THE ROAD MAP PROJECT

2012 TECHNICAL REPORT

March 2013

NOTE. In this version, the Achievement Index tables and graphs were corrected on 4/5/2013.

Contents

Introduction

The 2012 Road Map Technical Results Report goes beyond the 2012 Results Report to provide a more in-depth look at education results in the Road Map Project region.

Summary of Results			
	2009-10	2011-12	Change
Number of Students (OSPI)	116,135	119,545	▲
Students of color	60%	66%	▲
Low income	54%	59%	▲
ELL	17%	16%	▼

Indicator					
Healthy and Ready for Kindergarten	2009-10	2010-11	2011-12	Change	On Track to 2020 Target[1]
% of students who demonstrate characteristics of entering kindergarteners (Meeting 6 of 6 domains on WaKIDS – Indicator language TBD)		37%	38% (Fall 2012)		TBD
% of children born weighing less than 5.5 pounds	5.4% (2008-2010 avg.)				
% of eligible children enrolled in select formal early learning programs	31%		29%	●	
% of licensed childcare centers participating in Early Achievers[3]			11%		
% of licensed childcare centers meeting quality criteria			Data available 2013		
% of families reading to their children daily		69%			
% of children meeting age-level expectation at the end of pre-school (TS Gold, all domains)			64%		
Supported and Successful in School	2009-10	2010-11	2011-12	Change	On Track to 2020 Target[1]
% of children enrolled in full-day kindergarten	72%		73%	●	
% of English language learning students making progress in learning English	69%		76%	●	
% of students proficient in:					
3rd grade reading	66%	70%	64%	●	●
4th grade math	50%	55%	55%	●	●
5th grade science	–	45%	57%	●	●
6th grade reading	61%	67%	69%	●	●
7th grade math	52%	52%	58%	●	●
8th grade science	–	56%	61%	●	●
% of students triggering Early Warning Indicator #1	33%		36%	●	●
% of students triggering Early Warning Indicator #2	15%	17%	15%		●
% of students who make a non-promotional school change within the last year (mobility)			TBD		
% of parents who actively support their child's education and believe a college degree is important	51%				
Births per 1,000 females age 15-17	16.1 (2009)	13.5 (2010)		●	
% of students taking algebra by the 8th grade		47%	49%	●	
% of graduates taking one or more AP or IB courses in their senior year			45%		

Supported and Successful in School		2009-10	2010-11	2011-12	Change	On Track to 2020 Target[1]
% of students passing the exams required for high school graduation			TBD			
% of students motivated and engaged to succeed in school				Data available 2013		
% of 8th graders reporting select risk factors on the Healthy Youth Survey				See Report[2]		
% of students absent 20 or more days per year			15%			
% of students attending schools with low state Achievement Index ratings			55%			
% of students exhibiting 21st century skills				In development		

Graduate from High School College and Career Ready		2009-10	2010-11	2011-12	Change	On Track to 2020 Target[1]
% of students who graduate high school on time (new method)		72%	72%		–	●
% of students who graduate high school by age 21[3]				See Report		
% of graduating high school students meeting minimum requirements to apply to a Washington State 4-year college		52%	52%	50%	●	●
% of high school graduates completing a formal career and technical education program				22%		
% of eligible students who complete the College Bound application by the end of 8th grade		71%	90%	89%	●	
% of graduating College Bound students who have completed the FAFSA				85%		
% of first-year students at community and technical colleges enrolling in pre-college coursework[4]	Math	47%	46%			●
	English	23%	22%			●

Earn a College Degree or Credential[5]		2009-10	2010-11	2011-12	Change	On Track to 2020 Target[1]
% of students who directly enroll in postsecondary education (of HS graduates)		60%	59%	59%	●	
% of students continuing past the first year of postsecondary (of HS graduates)		52%	51%		●	●
% of 9th graders who earn a post-secondary credential by age 24 (2004, 2005, 2006 HS graduation cohorts)[5]		26%	27%	23%	●	●
% of students who enroll in postsecondary education by age 24				See Report		
% of students who did not complete high school on time who achieve a postsecondary credential				In development		
% of students employed within 1 and 5 years of completing or leaving postsecondary education, including wage				In development		

NOTE: Demographics published in the 2012 Results Report omitted an elementary school that opened in the Seattle Public Schools in 2011-12. Data here are corrected to include this school.

1. 'On track to 2020 target' is reported for on-track indicators only. Targets are not established for other indicators.
2. Indicators are marked as 'see report' if data cannot be clearly represented in this format.
3. These indicators may be revised in light of a new method of computing graduation.
4. Classes of 2009 and 2010, data represents course taking during first year of college
5. Includes 2- and 4-year degrees only. Data about certificates will be included in future reports as data become available.

What is the Road Map Project?

The Road Map Project is a region-wide effort aimed at dramatically improving student achievement from cradle to college and career in South King County and South Seattle. The Road Map Project holds the belief that collective action is necessary given the magnitude of the challenges we face. The project has created a common goal and shared vision in order to facilitate coordinated action, both inside and outside schools. This effort is creating a new approach to achieve system-wide improvement in education.

Goal

The Road Map Project goal is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. We are committed to nothing less than closing the unacceptable achievement gaps for low-income students and children of color and increasing achievement for all students from cradle to college and career.

Project Background

The Road Map Project was launched in 2010 when more than 500 individuals and organizations committed to closing the region's opportunity gaps and building strong partnerships to accelerate progress. Now, project partners are taking a comprehensive set of actions to achieve the goal.

The Road Map Project is driven by an overarching concern for equity of opportunity and focuses on our region's communities of highest need. We believe that race and poverty should not determine educational success. To accomplish our goal, we need all sectors of our community involved. No one organization or person working alone can achieve great results at the scale we need.

The Districts

1. Auburn School District
2. Federal Way Public Schools
3. Highline Public Schools
4. Kent School District
5. Renton School District
6. Seattle Public Schools*(South Seattle schools only)
7. Tukwila School District

* Student achievement in North Seattle is far stronger than in South Seattle. Because of this reality, we include only Seattle's south-end neighborhoods and schools in the Road Map Project region.

Road Map Project Region K-12 Students by District
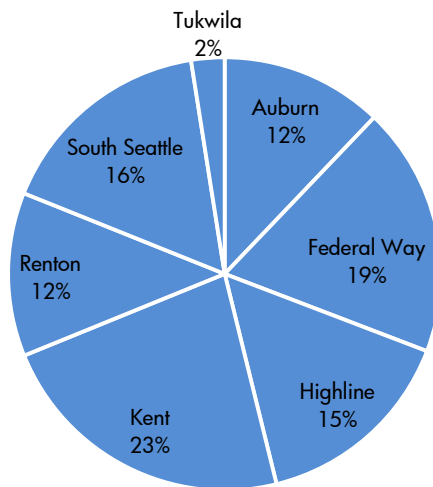
SOURCE: OSPI Report Card, 2011-12

Data Notes

Privacy: Complying with the Federal Education Rights and Privacy Act (FERPA), we have suppressed data in some tables and graphs where noted by "s." Data for student groups with fewer than 10 individuals were completely removed in some cases, and in other cases we present ranges that vary in size depending on the number of students in the group. For more information about data suppression, please contact CCER. By request, CCER can also provide unsuppressed data to the districts and state education agencies that are allowed the respective underlying data by FERPA.

Report Card Data: When possible, we report aggregate data from the Washington State Office of Superintendent of Public Instruction. These data are publically available and can be accessed at OSPI Report Card website. In this report, Report Card data are used for demographics, Measurements of Student Progress (MSP) assessments, and high school graduation rates. District and South Seattle school-level results are used to compute rates for the Road Map Project region overall. Subgroup and school-level data are suppressed for groups with fewer than 10 individuals, which may affect estimates for the region in some cases.

Student-Level Data: Many indicators use student records provided by OSPI and the school districts. As students may attend multiple schools over the course of a year, we have defined criteria to determine which students are considered "in-region. " Students are considered Road Map students for a given school year if they were enrolled or attended at least half the year in the region (cumulative, all schools attended), were confirmed as a dropout from a Road Map school and attended at least 10 days, or graduated from a Road Map school. Unless otherwise noted, this cohort is used in all student level analyses. Confirmed graduates are attributed to the school of graduation. All other students who attended multiple schools within the region are attributed to the school where they spent the largest portion of the school year.

College Going: Analyses of college enrollment, persistence, college graduation, as a well as some transcript analyses, are conducted by The BERC Group on behalf of CCER. The BERC Group matches data provided by the school districts with college-going data obtained from the National Student Clearinghouse. The BERC Group provides additional data on college going online, including school-level data and multi-year trends. Definitions used on collegetracking.com may not match the definitions used in this report.

Income status: Data regarding students' free or reduced-price lunch status are not available for Kent or South Seattle for all analyses using student-level data. Accordingly, regional results for low income students may not include Kent and South Seattle.
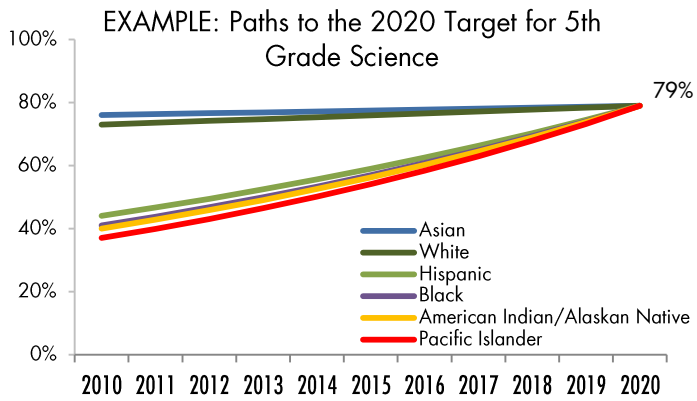
Targets and Background

To better illustrate our region's challenges and progress, results are often broken down by subgroup, such as district, race/ethnicity or income level. While our goal is for all groups to meet the same targets by 2020, not all groups are starting from the same place, and the rates of progress necessary to meet the goal vary. The graph below illustrates trajectories different student subgroups must take to reach the same goal. In this report, results are compared to subgroup-specific interim targets to determine if groups are "on track" to meet 2020 targets. Where appropriate, the 2020 targets are identified in the graphs below by a dotted black line.

While data quality and availability are improving, we were not able to report on all project indicators in 2012. Data are not yet available for some measures, and others are not available every year. We plan to report on these indicators in the 2013 reports. Additionally, we will issue topical reports exploring some indicators in more depth.

Also, note that data regarding students' free or reduced-price lunch status are not available for Kent School District or Seattle Public Schools. Results for this subgroup in the Road Map Project region as shown in some parts of this report, accordingly, do not represent all free or reduced-price lunch students.

EXAMPLE: Paths to the 2020 Target for 5th Grade Science

- Asian
- White
- Hispanic
- Black
- American Indian/Alaskan Native
- Pacific Islander

The Road Map Project Region
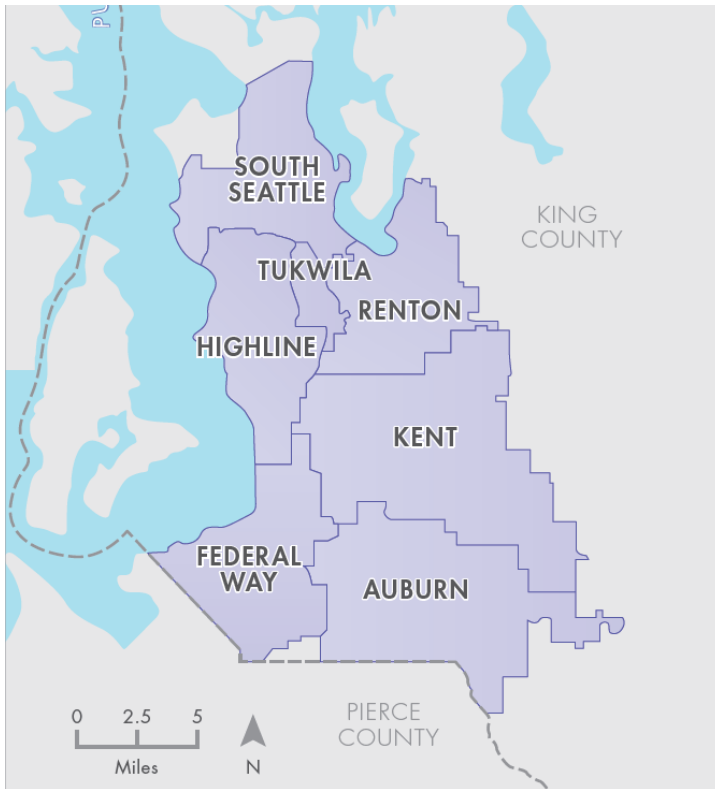
In 2011-12, **45%** of K-12 students in King County were in the Road Map Project region.

The Road Map Project region is home to:

- **71%** of King County's low-income students

- **73%** of King County's English Language Learner students
- **60%** of King County's students of color

Diversity

The seven districts participating in the project serve children from around the world. More than **160** languages are spoken in the region.

The Road Map Project region is undergoing a dramatic demographic transformation. Today, fully **two-thirds** (79,000) of the K-12 students are Non-White.

Road Map Project Region K-12 Students by Race/Ethnicity

American Indian or Alaskan Native; 1%

Asian; 18%

White; 34%

Two Or More Races; 7%

Black; 15%

Hispanic; 22%

Pacific Islander; 3%

Percent of Students in Each District Who Are English Language Learners

SOURCE: OSPI Report Card, 2011-12

ELL Students: Road Map Project Region (2009-10 to 2011-12)
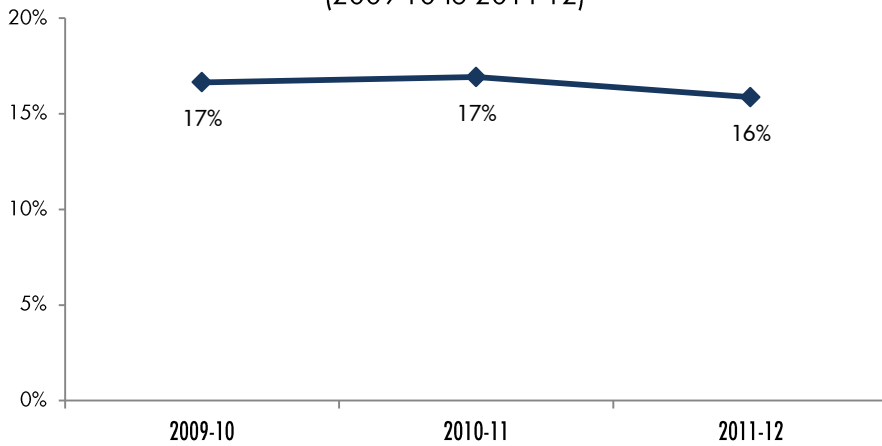
SOURCE: OSPI Report Card, 2011-12

The Road Map Project region is one of the most diverse in the country. More than 16% of the region's K-12 students are in English language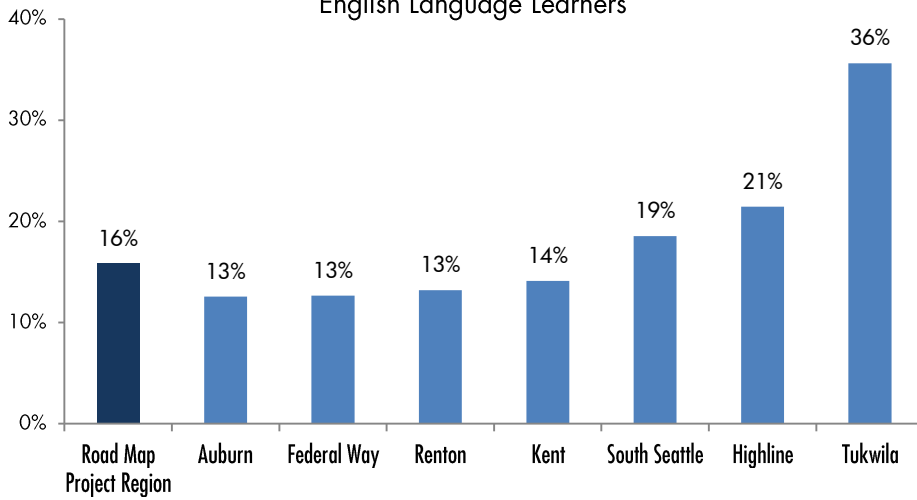 learner (ELL) programs. Some of these students are immigrants and refugees, and many are first-generation Americans. When we use the term "ELL student," we mean those students who are in the state-funded English language acquisition program.

In addition to changing demographics, other trends are appearing across the Road Map Project region. In recent years, our communities have experienced a rise in poverty, and schools are seeing an increase in the number of low-income students. In the 2011-12 school year, 70,000 students in the region were classified as low-income by qualifying for free or reduced-price lunch.

Percent of Students in Each District Who Are Low-Income (2011-12)
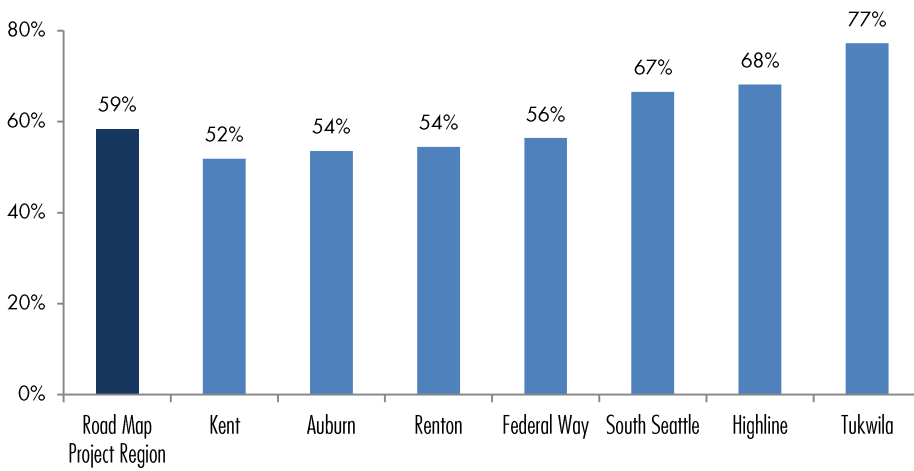
SOURCE: OSPI Report Card, 2011-12

Percent of Students in the Road Map Project Region Who Are Low-Income (2009-10 to 2011-12)
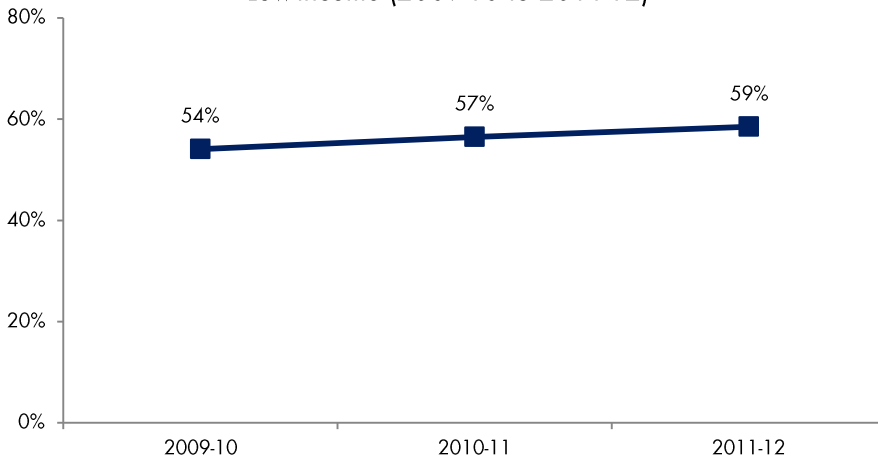
SOURCE: OSPI Report Card

Homelessness

Since the 2009-10 school year, the percent of homeless students in the Road Map Project region has increased by 30%—more than 700 students—to nearly 3,000 in the 2011-12 school year. Homeless students are highly mobile and disproportionately likely to be undercounted using standard inclusion criteria. Data on homeless students include all students who were enrolled in the Road Map Project region and identified as homeless in any Road Map district at any time during the school year. We do not have data on when or for how long students were homeless. Students are attributed to the Road Map district where they enrolled longest. However, they may have been enrolled in another district at the time they were identified as homeless.

Road Map Project Region Students Identified as Homeless (2009-10 to 2011-12)
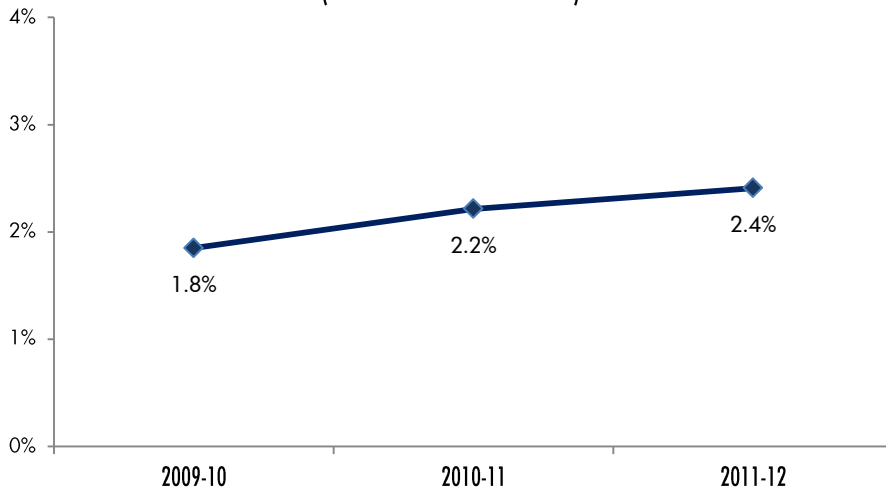
SOURCE: OSPI student-level database (pulled November 2012)

Student Homelessness by District (2011-12)

	# of Students	% of Students Identified as Homeless in 2011-12
Road Map Project Region	3,072	2.4%
Auburn	144	0.9%
Federal Way	322	1.3%
Kent	825	1.3%
Renton	370	2.1%
South Seattle	346	4.0%
Highline	839	4.2%
Tukwila	226	6.8%

SOURCE: OSPI student-level database (pulled November 2012)

Students Identified as Homeless in 2011-12
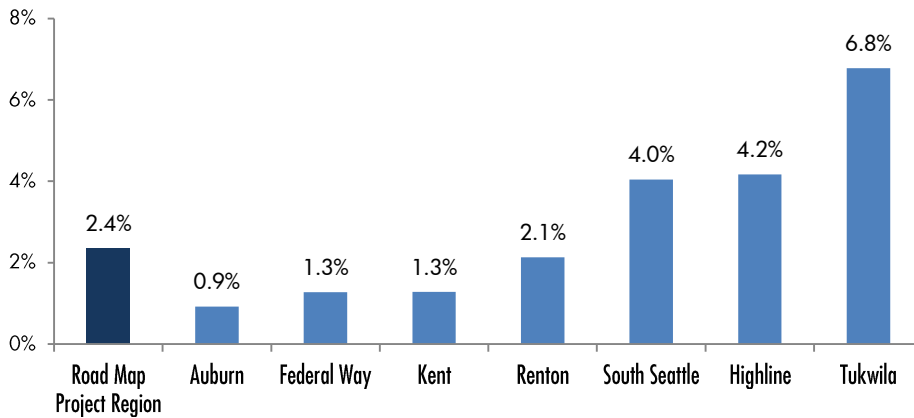
SOURCE: OSPI student-level database (pulled November 2012)

Healthy & Ready for Kindergarten

Low Birth Weight

Indicator: Percent of children born weighing less than 5.5 pounds

Prenatal care beginning in early pregnancy can help make sure a child is born healthy and ready to succeed. Research shows that mothers who start prenatal care late are more likely to have low birth weight babies—less than 5.5 pounds—and underweight babies face health problems and developmental delays at higher rates. In the Road Map Project Baseline Report, we reported that 5.5% of infants born in 2010 to mothers living in the Road Map Project region were born at low birth weight. Rates are especially high among low-income, Black/African American and Native American/Alaskan Native infants. 2011 and 2012 data are not yet available but will be included in future reports.

% of Births in the Road Map Project Region With Low Birth Weight (2008 to 2010)
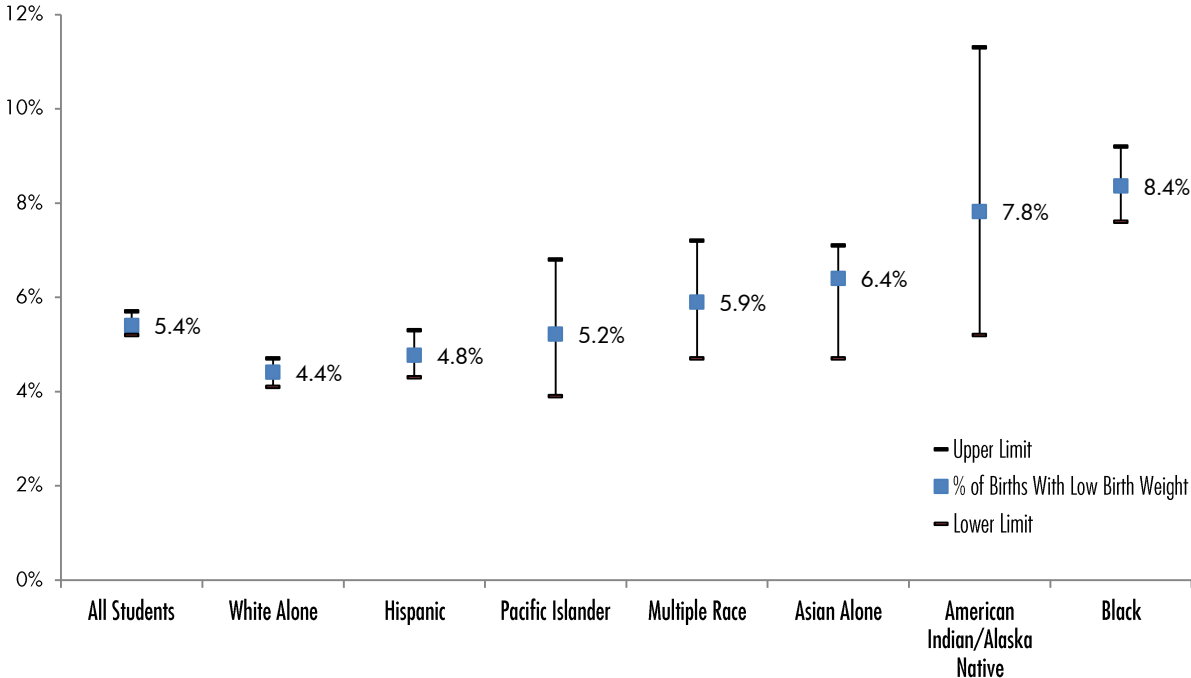
NOTES: Low birth weight rates in the above graph are an average annual rate for 2008 – 2010. Includes singleton births only.

SOURCE: King County Department of Public Health

% of Births in the Road Map Project Region With Low Birth Weight (2008 to 2010)
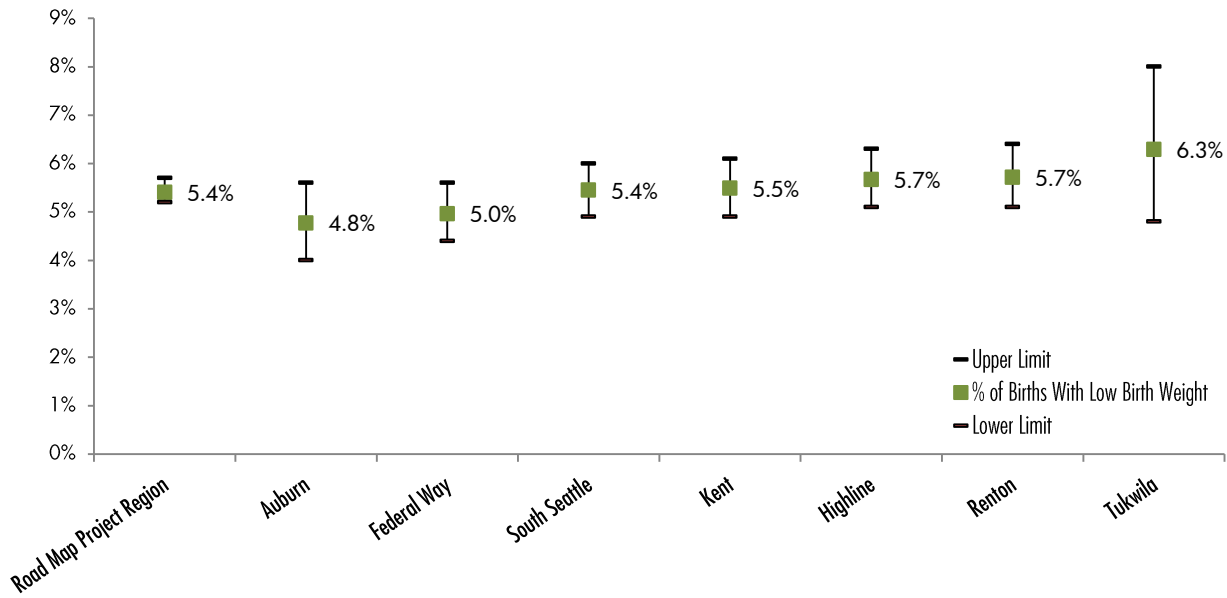
NOTES: Low birth weight rates in the above graph are an average annual rate for 2008–2010. Includes singleton births only.

SOURCE: King County Department of Public Health

High-Quality Child Care

Indicator: Percent of licensed child care centers meeting quality criteria

High-quality child care helps children prepare for success in kindergarten and beyond. Yet parents may not know what high-quality child care is or where to find high-quality providers. Early Achievers, Washington's child care Quality Rating and Improvement System (QRIS), connects families to quality child care and early learning programs with the help of an easy-to-understand, one-to-five rating system.

Early Achievers began in July 2012, and after three months, 11% of the 1,032 licensed child care centers in the Road Map Project region had signed up to participate. We will report the percent of licensed child care centers meeting Early Achievers quality criteria in addition to the updated participation data as data become available.

Licensed Childcare Centers Participating in Early Achievers
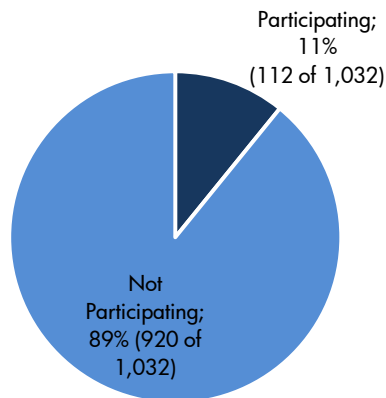
SOURCE: WA Department of Early Learning

NOTES: Includes centers in the Road Map Project region. Data were current in September 2012.

Formal Early Learning Programs

Indicator: Percent of eligible children enrolled in select formal early learning programs

Most low-income children are not enrolled in any formal early learning programs, and the percentage of eligible children served in our region has declined since 2010 by 2 percentage points. While the number of classroom slots available in the region's Head Start, Early Childhood Education and Assistance Program and Seattle Step Ahead program remained relatively stable, more children met the income eligibility requirements.

Low-Income Children Enrolled in Formal Early Learning Programs by District (2011-12)

District	Percent
All Students	29%
Seattle	54%
Auburn	24%
Renton	20%
Highline	20%
Federal Way	18%
Tukwila	18%
Kent	17%

SOURCES: Puget Sound Educational Service District and City of Seattle

NOTE: Programs include Early Childhood Education and Assistance Program, Head Start, and Seattle Step Ahead. Seattle data are for the entire Seattle School District.
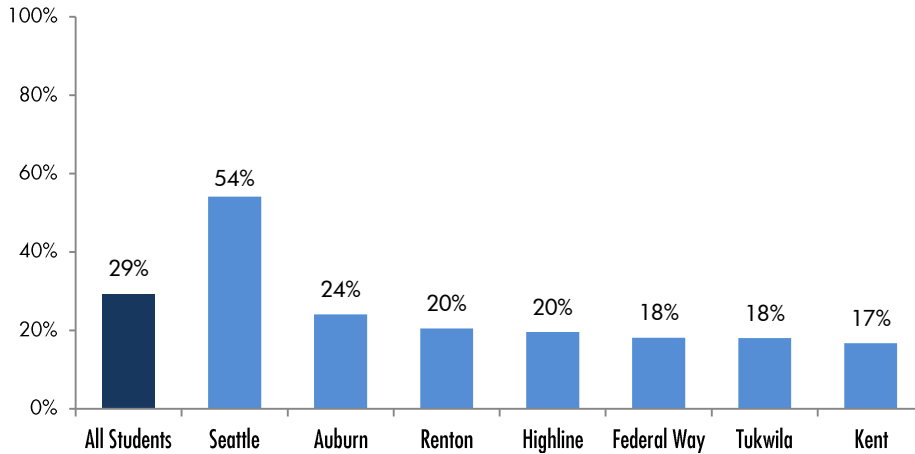
Developmental Assessment Data

Indicator: Percent of children meeting age-level expectations at the end of preschool

Beginning in the 2011-12 school year, many of the region's formal early learning programs started using Teaching Strategies GOLD, an observational assessment tool. Teachers using Teaching Strategies GOLD record whether students meet age-level expectations for a wide range of developmental areas. In pre-kindergarten programs, six domains are measured for each child: physical (combined fine and gross motor), social emotional, literacy, cognitive, language and mathematics. For this report, we show the percent of students meeting age-level expectations in each domain and in all domains.

This is a new tool that offers a lot of student-level information for teachers and program directors. We are committed to working with our partners at the Puget Sound Educational Service District and the City of Seattle, which collect similar data, to determine the most effective and appropriate way to commonly report these data.

% of Students Meeting TS GOLD Pre-K Domains (2011-12)

Category	Percentage
All Seven Domains Met	64%
Physical: Fine	93%
Physical: Gross	92%
Social Emotional	90%
Literacy	90%
Cognitive	89%
Language	84%
Math	74%
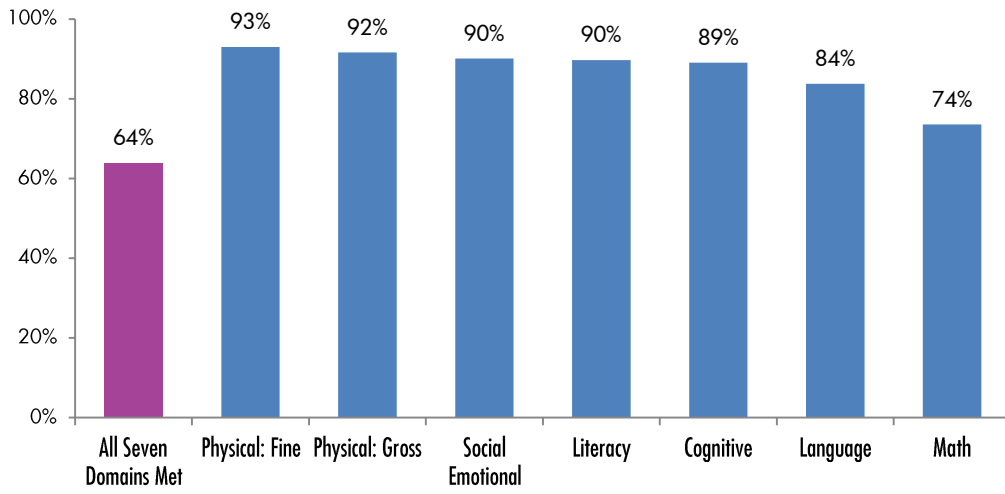
SOURCES: PSESD and the City of Seattle

Students Meeting All Seven TS GOLD PreK Domains by Age Group (2011-12)

Age Group	Percentage
Preschool (Age 3, n=231)	67%
Pre-K (Age 4, n=1,490)	70%
Age 4-5 (n=504)	44%
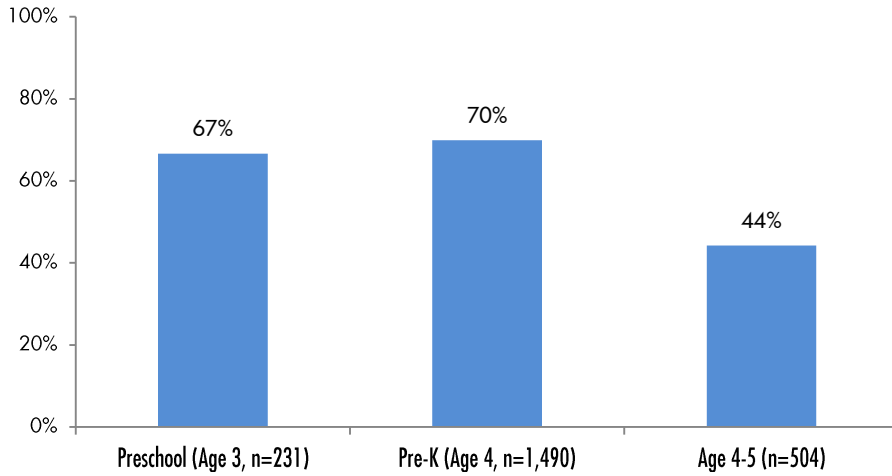
SOURCES: PSESD and the City of Seattle

% of Students Meeting TS GOLD Pre-K Domains (2011-12)

Legend:
- Preschool (Age 3, n=231)
- Pre-K (Age 4, n=1,490)
- Age 4-5 (n=504)

Domain	Preschool (Age 3)	Pre-K (Age 4)	Age 4-5
Social Emotional	88%	92%	85%
Physical: Gross	88%	94%	85%
Literacy	80%	94%	81%
Physical: Fine	95%	95%	80%
Cognitive	83%	93%	77%
Language	80%	87%	73%
Math	72%	79%	58%
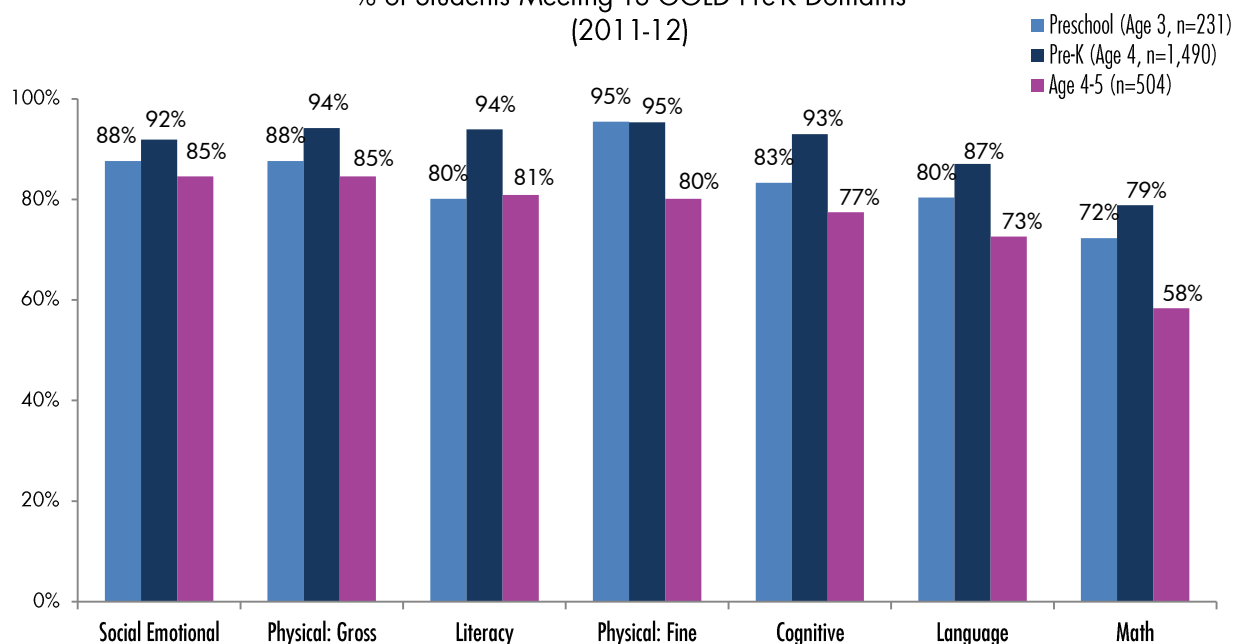
SOURCES: PSESD and the City of Seattle

Meeting of TS GOLD Pre-K Domains: Road Map Project Region (2011-12)

Domain	# of Students	# of Students Meeting	% of Students Meeting
All Seven Domains Met	2,231	1,424	64%
Physical: Fine	3,385	3,149	93%
Physical: Gross	3,385	3,103	92%
Social Emotional	3,385	3,050	90%
Literacy	3,321	2,979	90%
Cognitive	3,386	3,015	89%
Language	3,385	2,835	84%
Math	2,233	1,642	74%

SOURCES: PSESD and the City of Seattle

WaKIDS

Indicator: Percent of students who demonstrate characteristics of entering kindergarteners (Meeting 6 of 6 domains on Teaching Strategies GOLD WaKIDS)

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a statewide kindergarten readiness assessment that aims to help teachers better understand the needs of incoming kindergarten students. At the beginning of the 2012-13 school year, 46 elementary schools in the Road Map Project region participated in WaKIDS – roughly one third of the kindergarten students in the Road Map Project region.

The WaKIDS indicator uses the same assessment tool as the developmental assessment indicator (Teaching Strategies GOLD), but WaKIDS data are presented with only 6 domains–the physical domains have been combined.

All schools with state-funded full-day kindergarten are now participating. Full participation is expected in the 2014-15 school year. Schools participating in WaKIDS in the 2011-12 school year gained access to data and, as training continues, teachers and principals will be able to use the data to drive personalized improvement for kids.

WaKIDS has three components:

1) Family Connection works with families to welcome them into the Washington K-12 system as partners in their child's education.
2) Early Learning Collaboration aligns practices of early learning professionals and kindergarten teachers to support smooth transitions for children.
3) Whole-Child Assessment gives kindergarten teachers information about the social and emotional, physical, cognitive and linguistic development of the children in their classrooms so they may tailor their instruction to the individual needs of each child. These assessment data are below.

Students Ready for Kindergarten by Domain
Road Map Project Region (2012-13)
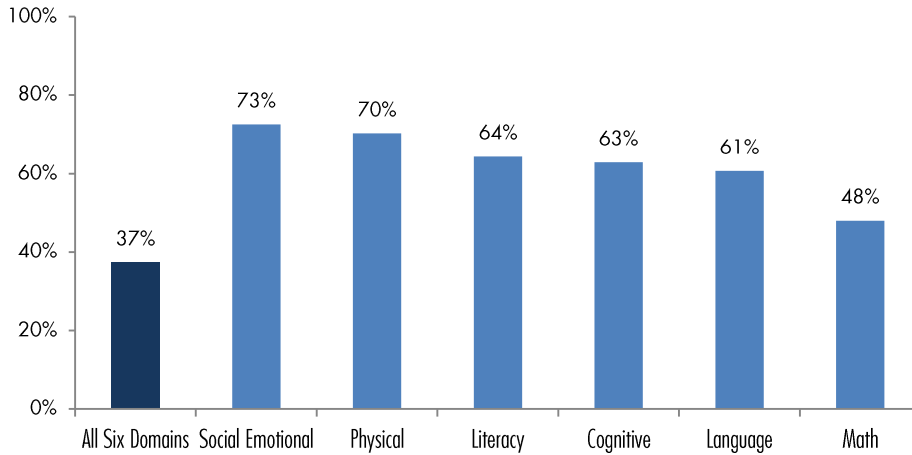
Domain	Percentage
All Six Domains	37%
Social Emotional	73%
Physical	70%
Literacy	64%
Cognitive	63%
Language	61%
Math	48%

NOTE: WaKIDS data were insufficient for Auburn (n=15), and those data were not included in the region total.

Students Meeting All Six WaKIDS Domains by Race (2012-13)
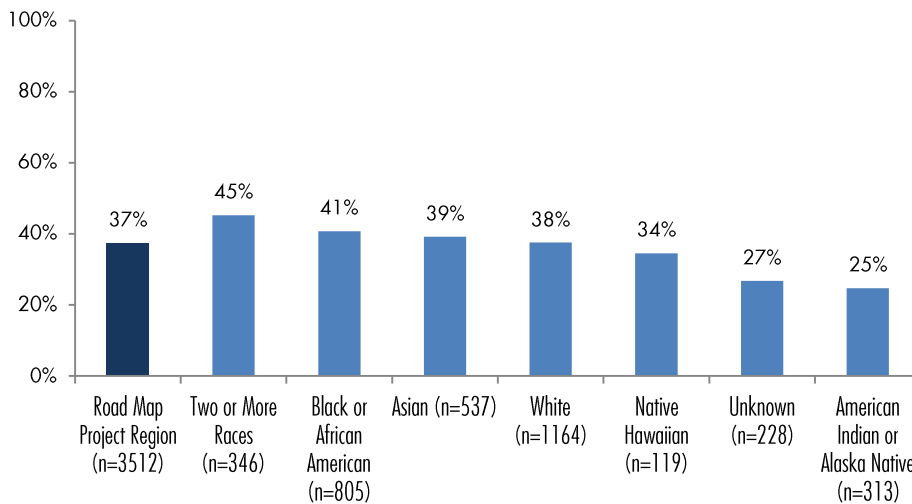
Group	Percentage
Road Map Project Region (n=3512)	37%
Two or More Races (n=346)	45%
Black or African American (n=805)	41%
Asian (n=537)	39%
White (n=1164)	38%
Native Hawaiian (n=119)	34%
Unknown (n=228)	27%
American Indian or Alaska Native (n=313)	25%

NOTE: WaKIDS data were insufficient for Auburn (n=15), and those data were not included in the region total.

Students Ready for Kindergarten by Domain and ELL Status (2012-13)

Legend: ELL (light blue), Non-ELL (dark blue)

Domain	ELL	Non-ELL
All Six Domains	22%	43%
Social Emotional	64%	76%
Physical	69%	71%
Literacy	46%	72%
Cognitive	50%	68%
Language	40%	69%
Math	29%	56%

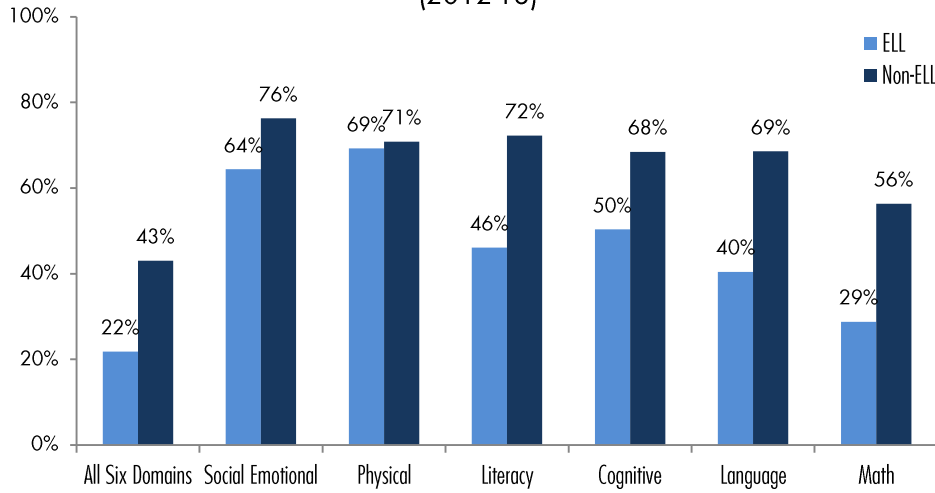NOTE: WaKIDS data were insufficient for Auburn (n=15), and those data were not included in the region total.

Students Ready for Kindergarten by Domain and Low-Income Status (2012-13)
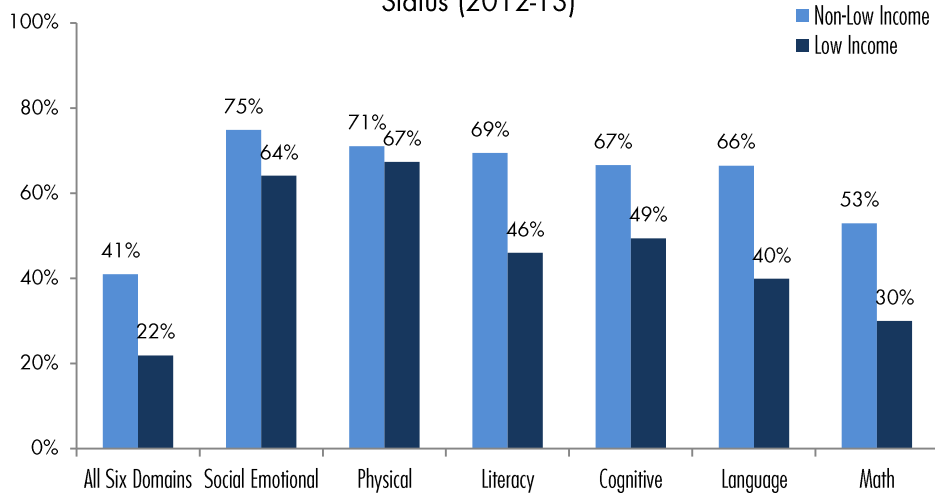
Legend: Non-Low Income (light blue), Low Income (dark blue)

Domain	Non-Low Income	Low Income
All Six Domains	41%	22%
Social Emotional	75%	64%
Physical	71%	67%
Literacy	69%	46%
Cognitive	67%	49%
Language	66%	40%
Math	53%	30%

NOTE: WaKIDS data were insufficient for Auburn (n=15), and those data were not included in the region total.

Full-Day Kindergarten

Indicator: Percent of children enrolled in full-day kindergarten

In the Road Map Project region, districts vary widely in their enrollment offerings of full-day versus half-day kindergarten. The number of kindergarteners enrolled full-day increased overall from 72% to 73%. Most districts did not register large shifts. The most notable change was at Highline Public Schools, where the percent of kindergarten students in full-day kindergarten increased from 51% to 61% from 2009-10 to 2011-12.

Kindergarten Students Attending Full-Day Kindergarten

Legend: ■ 2009-10 ■ 2011-12

District	2009-10	2011-12
Road Map Project Region	72%	73%
Kent	100%	100%
South Seattle	97%	100%
Tukwila	100%	100%
Federal Way	70%	68%
Highline	51%	61%
Renton	41%	38%
Auburn	34%	34%
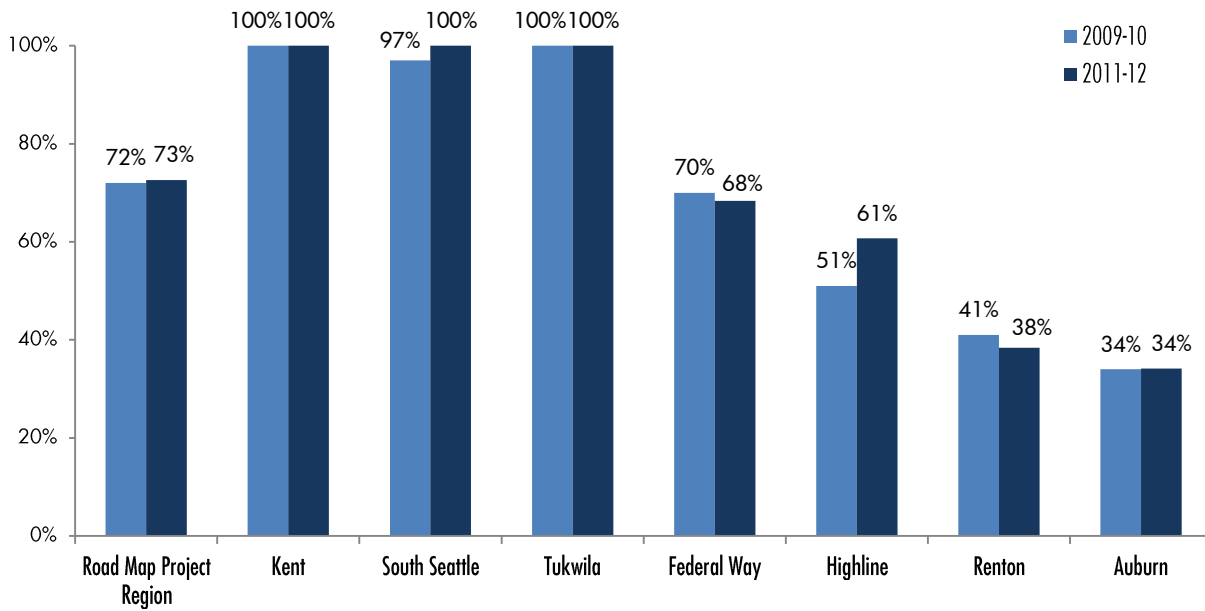
NOTE: Data from the 2010-11 school year were not available to report.

SOURCES: Districts and OSPI

Kindergarten Students in the Road Map Project Region Enrolled Full-Day (2011-12)

Category	Percent
Low Income* (n= 3870)	62%
Not Low Income* (n= 2088)	45%
ELL (n= 3413)	76%
Non-ELL (n= 6203)	71%
Black/African American (n= 1474)	82%
Asian (n= 1464)	76%
Two or More Races (n= 1088)	73%
Native Hawaiian/Other Pacific (n= 263)	73%
Hispanic/Latino of any race(s) (n= 2523)	72%
American Indian/Alaskan Native (n= 61)	70%
White (n= 2743)	66%
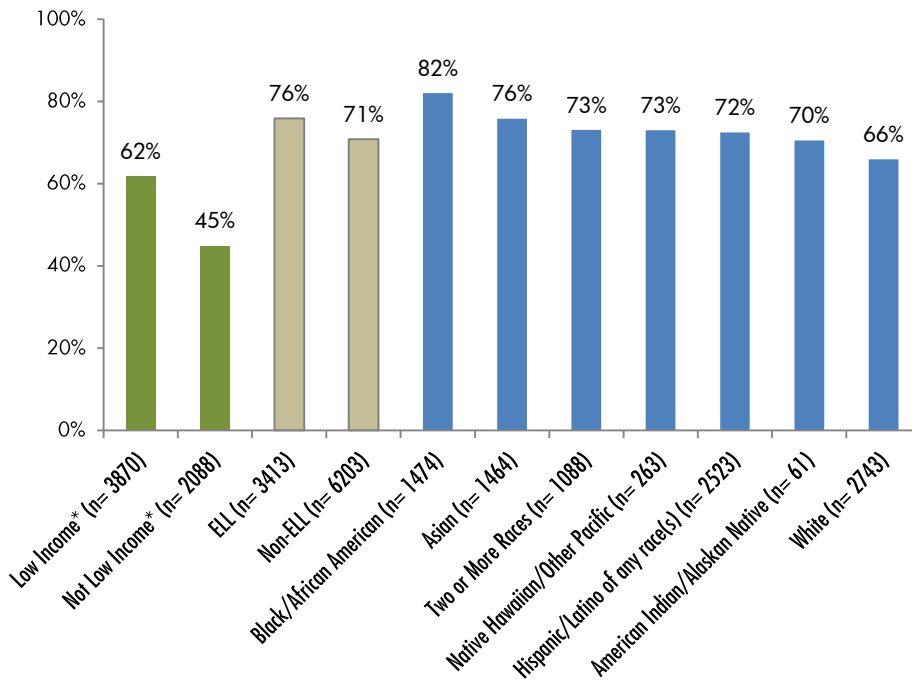
* NOTE: FRPL (low-income) data are not provided by Seattle or Kent. Accordingly, these districts are excluded from the low-income/non-low-income comparison.

SOURCE: Districts and OSPI

Supported & Successful in School

Reading

Indicators: Percent of students proficient in 3rd grade reading and percent of students proficient in 6th grade reading

As a region, we are taking steps to prioritize 3rd grade reading. Students not meeting the standard are disproportionately low-income and Non-White. Strengthening our early learning system, eliminating summer learning loss for low-income children and improving attendance for all pre-kindergarten through 3rd grade students will help to boost early literacy skills.
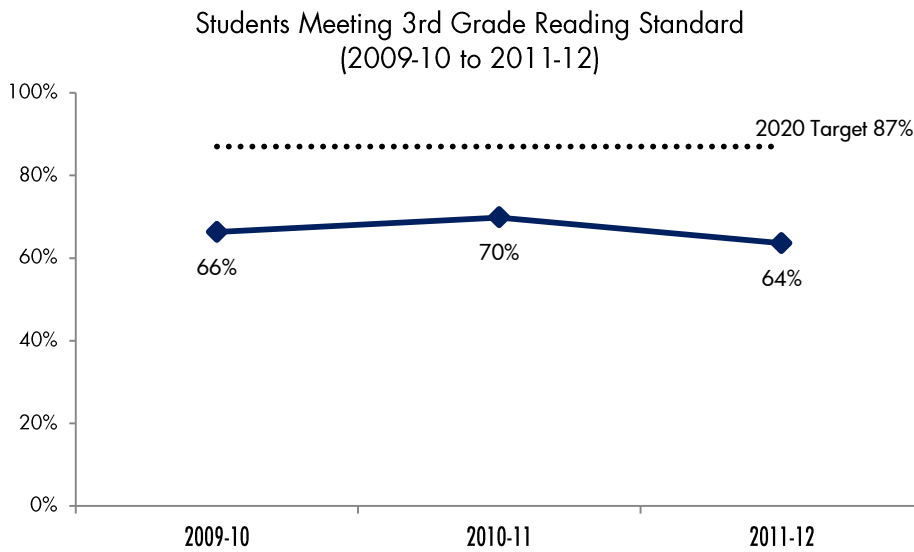
Students Meeting 3rd Grade Reading Standard (2009-10 to 2011-12)

SOURCE: OSPI Report Card (MSP)

Students Meeting 3rd Grade Reading Standard by District

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region	66%	70%	64%	⬇	70%	✘
Auburn	74%	84%	74%	➖	77%	✘
Federal Way	72%	72%	63%	⬇	75%	✘
Highline	61%	61%	53%	⬇	66%	✘
Kent	64%	67%	68%	⬆	68%	✔
Renton	70%	72%	68%	⬇	73%	✘
South Seattle	61%	69%	61%	➖	66%	✘
Tukwila	55%	61%	48%	⬇	60%	✘

2020 target: 87%

SOURCE: OSPI Report Card (MSP)

Students Meeting 3rd Grade Reading Standard by District (2011-12)

2020 Target: 87%

Bar chart values: Road Map Project Region: 64%, Auburn: 74%, Kent: 68%, Renton: 68%, Federal Way: 63%, South Seattle: 61%, Highline: 53%, Tukwila: 48%
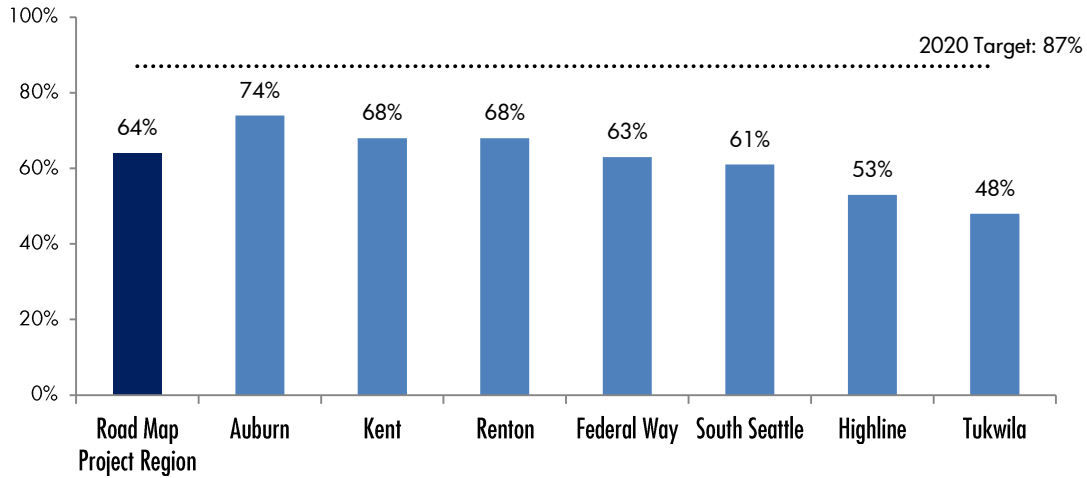
2020 target: 87%

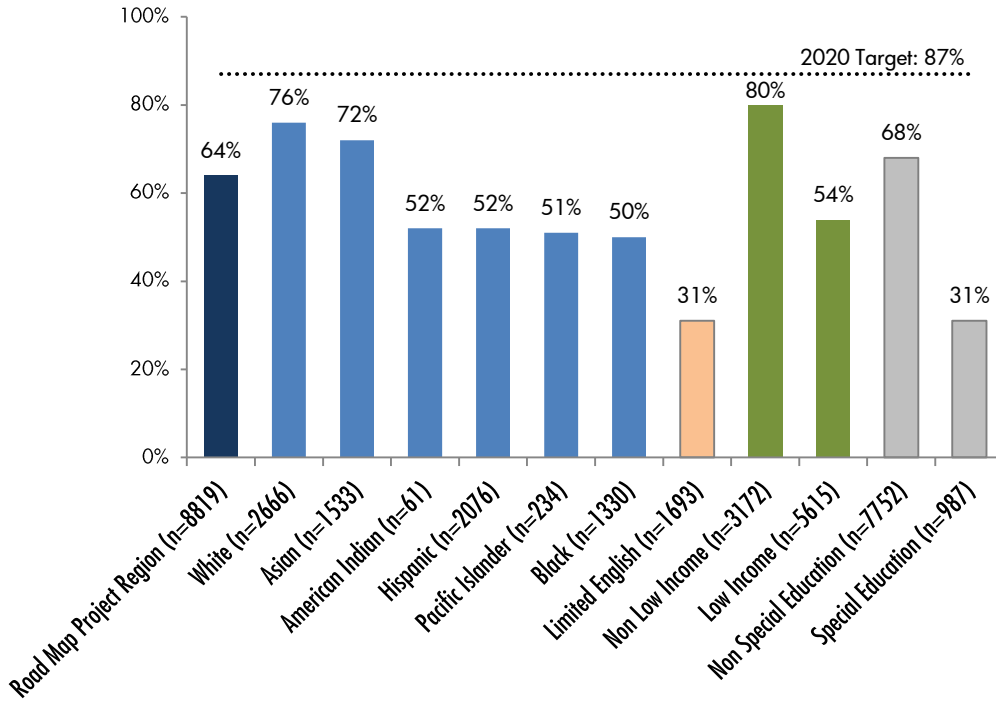SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting Grade 3 Reading Standard (2011-12)

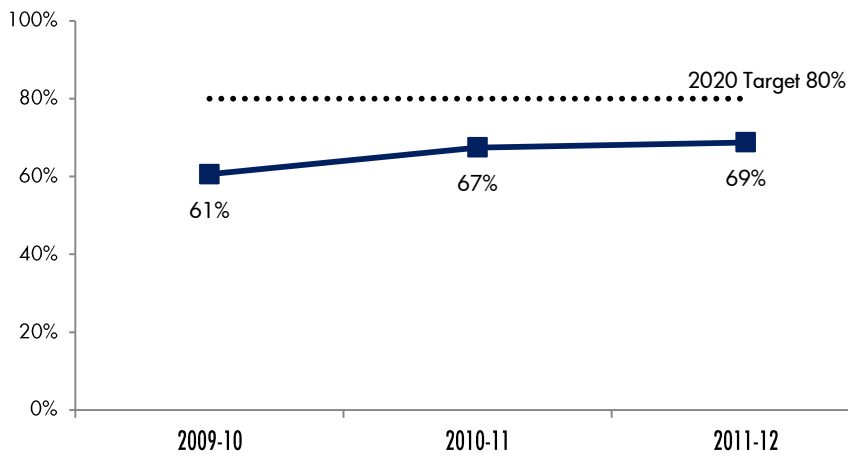|	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region (n=8819)	66%	70%	64%	⬇	66%	✖
American Indian (n=61)	57%	59%	52%	⬇	62%	✖
Asian (n=1533)	75%	77%	72%	⬇	77%	✖
Black (n=1330)	53%	57%	50%	⬇	59%	✖
Hispanic (n=2076)	53%	60%	52%	⬇	58%	✖
Pacific Islander (n=234)	62%	61%	51%	⬇	66%	✖
White (n=2666)	78%	80%	76%	⬇	80%	✖
Limited English (n=1693)	33%	43%	31%	⬇	40%	✖
Non Low Income (n=3172)	79%	85%	80%	⬆	80%	✔
Low Income (n=5615)	57%	61%	54%	⬇	62%	✖
Non Special Education (n=7752)	72%	75%	68%	⬇	75%	✖
Special Education (n=987)	28%	35%	31%	⬆	35%	✖

2020 target: 87%

SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Grade-3 Reading Standard (2011-12)

2020 Target: 87%

64% — Road Map Project Region (n=8819)
76% — White (n=2666)
72% — Asian (n=1533)
52% — American Indian (n=61)
52% — Hispanic (n=2076)
51% — Pacific Islander (n=234)
50% — Black (n=1330)
31% — Limited English (n=1693)
80% — Non Low Income (n=3172)
54% — Low Income (n=5615)
68% — Non Special Education (n=7752)
31% — Special Education (n=987)

2020 target: 87%

SOURCE: OSPI Report Card (MSP)

Students Meeting 6th Grade Reading Standard (2009-10 to 2011-12)

2020 Target 80%

61%   67%   69%

2009-10   2010-11   2011-12
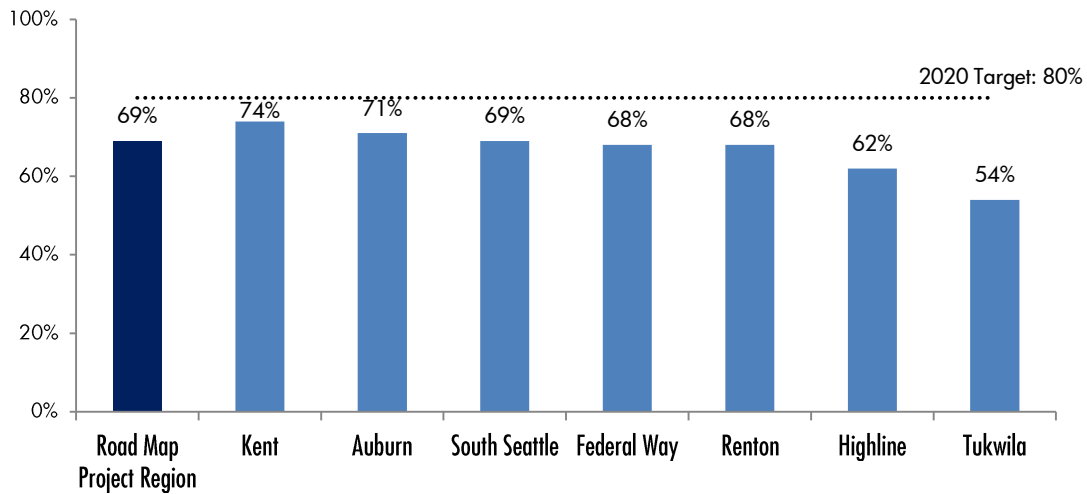
SOURCE: OSPI Report Card (MSP)

Students Meeting 6th Grade Reading Standard by District

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region	61%	67%	69%	⬆	64%	✔
Auburn	55%	68%	71%	⬆	59%	✔
Federal Way	64%	67%	68%	⬆	67%	✔
Highline	54%	60%	62%	⬆	58%	✔
Kent	66%	72%	74%	⬆	68%	✔
Renton	63%	68%	68%	⬆	66%	✔
South Seattle	59%	68%	69%	⬆	63%	✔
Tukwila	51%	61%	54%	⬆	56%	✖

2020 target: 80%

SOURCE: OSPI Report Card (MSP)

Students Meeting 6th Grade Reading Standard by District (2011-12)

2020 target: 80%
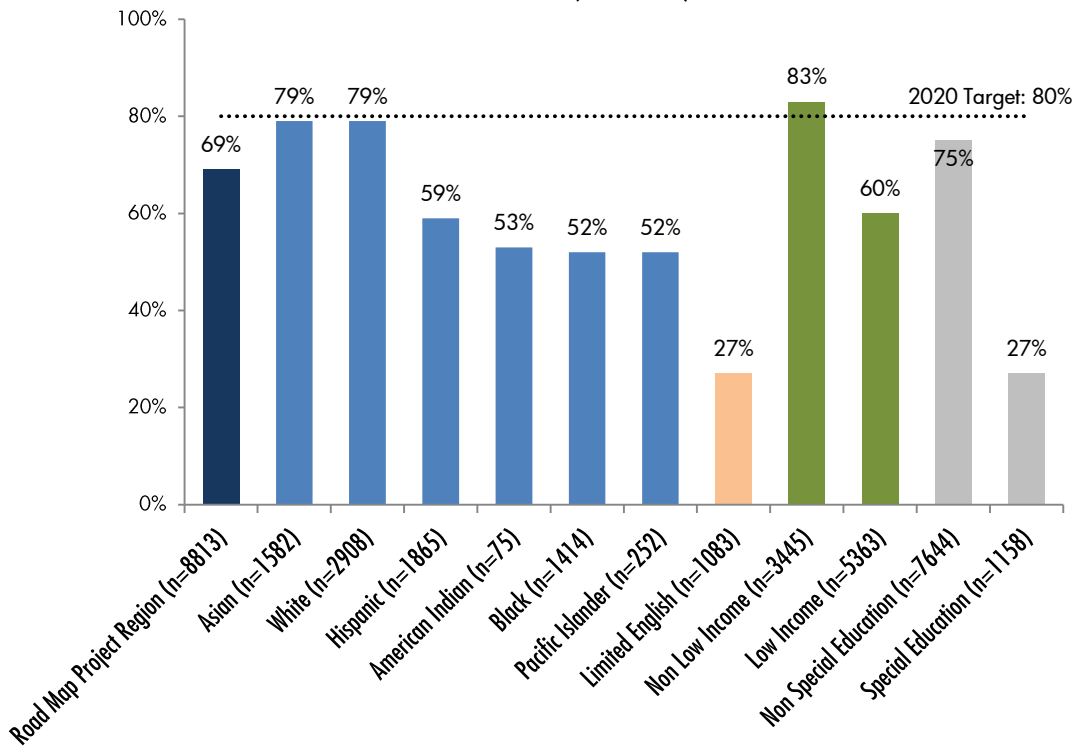
SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting Grade 6 Reading Standard (2011-12)

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region (n=8813)	61%	67%	69%	⬆	64%	✔
American Indian (n=75)	48%	53%	53%	⬆	53%	✔
Asian (n=1582)	69%	75%	79%	⬆	71%	✔
Black (n=1414)	47%	53%	52%	⬆	53%	✘
Hispanic (n=1865)	47%	56%	59%	⬆	52%	✔
Pacific Islander (n=252)	43%	44%	52%	⬆	48%	✔
White (n=2908)	71%	79%	79%	⬆	72%	✔
Limited English (n=1083)	16%	24%	27%	⬆	22%	✔
Non Low Income (n=3445)	73%	82%	83%	⬆	74%	✔
Low Income (n=5363)	50%	57%	60%	⬆	55%	✔
Non Special Education (n=7644)	67%	74%	75%	⬆	69%	✔
Special Education (n=1158)	20%	28%	27%	⬆	27%	✔

2020 target: 80%

SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Grade-6 Reading Standard (2011-12)

2020 target: 80%

SOURCE: OSPI Report Card (MSP)

English Language Learners

Indicator: Percent of English language learning students making progress in learning English

This indicator uses the Washington English Language Proficiency Assessment scale scores. Scale-score growth is calculated using OSPI's Scale-Score Calculation table for AMAO-1.

Most students enter the formal ELL program in kindergarten and most reach English language proficiency in three to five years. Students are tested annually to measure their gains in English language proficiency. Students who enter high school with low levels of English proficiency face much greater challenges.
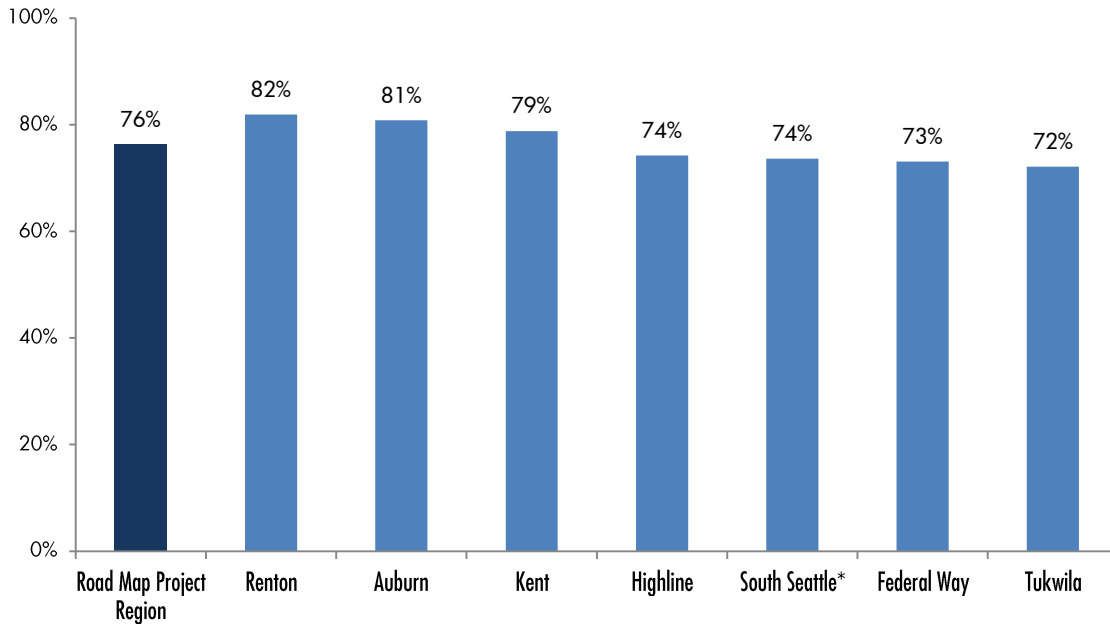
In 2012, the state's test of English language proficiency changed from the Washington Language Proficiency Test (WLPT) to the Washington English Language Proficiency Assessment (WELPA). The new test set a higher bar for exiting the bilingual program. The testing data are comparable year to year when looking at the number and percent of English Language Leaner (ELL) students who met the annual growth target for making progress.

ELL Students by Grade Level
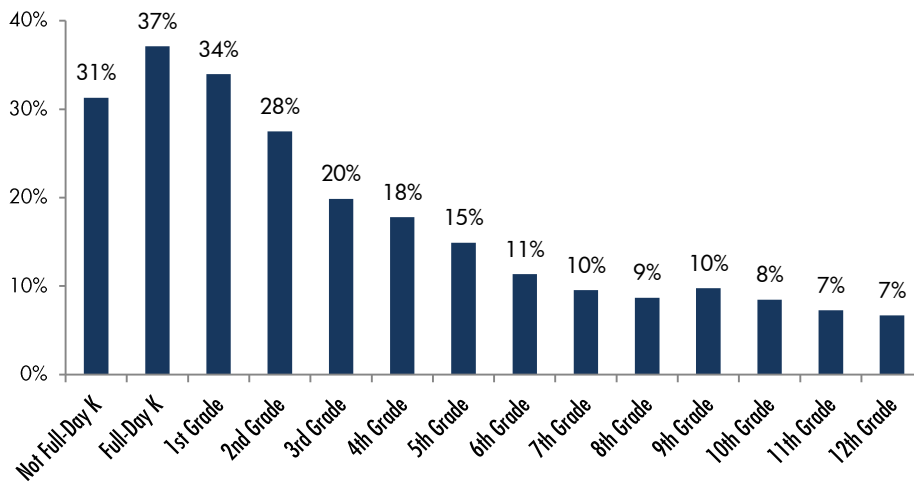
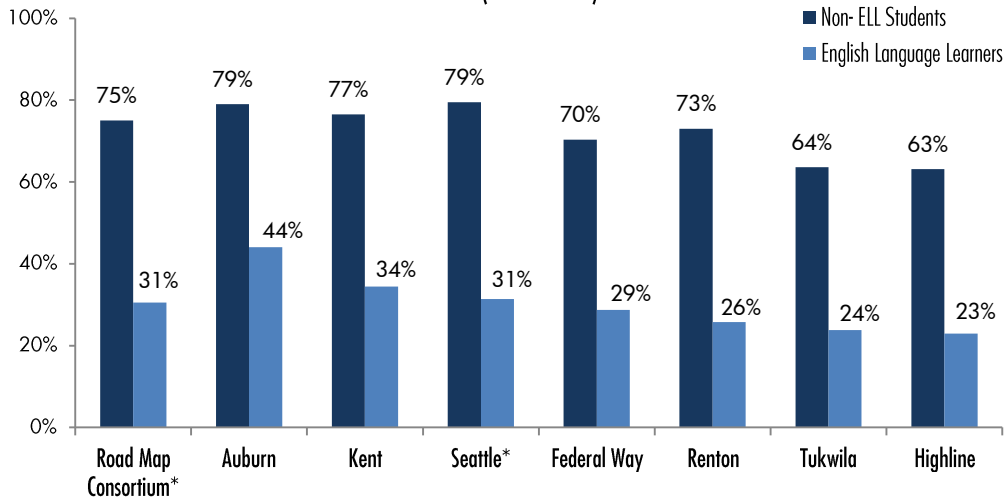SOURCE: OSPI student-level database (pulled November 2012)

ELL Students Making Progress in Learning English (2011-12)

Region	Percentage
Road Map Project Region	76%
Renton	82%
Auburn	81%
Kent	79%
Highline	74%
South Seattle*	74%
Federal Way	73%
Tukwila	72%

NOTE: South Seattle's rate was estimated from school-level data. There may be some error due to rounding.

SOURCE: OSPI Transitional Bilingual Instructional Program; WELPA for K-12 ELL Students, AMAO-1 (2011-12)

3rd Grade Reading Proficiency by ELL Status; Road Map Consortium (2011-12)

Legend: Non-ELL Students; English Language Learners

District	Non-ELL Students	English Language Learners
Road Map Consortium*	75%	31%
Auburn	79%	44%
Kent	77%	34%
Seattle*	79%	31%
Federal Way	70%	29%
Renton	73%	26%
Tukwila	64%	24%
Highline	63%	23%

SOURCE: OSPI student-level data (pulled November 2012)

*NOTE: Includes all of Seattle

Most Common Primary Languages in the Road Map Project Region (2011-12)

Language	Number of Students	% of Non-English Speakers	Number of ELL Students	% of ELL students
English/ No Language Specified	77,332	NA	NA	NA
Any Primary Language other than English	42,554	100%	19,275	100%
Spanish	17,814	42%	8,910	46%
Vietnamese	4,711	11%	1,695	9%
Somali	3,101	7%	1,849	10%
Ukrainian	1,896	4%	605	3%
Tagalog	1,479	3%	479	2%
Russian	1,449	3%	511	3%
Chinese-Cantonese	1,365	3%	398	2%
Punjabi	1,254	3%	445	2%
Cambodian	796	2%	256	1%
Korean	714	2%	189	1%
Amharic	591	1%	278	1%
Samoan	569	1%	280	1%
Arabic	468	1%	297	2%
Lao	383	1%	104	1%
Marshallese	316	1%	235	1%
Tigrinya	311	1%	138	1%
Nepali	310	1%	282	1%
Oromo	287	1%	127	1%
Chinese-Unspecified	258	1%	73	0%
Ilokano	249	1%	97	1%
Hindi	246	1%	83	0%
Toishanese	229	1%	115	1%
Turkish	201	0%	133	1%
Burmese	192	0%	171	1%
Rumanian	189	0%	74	0%

SOURCE: OSPI student-level database (pulled November 2012)

Science, Technology, Engineering, & Mathematics (STEM)

Mathematics

Indicators: Percent of students proficient in 4th grade math and percent of students proficient in 7th grade math

Despite the local demand for STEM skills, many of our students are still not succeeding in math and science. On average, fewer than 60% of the region's students are meeting the state standard for proficiency in 4th and 7th grade math. Additionally, there are major disparities in all subjects. For example, Asian and White students scored about 30 points higher in 4th grade math than Hispanic, Black/African American and Pacific Islander children. Asian and White students also outperformed nearly all other groups in 5th and 8th grade science.
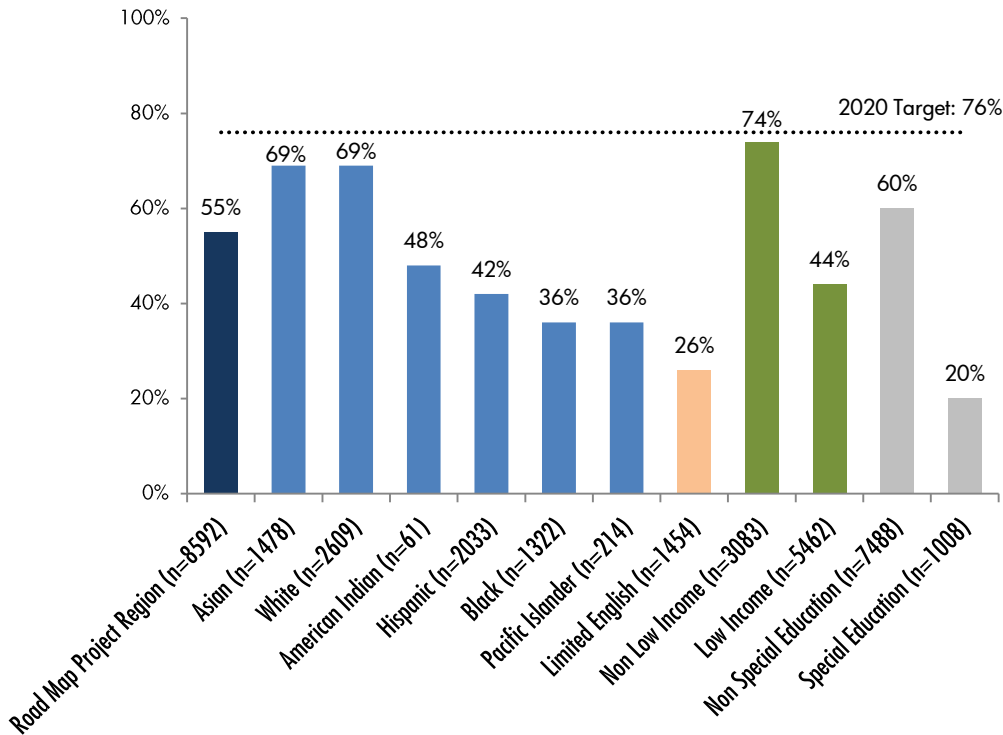
Students in the Road Map Project Region Meeting the Grade-4 Math Standard

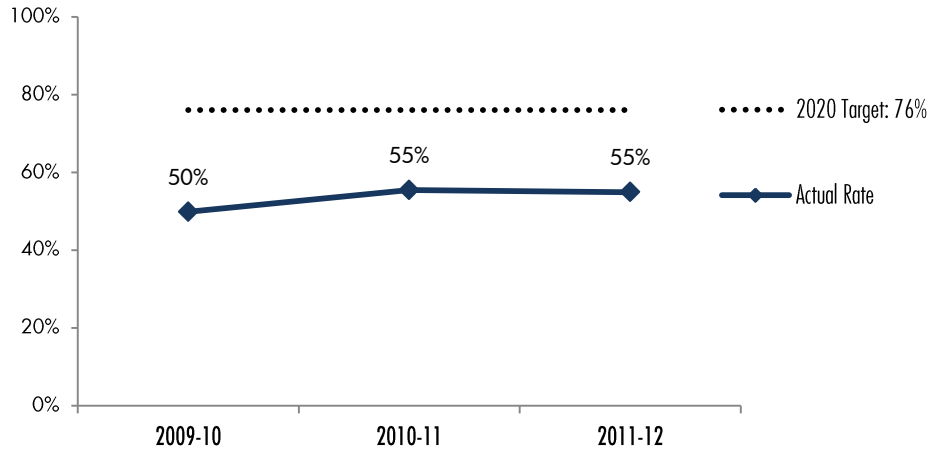|	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline		2012 Target	On Track to 2020 Target
All Students (n=8592)	50%	55%	55%	⬆	5 Pt	54%	✔
American Indian (n=61)	34%	47%	48%	⬆	14 Pt	40%	✔
Asian (n=1477)	63%	71%	69%	⬆	6 Pt	65%	✔
Black (n=1315)	25%	32%	36%	⬆	11 Pt	31%	✔
Hispanic (n=2028)	38%	43%	42%	⬆	4 Pt	44%	✖
Pacific Islander (n=214)	35%	46%	36%	⬆	1 Pt	41%	✖
White (n=2605)	64%	69%	69%	⬆	5 Pt	66%	✔
Limited English (n=1450)	21%	27%	26%	⬆	5 Pt	27%	✖
Low Income (n=5450)	39%	45%	44%	⬆	5 Pt	45%	✖
Non Low Income (n=3075)	64%	74%	74%	⬆	10 Pt	66%	✔
Non Special Education (n=7478)	55%	62%	60%	⬆	5 Pt	59%	✔
Special Education (n=999)	21%	18%	20%	⬇	-1 Pt	27%	✖

2020 target: 76%

SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Grade-4 Math Standard (2011-12)

2020 target: 76%

SOURCE: OSPI Report Card (MSP)

4th Grade Math, 2009-10 to 2011-12
Students Meeting Standard
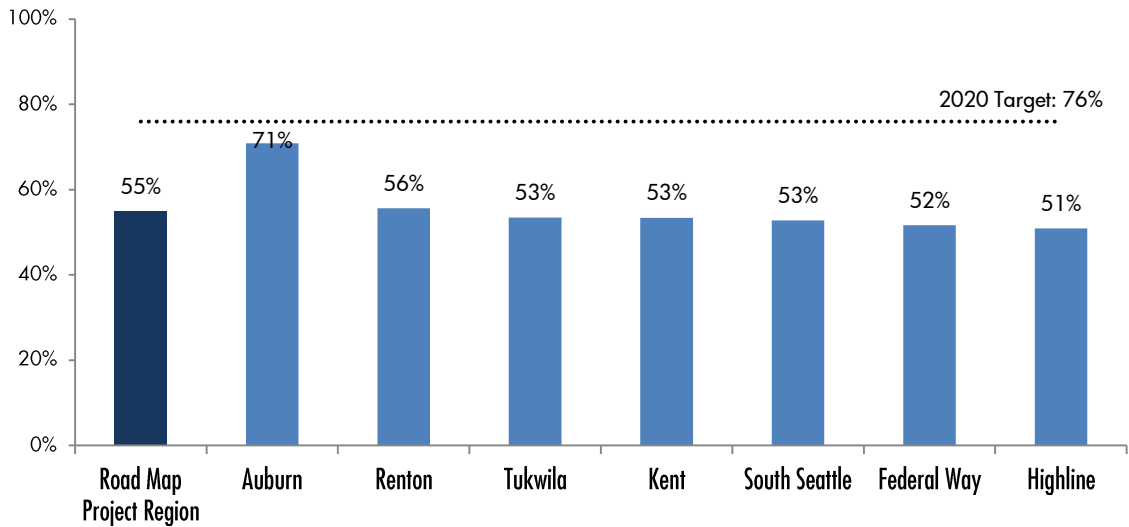

SOURCE: OSPI Report Card (MSP)

Students Meeting 4th Grade Math Standard by District (2011-12)

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region	50%	55%	55%	⬆	54%	✔
Auburn	60%	70%	71%	⬆	63%	✔
Federal Way	63%	59%	52%	⬇	65%	✖
Highline	36%	46%	51%	⬆	42%	✔
Kent	56%	57%	53%	⬇	59%	✖
Renton	37%	58%	56%	⬆	43%	✔
South Seattle	45%	48%	53%	⬆	50%	✔
Tukwila	40%	48%	53%	⬆	45%	✔

2020 target: 76%

SOURCE: OSPI Report Card (MSP)

Students Meeting 4th Grade Math Standard by District (2011-12)

SOURCE: OSPI Report Card (MSP)

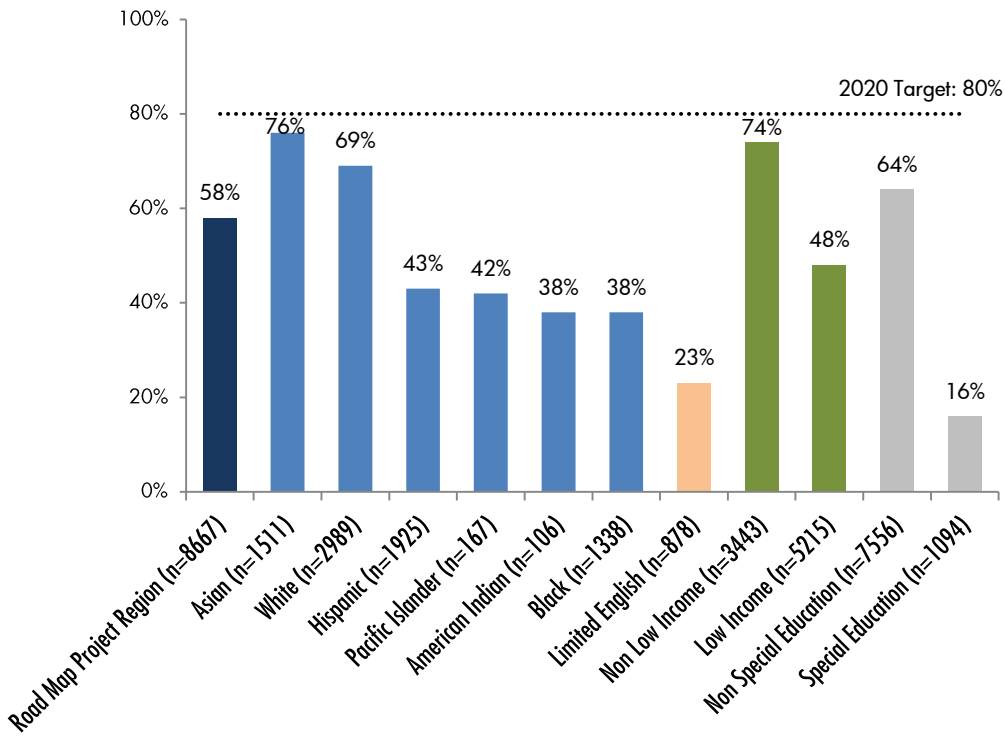## Students in the Road Map Project Region Meeting the Grade-7 Math Standard

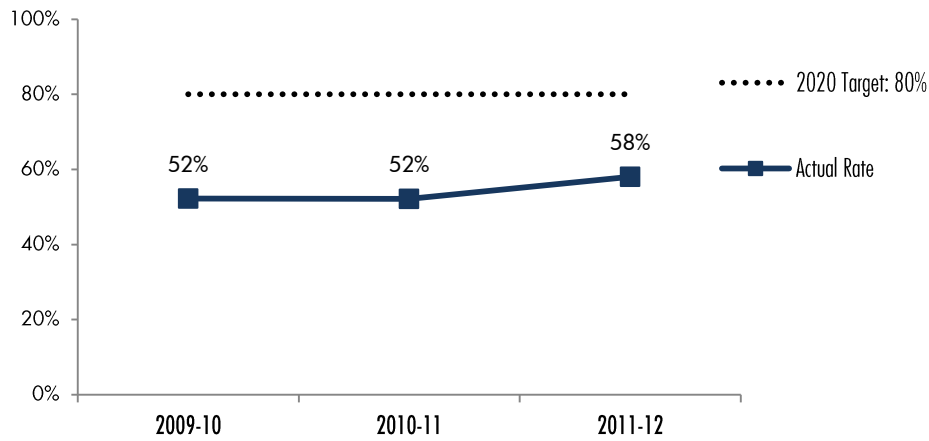|	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline		2012 Target	On Track to 2020 Target
All Students (n=8662)	52%	52%	58%	⬆	6 Pt	57%	✔
American Indian (n=106)	30%	39%	38%	⬆	7 Pt	37%	✔
Asian (n=1503)	68%	69%	76%	⬆	8 Pt	71%	✔
Black (n=1328)	32%	29%	39%	⬆	6 Pt	39%	✔
Hispanic (n=1921)	33%	35%	43%	⬆	10 Pt	40%	✔
Pacific Islander (n=166)	42%	35%	42%	▬	0 Pt	48%	✖
White (n=2975)	64%	64%	69%	⬆	6 Pt	67%	✔
Limited English (n=876)	13%	15%	23%	⬆	10 Pt	18%	✔
Low Income (n=5185)	39%	40%	48%	⬆	9 Pt	45%	✔
Non Low Income (n=3425)	67%	70%	74%	⬆	7 Pt	69%	✔
Non Special Education (n=7525)	59%	58%	64%	⬆	6 Pt	62%	✔
Special Education (n=1078)	9%	10%	16%	⬆	6 Pt	14%	✔

2020 target: 80%

SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Grade-7 Math Standard (2011-12)

2020 Target: 80%

58% — Road Map Project Region (n=8667)
76% — Asian (n=1511)
69% — White (n=2989)
43% — Hispanic (n=1925)
42% — Pacific Islander (n=167)
38% — American Indian (n=106)
38% — Black (n=1338)
23% — Limited English (n=878)
74% — Non Low Income (n=3443)
48% — Low Income (n=5215)
64% — Non Special Education (n=7556)
16% — Special Education (n=1094)

2020 target: 80%

SOURCE: OSPI Report Card (MSP)

7th Grade Math, 2009-10 to 2011-12 Students Meeting Standard

2020 Target: 80%

Actual Rate

2009-10	2010-11	2011-12
52%	52%	58%

SOURCE: OSPI Report Card (MSP)

Students Meeting 7th Grade Math Standard by District (2011-12)

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region	52%	52%	58%	⬆	57%	✔
Auburn	51%	50%	52%	⬆	56%	✖
Federal Way	55%	49%	56%	⬆	59%	✖
Highline	41%	49%	54%	⬆	47%	✔
Kent	58%	57%	65%	⬆	62%	✔
Renton	48%	48%	56%	⬆	53%	✔
South Seattle	56%	59%	63%	⬆	60%	✔
Tukwila	41%	31%	36%	⬇	47%	✖

2020 target: 80%

SOURCE: OSPI Report Card (MSP)

Students Meeting 7th Grade Math Standard by District (2011-12)
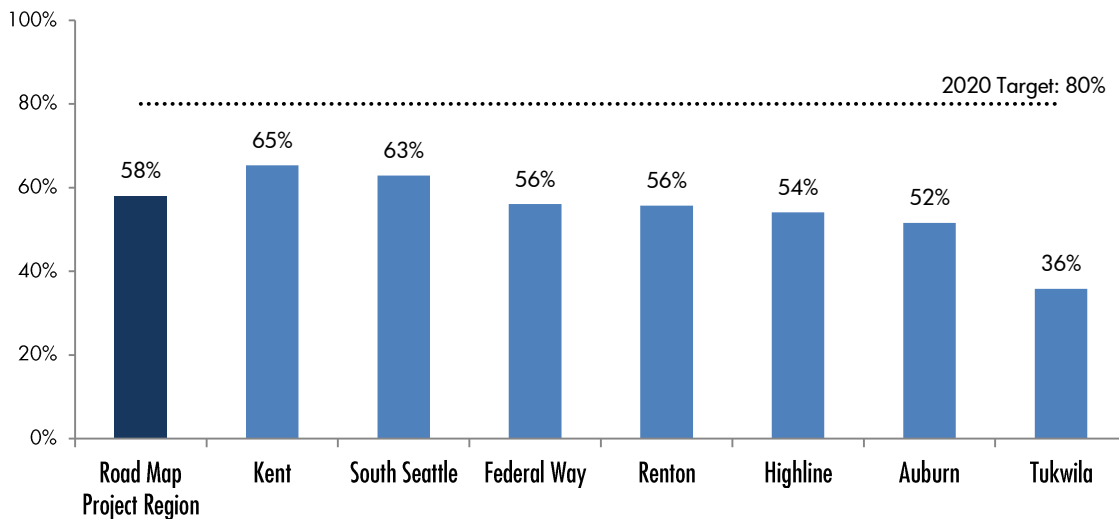
SOURCE: OSPI Report Card (MSP)

Science

Indicators: Percent of students proficient in 5th grade science and percent of students proficient in 8th grade science

New science tests were adopted by Washington State in the 2010-11 school year. Scores on the new tests are not comparable to scores on the old tests. Because of this change, the Road Map Project baseline data and targets for these indicators are based on the 2010-11 scores; not 2009-10 scores.

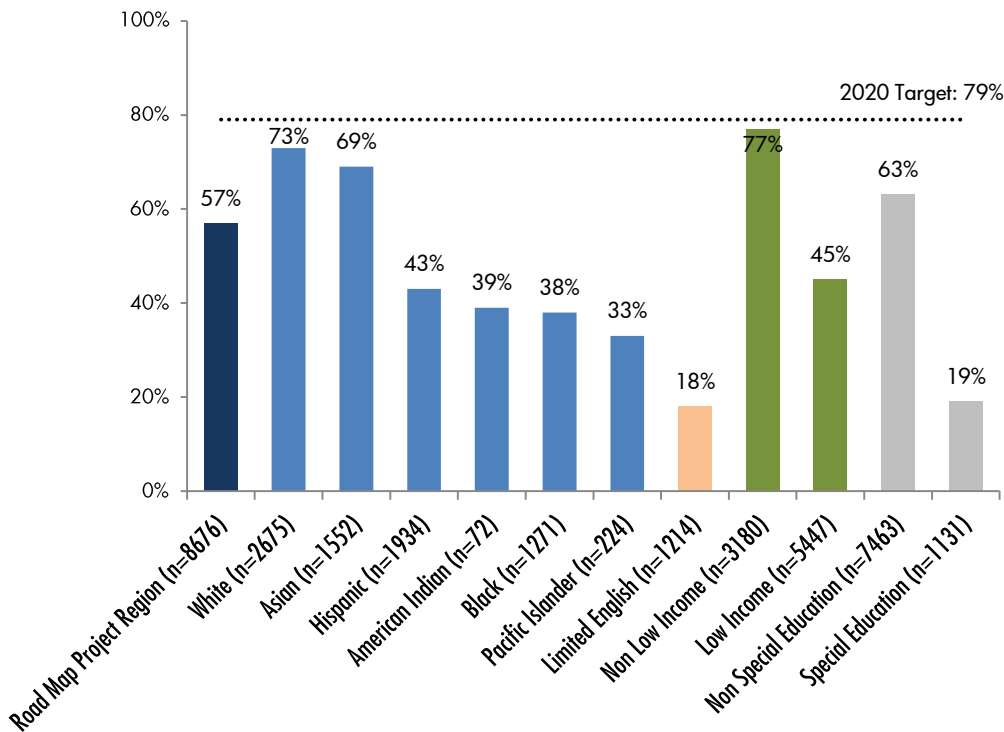## Students in the Road Map Project Region Meeting the Grade-5 Science Standard

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline		2012 Target	On Track to 2020 Target
All Students (n=8676)	NA	45%	57%	⬆	12 Pt	48%	✔
American Indian (n=72)	NA	23%	39%	⬆	16 Pt	26%	✔
Asian (n=1549)	NA	57%	69%	⬆	12 Pt	59%	✔
Black (n=1264)	NA	25%	38%	⬆	13 Pt	28%	✔
Hispanic (n=1923)	NA	31%	43%	⬆	11 Pt	34%	✔
Pacific Islander (n=224)	NA	20%	33%	⬆	14 Pt	23%	✔
White (n=2661)	NA	60%	73%	⬆	13 Pt	62%	✔
Limited English (n=1206)	NA	13%	18%	⬆	6 Pt	16%	✔
Low Income (n=5419)	NA	34%	45%	⬆	12 Pt	37%	✔
Non Low Income (n=3166)	NA	65%	77%	⬆	12 Pt	66%	✔
Non Special Education (n=7439)	NA	50%	63%	⬆	13 Pt	53%	✔
Special Education (n=1116)	NA	18%	19%	⬆	2 Pt	21%	✖

2020 target: 79%

SOURCE: OSPI Report Card

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.
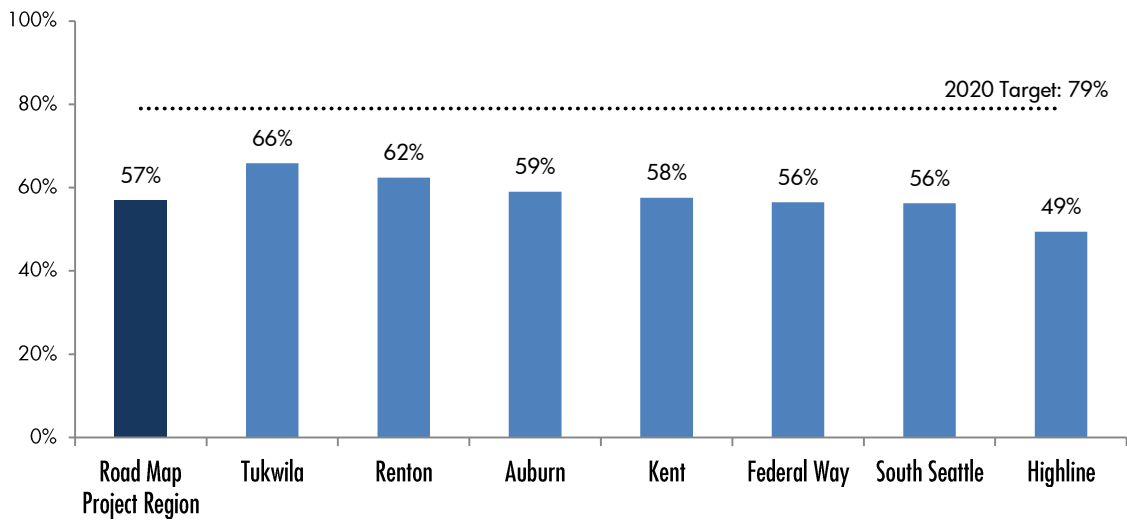

Students in the Road Map Project Region Meeting the Grade-5 Science Standard (2011-12)
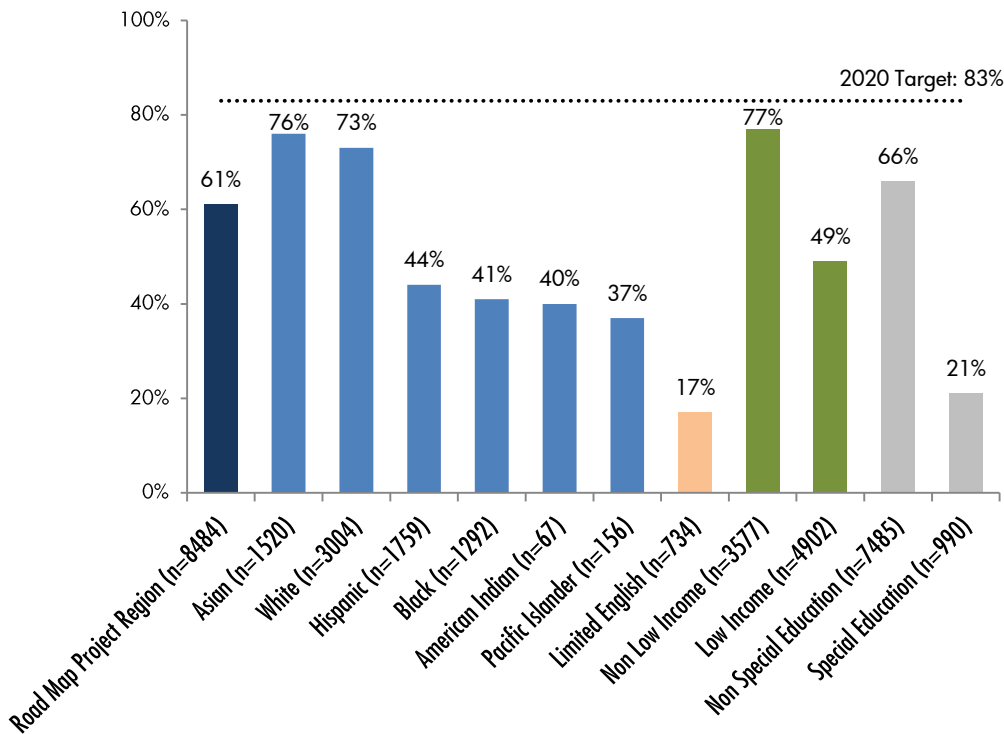
2020 target: 79%

SOURCE: OSPI Report Card

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

Students Meeting 5th Grade Science Standard by District (2011-12)

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region	NA	45%	57%	⬆	48%	✔
Auburn	NA	56%	59%	⬆	58%	✔
Federal Way	NA	43%	56%	⬆	46%	✔
Highline	NA	35%	49%	⬆	39%	✔
Kent	NA	44%	58%	⬆	47%	✔
Renton	NA	51%	62%	⬆	53%	✔
South Seattle	NA	46%	56%	⬆	49%	✔
Tukwila	NA	53%	66%	⬆	55%	✔

2020 target: 79%

SOURCE: OSPI Report Card (MSP)

Students Meeting 5th Grade Science Standard by District (2011-12)

SOURCE: OSPI Report Card (MSP)

5th Grade Science, 2009-10 to 2011-12 Students Meeting Standard
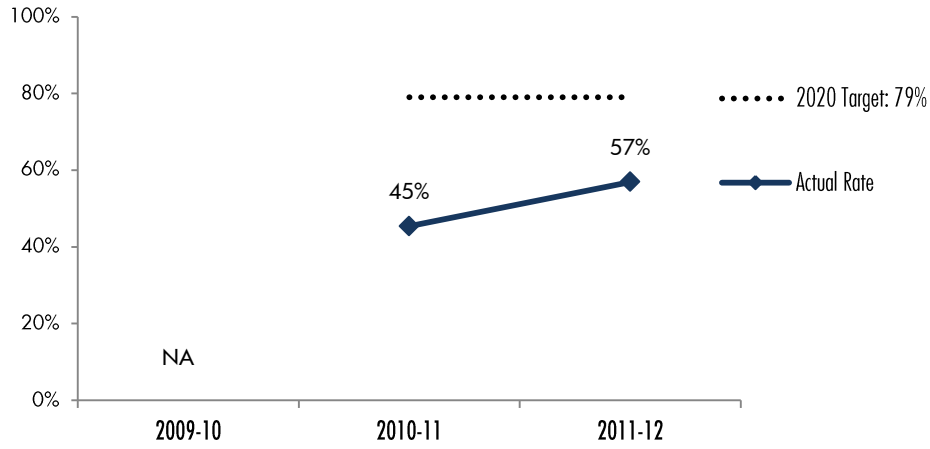
- ●●●●●● 2020 Target: 79%
- ◆— Actual Rate

45%
57%
NA

2009-10   2010-11   2011-12

SOURCE: OSPI Report Card (MSP)

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

5th Grade Science by Income Level (2011-12) Students Meeting Standard
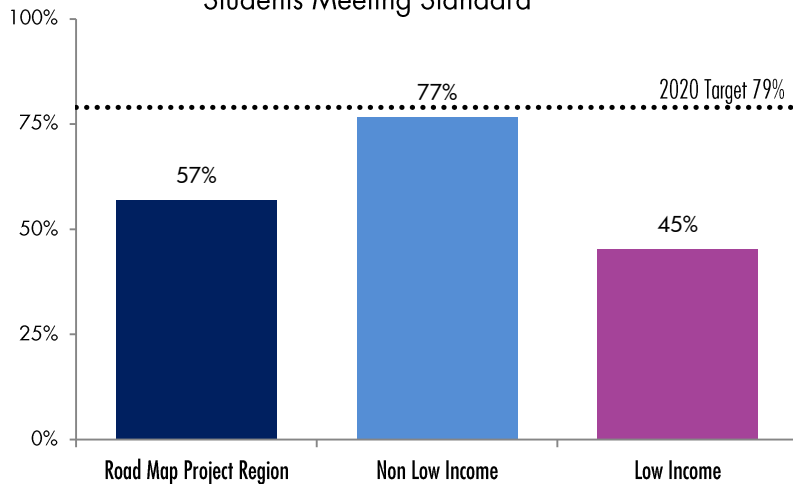
2020 Target 79%

57%   77%   45%

Road Map Project Region   Non Low Income   Low Income

SOURCE: OSPI Report Card (MSP)

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

Students in the Road Map Project Region Meeting the Grade-8 Science Standard

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline		2012 Target	On Track to 2020 Target
All Students (n=8479)	NA	56%	61%	⬆	5 Pt	59%	✔
American Indian (n=67)	NA	35%	40%	⬆	5 Pt	39%	✔
Asian (n=1517)	NA	71%	76%	⬆	5 Pt	72%	✔
Black (n=1275)	NA	37%	42%	⬆	5 Pt	40%	✔
Hispanic (n=1748)	NA	39%	44%	⬆	6 Pt	42%	✔
Pacific Islander (n=156)	NA	32%	37%	⬆	5 Pt	36%	✔
White (n=2975)	NA	71%	74%	⬆	3 Pt	72%	✔
Limited English (n=732)	NA	13%	17%	⬆	4 Pt	16%	✔
Low Income (n=4862)	NA	43%	49%	⬆	7 Pt	46%	✔
Non Low Income (n=3551)	NA	75%	78%	⬆	3 Pt	76%	✔
Non Special Education (n=7453)	NA	62%	67%	⬆	5 Pt	64%	✔
Special Education (n=957)	NA	17%	21%	⬆	5 Pt	20%	✔

2020 target: 83%

SOURCE: OSPI Report Card

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

## Students in the Road Map Project Region Meeting the Grade-8 Science Standard (2011-12)

2020 target: 83%

SOURCE: OSPI Report Card (MSP)

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

Students Meeting 8th Grade Science Standard by District (2011-12)

	2009-10 Rate	2010-11 Rate	2011-12 Rate	Change since baseline	2012 Target	On Track to 2020 Target
Road Map Project Region	NA	56%	61%	⬆	59%	✔
Auburn	NA	52%	58%	⬆	55%	✔
Federal Way	NA	55%	60%	⬆	58%	✔
Highline	NA	47%	51%	⬆	50%	✔
Kent	NA	59%	64%	⬆	61%	✔
Renton	NA	64%	67%	⬆	66%	✔
South Seattle	NA	61%	67%	⬆	63%	✔
Tukwila	NA	45%	43%	⬇	48%	✘

2020 target: 83%

SOURCE: OSPI Report Card (MSP)

Students Meeting 8th Grade Science Standard by District (2011-12)
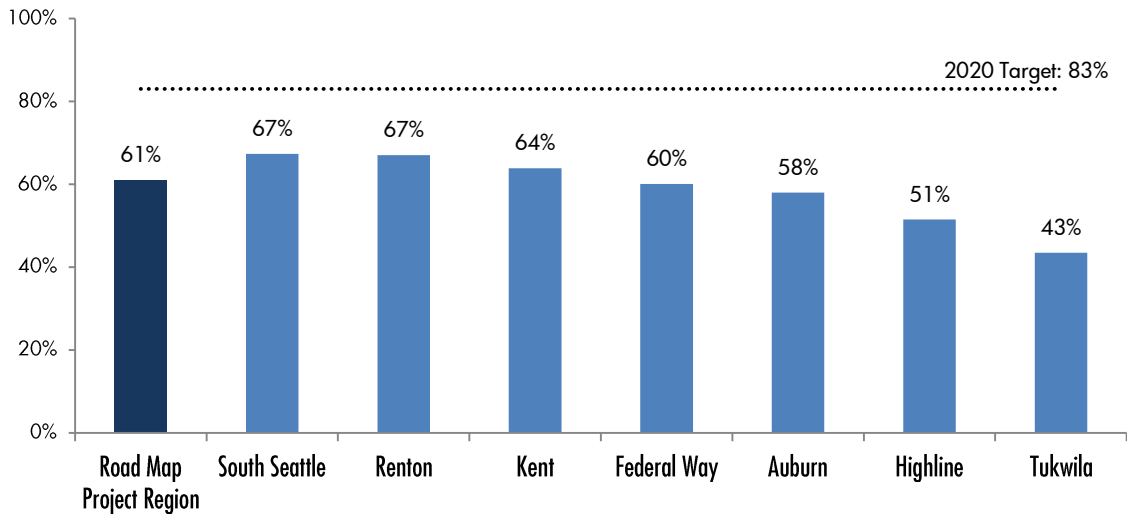
SOURCE: OSPI Report Card (MSP)

8th Grade Science, 2009-10 to 2011-12
Students Meeting Standard
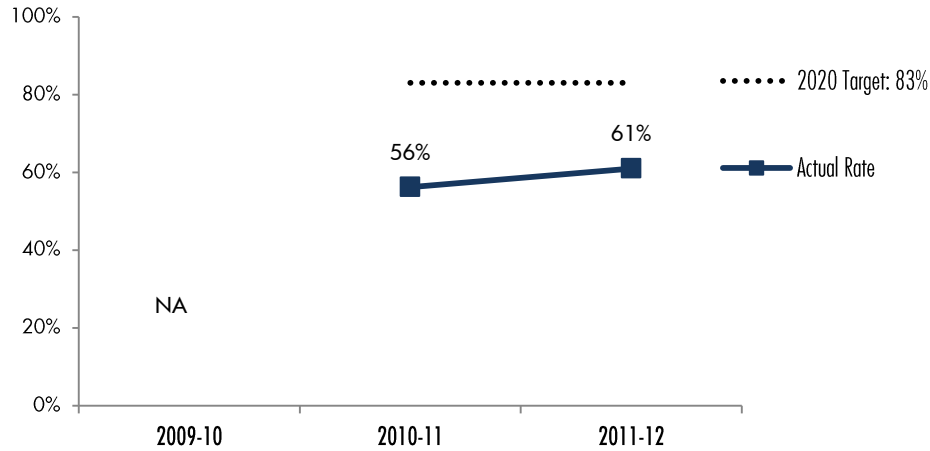
SOURCE: OSPI Report Card (MSP)

NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

Measuring Contributing Factors
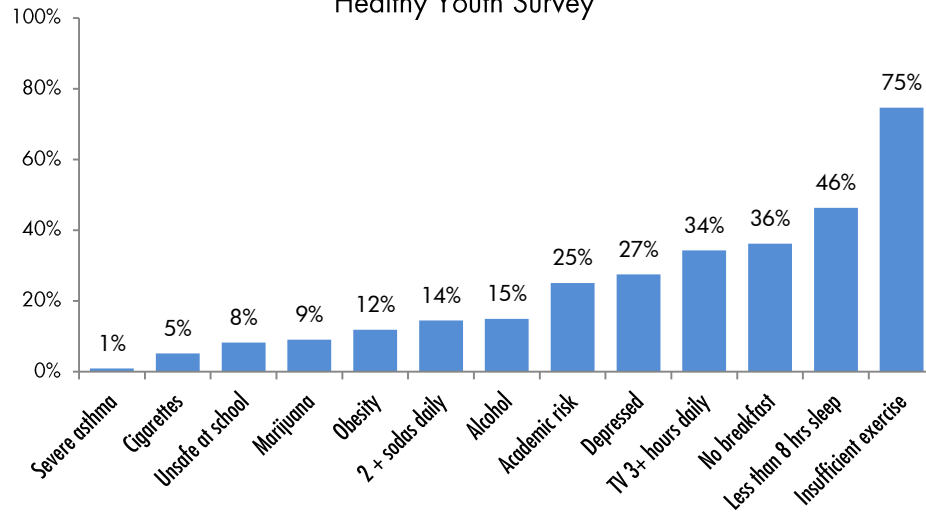
Healthy Youth Survey

Indicator: Percent of students reporting select risk factors on the Healthy Youth Survey

The Washington State Healthy Youth Survey is administered by the Washington Department of Health, the Office of Superintendent of Public Instruction and other state agencies. The results are used by school districts, community-based organizations and state agencies to monitor students' behaviors and identify trends.

The data here show the percent of 8th graders reporting select health risk factors. The Washington Department of Health research describes a positive correlation between these risk factors and poor self-reported grades (http://sboh.wa.gov/Pubs/docs/Health&AA.pdf).

8th Graders Reporting Selected Risk Factors on the 2010 Healthy Youth Survey

8th Graders Reporting Selected Risk Factors on the 2010 Healthy Youth Survey

	% Reporting Risk Factor	Lower Limit	Upper Limit
Severe asthma	1%	0%	2%
Cigarettes	5%	4%	6%
Unsafe at school	8%	7%	10%
Marijuana	9%	8%	11%
Obesity	12%	10%	14%
2 + sodas daily	14%	13%	17%
Alcohol	15%	13%	17%
Depressed	27%	25%	30%
TV 3+ hours daily	34%	31%	38%
No breakfast	36%	33%	40%
Less than 8 hrs sleep	46%	44%	48%
Insufficient exercise	75%	73%	77%

Measuring Student Engagement and Motivation

Indicator: Percent of 8th graders reporting select risk factors on the Healthy Youth Survey

Many elements contribute to student success but are not easily captured due to data limitations. In an effort to gather data in this area, the Student Engagement and Motivation Survey was developed by the Road Map Project Youth Development for Education Results

Work Group, which is staffed by the Youth Development Executives of King County. The survey, which was piloted in fall 2012 in the Renton School District, gathers data on what percent of students are motivated and engaged to succeed in school, a Road Map Project Indicator of Student Success. We look forward to reporting results from the Student Engagement and Motivation Survey in future Results Reports.

State Achievement Index

Indicator: Percent of students attending schools with low state achievement index ratings

The Washington State Board of Education (SBE) annually rates all schools using the State Achievement Index. The index includes overall student performance, graduation data, annual growth, and performance compared to schools with similar demographics. At the time of this writing, the index is being revised. Detailed information about the index is available on the SBE website.

Schools' Ratings on the State Achievement Index: Road Map Project Region by District (2011-12)

|	# of Schools with Rating					Total
	Exemplary	Very good	Good	Fair	Struggling	
Road Map Project Region	15	35	89	51	8	198
Auburn	2	5	9	5	1	22
Federal Way	1	2	22	12	2	39
Highline	5	7	15	7	1	35
Kent	0	9	21	9	1	40
Renton	2	3	12	5	0	22
South Seattle	4	8	9	11	3	35
Tukwila	1	1	1	2	0	5

SOURCE: Washington State Board of Education, State Achievement Index

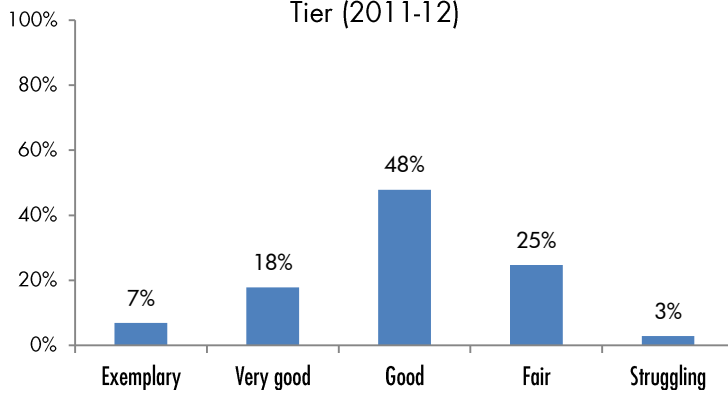Number of Schools by Achievement Index Tier (2011-12)
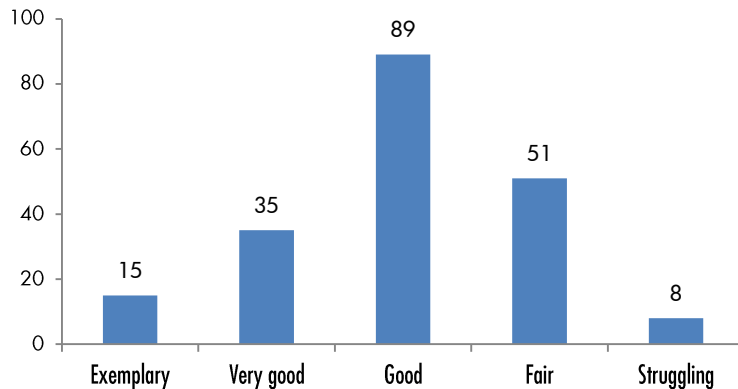
SOURCE: Washington State Board of Education, State Achievement Index

Students in the Road Map Project Region Attending Schools by Achievement Index Tier (2011-12)

Tier	Percentage
Exemplary	7%
Very good	17%
Good	50%
Fair	24%
Struggling	2%
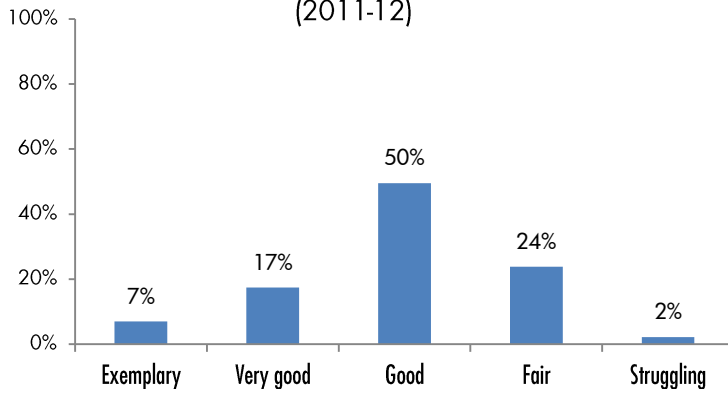
SOURCES: Washington State Board of Education, State Achievement Index and OSPI Report Card

Low-Income Students in the Road Map Project Region Attending Schools by Achievement Index Tier (2011-12)

Tier	Percentage
Exemplary	7%
Very good	18%
Good	48%
Fair	25%
Struggling	3%

NOTE: Includes all of the approximately 70,000students in the Road Map Project region who qualified for free or reduced-price lunch in the school year
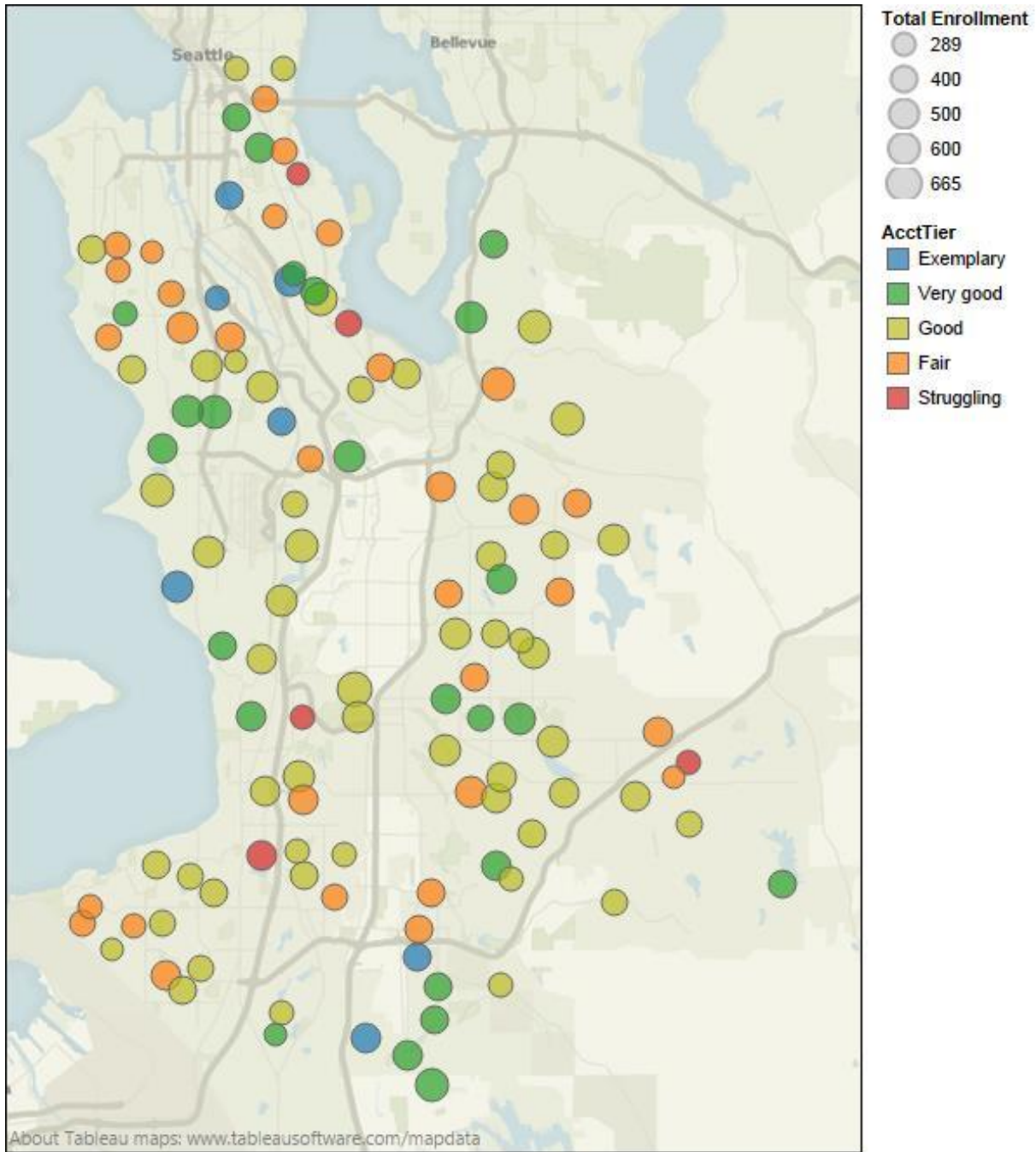
SOURCES: Washington State Board of Education, State Achievement Index and OSPI Report Card

Schools' Ratings on the State Achievement Index: Road Map Project Region by School Level (2011-12)

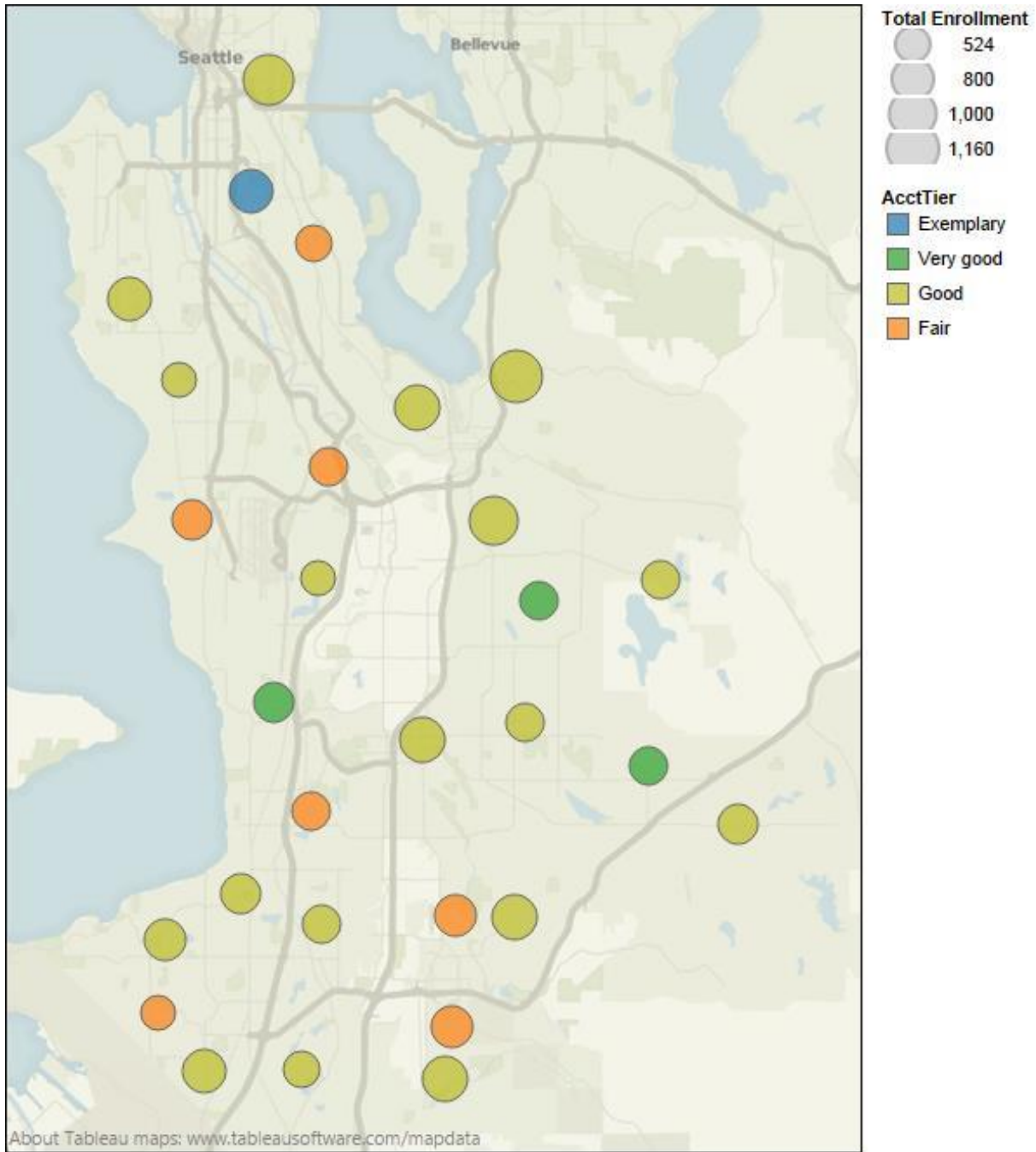|	Schools with Achievement Index Rating					
	Exemplary	Very good	Good	Fair	Struggling	Total
Elementary Schools	7	24	53	31	5	120
Middle Schools	1	3	18	7		29
High Schools	5	6	13	11	2	37
Comprehensive Schools	2	2	5	2	1	12
Total	15	35	89	51	8	198

SOURCE: Washington State Board of Education, State Achievement Index

Elementary Schools' Ratings on the State Achievement Index (2011-12)

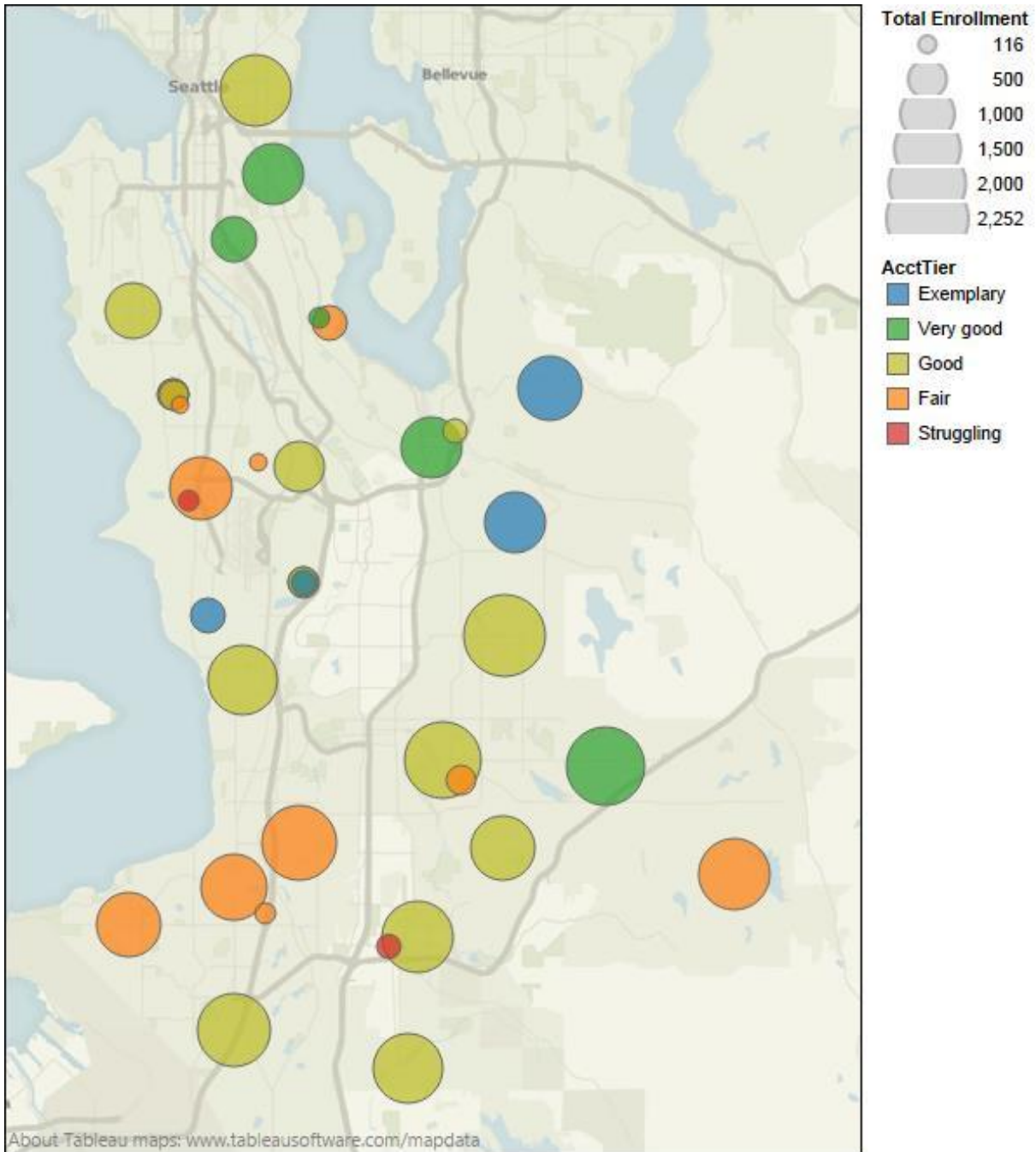SOURCE: Washington State Board of Education, State Achievement Index

Middle Schools' Ratings on the State Achievement Index (2011-12)

SOURCE: Washington State Board of Education, State Achievement Index

SOURCE: Washington State Board of Education, State Achievement Index

Monitoring Risk Factors

There are often school- and health-related warning signs well before a student drops out of school. Many districts and their community-based partners are now watching for those signs in an effort to identify problems early and provide extra support to students when needed.

The Road Map Project reports on a number of early warning indicators that can indicate whether a student is on track to graduate or at risk of dropping out. These early warning signs include attendance, course failure and discipline. There's an increasing focus in the Road

Map Project region to improve early warning data and early warning information systems, which can provide real-time data to school staff, parents and other partners to identify problems and get students back on track.

In 2012 and 2013, through a grant awarded to the Puget Sound Educational Service District, all seven Road Map Project districts are working together to build fully functioning, reliable and predictive early warning information systems. These efforts are building a culture that ensures students get the support they need and don't slip through the cracks.

It will be important that our communities and schools examine the discipline data and take steps to eliminate the extreme racial disproportionality revealed in this report. Many districts here and across the nation are overhauling their disciplinary policies and practices. This issue is a high priority for Road Map Project advocacy.

Early Warning Indicator #1

Indicator: Percent of students triggering Early Warning Indicator #1: Six or more absences and at least one course failure in the 9th grade
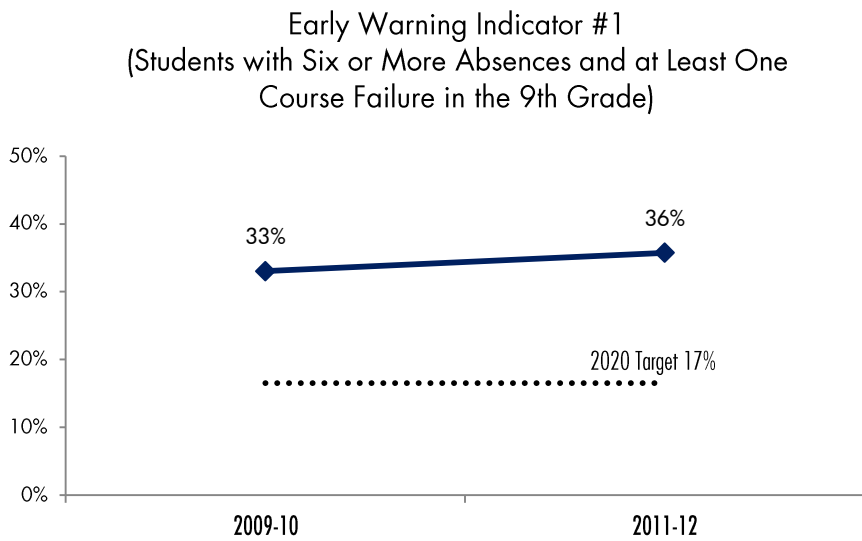
Early Warning Indicator #1
(Students with Six or More Absences and at Least One
Course Failure in the 9th Grade)

SOURCES: OSPI student-level data (pulled November 2012) and districts

Early Warning Indicator #1 by District
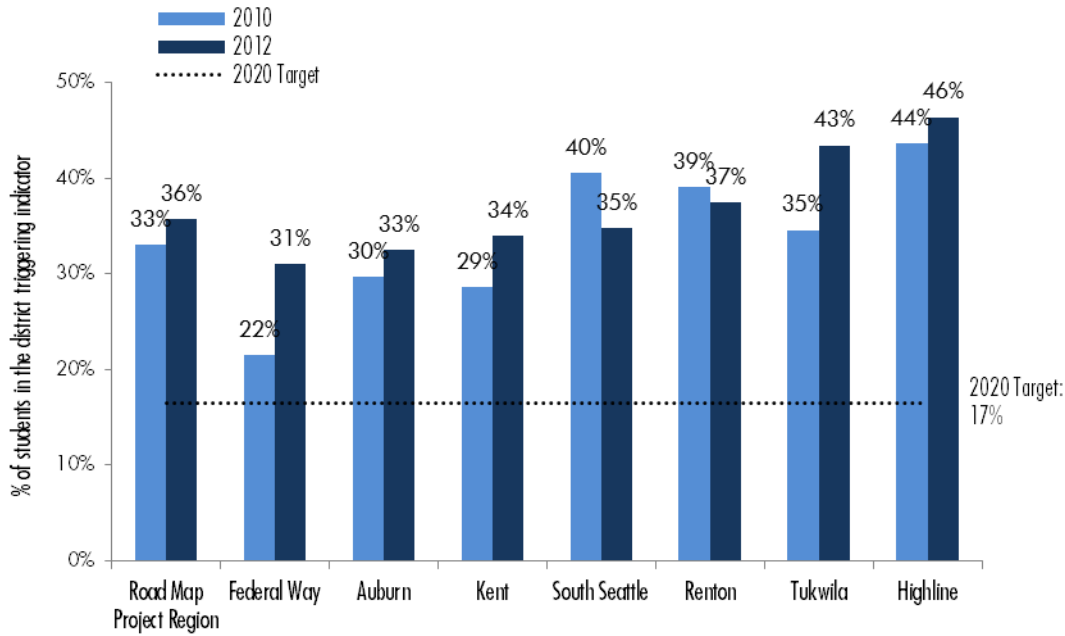
NOTE: Students missing data for either course records or absences are excluded from analysis.

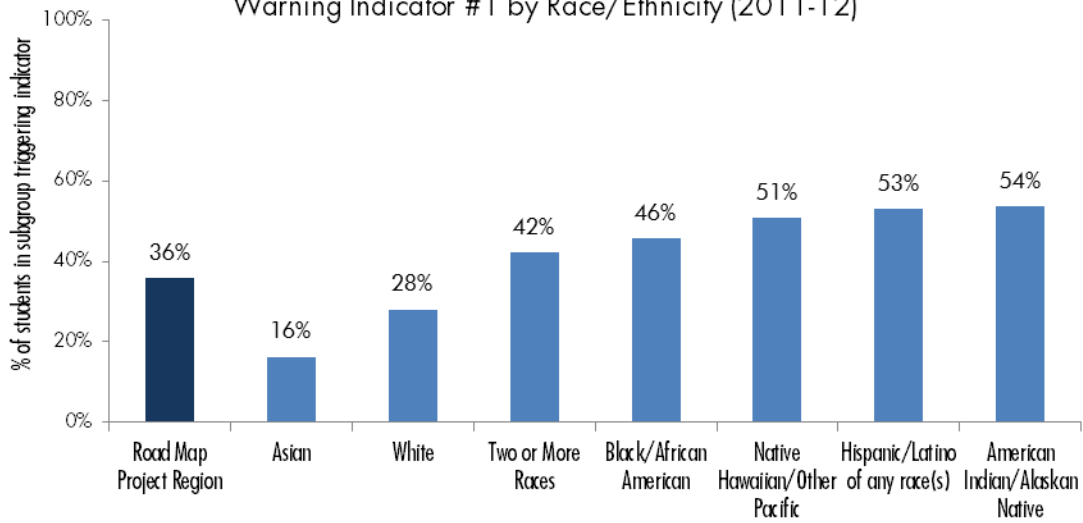SOURCES: OSPI student-level data (pulled November 2012) and districts

9th Grade Students in the Road Map Project Region Triggering Early Warning Indicator #1 by Race/Ethnicity (2011-12)

	# of Students	% of Students Triggering EWI #1
Road Map Project Region	9,377	36%
Asian	1,696	16%
White	3,248	28%
Two or More Races	608	42%
Black/African American	1,501	46%
Native Hawaiian/Other Pacific Islander	232	51%
Hispanic/Latino of any race(s)	1,997	53%
American Indian/Alaskan Native	95	54%

SOURCES: OSPI student-level data (pulled November 2012) and districts

9th Grade Students in the Road Map Region Triggering Early Warning Indicator #1 by Race/Ethnicity (2011-12)

% of students in subgroup triggering indicator

Subgroup	Percentage
Road Map Project Region	36%
Asian	16%
White	28%
Two or More Races	42%
Black/African American	46%
Native Hawaiian/Other Pacific	51%
Hispanic/Latino of any race(s)	53%
American Indian/Alaskan Native	54%

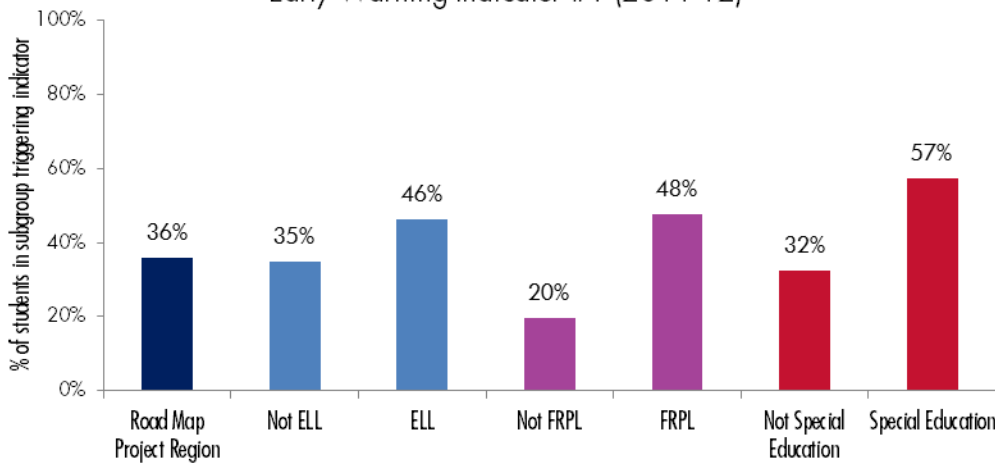SOURCES: OSPI student-level data (pulled November 2011 and November 2012) and districts

9th Grade Students in the Road Map Project Region Triggering Early Warning Indicator #1 (2011-12)

% of students in subgroup triggering indicator

| Subgroup	Percentage
Road Map Project Region	36%
Not ELL	35%
ELL	46%
Not FRPL	20%
FRPL	48%
Not Special Education	32%
Special Education	57%

NOTE: FRPL Data are unavailable for Kent or Seattle.

SOURCES: OSPI student-level data (pulled November 2012) and districts

Early Warning Indicator #2
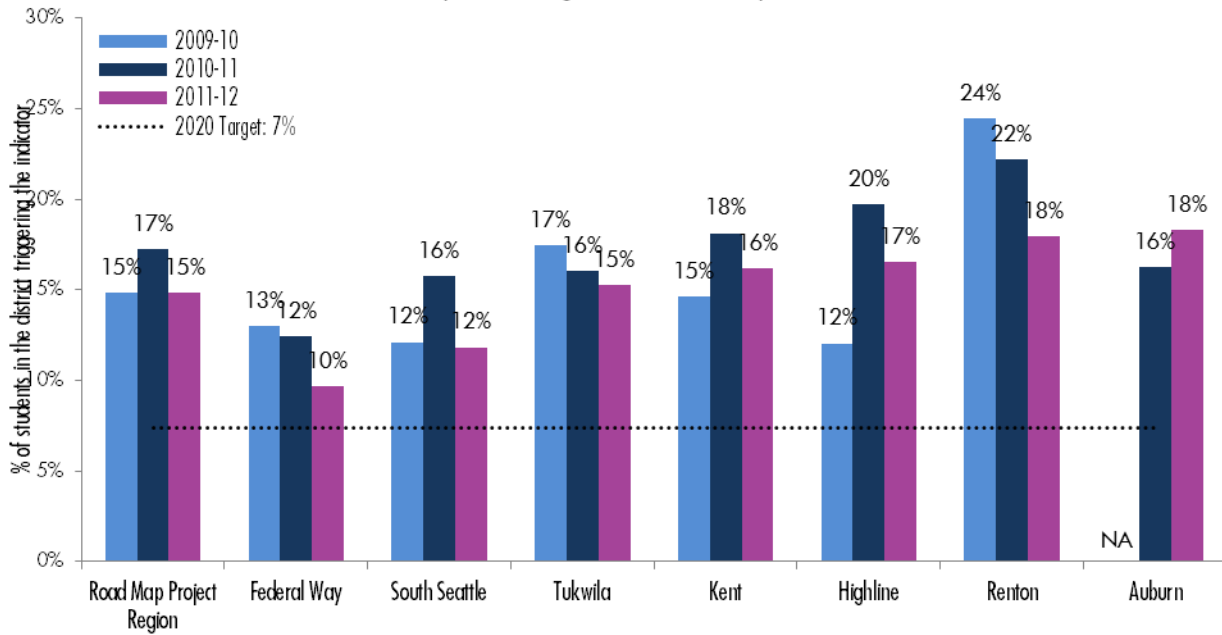
Indicator: Percent of students triggering Early Warning Indicator #2: any suspension or expulsion in the 9th grade

Early Warning Indicator #2
(9th Graders with a Supension or Expulsion)
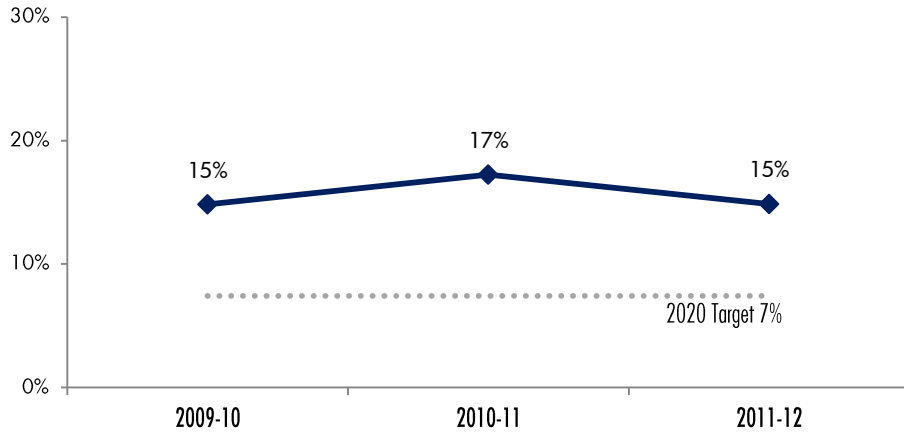
Early Warning Indicator #2 by District

9th Grade Students in the Road Map Project Region Triggering Early Warning Indicator #2 by Race/Ethnicity (2011-12)

	# of Students	% of Students Triggering EWI #2
Road Map Project Region	10,032	15%
Asian	1,800	4%
White	3,439	11%
Two or More Races	652	18%
Native Hawaiian/Other Pacific Islander	255	20%
Hispanic/Latino of any race(s)	2,162	21%
American Indian/Alaskan Native	105	24%
Black/African American	1,619	25%

SOURCES: OSPI student-level data (pulled November 2012) and districts

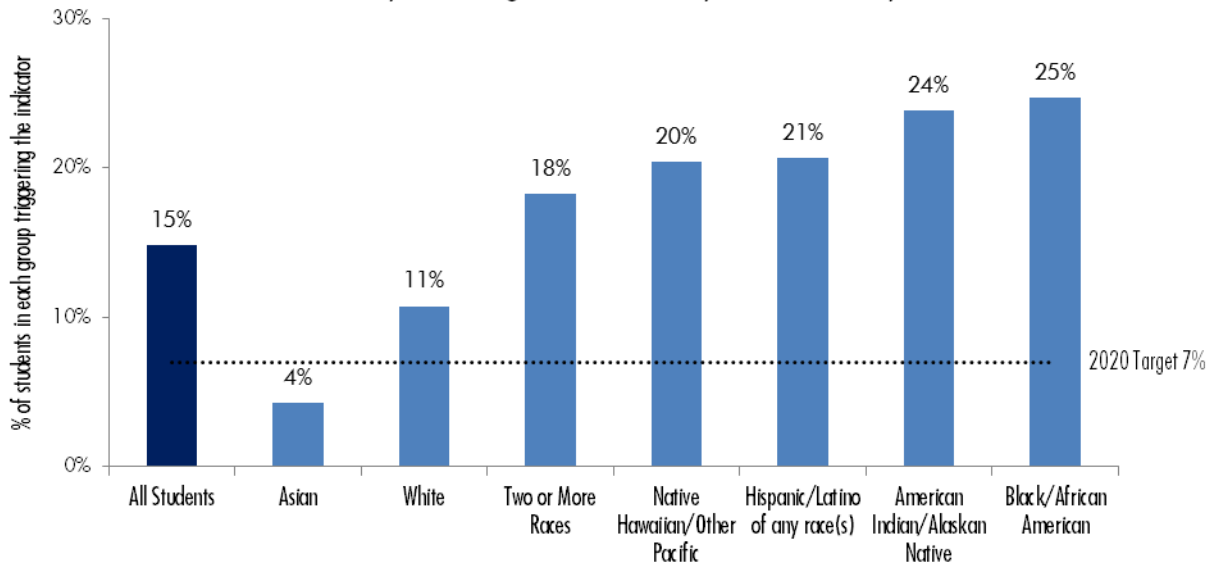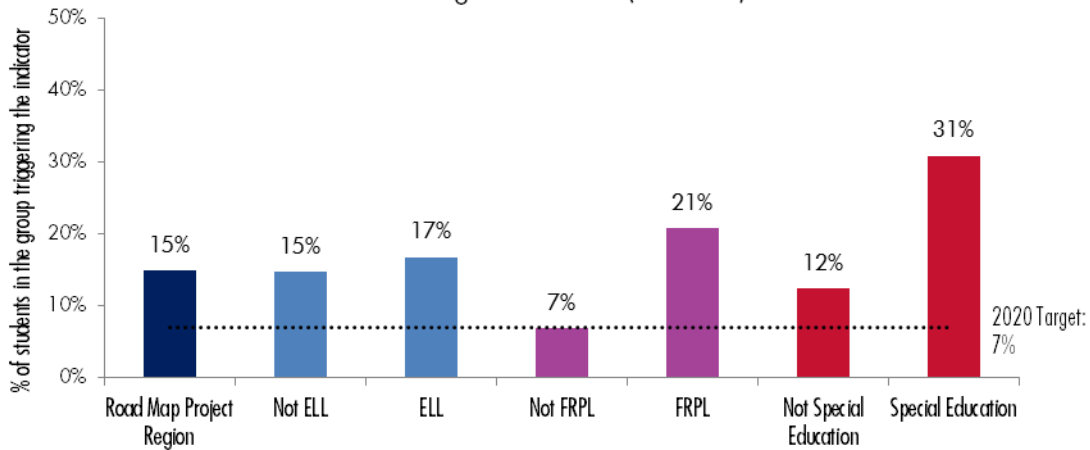Early Warning Indicator #2 by Race/Ethnicity

SOURCES: OSPI student-level data (pulled November 2012) and districts

9th Grade Students in the Road Map Project Region Triggering Early Warning Indicator #2 (2011-12)

NOTE: FRPL Data are unavailable for Kent or Seattle.

SOURCES: OSPI student-level data (pulled November 2012) and districts

20 or More Absences

Indicator: Percent of students absent 20 or more days per year

Students in the Road Map Project Region Who Were Absent 20+ Days by Grade Level (2011-12)

	# of Students	% of Students Who Were Absent 20+ Days
Road Map Project Region	111,799	15%
Not Full-Day K	1,484	12%
Full-Day K	4,835	14%
1st Grade	8,929	11%
2nd Grade	8,950	9%
3rd Grade	8,701	8%
4th Grade	8,515	8%
5th Grade	8,577	7%
6th Grade	8,736	11%
7th Grade	8,627	13%
8th Grade	8,526	17%
9th Grade	9,701	23%
10th Grade	9,139	24%
11th Grade	8,405	25%
12th Grade	8,674	29%

NOTE: Absence data were not available for 5,950 students.

SOURCES: OSPI student-level data (pulled November 2012) and districts
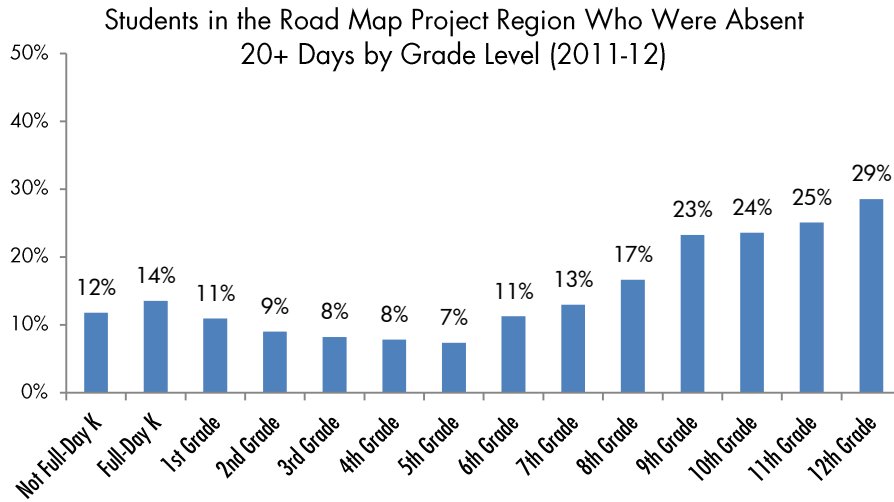
Students in the Road Map Project Region Who Were Absent 20+ Days by Grade Level (2011-12)

Students who were absent 20+ days by grade level:

- Not Full-Day K: 12%
- Full-Day K: 14%
- 1st Grade: 11%
- 2nd Grade: 9%
- 3rd Grade: 8%
- 4th Grade: 8%
- 5th Grade: 7%
- 6th Grade: 11%
- 7th Grade: 13%
- 8th Grade: 17%
- 9th Grade: 23%
- 10th Grade: 24%
- 11th Grade: 25%
- 12th Grade: 29%

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were Absent 20+ Days by Race/Ethnicity (2011-12)

	# of Students	% of Students Who Were Absent 20+ Days
Road Map Project Region	111,799	15%
Asian	20,169	10%
White	37,939	14%
Two or More Races	7,970	16%
Hispanic/Latino of any race(s)	24,336	17%
Black/African American	17,451	19%
Native Hawaiian/Other Pacific Islander	2,789	24%
American Indian/Alaskan Native	1,144	30%

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were Absent 20+ Days by Race/Ethnicity (2011-12)

Asian: 10%
White: 14%
Two or More Races: 16%
Hispanic/Latino of any race(s): 17%
Black/African American: 19%
Native Hawaiian/Other Pacific: 24%
American Indian/Alaskan Native: 30%
Not Provided: s

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region with 20+ Absences by ELL Status (2011-12)

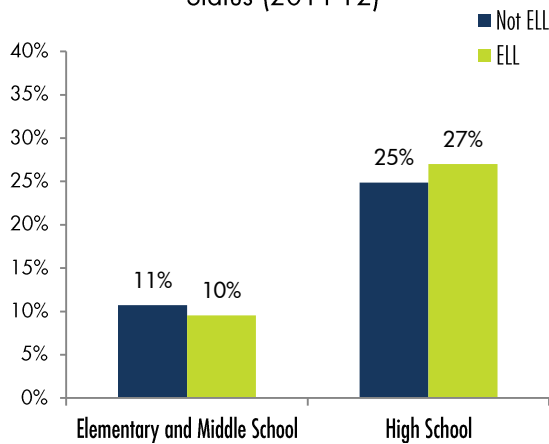|	Not ELL	ELL
Elementary and Middle School	11%	10%
High School	25%	27%

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region With 20+ Absences by ELL Status (2011-12)

Legend: Not ELL, ELL

Elementary and Middle School: Not ELL 11%, ELL 10%
High School: Not ELL 25%, ELL 27%

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were
Absent 20+ Days by Gender (2011-12)

	# of Students	% of Students Who Were Absent 20+ Days
Female	54,127	15%
Male	57,672	15%

SOURCES: OSPI student-level data (pulled November 2012) and districts
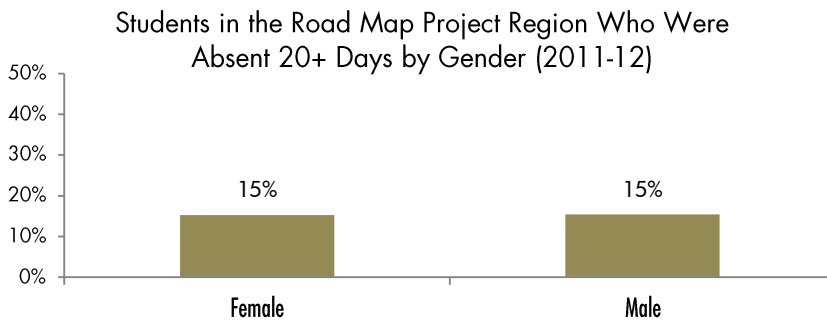
Students in the Road Map Project Region Who Were Absent 20+ Days by Gender (2011-12)

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were
Absent 20+ Days by Free/Reduced-Price Lunch (FRPL)
Status (2011-12)

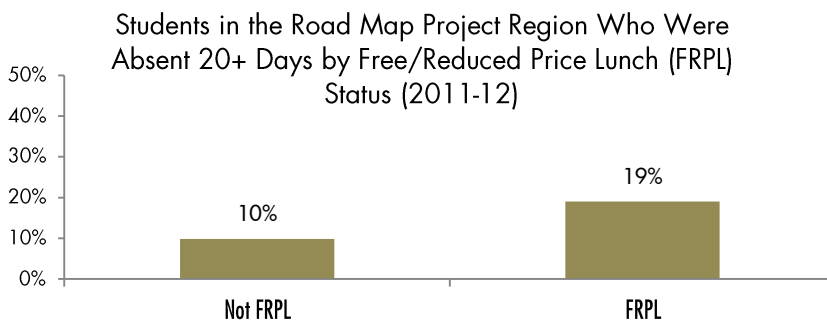|	# of Students	% of Students Who Were Absent 20+ Days
Not FRPL	25,019	10%
FRPL	42,760	19%

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were Absent 20+ Days by Free/Reduced Price Lunch (FRPL) Status (2011-12)

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were
Absent 20+ Days by Homeless Status (2011-12)

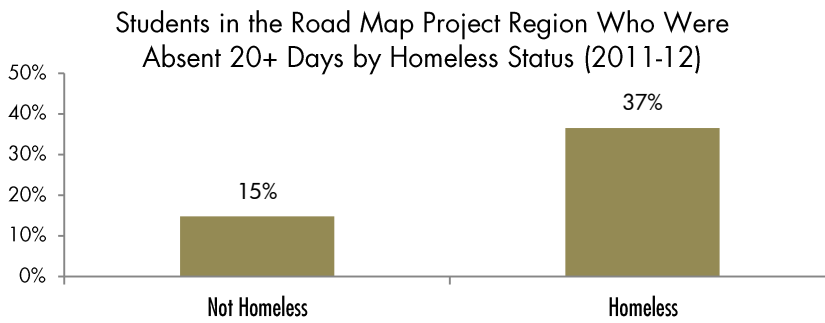|	# of Students	% of Students Who Were Absent 20+ Days
Not Homeless	109,356	15%
Homeless	2,443	37%

SOURCES: OSPI student-level data (pulled November 2012) and districts

Students in the Road Map Project Region Who Were
Absent 20+ Days by Homeless Status (2011-12)

SOURCES: OSPI student-level data (pulled November 2012) and districts

Teen Birth

Indicator: Birth rate among females age 15–17

Teen Birth Rate (2009 to 2010)
Births per 1,000 females age 15-17
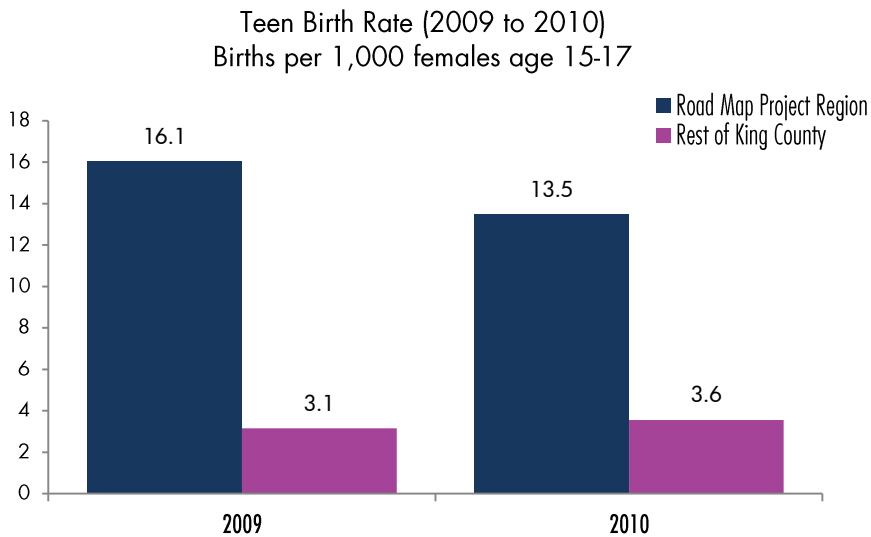
SOURCES: Birth records from Washington State Department of Health Center for Health Statistics. Population estimates based on 2010 U.S. Census. Analysis by Public Health – Seattle and King County.
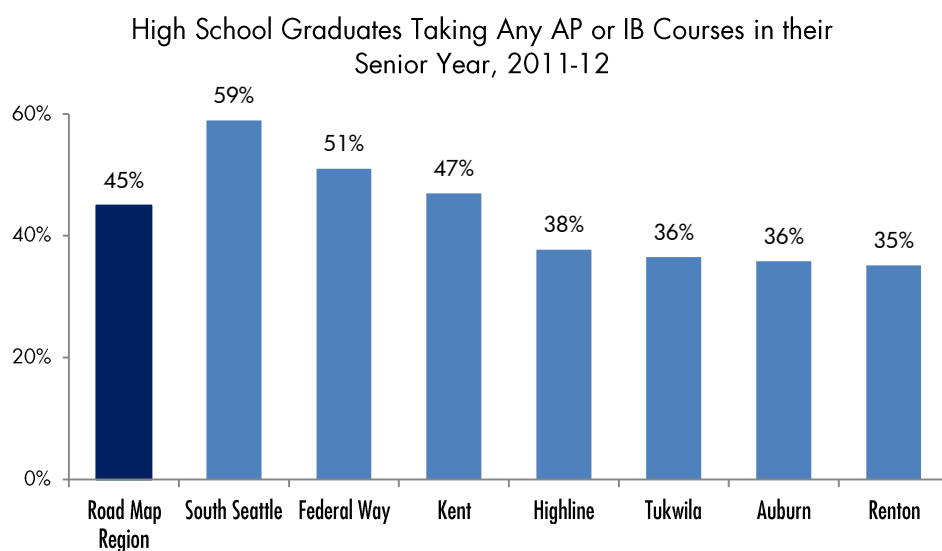
Graduate from High School
College- & Career-Ready

Rigorous Coursework

AP or IB Courses in Senior Year

Indicator: Percent of students taking one or more Advanced Placement or International Baccalaureate courses

High School Graduates Taking Any AP or IB Courses in their Senior Year, 2011-12

SOURCE: OSPI student-level data 2011-12 (pulled November 2012)

Road Map Project Region Graduates Taking One or More AP or IB Courses in Senior Year by Race/Ethnicity (2011-12)

	# of Students	# of Students Taking One or More AP or IB Course	% of Students Taking One or More AP or IB Course
Road Map Project Region	5,663	2,624	46%
Asian	1,228	706	57%
Two or More Races	250	124	50%
White	2,438	1,156	47%
Native Hawaiian/Other Pacific	107	42	39%
Black/African American	859	316	37%
Hispanic/Latino of any race(s)	736	268	36%
American Indian/Alaskan Native	45	12	27%

SOURCE: OSPI student-level database (pulled November 2012)

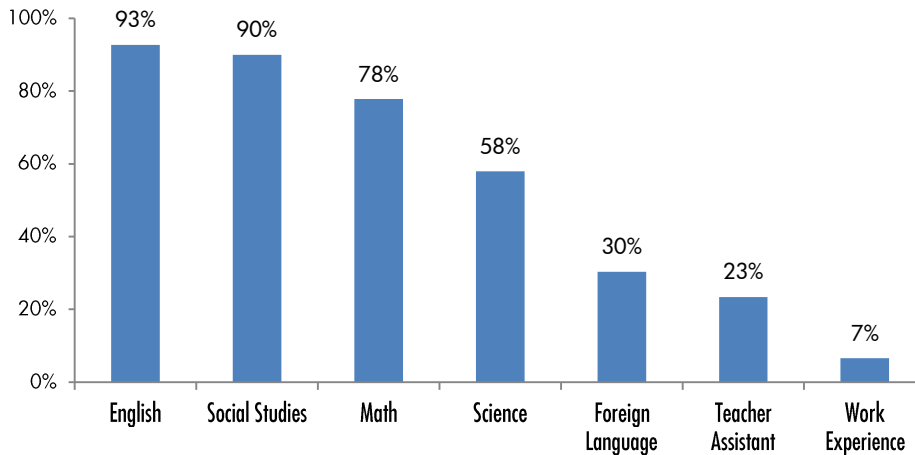NOTE: Highline is excluded: Student-level data are not available.

Road Map Project Region Graduates Taking One or More AP or IB
Courses in Senior Year by Poverty Status (2011-12)

	# of Students	# of Students Taking One or More AP or IB Course	% of Students Taking One or More AP or IB Course
Not FRPL	1,739	872	50%
FRPL	1,355	408	30%

SOURCE: OSPI student-level database (pulled November 2012)

NOTE. Excludes Kent, Seattle, and Highline: Data are not available.

Percent of Road Map Graduates Taking Courses in Their Senior Year by Subject (2011-12)

- English 93%
- Social Studies 90%
- Math 78%
- Science 58%
- Foreign Language 30%
- Teacher Assistant 23%
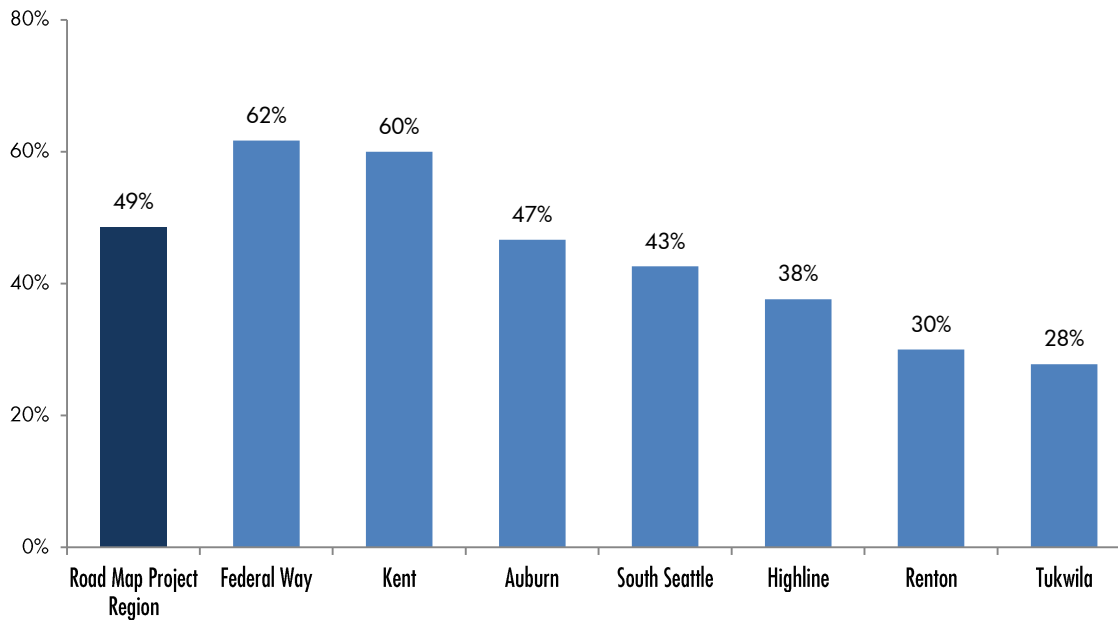- Work Experience 7%

SOURCE: The BERC Group

Algebra or Higher by 8th Grade

Indicator: Percent of students taking algebra by the 8th grade

Completing algebra by the 8th grade and the highest level of mathematics reached in high school are also linked to future postsecondary success. Students who complete algebra in the 8th grade are likely to stay in the mathematics pipeline longer and are more likely to go to college. In the Road Map Project region, there are significant differences in how many students are taking algebra in the 8th grade by district and race/ethnic subgroups. While it is critical that students be prepared so they can succeed in algebra, more students are ready and could be taking advantage of algebra early.
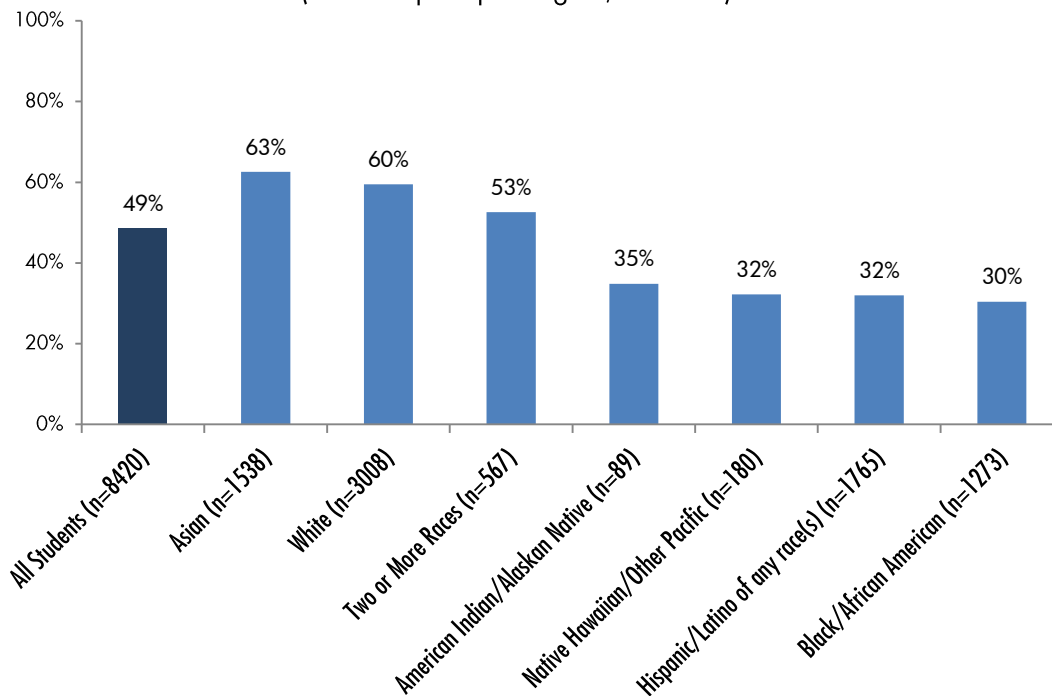
Good news: More students are taking algebra in the 8th grade now than a few years ago. According to research by The BERC Group, 36% of students in the 2010 graduating class completed algebra or higher by the 8th grade, compared to 49% of 8th graders in 2011-12.

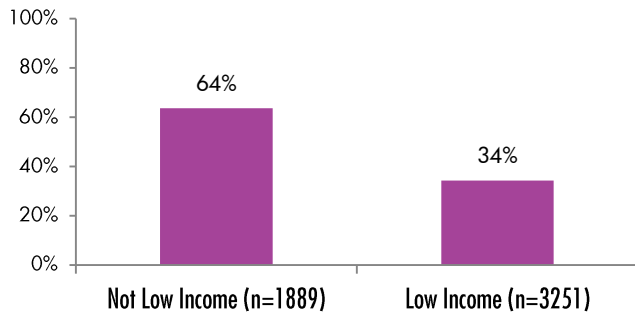## 8th Graders Taking Algebra or Higher by District (2011-12)

	Road Map Project Region	Federal Way	Kent	Auburn	South Seattle	Highline	Renton	Tukwila
%	49%	62%	60%	47%	43%	38%	30%	28%

SOURCE: OSPI student-level database (pulled November 2012)

% of 8th Graders Taking Algebra or Higher
(Road Map Project Region, 2011-12)

	All Students (n=8420)	Asian (n=1538)	White (n=3008)	Two or More Races (n=567)	American Indian/Alaskan Native (n=89)	Native Hawaiian/Other Pacific (n=180)	Hispanic/Latino of any race(s) (n=1765)	Black/African American (n=1273)
%	49%	63%	60%	53%	35%	32%	32%	30%

SOURCE: OSPI student-level database (pulled November 2012)

8th Graders Taking Algebra or Higher (Road Map Project Region, 2011-12)

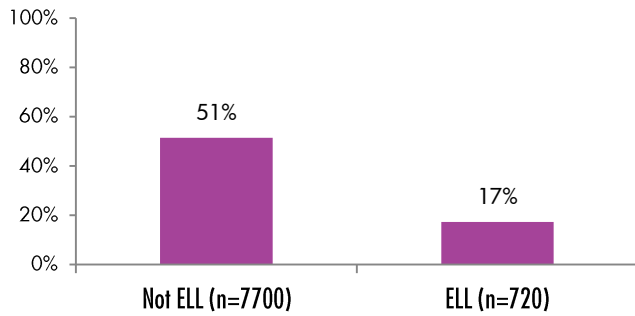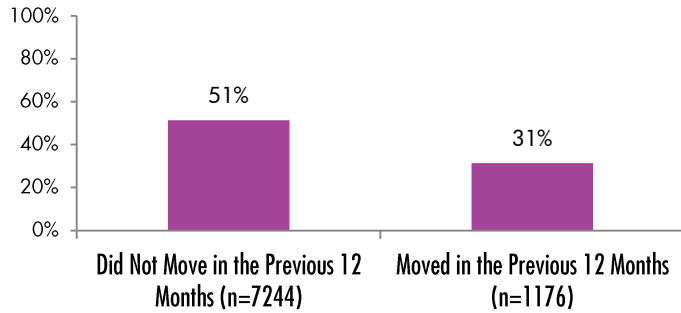**64%** — Not Low Income (n=1889)

34% — Low Income (n=3251)

8th Graders Taking Algebra or Higher (Road Map Project Region, 2011-12)

51% — Not ELL (n=7700)

17% — ELL (n=720)

8th Graders Taking Algebra or Higher (Road Map Project Region, 2011-12)

51% — Did Not Move in the Previous 12 Months (n=7244)

31% — Moved in the Previous 12 Months (n=1176)

NOTE: Includes any non-promotional school moves between May 31, 2011 and May 31, 2012.

High School Graduation

Indicators: Percent of students who graduate high school on time and percent of students who graduate high school by age 21

Graduation from high school is a critical milestone. Earning a high school diploma increases lifetime earnings and opens the door to many education and career-related opportunities. Region-wide, using the new federally required definition, only 72% of our students are graduating on time. The rates are much lower for certain student subgroups.

The data below compare the original baseline (2010) on-time graduation rate and the 2010 and 2011 rates calculated using the new definition. No data are yet available for the class of 2012. The 2020 on-time graduation target has been revised to 90%.

The previous method for late graduation included all students who graduated by age 21. The current method includes students who graduate within 5 years.

In order to ensure comparable data across the country, the U.S. Department of Education has required all states to begin using a uniform and much stricter method of calculating on-time high school graduation. Washington's method of calculation was closer to the new federal method than many other states, but our graduation rates are lower under the new method. According to Education Week, "The new method requires states to track individual students and report how many first-time 9th graders graduate with a standard diploma within four years."

On-Time Graduation Rates for the Road Map Region Class of 2010; Traditional and Current Calculation Methods
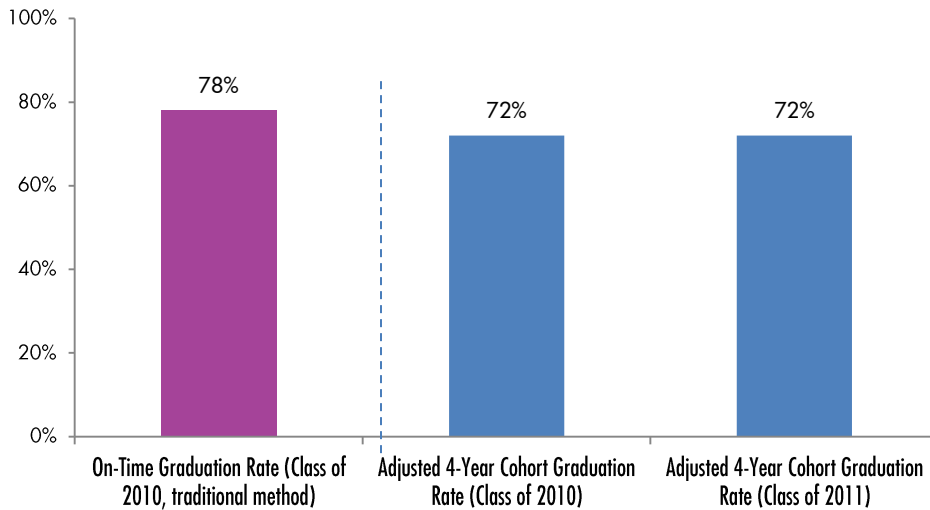
NOTES: The "actual adjusted" rates provided by OSPI may be updated soon. The class of 2011 graduation rates for Kent, South Seattle and the Road Map Project region were estimated based on available data and may be revised when complete graduation data become available.

SOURCES: OSPI Report Card (2010-11) and OSPI studentlevel data (2010-11)

On-Time Graduation Rates by District (Classes of 2010 and 2011)
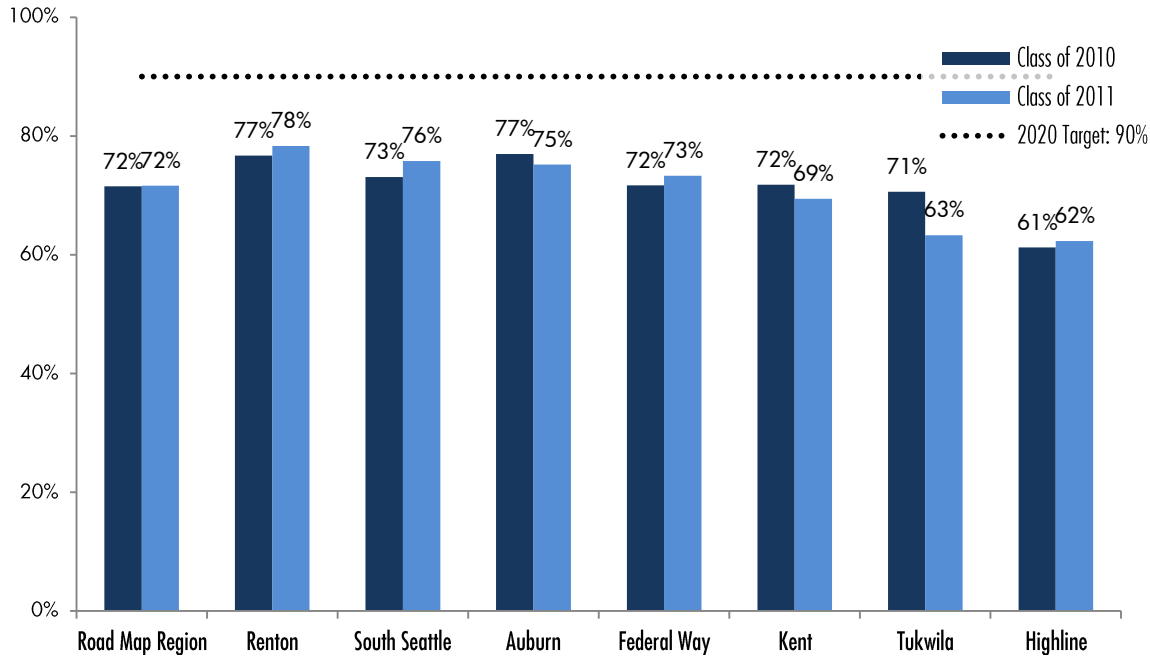
NOTES: The "actual adjusted" rates provided by OSPI may be updated soon. The class of 2011 graduation rates for Kent, South Seattle and the Road Map Project region were estimated based on available data and may be revised when complete graduation data become available.

SOURCES: OSPI Report Card (2010-11) and OSPI student-level data (2010-11)

High School Graduation Rates: Road Map Project Districts

	On-Time (4-Year) Graduation			Extended (5-Year) Graduation		Number in
	Old Method, Class of 2010	Actual Adjusted Cohort, Class of 2010	Actual Adjusted Cohort, Class of 2011	Actual Adjusted Cohort, Class of 2009	Actual Adjusted Cohort, Class of 2010	Cohort, Class of 2010
Road Map Project Region	78.1%	71.5%	71.6%	73.6%	76.3%	8,825
Auburn School District	86.7%	77.0%	75.2%	82.2%	81.7%	1,259
Federal Way Public Schools	71.4%	71.7%	73.3%	75.2%	77.7%	1,726
Highline Public Schools	70.1%	61.2%	62.3%	62.4%	67.0%	1,397
Kent School District	83.5%	71.8%	69.4%	70.5%	75.6%	2,100
Renton School District	80.7%	76.7%	78.3%	74.8%	79.0%	956
South Seattle Public Schools	78.4%	73.1%	75.8%	79.8%	79.1%	1,200
Tukwila School District	75.7%	70.6%	63.3%	77.9%	76.3%	187

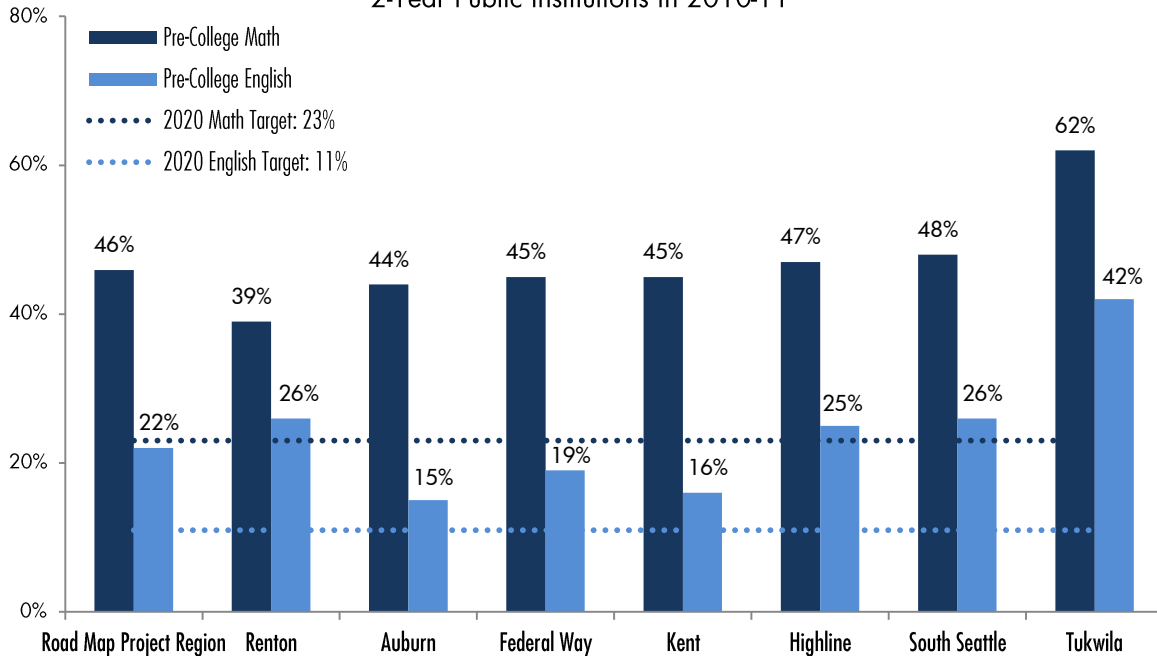NOTE. The "actual adjusted" rates provided by OSPI may be updated soon.

SOURCES: OSPI Report Card (2010-11) and OSPI student-level data (2010-11)

Pre-College Coursework

Indicator: Percent of students at community and technical colleges enrolling in pre-college coursework

The region's high school graduates continue to have high rates of remediation (pre-college course-taking) in college. The overall picture has barely changed from the baseline year when 47% of recent graduates who enrolled in community and technical colleges needed to start off in a non-college-credit-earning math class. Despite the lack of change overall, it should be noted that there has been some significant progress in the rates by district. Renton School District, for example, has seen a 10-point decline in pre-college math.

Pre-College Course Taking By District
2010 High School Graduates at Washington
2-Year Public Institutions in 2010-11

Legend:
- Pre-College Math
- Pre-College English
- 2020 Math Target: 23%
- 2020 English Target: 11%

District	Pre-College Math	Pre-College English
Road Map Project Region	46%	22%
Renton	39%	26%
Auburn	44%	15%
Federal Way	45%	19%
Kent	45%	16%
Highline	47%	25%
South Seattle	48%	26%
Tukwila	62%	42%

SOURCE: ERDC P-20 Reports

Students Enrolled in Pre-College Coursework in Year After High School
Graduation by Type of Institution
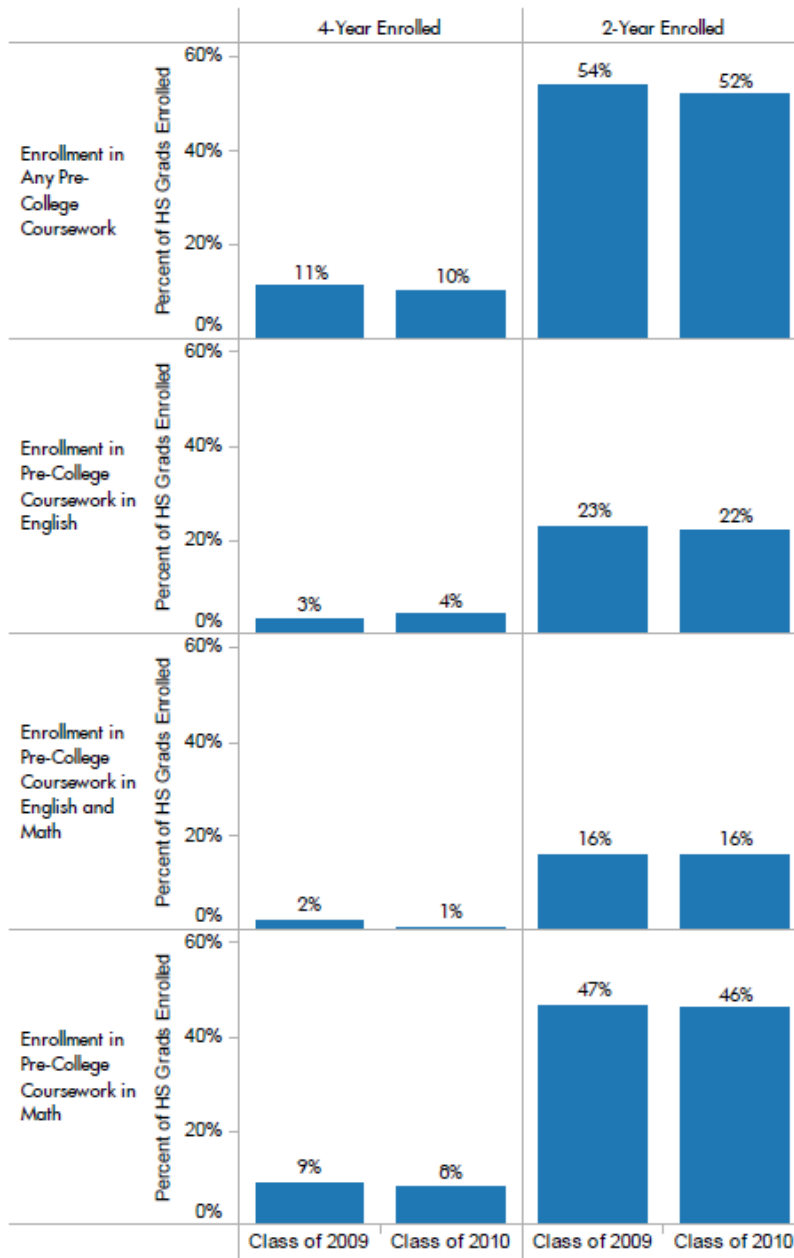
Minimum Course Requirements to Apply to a Washington Four-Year College

Indicator: Percent of graduating high school students meeting minimum requirements to apply to a Washington State 4-year college

The Washington Student Achievement Council (WSAC), formerly called the Higher Education Coordinating Board, is responsible for establishing minimum admission standards for the state's 4-year public colleges. WSAC establishes a set of courses called the College Academic Distribution Requirements (CADRs) across six subject areas. High school graduation requirements set by the State Board of Education and local districts are not the same as the CADRs. Different sets of requirements can be confusing for students. Lacking

credits in math or a foreign language is a common cause for students not meeting the minimums. In our region, the percent of students meeting the minimum requirements dropped from 52% to 50% since the baseline year, but many districts saw improvement.

More information about the admissions standards can be found on WSAC's website.

Graduating High School Students Meeting Minimum Course Requirements for Admission to a 4-year College
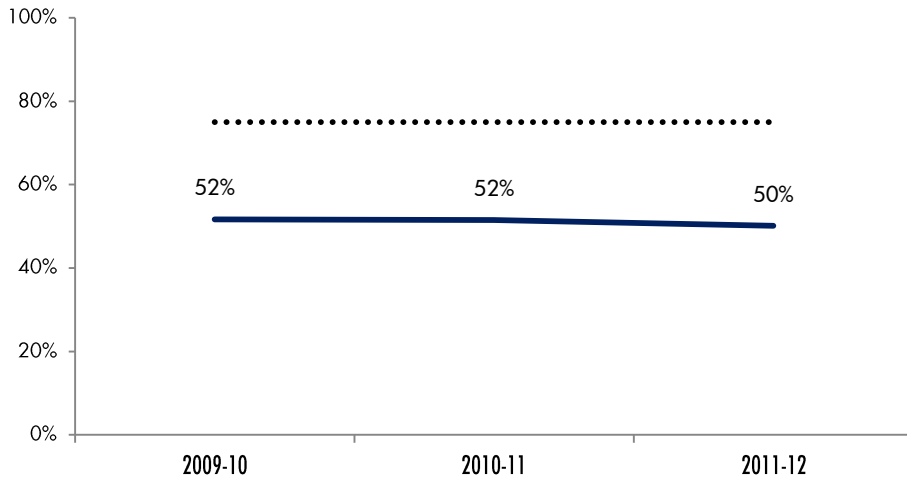
2020 target: 75%

SOURCE: The BERC Group

Graduating High School Students Meeting Minimum Course Requirements for Admission to a 4-year College

SOURCE: The BERC Group

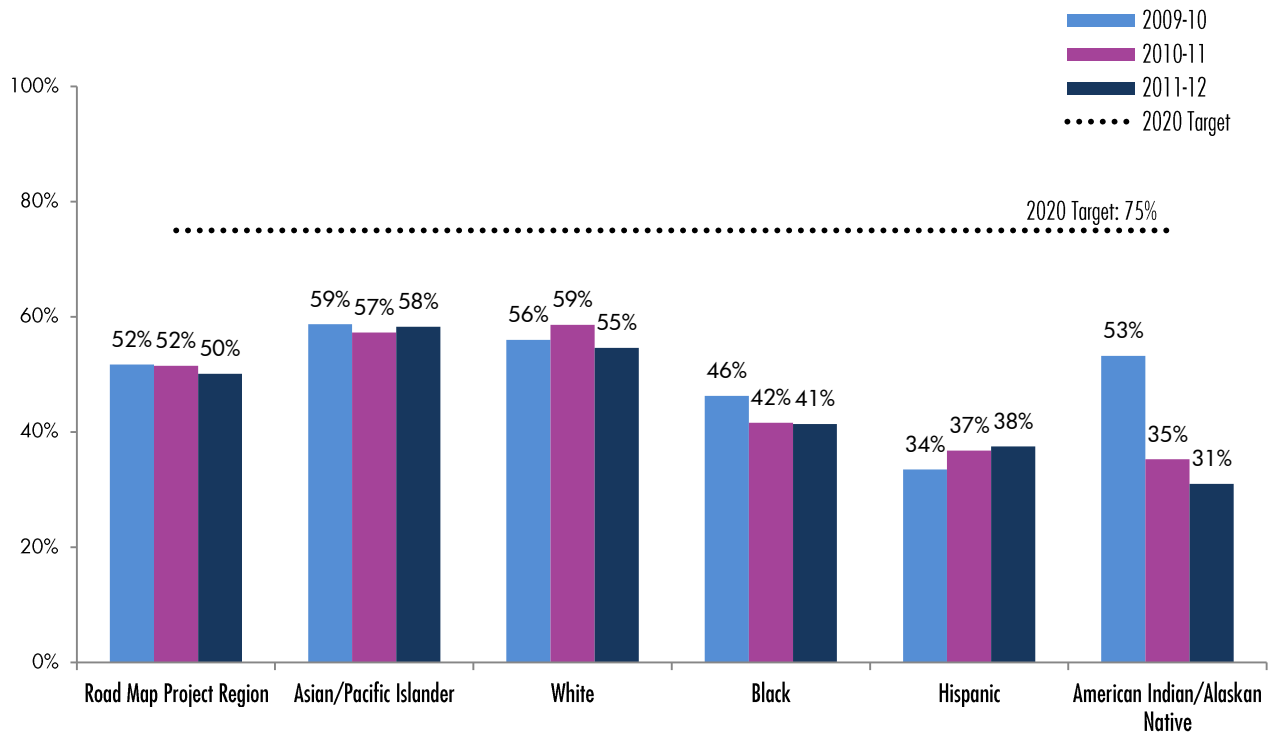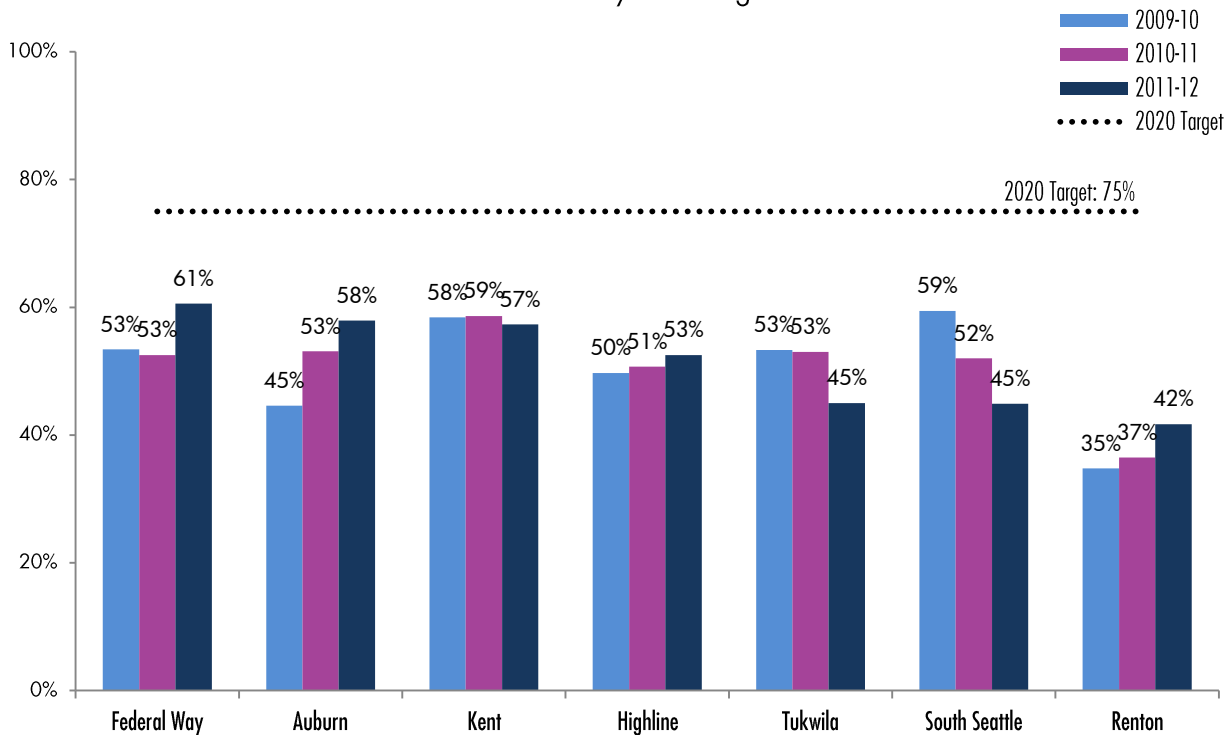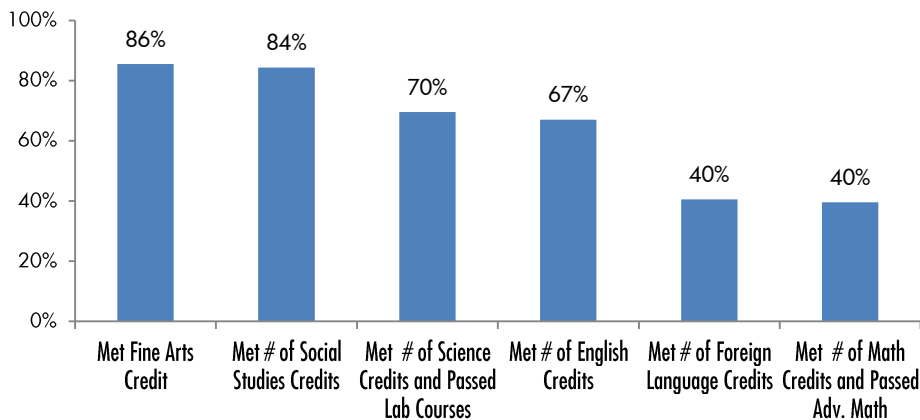## Graduating High School Students Meeting Minimum Course Requirements for Admission to a 4-year College

Legend: 2009-10, 2010-11, 2011-12, 2020 Target

2020 Target: 75%

District	2009-10	2010-11	2011-12
Federal Way	53%	53%	61%
Auburn	45%	53%	58%
Kent	58%	59%	57%
Highline	50%	51%	53%
Tukwila	53%	53%	45%
South Seattle	59%	52%	45%
Renton	35%	37%	42%

SOURCE: The BERC Group

Course-Taking Patterns of Graduating Students NOT Meeting Minimum Requirements for Admission to a 4-Year College: Road Map Project Region (2011-12)

Category	Percent
Met Fine Arts Credit	86%
Met # of Social Studies Credits	84%
Met # of Science Credits and Passed Lab Courses	70%
Met # of English Credits	67%
Met # of Foreign Language Credits	40%
Met # of Math Credits and Passed Adv. Math	40%

SOURCE: The BERC Group

Career and Technical Education

Indicator: Percent of high school graduates completing a formal career and technical education program

Nearly 1,400 high school graduates in the Road Map Project region completed a career and technical education (CTE) program of study in 2011-12. These programs offer another way to boost college and career readiness. A CTE program of study is a three-course career prep sequence that often leads to a career credential pathway or a certificate program.

High School Graduates Completing a CTE Program of Study in Their Senior Year by District (2011-12)
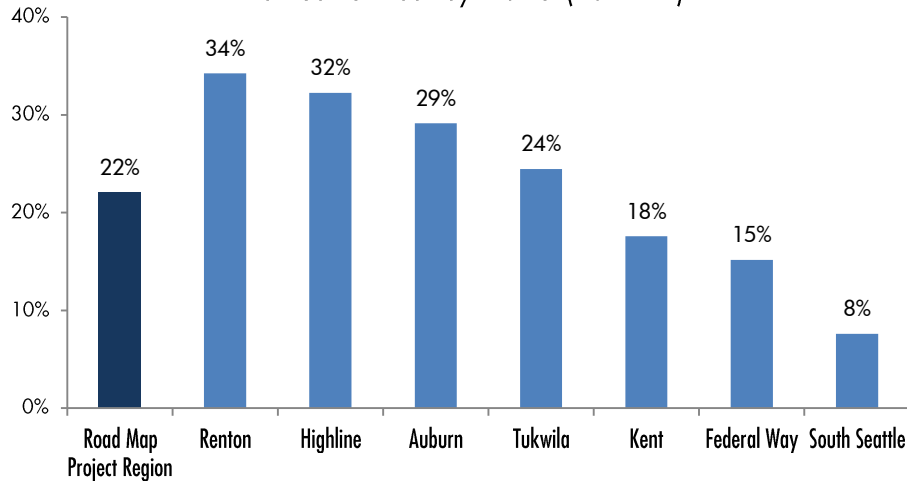
NOTE: Includes completion of approved CTE programs in the senior year only

SOURCE: OSPI student-level database (pulled November 2012)

Top 20 Career and Technical Education Programs: Road Map Project Region

CTE Pathway	Number of Completers
Visual Arts	973
Professional Support Services	514
Therapeutic Services	460
Science and Mathematics	454
Restaurants and Food/Beverage Services	331
Production	245
Buying and Merchandising	242
Facility and Mobile Equipment Maintenance	236
Management and Entrepreneurship	205
Programming and Software Development	204
Engineering and Technology	190
Maintenance, Installation and Repair	142
Printing Technology	136
Family and Community Services	124
Audio and Video Technology and Film	107
Journalism and Broadcasting	107
Management	98
Design/Pre-Construction	96
Construction	75
Unspecified	535

NOTE. Includes completion of approved CTE programs in the senior year only

SOURCE: OSPI student-level data (2011-12) (pulled November 2012)

College Bound Scholarship

Indicators: Percent of eligible students who complete the College Bound application by the end of the 8th grade and percent of graduating College Bound students who have completed the FAFSA

Growth in Completed College Bound Scholarship Applications

Campaign Year	Campaign Year					
	2008	2009	2010	2011	2012	
Expected Grad Year	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	All Classes
Road Map Project Region	1,515	2,005	2,912	3,833	4,523	14,788
Auburn	177	89	158	357	409	1,190
Federal Way	239	380	435	483	762	2,299
Highline	393	530	753	759	825	3,260
Kent	233	385	598	927	1,106	3,249
Renton	83	140	379	493	516	1,611
Seattle	343	394	475	682	735	2,629
Tukwila	47	87	114	132	170	550

SOURCES: Washington Student Achievement Council and College Success Foundation

Eligible Students Completing the College Bound Scholarship Application by District (2011-12)
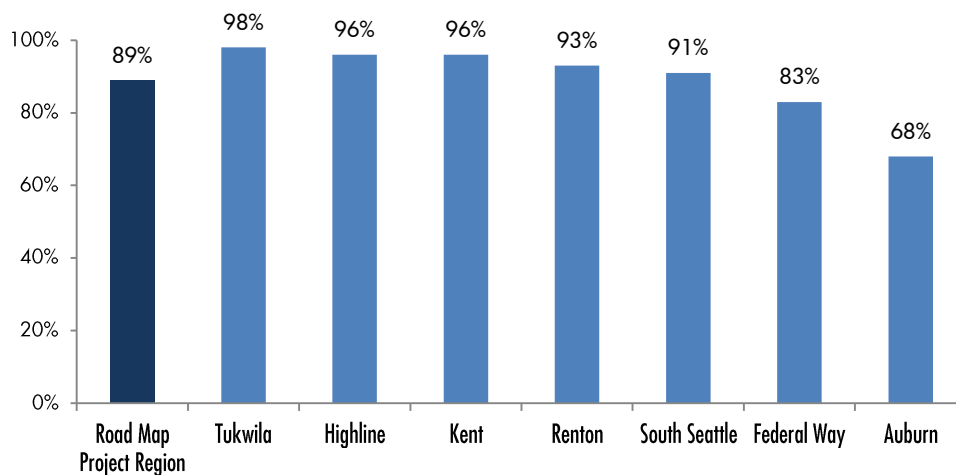
SOURCE: Washington Student Achievement Council and College Success Foundation

NOTES: Free and reduced-priced lunch data used for eligible numbers were reported by school districts in March 2012. Application data includes all eligible students who completed an application by the end of the 8th grade. An application is complete when the required student and guardian signatures are included and one or more of the income standards box is checked.

Percent of Seniors (Class of 2012) Who Are College Bound by District

Road Map Project Region: 17%
Highline: 28%
South Seattle: 25%
Tukwila: 23%
Federal Way: 14%
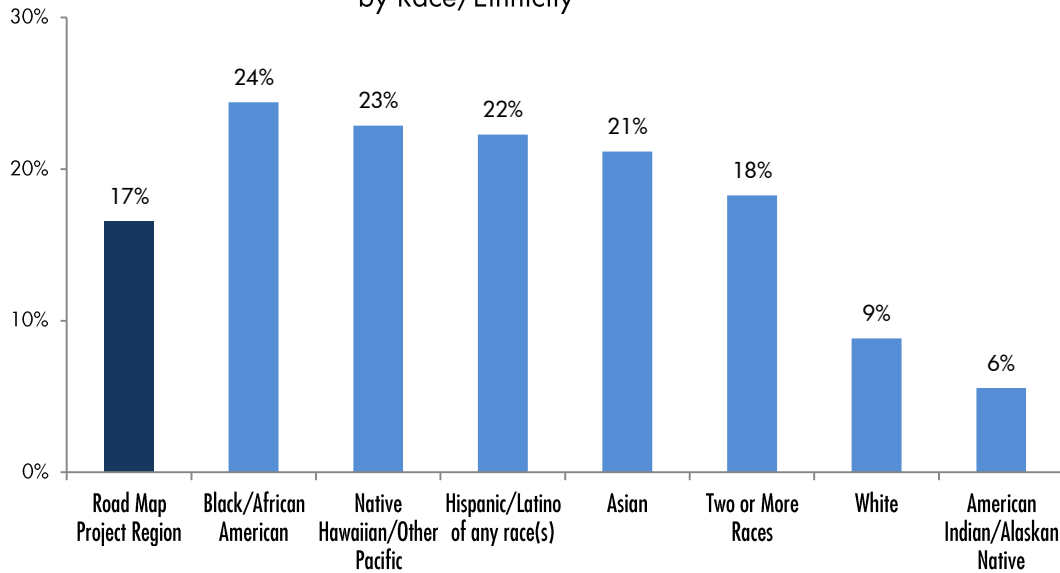**Auburn:** 13%
Kent: 11%
Renton: 8%
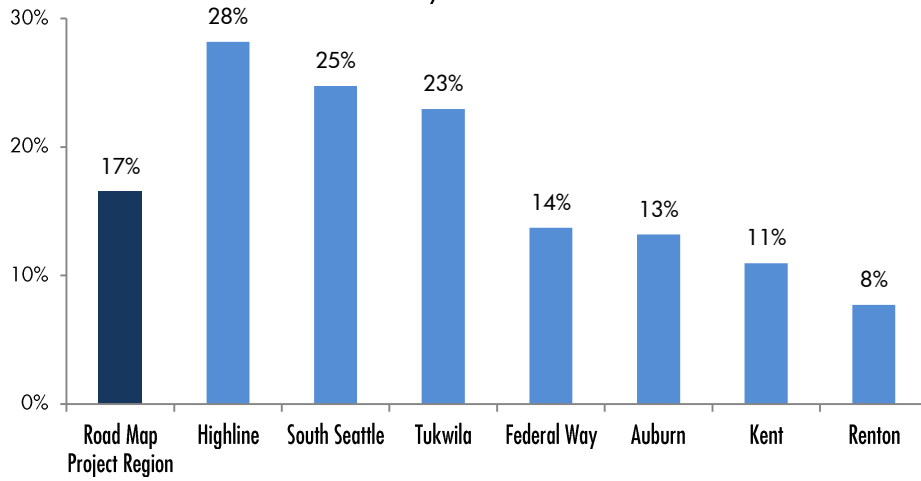
SOURCES: WSAC and OSPI student-level data

Percent of Seniors (Class of 2012) Who Are College Bound by Race/Ethnicity

Road Map Project Region: 17%
Black/African American: 24%
Native Hawaiian/Other Pacific: 23%
Hispanic/Latino of any race(s): 22%
Asian: 21%
Two or More Races: 18%
White: 9%
American Indian/Alaskan Native: 6%

SOURCES: WSAC and OSPI student-level data

Students Triggering Risk Factors (Class of 2012)
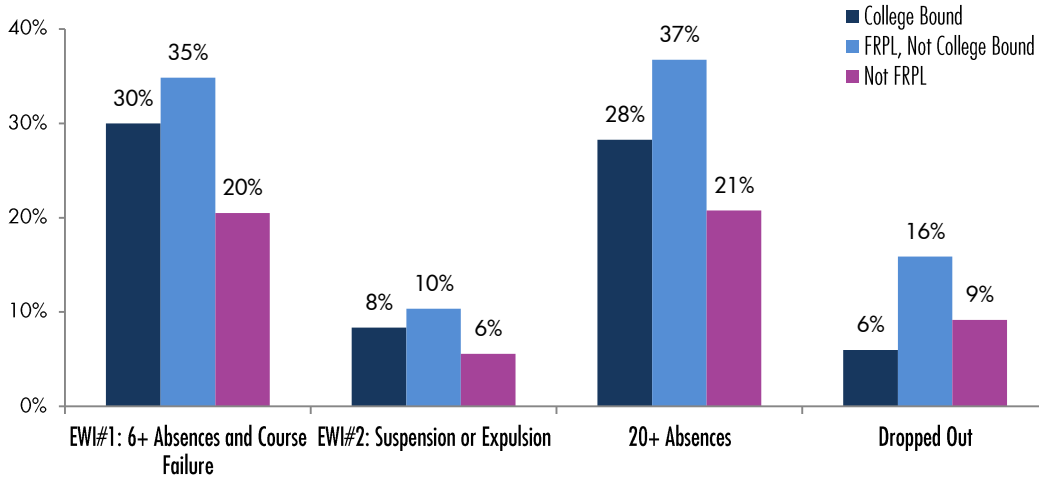
Legend:
- College Bound (dark blue)
- FRPL, Not College Bound (light blue)
- Not FRPL (magenta)

Risk Factor	College Bound	FRPL, Not College Bound	Not FRPL
EWI#1: 6+ Absences and Course Failure	30%	35%	20%
EWI#2: Suspension or Expulsion	8%	10%	6%
20+ Absences	28%	37%	21%
Dropped Out	6%	16%	9%

NOTE: Free and reduced-price lunch data are unavailable for Kent and Seattle, so these districts are excluded from this graph.

SOURCES: WSAC, OSPI student-level data and district data

High School Graduates in the Road Map Project Region Taking Algebra or Beyond in Middle School (5 Districts, Class of 2012)
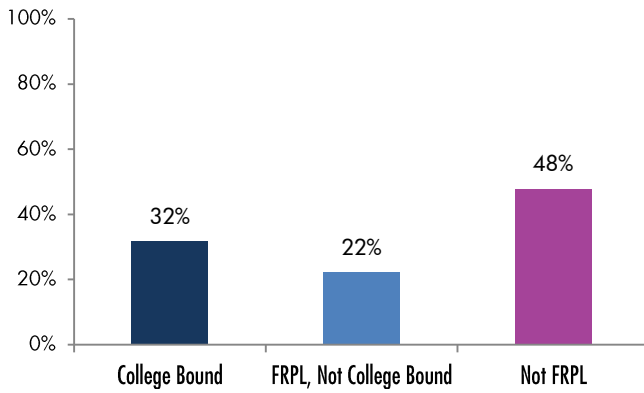
	College Bound	FRPL, Not College Bound	Not FRPL
	32%	22%	48%

NOTE: Free and reduced-price lunch data are unavailable for Kent and Seattle, so these districts are excluded from this graph.
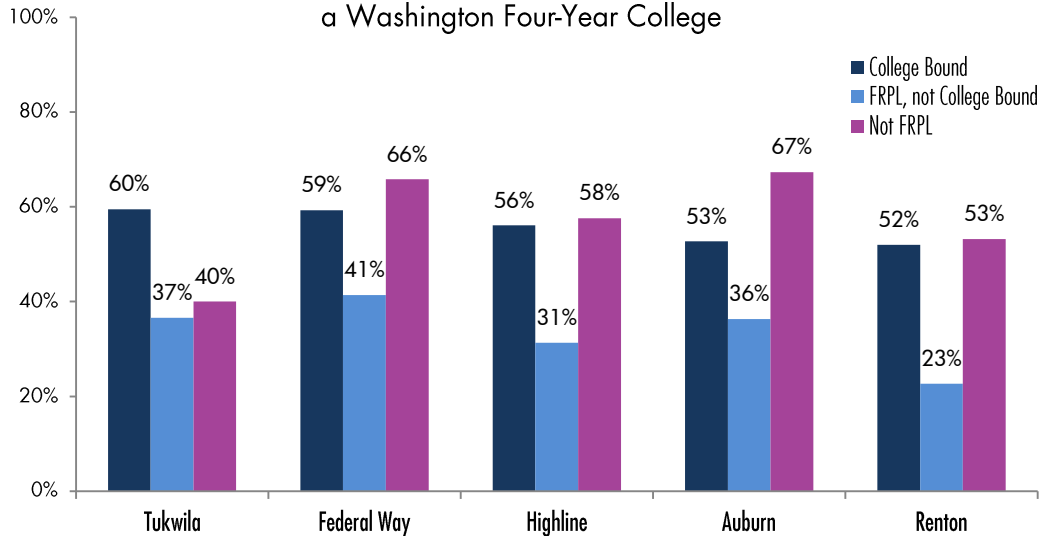
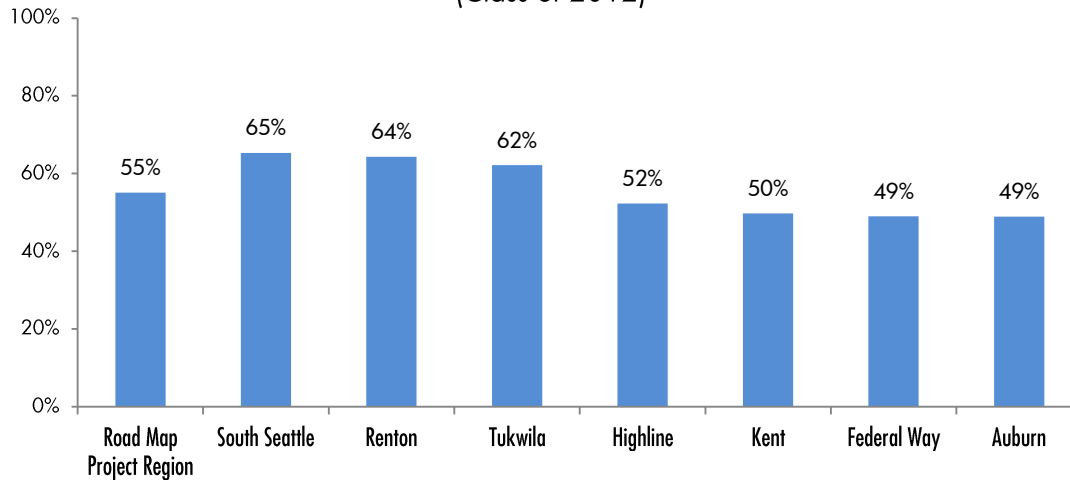SOURCE: WSAC, OSPI student-level data and district data

High School Graduates Meeting Minimum Requirements to Apply to a Washington Four-Year College

Legend:
- College Bound
- FRPL, not College Bound
- Not FRPL

District	College Bound	FRPL, not College Bound	Not FRPL
Tukwila	60%	37%	40%
Federal Way	59%	41%	66%
Highline	56%	31%	58%
Auburn	53%	36%	67%
Renton	52%	23%	53%

NOTE: Free and reduced-price lunch data are unavailable for Kent and Seattle, so these districts are excluded from this graph.

SOURCES: WSAC and district transcripts. Analysis by The BERC Group

Postsecondary Enrollment of College Bound Students by District (Class of 2012)

District	Enrollment
Road Map Project Region	55%
South Seattle	65%
Renton	64%
Tukwila	62%
Highline	52%
Kent	50%
Federal Way	49%
Auburn	49%

NOTES: Includes all seven Road Map Project districts. Data capture enrollments by fall quarter/semester 2012

SOURCES: WSAC and National Student Clearinghouse. Analysis by The BERC Group.

Postsecondary Enrollment of College Bound Students by Type of Institution and District (Class of 2012)
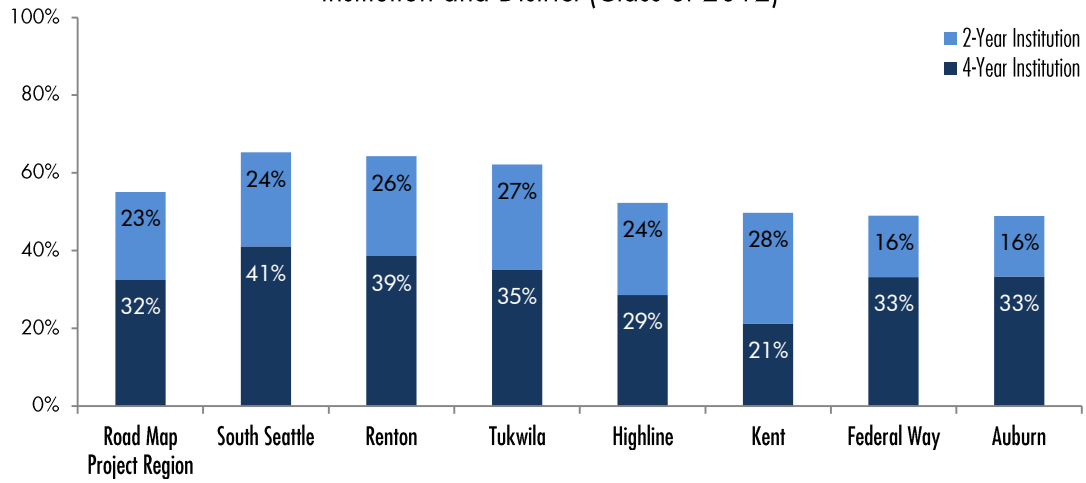
Legend:
- 2-Year Institution
- 4-Year Institution

District	4-Year Institution	2-Year Institution
Road Map Project Region	32%	23%
South Seattle	41%	24%
Renton	39%	26%
Tukwila	35%	27%
Highline	29%	24%
Kent	21%	28%
Federal Way	33%	16%
Auburn	33%	16%

NOTES: Includes all seven Road Map Project districts. Data capture enrollments by fall quarter/semester 2012

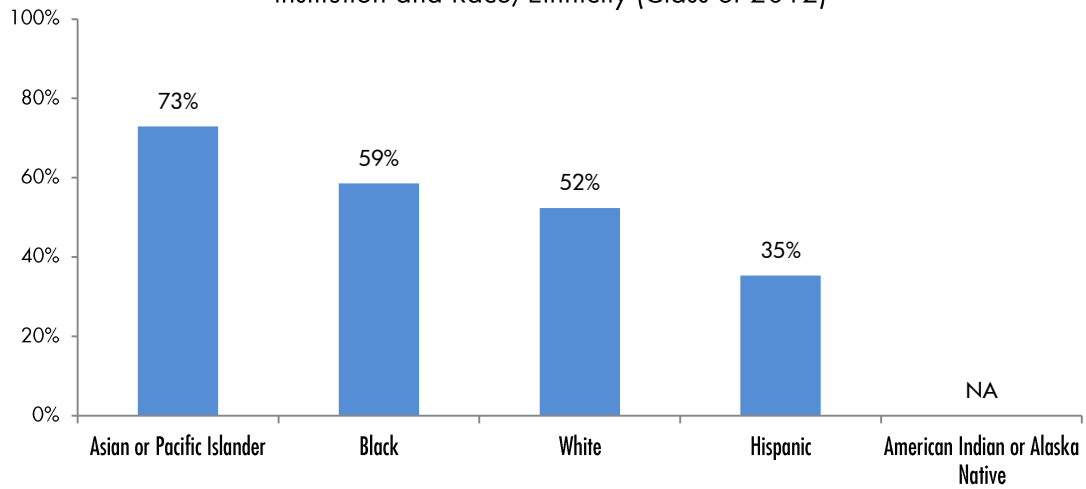SOURCES: WSAC and National Student Clearinghouse. Analysis by The BERC Group.

Postsecondary Enrollment of College Bound Students by Type of Institution and Race/Ethnicity (Class of 2012)

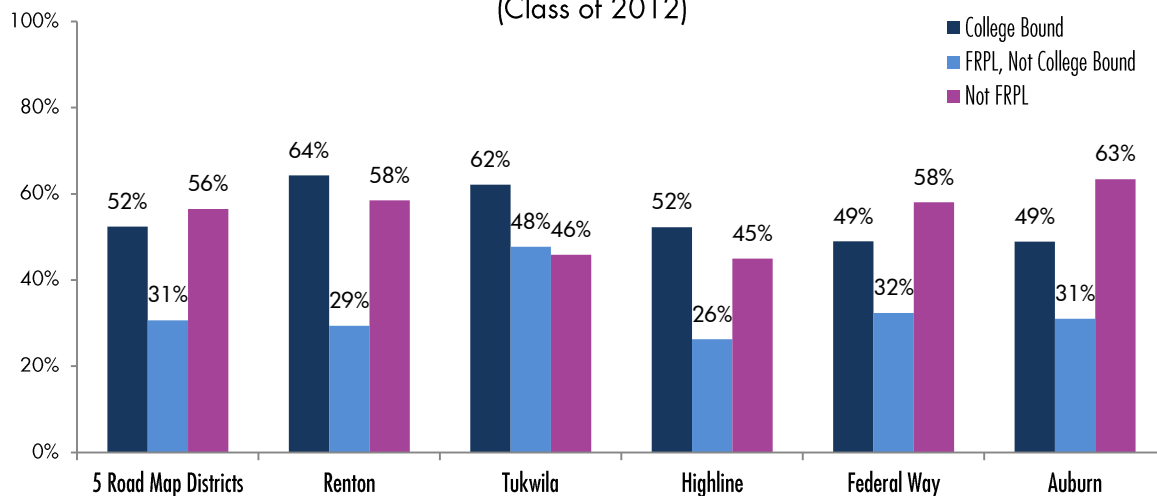| Race/Ethnicity	Percent
Asian or Pacific Islander	73%
Black	59%
White	52%
Hispanic	35%
American Indian or Alaska Native	NA

NOTES: Includes all seven Road Map Project districts. Data capture enrollments by fall quarter/semester 2012

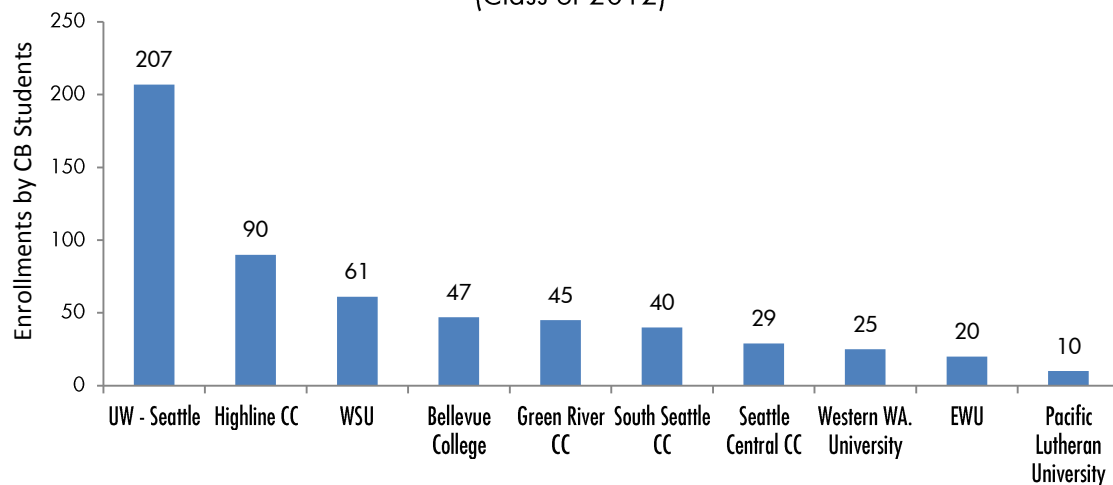SOURCES: WSAC and National Student Clearinghouse. Analysis by The BERC Group.

High School Graduates Enrolled in College by District
(Class of 2012)

Legend: College Bound, FRPL, Not College Bound, Not FRPL

District	College Bound	FRPL, Not College Bound	Not FRPL
5 Road Map Districts	52%	31%	56%
Renton	64%	29%	58%
Tukwila	62%	48%	46%
Highline	52%	26%	45%
Federal Way	49%	32%	58%
Auburn	49%	31%	63%

NOTE: Free and reduced-price lunch data are unavailable for Kent and Seattle, so these districts are excluded from this graph.

SOURCES: WSAC and National Student Clearinghouse. Analysis by The BERC Group

Top 10 Instututions of Enrollment by College Bound Students
(Class of 2012)

Institution	Enrollments by CB Students
UW - Seattle	207
Highline CC	90
WSU	61
Bellevue College	47
Green River CC	45
South Seattle CC	40
Seattle Central CC	29
Western WA. University	25
EWU	20
Pacific Lutheran University	10

NOTE: Data capture enrollments by fall quarter/semester 2012

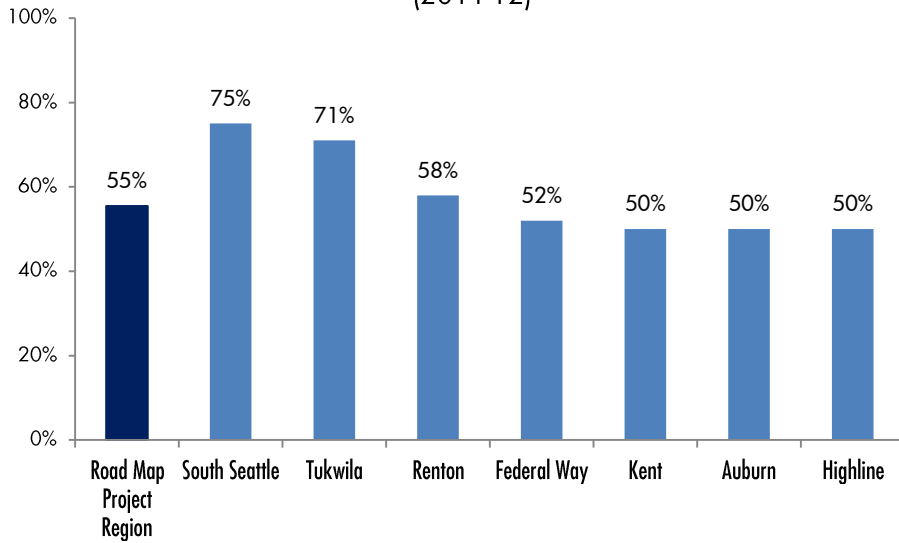SOURCES: WSAC and National Student Clearinghouse. Analysis by The BERC Group.

Free Application for Federal Student Aid

Indicator: Percent of graduating College Bound students who have completed the FAFSA

The region ramped up the FAFSA completion campaign in 2012. The result was 28 free College Goal Sunday and FAFSA completion events in the Road Map Project region, compared to only 15 events in 2011.

The region's focus on College Bound Scholarship students is paying off in terms of FAFSA completion, as well. These students filed their FAFSAs at higher rates than students overall.
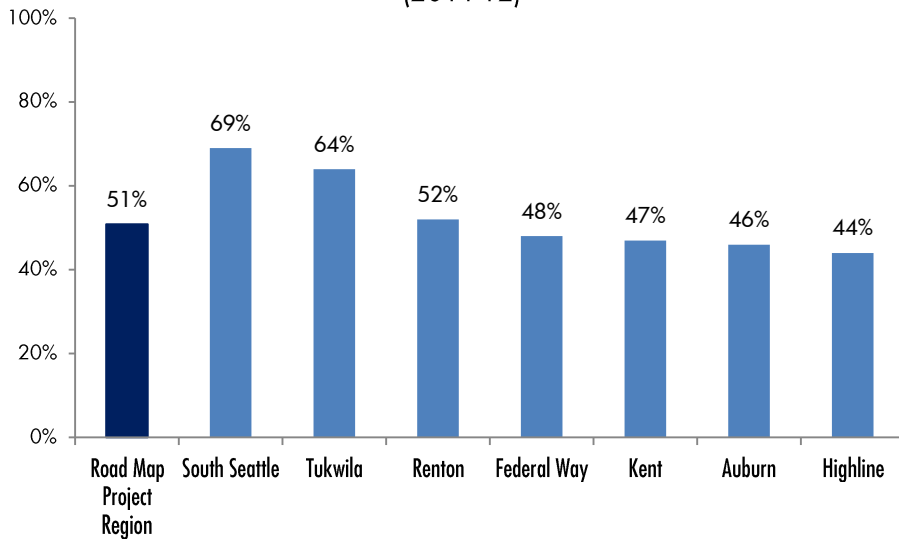
On-Time High School Graduates Who <u>Submitted</u>* the FAFSA (2011-12)

Category	Percentage
Road Map Project Region	55%
South Seattle	75%
Tukwila	71%
Renton	58%
Federal Way	52%
Kent	50%
Auburn	50%
Highline	50%

* NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate.

SOURCES: OSPI student-level database (pulled November 2012) and U.S. Department of Education

On-Time High School Graduates who <u>Completed</u>* the FAFSA (2011-12)

Category	Percentage
Road Map Project Region	51%
South Seattle	69%
Tukwila	64%
Renton	52%
Federal Way	48%
Kent	47%
Auburn	46%
Highline	44%

* NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate.

SOURCES: OSPI student-level database (pulled November 2012) and U.S. Department of Education

College Bound High School Graduates who Completed the FAFSA (2011-12)
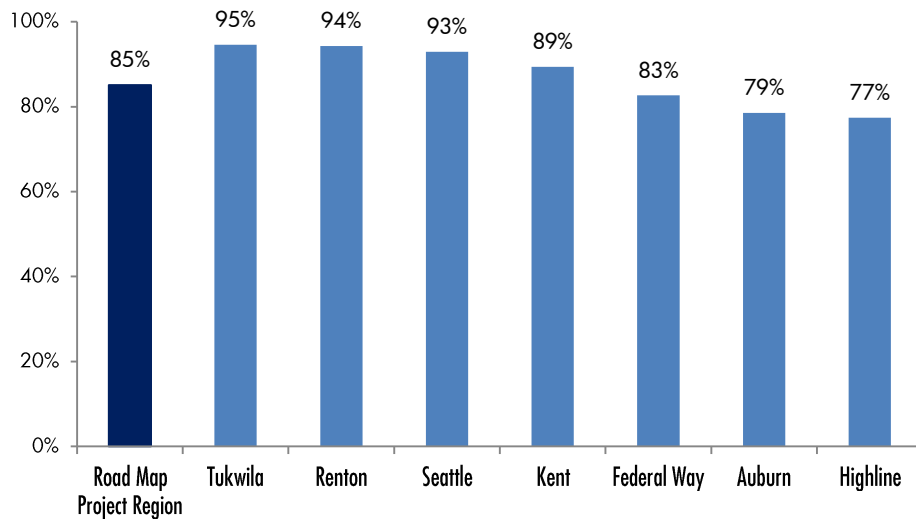
NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate.
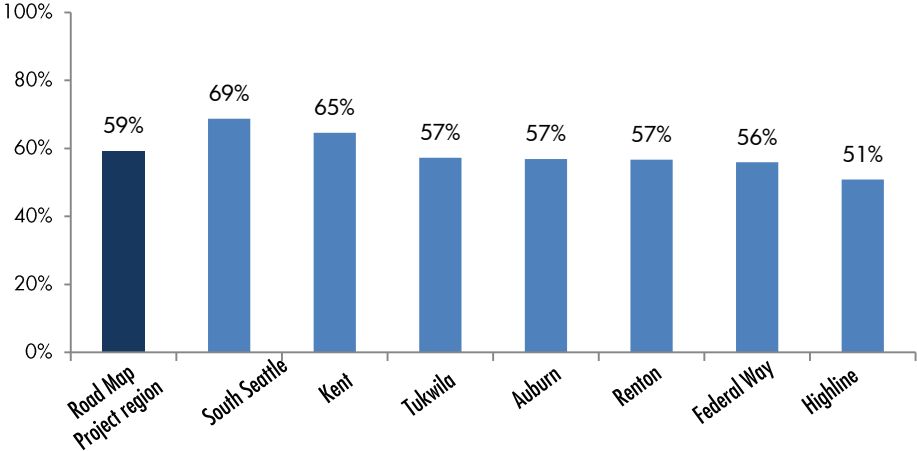
SOURCE: Washington Student Achievement Council

Earn a College Degree or Career Credential

Enrolling in College

Indicator: Percent of students who directly enroll in postsecondary education

When students enroll at a postsecondary institution within the first year after graduating high school, it's called "direct enrollment." Our region's direct enrollment rate has remained relatively flat over the past three years. However, the data show disparities in enrollment rates between race and ethnic subgroups and differences between school districts.

High School Graduates Enrolling in College Within a Year of High School Graduation (Class of 2011)

Region/District	Percent
Road Map Project region	59%
South Seattle	69%
Kent	65%
Tukwila	57%
Auburn	57%
Renton	57%
Federal Way	56%
Highline	51%

SOURCE: National Student Clearinghouse

Postsecondary Enrollment of Road Map Project Region Students Within One Year of High School Graduation by Type of Institution (Class of 2010)

	Percent of Postsecondary Enrollments	
	Class of 2009	Class of 2010
Total High School Graduates	6,534	7,060
High School Graduates Going to College	67%	66%
In State	86%	87%
Public 4-Year	29%	30%
Private 4-Year	5%	5%
Public 2-Year	52%	52%
Private 2-Year	0-1%	0-1%
Out of State	14%	13%
Public 4-Year	5%	5%
Private 4-Year	7%	7%
Public 2-Year	2%	2%
Private 2-Year	0-1%	0-1%

NOTES. This table counts enrollments – not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. The bottom two rows provide an unduplicated count of college-going. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov). ERDC's suppression rules require that data are reported in ranges for small groups.

SOURCES: National Student Clearinghouse and PCHEES via ERDC P-20 Reports; specific to the Road Map Project region

Place of In-State, Four-Year, Postsecondary Enrollment by Road Map Project Region Students Within One Year After High School Graduation (Class of 2010)

	Percent of Postsecondary Enrollments	
	Class of 2009	Class of 2010
WA Public 4 - Year	29%	30%
University of Washington	14%	14%
Washington State University	5%	5%
Western Washington University	5%	5%
Central Washington University	3%	3%
Eastern Washington University	2%	2%
Bellevue Community College*	0-1%	0-1%
The Evergreen State College	0-1%	0-1%

*NOTE: Bellevue Community College is now known as Bellevue College and is considered a four-year institution

NOTES: This table counts enrollments; not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. Includes only enrollments within the first year after high school graduation. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov). ERDC's suppression rules require that data are reported in ranges for small groups.

SOURCES: National Student Clearinghouse and PCHEES via ERDC P-20 Reports; specific to the Road Map Project region

Place of In-State, Two-Year, Postsecondary Enrollment by Road Map Project Region Students Within One Year After High School Graduation (Class of 2010)

	Percent of Postsecondary Enrollments	
	Class of 2009	Class of 2010
Any WA Public Two-Year	52%	52%
Green River Community College	14%	15%
Highline Community College	14%	15%
Bellevue Community College*	9%	8%
South Seattle Community College	4%	4%
Seattle Central Community College	4%	3%
Renton Technical College	2%	2%
Bates Technical College	0-1%	0-1%
Big Bend Community College	0-1%	0-1%
Cascadia	0-1%	0-1%
Clark College	0-1%	0-1%
Clover Park Technical College	0-1%	0-1%
Columbia Basin College	0-1%	0-1%
Edmonds Community College	0-1%	0-1%
Everett Community College	0-1%	0-1%
Grays Harbor College	0-1%	0-1%
Lake Washington Technical College	0-1%	0-1%
Lower Columbia College	0-1%	0-1%
North Seattle Community College	0-1%	0-1%
Olympic College	0-1%	0-1%
Peninsula College	0-1%	0-1%
Pierce / Fort Steilacoom	0-1%	0-1%
Pierce / Puyallup	0-1%	0-1%
Seattle Vocational Institute	0-1%	0-1%
Shoreline Community College	0-1%	0-1%
Skagit Valley College	0-1%	0-1%
South Puget Sound Community College	0-1%	0-1%
Spokane Community College	0-1%	0-1%
Spokane Falls Community College	0-1%	0-1%
Tacoma Community College	0-1%	0-1%
Walla Walla Community College	0-1%	0-1%
Wenatchee Valley College	0-1%	0-1%
Whatcom Community College	0-1%	0-1%
Yakima Valley College	0-1%	0-1%

*NOTE: Bellevue Community College is now known as Bellevue College and is considered a four-year institution

NOTES: This table counts enrollments – not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. Includes only enrollments within the first year after high school graduation. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov). ERDC's suppression rules require that data are reported in ranges for small groups.

SOURCES: National Student Clearinghouse and PCHEES via ERDC P-20 Reports; specific to the Road Map Project region

Place of In-State Postsecondary Enrollment by Road Map Project
Region Students Within One Year of High School Graduation (Class
of 2010)

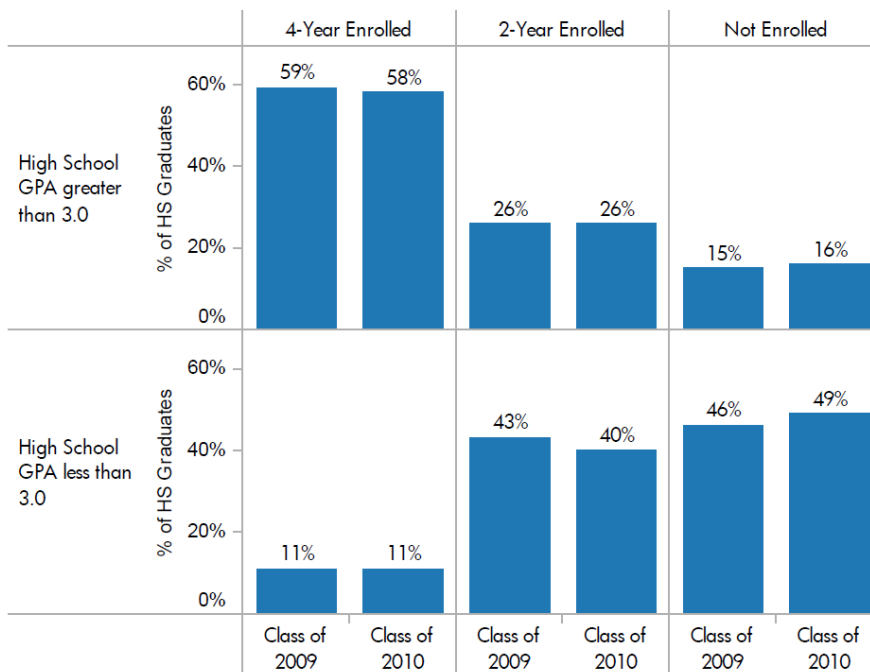| Institution Name	Type of Institution	% of Enrollments
WA Public 2 - Year	2-year	52%
WA Public 4 - Year	4-year	30%
Green River Community College	2-year	15%
Highline Community College	2-year	15%
University of Washington	4-year	14%
Bellevue Community College	2-year	8%
Washington State University	4-year	5%
Western Washington University	4-year	5%
South Seattle Community College	2-year	4%
Central Washington University	4-year	3%
Seattle Central Community College	2-year	3%
Eastern Washington University	4-year	2%
Renton Technical College	2-year	2%
Bates Technical College	2-year	0-1%
Bellevue Community College*	4-year	0-1%
Big Bend Community College	2-year	0-1%
Cascadia	2-year	0-1%
Centralia College	2-year	0-1%
Clark College	2-year	0-1%
Clover Park Technical College	2-year	0-1%
Edmonds Community College	2-year	0-1%
Everett Community College	2-year	0-1%
Grays Harbor College	2-year	0-1%
Lake Washington Technical College	2-year	0-1%
Lower Columbia College	2-year	0-1%
North Seattle Community College	2-year	0-1%
Olympic College	2-year	0-1%
Peninsula College	2-year	0-1%
Pierce / Fort Steilacoom	2-year	0-1%
Pierce / Puyallup	2-year	0-1%
Seattle Vocational Institute	2-year	0-1%
Shoreline Community College	2-year	0-1%
Skagit Valley College	2-year	0-1%
South Puget Sound Community College	2-year	0-1%
Spokane Community College	2-year	0-1%
Spokane Falls Community College	2-year	0-1%

Institution Name	Type of Institution	% of Enrollments
Tacoma Community College	2-year	0-1%
The Evergreen State College	4-year	0-1%
Walla Walla Community College	2-year	0-1%
Wenatchee Valley College	2-year	0-1%
Whatcom Community College	2-year	0-1%
Yakima Valley College	2-year	0-1%

*NOTE: Bellevue Community College is now known as Bellevue College and is considered a four-year institution

NOTES: This table counts enrollments; not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. Includes only enrollments within the first year after high school graduation. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov). ERDC's suppression rules require that data are reported in ranges for small groups.

SOURCES: National Student Clearinghouse and PCHEES via ERDC P-20 Reports; specific to the Road Map Project region

Students Enrolling in Postsecondary Education Within One Year After High School Graduation by Type of Institution and High School GPA
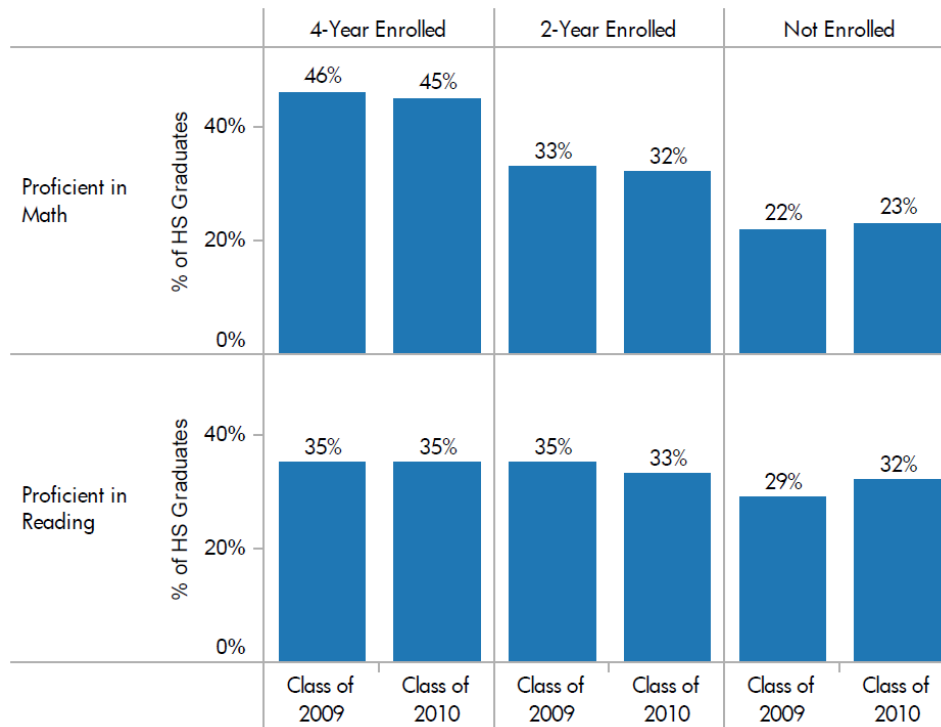

NOTES: This table counts enrollments – not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov).

SOURCES: National Student Clearinghouse and OSPI via ERDC P-20 Reports; specific to the Road Map Project region
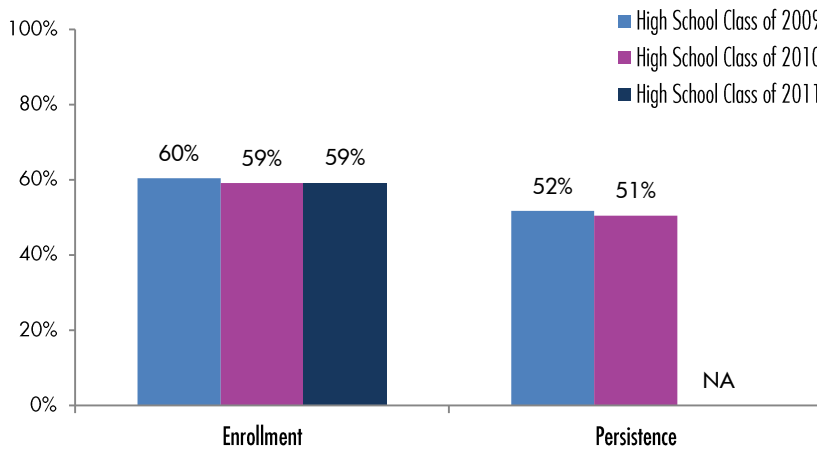
Students Enrolling in Postsecondary Education Within One Year After High School Graduation by Type of Institution and High School Proficiency

	4-Year Enrolled		2-Year Enrolled		Not Enrolled	
	Class of 2009	Class of 2010	Class of 2009	Class of 2010	Class of 2009	Class of 2010
Proficient in Math	46%	45%	33%	32%	22%	23%
Proficient in Reading	35%	35%	35%	33%	29%	32%

NOTES: This table counts enrollments – not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov).

SOURCES: National Student Clearinghouse and OSPI (HSPE) via ERDC P-20 Reports; specific to the Road Map Project region

Students Enrolled in Postsecondary Education Within One Year After High School Graduation by Type of Institution and Postsecondary Credit Load
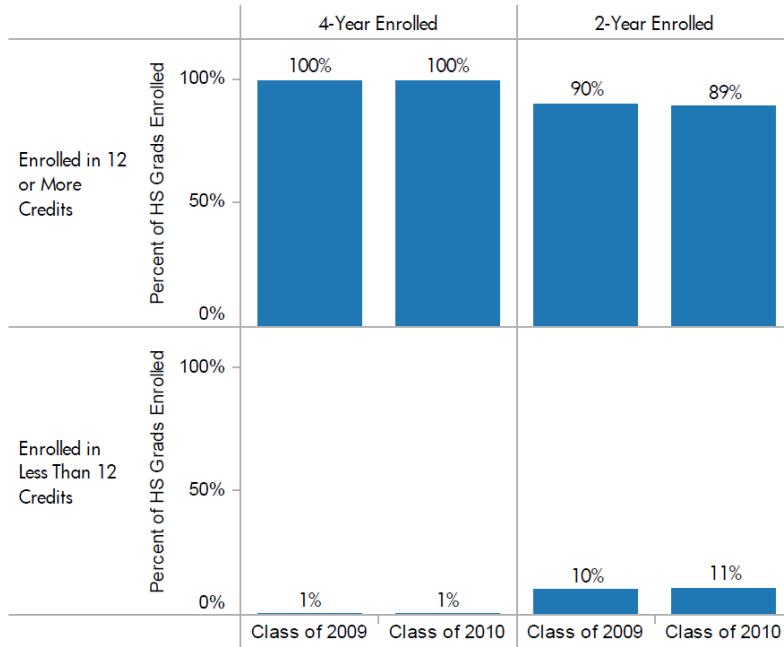
NOTES: This table counts enrollments – not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. More important notes about these data can be found in ERDC's P-20 Feedback Report for High School Technical Notes (erdc.wa.gov).

SOURCES: National Student Clearinghouse, PCHEES, and SBCTC via ERDC P-20 Reports; specific to the Road Map Project region

Persisting in College

Indicator: Percent of students continuing past the first year of postsecondary

High School Graduates Directly Enrolling and Persisting in College

NOTES: "College" includes 2- and 4-year postsecondary institutions. "Persistence" includes continuing in college in the second year after high school graduation. The denominator for both is the total number of high school graduates in a given year.

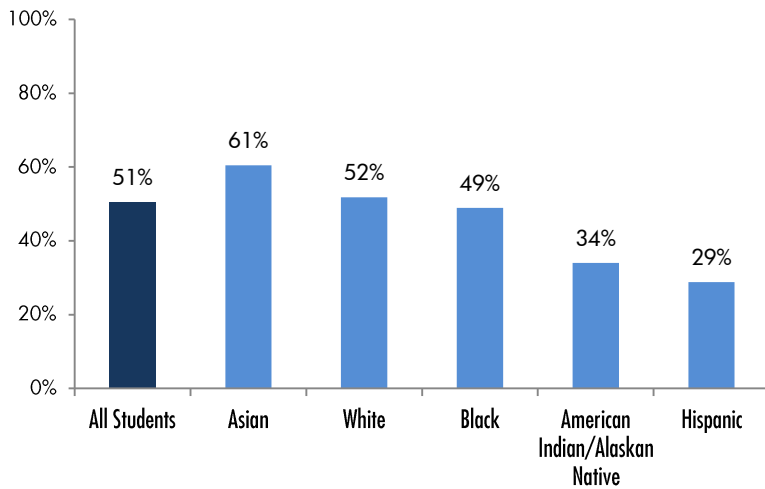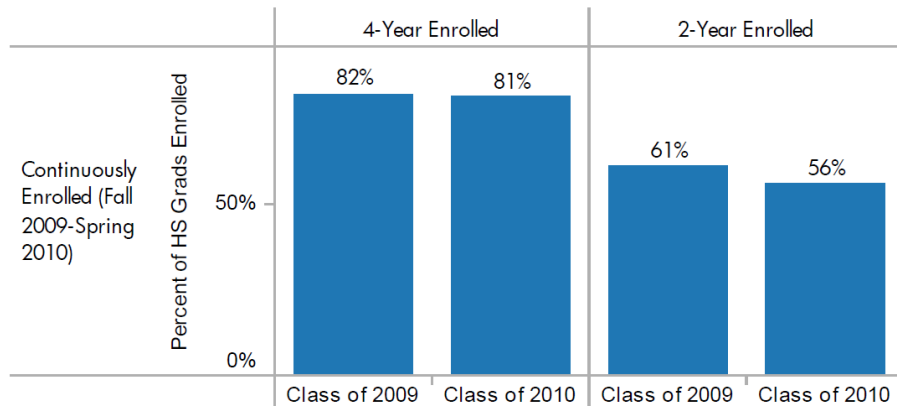SOURCE: National Student Clearinghouse

High School Graduates Persisting in College
(Class of 2010)

NOTES: "College" includes 2- and 4-year postsecondary institutions. "Persistence" includes continuing in college in the second year after high school graduation. The denominator for both is the total number of high school graduates in a given year.

SOURCE: National Student Clearinghouse

High School Graduates Persisting in College
(Class of 2010)

NOTES: "College" includes 2- and 4-year postsecondary institutions. "Persistence" includes continuing in college in the second year after high school graduation. The denominator for both is the total number of high school graduates in a given year.

SOURCE: National Student Clearinghouse

Students Continuously Enrolled (Fall 2009 to Spring 2010) in Postsecondary Education in the Year After High School Graduation by Type of Institution
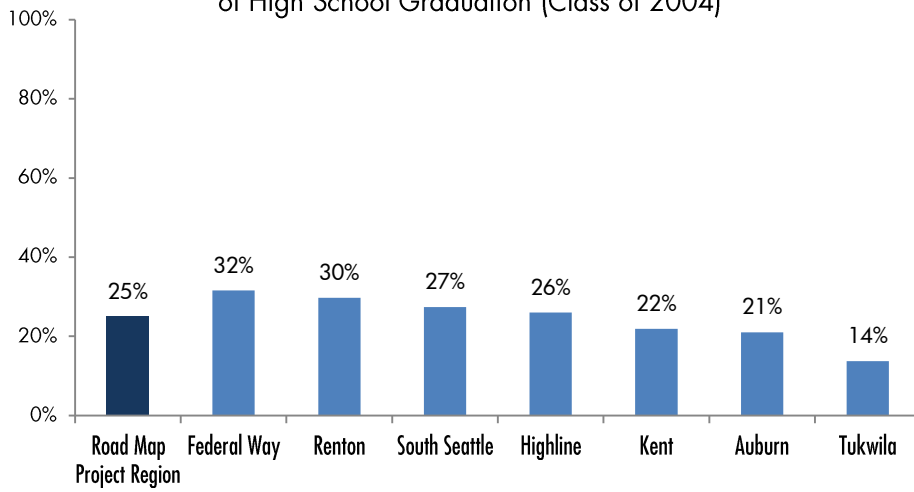
Degree Completion

Indicator: Percent of students who earn a postsecondary credential by age 24

This section takes a comprehensive and retrospective view of postsecondary attainment. This graph shows what has come to be called the "leaky pipeline," tracking students' postsecondary journey in the years following high school graduation. The pipeline is based on 9th grade class cohorts. This method of analysis allows us to capture data on students who enroll in college or return to school at different times.

For this report, we were able to gather data through college graduation on three cohorts of students; the classes of 2004, 2005 and 2006. This fuller data set provides a better picture of our region's rates of attaining two- and four-year degrees. Missing from these numbers are data on one-year certificates, expected to be available in spring 2013.

Because we now have improved data and a longer time series, the Road Map Project Data Advisors Group will re-examine the Road Map Project enrollment, persistence and completion baselines and revise postsecondary success targets as necessary. Major changes aren't anticipated, but some refinements may be made given the improved information and changes in the federally mandated methods.
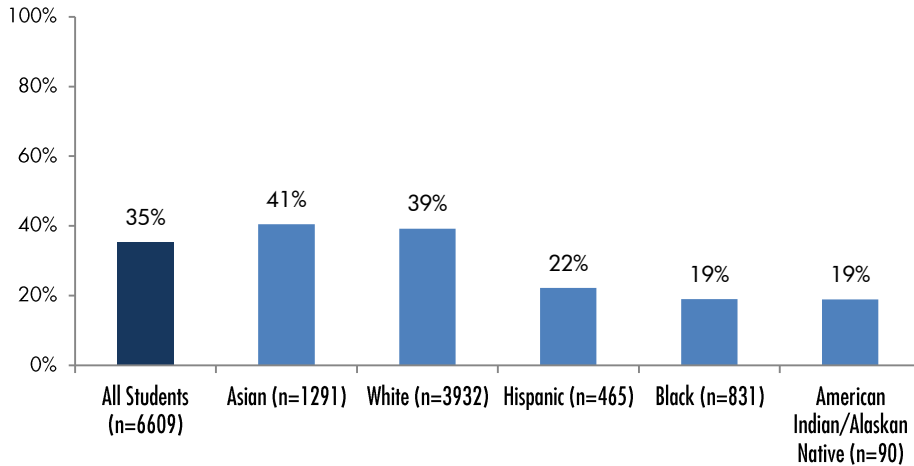
9th Grade Students Attaining a College Degree Within 7 Years of High School Graduation (Class of 2004)

	Road Map Project Region	Federal Way	Renton	South Seattle	Highline	Kent	Auburn	Tukwila
%	25%	32%	30%	27%	26%	22%	21%	14%

SOURCE: National Student Clearinghouse

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation. We will continue to report postsecondary completion data for students up to 26 years old (8 years after high school graduation). One-year credential data could not be included in this report. We plan to include these data in future reports as available.
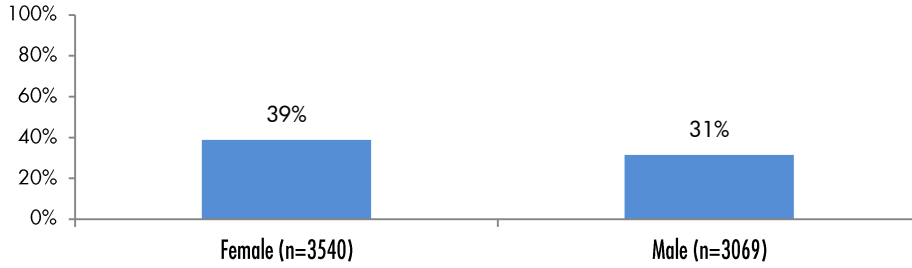
High School Graduates of the Class of 2004 From the Road Map Project Region Graduating From College Within 7 Years

	All Students (n=6609)	Asian (n=1291)	White (n=3932)	Hispanic (n=465)	Black (n=831)	American Indian/Alaskan Native (n=90)
%	35%	41%	39%	22%	19%	19%

SOURCE: National Student Clearinghouse

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation. We will continue to report postsecondary completion data for students up to 26 years old (8 years after high school graduation). One-year credential data could not be included in this report. We plan to include these data in future reports as available.

High School Graduates of the Class of 2004 From the Road Map Project Region Graduating From College Within 7 Years

SOURCE: National Student Clearinghouse

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation. We will continue to report postsecondary completion data for students up to 26 years old (8 years after high school graduation). One-year credential data could not be included in this report. We plan to include these data in future reports as available.

The Path to a College Degree
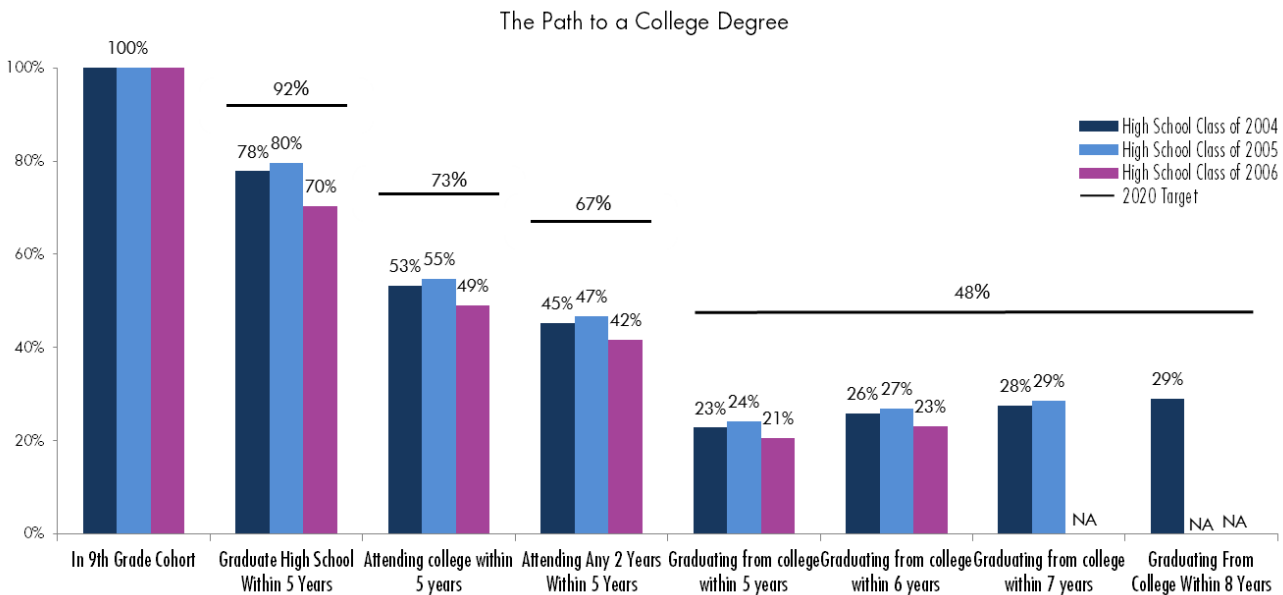
The Path to a College Degree

SOURCE: National Student Clearinghouse

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation. We will continue to report postsecondary completion data for students up to 26 years old (8 years after high school graduation). "NA" indicates data are not yet available. One-year credential data could not be included in this report. We plan to include these data in future reports as available.