

## ABOUT THE ROAD MAP PROJECT

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college and career in seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Together, this region serves 92 percent of the county's high-poverty schools and has 125,000 students, of whom 70 percent are of color, 56 percent are low-income and 20 percent are English-language learners.

Through multisector collaboration with more than 200 partners and individuals, the Road Map Project aims to increase equitable policies and practices in education systems by 2020 and for 70 percent of its region's youth to earn a college degree credential by 2030.

## About CCER and its Data Team

The Community Center for Education Results (CCER) is a nonprofit created to staff and support the Road Map Project. CCER works alongside partner organizations and individuals to provide research, communications, strategy and operations support.

The CCER Data Team manages the Education Data Warehouse and conducts analysis and research on behalf of community partners working for student success. The Data Team centralizes the wealth of information made available by educational institutions and governments to illuminate inequity, build systems and understand barriers to access across the seven Road Map Project region districts.



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### Suggested Citation

Community Center for Education Results (2017) Road Map Project Forum for Black Student Success Data Walk

# FORUM FOR BLACK STUDENT SUCCESS

May 19, 2017

*Road Map Project's all-day forum to build the momentum for regional Black student success.*

## Goals

1. Elevate the region's focus on Black student success from cradle to college
2. Identify systemic barriers that confront our region's Black students
3. Highlight promising practices and initiatives supporting Black students and families
4. Leverage opportunities for stronger collaboration and alignment across the region
5. Honor the diversity of our region's Black communities



## Feedback



Claudia Rowe  
@RoweReport

"There is no regional student success without [#BlackStudentSuccess](#)." Carlina Brown Banks [@RoadMapProject](#) conference.



Zakiya Sankara-Jabar  
@ZakiyaChinyere

Yes. 🙌👊



Road Map Project [@RoadMapProject](#)  
Our first [#BlackStudentSuccess](#) speaker: "Our children lack knowledge, not only where they are going, but where they come from."



Neal Morton  
@nealmorton

In [@RoadMapProject](#) listening sessions, 60% of local youth and parents perceived racism to be an issue at their school [#BlackStudentSuccess](#)



Jampatn P  
@patnode\_j

Deeply moving to see so many powerful Black leaders focused on [#BlackStudentSuccess](#). Key takeaway-love for our Black youth [@RoadMapProject](#)



Roslyn Kagy  
@RoslynKagy

Diverse schools alone are insufficient - teachers, staff, and students need tools to self check bias [#BlackStudentSuccess](#) [@roadmapproject](#)



Jessica de Barros  
@jessdebarros

Packed house 4 [#BlackStudentSuccess](#) congrats [@RoadMapProject!](#) [@Mommalinagrace](#)



# Forum for Black Student Success Data Walk

# WE ARE MORE THAN ONE BOX

## South King County Black Diversity Infographic

The systemic nature of racism and oppression affect all Black youth. We know from decades of research in child development that generational status and type of immigration (e.g., voluntary immigration by choice vs. non-voluntary immigration by product of slavery or force) are important contexts to understanding educational barriers Black students face (Ogbu, 1978). While Washington public school enrollment forms do not include sub-ethnic categories under "Black/African American" or family immigration patterns, we can understand regional diversity by looking at birth country and language together.



### 87 BIRTH COUNTRIES



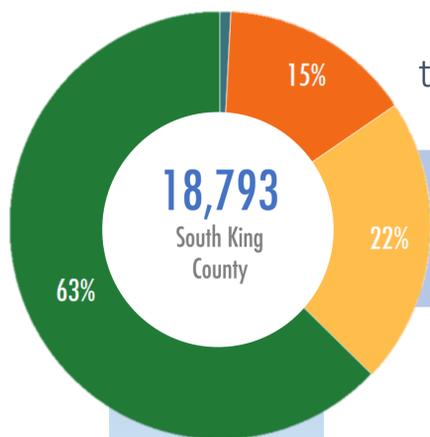
Our region's Black and African American students are international and multilingual

% of Black population	Number of students	Primary Language
66%	12,477	English
20%	3,728	Somali
4%	742	Amharic
2%	391	Oromo
2%	331	Tigrinya
1%	228	Swahili
1%	141	French
.5%	101	Arabic
.5%	94	Soninke
.2%	46	Kikuyu

### 79 LANGUAGES

Many non-English speaking Black/African American children are U.S. born. Disaggregation using language and birth country together can help us see first and second generation children

2014-15



### SUBGROUPS BY LANGUAGE AND COUNTRY

BIRTH COUNTRY	PRIMARY LANGUAGE <i>and</i> LANGUAGE SPOKEN AT HOME	
	English Only	One or more Non-English Languages
United States	U.S. Born, English Only	U.S. Born, Multilingual
Country in Africa	African-Born, Any Language	
Non-United States and Non-Country in Africa	Non-African Non-US Born, Any Language	

### STUDENTS BY DISTRICT

2014-15

Most Federal Way Black students are U.S. born and in English-only households

Most Black Students in the Road Map Project region attend schools in South Seattle

Most Tukwila Black students are first generation and in multilingual households



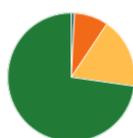
2,683

Federal Way Public Schools



969

Auburn School District



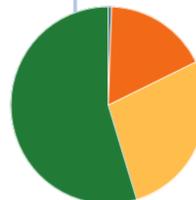
2,635

Renton School District



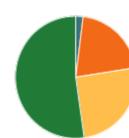
3,303

Kent School District



6,187

South Seattle



2,379

Highline Public Schools



637

Tukwila School District

# "START WITH US" LISTENING SESSIONS



## Community Voice

Young women, men and parents from Refugee Women's Alliance, Young Queens, Tiny Tots Developmental Center and Kent School District's Men on the Move

Listening Sessions

### WHY?

Quantitative data on student outcomes often highlight *products* of systems inequities in education, rather than the underlying conditions and factors students and families experience. To understand the outcomes for our region's Black communities we must elevate priority questions, diverse perspectives and honor the wisdom of our communities. Qualitative and quantitative data –from listening sessions and education outcomes –together give us deeper insight.

### WHAT?

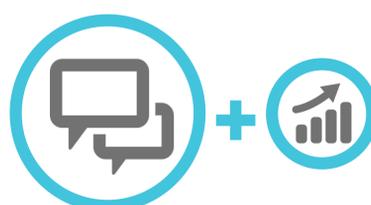
Listening sessions were 90-minute semi-structured focus groups and surveys facilitated by a community consultant and research scientist. Sessions focused on how Black youth and parents experience public schools in the Road Map Project region. The topics and types of information are listed below.

#### CONVERSATIONS



1. School Vision
2. Existing Supports

#### DATA CONVERSATIONS



3. Disaggregation
4. Priority Knowledge

#### SURVEYS

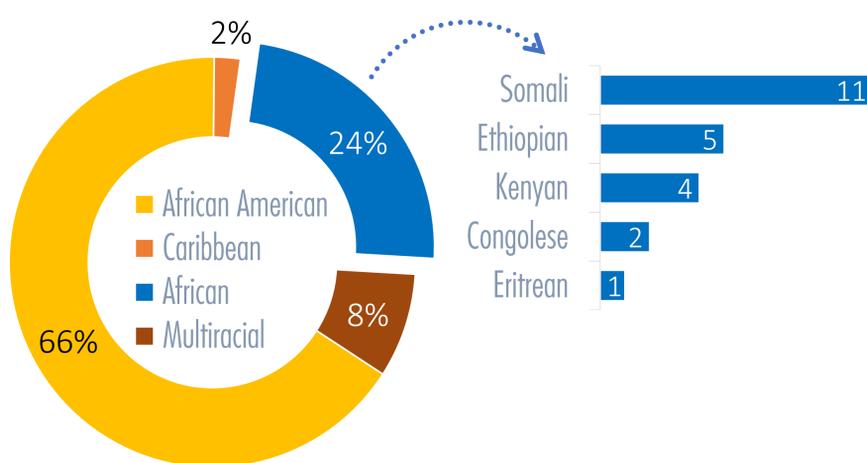


5. Racial Identity
6. School Climate
7. Family Engagement

### WHO?

Participants were U.S. born and first generation Black youth, parents and direct-service providers in the Road Map Project region.

#### RACE AND ETHNICITY



#### AGE AND GENDER

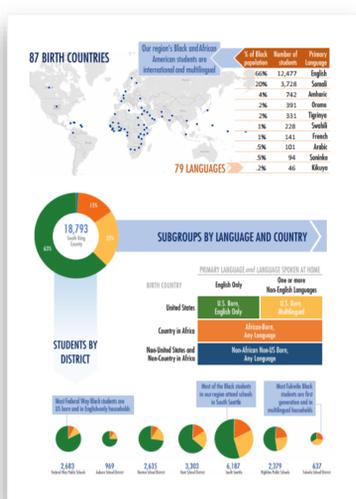
		Age (years)			
		N	Average	Min	Max
Youth	Male	54	16.4	14.5	18.3
	Female	23	16.5	15.2	20.1
Parents	Male	5	35.6	29.6	50.6
	Female	16	38.6	26.7	61.4
Total		98			

# WHY DISAGGREGATION MATTERS

When U.S born and first generation Black children enroll in Road Map Project region schools, there is only one box available to them: “Black/African American.” Washington only collects sub-ethnicity data for American Indian, Asian, Hispanic/Latino and Pacific Islander students. As a result, many of the region’s ethnic groups are left off of school district enrollment forms. This means Somali and African American communities, for example, are invisible in state data. Under House Bill #1541, the state will require districts to include sub-ethnicity categories for all groups on enrollment forms starting in the 2017-18 school year with several years of implementation to follow.



## Community Voice



DO BLACK YOUTH AND PARENTS THINK IT IS HELPFUL TO LOOK AT COMMUNITIES WITHIN THE “BLACK/AFRICAN AMERICAN” CATEGORY?



We need to stop grouping all the black races into one choice because that diminishes our voice.

African American young man, 17-years-old  
Foster High School, Tukwila

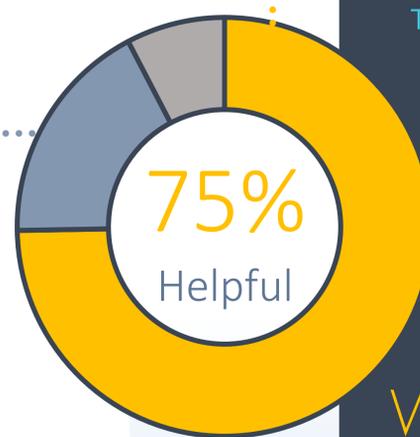
It's helpful because not all communities are the same. "Black/African American" households aren't the same. They may differ in language, origin, cultural experiences, traditions and expectations.

African American mother, 28-years-old  
Tiny Tots Developmental Center, Seattle



**Yes!** 75% of youth and parent participants thought disaggregation of “Black/African American” was helpful. Among those who thought it was helpful, most referenced plural identities of the Black community and the importance of cultural pride

25% did not think disaggregation was helpful or were unsure. Among youth and parents who thought it was not helpful most said labels divide people and it is important to reduce divisions.



### WHY NOT HELPFUL?

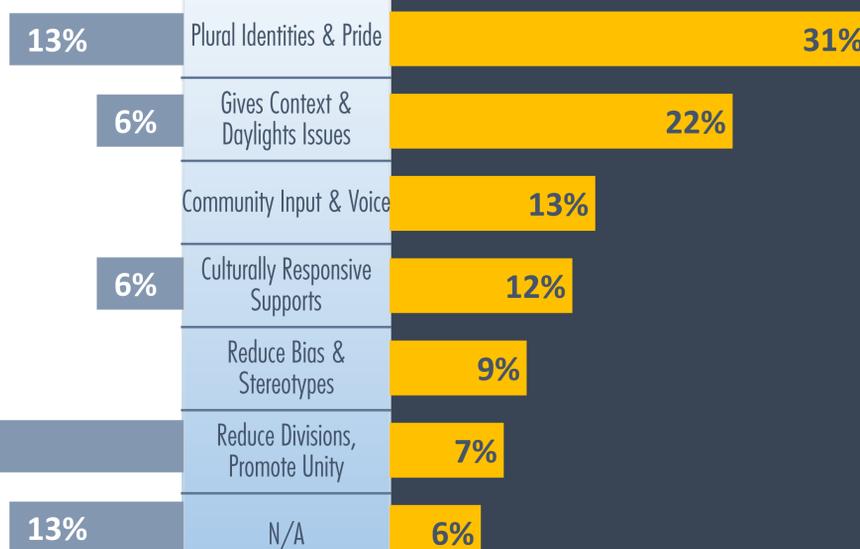


It is better to be together as Black/African Americans and it is not helpful to divide the nation. We are [all of] Africa. Why don't we just call us African American?

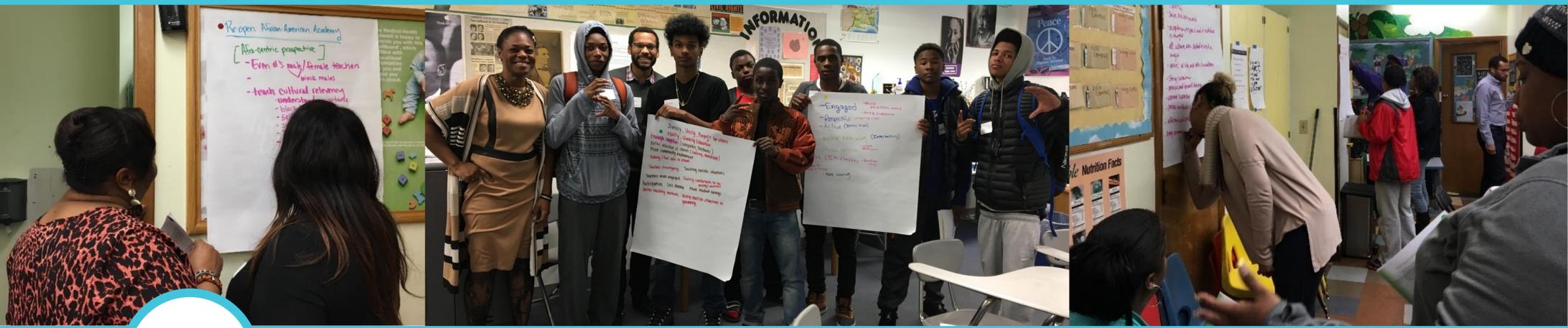
Somali young woman, 16-years-old  
Refugee Women's Alliance, Seattle, WA

63%

### WHY HELPFUL?



# PRIORITY KNOWLEDGE

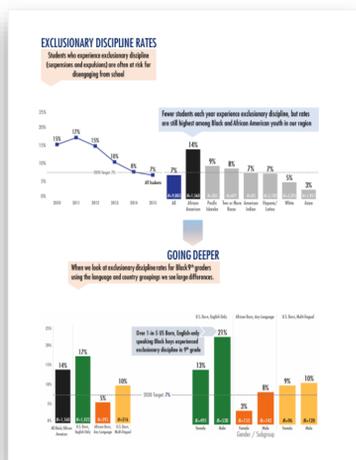


Young men and parents from Tiny Tots Developmental Center and Foster High School's Black Student Union

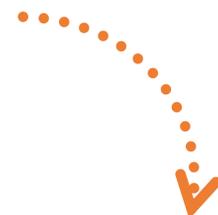
Listening Sessions



## Community Voice



## WHAT EDUCATION DATA AND INFORMATION DO BLACK YOUTH AND PARENTS WANT TO LEARN MORE ABOUT?



### 1. MEASURES OF STUDENT EXPERIENCE, MOTIVATION & GROWTH

"I want to learn how children strive in classrooms and not just when they are being tested."

African American mother  
27-years-old

### 2. ROOT CAUSE ANALYSIS & STRATEGIES

"I heard a statistic in the news about honors classes and wonder, is it true that if you're not in AP classes you're only graduating with an 8th grade education? I want my children to go to college."

African American father  
47-years-old

### 3. TRACK RACIAL BIAS & STEREOTYPES

"...there's a lot [of] racial biases in our communities, we should learn and educate other people about stereotypes."

Somali young woman  
18-years-old

### 4. ACADEMIC OUTCOMES & DEMOGRAPHICS

"Attendance and graduation from high school rates."

African American young woman  
15-years-old

"How many students go on to college and actually finish college."

African American young man  
16-years-old

### 5. TEACHER DATA

"It would be good if we had more black teachers and principals."

Ethiopian young woman, 15-years-old

# OPPORTUNITY YOUTH

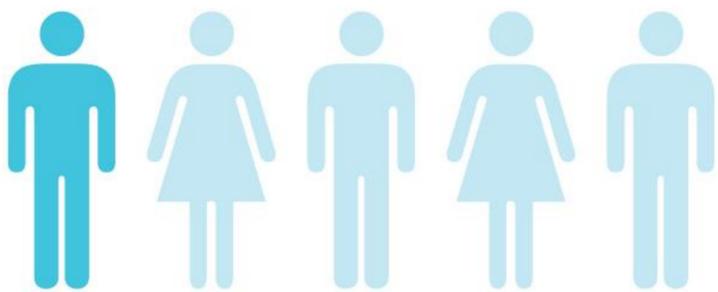
Despite concerted efforts to flag and respond to early warning signs and to support high school graduation, students in the Road Map Project region continue to fall through the cracks at unacceptable rates. The project uses the term “opportunity youth” for 16- to 24-year-olds who are disconnected from school and work because they have potential to make a positive impact on the local community. In late 2014 the project’s Opportunity Youth Work Group developed a plan to build a robust, coordinated regional system to reconnect opportunity youth to education pathways. Significant work is underway by many partners to build a strong system, connect young people to programs and ensure quality services, but much work remains.



## HOW MANY OPPORTUNITY YOUTH?

# 20,000

One in Five 16–24 Year-Olds Not Enrolled in School or Work



## WHAT DO YOUNG PEOPLE WANT US TO KNOW?

Need to feel valued and welcome

Don't call us "Dropouts"

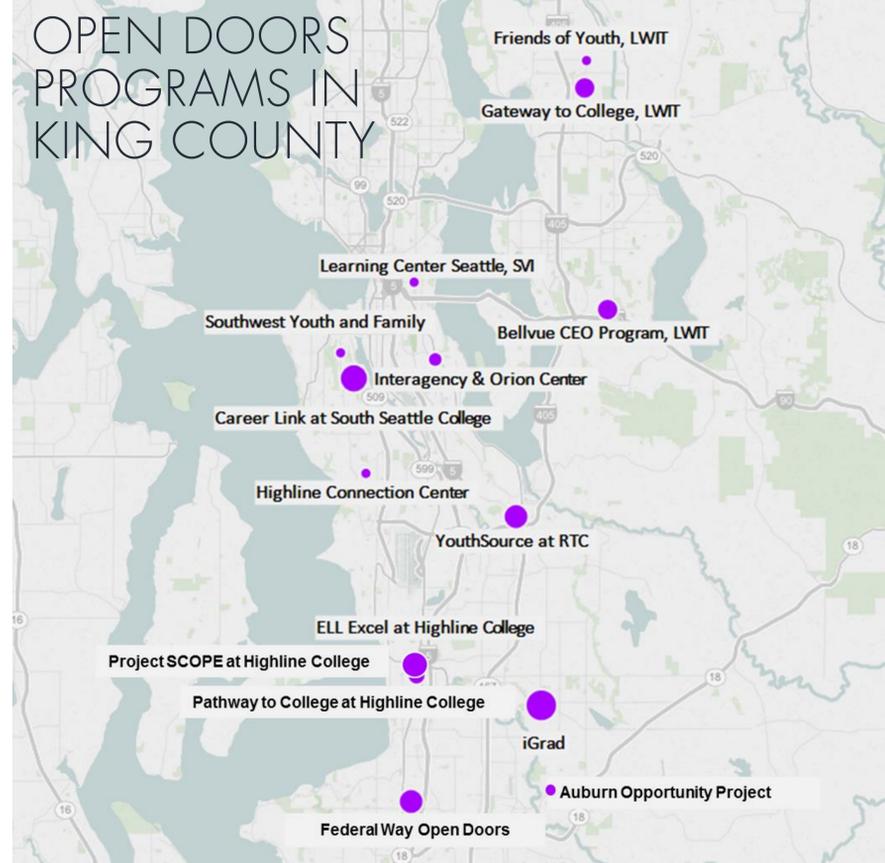
Warm, helpful teachers

Awareness of and access to alternative education pathways

Sometimes youth have to decide between school and work –money is needed to survive

Create pathways connected to careers

Open Doors House Bill 1418 allows Washington state K12 funding to support reengagement programs. Since 2012, King County programs continue to expand!



## OPEN DOORS STUDENT OUTCOMES

425 of the 2,297 Road Map Project Open Doors students are Black/African American



11% of Black/African American Open Doors Students earned a credential in 2015-16

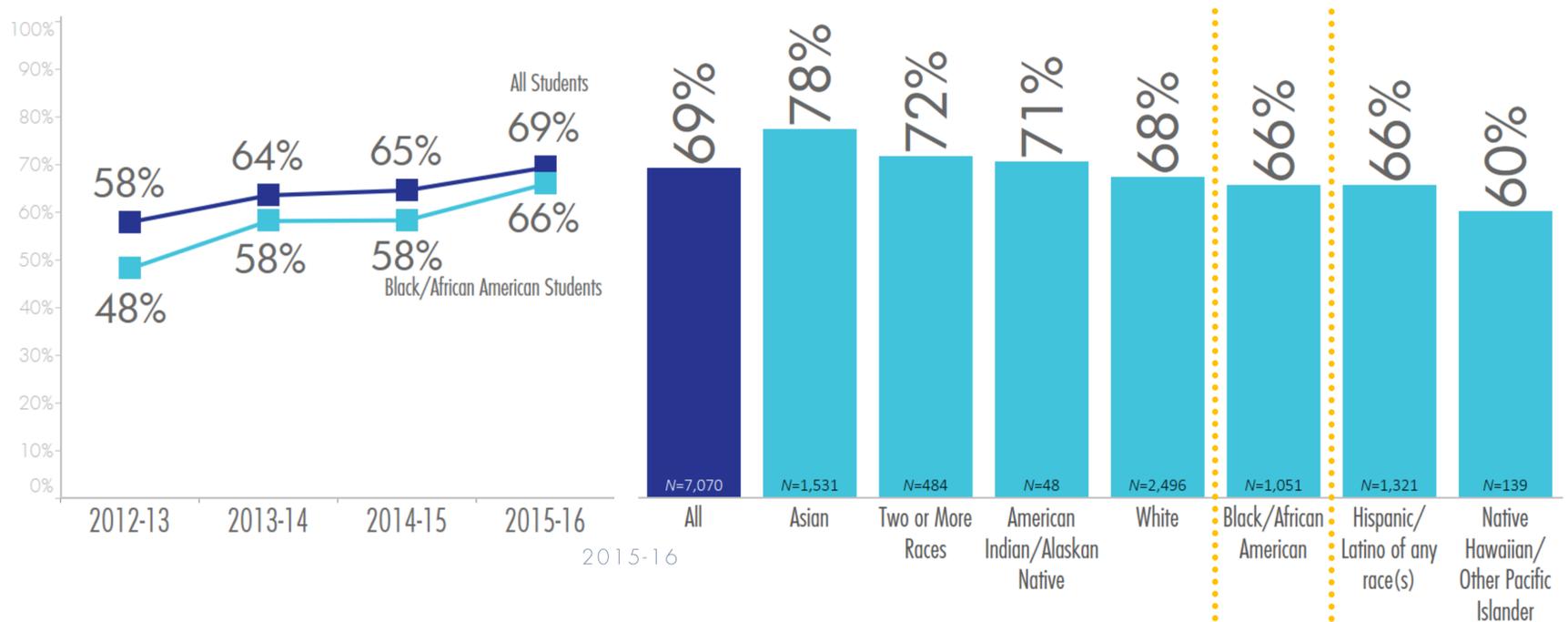
# GRADUATE HIGH SCHOOL CAREER & COLLEGE-READY

For students to be prepared for college coursework, it is critical for them to have a strong academic foundation in high school. Two key indicators of coursetaking strength are students enrolled in Advanced Placement (AP), International Baccalaureate (IB) or Cambridge courses before graduating, and meeting minimum college admissions standards for four-year public institutions, or also known as the College Academic Distribution Requirements (CADRs). Despite the growth in students taking these honors courses, rates of students meeting the minimum coursetaking eligibility requirements to apply to a four-year college remain low.



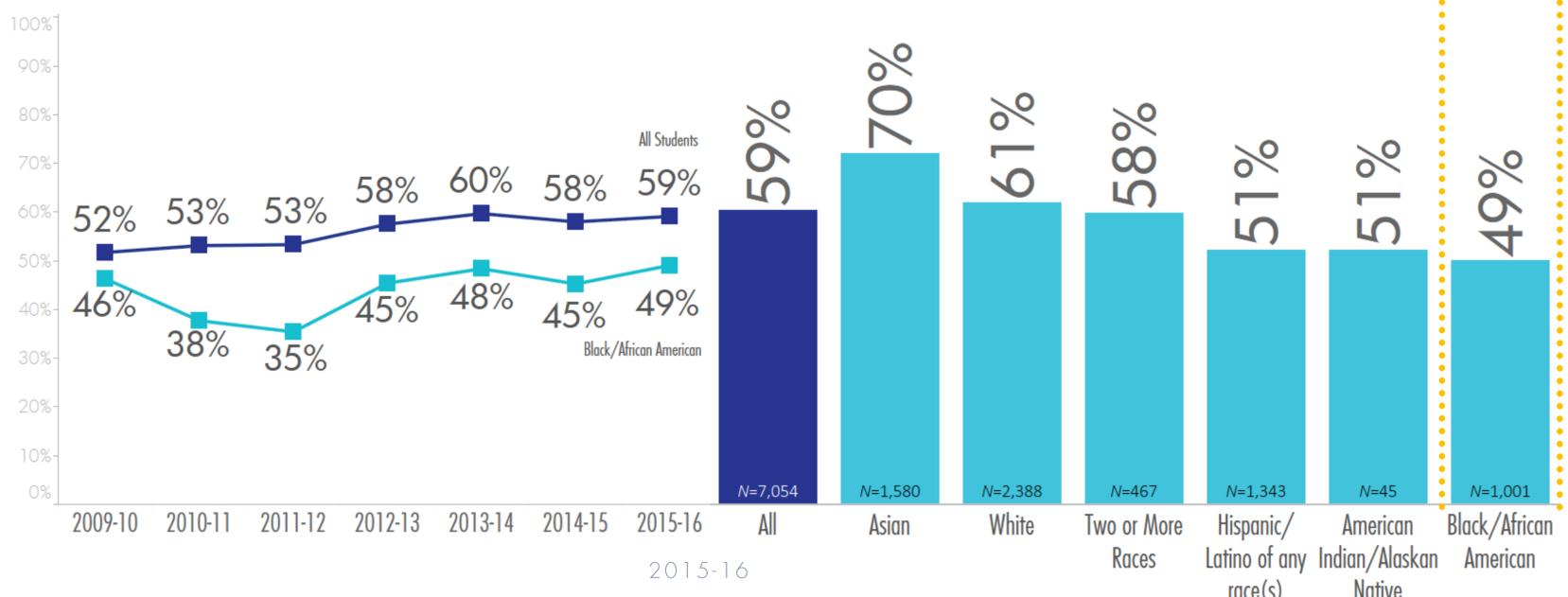
## Rigorous Coursetaking in High School

PERCENT OF HIGH SCHOOL GRADUATES WHO TOOK ONE OR MORE AP, IB OR CAMBRIDGE COURSES  
BY RACE/ETHNICITY



66% of Black/African American 2016 high school graduates took at least one honors course. However only 49% met the CADRs minimum –the course requirements to attend a state 4-year college.

PERCENT OF HIGH SCHOOL GRADUATES WHO MET MINIMUM COURSE REQUIREMENTS IN ALL SUBJECTS TO APPLY TO A 4-YEAR STATE COLLEGE



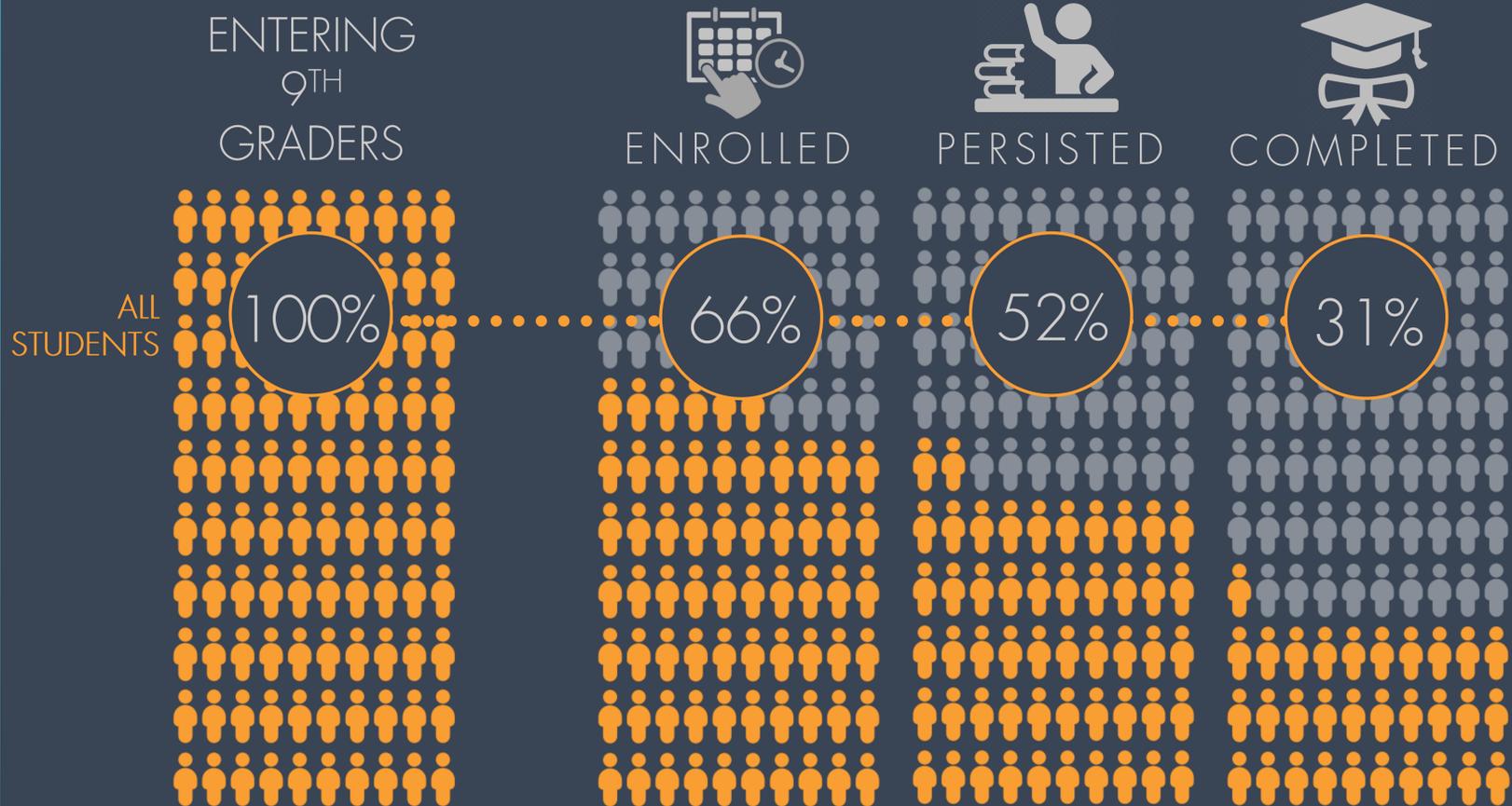
FOR MORE OF THIS DATA VISIT [roadmapproject.org/dashboard](http://roadmapproject.org/dashboard)

# PATHWAY TO POSTSECONDARY SUCCESS

The Road Map Project region has a “leaky pipeline”—we’re losing too many students between 9th grade and the completion of a 2- or 4-year college degree or career credential. Earning one is an increasingly important step toward achieving a living-wage career and economic success. The region’s knowledge-intensive economy provides high-paying jobs, but most of the students growing up here are not being prepared to access these local opportunities.



## 2- OR 4-YEAR POSTSECONDARY



“  
Teachers and adults need to tell you that you can succeed and help you get to your goal!  
”

9<sup>th</sup> grade, Kenyan young man  
14-years-old Kent School District

Black students enrolled at the same rate as the region overall. Of the 1,604 Black/African American 9<sup>th</sup> graders, 66% enrolled in a 2-or 4-year postsecondary institutions by 2016 – in their mid-20s.

Yet, only 18% completed a 2-or 4-year postsecondary degree by 2016. That’s just 288 of the 1,604 students who earned a degree by their mid-20s.

CCER Education Data Warehouse • OSPI CEDARS student-level data via ERDC • National Student Clearing House

FOR MORE OF THIS DATA VISIT [roadmapproject.org/dashboard](http://roadmapproject.org/dashboard)

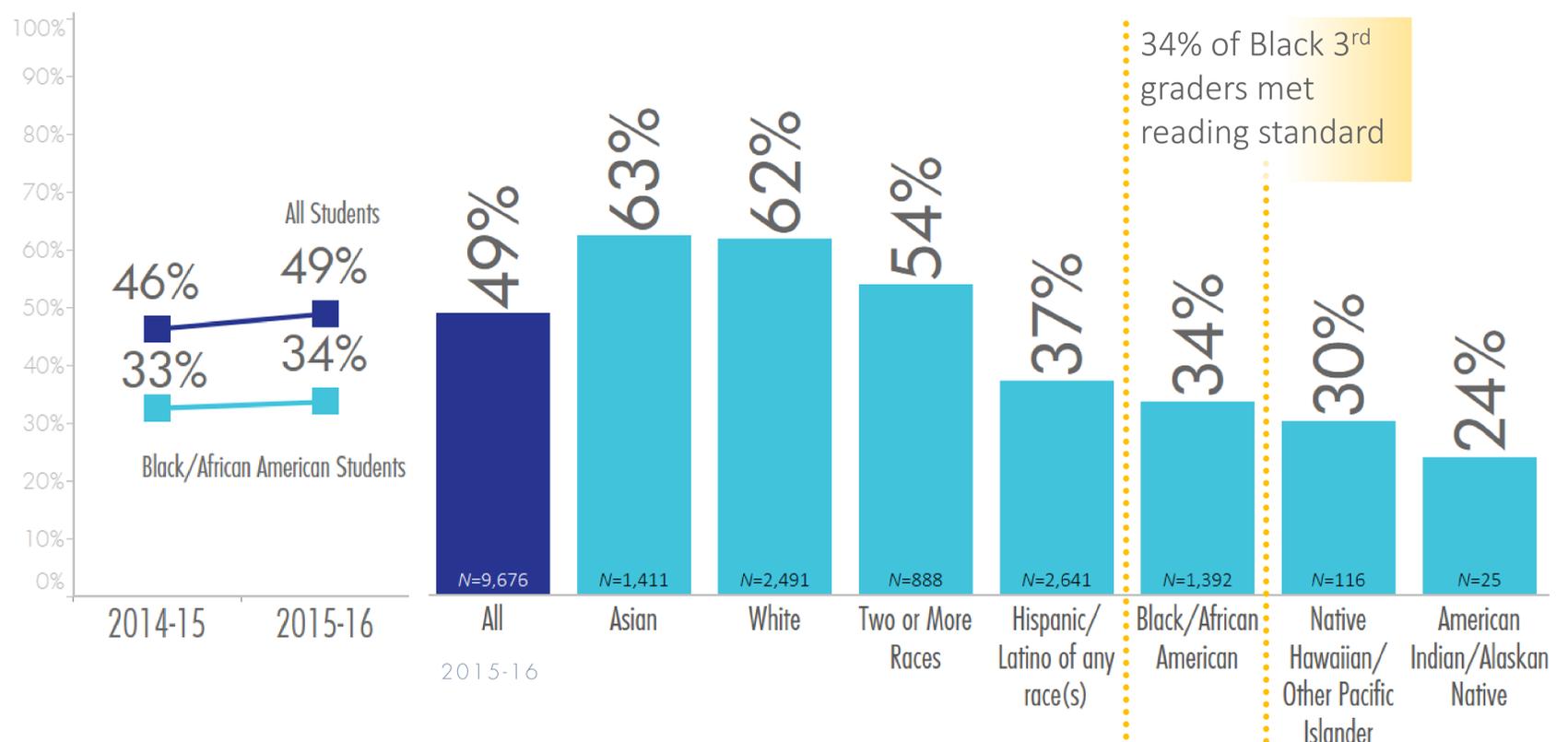
# SUPPORTED AND SUCCESSFUL

Proficiency in reading by the end of third grade is a key learning milestone and foundation for students to master the more complex subject matter they will encounter in later-grades. Schools in the Road Map Project region vary in how they are preparing Black students to excel in reading. The following shows 3<sup>rd</sup> graders who met Smarter Balanced Assessment standards.



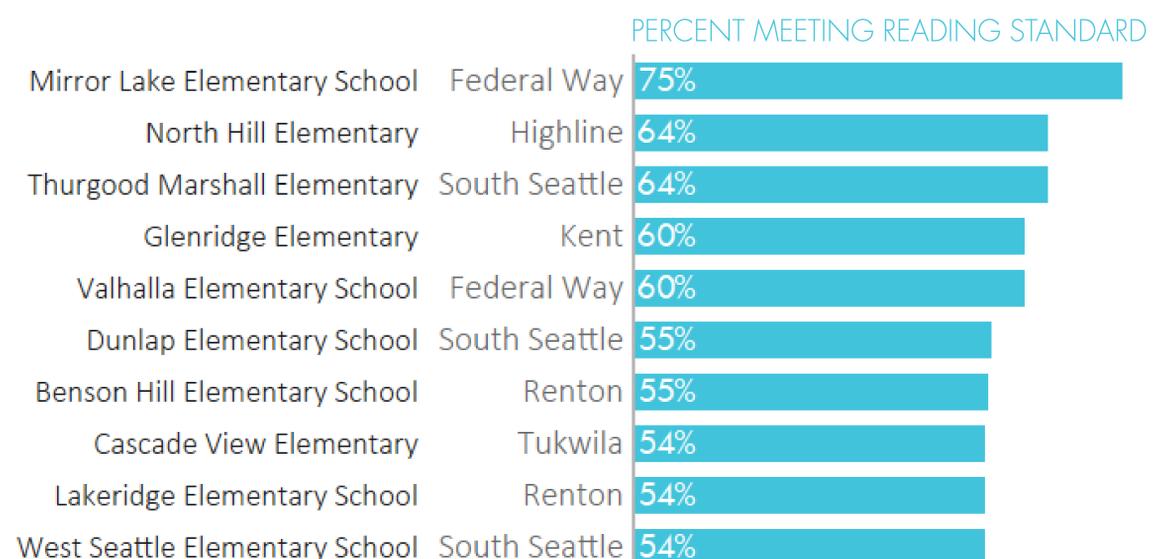
## 3<sup>rd</sup> Grade Reading

### PERCENT OF ROAD MAP PROJECT REGION 3<sup>RD</sup> GRADERS MEETING READING STANDARDS BY RACE/ETHNICITY



### TOP 10 ELEMENTARY SCHOOLS WITH HIGHEST READING RATES FOR BLACK/AFRICAN AMERICAN 3<sup>RD</sup> GRADERS

2015-16



FOR MORE OF THIS DATA VISIT [roadmapproject.org/dashboard](http://roadmapproject.org/dashboard)

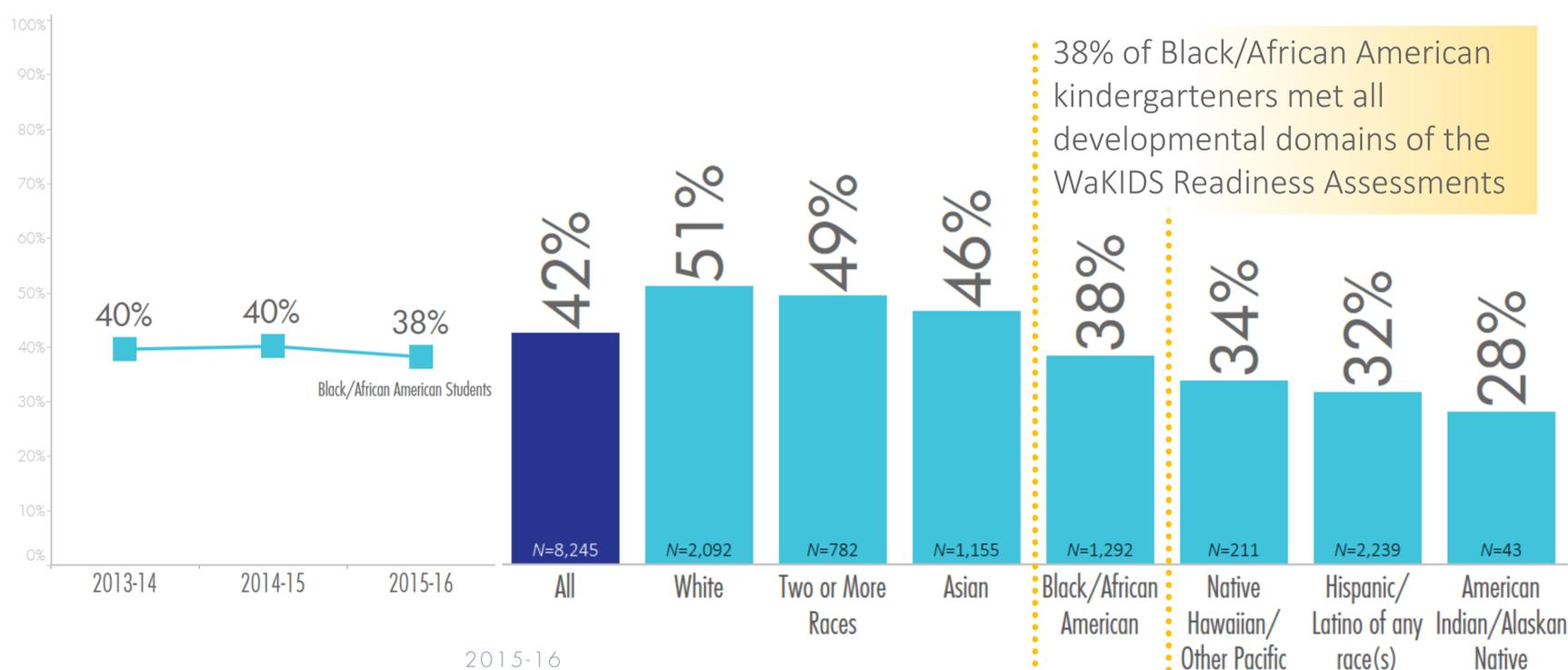
# SUPPORTED AND SUCCESSFUL

The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is the statewide kindergarten transition process made up of three components that help ensure a successful transition. One component is a whole-child observational assessment of skills across six developmental domains. Below are WaKIDS rates for the Road Map Project region and by district for Black/African American students. These data show that the unacceptable gaps by race and ethnicity begin before kindergarten.



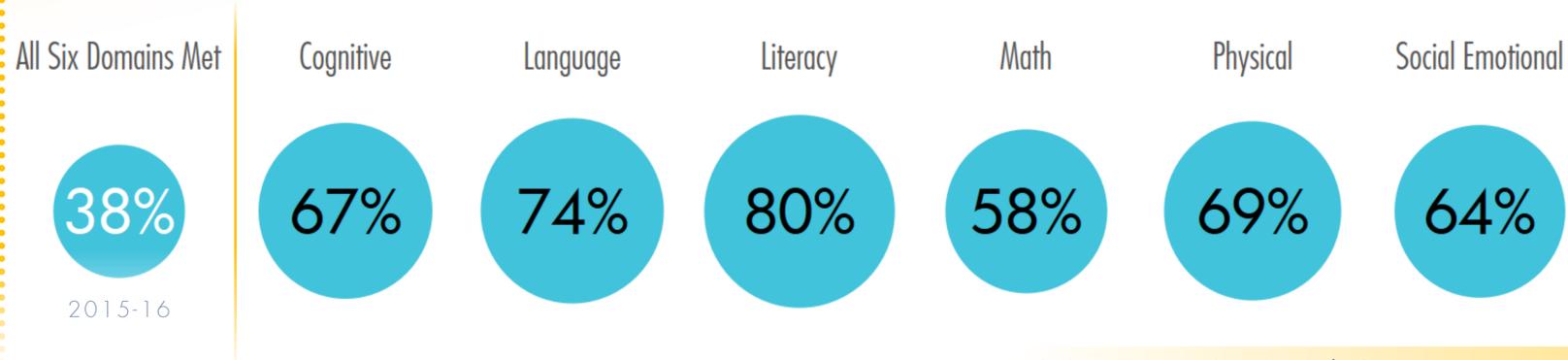
## Kindergarten Readiness

### PERCENT OF KINDERGARTENERS MEETING ALL DEVELOPMENTAL DOMAINS OF WAKIDS READINESS ASSESSMENT BY RACE/ETHNICITY



38% of Black/African American kindergarteners met all developmental domains of the WaKIDS Readiness Assessments

### BLACK/AFRICAN AMERICAN KINDERGARTEN READINESS BY DEVELOPMENTAL DOMAIN



80% of the region's Black/African American kindergarteners met the literacy domain of the WaKIDS Readiness Assessment

FOR MORE OF THIS DATA VISIT [roadmapproject.org/dashboard](http://roadmapproject.org/dashboard)