

THE ROAD MAP PROJECT

# 2015 RESULTS REPORT



The **ROAD MAP PROJECT**

*Supported by CCER*

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# What is the Road Map Project?

## GOAL

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

The Road Map Project is a regional collective impact initiative aimed at dramatically improving student achievement from cradle through college and career in South King County and South Seattle. The project is working to make large-scale change and has created a common goal and shared vision to facilitate coordinated action, both inside and outside schools. Started in 2010, leaders and activists from many sectors are committed to working together as part of the Road Map Project to improve education outcomes in our communities.

## What is the Results Report?

The Results Report is the Road Map Project's annual report card. It presents the most recent data on the Indicators of Student Success, which are critical student achievement milestones. Where possible, the report shows trends and results relative to baselines and targets. The Results Report is organized by the Road Map Project's cradle through college and career framework: Healthy & Ready for Kindergarten; Supported & Successful in School; Graduate from High School College- & Career-Ready; and Earn a College Degree or Career Credential. The report shares both regional results and disaggregated data to better illustrate our challenges and progress.

This year the Results Report is shorter and focused on providing the regional-level snapshot. Additionally, to better support local advocacy and system-improvement work, new resources have been developed, including the following:

- » An online data **DASHBOARD**, which makes it easy to dive further into the results
- » District-specific reports
- » Topic-specific reports, including spotlights on African-American males, English language learner students and community and technical college outcomes
- » Community data discussions



Photo courtesy of Tukwila School District



Please visit [roadmapproject.org](http://roadmapproject.org) or email [info@ccedresults.org](mailto:info@ccedresults.org) to find information about these resources.



# WHY THE ROAD MAP PROJECT?

It is unacceptable that race/ethnicity and income level predict our students' educational 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 those opportunities.

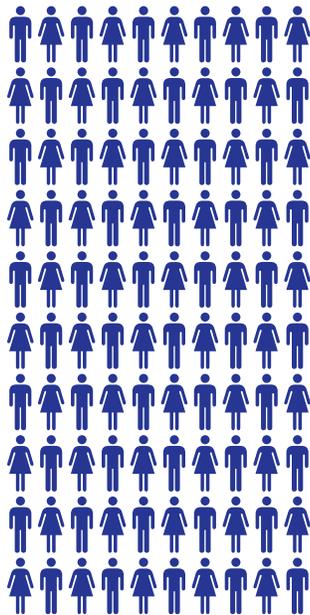
Our region has a "leaky pipeline," and we're losing 72% of students between 9<sup>TH</sup> grade and the completion of a college degree or career credential. Attaining a postsecondary credential is an increasingly important step toward achieving career and economic success. According to Georgetown University's Center on Education and the Workforce, 67% of the jobs in Washington State will require some form of postsecondary credential by 2018. Today, less than a third of the young people growing up in the Road Map Project region receive a two- or four-year degree by their mid-20s.

The Road Map Project, with its focus on student success from cradle through college and career, is working to create the changes our children deserve. The project pushes to advance equity and improve education for the children and youth who are full of talent but live just outside the ring of affluence and prosperity. We must step up together and be the game changers our children deserve.

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

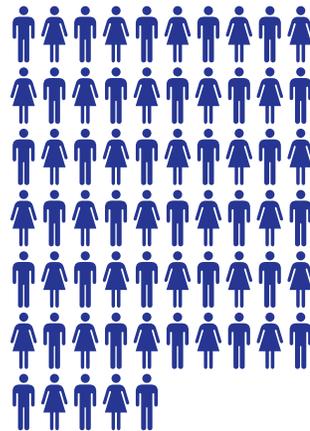
### 9<sup>TH</sup> Graders

In 2006  
(Expected Class of 2009)



### College Enrollment

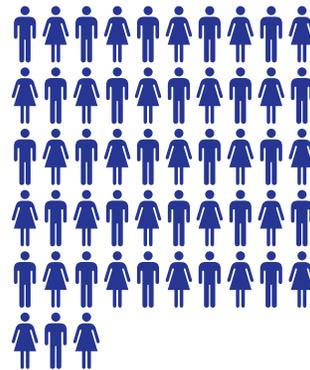
(Ever Enrolled in College)



65%  
of 9<sup>TH</sup> graders

### College Persistence

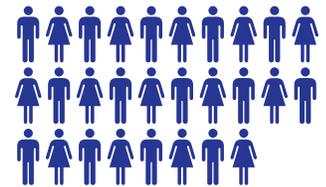
(Ever Persisted to Second Year  
of College)



53%  
of 9<sup>TH</sup> graders

### College Completion

By 2015  
(Students in Their Mid-20s)



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

NOTE: This infographic is created using one cohort of 9<sup>TH</sup> grade students tracked consistently through six years after expected high school graduation year (or 10 years after 9<sup>TH</sup> grade, through academic year 2014-15). This is the first year CCR has had access to sufficient longitudinal data to track students in this way. By tracking one consistent group of students over time, we can explore differences by race/ethnicity and other demographic factors. College enrollment is defined as ever having an enrollment record in the NSC database through 2015. College persistence is defined as enrollment in college for any two consecutive years. College completion is defined as any two- or four-year degree.

SOURCES: National Student Clearinghouse (NSC); Office of Superintendent of Public Instruction (OSPI) student-level database. Data provided by Washington State Education Research & Data Center (ERDC) and prepared by CCR.

# THE ROAD MAP PROJECT REGION

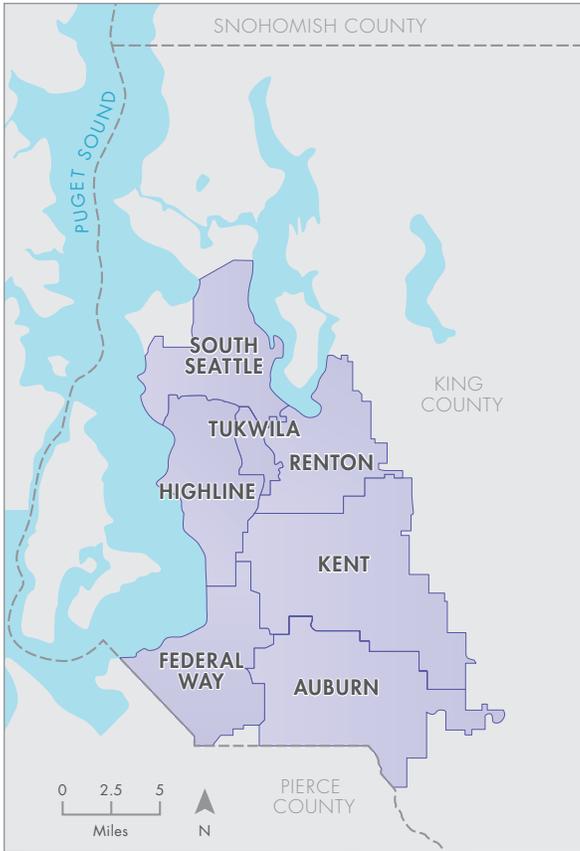
The Road Map Project focuses on South Seattle and South King County, the county's areas of greatest need. The region includes seven school districts and dozens of municipalities. (For Seattle, we include south-end schools only.) Our communities are increasingly diverse; more than two-thirds of the K-12 population is composed of students of color, and more than 180

languages are spoken in the region. Across our districts, 20% of students are English language learners (ELLs).

Economic hardship continues to deeply affect our students and families, with 59% of students being from low-income families and 3% (or 3,809 students) identifying as homeless. The region is

experiencing a nationwide phenomenon called the suburbanization of poverty—sharp increases in poverty have been noted across many suburban areas. Between 2000 and 2013, The Brookings Institution found that low-income populations in local suburbs grew by 100%, compared to 37% in our region's major cities (Seattle, Tacoma and Bellevue).

## The Road Map Region



## About the Road Map Region

**124,806**  
Students in Road Map Region Schools

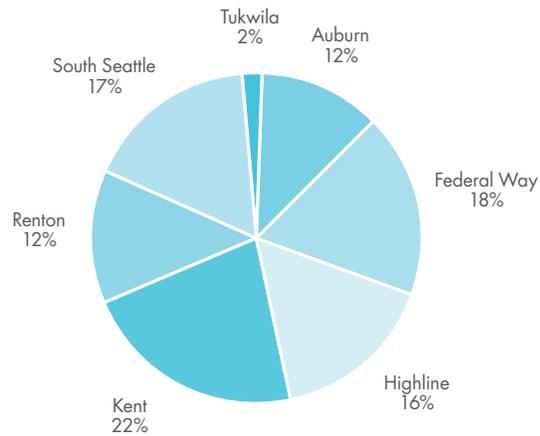
**59%**  
Low Income

**70%**  
Students of Color

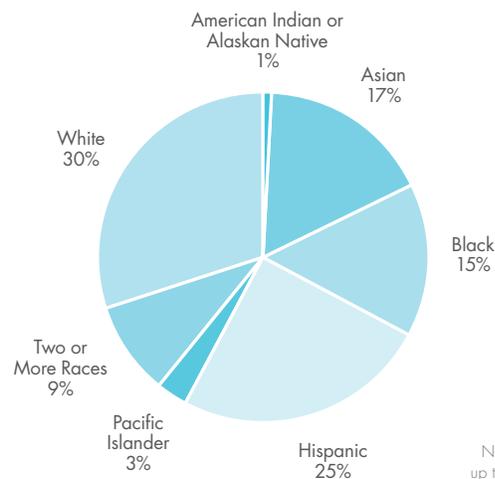
**20%**  
English Language Learners

## Road Map Region K-12 Students

By District



By Race/Ethnicity



SOURCES: OSPI Report Card; OSPI student-level database, 2014-15

NOTE: Totals may not add up to 100% due to rounding.

## 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 region.

# ROAD MAP PROJECT PERFORMANCE

## Results Show Successes and Challenges

Once a year, we pause to examine the region's education results and shine light on successes and challenges. This year's performance—like last year's—is mixed. We see great areas of improvement: gains in high school graduation rates; a continued decline in out-of-school suspensions and

expulsions; and improved college-ready course-taking. There is also positive news in the overall performance of students who have exited the formal ELL program.

However, other Indicators of Student Success continue to be difficult to move,

such as the percentage of students meeting the 8<sup>TH</sup> grade science standard, and the rate of high school graduates directly enrolling in college. Poverty rates remain high and student homelessness is increasing—all factors that add to our region's challenges.

### Road Map Project Performance for On-Track Indicators of Student Success

	TRENDLINE	Overall Regional Performance				Race/Ethnicity Opportunity Gap		
		2015 ACTUAL RATE	2015 TARGET RATE	RATE CHANGE SINCE BASELINE	MET 2015 TARGET RATE	BASELINE YEAR GAP	RATE CHANGE SINCE BASELINE	CURRENT GAP
Students proficient in:								
3 <sup>RD</sup> grade reading	NA	46%	NA	New Test	NA	23%	▲	25%
4 <sup>TH</sup> grade math	NA	49%	NA	New Test	NA	31%	▼	29%
5 <sup>TH</sup> grade science		54%	58%	▲	✘	24%	▲	27%
6 <sup>TH</sup> grade reading	NA	50%	NA	New Test	NA	23%	▲	29%
7 <sup>TH</sup> grade math	NA	45%	NA	New Test	NA	32%	▼	30%
8 <sup>TH</sup> grade science		53%	67%	▼	✘	30%	→	30%
9 <sup>TH</sup> graders triggering Early Warning Indicator #1		29%	26%	▼	✘	22%	▼	21%
9 <sup>TH</sup> graders triggering Early Warning Indicator #2		7%	12%	▼	✔	10%	▼	6%
Students who graduate high school on time		77%	81%	▲	✘	16%	▲	17%
Graduating high school students meeting minimum requirements to apply to a Washington State four-year college		58%	62%	▲	✘	18%	▼	17%
Students at community and technical colleges enrolling in pre-college English		19%	18%	▼	✘	NA	NA	NA
Students at community and technical colleges enrolling in pre-college math		45%	37%	▼	✘	NA	NA	NA
High school graduates who directly enroll in postsecondary education		60%	69%	▼	✘	13%	→	13%
High school graduates continuing past the first year of postsecondary		52%	62%	▲	✘	14%	→	14%
Students from a 9 <sup>TH</sup> grade cohort who earn a postsecondary credential by age 24	NA	28%	34%	▲	✘	NA	NA	18%

## Focus Needed on Racial Justice

For most indicators, gaps in student performance by race and ethnicity continue to be large and persistent. The data provide a strong and urgent rationale for trying new tactics to advance racial equity. A “business as usual” approach

will not work for thousands of our region’s students of color; the adults who serve them must better tailor interventions to meet students’ unique needs. Racial justice demands nothing less.

### Road Map Project Performance for Contributing Indicators of Student Success

	Overall Regional Performance			Race/Ethnicity Opportunity Gap		
	TRENDLINE	2015 ACTUAL RATE	RATE CHANGE SINCE BASELINE	BASELINE YEAR GAP	RATE CHANGE SINCE BASELINE	CURRENT GAP
Kindergarten students attending full-day kindergarten		100%	▲	NA	NA	0%
Students taking algebra by the 8 <sup>TH</sup> grade		44%	▲	26%	▲	27%
Students absent 20 or more days per year		16%	▲	5%	▲	6%
Students taking one or more AP, IB or Cambridge course(s)		65%	▲	9%	▼	7%
Students who graduate high school within five years		81%	▲	16%	▼	13%
Eligible students who complete the College Bound Scholarship application by the end of 8 <sup>TH</sup> grade		96%	▲	NA	NA	NA
Graduating College Bound Scholarship students who complete the FAFSA		68%	▼	11%	▲	16%
Graduates completing a formal career and technical education program		39%	▲	NA	NA	5%

## Our Region: A Work in Progress

Our region is hard at work improving many areas, including the following:

- » Implementing new best practice investments and system interventions from birth to the start of kindergarten
- » Organizing stronger summer learning support
- » Expanding STEM learning opportunities
- » Advancing programs and policies to honor and recognize the assets of our linguistically diverse students
- » Building a robust regional system of family and parent engagement
- » Strengthening school-community partnerships

- » Going deeper with early warning interventions and opportunity youth reengagement
- » Improving communications to College Bound Scholarship students and families
- » Implementing new college- and career-ready learning standards
- » Strengthening postsecondary efforts to improve persistence and completion

At every stage of child and youth development, efforts are under way to improve practice and student outcomes. Numerous examples of success serve as beacons for hope and motivation. Great progress is possible—it is happening in our region every day, but we have more work to do.

NOTES: On-track indicators are reported annually against specific targets. Contributing indicators are reported annually or whenever possible, but do not have specific targets. The “opportunity gap” was calculated using a conventional method comparing the two highest-performing student subgroups (Asian and White) to all others. For this analysis, Pacific Islander students were not grouped with Asian students. This method, although widely used, is flawed because it relies on the overly broad student race/ethnicity categories, which can mask the real challenges many students experience. Moving forward, CCER will not use this method. Better data disaggregation is needed.

Opportunity gap baseline year is 2012 for students taking algebra by the 8<sup>th</sup> grade and for graduating College Bound Scholarship students who complete the FAFSA. Opportunity gap baseline year is 2013 for Early Warning Indicators; 20 or more absences; and AP, IB or Cambridge course-taking due to data limitations in prior years. Also due to data limitations, opportunity gap baseline for on-time high school graduation is the Class of 2012 and the Class of 2011 for extended graduation. Opportunity gap baseline is Class of 2014 for minimum standards to enroll in a four-year college due to prior year data limitations.

SOURCES (all data): ERDC P20 Reports, NSC, OSPI Report Card, OSPI student-level database, Road Map region districts, The BERG Group and Washington State Achievement Council (WSAC).

# Healthy & Ready for Kindergarten



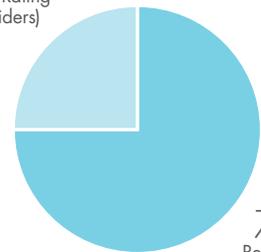
Effective early learning puts children on track for success. Without high-quality learning opportunities, children may start elementary school behind and never catch up. Across our region, there continues to be growing momentum to better support children and families during these critical early years.

## High-Quality Early Learning

Washington State's early learning quality rating and improvement system—called Early Achievers—is helping to build a system of high-quality early learning opportunities for all children. Started in 2012, Early Achievers provides coaching and resources for child care providers to improve the quality of their care, and connects families to quality child care and early learning programs. Through the Early Achievers rating process, child care providers are rated on a scale of 1 to 5, with ratings of 3 to 5 considered a quality rating. Of the 103 child care providers rated in our region in 2015, 77 (75%) received a quality rating. In 2014, only about half of the programs rated received a quality rating.

Participating Early Achievers Sites in the Road Map Region that Were Rated

25%  
Did Not Receive a Quality Rating  
(26 Providers)



75%  
Received a Quality Rating  
(77 Providers)



We all have the “superpowers” needed to support student success! Gary Wasdin, Library Director of the King County Library System, stands with fellow superheroes Iron Man and Thor outside the Library2Go vehicle at the June 2015 Education Results Network meeting.

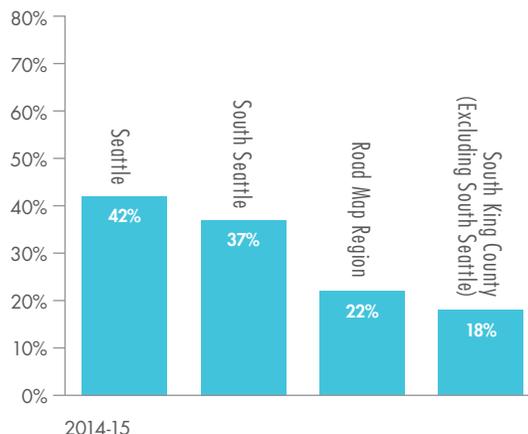
## Early Learning Enrollment Opportunities

In our region, there are early learning programs specifically reserved for children from low-income families—but not nearly enough. In South King County, only 18% of 11,755 eligible children were served and in the City of Seattle, 42% of 4,488 eligible children were served.

Although the number of slots open to eligible children has increased over the years, the growth of programs has not been able to keep up with the growth of poverty in our region. We need a stronger focus on the expansion of quality early learning.

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

By Community

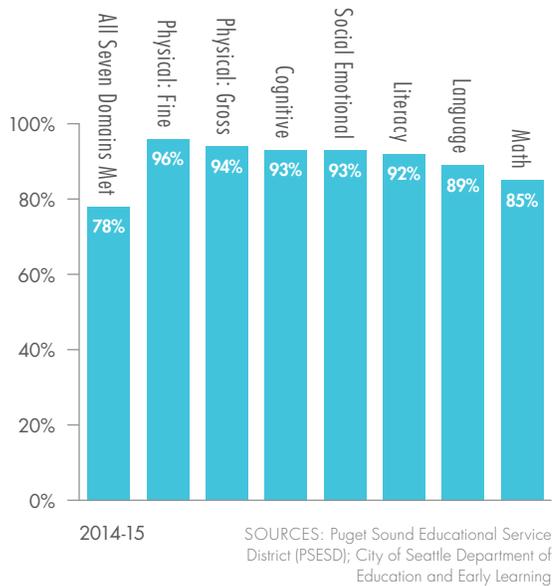


SOURCES: Enrollment numbers, defined as the number of classroom slots, are provided by the Washington State Department of Early Learning and the City of Seattle (Step Ahead). Population estimates are from the Washington State Office of Financial Management, Forecasting Division, single-year intercensal estimates 2001-14, January, 2015, prepared by Public Health—Seattle & King County; Assessment, Policy Development & Evaluation Unit, 11/2015. Low-income status is from OSPI Report Card and CCER's student-level database.

NOTES: Rates are estimated based on the number of classroom slots in the region's formal early learning programs and student demographic information. Programs include Early Childhood Education and Assistance Program (ECEAP), Head Start and Seattle Step Ahead. South King County is defined here as the Road Map region districts excluding Seattle.

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

By Domain



## School Readiness

Many of the region's early learning programs use an assessment tool called Teaching Strategies (TS) GOLD to determine whether students are meeting age-level expectations in a range of developmental areas. This information helps teachers identify areas to focus on for improvement. The preschool children in our region who attend formal early learning programs are generally meeting expected milestones. However, math remains the domain with the lowest rate of performance.

Vroom is an initiative that empowers parents and caregivers to play a proactive role in their children's early brain development. Using a variety of tactics, including the Daily Vroom app, Vroom is helping to increase the quality and frequency of rich, responsive interactions between parents and children. Piloted in the Road Map region, Vroom is now being activated across King County and the country. Learn more at [joinvroom.org](http://joinvroom.org).

Photo courtesy of Vroom



## WaKIDS

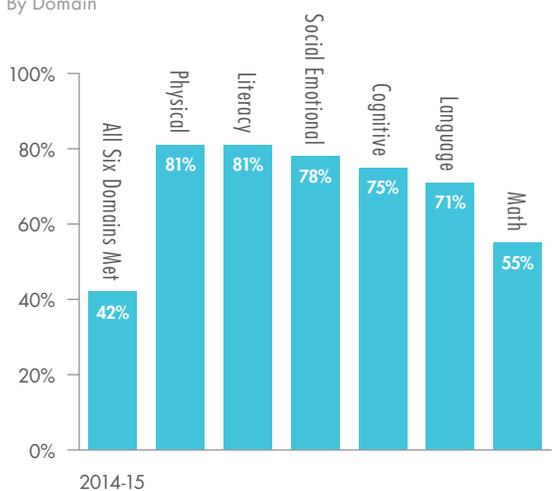
The disparity between low-income students and their more affluent classmates starts before kindergarten and is evident in these results. Washington Kindergarten Inventory of Developing Skills (WaKIDS) is a kindergarten transition process that helps to ensure a successful start in school for children and their families. The TS GOLD

assessment, given during the first few months of kindergarten, is a component of WaKIDS and is the same tool used at the preschool level, but with slightly different domains and higher standards required for entering kindergarten students. Math remains the lowest-performing category, with large gaps apparent in all domains.

The good news is that support for our young students is increasing. Notably, the Road Map region districts have provided full-day kindergarten for all students—three years ahead of the schedule set by the Washington State Legislature.

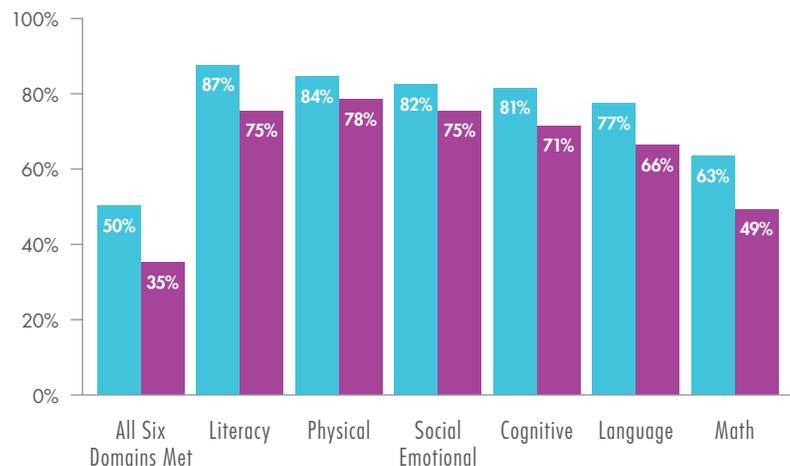
## Students in Kindergarten Meeting Readiness Standards

By Domain



By Income

■ Not Low Income  
■ Low Income



SOURCE: OSPI Report Card

NOTE: Data do not include Auburn School District.



# Supported and Successful in School

## NEW STATE ASSESSMENTS

Once students reach the K-12 system, they must be supported in and out of school. Unfortunately, the data show large opportunity gaps across many indicators. We have much more work to do in order to ensure each student's success.

For the first time in American history, states have banded together to create shared, rigorous college- and career-readiness standards. These standards, the Common Core State Standards, have been adopted by more than 40 states, including Washington. New assessments, Smarter Balanced Assessments, in reading and math were put in place to measure student proficiency relative to the new standards. The Road Map region districts fully implemented these changes in 2014-15, and we can now look at the first year of results.

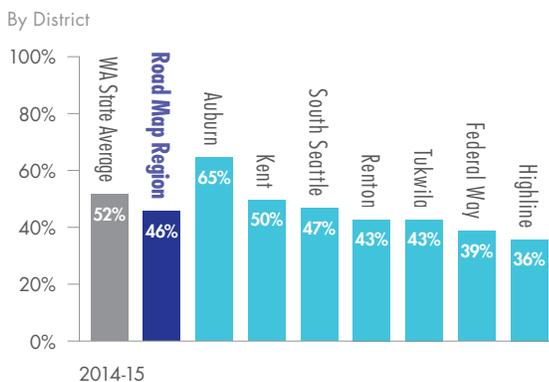
The Common Core State Standards allow us to compare results across states. Of the states reporting data for the new Smarter Balanced Assessments, Washington achieved the highest average in 4TH and 7TH grade math. However, Washington is in the middle of the pack for reading. To view state comparison

data, visit [edsources.org/smarter-balanced-results/state.html](http://edsources.org/smarter-balanced-results/state.html).

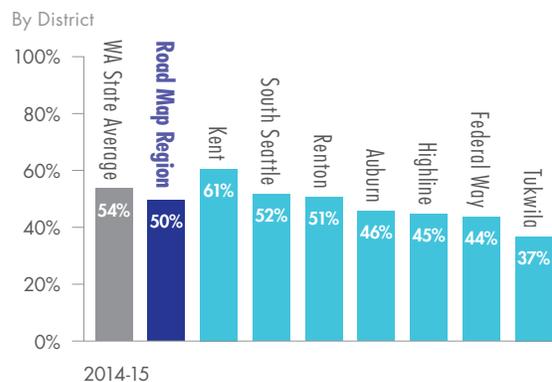
Locally, Auburn continues to be a leader in 3RD grade reading and 4TH grade math; the district is outperforming both the region and state. Kent is also performing above the state and region in 6TH grade reading, and South Seattle is strongest in 7TH grade math. Fifty-nine percent of Road Map region students qualify for free or reduced-price lunch, while Washington's overall rate is 45%.

Large gaps continue to exist among various student subgroups in the region's science results, including a 28 percentage point difference between low-income and non-low-income students. To view science results, please visit the online data [DASHBOARD](#).

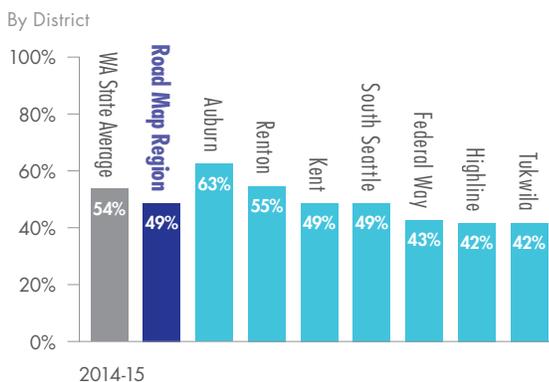
3RD Grade Reading Students Meeting Standard



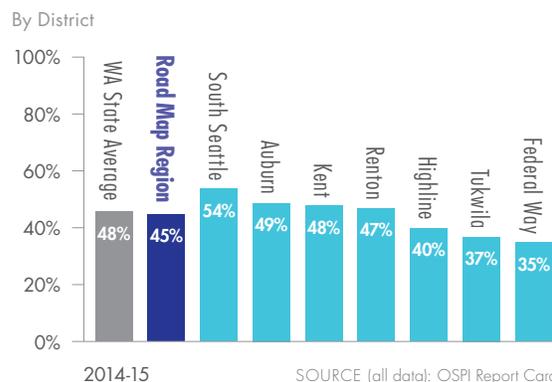
6TH Grade Reading Students Meeting Standard



4TH Grade Math Students Meeting Standard



7TH Grade Math Students Meeting Standard



SOURCE (all data): OSPI Report Card

**DASHBOARD**

Visit the online data dashboard to see additional reading, math and science data, including racial/ethnic disaggregation on these indicators. Visit [roadmapproject.org](http://roadmapproject.org) to access the dashboard.

# ENGLISH LANGUAGE LEARNERS

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

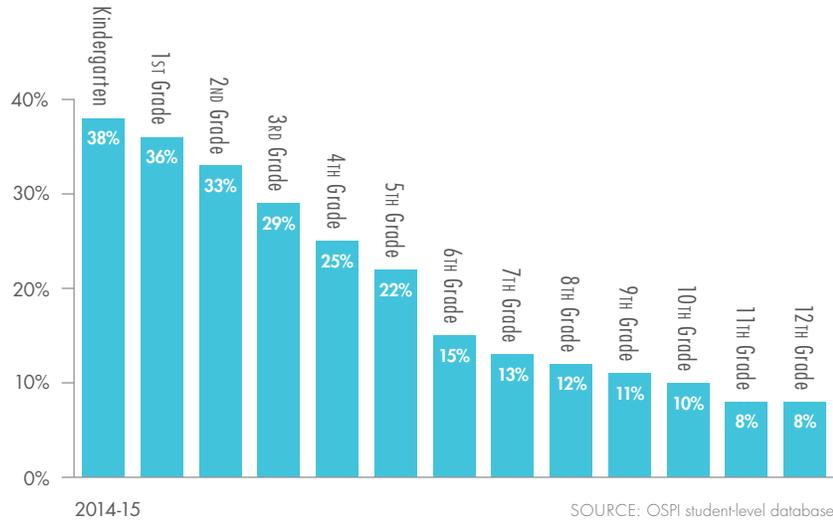
This Results Report is debuting two new indicators that measure ELL students' academic achievement on reading and math assessments and, for the first time, allow for comparison of current ELL, former ELL and not ELL student groups. The results show that former ELL students are outperforming students who are not ELLs, which speaks to former ELLs' unique assets and strengths.

**ONLINE**

A 2016 special report will explore the performance measures and programs designed to support our ELL students in school so they achieve their fullest potential. Visit [roadmapproject.org/data-center/reports](http://roadmapproject.org/data-center/reports) for more information.

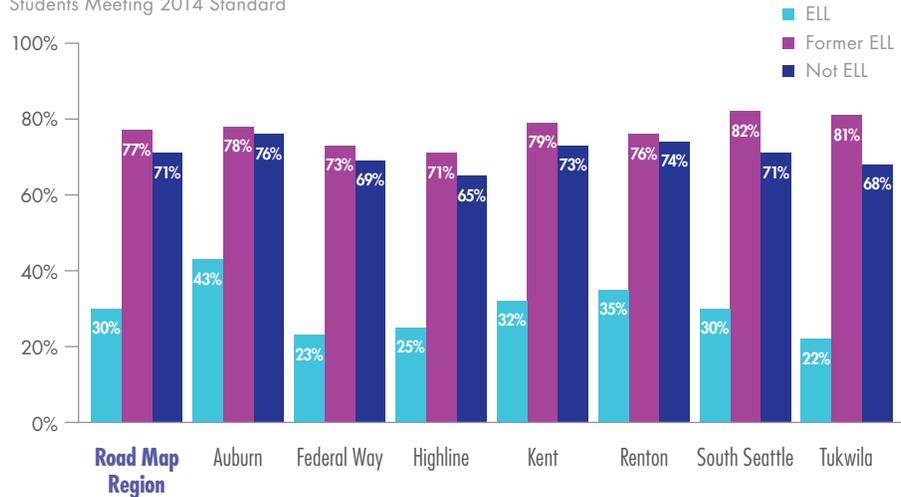
## ELL Students

By Grade Level



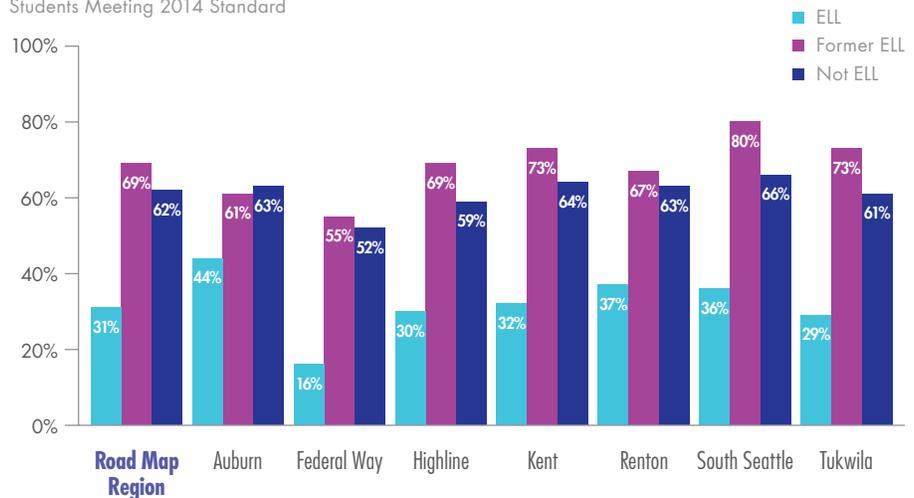
## Reading Academic Achievement for ELL Students

Students Meeting 2014 Standard



## Math Academic Achievement for ELL Students

Students Meeting 2014 Standard



SOURCE: 2014 Student Achievement Index Data

NOTE: This is the latest data available that allows for the comparison of ELL, former ELL and not ELL students. The data include performance in grades 3-8 and 11 on reading and math assessments. For schools that piloted the new Smarter Balanced Assessments, 2012-13 data are used.

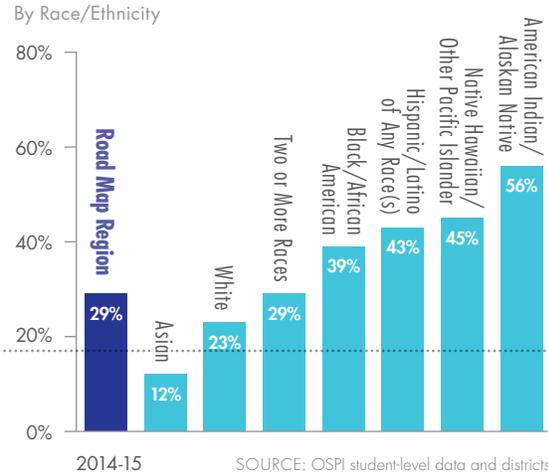
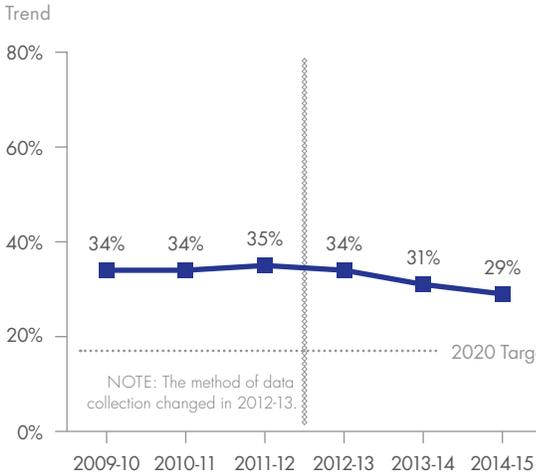
# RISK FACTORS

Focused work across our region has helped decrease the percent of students triggering Early Warning Indicator #1 (students with six or more absences and at least one course failure in the 9TH grade), but large disparities among student subgroups remain. Native Hawaiian/Other Pacific Islander, American Indian/Alaskan Native and homeless students have about a 50%

chance of triggering this indicator. Across the districts, Seattle Public Schools is showing the best results (21%), and Tukwila School District is experiencing the highest rate (35%).

The percent of students in our region with 20 or more absences during 2014-15 remains relatively flat at 16%, but peaks at 30% for 12TH graders.

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

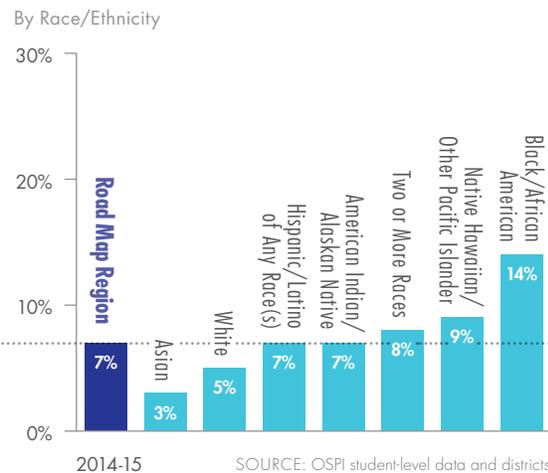
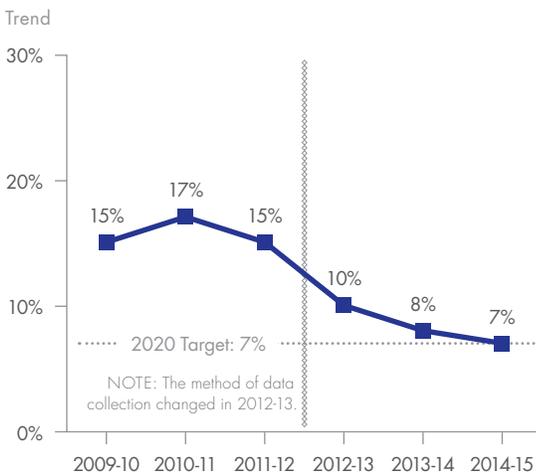


SOURCE: OSPI student-level data and districts for 2009-10 through 2011-12; OSPI student-level data for 2012-13 through 2014-15

Although we are ahead of schedule in meeting the 2020 target for Early Warning Indicator #2 (9TH graders with a suspension or expulsion), there is a significant disparity in this indicator for Black/African American students. In 2016, discipline advocates and stakeholders will dive deeper into the

data to better understand the rates of different types of discipline (expulsions or in- and out-of-school suspensions, for example) and disaggregate the data by grade. We will not declare victory on our 2020 goal for this indicator until disparities are eliminated.

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



SOURCE: OSPI student-level data and districts for 2009-10 through 2011-12; OSPI student-level data for 2012-13 through 2014-15



# 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. While some gains have been made, more work needs to be done to ensure that all high school students are prepared to succeed in postsecondary education.



DiscoverU is an annual week to build excitement around college and career exploration across Seattle and South King County. As part of DiscoverU 2015, students from Highline Public Schools visited local companies, including Amazon, Boeing, Starbucks and Nordstrom. Thank you to everyone who made DiscoverU a tremendous success. To learn more, please visit [roadmapcollege.org/discoveru](http://roadmapcollege.org/discoveru).

Photo courtesy of Highline Public Schools

## On-Time Graduation

The region's on-time (four-year) high school graduation rate has been increasing for the past three years. For the first time, all Road Map region districts are at 70% or above for this indicator. However, the opportunity gap clearly surfaces in these results—for the Class of 2014, there was a 12 percentage point gap between White and Asian students and Black students for on-time graduation.

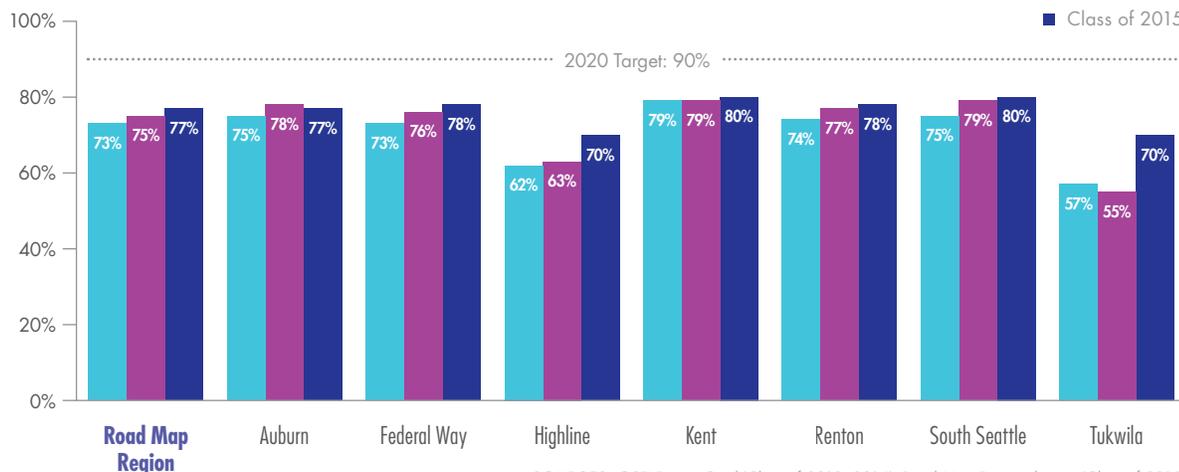
Highline Public Schools is seeing gains from the previous years across multiple

indicators of college and career readiness, including on-time graduation. Their robust efforts to support high school and beyond planning and commitment to building a college-going culture are yielding results.

Positive news can also be seen in the region's extended (five-year) graduation rate, which has risen to 81% for the Class of 2014, up from 76% for the Class of 2010. To view extended graduation results, please visit the online data [DASHBOARD](#).

## On-Time Graduation

By District



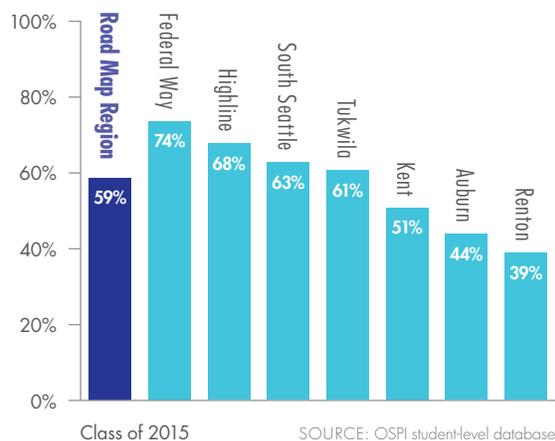
SOURCES: OSPI Report Card (Class of 2013, 2014); Road Map Project districts (Class of 2015)

## AP, IB & Cambridge Courses

Advanced Placement, International Baccalaureate and Cambridge course content is aligned to college standards and helps prepare students for the rigor of postsecondary education. Across the region, the percent of students taking these advanced courses rose steadily to 65% for the Class of 2015. The regional opportunity gap is relatively small for this indicator, but there are significant differences by district and subgroup. Federal Way Public Schools, a regional leader in rigorous course-taking, is doing the best job of increasing access to rigorous courses for Black/African American students.

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

By District



## ONLINE

African-American males consistently perform lower than children of other racial, ethnic and gender groups on many academic measures—a pattern seen locally and nationally. This is an issue of systemic injustice and inequitable access to community and school resources. A community-driven special report focusing on African-American males will be released in 2016 to better understand local successes and challenges, and to strengthen our region's growing efforts.

Visit [roadmapproject.org/data-center/reports](http://roadmapproject.org/data-center/reports) for more information.

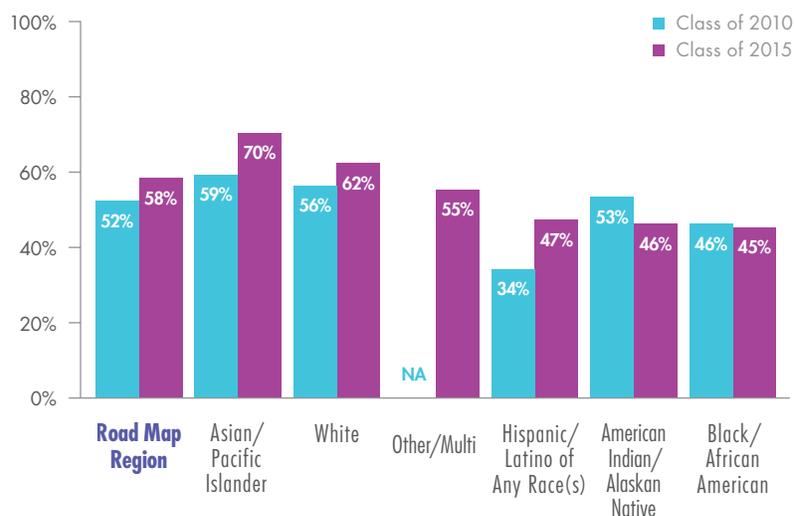


## Minimum Course Requirements to Apply to a Washington Four-Year College

The Washington Student Achievement Council establishes the minimum college admissions standards for four-year public institutions in Washington. Historically, these have not been the same as high school graduation requirements. While not all students will enroll in a four-year college, meeting these requirements helps ensure students' access to increased college options and preparedness for any pathway. Regionally, we have seen steady progress on this indicator. Students of Highline Public Schools and Federal Way Public Schools are outperforming others on this indicator at 64% and 63%, respectively.

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

By Race/Ethnicity



Nearly 300 students, parents, educators, youth advocates and community members from across Washington gathered at the State Capitol in February 2015 to support the College Bound Scholarship and State Need Grant. Together, the College Bound Scholarship and State Need Grant are helping thousands of Washington students obtain a college education. The students and other participants urged legislators to fully fund these programs. This event was a success thanks to support from partners in Yakima, Everett and Tacoma and in the Road Map region.



### College Bound Scholarship Sign-Up

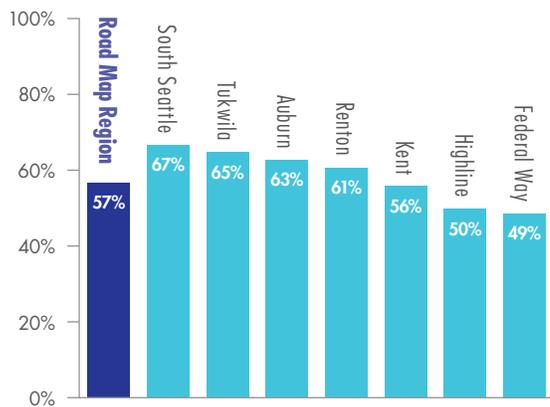
96% of eligible Road Map region students signed up for the College Bound Scholarship in 2015

### Financial Aid

The Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WASFA) are the forms students complete to access state and federal financial aid for college. Financial aid is a primary support to many students and families in our region. For the first time in 2015, school districts had access to a state database that allowed them to more accurately monitor which seniors had and had not completed the FAFSA. (Visit <https://fortress.wa.gov/wsac/portal/fafsacompletion/> to learn more about this database.) Due to this improved data source, we are reestablishing a baseline and cannot show FAFSA filing changes over time.

### FAFSA Submission by High School Seniors

By District



Class of 2015

SOURCE: Washington State Achievement Council FAFSA portal as of Oct. 2, 2015

NOTE: Data reflect the proportion of all high school seniors submitting a FAFSA, regardless of graduation status.

### ONLINE

More low-income students than ever are signing up for the College Bound Scholarship, and these students show both strengths and challenges in accessing postsecondary education. A special report on College Bound Scholarship students will examine the impact of risk and support factors on postsecondary outcomes and examine how these students differ from their peers.

Check [roadmapproject.org/data-center/reports](http://roadmapproject.org/data-center/reports) for details.

# Opportunity Youth



Despite powerful work under way across the region to help young people stay in school and graduate college-ready, many students continue to fall through the cracks. We call young people who have disconnected from school “opportunity youth,” given their positive aspirations and potential. The modified “leaky pipeline” below shows the educational trajectory of young people who do not finish high school in five years.

## Opportunity Youth Leaky Pipeline

9<sup>TH</sup> Graders Who Did Not Complete High School Within Five Years  
(9<sup>TH</sup> Grade in 2006)



College Enrollment  
(Ever Enrolled in College)



42%  
of 9<sup>TH</sup> graders

College Persistence  
(Ever Persisted to Second Year of College)



26%  
of 9<sup>TH</sup> graders

College Completion  
By 2015  
(Students in Their Mid-20s)



8%  
of 9<sup>TH</sup> graders

SOURCES: NSC and OSPI student-level database. Data provided by Washington ERDC and prepared by CCER.

NOTE: This infographic is created using one cohort of 9<sup>TH</sup> grade students tracked consistently through six years after expected high school graduation year (or 10 years after 9<sup>TH</sup> grade, through academic year 2014-15). It is the first year CCER had access to sufficient longitudinal data to track students in this way. By tracking one consistent group of students over time, we can explore differences by race/ethnicity and other demographic factors. College enrollment is defined as ever having an enrollment record in the NSC database through 2015. College persistence is defined as enrollment in college for any two consecutive years. College completion is defined as any two- or four-year degree.

# Opportunity Youth Face Barriers to Engaging in School and Work

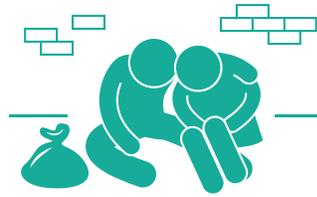
In prior reports, we've looked at the demographic profile of our opportunity youth. Disparities in outcomes based on race/ethnicity and income status continue to be a concern. This year, we were able

to take a closer look at the strengths and barriers of opportunity youth from the Road Map region who are involved with the Washington State Department of Social and Health Services.

These data show us that opportunity youth face a complex set of current barriers and past difficulties. These youth also have strengths, and there are numerous opportunities for reengagement.



Nearly 1 in 3 face a current spell of homelessness



41% have an arrest or conviction history



1 in 4 have a history of substance use



SOURCE: Washington State Department of Social and Health Services, Research and Data Analysis Division

## Reengagement System Development

Together with partners from many sectors, the region is building a reengagement system to connect youth to opportunity. This includes expanding the supply of options, improving quality and coordination and increasing awareness and access. Our baseline data show that 42% of students who disengaged from the K-12 system reengaged within two years. Of those who reengaged, only 20% received a high school credential (diploma or GED) within two years of leaving school.

In future years, we will report on the percentage of students who disengaged who enroll, persist and complete a postsecondary credential.

INDICATOR	BASELINE
Youth aged 14+ who disengaged in 2011-12	1,906
Youth aged 14+ who reenrolled in high school or college within two years of leaving	42% or 798
Youth who disengaged and earned a high school credential within two years of leaving K-12	8% of those who disengaged 20% of those who reenrolled within two years

NOTE: Baseline data is for students who disengaged from school in the 2011-12 school year and tracks progress through 2014 in both the K-12 and community and technical college (CTC) data.

SOURCES: OSPI student-level database and CTC data provided by ERDC.

## Open Doors Programming

Options for young people to reconnect with education have expanded throughout the Road Map region and King County over the last two years. Open Doors is a dropout retrieval law that allows for K-12 state education funding to support reengagement programming. We are excited to report that six of seven Road Map districts now offer Open Doors options at 10 sites across the region. During the 2014-15 school year, more than 2,000 students received education and case management services across these sites. Postsecondary navigation

services are being embedded across the system and are currently in place at eight of 10 of these sites.

- » Federal Way Acceleration Academy
- » Career Link at South Seattle College
- » ELL Excel at Highline College
- » Gateway to College at Highline College
- » Highline Connection Center
- » iGrad
- » Seattle Interagency at Columbia Center
- » Southwest Youth & Family Services Education Center
- » YouthCare Orion Center
- » YouthSource Renton

# Earn a College Degree or Career Credential

In a state where obtaining a postsecondary degree or credential is increasingly important, we must find a way to better support our students to enroll in and complete college.

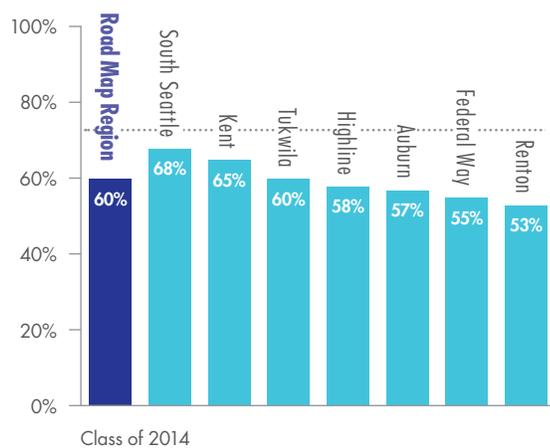
## Enrolling in College

The percent of Road Map region students directly enrolling in college within one year of high school graduation has been hovering around 60% since 2010. Many student racial/ethnic subgroups continue to have low results. For example, for several years, Native Hawaiian/Other Pacific Islander students have been enrolling in college at a rate of about 40%, which is over 30 percentage points

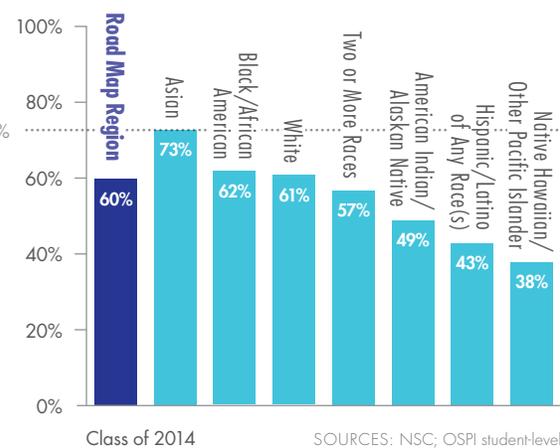
less than that of Asian students. Also of concern is the decline in the direct enrollment rate for low-income students in several of our districts. Tukwila is the only school district where there is no opportunity gap between low-income students and all students on this indicator. To view these results, please visit the online data [DASHBOARD](#).

## High School Graduates Directly Enrolling in College

By District



By Race/Ethnicity



SOURCES: NSC; OSPI student-level database provided by ERDC.



# DASHBOARD

Visit the online data dashboard to see additional postsecondary data, including racial/ethnic disaggregation on these indicators. Visit [roadmapproject.org](http://roadmapproject.org) to access the dashboard.

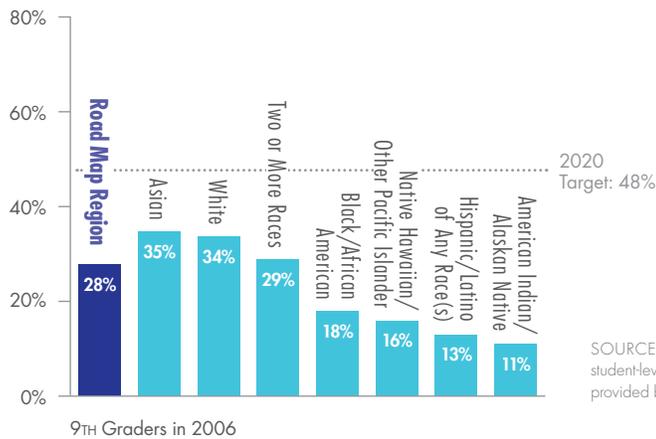
## Completing College

This indicator examines the outcomes for students in the 9<sup>TH</sup> grade cohort of the Class of 2009. Large disparities exist among student subgroups, with 24 percentage points separating the highest and lowest performing racial/ethnic groups. Between enrollment and completion, we are losing large numbers of students, and supports must be focused in this area. For example, while both Black/African American

and Hispanic/Latino students have low completion rates, we see relatively high college enrollment rates for Black/African American students. For these students, persistence and completion require additional attention. For our Hispanic/Latino students, even though they are improving their rigorous course-taking in high school, their college enrollment rates are still low; a focus on college enrollment is important for these students.

### Students from a 9<sup>TH</sup> Grade Cohort Who Earn a Postsecondary Credential by Age 24

By Race/Ethnicity



## ONLINE

Half of college-going high school graduates in our region enroll at local community and technical colleges. Read the Road Map Project Community and Technical College Report to better understand the progress and completion rates of these students.

Find it at [roadmapproject.org/data-center/reports](http://roadmapproject.org/data-center/reports)



A Road Map region delegation of 68 people attended the 2015 Family Engagement in Education Institute at Harvard University, where they learned from each other and national experts. The region is building a robust system of parent and family engagement to better support student success from cradle through college and career.

Photo courtesy of Anita Koyier-Mwamba



# THANK YOU!

The 2015 Results Report was published with support from many partners by the Community Center for Education Results, a nonprofit organization supporting the Road Map Project.

Thank you to everyone who is working hard to improve education outcomes for all students in our region. Your passion and drive inspire us!