

THE ROAD MAP PROJECT

2012 RESULTS REPORT



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at Alpac Elementary School

Open Doors for Multicultural Families

The University of Washington Dream Project

Safe Futures Youth Center

Hope Academic Enrichment Center

TRIO Student Support Services Program
at Highline Community College

From the Project Sponsors

We invite you to read the first-ever Road Map Project Results Report. The report looks across the cradle-to-college-and-career indicators and spotlights our collective successes and challenges. Our opportunity gaps are reported, as are some promising examples of gap closure. The data starkly show where we must accelerate the pace of improvement in order to meet our 2020 goal.

The reporting on the Indicators of Student Success will occur annually and, beginning in 2013, will be accompanied by a special Road Map Project awards program. We think it is very important to shine light on areas of major progress so that success can be multiplied.

We hope reading the report will cause you to heighten your involvement in the work to improve education results in our region. Let us know how we can help you or your organization get more involved.

We thank all who have done so much to build the Road Map Project thus far. We have come a long way, but we have so much more work to do together before the children of our region have the opportunities they deserve.

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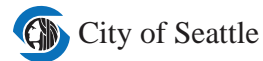
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What is the Road Map Project?

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



Goal

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

Project Background

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

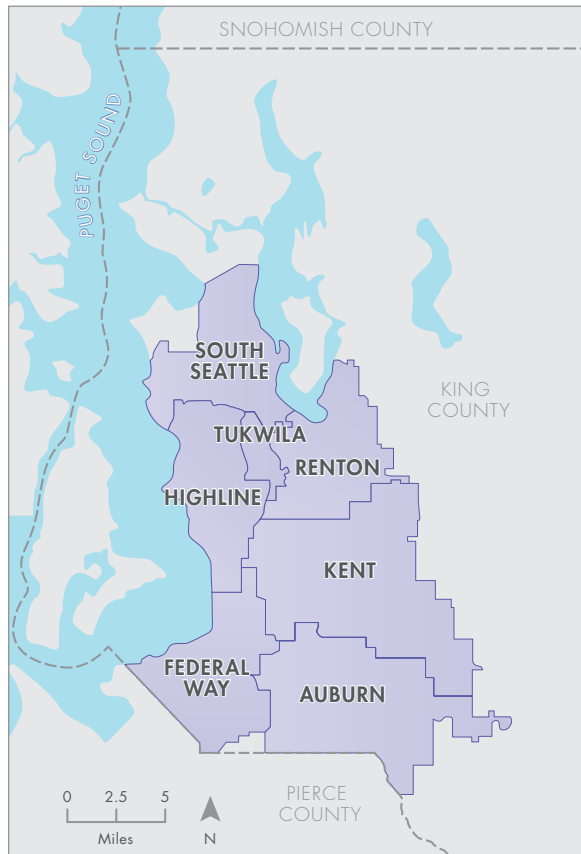
The Road Map Project is driven by an overarching concern for equity of opportunity and focuses on our region’s communities of highest need. We believe that race and poverty should not determine educational success. To accomplish our goal, we need all sectors of our community involved. No one organization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

The Districts

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

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

The Road Map Region



THE ROAD MAP PROJECT TEAM

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

Engaging Parents

Parents are a child’s first teacher. Decades of research underscores parent engagement as a critical factor in student success. What parents do at home matters, and strong collaborations between schools, parents and the community are also vitally important.

Children don’t start their learning in kindergarten. Brain development starts before children are even born, and parents need much better access to resources, tools and tactics to help their children get off to a good start. Parents also need to be treated and respected as equal partners in the education of their children.

To this end, the Road Map Project supports the development of a robust, regional cradle-to-college-and-career system of parent engagement. We are infusing strong parent engagement into every Road Map Project strategy and action plan with the aim of eliminating opportunity gaps and increasing education results for all students.

Definitions

In this report, the term “parent” refers to birth, custodial or other intergenerational caregivers who are responsible for a student. The term “parent engagement” primarily refers to a set of activities and supports for parents and families.



THE ROAD MAP PROJECT REGION

The Road Map Project region is undergoing a dramatic demographic transformation. Today, fully two-thirds—79,000—of the K–12 students are non-white, making the area a strong “minority majority” region.

Diversity

The seven districts participating in the project serve children from around the world. More than 160 languages are spoken in the region. This diversity of languages certainly presents some instructional challenges, but the wealth of our global connections and our diverse bilingual population is an incredible strategic asset for our region.

The Region’s Economy

Our region is among the most well-educated in the nation. Fifty-six percent of adults in Seattle and 47% of adults in King County have a bachelor’s degree. However, only one out of every four King County residents with a bachelor’s degree or higher was born here. The talent is being imported, and local children are falling to the wayside. It’s time to build an education system that gives the children growing up here the skills our economy demands.

About the Road Map Region

119,375
Students in Road Map Project Region Schools

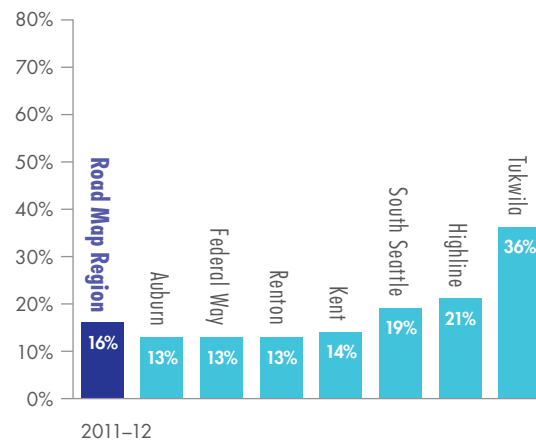
58%
Low Income

66%
Students of Color

16%
English Language Learners

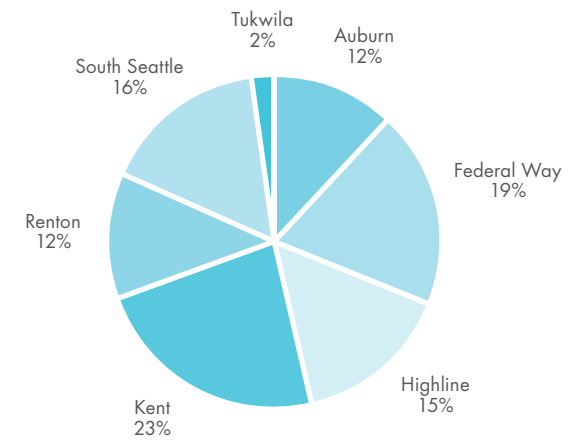
ELL Students

By District

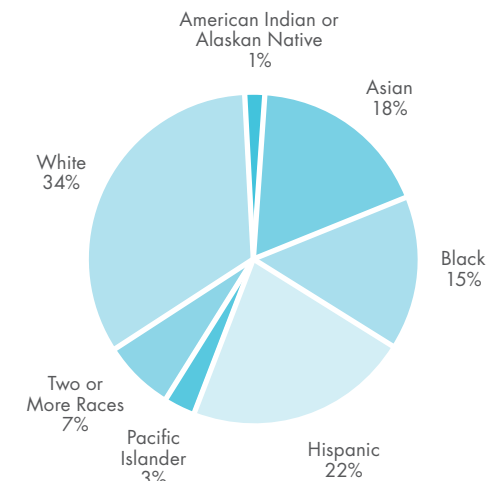


Road Map Region K–12 Students

By District



By Race/Ethnicity



SOURCE (all data): OSPI Report Card, 2011–12

GROWING NEED

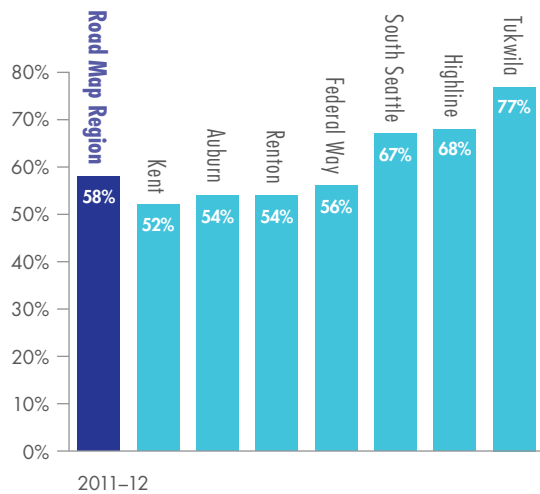
In addition to changing demographics, other trends are appearing across the Road Map Project region. In recent years, our communities have experienced a rise in poverty and schools are seeing an increase in the number of low-income students. In the 2011–12 school year, 70,000 students in the region were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

Since the 2009–10 school year, the percent of homeless students has also increased by 30%—more than 700 students—to nearly 3,000 in the 2011–12 school year.



Road Map Region Students Who Are Low Income

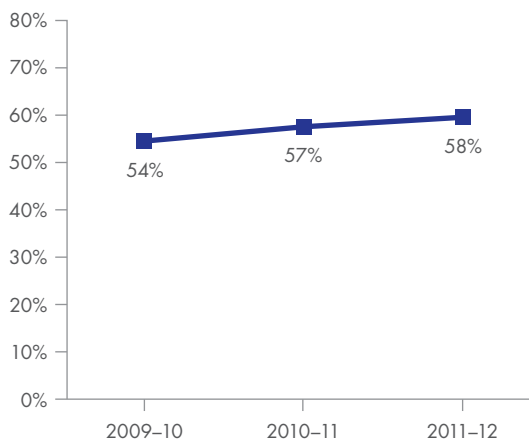
By District



SOURCE: OSPI Report Card

Road Map Region Students Who Are Low Income

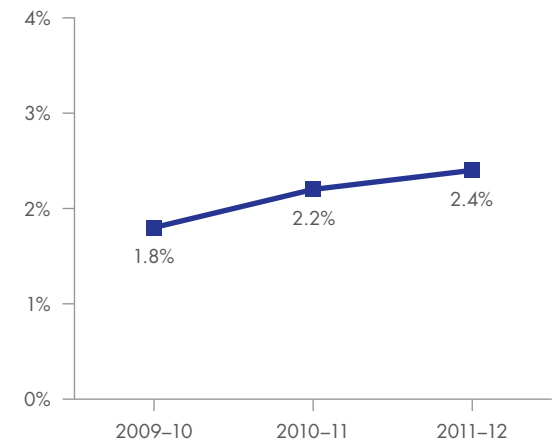
Trend



SOURCE: OSPI Report Card

Homelessness Among Road Map Region Students

Trend



SOURCE: OSPI student-level database

MOBILITY

Families in South King County and South Seattle move often, causing children to switch schools. About one in five students switched schools at least once in the last year, and three-quarters of these mobile children switched districts. Mobility rates are much higher for several student subgroups, such as low-income (26%), Hispanic/ Latino (23%), American Indian/Alaskan Native (27%), Black/ African American (27%) and Native Hawaiian/ Pacific Islander students (30%). These moves don't include typical promotion from one grade to the next, such as a student going from elementary to middle school.

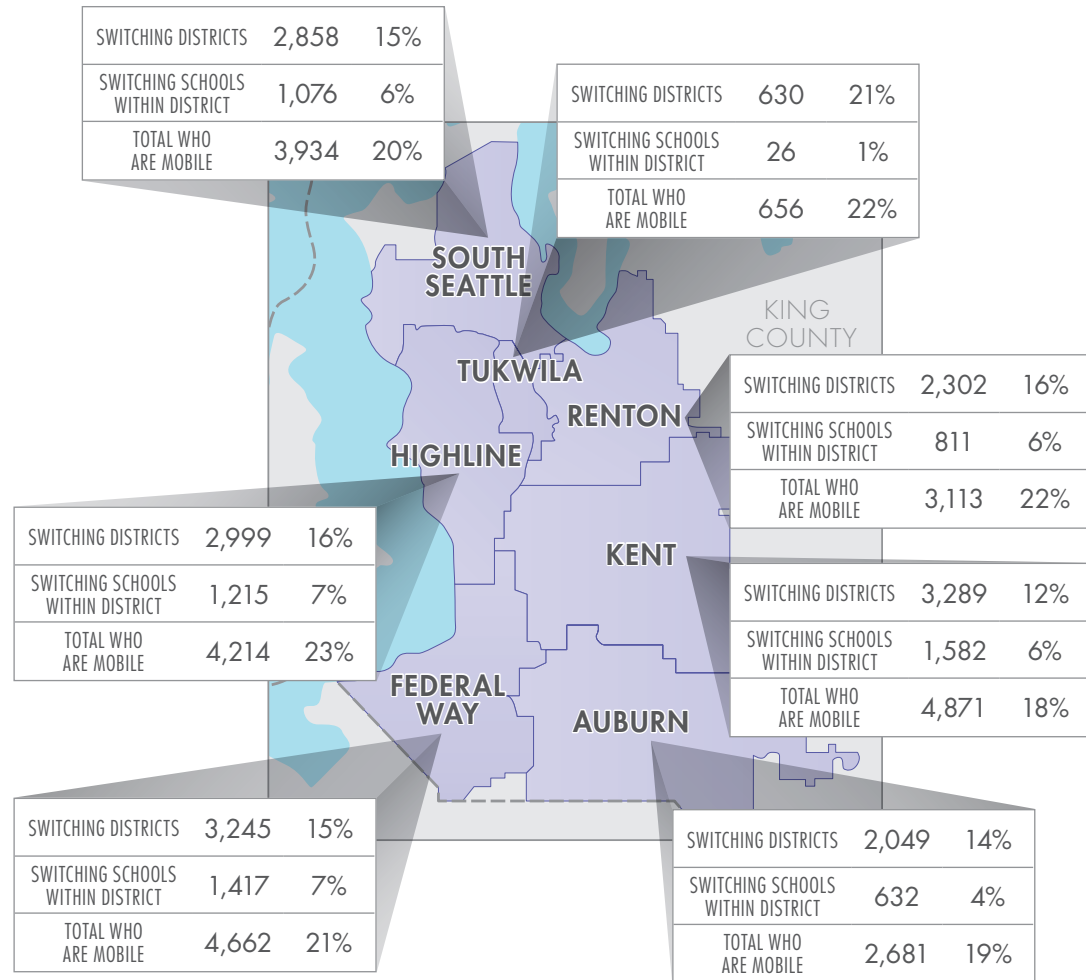
This high mobility requires a system that provides more continuity and support to students—both in and out of school—and is a strong argument for regional collaboration.

20% of students in the Road Map Region switched schools within the last year



Student Mobility

By District



SOURCE: OSPI student-level database, 2011–12

NOTE: Due to rounding, the percentages may not add up to the total.



What is the Results Report?

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

The Results Report is a powerful tool for community accountability. However, it does not focus on one organization or sector—the results reflect on us all. This report takes an honest look at education results—the good and bad—and is meant to help focus attention and action. Data can be a powerful tool to spur improvement. It is our intent to tap into that power.

Last year, we published the Road Map Project Baseline Report, which showed the region's starting points on many of the indicators. The baseline year (unless otherwise noted) was the 2009–10 school year. This Results Report shows data for the subsequent two years to gauge early results and guide strategic action. Trend data are displayed where available.

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



BRIGHT SPOT

Putting a Spotlight on Success

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



DATA DETAILS

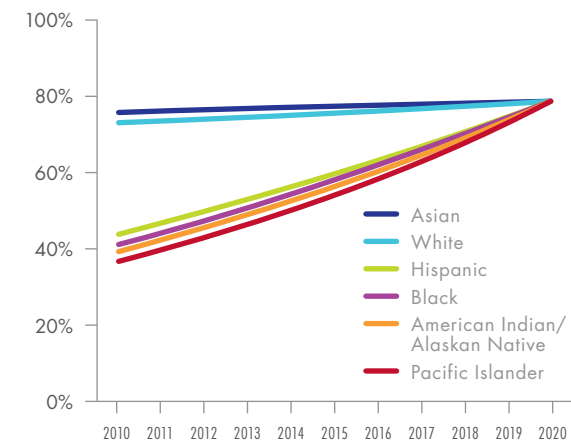
Diving into Data

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

Indicators and Targets

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

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

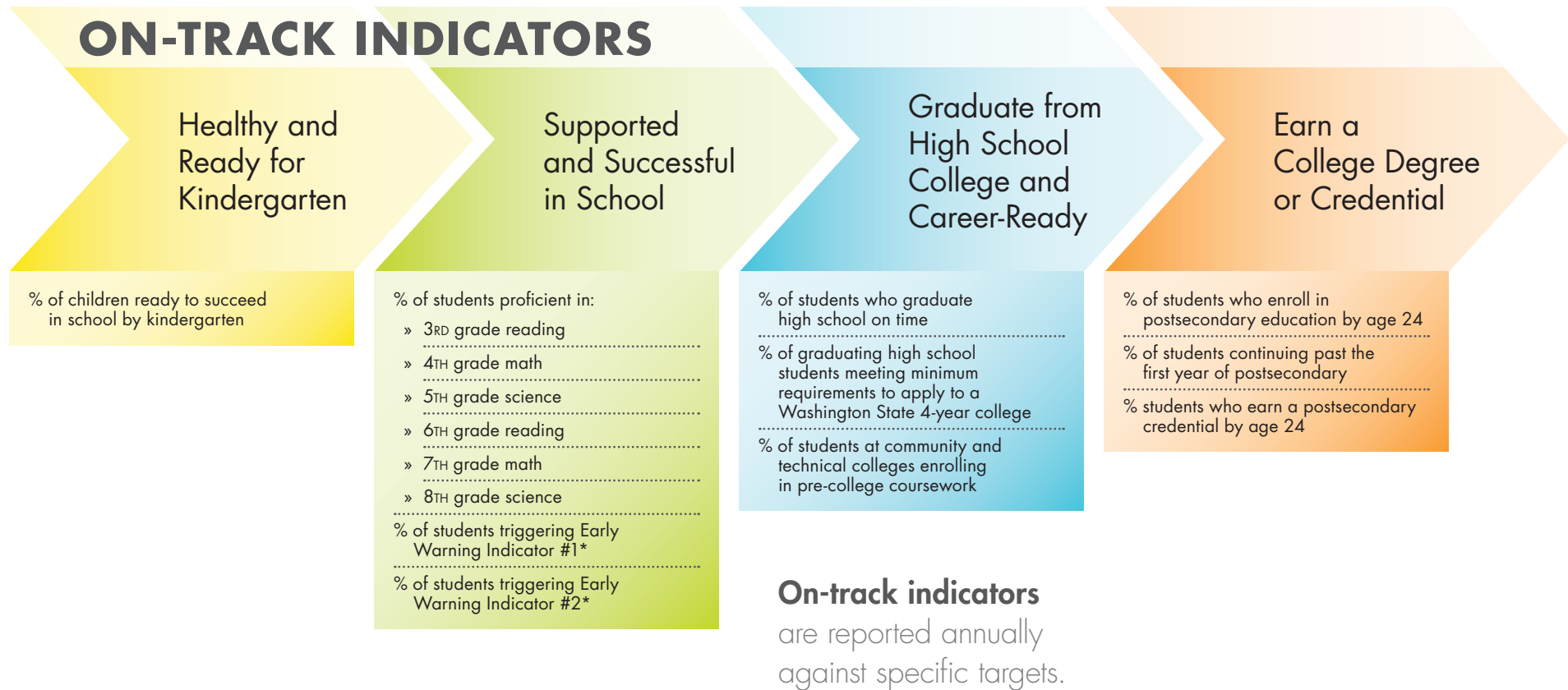


While data quality and availability are improving, we were not able to report on all project indicators in 2012. Data are not yet available for some measures, and others are not available every year. We plan to report on these indicators in the 2013 Results Report. Additionally, we will issue topical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

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. Each year, the indicators undergo a refinement process to ensure we are using the best measures possible.



* Early warning indicators are for the 9TH grade. Early warning #1 is six or more absences and one or more course failure(s). Early warning #2 is one or more suspension(s) or expulsion(s).

CONTRIBUTING INDICATORS

Healthy and Ready for Kindergarten

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

Supported and Successful in School

- % of children enrolled in full-day kindergarten
- % of students:
 - » taking algebra by the 8TH grade
 - » passing the exams required for high school graduation
 - » taking one or more Advanced Placement or International Baccalaureate course(s)
 - » absent 20 or more days per year
 - » who make a non-promotional school change
 - » who are motivated and engaged to succeed in school
 - » attending schools with low state achievement index ratings
 - » exhibiting 21ST century skills
- % of English language learning students making progress in learning English
- % of females age 15–17 giving birth
- % of 8TH graders reporting select risk factors on the Healthy Youth Survey
- % of parents who actively support their child's education and believe a college degree is important

Graduate from High School College and Career-Ready

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

Earn a College Degree or Credential

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

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



Healthy & Ready for Kindergarten

Effective early learning puts children on the track to success. Without good early learning opportunities, children start elementary school behind and may never catch up. Proper health care is also essential to ensure all children get off to a good start.

Low Birth Weight

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

High-Quality Child Care

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

Early Achievers began in July 2012, and after three months, 11% of the 1,032 licensed child care centers in the Road Map Project region had signed up to participate. In future Results Reports, we plan to report on the related Road Map Project indicator (percent of licensed child care centers meeting certain quality criteria) in addition to the updated Early Achievers participation data.

Formal Early Learning Programs

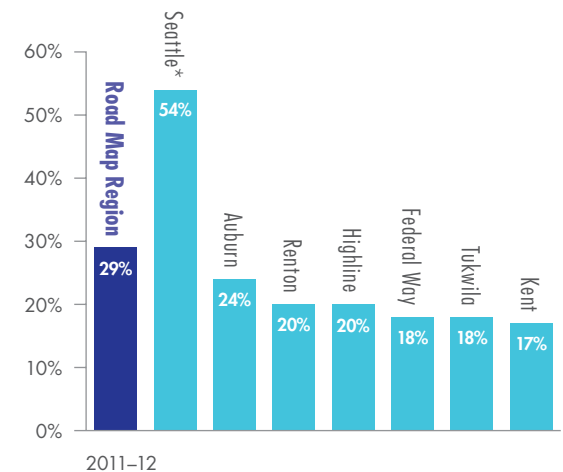
Most low-income children are not enrolled in any formal early learning programs, and the percentage of eligible children served in our region has declined since 2010 by 2 percentage points. The decline is due to the increasing number of children living in poverty. The number of classroom slots available in the region’s Head Start, Early Childhood Education and Assistance Program (ECEAP) and Seattle Step Ahead program remained relatively the same.

11% of licensed child care centers are participating in Early Achievers

SOURCE: Washington State Department of Early Learning
NOTE: In the Road Map Project region, as of September 2012

Low-Income Children Enrolled in Formal Early Learning Programs

By District



SOURCES: PSESD and City of Seattle

NOTE: Programs include Early Childhood Education and Assistance Program, Head Start and Seattle Step Ahead. *Seattle data are for all Seattle Public Schools.

Developmental Assessment Data

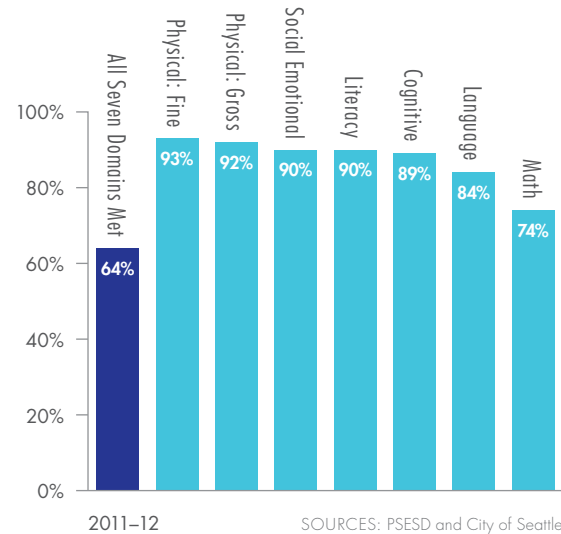
Beginning in the 2011–12 school year, many of the region’s formal early learning programs started using Teaching Strategies Gold, an observational assessment tool.

Teachers using Teaching Strategies Gold record whether students meet age-level expectations for a wide range of developmental areas. In pre-kindergarten programs, seven domains are measured for each child: physical: fine, physical: gross, social emotional, literacy, cognitive, language, and mathematics. For this report, we show the percent of students meeting age-level expectations in each domain and all domains.

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

Students in Formal Early Learning Programs Meeting Age-Level Expectations

By Domain



WaKIDS

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a statewide kindergarten readiness assessment that aims to help teachers better understand the needs of incoming kindergarten students.

In the 2011–12 school year, 52 elementary schools in the Road Map Project region participated in WaKIDS. All schools with state-funded full-day kindergarten are participating in the 2012–13 school year. Full participation is expected in the 2014–15 school year.

Schools participating in WaKIDS in the 2011–12 school year gained access to data and, as training continues, teachers and principals will be able to use the data to drive personalized improvement for kids. Statewide WaKIDS data will be released by the Office of Superintendent of Public Instruction in January 2013 and the 2011–12 school year will be used as the baseline year. In future Results Reports, we look forward to including WaKIDS data.

Full-Day Kindergarten

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

Kindergarten Students Attending Full-Day Kindergarten

By District



Data in Detail

	2009–10	2011–12	CHANGE SINCE BASELINE
Road Map Region	72%	73%	▲
Auburn	34%	34%	→
Federal Way	70%	68%	▼
Highline	51%	61%	▲
Kent	100%	100%	→
Renton	41%	38%	▼
South Seattle	97%	100%	▲
Tukwila	100%	100%	→

SOURCES: Districts and OSPI student-level database

NOTE: Data from 2010–11 school year was not available to report



Supported & Successful in School

Once students reach the K–12 system, they must be supported in and out of school. Children need academic instruction that engages them as learners. Social and emotional health must also be addressed.



BRIGHT SPOT

Cities Win All-America City Awards for Reading Plan



In 2012, the cities of Auburn, Burien, Federal Way, Kent, Renton, SeaTac, Seattle and Tukwila were named All-America Cities by the National Civic League in conjunction with

the national Campaign for Grade-Level Reading. The eight South King County cities' application outlined an ambitious plan to boost 3RD grade reading levels. Chosen from a field of more than 100 entries, the cities were selected as one of 14 national awardees.

People from many organizations contributed to the development of the application, including the King County Library System, King County Housing Authority, United Way of King County, Reach Out and Read Washington State and many more. The Road Map Project's Birth to 3RD Grade Work Group provided direction and feedback throughout the development of the application. This group will also oversee the plan's implementation.

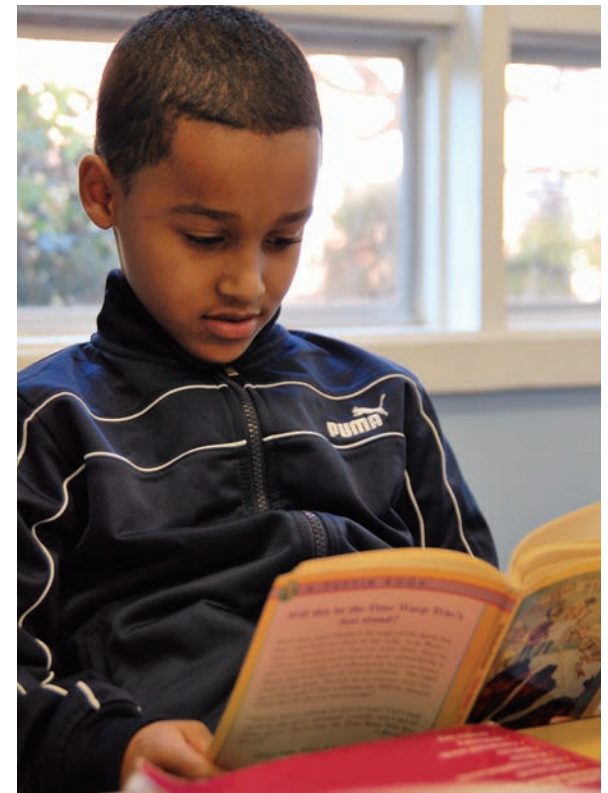
In 2016, the National Civic League will once again partner with the Campaign for Grade-Level Reading and challenge cities and regions across the country to compete again based on results. Our region plans to work hard, make significant gains and win the award again in 2016.

READING

First, students learn to read. By the end of 3RD grade, students read to learn. Early literacy is critical for a child to stay on track to earn a college degree or career credential.

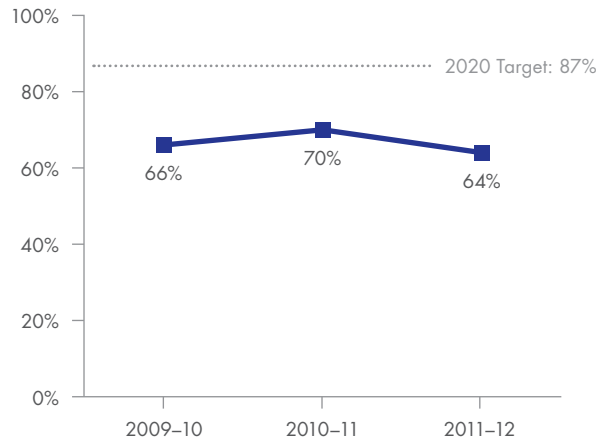
As a region, we are taking steps to prioritize 3RD grade reading, perhaps our most critical on-track indicator. But we have a lot of work to do to ensure we reach our 3RD grade reading targets. We must work together and with much more urgency to close the unacceptable opportunity gaps that are already prevalent by the 3RD grade. Students not meeting the standard are disproportionately low-income and non-white. Strengthening our early learning system, eliminating summer learning loss for low-income children and improving attendance for all pre-kindergarten through 3RD grade students will help to boost early literacy skills for our region's youngest students.

Third grade reading scores have gone down since the baseline year. Sixth grade reading scores continue to show good improvement. There is much work to be done for the region to hit the 2020 target.

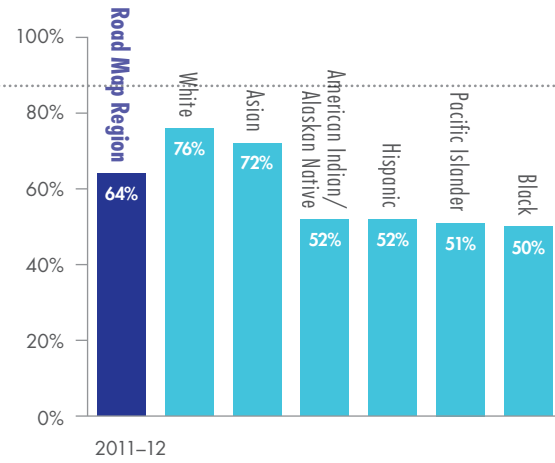


3RD Grade Reading Students Meeting Standard

Trend



By Race/Ethnicity

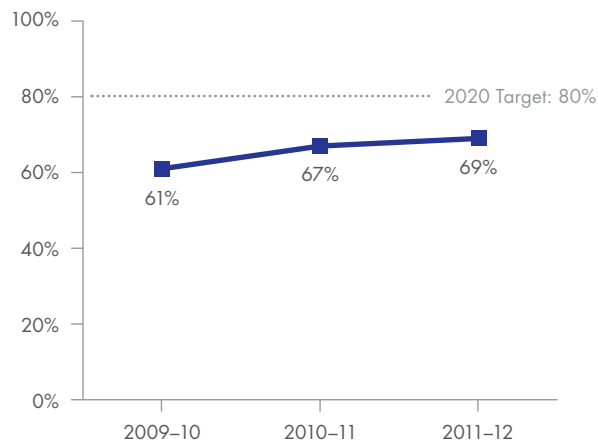


Data in Detail

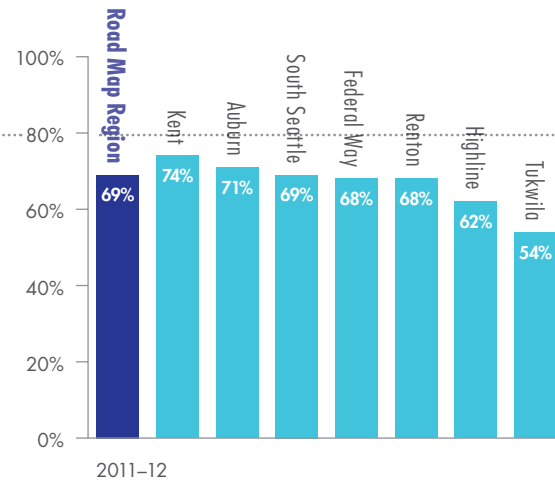
	2009-10 RATE	2010-11 RATE	2011-12 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	66%	70%	64%	↓	✗
American Indian/Alaskan Native	57%	59%	52%	↓	✗
Asian	75%	77%	72%	↓	✗
Black	53%	57%	50%	↓	✗
Hispanic	53%	60%	52%	↓	✗
Pacific Islander	62%	61%	51%	↓	✗
White	78%	80%	76%	↓	✗

6TH Grade Reading Students Meeting Standard

Trend



By District



Data in Detail

	2009-10 RATE	2010-11 RATE	2011-12 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	61%	67%	69%	↑	✓
Auburn	55%	68%	71%	↑	✓
Federal Way	64%	67%	68%	↑	✓
Highline	54%	60%	62%	↑	✓
Kent	66%	72%	74%	↑	✓
Renton	63%	68%	68%	↑	✓
South Seattle	59%	68%	69%	↑	✓
Tukwila	51%	61%	54%	↑	✗

SOURCE (all data): OSPI Report Card

ENGLISH LANGUAGE LEARNERS

The Road Map Project region is one of America's most diverse. More than 16% of the region's K-12 students are English Language Learners (ELL). The districts vary greatly in their respective percentages of ELL students, with Tukwila having the highest percentage by far.



BRIGHT SPOT

Seattle Rewards Language Skill with High School Credits

Many students have an area of significant skill and mastery and would like a way to receive credit for that knowledge without sitting through a semester of class. This sounds like common sense but until recently, it was hard to do.

In 2011, Seattle Public Schools saw an opportunity to help its growing population of English Language Learner (ELL) students get credit for native language skills by taking a test rather than a class. Students by the hundreds have expressed interest in this competency-based crediting approach. From October 2011 to June 2012, the district had 207 students earn world language credits using the competency method and 90% of them were awarded the equivalent of four years of credit for their demonstration of knowledge.

Highline Public Schools is also a pioneer in this arena. The district piloted the program in 2011 with 21 students and all of them earned world language credit. In the 2012-13 school year, the program is being scaled up and 600 students are anticipated to earn credit in more than 30 languages.

This new approach took off in 2010 when the State Board of Education developed policy encouraging districts to give credits for language competency. Getting world language credit in this manner is especially helpful for ELL students because it frees them to take other classes. The new crediting approach also helps students meet college entry requirements because two credits of world language are required by Washington State four-year colleges.

ELL students enter school at various ages and grades, but the student distribution is far from even. Most of the region's ELL students enter the state's formal Transitional Bilingual Instructional Program as they start kindergarten. They are assessed annually for their English language proficiency and most exit the program in four to five years. Students who enter the school system in the later grades tend to have more challenges.

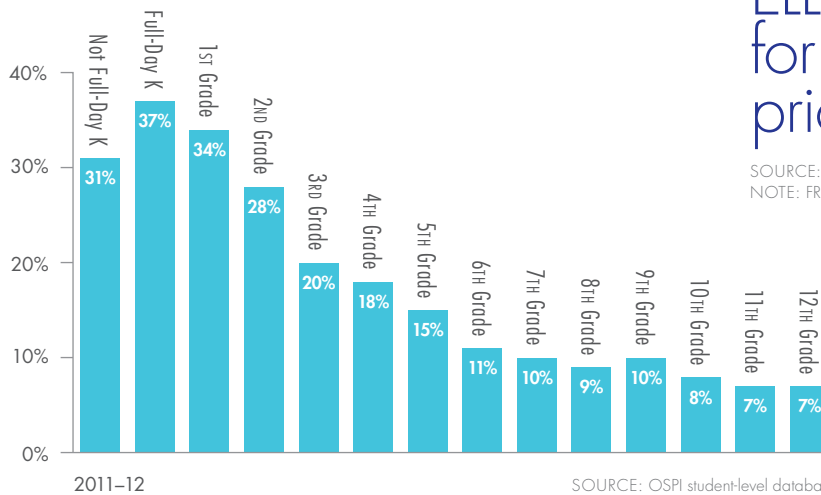
Data that measure student gains in English language proficiency are far from perfect, but what we can measure

is the degree to which students are achieving the state's definition of "making progress." (The scoring table for this assessment can be obtained from the Office of Superintendent of Public Instruction by requesting a table called "How to Compute ELL Student Growth.")

In 2013, the Road Map Project ELL Work Group will be recommending new methods and indicators for measuring ELL student progress, including a look at overall ELL student achievement once a student exits the formal bilingual program.

ELL Students

By Grade Level

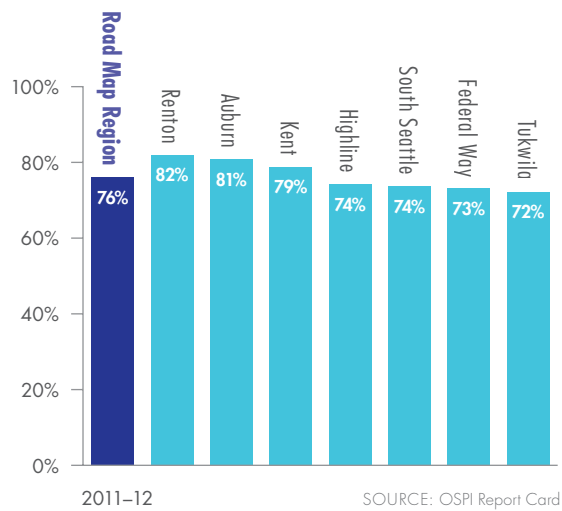


90% of ELL students qualify for free/reduced price lunch

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

ELL Students Making Progress in Learning English

By District



DATA DETAILS

Changes to State Language Proficiency Test

In 2012, the state's test of English language proficiency changed from the Washington Language Proficiency Test (WLPT) to the Washington English Language Proficiency Assessment (WELPA). The new test set a higher bar for exiting the bilingual program. The testing data are comparable year to year when looking at the number and percent of English Language Learner (ELL) students who met the annual growth target for making progress.

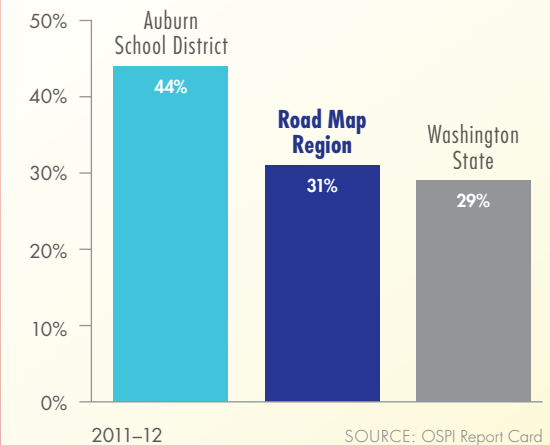
BRIGHT SPOT

ELL Students Benefiting from Auburn's Focus on Reading

The Auburn School District has received well-deserved attention for its focus on early literacy and on building a strong pre-kindergarten to 3RD grade instructional system. One dimension of the district's performance that may not have received much focus is its 3RD grade reading results for young English Language Learner (ELL) students.

These Auburn students are in the state's formal Transitional Bilingual Instructional Program but 44% of them are able to demonstrate proficiency in 3RD grade reading. The district's systemic approach to building solid early reading skills and its teachers' expert ability to differentiate instruction to meet the needs of each child is paying big dividends.

3RD Grade Reading ELL Students Meeting Standard





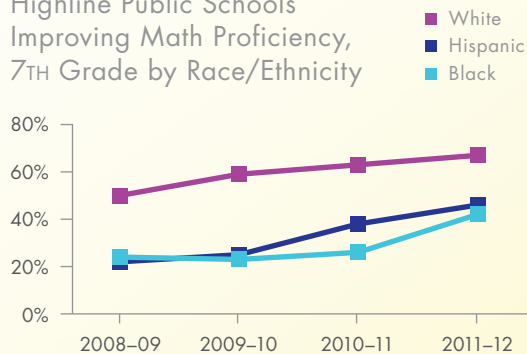
BRIGHT SPOT

Highline Public Schools Closing Gap in Math

Highline Public Schools has made notable progress in improving math proficiency and narrowing the opportunity gap. Over the last four years, the district has shown steady increases in its 7TH grade math scores, moving from 36% to 54% of students meeting the standard. Highline Public Schools has implemented a blended-learning model to improve math achievement for K–8 students. This model combines great teaching with online learning by using tools, such as the program ST Math. The use of online tools has helped increase parents' involvement in their children's education because these tools can be used at home as well as in the classroom. These tools have been especially effective for English Language Learners because they do not rely on extensive English language fluency.

While the district has made good gains overall, one Highline school deserves particular recognition. At Chinook Middle School, the percent of 7TH grade students meeting the math standard has increased from 25% in the 2008–09 school year to 60% in 2011–12. Hispanic students, the largest student demographic at Chinook Middle School, made an even more impressive jump from 20% in 2008–09 to 57% in 2011–12.

Highline Public Schools Improving Math Proficiency, 7TH Grade by Race/Ethnicity



SOURCE: OSPI Report Card

SCIENCE, TECHNOLOGY ENGINEERING & MATH (STEM)

The Puget Sound regional economy is STEM-intensive and there is enormous demand for workers with STEM skills. It is critical that all students get a solid STEM foundation so STEM opportunities are a real option—not a pipe dream only available to the affluent few.

According to Washington STEM, our state is No. 1 in the concentration of STEM jobs, and these opportunities are growing. By 2018, Washington State is projected to see a 24% increase in STEM jobs—7 points above the national average.

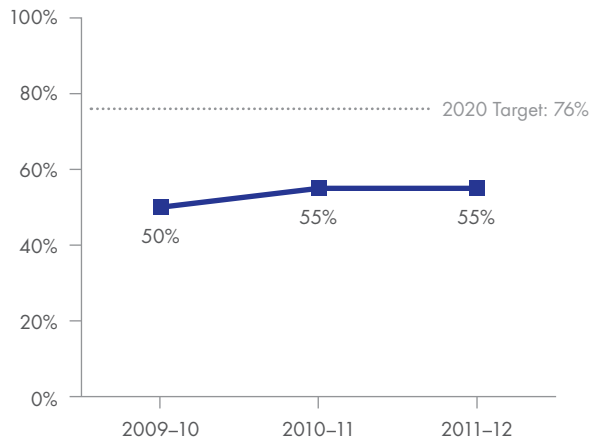
STEM education can make a big difference in the working world. Students with STEM skills will have an easier time finding work, according to a report issued by Change the Equation, a national nonprofit. The report states that in STEM fields, there are 2.1 jobs for every one unemployed person. In non-STEM fields, there are 3.7 unemployed people for every one job.

Despite the local demand for STEM skills, many of our students are still not succeeding in math and science. On average, fewer than 60% of the region's students are meeting the state standard for proficiency in 4TH and 7TH grade math. Additionally, there are major disparities in all test results. For example, Asian and White students scored about 30 points higher in 4TH grade math than Hispanic, Black/African American and Pacific Islander children. Asian and White students are also outperforming nearly all others in 5TH and 8TH grade science.

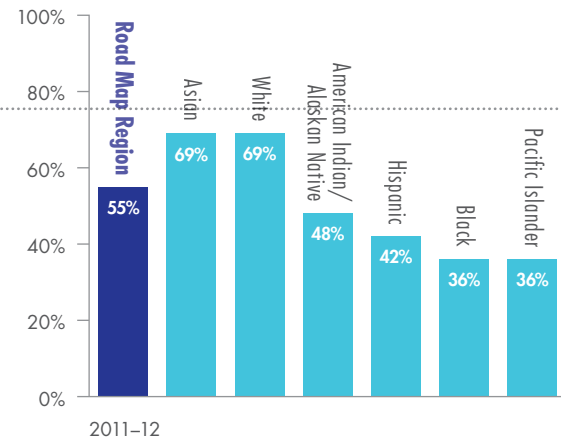


4TH Grade Math Students Meeting Standard

Trend



By Race/Ethnicity

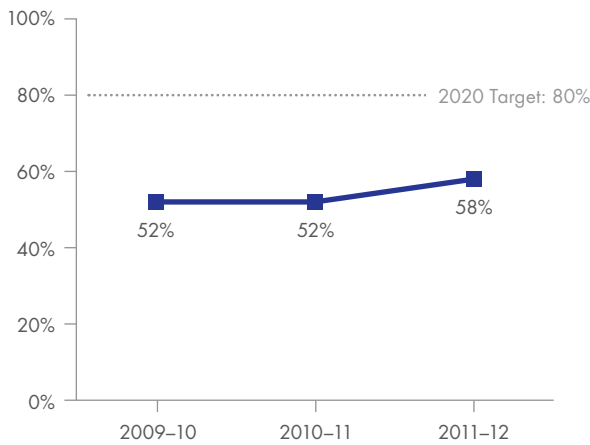


Data in Detail

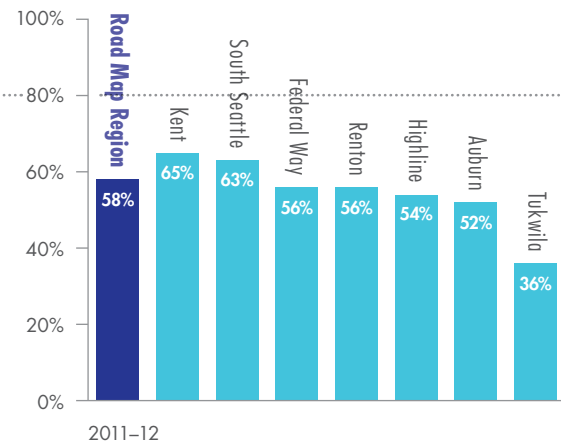
	2009-10 RATE	2010-11 RATE	2011-12 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	50%	55%	55%	▲	✓
American Indian / Alaskan Native	34%	47%	48%	▲	✓
Asian	63%	71%	69%	▲	✓
Black	25%	32%	36%	▲	✓
Hispanic	38%	43%	42%	▲	✗
Pacific Islander	35%	46%	36%	▲	✗
White	64%	69%	69%	▲	✓

7TH Grade Math Students Meeting Standard

Trend



By District



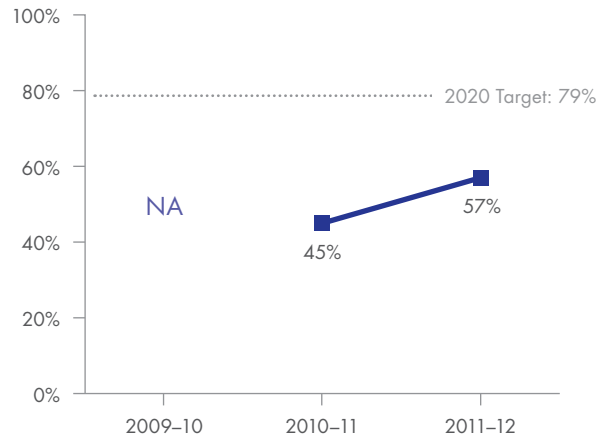
Data in Detail

	2009-10 RATE	2010-11 RATE	2011-12 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	52%	52%	58%	▲	✓
Auburn	51%	50%	52%	▲	✗
Federal Way	55%	49%	56%	▲	✗
Highline	41%	49%	54%	▲	✓
Kent	58%	57%	65%	▲	✓
Renton	48%	48%	56%	▲	✓
South Seattle	56%	59%	63%	▲	✓
Tukwila	41%	31%	36%	▼	✗

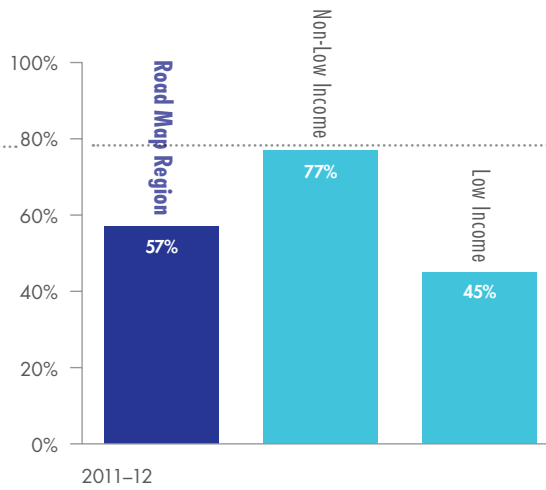
SOURCE (all data): OSPI Report Card

5TH Grade Science Students Meeting Standard

Trend



By Income



Data in Detail

	2009-10 RATE	2010-11 RATE	2011-12 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	NA	45%	57%	▲	✓
Non-Low Income	NA	64%	77%	▲	✓
Low Income	NA	33%	45%	▲	✓

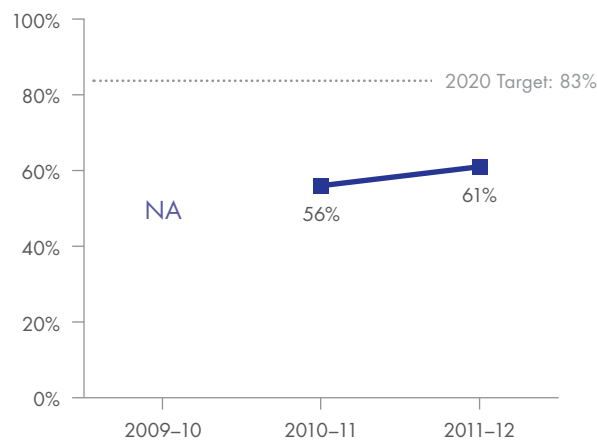
DATA DETAILS

State Adopts New Science Tests

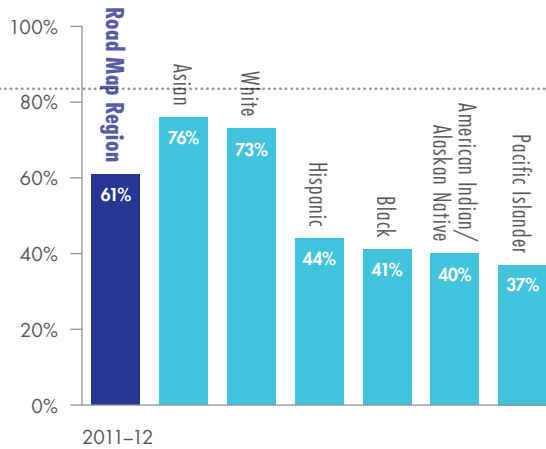
New science tests were adopted by Washington State in the 2010-11 school year. Scores on the new tests are not comparable to scores on the old tests. Because of this change, the Road Map Project baseline data and targets for these indicators are based on the 2010-11 scores; not 2009-10 scores.

8TH Grade Science Students Meeting Standard

Trend



By Race/Ethnicity



Data in Detail

	2009-10 RATE	2010-11 RATE	2011-12 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	NA	56%	61%	▲	✓
American Indian / Alaskan Native	NA	35%	40%	▲	✓
Asian	NA	71%	76%	▲	✓
Black	NA	37%	41%	▲	✓
Hispanic	NA	39%	44%	▲	✓
Pacific Islander	NA	31%	37%	▲	✓
White	NA	70%	73%	▲	✓

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

SOURCE (all data): OSPI Report Card

NOTE: 2010-11 is the baseline year

MEASURING CONTRIBUTING FACTORS

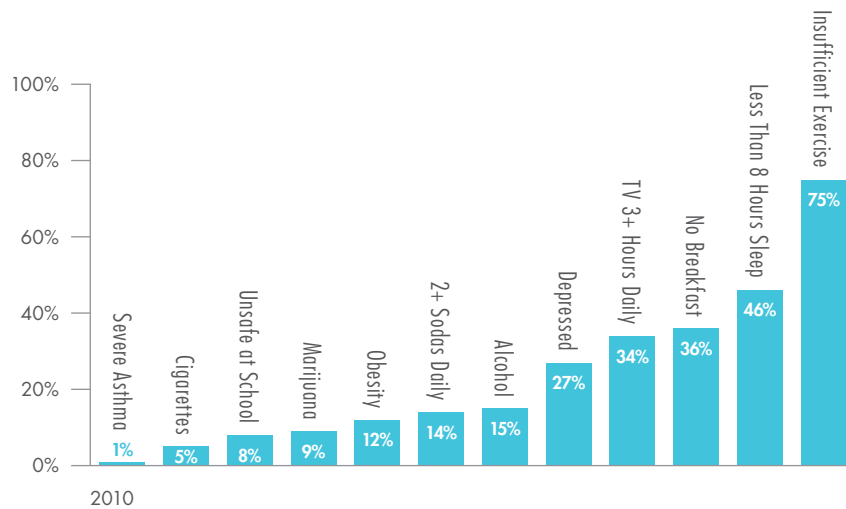
Healthy Youth Survey

The Washington State Healthy Youth Survey provides a snapshot of behaviors, as reported by students, that can contribute to student success. This survey is administered by the Washington State Department of Health, the Office of Superintendent of Public Instruction and other state agencies. The results are used by school districts, community-based organizations and state agencies to monitor students' behaviors and identify trends.

The graph shows the percent of 8TH graders reporting health risk factors which research has shown are associated with academic risk. The more health risk factors, the more likely a student is to report poor academic performance.

8TH Graders Reporting Selected Risk Factors

2010 Healthy Youth Survey



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

NOTES: Students are asked about cigarette, marijuana, and alcohol use during the past 30 days. For depression, students are asked if they have been depressed "at least 2 weeks in the past year".

Measuring Student Engagement and Motivation

Many elements contribute to student success but are not easily captured due to data limitations. In an effort to gather data in this area, the Student Engagement and Motivation Survey was developed by the Road Map Project Youth Development for Education Results Work Group, which is staffed by the Youth Development Executives of King County. The survey, which was piloted in fall 2012 in the Renton School District, gathers data on what percent of students are motivated and engaged to succeed in school, a Road Map Project Indicator of Student Success. We look forward to reporting results from the Student Engagement and Motivation Survey in future Results Reports.



BRIGHT SPOT

School and Community-Based Partner Provide Critical Summertime Supports

For more than 20 years, John Muir Elementary School in South Seattle and Powerful Schools, a nonprofit organization, have partnered to help increase achievement and offer more opportunities to students. During summer 2012, this collaboration expanded outside the school year with a pilot program aimed at reducing summer learning loss.

The school's principal and teachers teamed up with Powerful Schools staff members to select 87 struggling kindergarten through 5TH grade students to participate in the program. For five weeks during the summer, the students met for day-long sessions that included both instruction and enrichment activities. The school's preschool was also involved and provided care before and after sessions.

The pilot's results were very encouraging. Based on a comparison of spring to fall Measurement of Academic Progress (MAP) scores, summer learning loss was eliminated and, on average, students made good gains in reading and math.

MONITORING RISK FACTORS

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

Early Warning Indicators

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

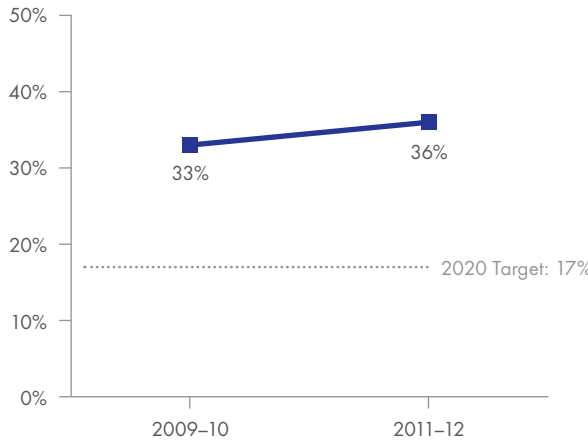
There's a big push in the Road Map Project region to improve early warning data and early warning information systems, which can provide real-time data to school staff, parents and other partners to identify problems and get students back on track.

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

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

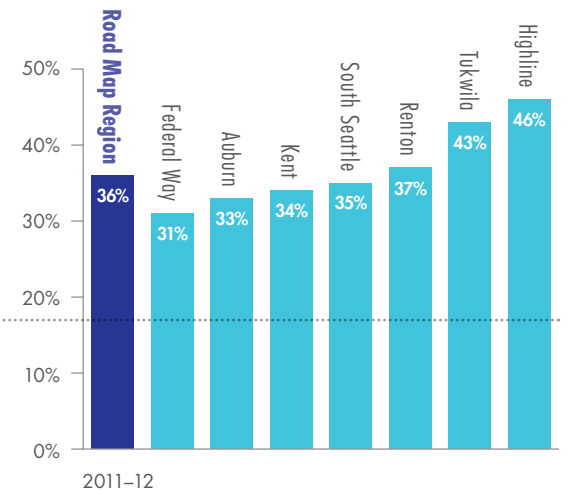
Early Warning Indicator #1 Students with Six or More Absences and at Least One Course Failure in the 9TH Grade

Trend



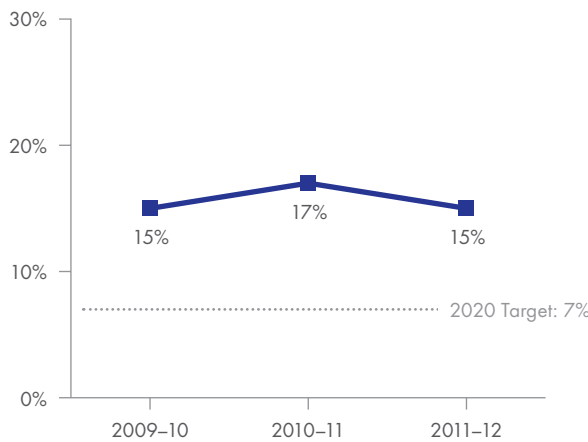
NOTE: Data for 2010-11 are not available.

By District

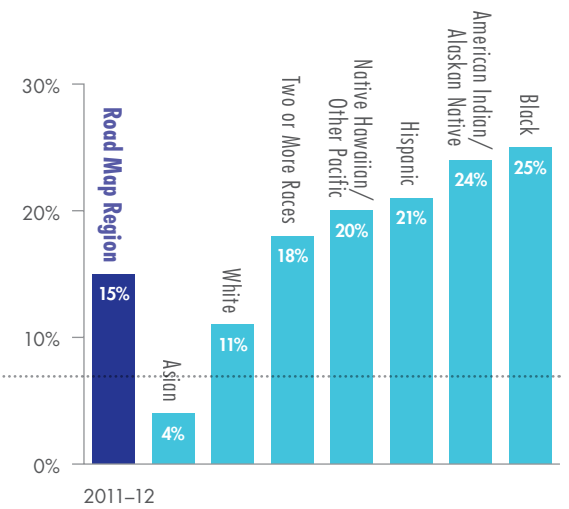


Early Warning Indicator #2 9TH Graders with a Suspension or Expulsion

Trend



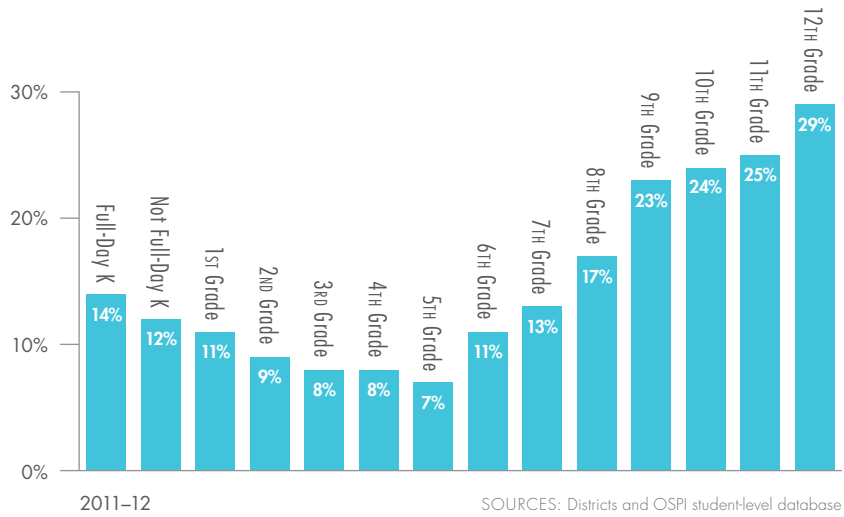
By Race/Ethnicity



SOURCES (all data): Districts and OSPI student-level database

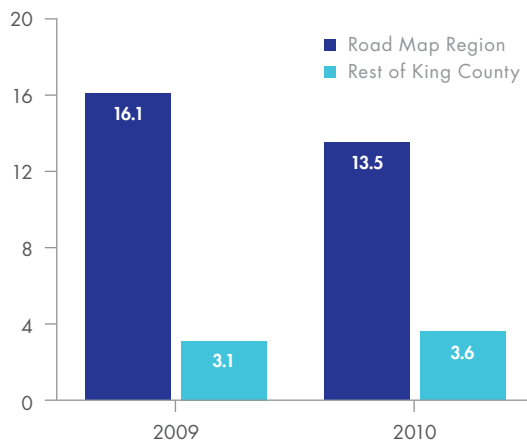
Students with 20 or More Absences

By Grade Level

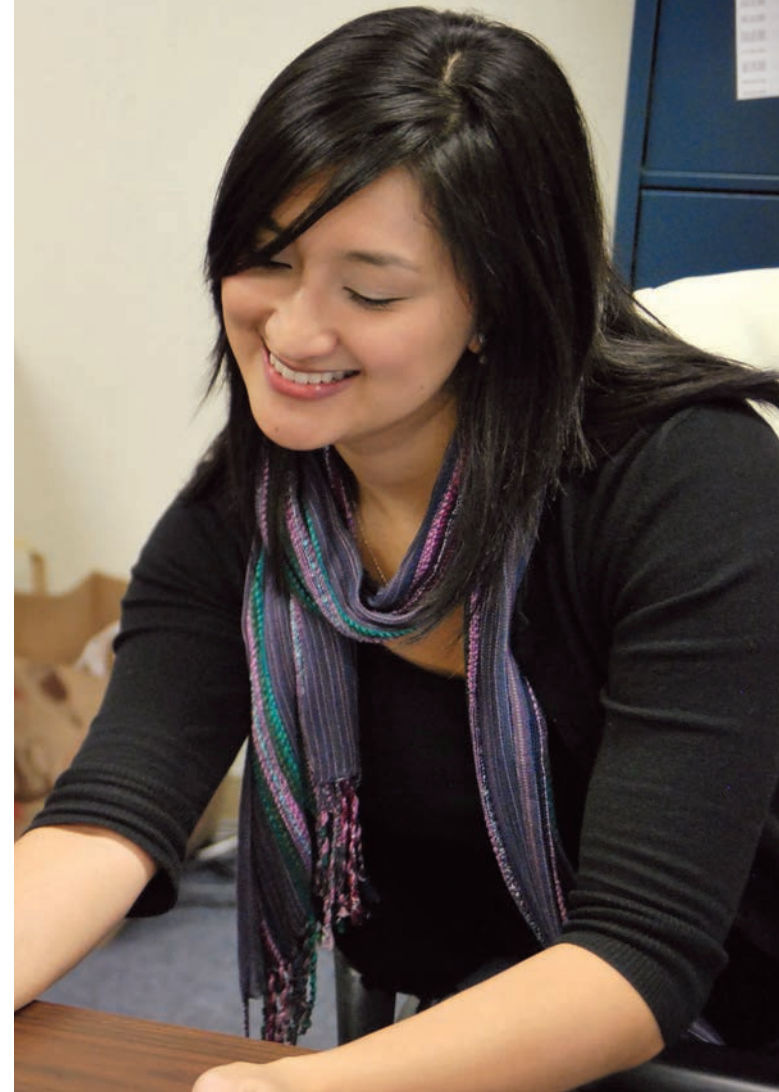


Teen Birth Rate

Annual Births per 1,000 Females Age 15-17



SOURCES: Birth records from Washington State Department of Health, Center for Health Statistics. Population estimates based on 2010 U.S. Census. Analysis by: Public Health—Seattle & King County.





Graduate from High School College & Career-Ready

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



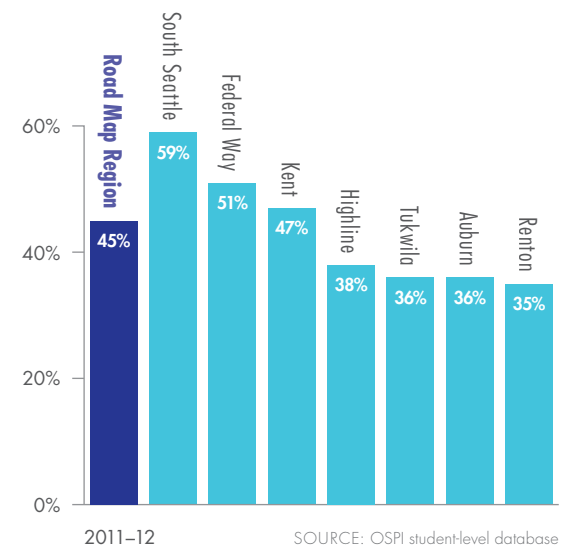
The Importance of Rigorous Courses

Students benefit from taking challenging classes. Research shows that rigorous classes better prepare students for college coursework, and students taking rigorous courses tend to earn higher grades once in college. The academic intensity of a student's high school curriculum is one of the most important factors influencing momentum toward completing a degree. Furthermore, most selective colleges look at the strength of the high school curriculum as a factor in the admissions process. Despite these benefits, too often students avoid challenging courses or are tracked away by systems that don't hold high expectations for all students. This is starting to change in the Road Map Project region.

Schools in our region provide a variety of advanced curriculum options, including Advanced Placement (AP), the International Baccalaureate Program (IB), University of Washington College in the High School and Cambridge Program. Districts are now helping more and more students take advanced classes, particularly students who have not been encouraged to do so in the past.

High School Graduates Taking Any AP or IB Courses in their Senior Year

By District



Math Class Matters!

Completing algebra in the 8TH grade and the highest level of mathematics reached in high school are also linked to future postsecondary success. Students who complete algebra in the 8TH grade stay in the mathematics pipeline longer and are more likely to go to college. In the Road Map Project region, there are significant differences in how many students are taking algebra in the 8TH grade by district and race/ethnic subgroups. While it is critical that students be prepared so they can succeed in algebra, more students are ready and could be taking advantage of algebra early.

Good news: More students are taking algebra in the 8TH grade now than a few years ago. According to research by The BERG Group, 36% of students in the 2010 graduating class completed algebra or higher by 8TH grade, compared to 49% of 8TH graders in 2011–12.



BRIGHT SPOT

Renton Increasing Rigor with a Focus on Equity

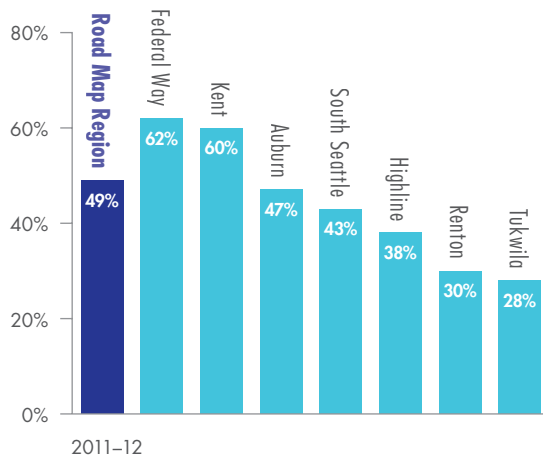
Too often, we see few low-income and minority students enrolled in the most challenging courses, but the Renton School District is working hard to change this practice. Over the past two years, the district has doubled Advanced Placement (AP) participation by low-income students and tripled AP participation by Black and Hispanic students. At the same time, pass rates on AP exams have remained relatively stable.

Renton's leadership is working closely with teachers and principals to provide the types of resources and support they need to expand AP offerings. Equal Opportunity Schools, a nonprofit, has also been a strong partner in working with the Renton School District to help them identify the causes of participation gaps and target "missing students," those who are qualified but not yet enrolled in challenging classes. Many of these students have over a 3.0 GPA and/or a teacher who believes they are ready for higher-level course work. Now these students are being encouraged and supported to enroll in AP classes. The College Board has also provided strong support to Renton teachers and administrators in building their AP program.

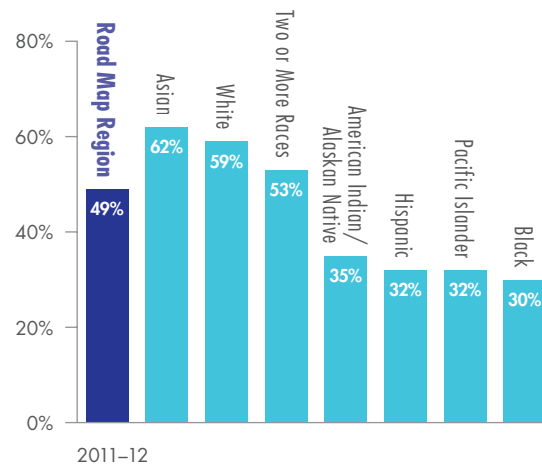
The Renton School District intends to continue its efforts to increase AP enrollment among under-represented groups so their participation is more in line with AP enrollment rates experienced by White, Asian and higher-income students while building the capacity to help all student groups experience improving success rates.

8TH Graders Taking Algebra or Higher

By District

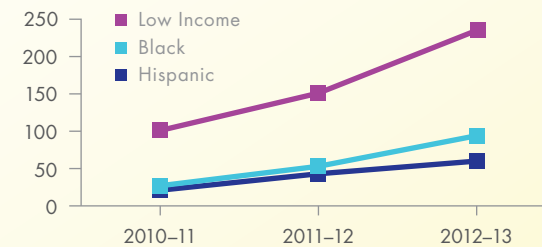


By Race/Ethnicity



SOURCE (all data): OSPI student-level database

Students Enrolled in AP or IB Courses



SOURCES: Equal Opportunity Schools and the Renton School District

DATA DETAILS

Redefining 'On-Time' Graduation

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



High School Graduation

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

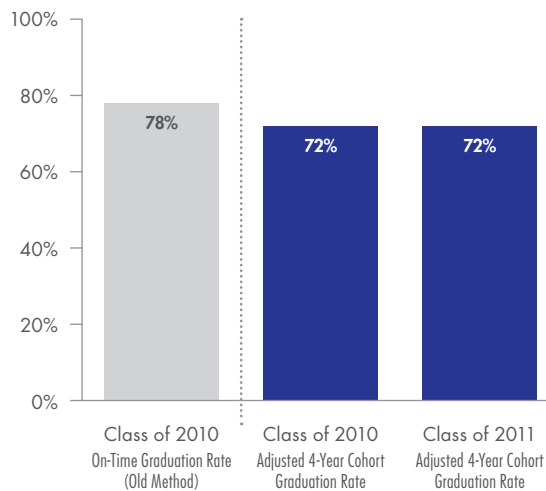
This report contains data on the original baseline on-time graduation rates and also shows the 2010 and 2011 rates recalculated using the new definition. No data is yet available for the Class of 2012. In spring 2013, we will set a new 2020 target for this very important measure using the new federal definitions. The original on-time high school graduation 2020 target was 92%.

Washington State requires students to pass certain subject tests in order to graduate. The high school class of 2013 must pass a reading, writing and math end-of-course exam. As of the end of the 2011-12 school year, only 57% of the class of 2013 had passed all three required exams. We will be issuing further test passage information by high school class over time when available.

NOTE: Class of 2011 graduation rates for Kent, South Seattle and the Road Map Project region were estimated based on available data. These rates may be revised when complete graduation data is released by OSPI.

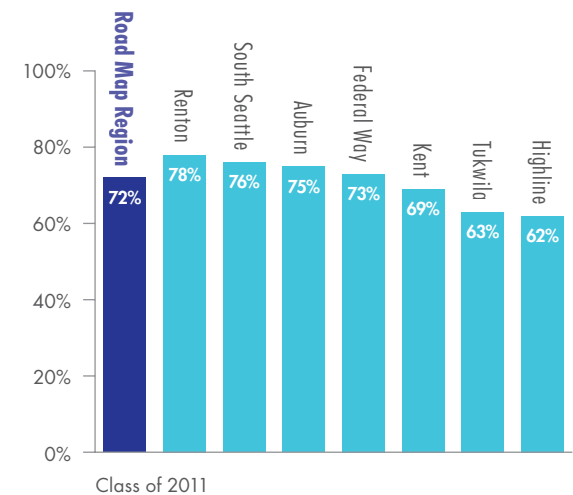
On-Time Graduation Rates for the Road Map Region

Old and New Calculation Methods



On-Time Graduation

By District



SOURCES (all data): OSPI Report Card and OSPI student-level database



BRIGHT SPOT

Kent School District and Green River Community College Partner Up

The Kent School District and Green River Community College have teamed up to create iGrad, a program aimed at helping students who dropped out earn a high school diploma, college credentials or career skills.

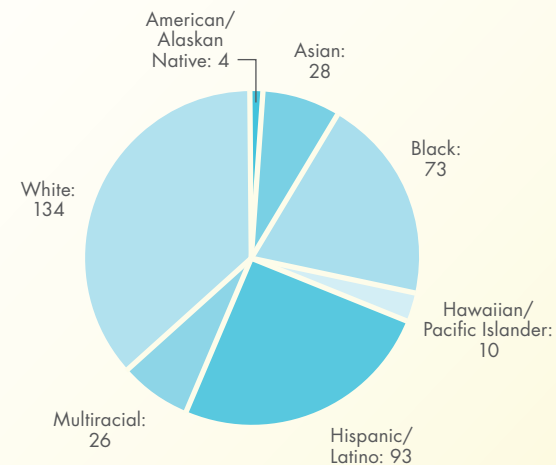
iGrad, short for Individualized Graduation and Degree program, is located in a strip mall in Kent and relies on a more personalized and supportive approach to help students succeed. Participating students can choose from four options: Kent School District high school diploma; Washington State high school diploma; GED; and associate's degree or certificate. All routes are intended to help students come back into education and advance career prospects. The popularity and need for the program are evident in its dramatic increase in enrollment.

The program began in the fall of 2012 with 159 students. As of Nov. 1, 2012, iGrad was serving 368 students. Once enrollment reaches 500 students, an expansion plan will be developed.

The program is the first to be formally approved to implement the landmark legislation called the Youth Re-Engagement Act, HB 1418 (2010), which created a statewide dropout retrieval system with a single regulatory framework. The objective is to make it much easier to work across systems to serve older youth who have either dropped out of school or would not graduate before the age of 21. As a region, we need the talents of all our young people. This partnership is a great example of what we hope will encourage all youth to reach their full potential.

iGrad Enrollment Demographics

Number of Students



SOURCE: Kent School District

Pre-College Coursework

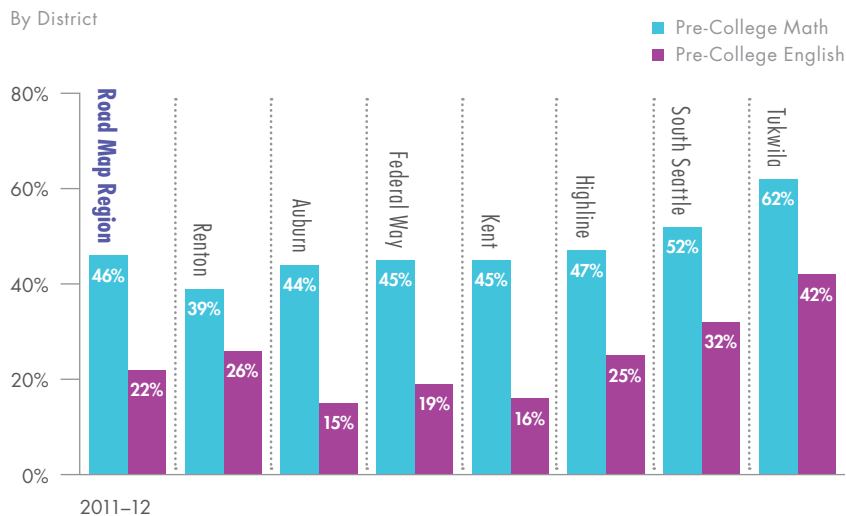
The region's high school graduates continue to have high rates of remediation, or pre-college course-taking, in college. The overall picture has barely changed from the baseline year, when 47% of recent graduates who enrolled in community and technical colleges needed to start off in a non-college credit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

The Renton School District, for example, has seen a full 10-point decline in pre-college math. That is a very promising sign.

Encouraging students to take rigorous courses, including an academically strong senior year, will help decrease the rates of remediation. Research clearly shows that students who are referred to remediation in two-year colleges are less likely to persist and complete a degree. This dramatically impacts our rates of degree completion and is an issue we must tackle.

Pre-College Course-Taking

2010 High School Graduates at Washington Two-Year Public Institutions



SOURCE: ERDC P-20 Reports

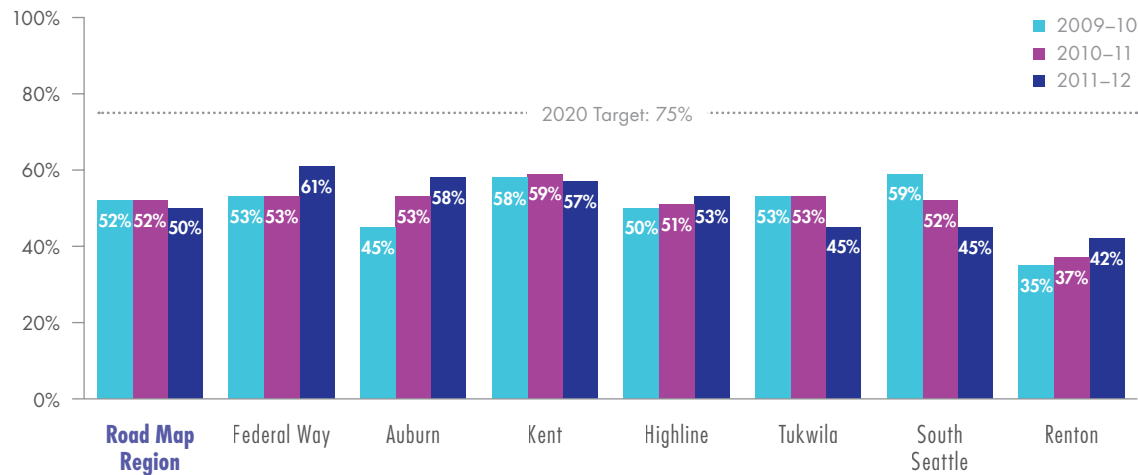
NOTE: The target for this on-track indicator will be set in 2013.

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

The Washington Student Achievement Council (WSAC), formerly called the Higher Education Coordinating Board, is responsible for establishing minimum admission standards for the State's four-year public colleges. WSAC establishes a set of courses called the College Academic Distribution Requirements (CADRs) across six subject areas. High school graduation requirements set by the State Board of Education and local districts are not the same as the CADRs. Different sets of requirements can be confusing for students. Lacking credits in math or a foreign language is a common cause for students not meeting the minimums. In our region, the percent of students meeting the minimum requirements dropped from 52% to 50% since the baseline year, but many districts saw improvement.

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

By District



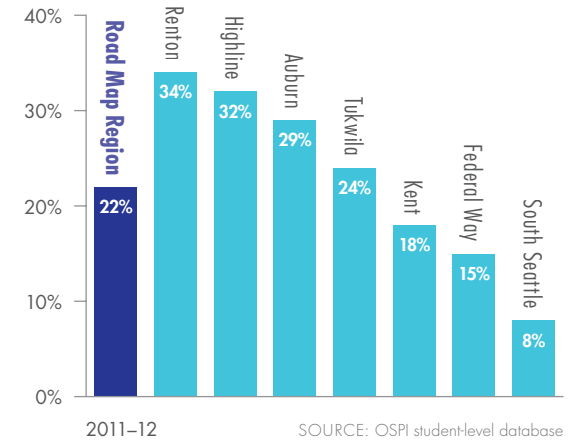
SOURCE (all data): OSPI studentLevel database. Analysis by: The BERC Group

Career and Technical Education

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

High School Graduates Completing a CTE Program of Study by District

By District



Data in Detail

	2009-10	2010-11	2011-12	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
Road Map Region	52%	52%	50%	↓	✗
Auburn	45%	53%	58%	↑	✓
Federal Way	53%	53%	61%	↑	✓
Highline	50%	51%	53%	↑	✗
Kent	58%	59%	57%	↓	✗
Renton	35%	37%	42%	↑	✓
South Seattle	59%	52%	45%	↓	✗
Tukwila	53%	53%	45%	↓	✗

Increasing Access to College

Districts in the Road Map Project region are working to improve academic achievement and rigor to ensure students are ready for college, but academic preparation is only one step on the road to higher education. Students also need to understand how to navigate the college admissions process and get financial support.

The College Bound Scholarship

High enrollment in Washington State's College Bound Scholarship Program is a great indicator that students in our region want to go to college. The scholarship promises tuition (at public institution rates) and a small book allowance for low-income students who sign up in 7TH or 8TH grade and commit to work hard in school, stay out of legal trouble and successfully apply to a higher education institution when they graduate. Sign-ups for the scholarship in the Road Map Project region have increased three-fold since scholarship sign-up began in 2008. In 2012, more than 4,500 eligible 8TH graders in the region signed up for the College Bound Scholarship—a record!

The overall increase in the number of eligible students is linked to the rise in poverty in the Road Map Project region.

The College Bound Scholarship presents a unique opportunity for our communities to help low-income students. With nearly 15,000 College Bound scholars in the Road Map Project region, it is our collective responsibility to help them maintain their eligibility, access their scholarship and enroll in a postsecondary program.

In spring 2012, the first cohort of College Bound students graduated from high school. To help them, additional supports were put in place in South Seattle and South King County. Superintendents also identified district and school staff members to focus on College Bound outreach, support and data-tracking. We will continue to monitor this groundbreaking cohort as they enter colleges, both in and out of state.

Growth in Completed College Bound Scholarship Applications

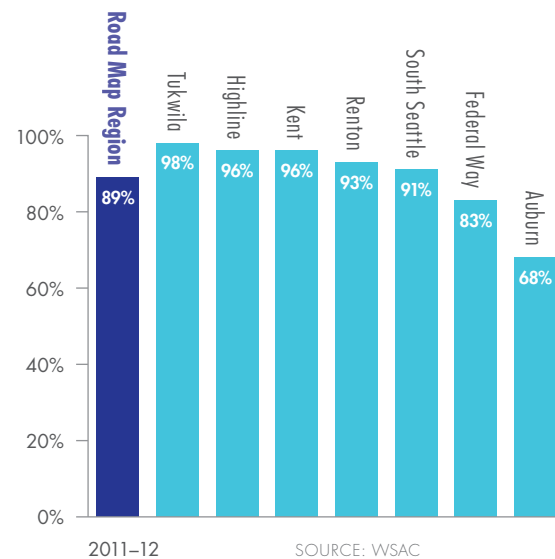
By District

CAMPAIGN YEAR EXPECTED GRADUATION YEAR	2007-08 Class of 2012	2008-09 Class of 2013	2009-10 Class of 2014	2010-11 Class of 2015	2011-12 Class of 2016	All Classes
Road Map Region	1,515	2,005	2,912	3,833	4,523	14,788
Auburn	177	89	158	357	409	1,190
Federal Way	239	380	435	483	762	2,299
Highline	393	530	753	759	825	3,260
Kent	233	385	598	927	1,106	3,249
Renton	83	140	379	493	516	1,611
Seattle	343	394	475	682	735	2,629
Tukwila	47	87	114	132	170	550

SOURCE: WSAC

Eligible Students Completing the College Bound Scholarship Application

By District



SOURCE: WSAC

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



BRIGHT SPOT

Federal Way Boosting SAT Opportunities

Schools in Federal Way have seen a big increase in the number of seniors taking the SAT thanks to a new policy in which the district foots the bill and offers the test during the school day.

High school seniors have responded to the opportunity. In 2011, about 60% of seniors took the SAT. In 2012, after the December make-up date, Federal Way expects 94% of seniors to have taken the test. According to the College Board, Federal Way is the only district in the country to offer the full suite of the College Board's college readiness tests (SAT, PSAT and ReadiStep) to all students in school and at no cost. District officials say the policy helps remove barriers that traditionally inhibit students of color and low-income children from pursuing postsecondary education.

Federal Way is also one of the region's leaders in the percent of students taking Advanced Placement (AP) and International Baccalaureate (IB) courses and in the number of 8TH graders taking algebra by the end of middle school. Increasing the number of students taking rigorous courses in high school is an important component of the effort to help more students prepare for postsecondary education.

Financial Aid

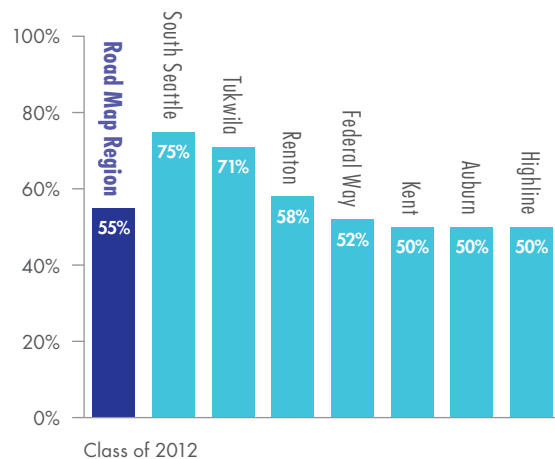
Access to adequate financial aid is important for students to attend and be successful in college. Research has found that completion of the Free Application for Federal Student Aid (FAFSA) form, a necessary step for students to request state and federal money for college, significantly increases students' likelihood of enrolling in a four-year college.

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

The region's focus on College Bound Scholarship students is paying off in terms of FAFSA completion, as well. These students filed their FAFSAs at much higher rates than students overall.

FAFSA Submission by High School Graduates

By District



SOURCES: OSPI student-level database and U.S. Department of Education, Federal Student Aid Office

NOTE (all data): Data available for on-time high school graduates



BRIGHT SPOT

Tukwila Boosts College Bound Sign-Up and FAFSA Filing

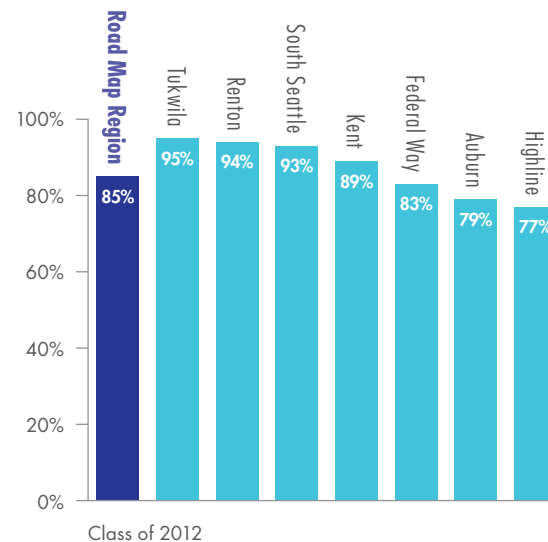
Tukwila is the region's 2012 leader in College Bound Scholarship enrollment (98%) and FAFSA filing among College Bound high school seniors (95%). This great success is the result of tireless work by school personnel and strong partnerships with community-based organizations.

One such exemplary partnership is between the district and Community Schools Collaboration, a nonprofit operating in the Tukwila School District and Highline Public Schools. Tukwila counselors, after-school program leaders, Refugee Success Club staff and other school personnel worked closely with Community Schools Collaboration site managers at Foster High School and Showalter Middle School to make sure College Bound eligible students were benefiting from the opportunities afforded by the College Bound Scholarship and FAFSA filing. School staff and partners took advantage of any opportunity to speak with students or parents, including phone calls, parent group meetings and student-led conferences. Formal events, such as College Bound Family Night and FAFSA Night, also drew dozens of students and their parents.

This persistent and targeted outreach has helped make the Tukwila School District a leader in ensuring eligible students have the resources to pursue a college education.

FAFSA Submission by College Bound High School Graduates

By District



SOURCES: OSPI student-level database and WSAC





Earn a College Degree or Career Credential

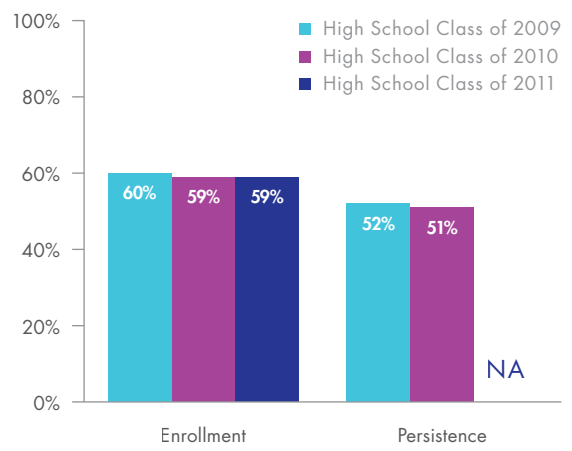
It's very important for young people to continue their education after high school and earn a college degree or career credential with labor market value. Building these skills will help students succeed in the modern economy.

Enrolling and Persisting in College

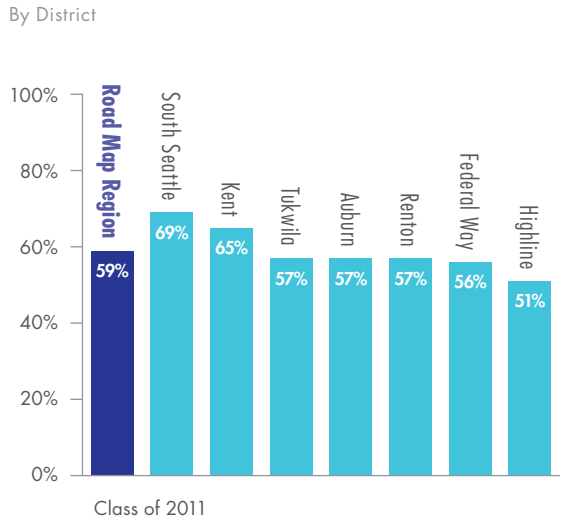
When students enroll at a postsecondary institution within the first year after graduating high school, it's called "direct enrollment." Our region's direct enrollment rate has remained relatively flat over the past three years; however, the data show significant disparities in enrollment rates among race and ethnic subgroups and differences across school districts. More than half of all students who enroll in college do not graduate.

To measure how students fare once they enter postsecondary education, we turn to persistence data. These data look at the percent of students who complete one year and go back for a second. Persistence data for 2009 and 2010 graduates who enrolled in college the year after high school graduation show that we currently lose many students from one year to the next. When broken down by race and ethnic subgroups, we see that persistence rates are significantly lower for low-income, Hispanic and American Indian/Alaskan Native students.

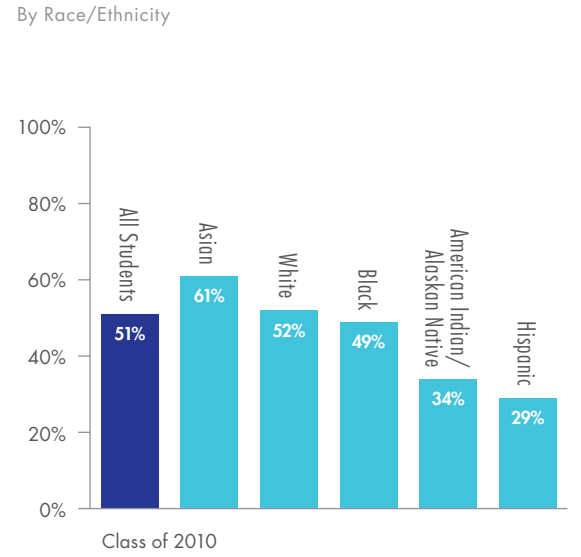
High School Graduates Directly Enrolling and Persisting in College



High School Graduates Enrolling in College Within a Year of High School Graduation



High School Graduates Persisting in College



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

A Long-Term Look at Degree Completion

This section takes a comprehensive and retrospective view of postsecondary attainment. Although these are older data, we find they provide useful insights.

This graph shows what has come to be called the “leaky pipeline.” It tracks students’ postsecondary journey in the years following high school graduation. The pipeline is based on 9TH grade class cohorts, so we never lose sight of the full student population. This method of analysis allows us to capture data on students who enroll in college or return to school at different times.

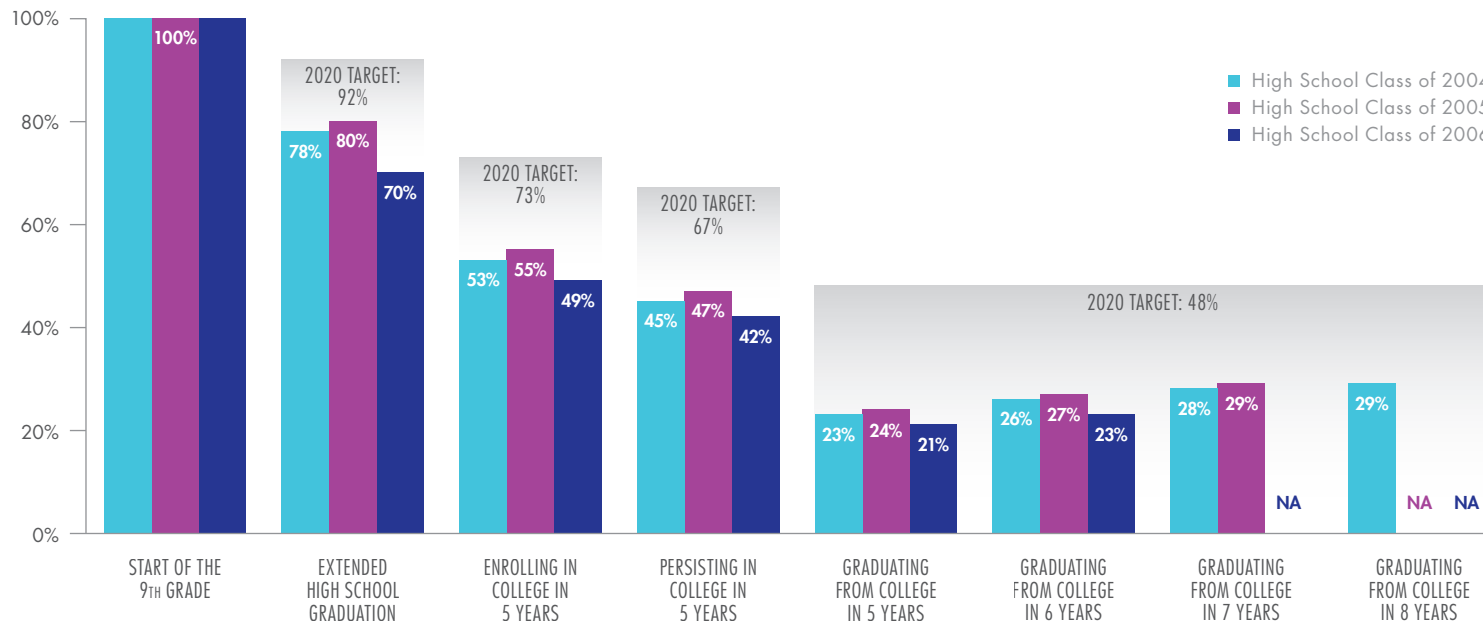
For this report, we were able to gather data through college graduation on three cohorts of students; the classes of 2004, 2005 and 2006. In earlier reports, we only had five years of data on the class of 2004. Since more time has elapsed, it’s possible to show student performance over a much longer timespan than before.

This fuller data set provides a better picture of our region’s postsecondary degree attainment performance, for both two- and four-year degrees. Missing from these numbers are data on one-year certificates. Those data are expected to be available in spring 2013.

Because we now have improved data and a longer time series, the Road Map Project Data Advisors Group will be asked to re-examine the Road Map Project enrollment, persistence and completion baselines and revise postsecondary success targets, if necessary. Major changes aren’t anticipated, but some refinements may be made given the improved information and changes in the federally mandated methods for calculating high school graduation rates.



The Path to a College Degree



SOURCES: OSPI student-level database and the National Student Clearinghouse. Analysis by: The BERCC Group

NOTE: “College” includes 2- and 4-year postsecondary institutions. Enrollment and persistence data are presented in years since high school graduation. We will continue to report postsecondary completion data for students up to 26 years old (8 years after high school graduation). “NA” indicates data are not yet available. One-year credential data could not be included in this report. Persisting within 5 years includes students enrolled at least 2 years or graduating. We plan to include these data in future reports as available.



What's Next

“Road Map” time is different. By necessity, it is full of urgency because we have a massive job to do and there is not a week to waste. The 2020 goal can be met, but not with business as usual. There is much to accomplish in 2013. Here is a preview of what’s coming up for the Road Map Project.

Pedal to the Metal—Time for Action

In 2013, the Road Map Project moves into full throttle. The two action plans completed in 2012 by the Birth to Third Grade and the High School to College Completion work groups will begin a strong implementation phase. The Science, Technology, Engineering and Math (STEM) Learning Network Business Plan will be completed, as will an action plan aimed at boosting English Language Learner (ELL) student outcomes. Also, the Youth Development Executives of King County (YDEKC) will continue to improve access to data on student engagement and motivation, and make headway on cross-system data sharing.

Parent Power

In 2013, the Road Map Project will ramp up its focus on supporting a stronger system of parent engagement to support parents’ efforts to help their children and advocate for improvements. Best practices will be identified and shared among organizations that work on building strong parent-school-community collaboration. Together with numerous school and nonprofit partners who do the important work of parent engagement, the Road Map Project will host a parent conference in spring 2013. Also in 2013, parent engagement-related indicators will be developed to gauge the impact of parent engagement on student success.

Let’s Read!

Many children in the Road Map Project region lose important reading skills over the summer. In an effort to fight this summer learning loss, many organizations are teaming up to help young students read every day during the summer and meet the critical 3RD grade reading milestone. Our goal is to ensure 50 high-poverty elementary schools have a community partner that will help low-income students and their families create and complete a summer reading plan. The King County Library System, Seattle Public Libraries, United Way of King County, Housing Authorities and many partner organizations will play important roles in the summer campaign.





ROAD MAP to College

The Road Map to College

Building on the region's success with the College Bound Scholarship, several college access organizations have developed a unified campaign to highlight college access in the Road Map Project region. The "Road Map to College" provides a common logo to identify events that will support students on their path to college. In 2012–13, the campaign includes events throughout senior year to support college application completion, FAFSA filing and FAFSA follow-up to interpret award letters and make college decisions. In the future, this coordinated campaign will be built out to include other aspects of college and career readiness, such as high school course advising.



Announcing the 2013 Road Map Awards for Excellence

The Road Map Project is starting an awards program! There will be an awards ceremony in late 2013; drums will roll and regional excellence will be showcased and widely publicized. Judging will be based on rigorous criteria.

There will be five award categories:

1. Excellence in achieving collective impact
2. Most significant opportunity gap reductions
3. Gains in English language proficiency
4. Champions of parent engagement
5. Awards for STEM (science, technology, engineering and math) excellence and improvement

State Achievement Index Changes

In 2013, the state will adopt a new Achievement Index, which will rate schools for the first time by how much annual growth students make. The index will look at growth by race and ethnic subgroup, as well. High school graduation rates and, potentially, data related to college and career readiness will also be reported.

The old index only tracked students' absolute performance level—not how much they learned in a year. In order to close gaps, we need to reward schools that can catch students up. Looking at growth should also help our communities more accurately understand relative school performance. Once data are available from the new index, we will regularly report it.



GET INVOLVED

We believe everyone has a role to play in improving education results. There are many ways you or your organization can join the work of the Road Map Project! For more information about the following opportunities, please email info@ccedresults.org or visit www.roadmapproject.org.

Align

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

Volunteer

The work to improve education needs all the help possible! For current information on volunteer opportunities, check out the Get Involved section of the Road Map Project website.

Join the Education Results Network

Every quarter, the Education Results Network meets to provide input and receive updates on the Road Map Project. The network meetings are free and open to anyone interested in working for dramatic improvement in education results in South King County and South Seattle. Learn about upcoming meetings by signing up for the network's newsletter at the Road Map Project's website.

Invest in the Road Map Work

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



More information about the Road Map Project is available at www.roadmapproject.org

THANK YOU!

The Community Center for Education Results (CCER) team would like to thank all the people who contributed to the Road Map Project's 2012 Results Report. We are continually inspired by everyone's hard work and are very excited about the change that is possible through collective action.

A special thanks goes out to everyone who helped us obtain access to data. In preparing this Results Report, we drew from the following major sources:

- » The Road Map Project region's seven school districts
- » City of Seattle
- » Puget Sound Educational Service District
- » Public Health – Seattle & King County
- » Washington State Department of Early Learning
- » The BERC Group, Inc.
- » Washington State Education Research & Data Center
- » Washington State Office of Superintendent of Public Instruction
- » Washington Student Achievement Council
- » Equal Opportunity Schools
- » National Student Clearinghouse

Thank You to the CCER Board of Directors: Joan Machlis, Board President; Michael Heinisch, Vice President; Jen Chan, Treasurer; Melinda Mann, Secretary; and Parker Cann.

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

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- » College Spark Washington
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- » Raikes Foundation
- » Stuart Foundation
- » The Seattle Foundation
- » Washington Women's Foundation
- » Individual Donors

