



**The Future of Rainier Scholars:  
Recruiting Multi-Generational African American Students**

# The Future of Rainier Scholars: Recruiting Multi-Generational African American Students

A Partnership between Rainier Scholars  
and Southeast Seattle Education Coalition

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## Introduction

### **The Future of Rainier Scholars: Recruiting Multi-Generational African American Students**

Rainier Scholars (RS) is a 12-year program focused on supporting students of color who are most underrepresented on college campuses in the United States (U.S.). The program, starting in the fifth grade and continuing to and beyond college graduation, provides access and opportunity to students by bringing together academic preparation, leadership development and personalized support for hard-working, low-income students of color. The 12-year model relies on recruitment strategies that produce cohorts of students who are able and ready to make the multi-year commitment. Additionally, RS remains deeply committed to its aims of serving students of color in the Greater Seattle area.

In light of this commitment, RS developed a 2015-2020 strategic plan, which included focusing on the recruitment of Multi-Generational African American (MGAA) students (see methodology for details on categorical construction). For the purposes of this report, MGAA students are defined as native-born African American students, distinct from immigrant-origin students who also fall under the Black/African American racial category. Specifically, RS sought to increase the pool of MGAA applicants to 30%, producing a 15-18% gain relative to former years. This report reflects both an internal benchmark to assess those aims and a path forward as RS continues to recruit students for future cohorts.

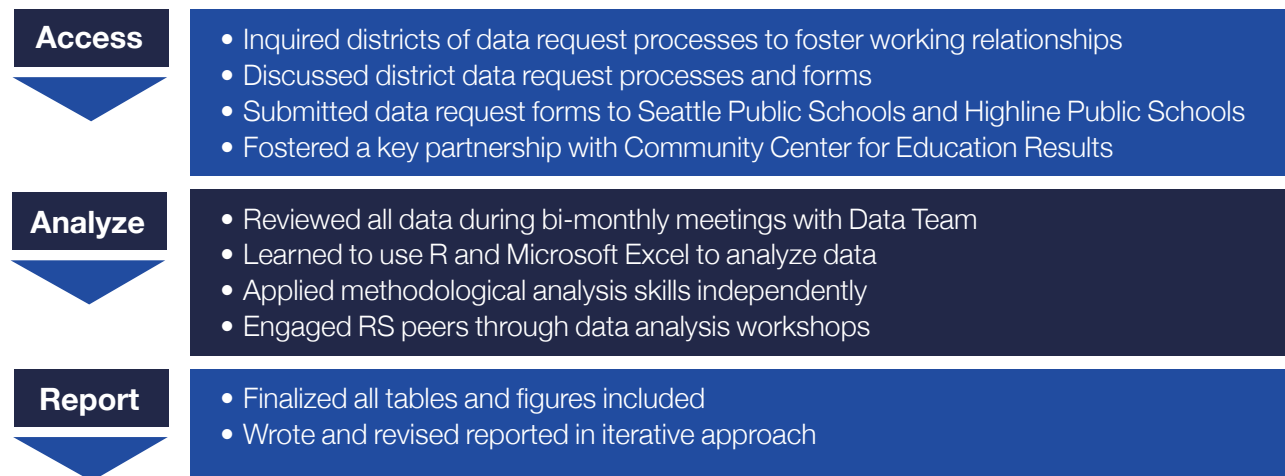
To shed light on RS' progress and consider next steps for recruitment, it began a partnership with the Southeast Seattle Education Coalition (SESEC) in 2018 with the aim of improving data literacy among community-based organizations. Through a series of ongoing meetings and data workshops, RS staff, SESEC and Bach Mai Dolly Nguyen and Nathan Adkins (referred to as Data Team hereafter) co-constructed a data project. Key principles of the project included exploring the changing demography of RS' service area and identifying opportunities and strategies for recruiting MGAA students. To achieve this end, RS was inextricably involved in every aspect of the data project from submitting requests for district data to the writing of this report. RS staff were particularly involved in the analysis of district administrative datasets, learning to use varying softwares (R and Microsoft Excel) and methodological techniques to produce the findings herein. RS staff working with the Data Team additionally led workshops to engage their other peers in the analysis process. The features of the data project phases are highlighted in Figure 1. For more detailed insights, please see the methodology.

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Due to the limited data available from schools, an approximation of the MGAA category was created by using a combination of two proxy variables: race (Black) and primary language (English), disaggregating students at the intersection of those variables from other students within the Black racial category.

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**Figure 1: Data Project Phases**



This report is the result of the year-long data partnership between RS, SESEC and Data Team, which begins by describing who prospective RS students are through a demographic landscape of students in two of the three districts in RS' service area. Next, specific schools in each district are considered, denoting where prospective students may be enrolled relative to the proportion who met English Language Assessment (ELA) standards. The third section turns attention to, based on the former sections, where RS should consider their future recruitment efforts. Finally, the report concludes with insights and considerations for moving forward, in light of the findings from this project.

### **Who are prospective Rainier Scholars students?**

Prospective Rainier Scholars (RS) are fourth grade students of color from the Highline, Renton and Seattle school districts.<sup>1</sup> As noted, Multi-Generational African American (MGAA) are of particular interest for recruitment strategies, however, RS is also committed to serving other groups of students who are underrepresented in higher education, including Hispanic/Latino students and boys of color. Accordingly, the descriptive data that provides a landscape for prospective students in this section feature categorizations by both race/ethnicity and gender. Given the one-year timeline of this data project, Renton School District is not included in this report.

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<sup>1</sup> Note: these include students who have documented scores for both the Math and English Language Assessment (ELA) state assessments.

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**“...while Highline Public Schools have greater proportional diversity, Seattle Public Schools have more students of color in total enrollment.”**

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## **Highline Fourth Grade Enrollment**

As of the most recent year for which we had access to data (2017-2018 academic year), Highline Public School’s largest population were Hispanic/Latino students, making up approximately 40% of the district (Table 1). They are followed by White (20.4%) and Asian (12.4%) students. MGAA students, who are distinct from Black/African American students in this table, are 9% of the enrolled students. The gender distribution in Highline Public Schools is relatively balanced except for among Pacific Islander students, of whom a larger share are male at nearly 70%.

Among fourth grade students enrolled in Highline schools in 2017-2018, 43% met the English Language Assessment (ELA) standard (Table 2). That proportion varies widely by race, ranging from as much as 67.3% of White students to 21.3% of Pacific Islander students who met ELA standards. A third of MGAA students also met that standard, which is a slightly larger proportion than that of Black/African American students generally. Put another way, nearly 67% of MGAA students in Highline Public Schools, and in fact the same proportion of Hispanic/Latino students, did not meet the ELA standard that would qualify them for consideration in RS. Also notable is the

large proportion of American Indian or Alaska Native students who did not meet the ELA standard at 75%.

The proportion of fourth grade students in Highline Public Schools who met math standards are generally lower than that of ELA standards, however, the disparities between racial groups remain consistent. Whereas nearly 60% of Asian students met the math standard, half that proportion of Hispanic/Latino students met that same standard at 30.6%. An even smaller proportion of MGAA students met math standards at 26.4%, and unlike ELA standards, this percentage is less than that of Black/African American students generally. This makes logical sense, as English language was used as a variable to construct the MGAA category, thus students who speak English as a second language (those not categorized as MGAA) may face greater barriers in the ELA than math assessment. Although the math assessment is not a standard by which RS determines eligibility, the variation between the Black/African American and MGAA groups across these tables (Table 2 and 3) provide some insight to the nuance among prospective Black students.

**Table 1:  
Highline Fourth Grade Enrollment by Race and Gender, 2017-2018**

Race/Ethnicity	Female Total	Female %	Male Total	Male %	Total	Total %
American Indian or Alaska Native	6	50%	6	50%	12	1%
Asian	98	51%	95	49%	193	12%
Black/African American	50	47%	57	53%	107	7%
Hispanic/Latino	314	50%	319	50%	633	41%
MGAA	76	54%	64	46%	140	9%
Pacific Islander	19	31%	42	69%	61	4%
Two or More	57	59%	40	41%	97	6%
White	159	50%	159	50%	318	20%
<b>TOTAL</b>	<b>779</b>	<b>50%</b>	<b>782</b>	<b>50%</b>	<b>1561</b>	<b>100%</b>

Note: these include students who have documented scores for both the Math and English Language Assessment (ELA) state assessments.

**Table 2:  
Highline Fourth Grade ELA Standards Met and Not Met by Race, 2017-2018**

Race/Ethnicity	Not Met Total	Not Met %	Met Total	Met %	Total	Total %
American Indian or Alaska Native	9	75%	3	25%	12	1%
Asian	85	44%	108	56%	193	12%
Black/African American	78	73%	29	27%	107	7%
Hispanic/Latino	427	67%	206	32%	633	41%
MGAA	93	66%	47	34%	140	9%
Pacific Islander	48	79%	13	21%	61	4%
Two or More	46	47%	51	53%	97	6%
White	104	33%	214	67%	318	20%
<b>TOTAL</b>	<b>890</b>	<b>57%</b>	<b>671</b>	<b>43%</b>	<b>1561</b>	<b>100%</b>

**Table 3:  
Highline Fourth Grade Math Standards Met and Not Met by Race, 2017-2018**

Race/Ethnicity	Not Met Total	Not Met %	Met Total	Met %	Total	Total %
American Indian or Alaska Native	11	92%	1	8%	12	1%
Asian	78	40%	115	60%	193	12%
Black/African American	73	68%	34	32%	107	7%
Hispanic/Latino	439	69%	194	31%	633	40%
MGAA	103	74%	37	26%	140	9%
Pacific Islander	46	75%	15	25%	61	4%
Two or More	54	56%	43	44%	97	6%
White	111	35%	207	65%	318	20%
<b>TOTAL</b>	<b>915</b>	<b>59%</b>	<b>646</b>	<b>41%</b>	<b>1561</b>	<b>100%</b>

## Seattle Fourth Grade Enrollment

The racial makeup of fourth grade students enrolled in Seattle Public Schools in the 2017-18 year are distinct from that of Highline, such that White students, rather than Hispanic/Latino, are the largest group at nearly 50% (Table 4). Making up the other half of enrollment, Asian, Hispanic/Latino and Pacific Islander are between 12-13% each. MGAA students are 7.8% of fourth grade students, compared to 6.5% of Black/African American students generally. Other than American Indian or Alaska Native students, the gender distribution is balanced across racial groups. Although these demographics may suggest that Highline schools provide more opportunities to recruit MGAA and other students of color, bear in mind that the fourth grade enrollment in Seattle Public Schools is more than double that of Highline Public Schools, such that while the proportion of students of color is greater in the latter district, the total enrollment is higher in the former.

Key to determining where the most prospective RS applicants are enrolled is based on ELA standards. Generally, Seattle Public Schools have a larger proportion of students who met ELA standards at 65% (Table 5) compared to 43% in Highline Public Schools. However, the disparities between racial groups are more vast in Seattle Public Schools ranging as widely as 80.2% of White students who met ELA standards to 5.9% of American Indian and Alaska Native students who reached that same threshold. The proportion of MGAA students who met the ELA standard in Seattle and Highline districts are nearly the same, at approximately a third each. However, a larger percentage of the Hispanic/

Latino and Pacific Islander groups in the Seattle Public Schools met ELA standards than students from those same groups in Highline schools.

Math standards generally reflect the patterns of ELA standards with approximately similar proportions in each across all racial groups, except the higher percentage of American Indian or Alaska Native students who met math standards than ELA at 17.6% and 5.9%, respectively (Table 6). Like MGAA students in Highline, around 30% of MGAA students in Seattle schools met math standards. Also similar to Highline, a larger proportion of Black/African American students in Seattle Public Schools met math rather than ELA standards, suggesting a similar likelihood that the inclusion of language to construct the MGAA category could be of significance.

Collectively, the tables in this section indicate that while Highline Public Schools have greater proportional diversity, Seattle Public Schools have more students of color in total enrollment. Given that the proportion of MGAA students is nearly the same in both districts, this may indicate Seattle schools have a larger pool of total prospective students. However, proportions of MGAA students in Seattle and Highline schools who met ELA standards suggests both districts remain equally opportune sites for directing recruitment strategies. Next, we turn to more precise identification of where to direct those efforts within each district.

**Table 4:  
Seattle Fourth Grade Enrollment by Race and Gender, 2017-2018**

Race/Ethnicity	Female Total	Female %	Male Total	Male %	Total	Total %
American Indian or Alaska Native	4	24%	13	76%	17	0%
Asian	301	50%	299	50%	600	13%
Black/African American	152	51%	147	49%	299	6%
Hispanic/Latino	265	48%	289	52%	554	12%
MGAA	182	51%	177	49%	359	8%
Pacific Islander	264	48%	287	52%	551	12%
Two or More	13	57%	10	43%	23	0%
White	1079	49%	1119	51%	2198	48%
<b>TOTAL</b>	<b>2260</b>	<b>49%</b>	<b>2341</b>	<b>51%</b>	<b>4601</b>	<b>100%</b>

**Table 5:  
Seattle Fourth Grade ELA Standards Met and Not Met by Race, 2017-2018**

Race/Ethnicity	No Score	Not Met	Not Met %	Met	Met %	Total	Total %
American Indian or Alaska Native	0	16	94%	1	6%	17	0%
Asian	21	183	31%	396	66%	600	13%
Black/African American	20	189	63%	90	30%	299	6%
Hispanic/Latino	26	289	52%	239	43%	554	12%
MGAA	7	239	67%	113	31%	359	8%
Pacific Islander	1	167	30%	383	70%	551	12%
Two or More	3	14	61%	6	26%	23	0%
White	10	425	19%	1763	80%	2198	48%
<b>GRAND TOTAL</b>	<b>88</b>	<b>1522</b>	<b>33%</b>	<b>2991</b>	<b>65%</b>	<b>4601</b>	<b>100%</b>

**Table 6:  
Seattle Fourth Grade Math Standards Met and Not Met by Race, 2017-2018**

Race/Ethnicity	No Score	Not Met	Not Met %	Met	Met %	Total	Total %
American Indian or Alaska Native	1	13	76%	3	18%	17	0%
Asian	14	167	28%	419	70%	600	13%
Black/African American	20	179	60%	100	33%	299	6%
Hispanic/Latino	28	307	55%	219	40%	554	12%
MGAA	7	241	67%	111	31%	359	8%
Pacific Islander	2	184	33%	365	66%	551	12%
Two or More	3	14	61%	6	26%	23	0%
White	8	503	23%	1687	77%	2198	48%
<b>GRAND TOTAL</b>	<b>83</b>	<b>1608</b>	<b>35%</b>	<b>2910</b>	<b>63.25%</b>	<b>4601</b>	<b>100%</b>



## Where are prospective Rainier Scholars students?

There are 18 elementary schools in Highline Public Schools, of which the proportion of students who met ELA standards in 2017-2018 vary widely, as does their enrollment of MGAA students.<sup>2</sup> Of the five schools that have more than 50% of students meeting ELA standards, MGAA students make up less than 10% of enrolled students (Table 7). The caveat to these seemingly low proportional MGAA enrollments is that the total number of MGAA students in the district generally is relatively small, such that just six students can be the difference between 2% and 9% in MGAA enrollment (hence our decision to include total numbers in the table). Taking Marvista Elementary as an example, 9.8% MGAA enrollment is, in fact, in the middle of the district. With the second highest proportion of students who met ELA standards, it signals strong evidence for recruitment opportunities. Notably, Marvista Elementary also has one of the highest proportions of MGAA enrollment even among their students of color, second only to Parkside Elementary where 41.4% of all students met ELA standards. Relative to total enrollment, Parkside Elementary has the second highest proportion of MGAA students at 14.1%, following Madrona Elementary at 15%. Only 20.6% of students at Madrona Elementary, however, met ELA standards in 2017-2018—the second lowest proportion in the district.

Generally, there is an inverse relationship between MGAA enrollment and ELA standards, such that higher proportions of MGAA students attend schools with lower rates of ELA standards met.

There is an abundance of research that illuminates how structural conditions, such as segregation, poor funding for schools with more Black students, bias, discrimination and racism, to name but a few, influence this relationship. For the purpose of this report, we focus on the schools that are outliers to that pattern to identify where RS may find prospective students.

Those schools sit at the intersection of moderate MGAA enrollment and greater than 50% of students who met ELA standards:

**North Hill Elementary:**  
74.4% met ELA; 6.1% MGAA

**Marvista Elementary:**  
72% met ELA; 9.8% MGAA

**Gregory Heights Elementary:**  
53.8% met ELA; 8.4% MGAA

Gregory Heights Elementary also emerges as an opportune school for prospective Hispanic/Latino students who make up nearly a third of their enrollment. Unlike the other schools identified for MGAA students, Hazel Valley Elementary, Midway Elementary, and Shorewood Elementary are outliers to the inverse relationship between Hispanic/Latino enrollment and ELA standards. This suggests that recruitment of students from these two groups may not be best achieved in unison. Rather, the distribution of students is as segregated between students of color and White, as it is between different groups among students of color.

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<sup>2</sup> Note: All references to students in this section of this report are in reference to fourth grade students.

**Table 7:  
Highline Fourth Grade Enrollment by School and Race, 2017-2018**

School	American Indian /Alaska Native	Asian	Black/ African American	Hispanic/Latino	MCAA	Pacific Islander	Two or More	White	Students of Color Total	Met Standard Color	Total Students
Beverly Park Elementary at Glendale	2	9	4	28	8	0	4	12	55	11	67
Bow Lake Elementary	0	14	16	38	11	8	3	10	90	32	100
Cedarhurst Elementary	0	11	6	48	7	3	2	15	77	32	92
Des Moines Elementary	0	7	4	17	3	1	3	20	35	38	55
Gregory Heights Elementary	1	10	1	32	9	4	12	37	69	57	106
Hazel Valley Elementary	2	13	6	62	3	1	8	17	95	48	112
Hilltop Elementary	0	12	2	49	4	5	1	7	73	28	80
Madrona Elementary	1	2	14	53	16	10	6	5	102	22	107
Marvista Elementary	0	6	3	17	8	2	5	41	41	59	82
McMicken Heights Elementary	1	16	14	22	10	6	2	11	71	37	82
Midway Elementary	0	12	7	54	14	11	7	7	105	49	112
Mount View Elementary	1	13	7	50	5	1	3	5	80	28	85
North Hill Elementary	1	8	1	14	5	3	11	39	43	61	82
Parkside Elementary	1	9	3	29	14	4	8	31	68	41	99
Seahurst Elementary	1	5	4	41	7	0	3	17	61	26	78
Shorewood Elementary	0	18	3	30	2	0	6	29	59	56	88
Southern Heights Elementary	1	7	1	23	4	0	8	4	44	16	48
White Center Heights Elementary	0	21	11	26	10	2	5	11	75	39	86
<b>Total</b>	12	193	107	633	140	61	97	318	1243	671	1561

## Highline MGAA Student Standards

Thus far, we have examined the intersection between students of color and the standards met by the general population at each school. Let us now turn attention to MGAA students and the standards met within the group in and of itself. Taking those schools with 10 or more MGAA students into consideration, McMicken Heights Elementary emerges as a promising school for recruitment, with 60%, or six of ten students, who met ELA standards (Table 8). When considering all schools, regardless of MGAA enrollment, McMicken Heights remains one of the schools with the highest proportions of MGAA students meeting ELA standards. The schools with higher proportions that have met ELA standards tend to have fewer MGAA students, which include Hazel Valley Elementary (three of three MGAA students met standards) and North Hill Elementary (four of five MGAA students met standards). As it pertains to recruitment, there are two simultaneous considerations: proportion of MGAA students who meet ELA standards, and the total number of MGAA students present in each school. Both must be taken into account when determining recruitment strategies.

Relative to gender, the rate of MGAA girls who meet ELA standards is nearly double that of MGAA boys at 22.1% and 11.4%, respectively (Table 8). At two of the schools identified above as promising recruitment sites—McKicken Heights and North Hill—all MGAA girls met standards, but only half of MGAA boys met that same standard. These proportions should all be taken with caution as 50% could be out of two students, as is the case with North Hill Elementary. Our aim is to highlight patterns, such as the lower rates of ELA standards met by MGAA boys, however, given the generally small numbers, we urge readers to review the total figures in Table 8 to draw final conclusions about recruitment plans.

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**“...McMicken Heights remains one of the schools with the highest proportions of MGAA students meeting ELA standards.”**

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**Table 8:  
Highline Fourth Grade MGAA Students ELA Standards  
Met and Not Met by Gender, 2017-2018**

School	Female		Male		Total MGAA
	Met	Not Met	Met	Not Met	
Beverly Park Elementary at Glendale	0	5	0	3	8
Bow Lake Elementary	2	5	1	3	11
Cedarhurst Elementary	0	5	1	1	7
Des Moines Elementary	0	1	1	1	3
Gregory Heights Elementary	4	2	1	2	9
Hazel Valley Elementary	2	0	1	0	3
Hilltop Elementary	2	1	0	1	4
Madrona Elementary	4	6	0	6	16
Marvista Elementary	2	1	2	3	8
McMicken Heights Elementary	2	0	4	4	10
Midway Elementary	3	6	2	3	14
Mount View Elementary	1	0	0	4	5
North Hill Elementary	3	0	1	1	5
Parkside Elementary	0	9	1	4	14
Seahurst Elementary School	1	0	0	6	7
Shorewood Elementary	1	0	0	1	2
Southern Heights Elementary	1	2	0	1	4
White Center Heights Elementary	3	2	1	4	10
<b>TOTAL</b>	<b>31</b>	<b>45</b>	<b>16</b>	<b>48</b>	<b>140</b>
	<b>Female</b>		<b>Male</b>		

**Table 9:  
Seattle Fourth Grade Enrollment by Top 18 Schools and Race, 2017-2018**

School in Seattle (Top 18)	American Indian /Alaska Native	Asian	Black/ African American	Hispanic/Latino	MGAA	Pacific Islander	Two or More	White	Students of Color Total	Met Standard Color	Total Students
Beacon Hill Intl. School	0	15	3	22	2	10	0	12	52	35	64
Cascadia Elementary	0	21	1	3	0	20	1	91	46	135	137
Concord Intl. School	0	8	3	40	1	2	1	10	55	24	65
Dearborn Park Intl. School	0	28	12	3	10	3	0	1	56	28	57
Dunlap Elementary	0	12	11	11	9	4	1	2	48	14	50
Emerson Elementary	0	11	10	14	13	5	0	3	53	9	56
Highland Park Elementary	1	9	3	17	4	12	1	10	47	24	57
John Muir Elementary	0	6	19	4	13	8	1	13	51	32	64
John Stanford Intl. School	0	13	0	13	1	19	0	28	46	60	74
Kimball Elementary	0	25	11	7	3	6	0	12	52	29	64
Leschi Elementary	1	3	5	6	25	6	0	17	46	31	63
Lowell Elementary	1	12	6	7	11	8	2	6	47	18	53
Maple Elementary	0	45	3	20	3	4	0	8	75	55	83
Olympic Hills Elementary	0	7	5	26	6	7	2	14	53	38	67
South Shore PK-8 School	0	18	14	2	17	5	0	4	56	24	60
Thurgood Marshall Elementary	1	19	7	7	15	17	0	45	66	86	111
Van Asselt Elementary	0	30	15	11	15	3	1	3	75	24	78
West Seattle Elementary	1	6	38	5	13	4	1	4	68	30	72
Wing Luke Elementary	0	23	17	6	9	4	1	2	60	39	62

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**“...there is an inverse relationship between MGAA enrollment and ELA standards among the nineteen schools included from Seattle..”**

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## **Trends and Outliers**

There are 77 schools included in the dataset for Seattle Public Schools. Of those, nineteen are included in Table 9, which are those with the highest number of enrolled students of color. For a full listing of data from Seattle schools, see Appendix A. Like in Highline, there is an inverse relationship between MGAA enrollment and ELA standards among the nineteen schools included from Seattle. Some of the outliers that signal opportunities for recruitment include Dearborn Park International School, John Muir Elementary, South Shore PK-8 School, Thurgood Marshall Elementary, and Wing Luke Elementary. These schools tend to have a higher proportion of total students who meet ELA standards than schools with similar proportions of MGAA enrollment. By and large, the greatest outlier is Leschi Elementary where MGAA students make up nearly 40% of enrollment in a school where almost half of all students met ELA standards. Considering that these nineteen schools had the highest enrollment of students of color, it is notable that all these schools, except Wing Luke Elementary, had a relatively higher proportion of MGAA students among those students of color, relative to the other schools. In fact, Leschi, John Muir and South Shore PK-8 had the highest proportion of MGAA among students of color across the nineteen schools, and Leschi and South Shore PK-8 also had the highest proportions of MGAA students relative to total school enrollment. Emerson, Lowell, Van Asselt and West Seattle schools follow with around 20%

MGAA enrollment each. Of course, 20.8% of 53 is only eleven students, such as is the case at Lowell Elementary, but relative to the small MGAA numbers, this remains significant.

Among the nineteen schools with more than ten MGAA students, the proportion of MGAA who met ELA standard varied as widely as between approximately 8% to over half. John Muir Elementary remains notable with the highest rate of MGAA students who met ELA standards at 53.8%, or seven out of thirteen. The next two schools with the highest rates of MGAA students meeting ELA standards are Thurgood Marshall and West Seattle, with five students meeting standards out of fourteen and thirteen, respectively. Leschi Elementary draws particular attention given their high proportion of students who met ELA standards, generally, which drops by nearly 20% when it comes to MGAA students.

The disparity between girls and boys in ELA standards is not as wide, generally, as in Highline schools where girls nearly double the proportion of boys who met standards. In Seattle, 19% of MGAA girls and 13.1% of MGAA boys met the ELA standard. There is no clear gender pattern within schools, such that there are instances wherein MGAA girls had a higher proportion meet ELA standards than boys, such as Dearborn Park International and West Seattle, and others wherein MGAA boys had a higher proportion than girls, as was is the case at Emerson, South Shore PK-8, and Thurgood Marshall schools.

**Table 10:  
Seattle Fourth Grade MGAA Students ELA Standards Met and Not Met  
by Gender, Top 18 Schools, 2017-2018”**

School in Seattle (Top 18)	Female		Male		Total MGAA
	Met	Not Met	Met	Not Met	
Beacon Hill International School	0	0	1	1	2
Concord International School	0	0	0	1	1
Dearborn Park International School	2	3	0	5	10
Dunlap Elementary	1	5	1	2	9
Emerson Elementary	0	7	1	5	13
Highland Park Elementary	0	2	1	1	4
John Muir Elementary	4	4	3	2	13
John Stanford International School	1	0	0	0	1
Kimball Elementary	2	0	0	1	3
Leschi Elementary	5	8	3	9	25
Lowell Elementary	0	3	1	5	9
Maple Elementary	2	0	0	1	3
Olympic Hills Elementary	3	2	0	1	6
South Shore PK-8 School	0	7	3	6	16
Thurgood Marshall Elementary	2	5	3	4	14
Van Asselt Elementary	2	7	0	5	14
West Seattle Elementary	4	2	1	6	13
Wing Luke Elementary	3	3	3	0	9
	Female		Male		

Note: Table with all schools available in Appendix A

Altogether, this section demonstrates the inverse relationship between students—specifically MGAA and Hispanic/Latino and ELA standards. There are some schools, however, that are exceptions to that pattern, albeit to a small degree in some instances. Those schools, named within this section, had a higher proportion of students who met ELA standards than schools with similar proportions of MGAA or Hispanic/Latino enrollment and may signal key opportunities for RS recruitment. Collectively across both districts and the schools therein, however, MGAA enrollment is numerically low with as few as zero MGAA students to 25 at most in any given school. This highlights two key points. First, to reiterate this important note, the proportions help reveal patterns. However, given the small number of MGAA students, they should be taken with caution and the total figures in the table should be carefully considered when prescribing strategies based on these data. Second, it raises the question: why are there so few MGAA students in two of the three districts that RS serves? We consider this question in the next section, as we detail where RS may consider targeting recruitment efforts.

## Where should Rainier Scholars recruit students?

The most forthright answer to why there are so few MGAA students in Highline and Seattle schools is that there are relatively few Black residents in Washington State, generally, making up only 4.4% of the state’s population.<sup>3</sup> This is only larger than American Indian and Alaska Native and Pacific Islander populations who make up less than 3% jointly. In King County, where both Highline and Seattle districts reside, the Black population is larger than the state at 7%.<sup>4</sup> However, there have been reports that King County’s Black residents have moved out of Seattle and further south given the high cost of living and the effects of gentrification.<sup>5</sup>

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**“...there are few Black residents in Washington State, generally, making up only 4.4% of the state’s population.”**

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<sup>3</sup> <https://www.census.gov/quickfacts/WA>

<sup>4</sup> <https://www.census.gov/quickfacts/kingcountywashington>

<sup>5</sup> <https://kuow.org/stories/black-life-draining-out-seattle-census-shows/>;  
<https://www.seattletimes.com/seattle-news/data/percentage-of-blacks-living-in-seattle-at-lowest-point-in-50-years/>;  
<https://www.reuters.com/article/us-usa-seattle-gentrification/as-seattle-gentrifies-blacks-no-longer-feel-welcome-idUSKBN1KC0QZ>



**Table 11:  
Highline Projected Enrollment Change of MGAA Students  
by School and Race, 2015-2019**

School	2015	2016	2017	2018	Avg. Change	2019 Projection	Rounded 2019 Projection
Parkside Elementary	6	5	7	1	-1.67	-0.67	0
Beverly Park Elementary at Glendale	2	0	0	0	-0.67	-0.67	0
Cedarhurst Elementary	2	5	2	1	-0.33	0.67	1
Mount View Elementary	1	0	2	1	0.00	1.00	1
Seahurst Elementary School	1	2	1	1	0.00	1.00	1
Shorewood Elementary	1	4	3	1	0.00	1.00	1
Southern Heights Elementary	1	0	0	1	0.00	1.00	1
Des Moines Elementary	0	0	2	1	0.33	1.33	1
Hilltop Elementary	0	0	2	2	0.67	2.67	3
Bow Lake Elementary	2	5	1	3	0.33	3.33	3
Hazel Valley Elementary	1	3	1	3	0.67	3.67	4
North Hill Elementary	4	3	5	4	0.00	4.00	4
Marvista Elementary	2	3	2	4	0.67	4.67	5
Madrona Elementary	1	3	1	4	1.00	5.00	5
White Center Heights Elementary	0	7	1	4	1.33	5.33	5
Midway Elementary	2	5	4	5	1.00	6.00	6
Gregory Heights Elementary	0	3	1	5	1.67	6.67	7
McMicken Heights Elementary	3	2	1	6	1.00	7.00	7
<b>TOTAL</b>	<b>29</b>	<b>50</b>	<b>36</b>	<b>47</b>	<b>6.000</b>	<b>53.00</b>	<b>53</b>

The reported migration seems to implicate the changing enrollment patterns in Highline and Seattle, as the latter has seen a -2.00 average change in MGAA enrollment between 2015 and 2018 (Table 12). Conversely, during that same period, Highline Public Schools had a 6.00 average change (Table 11). These data, generally, support claims that Black residents and families are moving out of Seattle, and likely enrolling their children into schools south of the city, such as those in Highline. However, the total enrollment of MGAA students has fluctuated each year in Highline, growing from 29 students to 50 between 2015 and 2016, only to drop to 36 in 2017 (Table 11). Based on these shifts, we project that 2019 (for which we did not yet have data) had around 55 MGAA students—the largest enrollment of MGAA in the past five years. In Seattle, MGAA enrollment has remained relatively consistent, fluctuating by only three to six students year-to-year. Projections for 2019 remain constant at 120 MGAA students.

Seattle schools' enrollment changes are notable, as the schools that have previously been listed as opportune recruitment sites are also projected to enroll a growing number of MGAA students. These schools include John Muir Elementary, Thurgood Marshall Elementary, West Seattle Elementary and Wing Luke Elementary. Although Leschi Elementary has one of the highest projections for MGAA enrollment, their low rates of MGAA students meeting ELA standards relative to their general student population is a point of

consideration. In Highline, two schools emerge as key recruitment opportunities—Gregory Heights and McMicken Heights. In the former school, over 50% of students met ELA standards, a third of their population is Hispanic/Latino, and they are projected to have the second highest MGAA enrollment in 2019. McMicken Heights had 60% of MGAA students meet ELA standards and they enrolled the largest projected population of MGAA students. That stated, attention should be paid to the rates of MGAA boys who meet ELA standards, which was half of MGAA girls in 2017-2018.

Taking these projections alongside the earlier findings on proportion of students—MGAA and total—who meet ELA standards as a point of reference, we now turn to how the schools are perceived in terms of their viability for recruitment. The insights of RS staff on where eligible MGAA students may be enrolled offers orientation to where recruitment efforts should continue to be directed, and where they are opportunities for future consideration. Eighteen RS staff completed a survey to indicate their views on if each school had “few” or “many” RS-eligible MGAA students, with the option to select “not sure”. Clearly, the survey is a blunt tool, such that it does not allow room for any concession to the responses, and that is acknowledged in drawing conclusions. That stated, this is meant only to give some orientation to comparative opportunities for recruitment that may be worthwhile explorations.

**Table 12:  
Seattle Projected Enrollment Change of MGAA Students  
by School and Race, 2015-2019**

School	2015	2016	2017	2018	Avg. Change	2019 Projections	Rounded 2019 Projections
Southshore K-8 School	7	5	0	0	-2.33	-2.33	0
Madrona K-8 School	4	4	0	0	-1.33	-1.33	0
Concord International School	3	2	0	0	-1.00	-1.00	0
Viewlands Elementary	3	2	0	0	-1.00	-1.00	0
Greenlake Elementary	2	0	0	0	-0.67	-0.67	0
Queen Anne Elementary	2	2	0	0	-0.67	-0.67	0
Genesse Hill Elementary	2	3	0	0	-0.67	-0.67	0
Cascade Parent Partnership	1	0	0	0	-0.33	-0.33	0
Cascadia Elementary	1	1	0	0	-0.33	-0.33	0
Catherine Blaine K-8 School	1	2	0	0	-0.33	-0.33	0
Laurelhurst Elementary	1	0	1	0	-0.33	-0.33	0
Louisa Boren K-8 Stem School	1	0	0	0	-0.33	-0.33	0
Gatewood Elementary	1	3	0	0	-0.33	-0.33	0
Denny International Middle School	0	0	0	0	0.00	0.00	0
Montlake Elementary	0	0	1	0	0.00	0.00	0
North Beach Elementary	0	0	1	0	0.00	0.00	0
Sacajawea Elementary	0	0	0	0	0.00	0.00	0
Salmon Bay K-8 School	0	0	0	0	0.00	0.00	0
Thornton Creek Elementary	0	0	0	0	0.00	0.00	0
Washington Middle School	0	0	0	0	0.00	0.00	0
Whittier Elementary	0	0	0	0	0.00	0.00	0
TOPS K-8 School	0	5	1	0	0.00	0.00	0
Emerson Elementary	3	2	3	1	-0.67	0.33	0
Highland Park Elementary	3	4	1	1	-0.67	0.33	0
Orca K-8 School	3	2	3	1	-0.67	0.33	0
Fairmount Park Elementary	2	3	1	1	-0.33	0.67	1
Graham Hill Elementary	2	2	2	1	-0.33	0.67	1
Lafayette Elementary	2	1	1	1	-0.33	0.67	1
Martin Luther King Jr. Elementary	6	7	2	2	-1.33	0.67	1
Greenwood Elementary	1	1	1	1	0.00	1.00	1
John Hay Elementary	1	0	2	1	0.00	1.00	1
John Stafford International School	1	1	1	1	0.00	1.00	1
Lawton Elementary	1	1	2	1	0.00	1.00	1
Olympic View Elementary	1	1	0	1	0.00	1.00	1
Sand Point Elementary	1	3	0	1	0.00	1.00	1
West Woodland Elementary	1	1	1	1	0.00	1.00	1

**Table 12:  
Seattle Projected Enrollment Change of MGAA Students  
by School and Race, 2015-2019 (continued)**

School	2015	2016	2017	2018	Avg. Change	2019 Projections	Rounded 2019 Projections
Beacon Hill International School	0	0	1	1	0.33	1.33	1
Bryant Elementary	0	1	0	1	0.33	1.33	1
Frantz Coe Elementary	0	0	1	1	0.33	1.33	1
John Rogers Elementary	0	0	1	1	0.33	1.33	1
Lowell Elementary	0	0	0	1	0.33	1.33	1
McGilvra Elementary	0	0	1	1	0.33	1.33	1
Northgate Elementary	0	2	0	1	0.33	1.33	1
Pathfinder K-8 School	0	0	0	1	0.33	1.33	1
Sanislo Elementary	0	1	0	1	0.33	1.33	1
Wedgewood Elementary	0	0	1	1	0.33	1.33	1
Arbor Heights Elementary	3	1	2	2	-0.33	1.67	2
Dunlap Elementary	3	2	3	2	-0.33	1.67	2
Kimball Elementary	3	3	2	2	-0.33	1.67	2
Maple Elementary	3	4	0	2	-0.33	1.67	2
Rainier View Elementary	3	4	2	2	-0.33	1.67	2
Van Asselt Elementary	3	3	1	2	-0.33	1.67	2
Dearborn Park International School	2	1	1	2	0.00	2.00	2
Alki Elementary	1	2	2	2	0.33	2.33	2
View Ridge Elementary	0	0	1	2	0.67	2.67	3
B.F. Day Elementary	0	0	2	2	0.67	2.67	3
Daniel Bagley Elementary	0	0	2	2	0.67	2.67	3
Bailey Gatzert Elementary	4	4	2	3	-0.33	2.67	3
Olympic Hills Elementary	1	2	4	3	0.67	3.67	4
Hawthorne Elementary	5	5	6	4	-0.33	3.67	4
South Shore PK-8 School	0	0	5	3	1.00	4.00	4
Stevens Elementary	3	3	4	4	0.33	4.33	4
Thurgood Marshall Elementary	7	7	4	5	-0.67	4.33	4
West Seattle Elementary	5	5	8	5	0.00	5.00	5
Madrona Elementary	0	0	3	4	1.33	5.33	5
Roxhill Elementary	0	0	3	4	1.33	5.33	5
Hazel Wolf K-8 School	0	0	5	4	1.33	5.33	5
Wing Luke Elementary	6	6	5	6	0.00	6.00	6
Broadview-Thomson K-8 School	2	1	6	6	1.33	7.33	7
John Muir Elementary	2	2	6	7	1.67	8.67	9
Leschi Elementary	6	2	8	8	0.67	8.67	9
<b>TOTAL</b>	<b>119</b>	<b>119</b>	<b>116</b>	<b>113</b>	<b>-2.00</b>	<b>111.00</b>	<b>111</b>

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**“Although MGAA enrollment is generally small across both districts, this evidence suggests there remain fruitful places for recruitment of MGAA students in Highline and Seattle schools.”**

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Staff projections on the school with the highest MGAA enrollment (e.g. the most “many” responses) was accurate, as John Muir Elementary has positive projections for MGAA enrollment, and was highlighted as an opportune site for recruitment. Likewise, Thurgood Marshall was ranked highly by staff, and rightly so as they were also a notable school. However, the projections show decreasing enrollment in the past four years, with a projected 4 students in 2019. Several schools were viewed by staff as having more “few” eligible MGAA students than “many,” but had positive projections for MGAA enrollment. These schools include Broadview-Thomson K-8 School, Marvista Elementary, McMicken Heights Elementary and Gregory Heights Elementary. Perhaps unsurprisingly, three of these four are in Highline Public Schools, where there is increasing enrollment of MGAA students generally. McMicken Heights and Gregory Heights stand out, in particular, as only one respondent viewed either as having “many” eligible MGAA students. According to our projections, these two schools will enroll the most MGAA students, and to date, are among the top performing schools for MGAA students who met ELA standards. In Seattle, Broadview-Thomson K-8 School was considered by eleven of eighteen respondents to have “few” eligible MGAA students. Projections suggest they may have the third highest enrollment of MGAA

students, and 85.7% of MGAA students met ELA standards in 2017-2018 (Appendix B).

While we highlight these schools as possible directions for recruitment, we acknowledge that the experiential knowledge of RS staff about each of these schools may far exceed these projections. The insights from the survey were helpful as a reference point to our findings, however, we urge readers to take these with caution and to discuss their implications with RS staff directly given their invaluable, and direct, insights.

Although MGAA enrollment is generally small across both districts, this evidence suggests there remain fruitful places for recruitment of MGAA students in Highline and Seattle schools. That stated, it is difficult to ignore the decreasing enrollment in Seattle Public Schools, as well as the vast disparities that exist between racial groups and between schools in terms of ELA standards. These findings would benefit from more data and analysis on the nature of those disparities, and particularly, why some schools are better structured to support the success of MGAA students and students of color, generally. Clearly, the aim of RS is to support the long-term academic achievement of students, and understanding the school circumstances wherein students are able to succeed would be useful in that endeavor.

## Recommendations

Based on the findings in this report, we offer three immediate recommendations for the purposes of recruitment in the years to come. Thereafter, we detail suggestions for more deeply integrating data-driven practices into our future practices as an organization.

Regarding recruitment, the data herein highlights the need to identify a recruitment strategy that targets schools that meet two simultaneous thresholds: MGAA/student of color enrollment and ELA standards met. While that is obvious, there is a clear inverse relationship between these two variables. Accordingly, a recruitment focus at the schools that are outliers to that relationship, which have been identified by name in this report, should be considered. Specifically, partnerships with these schools should be established, or continued. Secondly, a recruitment strategy that does not conflate the efforts directed toward MGAA students with those for other students of color requires further attention. The findings

suggest that the schools where MGAA students are enrolled and meet ELA standards are not necessarily those wherein other students of color, such as Hispanic/Latino, are meeting those same measures. Finally, the findings offer some general patterns that emerged in two districts, but are based on relatively small total figures. Accordingly, there is opportunity to contextualize these patterns further through deeper investigations of school circumstances that produce these outcomes. This can be achieved by the collection of more insights from RS staff who are familiar with schools, or through school-specific research, as a couple of examples.

In addition to these recruitment-related recommendations, the process of this data-driven project has also helped us reflect on how we can continue to grow our commitment to using data to shape our organizational priorities and practices. We offer these reflections for RS staff and Board Members.

## Short-Term Recommendations for Staff

### **School district data should be requested each August to develop consistent practice**

**Benefit:** Long-term understanding of the shifting landscape of the RS service area

**Responsibility:** RS Data Administrator and other data-related staff

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### **Provision of funds for directors to enhance their skills on setting data/measurable goals**

**Benefit:** Supports departmental accountability for collecting and using data across the organization

**Responsibility:** RS Leadership Team

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### **Identify a temp agency and delineate a process for hiring and using temp workers to meet data entry demands at key benchmarks throughout the year (e.g. during recruitment, end of year grades, placement, etc.)**

**Benefit:** Fortifies consistent collection of data to inform organizational practices and decision-making processes

**Responsibility:** RS Leadership Team

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### **Hire external consultant to clean and standardize internal data documents and systems**

**Benefit:** Builds a strong foundation upon which future data collection can meaningfully add, and offers a comprehensive data system with which to engage

**Responsibility:** RS Leadership Team (to allocate time and resources); RS Data Administrator (to facilitate process, and identify external consultant)

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### **Increase the Community Engagement and Strategy Role to a full-time position**

**Benefit:** Focus on developing stronger relationships with schools that are key recruitment sites, per the findings in this report

**Responsibility:** RS Leadership Team

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## Long-Term Recommendations for Staff

### **Develop a community task force of students, parents, teachers, school leaders, and other community leaders to share information, opportunities, and resources related to supporting the success of MGAA students**

**Benefit:** Increase the pool of MGAA students who meet RS ELA standards, as well as provide alternative opportunities for MGAA students and families who do not enroll in RS.

**Responsibility:** RS Leadership Team

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### **Initiate a working group of RS staff focused on developing and sharing data-related skills and processes; administer a survey of data that is presently collected across organization**

**Benefit:** Integrate the continual commitment to using data, and to data-related professional development, into the functioning of the organization

**Responsibility:** One staff member from each department who will serve as the primary liaison with the working group

Database Administrator will lead identification of, and in some cases training for, data collection and analysis software or methods

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## Short-Term Recommendations for Trustee

**Allocate funding for data analysis software, data consultation, and professional development/training for RS staff**

**Benefit:** Support the training of RS staff to use and improve their skills to engage data

**Responsibility:** Board of Trustees

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**Recruit two future Board members with expertise in research, demography, and/or educational data**

**Benefit:** Ensure the integration of data-driven guidance and decision-making

**Responsibility:** Board of Trustees (the “Resource Council” is separate and probably doesn't need to be included here)

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**Catalogue data-related questions that emerge, and identify a plan for RS staff with capacity or appropriate external consultants, to collect and analyze data to offer context for those questions**

**Benefit:** Integrate data-driven decision-making into Board practices

**Responsibility:** Board of Trustees

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## Long-Term Recommendations for Trustee

**Develop a committee on equity data and research, lead by a newly appointed full-time staff position, to inform the RS model and emphasize developing a pipeline program (starting in grades 2-4) as a tool for recruitment and retention**

**Benefit:** Utilize data to inform the approaches RS employs to achieve organizational priorities; increase MGAA recruitment via enrichment experiences in grades prior to RS application

**Responsibility:** Board of Trustees

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**Collectively, these recommendations are steps toward ensuring that RS continually reflects on our priorities, how we meet those priorities, and improving our practices in serving students and families through a deeper, integrated commitment to data collection and utilization.**

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## Methodology

Data for this project were primarily from Highline Public Schools and Seattle Public Schools. In both cases, data were from four cohorts between the 2014-2015 and 2017-2018 academic years. Data were de-identified using a proxy identification code for each student, and included the following variables for each school year: school name, grade, gender, race/ethnicity, primary language, ELA and math assessment scores.

The MGAA category was constructed by using a combination of two proxy variables: race (Black) and primary language (English), distilling students at the intersection of those variables from other students within the Black racial category. Although this is an imperfect method for constructing racial identity, it was used for two reasons. First, that is the current practice of RS, thus, we aimed to ensure consistency when drawing conclusions about MGAA students. Second, given the limited amount of district data, race and language were the most appropriate, and meaningful, proxy categories to use.

Our data analysis first utilized summary statistics and cross tabulation to show the current landscape of students by race and assessment performance within Highline and Seattle school districts. Summary statistics provided an overview of the demographic makeup of Highline and Seattle schools districts with a particular focus on race and gender distribution. Cross tabulations were then used to further explore at what schools MGAA students enroll and how these schools perform on assessment exams. Using both broad and detailed tables, we can give suggestions on where to look for recruitment.

But identifying good candidate schools for recruitment involves not only looking at where eligible MGAA students are now, but also where they may be in the future. This task is complicated by the fact that MGAA populations are declining in

many schools in Highline and Seattle. To account for this demographic shift, we calculated the average yearly rate of change in MGAA students per school and applied this rate of change forward (rounding to the whole student). More complicated time series forecasting techniques were considered, but with the short time frame of four years, and the small number of MGAA students at many schools, the forecasts were nearly identical after rounding to the nearest student. Further, because the goal of this project is exploratory, the interpretability of using average rate of change outweighed minor improvements in forecast prediction possibly provided by more complex methods.

In addition to the school district data, a brief survey of RS staff was conducted to collect a rudimentary perspective of their views on MGAA enrollment in schools. Eighteen staff members (out of ~36) participated in an online survey with the option to select “few,” “many,” or “not sure” to indicate their perception of how many MGAA students were enrolled in each school across both districts. The survey was emailed to all RS staff, however, participation was not mandatory. Moreover, no incentive was offered to facilitate participation. In our representations of the survey responses, we subtracted the count of staff who thought a school was unlikely to have good candidates from the count of staff who thought the school was likely to have good candidates. We then divided the number in half to minimize the scale of the chart (roughly -6 to +6 instead of roughly -13 to +13). Surely, the survey is a blunt tool, such that it does not allow room for any concession to the responses, and that is noted within the report. The deviation from survey responses from the findings based on district data, however, highlight that there is greater need to reconcile the divergent information, and to collect more staff perceptions data.

## Appendix A: Seattle Fourth Grade Enrollment by Top 18 Schools and Race, 2017-2018

Schools in Seattle	American Indian /Alaska Native	Asian	Black/ African American	Hispanic/Latino	M/GAA	Pacific Islander	Two or More	White	Students of Color Total	Met Standard Color	Total Students
Adams Elementary	0	1	4	12	3	11	0	67	31	71	98
Alki Elementary	2	1	3	8	5	6	0	33	25	43	58
Arbor Heights Elementary	1	5	3	8	2	7	0	60	26	58	86
B.F. Day Elementary	0	4	2	2	2	8	1	22	19	36	41
Bailey Gatzert Elementary	0	5	12	11	11	4	0	2	43	16	45
Beacon Hill International School	0	15	3	22	2	10	0	12	52	35	64
Broadview-Thomson K-8 School	0	10	5	13	7	6	0	17	41	28	58
Bryant Elementary	0	8	0	1	1	6	0	82	16	79	98
Cascade Parent Partnership	0	0	0	0	2	1	0	8	3	0	11
Cascadia Elementary	0	21	1	3	0	20	1	91	46	135	137
Catharine Blaine K-8 School	1	3	0	6	1	9	0	67	20	73	87
Cedar Park Elementary	0	0	0	0	0	0	0	3	0	2	3
Concord International School	0	8	3	40	1	2	1	10	55	24	65
Daniel Bagley Elementary	0	9	0	6	2	7	0	45	24	59	69
Dearborn Park International School	0	28	12	3	10	3	0	1	56	28	57
Dunlap Elementary	0	12	11	11	9	4	1	2	48	14	50
Emerson Elementary	0	11	10	14	13	5	0	3	53	9	56
Fairmount Park Elementary	0	3	1	9	2	20	1	60	36	77	96
Frantz Coe Elementary	0	5	0	11	2	9	0	72	27	84	99
Gatewood Elementary	0	0	0	7	2	4	1	37	14	25	51

**Appendix A (continued):  
Seattle Fourth Grade Enrollment by Top 18 Schools and Race, 2017-2018**

Schools in Seattle	American Indian /Alaska Native	Asian	Black/ African American	Hispanic/Latino	M/GAA	Pacific Islander	Two or More	White	Students of Color Total	Met Standard Color	Total Students
Genesee Hill Elementary	1	2	4	13	1	13	0	83	34	87	117
Graham Hill Elementary	0	12	1	6	8	8	0	10	35	20	45
Green Lake Elementary	0	3	0	4	1	9	0	41	17	38	58
Greenwood Elementary	0	3	0	2	6	4	0	40	15	40	55
Hawthorne Elementary	0	7	3	9	16	5	0	15	40	26	55
Hazel Wolf K-8 School	1	8	8	5	7	7	1	48	37	66	85
Highland Park Elementary	1	9	3	17	4	12	1	10	47	24	57
Hutch School	0	0	0	0	0	0	1	0	1	0	1
John Hay Elementary	0	13	3	5	2	12	0	45	35	63	80
John Muir Elementary	0	6	19	4	13	8	1	13	51	32	64
John Rogers Elementary	1	5	4	10	2	4	1	25	27	33	52
John Stanford International School	0	13	0	13	1	19	0	28	46	60	74
Kimball Elementary	0	25	11	7	3	6	0	12	52	29	64
Lafayette Elementary	1	5	1	8	2	5	0	54	22	51	76
Laurelhurst Elementary	0	9	0	4	2	4	0	35	19	40	54
Lawton Elementary	0	2	2	4	2	8	0	46	18	48	64
Leschi Elementary	1	3	5	6	25	6	0	17	46	31	63
Licton Springs K-8 School	1	2	0	2	1	4	0	10	10	9	20
Louisa Boren STEM K-8 School	0	6	5	9	3	16	0	44	39	44	83
Lowell Elementary	1	12	6	7	11	8	2	6	47	18	53
Loyal Heights Elementary	0	2	0	6	1	7	0	53	16	54	69
Madrona Elementary	0	0	2	1	13	2	0	7	18	10	25

**Appendix A (continued):  
Seattle Fourth Grade Enrollment by Top 18 Schools and Race, 2017-2018**

Schools in Seattle	American Indian /Alaska Native	Asian	Black/ African American	Hispanic/Latino	MGAA	Pacific Islander	Two or More	White	Students of Color Total	Met Standard Color	Total Students
Maple Elementary	0	45	3	20	3	4	0	8	75	55	83
Martin Luther King Jr. Elementary	0	13	9	5	12	4	2	0	45	18	45
McDonald International Elementary	0	3	0	10	1	11	0	65	25	81	90
McGilvra Elementary	0	4	0	5	3	8	0	25	20	37	45
Montlake Elementary	0	1	0	2	3	12	0	21	18	30	39
Non-Public Agencies	0	0	0	0	1	0	0	1	1	1	2
North Beach Elementary	0	1	0	2	1	8	0	42	12	44	54
Northgate Elementary	0	3	8	18	5	6	0	5	40	20	45
Olympic Hills Elementary	0	7	5	26	6	7	2	14	53	38	67
Olympic View Elementary	1	7	4	7	2	6	0	32	27	32	59
Orca K-8 School	0	3	3	3	9	9	0	26	27	26	53
Pathfinder K-8 School	0	2	0	5	1	5	0	42	13	38	55
Private School Services	0	0	0	0	0	1	0	5	1	0	6
Queen Anne Elementary	0	5	0	5	2	9	0	35	21	44	56
Rainier View Elementary	0	11	6	3	5	7	0	1	32	17	33
Residential Consortium	0	0	0	0	0	0	0	1	0	0	1
Roxhill Elementary	0	5	3	17	6	3	1	4	35	15	39
Sacajawea Elementary	0	6	0	4	1	4	0	12	15	16	27
Salmon Bay K-8 School	0	3	0	2	0	9	0	40	14	34	54
Sand Point Elementary	1	5	3	7	3	2	0	13	21	16	34
Sanislo Elementary	0	10	3	7	2	3	1	6	26	10	32
South Shore PK-8 School	0	18	14	2	17	5	0	4	56	24	60

**Appendix A (continued):  
Seattle Fourth Grade Enrollment by Top 18 Schools and Race, 2017-2018**

Schools in Seattle	American Indian /Alaska Native	Asian	Black/ African American	Hispanic/Latino	M/GAA	Pacific Islander	Two or More	White	Students of Color Total	Met Standard Color	Total Students
Stephen Decatur Elementary	0	12	0	4	0	11	0	39	27	65	66
Stevens Elementary	0	5	4	7	9	7	1	37	33	46	70
Thornton Creek Elementary	0	7	1	5	3	13	0	53	29	60	82
Thurgood Marshall Elementary	1	19	7	7	15	17	0	45	66	86	111
TOPS K-8 School	0	13	1	0	3	10	0	29	27	33	56
Van Asselt Elementary	0	30	15	11	15	3	1	3	75	24	78
View Ridge Elementary	1	13	1	3	2	15	0	66	35	83	101
Viewlands Elementary	0	7	4	11	1	4	0	24	27	23	51
Wedgwood Elementary	0	13	1	5	2	15	0	50	36	75	86
West Seattle Elementary	1	6	38	5	13	4	1	4	68	30	72
West Woodland Elementary	0	0	1	9	3	9	0	57	22	62	79
Whittier Elementary	0	4	1	2	0	7	0	51	14	50	65
Wing Luke Elementary	0	23	17	6	9	4	1	2	60	39	62



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