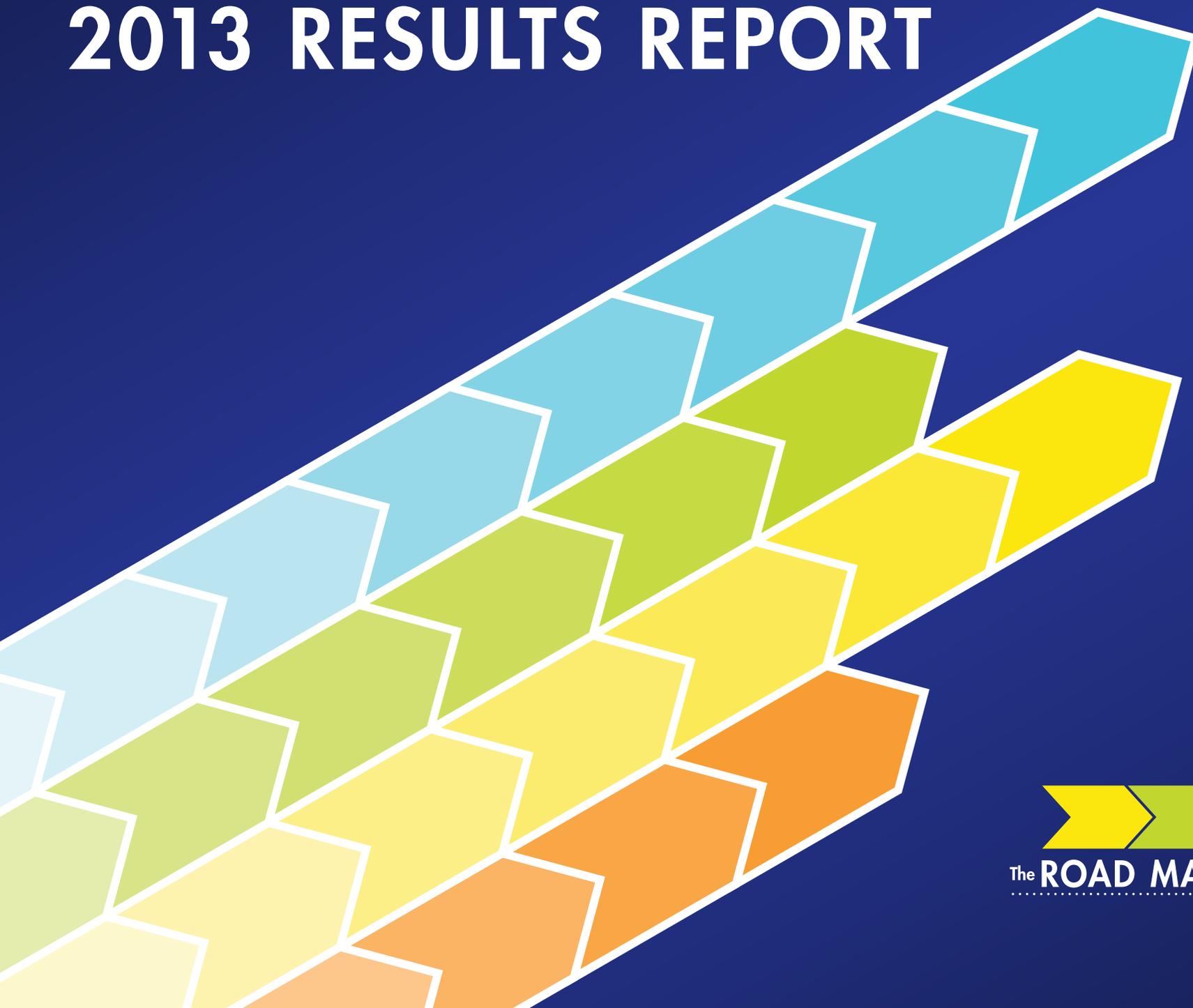


THE ROAD MAP PROJECT

# 2013 RESULTS REPORT



The **ROAD MAP PROJECT**

*Supported by CCER*

# TABLE OF CONTENTS

Introduction: What is the Road Map Project?	Pages 2–6
The Need & Opportunity	Pages 7–8
The Results Report: Indicators & Targets	Pages 9–11
<b>Healthy &amp; Ready for Kindergarten</b>	Pages 12–15
Engaging Parents	Pages 16–17
<b>Supported &amp; Successful In School</b>	Pages 18–27
<b>Graduate from High School College- &amp; Career-Ready</b>	Pages 28–34
Opportunity Youth	Page 35
<b>Earn a College Degree or Career Credential</b>	Pages 36–37
Road Map Project History	Page 38
Get Involved	Page 39
Thank You!	Pages 40–41



---

The Road Map Project 2013 Results Report  
is dedicated to our late friend and  
colleague Bill Henningsgaard,  
a tireless advocate for children.

1958–2013

---



# What is the Road Map Project?

## 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 opportunity and achievement gaps for low-income students and children of color, and increasing achievement for all students from cradle to college and career.

The Road Map Project is a regional collective impact initiative aimed at dramatically improving student achievement from “cradle to college and career” in South King County and South Seattle. The Road Map Project has a common goal and shared metrics, which help facilitate strong alignment and coordinated action, both inside and outside schools. A collective approach is warranted due to the magnitude of the challenges. Poverty and income inequality are on the rise and, at the same time, the region’s knowledge-intensive economy demands ever more highly skilled employees. The work to provide true equality of opportunity has never been harder, nor more important.



## Project Background

The Road Map Project was launched in 2010 when more than 500 individuals and organizations committed to join forces to close the region’s opportunity gaps and build strong partnerships to accelerate progress in education. Work in that launch year included the creation of the original Indicators of Student Success and the overall project 2020 goal. Since then, the amount of work taken on by Road Map Project allies has been staggering: Cross-sector teams are collaborating to create and implement system-building action plans, new and better indicators are being invented, individual organizations are aligning their strategic plans to the goal, parent and community engagement is being strengthened and a collective voice is being raised to advocate for the region’s children. New capacities have been built to do work that benefits the whole region.

Map Project action plans. Examples of how the grant is being put to use can be found throughout this report. Of course, the Race to the Top grant can’t fund everything we know we need to do to meet the 2020 goal. But if we invest well, learn and course-correct as we go, the grant will serve as fuel for accelerating student achievement in our region. What a vote of confidence and a further challenge to our region to put the interests of children first!

Much more work remains ahead as we are still early in the life of the project. The next couple of years are absolutely crucial. The actions taken will determine whether we can increase student achievement and ultimately double the rates of degree completion for all students. We must step up together and be the game changers our children deserve.

At the end of 2012, the United States Department of Education thrilled and surprised us all by awarding the Road Map Project districts a \$40 million grant designed to help implement many priority elements of the Road

## Providing a World of Opportunity to the Kids in our Communities

The Road Map Project works to mobilize the region to dramatically improve education for the children growing up in one of the most knowledge-intensive economies in the world. Economies are no longer contained, localized labor markets. The region has become the dominant economic unit, and the search for talent has gone worldwide. We want the young people of our region—whether they grow up on Mercer Island or in Tukwila—to have the same shot at career opportunity and economic success. Today, they do not. Research done by the Georgetown University Center on Education in the Workforce states that by 2018, fully 67% of the jobs in Washington State will require some form of postsecondary credential. Today, only about a quarter of

the young people growing up in the Road Map Project area receive a two- or four-year degree by their mid-20s.

Thousands of people with advanced degrees are being imported, leaving local children largely by the wayside. Fifty-six percent of the adults in Seattle and 47% of adults in King County have a bachelor’s degree. However, only one out of every four King County residents with a bachelor’s degree or higher was born here.

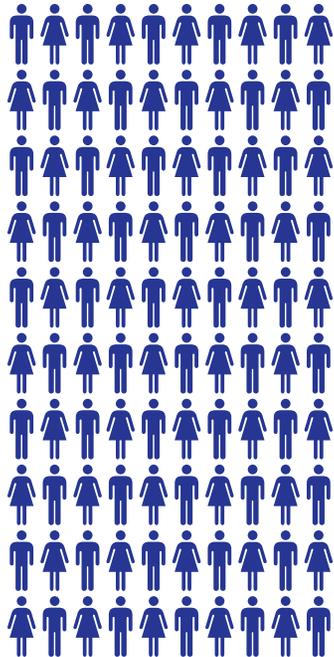
The realities of opportunity are very different depending on address. The pall of inequality casts its shadow across our region, especially as poverty has rapidly spread south. We may be one regional economy, but we are two divergent societies:

one “have” and one “have not.” The Road Map Project, with its focus on increasing postsecondary attainment—especially for students of color and for low-income students—attempts to counter these demographic trends. The project pushes instead to advance equity and improve education for the children and youth who are full of talent but live just outside the ring of affluence and prosperity.

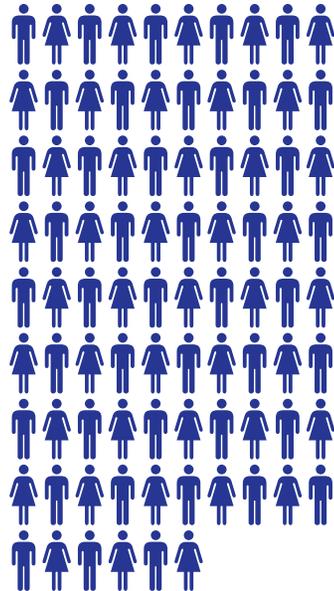
The reasons to work together to achieve the Road Map Project goal are myriad and they are urgent. To succeed, the work must take more collaborative forms. Silos and boundaries must give way to new ways of doing our most important work: helping each child growing up in our region reach his or her full potential.

### The Path to a College Degree—The Leaky Pipeline

9<sup>TH</sup> Grade  
Class of 2010

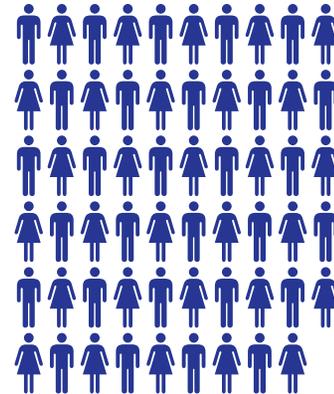


Extended Graduation Rate  
Class of 2010



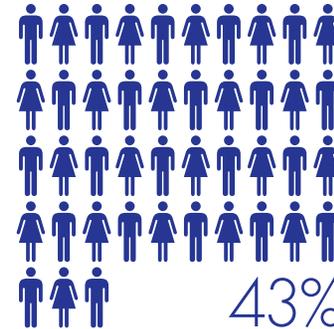
86%  
of 9<sup>TH</sup> graders

College Enrollment  
Class of 2010



59%  
of 9<sup>TH</sup> graders

College Persistence  
Class of 2010



43%  
of 9<sup>TH</sup> graders

College Completion  
Class of 2007



28%  
of 9<sup>TH</sup> graders

SOURCE: OSPI Report Card, BERG Group and National Student Clearinghouse

# ROAD MAP PROJECT TEAM APPROACH

Hundreds of committed individuals and organizations across South King County and South Seattle are working on the Road Map Project. Everyone involved recognizes that making region-wide progress requires banding together to work on a common agenda. Together, we can make the systemic changes our region needs.

## Fueling Progress

The \$40 million Race to the Top grant awarded to the region's districts is fueling work to improve academic achievement for all students. The grant was written to help propel key project elements ahead and supports foundational investments, such as teaching and leading. The grant is organized into three cradle-to-college strategies that align with the Road Map Project framework: Start Strong, STEM (science, technology, engineering and math) Strong and Stay Strong. The Race to the Top grant is being administered by the Puget Sound Educational Service District, our regional education agency, and overseen by an elected executive committee. It is a great example of a funding source that is highly aligned with the Road Map Project. You will find examples of how Race to the Top is fueling progress throughout this report.



### Community Network and Advocates Caucus

Providing strategic input and leadership on powerful advocacy, community and parent engagement policies and practices that advance equity

### Community Center for Education Results

Providing staffing, communications and data support to the Road Map Project

### Data Advisors Group

Providing technical advice on the project's complex data issues and spearheading the annual indicator refinement process

### Work Groups

Analyzing data to track performance, identifying strategies that will improve education outcomes and reviewing results to inform changes in practice

### Education Results Network

Providing input and building connections

### Aligned Funders

Investing for greater system impact

### Puget Sound Coalition for College and Career Readiness

Higher education and K-12 leaders working together to improve the transition from high school to college credential completion

### Project Sponsors

Providing overall project strategic direction, progress monitoring and implementation support

# HOW DO WE REACH THE GOAL?

There are four big, interrelated areas of work that we think—if done well—will propel the region to the 2020 goal. We believe regional collaboration will be amazingly powerful in delivering results for kids.

## Collective Action at Work



### Alignment

*Building strong strategic and operational alignment among those whose work can influence the goal.* When many sectors of the community—education systems, funders, youth development organizations, libraries, health and housing agencies, and more—align their work to improve Indicators of Student Success, the additive impact will be unstoppable.

### Parent & Community Engagement

*Engaging and supporting parents in their role as their child's first teacher, and strengthening the advocacy voice of parents and communities.* Research points to the importance of the parent both as teacher and system navigator, and emphasizes the need for strong partnerships among parents, schools and community. The Road Map Project encourages and supports strong community advocacy for excellence and equity for all students.

### Power of Data

*Providing data to fuel continuous improvement and community advocacy.* It is not enough just to have data—the power comes from using it to improve practice and policy. Building the region's capacity to use data will strengthen and help improve results from cradle to college and career.

### Stronger Systems

*Building stronger systems across the whole cradle-to-college continuum.* Often we see great work happening but the scale remains small. Systems must be built to help spread effective practices. In some cases, new collaborative infrastructure is required to handle a task that falls outside the responsibility of any one particular entity.

# THE ROAD MAP PROJECT REGION

The Road Map Project region continues to undergo a dramatic demographic transformation. The area is now a strong “majority-minority” region where two-thirds of the K–12 student population is Non-White.

The seven districts participating in the project serve children from around the world. This diversity of languages—more than 160 are spoken in the region—presents instructional challenges, but our global connections and bilingual population are a great strategic asset for the region.

## About the Road Map Region

120,890

Students in Road Map Project Region Schools

59%

Low Income

67%

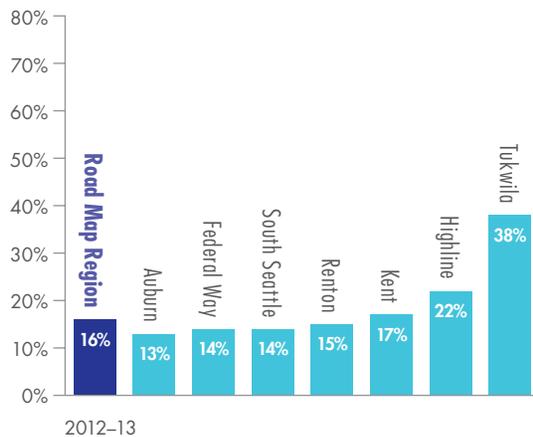
Students of Color

16%

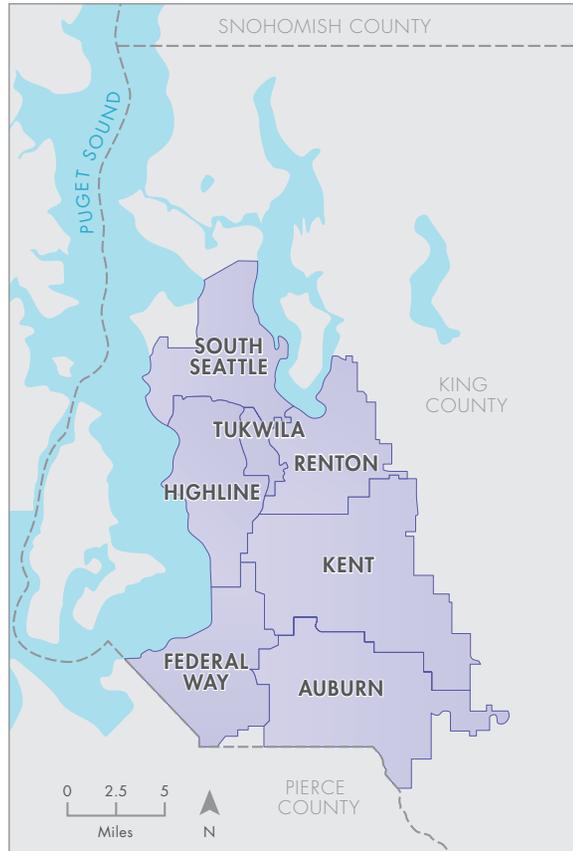
English Language Learners

## English Language Learner Students

By District



## The Road Map Region



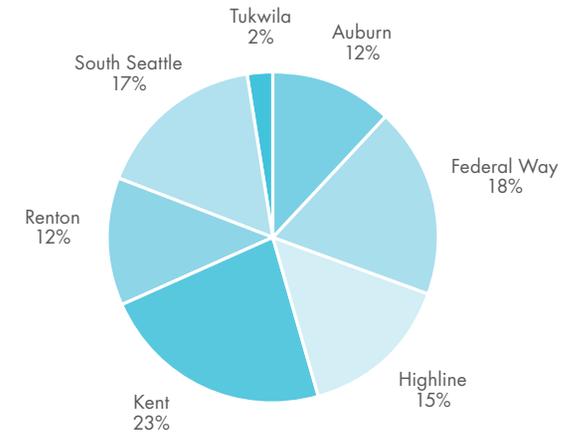
## The Districts

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

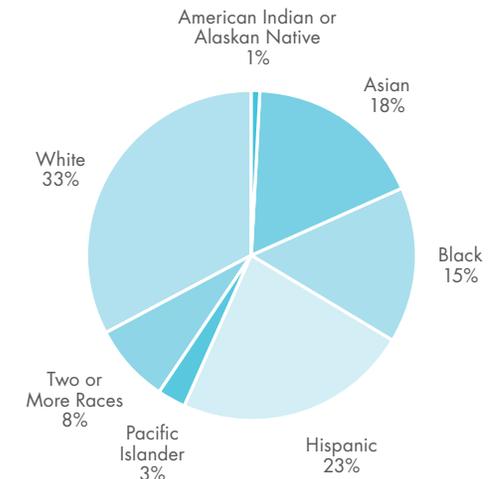
\* Student achievement in North Seattle is far stronger than in South Seattle. Because of this reality, we include only Seattle’s south-end neighborhoods and schools in the Road Map Project region.

## Road Map Region K–12 Students

By District



By Race/Ethnicity



SOURCE (all data): OSPI Report Card, 2012–13

NOTE: Totals in the above pie charts may not add up to 100% due to rounding.

# GROWING NEED

In recent years, the Road Map Project region has seen an increase in poverty and in the number of low-income students. This trend continued into the 2012–13 school year, with 59% of students in the region classified as low-income by qualifying for free or reduced-price lunch. That’s nearly 72,000 students—up by nearly 2,000 since the 2011–12 school year.

Homelessness among the region’s students continues to rise, as well. Between the 2010–11 and 2012–13 school years, the number of students identified as homeless increased from 1,882 to 3,156. Some student subgroups are being hit harder than others by homelessness. Black and American Indian/Alaskan Native students are homeless at a rate six times that of Asian and White students.

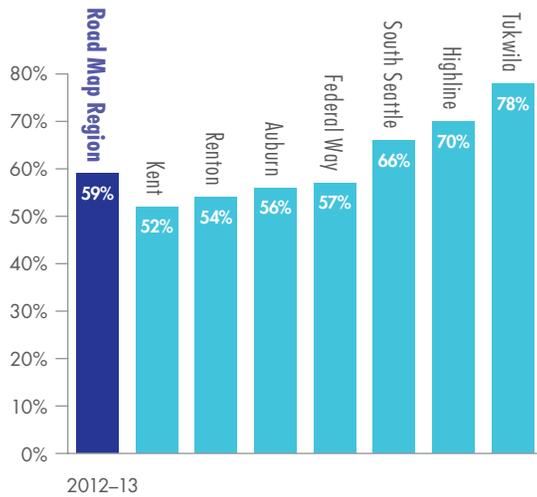
The region’s intense demographic and economic changes were featured in *Confronting Suburban Poverty in America*, a book released in 2013 by the Brookings Institution. The book includes a strong focus on South King County and the big jumps in poverty across the region in the first decade of the 21st century, including a 92% increase in poverty in Auburn and 89% rise in Renton.

The Road Map Project region is also home to much of the county’s uninsured population. According to a 2013 report by The Seattle Times, about 16% of the county’s population lacked health insurance, but the rate for communities within the Road Map Project region reached 32%.



## Road Map Region Students Who Are Low Income

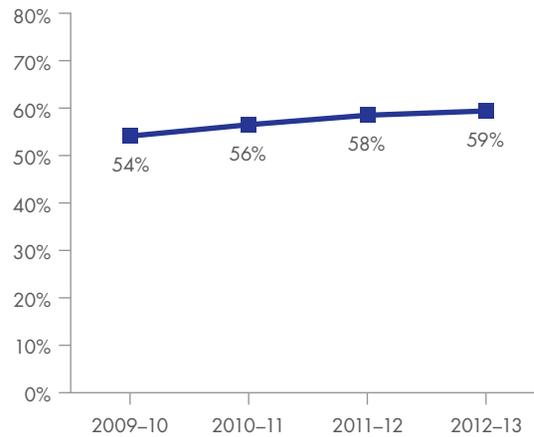
By District



SOURCE: OSPI Report Card

## Road Map Region Students Who Are Low Income

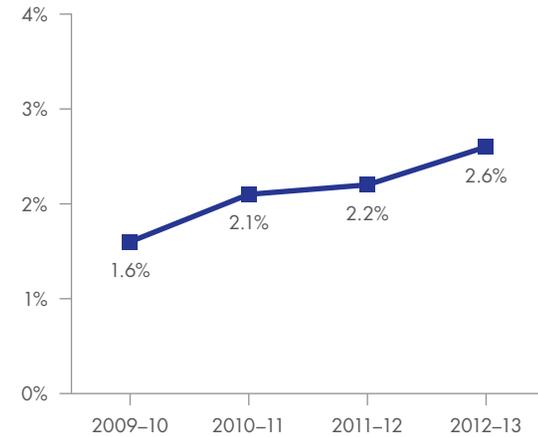
Trend



SOURCE: OSPI Report Card

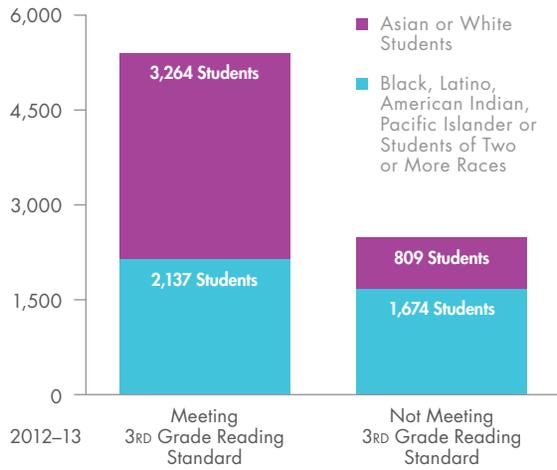
## Homelessness Among Road Map Region Students

Trend



SOURCE: OSPI student-level database

## The Opportunity Gap in 3RD Grade Reading



SOURCE: OSPI Report Card

## Is Our Region Committed to Equal Opportunity?

The discrepancy in achievement among different groups of students—known as the opportunity gap—is the predominant issue of our time. We must decide whether we will open doors to opportunity for the children growing up here or stand by in silence. We must find ways to nurture and support the talents, creativity and enormous potential of the diversity of children in our midst, or our communities and economy will miss out on the great things they have to offer.

Most children—almost 80,000—in the Road Map Project region are Non-White, and most of them are poor. Throughout this report, you will see the racial and

ethnic disparities in student achievement. The picture is grim, and the gaps start early. In 3RD grade, for example, the students who are not successfully reading are disproportionately children of color. Later in the education pipeline, data show that degree attainment for many of our students is only half that of others.

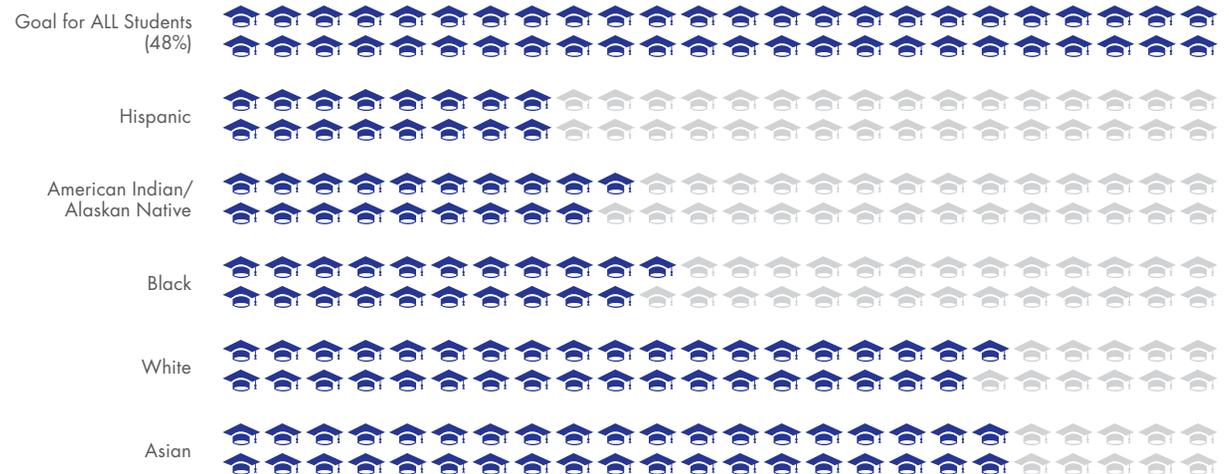
Is “half as good” the definition of equality of opportunity? Think about what a wonderful place our region will be when the talents and potential of all children are realized. If our region is to thrive, it will be because we finally figure out how to provide true equality of opportunity and embrace our diversity as a significant asset.

## How Far Do We Have to Go to Reach Our 2020 College Completion Goal of 48% for All Students?

### Current Rate of Degree Completion

By Race/Ethnicity

= 1% students earning a degree  
 = 1% students still needed to close gaps and hit 2020 goal



NOTE: High school graduates completing a two- or four-year degree within six years of high school graduation, Class of 2007. See page 37.

## DATA DETAILS

### Limitations to Data Categories

In order to report results from cradle through college and career, we collect data from different sources. The ways in which those sources gather and categorize data determine how information can be shown in this report. This report reflects the race/ethnicity categories used by the data sources, which is limiting when it comes to disaggregation, or the distinguishing of different groups within the data. For example, the category of “Black” does not capture the incredible diversity of language and culture within that one category. We will continue to advocate for more nuanced information to help inform how to better support all students in the region.

# What is the Results Report?

This Results Report is the Road Map Project's annual report card. It presents the most recent data on the project's Indicators of Student Success and, where possible, shows trends and results relative to baselines and targets.

The Indicators of Student Success were developed by Road Map Project work groups in 2010 and, taken together, represent a powerful set of student success milestones. Each year, the list of indicators is reviewed by the Road Map Project's Data Advisors Group and other work groups. Some revisions and improvements are made each reporting cycle as data quality improves.

The Results Report is a powerful tool for community accountability. It does not focus on one organization or sector — the results reflect on us all. This report takes an honest look at education results — the good and bad — and is meant to help focus attention and action.

In 2011, we published the Road Map Project Baseline Report, which showed the region's starting points on many of the indicators. The baseline year (unless otherwise noted) was the 2009–10 school year. This report includes 2012–13 data, and trends are displayed where available.

Please note that some fluctuations in test scores are normal, so it is important to look at multiple-year trends whenever possible before drawing conclusions.

## Indicators and Targets

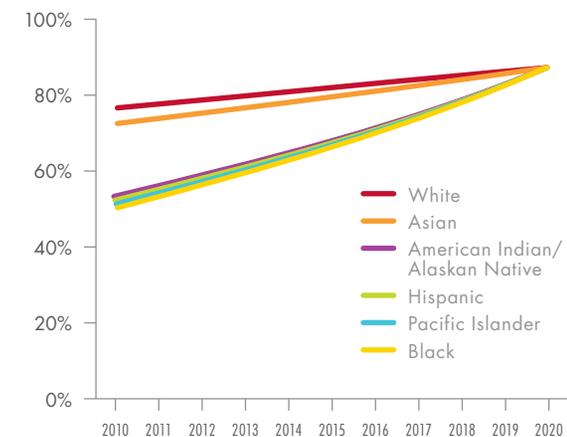
To better illustrate our region's challenges and progress, results are often broken down by subgroup, such as district, race/ethnicity or income level. While our goal is for all groups to meet the same targets by 2020, not all groups are starting from the same place, and the rate of progress necessary to meet the goal varies. This informs the different strategies the region must implement to best serve each group of students. The graph to the right 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.

The 2020 performance targets for the on-track indicators were developed by analyzing the achievement of students from the top 10 performing school districts in Washington State which, when taken collectively, already achieve twice the rate of postsecondary degree or credential attainment than students in South King County and South Seattle.

As we have for the last two years, we will release district-specific reports for each of the seven school districts in the Road Map Project region. These reports include more in-depth information and can be a valuable tool for the community. The district reports will be posted on the Road Map Project's website, [www.roadmapproject.org](http://www.roadmapproject.org), in early 2014.

Finally, while data quality and availability are improving, we were not able to report on all indicators in 2013. Data are not yet available for some measures, and others are not available every year.

Example: Paths to the 2020 Target for 3RD Grade Reading



## BRIGHT SPOT

### Putting a Spotlight on Success

Our region faces big challenges, but there are many examples of positive momentum and success, both inside and outside of schools. We are showcasing successes throughout this report in an effort to spread ideas and inspire action. Look for the **Bright Spots** to read these stories.



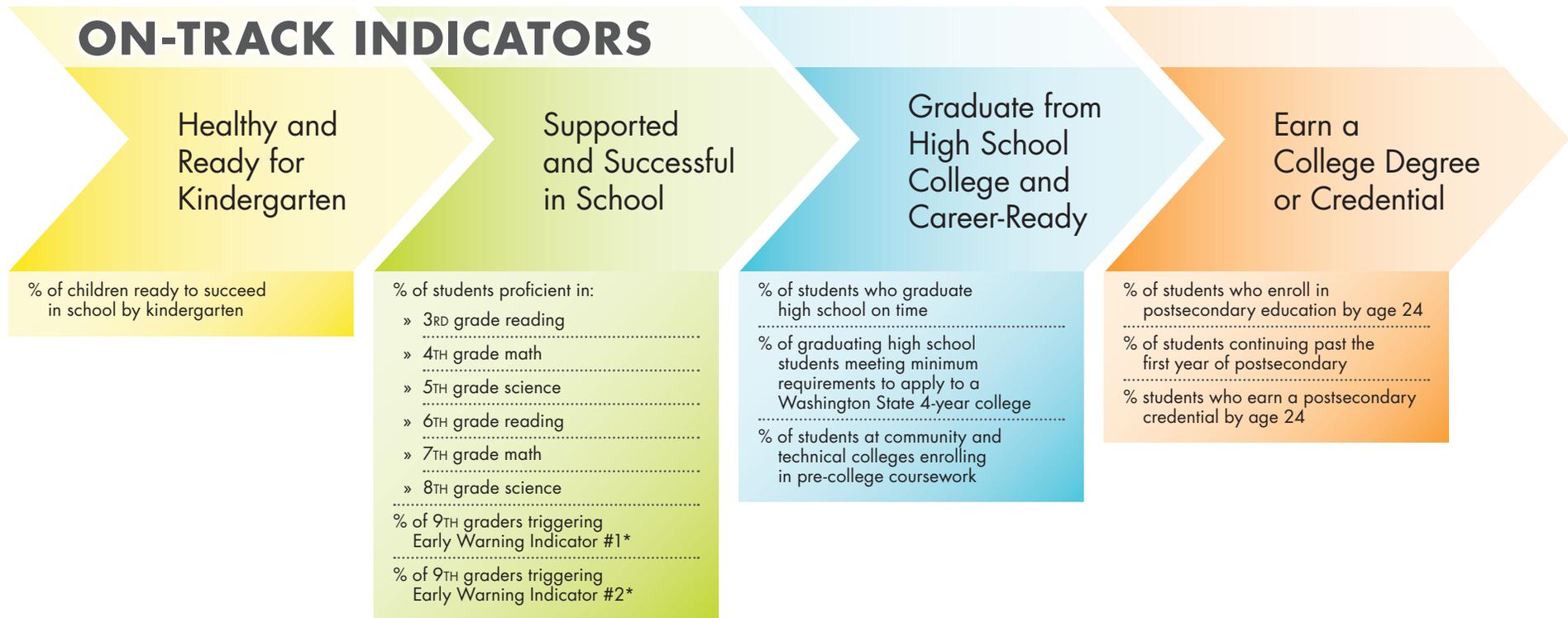
## DATA DETAILS

### Diving into Data

Data quality and usage are very important to the Road Map Project. This report covers a lot of ground. Often with data comes a story or important information on limitations, which the **Data Details** will try to convey.

NOTE: OSPI student-level data, cited throughout this report, were extracted from OSPI's CEDARS data system on Oct. 23, 2013.

# ON-TRACK INDICATORS



**On-track indicators** are reported annually against specific targets.

## THE ROAD MAP PROJECT Indicators of Student Success

The Road Map Project emphasizes the use of data to encourage strategic action, drive continuous improvement and support collective accountability. The indicators are important measures of student success that can be influenced by focused action and consistently tracked over time. Each year, the indicators undergo a refinement process to ensure we are using the best measures possible.

\* Early Warning #1 is six or more absences and one or more course failure(s). Early Warning #2 is one or more suspension(s) or expulsion(s).

# CONTRIBUTING INDICATORS

## Healthy and Ready for Kindergarten

- ..... % of children born weighing less than 5.5 pounds
- ..... % of eligible children enrolled in select formal early learning programs
- ..... % of licensed child care programs meeting quality criteria
- ..... % of families reading to their children daily
- ..... % of children meeting age-level expectations at the end of preschool
- ..... % of children enrolled in full-day kindergarten

## Supported and Successful in School

- ..... % of parents who feel knowledgeable and confident in their ability to support their child's learning within the education system, prekindergarten through college
- ..... % of parents who believe their school provides a welcoming and culturally responsive learning environment
- ..... % of parents who have leadership opportunities and influence on decision-making at their school or district
- ..... % of students:
  - ..... » who are motivated and engaged to succeed in school
  - ..... » exhibiting 21st century skills
  - ..... » absent 20 or more days per year
  - ..... » taking algebra by the 8th grade
  - ..... » taking one or more Advanced Placement, International Baccalaureate or Cambridge course(s)
  - ..... » passing the exams required for high school graduation
  - ..... » making a non-promotional school change
  - ..... » attending schools with low State Achievement Index ratings
- ..... % of English language learning students making progress in learning English
- ..... % of 8th graders reporting select risk factors on the Healthy Youth Survey
- ..... % of females age 15–17 giving birth

## Graduate from High School College and Career-Ready

- ..... % of students who graduate high school by age 21
- ..... % of high school graduates completing a formal career and technical education program
- ..... % of eligible students who complete the College Bound application by the end of 8th grade
- ..... % of graduating College Bound students who have completed the FAFSA

## Earn a College Degree or Credential

- ..... % of students who directly enroll in postsecondary education
- ..... % of students who did not complete high school on time who achieve a postsecondary credential
- ..... % of students employed within 1 and 5 years of completing or leaving postsecondary education, including wage

### Contributing indicators

are reported annually or whenever possible, but do not have specific targets. The contributing indicators combined with the on-track indicators make up the full list of Road Map Project indicators.



# Healthy & Ready for Kindergarten

High-quality early learning experiences put children on the track to success. Without effective early learning opportunities, children start elementary school behind and may never catch up. Different sectors must work together to build strong connections that will support all children and families. While there is a lot of momentum and system-building work occurring at the state and regional levels, we must continue to work to prevent the opportunity gap from developing and persisting for the children in our region.

**36% of licensed child care programs are participating in Early Achievers**

SOURCE: Washington State Department of Early Learning  
 NOTE: In the Road Map Project region, as of Oct. 18, 2013

## High-Quality Child Care

High-quality child care helps children prepare for success in kindergarten and beyond. However, parents may not know what high-quality child care is or where to find high-quality providers. Early Achievers, which is the name of Washington State's Quality Rating and Improvement System (QRIS), offers coaching and resources for child care providers to improve the quality of their care, and connects families to quality child care and early learning programs.

Since its launch in July 2012, 36% of licensed child care programs in the Road Map Project region, including both centers and home-based settings, have signed up to participate in Early Achievers. This is an increase from 11% in September 2012. There is extensive work being done to ensure all providers, large and small, and those serving low-income and multicultural communities are included. After signing up to participate, child care programs are supported in their preparation to complete the rating process. This year, eight participating organizations in King County have been rated and each received a Quality Level of Excellence, according to the Washington State Department of Early Learning (as of October 18, 2013). More than 100 sites are preparing to complete this process early in 2014. After the rating, providers will create plans to improve practice and receive individualized coaching using data that is unique to their program. Soon our region will have a comprehensive system that supports providers and gives parents the information they need to give their children a high-quality early learning experience.

SOURCE: PSESD and City of Seattle

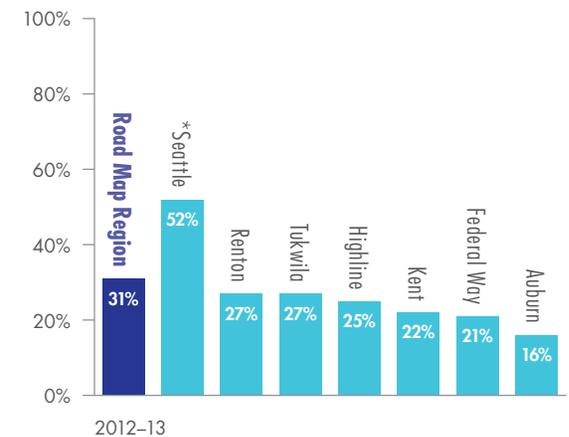
NOTE: Programs include ECEAP, Head Start and Seattle Step Ahead.  
 \*Seattle data are for all of Seattle. Rates are estimated based on the number of classroom slots in the region's formal early learning programs and student demographic information.

## Early Learning

Most low-income children are not enrolled in any formal early learning programs, and the percentage of eligible children served in our region has remained constant since 2010 at only 31%. The challenge is for the system to keep up with the increasing number of children living in poverty. The number of classroom slots available in the region's Head Start, Early Childhood Education and Assistance Program (ECEAP) and Seattle Step Ahead program essentially remained consistent from 2012, but next year there will be additional slots. In the 2013 state legislative session, 350 ECEAP slots were added state-wide, 72 of which will be in the Road Map Project region in 2014. In Seattle, the City Council unanimously adopted Resolution 31478, which establishes the goal of making high-quality preschool available and affordable to all children in Seattle and outlines an initial plan to achieve this goal. We are excited about the potential of this groundbreaking work and the innovation that can be spread across the region.

## Low-Income Children Enrolled in Formal Early Learning Programs

By Community



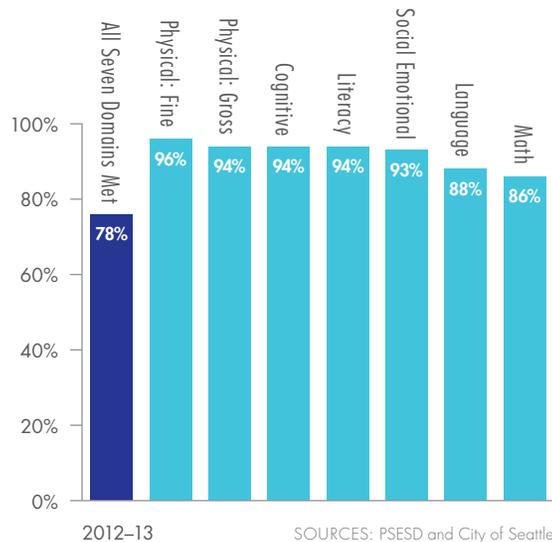
## Preparing for Kindergarten

Beginning in the 2011–12 school year, many of the region’s early learning programs started using Teaching Strategies Gold, a whole-child observational assessment tool. Teachers using this tool record whether students meet age-level expectations in a wide range of developmental areas. This information helps teachers identify areas to focus on for improvement. In pre-kindergarten programs, teachers assess whether children are meeting age-level expectations in seven domains: fine physical skills, gross physical skills, social emotional, literacy, cognitive, language and math. This tool offers a lot of valuable student-level information for teachers and program directors. For this report, we show a more comprehensive view—the percent of students meeting age-level expectations in each domain and all domains.



### Students in Formal Early Learning Programs Meeting Age-Level Expectations

By Domain



## BRIGHT SPOT

### Renton Brings Preschool Programs Under One Roof

Thanks to the support of the community, a sparkling new \$30 million facility in the Renton School District is strengthening early education by housing three preschool programs in one location. Meadow Crest Early Learning Center, located on the site of the former Hillcrest Elementary School, puts one roof over children in the federally funded Head Start and Early Childhood Education and Assistance Program (ECEAP) preschool programs, as well as those in state-funded Inclusive Preschool. The programs had previously been scattered at separate sites throughout the district.

Bringing the programs together in one building offers several advantages, said district Superintendent Merri Rieger.

“It’s a wonderful opportunity for parents and educators to see how the programs work. Kindergarten teachers can see the kind of instruction that happens in preschool settings, and vice versa. Educators can all work together on what is needed to get kids ready for school, socially and academically,” Rieger said.

In fall 2013, there were 600 students at the center, and that number is expected to rise to 650 by the end of the 2013–14 school year. The staff at Meadow Crest is specifically

knowledgeable of and sensitive to parents of young children and view parents as critical partners to children’s education.

“This is a district and a community that believes in supporting all kinds of learners,” Rieger said.

Meadow Crest was born when Renton voters approved a 2008 bond measure that funded construction of the center. It’s part of a city comprehensive plan that aims to revitalize the area.



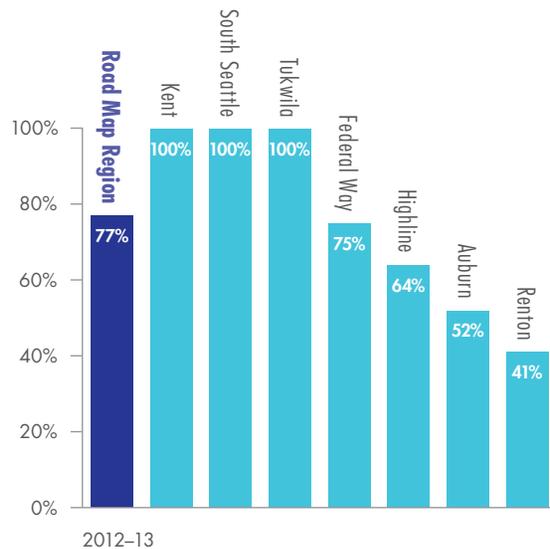
## Full-Day Kindergarten

In the Road Map Project region, there is a lot of work being done in districts to provide the opportunity for every student to attend full-day kindergarten. This is an important component of an overall pre-kindergarten to 3RD grade system being built in the region. And for children and families, a smooth transition into full-day kindergarten can help propel success in school.

This year, the percent of students enrolled in full-day kindergarten in the region increased overall from 73% to 77%. While most districts did not register large shifts in the 2012–13 school year, a few districts have worked hard to begin the 2013–14 school year with 100% full-day kindergarten. In next year’s report, we expect to see Highline and Federal Way reaching that milestone, well ahead of Washington State’s plan to provide full-day kindergarten for all students by the 2017–18 school year.

### Kindergarten Students Attending Full-Day Kindergarten

By District



Data in Detail

	2009–10	2012–13	CHANGE SINCE BASELINE
Road Map Region	72%	77%	▲
Seattle	97%	100%	▲
Kent	100%	100%	→
Tukwila	100%	100%	→
Federal Way	70%	75%	▲
Highline	51%	64%	▲
Auburn	34%	52%	▲
Renton	41%	41%	→

SOURCES: Districts and OSPI student-level database

NOTE: Trend data are not shown because data for the 2010–11 school year were not available.

# DATA DETAILS

## WaKIDS: Building a Baseline

It is important to note that not all kindergarten students in the Road Map Project region are included in the WaKIDS data. In the 2012–13 school year, all schools with state-funded, full-day kindergarten were required to participate in WaKIDS. Generally, this includes elementary schools receiving Title I funds to serve low-income students. In some cases, waivers were granted to allow schools more time to prepare to participate, and some districts volunteered to have more schools included than was required. Full participation in WaKIDS is planned for the 2014–15 school year. Rates of school readiness will likely rise due to the addition of a larger pool of children from more affluent families. It may take a couple of years for the baseline for all students to stabilize.

## WaKIDS

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a statewide kindergarten readiness assessment that helps teachers better understand the needs of incoming kindergarten students and their families and builds connections to early learning providers.

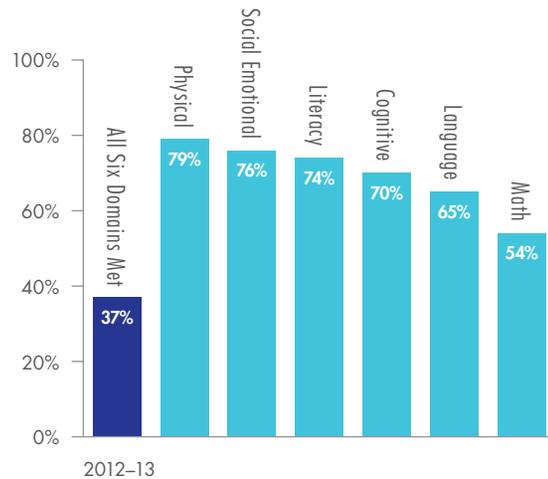
The same whole-child observational assessment tool, Teaching Strategies Gold, that is used in many early learning programs is also used with WaKIDS. The items assessed within the same domains are adjusted to be age-appropriate for entering kindergarten students. (In WaKIDS, there is only one physical domain, which encompasses both gross and fine physical skills.) The fact that the same tool is used in early learning programs provides a unique opportunity to build strong connections between early learning providers, kindergarten teachers and school principals. Schools participating in WaKIDS have access to helpful data and,

as training continues, teachers and principals will be able to use the data to personalize instruction for kids. Most elementary schools with state-funded full-day kindergarten participated in WaKIDS in the 2012–13 school year, and full participation is expected in the 2014–15 school year.

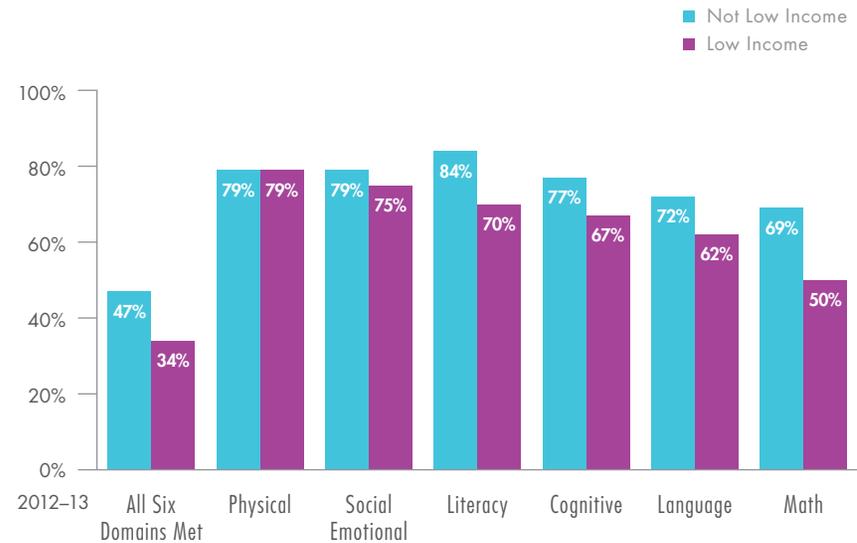
In the 2012–13 school year, only 37% of students met age-level expectations for all six domains, and only 34% of our low-income students exhibited characteristics of entering kindergarten students in all domains. However, most of our schools that serve the most low-income students did participate. Therefore, we do know from these data that we must do more to ensure all students are prepared to be successful in kindergarten. In future reports, we will have this important information on a broader set of students in our region.

### Students in Kindergarten Meeting Age-Level Expectations

By Domain



By Income



SOURCE: OSPI Report Card

# Engaging Parents

Parents are their children's first teachers, but their important role as key partners in their children's education has often been overlooked by formal education systems. Thankfully, times are changing!

**66%** of parents surveyed feel knowledgeable and confident in their ability to support their child's learning within the education system, pre-kindergarten through college

**60%** of parents surveyed believe their school provides a welcoming and culturally responsive learning environment

**43%** of parents surveyed feel they have leadership opportunities and influence on decision-making at their school or district

SOURCE: 2013 Regional Parent Poll

## On the Move

Numerous nonprofit organizations in our region do the hard work of parent and family engagement. Many school districts also run high-quality parent engagement initiatives, and others are starting to ramp them up.

A major parent milestone took place when more than 30 parent engagement organizations worked together to plan and produce the first regional cradle to college and career Parent Forum. The event was held at Foster High School in Tukwila on April 20, 2013, and more than 1,000 people participated. Translation services were provided in 16 languages, and parents were able to attend topical workshops, visit an information-packed resource fair and participate in dialogues with their district leaders and other parents.

## Parent Engagement Indicators: Measuring What Matters

A foundational step for the field of parent engagement occurred in 2013 with the creation of a set of common parent engagement indicators. The indicators were developed through a collaboration involving University of Washington College of Education professors Dr. Ann Ishimaru and Dr. Joe Lott and the Road Map Project's Community Network and Data Advisors Group. The new indicators draw on existing research that ties parent engagement to student learning and success. This work breaks new ground by looking beyond traditional "parent involvement" and more deeply at factors that our communities see as critical to authentic parent and family engagement.

There is an old saying, "What gets measured gets done." The development of common indicators dismisses the notion that parent and family engagement work is unimportant and highlights how essential we believe parents and families are to student learning and success. With the indicators in place, we can measure the work in a systemic and common manner, and we can encourage the scaling up and continuous improvement of strong parent engagement efforts across our region.

## Asking Our Parents

To gather baseline data for each of the three new parent engagement indicators, a large regional phone survey was conducted in fall 2013 by EMC Research. The survey randomly sampled 2,051 parents who have children in a Road Map Project region public school. The survey was primarily conducted in English, but was also offered in Spanish and Vietnamese. The sample included approximately the same proportion of parents as corresponded to district size. For example, Tukwila, being a very small district, was over-sampled to gather enough responses for its data to be meaningful.

## Developing the Indicators

Each indicator score is actually a composite score drawn from answers to a set of related questions, each using a five-point scale. For each indicator, parents whose score averaged 4.0 or above (which corresponds to "agree") met the parent engagement standard. The baseline data for each indicator are shown here. Clearly, we have more work to do to better engage our parents.

## More Work to Do

In the coming years, these indicators will be refined and improved as the parent engagement field—both in school and out—begins to use them, and as more data are collected. It is important to note that the data obtained through the 2013 phone survey cannot be disaggregated at the school level. Further survey work will be needed if school leaders and parents want school-level information.

Details on the sampling techniques will be more fully discussed in the Road Map Project 2013 Technical Report. Detailed results from the poll will be made available and posted on the Road Map Project's website, [www.roadmapproject.org](http://www.roadmapproject.org), in 2014.

What parents do at home matters, and strong collaborations between schools, parents and the community are important to student success. An emphasis on the importance of parent engagement is spreading across the region, and the Road Map Project is taking aim at developing a robust regional parent engagement system. While pockets of excellence have existed for years, many new parent engagement programs are now coming online. Now is a very exciting time for the field of parent engagement in our region.

Here are three examples of districts taking the lead on closely partnering with parents to support student learning and success:

## Federal Way: Parent Engagement as a Core Value

In 2009, the parent engagement work of Federal Way Public Schools was recognized as a model of best practice by the Harvard Family Research Project. Since then, the work has continued to improve and expand. Over the past two years, school leaders have partnered with more than 400 parents in the planning, development and parent involvement activities of the Parent Leadership Institute. Anchored by a full-time family partnership director and decision-making parent advisory team, the institute is one part of a multi-faceted approach the district has taken to engage more parents as partners in their children's education.

The Parent Leadership Institute begins with "Partnership 101", a combination of materials and workshops designed to help parents and their students establish goals together. This initial phase encourages collaboration and allows parents to ask questions of school staff and to develop partnership ideas. Once the plan is laid out, parents get dedicated support from a broad network of parents and staff members dedicated to helping them realize their goals.

Trise Moore, the district's partnership director, recognizes that parents are untapped resources.

"Our district invites parents to facilitate conversations with each other, with teachers and with their children. Teachers may change from year to year, but parents remain with their children from cradle to career," she said.

Parents attend a Family Connectors University meeting at South Shore K-8 School in Seattle.

## Kent: Parent Engagement Meets Data Collection

Parent engagement is coming face to face with cutting-edge data analysis in the Kent School District, one of Washington State's most culturally diverse districts.

The Parent Academy for Student Achievement (PASA) program launched at two high-need elementary schools in the 2012-13 school year. The nine-week course trains parents on parent-school and parent-student communication, how to stay involved in students' learning at home and how to encourage students to reach their full potential and hold themselves accountable. The program also includes parent-principal engagement. Upon program completion, a graduation ceremony is held in which parents receive a certificate of completion in front of a crowd of their peers. PASA graduated 165 parents in its pilot year and hopes to graduate more than 500 in 2014.

The way data are used to track success makes PASA unique from many other parent-engagement efforts. Each student in the district is given a unique "code," which allows administrators to keep connected to the student throughout his or her education using a variety of metrics, including grades, attendance, college acceptance and more. This data-rich system makes it easy to track students whose parents are PASA graduates. Melanie Strey, PASA director and district director of student services, said PASA is still too new to derive any firm conclusions about its success, but the program is committed to utilizing student data to improve its approach and impact on student success over time.

## Seattle: Parents and Higher Education Teaming Up

In Seattle, the school district and Seattle Council PTSA joined forces to support the Family Connectors University (FCU) program, a free 10-week course designed to empower parents to get involved in public education by emphasizing the power of connecting with the right people at a school, asking questions and effectively monitoring a child's learning.

Where FCU goes further, however, is in developing close relationships with local postsecondary institutions, including Seattle University and North Seattle Community College, to provide the program and its parents with staff support and college credit. After graduating from the program, parents are asked to pick a project, such as establishing a PTA or a family engagement action team, and to commit to work on the project for the following year. To date, 59 parents have completed the full training, and the district has plans to expand FCU in the future.

Bernardo Ruiz, the district's director of School-Family Partnerships and Equity & Race Relations, said he has witnessed an undeniable effect among the parents who have completed FCU.

"Our goal is, in three and a half years, to have completely changed the culture of the district," Ruiz said.





# Supported & Successful in School

Students must be supported in and out of school. Academic instruction that engages children and youth as learners is critical. Social and emotional well-being must also be addressed.

## READING

The ability to read by the end of 3<sup>RD</sup> grade is a particularly important milestone because research shows it is closely tied to long-term academic success. In order to reach our 2020 3<sup>RD</sup> grade reading proficiency target, many components of the broader system of supports for students and families need to be strengthened—in school and out—during the school year and summer.

Data show the percent of students reading proficiently in 3<sup>RD</sup> grade increased from 64% to 69% for 2013. However, even with that gain, we are not yet on track to reach our regional 2020 target.

Across the country, too few low-income students are reading at grade-level in 3<sup>RD</sup> grade. As a response to this growing need, the Campaign for Grade-Level Reading has worked to engage and mobilize communities to action. Focusing on the critical areas of improving school readiness, decreasing

chronic absenteeism and decreasing summer learning loss, the campaign is working to improve this critical Indicator of Student Success at a national scale. The campaign is aligned with the goals and efforts of the Road Map Project and has helped to propel this work locally.

Since spring 2012, the Road Map Project has partnered with many community organizations, libraries and school districts to support *Let's Read!*, the region's summer reading campaign. We know that children who don't read during the summer can lose valuable literacy skills and fall behind in the subsequent school year. Low-income children are especially vulnerable to the "summer slide." *Let's Read!* is fighting summer learning loss by encouraging families to read together each day during the summer and providing connections to resources. We are thankful to our partners for all the work during the summer of 2013, and are excited about bigger and better plans for next year!



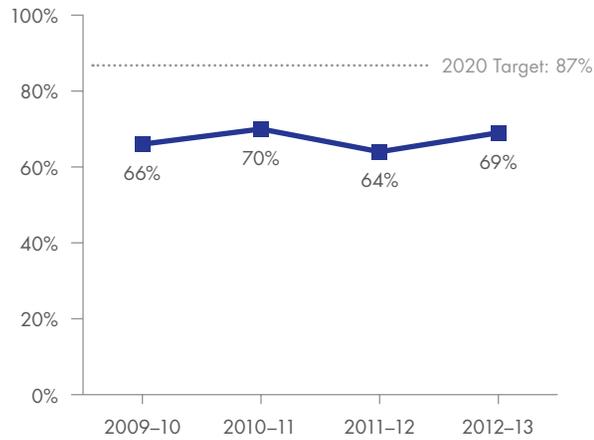
## Race to the Top: PreK–3<sup>RD</sup> Grade System-Building Work

This work is a major focus of the Start Strong component of the region's Race to the Top grant. The Start Strong projects are focused on improving rates of kindergarten readiness and 3<sup>RD</sup> grade reading and math. They include an effort focused on building pre-kindergarten through 3<sup>RD</sup> grade networks and an investment fund to fuel the work in each district and community. It also includes a commitment to prevent summer learning loss and promote reading in the summer. The goal is to build an aligned pre-kindergarten through 3<sup>RD</sup> grade system that uses data for continuous improvement and shares best practices so each child can be well served and get a great start in school.

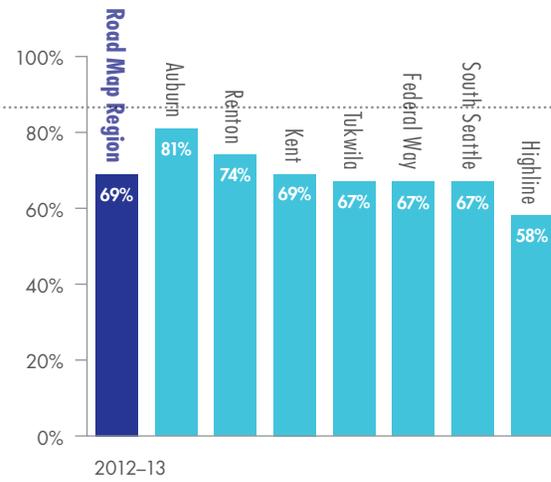
Important characteristics of a strong pre-kindergarten to 3<sup>RD</sup> grade system include child assessment data (in early learning programs and kindergarten through 3<sup>RD</sup> grade), and enrollment data (for formal early learning programs and kindergarten). Led by the Puget Sound Educational Service District, the implementation includes strong teams in each district working closely with early learning providers and community-based organizations.

### 3RD Grade Reading Students Meeting Standard

Trend



By District

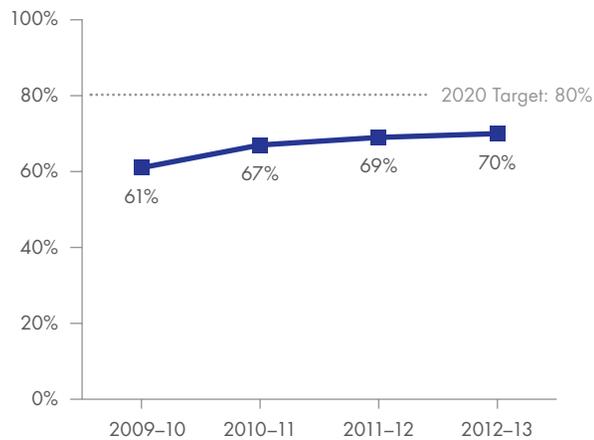


Data in Detail

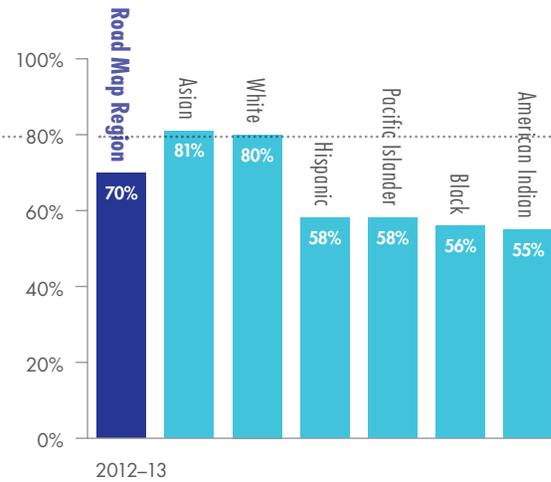
	2009-10 RATE	TREND	2012-13 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	66%		69%	▲	✗
Auburn	74%		81%	▲	✓
Federal Way	72%		67%	▼	✗
Highline	61%		58%	▼	✗
Kent	64%		69%	▲	✗
Renton	70%		74%	▲	✗
South Seattle	61%		67%	▲	✗
Tukwila	55%		67%	▲	✓

### 6TH Grade Reading Students Meeting Standard

Trend



By Race/Ethnicity



Data in Detail

	2009-10 RATE	TREND	2012-13 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	61%		70%	▲	✓
American Indian	48%		55%	▲	✗
Asian	69%		81%	▲	✓
Black	47%		56%	▲	✓
Hispanic	47%		58%	▲	✓
Pacific Islander	43%		58%	▲	✓
White	71%		80%	▲	✓

SOURCE (all data): OSPI Report Card



# ENGLISH LANGUAGE LEARNERS

Diversity is one of the Road Map Project region's greatest assets. Nearly 20,000 of our students—16% of all students in the region—are English language learners (ELL), and more than 160 languages are spoken in the region.

90% of ELL students qualify for free or reduced-price lunch

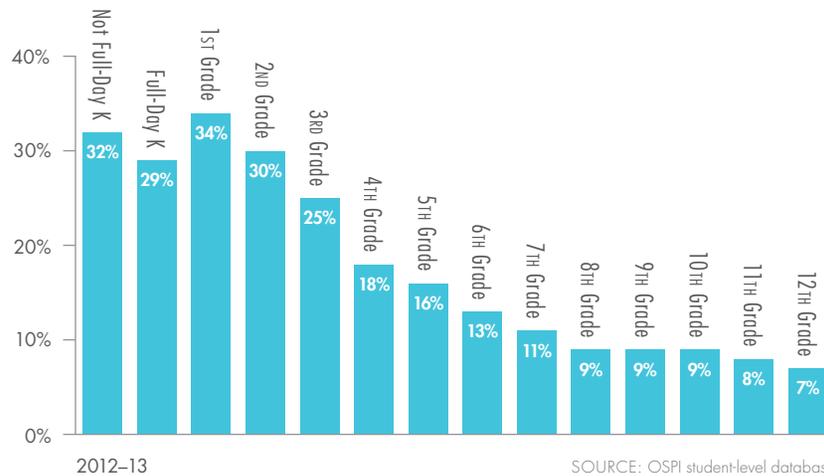
SOURCE: OSPI student-level database  
NOTE: FRPL data not available for Seattle and Kent

ELL students enter the public school system at all ages, but the majority of students begin in the early grades. In our region, one in three 1st graders is an ELL student. Most of the region's ELL students qualify for support through the state's formal Transitional Bilingual Instructional Program as they start kindergarten. They are assessed annually for their English language proficiency, and most exit the program in four to five years. However, students who enter the school system in the later grades tend to have more challenges.

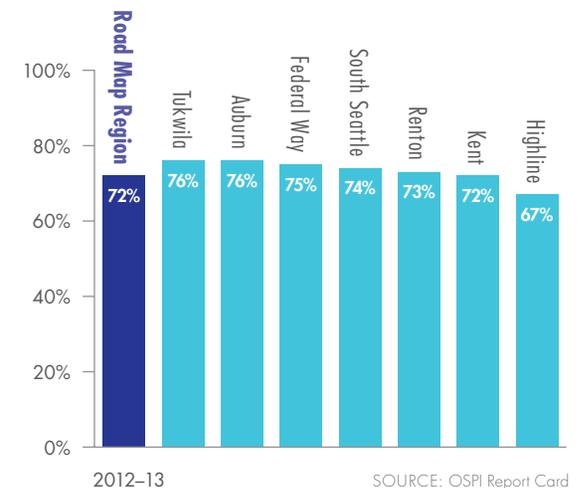
Given the large number of ELL students in the region, the Road Map Project English Language Learner Work Group—which includes all seven school districts, community-based organizations, early learning providers and higher education—worked together in 2013 to develop an action plan to dramatically improve outcomes for ELL students throughout the region.

The action plan is guided by the principle that linguistically and culturally diverse students and their families bring value and assets to our classrooms and communities. To ensure all students reach their full potential, current and former ELL students must be intentionally prioritized within our educational systems with accountability tied to ELL student performance within all institutions. The action plan identifies key strategies from cradle to college and career in the following areas: parent engagement, data collection, instructional practice, post-secondary success, positive identity and primary language development.

ELL Students  
By Grade Level



ELL Students Making Progress in Learning English  
By District





## BRIGHT SPOT

### Advocates Secure \$18 million for ELL Students

More than \$18 million in new funding for English language learner (ELL) students was included in the 2013–15 Washington State budget thanks to a joint advocacy push by the Road Map Project and OneAmerica, a statewide immigrant rights group.

In Washington State, ELL students receive formal ELL support services until they reach a certain level of English proficiency. Despite being equipped with basic English skills, many ELL students continue to struggle after reaching state English proficiency standards because they have not yet learned enough academic language to do well in their core courses.

This problem surfaced in data reviewed by the Road Map Project English Language Learner Work Group as well as in reports from ELL students and parents. In 2013, work group members and OneAmerica brought immigrant and refugee parents, students, teachers, administrators and allies to the state capitol in Olympia to ask that ELL students receive up to two years of additional support. The efforts were successful, and the advocates secured \$18.8 million in new funding for the Transitional Bilingual Instructional Program, the state's main funding stream that supports ELL services in schools.

"Often, ELL students fall into the opportunity gap when they move out of ELL-supportive programs and are expected to meet standards. In Olympia, we made the case that the only way to eliminate this gap is to target efforts and provide additional supports as these students are transitioning," said Roxana Norouzi, education policy manager at OneAmerica and staffer for the Road Map Project's English Language Learner Work Group. "This is the first time Washington State has made this targeted investment. If used wisely, it could become a model for the rest of the country."

# SCIENCE, TECHNOLOGY ENGINEERING & MATH (STEM)

There is an enormous demand in the Puget Sound regional economy for employees with STEM skills. The students growing up here need to have a solid STEM foundation to compete for the high-paying STEM jobs available in our region.

Recent research underscores the importance of STEM in driving the region's economy. *The Hidden STEM Economy*, a 2013 report by the Brookings Institution, found slightly more than a quarter—or 400,000—of all jobs in the metropolitan Seattle-Tacoma-Bellevue area are STEM jobs. These jobs also pay well—about \$34,000 more a year on average than non-STEM work.

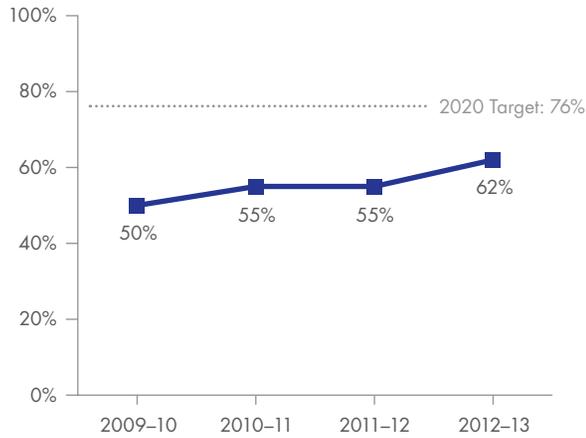
We are seeing a trend of very strong gains in math proficiency, which must continue for the region to meet the 2020 target. Big opportunity gaps are also apparent in STEM learning, with Asian and White students performing twice as well as Black and American Indian students in 7<sup>TH</sup> grade math. Eighth grade science scores also reveal major disparities among student subgroups. We need to give all students high-quality, relevant math and science instruction or they will continue to be shut out of the opportunities in the STEM economy.

The region's Race to the Top grant has a specific focus on this challenge. The STEM Strong component of the grant includes strategies to increase math and science achievement. The plan includes commitments to effectively implement the Common Core and the Next Generation Science Standards, as well as the creation of an investment fund to advance teacher practice and principal leadership in math and science. A featured project of the grant will make adaptive math software available to every high-need student in kindergarten through 8<sup>TH</sup> grade in the Road Map Project region. Another STEM Strong project will invest in digital career exploration tools and create a regional "career awareness system" that will provide mentoring and internship opportunities in STEM-related fields for students throughout the region.

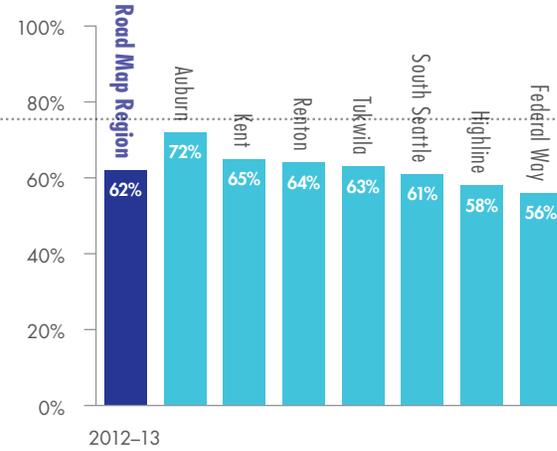


## 4TH Grade Math Students Meeting Standard

Trend



By District

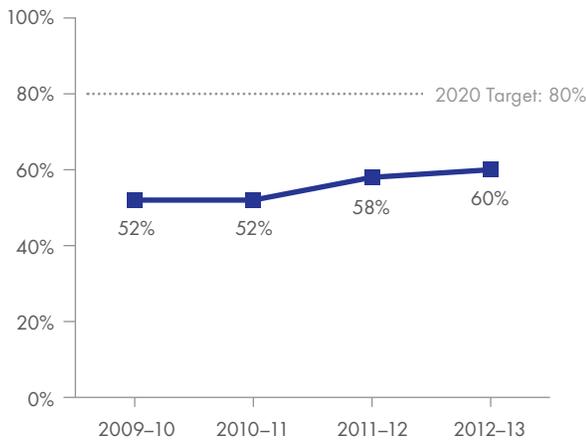


Data in Detail

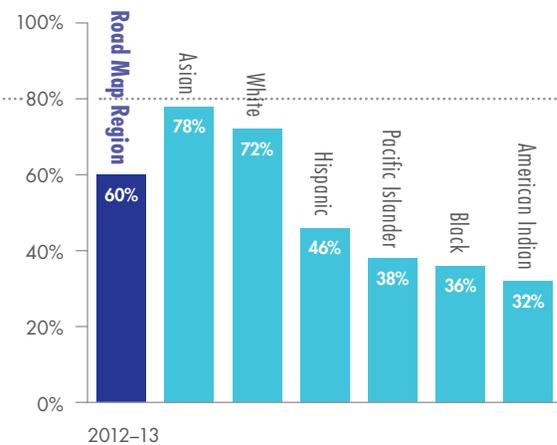
	2009-10 RATE	TREND	2012-13 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	50%		62%		
Auburn	60%		72%		
Federal Way	63%		56%		
Highline	36%		58%		
Kent	56%		65%		
Renton	37%		64%		
South Seattle	45%		61%		
Tukwila	40%		63%		

## 7TH Grade Math Students Meeting Standard

Trend



By Race/Ethnicity



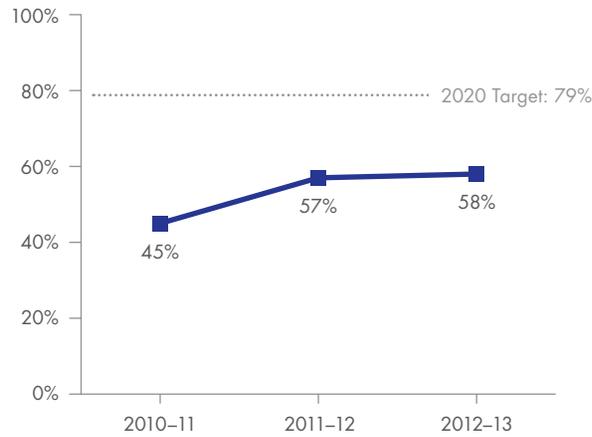
Data in Detail

	2009-10 RATE	TREND	2012-13 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	52%		60%		
American Indian	30%		32%		
Asian	68%		78%		
Black	32%		36%		
Hispanic	33%		46%		
Pacific Islander	42%		38%		
White	64%		72%		

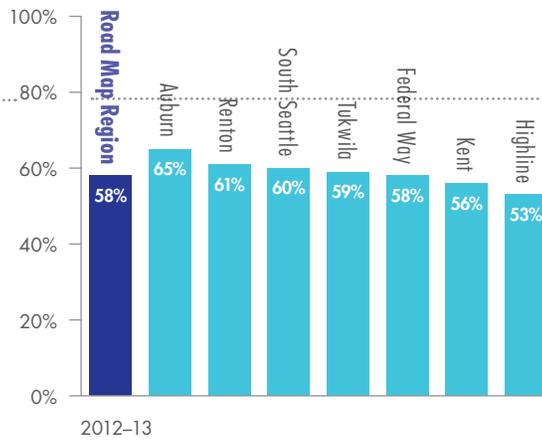
SOURCE (all data): OSPI Report Card

## 5TH Grade Science Students Meeting Standard

Trend



By District

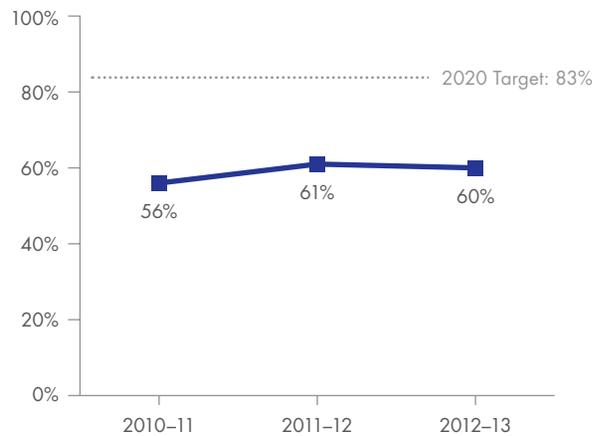


Data in Detail

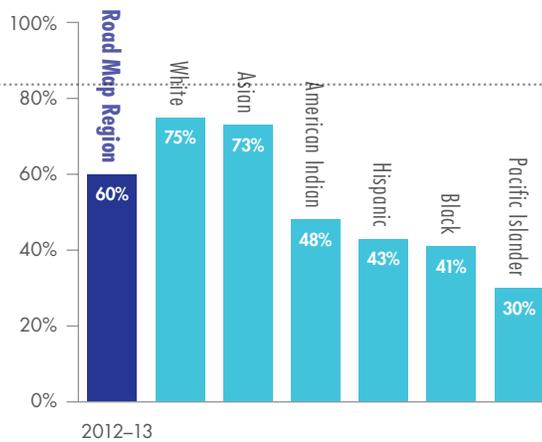
	2010-11 RATE	TREND	2012-13 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	45%		58%	▲	✓
Auburn	56%		65%	▲	✓
Federal Way	43%		58%	▲	✓
Highline	35%		53%	▲	✓
Kent	44%		56%	▲	✓
Renton	51%		61%	▲	✓
South Seattle	46%		60%	▲	✓
Tukwila	53%		59%	▲	✓

## 8TH Grade Science Students Meeting Standard

Trend



By Race/Ethnicity



Data in Detail

	2010-11 RATE	TREND	2012-13 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	56%		60%	▲	✗
American Indian	35%		48%	▲	✓
Asian	71%		73%	▲	✓
Black	37%		41%	▲	✗
Hispanic	39%		43%	▲	✗
Pacific Islander	31%		30%	▼	✗
White	70%		75%	▲	✓

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

SOURCE (all data): OSPI Report Card

NOTE: 2010-11 is the baseline year

# CONTRIBUTING FACTORS

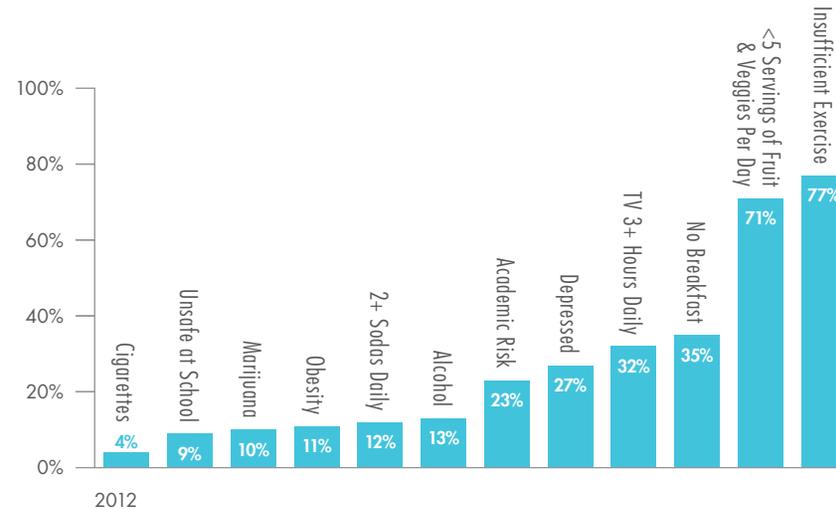
Students who are healthy, engaged and motivated are more likely to succeed in school.

## Healthy Youth Survey

The Washington State Healthy Youth Survey provides a snapshot of students' self-reported attitudes and behaviors. This survey is administered every other year to students in grades 6, 8, 10 and 12. The results are used by school districts, community-based organizations and state agencies to assess needs, monitor progress toward goals and identify trends that affect academic outcomes.

The graph shows the percent of 8TH graders reporting health behaviors that research has shown are associated with academic risk. The more health risk factors a student reports, the more likely he or she is to also report poor academic performance.

8TH Graders Reporting Selected Risk Factors  
2012 Healthy Youth Survey



SOURCE: Washington State Healthy Youth Survey. Prepared by: Public Health—Seattle & King County.

NOTES: Students are asked about cigarette, marijuana and alcohol use during the past 30 days. For depression, students are asked if they have felt sad or hopeless for at least two consecutive weeks in the past year. Soda consumption does not include diet sodas.

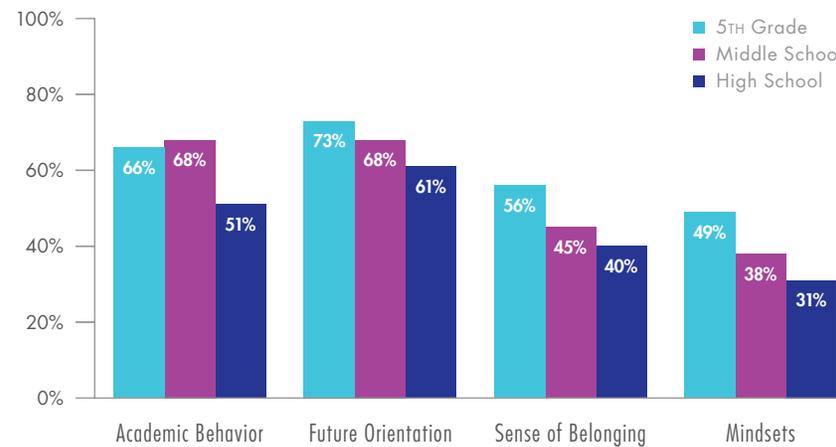
## Measuring Student Engagement and Motivation

In fall 2012, the Youth Development for Education Results Work Group developed and piloted a Student Engagement and Motivation Survey in the Renton School District. The survey asks students to rate themselves on various dimensions of engagement and motivation: academic behaviors; future orientation; sense of belonging and mindsets such as self-efficacy.

Using lessons learned from the pilot in Renton, the survey was revised significantly. The new version, which will include measures of 21ST century skills, will be used in additional Road Map Project districts in the 2013–14 school year.

The graph shows the percent of students in 5TH through 12TH grades whose scores indicate they agree with the survey's questions by dimension of engagement and motivation.

Students Who are Engaged and Motivated  
2013 Renton School District Pilot Survey



SOURCE: Renton School District and The Center for Educational Effectiveness

# RISK FACTORS

Many warning signs, school- and health-related, can be seen 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.

## Early Warning Indicators

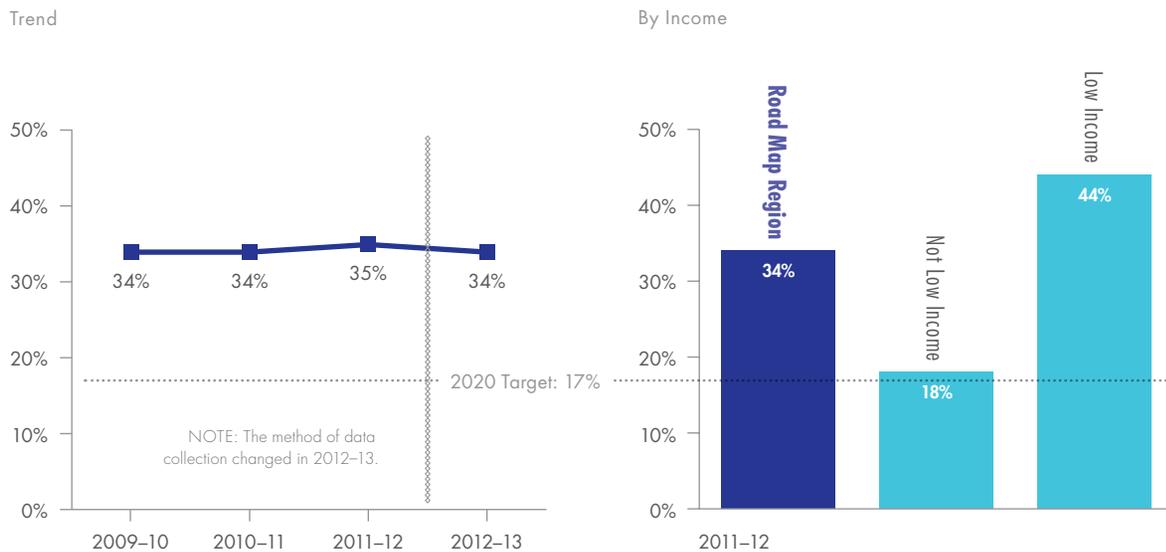
The Road Map Project reports on a number of early warning indicators that help show whether a student is on track to graduate from high school or is at risk of dropping out. These signs include attendance, course failure and discipline. There is a lot of work under way in the Road Map Project region to build and utilize early warning information systems, which can provide real-time, actionable data to school staff, parents and other partners.

Through a grant awarded to the Puget Sound Educational Service District, all seven Road Map Project districts have been working together since 2012 to build reliable and predictive early warning information systems. Many schools have appointed “success deans” to provide leadership on

early warning, and others have started to assemble building-based teams that meet regularly to address the needs of identified students. This work is helping build a culture that ensures students get the support they need.

Region-wide, we are seeing positive trends in the reduction of some risk factors. Despite this change, disproportionality persists and is of great concern. Communities and schools need to continue to examine their 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 remains a high priority for Road Map Project advocacy.

Early Warning Indicator #1 Students with Six or More Absences and at Least One Course Failure in the 9<sup>TH</sup> Grade



## DATA DETAILS

### Changes to Data Source

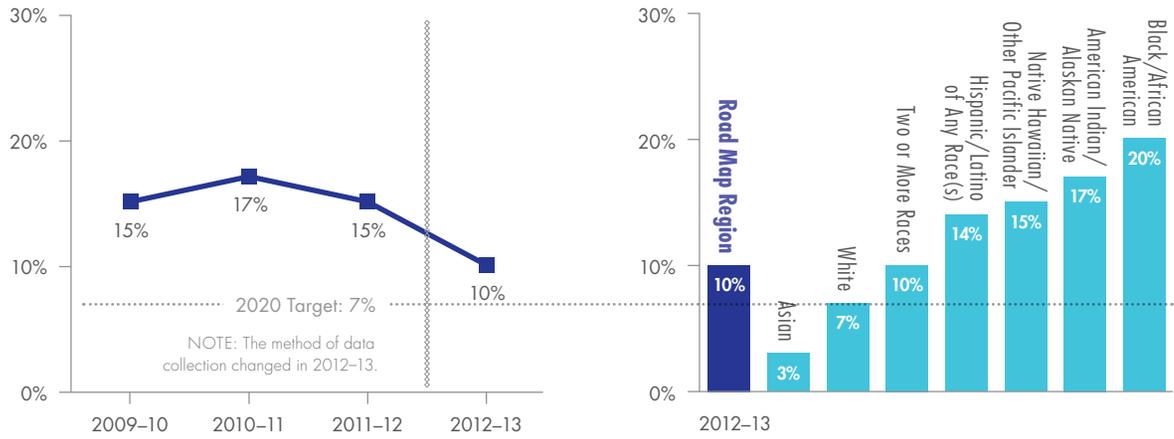
While there is preliminary evidence that the rate of students triggering Early Warning #1 and #2 declined in the Road Map Project region, it is important to note that the data source for these indicators changed between 2011-12 and 2012-13. The Washington Office of Superintendent of Public Instruction began collecting attendance and discipline data for the first time in 2012-13. Prior to that, data were collected directly from districts. Due to the change in data collection, numbers before and after the switch may not be completely comparable.

NOTE: Excludes Seattle, for which data were not available.

SOURCES: OSPI studentLevel data and districts for 2009-10 through 2011-12; OSPI studentLevel data for 2012-13.

## Early Warning Indicator #2 9TH Graders with a Suspension or Expulsion

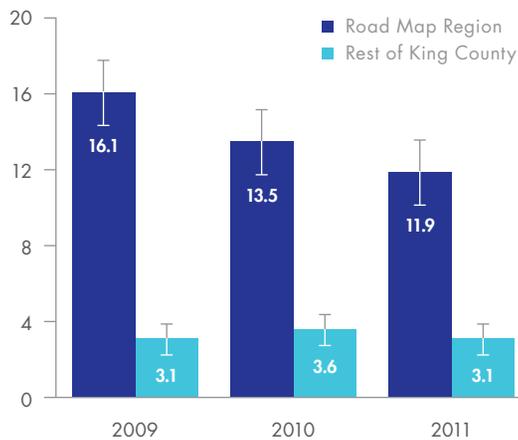
Trend By Race/Ethnicity



SOURCES: OSPI student-level data, districts for 2009-10 through 2011-12; OSPI student-level data for 2012-13

## Teen Birth Rate

Annual Births per 1,000 Females Age 15-17



### NOTES:

» Confidence interval (also called "error bar") is the range of values that includes the true value 95% of the time. In cases like this where the confidence intervals of two groups overlap, the difference between groups may not be statistically significant (meaning that chance or random variation may explain the difference).

» Road Map Project area defined by Census 2010 Tracts.

### SOURCES:

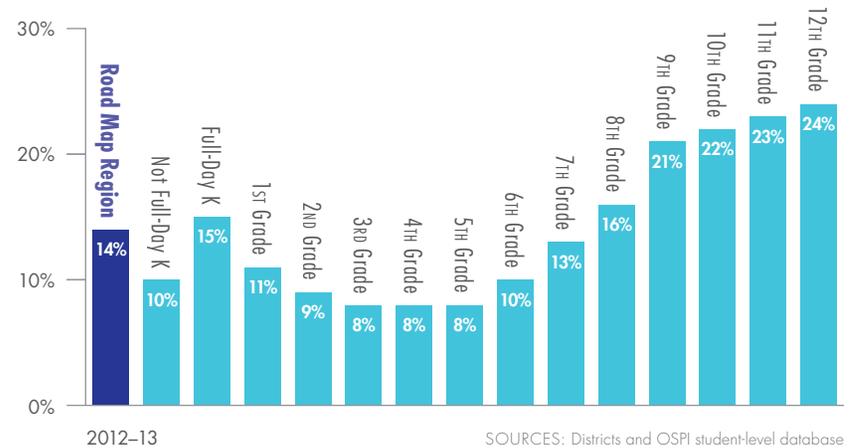
» Birth Certificate Data: Washington State Department of Health, Center for Health Statistics

» Population Estimates: Looking Glass Analytics and the Washington State Office of Financial Management, February 2013

» Prepared by: Public Health — Seattle & King County; Assessment, Policy Development & Evaluation Unit, November 2013

## Students with 20 or More Absences

By Grade Level





# Graduate from High School College- & Career-Ready

High school graduation is an important milestone in life and should be a launching pad to postsecondary success, but too often our high school graduates are not ready for the demands of college or career training. It's crucial that we ensure students get the course content and support they need to graduate ready for college and career.

## High School Graduation

High school is a critical time for students to learn course content and develop skills that will support them in reaching their future college and career goals. Unfortunately, too few of our students complete high school. For the second year, we are using the new federal definition for calculating graduation rates. This calculation looks at how many 9TH graders graduate with a high school diploma within four years. In spring 2013, as a result of the new graduation calculation method, we reset our 2020 on-time high school graduation target to 90%. Region-wide, 74% of the Class of 2012 graduated on time. About one-quarter of our students are not reaching this important milestone.

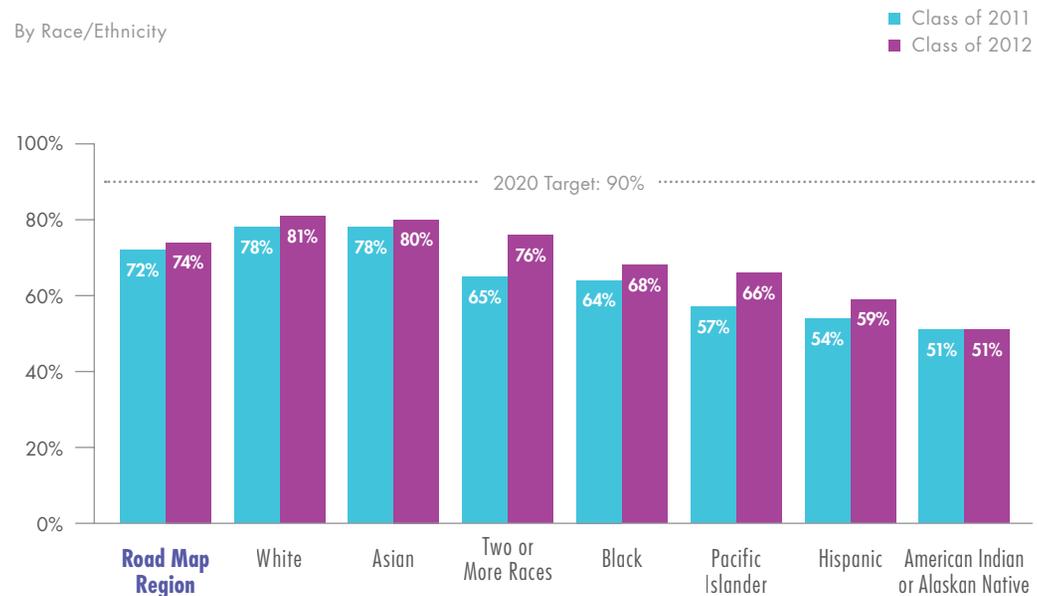
Districts are striving to identify students in need of support earlier and get them on track to graduate. Three districts saw increases in their graduation rates for the Class of 2012 compared to the previous class: Highline (62% to 66%), Auburn (75% to 81%) and Kent (69% to 80%).

Similar to other indicators, graduation rates reflect significant achievement gaps by race and ethnicity. However, graduation rates for Black, Pacific Islander and Hispanic student subgroups increased. Graduation is also an area where we see fairly large achievement gaps by gender. Male students are less likely to graduate than female students, with rates of 70% and 78%, respectively.



## On-Time Graduation

By Race/Ethnicity



SOURCE: OSPI Report Card

# TAKING CHALLENGING COURSES

Graduation from high school is important, but what classes a student takes during high school can have a major impact on his or her ability to succeed in postsecondary education. Several Indicators of Student Success help us look more closely at course-taking.

## Race to the Top: Helping Districts Prepare Students for Life after High School

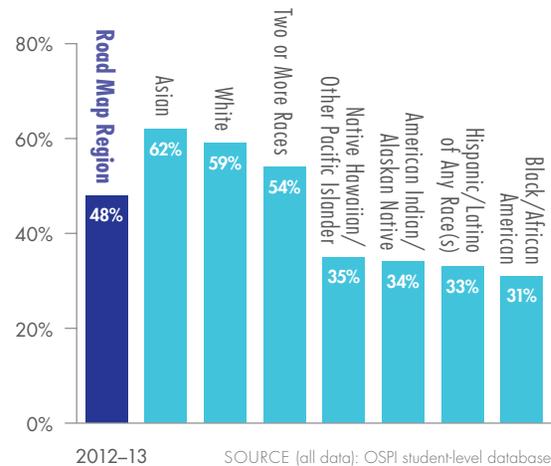
The region's Race to the Top grant puts a big focus on the need for students to graduate from high school college- and career-ready. In the grant, these are the Stay Strong projects. These projects will expand high school course offerings and strengthen counseling supports for students. The grant also pays for all students to take the full suite of the College Board assessments in school for free, including the ReadStep, PSAT and SAT tests. These actions, combined with many district-specific investments and the efforts of many community-based organizations, are all part of our region's accelerating work to support all students in realizing their college and career dreams.

## Algebra in the 8TH Grade

Math is a general education requirement which causes a challenge for many students who enter into postsecondary (see pre-college data, p. 32). Having a strong math foundation is increasingly important, as many of the career fields with the greatest job growth in our region require solid math skills. Students who complete algebra in the 8TH grade generally take more years of math and are more likely to go to college. In the Road Map Project region, there are significant differences in how many students take algebra in the 8TH grade by district and race/ethnic subgroups. Algebra-taking rates for students of color have increased slightly (1 to 2 percentage points) across the Road Map Project region, but very large gaps persist between Asian/White students and other students of color.

### 8TH Graders Taking Algebra or Higher

By Race/Ethnicity

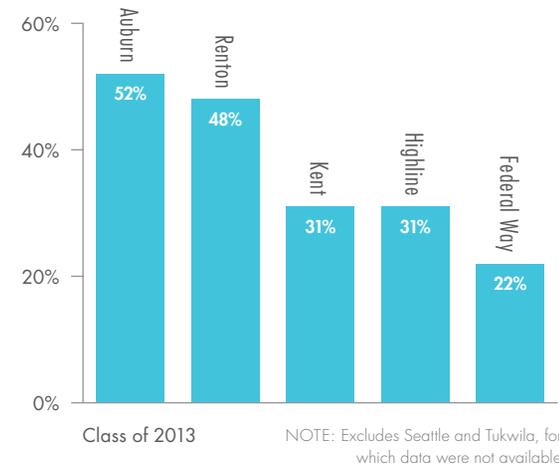


## Career and Technical Education

Strong career and technical education (CTE) programs that are based on industry, academic and career- and college-ready standards are an important curricular offering at Road Map Project region high schools. A CTE program of study is a three-course career prep sequence that often leads to a career credential pathway or a certificate program. By combining technical and academic skills, CTE programs can provide valuable hands-on experience to students. Auburn and Renton continue to be leaders in the region for CTE programs, with about half of their graduates completing a CTE program of study.

### High School Graduates Completing a CTE Program of Study

By District



## AP, IB & Cambridge Courses

Research shows that rigorous classes better prepare students for college coursework, and students taking rigorous courses tend to earn higher grades once in college. Advanced classes can also better challenge and engage students. There are a variety of advanced curriculum options offered at schools in the Road Map Project region, including Advanced Placement (AP), the International Baccalaureate Program (IB), the Cambridge Program and University of Washington College in the High School.

In order to increase rigorous course-taking, school districts in the Road Map Project region have been evaluating recruitment and placement policies, training more teachers to teach advanced courses, increasing the number and types of advanced courses offered,

and building out supports to ensure students succeed. These efforts are paying off. Rigorous course-taking has increased dramatically across the Road Map Project region over the past year. Students in Seattle Public Schools take challenging courses at the highest rates in the Road Map Project region: 71% of graduates took an AP, IB or Cambridge course during high school.

Districts are also beginning to close gaps so that enrollment in advanced courses is reflective of their overall student bodies. Significant gains were made across the board! While Asian students still take AP, IB and Cambridge courses at higher rates than other subgroups, during the 2012–13 school year, far more students of color took rigorous courses compared to the previous year.

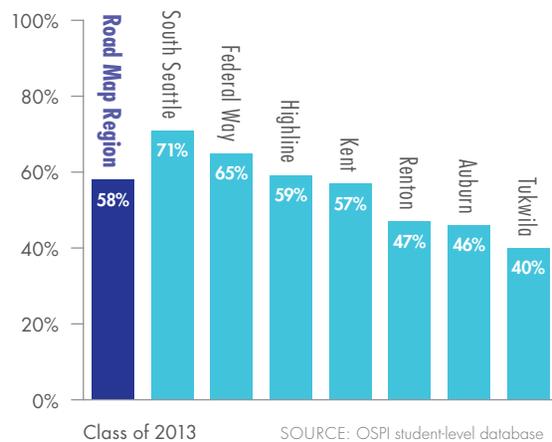
## DATA DETAILS

### Update to Rigorous Course-Taking Indicator

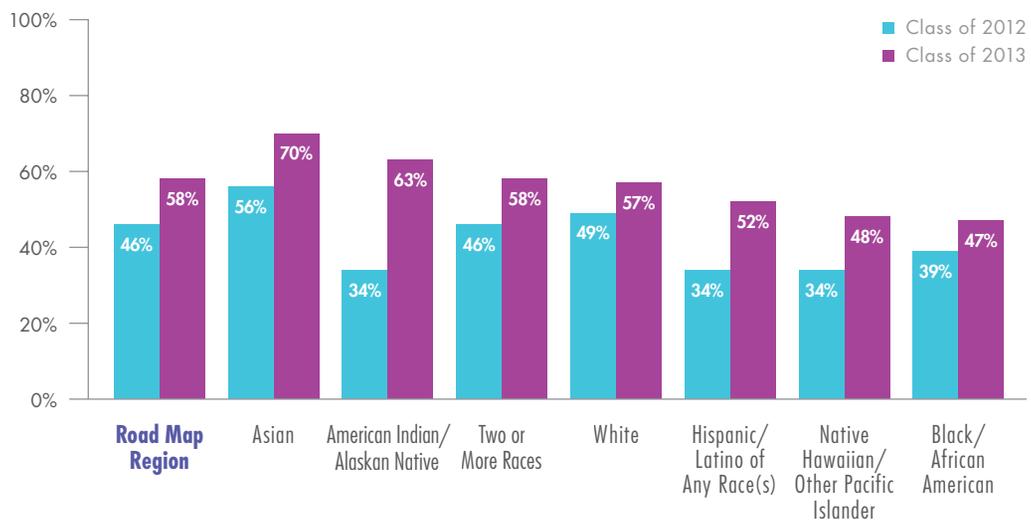
The original Indicator of Student Success for rigorous course-taking was written: "Percent of students taking one or more Advanced Placement or International Baccalaureate course(s)." Last year, we reported AP and IB courses taken during the senior year because data from prior years were unavailable. As a result of improved data, the graphs in this year's Results Report now reflect the original indicator and measure whether a student has ever taken one of these courses during high school. This allows us to include the many advanced courses that are offered in 11th grade. In addition, this year we have included courses from the Cambridge Program to our rigorous course-taking indicator. Federal Way High School is currently the only school in the Road Map Project region to offer the Cambridge Program.

## High School Graduates Who Have Taken One or More AP, IB or Cambridge Course(s)

By District



By Race/Ethnicity

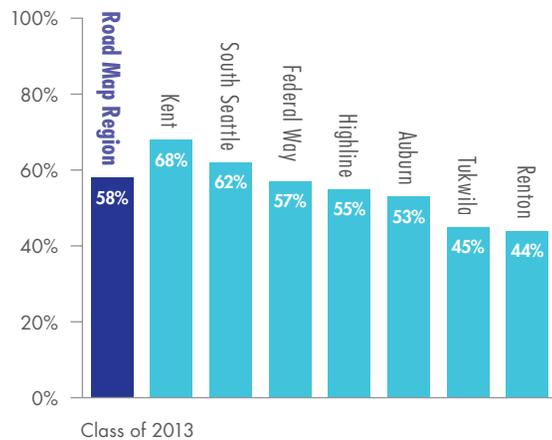


## Minimum Course Requirements to Apply to a Washington Four-Year College

The Washington Student Achievement Council (WSAC) establishes minimum college admissions standards for students to qualify to enroll in a four-year baccalaureate institution directly from high school. The College Academic Distribution Requirements are a part of these standards and outline the number of high school credits students must complete across six subject areas. These standards are higher than the high school graduation requirements set by the State Board of Education and local districts, so many high school graduates are not eligible to even apply to our state's four-year public colleges. While not all students plan to attend a four-year college, it is important that they have as many options as possible to realize their goals. Among the graduating class of 2013, 58% of students met the minimum requirements, a slight increase over the previous year.

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

By District

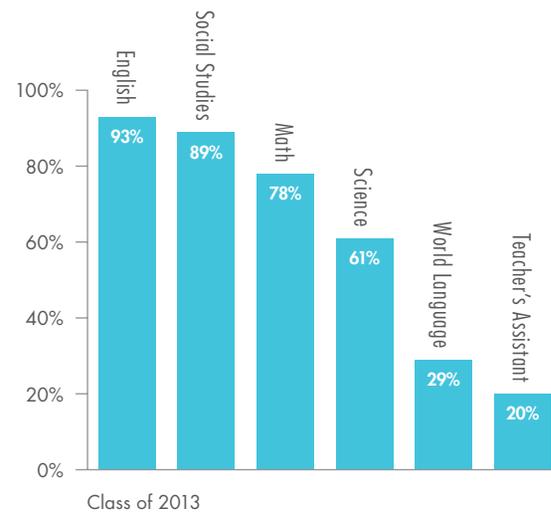


## Courses Taken During Senior Year

When we look at senior year course-taking, it helps us better understand why many students are not meeting the minimum course requirements to apply to a Washington four-year college. Only 78% of students took math their senior year, and just 29% of students were enrolled in a world language. Lacking credits in math or a world language is the most common reason students do not meet the minimum requirements. Most students who continue into postsecondary will need a college-level math course. Having a year gap in math can make re-entry into math more challenging. We need to let students know that course-taking matters and encourage them to stick with a strong academic class load senior year.

### Courses Taken During Senior Year by High School Graduates

By Subject



SOURCE: OSPI studentLevel database. Analysis by: The BERG Group



# DISCOVER U



## Remedial Course-Taking

Many students in the Road Map Project region who complete high school and enroll in postsecondary are not ready for college-level coursework. This means they must take remedial (also called pre-college) courses for which they do not earn credits toward a degree or career credential, adding time and increasing the cost of completing a degree. Research clearly shows that students who are referred to remediation in college are less likely to persist and complete a degree.

Since our baseline year, rates of pre-college course-taking have not changed significantly and remain high. In 2011–12, 46% of recent high school graduates who enrolled in community and technical colleges needed to take a pre-college math class, and 23% took a pre-college English class.

Despite the lack of change overall, it should be noted that there has been some progress in rates by district. For the third year in a row, the rate of math remediation for Renton School District students has declined (48% to 39% to 36%), and in Highline, the rate of English remediation dropped seven points in two years from 25% to 18%.

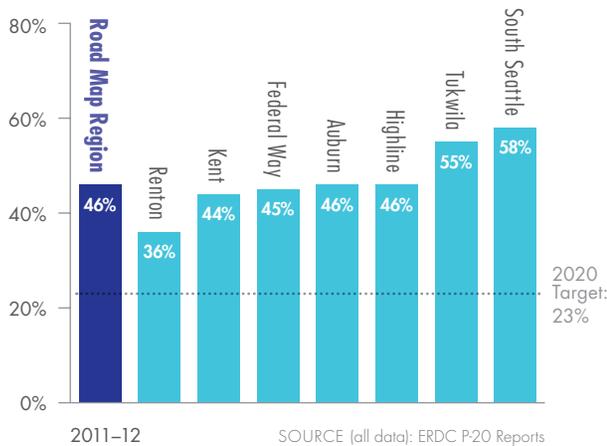
In order to reach our 2020 goal, we must decrease pre-college course-taking in community and technical colleges. Encouraging students to make the most of their senior year is a critical first step to addressing some of the barriers. This includes improving attendance, inspiring students to take challenging classes and making sure seniors take a full academic class load, particularly math and English.



## Pre-College Math Course-Taking

2011 High School Graduates at Washington Two-Year Public Institutions

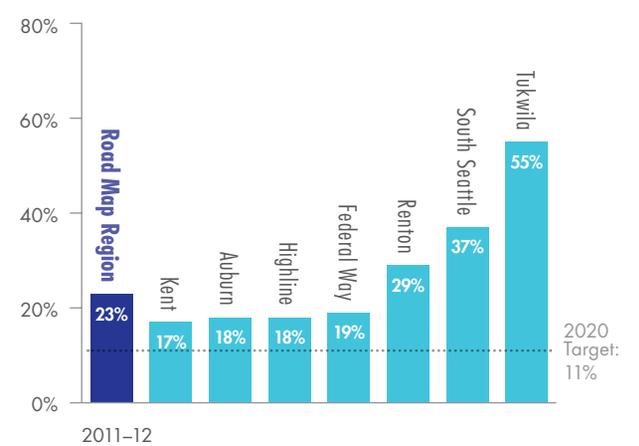
By District



## Pre-College English Course-Taking

2011 High School Graduates at Washington Two-Year Public Institutions

By District



# PAYING FOR COLLEGE

In addition to gaining the academic content and skills to be prepared for higher education, students and their families must find a way to pay for college. Research shows that investing in higher education pays off; college-educated workers earn higher wages and are less likely to be unemployed. However, the high costs of college are very real and can be overwhelming for students and families. Many students look to scholarships and financial aid to ease the financial burden tuition presents.

## College Bound Scholarship

Washington State’s College Bound Scholarship helps reduce barriers to college for low-income students. The scholarship promises tuition (at public institution rates) and a small book allowance for low-income students who sign up in 7<sup>TH</sup> or 8<sup>TH</sup> grade, commit to work hard in school, stay out of legal trouble and successfully apply to a higher education institution when they graduate.

College Bound Scholarship enrollment reached a record high in 2013 with 94% of the 5,165 eligible 8<sup>TH</sup> graders and their parents in the region signing up. Schools are now in their sixth year of supporting this scholarship and have built the application process into their regular activities in effective ways. Efforts such as mailing home letters, discussing the scholarship at parent-teacher conferences and incorporating the scholarship application in back-to-school welcome packets have allowed a large number of students to get signed up well before the annual June 30<sup>TH</sup> deadline. School staff, district leaders and community-based organizations also rally in the weeks before the deadline to reach remaining students in a final sign-up push. Signing up for the College Bound Scholarship is obviously only one piece of the puzzle, but it does raise expectations and can help motivate students to work hard during high school to ensure they are academically prepared for college.

## Completed College Bound Scholarship Applications

Number and Percentage of Eligible 8<sup>TH</sup> Grade Students with a Completed Application



SOURCE: WSAC

NOTE: Free and reduced-price lunch data used for eligible numbers reported by school districts in March or April 2013. Free and reduced-price lunch numbers fluctuate from year to year. Completed application data as of August 5, 2013. Application data includes all eligible students who completed an application by the end of 8<sup>TH</sup> grade. An application is complete when the required student and guardian signatures are included and one or more of the income standards boxes are checked.



## BRIGHT SPOT

### In the Face of Increasing Poverty, Auburn Prioritizes Game-Changing Scholarship

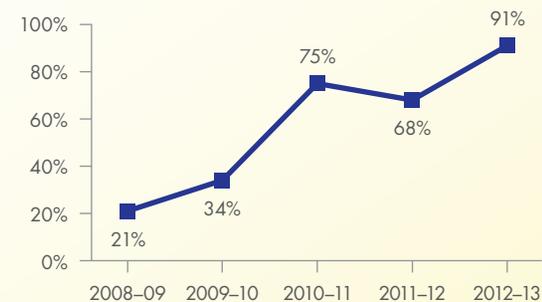
Growing poverty in South King County—especially Auburn—and rising state tuition costs have put postsecondary education out of reach for many families. According to a report from the Brookings Institution, the number of households in Auburn that are at or below the federal poverty level increased by 92% from 2000 to 2010. The College Bound Scholarship provides hope, and the Auburn School District is working to make sure this opportunity is available to all eligible students.

Sign-up rates for the College Bound Scholarship increased from 68% of eligible 7<sup>TH</sup> and 8<sup>TH</sup> graders to 91% between 2012 and 2013, the largest increase of the seven school districts in the Road Map Project region.

The district created a centralized system that updates eligible students in its database, but much of the work to help families complete the scholarship application was done at the building level. Examples of that work include mailing applications in summer 2013 to potential College Bound qualifiers, designating a primary contact for the scholarship at each building and having staff members call parents. Auburn also spread the word about the scholarship throughout the school year at open houses and fairs.

## Completed College Bound Scholarship Applications

Auburn School District



SOURCES: Auburn School District and WSAC



## Financial Aid

Tuition costs have increased dramatically in recent years. In Washington State, public tuition has nearly doubled in five years. In the Road Map Project's 2013 Parent Poll, parents identified the cost of college as the main reason they felt it was unlikely their students would go to college or a trade or technical school after high school. Thirty-nine percent of parents were also unaware of events or programs to help their family or child with financial aid for college. We need to make sure students and families build their financial literacy skills and learn how they can pay for college.

Filing the Free Application for Federal Student Aid (FAFSA) is an important first step to help students access state and federal financial aid. The FAFSA is also a requirement to access many scholarships, including the College Bound Scholarship. There are still many steps students and families must take after initially filing the FAFSA, including making corrections to their application and completing college requirements to receive their aid package. During the 2012–13 school year, 67% of

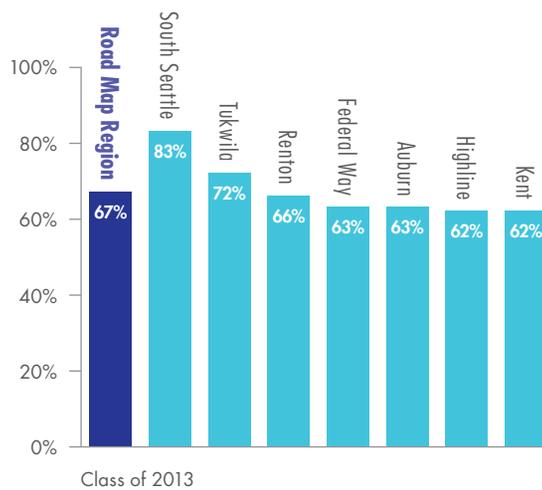
high school graduates in the Road Map Project region submitted the FAFSA. Region-wide, FAFSA completion rates lag behind submission rates by about 5%. South Seattle stands out with the highest FAFSA filing rate in the region with an impressive 83% of graduates in the district submitting their financial aid form in 2013. Hard work by schools, college-access organizations and colleges in the region helped achieve this result.

FAFSA filing rates among College Bound Scholarship eligible graduates were even higher than those for all graduates. This is great news since filing is an eligibility requirement for the scholarship, however, filing rates fell 3% from the previous year. It should be noted that some factors, such as enlistment in the military and immigration documentation status, do impact submission rates. It is important that we continue to support future cohorts of College Bound Scholarship students with navigating the FAFSA and other parts of the admissions process.



### FAFSA Submission by High School Graduates

By District

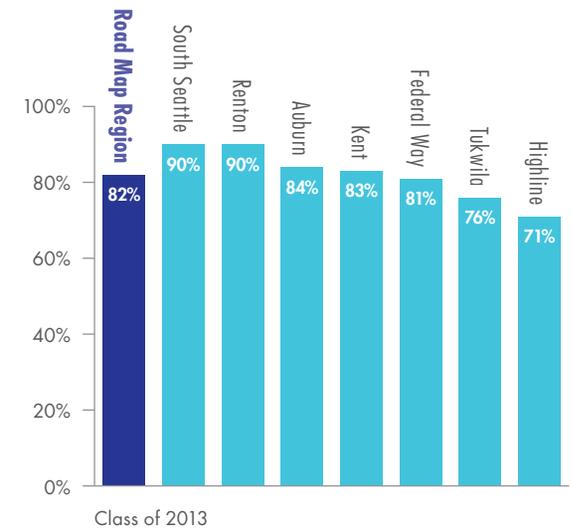


SOURCE: OSPI studentLevel database and U.S. Department of Education, Federal Student Aid Office

NOTE: Data available for on-time high school graduates only

### FAFSA Submission by High School Graduates Enrolled in the College Bound Scholarship

By District



SOURCE: OSPI studentLevel database and WSAC

NOTE: Data as of Nov. 1, 2013

# Opportunity Youth

While great work is under way across the region to ensure all students are successful, far too many youth fall off track and need support reconnecting to educational and economic opportunity.

In fall 2013, the Road Map Project launched a focus on re-engaging “opportunity youth,” or 16- to 24-year-olds who are not connected to school or work. Our initial estimates suggest there are at least 20,000 opportunity youth in our region.

This work was catalyzed by the Aspen Forum on Community Solutions, which recognized that the Road Map Project’s networks, data capacity and collective momentum would position the region to tackle the work necessary to help opportunity youth find pathways to success.

However, to successfully address the needs of the opportunity youth population, the Road Map Project will have to flex new muscles, bring new partners to the table, collect and use new data, and deepen our understanding of systemic barriers and opportunities.

## Understanding Our Opportunity Youth Population

We arrived at 20,000 opportunity youth by estimating the size of three groups of 16- to 24-year-olds in our region:

1. Youth who have dropped out of high school
2. Students who are still in high school but are significantly off track to graduate
3. Young adults who completed high school but did so underprepared for postsecondary education or employment

This estimate, which was based on 2011–12 enrollment records, will be further refined in the coming months, with analyses of various sub-populations.

Not all youth are at the same risk of dropping out. Native Hawaiian and other Pacific Islander students, Hispanic and American Indian or Alaskan Native students have drop-out rates around twice those of Asian and White students. English language learners (ELL) and students qualifying for free or reduced-price lunch drop out at nearly twice the rate of non-ELL and higher-income students, respectively. Homeless students drop out at more than twice the rate of their non-homeless peers. Students in foster care, special education students, students who speak non-English languages at home and males also experience higher drop-out rates.

An estimated **20,000**  
**16- to 24-year-olds**  
are not connected  
to school or work  
in the Road Map Project region.

## The Work Going Forward

Our region’s opportunity youth population is significant. These young people have a complex set of assets and challenges, and an array of programs and services are being implemented and piloted to respond to their needs. We have begun involving a broad range of stakeholders in a data-grounded process of understanding barriers and identifying strategies. Our focus will be on actions that build on current capacity and expertise, tackle systemic disconnects, respond to timely policy opportunities and have the potential to benefit as many youth as possible.

Working together, we can offer a set of high-quality pathways designed to meet the needs of the many different groups of young people who need to reconnect to education and employment.

# Earn a College Degree or Career Credential



Building an education system that allows all students to earn a degree or career credential with labor market value is the foundational goal of the Road Map Project. We know our region's economy increasingly demands it, and 97% of parents in the Road Map Project region feel it is important for their child to go to college. Yet enrollment and completion rates have remained flat for the past 10 years.

## Enrolling and Persisting in College

Sixty percent of students in the Class of 2012 enrolled in college within a year of their high school graduation. This is known as "direct enrollment." Direct enrollment rates in the Road Map Project region have not changed in the past decade.

When we look at whether students entering college continue on to a second year, we see that about 10% of students do not return for their second year. Therefore, only about half of high school graduates are persisting in college. Persistence rates have also remained relatively flat over the past several years.

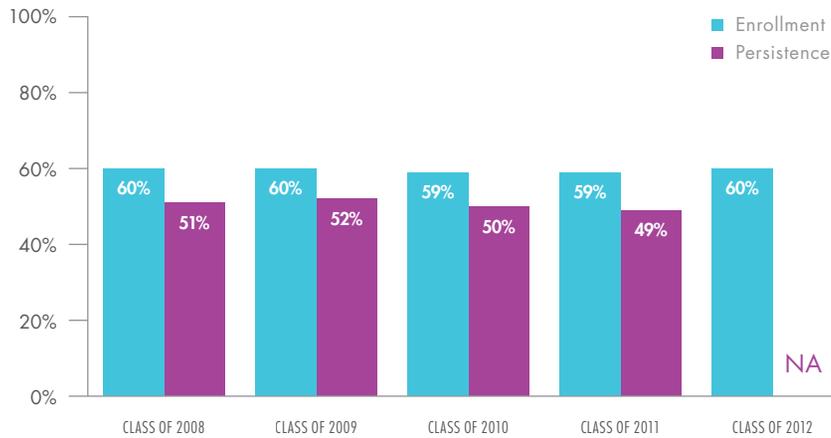
In order to evaluate how many students earn a college degree, we must look at students who graduated from high school in 2007. These students have had six years to accumulate credits and complete a program of study. Only 35% of 2007 high school graduates have earned a two- or four-year degree. Unfortunately, at this time, we are not able to include data on one-year credentials with labor market value, but we hope to next year.

When looking at completion rates for students of color, the disparities are striking. Asian and White students complete degrees at twice the rate of Black, American Indian/Alaskan Native and Hispanic students. Given that research tells us 67% of the jobs in our region will require a college degree or a career credential by 2018, we are doing these students a great disservice.

We must be steadfast in our commitment to changing the trajectory for students in our region, and make bold and innovative changes to improve our current systems. There are many new efforts aimed at improving postsecondary enrollment, persistence and completion, though we can't expect immediate results. In 2014, the Road Map Project will dive further into postsecondary data. This will allow us to better understand the barriers students are encountering on their path to a degree, as well as the supports that are helping students succeed. This will allow more focused strategies and course-correction as we move forward.



### High School Graduates Directly Enrolling and Persisting in College

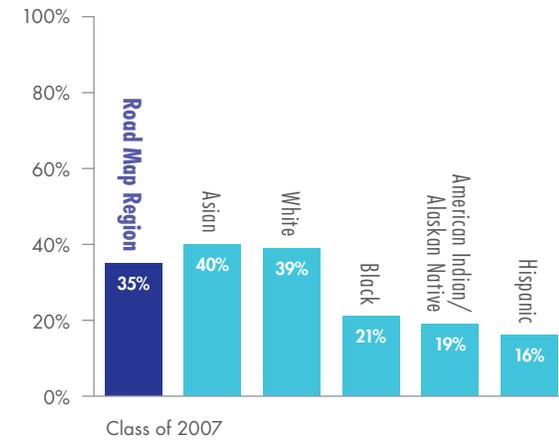


NOTE: Direct enrollment is defined as high school graduates enrolling in college within a year. Persistence measures high school graduates attending college in the second year.

SOURCES (all data): OSPI and the National Student Clearinghouse. Analysis by: The BERG Group

### High School Graduates Completing a 2- or 4-year Degree Within 6 Years of High School Graduation

By Race/Ethnicity





# Looking Back — Moving Forward

## ROAD MAP PROJECT HISTORY



“Road Map” time moves quickly. It is full of urgency, by necessity, because we have a lot of work to do. The region’s children are depending on us to act swiftly on their behalf. There is no time to waste.

That said, it is important to reflect on the work that has been accomplished in the years since the project began. If we continue working together and putting the needs of students first, we can tackle the work ahead and meet the 2020 goal.

For more information on the Road Map Project’s history, please visit [www.roadmapproject.org](http://www.roadmapproject.org).

# GET INVOLVED

We believe everyone has a role to play in improving educational outcomes for students. There are many ways to get involved in the Road Map Project, either as an individual or organization. For more information about the following opportunities, please email [info@ccedresults.org](mailto:info@ccedresults.org) or visit [www.roadmapproject.org](http://www.roadmapproject.org).

## Align

We need more leaders and organizations—in school and out—to strongly align their work to the Road Map Project’s 2020 goal. Aligning means working hard to improve one or more of the project’s Indicators of Student Success. It also means looking at results and changing tactics when things aren’t working and tackling the opportunity gap head-on. There is no substitute for amassing collective horsepower to move key indicators. Let us know what would help your organization join with others to make a bigger impact.

## Volunteer

The work to improve education needs volunteer strength! Volunteers are essential to Road Map Project community campaigns, including *Let’s Read!* and Road Map to College. You can read about current volunteer opportunities in the Get Involved section of the Road Map Project website. Also, many Road Map Project partner organizations rely on volunteer support in their work with students, parents and community members. The United Way of King County’s website ([www.uwkc.org](http://www.uwkc.org)) features a volunteer database to help connect you with these organizations.

## Join the Education Results Network

The Road Map Project’s Education Results Network is open to anyone who wants to improve education in our region and participate in the Road Map Project. The network consists of a large body of concerned stakeholders who meet four times a year to learn about Road Map Project efforts, provide feedback on key elements of the work and identify opportunities for deeper involvement. To learn about upcoming meetings, please sign up for the Road Map Project newsletter at [www.roadmapproject.org/newsletter](http://www.roadmapproject.org/newsletter).

## Get Connected

Connect with the Road Map Project on Facebook and Twitter for the latest updates, meeting information, event details and other happenings. You can find links to these pages from the Road Map Project website, [www.roadmapproject.org](http://www.roadmapproject.org).

## Invest in Road Map Project Work

Funders are encouraged to align their grant-making to help advance the Road Map Project goal and make progress improving select Indicators of Student Success. In addition, funding is needed for a number of key project priorities. Any amount of investment would be greatly appreciated and put to good use. Contributions can be made at the Road Map Project website. Also, any funder interested in joining the Road Map Project’s Aligned Funders Work Group can contact [info@ccedresults.org](mailto:info@ccedresults.org) for more information.



More information about the Road Map Project is available at [www.roadmapproject.org](http://www.roadmapproject.org)

# THANK YOU!

The Community Center for Education Results (CCER) team would like to thank everyone who contributed to the Road Map Project's 2013 Results Report and the last year of work. We are continually inspired by everyone's hard work and look forward to creating change together through collective action.

## Work Group Leaders

The Road Map Project's work groups are led by talented individuals who are leading the work to identify strategies that will improve education outcomes for all students. We would like to thank the work group chairs for their incredible service:

- » Community Network: Sili Savusa, White Center Community Development Association; and Nathan Phillips, South King Council of Human Services
- » Advocates Caucus: Kelly Munn, League of Education Voters; Rich Stolz, OneAmerica; and Tony Lee, Solid Ground
- » Birth to 3<sup>RD</sup> Grade Work Group: Karen Howell-Clark, United Way of King County; and Julie Rolling, Puget Sound Educational Services District
- » English Language Learner Work Group: Isabel Muñoz-Colón, City of Seattle Office for Education
- » High School to College Completion Work Group: Dr. Deborah Wilds, College Success Foundation
- » Youth Development for Education Results Work Group: Jessica Werner, Youth Development Executives of King County
- » Data Advisors Group: Dr. Pete Bylsma, Renton School District; and Sarita Siqueiros Thornburg, Puget Sound Educational Service District
- » Aligned Funders: Ken Thompson, Bill & Melinda Gates Foundation; and Michael Brown, The Seattle Foundation

## CCER Board of Directors

Thank you to the CCER Board of Directors:

- » Michael Heinisch, Board President
- » John Kim
- » Jen Chan, Treasurer
- » Lyn Tangen
- » Melinda Mann, Secretary

## Data Support

Special thanks go out to everyone who provided access to data for this report. The 2013 Results Report drew from the following sources:

- » City of Seattle
- » EMC Research
- » National Student Clearinghouse
- » Public Health — Seattle and King County
- » Puget Sound Educational Service District
- » The BERC Group
- » The Road Map Project region's seven school districts
- » University of Washington College of Education
- » Washington State Board of Education
- » Washington State Department of Early Learning
- » Washington State Education Research & Data Center
- » Washington State Office of Superintendent of Public Instruction
- » Washington Student Achievement Council



## Support for CCER

The CCER team would also like to extend special thanks to the funders who have supported CCER, the Road Map Project's "backbone" organization, and are great partners in the work:

- » Aspen Forum on Community Solutions
- » Ballmer Family Giving
- » College Spark Washington
- » Individual Donors
- » JP Morgan Chase Foundation
- » Microsoft
- » Raikes Foundation
- » Social Venture Partners Seattle
- » Stuart Foundation
- » The Bill & Melinda Gates Foundation
- » The Seattle Foundation

## Special thanks to our Parent Forum sponsors:

- » BECU
- » Bezos Family Foundation
- » CenturyLink
- » Comcast
- » Foundation for Early Learning
- » Individual Donors
- » The Boeing Company
- » Washington STEM



### The Project Sponsors

The Project Sponsors provide the Road Map Project with strategic direction, progress monitoring and implementation support. We would like to thank this group for their dedication and guidance:

**David Bley**  
Director, Pacific  
Northwest Initiatives,  
Bill & Melinda Gates  
Foundation

BILL & MELINDA  
GATES foundation

**Trish Millines Dziko**  
Executive Director,  
Technology Access Foundation



**Dr. Eileen Ely**  
President,  
Green River Community College



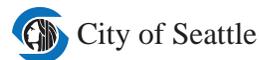
**Jon Fine**  
President and CEO  
United Way of King County



**Chris Korsmo**  
Executive Director,  
League of Education Voters



**Holly Miller**  
Director, Office of Education,  
City of Seattle



**Nathan Phillips**  
Director,  
South King Council  
of Human Services



**Norman B. Rice**  
President & CEO,  
The Seattle Foundation



### Contributors to the 2013 Results Report

- » Community Center for Education Results staff:  
Kirsten "Avery" Avery  
Sylvester Cann  
Stacey Giachino  
Torie Gonsalves  
Kristin Johnson-Waggoner  
Lynda Petersen  
DeSean Rodgers  
Deva Russell  
Mary Jean Ryan  
Andrew Sahalie  
Anthony Shoecraft  
William Wynn  
Nicole Yohalem
- » Special thanks to our 2013 AmeriCorps VISTA team members:  
Carlina Brown-Banks  
Kelsey Landes
- » Design:  
Benjamin Vogt,  
BHV Design Lab
- » Writing support:  
Curtis Cartier  
Roxana Norouzi  
Jessica Werner  
Adam Worcester

### Thanks to the following individuals for photography assistance:

- » Curtis Cartier
- » Andy Matheson
- » Kristin Johnson-Waggoner
- » Melissa Ponder
- » Kelsey Landes

**Sili Savusa**  
Executive Director,  
White Center Community  
Development Association



**Rich Stolz**  
Executive Director,  
OneAmerica



**Dr. Tom Stritikus**  
Dean and Professor,  
College of Education,  
University of Washington



**Dr. Ed Taylor**  
Vice Provost and Dean of  
Undergraduate Academic  
Affairs, College of Education,  
University of Washington



**Ken Thompson**  
Program Officer,  
Bill & Melinda Gates  
Foundation

BILL & MELINDA  
GATES foundation

**Dr. Edward Lee Vargas**  
Superintendent,  
Kent School District



**Dr. Jill Wakefield**  
Chancellor,  
Seattle Community Colleges



**John Welch**  
Superintendent,  
Puget Sound Educational  
Service District



