



# 2019 RESULTS REPORT

Published Winter 2020

## Amidst rising inequality, *we must expand opportunity*

In a region with a booming economy, there is a stark juxtaposition between those with opportunity and those without. Income inequality is widening. Rising rents in Seattle, ranked the fastest-growing major U.S. city in the last decade, have pushed families out. Since 2010, the region has seen a 22 percent increase in low-income students (to 77,035 students in 2019) and a 127 percent increase in homelessness (to 4,513 students in 2019). Meanwhile, policies that expand opportunity from early learning to college don't extend across all seven Road Map Project districts. As tech wealth continues to transform the region, there's a pronounced and urgent need to expand the boundaries of opportunity. Economic inequities deepen local education inequities, pushing many of our region's students further from their aspirations.

The 2019 Results Report highlights areas where structural changes are happening, and where challenges persist. Last year, we saw some boundary-breaking movement within systems, including increased efforts to shift adult behavior and support students based on what they say they need. Efforts showing that change is not only possible, it is within reach, if we continue to work together, and follow the leadership of those most impacted by inequities. We have an opportunity to make change locally—where we live, where we have a stake, and where we have a responsibility to our young people.

We know systemic change takes time, and that it takes all of us. Collectively, we have been building leadership and capacity and seeing some multi-year efforts come to fruition. Together we are elevating the voices of our region's students, expanding college and career supports, authentically engaging families, and working to dismantle institutional racism.



Courtesy of Auburn School District

### 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 in South King County and South Seattle. Through multisector and community collaboration, we aim to increase equitable policies and practices in education systems to eliminate opportunity and achievement gaps, and for 70 percent of our students to earn a college degree or career credential by 2030.

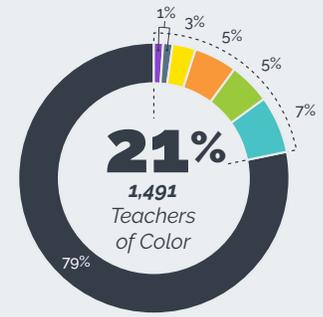
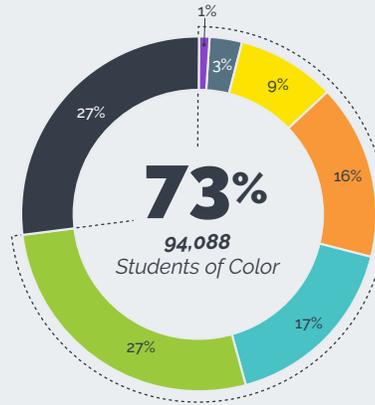
 The in-depth data for each indicator of student success can be found on our Data Dashboard: [rdmap.org/data-dashboard](http://rdmap.org/data-dashboard) 

Sources: Office of Superintendent of Public Instruction (OSPI) Report Card; OSPI Comprehensive Education Data and Research System (CEDARS) student-level database via Washington State Education Research and Data Center (ERDC). Prepared by the CCER data and research team.

## Working to recruit and retain *a diverse educator workforce*

When asked what their ideal school looks like, what they need to reach their aspirations, or what would keep them engaged in school, Road Map Project students consistently say: **More teachers that look like us!** A diverse educator workforce leads to better outcomes for all students, particularly students of color. Our region is becoming more culturally and linguistically diverse, with 22 percent (or 28,352) of students being English language learners and 91 percent of ELLs being students of color. Yet, out of 7,179 classroom teachers in Road Map Project schools, only 1,491 are people of color. Though there are several initiatives underway to grow an educator workforce that reflects our K-12 students, building leaders and districts can do more to support educators from the community.

## 128,442 *Road Map Project Region K-12 Students*



Sources: OSPI Report Card, OSPI CEDARS data via ERDC, OSPI Personnel Reporting File (S-275). Prepared by the CCER data and research team.

Note: Teacher demographic estimates were derived using teacher codes (duty roots 31-34 & 63) with full-time employment (FTE) designation greater than 0 in a given year.

Legend for Demographics:  
 Latinx (Green), Asian (Cyan), Black/African American (Black), Multiracial (Yellow), Pacific Islander (Dark Blue), Native American (Purple), White (Dark Grey)



### Planting Seeds

Alejandro Castro-Wilson on Recruitment

I'm a 5th grade teacher at Benson Hill Elementary in the Renton School District. I teach the next generation of leaders. In high school, several teachers recommended me for the Renton Teacher Academy (RTA), a "Grow Your Own" program supported by the Professional Educator Standards Board. Three factors made it impactful: an internship to give me exposure to what the profession is like, links with college and career readiness curriculum, and the partnership with Highline College and Central Washington University (CWU) which meant a direct pipeline to postsecondary.

The RTA became like a family to me, which honestly is what kept me in school. As a homeless student, I didn't think college was something I'd be able to do. My path has been challenging. At CWU, I was one of three people of color in my cohort, and the only man of color going into elementary education. It's hard to be the outlier. In my first two years teaching, OSPI's Beginning Educators Support Team really helped, but as a third-year teacher, I'm wondering how educators of color can continue to access mentorship, connection, and professional development.



### Sustaining Roots

Marissa Winmill on Retention

This is my 27th year teaching. I started in the Philippines, where I was born and raised, and now I teach high school English language learners in the Kent School District, where my kids go to school. I lead Kent-Meridian's Equity Team and I sit on the Professional Educators Standards Board because I'm passionate about developing systems that support my students' brilliance. I'm also a member of the PSESD's Educators of Color Leadership Community; it's amazing to have a support network of colleagues who share my challenges, and it's shown me how teachers of color are overburdened and underheard. Retaining us requires changes at all levels. From the top, more admin of color means more teachers of color will stay. I think, why aren't some of my colleagues of color, who are the most innovative and passionate educators, in leadership positions yet? From the other end, why do we have to look elsewhere for future educators when I work at the most diverse high school in the state? More districts, including mine, need to pursue opportunities to start "Grow Your Own" academies that focus on equity. Listen to students and educators of color!

## Novice Teacher of Color Pipeline in the Road Map Region

In 2014-15, there were 188 novice teachers of color working in our region. Following them through four years, the following continued to teach in the same school...

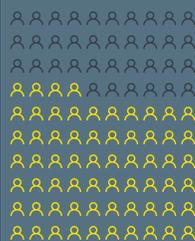
**188** teachers of color in 2015



**76%** continued to teach in the same school 1 year later in 2016



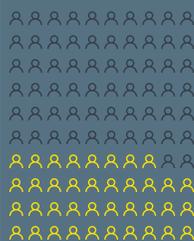
**64%** continued to teach in the same school 2 years later in 2017



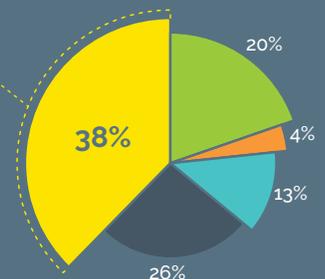
**49%** continued to teach in the same school 3 years later in 2018



**38%** continued to teach in the same school 4 years later in 2019



## Following the same teachers 4 years later...



71 (38%) stayed teaching in the same school  
 49 (26%) exited teaching  
 37 (20%) changed districts  
 24 (13%) changed schools within district  
 7 (4%) changed roles (other than a teacher) within district

Sources: OSPI Personnel Reporting File (S-275). Prepared by the CCER data and research team. Note: Novice teachers include teachers who have taught two years or less in the State of Washington. Totals may not add up to 100% due to rounding. Count of teachers were derived using teacher codes (duty roots 31-34 & 63) with full-time employment (FTE) designation greater than 0 in a given year.

## From involvement to leadership: *Building the family engagement movement*

Young people spend more than 50 percent of their time away from school, so family and community partnerships should not be an afterthought, but a core strategy to improve educational outcomes. In 2019, building on existing family engagement efforts in the Road Map Project region, a cohort of seven elementary schools began a three-year pilot to implement Academic Parent Teacher Teams (APTT), a research-based family engagement practice with coaching and support. The model aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.

The participating schools are in Highline and Seattle: McMiken Heights, Hilltop, Mount View, Bow Lake, Rising Star, Thurgood Marshall, and South Shore. Working to build the capacity of the 117 teachers in these schools, as well as more than 2,100 students and their families, APTT is grounded in the notion that students can thrive when families and teachers work together, as genuine partners. District leaders, principals, teachers, and parents will collaboratively create action plans to support their students inside and out of school.

The launch of APTT in our region is a testament to the region's family engagement district leaders, who have, in the past six years of building capacity, developed a rubric for evaluating family engagement best practices, launched two family engagement institutes, and worked intentionally with districts to directly influence what happens inside schools.



***"I appreciated being able to see the data... the benchmark of where [my daughter] is and where she needs to be by the end of the year. That was really helpful information. I also appreciated learning a game that I can play at home with her... we are learning math but it's fun... I set a goal that the teacher can see... and we can follow up at the next meeting... I don't think I've ever had benchmark information shared [this way]."***

*~ South Shore Parent*



## Building capacity for *Social and Emotional Learning*

More than 300 practitioners and system-level leaders, most of whom work directly with youth in the Road Map Project region, attended last year's Social & Emotional Learning Symposium to participate in interactive workshops and build their capacity to create equity-based learning environments that support the whole child across the whole day. The event was hosted by Youth Development Executives of King County. YDEKC also launched its third cohort for a 16-month peer learning opportunity for community-based organizations building sustainable partnerships and programs supporting the social and emotional development of K-12 youth.



Learn more about this program and cohort participants: [rdmap.org/ydekc-sel-partnership-cohort](https://rdmap.org/ydekc-sel-partnership-cohort)



## Our youngest learners need our region's attention

According to the 2018-19 WaKIDS data, only 32 percent of low-income students are ready for kindergarten and most have no access to affordable, quality early learning. There are 25,488 three- and four- year-olds in the Road Map Project region, and 43 percent of their families make less than 200 percent of the Federal Poverty Level (annual income of \$52,400 for a family of four). Our State's Early Childhood Education and Assistance program (ECEAP), is significantly underfunded, there are not enough slots, the eligibility criteria are too restrictive, and the per-child funding is too low to cover providers' costs.

Across our region, efforts are underway to respond to these challenges. The City of Seattle continues to expand its Seattle Preschool Program which is free for Seattle families making 300 percent of the Federal Poverty Level (annual income of \$78,600 for a family of four), and King County is funding extensive home visiting and some expanded Play and Learn Groups through its Best Starts for Kids tax levy. Highline and Federal Way school districts are both piloting Transitional Kindergarten to serve some four- and young five-year-olds who do not have access to high quality early learning programs.

Many powerful community-driven efforts are also underway at the neighborhood level. For example, Skyway community member Kimberly Dunn facilitates a culturally responsive Play and Learn Group at New Birth Ministries. Voices of Tomorrow operates dual language Somali-English early learning programming in Highline. The Renton Innovation Zone Partnership works with community partners to provide family STEM events to students and families in the Skyway/West Hill and Renton Highlands communities. These events include in-person translators, hands-on activities, and take-home kits. This kind of grassroots programming as well as friend, family, and neighbor care arrangements are all critical pieces of the region's early learning ecosystem.

*Sources: OSPI Washington Kindergarten Inventory of Developing Skills (WaKIDS); Third Sector Intelligence (3Si): "WA State Strategy Analysis: Compendium of School and District Analysis from 2018-19". These estimates are drawn from 3Si's March 2019 data model. Note that 3Si models the 3- and 4-year old population from numerous sources, included American Community Survey (ACS), WA State Office of Financial Management (OFM), and administrative data from the Department of Children, Youth, and Families (DCYF).*



Courtesy of Highline School District



Courtesy of Federal Way Public Schools



Courtesy of Auburn School District

## Working together for *elementary success*

Some of our region's largest and most persistent inequities manifest in the early grades. One promising approach in our region to address these gaps is through Local Improvement Networks (LINs). Launched in Renton in 2018 and Tukwila in 2019, LINs bring together district leaders, school teams, and community partners to improve early learning and elementary outcomes for low-income students and children of color. This approach uses continuous improvement techniques to help these groups better prepare children for kindergarten, ensure more students are proficient in early grade math, and strengthen the social and emotional learning of our youngest learners. In Fall 2020, Seattle University will start the region's third LIN. Last year's report on the Renton LIN highlights lessons learned during the first year of the work in Renton.

**READ THE REPORT: Local Improvement Networks:  
Working together for elementary success**



[rdmap.org/local-improvement-networks-year1](https://rdmap.org/local-improvement-networks-year1)



## Building paths from high school to and through postsecondary success

95 percent of young people in our region (based on nearly 15,000 survey responses) have told us they want to continue their education beyond high school because they understand it is a career requirement and they aspire to a good quality of life and economic mobility. Yet too many students aren't receiving the necessary supports to help them attain a postsecondary credential. Despite some bright spots in terms of college and career readiness—including improved graduation rates and steady increases in the percentage of high school students who met the requirements to apply to a 4-year college (up from 52 percent in 2009-10 to 64 percent in 2018-19)—just 30 percent of students in the Road Map Project region attain a postsecondary credential within six years of high school graduation.

### Systemic improvements in high school and beyond

The College & Career Leadership Institute (CCLI) supports schools to significantly increase the number of students who enroll in postsecondary. CCLI has grown to include 19 high schools that serve 75 percent (more than 27,000) of all high school students in the Road Map Project region. Teams of school staff and service providers use continuous improvement and work together to incorporate student feedback, share best practices, and test and implement strategies that support students through high school and prepare them for their next steps.

School staff are learning from students about the college-going process and barriers to success. The perspectives and aspirations of young people (collected through surveys, listening sessions, and empathy interviews about school climate) are highlighted in last year's *Let Us Succeed* report.

Career exploration increases the relevance of high school, gives students insight into possibilities, and builds relationships between employers and schools. Many partners across the region are working to expose young people to career opportunities. The creation of Career Connect Washington at the state level in May 2019 has the potential to expand access. Since 2016, Community Center for Education has partnered with Challenge Seattle and local employers to make worksite tours available to our region's high schoolers. Last year, 81 tours took 2,246 high school students to visit 71 local employers. To date, more than 5,000 students have participated in nearly 200 tours.



Courtesy of South Seattle College



Part of Cleveland's college and career team at the CCLI summer workshop.

**READ THE REPORT:** *Let Us Succeed*

[rdmap.org/let-us-succeed](https://rdmap.org/let-us-succeed)

Source: State requirements to apply to a 4-year college ("College Academic Distribution Requirements") by The BERC Group.

## Systemic improvement bright spot: Cleveland STEM High School

The CCLI team at Cleveland STEM High School uses their data along with key insights from students, to act on what students say they need. The team has tailored High School and Beyond Plan lessons to ensure they are responsive and relevant to students and have embedded significant support for the financial aid process into the school day, across grade levels. Using continuous improvement, they have tried new approaches, adapted strategies from other school teams, measured their impact, and as a result, strengthened systems for students. The full team takes responsibility for students' college and career transition and the results are clear.

**“This is a collaborative effort across the school community: counselors, teachers, administrators, staff, and students. Everyone puts in the time to build a culture around it and make it a priority [during the school day].”**  
 -Assistant Principal Ray Morales, Cleveland High School

As of February 2020, Cleveland was at 91 percent FAFSA submission, compared to 75 percent at that time last year.\* This rate put them at number one in the state! It is important to underscore that financial aid is only one critical piece of the support we know is necessary to help students achieve their college and career aspirations, and FAFSA rates are only an interim measure of progress. Cleveland has worked on these issues at many levels using many different strategies over the past decade, and it shows in their direct college enrollment rates, which have climbed an impressive 21 percentage points in nine years (from 54 to 75 percent).

\*The Washington Application for State Financial Aid (WASFA) data is not available due to privacy reasons.

### Student survey responses from Cleveland 12th Graders show that they have strong college and career supports in place.

I know the steps I need to take to file a financial aid application.

88%

I know the steps I need to take to file a college application.

93%

Someone from my school has spoken to me about college entrance requirements.

93%

0% 25% 50% 75% 100%

Sources: State requirements to apply to a 4-year college ("College Academic Distribution Requirements") by The BERC Group; OSPI CEDARS student-level data via ERDC and National Student Clearinghouse (NSC) via ERDC; 2019-20 CCLI College and Career Climate Survey by Illuminate Evaluation Services.

Note, a limitation of the financial aid rate is that it does not include students who completed the WASFA.

## Dismantling barriers for youth disconnected from school

Postsecondary education and economic mobility should be available to all young adults in our region. **Since 2011, the rate of disengagement among Road Map Project high schoolers declined from 9 percent to 6 percent.** While this rate is decreasing, it still represents many young adults. It is important to note that of young adults who leave Road Map Project high schools each year, 50 percent reengage with K-12, Community & Technical Colleges, or both within two years. In a recent report titled *Creating Paths for Change*, young adults tell us what contributed to their disengagement, what supports led to their reengagement, and how adults and schools can improve support to help students complete their high school education.

Over the past several years and through the hard work of many partners, a limited set of programs has evolved into a coordinated system of pathways designed to reconnect young people to education and employment. **During 2019, 873 students earned credentials across 27 programs in the King County Reengagement Provider Network,** and access to behavioral health counseling and postsecondary navigation support has expanded significantly across the network. The Road Map Project Opportunity Youth Advisory Group reflected on progress and named priorities for 2020-2021 in their recent *action plan*.

Completing high school is the beginning, not the end, of the reengagement process. We know that with intentional support, opportunity youth can succeed in college. A *quasi-experimental evaluation* compared college enrollment rates of South King County opportunity youth receiving navigation support with the enrollment rates of a matched comparison group. **Youth with support from Seattle Education Access were three times as likely to enroll in postsecondary. Young men of color were seven times as likely to enroll.** These results are a testimony to the resilience of opportunity youth and to the difference that culturally competent, individualized support can make.



Courtesy of Federal Way Public Schools



Courtesy of Federal Way Public Schools

### RELATED REPORTS

*Creating Paths for Change*  
[rdmap.org/creating-paths-for-change](http://rdmap.org/creating-paths-for-change)

*Opportunity Youth Action Plan 3.0*  
[rdmap.org/opportunity-youth-action-plan](http://rdmap.org/opportunity-youth-action-plan)

*New Insights into the Back on Track Model's Effects on Opportunity Youth*  
[rdmap.org/opportunity-works](http://rdmap.org/opportunity-works)

Source: Anderson, T., Braga, B., Derrick-Mills, T., Dodrowitz, A., Peters, H. E., Runes, C. ... (2019). *New Insights into the Back on Track Model's Effects on Opportunity Youth Outcomes: Opportunity Works Final Evaluation Report*. Washington, DC: Urban Institute; OSPI CEDARS and State Board of Community and Technical College (SBCTC) student-level data via ERDC; King County Reengagement Network Quarterly Data Collection.



Seattle Education Access staff members

## Expanding boundaries and *making a promise*

Building on these promising developments, we need an anti-racist system that is intentionally designed to extend through students' postsecondary attainment—a system that does not rely on chance and privilege. This vision exists in a strategy called the King County Promise. Unlike other Promise (college scholarship) programs, the King County Promise is comprehensive and designed to address long-standing racial equity gaps, including critical navigation supports for students taking alternative or traditional pathways to college.

In the 2019 legislative session, Washington state passed two major enhancements that will help propel this ambitious vision. After years of advocacy, the state committed to increased tuition assistance through the Washington College Grant. No more waiting lists—the state will now fund all eligible applicants. The second enhancement, Guided Pathways, will help community colleges improve their underfunded guidance systems. These developments will help, but they are not enough. High schools, community colleges, and partners must function as one seamless system supporting student success rather than disconnected, siloed institutions.

The Seattle Promise has Seattle colleges and high schools working closely together, with financial support from the city. This effort is creating opportunities for thousands within Seattle's political boundaries. The King County Promise is an opportunity to increase postsecondary access and support across our region in a significant and equitable way.

In August 2019, the King County Council voted to support King County Promise with funds from the Puget Sound Taxpayers Accountability Account. County staff are now working with the Puget Sound Educational Service District and other stakeholders to develop an implementation plan, which should begin in the 2020-21 school year.

*Community Leadership Team member Regina Elmi at the 2019 Education Results Networking Meeting.*



*Courtesy of Federal Way Public Schools*

### *Community & Technical College Data Dashboard*

The updated Community & Technical College Data Dashboard now includes community college data through the 2018 academic year. Use the dashboard to see common direct enrollment pathways between Road Map Project districts and local CTCs, college outcomes after three or four years of enrollment, and other measures of progress.



[rdmap.org/ctc-dashboard](https://rdmap.org/ctc-dashboard)



*Courtesy of Federal Way Public Schools*

### *Cultivating community leadership to catalyze collective action*

Two years in, the Road Map Project Community Leadership Team has grown and built capacity to launch new projects and advise on Road Map Project work. Last year, the Team welcomed six new members, conducted reviews of Road Map Project work, and planned major community events. They also developed a landscape analysis to learn about and build support for community-led efforts to achieve equitable education outcomes coupled with a Changemakers for Education grant that will help mobilize education equity efforts rooted in local communities. Looking ahead, the Team will also lay the groundwork for the Road Map Project's 2020 advocacy priorities. The priorities will guide advocacy efforts across the education spectrum, from early learning to college and career, with specific racial equity objectives embedded.

Visit our advocacy page for future updates and information on action that we can all take to drive forward momentum on the issues we see as having the potential to make a real difference for our young people.



[rdmap.org/advocacy](https://rdmap.org/advocacy)





Front cover photo and back cover photo courtesy of Federal Way Public Schools

## Thank You

Thank you to all the Road Map Project partners working daily to push for equitable outcomes in our education systems. A special thanks to those who contributed to this report, including:

- Academic Parent Teacher Teams (Highline and Seattle School District)
- Alejandro Castro-Wilson (Benson Hill Elementary, Renton School District)
- Beginning Educator Support Team (BEST), Washington Office of Superintendent of Public Instruction
- Carla Smith (Renton Teacher Academy)
- Challenge Seattle
- College & Career Leadership Institute
- Community Center for Education Results
- Community Center for Education Results Board of Directors
- Educators of Color Leadership Community (ECLC), Educational Service District 121
- EdNorthwest
- Eileen Yoshina (Puget Sound Educational Service District)
- English Language Learners Work Group
- King County
- King County Housing Authority
- King County Reengagement Provider Network
- Marcy Yoshida (BEST, OSPI)
- Marissa Winmill (Kent-Meridian High School, Kent School District)
- New Birth Ministries
- OneAmerica
- Puget Sound Coalition for College & Career Readiness
- Puget Sound College and Career Network
- Puget Sound Educational Service District
- Raedell Cannie, Ph.D. (Technology Access Foundation)
- Renton Innovation Zone Partnership
- Road Map Project Aligned Funders Group
- Road Map Project Community Leadership Team
- Road Map Project Data Advisors Work Group
- Road Map Project Opportunity Youth Advisory Group
- Road Map Project region school district staff and superintendents
- School District Family Engagement Leaders
- School's Out Washington
- Seattle Education Access
- Soar
- Teysia Parks, Studio T Designs, LLC
- University of Washington
- Voices of Tomorrow
- Whole Child, Whole Day Advisory Committee
- Youth Development Executives of King County

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