

Eastside Pathways Community Scorecard, 2013-14



Published June 2015

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Thank you to the following organizations and individuals:

- ◇ Bellevue College: Patty James
- ◇ Bellevue School District: Naomi Calvo, Chris Lindberg, Betty Takahashi
- ◇ The BERC Group: Candace Gratama
- ◇ Child Care Resources: Kris Lowe, Lorina Person
- ◇ City of Bellevue: Alex O'Reilly
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Letter from the Executive Director

June 23, 2015

Dear Community:

As the Eastside Pathways partnership nears our four-year anniversary, I'm struck by what we have accomplished as a community. We have a deeper understanding of our shared work and purpose. We have greater clarity on what it takes to work together effectively. We've identified what supports exist for our children and where gaps remain.

This report provides a snapshot of how our children are doing in many of the areas we have deemed most important. It honors the initial work of partners and community members who spent an immense amount of time researching, discussing, and ultimately deciding on a direction for our partnership.

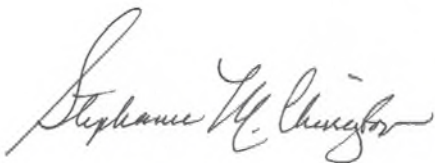
But as we all know, numbers do not tell the whole story. In particular, they do not show *how* we do the work. And the "how" really matters.

Eastside Pathways' mission—to mobilize the community in support of ALL children from cradle to career—requires that we change the way we engage with each other and the community. Our mission compels us to address systemic issues together. As a result, partners have devoted countless hours to this new way of doing business, resulting in positive impacts for children today. Much of this work will not be reflected in the scorecard, but it is essential to our community's success. It is the reason the partnership exists.

I continue to feel an urgency to make sure we come together to support the kids who are not thriving. If you are reading this report, I expect you do as well. Thank you for your passion. I want to ask you to share this scorecard and invite other community members and stakeholders to join us in this effort.

Effective collaboration is hard work. It is also the way forward. Over the past several years, we have learned and re-learned this lesson. Thank you again for your commitment to this mutual work to support all children and youth in our community.

Warmly,

A handwritten signature in cursive script that reads "Stephanie M. Cherrington". The signature is written in black ink and is positioned above the printed name.

Stephanie M. Cherrington
Executive Director

Executive Summary

Eastside Pathways is a partnership of over 50 organizations working to mobilize the community to support every child. We unite around common goals, measurements, and strategies to maximize each child's opportunity for a productive, fulfilling life.

The partnership has identified goals and accompanying indicators to guide its work. While it is too soon to use the indicators to draw conclusions about changing trends for youth in Bellevue, recent data suggest that third grade reading proficiency may be increasing. Most other indicators fluctuated slightly from baseline levels.

This is the third community scorecard for the Eastside Pathways partnership. It covers the 2013-14 school year. The main story of the year was not one of moving the needle, but of setting up the infrastructure needed for change.

Growth and Evolution

Eastside Pathways experienced tremendous growth in 2014. The partnership grew to 52 organizations and the backbone expanded to three full-time staff. The Partner Leadership Committee launched in late 2014 as a new decision-making body for the partnership. It was comprised of executive-level staff from cross-sector partner organizations.

The work of the partnership also expanded. Previously, the majority of collaborative work supported reading in the elementary grades. Additional work groups have now started in the areas of college and career readiness, community engagement, business engagement, and mental and physical health and safety/social-emotional learning.

All of this work continues to take place in the context of a school district that has been growing in size as well as in ethnic, linguistic, and socioeconomic diversity for over a decade. In the 2013-14 school year, 20 percent of the district's 18,953 students received free or reduced-price meals at school, over 80 different languages were spoken, and nearly one-third of students spoke a language other than English at home. Homelessness had also increased, affecting just over one in 100 students.

New Data on Indicators

Three years into this work, we cannot yet identify clear trends or link them to the work of the partnership. The purpose of this scorecard is to use data to provide a snapshot of where we are now. It is not to attribute credit to individual partners or to Eastside Pathways as a whole.

The bright spot in this year's scorecard is third grade reading scores. The percent of third graders reading at grade level increased by around 5 points, from 83 percent in 2012 to an estimated 88 percent in 2014. This increase may be reflective of the partnership's concentrated work on literacy and reading support in the early grades. It could also reflect any number of factors outside of what Eastside Pathways has done.

While data reports always come with disclaimers and footnotes, this year was particularly complex because of changing assessments at the state level. Our 88 percent estimate may not be perfectly accurate, but we believe it provides a useful ballpark figure to guide the partnership's work. We also checked it against another reading assessment which showed a similar upward trajectory.

Most other indicators declined slightly compared to at least one of the prior two years, including rates of prenatal care, kindergarten immunizations, high school graduation rates, and postsecondary

completion. This may be normal fluctuation and is not automatically cause for concern. It could also suggest areas of growing need in the Bellevue community if a clear trend develops in future years.

Finally, indicators for several goals are still under discussion and not available at this time. This did not stop partners from beginning work in the areas of kindergarten readiness, career readiness, social and emotional skills, parent and family support, and community engagement where indicator development is in progress.

The following describes the various Eastside Pathways groups that are working to change these indicators.

Campaign for Grade-Level Reading

The Campaign for Grade-Level Reading is our first collaborative effort and into its third year. Our goal, which aligns with the Bellevue School District, is to have all third graders reading at grade level by 2016. In the 2013-14 year, over 25 different organizations participated in the Campaign.

The **School Readiness** Collaborative provided a venue for partners to collaborate on ways to provide quality early learning opportunities to Bellevue families. They planned several targeted opportunities and events to spread the message that early learning is important, easy, and inexpensive and focused on connecting with families not currently being reached by other methods.

The **Summer and Extended Learning** Collaborative focused on reimagining the summer school experience, ultimately bringing together the school district and community partners to provide a streamlined full-day program combining academics with enrichment activities.

The **Attendance** Collaborative launched an information and awareness campaign to build good habits related to being in class on time, ready to learn. The collaborative worked with 11 elementary schools in 2013-14 and reduced tardiness by 24 percent. The campaign expanded to all 17 elementary schools the following year.

College and Career Readiness

Eastside Pathways launched a second collective effort, the College and Career Readiness Initiative, in early 2015. It replaces the former “4th Plus” collaborative. We know that by 2020, 70 percent of jobs in Washington are expected to require postsecondary education, yet some students are not even completing high school. This initiative aims to ensure that every student graduates from high school, college, or technical school with the skills needed for success.

The new **Transitions** Collaborative will support students through key transition points in their education, including elementary to middle school, middle to high school, and high school to postsecondary. The group has prioritized the 8th to 9th grade transition for its first efforts.

The new **Career Pathways** Collaborative will support youth in connecting with a pathway to career success. This collaborative will develop programs that help more students obtain post-secondary degrees and certificates that will provide them with the career options, skills, and experiences needed for career success. The collaborative plans to work closely with the Business Engagement Group.

Health and Wellness

The **Mental and Physical Health and Safety/Social-Emotional Learning** Team is our newest collaborative effort. The team is gathering and analyzing available data to better understand the issues in this area and will be developing a work plan.

Community and Business Engagement

Parent and family support and community involvement are essential for a robust cradle-to-career support system for children. Several groups are working on these goals in an intertwined way.

The **Community Engagement for Cultural Integration** Collaborative is working to close the opportunity gap by ensuring that every student and family is connected to their school and community. The three goals are to ensure that children can access culturally relevant programming, to identify and empower natural leaders in the community, and to promote sustainable cultural integration. Strategies for achieving this include racial equity training through the Pacific Educational Group and use of the Community Café model to facilitate meaningful conversations with stakeholders.

Similarly, the **Eastside Racial Equity Team** brings parents and nonprofit leaders together to increase racial consciousness, transform community systems, and ensure cultural integration. They also evaluate Eastside Pathways' collaborative work and partners' work to create a culture of racial equity within each organization and across the collective.

The **Business Engagement Group** partners with Eastside Pathways to provide awareness and education to the business community on identified gaps and needs on the Eastside. The group is in a discovery and exploration stage to build a vision for the long-term, systemic involvement of businesses in achieving the partnership's goals.

What's Next

Given the many areas of work newly underway, the next few years should be exciting ones for Eastside Pathways. We will continue to monitor and refine our existing indicators, identify additional ones where necessary, and strive to bring them all into closer alignment with the work happening on the ground.

This scorecard is an important step toward being a data-driven collective impact community, but it is not enough on its own. It likely raises as many questions as it is answering. We must find ways to look at data more regularly, in more detail, and with an eye toward action in order to ensure that we are living up to our promise to support every child from cradle to career.

Introduction

Background

Eastside Pathways is a collective impact partnership based in Bellevue, Washington. With over 50 partner organizations, we mobilize the community to support every child, step by step, from cradle to career.

This is the third annual report on the progress of the partnership. The [first](#), considered the baseline report, covered the 2011-12 school year and established a starting point on initial metrics. The [second](#) report, known as a community scorecard, updated the baseline with data from the 2012-13 school year. This third report presents data from the 2013-14 school year and brings our reporting up to the present.

We expect to be on a consistent schedule of early spring releases for reports from this point forward. The delay between the end of the school year and the release of the scorecard allows for time to finalize data sources, analyze the data, and foster discussion among partners about what the results mean.

Purpose of Report

Two of the conditions needed for collective impact efforts to succeed are a **common agenda** and **shared measurement systems**. The annual production of a community scorecard contributes to meeting both these conditions: it provides a snapshot of our shared measurement system that reflects, publicizes, and reinforces the common agenda.

This scorecard builds upon the work of the earliest participants in Eastside Pathways who agreed upon broad goal areas and the need to measure them. In the years since, preliminary indicators were selected and achievement and opportunity gaps identified. Baseline indicators have also been updated with data from subsequent years. This scorecard is primarily focused on tracking our progress toward shared community goals. It will also provide a high-level description of the activity of Eastside Pathways during this timeframe.

Metrics for some goals areas continue to be under discussion. Eastside Pathways partners are engaged in conversations similar to those being held nationally. For instance, why does social-emotional learning matter and how can it best be measured? In what ways might effective family engagement look different than our traditional strategies? This scorecard reports both the areas where we've made progress identifying metrics and the areas that we continue to investigate.

Vision

A strong community requires educated, employable citizens. By 2020, 70 percent of jobs in Washington are projected to require postsecondary education (Carnevale, Smith, & Strohl, 2013). We must support our young people so that they can complete college or a credential program and live independent and secure lives. 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.

Opportunity for Action

We hope that everyone—from practitioners to policymakers, from families to funders—can make use of this information in their efforts to support children in Bellevue and beyond. Used well, data can highlight areas of emerging success, unexamined need, and persistent inequity.

This report is only as useful as we make it. Metrics become more powerful when put into context by those who are in touch with Bellevue youth most often. As a follow-up to the scorecard release, there will be opportunities for Eastside Pathways partners to engage with the data more deeply and to consider how we can turn data into action. Opportunities for Data Dives in the fall of 2015 will be posted on the Eastside Pathways website and advertised via the partnership newsletter.

**"Data should be used as a flashlight,
not solely as a hammer."**

- Aimee Guidera, Executive Director,
Data Quality Campaign

We encourage each reader to find a way to keep the conversations detailed in this report moving forward. Share what you've learned with a friend or colleague. Explore the appendix to learn more about where the data came from and what other information is available. Compare the gaps you see here to the work of your own organization. Keep asking the questions that need to be answered. Support an Eastside Pathways Collaborative in their efforts to be data-driven. [Share](#) your questions, concerns, suggestions, and impossibly grand ideas with the backbone staff.

Eastside Pathways is not yet a fully data-driven organization, but we are on our way. Thank you for your interest in the children of Bellevue and for your support of our collective work to change systems for the better.

What Is Eastside Pathways Now?

The structure and scope of Eastside Pathways has evolved since it was founded over three years ago. As always, the name “Eastside Pathways” refers to two things. Most importantly, it is a **partnership** of over 50 organizations committed to the vision of supporting every child from cradle to career. It is also the name of a separate nonprofit organization, a lean **backbone** entity that exists exclusively to support the partnership in achieving its shared vision.

Collective Impact Model

Eastside Pathways is structured as a **collective impact** partnership.¹ We believe that coordinated effort at the community level is the best way to address the complex challenges we face. As such, Eastside Pathways commits to providing the five conditions of collective success: a common agenda, shared measurement systems, mutually reinforcing activities, continuous communication, and backbone support (Kania & Kramer, 2011).

Eastside Pathways is also an active member of the [StriveTogether](#) national network of cradle-to-career collective impact efforts. After completing the civic infrastructure assessment, Eastside Pathways was one of nine efforts across the U.S. to enter the “Sustaining” gateway in StriveTogether’s Theory of Change in April 2014.² StriveTogether has been an important external partner in helping to shape the processes and infrastructure of the partnership.

Community Goals

The work of the partnership continues to be guided by the six goals identified by the community:

- **Healthy Start:** Every child has a healthy start.
- **Academic and Work Success:** Every child is prepared for academic and work success.
- **Mental and Physical Health and Safety:** Every child attains optimal mental and physical health and safety.
- **Social and Emotional Skills:** Every child develops social and emotional skills for life effectiveness.
- **Parent and Family Support:** Parents and significant adults are supported in their efforts to help their child succeed.
- **Community Involvement:** The community plays an active role in the success of its children.

These goals constitute a broad and ambitious vision for Bellevue which requires many areas of coordinated work. Collaborative efforts have begun in all goal areas, with some more developed than others. The level of data availability and progress in identifying metrics likewise varies by goal.

¹ For more on the collective impact model, see the [Stanford Social Innovation Review](#) and [FSG](#) websites.

² For more on the Sustaining gateway and the StriveTogether Theory of Change, see [here](#).

Values

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.

Evolving and Growing Organization

Eastside Pathways experienced tremendous growth in 2014. The backbone expanded from one to three full-time staff in January 2014. The backbone is now overseen by an 11-member Board of Directors, including representatives from six partner organizations. The number of partner organizations has grown. There were 52 Eastside Pathways partner organizations as of February 2015, eight of which had signed on within the last year. Representatives of our partner organizations convene three times per year at All-Partner Meetings, typically in January, May, and October. In 2014, these meetings doubled in size and averaged 80 to 90 participants.

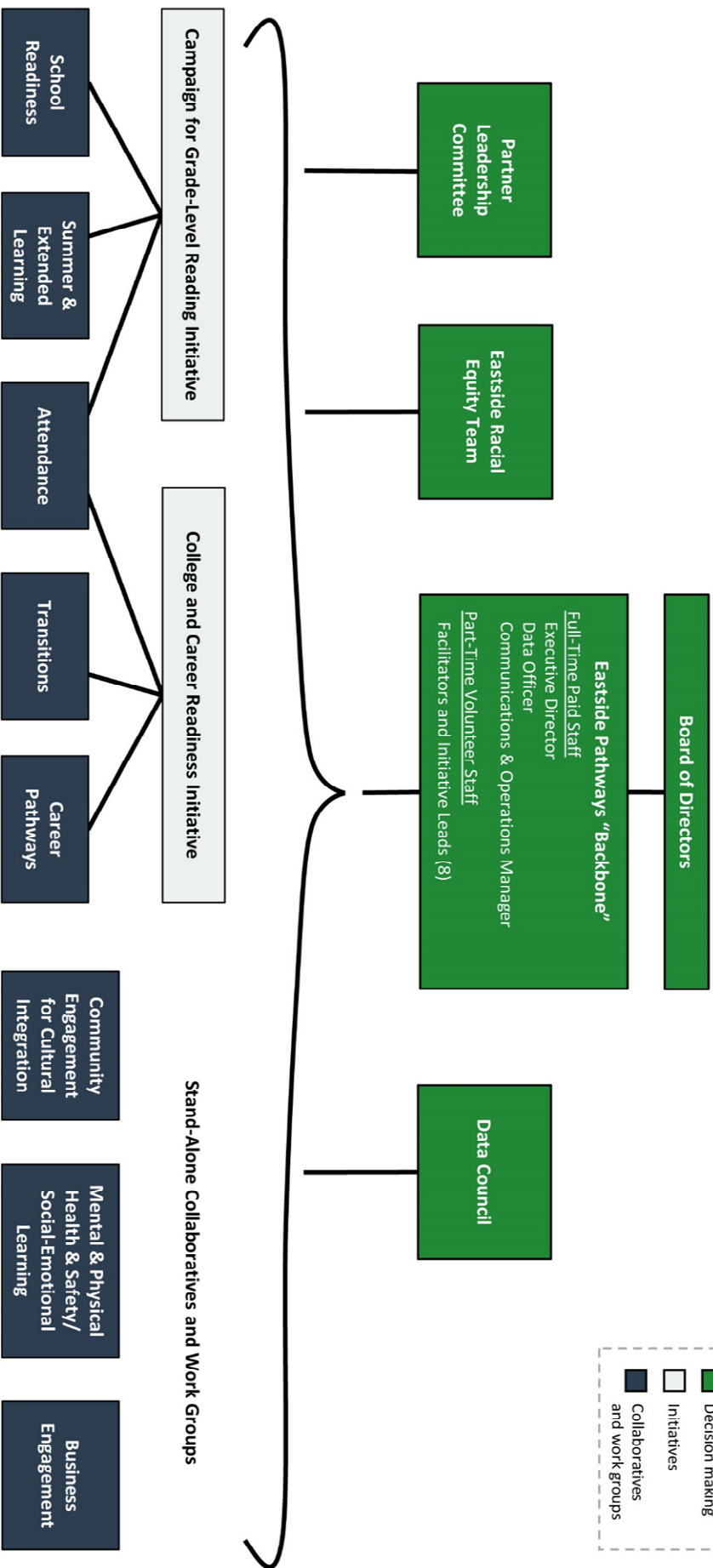
Eastside Pathways is a decentralized and loosely structured partnership where the aligned efforts of partner organizations drive collective impact. The model's effectiveness relies upon partner organization capacity and willingness to step up and lead the work, since the backbone is intentionally small and lean. It is a priority for the backbone not to compete with partners for funding. The partnership work chart on the following page reflects the general structure of Eastside Pathways as of May 2015, including several changes from the previous year. Key changes include the following:

- **Partner Leadership Committee:** The Partner Leadership Committee launched in December 2014 as a decision-making body for the partnership. It is comprised of executive-level staff from cross-sector partner organizations.
- **Business Engagement Team:** Eastside Pathways' first business partner signed on in spring 2014 and since then has been helping to build a business engagement strategy for the partnership.
- **Mental and Physical Health and Safety/Social-Emotional Learning (MPHS/SEL):** This new work group began meeting in fall 2014.
- **College and Career Readiness Initiative:** Formerly called 4th Plus, this initiative launched in early 2015 after approval by the Partner Leadership Committee. The initiative includes the new Transitions and Career Pathways collaboratives.

The partner participation grid in Appendix A (p. 34-35) illustrates ways that different organizations have been involved in Eastside Pathways. The grid tracks work that is happening, makes gaps identifiable, and helps partners find ways to get more involved.

Eastside Pathways Partnership Work Chart

Updated May 2015



Summary of Results

Still Too Early for Clear Trends

Three years into this work, it is still too soon to identify clear trends in most indicators or link them definitively to the work of the partnership. Indeed, attempting to assign credit for outcomes is not the purpose of a community scorecard.

During the 2013-14 school year, Eastside Pathways continued building infrastructure for collaboration, strengthening connections across partner organizations, and exploring community needs in different goal areas. The Campaign for Grade-Level Reading comprised the majority of the partnership's activity during this time.

Most of the core indicators tracked in this scorecard declined slightly compared to at least one of the prior two years, including rates of prenatal care, kindergarten immunizations, high school graduation rates, and postsecondary completion. This may be normal fluctuation in the metrics and is not automatically cause for concern. It could also suggest areas of growing need in the Bellevue community if a clear trend develops in future years.

The chart on the next page provides a side-by-side comparison of all Eastside Pathways indicators.

Indicator to Watch: Third Grade Reading

Third grade reading scores are the bright spot in this year's scorecard. This is also the area where the partnership has most heavily focused its work. The steady increase from 83 percent proficiency in 2011-12 to nearly 88 percent two years later may be reflective of the partnership's concentrated work on literacy and reading support in the early grades. However, it could also reflect any number of factors outside of what Eastside Pathways has done.

One issue of particular concern this year was the change in reading assessments and its impact on the data. Six schools piloted the new Smarter Balanced assessment and did not take the Measurements of Student Progress (MSP) exam, which made the comparison of MSP scores to previous years more difficult. Continued evaluation of the work of the collaboratives is essential to be sure that the partnership's actions are supporting improved reading outcomes for young students.

Summary of Eastside Pathways Core Indicators

This chart provides a snapshot of children in Bellevue in the three years since Eastside Pathways began. It aligns with the partnership’s shared long-term goals but does not reflect all of the work currently underway. As of the 2013-14 school year, collective work had focused mostly on 3rd grade reading.

GOAL AREAS	CORE INDICATORS	2011-12	2012-13	2013-14	
Areas we seek to change/improve	Outcome measures directly tied to our goals and used to assess the effectiveness of collective efforts	Baseline level for future comparisons		New data in this scorecard	
Healthy Start	Births with early or adequate prenatal care	72.6% (2009-2011)	68.6% (2010-2012)	65.8% (2011-2013)	
	Percent of kindergartners with complete immunizations	86.2%	89.1%	80.9%	
	Child care programs in Bellevue at a Quality Level of Excellence	--	0	6 (Nov. 2014)	
Academic and Work Success	Kindergarten Readiness (TBD)				
	3 rd grade reading* <i>Measure 1: MSP</i>	83.0%	85.6%	87.9%*	
	<i>Measure 2: STAR</i>	--	87.6%	91.4%	
	High school graduation	91.0% (2011)	91.8% (2012)	88.9% (2013)	
	Postsecondary credential within five years	50.0% (‘04 HS grads)	47.2% (‘05 HS grads)	49.7% (‘06 HS grads)	
	Career Readiness (TBD)				
Mental and Physical Health and Safety	<i>Grade</i>	<i>6</i>	<i>8</i>	<i>10</i>	<i>12</i>
	60 minutes of daily physical activity	30%	33%	19%	18%
	Alcohol use among teens & young adults	~0	7%	18%	42%
(2012 results - Survey given every two years)					
Social and Emotional Skills	<i>Indicator selection in progress</i>				
Parent and Family Support	<i>Indicator selection in progress</i>				
Community Involvement	<i>Indicator selection in progress</i>				
ENVIRONMENTAL INDICATORS		2011-12	2012-13	2013-14	
Rate of homelessness among Bellevue School District students		9.9 per 1,000 students	10.1 per 1,000 students	12.6 per 1,000 students	
Percent of students eligible for free or reduced-price meals		21.6%	20.1%	19.6%	
Rate of child abuse and neglect in accepted referrals to Child Protective Services		17.8 per 1,000 children	16.8 per 1,000 children	16.7 per 1,000 children	

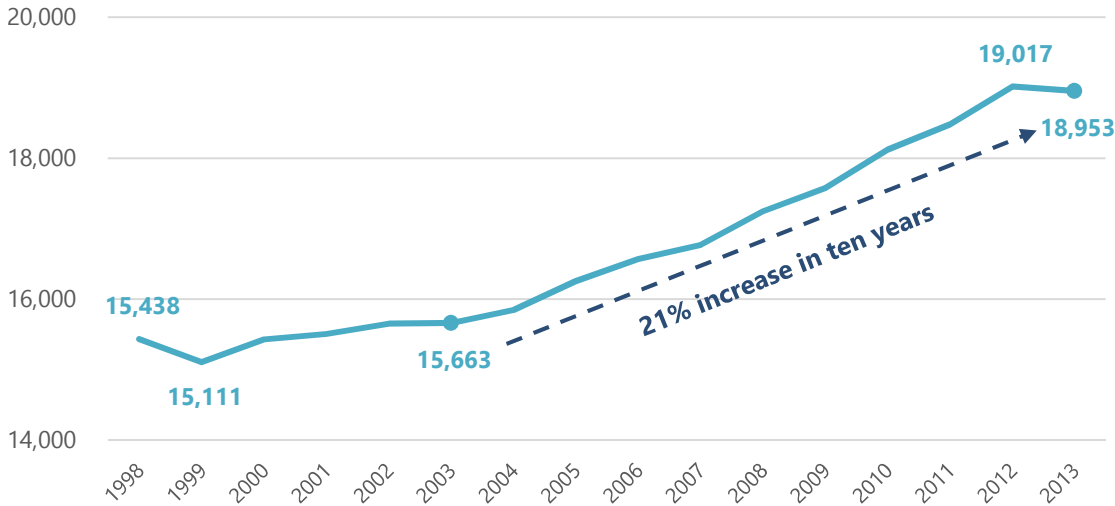
* **A Note on Reading Scores:** The OSPI-published MSP pass rate of 84.3% in 2013-14 is not comparable to previous years because it does not include the elementary schools that piloted the Smarter Balanced field test in place of the MSP. No Title I schools piloted Smarter Balanced, so Title I schools are overrepresented in official MSP scores that year. The 87.9% reported here includes actual MSP results for the schools that took it (N=10) and the previous year’s MSP scores for schools that did not (N=6). STAR proficiency rates were calculated by converting STAR scale scores to predicted MSP scores. STAR conversions tend to be inflated over how a student would actually perform on the MSP. See pages 17-19 and Appendix B for more information.

Profile of Children in Bellevue, 2013-14

Demographics

There were 18,953 students enrolled in the Bellevue School District in October 2013.³ This was a very slight decline from the previous year’s enrollment of 19,017, which had been the thirteenth consecutive year of rising enrollment dating back to 1999. The 2013-14 enrollment totals represented a 21 percent increase compared to just a decade earlier.

**Bellevue School District Enrollment,
October Count, 1998-99 to 2013-14 School Years**

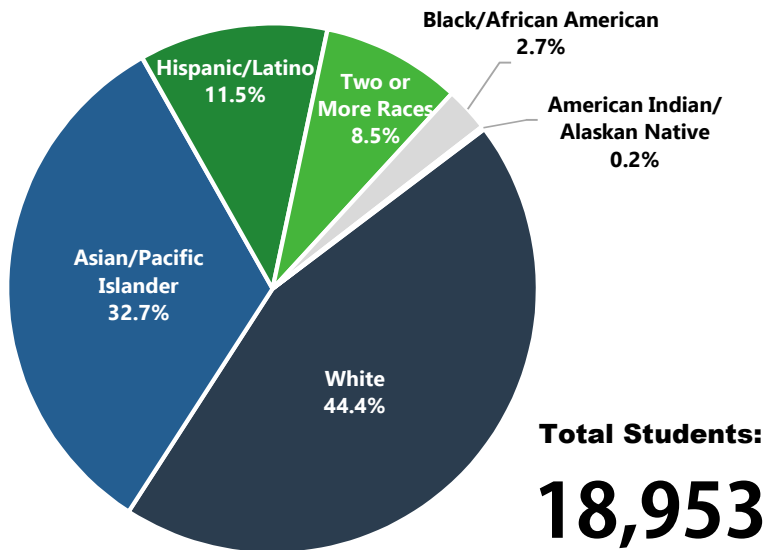


Data Source: Office of Superintendent of Public Instruction

³ Beginning in 2008-09, OSPI began publishing a May enrollment count in addition to the October count.

In addition, the district continued to increase in racial and ethnic diversity in the 2013-14 school year. Students of color comprised the majority of district enrollment, as they had each year since 2010-11. The percent of students receiving free or reduced-price lunch dropped to 19.6 percent from 20.1 the previous year.

Race/Ethnicity in the Bellevue School District, October 2013



Data Source: Office of Superintendent of Public Instruction

SPECIAL PROGRAMS

19.6%
Free/Reduced-Price Meals
 (3,748 students)

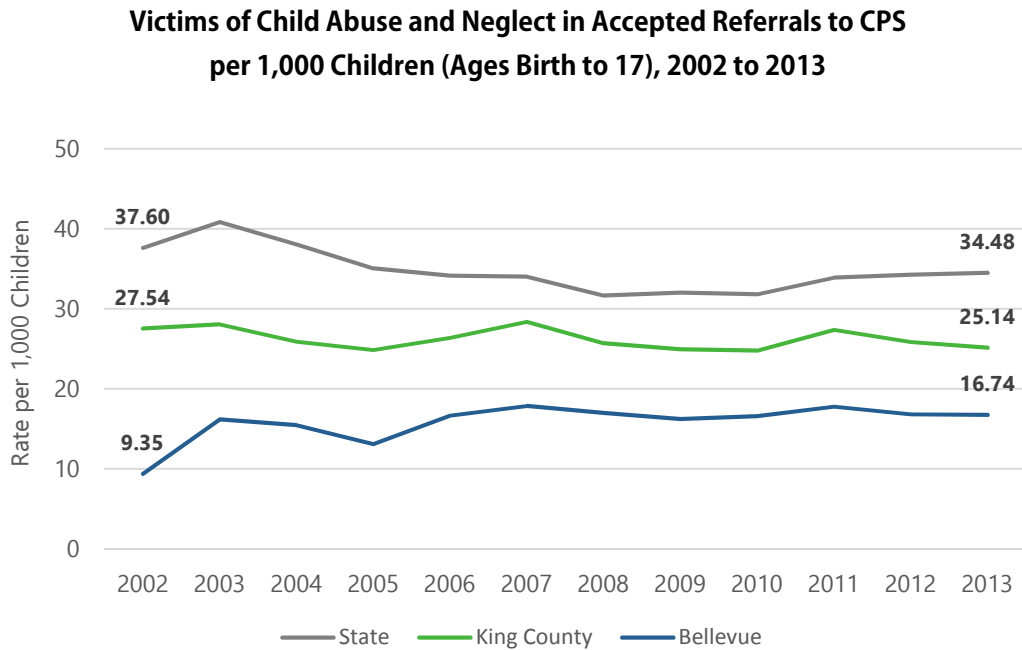
6.6%
Special Education
 (1,266 students)

10.1%
Transitional Bilingual
 (1,936 students)

Data Source: Office of Superintendent of Public Instruction, May 2014

Child Abuse and Neglect (Environmental Indicator)

The rate of child abuse and neglect in Bellevue is considered an environmental indicator to shape and inform the work of Eastside Pathways. Specifically, we track the number of accepted referrals to Child Protective Services (CPS) each year. In Bellevue, the rate of child abuse and neglect was virtually unchanged from 2012 to 2013. The rate decreased very slightly from 16.82 referrals per 1,000 children (447 cases) in 2012 to 16.74 per 1,000 (445 cases) in 2013. The rate in Bellevue has consistently been below both county and state averages.



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

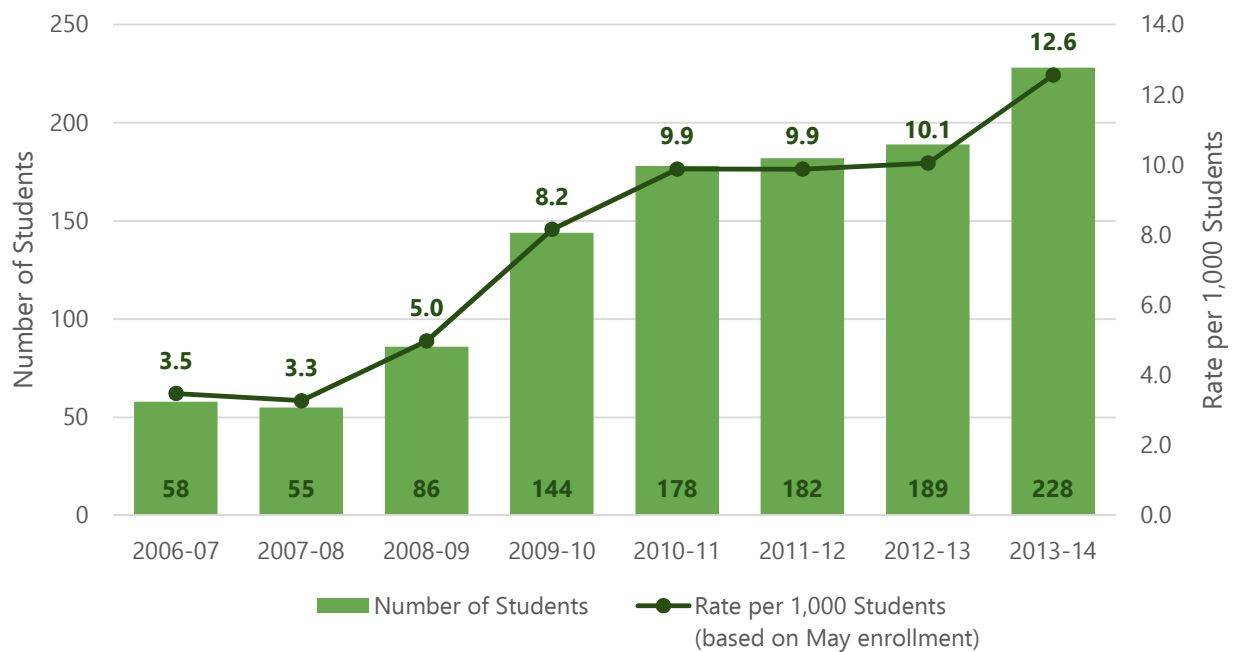
An upcoming change in policy may impact this indicator. Beginning in mid-2015, the King East office of DSHS Children’s Administration, which serves Bellevue, will offer an alternative to the traditional investigative pathway in the case of less severe allegations of abuse and neglect. Around 70 percent of cases are expected to be referred to [Family Assessment Response \(FAR\)](#). Eastside Pathways will monitor the rollout of FAR for its impact on the reporting of child abuse and neglect statistics.

Homelessness (Environmental Indicator)

Homelessness is also considered an environmental indicator. In the past decade, there has been a dramatic increase in the number of students experiencing homelessness in Bellevue. This number continued to climb through the 2013-14 school year, passing 200 students for the first time.⁴

Homelessness is measured by how many students receive services under the federal McKinney-Vento Homeless Assistance Act. The Act defines homeless children as “individuals who lack a fixed, regular, and adequate nighttime residence.” This can include sharing a residence with another family due to hardship (being “doubled up”); living in a motel, a vehicle, an abandoned building, or a campground; living in an emergency or transitional shelter; or awaiting placement in a foster home. It does not include children currently placed in a foster home. This definition did not change in the time period shown below.

BSD Students Receiving McKinney-Vento Services by School Year, 2006-07 to 2013-14



Data Source: Bellevue School District

While the percent of students in BSD receiving free or reduced-price lunch had been in decline since peaking at 22.2 percent in 2010-11, the number of homeless students continued to grow. This increase was not explained by growth in the district population, since both the total number of students experiencing homelessness and the rate per 1,000 students increased. In the 2013-14 school year, **228 students** (12.6 per 1,000 students) received McKinney-Vento services.

⁴ Note that the numbers used here are a correction from what was reported in the baseline report in December 2013. The data previously used were retrieved from static data files on the K-12 Data and Reports page of the OSPI website. Updated numbers were provided in June 2014 by Betty Takahashi, McKinney-Vento Liaison at the Bellevue School District.

Healthy Start

Goal: Every child has a healthy start.

The first years of life are a time of unparalleled opportunity for child development. Eastside Pathways tracks prenatal care, immunizations, and child care quality as three indicators of the wellbeing of children in their earliest years.

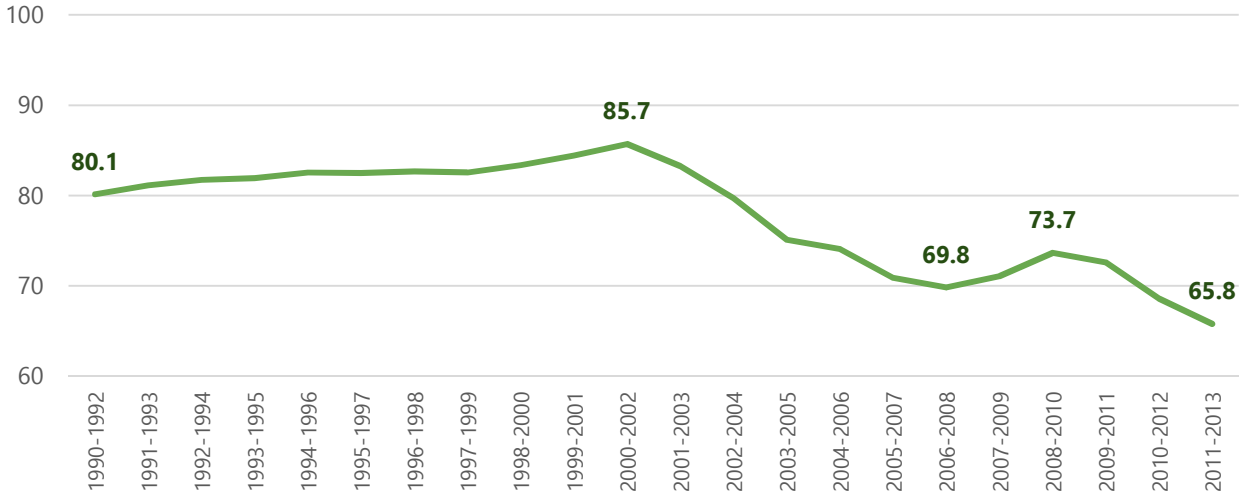
Prenatal Care

A healthy start begins even before a child is born. Eastside Pathways tracks rates of prenatal care as an indicator of whether children begin life with a healthy start. The baseline report included data on the rate of *late or no prenatal care*, which is defined as births where prenatal care began in the third trimester of pregnancy or the mother received no prenatal care at all. Instead, we are now tracking the rate of *early and adequate prenatal care*, which corresponds to the percent of births where prenatal care began before the end of the fourth month and 80 percent or more of the recommended prenatal care visits occurred.

We opted to change our reporting to reflect early and adequate care because it is positively phrased (i.e., it describes the outcome we hope to see) and because it aligns to a national [Healthy People 2020](#) goal under the U.S. Department of Health and Human Services.

Unfortunately, the rate of prenatal care in Bellevue has been largely on the decline for over a decade. In the three-year period from 2011 to 2013, **65.8 percent** of births in the Bellevue School District catchment area⁵ had **early and adequate prenatal care**. This was below the King County rate of 71.8 percent for the same time period and far below the 2020 national [target](#) of 77.6 percent.

**Births with Early and Adequate Prenatal Care in Bellevue,
3-Year Rolling Averages, 1990-1992 to 2011-2013**



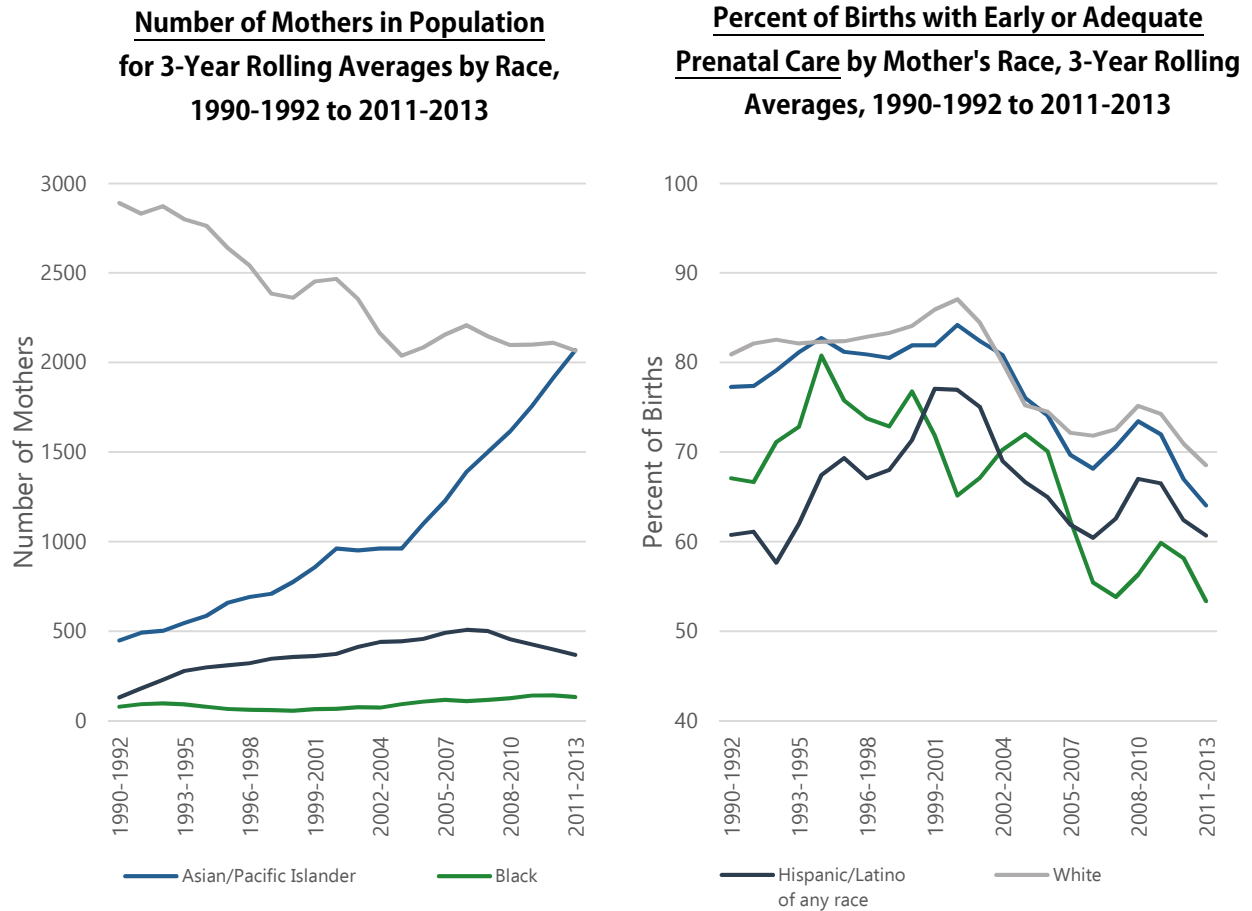
Data Source: Washington State Department of Health, Center for Health Statistics, Birth Certificate Data, quoted by Public Health - Seattle & King County.

Note: Statistical trend tests have not been conducted on these data.

⁵ BSD catchment area approximated by using zip codes 98004-98009 (Bellevue) and 98039 (Medina). See appendix for details.

The population of Bellevue mothers giving birth has grown more racially diverse over the past two decades, as seen in the first graph below. The number of Asian/Pacific Islander mothers increased by 360 percent, Black mothers by 68 percent, and Hispanic/Latino mothers by 184 percent, while the number of White mothers decreased by 29 percent.

These large demographic changes do not explain the overall decline in prenatal care. Rather, it was driven by a decline in rates of prenatal care across mothers of all races. This pattern is shown in the second graph below.



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

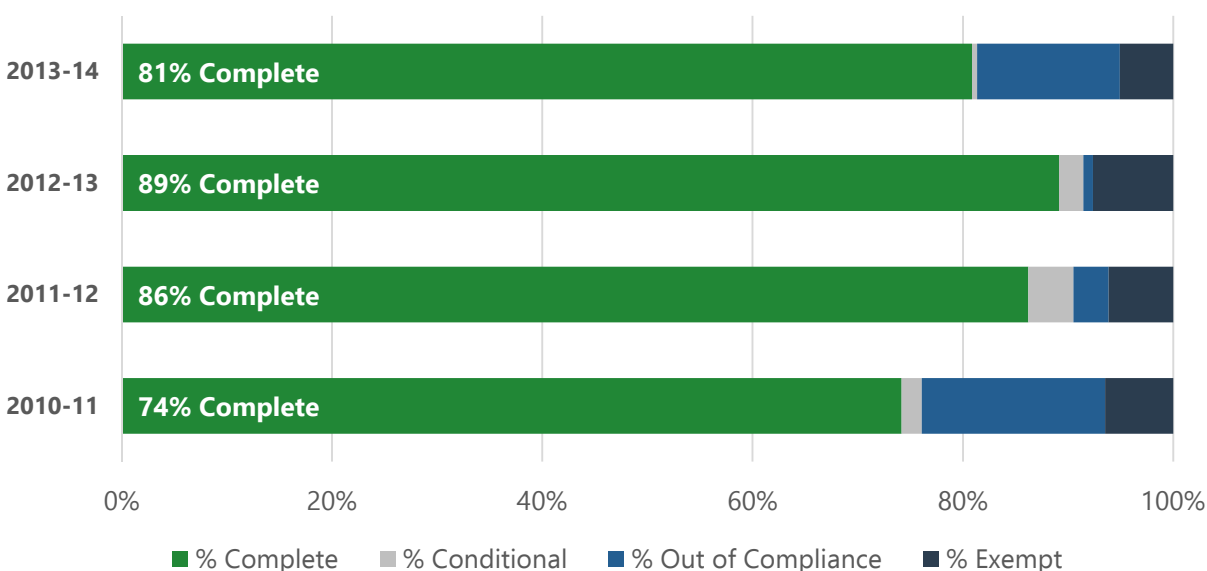
Notes: Data from American Indian/Alaska Native and Multiple Race mothers not available because of their small numbers. Three-year time periods that are not explicitly labeled on the axis (e.g., 1991-1993, 1992-1994) are represented in the graph and were left off for stylistic reasons only.

Immunizations

Access to a primary care physician is an important contributor to young children’s health but is difficult to track. Initially, Eastside Pathways opted to track kindergarten immunizations as a proxy for wellness visits. It is unclear whether this is as strong a proxy as it used to be, particularly with the increasing availability of immunizations from non-primary care providers such as drugstores and pharmacies and the recent issue of parents opting out of immunizations for children. In upcoming years, the partnership will need to consider whether immunization rates are useful as a proxy for primary care, as information in its own right, or both.

In the Bellevue School District, immunization rates dropped by more than eight percentage points in the last year. The percent of **kindergartners with complete immunizations** decreased from 89.1 percent in 2012-13 to **80.9 percent** in 2013-14. This was driven by a decline in completion rates for almost every vaccine/disease.⁶ Interestingly, this was not due to an increase in exemptions.⁷ The percent of approved exemptions declined from 7.6 to 5.1 percent, while the percent out of compliance with vaccine policies skyrocketed from 0.9 percent in 2012-13 to 13.6 percent the following year.

Immunization Status of BSD Kindergartners by School Year, 2010-11 to 2013-14



Data Source: Washington State Department of Health, School Immunization Status Data Reports

Note: Breakout by type of exemption (medical, personal/philosophical, religious, and religious membership) available beginning in 2012-13.

⁶ Kindergarten students typically receive the “DTaP,” which combines vaccines for Diphtheria, Tetanus, and Pertussis in a single shot. However, in immunization reporting, diphtheria & tetanus are reported together while pertussis is reported separately. Rates for the two tend to be similar—and in fact, were exactly the same in 2012-13 at 95.3 percent—but they diverged widely in 2013-14, with a decline to 90.1 percent for diphtheria & tetanus while pertussis increased to 98.3 percent, the highest completion rate for any vaccine in BSD in the last four years. It is unclear how these two typically similar rates became so different and why pertussis completion rates would have gone up when diphtheria & tetanus, MMR (measles, mumps, & rubella), polio, hepatitis B, and varicella all declined by two to five percentage points each. It is also unclear whether this change was related to the publicity around the statewide 2012 pertussis outbreak or parental misconceptions that MMR is eradicated.

⁷ For more on state policies and trends in exemptions, see [here](#).

Child Care

The final Healthy Start indicator is the quality of child care provided in the Bellevue community. Eastside Pathways tracks quality using [Early Achievers](#), the state's new Quality Rating and Improvement System. It is a voluntary program designed to elevate the teaching practice in licensed child care to help children from birth to age five be successful in school. Early Achievers expanded statewide in July 2012 with support from a federal grant through the Race to the Top – Early Learning Challenge.

As of November 2014, 48 licensed child care programs in Bellevue were participating in Early Achievers and moving toward a formal assessment to determine quality. This was roughly a third of all licensed programs. Additionally, **six licensed child care programs** in Bellevue had completed the rating process and were rated at a **Quality Level of Excellence**.⁸ A Quality Level of Excellence indicates achieving a level 3, 4, or 5 on the ratings scale. Both signing up for Early Achievers and successfully completing the rating process are steps toward supporting child care quality.

⁸ Ratings summary provided by personal correspondence with Child Care Resources staff in November 2014.

Academic and Work Success

Goal: Every child is prepared for academic and work success.

Summary

Currently, Eastside Pathways tracks five indicators across the spectrum of academic and work success: kindergarten readiness, third grade reading, high school graduation, postsecondary attainment, and career readiness. The indicator most aligned with the partnership's work in the 2013-14 school year was third grade reading. The vast majority of collaborative efforts in the partnership's first three years fell under the Campaign for Grade-Level Reading, an initiative aiming to have every child reading on grade level by third grade in 2016. To support students' academic and work success from fourth grade through age 26, Eastside Pathways launched the College and Career Readiness Initiative in early 2015.

Third grade reading proficiency rates did increase in 2013-14 to an estimated **87.9 percent**. This was a substantial increase from the 83 percent baseline in 2011-12. It is difficult to directly attribute credit to the work of individual partners or of Eastside Pathways as a whole, and we will not attempt to do so here. The key finding is that progress has been made toward 100 percent proficiency and that more work remains to be done.

Several other indicators declined slightly in the most recent data. Both high school graduation rates and postsecondary attainment decreased one to two percentage points from baseline levels. We will continue monitoring these indicators to distinguish normal fluctuation from possible downward trends.

Metrics for the final two indicators, kindergarten readiness and career readiness, are still under discussion.

Important Assessment Context

It is important to note that state assessments were in flux during the 2013-14 school year. Most schools continued to give the Measurements of Student Progress (MSP) exam. However, six elementary schools and two middle schools in Bellevue participated in a field test of the new Smarter Balanced assessments (see sidebar) and gave that exam in place of the MSP. Students at these schools did not receive scores measuring their performance. Having six schools with no scores complicates the year-to-year comparison of third grade reading proficiency at the district level.

Before this change in state exams, the Bellevue School District had begun using the STAR suite of assessments for reading and math. STAR assessments are not administered by the state and are not perfectly comparable to MSP, but they do provide a consistent measure of reading performance while the state tests turn over.

Statewide Change:

Smarter Balanced Assessments

In the 2014-15 school year, students began taking the new Smarter Balanced online assessments that measure performance on the new Common Core State Standards in English Language Arts and Math.

The Common Core State Standards are designed to prepare students to be college- and career-ready by the time they graduate from high school. The accompanying Smarter Balanced tests are expected to be more rigorous than previous state tests.

Scores in the spring of 2015 will represent a **new baseline of performance**. Results from discontinued assessments (e.g., MSP) in previous years will not be comparable to Smarter Balanced scores.

Removed Indicators

Three indicators are no longer included in Eastside Pathways reporting:

- Math MSP, grade 5
- Writing MSP, grade 7
- Science MSP, grade 8

Results continue to be available publicly on the interactive [report card](#) tool on the Office of Superintendent of Public Instruction website.

These grades and subjects were initially selected for the baseline report in alignment with Bellevue School District priorities. However, the partnership has not undertaken work specifically targeting these indicators. The removal of these indicators was approved by the backbone staff, the Data Council, the Board of Directors, and the Partner Leadership Committee in early 2015.

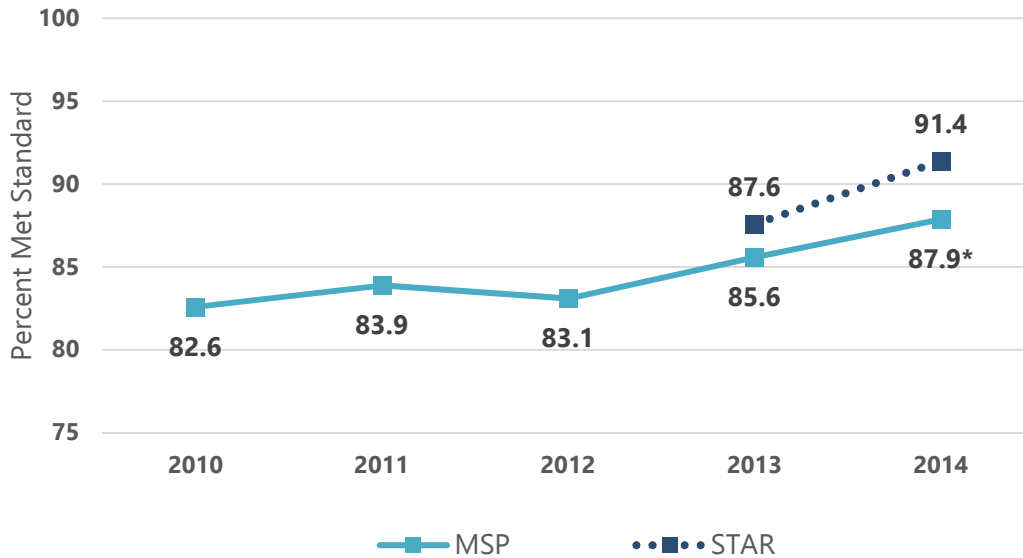
Indicators for academic performance in the middle grades may be included in future years. This would be a strategic decision made by the partnership to select indicators that reflect ongoing areas of collaborative work.

Third Grade Reading

Research shows that third 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” (Hernandez, 2012, p. 5). A student who struggles with reading is likely to fall behind in other subjects when reading becomes essential for learning new material. Research also shows that interventions for students after third grade are not as effective as those in the early years (Hernandez, 2012). The goal of the Eastside Pathways campaign, which aligns with the Bellevue School District’s strategic plan, is to have 100 percent of third graders reading at or above grade level by 2016.

Third grade reading proficiency rates rose to nearly **88 percent** in 2013-14, an increase of almost 5 percentage points above the 83.1 percent baseline rate in 2011-12.

3rd Grade Reading Proficiency in Bellevue School District, 2010 to 2014



* 2014 MSP estimate includes 2013 results for six schools that piloted the Smarter Balanced assessment.

Data Sources: Office of Superintendent of Public Instruction (MSP); Bellevue School District (STAR)

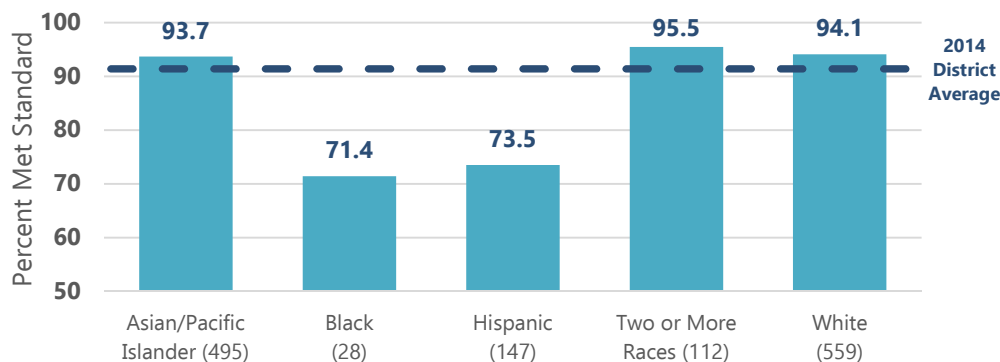
Note: MSP data does not include students with significant cognitive challenges who took the WAAS-Portfolio alternate assessment (N=8 in 2014) or students who were exempted (N=11 in 2014). STAR data does not include roughly a quarter of students in Special Education.

The graph above shows reading proficiency rates on two reading assessments, the MSP (state exam) and the STAR (district-selected exam).⁹ The most recent MSP estimate of 87.9 percent proficiency includes 2013 scores for students at the six schools that did not take the MSP in 2014. This comparison, while imperfect, provides a useful ballpark figure to guide the partnership’s work. It is worth noting that because of the way the 2014 estimate was calculated, the increase in district-wide reading proficiency portrayed here was driven exclusively by improvements at the 10 schools that took the MSP in 2014, including the district’s four Title I elementary schools.

⁹ STAR scale scores were converted to predicted MSP scores for the analysis used here. STAR conversions tend to be inflated over how a student actually performs on the MSP.

High overall rates of proficiency masked inequities for particular groups of students. The gap in performance between Black and Hispanic students compared to all other races was 20 percentage points or more on the STAR assessment in 2014.

3rd Grade Reading Proficiency Rates by Race/Ethnicity, STAR Conversions to MSP, Spring 2014

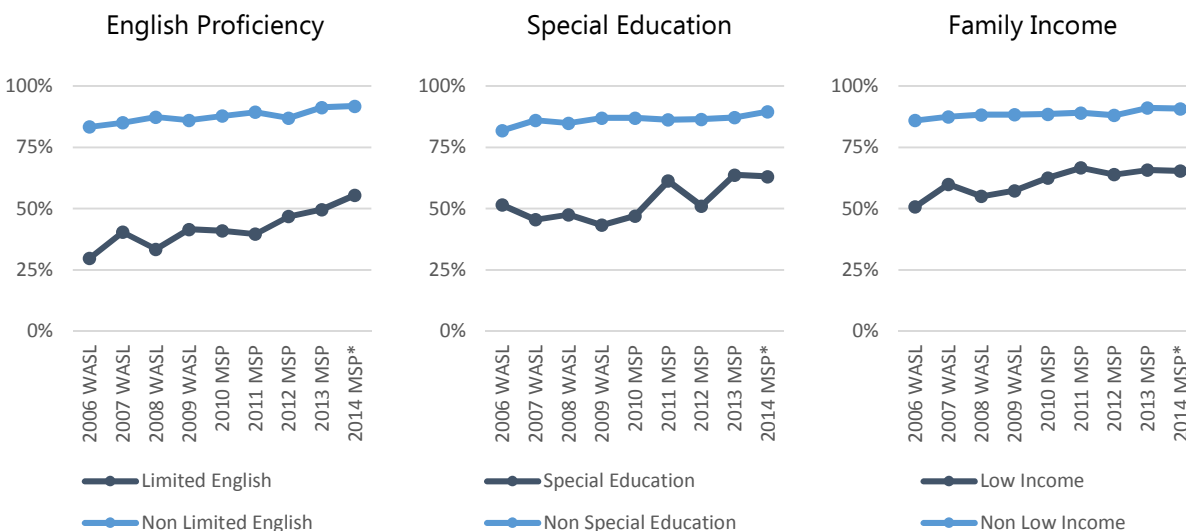


Data Source: Bellevue School District

Note: Roughly a quarter of students in Special Education did not take the STAR assessment and are missing from this data.

Students with limited English proficiency, in Special Education, and from low-income families also had lower rates of reading achievement. These gaps, like racial/ethnic gaps, have been present since the state first began testing third grade reading via the Washington Assessment of Student Learning (WASL) exam in 2006 and persisted through the transition to the MSP exam in 2010.

3rd Grade Reading Proficiency Rates by Special Programs, WASL and MSP State Tests, 2006 to 2014



* 2014 MSP estimate includes 2013 results for six schools that piloted the Smarter Balanced assessment.

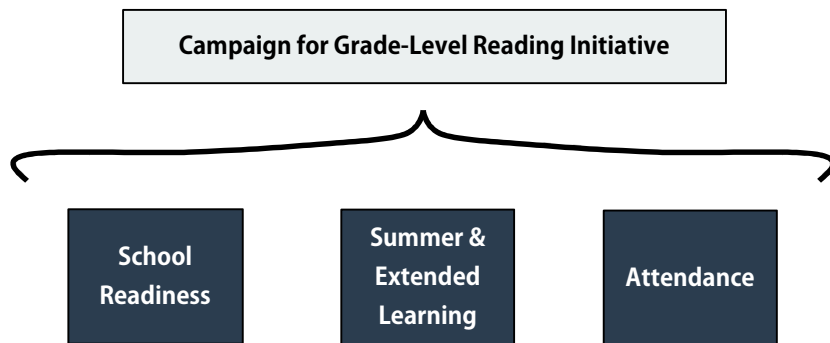
Data Source: Office of Superintendent of Public Instruction

Eastside Pathways is actively striving for 100 percent proficiency. The work of the partnership on this indicator has been organized under the Campaign for Grade-Level Reading, described below.

The Campaign for Grade-Level Reading Initiative

The Campaign for Grade-Level Reading (CGLR) was Eastside Pathways' initial collaborative effort. In late 2011, the Eastside Pathways Board signed on to this national collaborative effort by funders, nonprofits, government agencies, business leaders, states, and communities to ensure that many more children from low-income families succeed in school and graduate prepared for college, a career, and active citizenship. Spearheaded by the Annie E. Casey Foundation, CGLR communities are working to increase the number of low income children who are ready for school, who have a strong record of attendance, and who maintain their learning over the summer.

The goal of the Eastside Pathways CGLR initiative is to have 100 percent of third graders reading at or above grade level by 2016. Three Eastside Pathways collaboratives support the CGLR Initiative: School Readiness, Summer and Extended Learning, and Attendance. The collaboratives began meeting and working toward this common goal in the fall of 2012.



CGLR Collaborative: School Readiness

The first five years of life are critical for children’s future success. The **School Readiness** Collaborative is a committed group of over 20 partners who meet monthly to collaborate on ways to provide quality early learning opportunities to Bellevue families. The partners also stay up-to-date on school readiness issues. This year, participants planned several targeted opportunities and events to spread the message that early learning is important, easy, and inexpensive. The group focused on connecting with families not currently being reached by other methods.

In addition, two partners, Child Care Resources and the Bellevue School District, offered professional development opportunities to early learning professionals in Bellevue. The collaborative also helped develop BSD’s [Kindergarten Readiness Flyer](#) which gives critical information to families on what it means to be “school ready” and provides tips for families to help their children become school ready.

The Eastside Pathways indicator for kindergarten readiness is still **TBD**. Washington State has an assessment for kindergarten readiness called [WaKIDS](#), the Washington Kindergarten Inventory of Developing Skills. WaKIDS covers six domains of child development: social-emotional, physical, language, cognitive, literacy, and mathematics.

WaKIDS is currently mandatory for schools with state-funded, full-day kindergarten and optional for all other schools. One BSD school, Lake Hills Elementary, met this criteria and completed the WaKIDS assessment in 2013-14.¹⁰ A variety of other measures were used across the district to assess students’ skills upon entering kindergarten. The School Readiness Collaborative continues to participate in discussions with the school district to identify a consistent, appropriate measure of kindergarten readiness in Bellevue.

¹⁰ Results of the WaKIDS assessment are published annually by OSPI on the [Washington State Report Card](#).

CGLR Collaborative: Summer and Extended Learning

During the 2013-14 school year, the **Summer and Extended Learning** Collaborative primarily focused on reimagining the summer school experience for 2015. Using the National Summer Learning Association's [New Vision for Summer School](#), site visits to BSD summer programming in 2014, and examination of existing offerings, members of the Summer and Extended Learning Collaborative worked together to develop a vision of summer programming for Bellevue that would move beyond the remedial model of summer school. The vision included the following elements:

- Full-day, comprehensive model for pre-K to grade 5
- Programs that are six weeks in length
- Academic learning that is project-based, exciting, and different from the school year
- Enriching activities open to all (electives)
- Easy and accessible for families – one sign-up, convenient locations
- Enrichment for parents/families

The collaborative worked together to define how this might look in practice and obstacles that needed to be addressed. Based on the feedback from the collaborative, the school district created an RFP process to solicit programming from community organizations to offer enriching learning experiences that could be integrated with literacy and math learning blocks in the district's elementary aged offerings. This included both free programming offered for kids below grade level in reading and fee-based programming. Over 20 organizations submitted proposals, exceeding both budget and time available for programming. The district will offer summer programming based on these proposals for summer of 2015.

The next step of the collaborative is to identify common data that can be used to evaluate, inform, and improve the community's summer offerings going forward. At the same time, members of the partnership have expressed an interest in bringing a similar analysis to out-of-school time, identifying where kids' needs are not being met and how we can bring improved alignment of current out-of-school work to increase access and improve the quality of offerings.

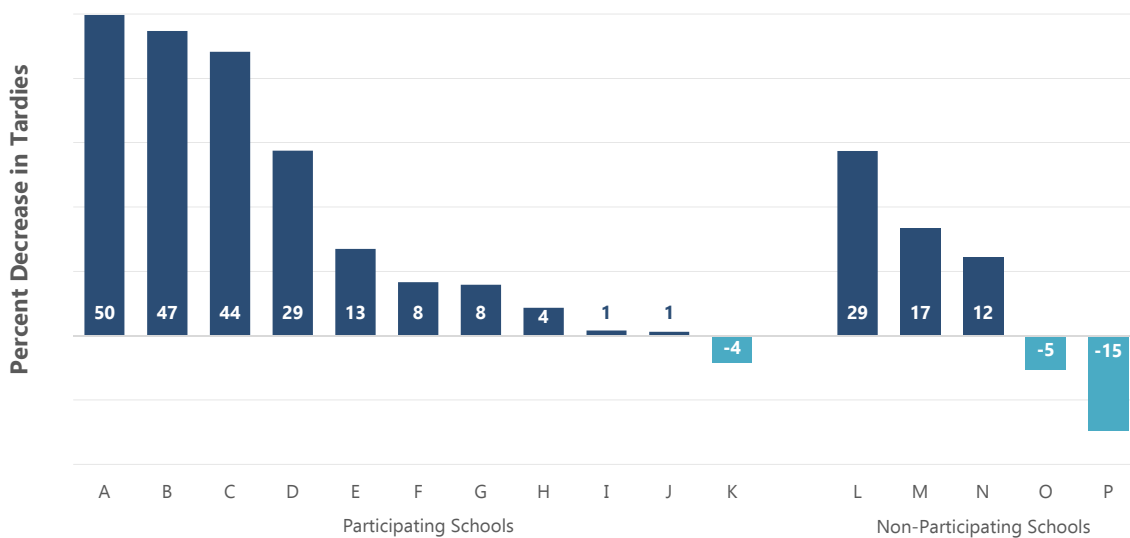
CGLR Collaborative: Attendance

Regular school attendance is a key factor in students' proficiency as young readers. The **Attendance Collaborative** started with Bellevue School District data and found that tardiness, not absence, was correlated with third grade reading scores in 2012. The collaborative launched an awareness and information campaign in the 2013-14 school year with the slogan, "Right place, right time, ready to learn" that targeted positive habit-building at the elementary level.

Eleven schools opted to participate in the campaign. They received bookmarks, banners, informational materials, and other support from the collaborative. After one year of the campaign, tardiness in the district was down 24 percent at participating schools (compared to 13 percent at non-participating schools).

For the 2014-15 school year, the collaborative expanded the program to all 17 elementary schools¹¹ and is conducting additional data analysis to see if the relationship between tardiness and reading proficiency has changed.

Change in Each School's Average Tardies per Student in Year 1 of Attendance Campaign, 2012-13 vs. 2013-14



Data Source: Bellevue School District

Note: Analysis includes both excused and unexcused tardies. Each letter represents one elementary school.

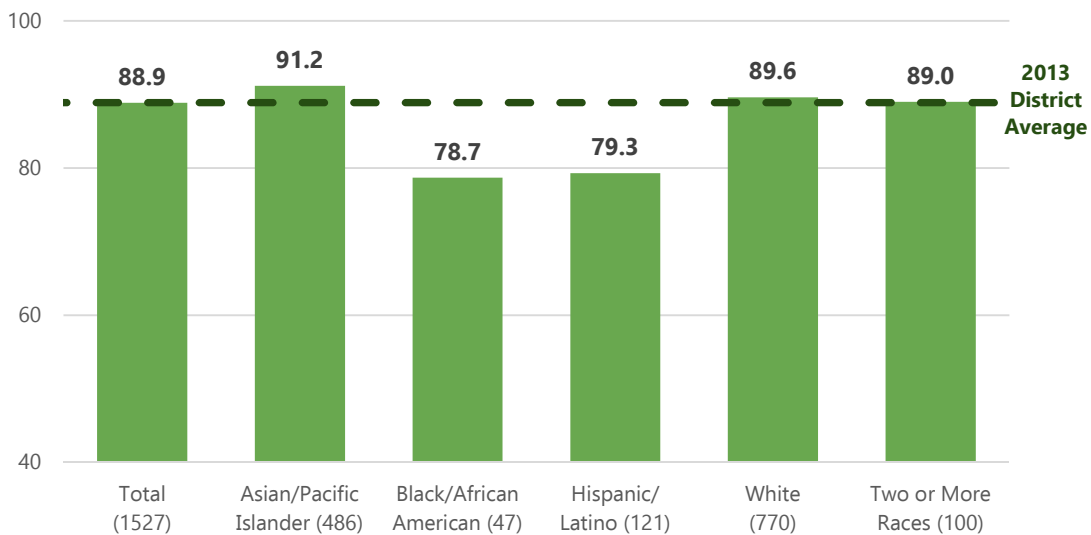
¹¹ A new elementary school, Jing Mei, opened in Bellevue in the 2013-14 school year with students in grades K-2. Consequently, only 16 of the district's 17 elementary schools are represented in 3rd grade reading data and attendance data in this scorecard because Jing Mei did not yet have data for these measures.

High School Graduation

High school graduation is a crucial milestone for college and career readiness. As in previous years, however, current graduation rates are likely unrelated to the work of Eastside Pathways so far. The partnership's first area of work serving older students, the College and Career Readiness Initiative, did not launch until early 2015.

The four-year high school graduation rate in Bellevue dipped slightly to **88.9 percent** for the Class of 2013.¹² This was lower than the Class of 2012 (91.8 percent) and Class of 2011 (91.0 percent). Equity gaps of around 10 percentage points persisted for students identifying as Black/African American and Hispanic/Latino. There was preliminary evidence that these gaps were narrowing, which will be shared in a future scorecard along with final graduation rates for the Class of 2014.

Four-Year Graduation Rates in BSD by Race/Ethnicity, Class of 2013



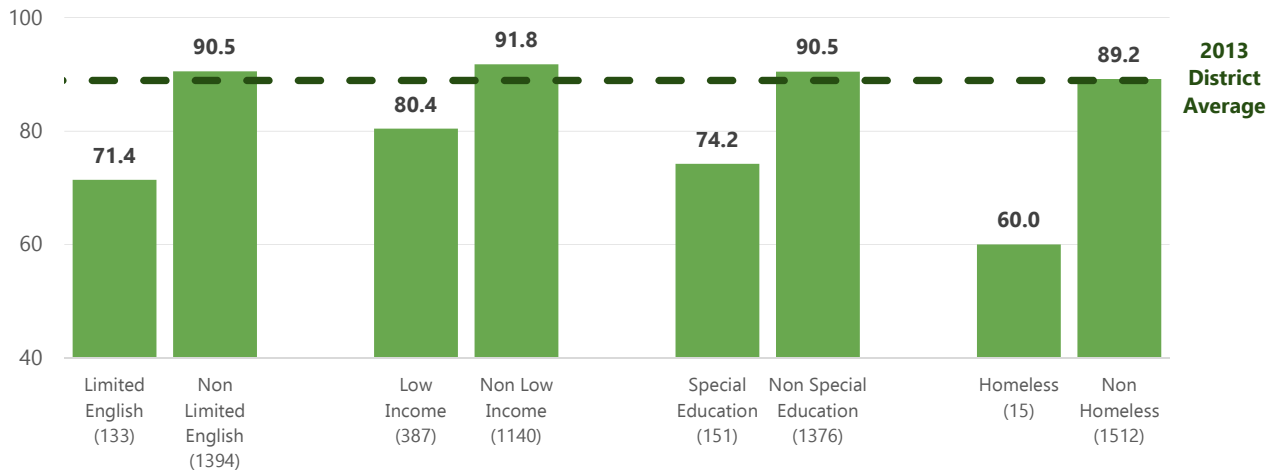
Data Source: Office of Superintendent of Public Instruction

Note: Graduation rate is the adjusted four-year cohort graduation rate, which accounts for transfers into and out of the district. The N count for each subgroup is noted in parentheses.

¹² We report high school graduation rates on a one-year delay due to the timing of data release from OSPI.

Students with special needs, limited English proficiency, from low-income families, or who were homeless also graduated from high school at lower rates than the district average. As the partnership’s work in the new College and Career Readiness initiative gets underway, further analysis of graduation trends will be in order, including understanding how outcomes change for students who are served under more than one special program and considering the different pathways to a diploma for students in Special Education.

Four-Year Graduation Rates in BSD by Special Programs, Class of 2013



Data Source: Office of Superintendent of Public Instruction

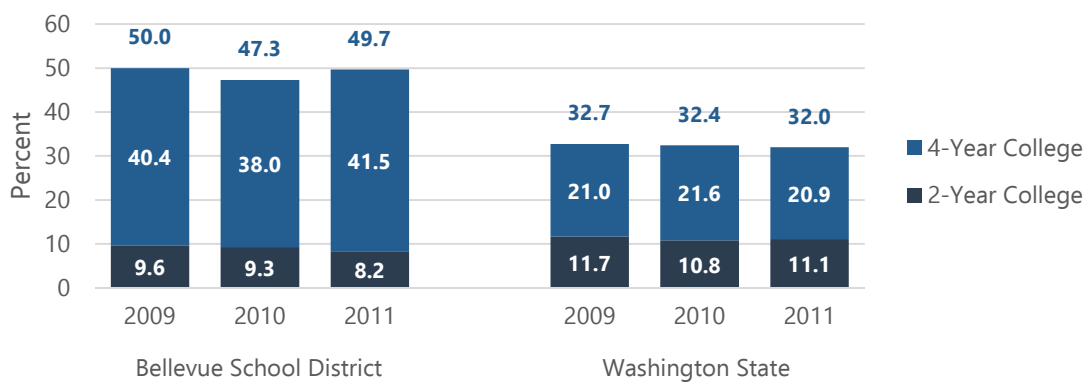
Note: Graduation rate is the adjusted four-year cohort graduation rate, which accounts for transfers into and out of the district. The N count for each subgroup is noted in parentheses.

Postsecondary Attainment

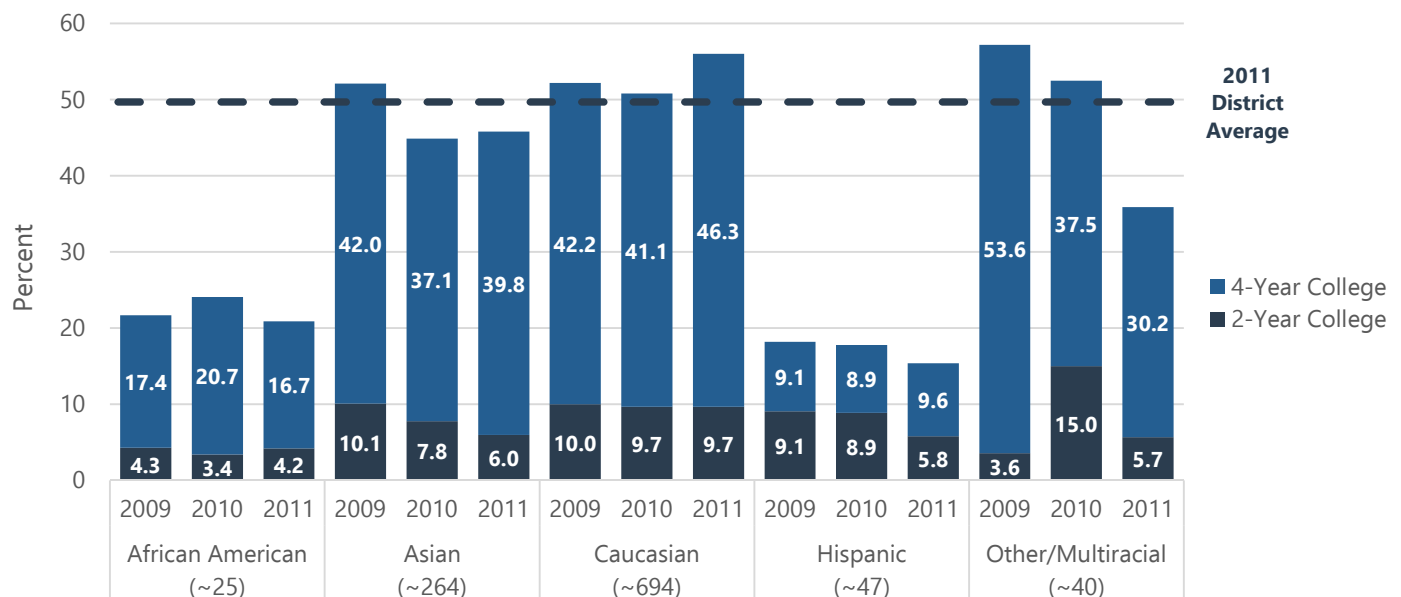
Rates of postsecondary attainment for Bellevue School District graduates continued to hover around 50 percent. In the most recent year's data, **49.7 percent** of graduates from the high school class of 2006 had earned a two- or four-year **college degree within five years** of finishing high school. Large gaps persisted between racial and ethnic groups. Across all three years, attainment rates of Asian and Caucasian students were double or even triple those of African American and Hispanic students.¹³

As noted in previous Eastside Pathways reports, it will take years before postsecondary attainment rates are expected to reflect the work of the partnership. The students included in the 2011 data had graduated from the Bellevue School District five years before Eastside Pathways began. Nonetheless, these rates are important to monitor as a snapshot of credential attainment for Bellevue students.

Students Earning College Degrees within Five Years of High School, 2009 to 2011



Percent of Students Earning Degrees within Five Years of High School by Race/Ethnicity, 2009 to 2011



Source: The BERC Group, College Tracking Data Services

Note: Data from 2009, 2010, and 2011 are for students who graduated from high school in 2004, 2005, and 2006 respectively. Race/ethnicity counts in parentheses were averaged across the three years of data.

¹³ These categories for race/ethnicity differ slightly from the ones used by OSPI and the Bellevue School District.

Career Readiness

The new, cross-sector **Career Pathways** collaborative launched in March 2015 with representatives from K-12 and higher education institutions, local community-based organizations and service providers, and the business community. Selecting an appropriate metric for career readiness will be among the group's first tasks. Possible metrics may include:

- Students' awareness of high-wage, high-demand career pathways
- Percent of students connecting to mentors and employers
- Percent of students with a meaningful job, internship, or volunteer opportunity
- Career and Technical Education (CTE) completion
- Some measure of "soft skills," which may connect with the social-emotional learning work of Eastside Pathways and the Bellevue School District

The collaborative also planned to devise one or two pilot projects to engage multiple stakeholders in the work of helping BSD students explore career pathways and increase their career readiness, with the goal of launching in the fall of 2015. Activities under consideration included a wide range of activities along a continuum of career exploration:



Other aims of the collaborative include coordinating existing work in the broader world of career exploration and readiness, sharing information about best practices, and scaling up promising pilots as appropriate. Because relationships with employers are especially important in a career-oriented workgroup, the Career Pathways collaborative plans to work closely with the Eastside Pathways Business Engagement Group.

Mental and Physical Health and Safety / Social and Emotional Skills

Goal: Every child attains optimal mental and physical health and safety.

Goal: Every child develops social and emotional skills for life effectiveness.

At the May 2014 All-Partner Meeting, attendees compared the partnership's active areas of work to its stated goals. It became clear that there were several large gaps in the partnership's work. One was around the interrelated goals of mental and physical health and safety and social-emotional learning. As a result, several partners stepped up to initiate a new collaborative effort to tackle these goals. While they were originally conceptualized as two separate goal areas, in practice they have merged into a single collaborative group because of the overlap in subject matter and providers.

The **Mental and Physical Health and Safety / Social-Emotional Learning (MPHS/SEL)** Team—name change pending—first convened in the fall of 2014. It began with representatives from the Bellevue School District, Youth Eastside Services, International Community Health Services, the Bellevue PTSA Council, and the Eastside Pathways backbone. The team's first task was to discuss current observable trends and underlying root issues. The committee then shifted its focus toward identifying the various data sources that could be compared and analyzed to better understand what issues the team should prioritize. In February 2015, representatives from the City of Bellevue, Pediatric Associates, Overlake Hospital, and BSD Special Education Department joined the committee. The team is in the process of determining what data to analyze, for what purpose, and with what support.

The baseline report did identify several indicators of mental and physical health and safety. All data came from the Healthy Youth Survey, which is administered every two years in accordance with state guidelines. No new data were available from the 2013-14 school year because the survey had been administered the previous year. The next update will be in the 2014-15 scorecard with data from fall 2014.

The indicator for social and emotional skills is still to be determined.

Parent and Family Support/Community Involvement

Goal: Parents and significant adults are supported in their efforts to help their child succeed.

Goal: The community plays an active role in the success of its children.

Parent and family support and community involvement are essential for a robust cradle-to-career support system for children. They are also difficult to measure. Though the indicators for these goal areas have yet to be determined, work has already begun. Several groups are working on these two goals in an intertwined way. Identifying indicators of success remains part of their conversation.

Racial Equity and Community Engagement for Cultural Integration

Eastside Pathways strives to support each and every child. As such, **equity** is an important lens informing how we do this work. Using a cultural integration approach, we welcome and celebrate different cultures in our community. We aim to create a culture of respect for all individuals (students and families), customs, culture, languages, beliefs, and values in our diverse community.

"Equity in education is raising the achievement of all students while: narrowing the gaps between the highest- and lowest-performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories."
- From *Courageous Conversations* by Glenn Singleton and Curtis Linton

The **Eastside Racial Equity Team** is a group of parents and nonprofit leaders working to increase racial consciousness, transform community systems, and ensure cultural integration. The team evaluates Eastside Pathways' collaborative work and partners' work to create a culture of racial equity within each organization and across the collective. In addition, Eastside Pathways is working with the Bellevue School District and the City of Bellevue to identify overlaps and opportunities in their respective plans on equity and diversity.

Community Engagement for Cultural Integration is a group working to close the opportunity gap by ensuring that every student and family is connected to school and community. Specifically, this collaborative has three goals:

1. Ensure that every child has culturally relevant programs and services available to them by school/feeder pattern that promote a stronger connection to both school and community.
2. Identify and empower natural leaders in the community.
3. Inform, equip, and align individuals and organizations on sustainable cultural integration.

The Bellevue School District has employed the Pacific Educational Group (PEG) to design and support a multi-year racial equity training program across the district. One goal of Eastside Pathways is to bring PEG to Bellevue to provide this training to all of our partner organizations so that programs and services are developed and provided using the same equity lens both in and out of school and so that the idea and language of racial equity are widespread in our community.

In addition, Eastside Pathways is supporting the use of the Community Café model across partner organizations by hosting orientations for partner staff and their constituent parents to learn the model together. Community Cafés provide a warm space for parents, families, students, and community members to share their experiences and provide input on issues of importance to them. Eastside Pathways hosted one orientation in October 2014 and is planning another for the fall of 2015.

Business Engagement

The business community is an important stakeholder for supporting youth in Bellevue. Individual businesses began signing on as Eastside Pathways partners in 2014. Since then, several representatives of the business community, including local entrepreneurs, have joined together to form the **Business Engagement Group**. The group's statement of purpose is as follows:

"The Business Engagement Group (BEG) partners with Eastside Pathways to provide awareness and education to the business community on identified gaps and needs on the Eastside. Through ongoing partnership, they create opportunities for action and involvement by plugging in business connections for impactful results."

The work of the Business Engagement Group is driven both by a desire to support children in the community and an understanding of the importance of having a strong pipeline of prospective employees and community leaders. The group is in a discovery and exploration stage to build a vision for the long-term, systemic involvement of businesses in achieving the partnership's goals.

Concluding Thoughts

The work of Eastside Pathways is now well underway. Recent results in third grade reading indicate steady improvement over the last two years. It is too early to suggest what role the partnership may have played in this change and whether it is indicative of a lasting trend. Other indicators fluctuated slightly from baseline levels. During the next several years, we will continue identifying, monitoring, and refining indicators as part of a broader effort to become a more data-driven organization.

The main story of the 2013-14 school year was not one of moving the needle, but of setting up the infrastructure needed for change. The partnership as it stands now is larger and better defined than it has ever been. The groundwork is in place for a number of different groups to begin planning and acting collectively. We are on the road to making collaboration and working across organizations the norm on the Eastside, bringing us closer to the vision of supporting every child in our community from cradle to career.

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Appendix A: Partner Participation Grid

Covering the period from Sept. 1, 2013 to March 1, 2015

The Partner Participation Grid indicates areas where each organization has been **engaged with the Eastside Pathways partnership** since the beginning of the 2013-14 school year. It does not track partners' direct service with youth and families.

Partner Organization	Key: ◇ Lead Partner ● Participant													
	School Readiness	Summer/Extended Learning	Attendance	College & Career Readiness Formerly "4th Plus"	Mental and Physical Health and Safety/ SEL	Community Engagement for Cultural Integration	Eastside Racial Equity Team	Business Engagement	Partner Leadership Committee	Data Council	Backbone Board	All-Partner Meeting	In-Kind Support	
Alliance of People with disAbilities												●		
Ashoka Seattle												●		
Bellevue College	●			◇						●		●	●	
Bellevue Education Association												●		
Bellevue Family YMCA	●	●		●		●+						●		
Bellevue LifeSpring	●											●		
Bellevue PTSA Council					●		●					●		
Bellevue School District	◇	◇	◇	◇	◇	◇*	◇*		●	●	●	●	●	
Bellevue Schools Foundation				●							●	●	●	
Bellevue Special Needs PTA					●		●					●		
Bellevue Youth Link				●							●	●		
Big Brothers Big Sisters of Puget Sound									●			●		
BKPlay Academy	●											●		
Boys & Girls Clubs of Bellevue		●		●			●					●		
Chess4Life												●		
Child Care Resources	◇					●+				●		●		
Chinese Information and Service Center	●					●+			●			●		
City of Bellevue	●	●	●	●	●	●	◇		●	●	●	●	●	
College Success Foundation														
Eastside Community Network												●		
Eastside Heritage Center												●		
Eastside Latino Leadership Forum	●		●			●+	●					●		
English Language Learners Alliance	●					●+						●		
Friends of Youth	●											●		
Girl Scouts of Western WA														
HealthPoint												●		
Hopelink												●		

Partner Organization	School Readiness	Summer/Extended Learning	Attendance	College & Career Readiness Formerly "4th Plus"	Mental and Physical Health and Safety/ SEL	Community Engagement for Cultural Integration	Eastside Racial Equity Team	Business Engagement	Partner Leadership Committee	Data Council	Backbone Board	All-Partner Meeting	In-Kind Support
Imagine Housing	●					● ⁺						●	
International Community Health Services					●							●	
Jubilee REACH	●			●		● ⁺	●					●	●
KidsQuest Children's Museum	●	●										●	●
Kindering	●											●	
King County Housing Authority	●			●					●			●	
King County Library System	●	●										●	
Lake Washington Institute of Technology				●								●	
League of Education Voters									●			●	
Mainspring Wealth Advisors				●				◇	●			●	
Olive Crest												●	
Overlake Hospital Medical Center					●							●	●
Pacific Science Center	●											●	
Pediatric Associates					●				●			●	
Planned Parenthood of the Greater Northwest												●	
Prime Dental Group												●	
Public Health - Seattle & King County (Eastgate Public Health)	●								●			●	
Rainier Athletes				●								●	
Seattle Children's Bellevue Clinic and Surgery Center												●	●
SOAR	●											●	
Social Bridge				●								●	
United Way of King County	●			●								●	
University of Washington - Bothell				●								●	
WithinReach	●												
Youth Eastside Services					●				●		●	●	●

* BSD Department of Equity

⁺ In the Community Engagement column, organizations marked as ●⁺ participated in the October 2014 Community Café orientation, one of the community engagement strategies.

Appendix B: Data Sources

Eastside Pathways is a data-driven organization and encourages the ongoing use of data by individuals and organizations. There is a wealth of data available to the public that describes the wellbeing of children from cradle to career. The information below is provided to clarify the data sources used in this scorecard and to point readers in the direction of other pieces of data that may be useful to their work. Note that because websites often change, we cannot guarantee the continued accuracy of this information beyond April 2015.

Child Abuse and Neglect

Source: Washington State Department of Social and Health Services

Website: <https://www.dshs.wa.gov/sesa/rda/4/53/school-districts>

Public Availability: *Profile on Risk and Protection for Substance Abuse Prevention Planning* reports available at the school district level.

Notes: The district risk profiles cover a broad range of topics for that community, including school climate, involvement with the criminal justice system, and the availability of drugs. The rate of accepted referrals to Child Protective Services for child abuse and neglect is reported as an indicator of family problems.

Prenatal Care

Source: Public Health – Seattle & King County

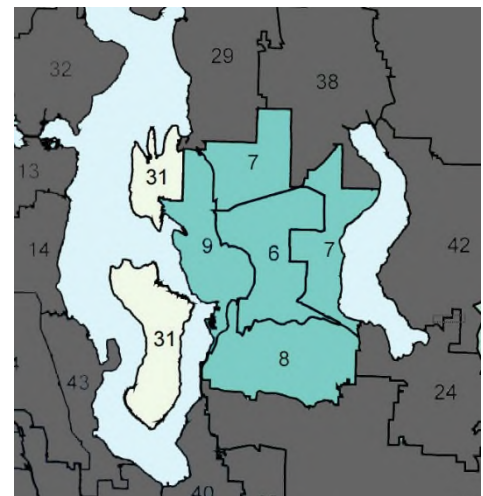
Website: <http://www.kingcounty.gov/healthservices/health/data/indicators.aspx>

Public Availability: Reports updated annually and available for download with data at county and Health Reporting Area (HRA) level. Individual request required for more specific geography such as a school district or small city.

Notes: The source for the “Early or adequate prenatal care” indicator is birth certificate data. We requested three-year rolling averages, although five-year rolling averages are also available.

Public Health – Seattle & King County uses city boundaries to set each Health Reporting Area (HRA). We filed a request to use a set of zip codes instead. The zip codes 98039 and 98004–98009 cover Bellevue plus the smaller cities of Beaux Arts, Clyde Hill, Hunts Point, Medina, and Yarrow Point. This roughly approximates Bellevue School District boundaries. Pre-published reports for Bellevue otherwise would have excluded most of these small cities, which—with the exception of Beaux Arts—are instead reported with Mercer Island as the “Mercer Isle/Pt Cities” HRA.

The image at right maps these HRAs. The teal regions (HRAs 6, 7, 8, and 9) cover the city of Bellevue. The tan regions (HRA 31) are “Mercer Isle/Pt Cities.” The northern part of HRA 31 contiguous to Bellevue is part of the Bellevue School District and is captured in our data by using zip codes instead of HRAs.



Source: Public Health – Seattle & King County.
Cropped and recolored by Eastside Pathways.

Immunizations

Source: Washington State Department of Health

Website: <http://www.doh.wa.gov/DataandStatisticalReports/Immunization/SchoolReports>

Public Availability: Variety of reports available with immunization rates down to the county and school district level.

Bellevue School District Demographics

Source: Office of Superintendent of Public Instruction

Website: <http://reportcard.ospi.k12.wa.us/>

Public Availability: Aggregate demographics available at state and district level.

Notes: This URL navigates to the summary page, which is where demographic information is listed. Use the drop-down menus and click the green “Go” button to select different districts or school years.

MSP Assessment Scores

Source: Office of Superintendent of Public Instruction

Website: <http://reportcard.ospi.k12.wa.us/>

Public Availability: Aggregate assessment results available at state, district, and school level. Breakouts available for subgroups (e.g., Asian, Limited English, Low Income) that are sufficiently large to protect student confidentiality.

Notes: We used the OSPI Report Card to report 3rd grade reading proficiency levels. From the main OSPI page, navigate to the “MSP/HSPE” tab to find these results. They can be reported as line charts, bar charts, or data tables, either for one school year or as a trend. Districts like Bellevue that piloted Smarter Balanced assessments in some schools in 2013-14 are flagged with the following note:

“This school/district participated in the Smarter Balanced Field Test in 2013-2014. Any data shown for 2013-14 in reading, writing, and math in grades 3-8 only reflect students tested on the MSP. At a district level, the data reported here may reflect results for only some of the schools in the district rather than the entire district.”

For this scorecard only, Eastside Pathways combined current (2013-14) MSP scores where available with previous (2012-13) MSP scores for schools that piloted Smarter Balanced. This provided an approximate district-wide snapshot.

STAR Assessment Scores

Source: Bellevue School District

Public Availability: Published in aggregate at district discretion.

Notes: The STAR assessment is produced by Renaissance Learning. Use of STAR assessments is not mandated by state law. It is a supplemental tool adopted by the Bellevue School District and therefore is not reported in the same public and systematic way as MSP data. After signing a data sharing agreement with the Bellevue School District, Eastside Pathways Data Officer Kelly Jones accessed student-level records to conduct the analysis necessary for this scorecard. No other individuals at Eastside Pathways had access to STAR data. For more information on the STAR reading assessment, see [here](#).

Appendix C: Glossary of Acronyms

Acronym	Stands For...	Description
BSD	Bellevue School District	Local public school district in Bellevue, WA.
CGLR	Campaign for Grade-Level Reading	The first Eastside Pathways collaborative initiative. Goal is 100% proficiency in reading by 3 rd grade. Based on a national model from the Annie E. Casey Foundation.
CPS	Child Protective Services	State agency that investigates reports of child abuse and neglect. Part of Washington State Department of Social and Health Services.
K-12	Kindergarten to 12 th Grade	Shorthand for the publicly-supported primary and secondary grades, i.e., kindergarten through 12 th grade. Does not include pre-kindergarten or postsecondary grade levels.
MSP	Measurements of Student Progress	State test from 2010 to 2014 for Washington students in grades 3 – 8.
OSPI	Office of Superintendent of Public Instruction	State education agency for Washington.
SEL	Social-Emotional Learning	The acquisition of life skills (e.g., social awareness, self-management) that support success in work, school, relationships, and life.
STAR	<i>Not an acronym</i>	Assessment developed by Renaissance Learning. Not a state test. “STAR” originally stood for <u>S</u> tandardized <u>T</u> est for the <u>A</u> ssessment of <u>R</u> eading but is no longer used as an acronym because there are STAR tests in other subjects (e.g., STAR Math).
WaKIDS	Washington Kindergarten Inventory of Developing Skills	State system for the transition into kindergarten. Includes family connection, whole-child assessment, and collaboration among early learning professionals.
WASL	Washington Assessment of Student Learning	State test until summer 2009 for Washington students in grades 3 – 8 and 10. First administered in 1997 (was then grades 4, 7, and 10 only).



For more information, please contact info@eastsidepathways.org.

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