

I Census Data



City of Seattle

Creative Conversations Series about Data in Seattle

I  Census Data is a collaborative effort between the Seattle Department of Neighborhoods, the City Demographer in the Office of Planning & Community Development, and the Seattle Office for Civil Rights.

I ♥ Census Data
 MARCH 30, 2021
 City of Seattle
 Creative Conversations Series about Data in Seattle

WHAT IS DECENNIAL CENSUS?
 * 10 Years
 10 Questions

FYI
WHAT'S HAPPENED
 of 2020 Census Data?
 Oct 2020 → APRIL 2021
 COVID interrupted
 SO WE DON'T HAVE ALL DATA yet

OFFICIAL COUNT
 of Population

AMERICAN COMMUNITY SURVEY
 1-5 yrs data

RACE ISSUE
 (causes trouble)
 ESTIMATE
 Latino/Asian
 Ethnicity
 Black
 African American

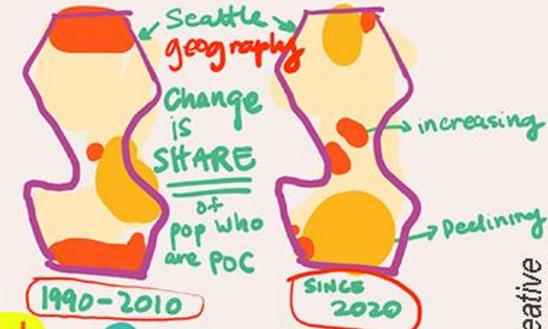
Ex: Hispanic + White → Poc?
 Ex: Native + Asian → Poc?
 *Tide of more faces (voters)

How are ppl who are unhoused counted?
 will look for folks in boats, vehicles, shelters
BUT → NOT PERFECT DATA

Will be able to see data to the BLOCK
BUT
 Communities of color are still undercounted

SHUXUAN ZHOU
 Sr. Researcher Seattle Office of Civil Rights
DIANA CANZONERI
 City of Seattle Demographer
STACY NGUYEN
 Designer + Illustrator

Seattle's Changing NEIGHBORHOODS



THERE'S MORE DATA
 - POC POP INCREASE ↑
 Kent, Renton + Auburn BIPOC Populations INCREASING FASTER than Seattle
 COMING! (get excited)



This Confirms gentrification has occurred in last 20 years
 maya Manos
 Trang agrees ✓

The light rail opened in 2009. Was displacement of POC caused or accelerated by it?

DATA VISUALIZATION

RACIAL EQUITY LAB



Dashboard tool coming Summer 2021.

today we got a preview

Really?!
 one response to data shown today

Q? What if our race is not there?
 is a criticism that's valid

"How RACE IS CATEGORIZED IS OUTDATED"
 - Shuxuan Zhou



Beacon Hill's into surprised me!
 (I didn't expect so)

SUMMATION
 The data was overwhelming but shows how population changes over time

@stacynguyencreative

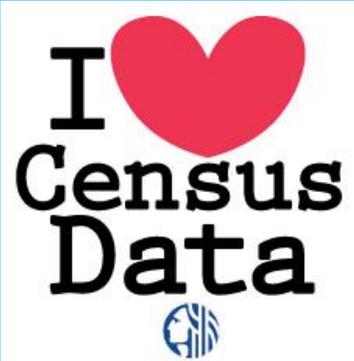
Thriving Youth: How Data Helps Youth Succeed
September 28, 2021
12- 1:30 pm

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TOGETHER

- This series brings together **community members, city agencies and staff, data professionals, and community artists** for interactive presentations and conversation about Data.

SEATTLE DATA

- You will learn about Seattle Data about Youth Demographics, Mental and Behavioral Health, Federal College Preparation Grants, and impacts of COVID-19 on SPS enrollment trends.

Today's Agenda

- 12:00
- Today's People
- Growth and shifting demographics of Seattle's child population
- Using Census Data for a Federal Grant
- Behavioral Health and Discipline Data in Seattle Public Schools
- Enrollment Trends in Seattle Public schools
- 1:30 Adjourn

RESEARCHERS, CITY AGENCIES, ARTISTS, COMMUNITY

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Today's
People
from the City of Seattle

- **Elsa Batres-Boni**, Civic Engagement Advisor, Department of Neighborhoods
- **Diana Canzoneri**, City of Seattle Demographer
- **Holly Campbell and Isabel Callaway** Seattle Office of Education and Early Learning
- **Hena Parveen**, Seattle Public Schools Healthy Schools Coordinator
- **Jeanine Needles**, Seattle Public Schools Demographer

Seattle is in Duwamish territory.

▼
We recognize that we are on Indigenous land, the traditional and current territories of the Duwamish people.

Diana Canzoneri



Diana Canzoneri has been the City's Demographer for 12 years. She works in the Office of Planning and Community Development (OPCD) and provides analysis to inform neighborhood planning, long range planning for growth management, and the development of housing policy.

She also provides information on population characteristics and community conditions to officials and colleagues throughout the City organization, with a particular focus on advancing racial and social equity.

Holly Campbell



Holly is the Interim Manager for the Performance and Evaluation Unit of the City of Seattle's Department of Education and Early Learning (DEEL). She focuses on turning administrative and evaluation data into actionable insights through data visualizations. Since getting her Master's in Public Policy from UCLA, she's spent the last 15 years helping programs define and track their key components and goals. Her work has focused on families, children and youth, from prenatal services to college graduation.

Isabel Callaway



Isabel is a Senior Data Advisor at the City of Seattle's Department of Education and Early learning. Previously, she worked at the Puget Sound Educational Service District, where she provided research and evaluation support on a variety of local projects, including King County's Best Starts for Kids initiative. Isabel has worked with Seattle Public Schools as a City Year AmeriCorps Members, a non-profit program manager and volunteer. She received her master's in education policy at the University of Washington.

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Hena Parveen



Hena Parveen is the Healthy Schools Coordinator in the Prevention and Intervention Department at Seattle Public Schools. She started working with the District over 4 years ago after graduating with a Master's in Public Health from the University of Washington. Her work is funded through the Best Starts for Kids Levy and focuses on enhancing student learning and well-being through delivery of comprehensive prevention programming, with an emphasis on reducing substance use and other risky behaviors. Hena also works in collaboration with other departments to analyze the disproportionality in discipline among high school students with the goal of ensuring racial equity in our educational system.

Jeanine Needles



Jeanine Needles is the Demographer on the Enrollment Planning team with Seattle Public Schools. She began working with the district just over a year ago after graduating with an MPA from the Evans Schools of Public Policy and Governance in June 2020.

Her work with Seattle Public Schools is centered around supporting the equity-centered initiatives of district departments through research and data analysis, building partnerships with affordable housing providers, assisting with data sharing agreements, and informing decision making through compiling, cleaning, and analyzing large sets of demographic data for quantitative reports.

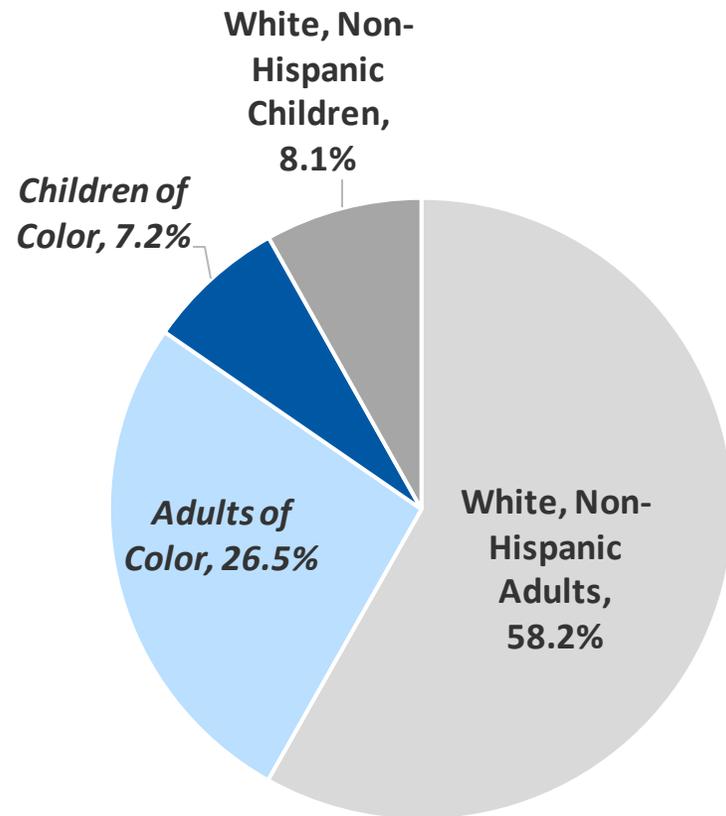
An important part of Jeanine's role on the Enrollment Planning team is also to share data with the public in a way that is informative, transparent, accessible, and equity-centered.

Growth and shifting demographics of Seattle's child population

Diana Canzoneri, City of Seattle Demographer

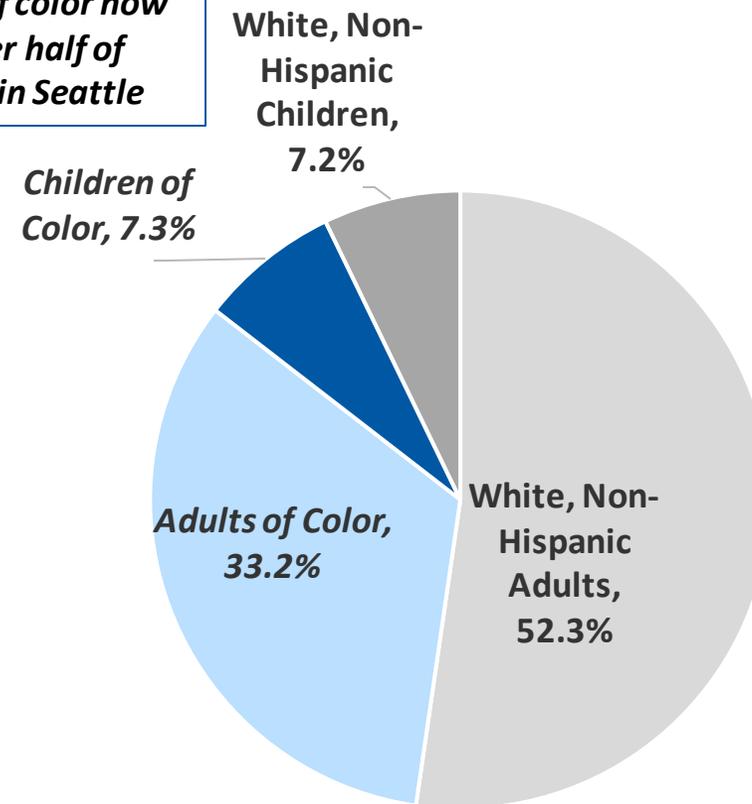
Seattle Demographic Composition: By Age (<18 and 18+) and Race/Ethnicity (POC and White)

2010



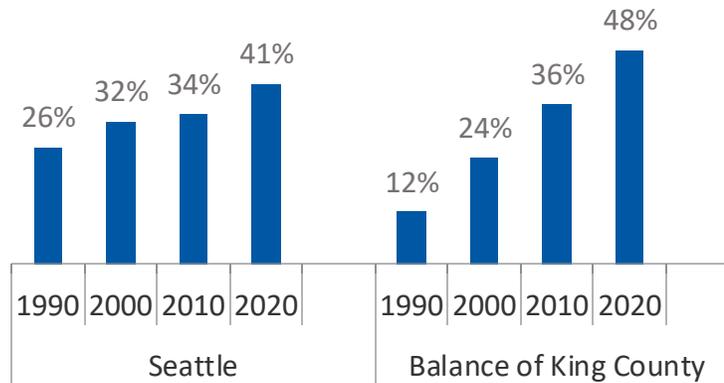
Children of color now just over half of children in Seattle

2020

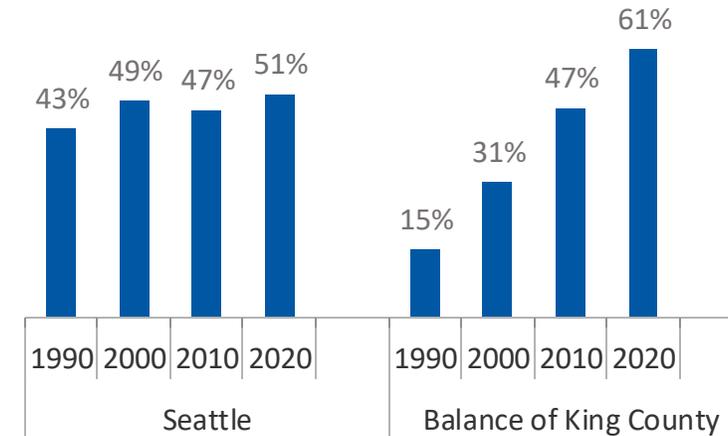


Trends in Seattle Compared with the Balance of King County

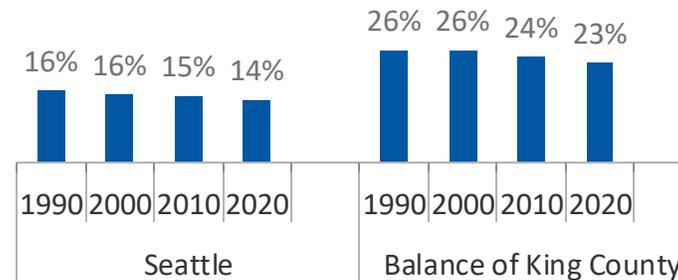
Persons of Color
(As Share of Total Population)



Children of Color
(As Share of Total Child Population)



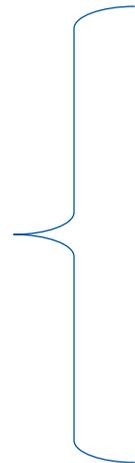
Children
(As Share of Total Population)



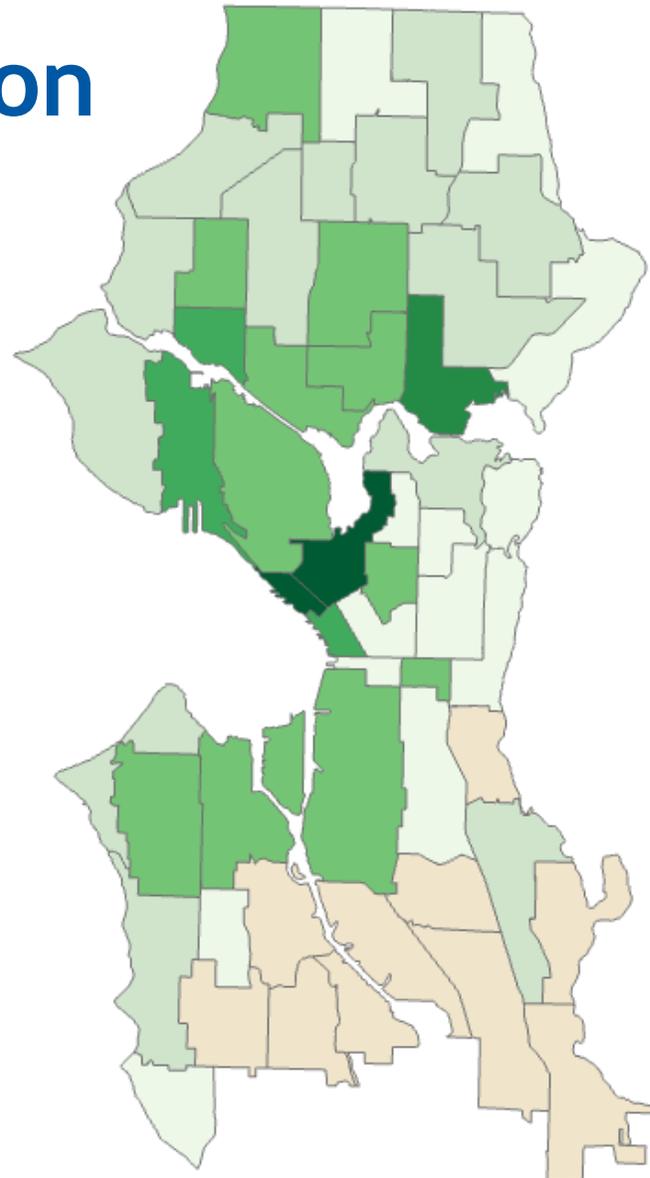
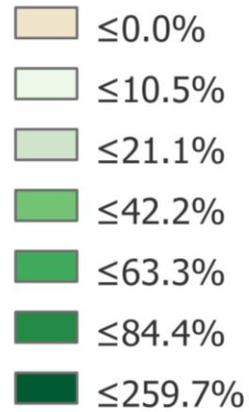
2010 to 2020 Growth Rates in Seattle Child Pop. and Adult Pop. by Race & Ethnicity

	Growth in <i>Child</i> Population	Growth in <i>Adult</i> Population
Population in age group:	14.3%	22.3%
Non-Hispanic:		
White	6.7%	8.8%
Black	1.8%	8.1%
Native American	-9.5%	-16.7%
Asian	-1.5%	57.6%
Pacific Islander	-28.2%	-9.3%
Two or more races	74.5%	118.1%
Hispanic/Latinx	26.9%	57.8%
People of Color	22.8%	52.0%

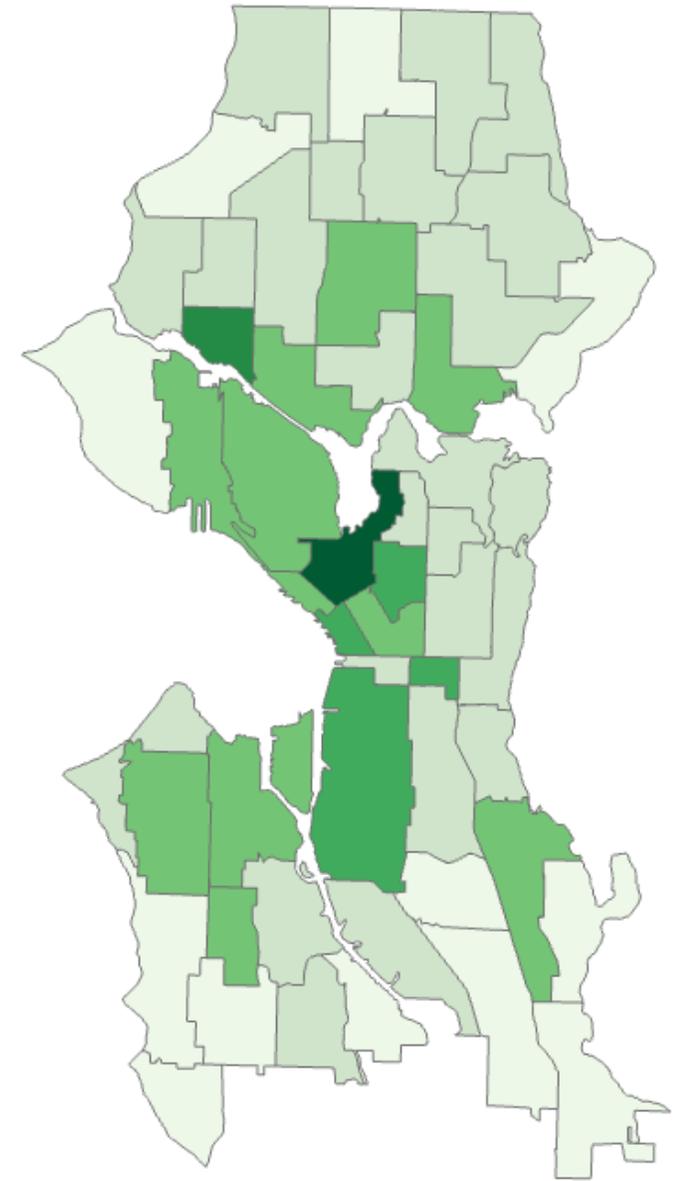
People
of Color



Rate of Population Growth by Age from 2010 to 2020

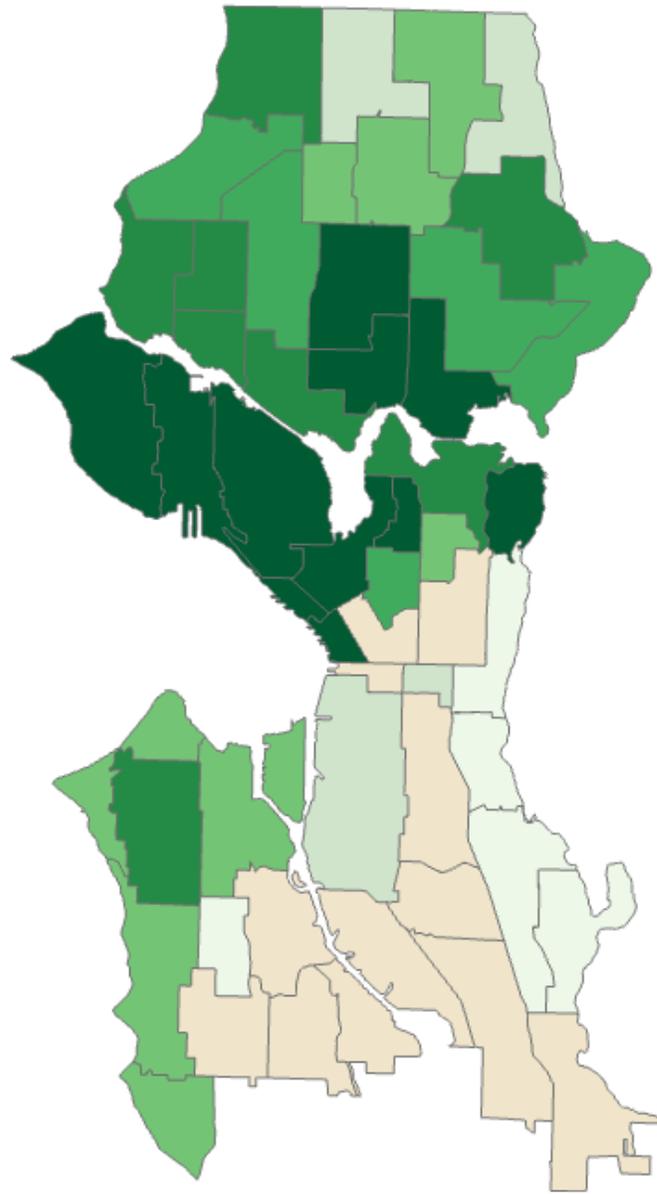
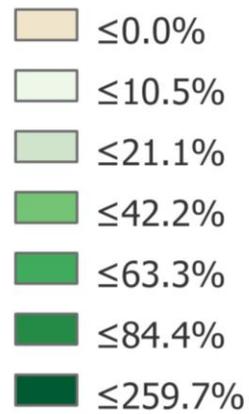


Child Population

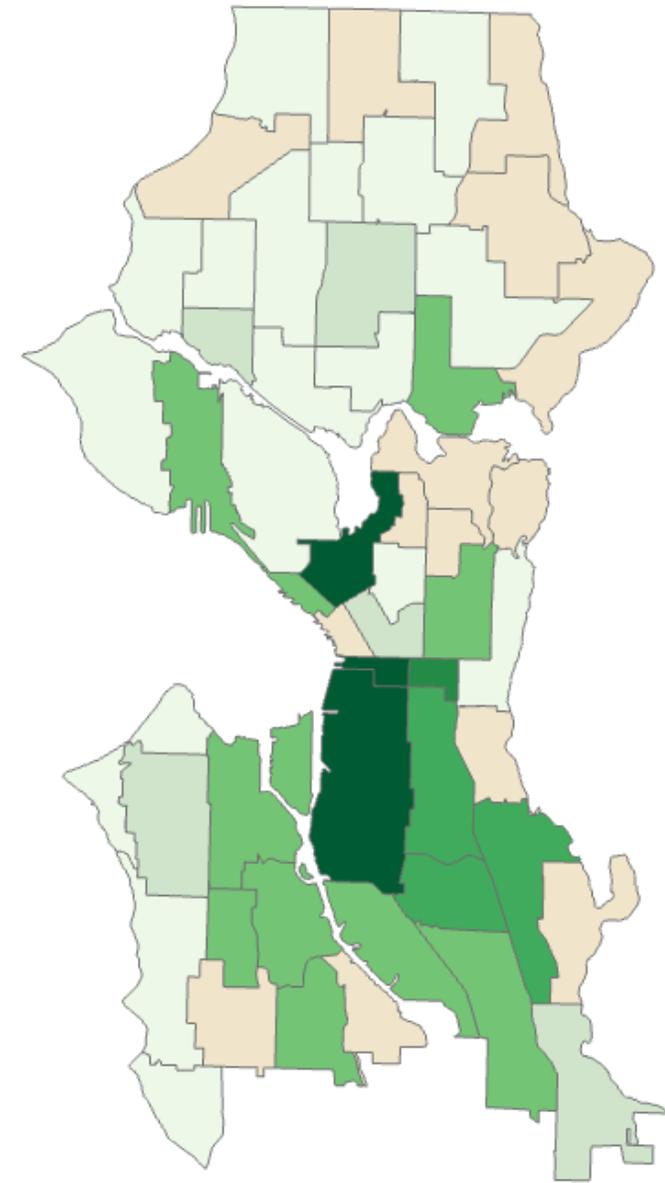


Adult Population

Rate of Child Population Growth from 2010 to 2020

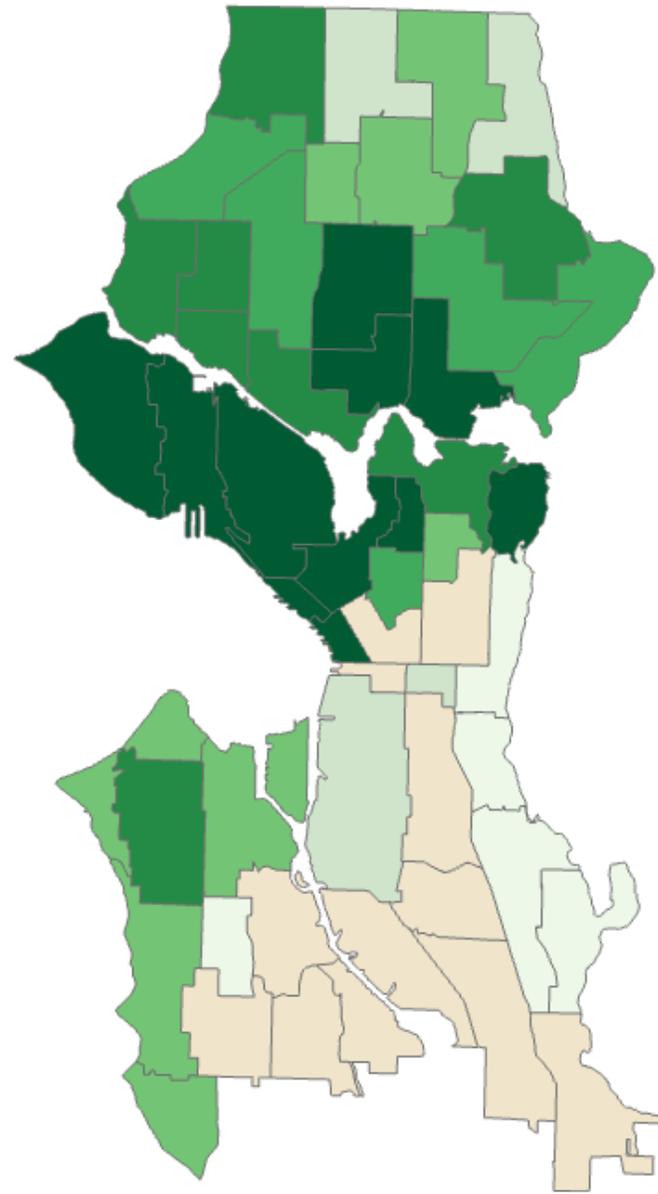
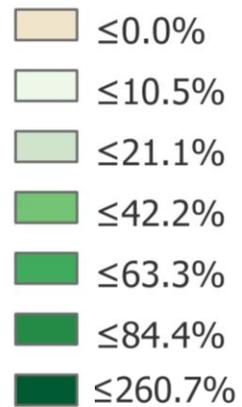


Children of Color

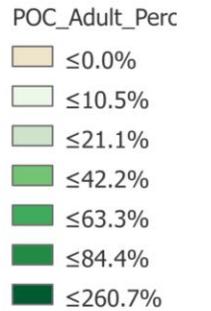
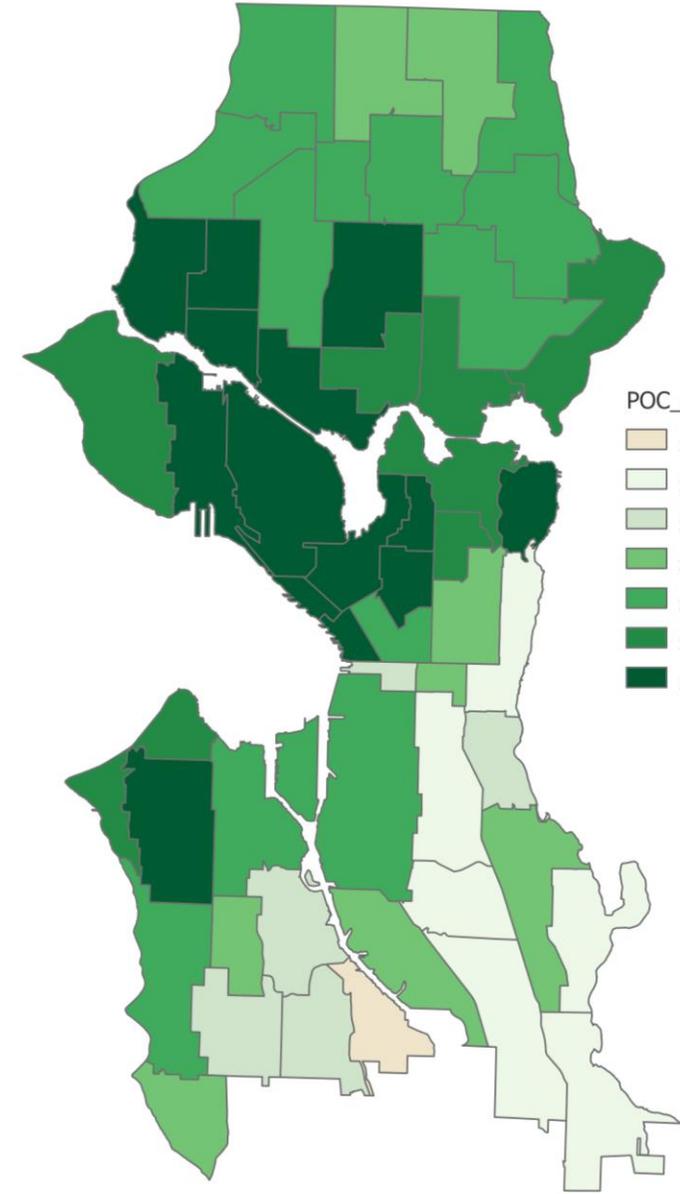


Non-Hispanic White Children

Rate of Child Population Growth from 2010 to 2020



Children of Color



Adults of Color

USING CENSUS DATA FOR A FEDERAL GRANT

I LOVE CENSUS DATA, SEPTEMBER 28, 2021

Isabel Callaway, M.Ed
Holly Campbell, MPP

BACKGROUND



- Upward Bound is a federally-funded college-readiness program focused on preparing low-income and first-generation college students for higher education by promoting academic achievement, goal setting, and career exploration.
- The City of Seattle runs Upward Bound programs in Garfield and Rainier Beach High Schools (UW runs the program at Chief Sealth, Cleveland and Franklin).
- We must re-apply for another 5 years of funding in 2022.

WE HAVE TO SHOW NEED

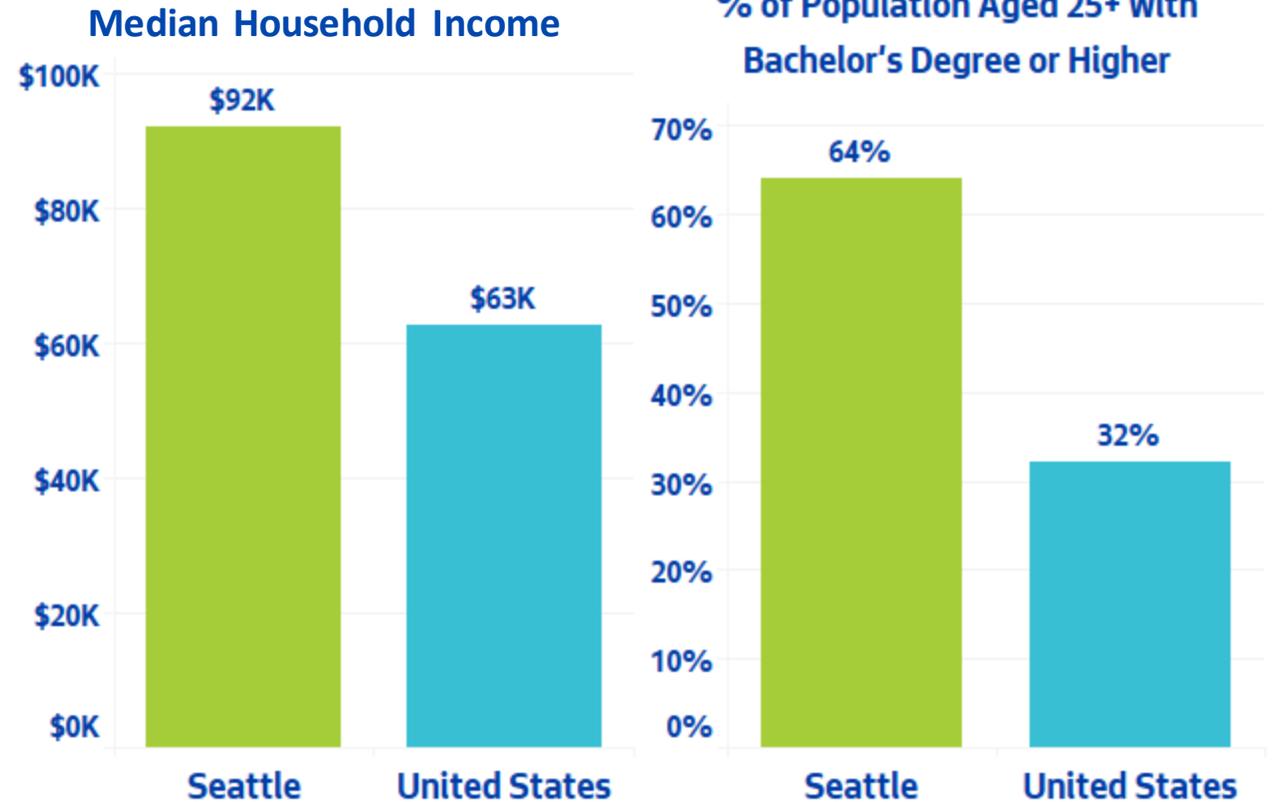
Overview of regulatory criteria



- “Need for the Project” counts for almost a quarter of our proposal’s score.
- Need includes community poverty rates, community educational achievement, drop out rates, attendance rates, counselor ratios, test scores, etc.
- It’s all very deficit based.

THE CHALLENGE

- Seattle is one of the wealthiest, most educated cities in the United States.
- Our proposal faces an uphill battle to prove to reviewers how many Seattle students can benefit from the program.
- We must write a narrative that will be respectful of our students' and families' strengths while also appealing to the deficit-based lens of the review criteria.



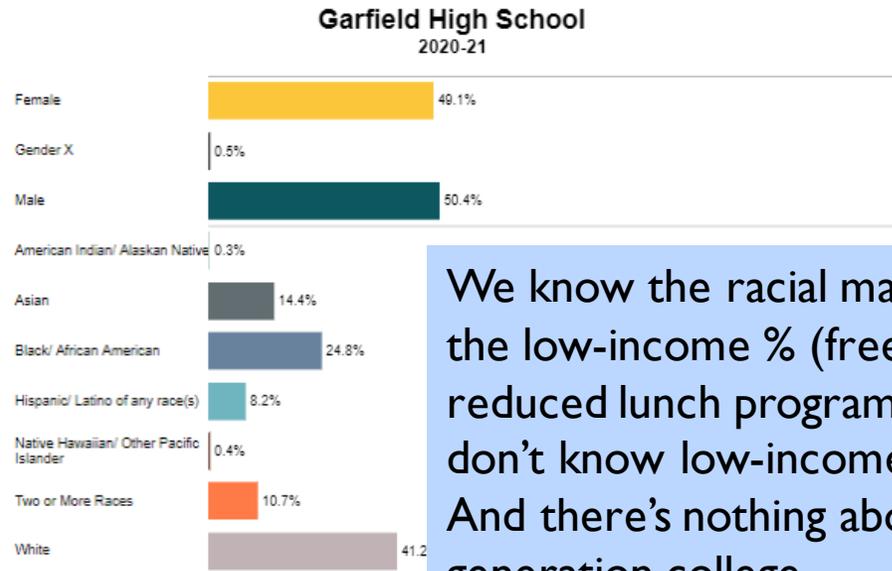
Source: U.S. Census Bureau, American Community Survey (ACS) 5-Year Estimate, 2015-2019.

WHAT WE KNOW ABOUT A SCHOOL FROM OSPI

Enrollment by Student Demographics

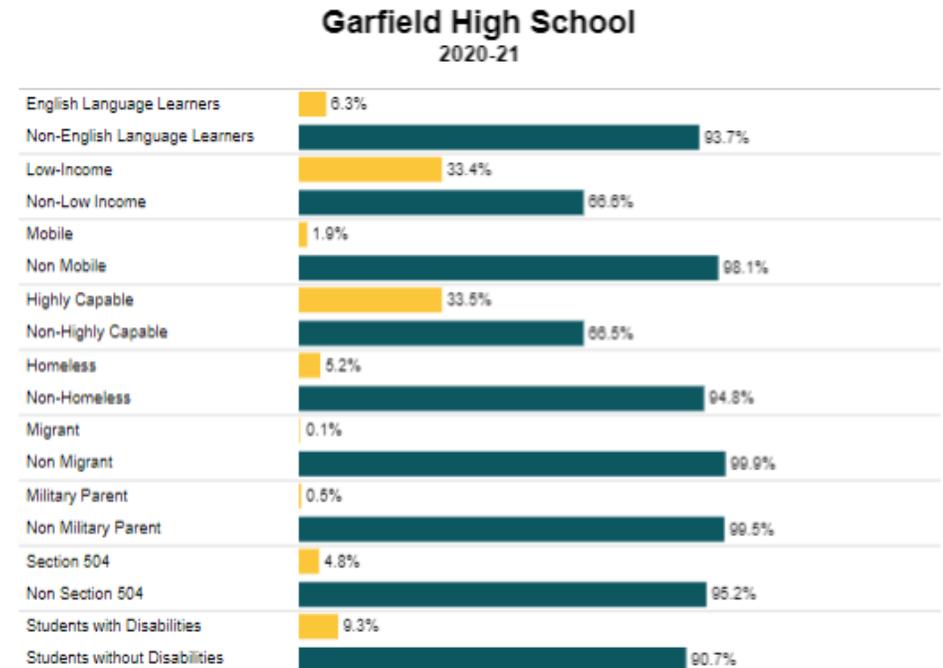
Summary Trend

How many students were enrolled at the beginning of the school year, by student demographics?



We know the racial make-up and the low-income % (free and reduced lunch program), but we don't know low-income by race. And there's nothing about 1st generation college.

How many students were enrolled at the beginning of the school year, by student program and characteristics?



THE AMERICAN COMMUNITY SURVEY CAN FILL IN THE GAPS

- The American Community Survey offers economic and educational attainment details, not just citywide figures, but also by zip code, race/ethnicity and age.
- We use the 5-year estimates to get a more robust estimate, especially for smaller geographies/ sub-groups.
- We acknowledge that not all students live in the schools' zip codes, and we'll be including lots of people without high school-aged children, but it sets the community context.

The screenshot shows the Data.census.gov website interface. At the top, there is a dark blue header with a "MENU" icon on the left and the "United States Census Bureau" logo on the right. Below the header, the main heading "Explore C" is partially visible. Underneath, a search bar contains the text "zcta5 98122 poverty by race". Below the search bar, the text "Advanced Search" is visible. A light blue callout box is overlaid on the right side of the search bar, containing the text: "IMPORTANT! Preface the zip code with 'zcta5'!!!!". At the bottom of the screenshot, the "Data.census.gov" logo is on the left, and the "Seattle Department of Education & Early Learning" logo is on the right.

EXAMPLE: HOW TO DETERMINE FIRST GENERATION COLLEGE STATUS

Since first-generation student data is not available, we can use census data to make a best guess.

- Step 1: Identify your geography. *Garfield High School is in 98122.*
- Step 2: Identify your question. *Let's start with "educational attainment."*
- Step 3: Think about what sub-groups you want to know about. *Let's start with age.*
- Step 4: Put search terms in data.census.gov and see what kind of tables you get.

The screenshot shows the United States Census Bureau website search results for the query "zcta5 98122 educational attainment by age". The search results are filtered to show "All" results, with "Tables" selected. The results list four tables related to educational attainment for the population 18 years and over, and for the population 25 years and over, and poverty status in the past 12 months of individuals by sex by educational attainment.

United States[®]
Census
Bureau

zcta5 98122 educational attainment by age

All Tables Maps Pages

About 58 results | Filter

Tables

EDUCATIONAL ATTAINMENT
Survey/Program: American Community Survey
Years: 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011
Table: S1501

SEX BY AGE BY EDUCATIONAL ATTAINMENT FOR THE POPULATION 18 YEARS AND OVER
Survey/Program: American Community Survey
Years: 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011
Table: B15001

SEX BY EDUCATIONAL ATTAINMENT FOR THE POPULATION 25 YEARS AND OVER
Survey/Program: American Community Survey
Years: 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011
Table: B15002

POVERTY STATUS IN THE PAST 12 MONTHS OF INDIVIDUALS BY SEX BY EDUCATIONAL ATTAINMENT
Survey/Program: American Community Survey
Years: 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012, 2011
Table: B17003

HOW TO READ TABLE

Product: 2019: ACS 5-Year Estimates Subject Tables

Used population totals to determine what percentage of adults, ages 35-64, have a Bachelor's degree or higher in the Garfield high school neighborhood.

ZCTA5 98122

Total

Margin of Error

Label

▼ AGE BY EDUCATIONAL ATTAINMENT

▼ Population 35 to 44 years

5,750

±622

(X)

High school graduate or higher

5,556

±638

96.6%

Bachelor's degree or higher

3,757

±481

65.3%

▼ Population 45 to 64 years

7,104

±688

(X)

High school graduate or higher

6,721

±659

94.6%

Bachelor's degree or higher

4,100

±505

57.7%

Bachelor's degree or higher

3,757

±481

65.3%

±4.8

▼ Population 45 to 64 years

7,104

±688

(X)

(X)

±2.5

±5.1

(X)

±5.0

27

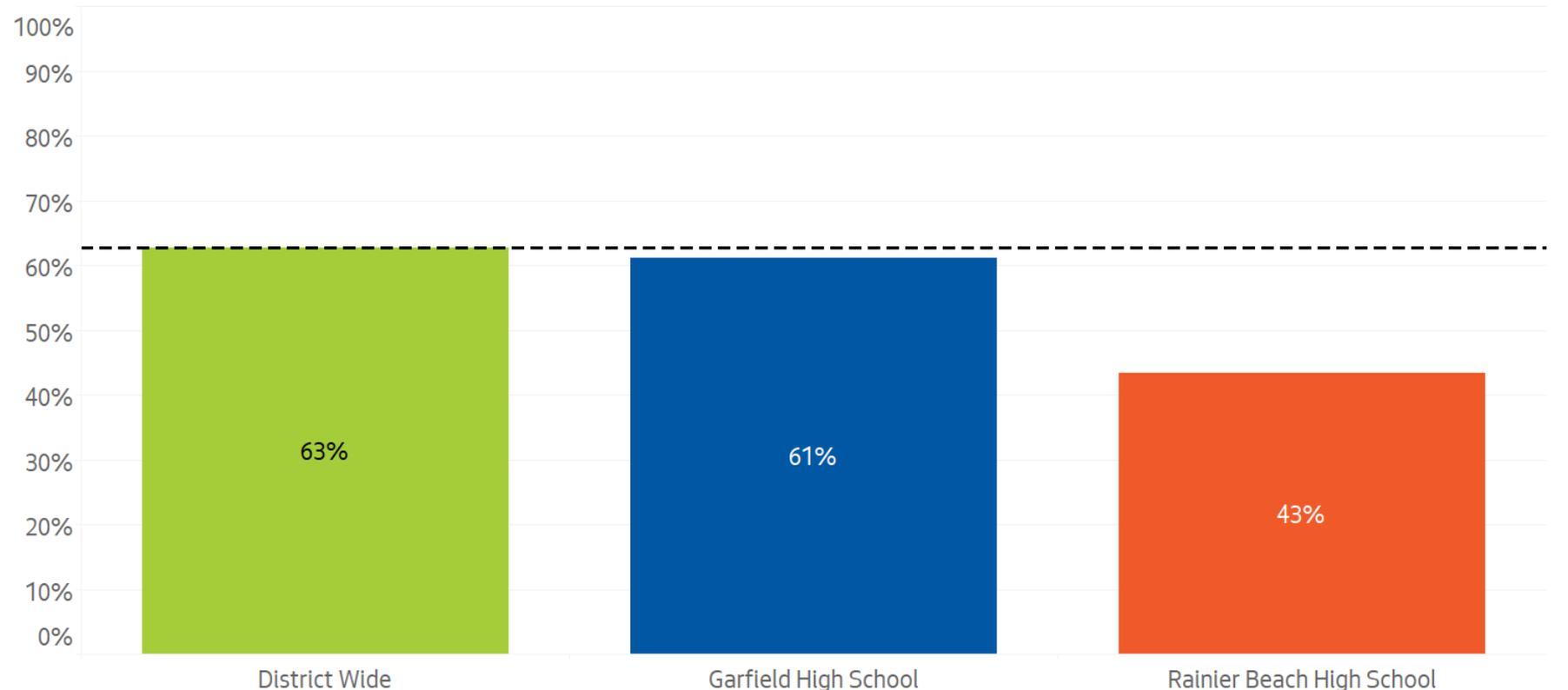
±6.2

Decided to focus on an estimated high school parent age group (35-64)

Have to do your own math:
 $(3,757+4,100)/(5,750+7,104)= 61\%$

EXAMPLE: HOW TO DETERMINE FIRST GENERATION COLLEGE STATUS

Educational Attainment: Percent of Nearby Adults (35-64) with a Bachelor's Degree or Higher

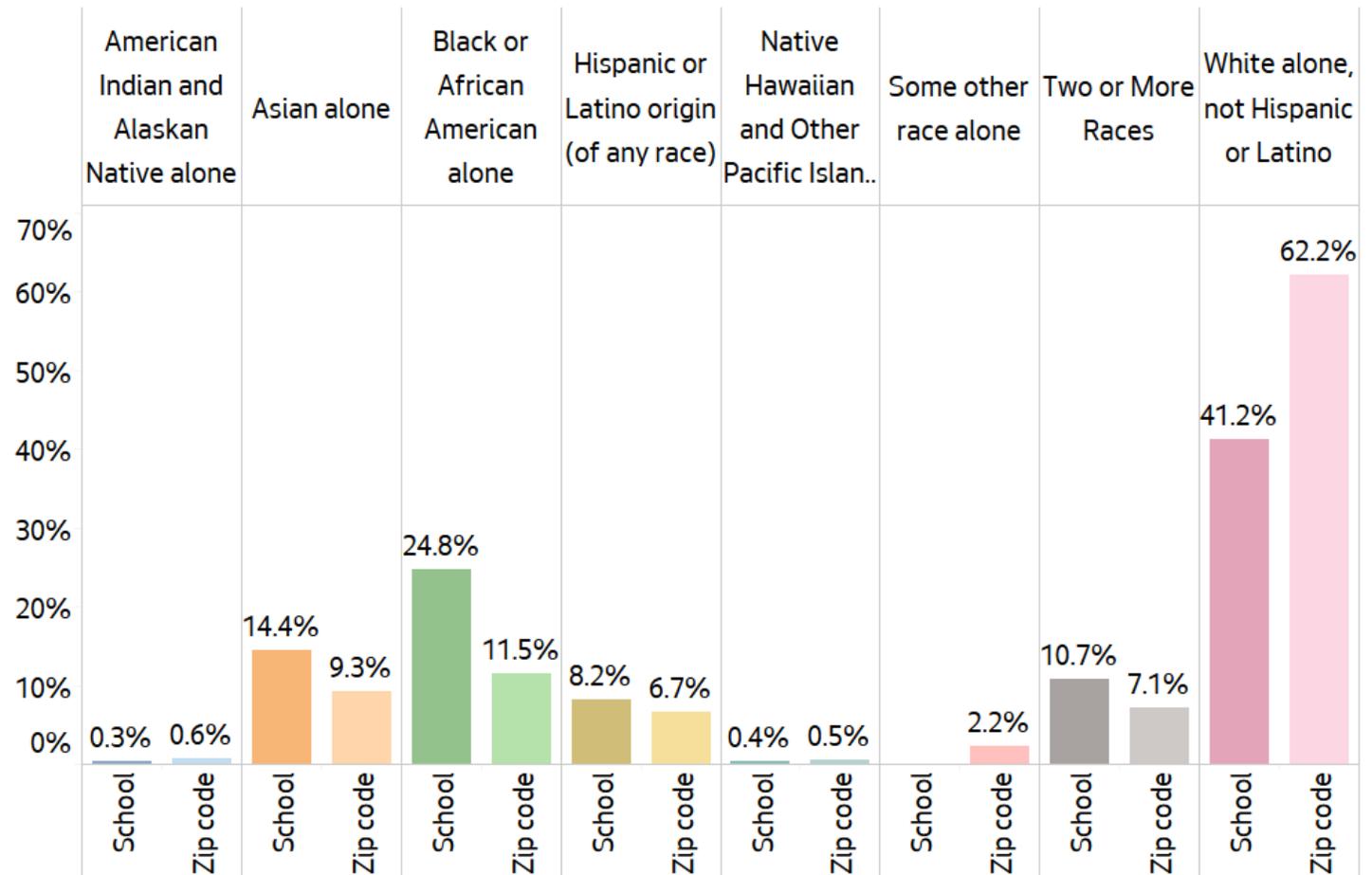


- Replicate the steps for all potential Upward Bound schools
- Compare each school with Seattle-wide data

CHALLENGE 2: GENTRIFICATION

- Due to rapid changes in Seattle neighborhoods, the overall community demographics don't match the school's demographics.
- I.E., a lot of white (often childless) people will skew the data.
- So, we have to disaggregate by race to better tell the students' story.

What are the racial demographics of Garfield High School vs. zip code?



EXAMPLE: GARFIELD HIGH SCHOOL POVERTY BY RACE



MENU



- Step 1: Identify your geography. *Garfield is in 98122.*
- Step 2: Identify your question. *Let's start with "poverty."*
- Step 3: Think about what sub-groups you want to know about. *Let's start with race. 25% of Garfield's students are Black/ African American.*
- Step 4: Put search terms in data.census.gov and see what kind of tables you get.

Explore Census Data

The Census Bureau is the leading source of quality data about the nation's people and economy.

zcta5 98122 poverty by race



[Advanced Search](#)

[Help](#)

[Feedback](#)

About 140 results | [Filter](#)

[EXPLORE DATA](#)

14.8% +/- 2.2% Poverty, All people in ZCTA5 98122

Source 2019 American Community Survey 5-Year Estimates
<https://www.census.gov/programs-surveys/acs.html>



Tables

POVERTY STATUS IN THE PAST 12 MONTHS

Survey/Program: American Community Survey

Years: 2019, 2018, 2017, 2016, 2015, 2014, 2013, 2012

Table: S1701

HOW TO READ TABLE

ZCTA5 98122		Total				Below poverty level		Percent below poverty level	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error			
Population for whom poverty status is determined	37,071	±1,424	5,471	±907	14.8%	±2.2			
AGE									
Under 18 years	4,196	±570	960	±379	22.9%	±7.5			
Under 5 years	1,017	±275	202	±142	19.9%	±12.4			
RACE AND HISPANIC OR LATINO ORIGIN									
White alone		±510	758	±298	23.8%	±7.6			
Black or African American alone		±570	948	±380	22.7%	±7.6			
American Indian and Alaska Native alone		±1,259	4,152	±703	13.8%	±2.1			
Asian alone		±1,073	2,636	±522	15.2%	±2.7			
Native Hawaiian and Other Pacific Islander alone		±900	1,516	±387	11.8%	±2.8			
Some other race alone		±529	615	±221	14.0%	±4.2			
Two or more races		±305	359	±150	13.0%	±5.0			
Hispanic or Latino origin (of any race)		±978	2,686	±561	13.5%	±2.6			
White alone, not Hispanic or Latino		±524	440	±248	12.5%	±6.4			
Hispanic or Latino origin (of any race)		±268	176	±267	94.6%	±20.1			
White alone, not Hispanic or Latino					8.3%	±8.8			
White alone, not Hispanic or Latino					13.0%	±6.8		31	
White alone, not Hispanic or Latino					8.1%	±5.0			
White alone, not Hispanic or Latino	23,701	±1,181	2,915	±501	12.3%	±2.0			

People will be double-counted in the race "alone" categories above AND Hispanic or Latino origin of any race.

Use the "White alone, not Hispanic or Latino" for White.

▼ RACE AND HISPANIC OR LATINO ORIGIN

White alone

Black or African American alone

American Indian and Alaska Native alone

Asian alone

Native Hawaiian and Other Pacific Islander alone

Some other race alone

Two or more races

Hispanic or Latino origin (of any race)

White alone, not Hispanic or Latino

HOW TO READ TABLE

ZCTA5 98122						
	Total		Below poverty level		Percent below poverty level	
	Estimate	Margin of Error	Estimate	Margin of Error	Estimate	Margin of Error
Population for whom poverty status is determined	37,071	±1,424	5,471	±907	14.8%	±2.2
AGE						
Under 18 years	4,196	±570	960	±379	22.9%	±7.5
Under 5 years	1,017	±275	202	±142	19.9%	±12.4
5 to 17 years	3,179					±7.6
Related children of householder under 18 years	4,184					±7.6
18 to 64 years	30,114					±2.1
18 to 34 years	17,315					±2.7
35 to 64 years	12,799	±900	1,516	±387	11.8%	±2.8
60 years and over	4,394	±529	615	±215	14.0%	±4.2
65 years and over	2,761	±305				±5.0
SEX						
Male	19,919	±978	2,868	±567	14.4%	±2.6
Female	17,152	±961	2,785	±536	16.2%	±2.8
RACE AND HISPANIC OR LATINO ORIGIN						
White alone			3,028			±1.9
Black or African American alone			1,303		43.8%	±9.1
American Indian and Alaska Native alone			103		75.0%	±30.2
Asian alone			440	±248	12.5%	±6.4
Native Hawaiian and Other Pacific Islander			176	±267		±20.1
Some other race alone			71			
Two or more races			350		94.6%	±20.1
Hispanic or Latino origin (of any race)	2,540	±634	205	±126	8.1%	±5.0
White alone, not Hispanic or Latino	23,701	±1,181	2,915	±501	12.3%	±2.0

Almost 30% of the Black or African-American inhabitants of 98122 are below the poverty line (5 yr estimate, 2014-2019).

29.7% Black/ African American ±9.1

43.8% American Indian/ Alaskan Native ±30.2

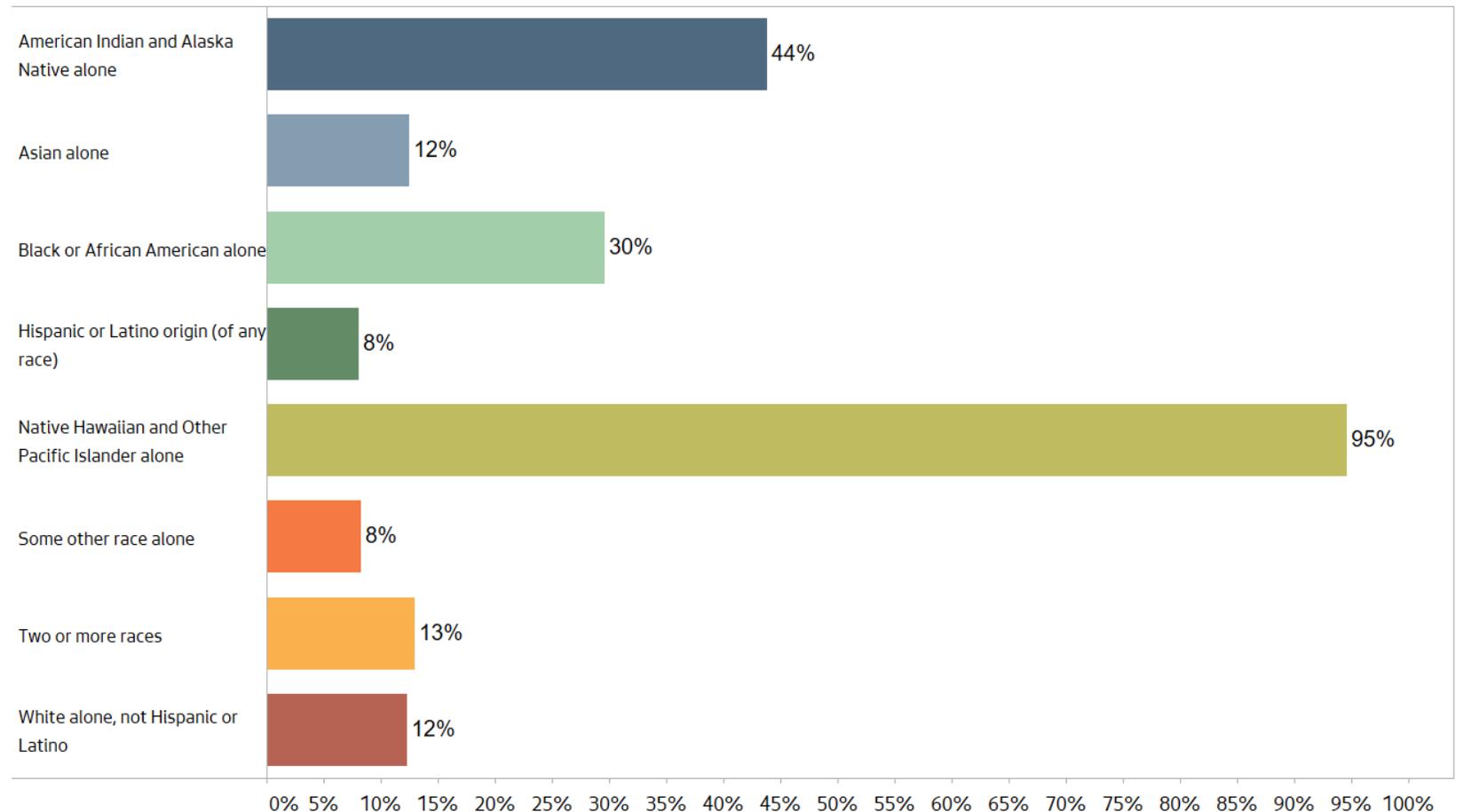
94.6% Native Hawaiian/ Other Pacific Islander ±20.1

The Native Indian/ Alaskan Native and Native Hawaiian/ Other Pacific Islander rates are extremely high, but because they're based on small numbers, they also have a larger margin of error, so use with caution.

EXAMPLE: HOW TO DETERMINE INCOME STATUS (POVERTY LEVEL?)

- Replicate the steps for all potential Upward Bound schools
- Compare each school with Seattle-wide data

How many people are living below the poverty line in Garfield's zip code?



QUESTIONS? THOUGHTS?



SPS Behavioral Health and Discipline Data

Hena Parveen

SPS Prevention and Intervention, Coordinator

heparveen@seattleschools.org



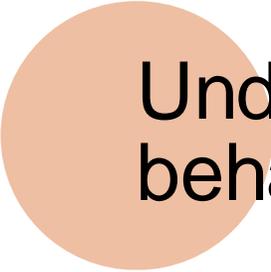
OVERVIEW

- ❑ Behavioral Health Surveys
- ❑ Student Mental Health Data
- ❑ Student Substance Use data
- ❑ SPS Substance Use Discipline- Data, Policy, and Procedure
- ❑ Other Data Sources and How We Use Data

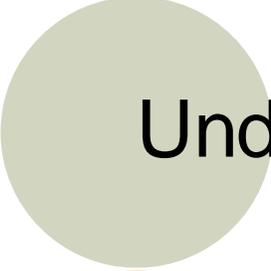
Youth Risk Behavior Survey

- ❑ A random sample of students in grades 9 through 12
- ❑ Funded by the CDC
- ❑ Participation is voluntary and anonymous
- ❑ Parents notified about option to withdraw from participation
- ❑ Questions on safety and violence, physical activity and diet, alcohol, tobacco and other drug use, and related risk and protective factors

Schools Use Survey Results to



Understand prevalence of health-related behaviors



Understand school climate



Justify new school programs or projects

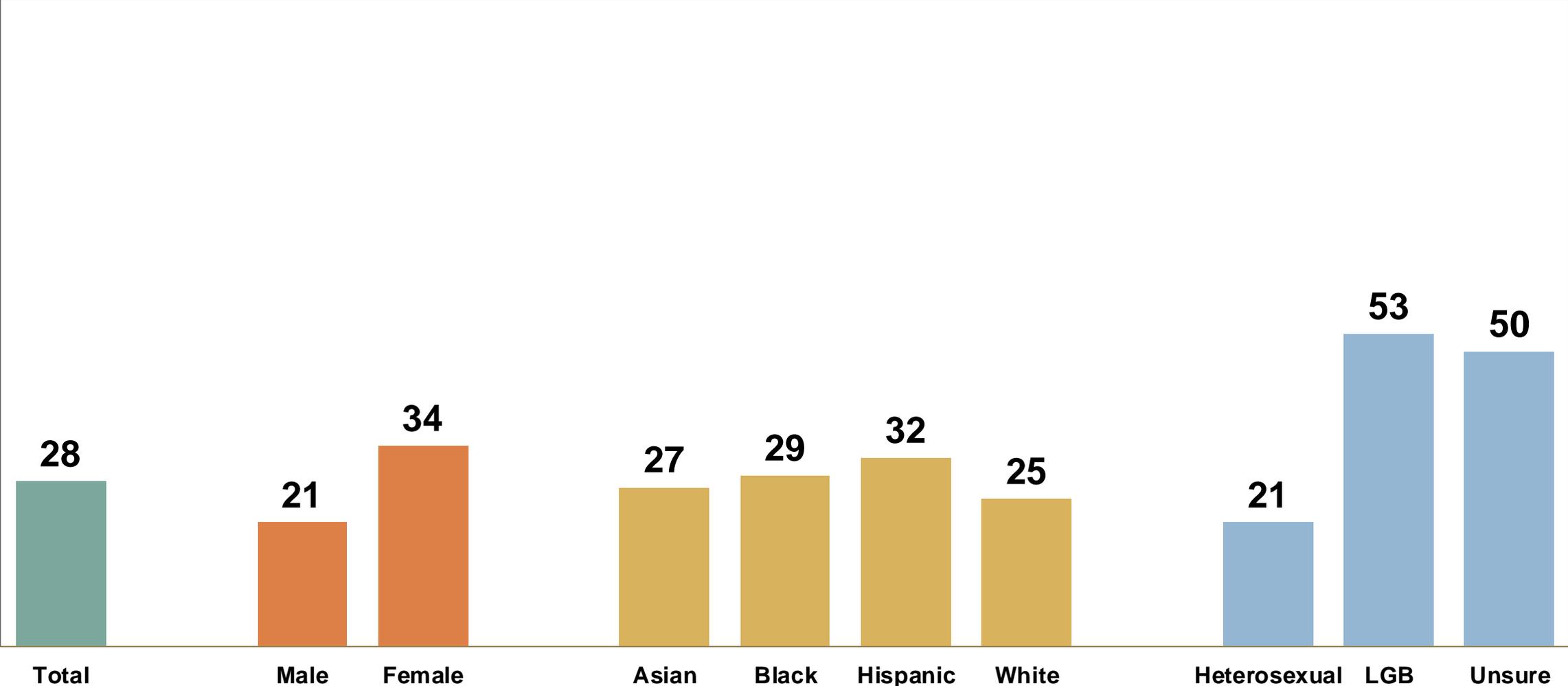


Evaluate or improve existing school programs



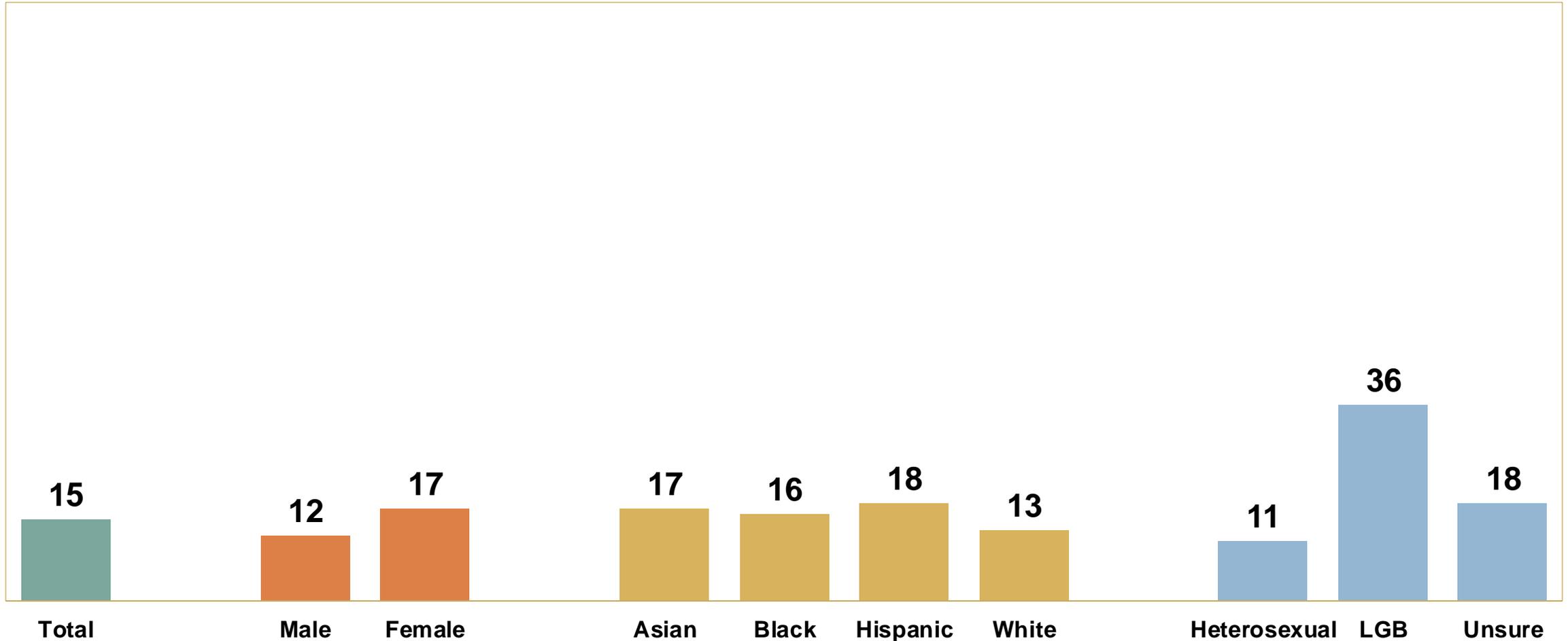
Supplement grant applications

Percentage of High School Students Who Felt Sad or Hopeless



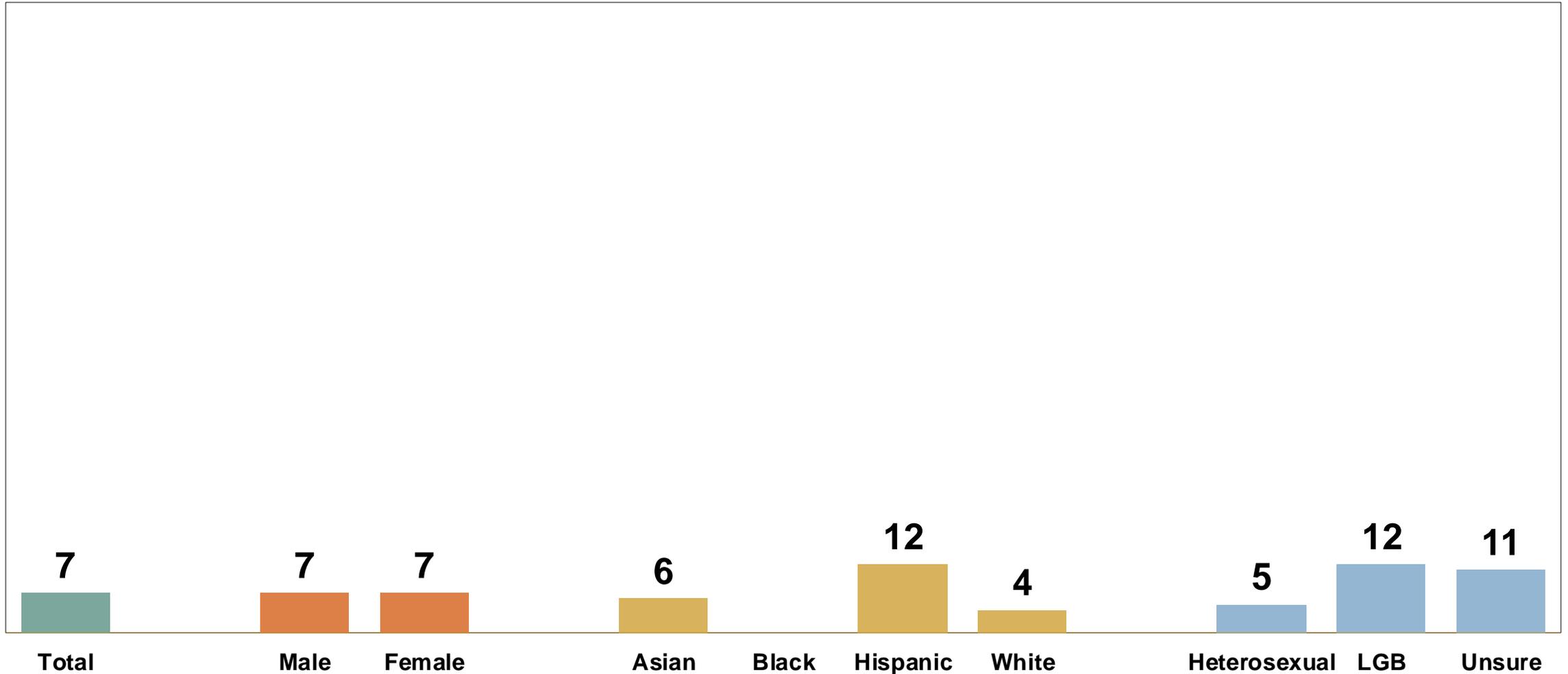
Seattle - YRBS, 2018

Percentage of High School Students Who Seriously Considered Attempting Suicide



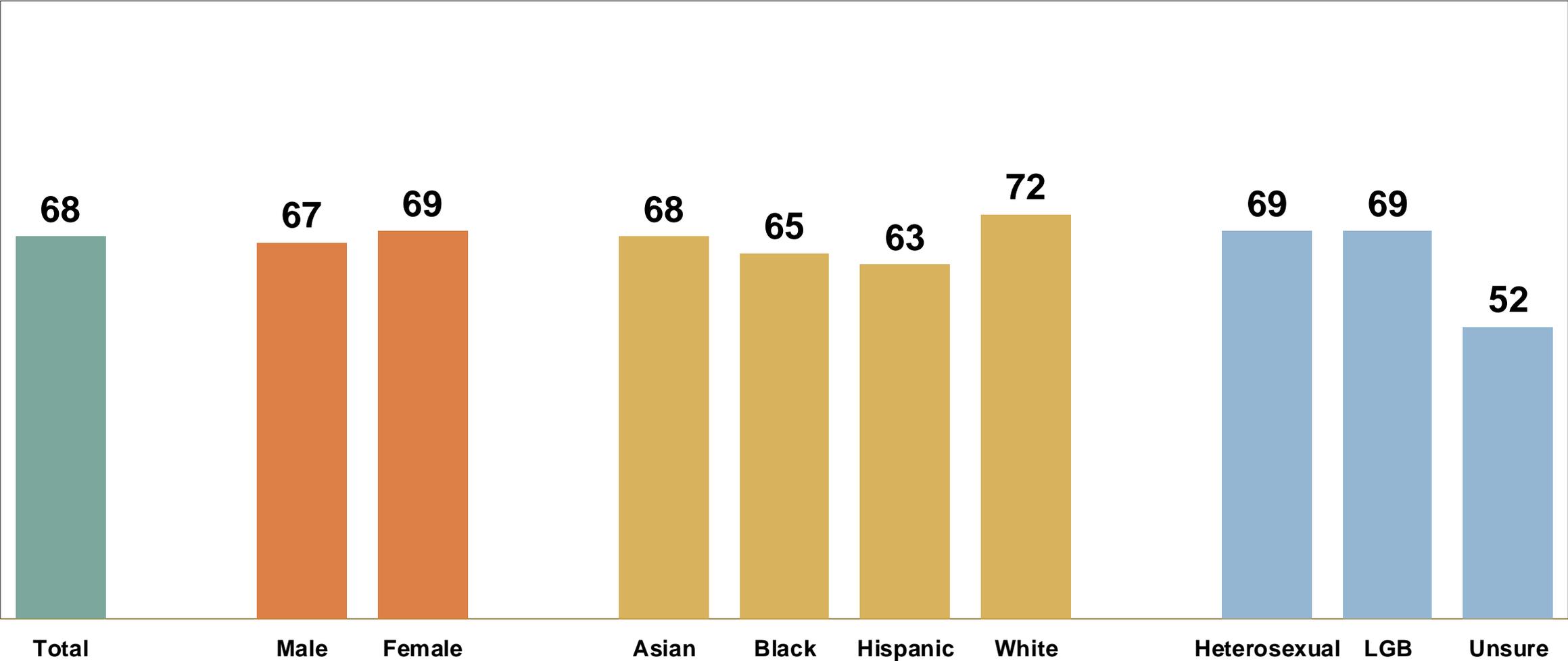
Seattle - YRBS, 2018

Percentage of High School Students Who Attempted Suicide



Seattle - YRBS, 2018

Percentage of High School Students Who Reported There Is at Least One Teacher or Other Adult in Their School That They Can Talk to If They Have a Problem



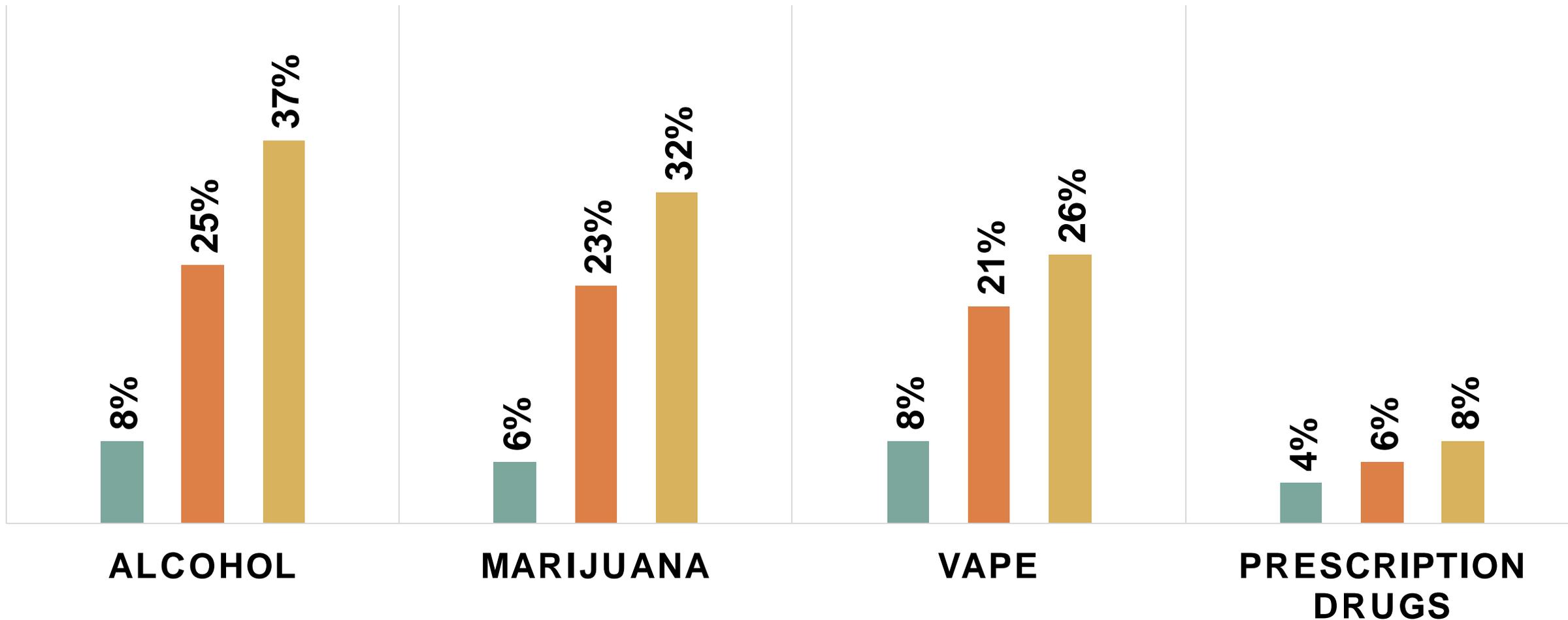
Seattle - YRBS, 2018

**What is the most
commonly used
substance by teens?**



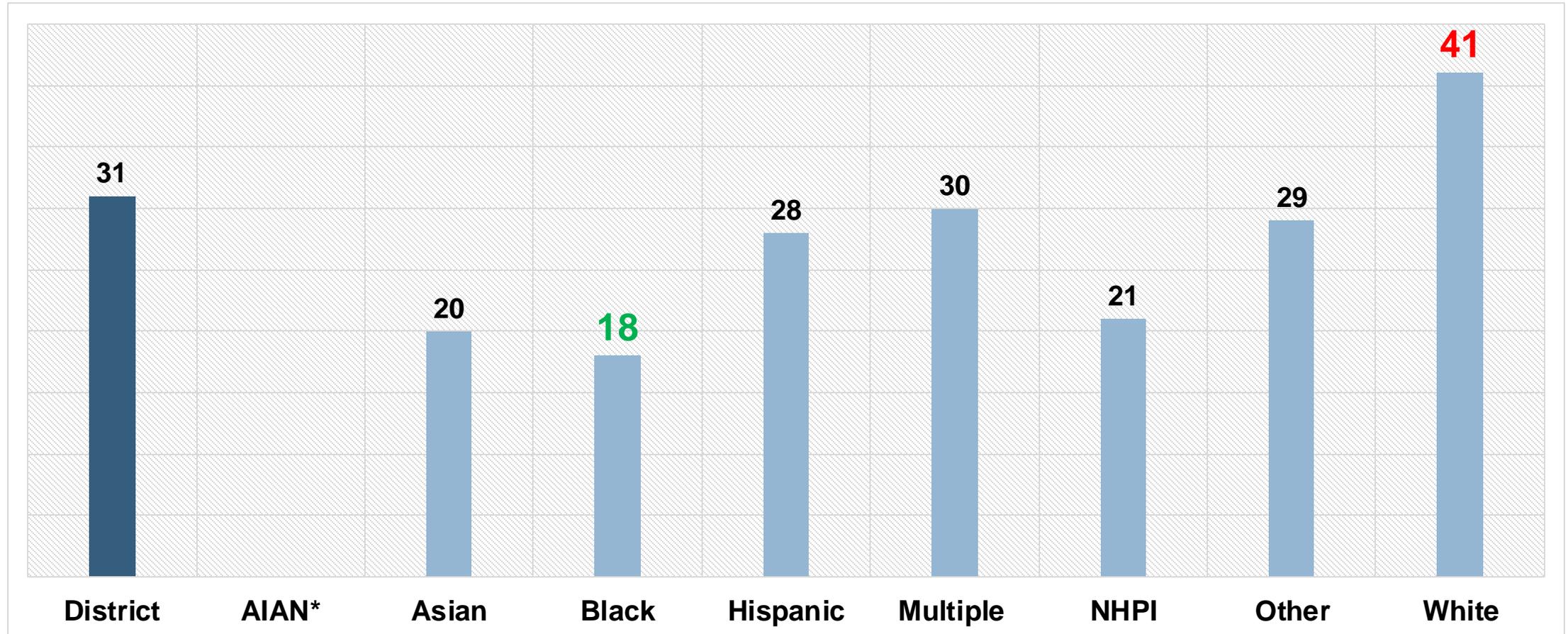
Percentage of Students Who Reported Current (30-day) Substance Use

■ Grade 8 ■ Grade 10 ■ Grade 12



Seattle- HYS, 2018

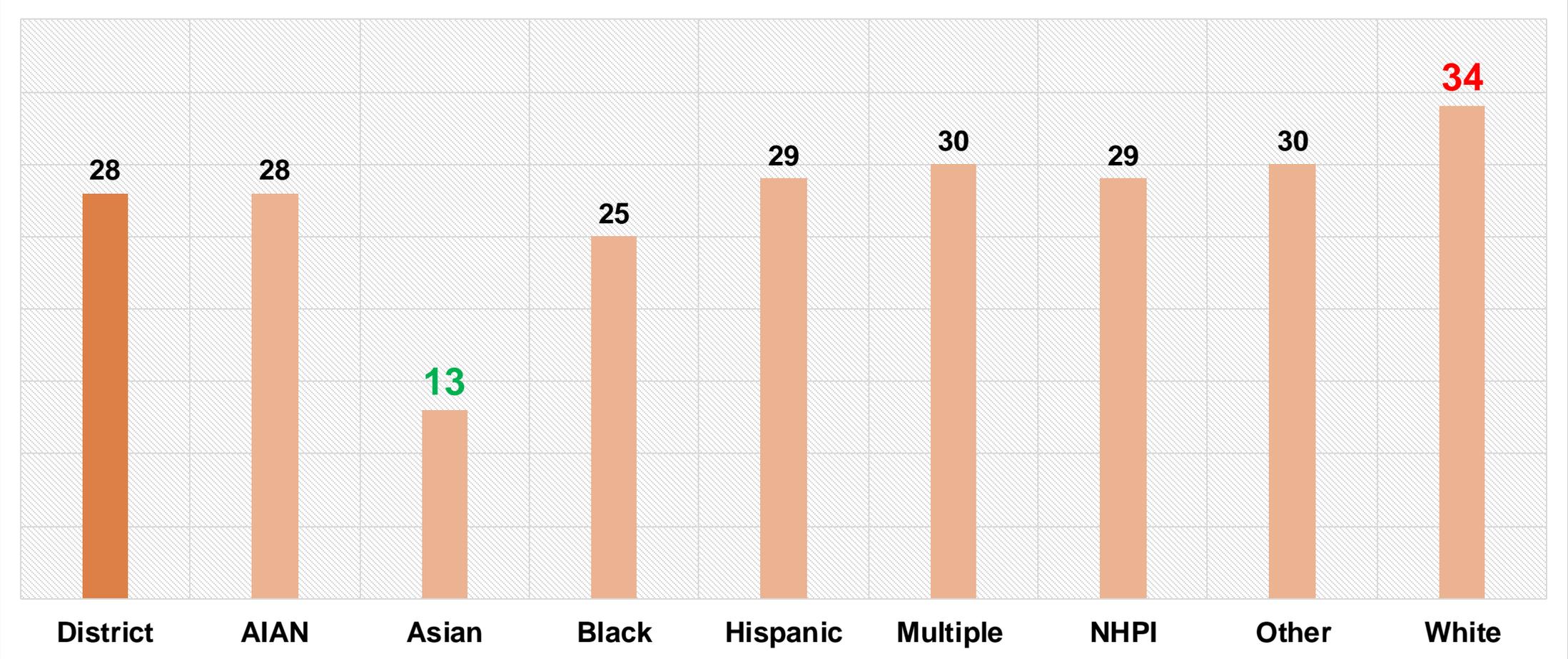
Percent Of High School Students Who Report Having Drunk A Glass, Can Or Bottle Of Alcohol In The Past 30 Days



***Data not shown if too few respondents to protect confidentiality and/or report reliable estimates*

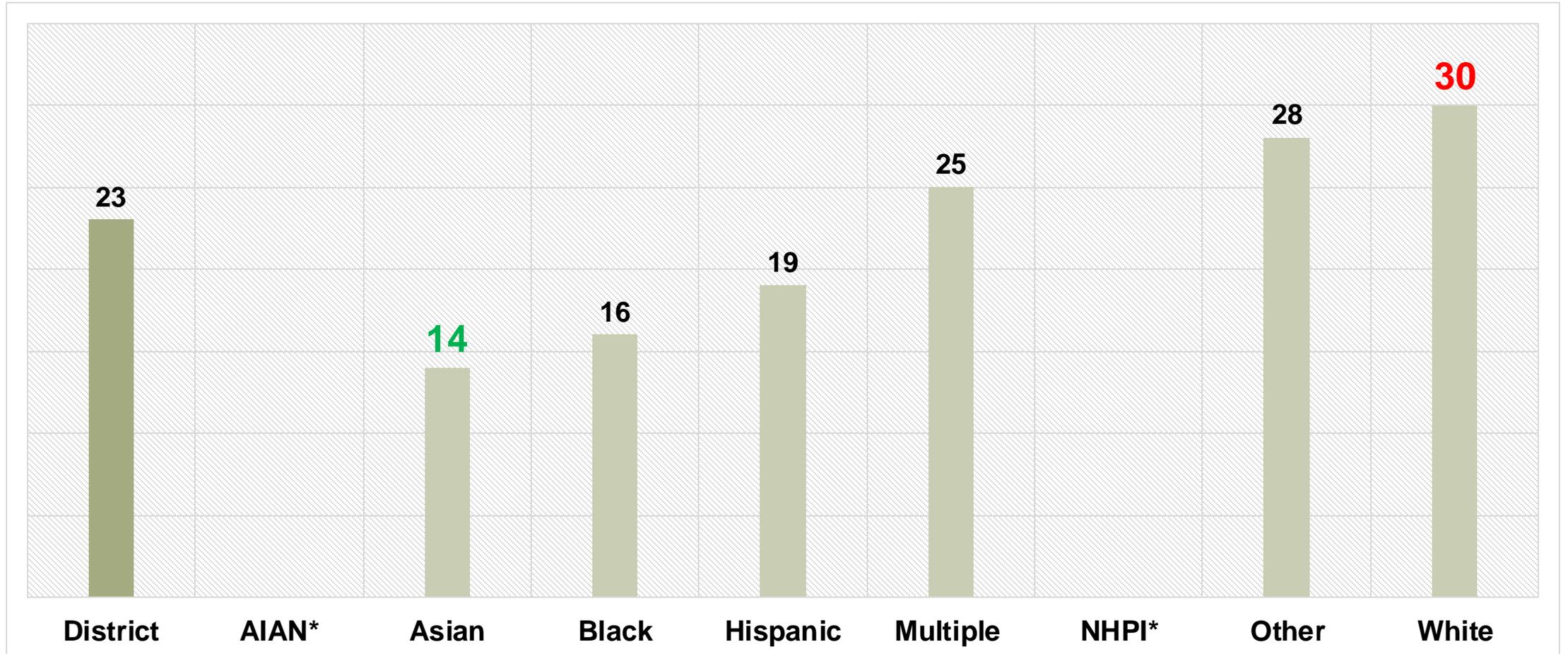
Seattle- HYS, 2018

Percent Of High School Students Who Report Using Marijuana In The Past 30 Days



**Data not shown if too few respondents to protect confidentiality and/or report reliable estimates*

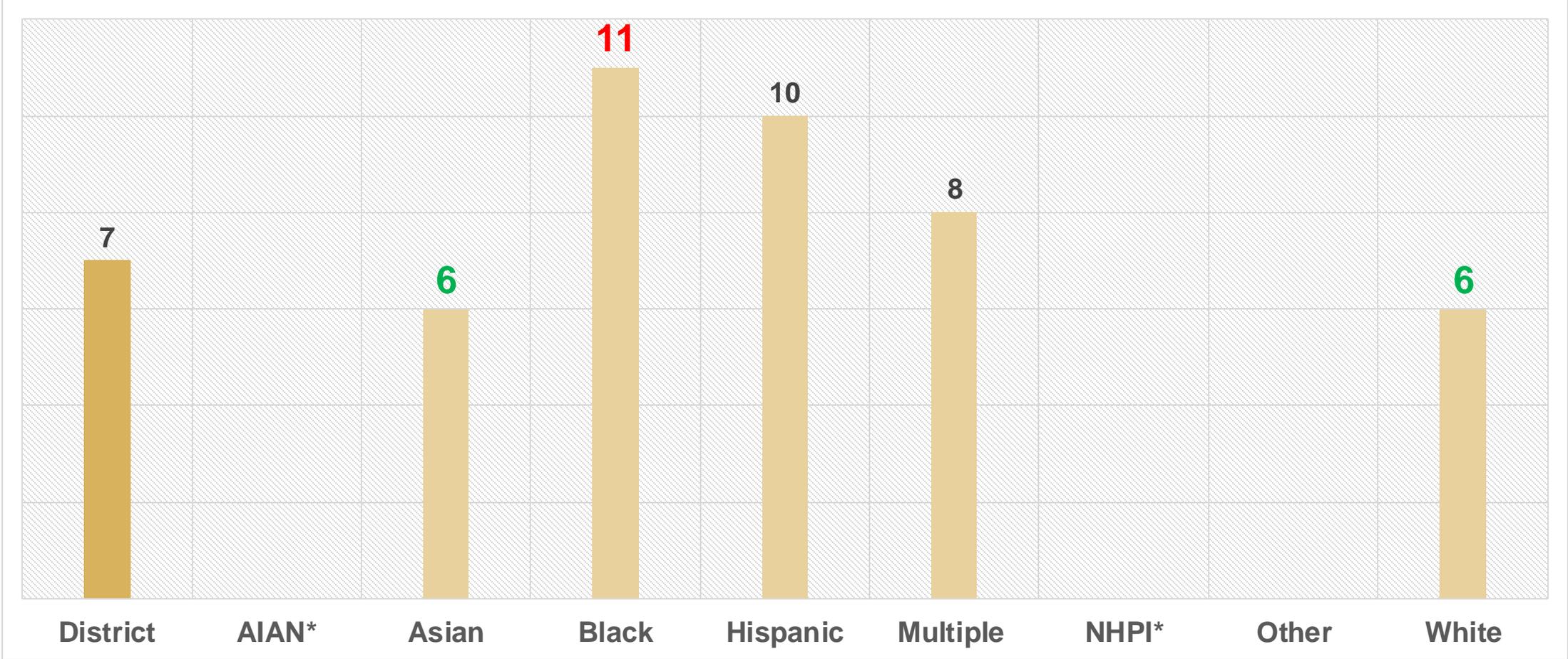
Percent Of High School Students Who Report Using An Electronic Cigarette, E-cig Or Vape Pen In The Past 30 Days



**Data not shown if too few respondents to protect confidentiality and/or report reliable estimates*

Seattle- HYS, 2018

Percent Of High School Students Who Report Using Prescription Drugs Not Prescribed To Them In The Past 30 Days



**Data not shown if too few respondents to protect confidentiality and/or report reliable estimates*



SPS DRUG/ALCOHOL POLICY

Seattle Public Schools prohibits possession, use, or distribution of drugs and alcohol by anyone on school property, on school-sponsored transportation, or as part of school activities.

A student may be subject to disciplinary procedure if found in violation of the District's drug/alcohol policy.

SPS Discipline Procedure

PAST

- ❑ Didn't allow for student circumstance to be considered in the disciplinary process
- ❑ Administrator had little control in the outcome of the disciplinary process



- Exclusionary discipline resulting in negative outcomes for students and their families
- Loss of instructional time
- Increase in disproportionality in discipline

SPS Discipline Procedure

PRESENT

Administrator has ability to make disciplinary decision based on student's grade level, type of offense, and mitigating and aggravating factors.



- Least disruptive to the student-school relationship
- Minimize the loss of instructional time
- Provide students and families with the help and support they need to create positive behavior change
- Reduce disproportionality in discipline

Rationale Behind SPS Discipline Modifications

Suspensions are ineffective in reducing future behavior issues and in fact, increases the likelihood of future suspensions

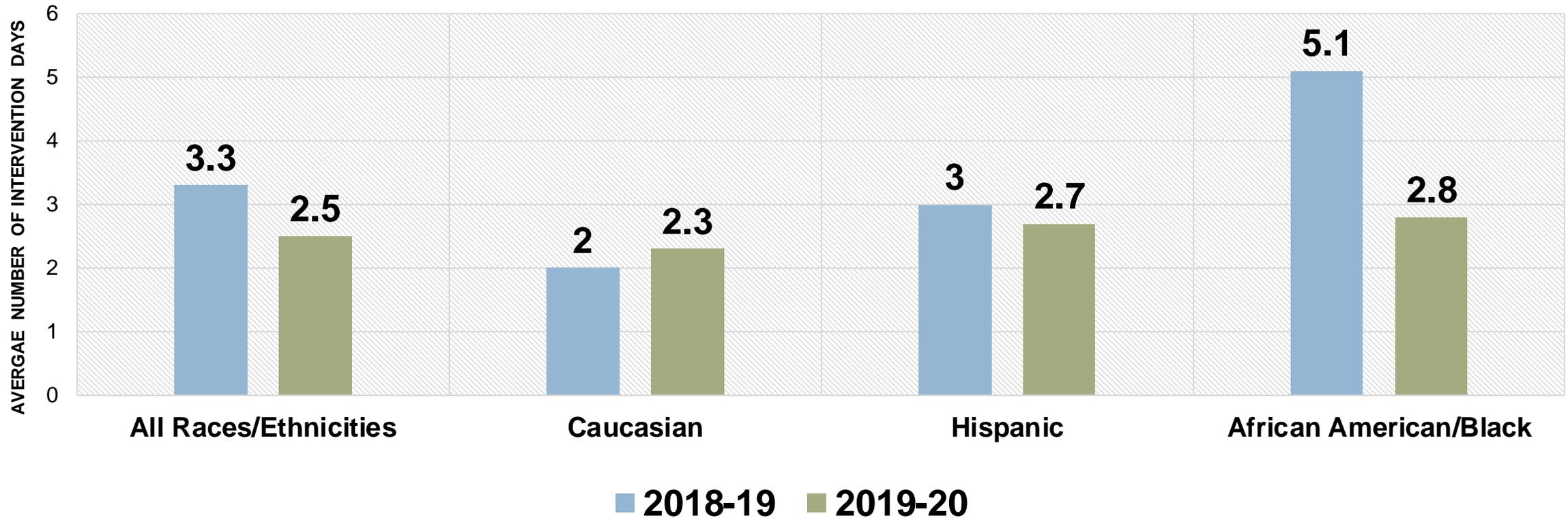
Students of color and students with disabilities receive out-of-school suspensions at far higher rates than their peers

Students are 5 times more likely to drop out, 6 times more likely to repeat a grade, and 3 times more likely to have contact with the juvenile justice system if suspended just once

“Out of school” youth are significantly more likely than “in school” youth to become involved in physical fights, carry a weapon, smoke, use alcohol, marijuana and other drugs, and engage in risky sexual intercourse

Disparity In Average Length Of Short-term Suspensions Among High School Students

**AVERAGE INTERVENTION DURATION FOR DRUG/ALCOHOL
SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY***



** Data includes September through March for the 2018-2019 and 2019-2020 school years.*

Other Data Sources

- SBIRT
- SPS Climate Survey

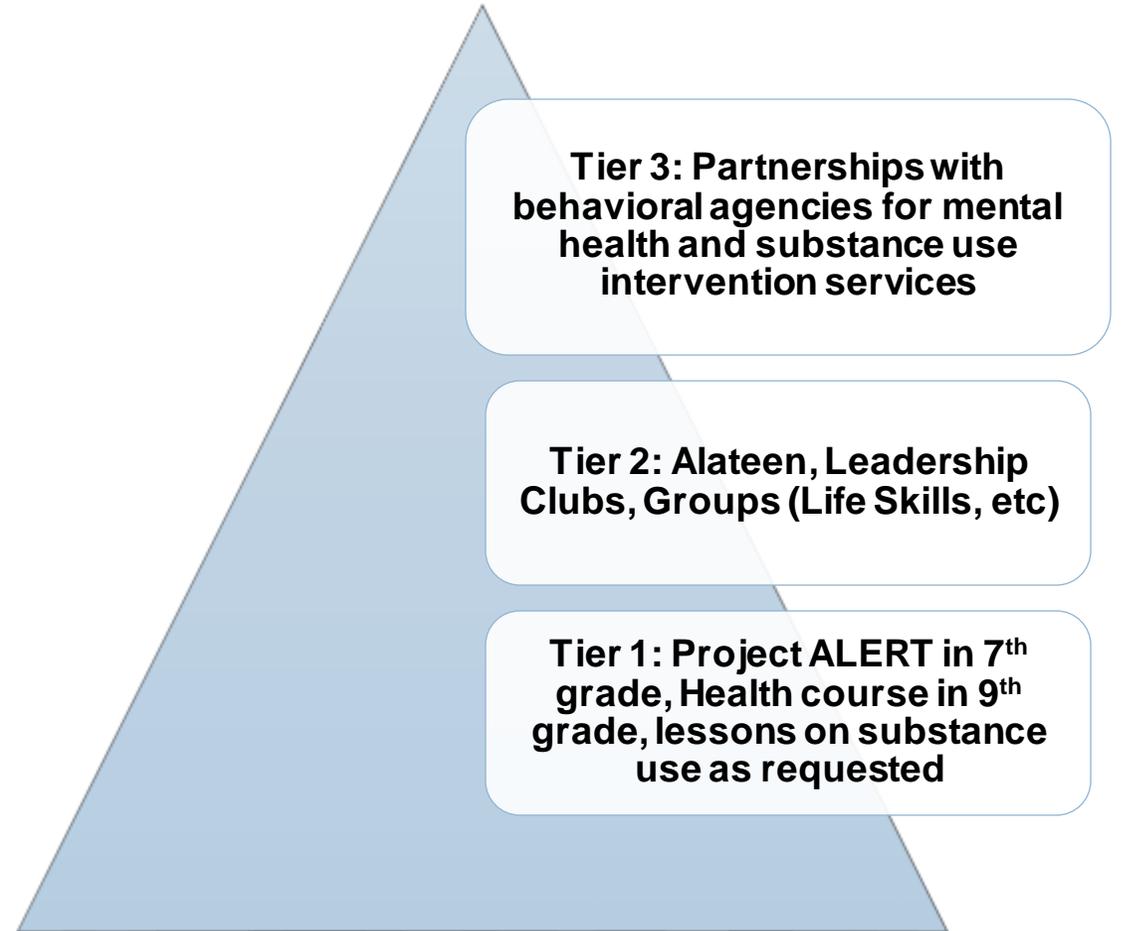


How Do We Use Data?

Building a Positive Learning Environment



Prevention and Intervention Services



Resources

- ❑ **SPS Healthy Youth Survey:** <https://www.seattleschools.org/departments/prevention-and-intervention/s-p-s-healthy-youth-survey/>
- ❑ **SPS Youth Risk Behavior Survey:** <https://www.seattleschools.org/departments/health-education/youth-risk-behavior-survey/>
- ❑ **SPS Prevention and Intervention Services:** <https://www.seattleschools.org/departments/prevention-and-intervention/>
- ❑ **SPS Mental Health Services:** <https://www.seattleschools.org/departments/mental-health-services/>
- ❑ **SPS Health Education Office:** <https://www.seattleschools.org/departments/health-education/>

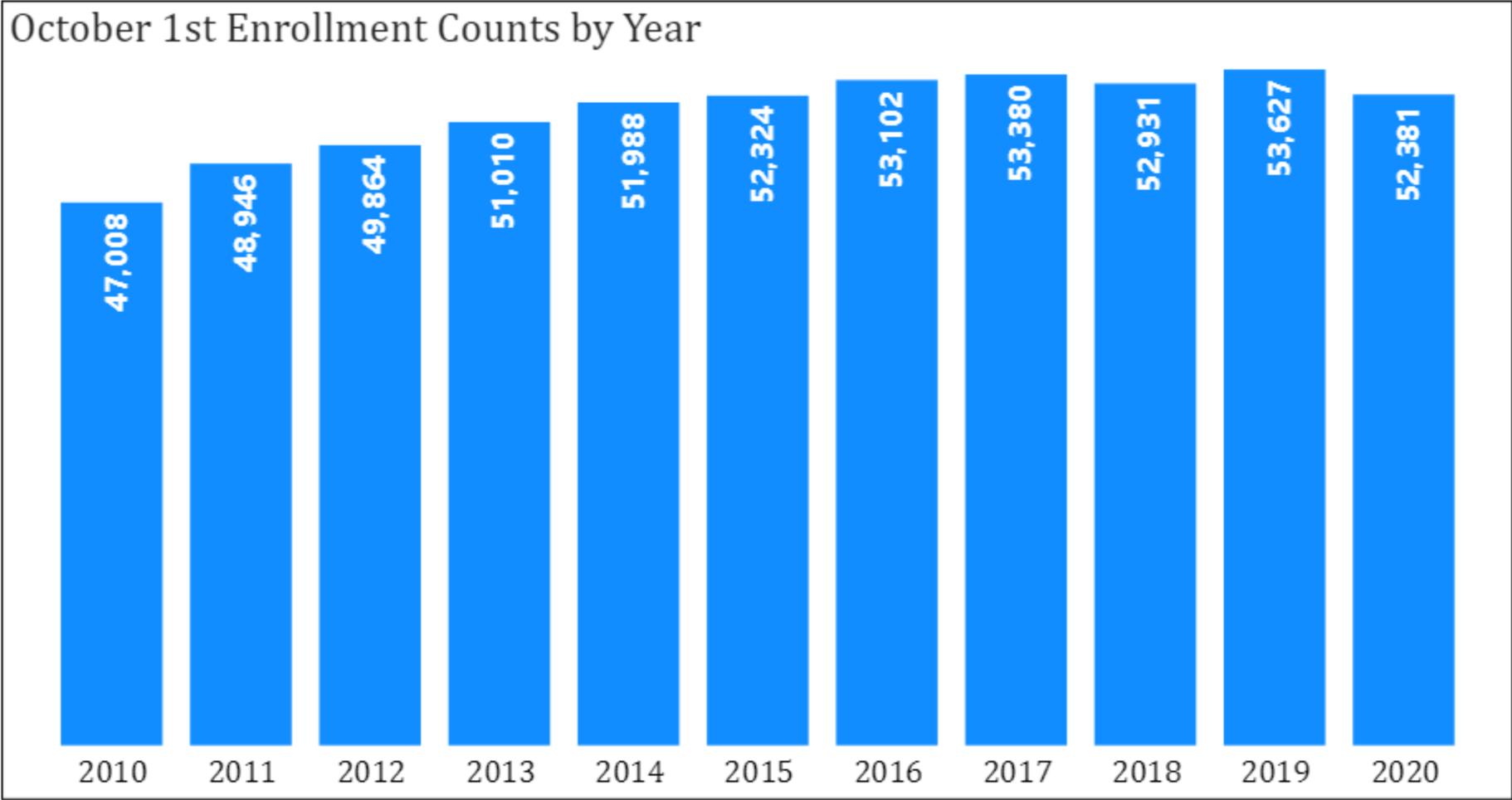
Enrollment Trends

Academic Year 2020-21

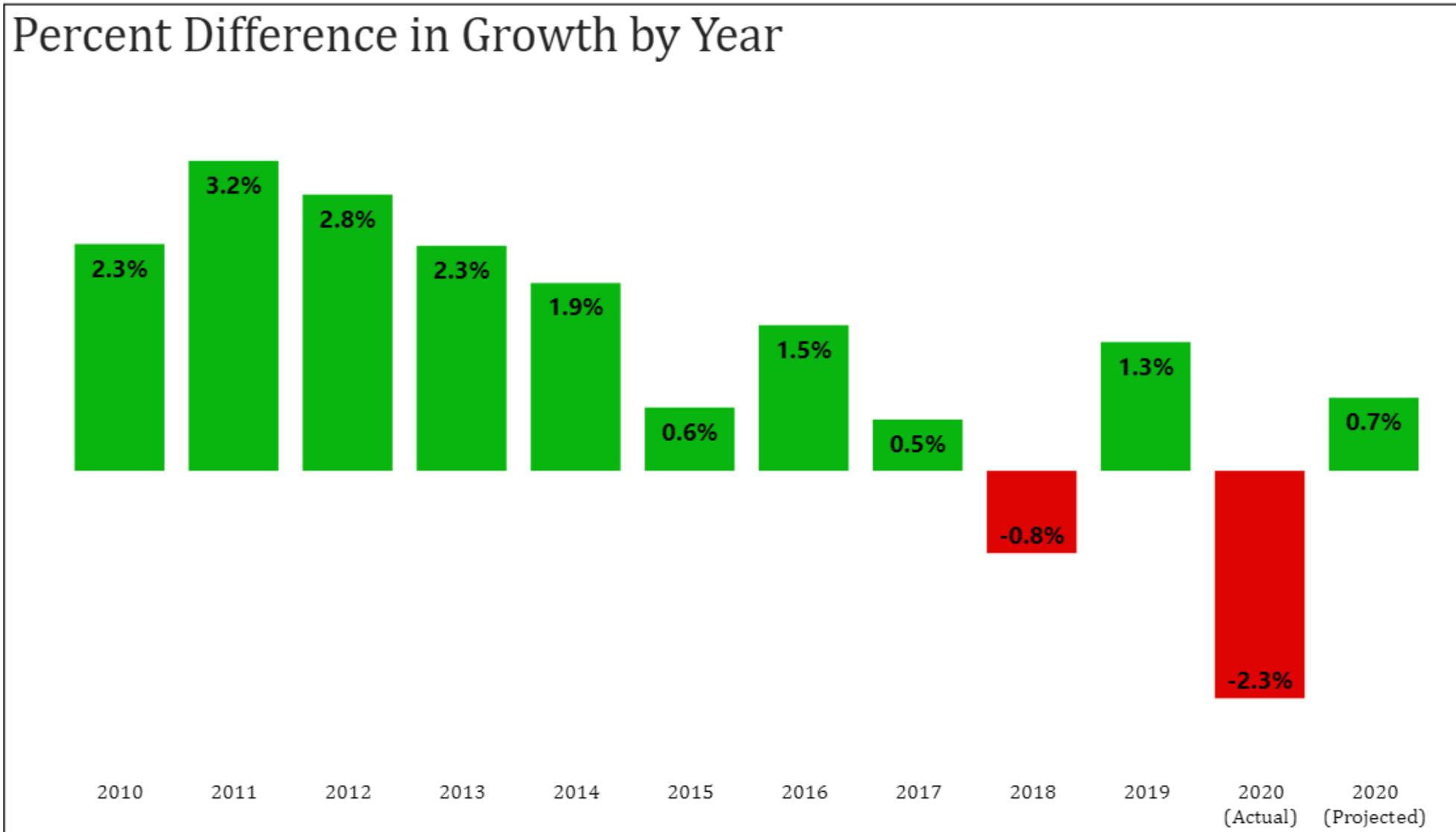
Enrollment Planning
September 2021



Historical Enrollment



District Enrollment Growth Rate

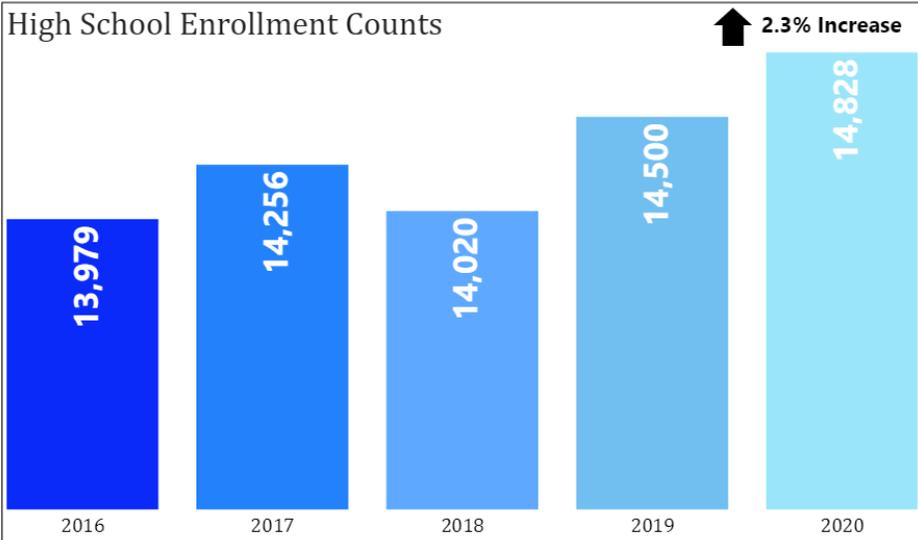
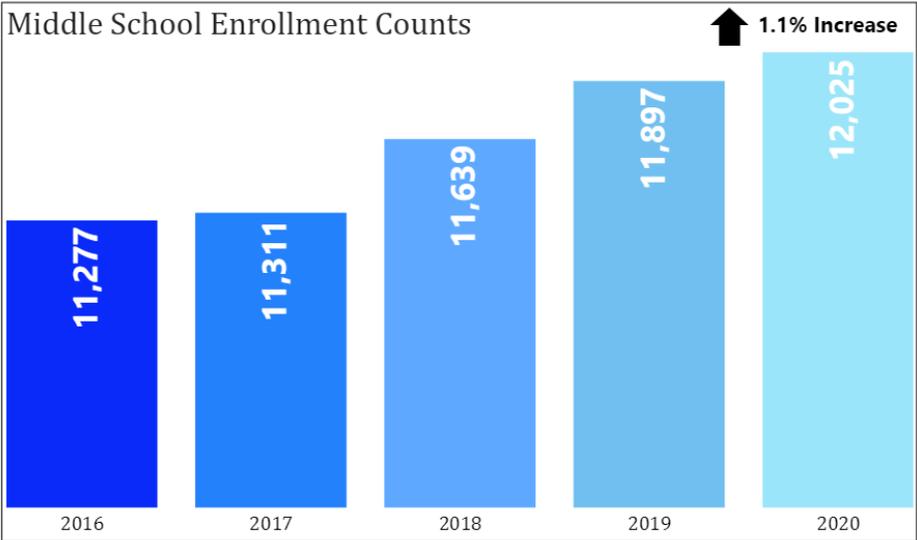
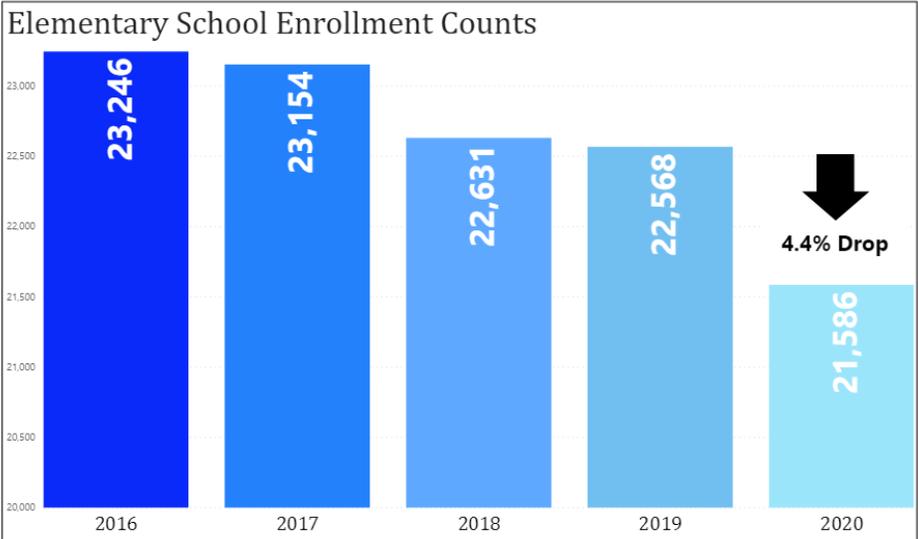
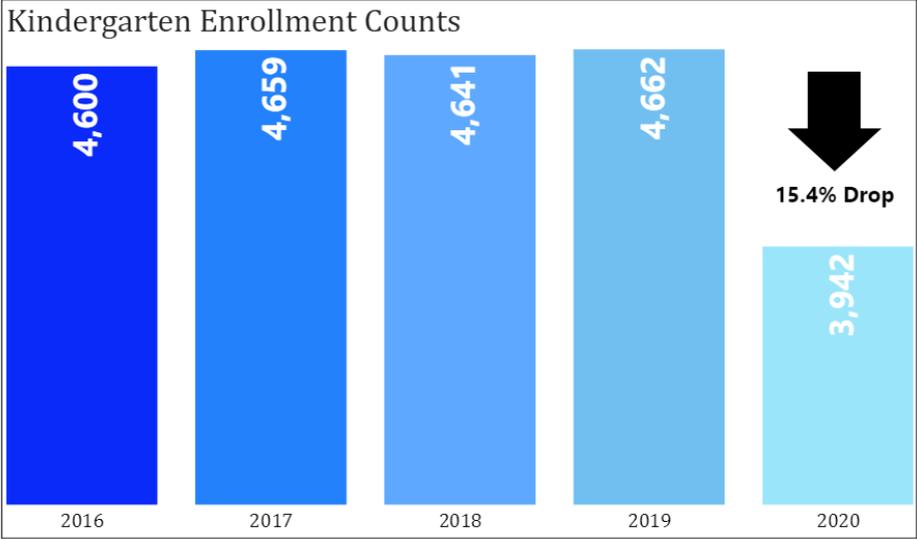


2020-2021 Projected vs. Actual

Grade(s)	Oct 2019 Official Count	2020 Projection	Oct 2020 Official Count	Count Difference (2020-2019)	Projection Difference (2020 Projection vs. 2020 Count)	Projection Percent Difference
K	4,662	4,629	3,942	-720	-687	-14.8%
1-5	22,568	22,291	21,586	-982	-705	-3.2%
6-8	11,897	12,229	12,025	+128	-204	-1.7%
9-12	14,500	14,878	14,828	+328	-50	-0.3%
Total	53,627	54,027	52,381	-1,246	-1,646	-3%



Enrollment by Grade Band



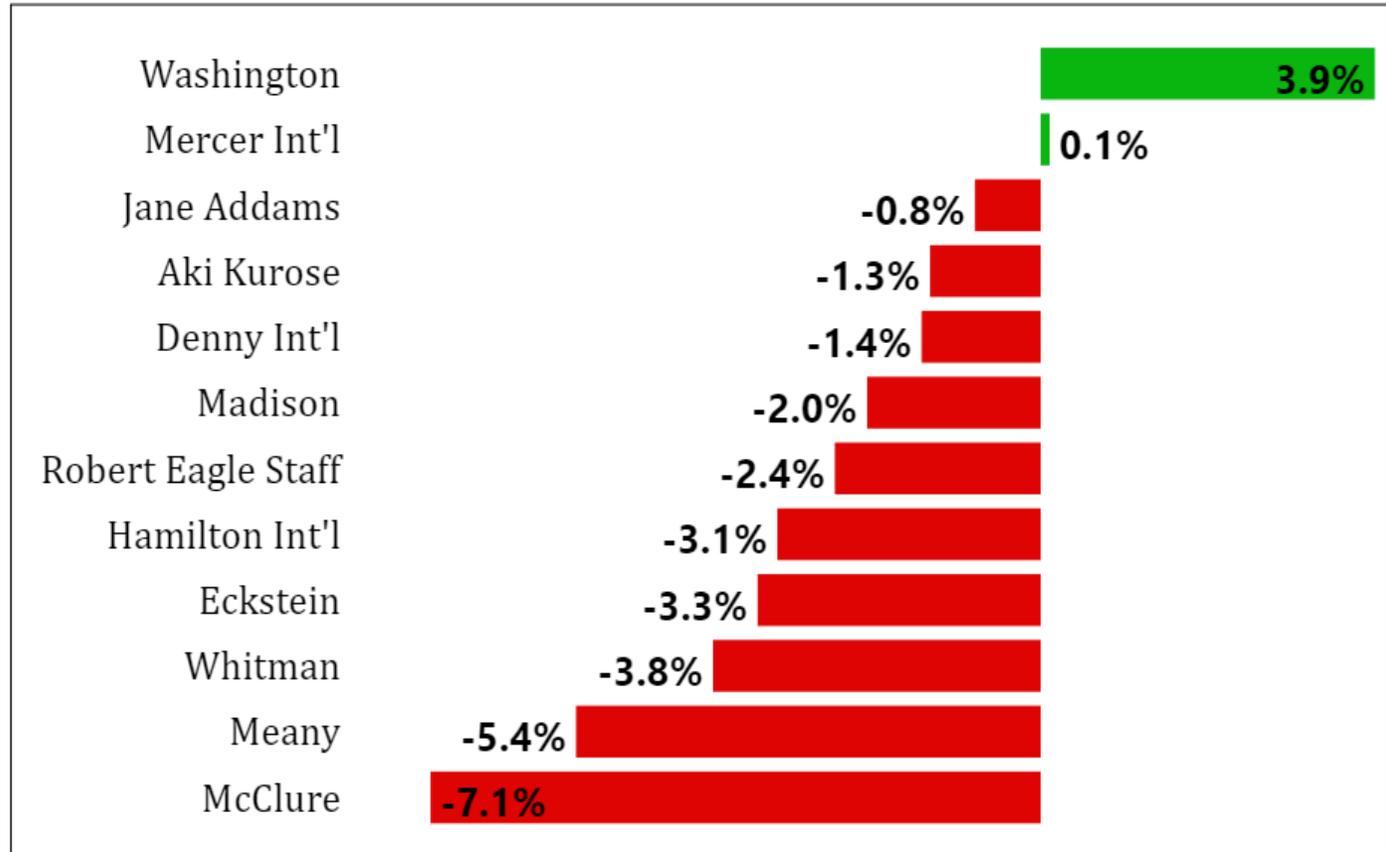
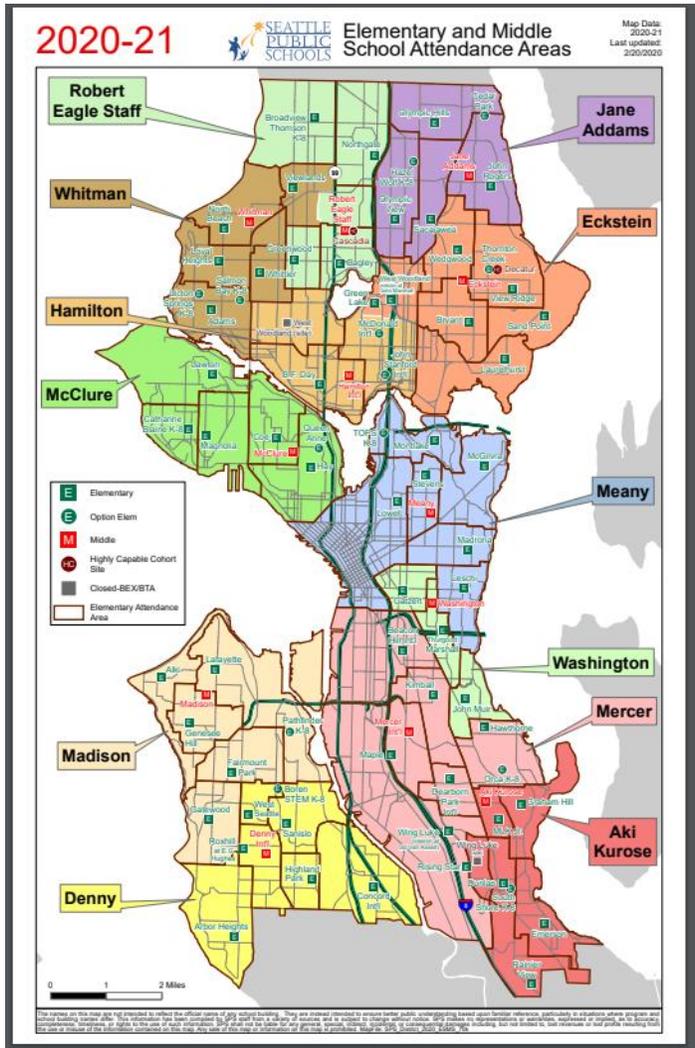
Enrollment Across Districts

District	2018-19 Enrollment	2019-20 Enrollment	2020-21 Enrollment	Count Difference (From 2019-20 to 2020-21)	Percent Difference (From 2019-20 to 2020-21)
Denver	93,356	93,815	90,296	-3,519	-3.8%
Oakland	53,391	53,145	50,090	-3,055	-5.7%
Olympia	10,283	10,367	9,755	-612	-5.9%
Portland	49,550	49,478	47,314	-2,164	-4.4%
Renton	15,438	15,172	14,918	-254	-1.7%
San Francisco	60,390	61,031	59,944	-1,087	-1.8%
Seattle	52,931	53,627	52,381	-1,246	-2.3%
Tacoma	30,337	30,408	29,059	-1,349	-4.4%

Note: 2020-21 enrollment numbers for some districts have not been posted on their official websites yet. Some numbers for this year are from outside sources.



2020-21 Change in Student Residence by Service Area (K-12)



Widening K-5 Migration Gap

K-5	2016-17	2017-18	2018-19	2019-20	2020-21
In Migration	1,921	1,886	1,656	1,758	1,269
Out Migration	-2,221	-2,212	-2,255	-1,996	-2,372
Difference	-300	-326	-599	-238	-1,103

- **IN Migration**: Current students who were not enrolled in SPS in grades K-4 last year, who are newly enrolled in SPS for 2020-21
- **OUT Migration**: Former students who were enrolled in SPS grades K-4 last year, who did not return to SPS for 2020-21



Impact of Remote Learning Announcement

Prior to Announcement (July 2020)	October 1st Enrollment Count
53,561	52,381

School Year	Enrollment Change from July to October
2018-19	-565
2019-20	-250
2020-21	-1,180

- After the announcement of remote learning for Fall 2020, district enrollment dropped by **1,180 students**



September Transfers In/Out

	2018-19	2019-20	2020-21
September Count	53,002	53,101	52,477
October Count	52,931	53,627	52,381
Difference	+71	+526	-96

- For the first time in the last few years, student enrollment dropped between September and October in 2020-21



Summary

- In 2020, enrollment in the district decreased by 2.3%
 - A large portion of students dropped after the announcement of the remote learning plan
- K-5 out migration from 2019 to 2020 far exceeded in migration, and at a much higher rate than previous years
- September to October enrollment numbers decreased for the first time in the last few years
- Enrollment decreases have been limited to K-5, with Kindergarten experiencing the largest percent drop in enrollment from last year
- 10 out of 12 of the service areas in the district saw decreases in student residence this year, with the greatest decrease occurring in the McClure service area



Looking Forward

- Preliminary numbers show that district enrollment is still lower than expected for the 2021-22 academic year
- The Enrollment Planning department will have updated numbers for 2021-22 at the end of October
 - Updates will be posted on our public website, along with further analyses about the impacts of declining enrollment



Questions?

- For more enrollment research and data, visit the Research & Partnerships webpage:

<https://www.seattleschools.org/departments/enrollment-planning/research-and-partnerships/>



I Census Data



City of Seattle

Audience
Q&A

Links to Census Resources

[Population & Demographics - OPCD | City of Seattle](#)

- [2020 Decennial Census](#): includes links to neighborhood and city-level data
- [About Seattle - Population & Households](#)

Resources based on previous data, will be updating:

- [About Seattle: Race & Ethnicity](#) and [in-depth guide](#) for accessing disaggregated data for detailed race/ethnic groups
- [About Seattle: Housing](#) (*will be updating with 2020 data*). See also reports under [Housing Choices](#)
- [Equitable Development Monitoring Program](#): Housing, Transportation, Education & Economy, and Neighborhood Change based on previous decennial Census and ACS data.

[Demographics - King County](#)

Open Data (*enter "2020 Census" in search box on upper right to get most recent data*):

- [SeattleGeoData](#)
- [King County Open GIS](#)

[2020 Census - Office of Financial Management \(wa.gov\)](#): includes

- [Redistricting Data in Excel and csv](#) for many geographies in WA
- [Info about 2020 Census data quality and accuracy](#)

U.S. Census Bureau:

- [2020 Census main page](#)
- [Decennial Census and American Community Survey data on data.census.gov—Video tutorials](#) (2020 Census Redistricting Data will be posted to this portal by 9/30/2021)

I Love Census Data



- Presentation, recording, and post-session info
 - We'll email you materials from today
 - Previous sessions—webpage under development (can also request from elsa.batres-boni@seattle.gov)
- [Find info and register for upcoming sessions](#)

Contacts

Today's host and presenters

- Elsa Batres-Boni, Civic Engagement Strategic Advisor, City of Seattle Department of Neighborhoods (DON) elsa.batres-boni@seattle.gov
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- Diana Canzoneri, Demographer & Strategic Advisor, City of Seattle Office of Planning & Community Development diana.canzoneri@seattle.gov
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- Jeanine Needles, Seattle Public Schools Demographer. jwneedles@seattleschools.org
- Shuxuan Zhou, Senior Researcher, City of Seattle Office for Civil Rights shuxuan.zhou@seattle.gov



Thank you

See you next time