

THE ROAD MAP PROJECT 2013 RESULTS REPORT SUMMARY



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Road Map Project Region Demographics

	BASELINE: 2009–10	2010–11	2011–12	2012–13
Number of students	116,135	118,418	119,375	120,890
Students of color	60%	65%	66%	67%
Low-income students	54%	56%	58%	59%
English language learner students	17%	17%	16%	16%
Homeless students	1.6%	2.1%	2.2%	2.6%

On-Track Indicators Reported annually against specific targets

Supported & Successful in School		BASELINE: 2009–10	TREND	2012–13	2013 TARGET	ON TRACK TO 2020 TARGET
% of students proficient in:	3 RD grade reading	66%		69%	72%	✗
	4 TH grade math	50%		62%	57%	✓
	5 TH grade science ¹	—		58%	51%	✓
	6 TH grade reading	61%		70%	66%	✓
	7 TH grade math	52%		60%	59%	✓
	8 TH grade science ¹	—		60%	62%	✗
% of 9 TH graders with six or more absences and at least one course failure (Early Warning #1) ²		34%		34%	29%	✗
% of 9 TH graders with a suspension or expulsion (Early Warning #2) ²		15%		10%	13%	✓

Graduate from High School College- & Career-Ready		BASELINE: 2009–10	TREND	2012–13	2013 TARGET	ON TRACK TO 2020 TARGET
% of students who graduate high school on time		72% CLASS OF 2010		74% CLASS OF 2012	77%	✗
% of graduating high school students meeting minimum requirements to apply to a Washington State four-year college		52% CLASS OF 2010		58% CLASS OF 2013	58%	✓
% of high school graduates at community and technical colleges enrolling in pre-college (remedial) math coursework ³		47% CLASS OF 2009		46% CLASS OF 2011	43%	✗

Earn a College Degree or Credential		BASELINE: 2009–10	TREND	CURRENT	2013 TARGET	ON TRACK TO 2020 TARGET
% of high school graduates who directly enroll in postsecondary education ⁴		60% CLASS OF 2009		60% CLASS OF 2012	—	—
% of high school graduates who continue on to their second year of postsecondary		51% CLASS OF 2008		49% CLASS OF 2011	55%	✗
% of students who earn a postsecondary credential by age 24 (of students in the 9 TH grade cohort)		26% CLASS OF 2004		28% CLASS OF 2007	31%	✗

Spotlight on the Opportunity Gap

Examples of Major Challenges:

- » Gaps in 3RD grade reading increased between the highest- and lowest-performing race/ethnic student groups to 26 percentage points in 2012–13.
- » The percent of Black/African American 9TH graders with a suspension or expulsion is twice the region's average.
- » Regionally, the gaps between our highest- and lowest-performing racial/ethnic student groups have been increasing in 7TH grade math and 8TH grade science. These gaps are currently at 46 percentage points and 45 percentage points, respectively.

Examples of Improvement:

- » Black/African American students who participate in formal early learning programs are meeting age-level expectations in all developmental domains at a higher rate than all other race/ethnic groups.
- » High school graduation rates have increased for some race/ethnic groups. Most notably, the graduation rate for Pacific Islander students increased 9 percentage points from 2011 to 2012.
- » The percent of students taking advanced courses in high school increased for all subgroups from 2012 to 2013, with the most significant gains made by Hispanic/Latino students (34% to 52%) and American Indian/Alaskan Native students (34% to 63%).

Contributing Indicators

Reported annually or whenever possible, but do not have specific targets

	BASELINE: 2009–10	2010–11	2011–12	2012–13
Healthy & Ready for Kindergarten				
% of licensed child care centers participating in Early Achievers	—	—	11%	36%
% of eligible children enrolled in select formal early learning programs ⁵	—	—	29%	31%
% of children meeting age-level expectations in all developmental domains at the end of preschool	—	—	64%	78%
% of children enrolled in full-day kindergarten	—	—	73%	77%
% of children ready to succeed in school by kindergarten (children meeting age-level expectations in all developmental domains at the beginning of kindergarten—WaKIDS data)	—	—	—	37%
Supported & Successful in School				
% of parents who feel knowledgeable and confident in their ability to support their child's learning within the education system pre-kindergarten through college	—	—	—	66%
% of parents who believe their school provides a welcoming and culturally responsive learning environment	—	—	—	60%
% of parents who have leadership opportunities and influence on decision-making at their school or district	—	—	—	43%
% of students taking algebra by the 8 TH grade	—	—	48%	48%
% of high school graduates who have taken one or more Advanced Placement, International Baccalaureate or Cambridge course(s)	—	—	46%	58%
% of English language learning students making progress in learning English	—	78%	76%	72%
Graduate from High School College- & Career-Ready				
% of eligible students who complete the College Bound Scholarship application by the end of 8 TH grade	71%	90%	89%	94%
% of high school graduates completing a formal career and technical education program of study ⁶	—	—	36%	35%
% of graduating College Bound Scholarship students who have submitted the FAFSA	—	—	85%	82%
% of high school graduates who have submitted the FAFSA	—	—	65%	67%

NEW INDICATORS!

NOTES:

¹ New science tests were adopted by the state in the 2010–11 school year. Because of this change, the Road Map Project baseline data for these indicators are based on the 2010–11 scores, not 2009–10.

² Early Warning: For Early Warning Indicators, the method of data collection changed from 2011–12 to 2012–13. Due to the change in data collection, numbers before and after the change

may not be completely comparable. Please see page 26 in the 2013 *Results Report* for more details.

³ Remedial: There is a time lag between when a student graduates from high school and when pre-college (remedial) course-taking data are available from their first year of college. For this reason, this document includes the most recent pre-college course-taking data available (Class of 2011).

⁴ Direct Enrollment: There is currently no target set for direct enrollment.

⁵ Early Learning Programs: Select formal early learning programs include Head Start, Early Childhood Education Assistance Program (ECEAP) and Seattle Step Ahead

⁶ CTE: Does not include data for Seattle or Tukwila

SOURCES: For all source information, please see the 2013 *Results Report*.