SBA by race/ethnicity: BSD data request, Spring 2016
- SBA subgroup gaps: OSPI, Spring 2016

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- 5-Year HS graduation: OSPI, Class of 2015 in 2011

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- Sense of belonging: BSD data request, Panorama student survey, Spring 2016

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- Postsecondary completion: National Student Clearinghouse (via BSD data request), 2010 graduates in 2016
- Postsecondary enrollment: Education Research and Data Center, “High School Feedback Report,” Enrollment for 2010 BSD high school graduates

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- Summer melt: BSD senior survey (via BSD data request), Spring 2016; National Student Clearinghouse (via BSD data request), Fall 2016 enrollment for 2016 high school graduates

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- Living wage: City of Bellevue Human Services Needs Update, 2015-2016, p. 122-123

**ACKNOWLEDGMENTS**

**Photo Credits**
- Adobe Stock Photos: Pages 18, 20, 22
- Lisa Bontje Photos: Pages 3, 5, 11, 23, 25
- Merrill Images: Cover, page 10
- Nahyeli Mendivil: Page 2
- Pixabay: Pages 14, 15
- William Wright Photography: Page 21

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- Support: Sujata Agrawal, Christine Chang, Stephanie Cherrington, Chris Enslein, Cathy Habib, Beverly Jacobson, Betsy Johnson, Nahyeli Mendivil, Monika Steen, Susan Sullivan

**BSD Data Requests**
- Naomi Calvo
- Glenn Hasslinger
- Lynne Simpson
- Betty Takahashi

**Draft Review**
- Thank you to the Eastside Pathways Partner Leadership Committee, Board of Directors, Data Council, and Partners for reviewing this report.
EASTSIDE PATHWAYS LEADERSHIP

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Judy Buckmaster
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Ted Dezember
Jess Garcia
Chris Korsmo
Janet Levinger
Amy Mack
Patti Skelton-McGougan
Kevin Skogen
Helena Stephens
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