



THE ROAD MAP PROJECT
2013-14 Tukwila School District
DISTRICT REPORT



March 2015

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Introduction

The 2014 Road Map Tukwila District Report goes beyond the 2014 Results Report and dives in particular into education results for the Tukwila School District. The data presented here are not exhaustive, but are rather to help the district understand recent progress and the status of education through the lens of the Road Map Project. Other analyses are possible, and we encourage ongoing communication and collaboration between CCER and the district with regard to these analyses.

What is the Road Map Project?

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.

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.

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. We are building momentum but need to scale up successful approaches in order to impact more students.

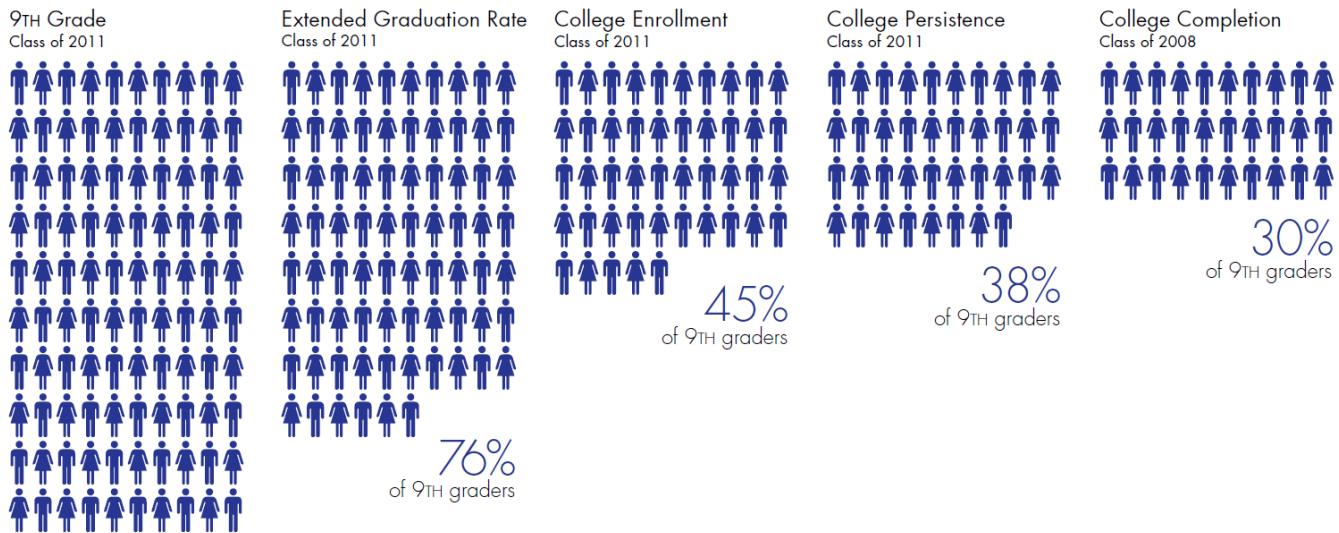
Facing Our Challenges: Time to Recommit

The challenges faced by our region are what inspired the intensity of system-improvement efforts currently underway. These efforts must succeed if we are to see improvement at a large scale. The region is a work in progress. The release of this report is a good time to reflect on where we are and to recommit to making the changes necessary to improve student achievement and close opportunity gaps. Being part of the Road Map Project means being an active change agent for children. To accelerate progress, we will have to push together as never before. We have to demand faster action to implement best practices and to spread what works. We have lots of great work happening, but weak mechanisms for spreading success. Egos and silos must give way to an even stronger ethic of collaboration that will benefit children and families. We must speed up the cycle of inquiry and improvement. We cannot be content with status quo results.

The pace and scale of progress are not yet where they need to be. We are underperforming and failing the region’s children in far too many areas. If business as usual continues, or if our region’s widespread system building efforts falter, we will perpetuate and reinforce the poor outcomes associated with the status quo. Without improving how we deliver education—in school and out—from cradle to college, the children growing up here will not escape poverty. They will sink further into its grasp.

We hope you will read this report and find new motivation and resolve to call for and work toward the changes our children deserve.

The Path to a College Degree—The Leaky Pipeline



SOURCES: National Student Clearinghouse (NSC) and Office of Superintendent of Public Instruction (OSPI) student-level database

NOTE: Graduation reporting requirements changed in Washington State between the graduation classes of 2010 and 2011, affecting how the state counts 9th graders. As a result, the proportions of 9th graders enrolling, persisting and completing college is different from “Leaky Pipeline” data shown in previous Results Reports.

Methods

Indicators

The indicators of student success used by the Road Map Project are data elements important to a student’s education success. They can be influenced by focused action and can be consistently tracked over time using available data. In 2010, several work groups, with help from the Education Results Network, studied the research and examined the indicators used by Strive in Cincinnati and other cradle-to-college-and-career initiatives. Each work group nominated a set of indicators and the final list was approved by the Road Map Project Sponsors. The same groups that created the list of indicators are currently reviewing and amending those indicators. During this process, the Data Advisors Group finalizes the targets where applicable.

Indicators (and this report) are organized into four broad, chronological categories:

1. Healthy & ready for kindergarten (birth through kindergarten enrollment)
2. Supported & successful in school (K–12)
3. Graduate from high school college- & career-ready (high school)
4. Earn a college degree or career credential (high school graduation through age 24)

Within each of the four chronological categories, there are two types of indicators. On-track indicators are reported annually against specific targets. 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.

Road Map Targets

In 2011, The Road Map Project Data Advisors Group helped to select a subset of Road Map Project indicators as on-track indicators. When taken together, these on-track indicators give a view of how students are doing from cradle to college and career. We set interim 2014 and 2017 targets and final 2020 targets for the on-track indicators. We hope these will help mobilize and motivate our broader community to accomplish our overall goal.

The 2020 performance targets for the on-track indicators were developed based on the the achievement of students from Washington State's top 10 performing school districts with 20 students or more. Overall, students from these districts already attain postsecondary degrees or credentials at twice the rate of students in South King County and South Seattle. The Road Map Project aims to close achievement gaps by 2020, so the final targets are the same for all groups of students. To accomplish this goal, however, the rates of progress required will be higher for students of color and low-income students than the improvement rate required for all students.

On-Track Targets

Using the 2009-10 school year as a baseline, we calculated the rate of change needed to reach the targets. Special consideration was required when setting the interim targets for the high school class of 2014. This class, though also subject to compounding growth, needs a boost in performance early in the program period so a sufficient number of students enter the post-secondary system. There, they can be influenced to reach the 2020 postsecondary completion target.

Data Notes

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

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

College Going: Analyses of college enrollment, persistence, college graduation, as a well as some transcript analyses have been conducted by the BERG Group on behalf of CCER. Starting with the 2014 Results Report, CCER conducted analysis of college enrollment, persistence, and graduation using National Student Clearinghouse student records matched by the Washington Educational Research and Data Center (ERDC).

Income status: Data regarding students' free or reduced price lunch status are not available for Kent School District or Seattle Public Schools for all analyses. Regional results for low income students may not include Kent and South Seattle and is labeled accordingly.

Student Privacy and Data Suppression

CCER collects and analyzes education data for only research purposes. Research can be very beneficial to help improve school systems, programs and practices. CCER puts a premium on the protection of student confidentiality and identity. All information about students that CCER accesses is handled in compliance with data-privacy laws, including the Family Educational Rights & Privacy Act (FERPA). Strong internal safeguards are in place regarding who can use the information and for what purpose. No unauthorized sharing of information will occur. Only individuals who work directly with CCER to support the Road Map Project's research and reporting are granted access to the information – and only for that purpose. Research reports to the community and third-parties present the data in a way where no individual students could be identified.

In compliance with the Federal Education Rights and Privacy Act (FERPA), we have suppressed data in some tables and graphs where noted by “s.” Data for student groups with fewer than 10 individuals were completely removed in some cases, and in other cases we present ranges that vary in size depending on the number of students in the group. In addition, in cases where the population for regional or district results is reported, complementary subgroups have been suppressed, so that performance of suppressed subgroups cannot be determined using the overall population.

For additional information on data suppression, definitions, analyses, please contact CCER.



On-track indicators are reported annually against specific targets.

THE ROAD MAP PROJECT Indicators of Student Success

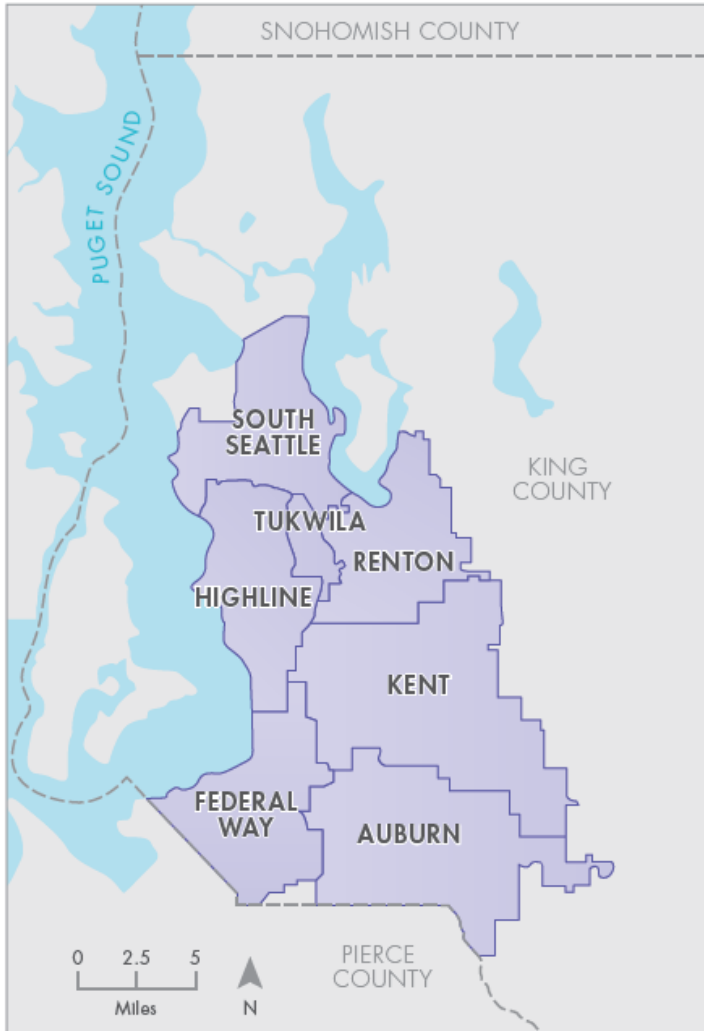
The Road Map Project emphasizes the use of data to encourage strategic action, drive continuous improvement and support collective accountability. The indicators are important measures of student success that can be influenced by focused action and consistently tracked over time. Each year, the indicators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

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

The Road Map Project Region

Intense demographic and economic changes continue to unfold in the Road Map Project region. The area is a strong “majority-minority” region where 69% of K-12 students are Non-White and 19% are English language learners (ELL). This diversity of cultures and languages is a great strategic asset for the region; however, we must acknowledge that our communities are facing increasing economic hardship.

Demographic data in this section are based on October enrollment.



120,492
Students in Road Map
Project Region Schools

69%
Students of Color

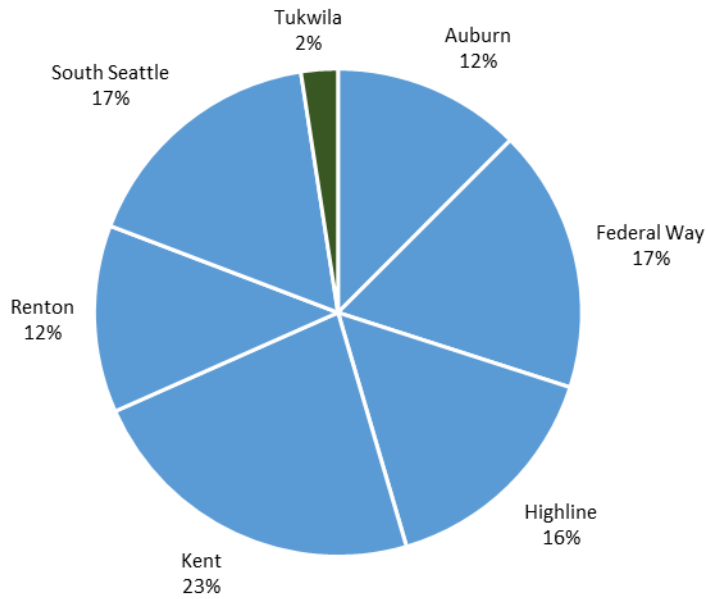
59%
Low Income

19%
English Language
Learners

SOURCE (all data): OSPI Report Card, 2013-14

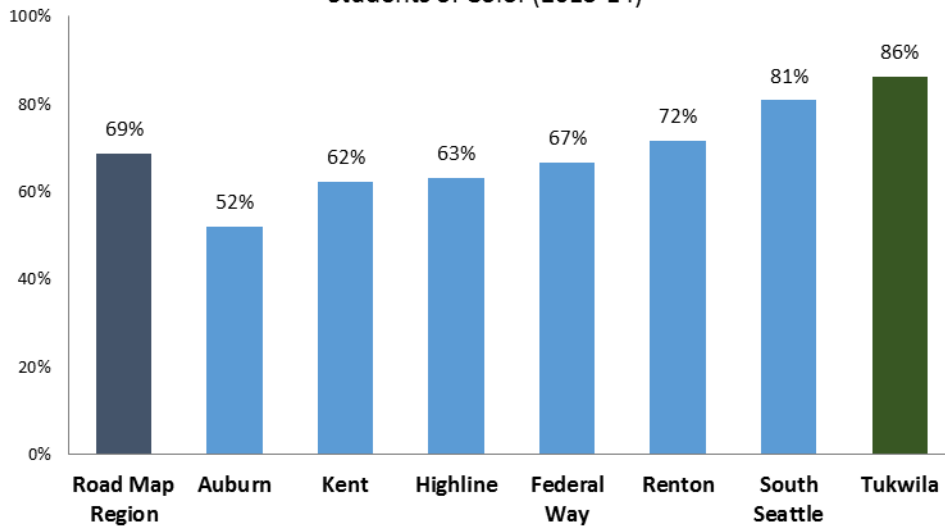
Diversity

Road Map Region K-12 Students (2013-14)



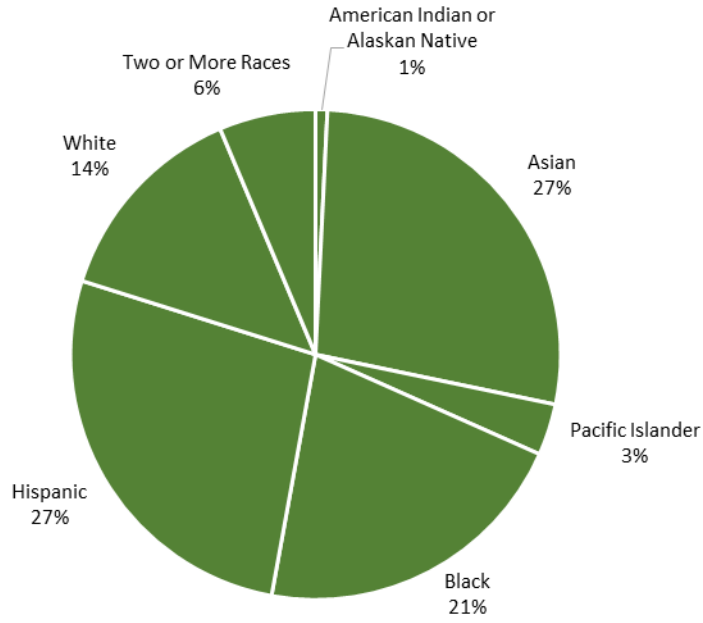
SOURCE: OSPI Report Card, 2013-14

Students of Color (2013-14)

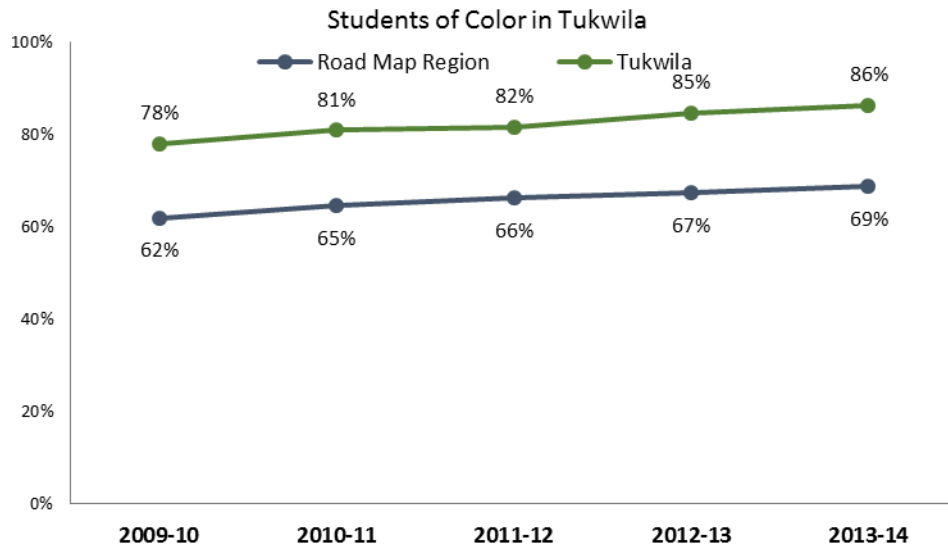


SOURCE: OSPI Report Card, 2013-14

Race/Ethnicity of Tukwila K-12 Students (2013-14)

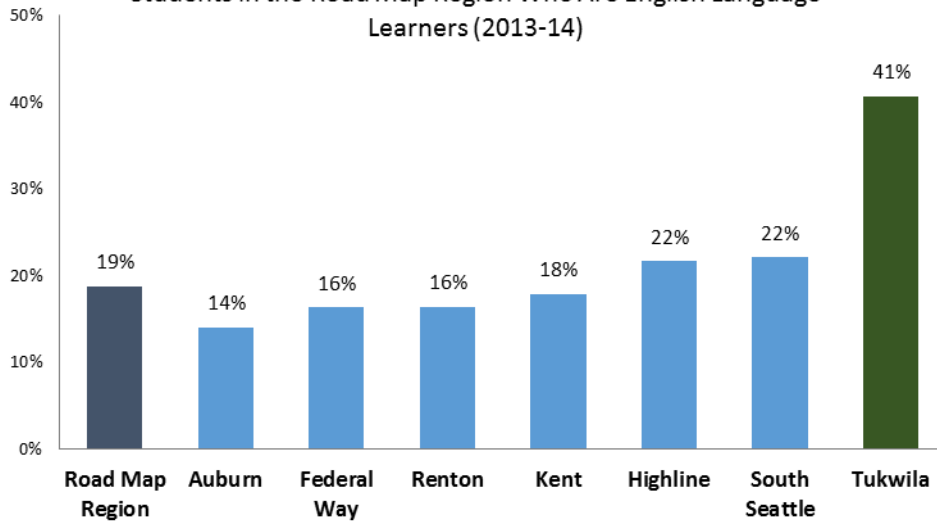


SOURCE: OSPI Report Card, 2013-14



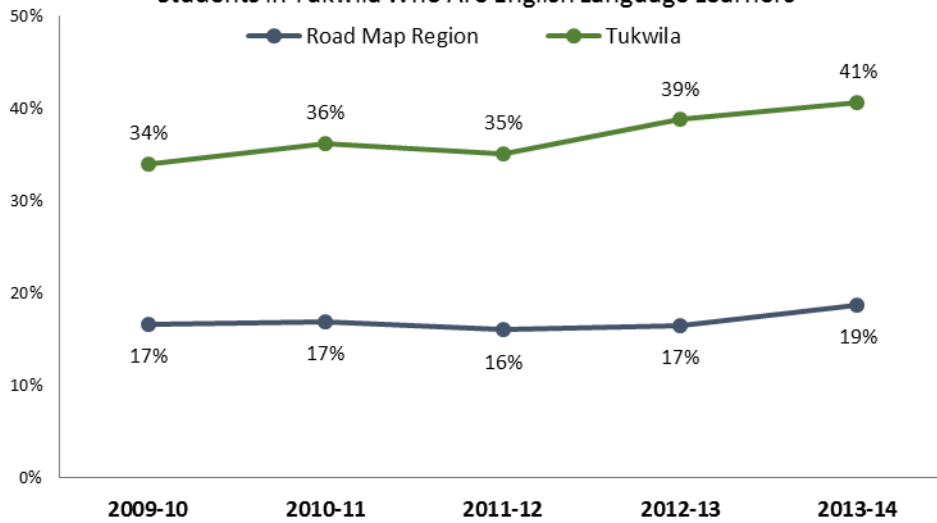
SOURCE: OSPI Report Card, 2013-14

Students in the Road Map Region Who Are English Language Learners (2013-14)



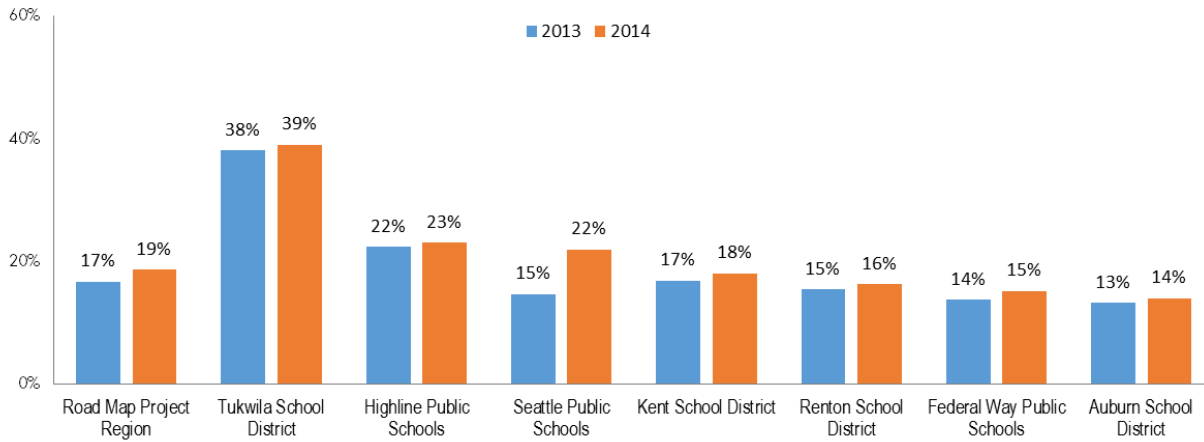
SOURCE: OSPI Report Card

Students in Tukwila Who Are English Language Learners



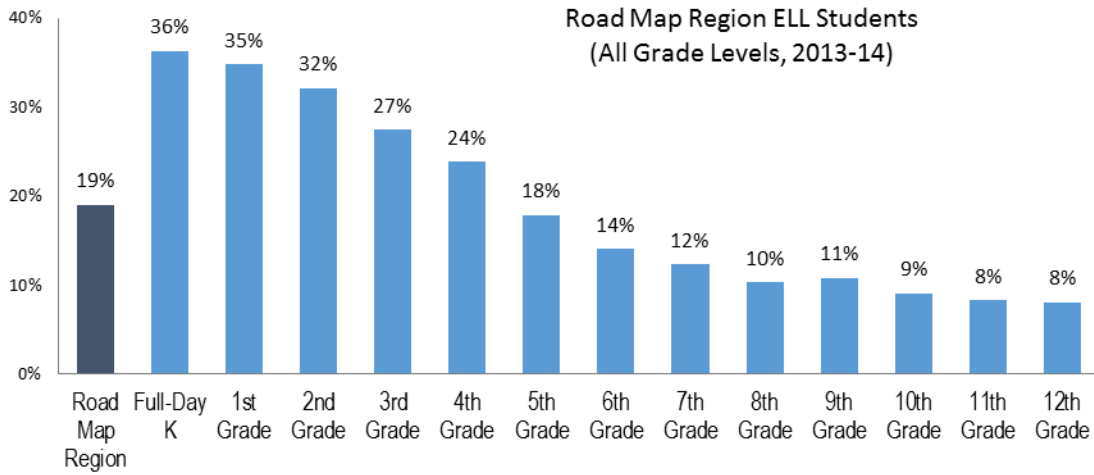
SOURCE: OSPI Report Card

Percent of Students Who Are English Language Learners



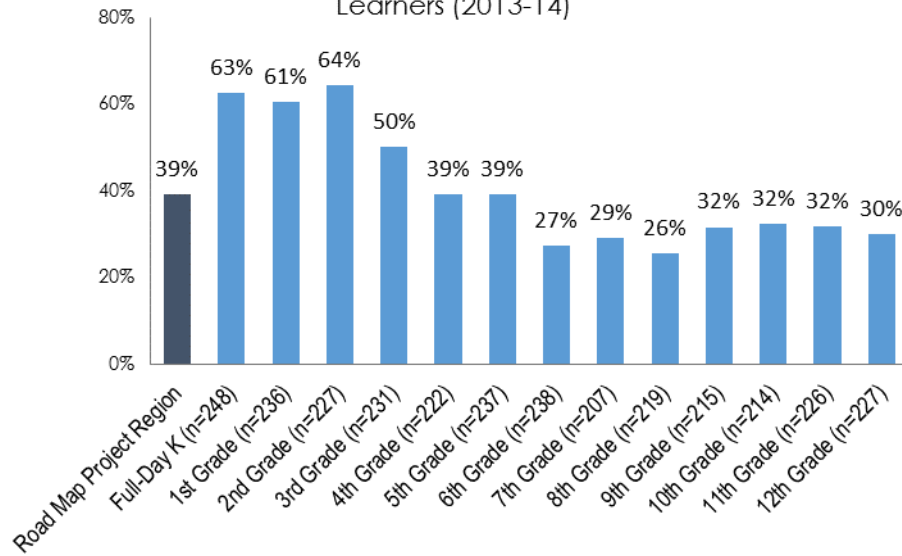
SOURCE: OSPI Report Card

Road Map Region ELL Students
(All Grade Levels, 2013-14)



SOURCE: OSPI student-level database (pulled November 2014)

Percent of Tukwila Students Who Are English Language Learners (2013-14)



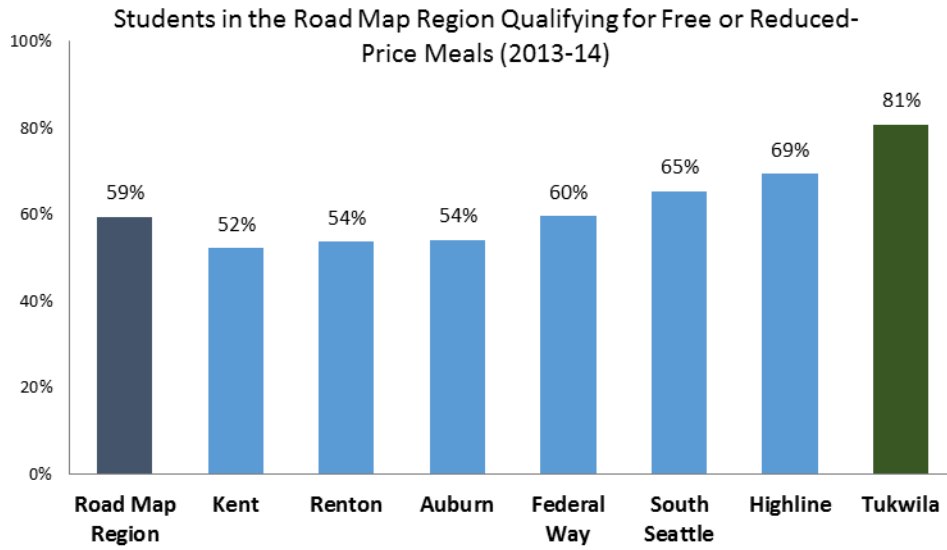
SOURCE: OSPI student-level database (pulled November 2014)

Most Common Primary Languages in Tukwila (2013-14)

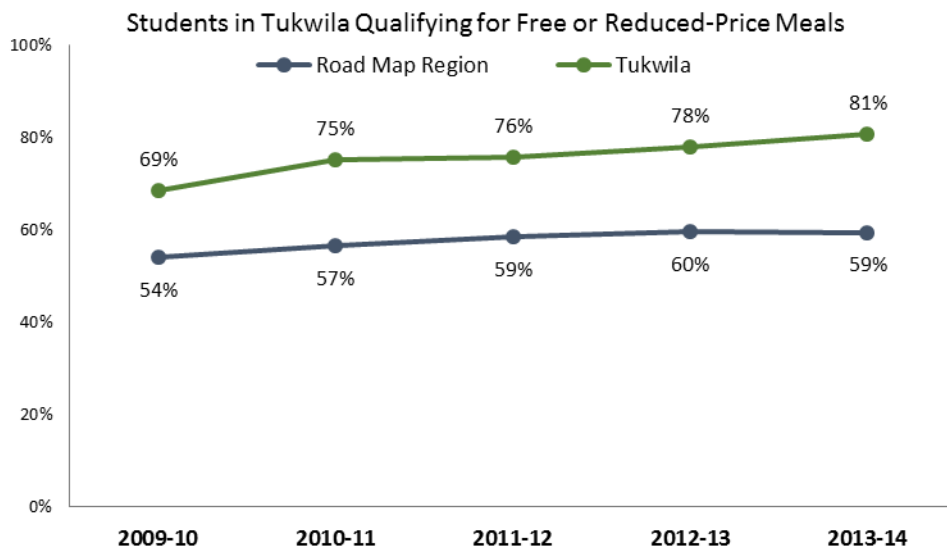
Language	Total # of Students	% of non-English Speakers	Number of ELL Students	% of ELL Students
English	1065			
Any Primary Language Other Than English	1965		1146	
Amharic	42	2%	16	1%
Bosnian	56	3%	13	1%
Burmese	72	4%	56	5%
Cambodian	45	2%	13	1%
Chin	55	3%	46	4%
Nepali	154	8%	147	12%
Somali	270	14%	176	15%
Spanish	633	32%	329	27%
Tagalog	46	2%	20	2%
Vietnamese	190	10%	69	6%

SOURCE: OSPI student-level database (pulled November 2014)

Growing Need

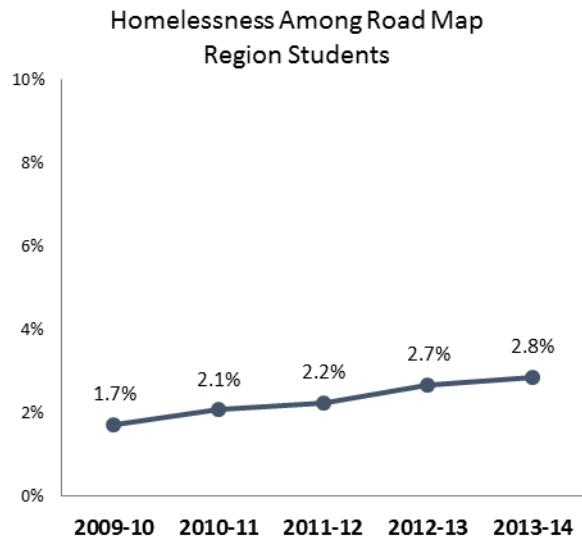


SOURCE: OSPI Report Card



SOURCE: OSPI Report Card

Homelessness



SOURCE: OSPI CEDARS via ERDC (pulled November 2014)

Homelessness Among Road Map Region Students by District (2013-14)

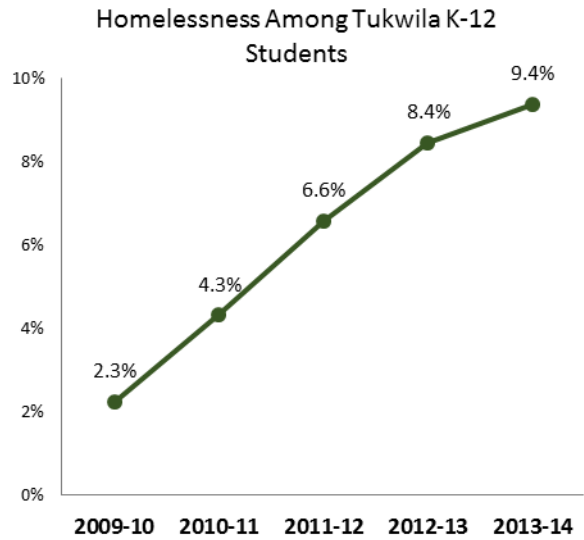
Road Map Region	Total Homeless Students	Percent of Students Who are Homeless
Road Map Region	3,420	2.8%
Auburn School District	213	1.4%
Federal Way Public Schools	309	1.4%
Highline Public Schools	841	4.6%
Kent School District	414	1.5%
Renton School District	381	2.5%
South Seattle Public Schools	986	4.9%
Tukwila School District	276	9.4%

SOURCE: OSPI CEDARS via ERDC (pulled November 2014)

Homelessness Among Road Map Region Students by Race/Ethnicity (2013-14)

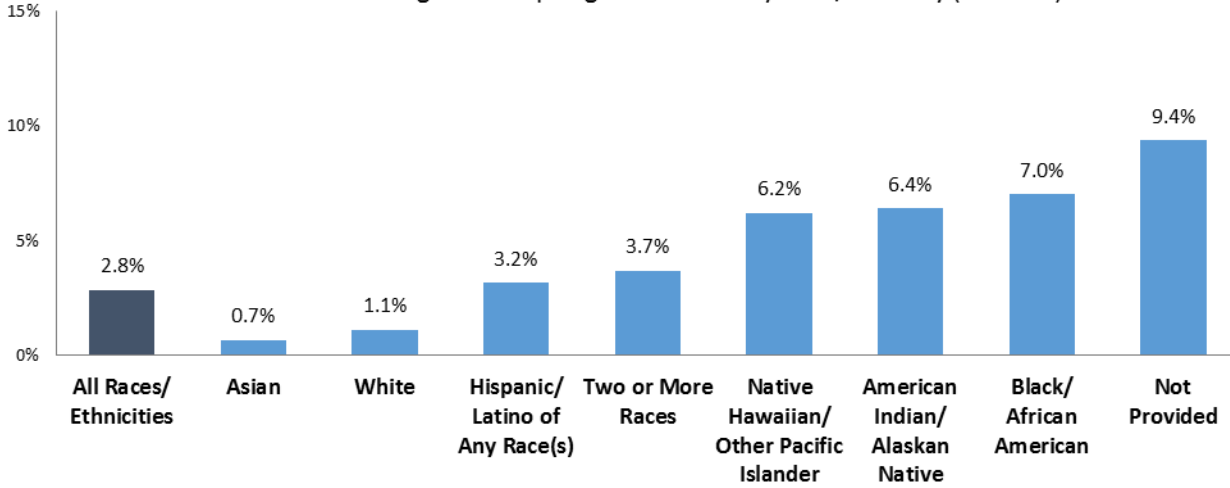
	Total Homeless Students	Percent of Students Who are Homeless
Road Map Region	3,420	2.8%
American Indian/Alaskan Native	S	S
Asian	143	0.7%
Black/African American	1298	7.0%
Hispanic/Latino of any race(s)	911	3.2%
Native Hawaiian/Other Pacific Islander	206	6.2%
Not Provided	S	S
Two or More Races	370	3.7%
White	425	1.1%

SOURCE: OSPI CEDARS via ERDC (pulled November 2014)



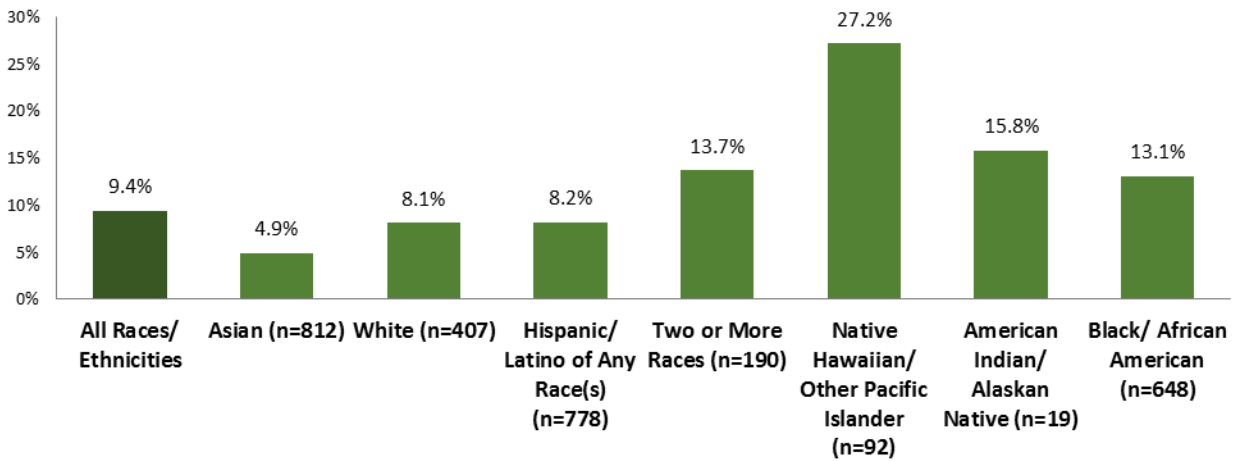
SOURCE: OSPI CEDARS via ERDC (pulled November 2014)

Homelessness Among Road Map Region Students by Race/Ethnicity (2013-14)



SOURCE: OSPI CEDARS via ERDC (pulled November 2014)

Homelessness Among Tukwila Students by Race/Ethnicity (2013-14)



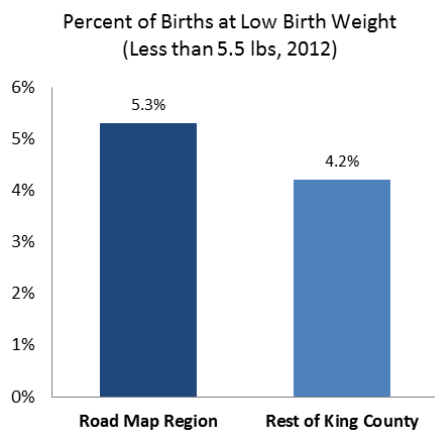
SOURCE: OSPI CEDARS via ERDC (pulled November 2014)

Healthy & Ready for Kindergarten

Low Birth Weight

INDICATOR: Percent of children born weighing less than 5.5 pounds

Description: The percentage of infants born in the Road Map Region weighing less than 5.5 pounds (2500 grams) at birth. We report the percent of singleton births rather than for infants that are twins or multiples, as twins or multiples are more likely to have low birth weight.



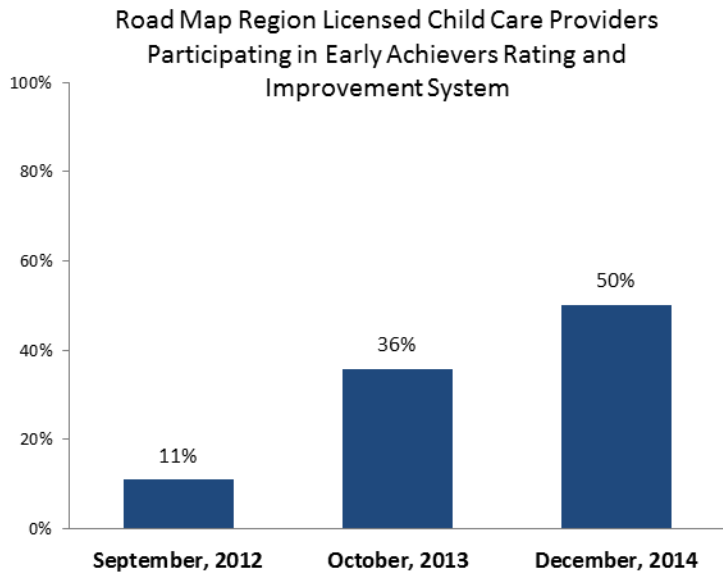
SOURCE: Birth Certificate Data: Washington State Department of Health, Center for Health Statistics. Population Estimates: Looking Glass Analytics and the Washington State Office of Financial Management, 2/2013 Prepared by: Public Health - Seattle & King County; Assessment, Policy Development & Evaluation Unit, 10/2014.

NOTE: Includes singleton births only. Low birth weight is less than 2500 grams, or approximately 5.5 pounds, and is determined among singleton infants. Infants who are twins or multiples are more likely to be low birth weight. Road Map area defined by Census 2010 Tracts.

High-Quality Child Care

INDICATOR: Percent of licensed child care centers meeting quality criteria

Description: We track the number of child care programs that participate in Washington State's early learning quality rating and improvement system, called Early Achievers. When a child care provider signs up to participate in Early Achievers they can receive coaching and other resources that can help improve the quality of their care. Participating providers are supported in their preparation to complete the rating process, which is conducted by a team at the University of Washington.

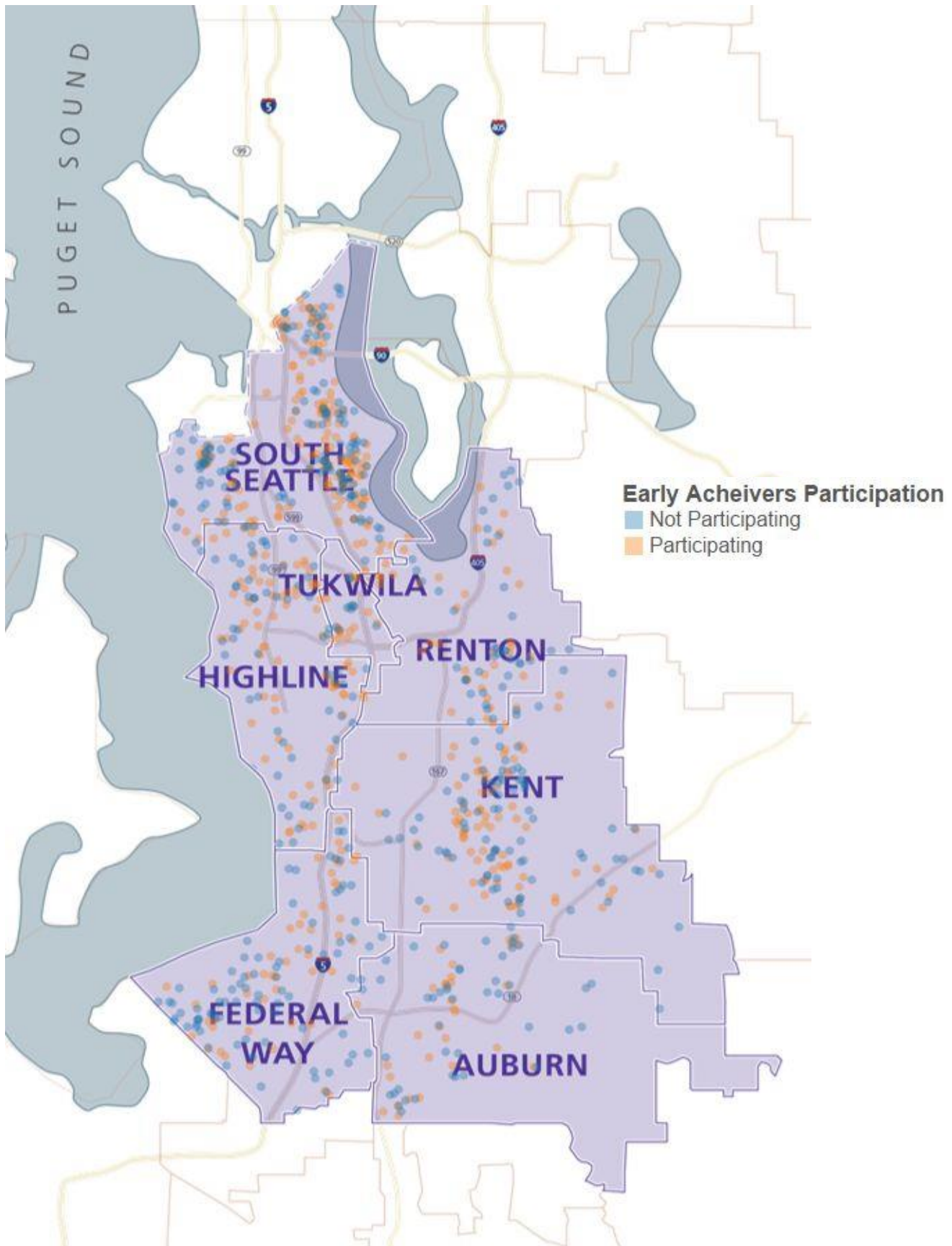


SOURCE: WA Department of Early Learning

NOTE: Includes centers in the Road Map Project region. Data were current in December, 2014

Map of Licensed Child Care Providers in the Road Map Region

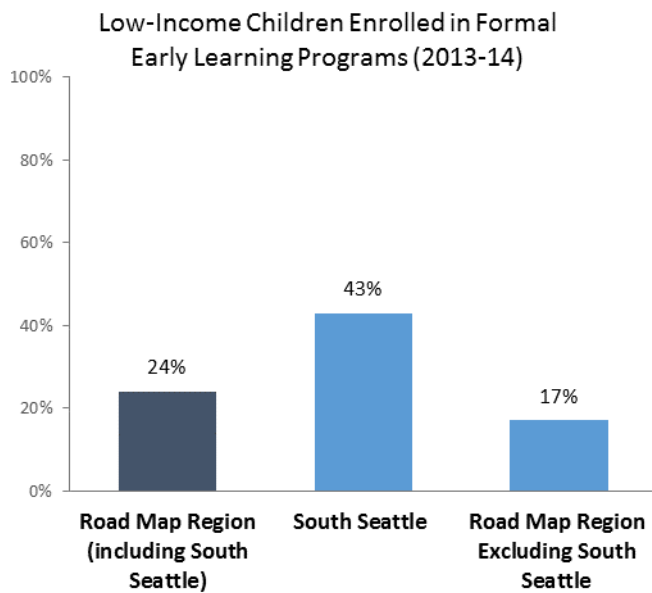
All sites registered with the Washington State Early Achievers childcare rating system as of Fall, 2014



Formal Early Learning Programs

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

Description: The proportion of low-income children, aged 3 and 4, enrolled in formal early learning programs. This indicator is calculated using proxies for both the total population eligible for the programs as well as enrollment. As of 2014, it was not possible to get student-level enrollment data for the three programs included in this indicator. Instead, we use the total slots in each program as a proxy for total annual enrollment. The programs include Head Start, Early Childhood Education and Assistance Program (ECEAP), and Seattle's Step Ahead Program. To understand the population of children eligible for the programs, we rely on population estimates from Public Health-Seattle & King County (PHSKC) and apply the proportion of first graders that qualify for Free and Reduced Price Lunch (FRPL) to the PHSKC population estimate.



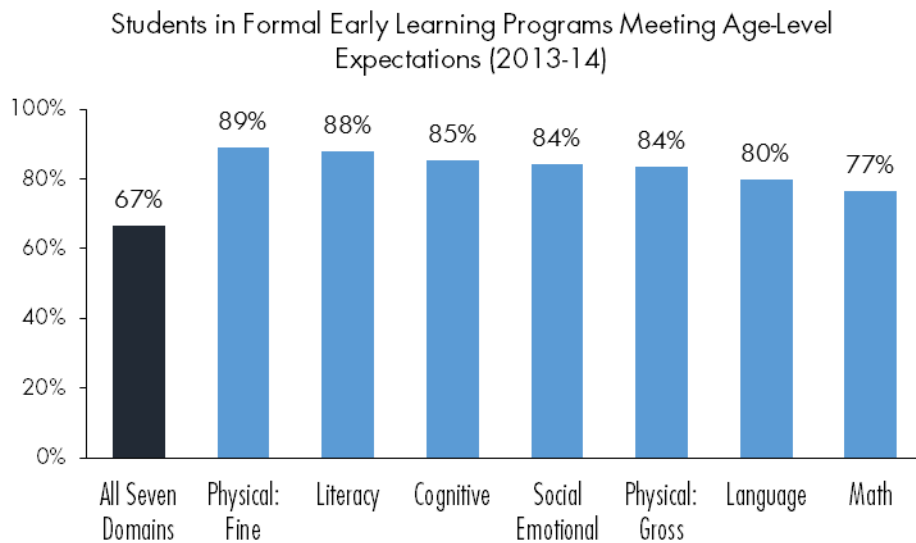
SOURCES: Data about numbers of classroom slots are from the Washington State Department of Early Learning and the City of Seattle for Step Ahead slots. Population estimates are from the Washington State Office of Financial Management, 4/2014, prepared by Public Health-Seattle & King County. Low-income status came from OSPI Report Card and student-level database.

NOTE: Rates are estimated based on the number of classroom slots in the region's formal early learning programs and student demographic information. Programs include ECEAP, Head Start and Seattle Step Ahead. Seattle data are South Seattle with the exception of Step Ahead slots from the entire city of Seattle.

Developmental Assessment Data

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

Description: The proportion of preschool students meeting age-level standards in 7 social and academic domains, using the Teaching Strategies Gold (TS Gold) assessment. We report on the proportion of students meeting standards for all 7 domains as well as by-domain. This assessment is administered in the spring of each academic year. We do not currently report trend data on this indicator because different groups of students may be tested with this indicator every year.



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.

Road Map Region Students Meeting Pre-K TS GOLD Standards (2013-2014)

	Total Students Tested	Students Meeting Standards	Percent of Students Meeting Standards
All Seven Domains	2,023	1,348	67%
Physical: Fine	2,042	1,815	89%
Literacy	2,031	1,788	88%
Cognitive	2,041	1,745	85%
Social Emotional	2,041	1,719	84%
Physical: Gross	2,042	1,708	84%
Language	2,041	1,628	80%
Math	2,034	1,558	77%

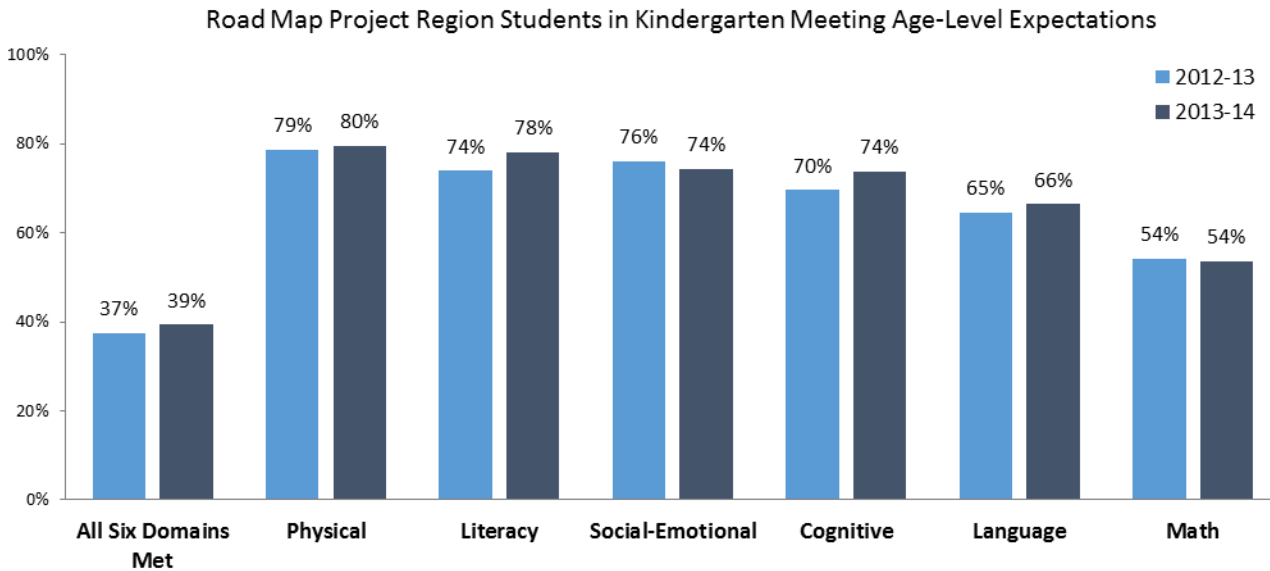
SOURCE: PSESD and City of Seattle

WaKIDS

INDICATOR: Percent of children ready to succeed in school by kindergarten

Description: The proportion of incoming kindergarten students meeting age-level standards in 6 social and academic domains, using the Teaching Strategies Gold (TS Gold) assessment. We report on the proportion of students meeting standards for all 6 domains as well as by-domain. This is the same assessment (with different standards for the older children) used for our prior indicator on meeting pre-school standards. It is called WaKIDS because it is an assessment and planning program together. It is administered in the fall, typically before school starts, so that teachers can use the results to guide planning.

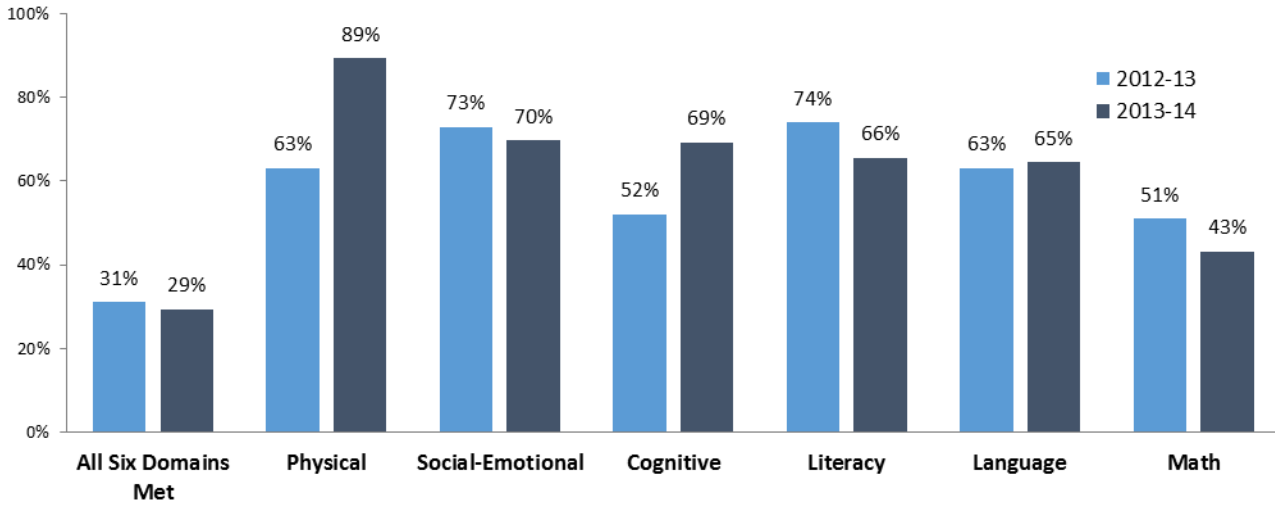
Target Description: The 2020 target for this indicator is 85%. The targets are set using the Road Map method. The baseline year is tentatively set for 2015-16 as it is expected that all Districts will administer WaKIDS in that year.



SOURCE: OSPI Report Card

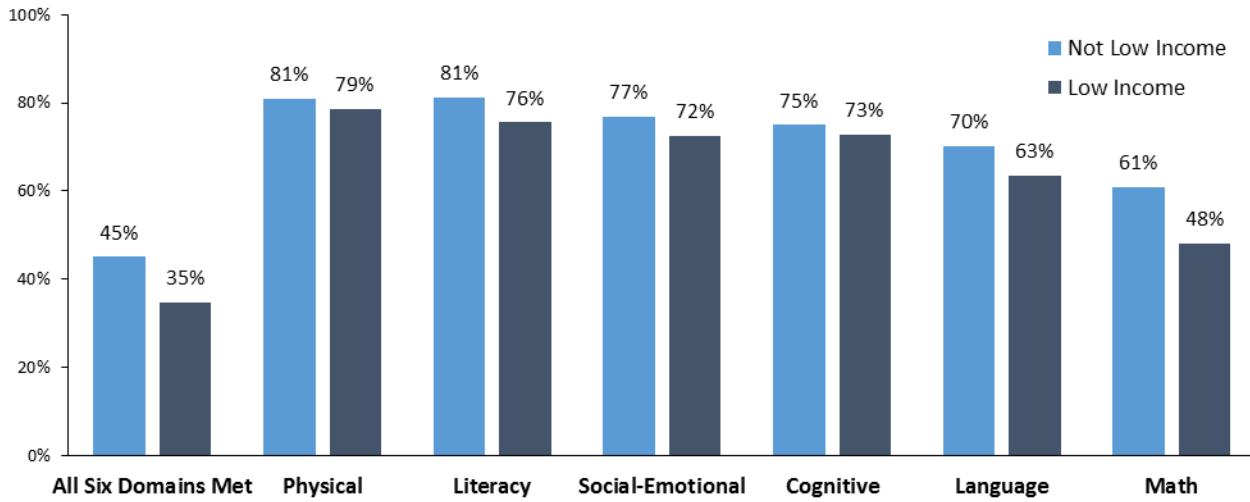
NOTE: Does not include Auburn School District, for which data are not available

Tukwila Students in Kindergarten Meeting Age-Level Expectations



SOURCE: OSPI Report Card

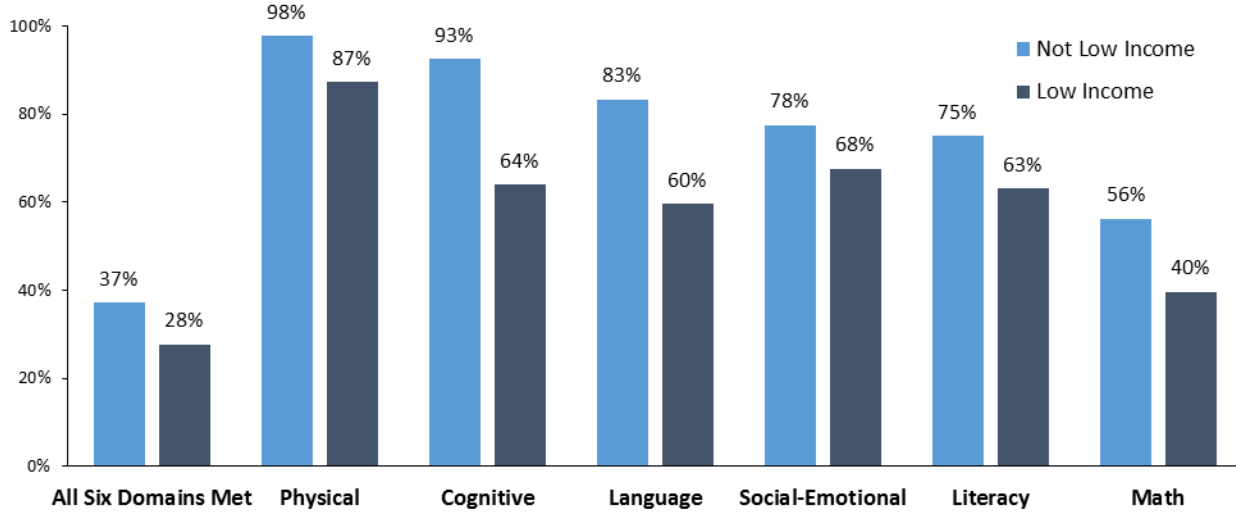
Road Map Region Students in Kindergarten Meeting Age-Level Expectations (2013-14)



SOURCE: OSPI Report Card

NOTE: Does not include Auburn School District. Data includes Kent School District, which had very low (less than 50 out of about 1,000) students labeled Low Income. This may affect the results for the Region as a whole.

Tukwila Students in Kindergarten Meeting Age-Level Expectations (2013-14)



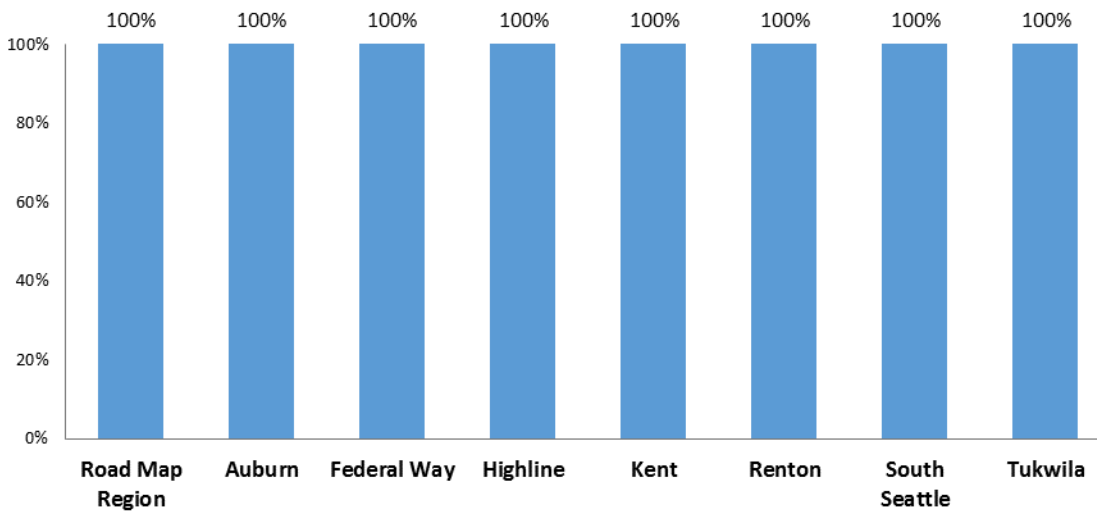
SOURCE: OSPI Report Card

Full-Day Kindergarten

INDICATOR: Percent of children enrolled in full-day kindergarten









Description: The proportion of kindergarten students at Road Map Region schools enrolled in a full day kindergarten program.

Road Map Region Kindergarten Students Attending Full Day (2014-15)



SOURCES: Districts and OSPI CEDARS via ERDC

Road Map Region Kindergarden Students Attending Full Day

	2009-10 Rate	...	2013-14 Rate	2014-15 Rate	Change since baseline
Road Map Region	72%	...	92%	100%	
Auburn	34%	...	60%	100%	
Federal Way	70%	...	100%	100%	
Highline	51%	...	100%	100%	
Kent	100%	...	100%	100%	
Renton	41%	...	70%	100%	
South Seattle	100%	...	100%	100%	
Tukwila	100%	...	100%	100%	

SOURCES: Districts and OSPI CEDARS via ERDC

Supported & Successful in School

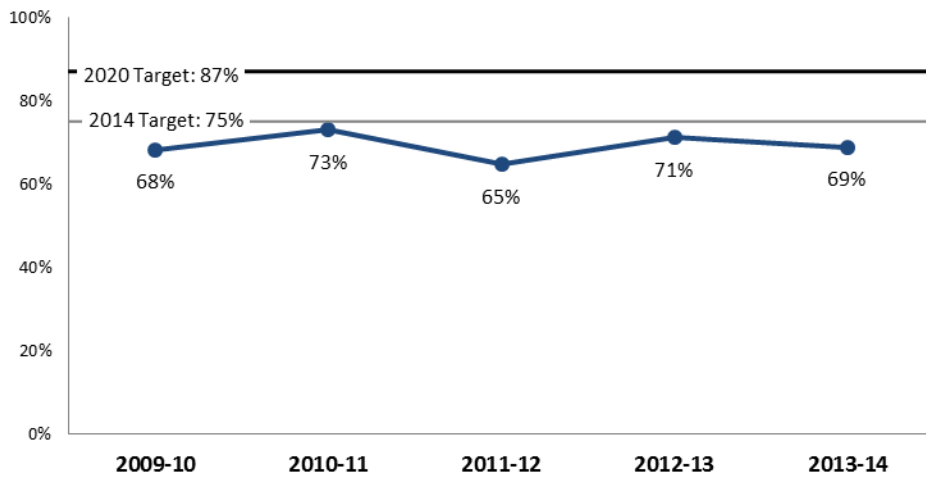
Reading

3rd Grade Reading

INDICATOR: Percent of students proficient in 3rd grade reading

Description: The proportion of students meeting the statewide standard for each grade and subject. The standard is currently measured by the Measure of Student Progress (MSP) assessment. Starting in 2014-15 all schools will use a different assessment, testing Common Core concepts, prepared by the Smarter Balanced Assessment Consortium or SBAC. Currently the new assessments are referred to as SBAC tests.

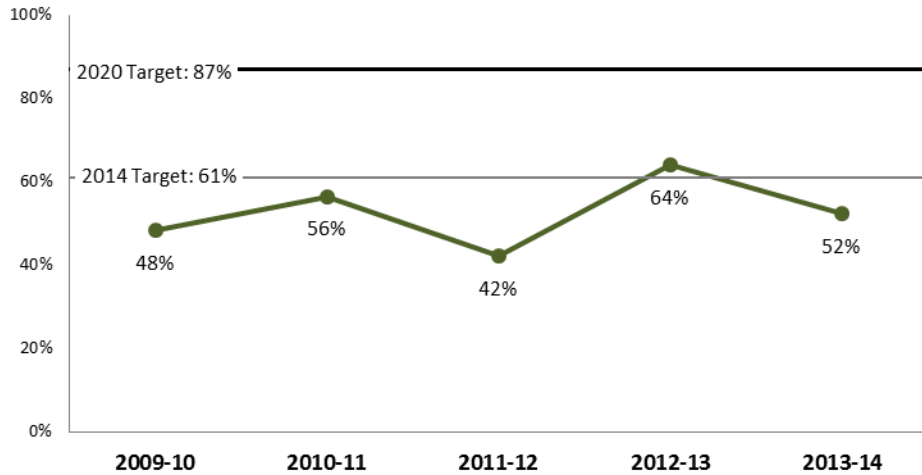
3rd Grade Reading: Road Map Region Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

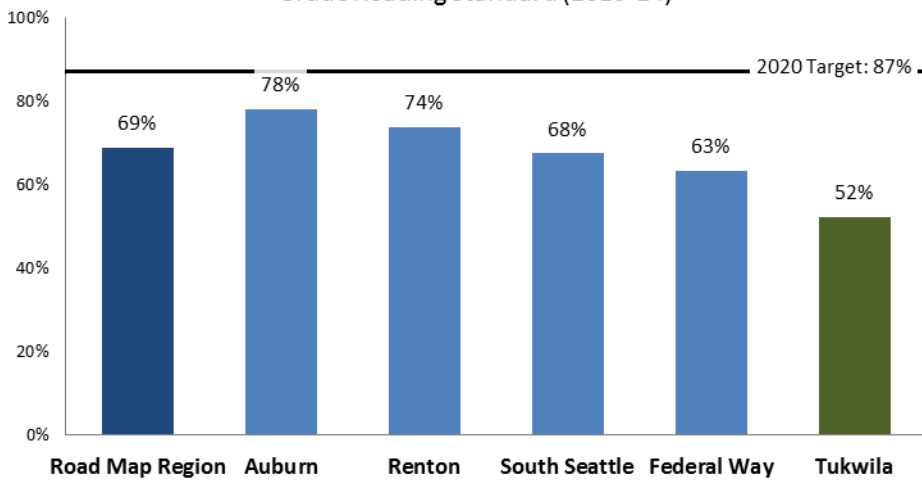
3rd Grade Reading: Tukwila Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in the Road Map Project Region Meeting the Third Grade Reading Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

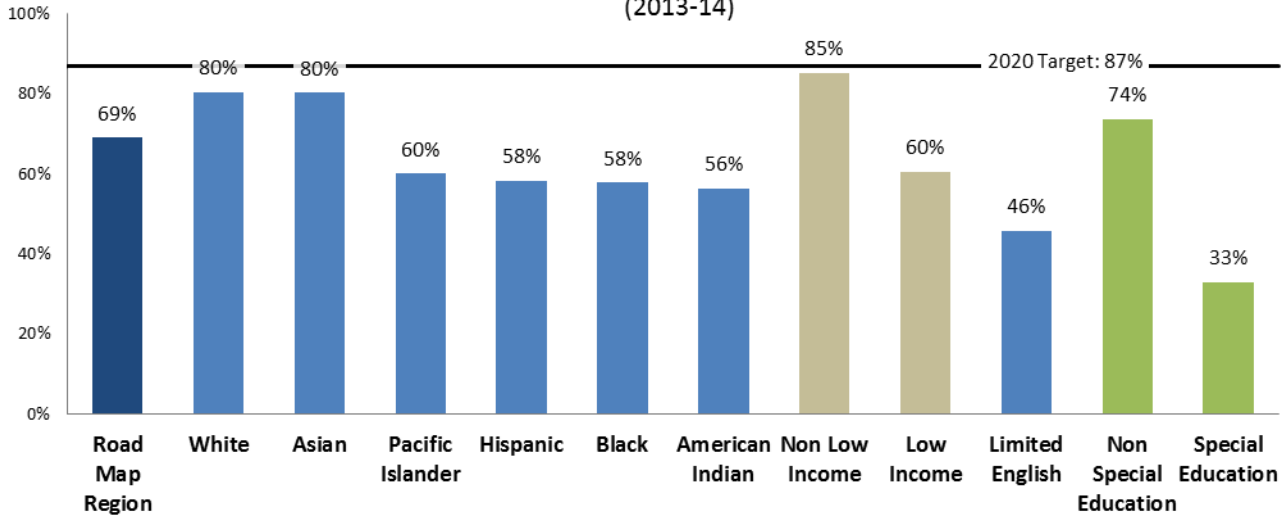
Students in the Road Map Project Region Meeting the Third Grade Reading Standard (2013-14) 2020 Target: 87%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
Road Map Region	68%	73%	65%	71%	69%	↑	75%	✗
Auburn School District	74%	84%	74%	81%	78%	↑	79%	✗
Federal Way Public Schools	72%	72%	63%	67%	63%	↓	78%	✗
Renton School District	70%	72%	68%	74%	74%	↑	76%	✗
South Seattle	61%	69%	61%	67%	68%	↑	70%	✗
Tukwila School District	48%	56%	42%	64%	52%	↑	61%	✗

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

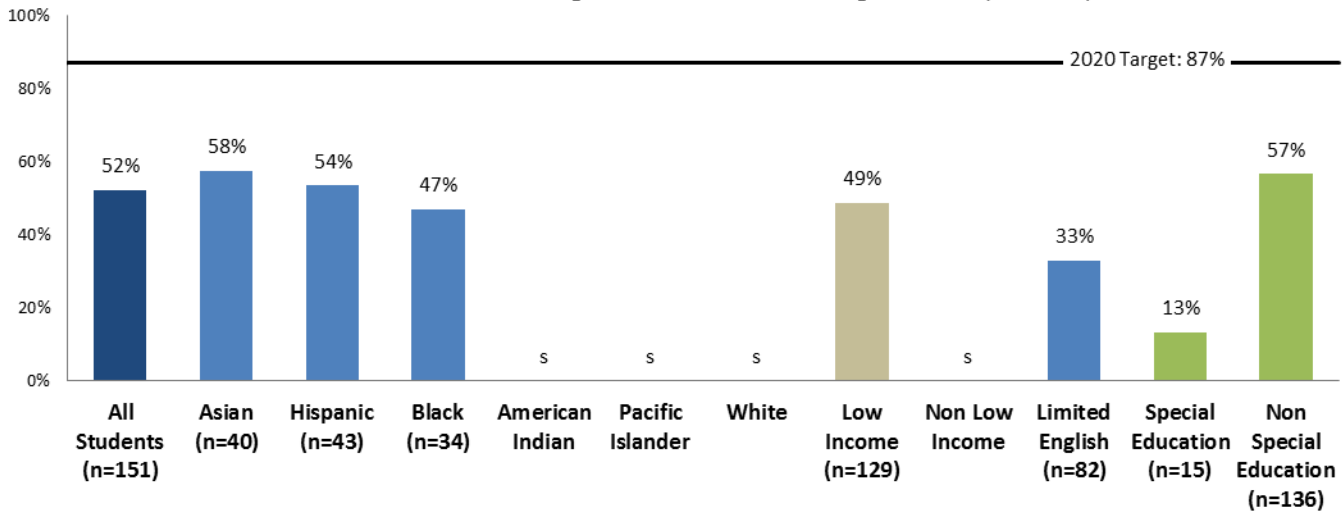
Students in the Road Map Project Region Meeting the Third Grade Reading Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Third Grade Reading Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in the Road Map Project Region Meeting the Third Grade Reading Standard (2013-14)

2020 Target: 87%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students	68%	73%	65%	71%	69%		75%	
American Indian	57%	78%	50%	71%	56%		68%	
Asian	77%	81%	73%	81%	80%		81%	
Black	54%	60%	50%	55%	58%		66%	
Hispanic	57%	64%	54%	61%	58%		68%	
Pacific Islander	62%	64%	51%	66%	60%		71%	
White	80%	84%	78%	83%	80%		82%	
Low Income	59%	65%	56%	63%	60%		69%	
Non Low Income	82%	87%	81%	86%	85%		84%	
Limited English	34%	45%	32%	47%	46%		49%	
Special Education	35%	43%	36%	37%	33%		50%	
Non Special Education	73%	77%	69%	76%	74%		78%	

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Third Grade Reading Standard (2013-14)

2020 Target: 87%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students (n=151)	48%	56%	42%	64%	52%		61%	
American Indian	s	s	s	s	s	NA	NA	NA
Asian (n=40)	48%	58%	51%	87%	58%		NA	NA
Black (n=34)	67%	48%	33%	50%	47%		NA	NA
Hispanic (n=43)	57%	62%	33%	50%	54%		NA	NA
Pacific Islander	s	s	s	s	s	NA	NA	NA
White	31%	53%	17%	85%	s	NA	NA	NA
Low Income (n=129)	46%	50%	41%	60%	49%		59%	
Non Low Income	50%	91%	s	75%	s	NA	NA	NA
Limited English (n=82)	21%	29%	24%	44%	33%		36%	
Special Education (n=15)	s	36%	s	s	13%	NA	NA	NA
Non Special Education (n=136)	54%	59%	45%	67%	57%		66%	

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Third Grade Reading Standard by School (2013-14)

School	2009-10		2013-14		Change	On Track
	Rate	Trend	Rate	Since Baseline	to 2020 Target	
Tukwila Cascade View	47%		49%	↑	✗	
Thorndyke	50%		56%	↑	✗	
Tukwila	65%		NA	NA	NA	

SOURCE: OSPI Report Card (MSP)

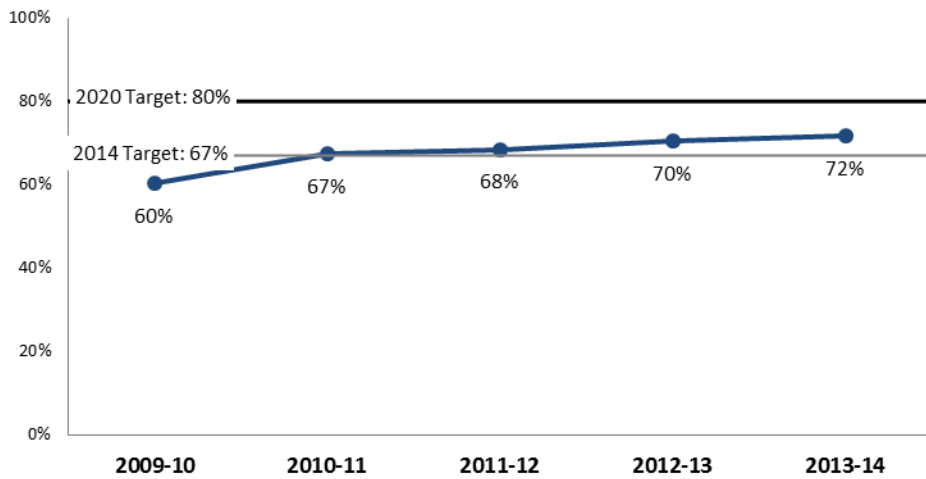
NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

6th Grade Reading

INDICATOR: Percent of students proficient in 6th grade reading

Description: The proportion of students meeting the statewide standard for each grade and subject. The standard is currently measured by the Measure of Student Progress (MSP) assessment. Starting in 2014-15 all schools will use a different assessment, testing Common Core concepts, prepared by the Smarter Balanced Assessment Consortium or SBAC. Currently the new assessments are referred to as SBAC tests.

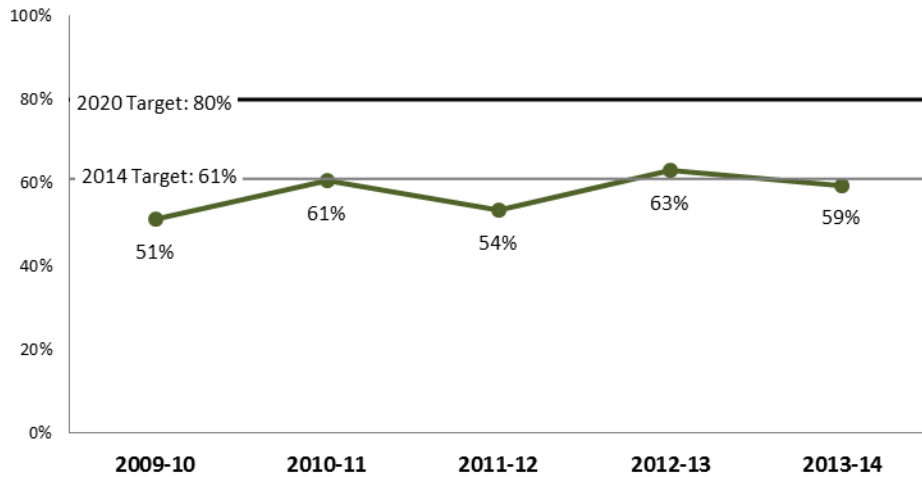
6th Grade Reading: Road Map Region Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

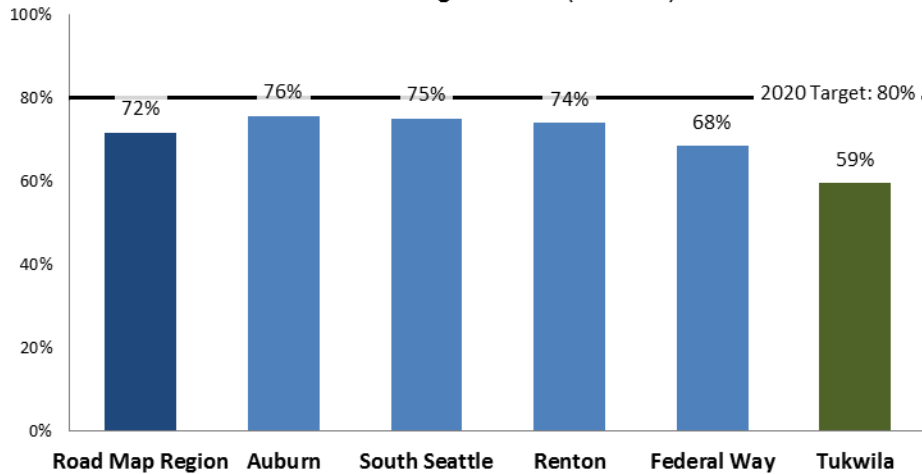
NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

6th Grade Reading: Tukwila Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Sixth Grade Reading Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

Students in the Road Map Project Region Meeting the Sixth Grade Reading Standard (2013-14)

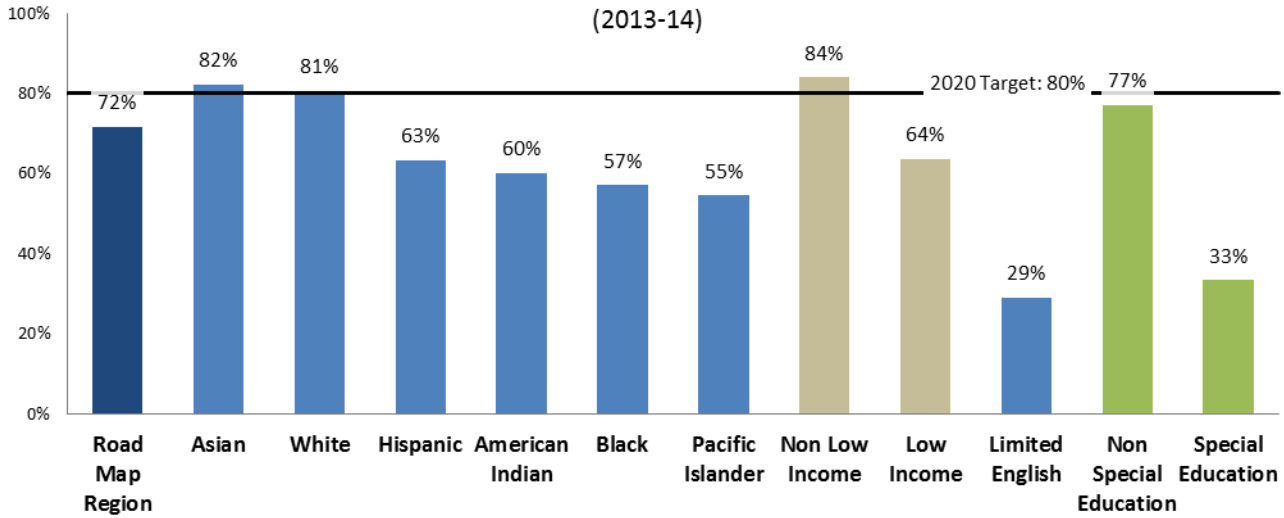
2020 Target: 80%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
Road Map Region	60%	67%	68%	70%	72%	↑	67%	✓
Auburn School District	55%	68%	71%	72%	76%	↑	64%	✓
Federal Way Public Schools	64%	67%	68%	67%	68%	↑	70%	✗
Renton School District	63%	68%	68%	71%	74%	↑	69%	✓
South Seattle	59%	68%	69%	74%	75%	↑	67%	✓
Tukwila School District	51%	61%	54%	63%	59%	↑	61%	✗

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

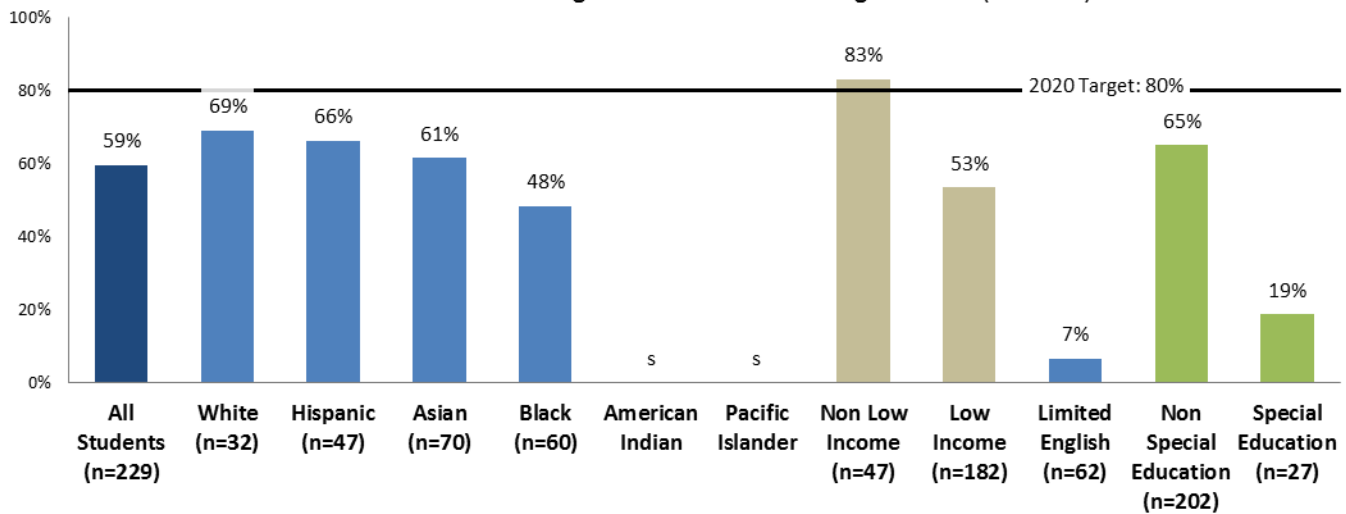
Students in the Road Map Project Region Meeting the Sixth Grade Reading Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC) assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Sixth Grade Reading Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Sixth Grade Reading Standard (2013-14)

2020 Target: 80%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students	60%	67%	68%	70%	72%	↑	67%	✓
American Indian	46%	51%	48%	71%	60%	↑	57%	✓
Asian	69%	76%	79%	82%	82%	↑	73%	✓
Black	47%	55%	51%	57%	57%	↑	58%	✗
Hispanic	46%	56%	58%	60%	63%	↑	57%	✓
Pacific Islander	43%	39%	53%	54%	55%	↑	55%	✗
White	71%	78%	79%	80%	81%	↑	74%	✓
Low Income	50%	58%	59%	62%	64%	↑	60%	✓
Non Low Income	74%	83%	83%	84%	84%	↑	76%	✓
Limited English	14%	26%	27%	28%	29%	↑	28%	✓
Special Education	21%	32%	31%	29%	33%	↑	36%	✗
Non Special Education	66%	73%	74%	77%	77%	↑	71%	✓

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)


Students in Tukwila Meeting the Sixth Grade Reading Standard (2013-14)

2020 Target: 80%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students (n=229)	51%	61%	54%	63%	59%	↑	61%	✗
American Indian	s	s	s	s	s	NA	NA	NA
Asian (n=70)	62%	66%	63%	66%	61%	↓	69%	✗
Black (n=60)	49%	53%	42%	70%	48%	↓	59%	✗
Hispanic (n=47)	37%	57%	46%	60%	66%	↑	50%	✓
Pacific Islander	s	55%	s	s	s	NA	NA	NA
White (n=32)	56%	71%	59%	63%	69%	↑	65%	✓
Low Income (n=182)	45%	53%	46%	60%	53%	↑	56%	✗
Non Low Income (n=47)	74%	84%	77%	75%	83%	↑	77%	✓
Limited English (n=62)	10%	13%	12%	25%	7%	↓	23%	✗
Special Education (n=27)	7%	13%	41%	37%	19%	↑	64%	✗
Non Special Education (n=202)	55%	65%	55%	66%	65%	↑	64%	✓

SOURCE: OSPI Report Card (MSP)

Students in Tukwila Meeting the Sixth Grade Reading Standard by School (2013-14)

School	2009-10 Rate	Trend	2013-14 Rate	Change Since Baseline	On Track to 2020 Target
Tukwila Showalter	51%		59%	↑	✗

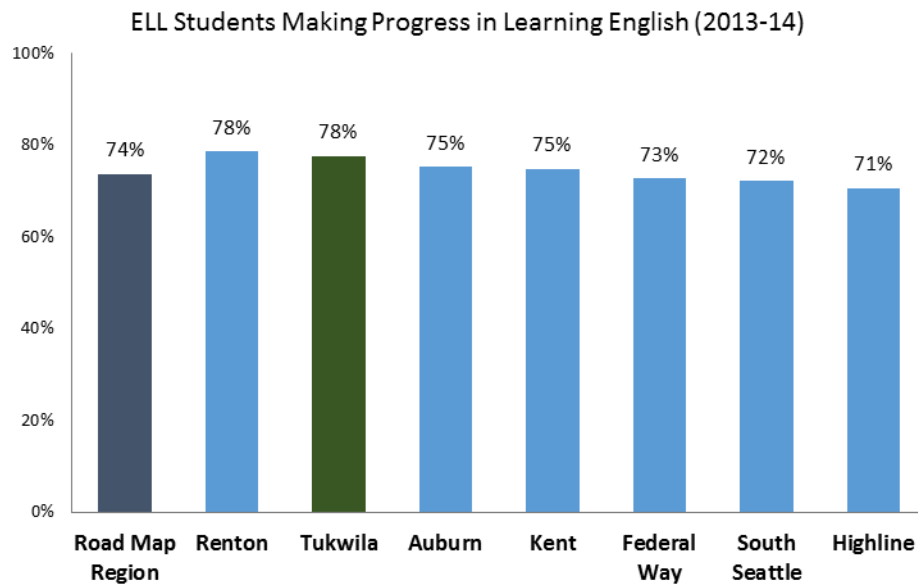
SOURCE: OSPI Report Card (MSP)

English Language Learners

Please see the Diversity section of this report for information about the ELL population.

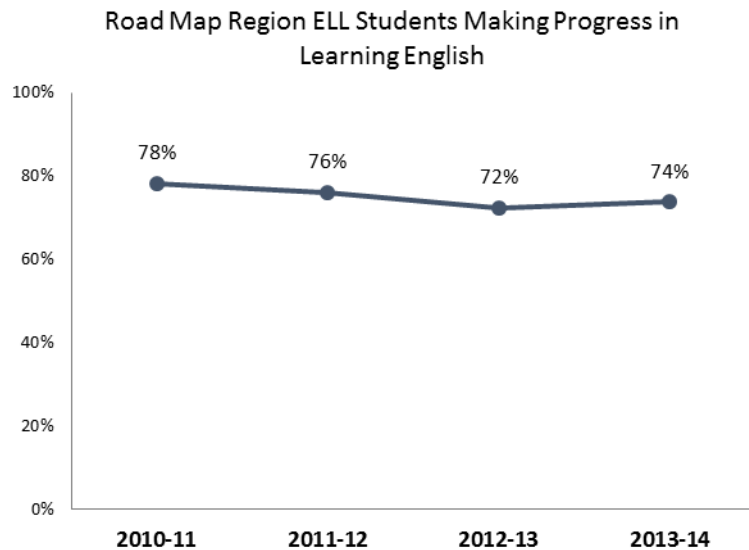
INDICATOR: Percent of English language learning students making progress in learning English

Description: This indicator is measured using the Washington State Annual Measurable Achievement Objectives (AMAO) data. We look at the proportion of all students in the ELL program that are making progress in learning English, as defined by OSPI as AMAO-1.



SOURCE: OSPI Transitional Bilingual Instructional Program; WELPA for K-12 ELL Students, AMAO-1 (2013-14)

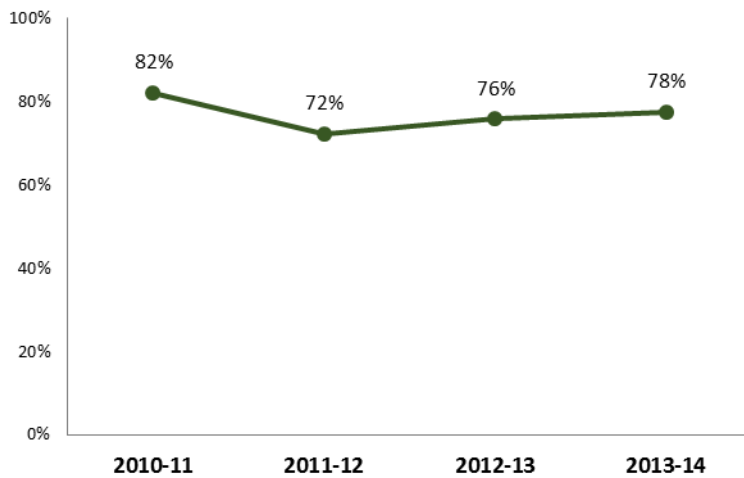
NOTE: South Seattle data were estimated from school-level data. There may be some error due to rounding.



SOURCE: OSPI Transitional Bilingual Instructional Program; WELPA for K-12 ELL students, AMAO-1 (2013-14)

NOTE: South Seattle data were estimated from school-level data. There may be some error due to rounding.

Tukwila ELL Students Making Progress in Learning English



SOURCE: OSPI Transitional Bilingual Instructional Program; WELPA for K-12 ELL students, AMAO-1 (2013-14)

Road Map Region ELL Students Making Progress in Learning English

School Year	Number of ELL Students	Number of ELL Students Making Gains	Percent of ELL Students Making Gains
2010-11	28,638	22,362	78%
2011-12	28,420	21,634	76%
2012-13	30,980	22,400	72%
2013-14	33,712	24,842	74%

SOURCE: OSPI Transitional Bilingual Instructional Program; WELPA for K-12 ELL students, AMAO-1 (2013-14)

NOTE: South Seattle data were estimated from school-level data. There may be some error due to rounding.

Tukwila ELL Students Making Progress in Learning English

School Year	Number of ELL Students	Number of ELL Students Making Gains	Percent of ELL Students Making Gains
2010-11	690	567	82%
2011-12	705	508	72%
2012-13	799	605	76%
2013-14	885	686	78%

SOURCE: OSPI Transitional Bilingual Instructional Program; WELPA for K-12 ELL students, AMAO-1 (2013-14)

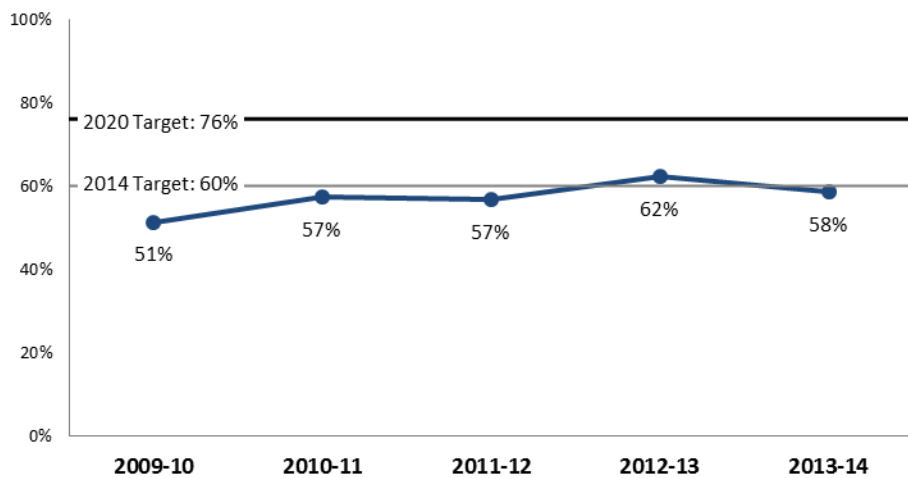
Science, Technology, Engineering & Mathematics (STEM)

4th Grade Math

INDICATOR: Percent of students proficient in 4th grade math

Description: The proportion of students meeting the statewide standard for each grade and subject. The standard is currently measured by the Measure of Student Progress (MSP) assessment. Starting in 2014-15 all schools will use a different assessment, testing Common Core concepts, prepared by the Smarter Balanced Assessment Consortium or SBAC. Currently the new assessments are referred to as SBAC tests.

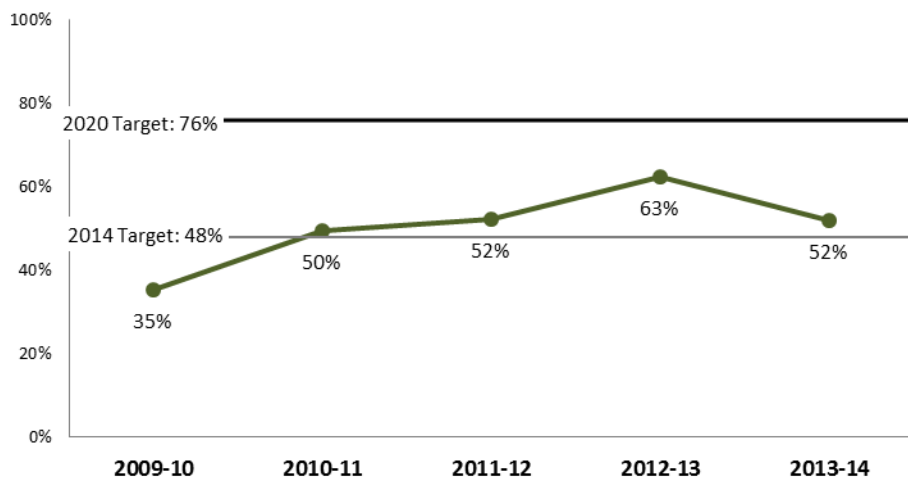
4th Grade Math: Road Map Region Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

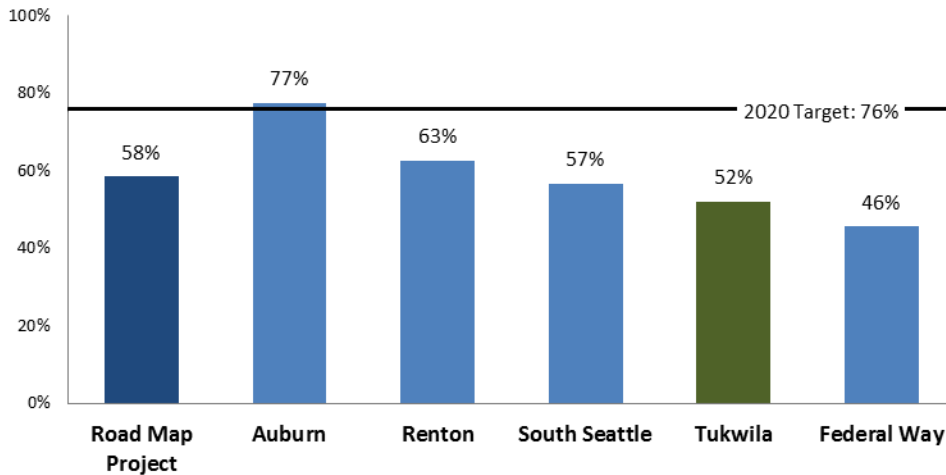
4th Grade Math: Tukwila Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in the Road Map Project Region Meeting the Fourth Grade Math Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

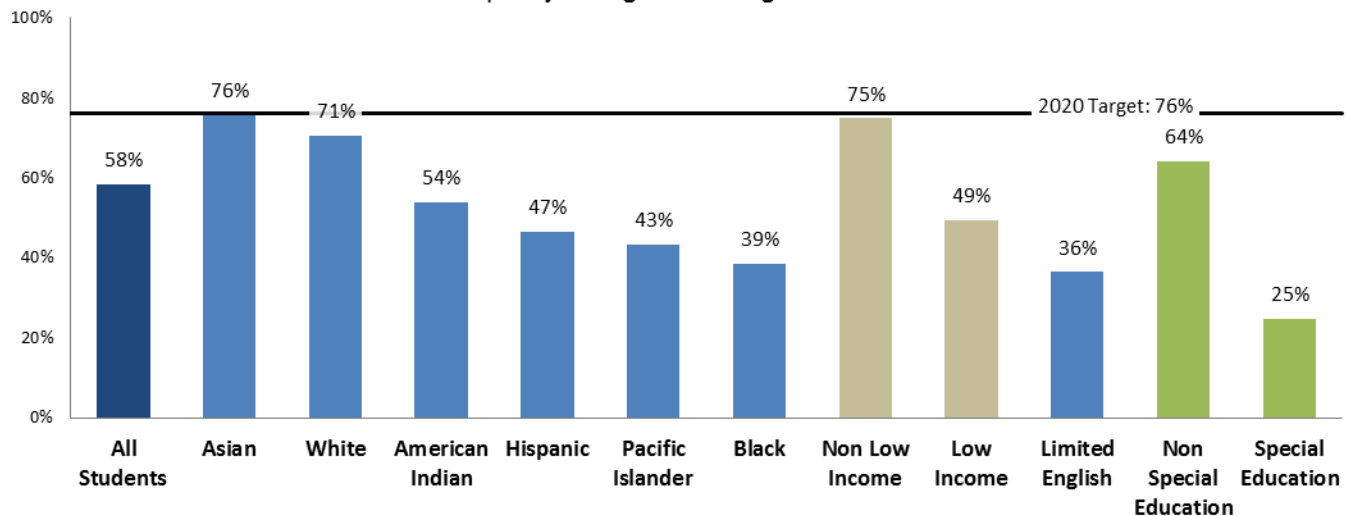
Students in the Road Map Project Region Meeting the Fourth Grade Math Standard 2020 Target: 76%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
Road Map Region	51%	57%	57%	62%	58%	↑	60%	✗
Auburn School District	60%	70%	71%	72%	77%	↑	66%	✓
Federal Way Public Schools	63%	59%	52%	56%	46%	↓	68%	✗
Renton School District	38%	58%	56%	64%	63%	↑	50%	✓
South Seattle	45%	48%	53%	61%	57%	↑	55%	✓
Tukwila School District	35%	50%	52%	63%	52%	↑	48%	✓

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in the Road Map Project Region Meeting the Fourth Grade Math Standard

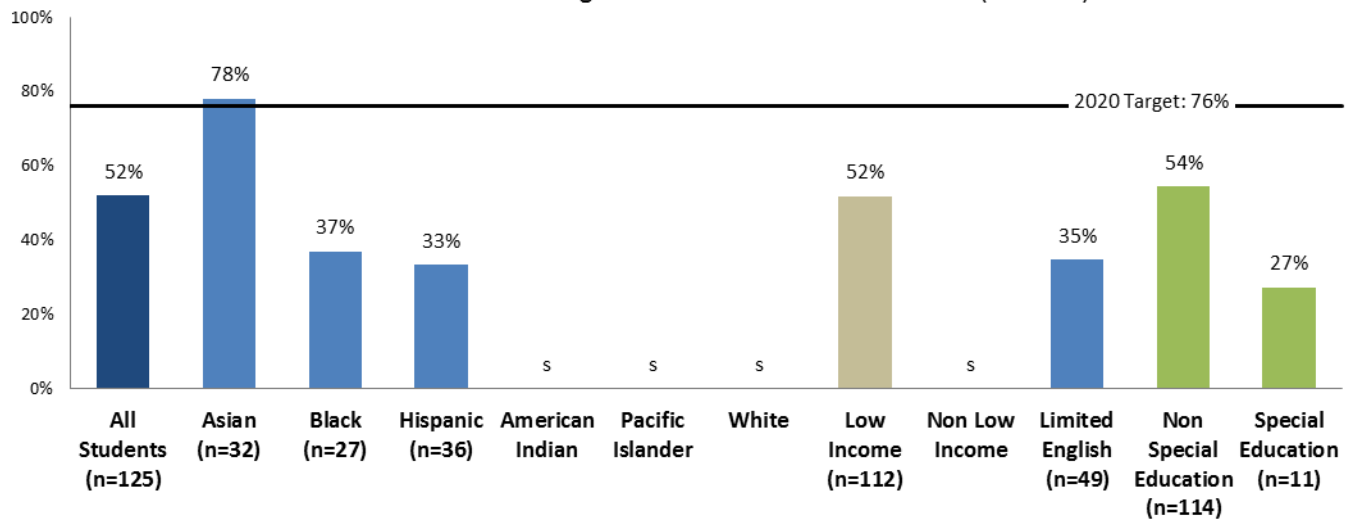


SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

administer MSP Assessments.)

Students in Tukwila Meeting the Fourth Grade Math Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in the Road Map Project Region Meeting the Fourth Grade Math Standard

2020 Target: 76%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students	51%	57%	57%	62%	58%	↑	60%	✗
American Indian	32%	55%	50%	47%	54%	↑	45%	✓
Asian	63%	73%	72%	80%	76%	↑	68%	✓
Black	25%	32%	36%	44%	39%	↑	39%	✗
Hispanic	44%	46%	44%	54%	47%	↑	55%	✗
Pacific Islander	43%	46%	35%	45%	43%	→	54%	✗
White	66%	73%	71%	72%	71%	↑	70%	✓
Low Income	41%	47%	46%	54%	49%	↑	53%	✗
Non Low Income	66%	76%	75%	76%	75%	↑	70%	✓
Limited English	22%	30%	29%	38%	36%	↑	37%	✗
Special Education	22%	21%	22%	25%	25%	↑	36%	✗
Non Special Education	56%	63%	62%	68%	64%	↑	63%	✓

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Fourth Grade Math Standard (2013-14)

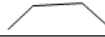
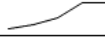

2020 Target: 76%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students (n=125)	35%	50%	52%	63%	52%	↑	48%	✓
American Indian	s	s	s	s	s	NA	NA	NA
Asian (n=32)	47%	76%	65%	76%	78%	↑	NA	NA
Black (n=27)	28%	14%	36%	44%	37%	↑	NA	NA
Hispanic (n=36)	38%	44%	44%	60%	33%	↓	50%	✗
Pacific Islander	s	s	s	s	s	NA	NA	NA
White	41%	73%	50%	s	s	NA	NA	NA
Low Income (n=112)	29%	45%	46%	63%	52%	↑	43%	✓
Non Low Income	63%	64%	85%	46%	s	NA	NA	NA
Limited English (n=49)	8%	42%	33%	43%	35%	↑	19%	✓
Special Education (n=11)	s	s	8%	s	27%	NA	NA	NA
Non Special Education (n=114)	39%	53%	58%	65%	54%	↑	51%	✓

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Fourth Grade Math Standard by School (2013-14)

Tukwila	School	2009-10		2013-14 Rate	Change Since Baseline	On Track to 2020 Target
		Rate	Trend			
	Cascade View	45%		49%	↑	✗
	Thorndyke	26%		55%	↑	✓
	Tukwila	47%		NA	NA	NA

SOURCE: OSPI Report Card (MSP)

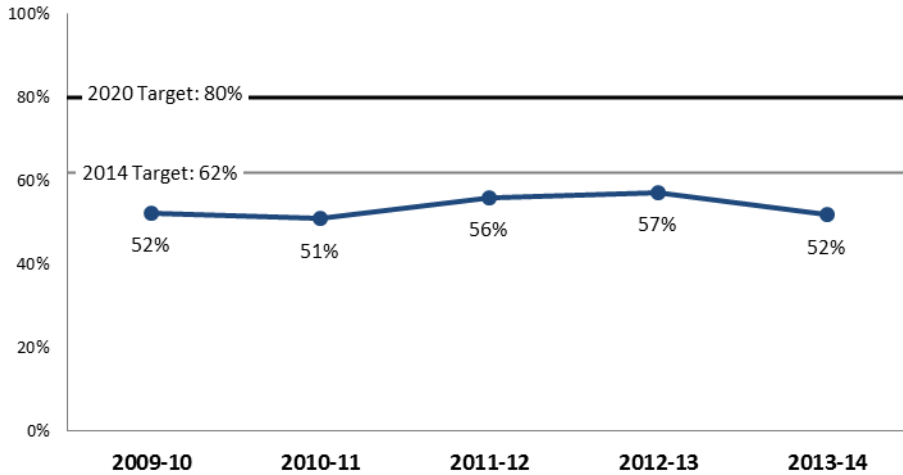
NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools, Kent School District and Tukwila Elementary School, which did not administer MSP Assessments.)

7th Grade Math

INDICATOR: Percent of students proficient in 7th grade math

Description: The proportion of students meeting the statewide standard for each grade and subject. The standard is currently measured by the Measure of Student Progress (MSP) assessment. Starting in 2014-15 all schools will use a different assessment, testing Common Core concepts, prepared by the Smarter Balanced Assessment Consortium or SBAC. Currently the new assessments are referred to as SBAC tests.

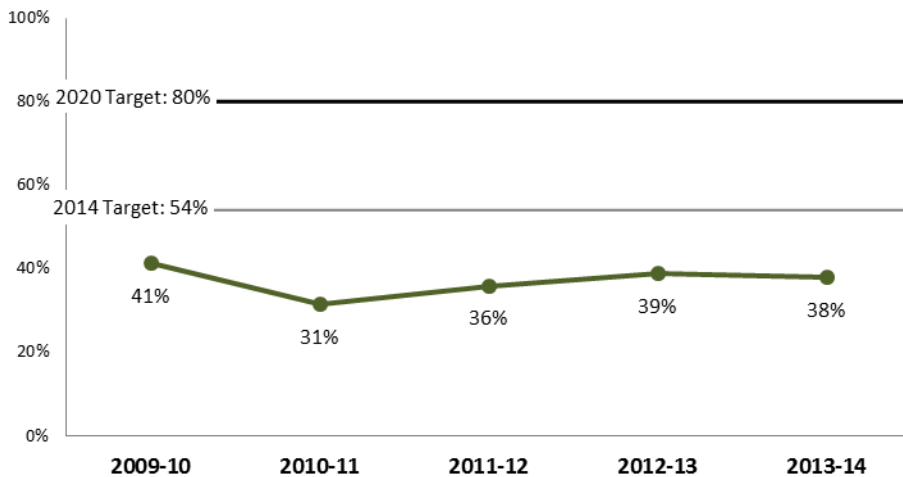
7th Grade Math: Road Map Region Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

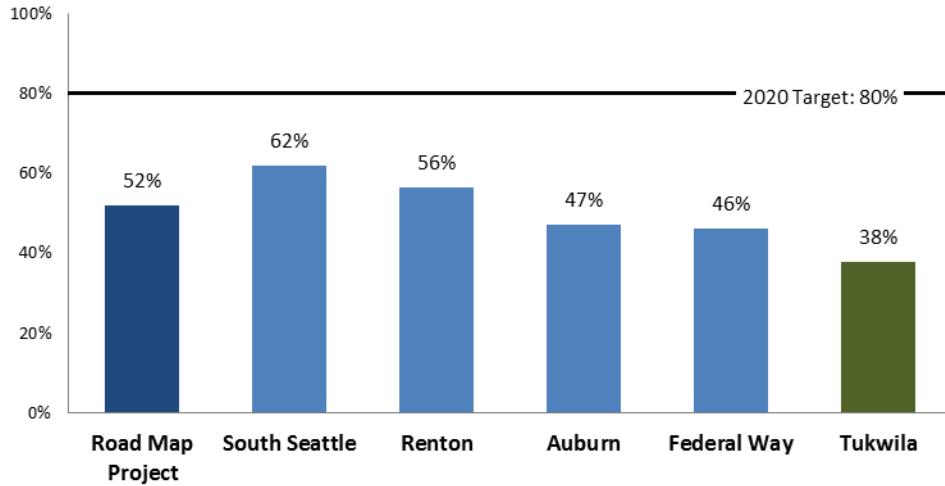
NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

7th Grade Math: Tukwila Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Seventh Grade Math Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

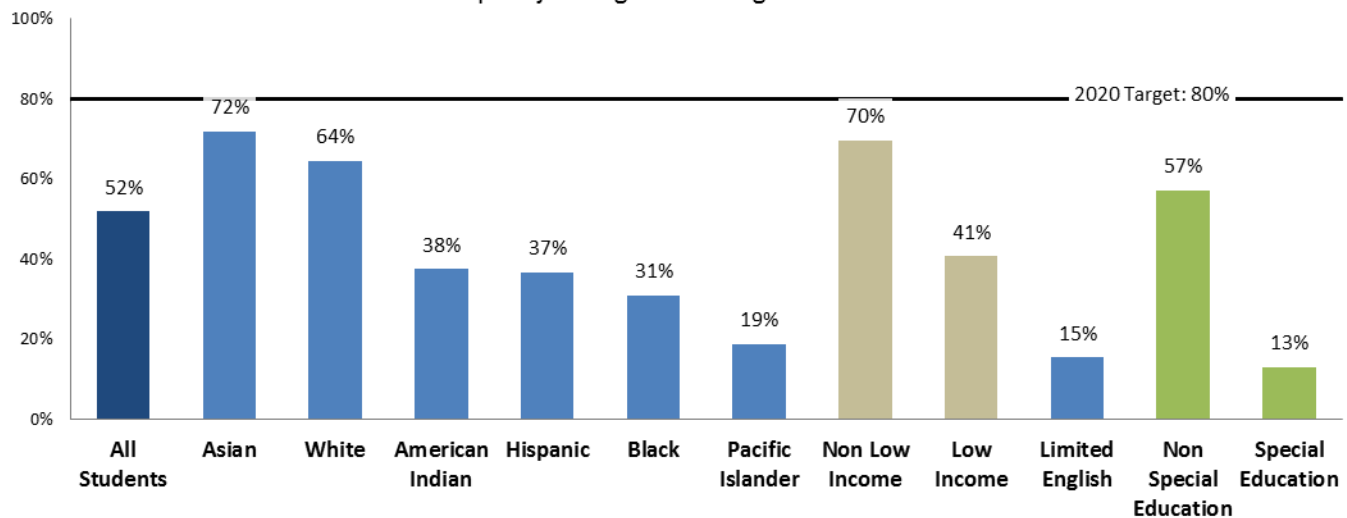
Students in the Road Map Project Region Meeting the Seventh Grade Math Standard 2020 Target: 80%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
Road Map Region	52%	51%	56%	57%	52%	—	62%	✗
Auburn School District	51%	50%	52%	54%	47%	↓	61%	✗
Federal Way Public Schools	55%	49%	56%	57%	46%	↓	64%	✗
Renton School District	48%	48%	56%	57%	56%	↑	59%	✗
South Seattle	56%	59%	63%	64%	62%	↑	64%	✗
Tukwila School District	41%	31%	36%	39%	38%	↓	54%	✗

SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

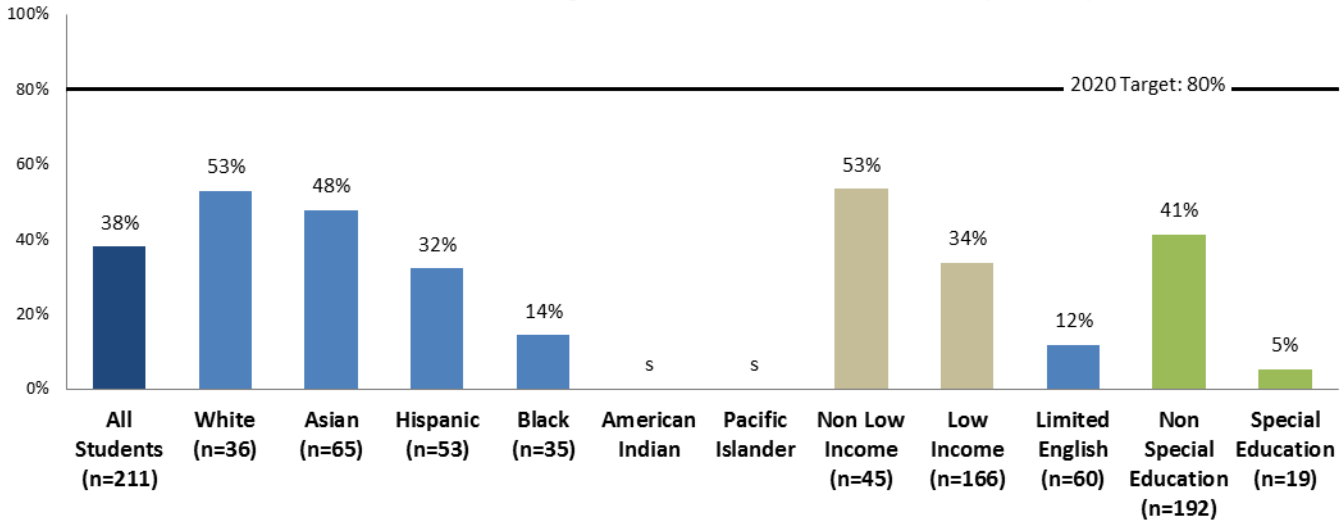
Students in the Road Map Project Region Meeting the Seventh Grade Math Standard



SOURCE: OSPI Report Card (MSP)

NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Seventh Grade Math Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Seventh Grade Math Standard 2020 Target: 80%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students	52%	51%	56%	57%	52%	—	62%	✗
American Indian	28%	44%	39%	22%	38%	↑	42%	✗
Asian	70%	69%	77%	77%	72%	↑	74%	✗
Black	33%	30%	37%	35%	31%	↓	47%	✗
Hispanic	35%	33%	40%	42%	37%	↑	49%	✗
Pacific Islander	35%	30%	36%	35%	19%	↓	48%	✗
White	62%	63%	67%	69%	64%	↑	69%	✗
Low Income	40%	39%	46%	47%	41%	↑	53%	✗
Non Low Income	68%	68%	72%	73%	70%	↑	73%	✗
Limited English	13%	16%	24%	27%	15%	↑	27%	✗
Special Education	8%	10%	19%	14%	13%	↑	20%	✗
Non Special Education	58%	56%	62%	64%	57%	↓	66%	✗

SOURCE: OSPI Report Card (MSP)


NOTE: Data exclude students piloting the Smarter Balanced Assessment Consortium (SBAC assessments in 2013-14 (Highline Public Schools and Kent School District, which did not administer MSP Assessments.)

Students in Tukwila Meeting the Seventh Grade Math Standard (2013-14) 2020 Target: 80%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students (n=211)	41%	31%	36%	39%	38%	↓	54%	✗
American Indian	s	s	s	s	s	NA	NA	NA
Asian (n=65)	61%	37%	48%	57%	48%	↓	68%	✗
Black (n=35)	40%	9%	17%	27%	14%	↓	53%	✗
Hispanic (n=53)	34%	22%	32%	27%	32%	↓	48%	✗
Pacific Islander	30%	s	27%	s	s	NA	NA	NA
White (n=36)	38%	45%	44%	33%	53%	↑	51%	✓
Low Income (n=166)	34%	23%	30%	33%	34%	—	47%	✗
Non Low Income (n=45)	65%	61%	54%	58%	53%	↓	70%	✗
Limited English (n=60)	13%	4%	5%	12%	12%	↓	27%	✗
Special Education (n=19)	5%	8%	15%	11%	5%	—	NA	NA
Non Special Education (n=192)	46%	33%	38%	41%	41%	↓	57%	✗

SOURCE: OSPI Report Card (MSP)

Students in Tukwila Meeting the Seventh Grade Math Standard by School (2013-14)

School	2009-10 Rate	Trend	2013-14 Rate	Change Since Baseline	On Track to 2020 Target
Tukwila Showalter	41%		38%	↓	✗

SOURCE: OSPI Report Card (MSP)

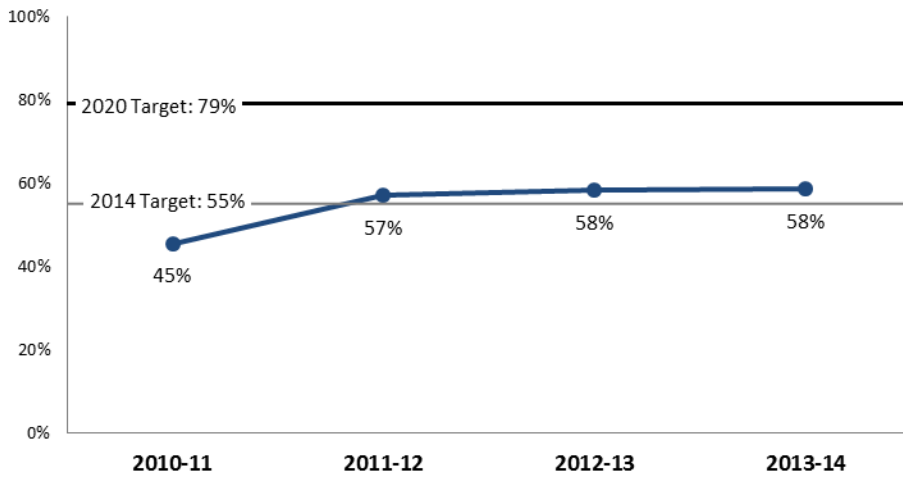
Science

5th Grade Science

INDICATOR: Percent of students proficient in 5th grade science

Description: The proportion of students meeting the statewide standard for each grade and subject. The standard is currently measured by the Measure of Student Progress (MSP) assessment.

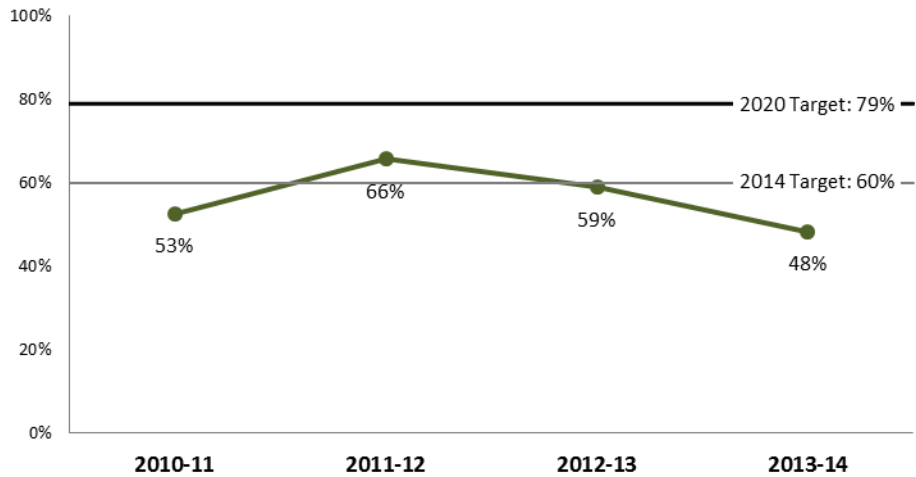
5th Grade Science: Road Map Region Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

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

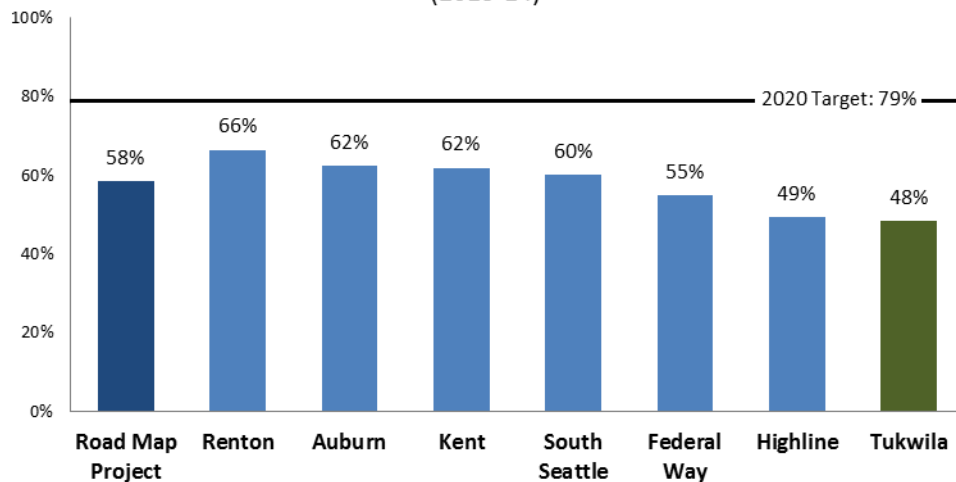
5th Grade Science: Tukwila Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

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

5th Grade Science: Road Map Region Students Meeting Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

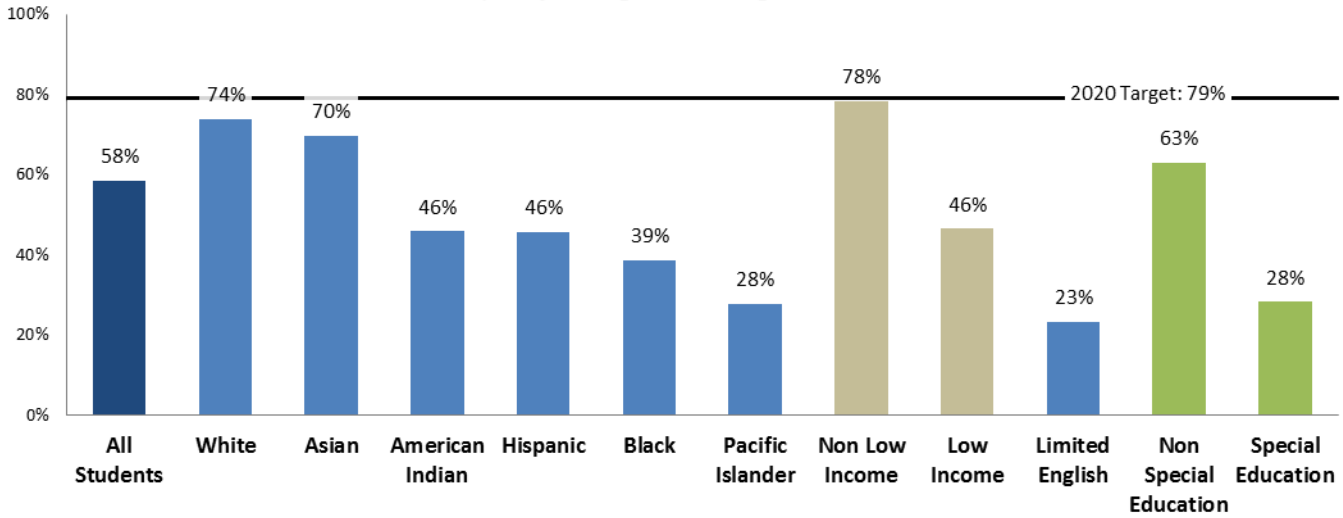
Students in the Road Map Project Region Meeting the Fifth Grade Science Standard 2020 Target: 79%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
Road Map Region		45%	57%	58%	58%	↑	55%	✓
Auburn School District		56%	59%	65%	62%	↑	63%	✗
Federal Way Public Schools		43%	57%	58%	55%	↑	52%	✓
Highline Public Schools		36%	49%	53%	49%	↑	46%	✓
Kent School District		44%	58%	56%	62%	↑	54%	✓
Renton School District		51%	62%	61%	66%	↑	59%	✓
South Seattle		46%	56%	60%	60%	↑	55%	✓
Tukwila School District		53%	66%	59%	48%	↓	60%	✗

SOURCE: OSPI Report Card (MSP)

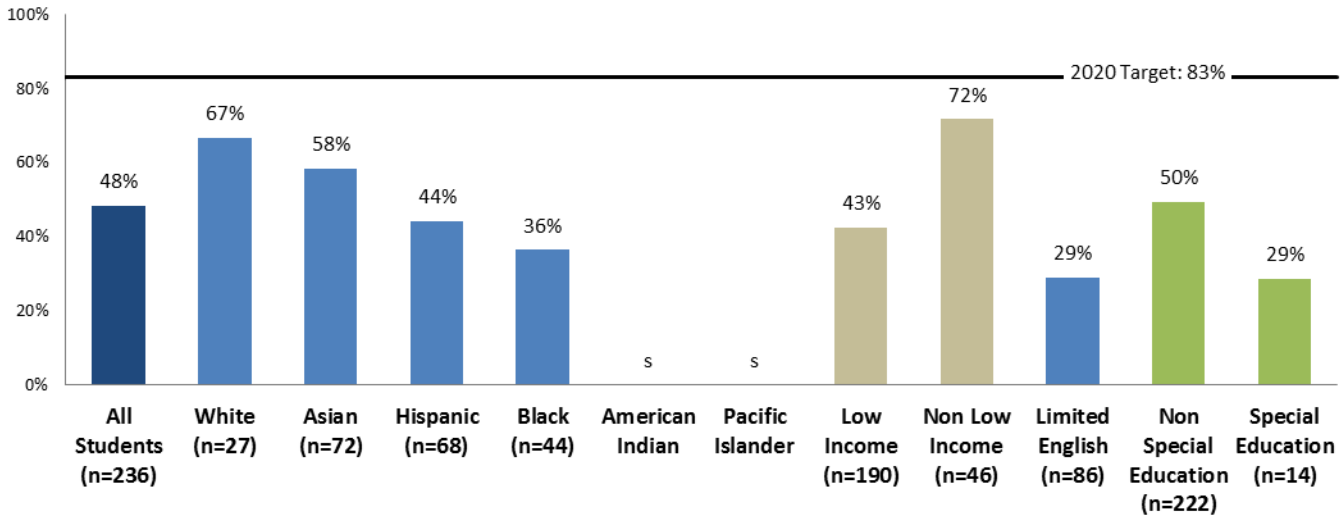
NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

Students in the Road Map Project Region Meeting the Fifth Grade Science Standard



SOURCE: OSPI Report Card (MSP)

Students in Tukwila Meeting the Fifth Grade Science Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Fifth Grade Science Standard 2020 Target: 79%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students		45%	57%	58%	58%	↑	55%	✓
American Indian		23%	39%	43%	46%	↑	34%	✓
Asian		57%	69%	69%	70%	↑	64%	✓
Black		25%	38%	41%	39%	↑	37%	✓
Hispanic		31%	43%	45%	46%	↑	43%	✓
Pacific Islander		20%	33%	36%	28%	↑	31%	✗
White		60%	73%	73%	74%	↑	66%	✓
Low Income		34%	45%	48%	46%	↑	45%	✓
Non Low Income		64%	77%	77%	78%	↑	69%	✓
Limited English		13%	18%	24%	23%	↑	23%	✓
Special Education		18%	19%	26%	28%	↑	29%	✗
Non Special Education		50%	63%	63%	63%	↑	58%	✓

SOURCE: OSPI Report Card (MSP)

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

Students in Tukwila Meeting the Fifth Grade Science Standard (2013-14)




2020 Target: 79%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students (n=236)		53%	66%	59%	48%	↓	60%	✗
American Indian		s	s	s	s	NA	NA	NA
Asian (n=72)		59%	79%	59%	58%	↓	65%	✗
Black (n=44)		53%	59%	51%	36%	↓	60%	✗
Hispanic (n=68)		44%	58%	64%	44%	→	53%	✗
Pacific Islander		s	s	36%	s	NA	NA	NA
White (n=27)		55%	72%	66%	67%	↑	62%	✓
Low Income (n=190)		47%	61%	52%	43%	↓	56%	✗
Non Low Income (n=46)		74%	81%	84%	72%	↓	76%	✗
Limited English (n=86)		10%	41%	26%	29%	↑	20%	✓
Special Education (n=14)		29%	38%	25%	29%	→	NA	NA
Non Special Education (n=222)		55%	69%	65%	50%	↓	62%	✗

SOURCE: OSPI Report Card (MSP)

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

Students in Tukwila Meeting the Fifth Grade Science Standard by School (2013-14)

Tukwila	School	2010-11		2013-14 Rate	Change Since Baseline	On Track to 2020 Target
		Rate	Trend			
	Cascade View	32%		54%	↑	✓
	Thorndyke	51%		36%	↓	✗
	Tukwila	71%		53%	↓	✗

SOURCE: OSPI Report Card (MSP)

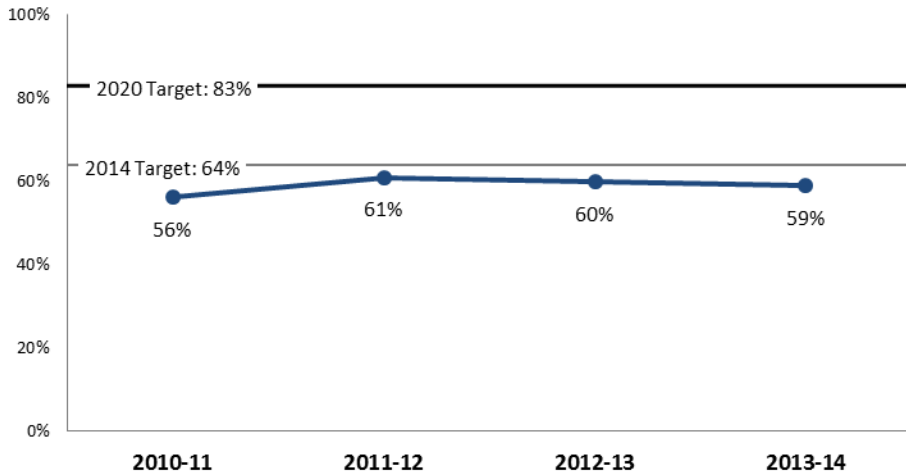
NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

8th Grade Science

INDICATOR: Percent of students proficient in 8th grade science

Description: The proportion of students meeting the statewide standard for each grade and subject. The standard is currently measured by the Measure of Student Progress (MSP) assessment.

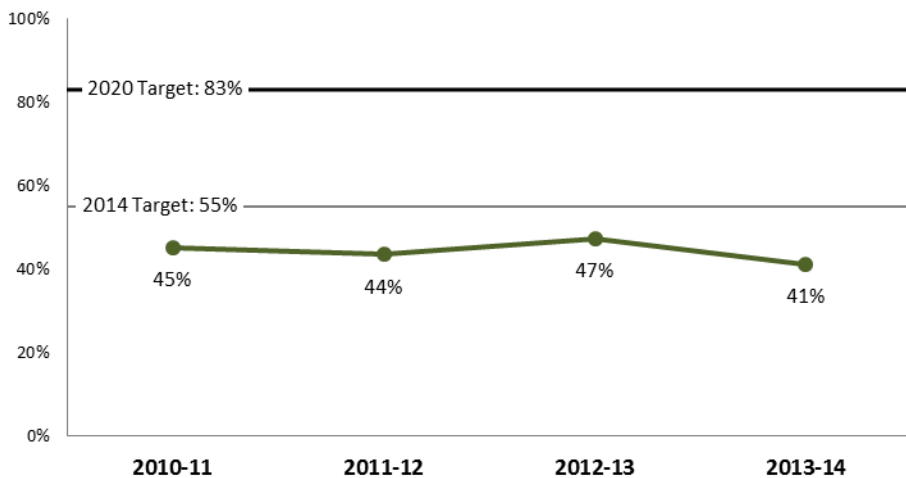
8th Grade Science: Road Map Region Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

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

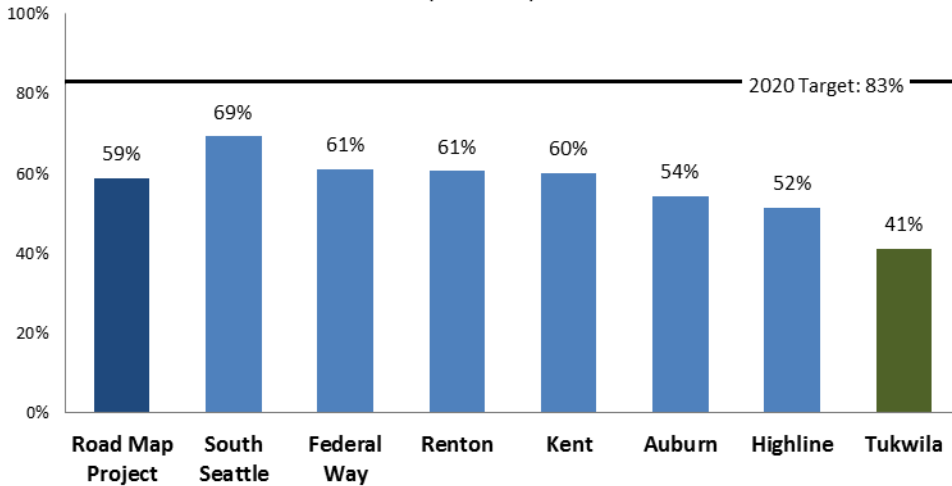
8th Grade Science: Tukwila Students Meeting Standard



SOURCE: OSPI Report Card (MSP)

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

8th Grade Science: Road Map Region Students Meeting Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

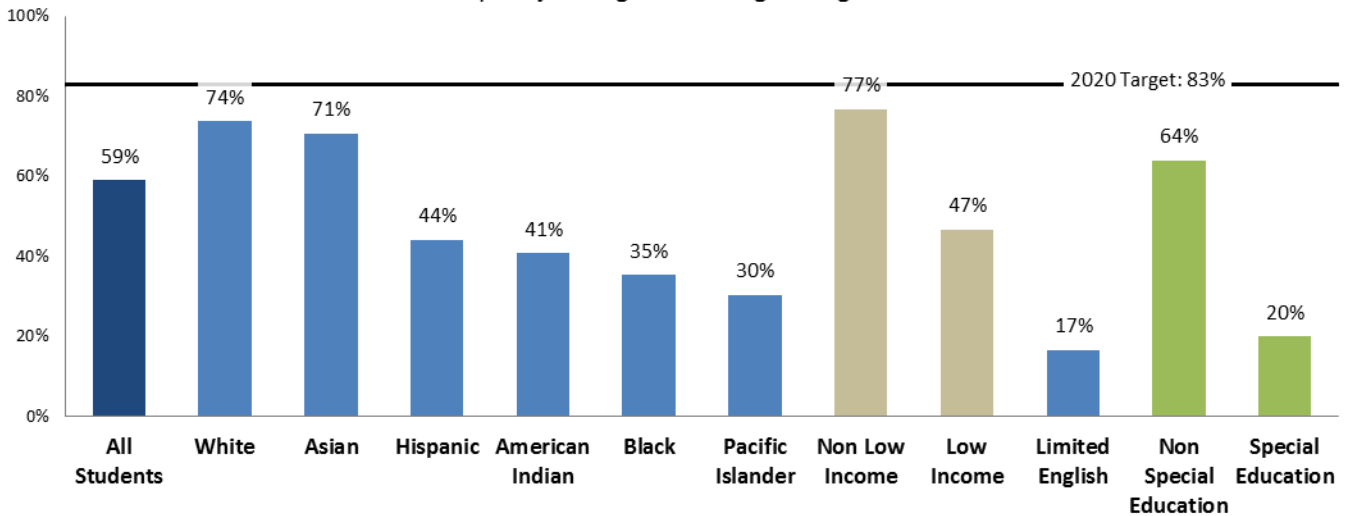
Students in the Road Map Project Region Meeting the Eighth Grade Science Standard 2020 Target: 83%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
Road Map Region		56%	61%	60%	59%	↑	64%	✗
Auburn School District		52%	58%	56%	54%	↑	61%	✗
Federal Way Public Schools		55%	60%	55%	61%	↑	63%	✗
Highline Public Schools		47%	52%	51%	52%	↑	57%	✗
Kent School District		59%	64%	63%	60%	↑	66%	✗
Renton School District		64%	67%	65%	61%	↓	70%	✗
South Seattle		61%	67%	69%	69%	↑	67%	✓
Tukwila School District		45%	44%	47%	41%	↓	55%	✗

SOURCE: OSPI Report Card (MSP)

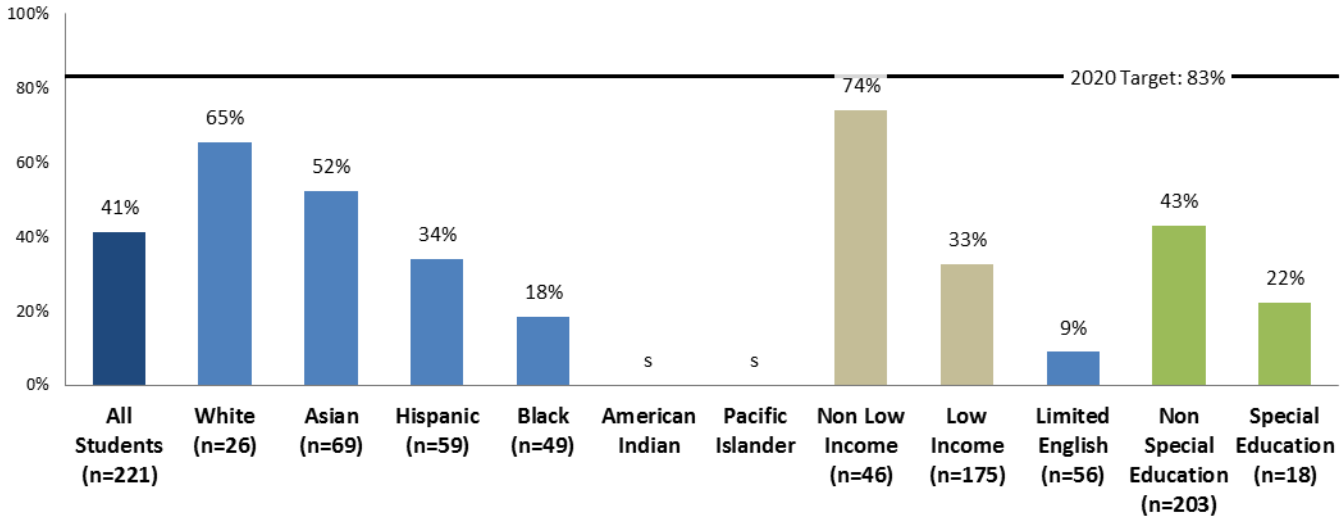
NOTE: The MSP science tests changed for 2010-11, and the baseline and target are based on performance in that year.

Students in the Road Map Project Region Meeting the Eighth Grade Science Standard



SOURCE: OSPI Report Card (MSP)

Students in Tukwila Meeting the Eighth Grade Science Standard (2013-14)



SOURCE: OSPI Report Card (MSP)

Students in the Road Map Project Region Meeting the Eighth Grade Science Standard 2020 Target: 83%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students		56%	61%	60%	59%	↑	64%	✗
American Indian		35%	40%	48%	41%	↑	47%	✗
Asian		71%	76%	73%	71%	↔	75%	✗
Black		37%	41%	41%	35%	↓	48%	✗
Hispanic		39%	44%	43%	44%	↑	50%	✗
Pacific Islander		31%	37%	31%	30%	↓	43%	✗
White		70%	73%	75%	74%	↑	74%	✗
Low Income		43%	49%	48%	47%	↑	53%	✗
Non Low Income		75%	78%	77%	77%	↑	77%	✗
Limited English		13%	17%	18%	17%	↑	23%	✗
Special Education		16%	21%	24%	20%	↑	28%	✗
Non Special Education		61%	66%	65%	64%	↑	68%	✗

SOURCE: OSPI Report Card (MSP)

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


Students in Tukwila Meeting the Eighth Grade Science Standard (2013-14) 2020 Target: 83%

	2009-10 Rate	2010-11 Rate	2011-12 Rate	2012-13 Rate	2013-14 Rate	Change since baseline	2014 Target	On Track to 2020 Target
All Students (n=221)		45%	44%	47%	41%	↓	55%	✗
American Indian		s	s	s	s	NA	NA	NA
Asian (n=69)		49%	48%	49%	52%	↑	58%	✗
Black (n=49)		43%	24%	38%	18%	↓	54%	✗
Hispanic (n=59)		40%	40%	41%	34%	↓	51%	✗
Pacific Islander		29%	s	s	s	NA	NA	NA
White (n=26)		51%	52%	64%	65%	↑	60%	✓
Low Income (n=175)		36%	36%	42%	33%	↓	47%	✗
Non Low Income (n=46)		72%	69%	64%	74%	↑	76%	✗
Limited English (n=56)		10%	4%	5%	9%	↓	21%	✗
Special Education (n=18)		19%	24%	7%	22%	↑	NA	NA
Non Special Education (n=203)		47%	45%	51%	43%	↓	57%	✗

SOURCE: OSPI Report Card (MSP)

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

Students in Tukwila Meeting the Eighth Grade Science Standard by School (2013-14)

	School	2010-11 Rate	Trend	2013-14 Rate	Change Since Baseline	On Track to 2020 Target
Tukwila	Showalter	45%		41%	↓	✘

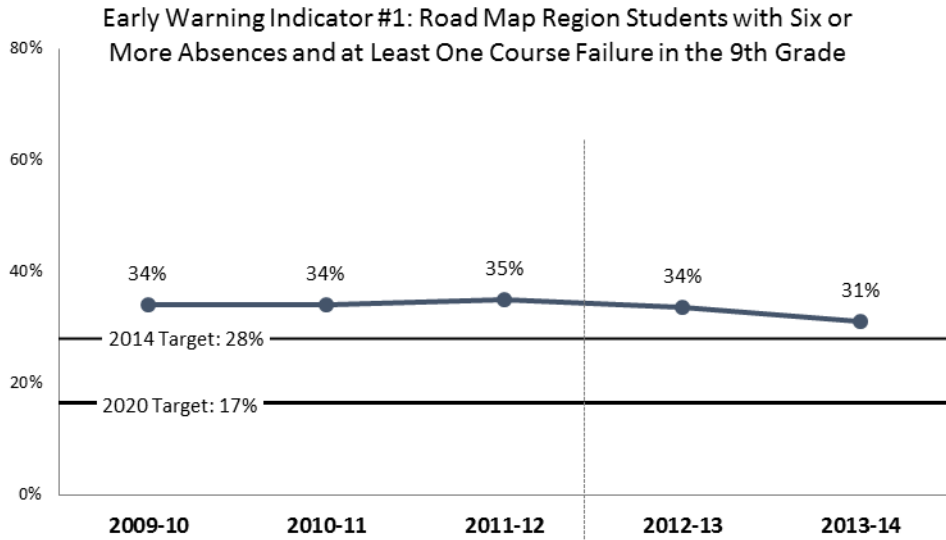
SOURCE: OSPI Report Card (MSP)

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

Monitoring Risk Factors

Early Warning Indicator #1

INDICATOR: Percent of students triggering Early Warning Indicator #1: Six or more absences *and* at least one course failure in the 9th grade

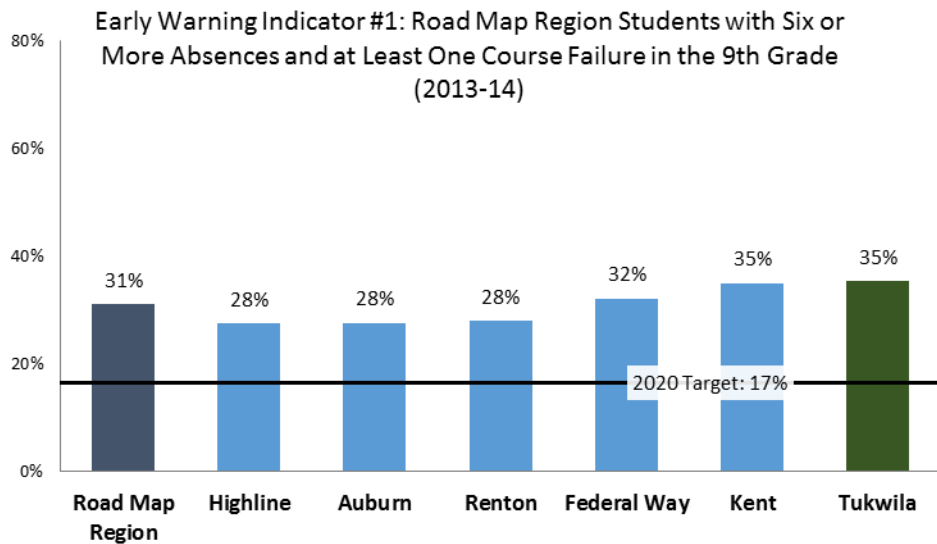


NOTE: Data source changed for 2012-13, potentially affecting the calculated rate

NOTE: Excludes Seattle in 2012-13 and 2013-14, for which data were not available

NOTE: Federal Way's data may have been incomplete for the 2009-10 school year.

SOURCE: OSPI CEDARS via ERDC



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

Early Warning Indicator #1: Road Map Region Students with Six or More Absences and at Least One Course Failure in the 9th Grade

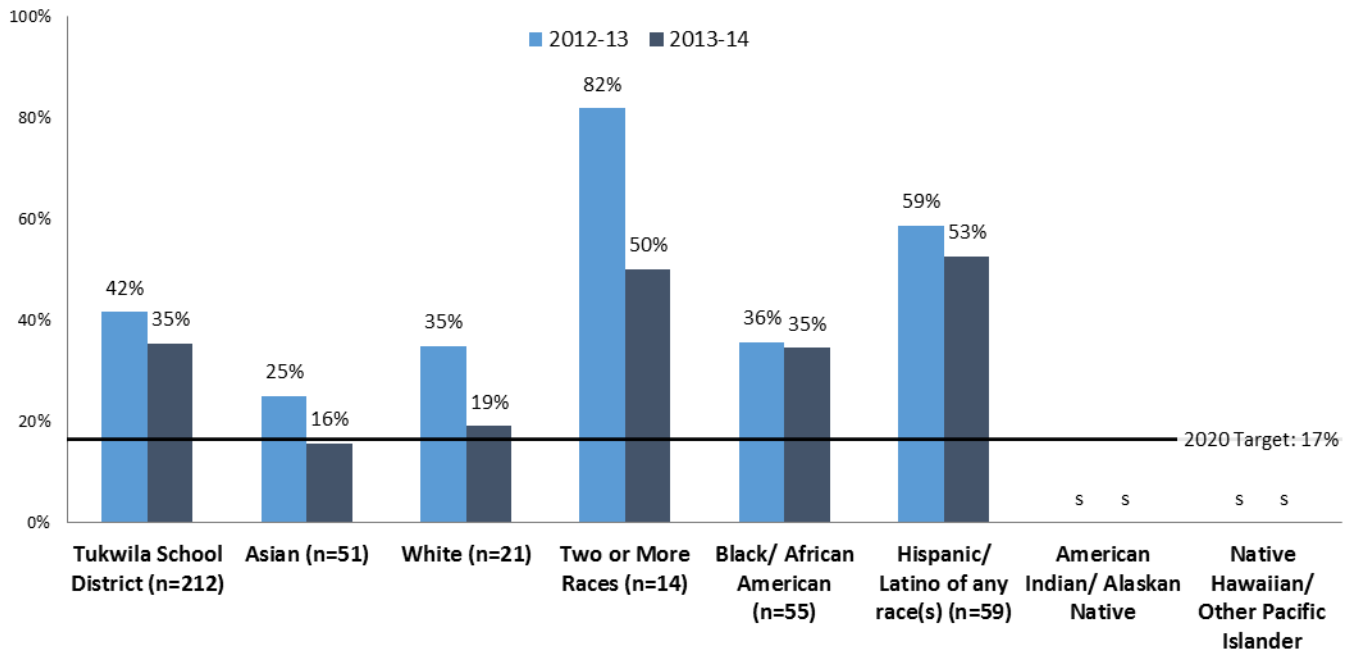


SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

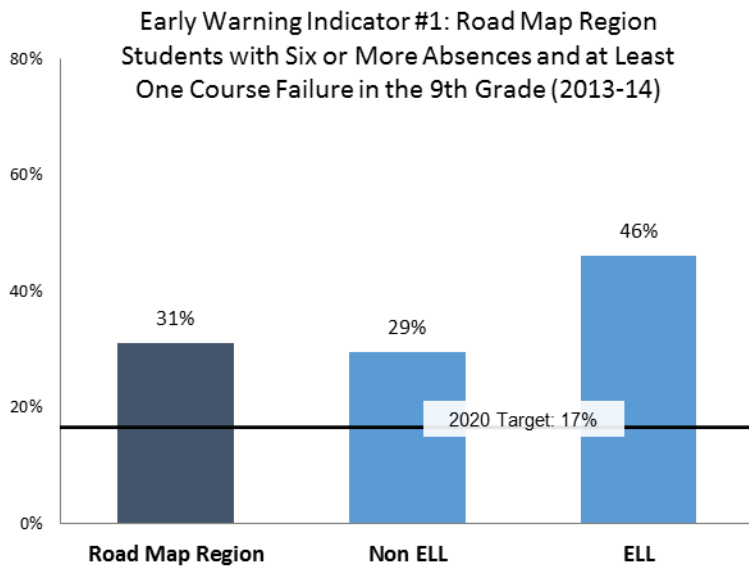
Early Warning Indicator #1: Tukwila Students with Six or More Absences and at Least One Course Failure in the 9th Grade



SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

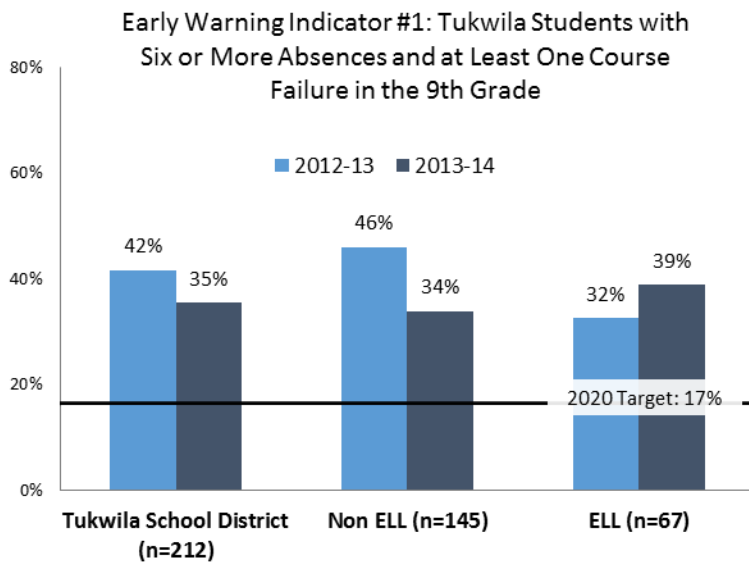
NOTE: Graph shows the percentage of students in each group triggering the early warning indicator



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

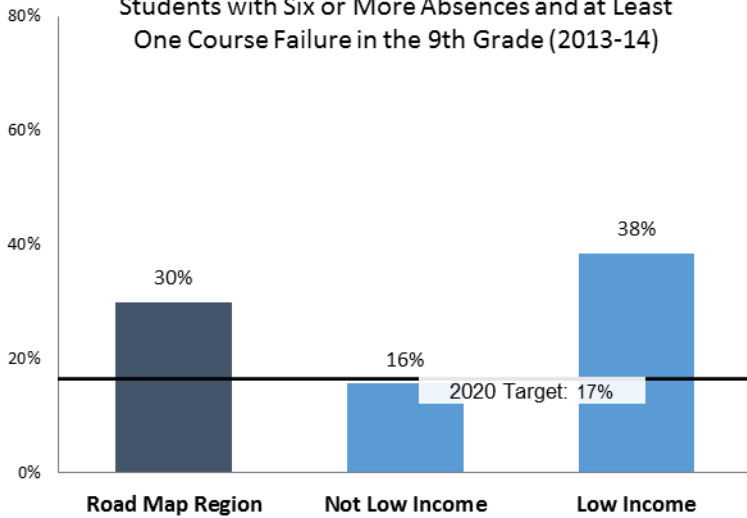


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

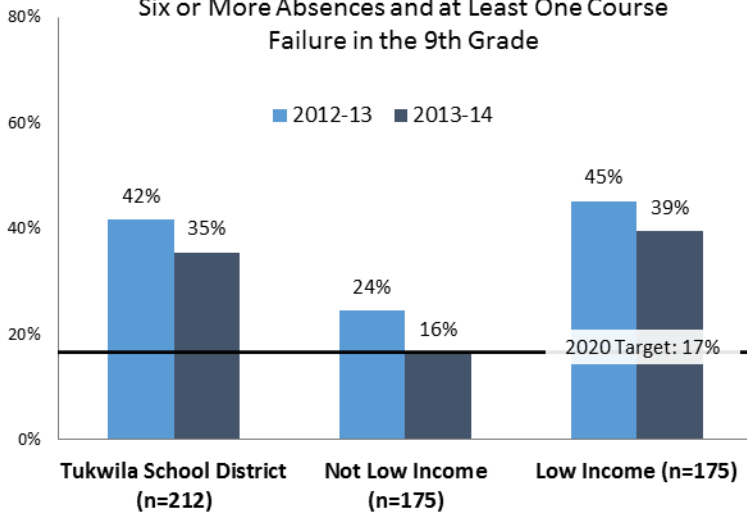
NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #1: Road Map Region
Students with Six or More Absences and at Least
One Course Failure in the 9th Grade (2013-14)**



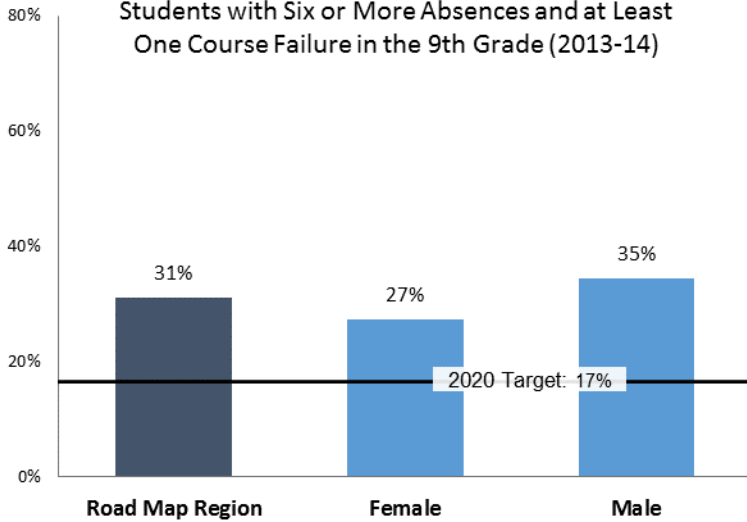
NOTE: Graph shows the percentage of students in each group triggering the early warning indicator
 NOTE: Excludes Seattle and Kent, for which data regarding free or reduced-price lunch are not provided
 NOTE: Excludes Seattle, for which data were not available.

**Early Warning Indicator #1: Tukwila Students with
Six or More Absences and at Least One Course
Failure in the 9th Grade**



SOURCE: OSPI CEDARS via ERDC
 NOTE: Group size ("n") applies to the most recent year for which data were available.
 NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #1: Road Map Region
Students with Six or More Absences and at Least
One Course Failure in the 9th Grade (2013-14)**

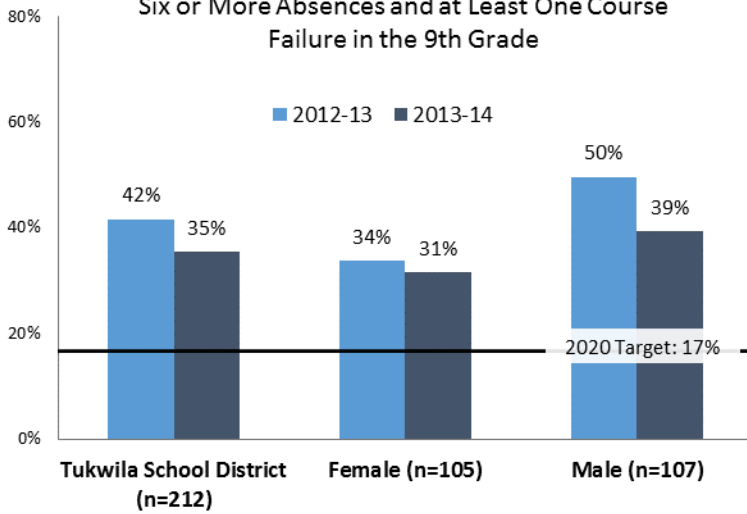


NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

SOURCE: OSPI CEDARS via ERDC

**Early Warning Indicator #1: Tukwila Students with
Six or More Absences and at Least One Course
Failure in the 9th Grade**

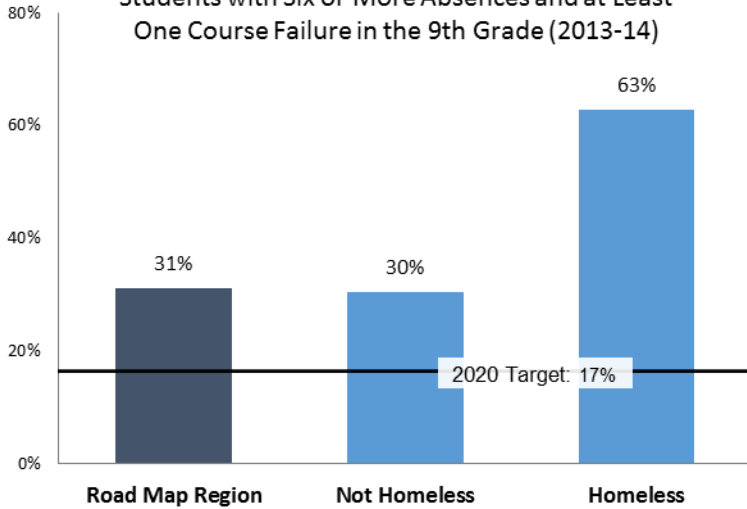


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #1: Road Map Region
Students with Six or More Absences and at Least
One Course Failure in the 9th Grade (2013-14)**

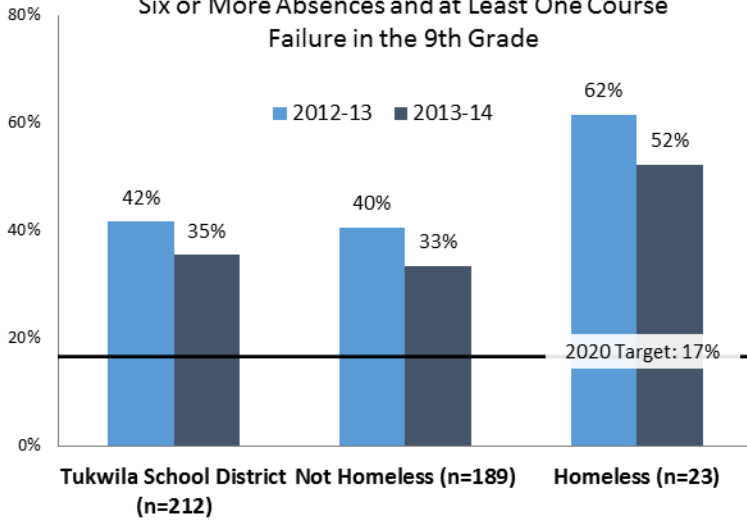


NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

SOURCE: OSPI CEDARS via ERDC

**Early Warning Indicator #1: Tukwila Students with
Six or More Absences and at Least One Course
Failure in the 9th Grade**

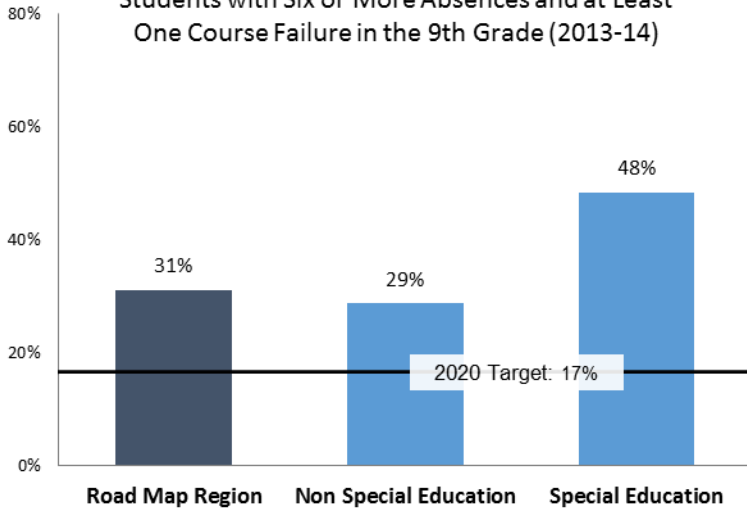


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #1: Road Map Region
Students with Six or More Absences and at Least
One Course Failure in the 9th Grade (2013-14)**

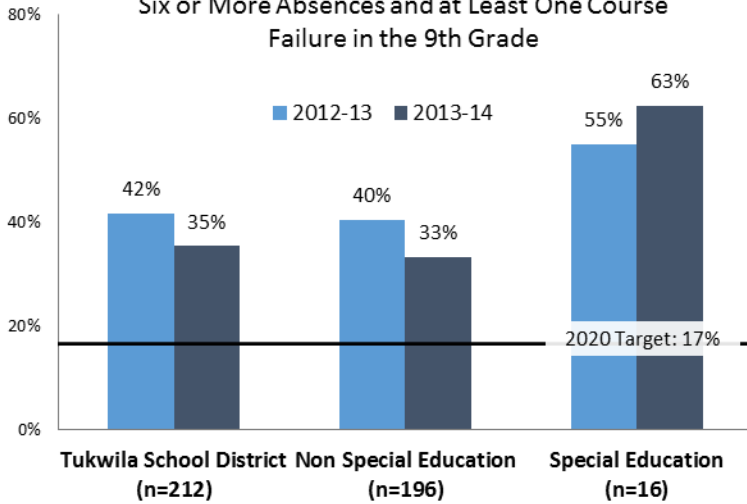


NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

SOURCE: OSPI CEDARS via ERDC

**Early Warning Indicator #1: Tukwila Students with
Six or More Absences and at Least One Course
Failure in the 9th Grade**

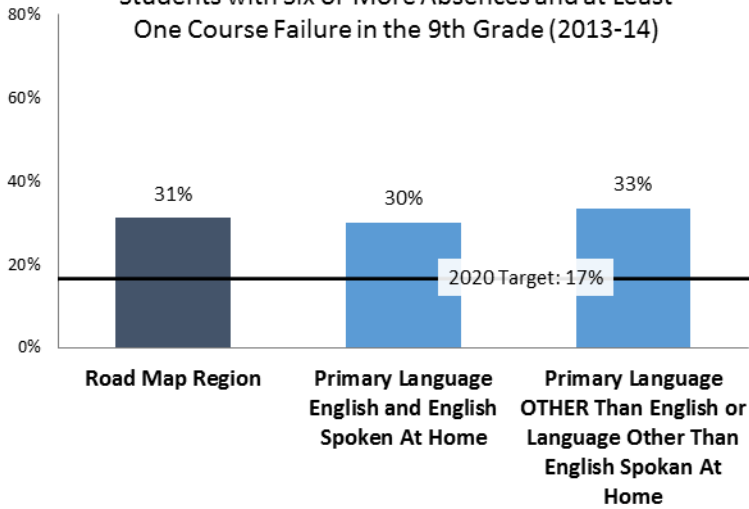


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #1: Road Map Region
Students with Six or More Absences and at Least
One Course Failure in the 9th Grade (2013-14)**

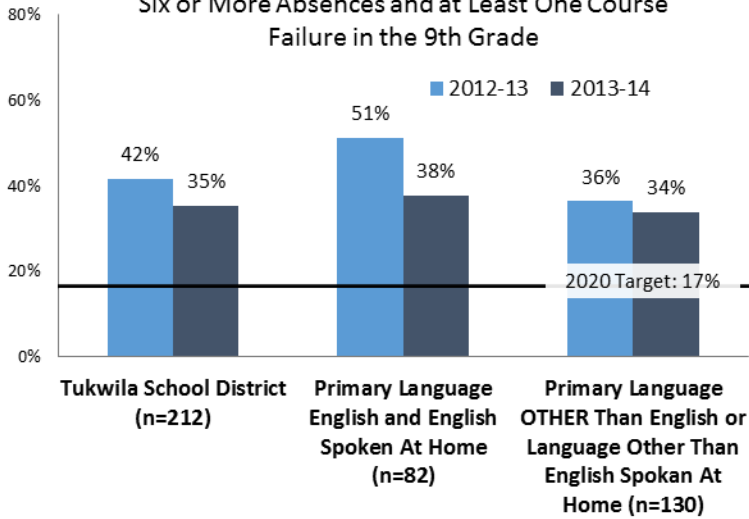


NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

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

SOURCE: OSPI CEDARS via ERDC

**Early Warning Indicator #1: Tukwila Students with
Six or More Absences and at Least One Course
Failure in the 9th Grade**



NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

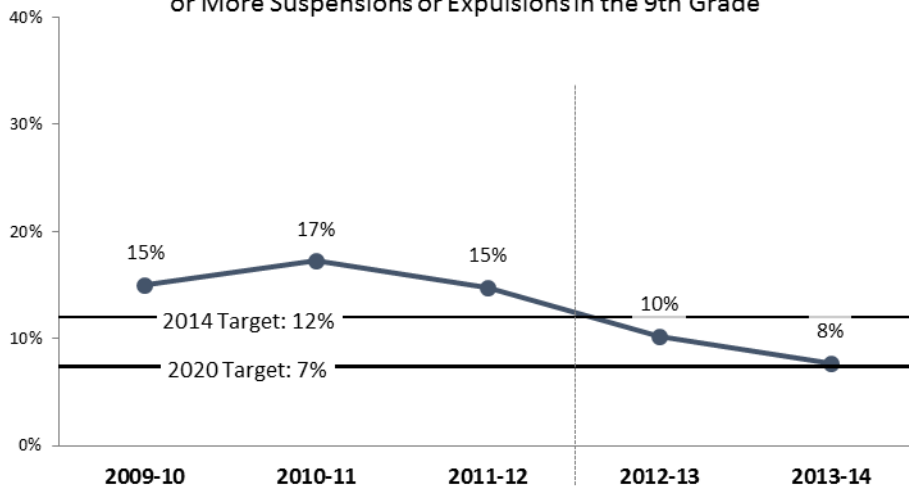
Early Warning Indicator #2

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

Detail: We count only out of school suspensions in the numerator for EWI #2. In School suspensions (IS) and No Intervention applied (NA) are excluded in our analysis for EWI #2. The table below contains different disciplinary action codes and code descriptions of suspension information from 2014 CEDARS K-12 Discipline data.

<u>Code</u>	<u>Description</u>	<u>Counted in EW2?</u>
OT	Other	NO
LS	Long-term Suspension (greater than 10 consecutive school days)	YES
SS	Short-term Suspension (10 or fewer consecutive school days)	YES
NA	No Intervention Applied	NO
EX	Expulsion	YES
IS	In School Suspension	NO

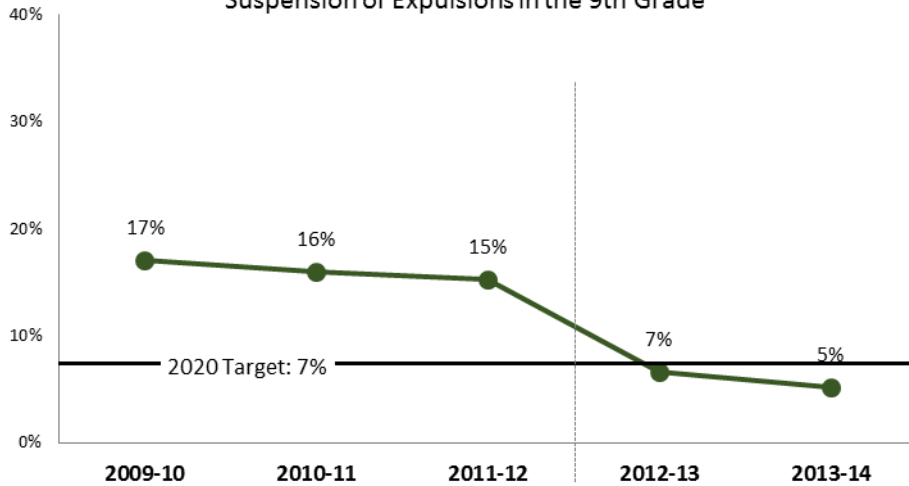
Early Warning Indicator #2: Road Map Region Students With One or More Suspensions or Expulsions in the 9th Grade



NOTE: Data source changed for 2012-13, potentially affecting the calculated rate

SOURCE: OSPI CEDARS via ERDC

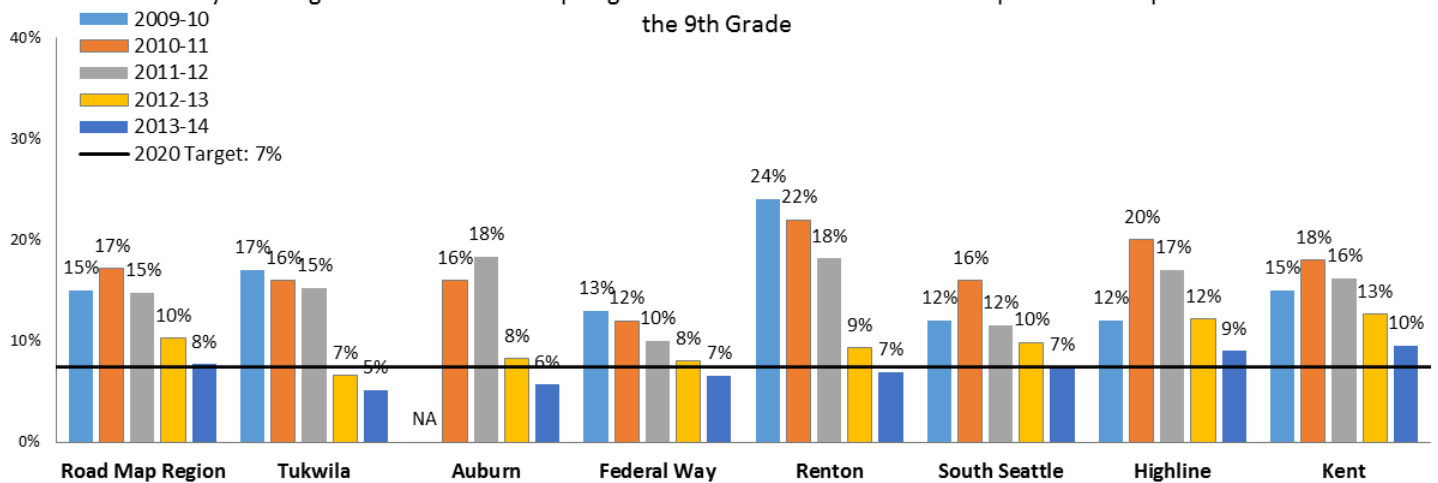
Early Warning Indicator #2: Tukwila Students With One or More Suspension or Expulsions in the 9th Grade



NOTE: Data source changed for 2012-13, potentially affecting the calculated rate

SOURCE: OSPI CEDARS via ERDC

Early Warning Indicator #2: Road Map Region Students With One or More Suspensions or Expulsions in the 9th Grade

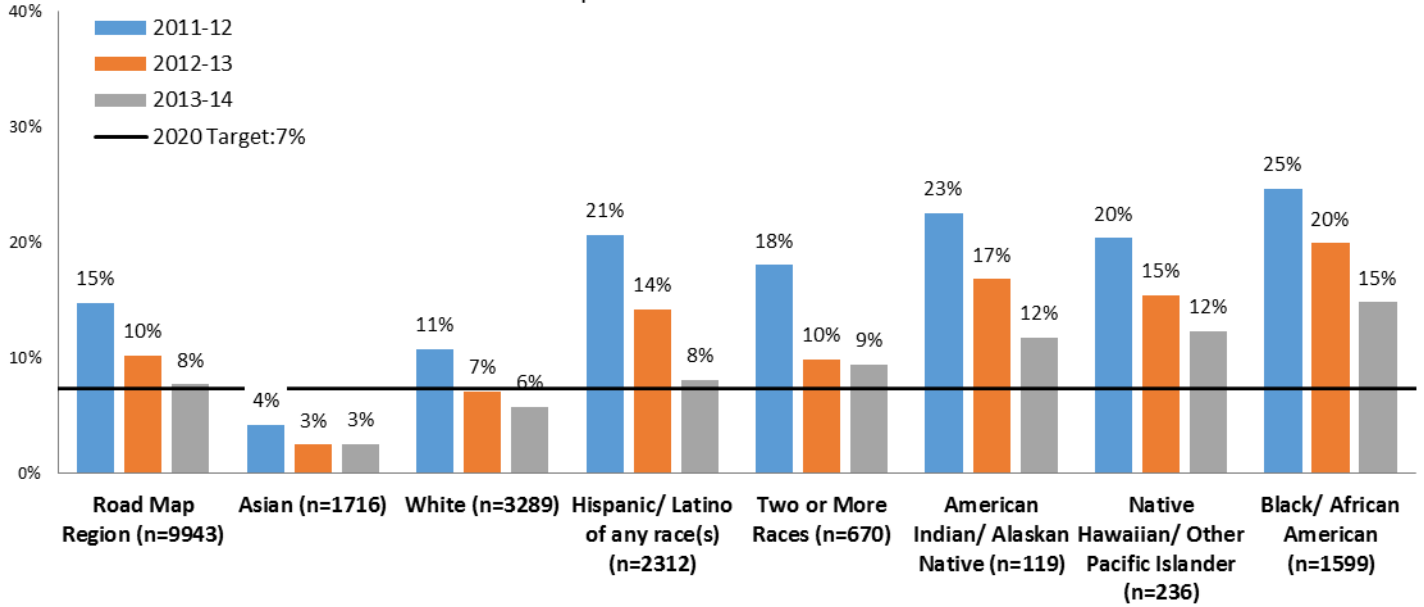


SOURCE: OSPI CEDARS via ERDC

NOTE: Data source changed for 2012-13, potentially affecting the calculated rate

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

Early Warning Indicator #2: Road Map Region Students With One or More Suspensions or Expulsions in the 9th Grade

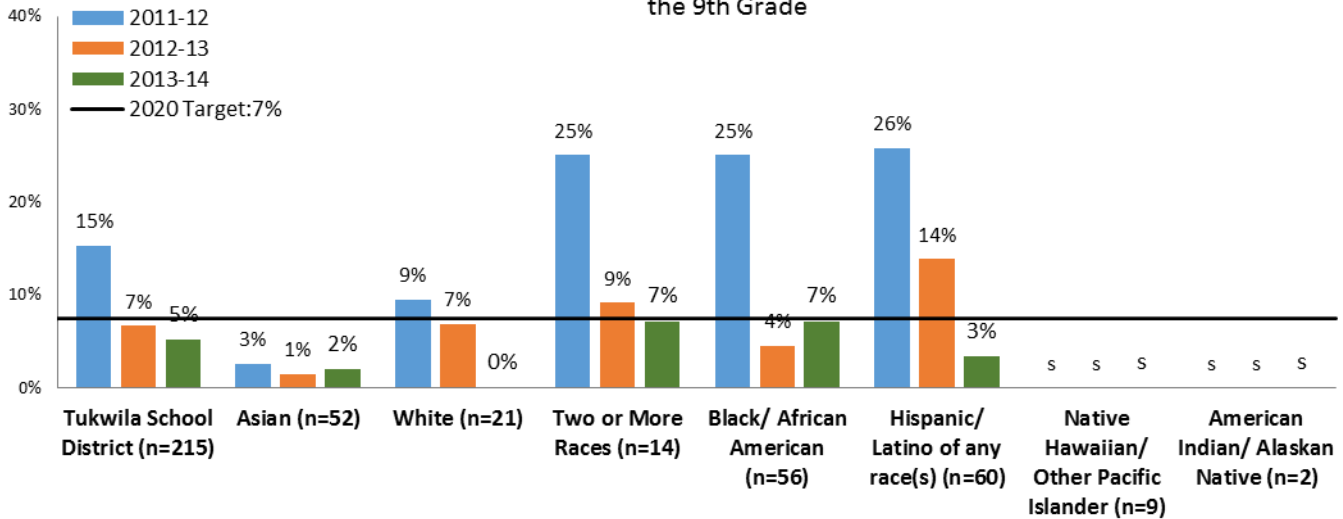


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

Early Warning Indicator #2: Tukwila Students With One or More Suspension or Expulsions in the 9th Grade

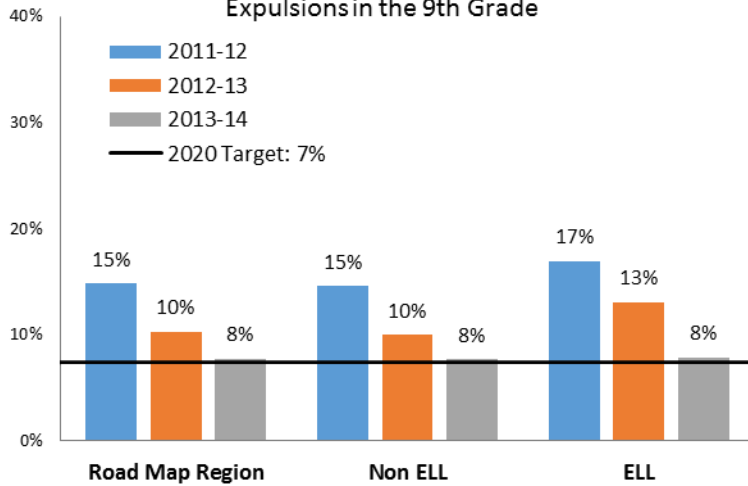


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

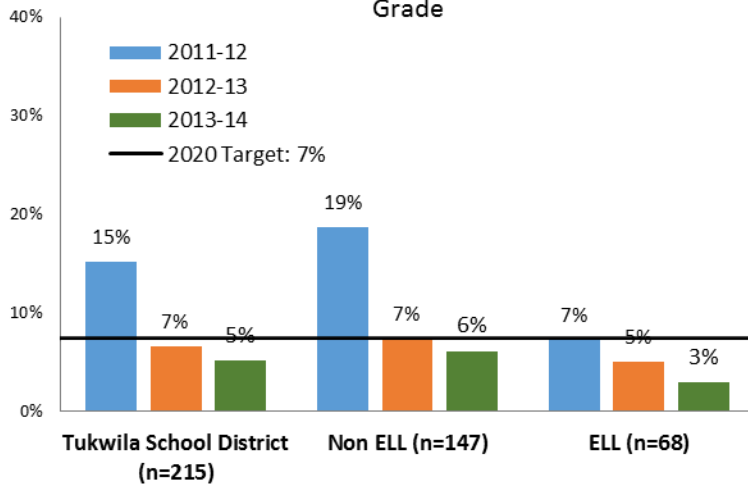
**Early Warning Indicator #2: Road Map Region
Students With One or More Suspensions or
Expulsions in the 9th Grade**



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Tukwila Students With
One or More Suspension or Expulsions in the 9th
Grade**

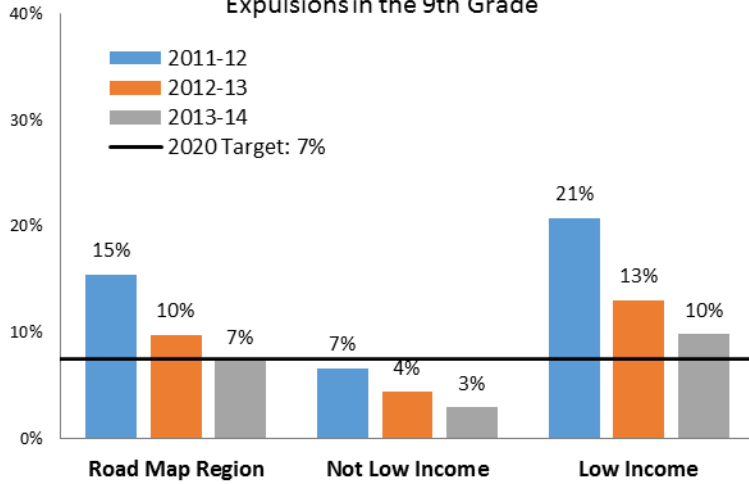


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Road Map Region
Students With One or More Suspensions or
Expulsions in the 9th Grade**

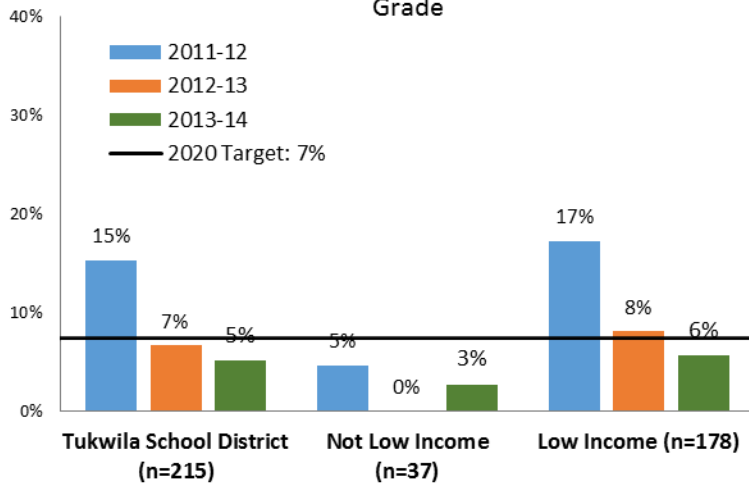


SOURCE: OSPI CEDARS via ERDC

NOTE: Excludes Seattle and Kent, for which data regarding free or reduced-price lunch are not provided

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Tukwila Students With
One or More Suspension or Expulsions in the 9th
Grade**

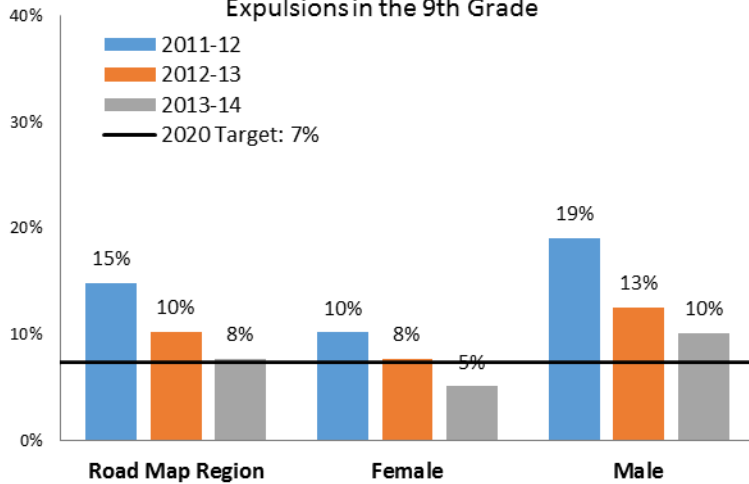


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

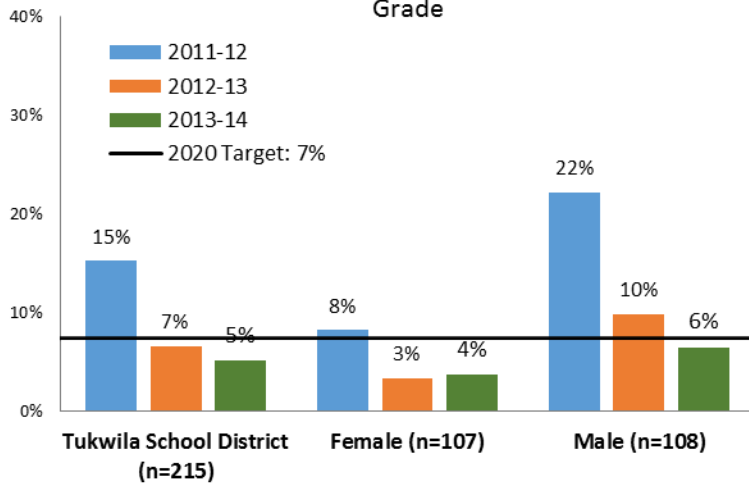
**Early Warning Indicator #2: Road Map Region
Students With One or More Suspensions or
Expulsions in the 9th Grade**



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Tukwila Students With
One or More Suspension or Expulsions in the 9th
Grade**

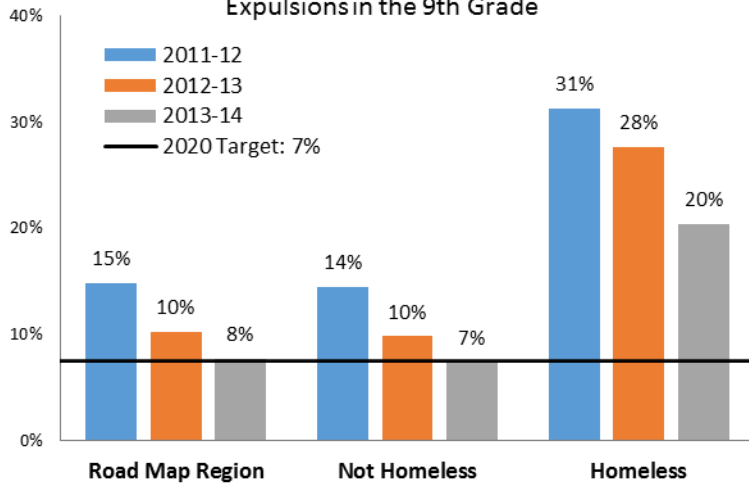


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

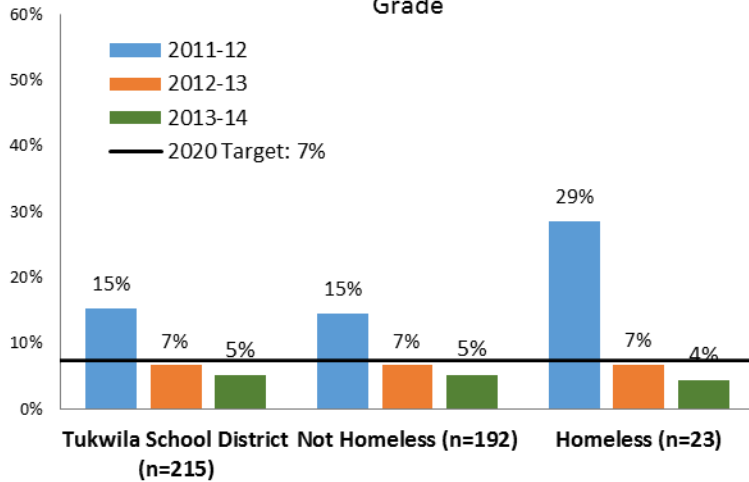
**Early Warning Indicator #2: Road Map Region
Students With One or More Suspensions or
Expulsions in the 9th Grade**



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Tukwila Students With
One or More Suspension or Expulsions in the 9th
Grade**

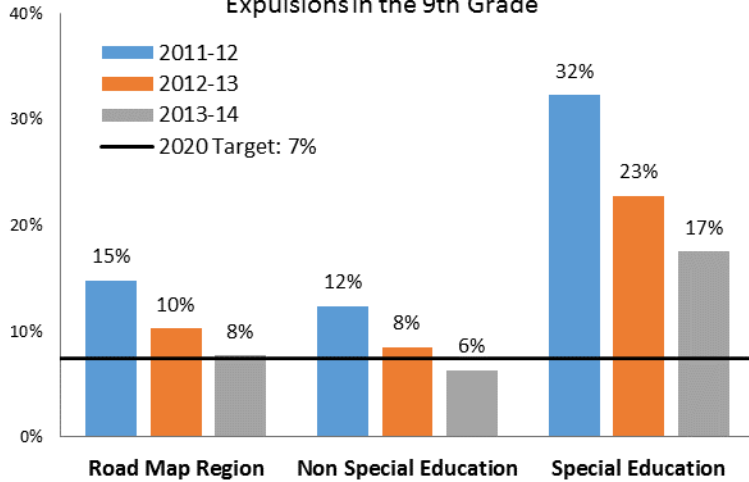


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

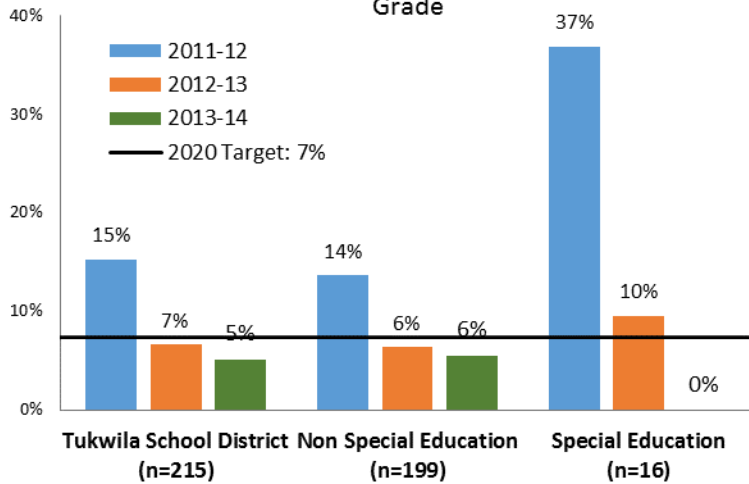
**Early Warning Indicator #2: Road Map Region
Students With One or More Suspensions or
Expulsions in the 9th Grade**



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Tukwila Students With
One or More Suspension or Expulsions in the 9th
Grade**

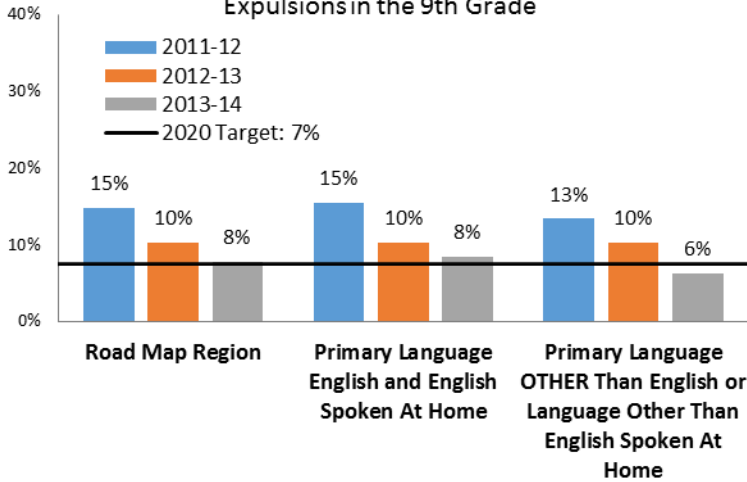


SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

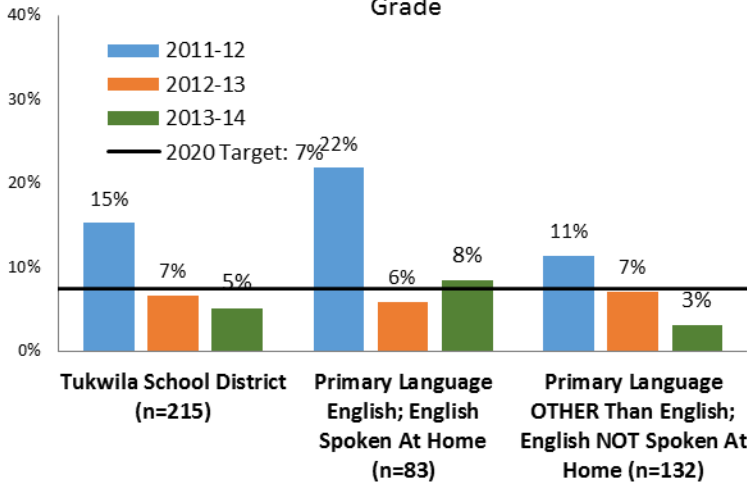
**Early Warning Indicator #2: Road Map Region
Students With One or More Suspensions or
Expulsions in the 9th Grade**



SOURCE: OSPI CEDARS via ERDC

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

**Early Warning Indicator #2: Tukwila Students With
One or More Suspension or Expulsions in the 9th
Grade**



SOURCE: OSPI CEDARS via ERDC

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: Graph shows the percentage of students in each group triggering the early warning indicator

20 or More Absences

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

Description: The proportion of students in Road Map Region schools in the school year that were absent (either excused or unexcused) 20 or more days in the school year. We use full day absences. Based on a literature review

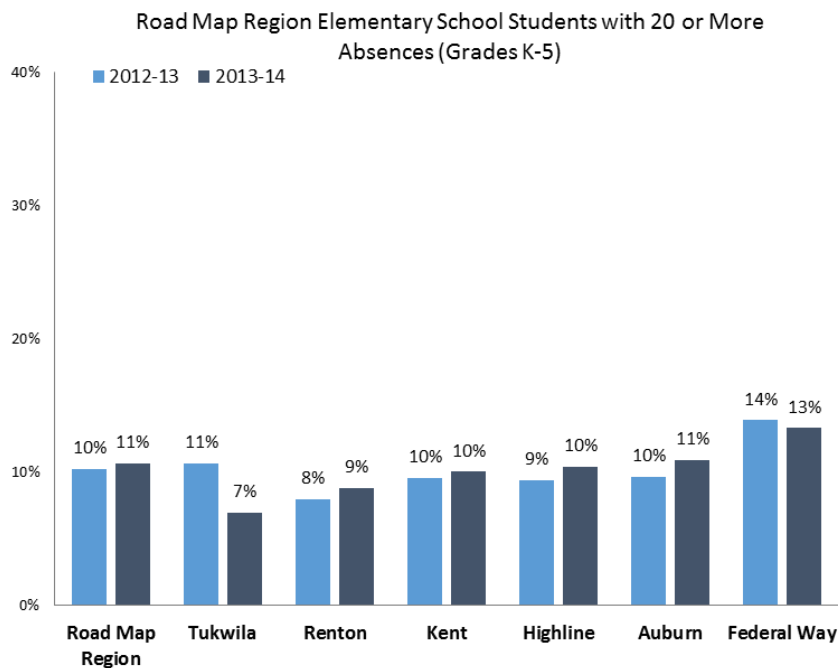
and analysis conducted by CCER staff, students with 20+ absences attained fewer credits than those with fewer than 20 absences.

Students in the Road Map Project Region Who Were Absent 20+ Days by Grade Level (2013-14)*

	Total Number of Students	Number of Students Absent 20+ Days	% Who Were Absent 20+ Days
Road Map Project Region	100,240	16,452	16%
Kindergarten	8,306	1,390	17%
1st Grade	8,158	931	11%
2nd Grade	7,806	776	10%
3rd Grade	7,526	638	8%
4th Grade	7,626	664	9%
5th Grade	7,409	589	8%
6th Grade	7,441	814	11%
7th Grade	7,325	1,046	14%
8th Grade	7,531	1,322	18%
9th Grade	8,328	1,848	22%
10th Grade	7,638	1,996	26%
11th Grade	7,438	2,038	27%
12th Grade	7,708	2,400	31%

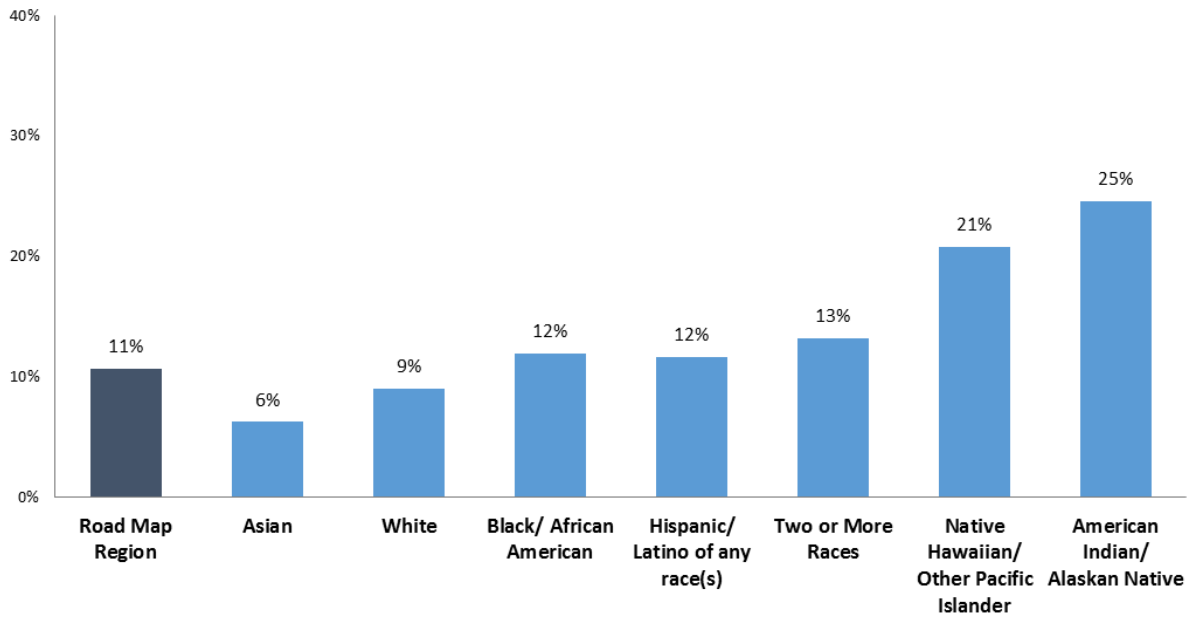
SOURCES: Districts and OSPI student-level database

*NOTE: Table excludes Seattle, for which absences data were not available



NOTE: Excludes Seattle in 2012-13 and 2013-14, for which data were not available

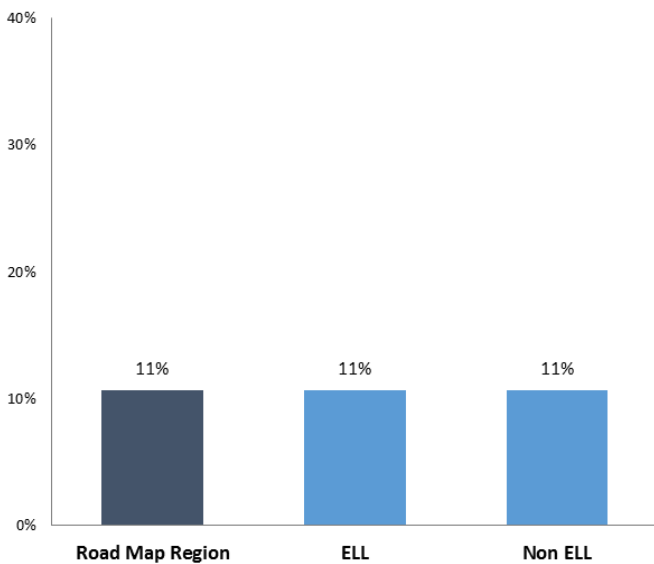
Road Map Region Elementary School Students with 20 or More Absences (Grades K-5) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

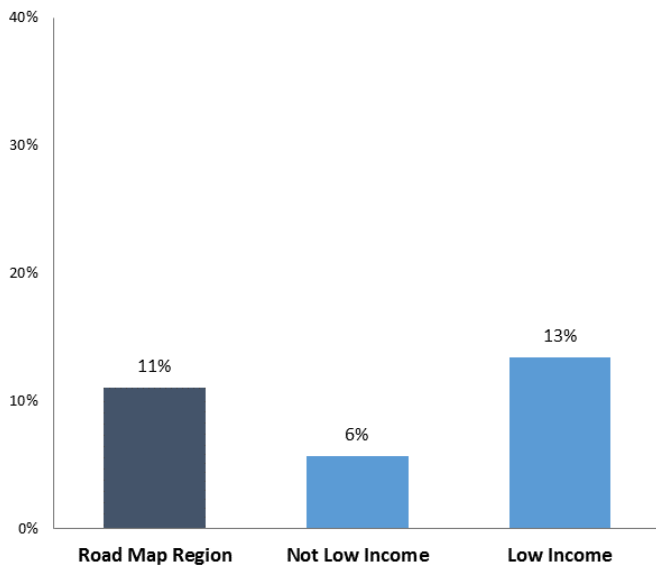
Road Map Region Elementary School Students with 20 or More Absences (Grades K-5) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

**Road Map Region Elementary School Students
with 20 or More Absences (Grades K-5) (2013-14)**

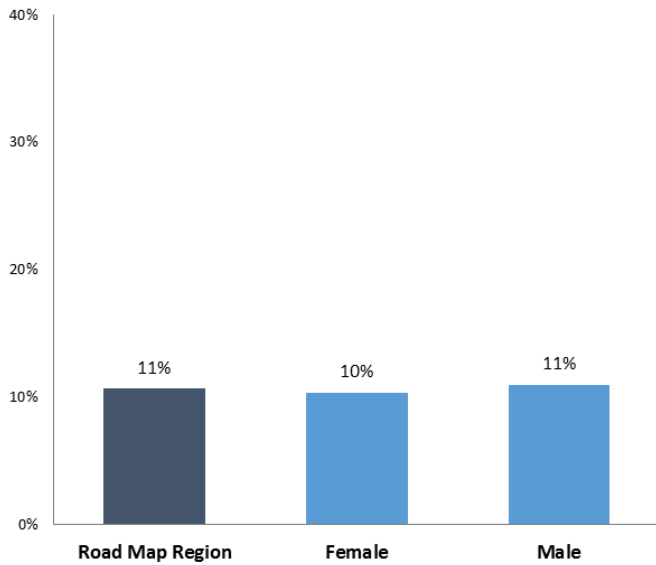


NOTE: Excludes Seattle, for which absence data were not available

NOTE: Seattle and Kent do not provide data regarding free or reduced-price lunch, and accordingly are not included.

SOURCES: OSPI CEDARS via ERDC

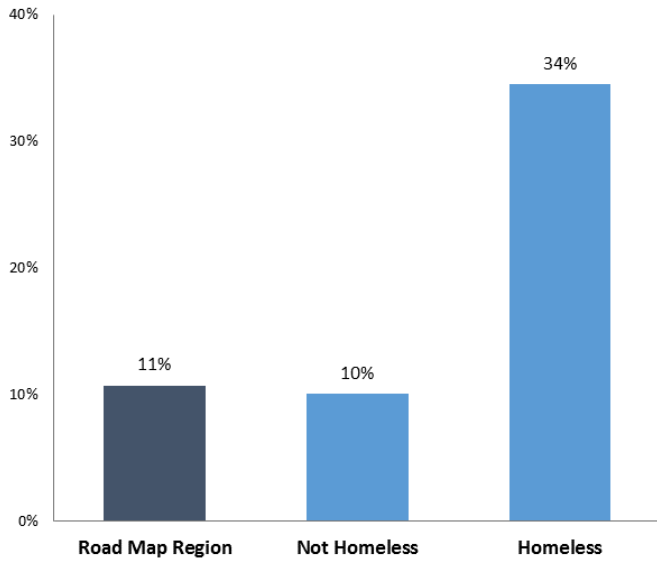
**Road Map Region Elementary School Students
with 20 or More Absences (Grades K-5) (2013-14)**



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

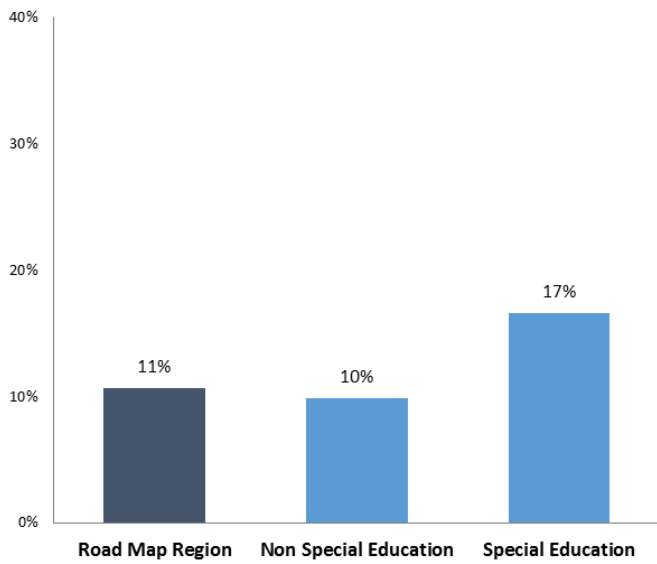
Road Map Region Elementary School Students
with 20 or More Absences (Grades K-5) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

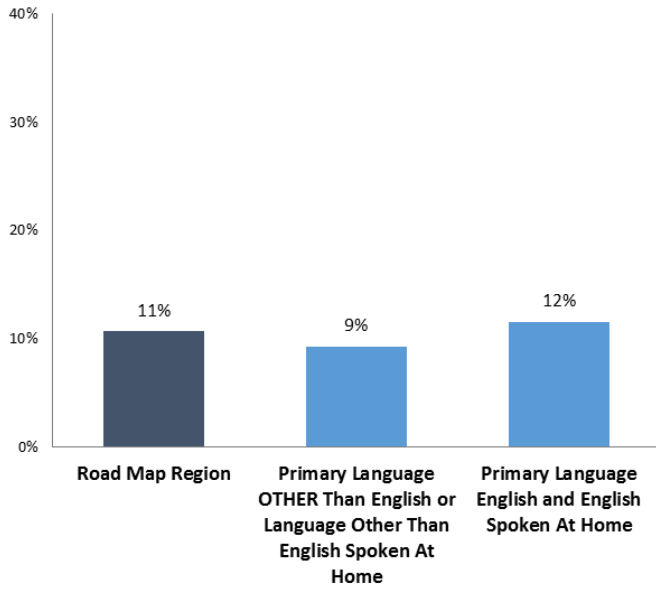
Road Map Region Elementary School Students
with 20 or More Absences (Grades K-5) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

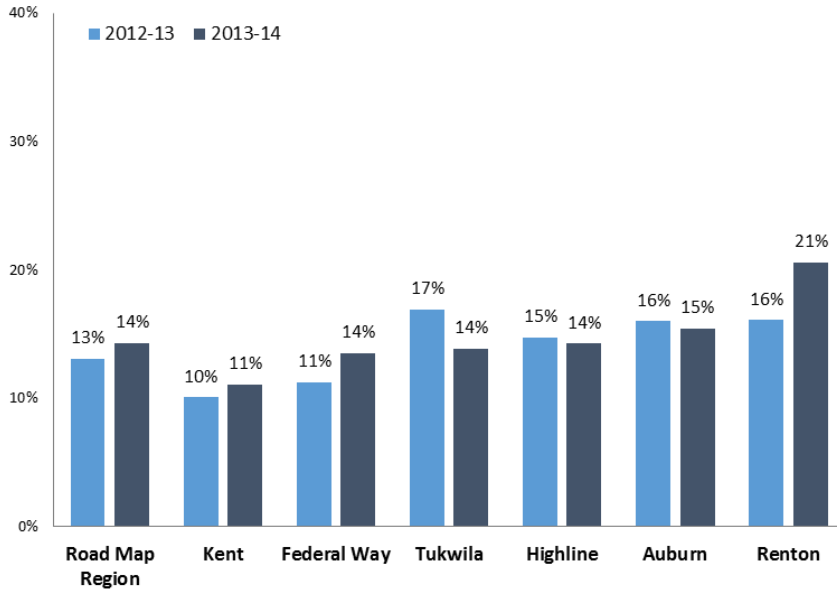
Road Map Region Elementary School Students with 20 or More Absences (Grades K-5) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

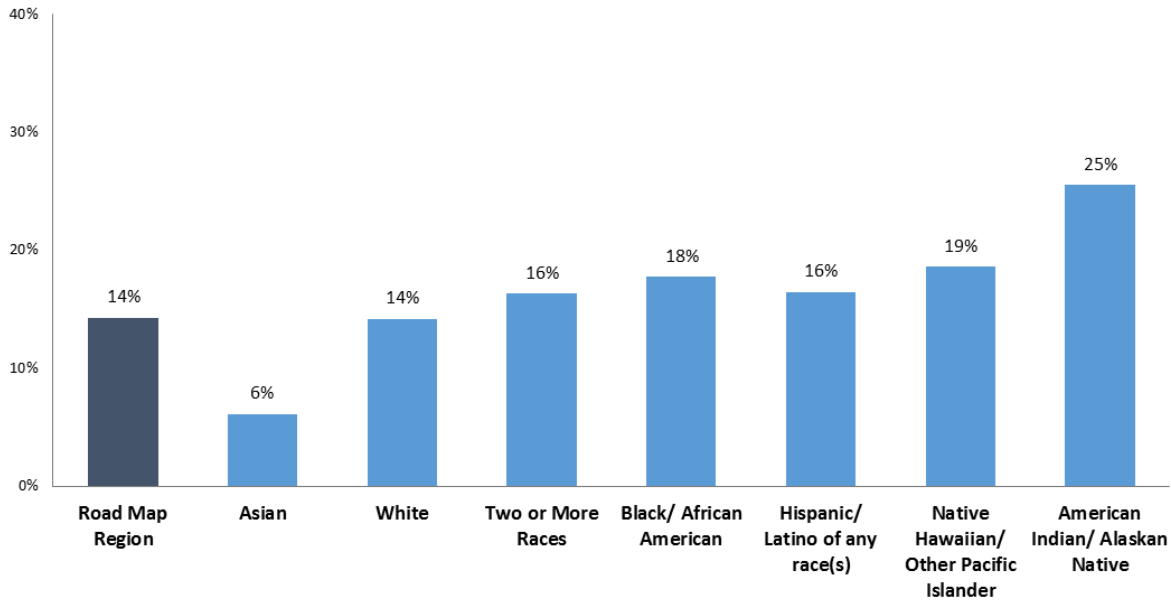
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8)



NOTE: Excludes Seattle for 2012-13 and 2013-14, for which data were not available

SOURCES: OSPI CEDARS via ERDC

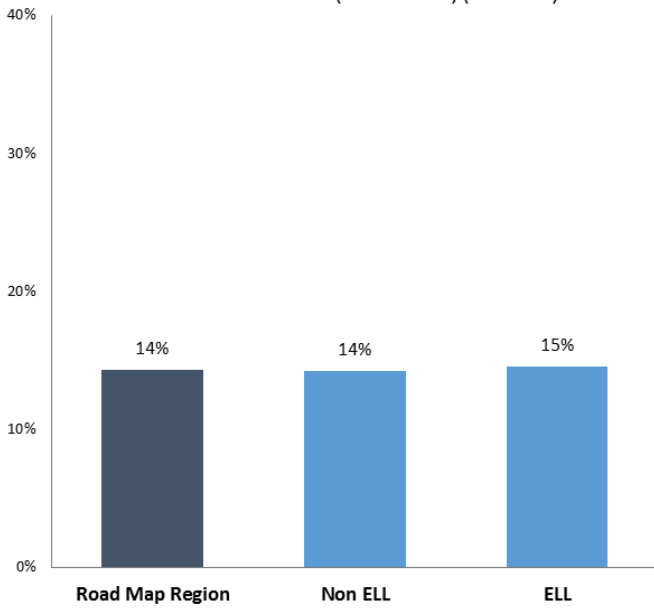
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

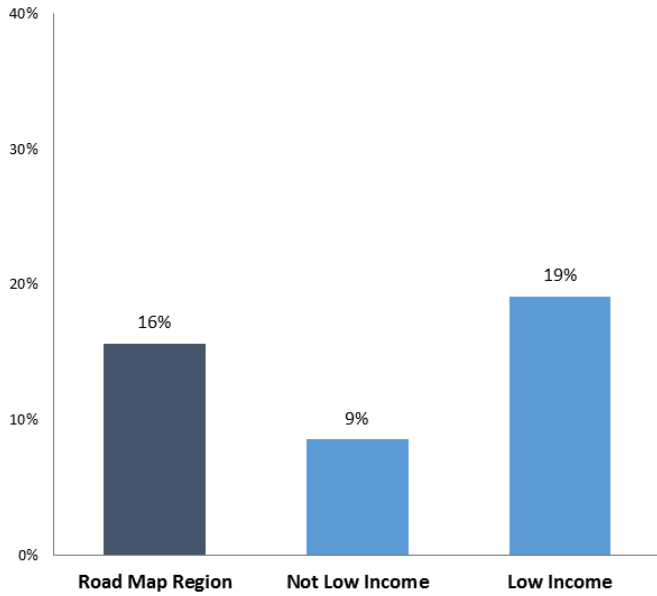
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)

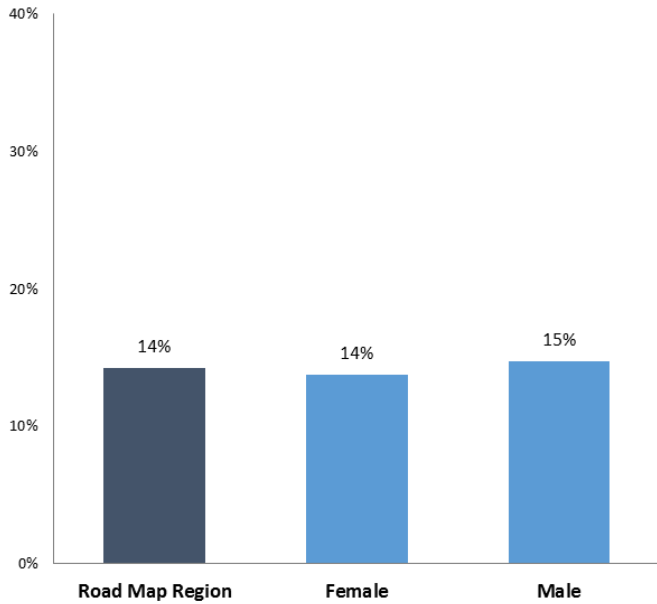


NOTE: Excludes Seattle, for which data were not available

NOTE: Excludes Seattle and Kent, for which data regarding free or reduced-price lunch are not provided

SOURCES: OSPI CEDARS via ERDC

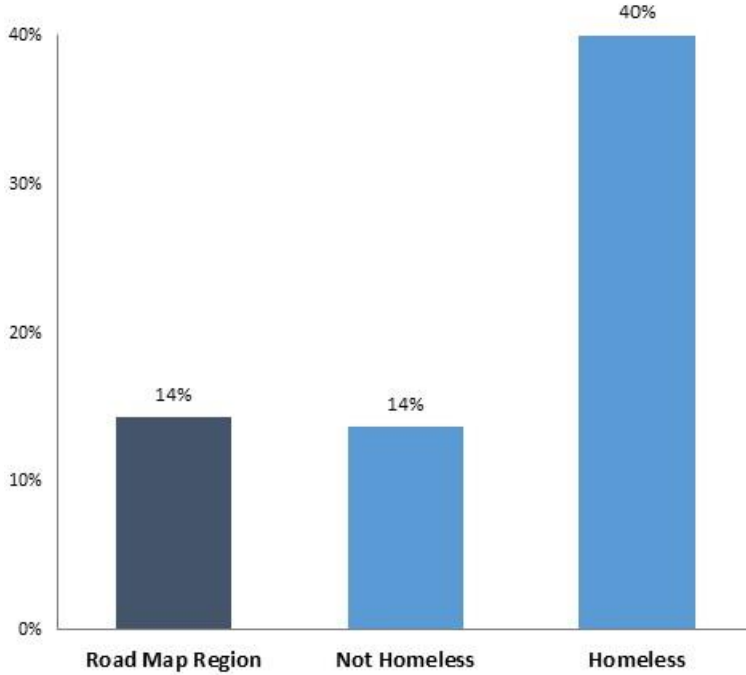
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

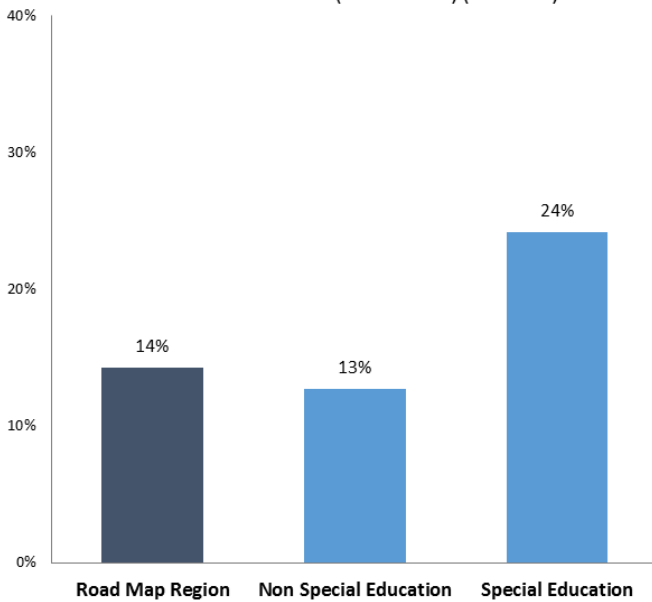
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

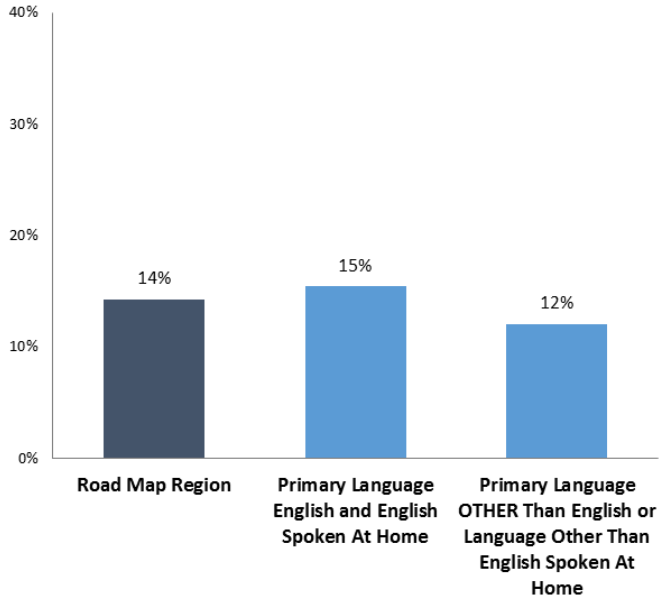
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

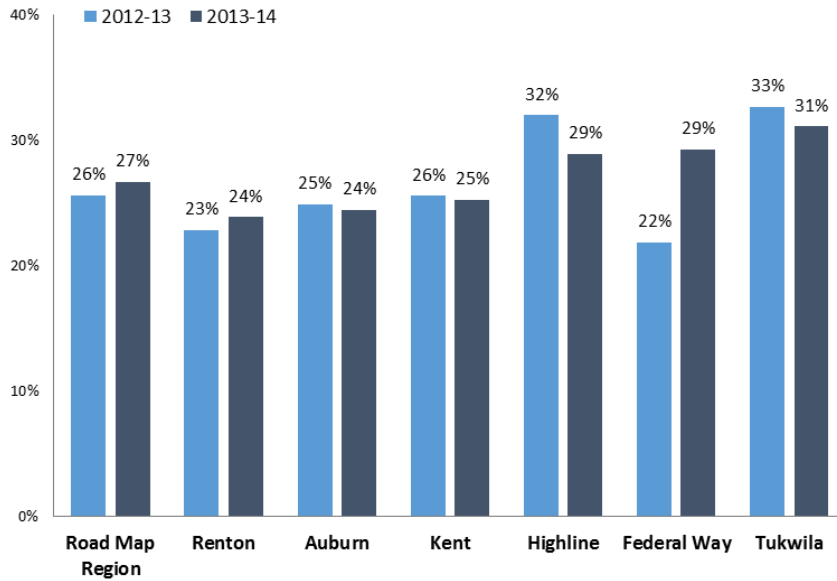
Road Map Region Middle School Students with 20 or More Absences (Grades 6-8) (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

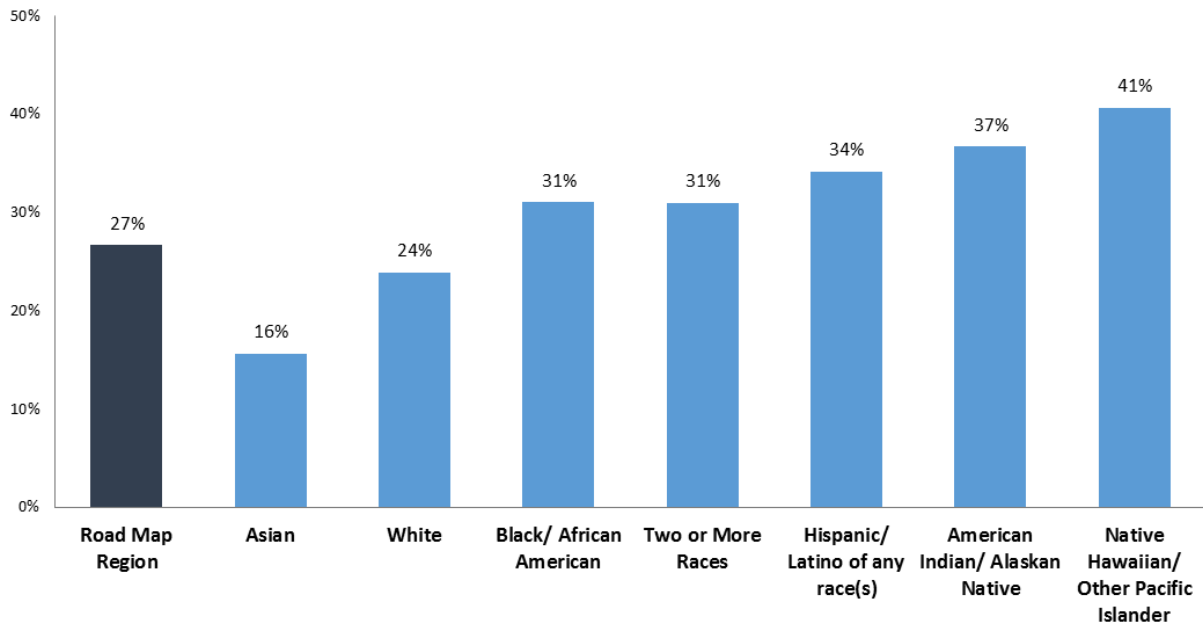
Road Map Region High School Students with 20 or More Absences



NOTE: Excludes Seattle for 2012-13 and 2013-14, for which data were not available

SOURCES: OSPI CEDARS via ERDC

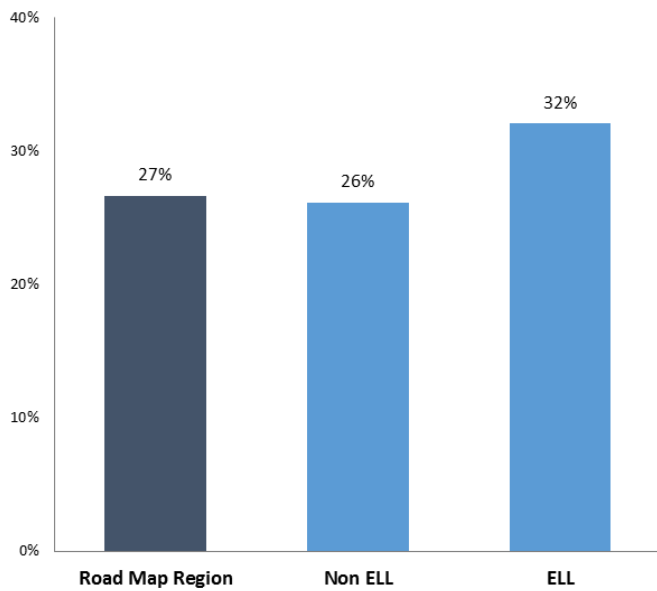
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

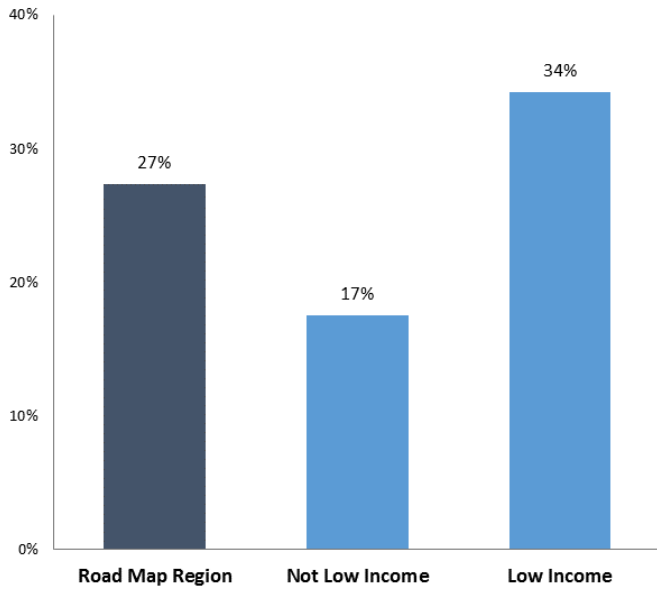
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

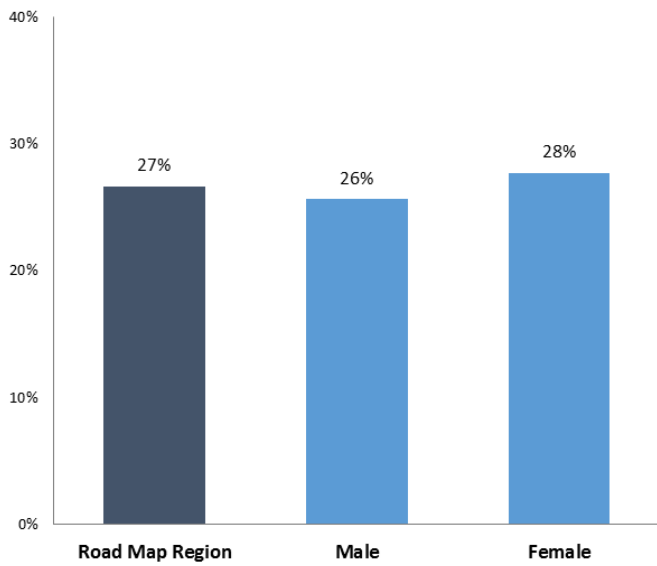
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

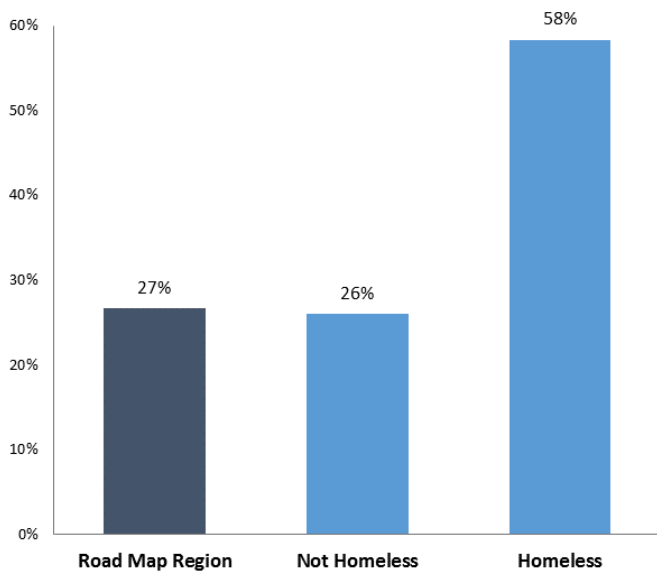
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

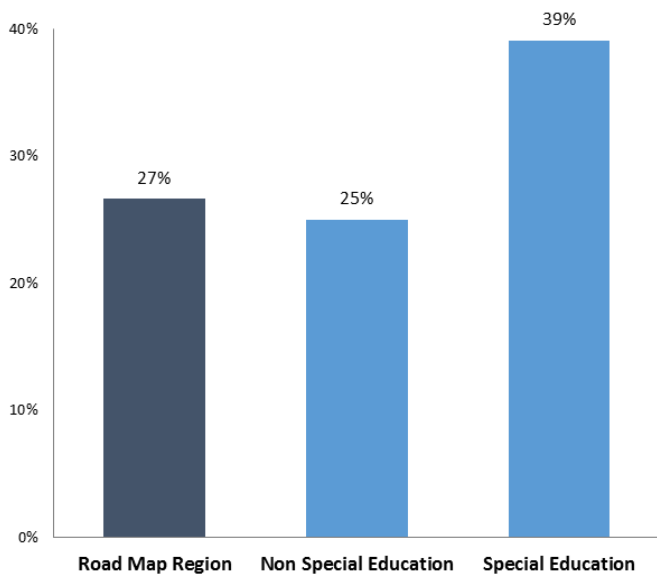
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

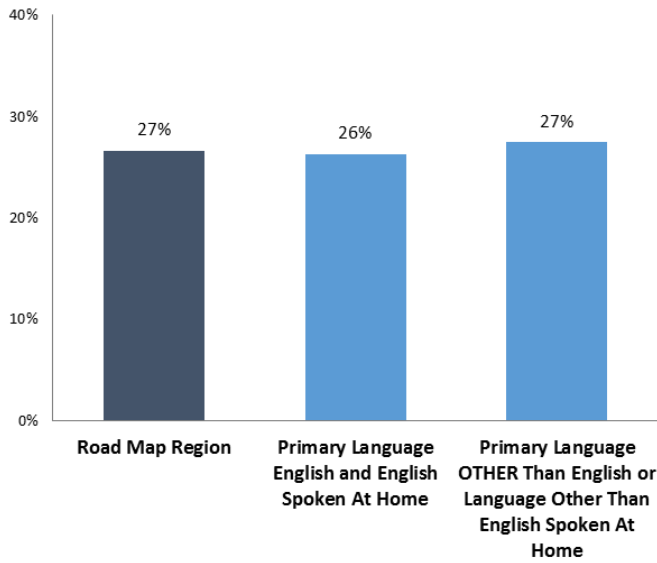
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

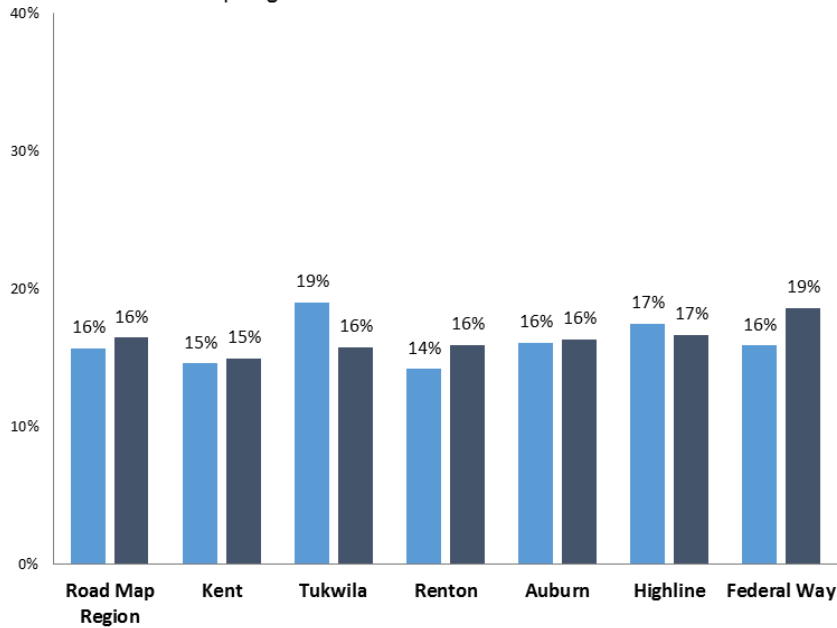
Road Map Region High School Students with 20 or More Absences (2013-14)



NOTE: Excludes Seattle, for which data were not available

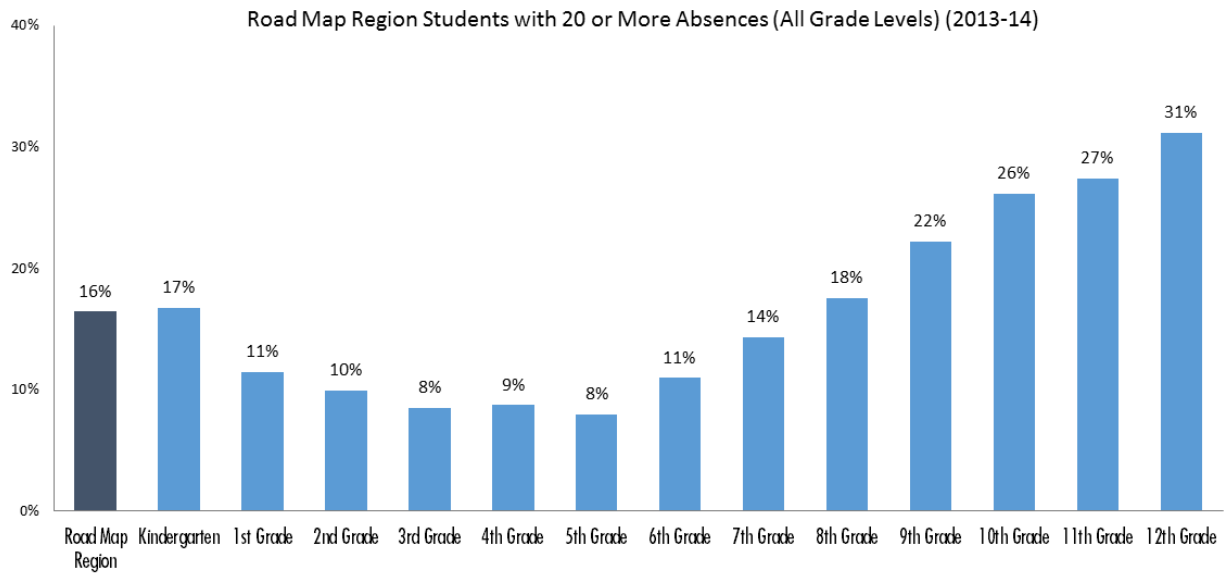
SOURCES: OSPI CEDARS via ERDC

Road Map Region Students with 20 or More Absences



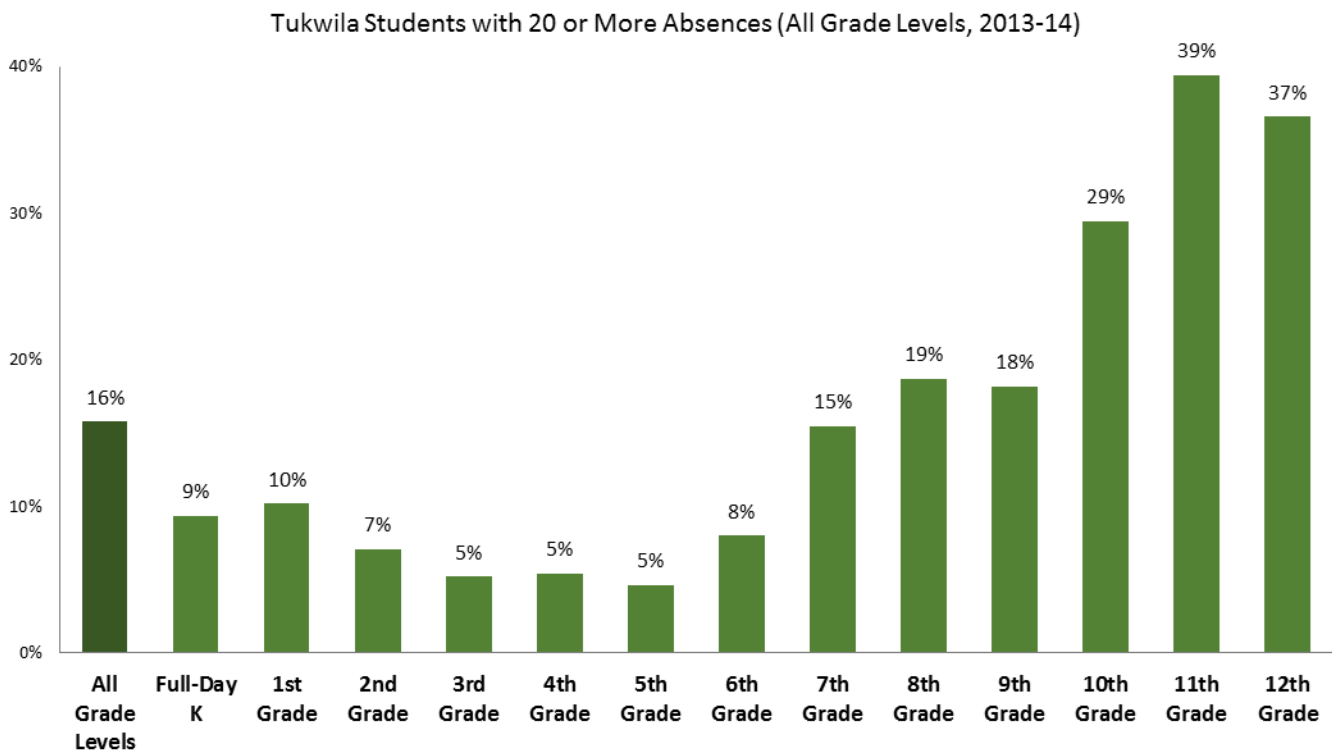
NOTE: Excludes Seattle for 2012-13 and 2013-14, for which data were not available

SOURCES: OSPI CEDARS via ERDC

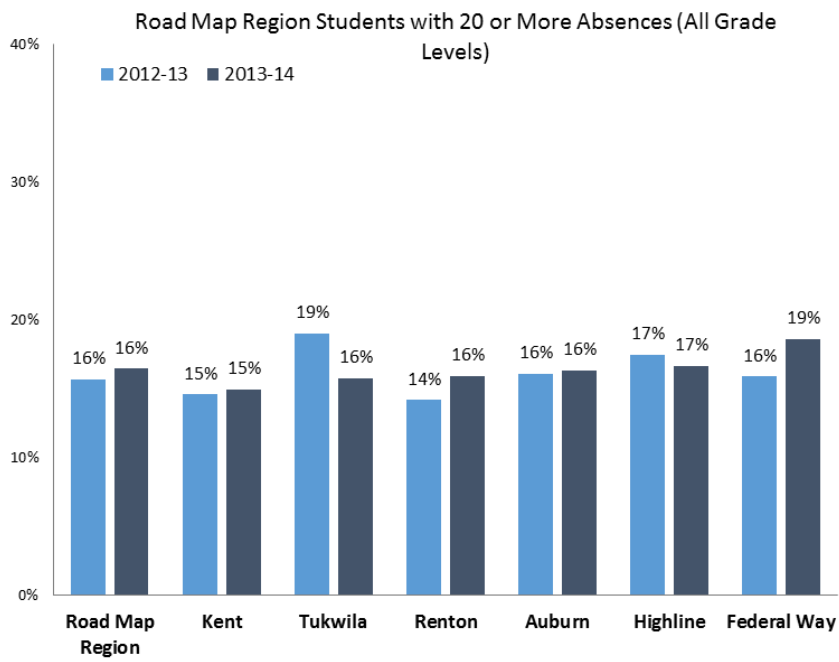


NOTE: Excludes Seattle, for which data were not available

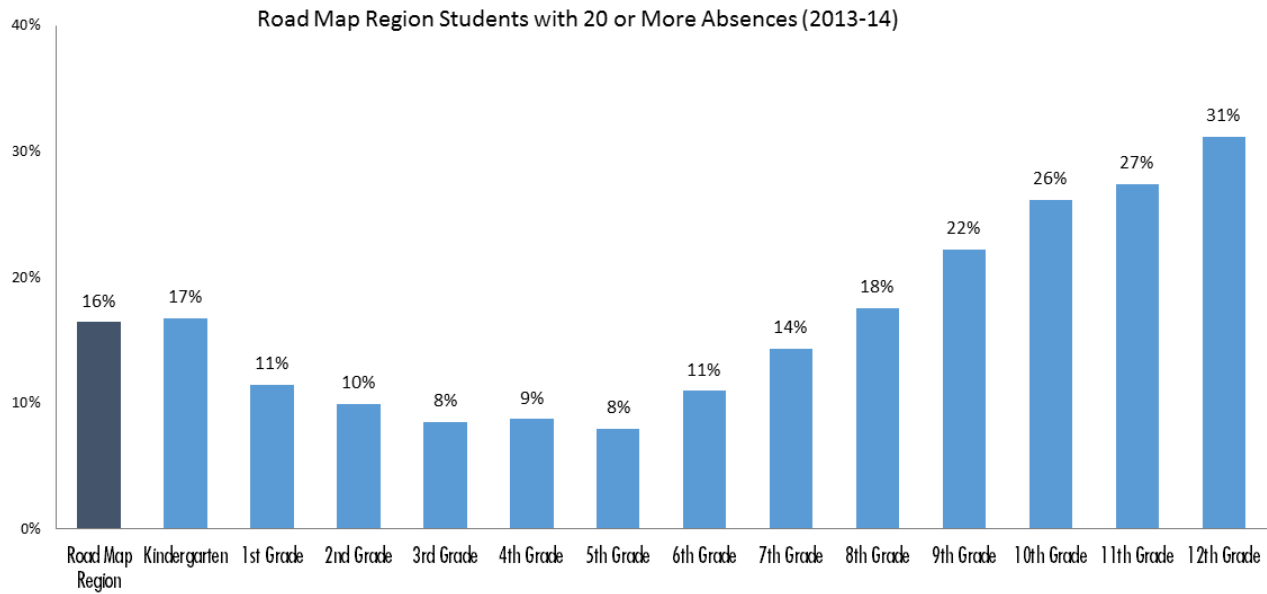
SOURCES: OSPI CEDARS via ERDC



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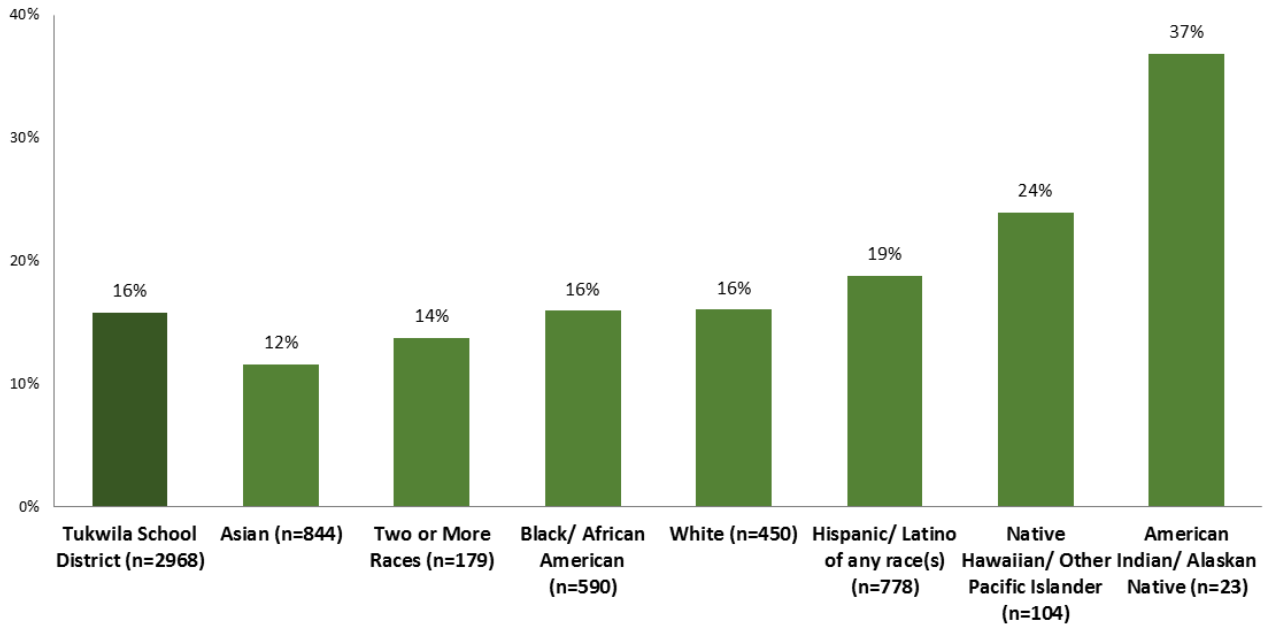
SOURCES: OSPI CEDARS via ERDC



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

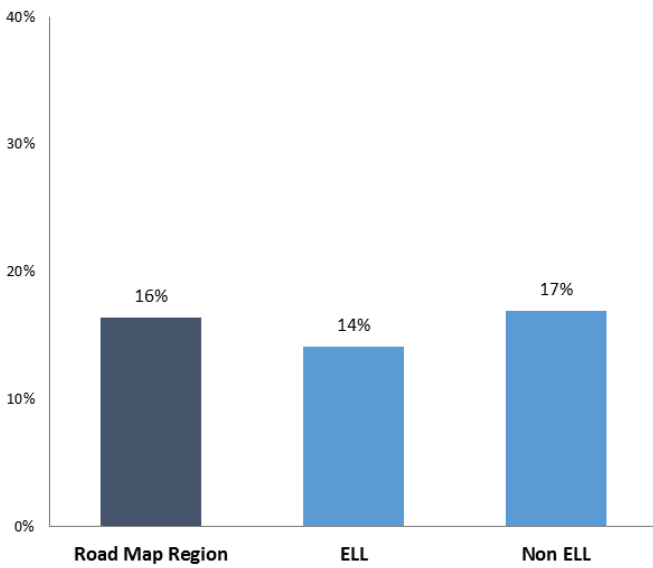
Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

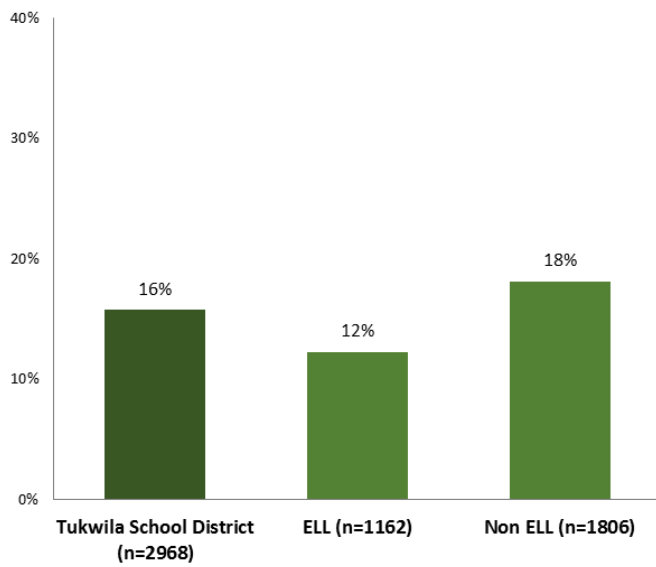
Road Map Region Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

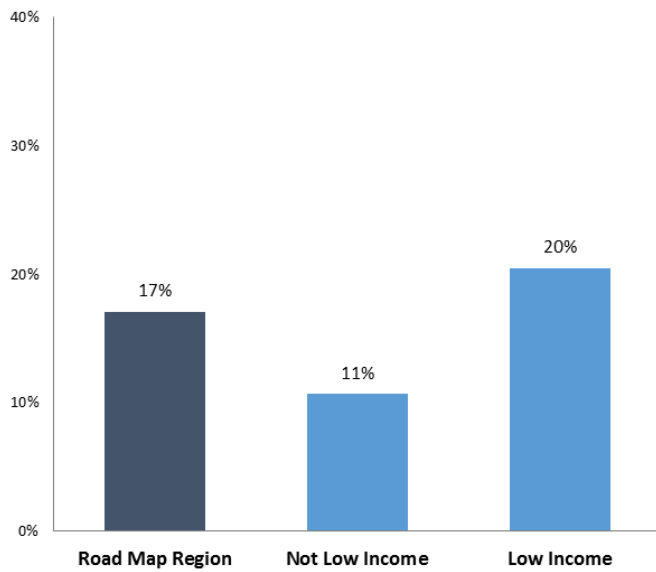
Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

Road Map Region Students with 20 or More Absences (All Grade Levels, 2013-14)

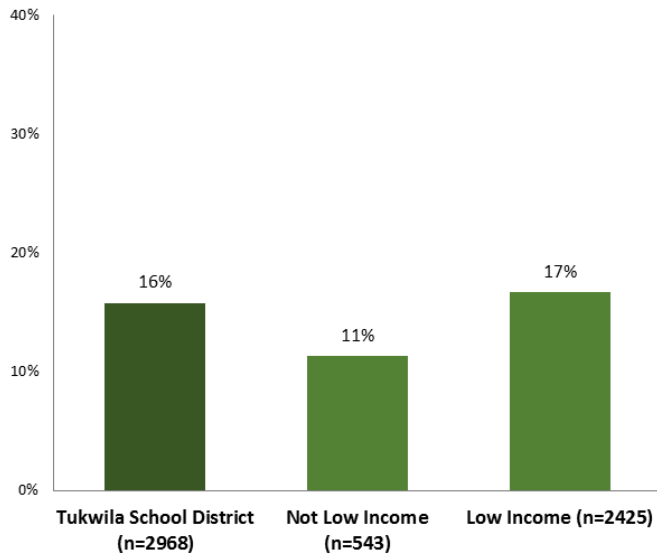


NOTE: Excludes Seattle, for which data were not available

NOTE: Excludes Seattle and Kent, for which data regarding free or reduced-price lunch were not available

SOURCES: OSPI CEDARS via ERDC

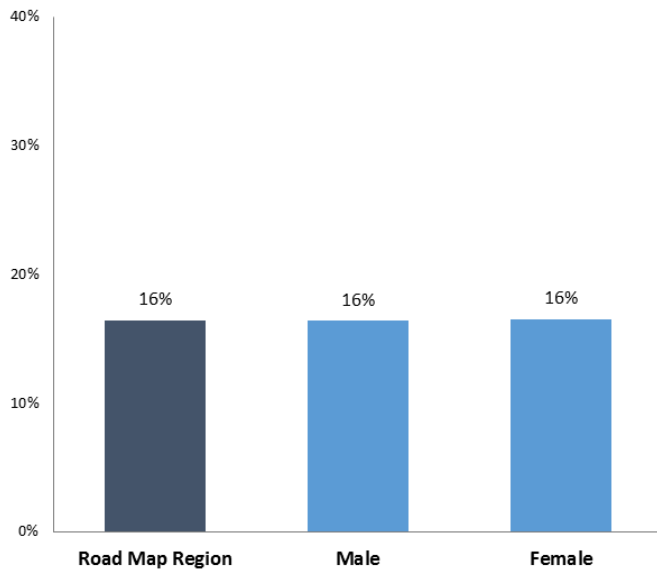
Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

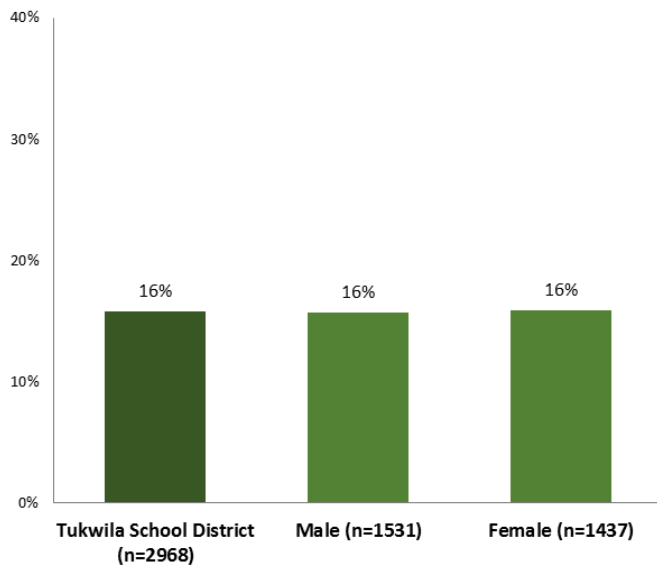
Road Map Region Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

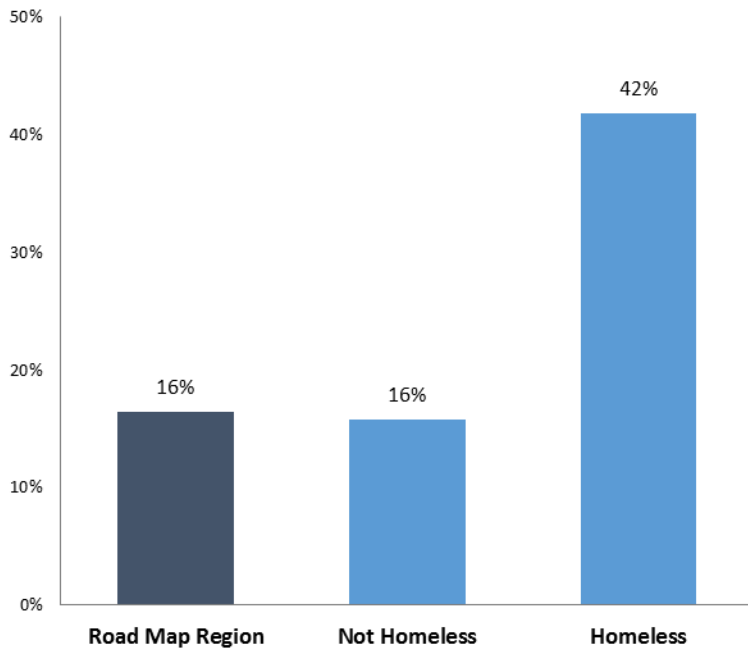
Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

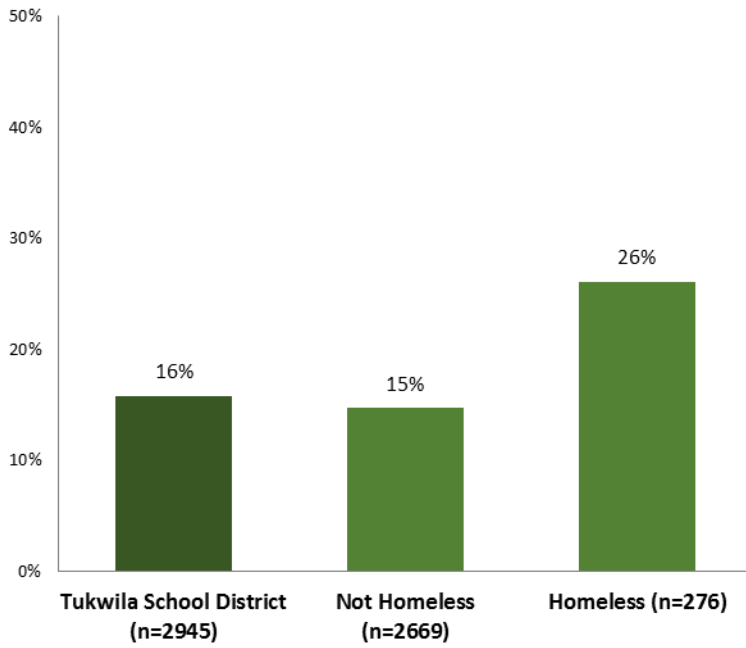
Road Map Region Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

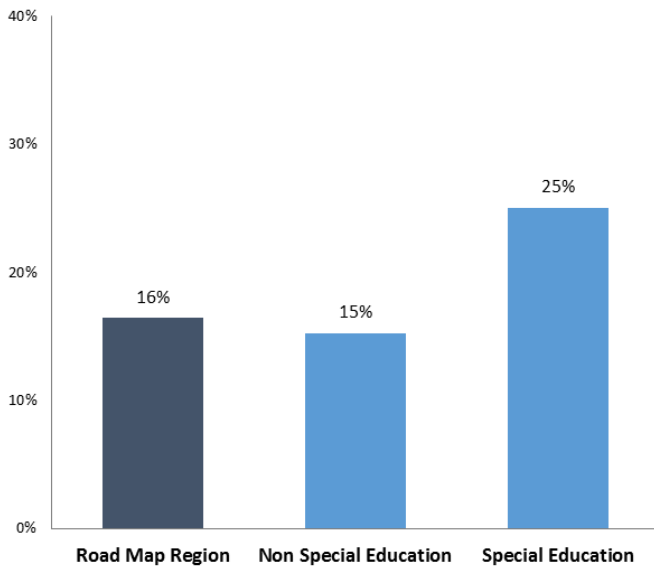
Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

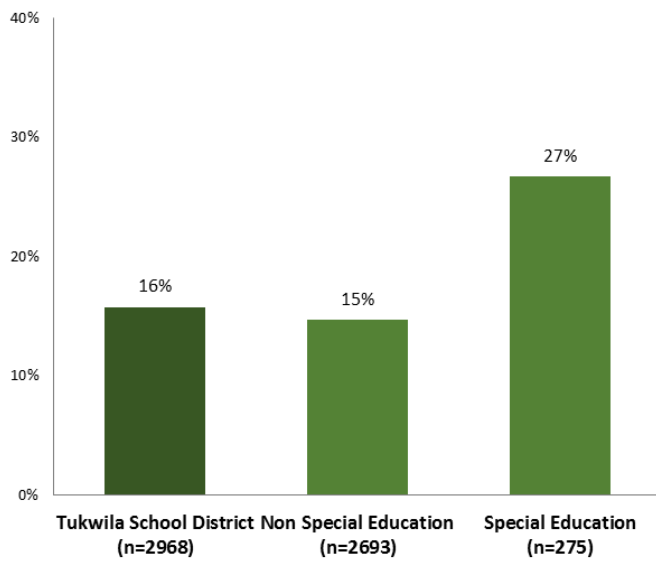
Road Map Region Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

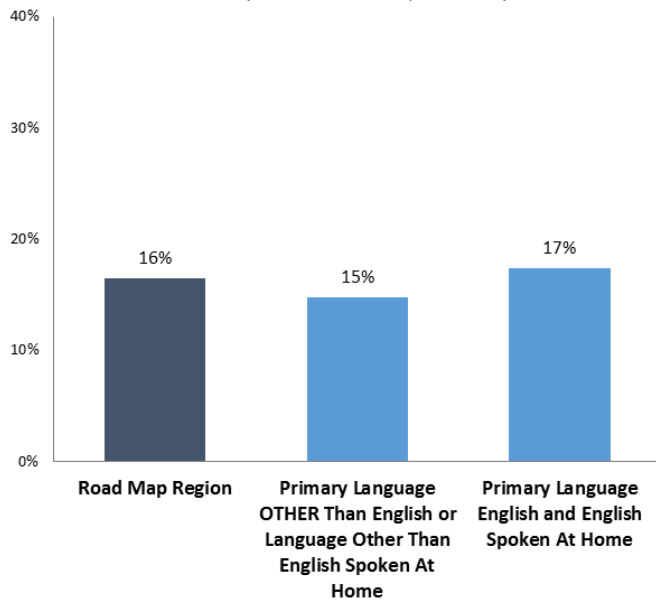
Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

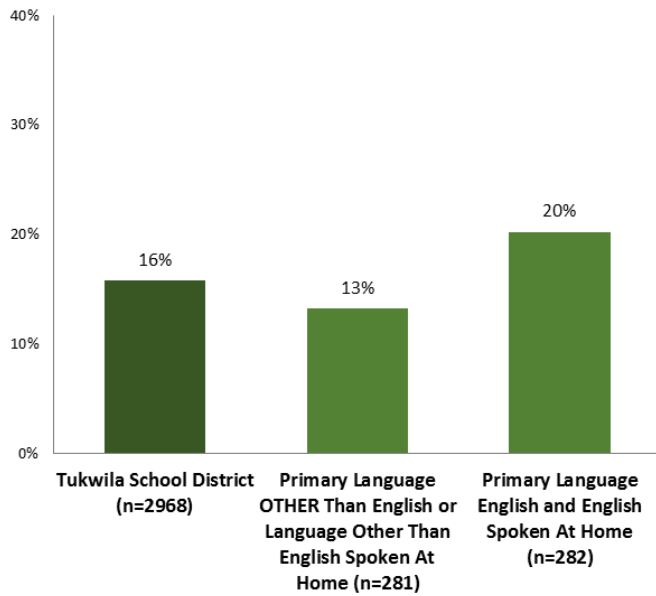
Road Map Region Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Excludes Seattle, for which data were not available

SOURCES: OSPI CEDARS via ERDC

Tukwila Students with 20 or More Absences (All Grade Levels, 2013-14)



NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI CEDARS via ERDC

Students in Tukwila Who Were Absent 20+ Days by School (2013-14)

	Absences		Trend	Total # of Students	
	2012-13	2013-14		2012-13	2013-14
Tukwila School District	19%	16%	●	2,968	2,945
Tukwila Elementary	12%	6%	●	517	525
Cascade View Elementary	7%	7%	▬	462	473
Thorndyke Elementary	14%	8%	●	411	401
Showalter Middle	17%	14%	●	635	664
Foster Senior High	33%	31%	●	943	882

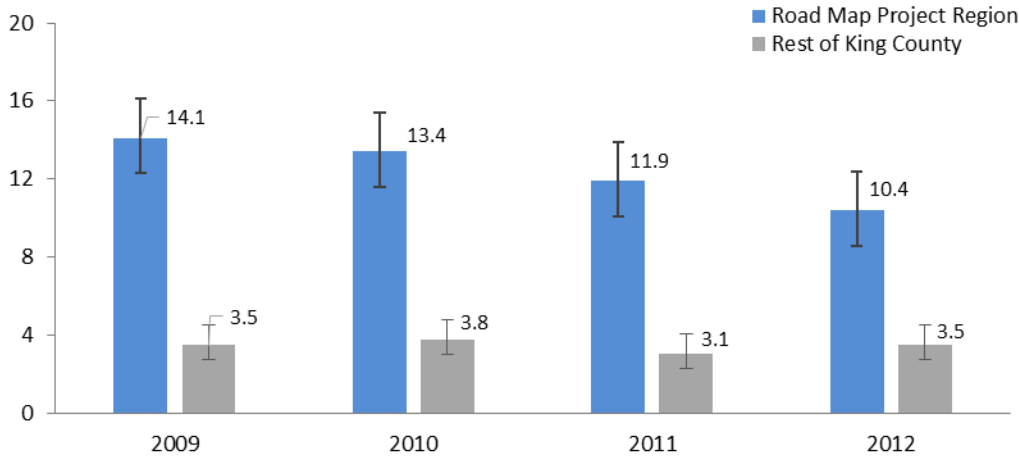
SOURCES: Districts and OSPI CEDARS via ERDC

Teen Birth

INDICATOR: Birth rate among females age 15–17

Description: This indicator is displayed as the number of births to females aged 15–17 per 1,000 females in that age group per year. The data is based on estimates by Public Health–Seattle & King County (PHSKC) using 2 years of data to estimate an annual rate with precision.

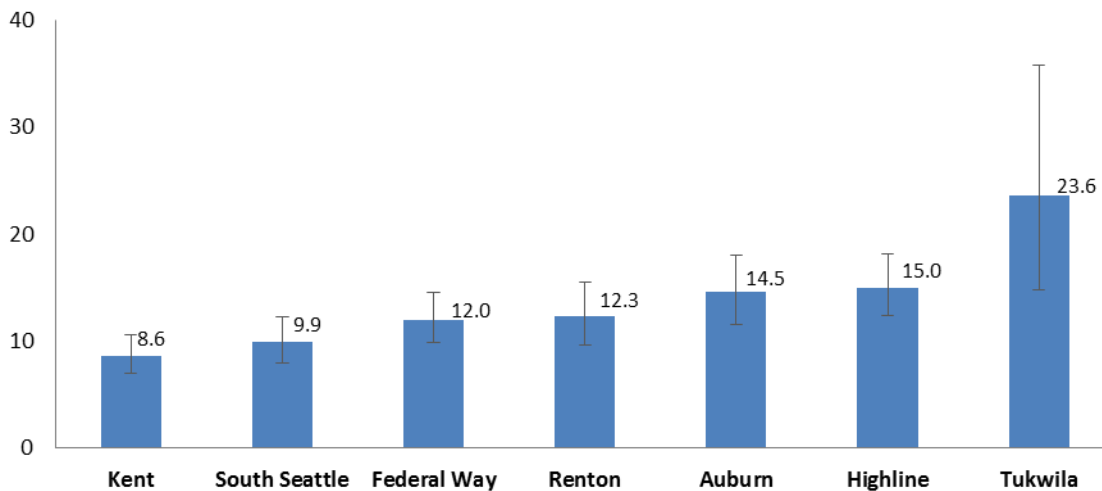
Teen Birth Rate
Annual Births per 1,000 Females Age 15-17



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, October 2014

NOTES: Confidence interval (also called "error bar") is the range of values that includes the true value 95% of the time. Road Map Project area defined by Census 2010 Tracts.

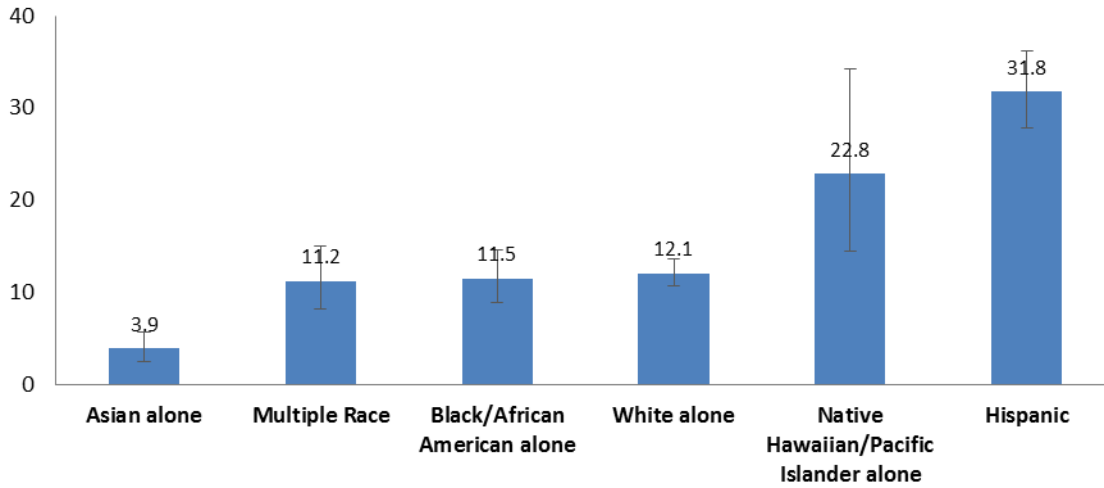
Births per 1,000 Females Ages 15-17 (2010-2012)



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, October 2014

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.

Births per 1,000 Females Ages 15-17 (2010-2012)



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, October 2014

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.

Graduate from High School College- & Career-Ready

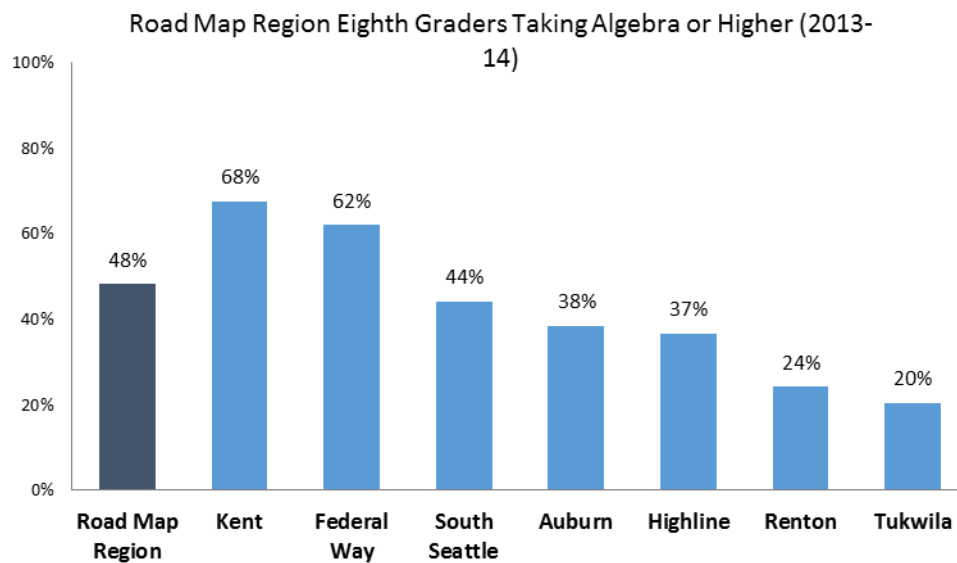
Rigorous Coursework

Algebra or Higher by 8th Grade

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

Description: The proportion of 8th grade students in a given academic year that take Algebra or a higher level math course. CCER analyzes course descriptions annually to determine which math courses mean that students have met this indicator.

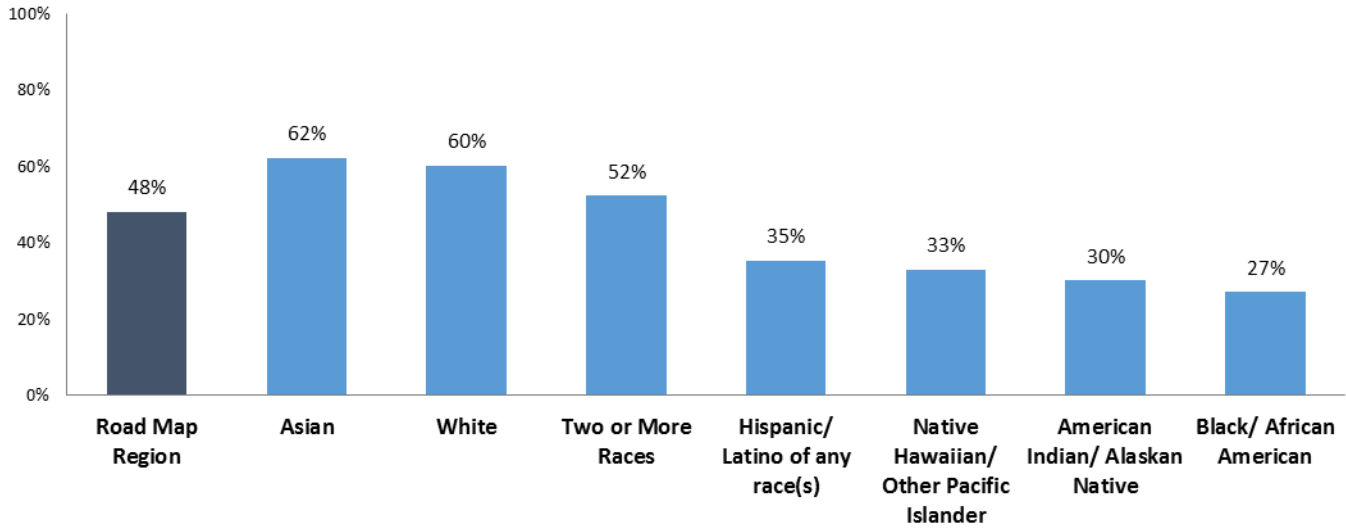
Data specific to students qualifying for free or reduced-price meals are not included for South Seattle Public Schools or Kent School District. These districts do not provide these data.



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

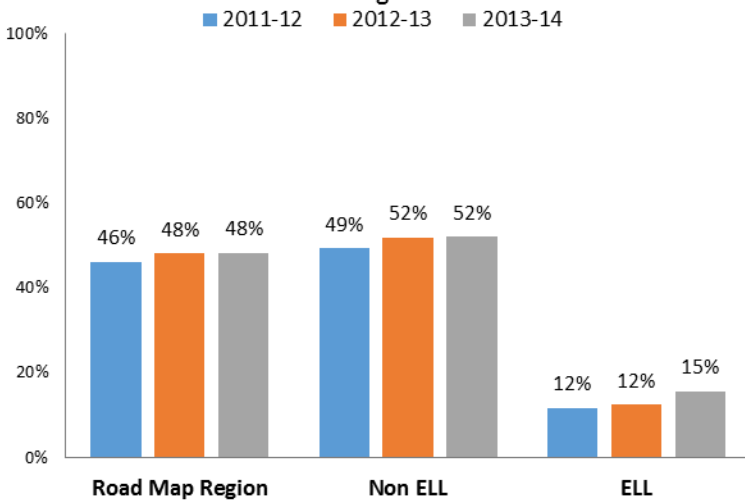
Road Map Region Eighth Graders Taking Algebra or Higher (2013-14)



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

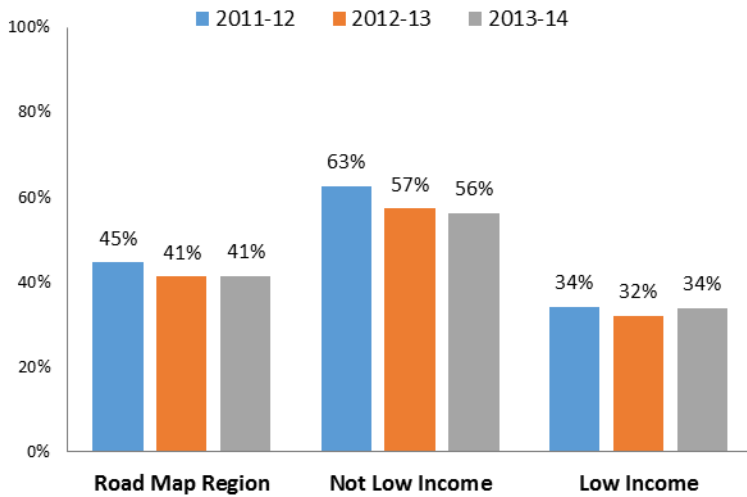
Road Map Region Eighth Graders Taking Algebra or Higher



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

Road Map Region Eighth Graders Taking Algebra or Higher

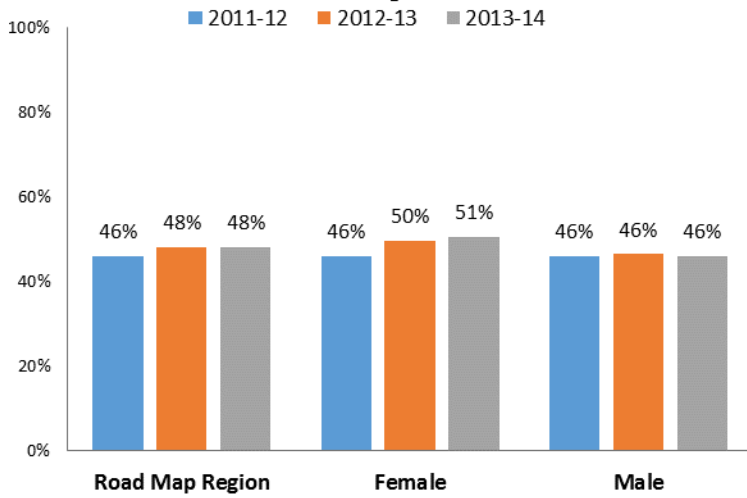


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Data about low-income status are not available for Seattle or Kent.

SOURCE: OSPI student-level data (pulled November 2014)

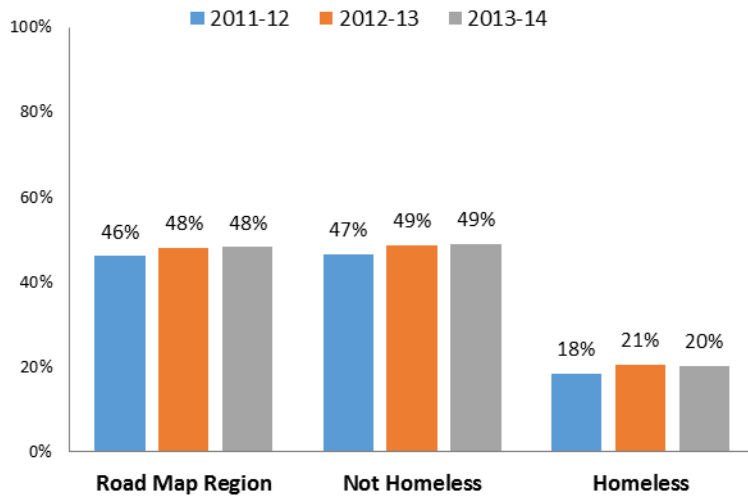
Road Map Region Eighth Graders Taking Algebra or Higher



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

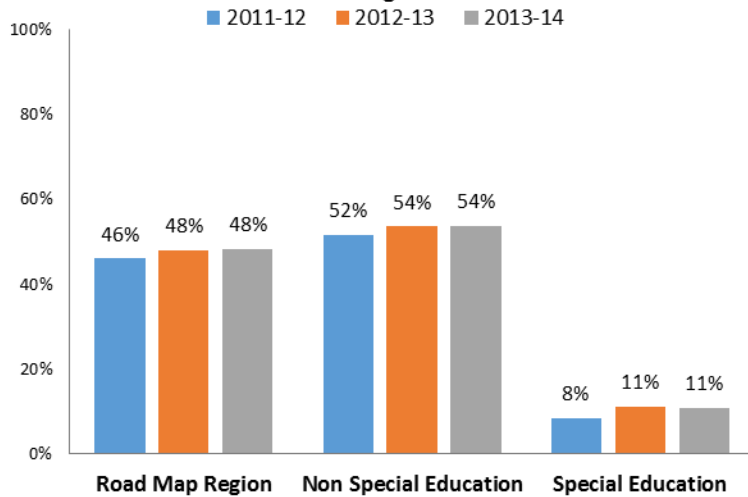
Road Map Region Eighth Graders Taking Algebra or Higher



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

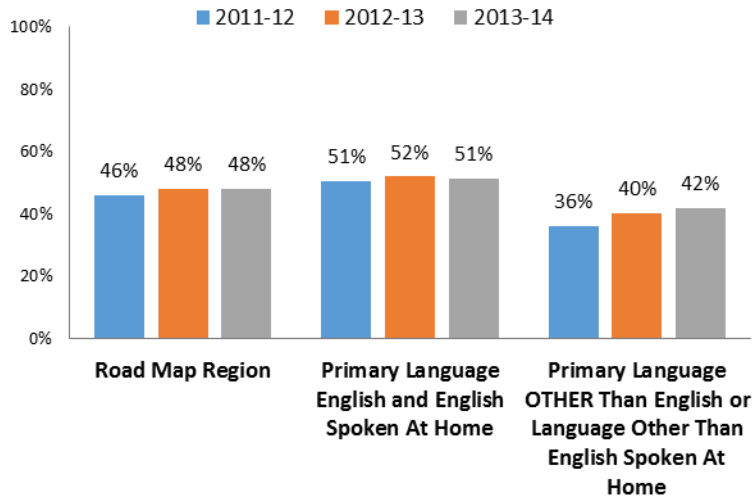
Road Map Region Eighth Graders Taking Algebra or Higher



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

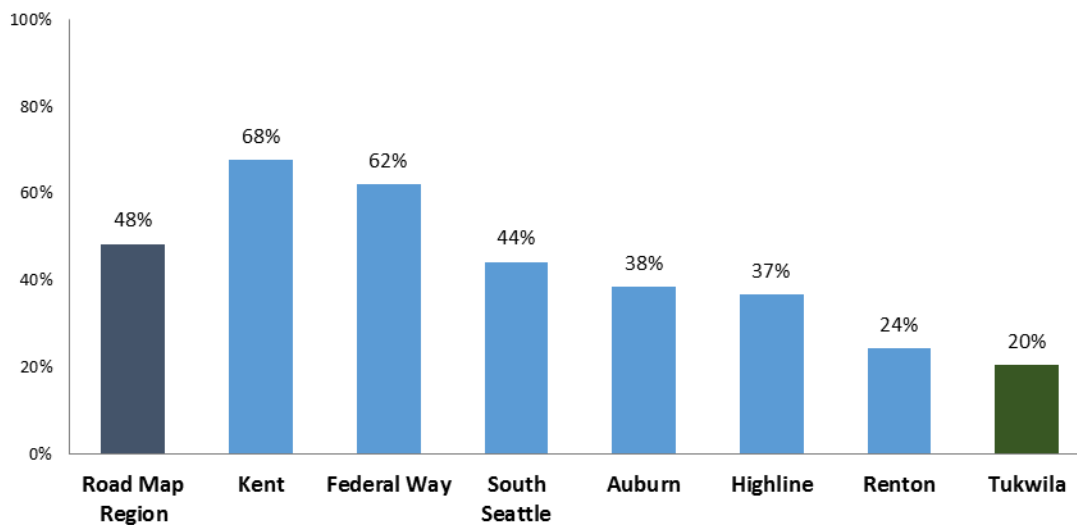
Road Map Region Eighth Graders Taking Algebra or Higher



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

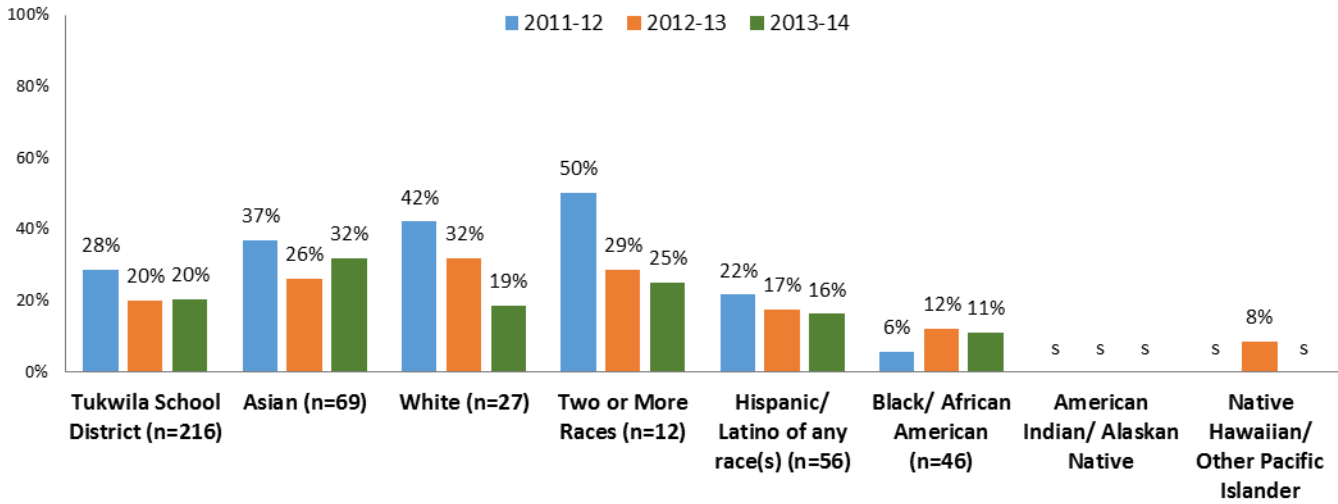
Road Map Region Eighth Graders Taking Algebra or Higher (2013-14)



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher

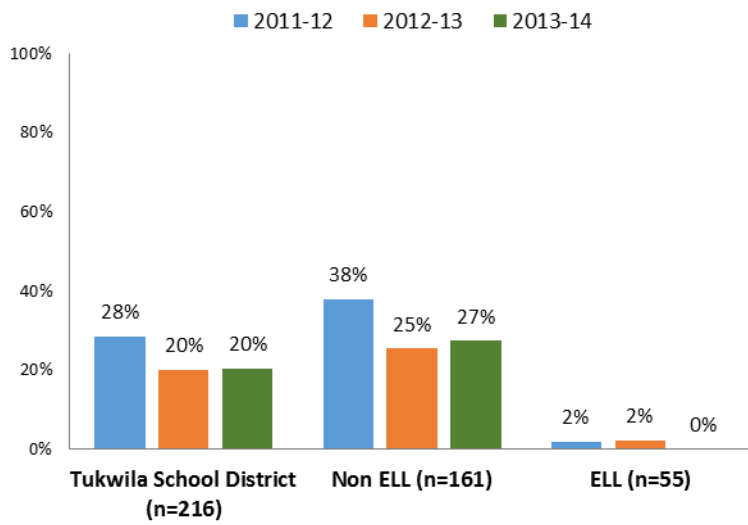


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher

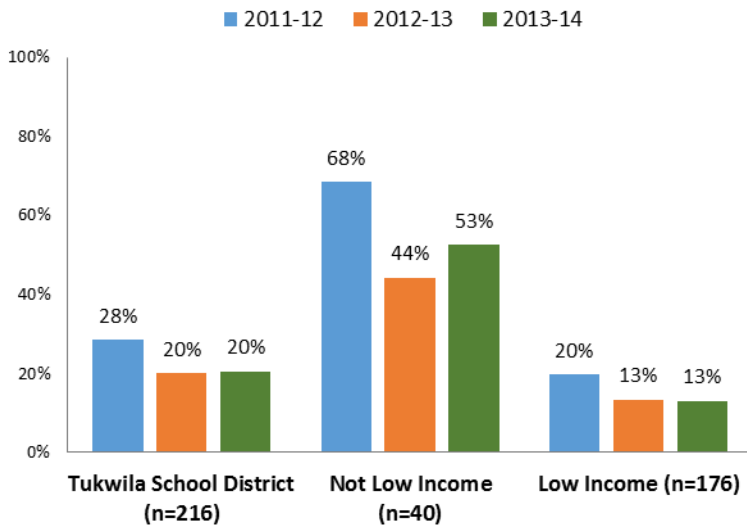


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher

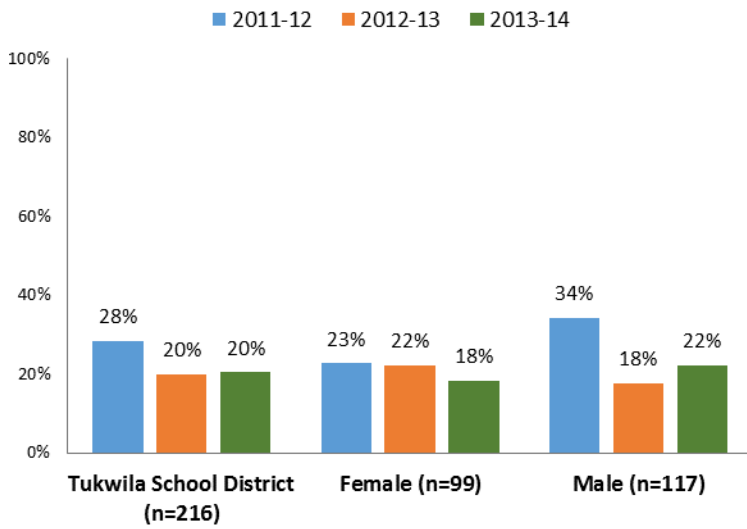


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher

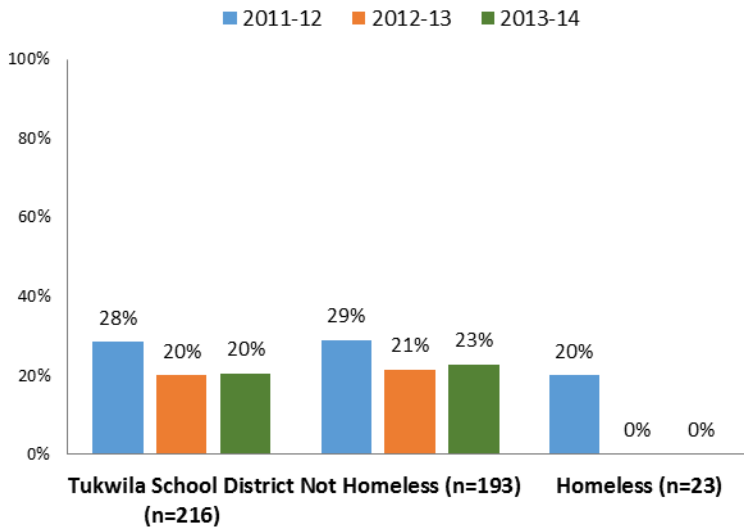


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher

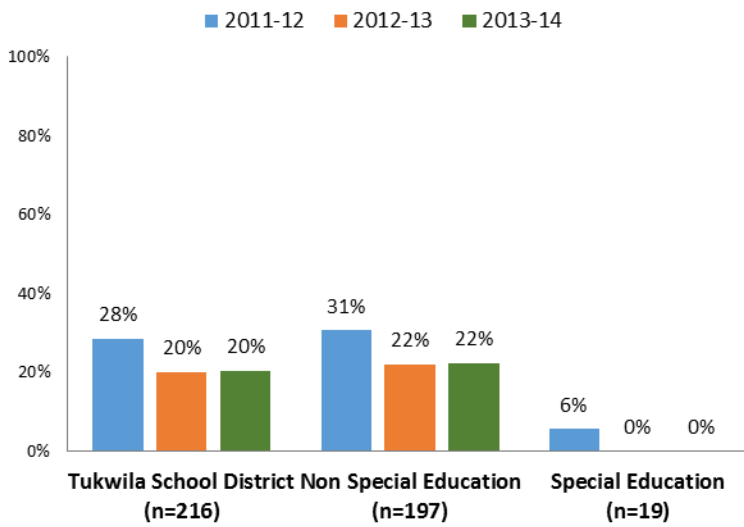


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher

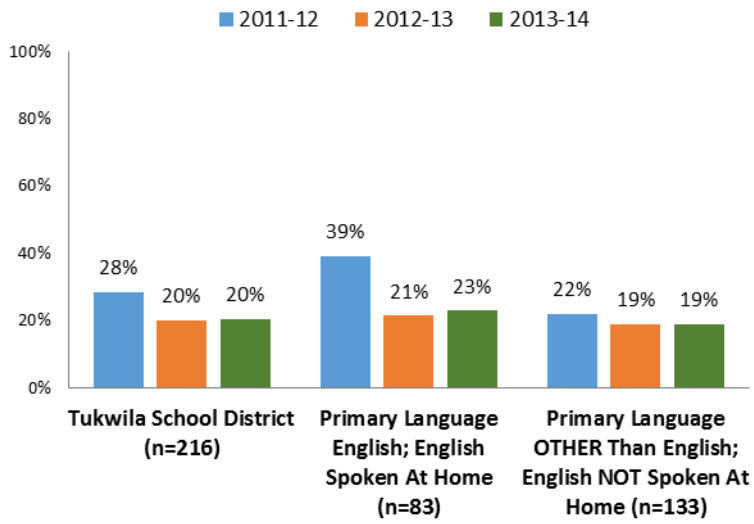


NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

Tukwila Eighth Graders Taking Algebra or Higher



NOTE: Graph shows the percentage of 8th graders in each group taking algebra or higher

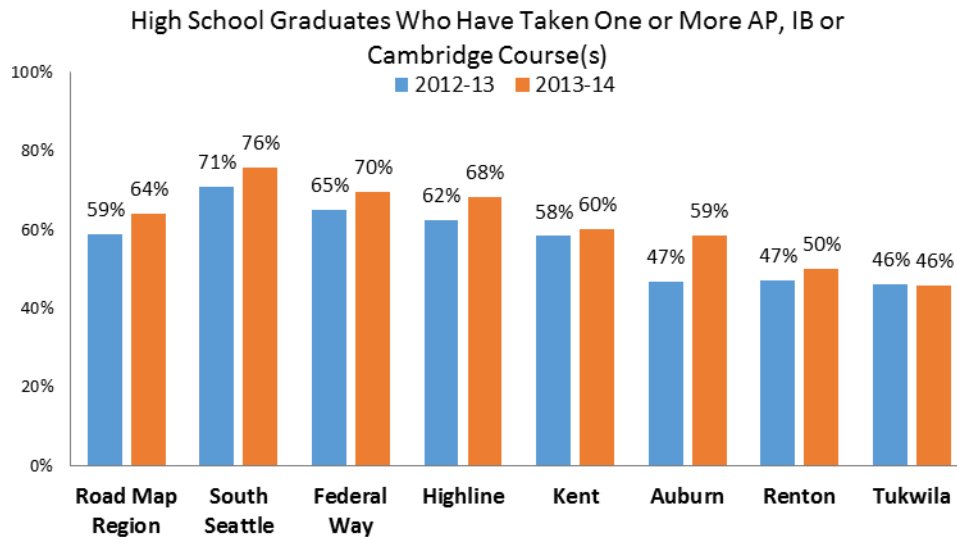
NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level data (pulled November 2014)

AP, IB or Cambridge Courses by High School Graduates

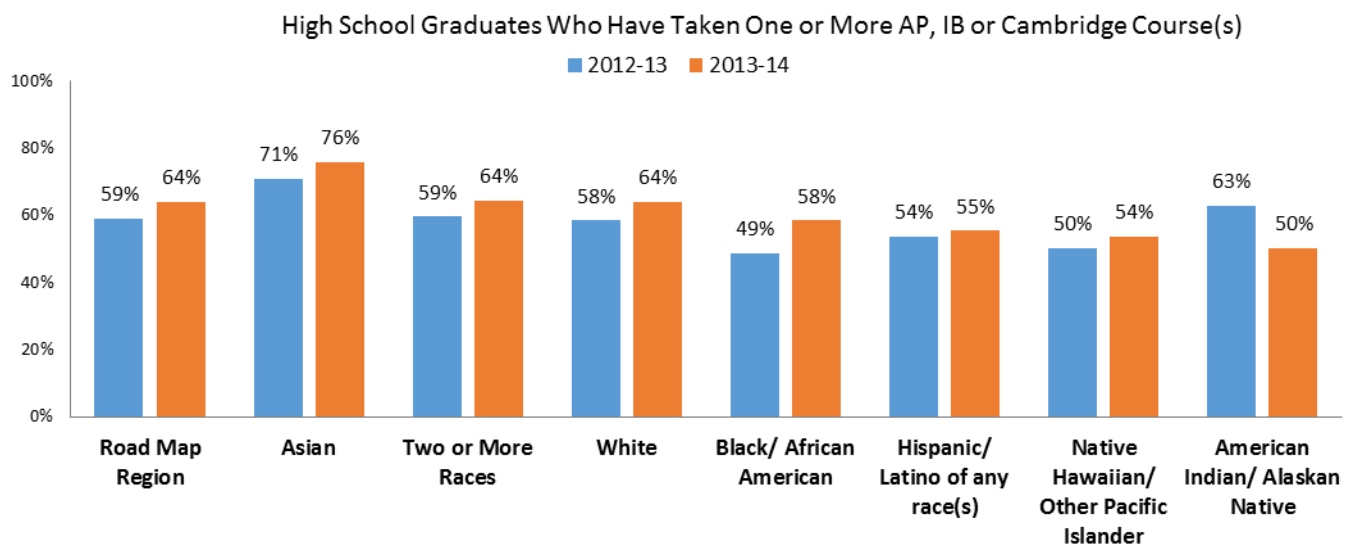
INDICATOR: Percent of high school graduates who have taken one or more Advanced Placement, International Baccalaureate Program or Cambridge Courses

Data specific to students qualifying for free or reduced-price meals are not included for South Seattle Public Schools or Kent School District. These districts do not provide these data.



NOTE: Graph shows the percentage of students in each group taking advanced courses

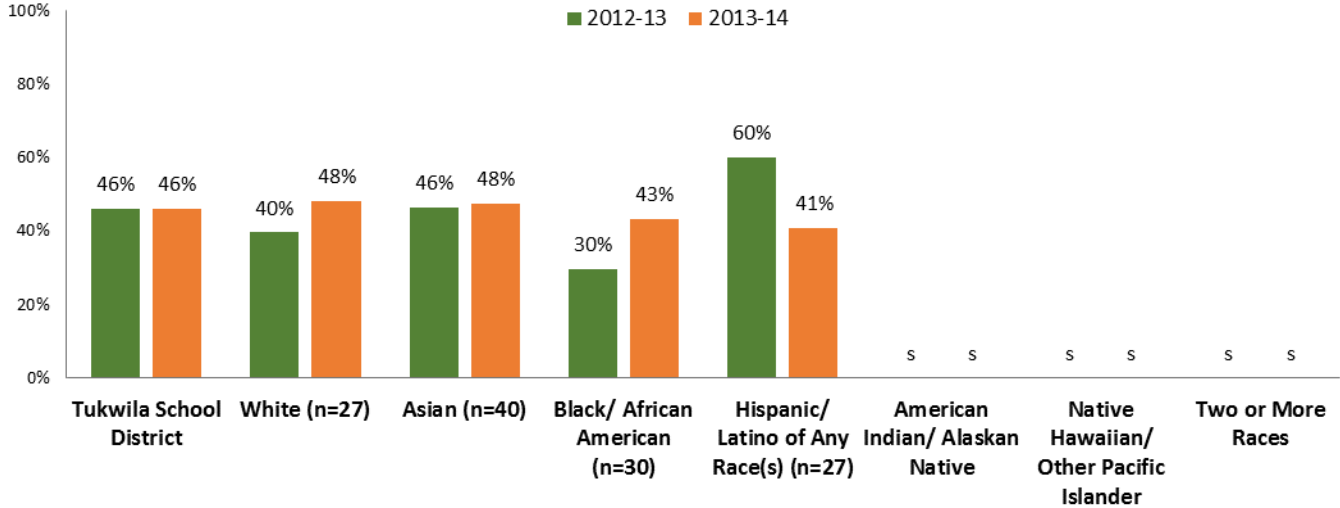
SOURCE: OSPI student-level database (pulled November 2014)



NOTE: Graph shows the percentage of students in each group taking advanced courses

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses

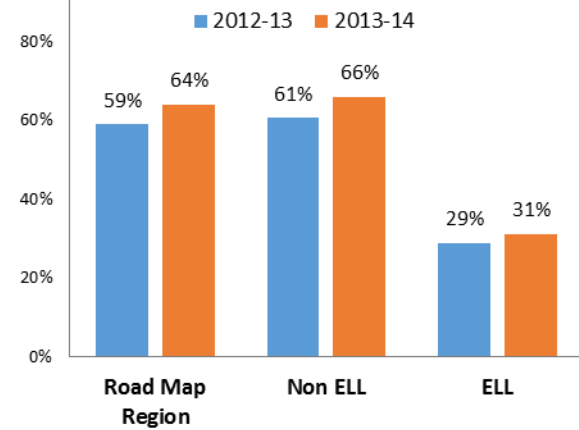


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

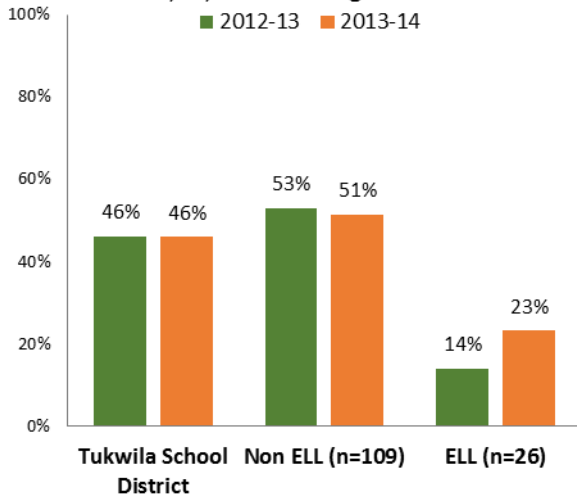
High School Graduates Who Have Taken One or More AP, IB or Cambridge Course(s)



NOTE: Graph shows the percentage of students in each group taking advanced courses

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses

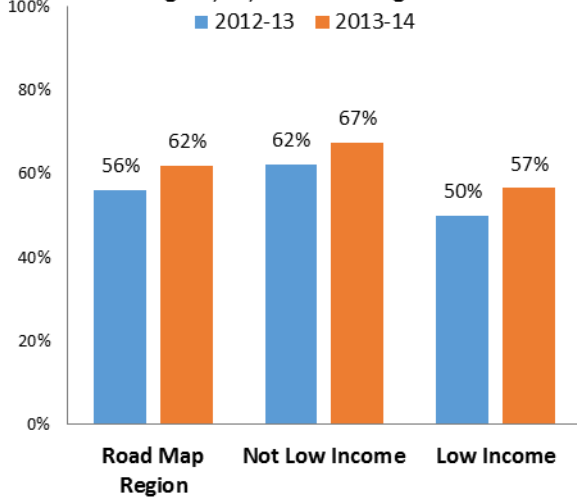


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

Road Map Region Graduating Seniors Taking AP, IB, or Cambridge Courses

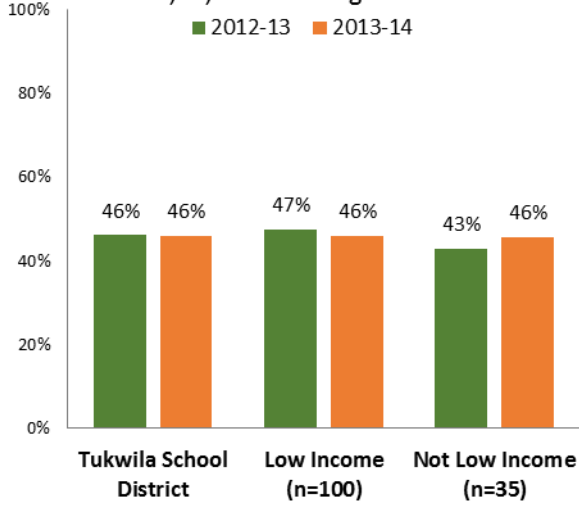


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Data regarding low-income status are not available for South Seattle or Kent.

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses

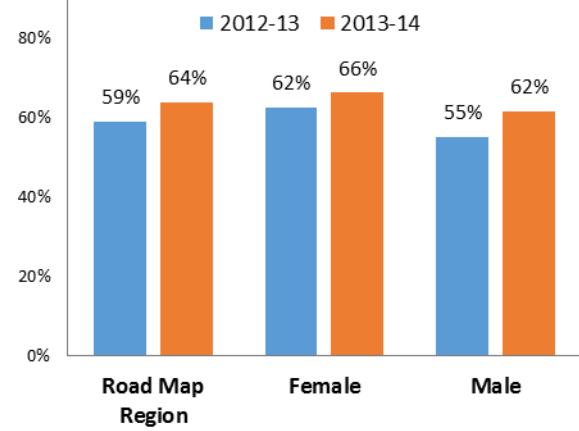


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

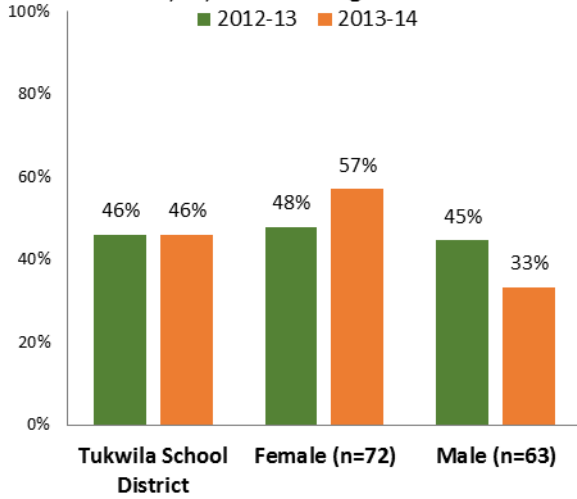
High School Graduates Who Have Taken One or More AP, IB or Cambridge Course(s)



NOTE: Graph shows the percentage of students in each group taking advanced courses

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses

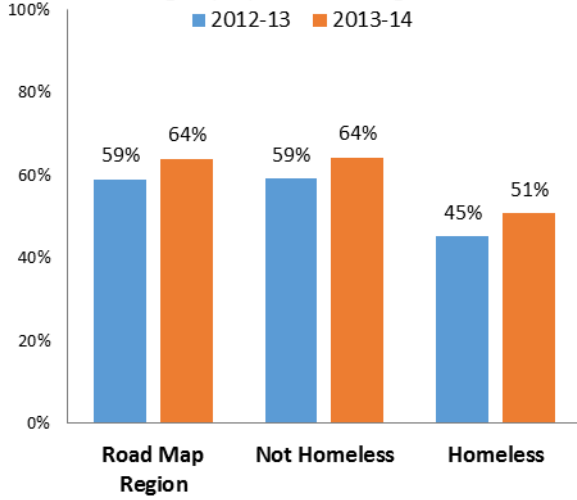


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

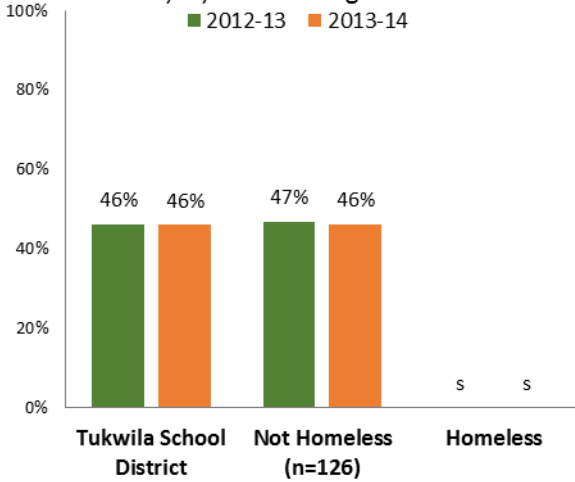
Road Map Region Graduating Seniors Taking AP, IB, or Cambridge Courses



NOTE: Graph shows the percentage of students in each group taking advanced courses

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses

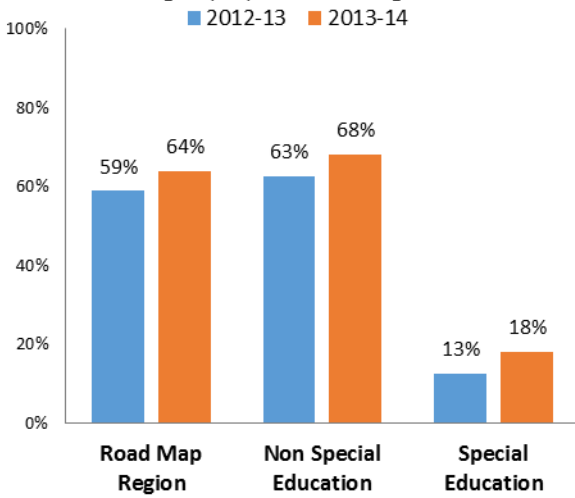


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

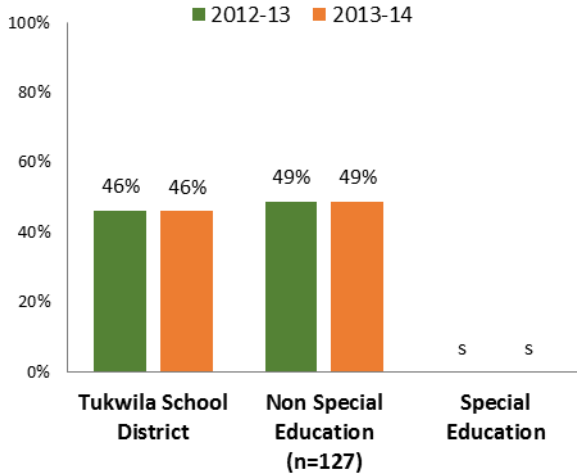
Road Map Region Graduating Seniors Taking AP, IB, or Cambridge Courses



NOTE: Graph shows the percentage of students in each group taking advanced courses

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses

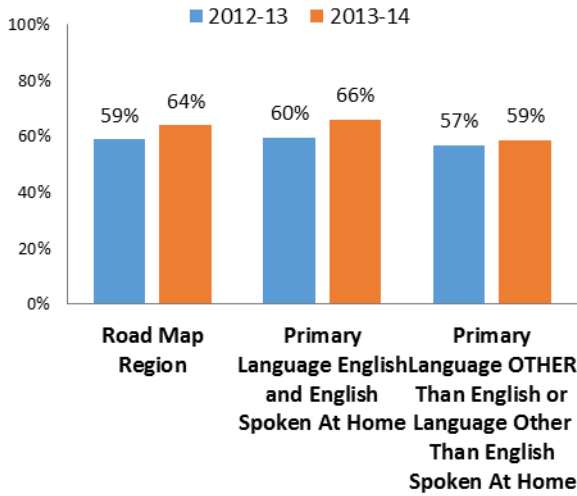


NOTE: Graph shows the percentage of students in each group taking advanced courses

NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

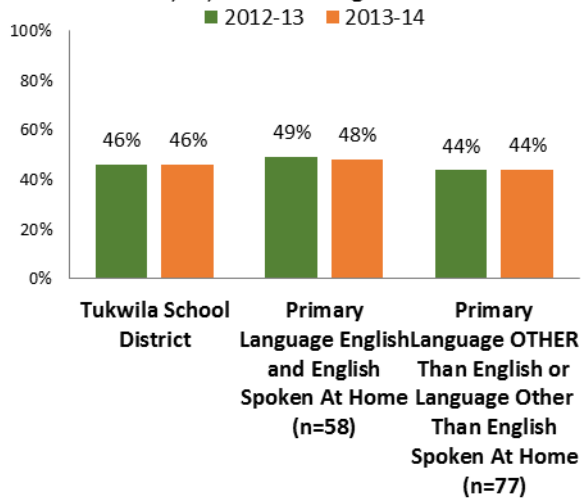
Road Map Region Graduating Seniors Taking AP, IB, or Cambridge Courses



NOTE: Graph shows the percentage of students in each group taking advanced courses

SOURCE: OSPI student-level database (pulled November 2014)

Graduating Seniors in Tukwila Taking AP, IB, or Cambridge Courses



NOTE: Graph shows the percentage of students in each group taking advanced courses

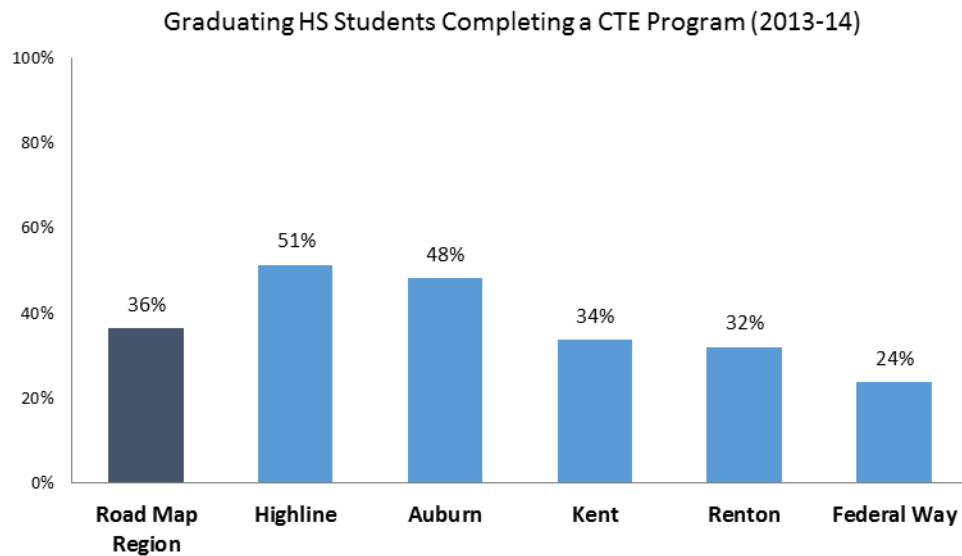
NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCE: OSPI student-level database (pulled November 2014)

Career and Technical Education

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

Description: The proportion of high school graduates that complete career and technical education (CTE) programs during high school. CTE programs are 3-course sequences based on industry, academic and career- and college-ready standards and often lead to a career credential pathway or a certificate program.



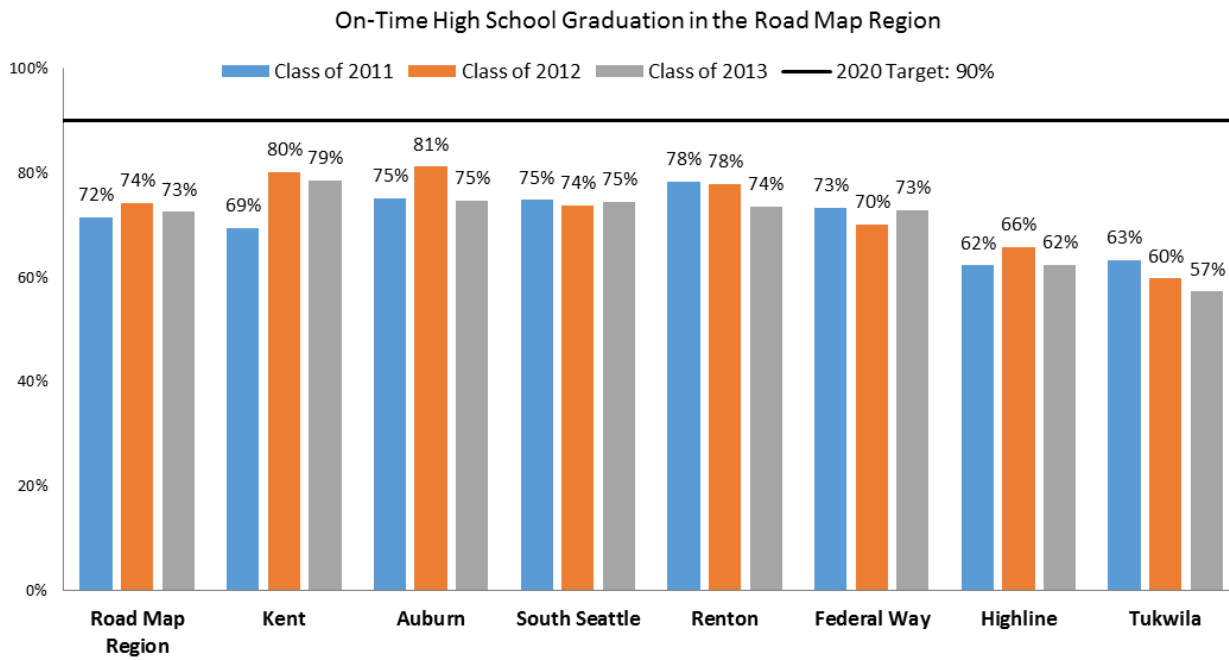
NOTE: Does not include South Seattle or Tukwila, for which data were incomplete.

SOURCE: OSPI student-level database (pulled November 2014)

High School Graduation

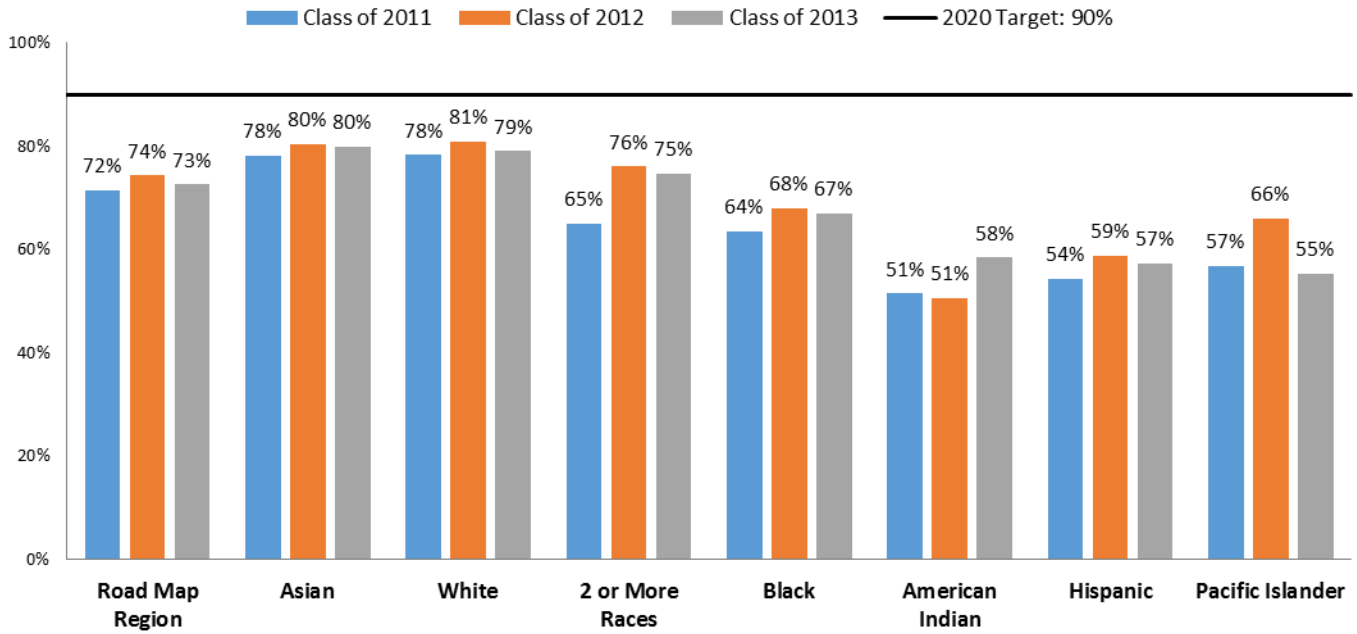
INDICATOR: Percent of students who graduate high school on time

Description: The proportion of 9th grade students in Road Map Project schools who complete high school within 4 years after their first 9th grade year. OSPI tracks the 9th grade cohort using the federally mandated adjusted cohort method and publishes results for various subgroups in districts and schools in Washington State.



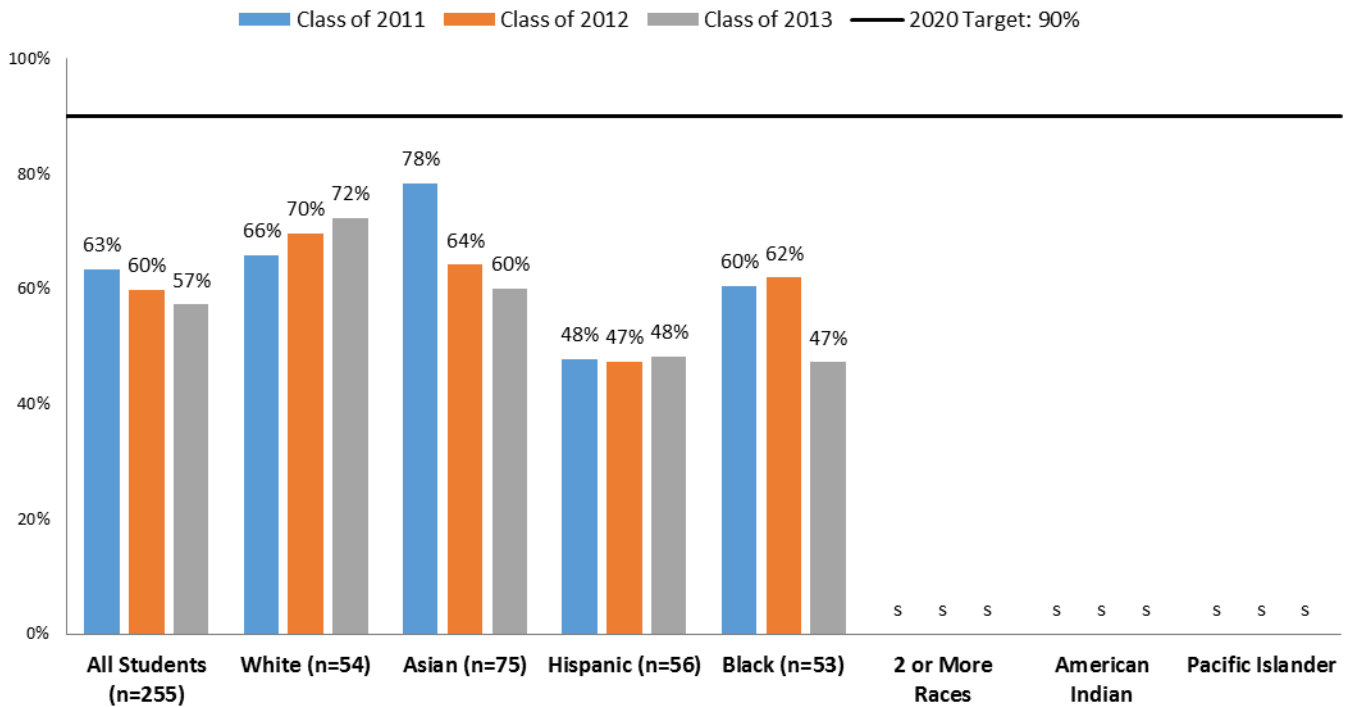
SOURCES: OSPI Report Card

On-Time High School Graduation in the Road Map Region



SOURCES: OSPI Report Card

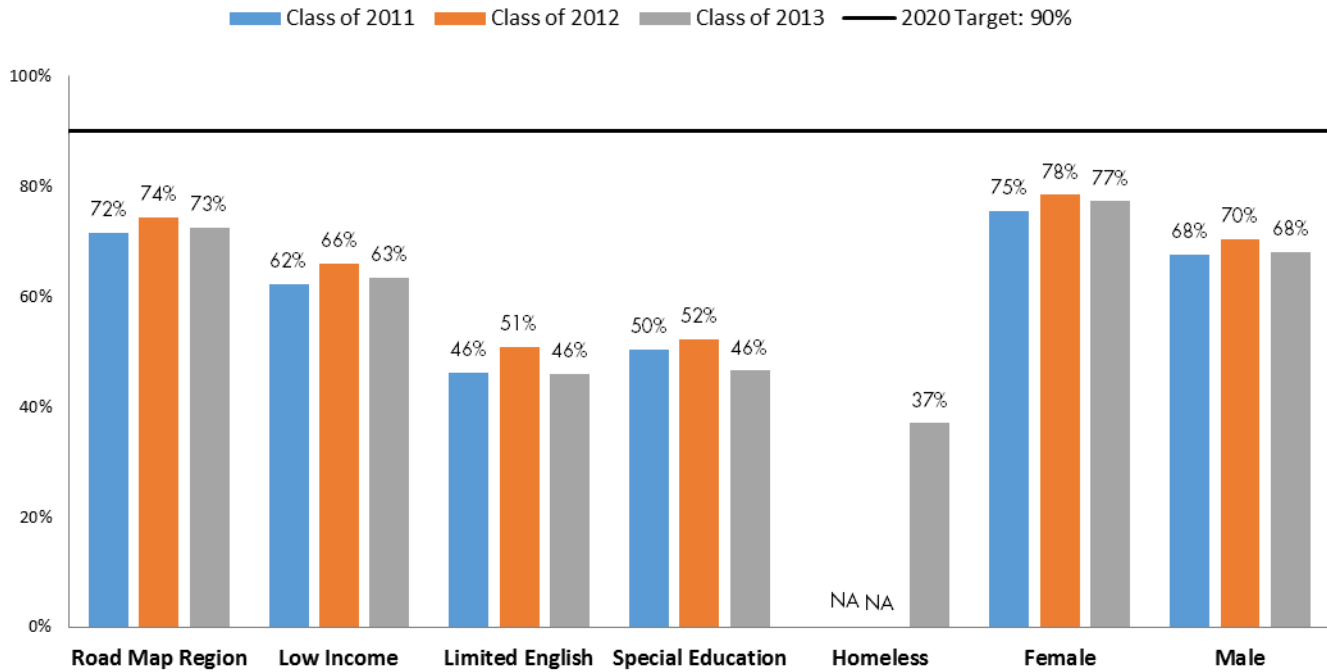
On-Time High School Graduation in Tukwila



NOTE: Group size ("n") applies to the most recent year for which data were available.

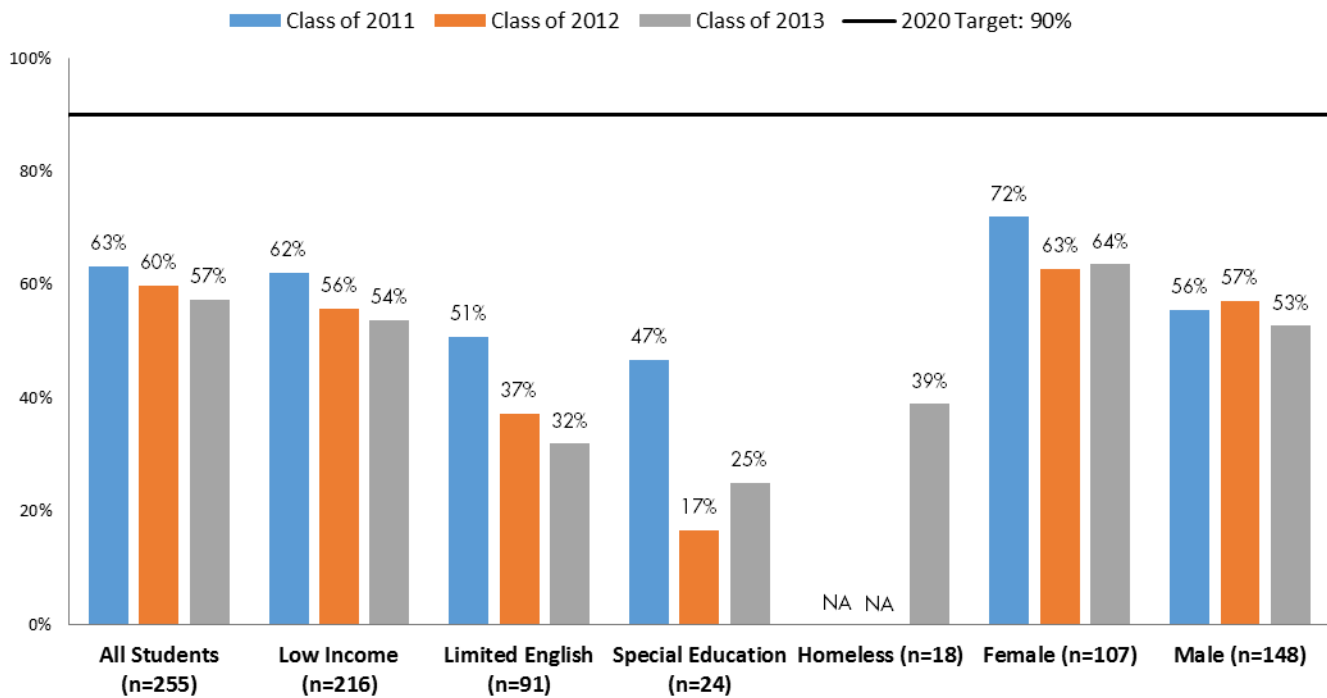
SOURCES: OSPI Report Card

On-Time High School Graduation in the Road Map Region



SOURCES: OSPI Report Card

On-Time High School Graduation in Tukwila



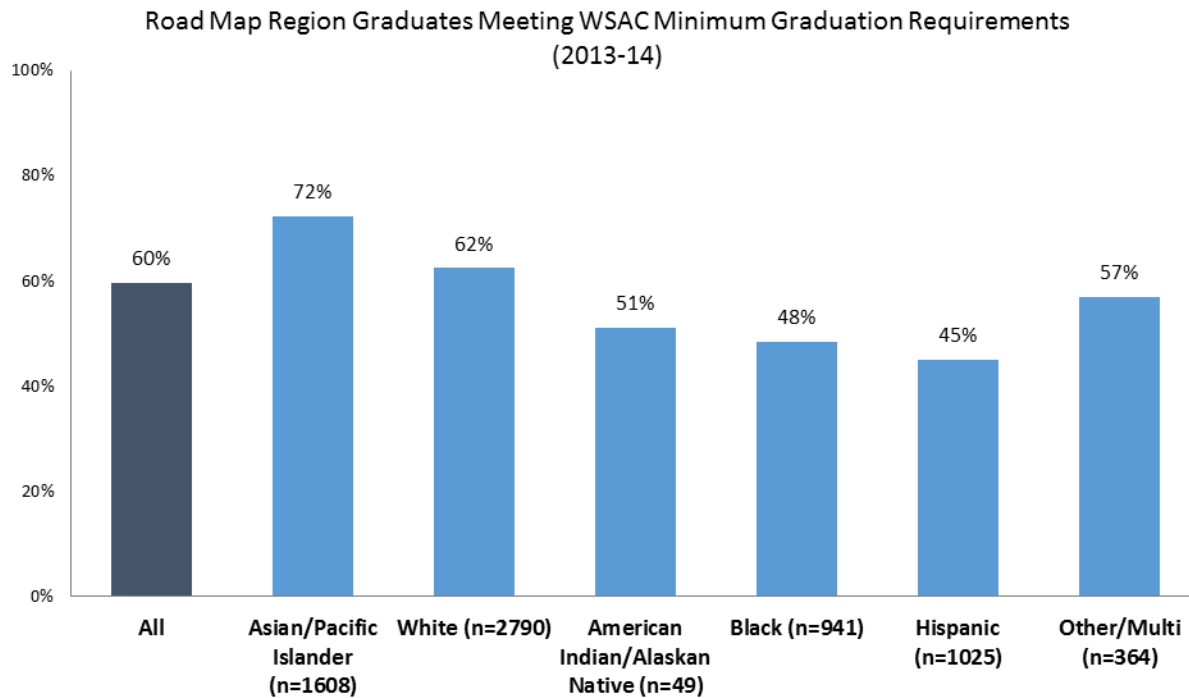
NOTE: Group size ("n") applies to the most recent year for which data were available.

SOURCES: OSPI Report Card

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

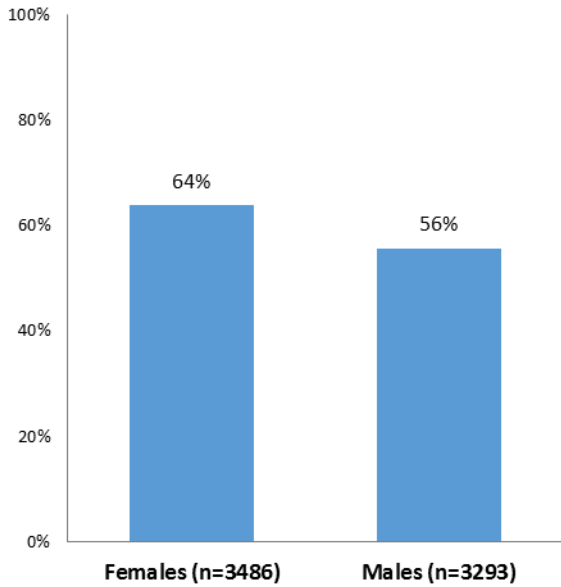
INDICATOR: Percent of graduating high school students meeting minimum requirements to apply to a Washington State 4-year college

Description: The proportion of high school graduates whose transcripts indicate that they have earned enough and the right type of credits to be eligible to apply to a Washington State 4-year college. We often call this indicator WSAC minimums because the Washington State Achievement Council (WSAC) establishes the minimum requirements.



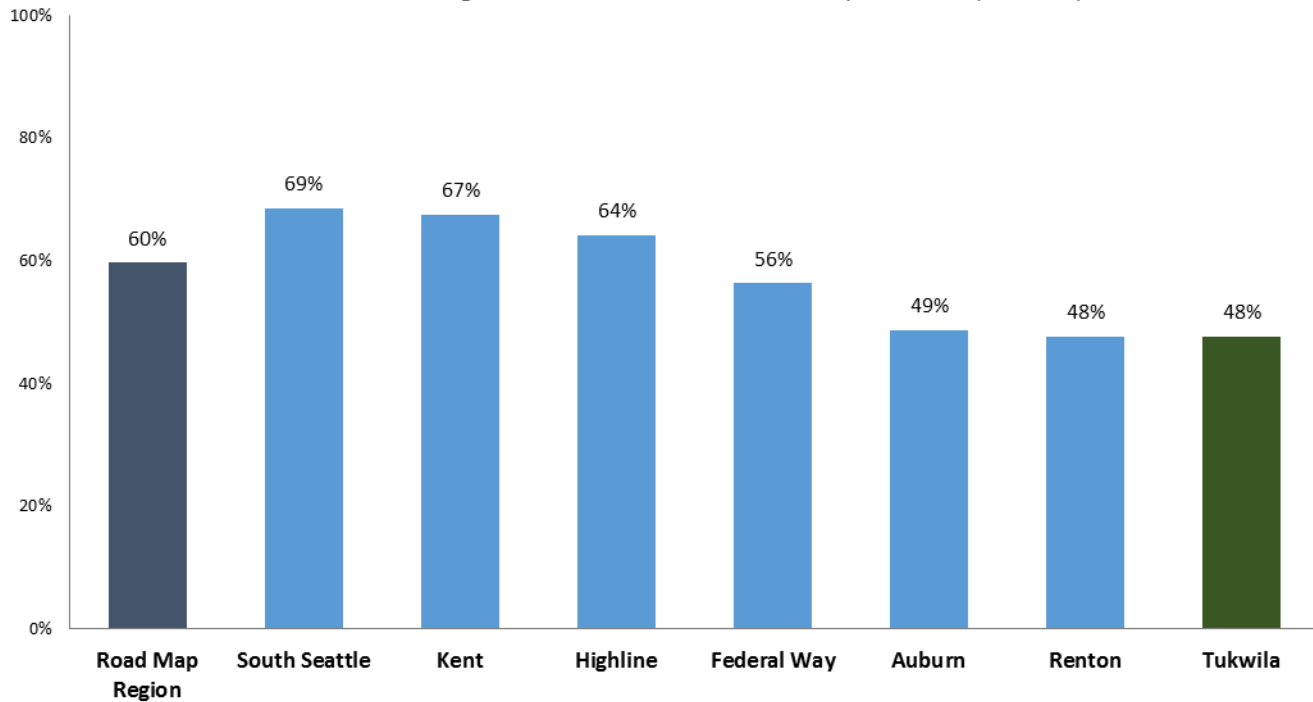
SOURCE: The BERC Group and Road Map Project districts

Road Map Region Graduates Meeting
WSAC Minimum Graduation
Requirements (2013-14)



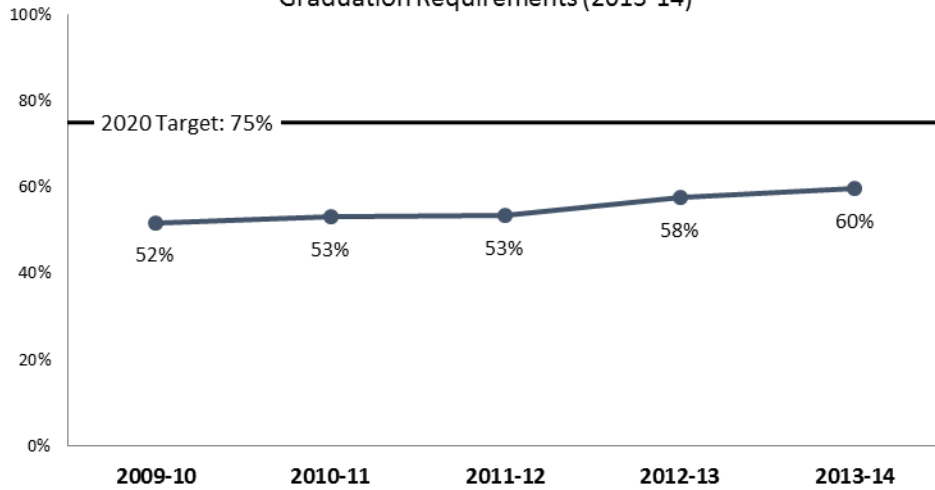
SOURCE: The BERC Group and Road Map Project districts

Graduates Meeting WSAC Minimum Graduation Requirements (2013-14)



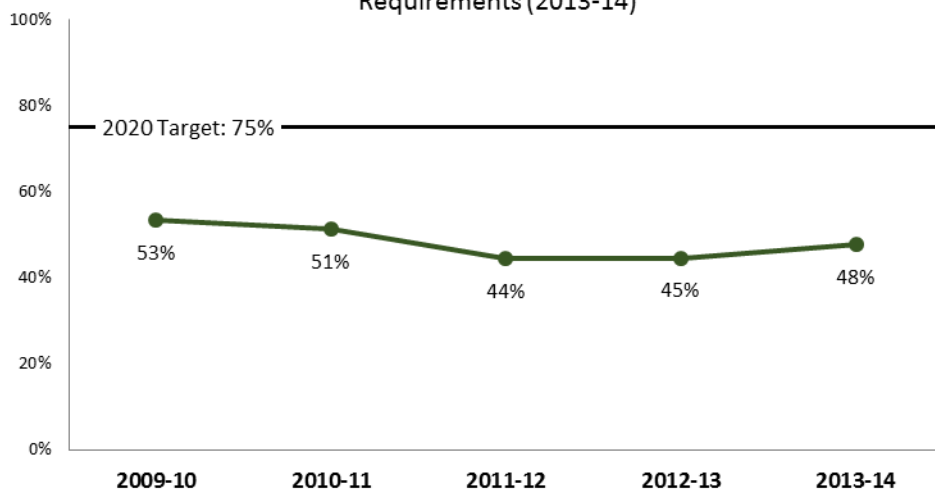
SOURCE: The BERC Group and Road Map Project districts

Road Map Region Graduates Meeting WSAC Minimum Graduation Requirements (2013-14)



SOURCE: The BERC Group and Road Map Project districts

Tukwila Graduates Meeting WSAC Minimum Graduation Requirements (2013-14)

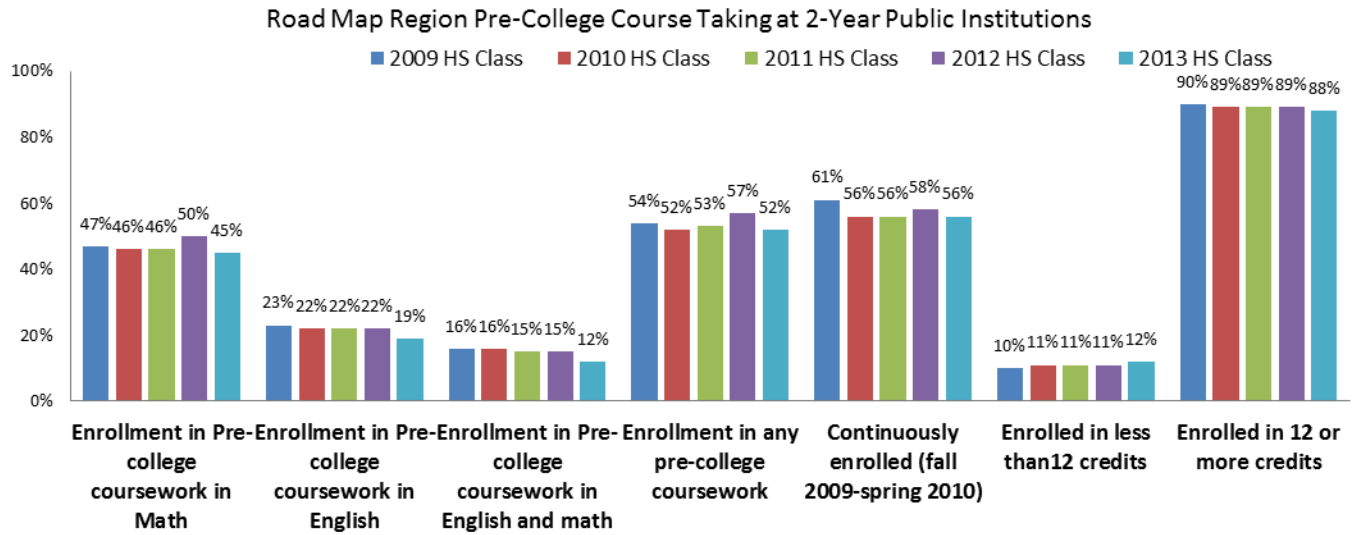


SOURCE: The BERC Group and Road Map Project districts

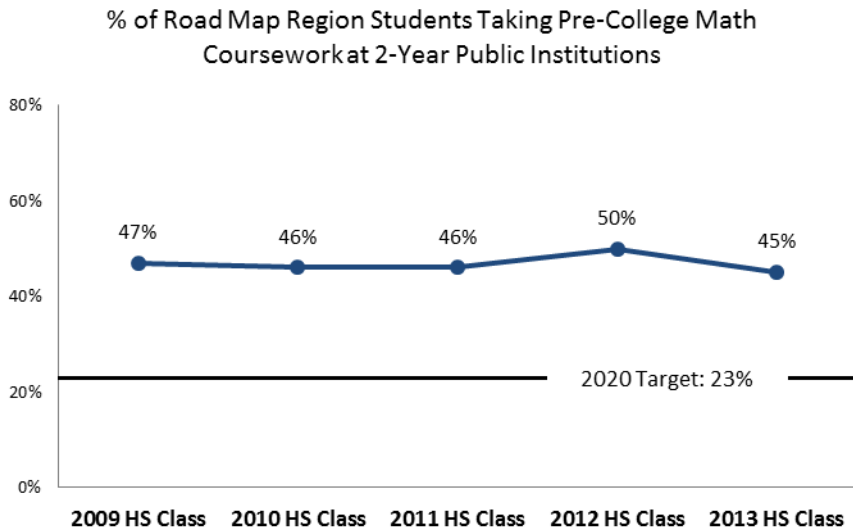
Pre-College Coursework

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

Description: The proportion of high school graduates enrolled for the first time in community and technical colleges in Washington State who take Math and/or English pre-college courses. These courses are sometimes called remedial or developmental courses.

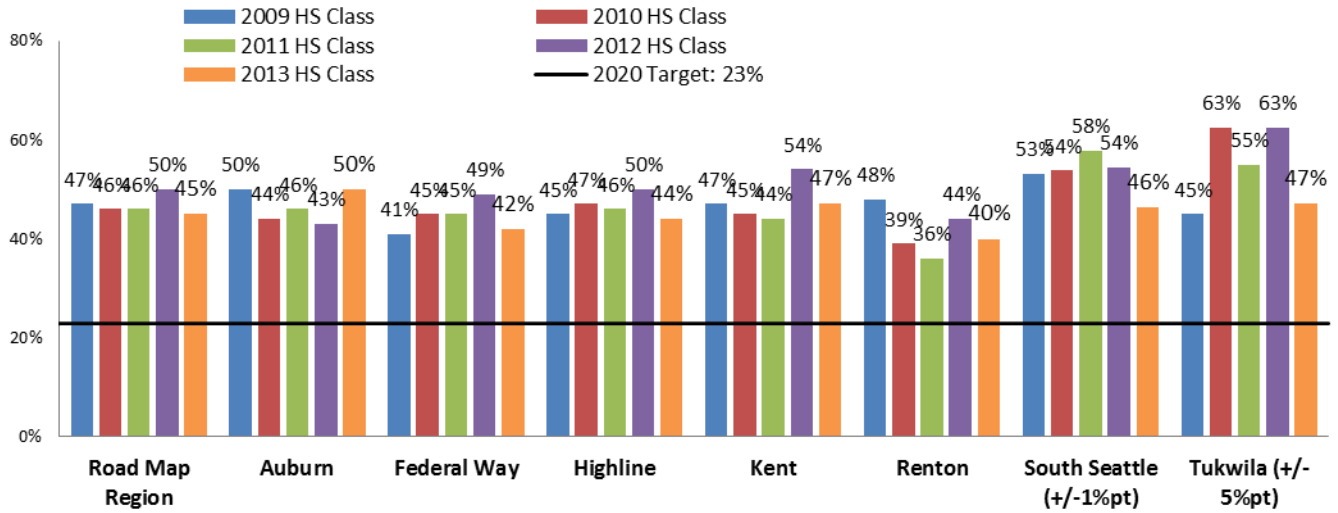


SOURCE: ERDC P-20 Reports and National Student Clearinghouse



SOURCE: ERDC P-20 Reports and National Student Clearinghouse

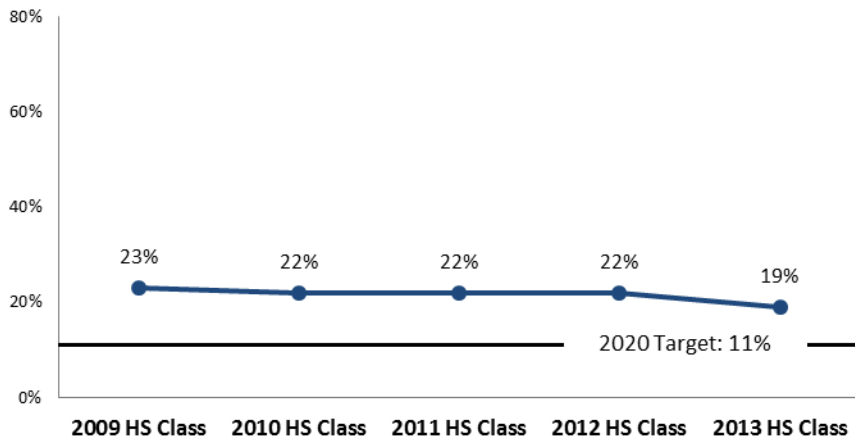
Road Map Region Pre-College Math Course Taking at 2-Year Public Institutions



SOURCE: ERDC P-20 Reports and National Student Clearinghouse

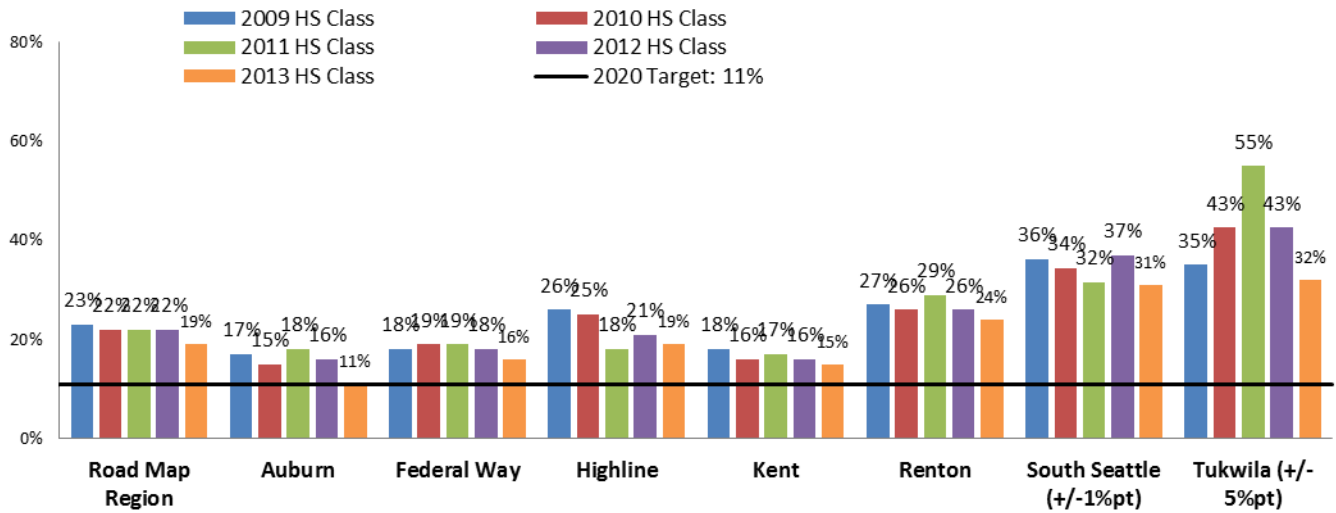
NOTE: ERDC has not yet provided this data at the district level for the high school class of 2013

% of Road Map Region Students Taking Pre-College English Coursework at 2-Year Public Institutions



SOURCE: ERDC P-20 Reports and National Student Clearinghouse

Road Map Region Pre-College English Course Taking at 2-Year Public Institutions



SOURCE: ERDC P-20 Reports and National Student Clearinghouse

NOTE: ERDC has not yet provided this data at the district level for the high school class of 2013

Pre-College Course Taking Among 2013 High School Graduates at Washington 2-Year Public Institutions

	Enrollment in pre-college math	Enrollment in pre-college English	Enrollment in pre-college English and math	Enrollment in any pre-college coursework	Continuously enrolled (Fall 2013 to Spring 2014)	Enrolled in fewer than 12 credits	Enrolled in 12 or more credits
Road Map Project Region	45%	19%	12%	52%	56%	12%	88%
Tukwila Foster Senior High School	45-49%	30-34%	25-29%	55-59%	50-54%	0-5%	95-100%

SOURCE: ERDC P-20 Reports and National Student Clearinghouse

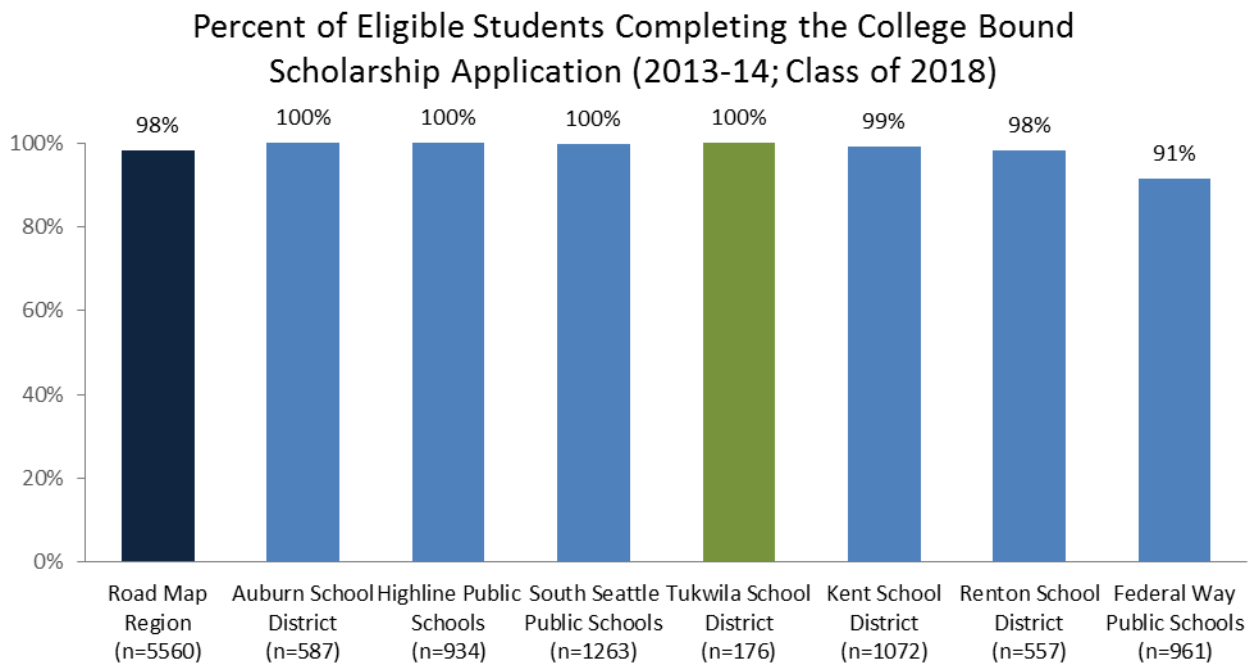
NOTES: This table counts enrollments – not students. Accordingly, students may be counted more than once if they have multiple types of enrollment. More important notes about these data can be found in ERDC’s P-20 Feedback Report for High School Technical Notes (erdc.wa.gov).

Paying for College

College Bound

INDICATOR: Percent of eligible students who complete the College Bound application by the end of 8th grade

Description: The proportion of 8th grade students that have qualified for Free or Reduced Price Lunch (FRPL) during that academic year who have completed the College Bound scholarship application in that year. An application is complete when the required student and guardian signatures are included and one or more of the income standards boxes are checked.



SOURCE: Washington

Student Achievement Council

NOTE: Free and reduced-price lunch data used for eligible numbers are reported by school districts in March or April 2014. These rates fluctuate from year to year. Completed application data as of September 26, 2014. Application data include all eligible students who completed an application by the end of 8th 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.

Eligible students who complete the College Bound application by the end of 8th Grade

Expected Grad Year	Campaign Year							All Classes
	2008	2009	2010	2011	2012	2013	2014	
	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	
Road Map Project Region	1,515	2,005	2,912	3,833	4,523	4,852	5,455	25,095
Auburn	177	89	158	357	409	502	587	2,279
Federal Way	239	380	435	483	762	922	879	4,100
Highline	393	530	753	759	825	779	934	4,973
Kent	233	385	598	927	1,106	1,106	1,062	5,417
Renton	83	140	379	493	516	550	557	2,718
Seattle	343	394	475	682	735	870	1,260	4,759
Tukwila	47	87	114	132	170	123	176	849

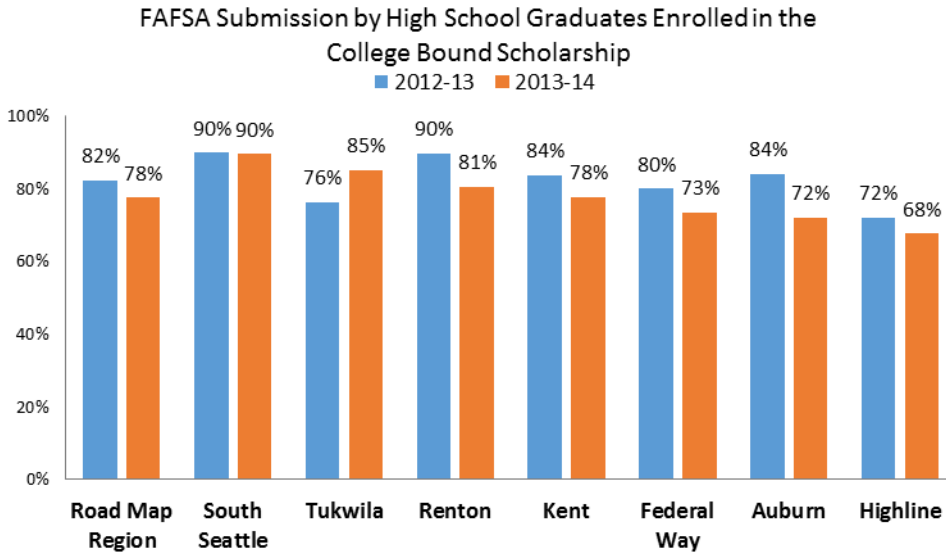
SOURCE: Washington Student Achievement Council

NOTE: Free and reduced-price lunch data used for eligible numbers are reported by school districts in March or April 2014. These rates fluctuate from year to year. Completed application data as of September 26, 2014. Application data include all eligible students who completed an application by the end of 8th 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.

Free Application for Federal Student Aid

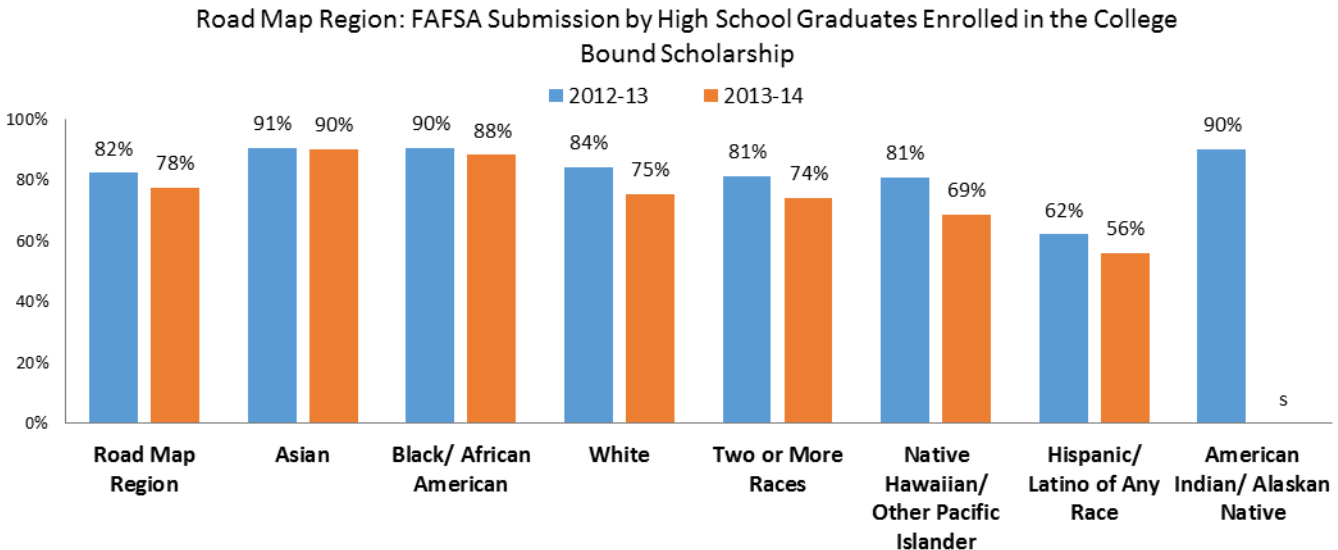
INDICATOR: Percent of graduating College Bound students who have completed the FAFSA

Description: The proportion of high school graduates enrolled in the College Bound Scholarship Program who submit the Free Application for Federal Student Aid (FAFSA).



SOURCES: Washington Student Achievement Council, OSPI CEDARS via ERDC (pulled November 2014), U.S. Department of Education, Federal Student Aid Office

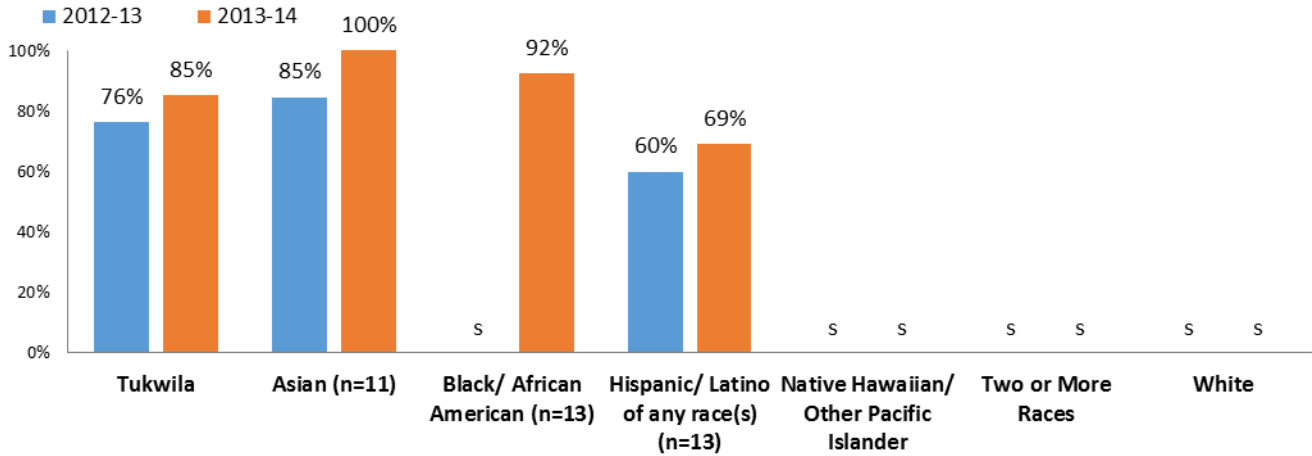
NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.



SOURCES: Washington Student Achievement Council, OSPI CEDARS via ERDC (pulled November 2014), U.S. Department of Education, Federal Student Aid Office

NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

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



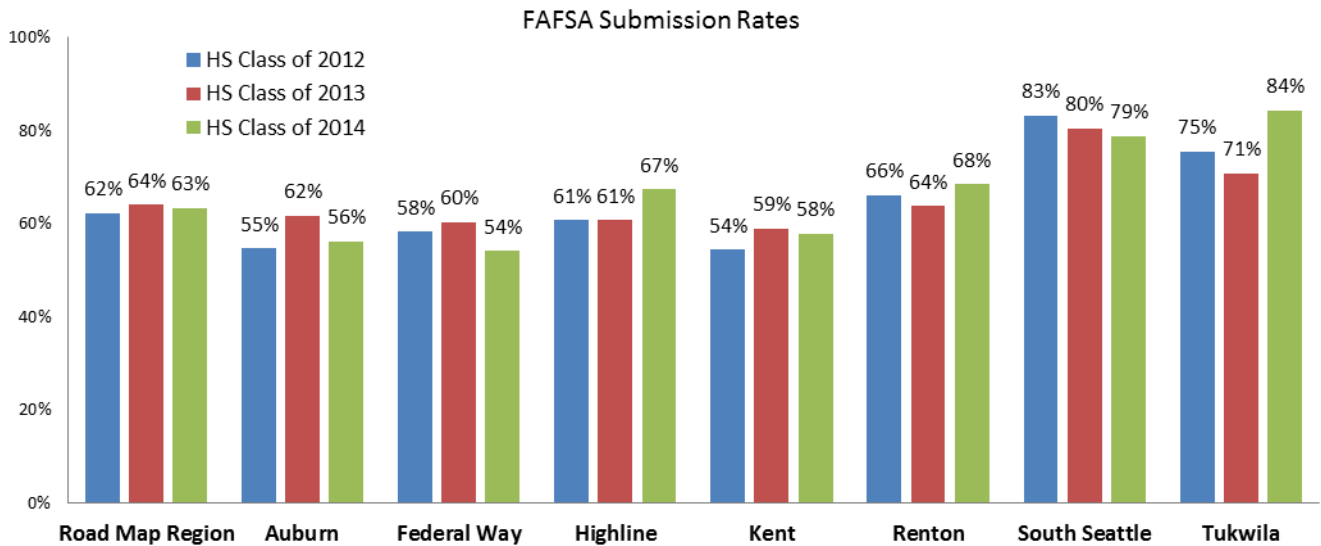
SOURCES: Washington Student Achievement Council, OSPI CEDARS via ERDC (pulled November 2014), U.S. Department of Education, Federal Student Aid Office

NOTE: Group size ("n") applies to the most recent year for which data were available.

NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

INDICATOR: Percent of graduating students who have completed the FAFSA

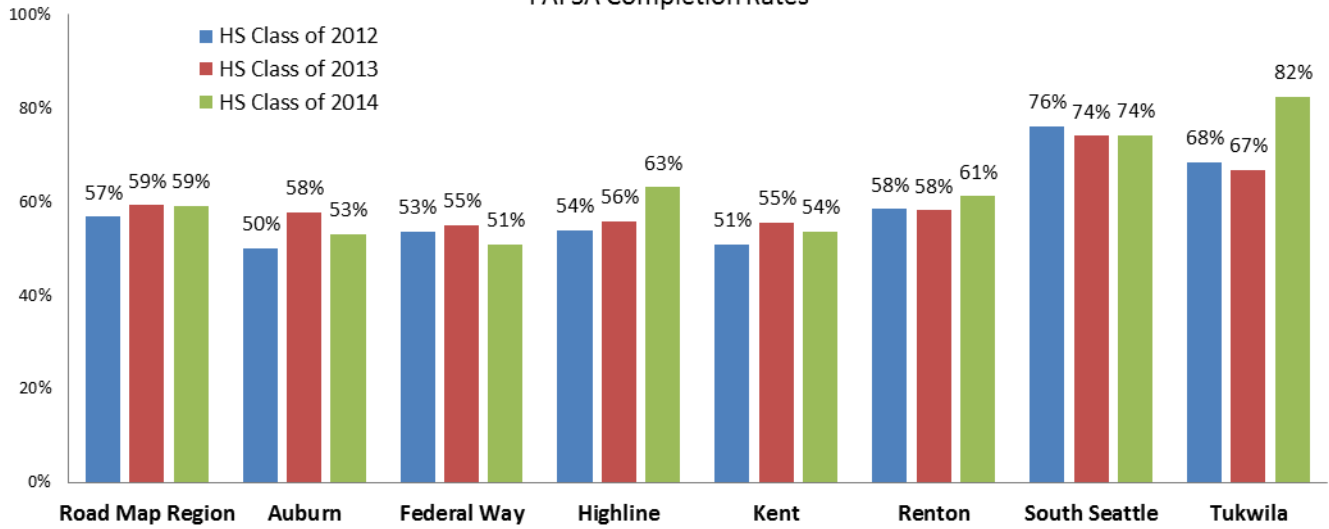
Description: The proportion of high school graduates who submit and complete the Free Application for Federal Student Aid (FAFSA).



SOURCES: OSPI CEDARS via ERDC (pulled November 2014) and U.S. Department of Education, Federal Student Aid Office

NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

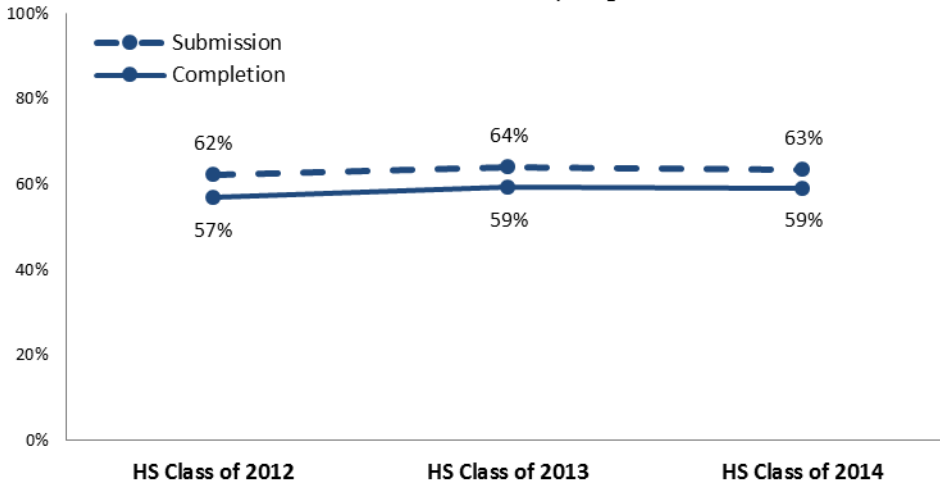
FAFSA Completion Rates



SOURCES: OSPI CEDARS via ERDC (pulled November 2014) and U.S. Department of Education, Federal Student Aid Office

NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

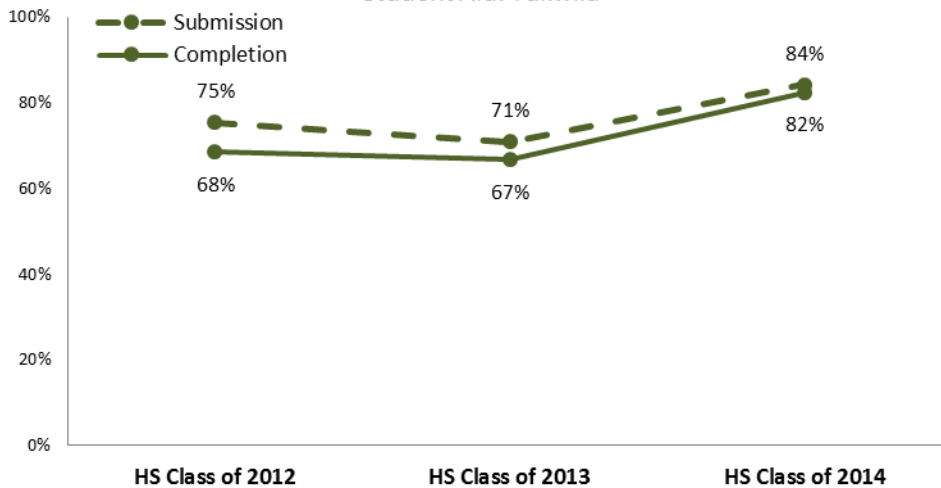
Submission and Completion of the Free Application for Federal Student Aid: Road Map Region



SOURCES: OSPI CEDARS via ERDC (pulled November 2014) and U.S. Department of Education, Federal Student Aid Office

NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

Submission and Completion of the Free Application for Federal Student Aid: Tukwila



SOURCES: OSPI CEDARS via ERDC (pulled November 2014) and U.S. Department of Education, Federal Student Aid Office

NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

FAFSA Submission and Completion by School, 2013-14

School	High School Graduates	Submitted FAFSA Applications	Completed FAFSA Applications	% of students submitting FAFSA	% of students completing FAFSA
Road Map Project Region	6,466	4,097	3,821	63%	59%
District	890	500	472	56%	53%
Auburn					
Auburn Mountainview High School	311	151	142	49%	46%
Auburn Riverside High School	335	200	191	60%	57%
Auburn Senior High School	244	149	139	61%	57%
Federal Way	1,306	706	664	54%	51%
Career Academy at Truman High School	23	16	12	70%	52%
Decatur High School	224	116	109	52%	49%
Federal Way High School	306	172	163	56%	53%
Technology Access Foundation Academy	13	10	10	77%	77%
Thomas Jefferson High School	355	188	175	53%	49%
Todd Beamer High School	385	204	195	53%	51%
Highline	749	504	472	67%	63%
Academy of Citizenship and Empowerment	63	37	34	59%	54%
Arts & Academics Academy	39	31	26	79%	67%
Global Connections High School	67	36	34	54%	51%
Health Sciences & Human Services	68	51	51	75%	75%
Highline High School	194	132	123	68%	63%
Mount Rainier High School	246	163	153	66%	62%
Odyssey - The Essential School	19	16	15	84%	79%

	Technology, Engineering & Communications	53	38	36	72%	68%
	District	1,469	848	786	58%	54%
Kent	Kent Mountain View Academy	24	7	5	29%	21%
	Kent Phoenix Academy	25	24	22	96%	88%
	Kentlake High School	288	154	143	53%	50%
	Kent-Meridian High School	297	179	164	60%	55%
	Kentridge High School	440	268	251	61%	57%
	Kentwood High School	395	216	201	55%	51%
		District	802	549	490	68%
Renton	Hazen Senior High School	293	173	156	59%	53%
	Lindbergh Senior High School	263	154	145	59%	55%
	Renton Senior High School	246	222	189	90%	77%
		District	1,136	894	843	79%
South Seattle	Chief Sealth International High School	235	200	185	85%	79%
	Cleveland High School	152	129	123	85%	81%
	Franklin High School	276	211	199	76%	72%
	Garfield High School	398	299	288	75%	72%
	Rainier Beach High School	75	55	48	73%	64%
Tukwila	District	114	96	94	84%	82%
	Foster Senior High School	114	96	94	84%	82%

SOURCES: OSPI CEDARS via ERDC (pulled November 2014) and U.S. Department of Education, Federal Student Aid Office

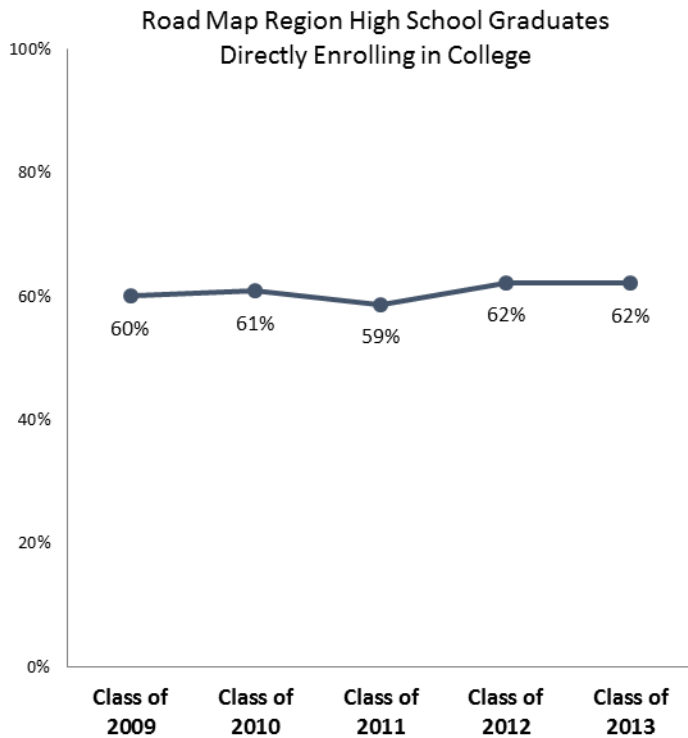
NOTE: The FAFSA is considered "submitted" when a student completes the application. It is only considered "completed" when the application is accepted by the U.S. Department of Education. If an application is submitted and rejected, the student has the opportunity to correct the application as appropriate. Data available for on-time high school graduates only.

Earn a College Degree or Career Credential

Enrolling in College

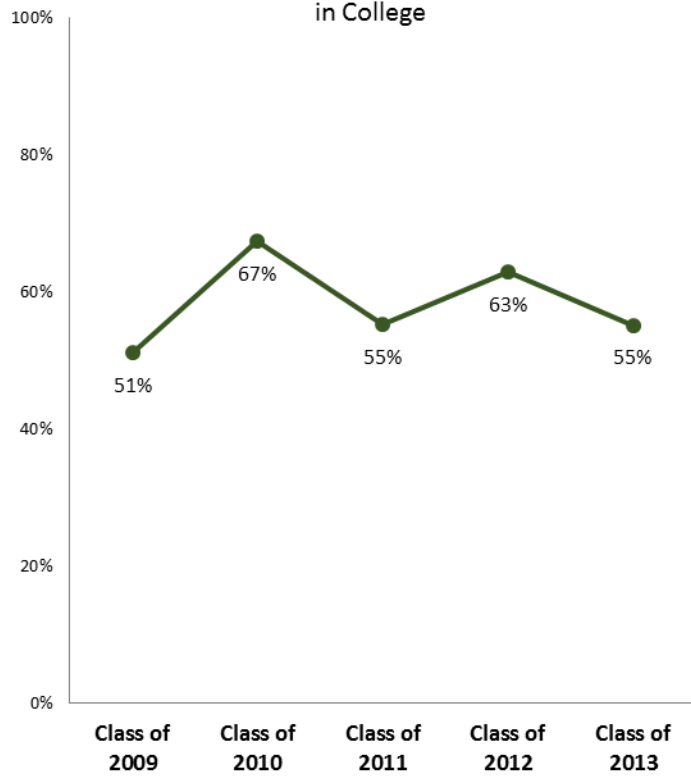
INDICATOR: Percent of students who directly enroll in postsecondary education

Description: The proportion of high school graduates enrolled in college (either 2 or 4 year school) in the academic year immediately following their high school graduation year.



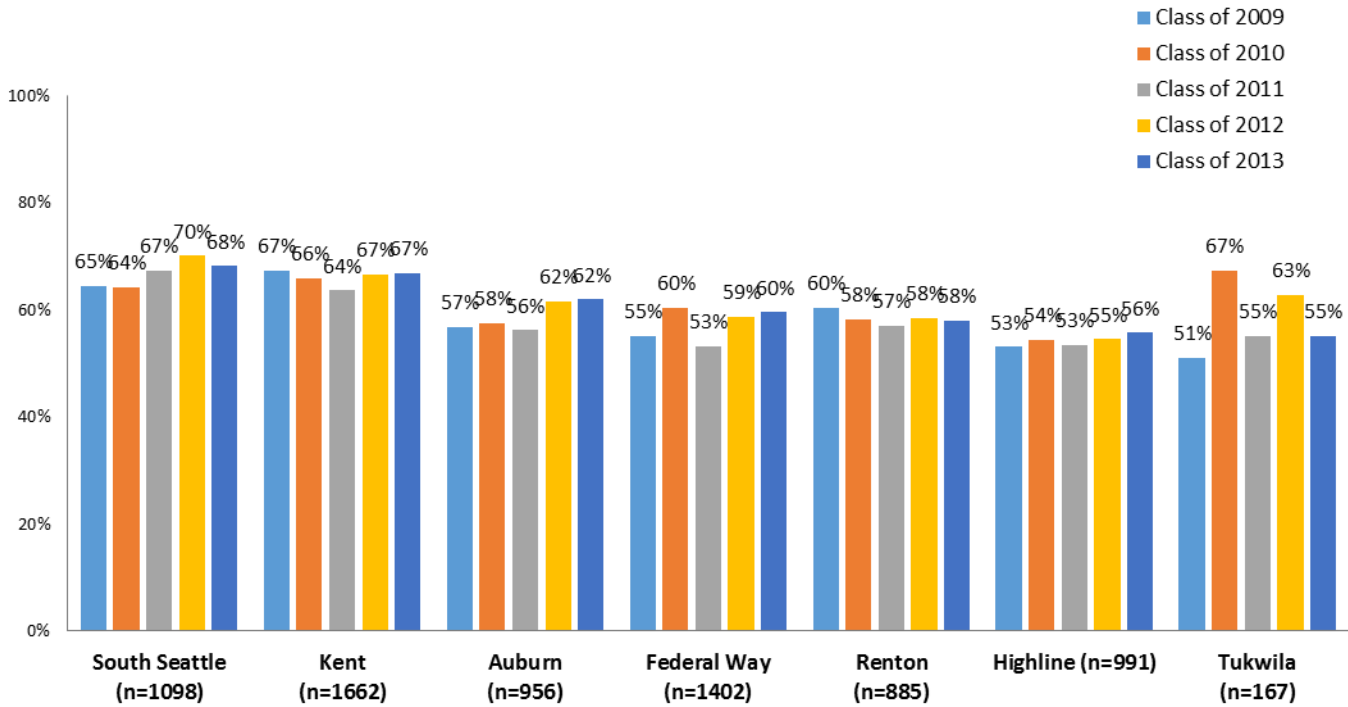
SOURCE: National Student Clearinghouse and ERDC

Tukwila High School Graduates Directly Enrolling in College



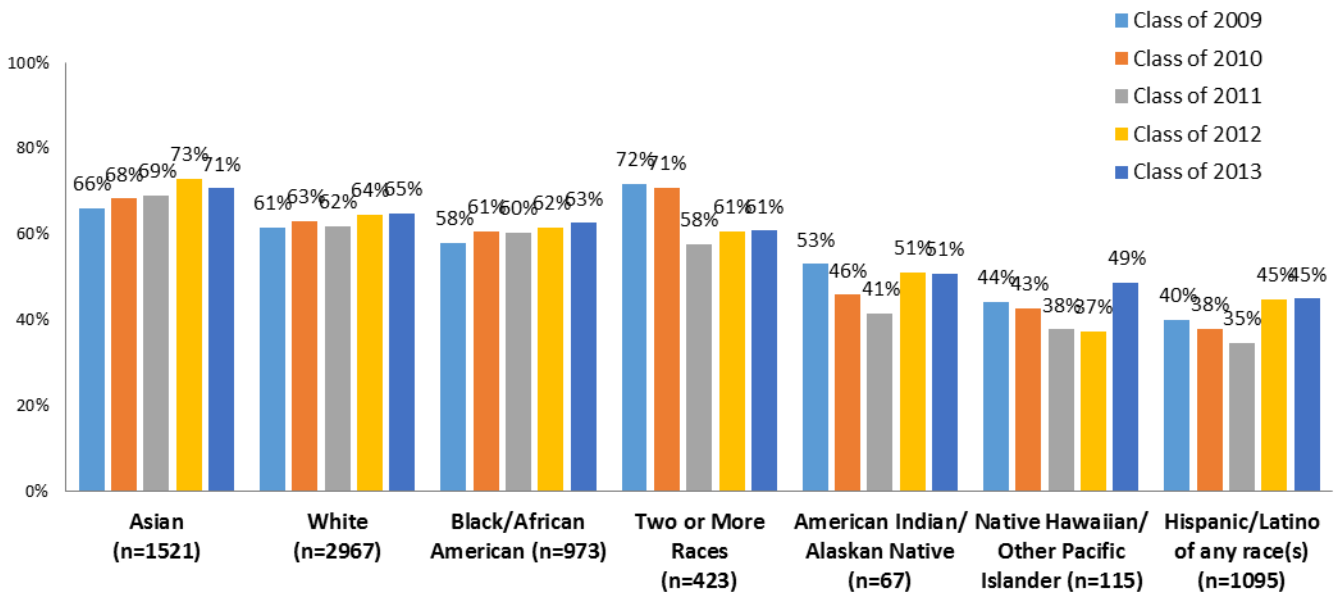
SOURCE: National Student Clearinghouse and ERDC

Road Map Region High School Graduates Directly Enrolling in College



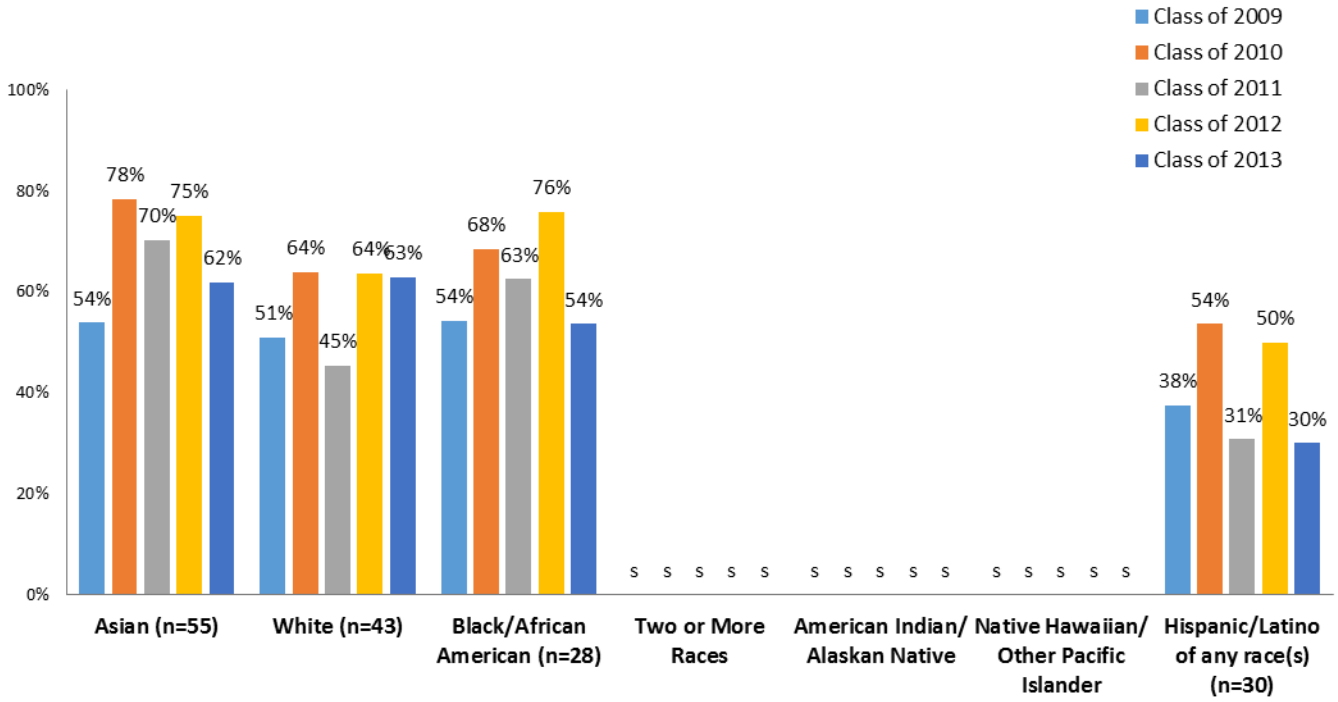
SOURCE: National Student Clearinghouse and ERDC

Road Map Region High School Graduates Directly Enrolling in College (Class of 2012-13)



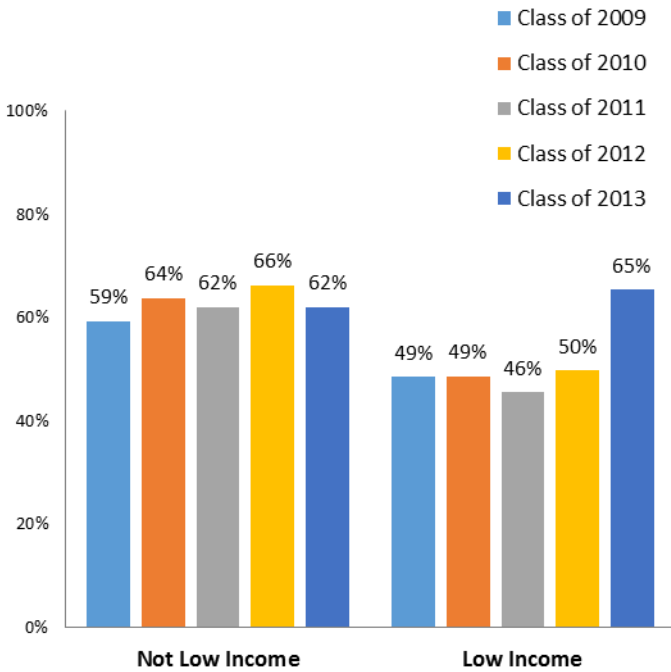
SOURCE: National Student Clearinghouse and ERDC

Tukwila High School Graduates Directly Enrolling in College



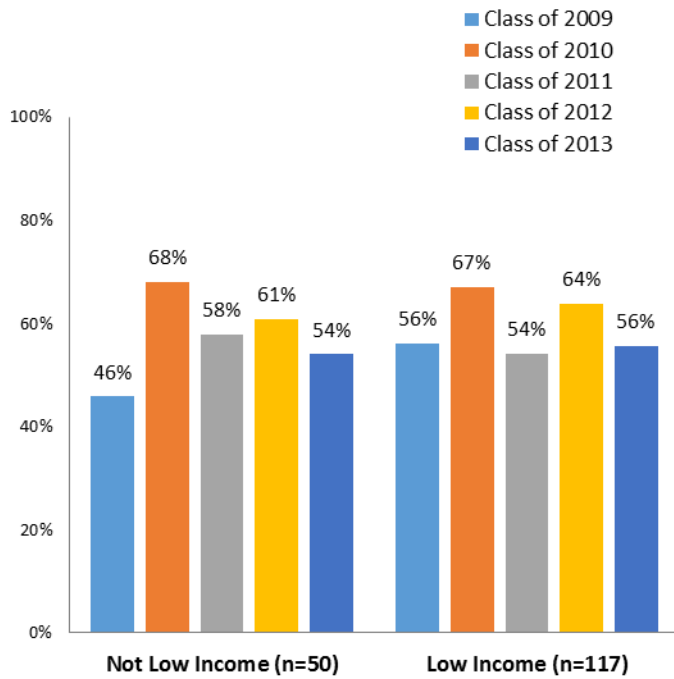
SOURCE: National Student Clearinghouse and ERDC

Road Map Region High School Graduates Directly Enrolling in College (Class of 2012-13)



SOURCE: National Student Clearinghouse and ERDC

Tukwila High School Graduates Directly Enrolling in College



SOURCE: National Student Clearinghouse and ERDC

Place of In-State Postsecondary Enrollment by Road Map Project Region Students Within One Year of High School Graduation (2-Year Versus 4-Year Enrollments)

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Road Map Project Region					
WA Public 2-Year	52%	52%	52%	50%	49%
WA Public 4-Year	29%	30%	29%	31%	33%

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

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

Place of In-State Postsecondary Enrollment by Tukwila Students Within One Year of High School Graduation (2-Year Versus 4-Year Enrollments)

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Tukwila					
Foster Senior High School					
WA Public 2-Year	45-49%	60-64%	45-49%	60-64%	55-59%
WA Public 4-Year	30-34%	30-34%	35-39%	25-29%	30-34%

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

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

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

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Road Map Project Region					
2-Year Postsecondary Institutions					
Bates Technical College	0-1%	0-1%	0-1%	0-1%	0-1%
Bellevue Community College	9%	8%	9%	8%	8%
Bellingham Technical College	NA	NA	NA	NA	0-1%
Big Bend Community College	0-1%	0-1%	0-1%	NA	NA
Cascadia	0-1%	0-1%	0-1%	0-1%	0-1%
Centralia College	NA	0-1%	0-1%	0-1%	0-1%
Clark College	0-1%	0-1%	NA	0-1%	0-1%
Clover Park Technical College	0-1%	0-1%	0-1%	0-1%	0-1%
Columbia Basin College	0-1%	NA	0-1%	0-1%	0-1%
Edmonds Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Everett Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Grays Harbor College	0-1%	0-1%	NA	NA	0-1%
Green River Community College	14%	15%	15%	13%	13%
Highline Community College	14%	15%	16%	15%	14%
Lake Washington Technical College	0-1%	0-1%	0-1%	0-1%	0-1%
Lower Columbia College	0-1%	0-1%	0-1%	0-1%	0-1%
North Seattle Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Olympic College	0-1%	0-1%	0-1%	0-1%	0-1%
Peninsula College	0-1%	0-1%	NA	NA	0-1%
Pierce / Fort Steilacoom	0-1%	0-1%	0-1%	0-1%	0-1%
Pierce / Puyallup	0-1%	0-1%	0-1%	0-1%	0-1%
Renton Technical College	2%	2%	2%	2%	2%
Seattle Central Community College	4%	3%	3%	4%	4%
Seattle Vocational Institute	0-1%	0-1%	0-1%	0-1%	0-1%
Shoreline Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Skagit Valley College	0-1%	0-1%	0-1%	0-1%	0-1%
South Puget Sound Community College	0-1%	0-1%	0-1%	0-1%	0-1%

South Seattle Community College	4%	4%	5%	5%	4%
Spokane Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Spokane Falls Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Tacoma Community College	0-1%	0-1%	0-1%	0-1%	0-1%
Walla Walla Community College	0-1%	0-1%	0-1%	NA	0-1%
Wenatchee Valley College	0-1%	0-1%	0-1%	0-1%	0-1%
Whatcom Community College	0-1%	0-1%	0-1%	NA	0-1%
Yakima Valley College	0-1%	0-1%	0-1%	0-1%	0-1%
4-Year Postsecondary Institutions					
Bellevue Community College	0-1%	0-1%	0-1%	NA	NA
Central Washington University	3%	3%	3%	2%	2%
Eastern Washington University	2%	2%	2%	0-1%	0-1%
The Evergreen State College	0-1%	0-1%	0-1%	0-1%	0-1%
University of Washington	14%	14%	15%	17%	17%
Washington State University	5%	5%	7%	7%	7%
Western Washington University	5%	5%	4%	4%	4%

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

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

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

Place of In-State Postsecondary Enrollment by Tukwila Students Within One Year of High School Graduation

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013
Tukwila					
Foster Senior High School					
2-year					
Bellevue Community College	10-14%	5-9%	6-9%	5-9%	5-9%
Clark College	0-2%	s	s	s	s
Everett Community College	s	s	0-5%	s	s
Green River Community College	s	0-2%	0-5%	s	0-2%
Highline Community College	10-14%	30-34%	25-29%	35-39%	20-24%
North Seattle Community College	0-2%	s	s	s	0-2%
Renton Technical College	0-2%	s	s	0-2%	s
Seattle Central Community College	s	0-2%	0-5%	5-9%	10-14%
Seattle Vocational Institute	0-2%	s	s	0-2%	s
Shoreline Community College	s	0-2%	s	0-2%	s
South Puget Sound Community College	s	s	0-5%	s	s
South Seattle Community College	15-19%	10-14%	6-9%	5-9%	10-14%
Spokane Community College	s	s	s	0-2%	s
Spokane Falls Community College	0-2%	0-2%	s	s	s
Tacoma Community College	s	s	s	0-2%	s

4-year

Central Washington University	3-4%	0-2%	s	0-2%	s
Eastern Washington University	5-9%	3-4%	0-5%	0-2%	0-2%
The Evergreen State College	s	s	s	s	0-2%
University of Washington	15-19%	20-24%	25-29%	20-24%	20-24%
Washington State University	3-4%	3-4%	0-5%	0-2%	5-9%
Western Washington University	3-4%	5-9%	0-5%	0-2%	0-2%

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

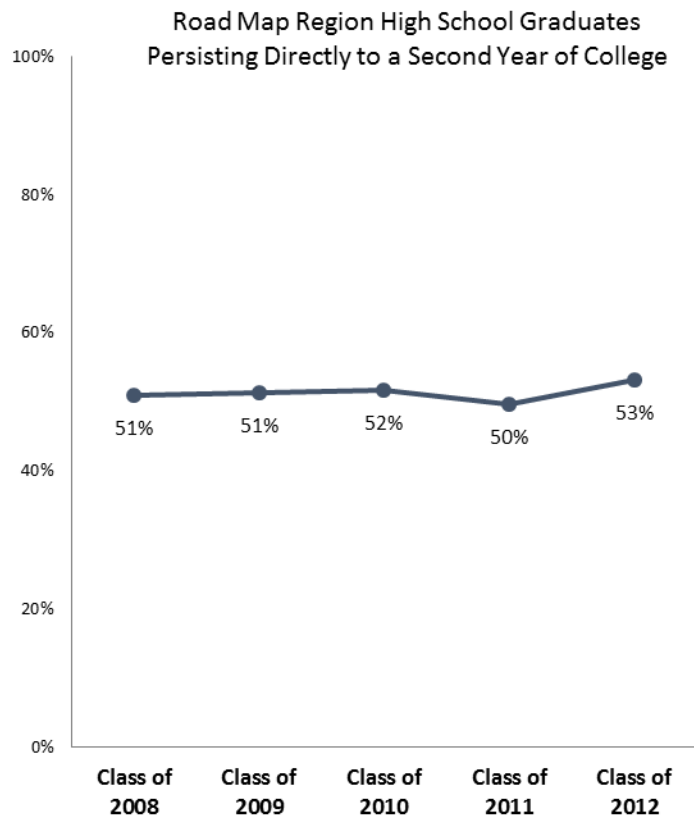
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SOURCES: National Student Clearinghouse and PCHEES via ERDC P-20 Reports; specific to the Road Map Project Region

Persisting in College

INDICATOR: Percent of students continuing directly to a second year of postsecondary education

Description: The proportion of high school graduates who enroll in college (either 2 or 4 year school) in the two academic years immediately following their high school graduation year.

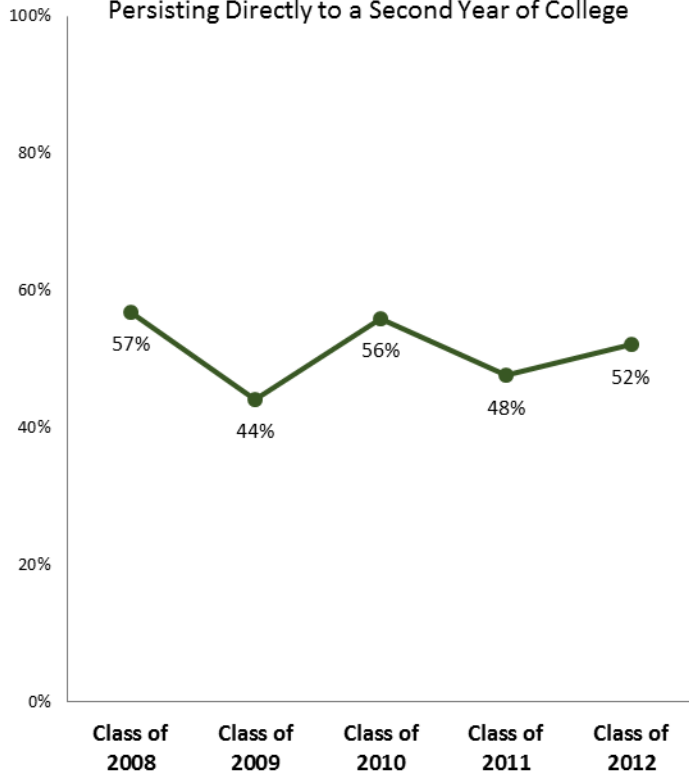


SOURCE: National Student Clearinghouse and ERDC

NOTES:

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

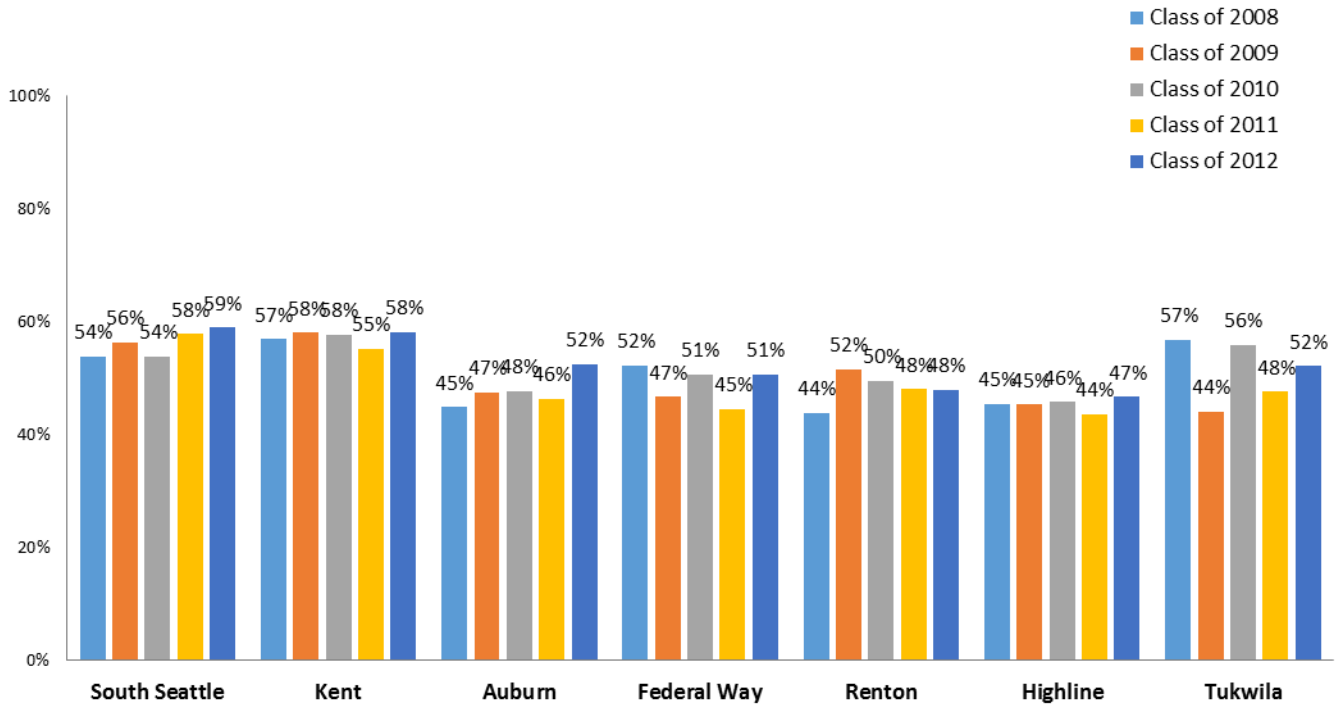
Tukwila High School Graduates Directly Persisting Directly to a Second Year of College



SOURCE: National Student Clearinghouse and ERDC

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

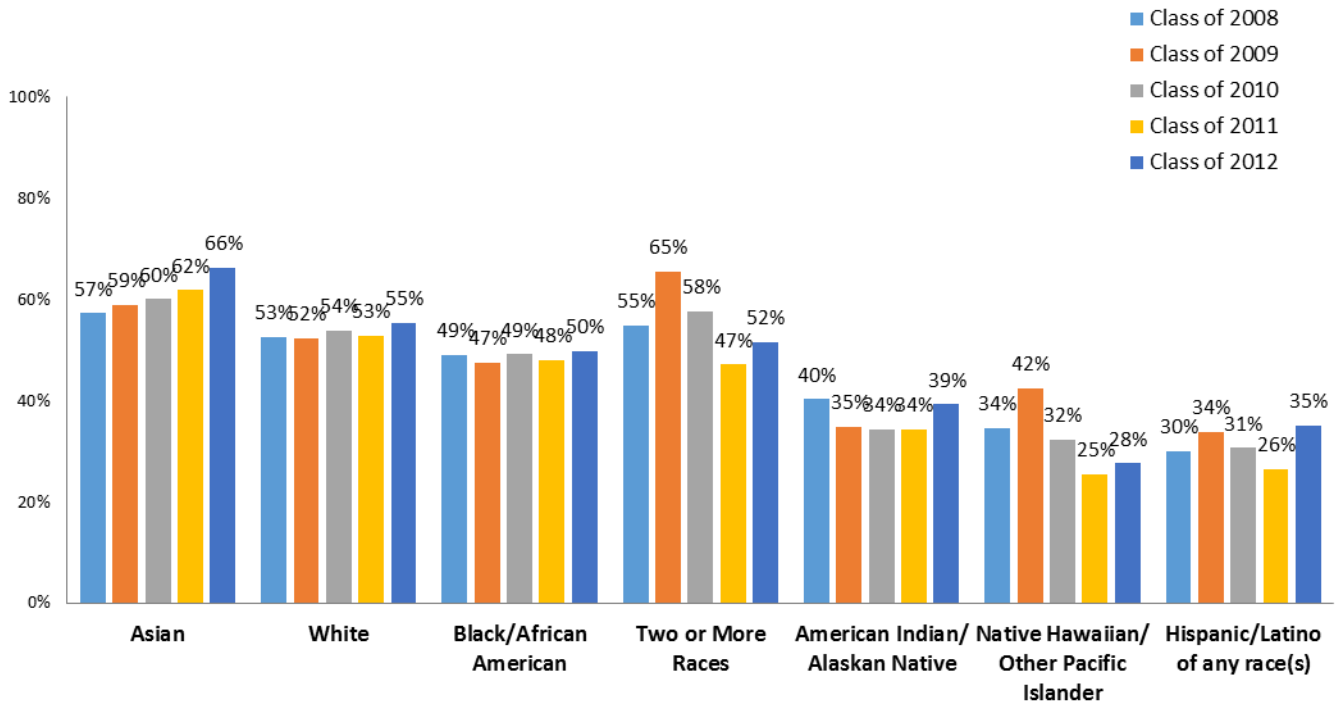
Road Map Region High School Graduates Persisting Directly to a Second Year of College



SOURCE: National Student Clearinghouse and ERDC

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

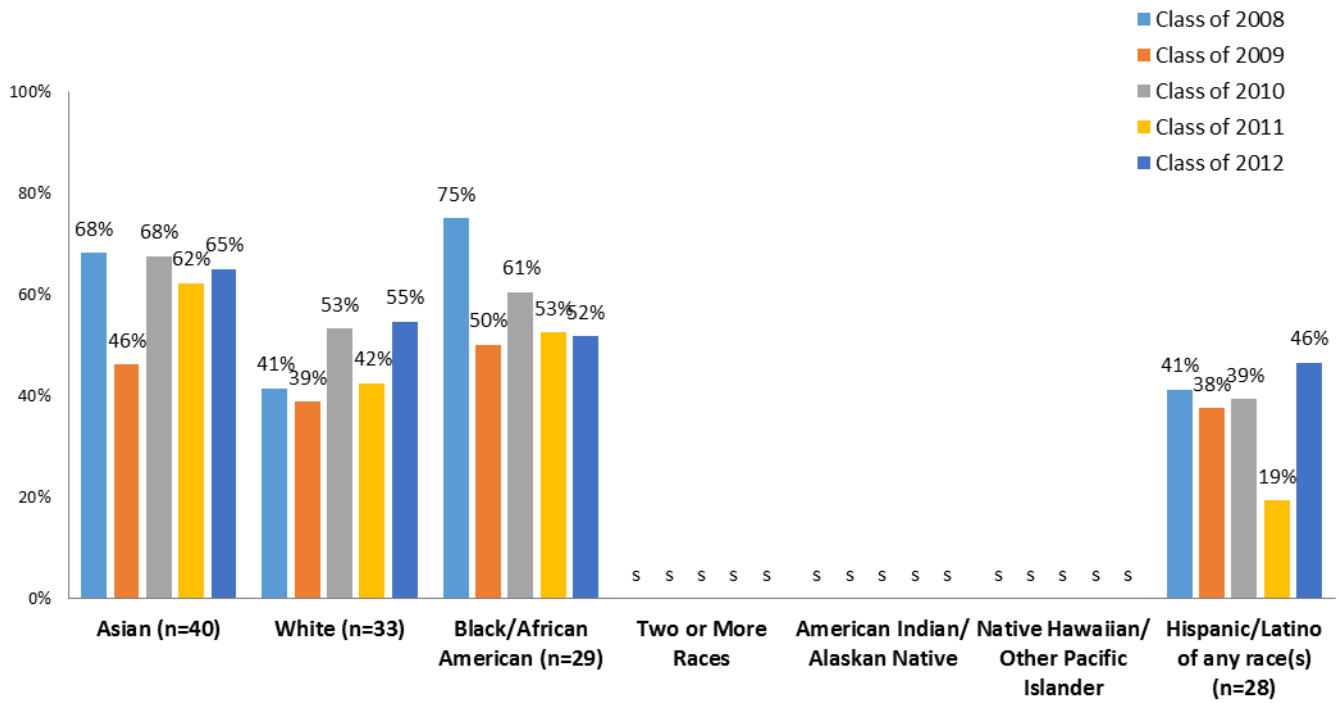
Road Map Region High School Graduates Persisting Directly to a Second Year of College



SOURCE: National Student Clearinghouse and ERDC

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

Tukwila High School Graduates Directly Persisting Directly to a Second Year of College



SOURCE: National Student Clearinghouse and ERDC

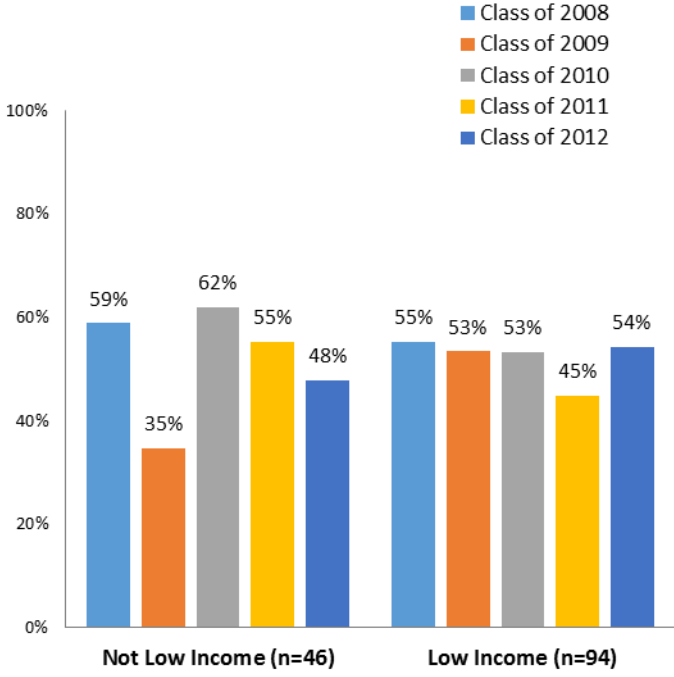
NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

Road Map Region High School Graduates Persisting Directly to a Second Year of College



SOURCE: National Student Clearinghouse and ERDC

Tukwila High School Graduates Directly Persisting Directly to a Second Year of College

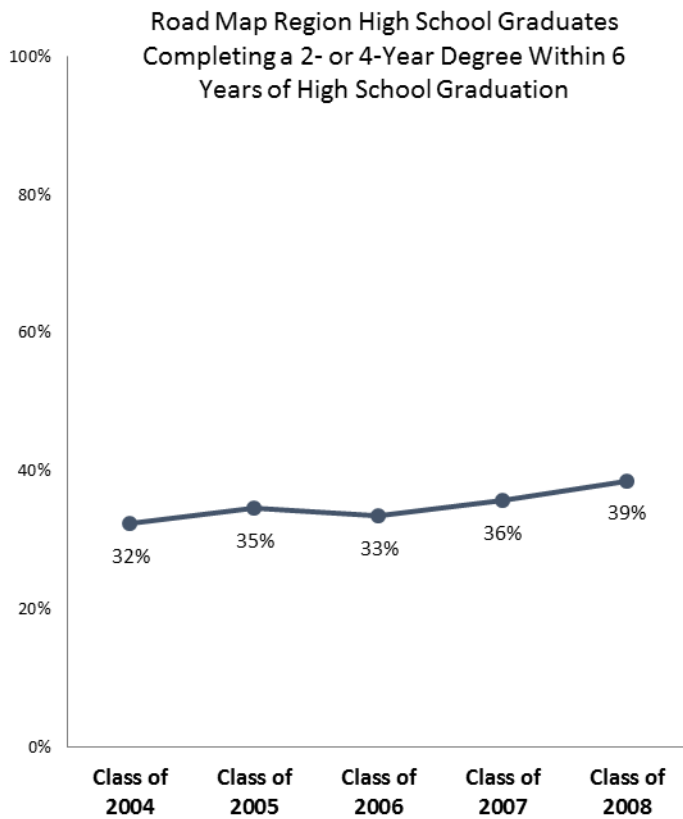


SOURCE: National Student Clearinghouse and ERDC

Degree Completion

INDICATOR: Percent students who earn a postsecondary credential by age 24

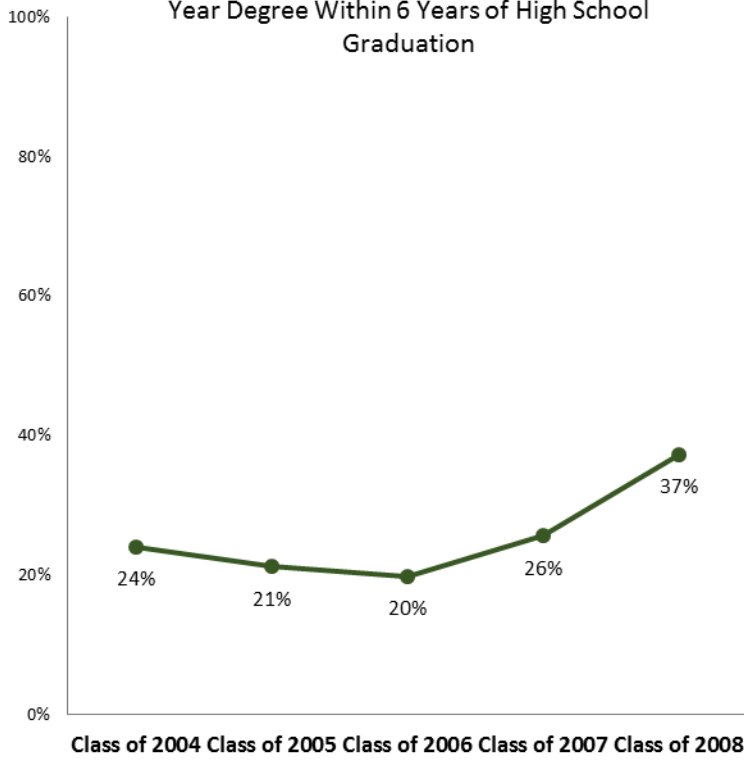
Description: The proportion of high school graduates who have graduated from a 2 or 4 year college, or earned a certificate from a community or technical college by age 24, or within 6 years after high school graduation.



SOURCE: National Student Clearinghouse and ERDC

NOTE: "College" includes 2- and 4-year postsecondary institutions.

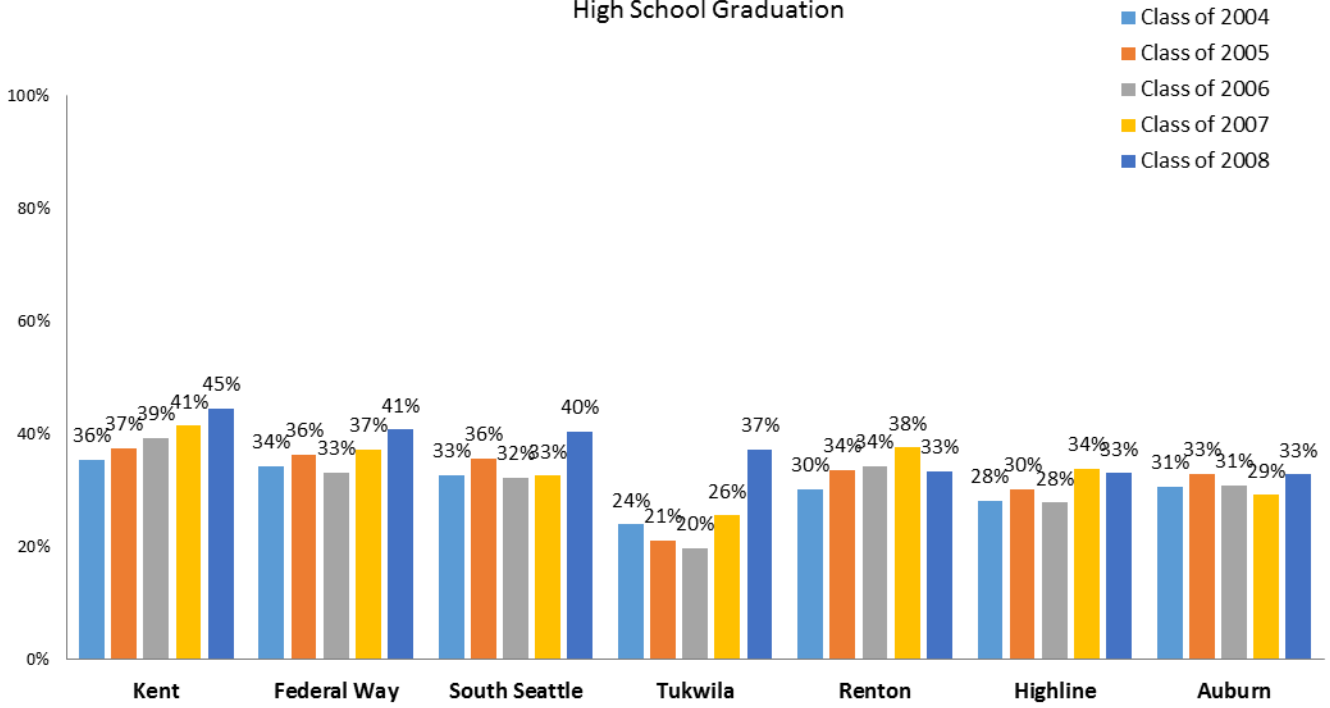
Tukwila High School Graduates Completing a 2- or 4-
Year Degree Within 6 Years of High School
Graduation



SOURCE: National Student Clearinghouse and ERDC

NOTE: "College" includes 2- and 4-year postsecondary institutions.

Road Map Region High School Graduates Completing a 2- or 4-Year Degree Within 6 Years of High School Graduation

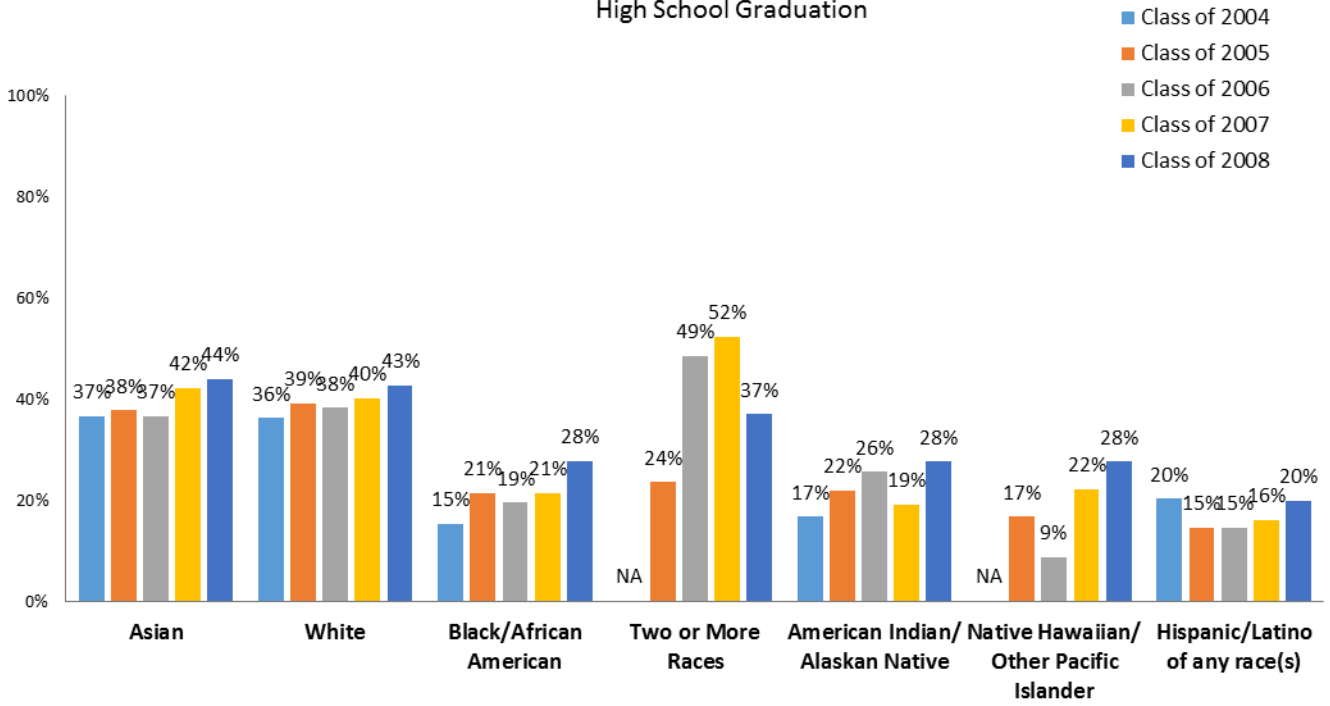


SOURCE: National Student Clearinghouse, ERDC, and OSPI CEDARS

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation.

Road Map Region High School Graduates Completing a 2- or 4-Year Degree Within 6 Years of High School Graduation

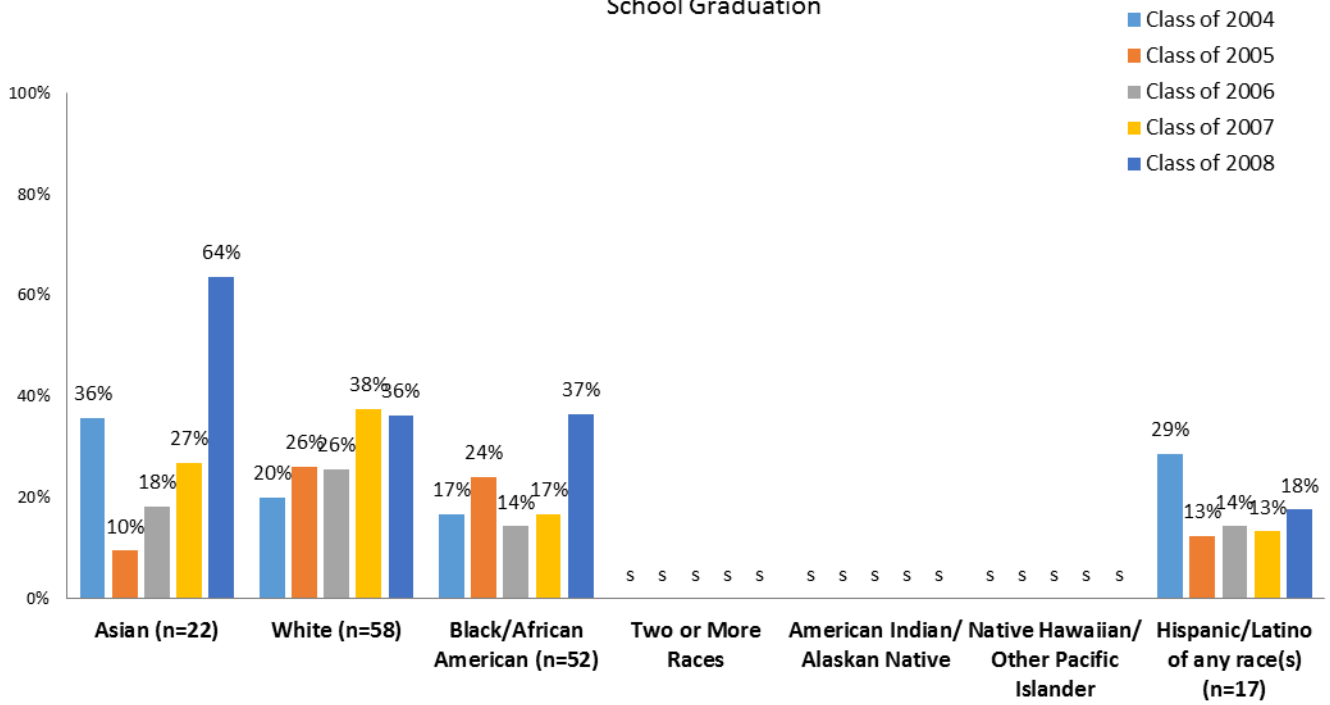


SOURCE: National Student Clearinghouse, ERDC, and OSPI CEDARS

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation.

Tukwila High School Graduates Completing a 2- or 4-Year Degree Within 6 Years of High School Graduation

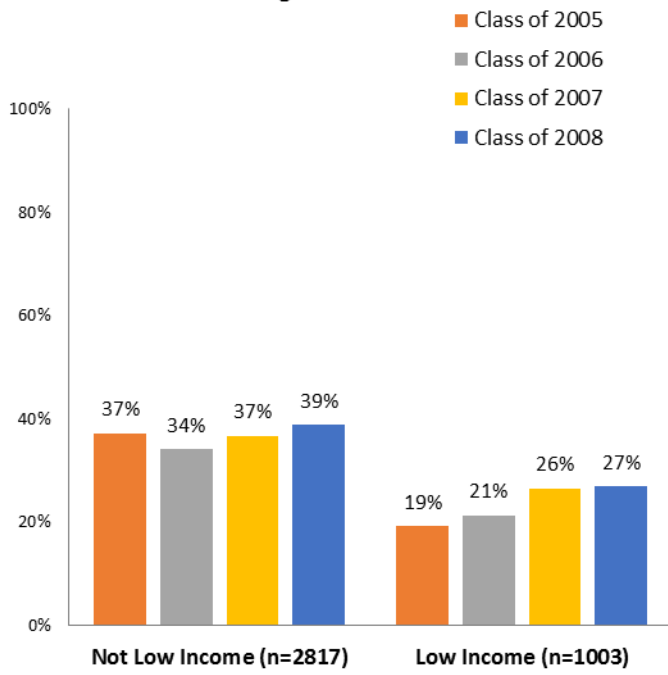


SOURCE: National Student Clearinghouse, ERDC, and OSPI CEDARS

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation.

Road Map Region High School Graduates Completing a 2- or 4-Year Degree Within 6 Years of High School Graduation

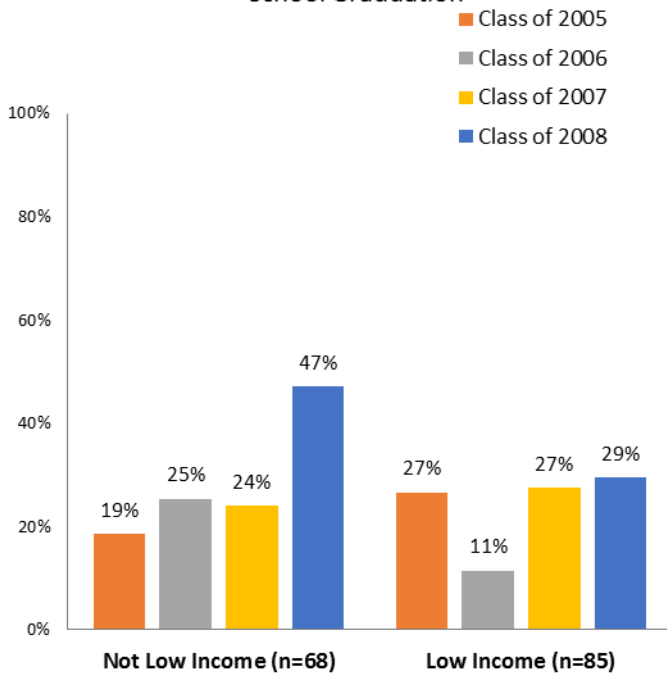


SOURCE: National Student Clearinghouse, ERDC, and OSPI CEDARS

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation.

Tukwila High School Graduates Completing a 2- or 4-Year Degree Within 6 Years of High School Graduation



SOURCE: National Student Clearinghouse, ERDC, and OSPI CEDARS

NOTE: Due to small sample sizes and the discontinuation of the data in later years, the "Not Provided" race category is excluded from this analysis.

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation.

Tukwila Degree Completion

	Class of 2005		Class of 2006		Class of 2007		Class of 2008	
	Total High School Graduates	HS Graduates completing degree in 6 years	Total High School Graduates	HS Graduates completing degree in 6 years	Total High School Graduates	HS Graduates completing degree in 6 years	Total High School Graduates	HS Graduates completing degree in 6 years
Road Map Project Region	6490	35%	6103	33%	6527	36%	6312	39%
Tukwila School District	132	21%	110	20%	133	26%	153	37%
American Indian/Alaskan Native	s	s	s	s	s	s	s	s
Asian	21	10%	22	18%	26	27%	22	64%
Black/African American	28	25%	27	15%	42	17%	52	37%
Hispanic/Latino of any race(s)	16	13%	14	14%	15	13%	17	18%
Two or More Races	s	s	s	s	s	s	s	s
White	66	26%	47	26%	48	38%	58	36%
Female	58	28%	53	23%	66	30%	81	47%
Male	74	16%	57	18%	67	21%	72	26%

SOURCE: National Student Clearinghouse, ERDC, and OSPI CEDARS

NOTE: "College" includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation.