THE ROAD MAP PROJECT
2014 RESULTS REPORT

· TARGET YEAR · · · · · · · · · · ·

The **ROAD MAP PROJECT**
Supported by CCER

TABLE OF CONTENTS

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 to college and career.

For details on the Road Map Project, visit www.roadmapproject.org

Race and poverty should not determine a child's educational success, but the data in this important target year report show that is too often the case in South King County and South Seattle. There are signs of significant progress, but the magnitude of the challenge is clear: opportunity gaps are glaring and, in some cases, growing.

While our region is experiencing a period of economic growth, poverty and homelessness continue to rise. The benefits of prosperity are not accruing equally. Those with excellent skills fare well, and the rest do not. The region's high-paying jobs should be available to all students growing up here, but that is not the reality today. This inequality is the preeminent issue of our time, and the region is working to meet the challenge.

There is great work happening, and progress is being made each day that will improve student achievement.

In 2010, leaders and activists from many sectors committed to working together as part of the Road Map Project, a regional collective impact initiative aimed at dramatically improving student achievement from cradle to college and career in South King County and South Seattle. A collective approach is warranted due to the magnitude of our challenges. No one organization or person working alone can achieve great results at the scale we need. We are building momentum but need to scale up successful approaches in order to impact more students.

Region Under Construction

Across our communities, nearly every part of the region's physical infrastructure is being worked on. The region is building and renewing the transportation and other systems necessary for this era. The same is true for the work going on to improve our human capital infrastructure. All over the region, there is vast system building happening across the cradle-to-college continuum. This work is inspiring because it shows a region rolling up its collective sleeves to do the hard work needed to improve student outcomes at a large scale.

Leaders from many sectors are busy building new systems and refining many existing ones to meet the needs of our changed student demographics and our knowledge-intensive economy. This is messy, hard work, and it requires our appreciation and patience. It is critically important, and must be done if the region is going to be able to make the kind of progress necessary to reach the 2020 goal.

Facing Our Challenges: Time to Recommit

The challenges faced by our region are what inspired the intensity of system-improvement efforts currently underway. These efforts must succeed if we are to see improvement at a large scale. The region is a work in progress.

The release of this report is a good time to reflect on where we are and to recommit to making the changes necessary to improve student achievement and close opportunity gaps. Being part of the Road Map Project means being an active change agent for children. To accelerate progress, we will have to push together as never before. We have

to demand faster action to implement best practices and to spread what works. We have lots of great work happening, but weak mechanisms for spreading success. Egos and silos must give way to an even stronger ethic of collaboration that will benefit children and families. We must speed up the cycle of inquiry and improvement. We cannot be content with status quo results.

The pace and scale of progress are not yet where they need to be. We are underperforming and failing the region's children in far too many areas. If business as

usual continues, or if our region's widespread system-building efforts falter, we will perpetuate and reinforce the poor outcomes associated with the status quo. Without improving how we deliver education—in school and out—from cradle to college, the children growing up here will not escape poverty. They will sink further into its grasp.
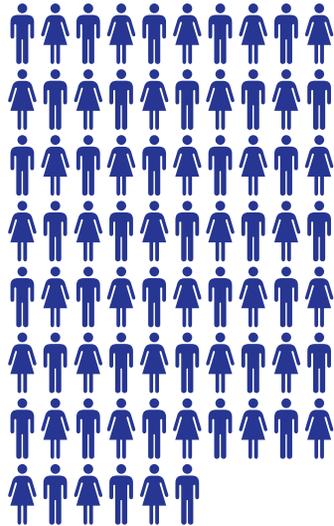
We hope you will read this report and find new motivation and resolve to call for and work toward the changes our children deserve.

The Path to a College Degree—The Leaky Pipeline

9TH Grade
Class of 2011
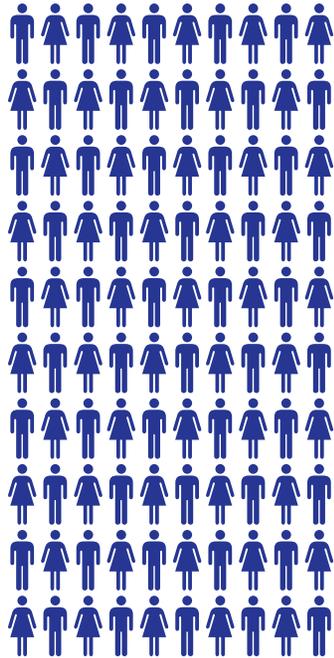
Extended Graduation Rate
Class of 2011

76% of 9TH graders

College Enrollment
Class of 2011
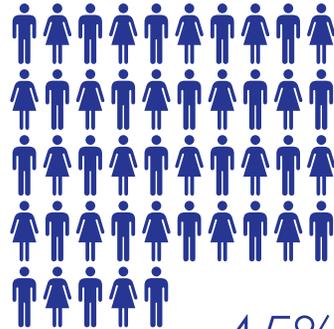
45% of 9TH graders

College Persistence
Class of 2011
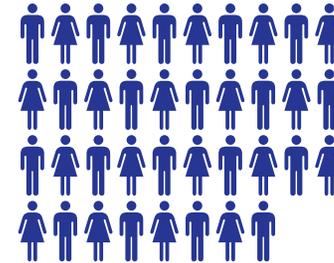
38% of 9TH graders

College Completion
Class of 2008
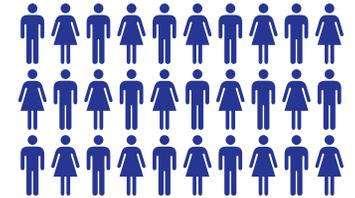
30% of 9TH graders

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

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

ROAD MAP PROJECT TEAM APPROACH

No organization, program or person working alone can bring about the large-scale improvements in education that we need. By working together on a common agenda, we can achieve the 2020 goal. Hundreds of individuals and organizations across South King County and South Seattle recognize the power of banding together and are working to make the system changes our students need.

Project Sponsors
Providing overall project strategic direction, progress monitoring and implementation support

Community Network
Strengthening public will to improve equity and advance project-wide goals through authentic community voice and action

Advocates Caucus
Developing a project-wide advocacy agenda that targets state and local policies to reach the 2020 goal

Community Center for Education Results
Providing staffing, communications and data support to the Road Map Project

Data Advisors Group
Providing technical advice on the Road Map Project's complex data issues and spearheading the annual indicator refinement process

Work Groups
Identifying strategies that will improve education outcomes, analyzing data to track performance and reviewing results to inform changes in practice

Education Results Network
Providing input and building connections

Aligned Funders
Investing for greater system impact

Puget Sound Coalition for College and Career Readiness
Higher education and K-12 leaders working together to improve the transition from high school to college credential completion

THE ROAD MAP PROJECT REGION

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

About the Road Map Region

120,492
Students in Road Map Project Region Schools

59%
Low Income

69%
Students of Color

19%
English Language Learners

English Language Learner Students

By District
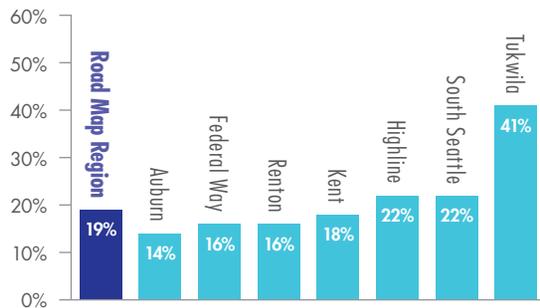
2013-14

The Road Map Region
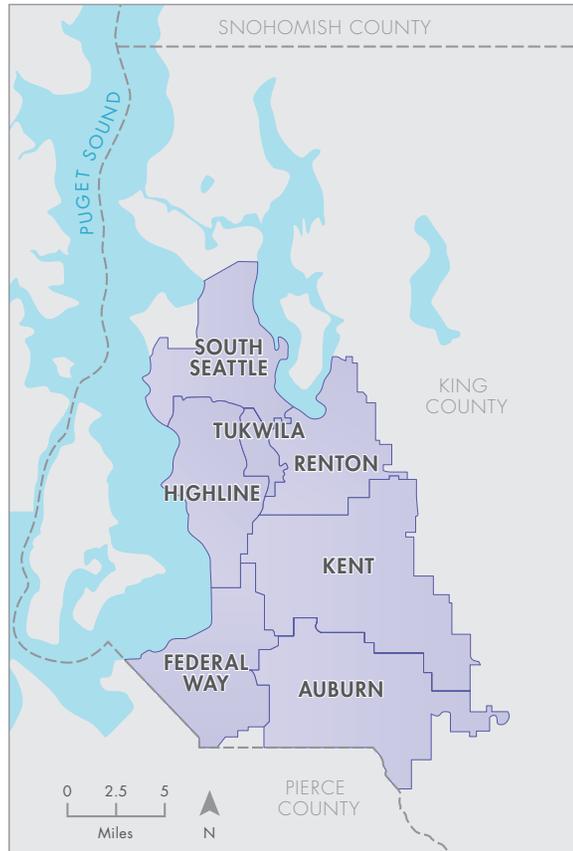
The Districts

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

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

Road Map Region K-12 Students

By District

- Tukwila 2%
- Auburn 12%
- Federal Way 17%
- Highline 16%
- Kent 23%
- Renton 12%
- South Seattle 17%

By Race/Ethnicity

- American Indian or Alaskan Native 1%
- Asian 17%
- Black 15%
- Hispanic 24%
- Pacific Islander 3%
- Two or More Races 8%
- White 31%
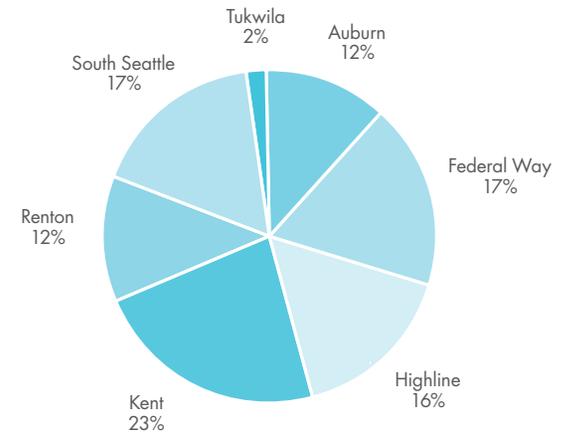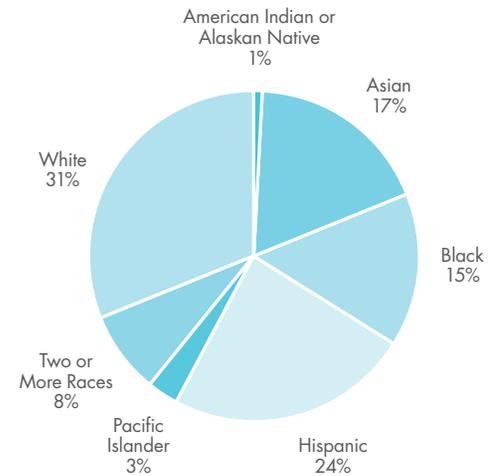
SOURCE (all data): OSPI Report Card, 2013-14

NOTE: Totals in the above pie charts may not add up to 100% due to rounding.

Striking increases in poverty are being seen across the nation's suburban areas—including the Road Map Project region. The Brookings Institution is studying this trend, and in a 2013 book, *Confronting Suburban Poverty in America*, researchers put a focus on South King County, citing a 92% increase in poverty in Auburn and an 89% jump in Renton over the first decade of the 21st century.

Research from the Brookings Institution shows that nationally, between 2000 and 2013, low-income populations in the country's suburbs grew by 66%, more than twice the pace of growth in cities. By 2013, suburbs were home to 3.5 million more low-income residents than cities (17 million in suburbs; 13.5 million in cities). This change has been much more pronounced in the Seattle-Tacoma-Bellevue region, where suburbs saw the low-income population grow by 100% between 2000 and 2013, while cities experienced an increase of 37%.

Three out of five students—nearly 72,000—are from low-income families who qualify for free or reduced-price lunch at school. That's 8,644 more low-income students tha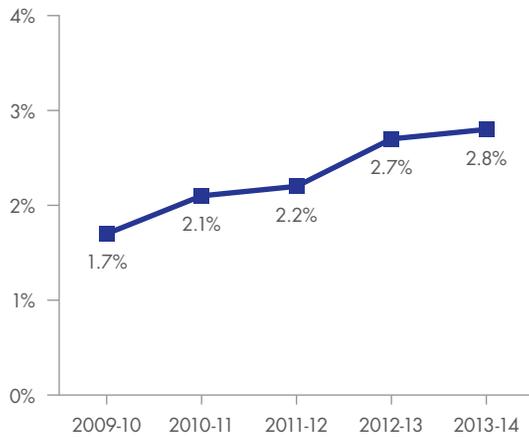n in 2010. Homelessness is also on the rise. The percentage of students identified as homeless increased to 2.8%, or 3,420 students, in 2013-14. Since 2010, there has been a 73% increase in the number of students identified as homeless.

Homelessness Among Road Map Region Students

Data points: 2009-10: 1.7%, 2010-11: 2.1%, 2011-12: 2.2%, 2012-13: 2.7%, 2013-14: 2.8%

SOURCE: OSPI student-level database

Rise in Low-Income Population

National

(Millions of People) — years 1970, 1980, 1990, 2000, 2013

Legend: Cities, Suburbs

Regional

(Thousands of People) — years 1970, 1980, 1990, 2000, 2013
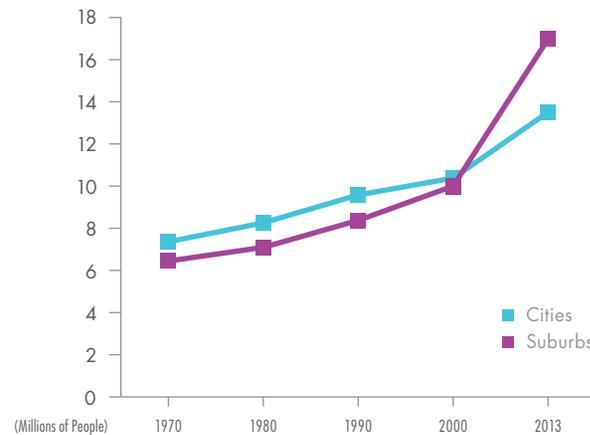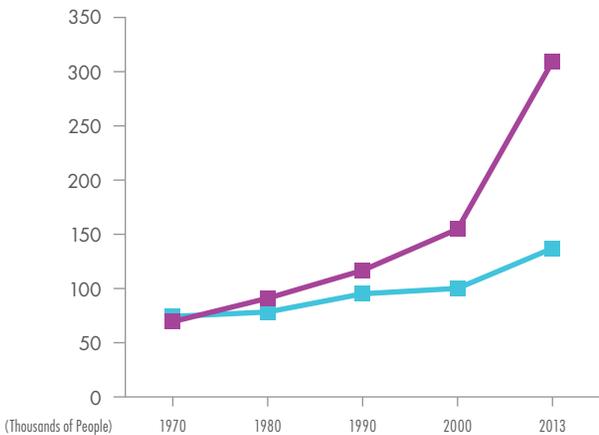
NOTE: The federal poverty threshold for a family of four was $23,834 in 2013.

The cities are Seattle, Tacoma and Bellevue. The suburbs are the remainder of the metro area in suburban King, Snohomish and Pierce counties.

SOURCE: Brookings Institution analysis of decennial census; 2013 American Community Survey one-year estimates data

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, and where possible, it shows trends and results relative to baselines and targets.

Indicators of Student Success

The Indicators of Student Success are important student success milestones that span from cradle through college. To view the Road Map Project indicators, please turn to pages 8 and 9. The indicators were developed by Road Map Project work groups in 2010 and are reviewed annually by the Road Map Project's Data Advisors Group and other work groups. New indicators are also added to help guide system improvement for student success.

The indicators can be influenced by focused attention and tracked over time. The Road Map Project began tracking many of the indicators in 2009-10 and reported the data in a 2011 Baseline Report. While data quality and availability are improving, we are not able to report on all indicators in 2014. Data are not yet available for some measures, and others are not available every year.

Targets

To help monitor progress toward the 2020 goal, interim targets have been developed for a subset of Indicators of Student Success that can be tracked annually. We call these on-track indicators. The 2020 targets for on-track indicators are the same for all student subgroups, but interim targets for subgroups vary because some subgroups' starting points were lower in the baseline year.

Not all groups start from the same place, and thus the rate of progress necessary to meet the goal varies (see example graph). These trajectories to the 2020 goal inform the different strategies the region must implement to improve outcomes for each group of students.

The Road Map Project interim target years are 2014 and 2017. This 2014 Results Report will emphasize both 2014 and 2020 targets.

If all students or a subgroup of students have not met the 2014 target, they are by definition not on track to meet the 2020 goal. Interim targets help mobilize and motivate the broader community to accomplish the overall goal.

The interim targets will undergo some revision in 2015 due to the Common Core State Standards.

How to Use This Report

The Results Report is organized by the Road Map Project's cradle to college framework: Healthy & Ready for Kindergarten; Supported & Successful in School; Graduate from High School College- & Career-Ready; and Earn a College Degree or Career Credential. Results are often disaggregated by district, race/ethnicity or income level to better illustrate our region's challenges and progress.

The Results Report is meant to share data widely across the region and to focus attention and action. In early 2015, we will release district-specific reports, which will be more in-depth and provide valuable information for the community.

For more information and additional reports, visit www.roadmapproject.org

Example: Paths to the 2020 Target for 3RD Grade Reading

- White
- Asian
- American Indian/ Alaskan Native
- Hispanic
- Pacific Islander
- Black
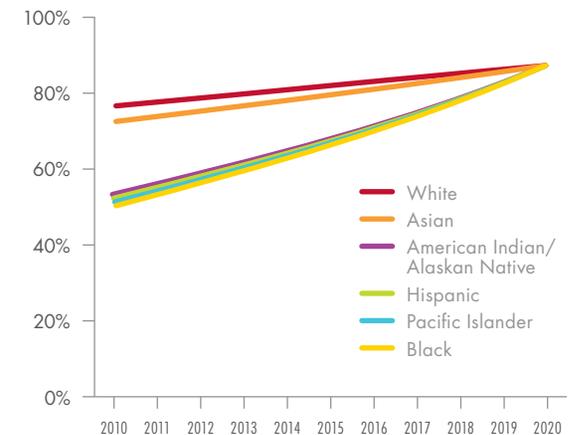
BRIGHT SPOT
Putting a Spotlight on Success

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

DATA DETAILS
Diving into Data

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

NOTE: OSPI student-level data, cited throughout this report, were extracted from OSPI's CEDARS data system via Washington State Education Research and Data Center (ERDC) on Oct. 23, 2014

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

	Overall Regional Performance				Race/Ethnicity Opportunity Gap	
	2014 ACTUAL RATE	2014 TARGET RATE	RATE CHANGE SINCE BASELINE	MET 2014 TARGET RATE	GAP NARROWED SINCE BASELINE	GAP NARROWING ENOUGH TO CLOSE BY 2020
Students proficient in:						
3RD grade reading	69%	75%	↑	✗	✓	✗
4TH grade math	58%	60%	↑	✗	✓	✗
5TH grade science	58%	55%	↑	✓	✗	✗
6TH grade reading	72%	67%	↑	✓	✓	✗
7TH grade math	52%	62%	→	✗	✗	✗
8TH grade science	59%	64%	↑	✗	✓	✗
9TH graders triggering Early Warning Indicator #1	31%	28%	↓	✗	✓	✗
9TH graders triggering Early Warning Indicator #2	8%	12%	↓	✓	✓	✓
Students who graduate high school on time	73%	80%	↑	✗	✓	✗
Graduating high school students meeting minimum requirements to apply to a Washington State four-year college	60%	60%	↑	✓	NA	NA
Students at community and technical colleges enrolling in pre-college English	22%	19%	↓	✗	NA	NA
Students at community and technical colleges enrolling in pre-college math	50%	39%	↑ (red)	✗	NA	NA
Students who directly enroll in postsecondary education	62%	68%	↑	✗	✗	✗
Students continuing past the first year of postsecondary	53%	61%	↑	✗	✗	✗
Students who earn a postsecondary credential by age 24	39%	38%	↑	✓	✓	✗

NOTES:

Data most current in 2009-10 are used as baselines for most Indicators of Student Success. Due to changes in assessments, the baselines for 5TH and 8TH grade science were set in 2010-11.

"% of children ready to succeed in school by kindergarten" is a Road Map Project on-track indicator. However, not all regional elementary schools participate in the statewide kindergarten readiness assessment. Data for this indicator will be included in subsequent summaries when data are available for all elementary schools. For more information about these data, please see p. 13.

The "opportunity gap" is the difference between Asian and White students (grouped together) and all other race/ethnic groups (also grouped together).

Data are not available by race/ethnicity for all Indicators of Student Success.

ON-TRACK INDICATORS

Healthy & Ready for Kindergarten

% of children ready to succeed in school by kindergarten

Supported & Successful in School

% of students proficient in:

» 3RD grade reading
» 4TH grade math
» 5TH grade science
» 6TH grade reading
» 7TH grade math
» 8TH grade science

% of 9TH graders triggering Early Warning Indicator #1*

% of 9TH graders triggering Early Warning Indicator #2**

Graduate from High School College- & Career-Ready

% of students who graduate high school on time

% of graduating high school students meeting minimum requirements to apply to a Washington State four-year college

% of students at community and technical colleges enrolling in pre-college coursework

Earn a College Degree or Career Credential

% of students who directly enroll in postsecondary education

% of students continuing past the first year of postsecondary

% of students who earn a postsecondary credential by age 24

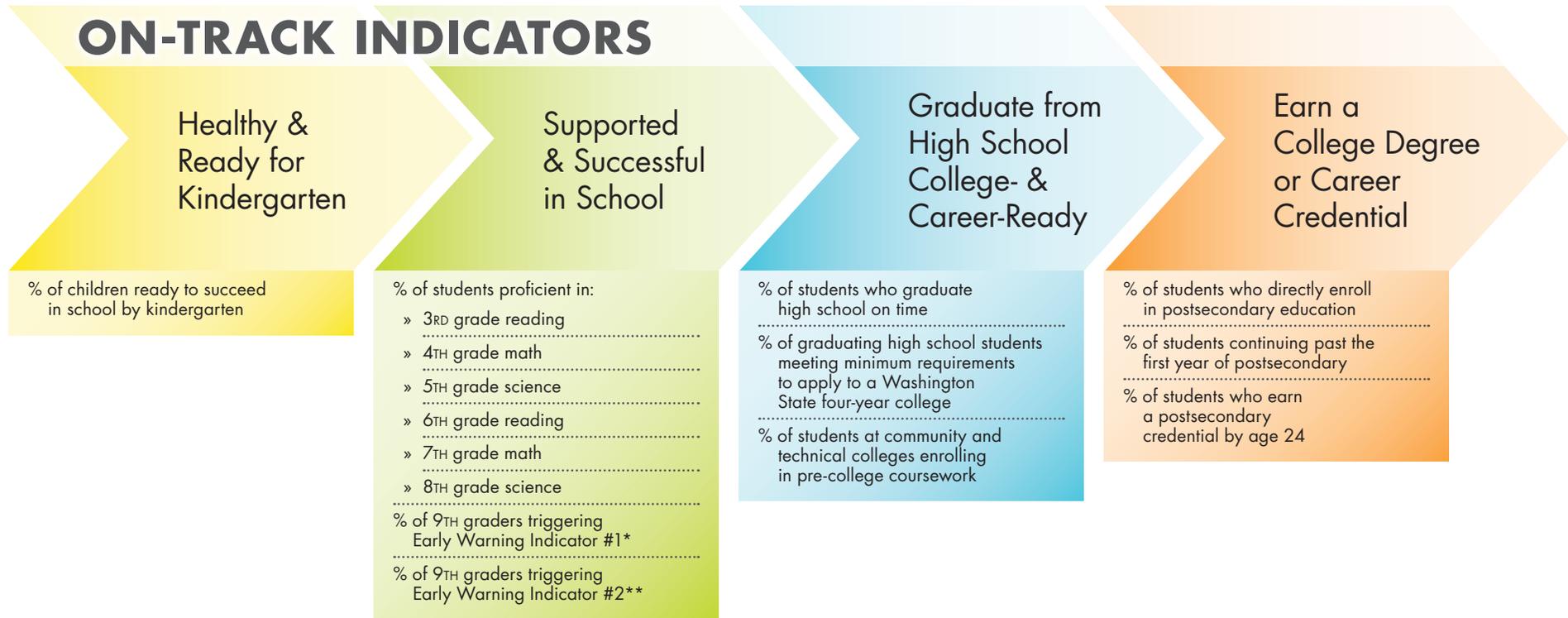**On-track indicators** are reported annually against specific targets.

THE ROAD MAP PROJECT
Indicators of Student Success

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

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

** Early Warning Indicator #2 is one or more suspension(s) or expulsion(s).

CONTRIBUTING INDICATORS

Healthy & Ready for Kindergarten

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

Supported & Successful in School

- % of parents who feel knowledgeable and confident in their ability to support their child's learning within the education system, pre-kindergarten through college
- % of parents who believe their school provides a welcoming and culturally responsive learning environment
- % of parents who have leadership opportunities and influence on decision-making at their school or district
- % of students:
  - » who are motivated and engaged to succeed in school
  - » exhibiting 21st century skills
  - » absent 20 or more days per year
  - » taking algebra by the 8TH grade
  - » taking one or more Advanced Placement, International Baccalaureate or Cambridge course(s)
  - » passing the exams required for high school graduation
  - » making a non-promotional school change
  - » attending schools with low State Achievement Index ratings
- % of English language learner students making progress in learning English
- % of 8TH graders reporting select risk factors on the Healthy Youth Survey
- % of females ages 15-17 giving birth

Graduate from High School College- & Career-Ready

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

Earn a College Degree or Career Credential

- % of students who enroll in postsecondary education by age 24
- % of students who did not complete high school on time who achieve a postsecondary credential
- % of students employed within one and five years of completing or leaving postsecondary education, including wage

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

Healthy & Ready for Kindergarten

In Washington State and locally in our region, there is growing momentum in early learning. Leaders from different sectors are recognizing the importance of investing in a system of high-quality early learning opportunities for the future success of our children and families.
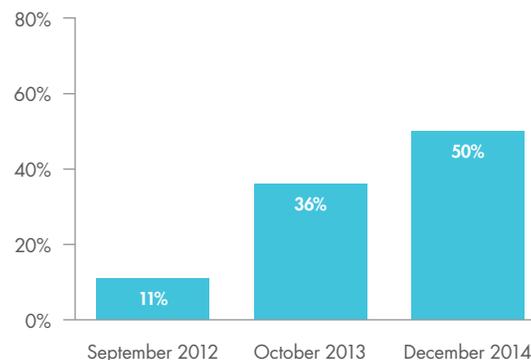
The Institute for Learning and Brain Science (I-LABS) at the University of Washington is the world's leading interdisciplinary research center in early learning and brain development. I-LABS research is part of an international movement to help children maximize their learning capabilities. Groundbreaking research is revealing the immense amount of activity happening in babies' brains. At birth, a baby's brain is 25% of a full-size adult brain. By age three, the brain has developed so rapidly that it is 85% of an adult-size brain. This incredible amount of activity happening in the first 1,000 days of life highlights the importance of early interactions with parents and other loving adults.

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. As of Dec. 1, 2014, 50%, or 477 of the 950 licensed child care providers in the Road Map Project region, were participating in Early Achievers. When child care providers sign up to participate in Early Achievers, they can receive coaching and other resources, which can help improve the quality of their care. Participating providers are supported in completing a rating process conducted by a team from the University of Washington.

In 2014, 58 participating organizations in the Road Map Project region were rated, and 30 received a Quality Level of Excellence, according to the Washington State Department of Early Learning (as of Dec. 1, 2014). In 2015, many more providers will participate in coaching and other professional development opportunities, as well as completing the rating process.

Across the country and in our state and region, there are critical investments being made to expand the opportunity of high-quality preschool programs to more low-income 3- and 4-year-olds. This is a critical area of focus given that in 2014, only 24% of low-income children in the region attended a high-quality early learning program, which includes Head Start (a federally funded preschool program), Washington State's Early Childhood Education and Assistance Program (ECEAP) and Seattle Step Ahead (a City of Seattle preschool program supported by the Seattle Families and Education Levy).
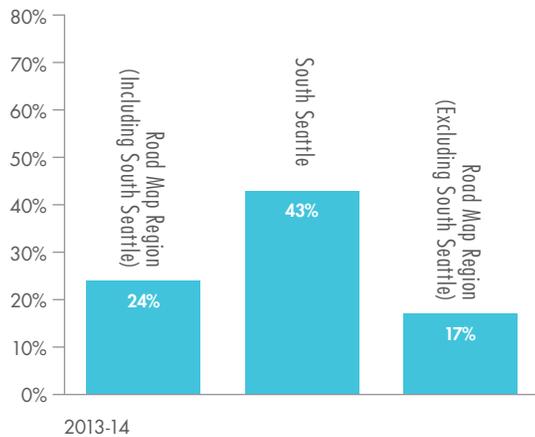
Limited access to high-quality preschool programs is reflective of the increase in young children living in poverty in our region and the fact that the supply of affordable high-quality early learning opportunities has not kept up with demand. Due to the City of Seattle's Step Ahead program, a much higher percentage of low-income children in South Seattle are enrolled in a high-quality preschool program than children in the rest of the Road Map Project region (43% versus 17%).

The good news is that there are plans to expand these programs in the near future. The Washington State Legislature has an ECEAP expansion plan that aims to serve all eligible children by 2019 and the State has been making progress toward that goal. In November 2014, the City of Seattle passed the Seattle Preschool Program, which will build toward serving 2,000 children in 100 classrooms by 2018. The expansion of these programs will help to close the unacceptable school readiness opportunity gap that exists for low-income children.

Licensed Child Care Programs Participating in Early Achievers in the Road Map Region

Period	Percentage
September 2012	11%
October 2013	36%
December 2014	50%

SOURCE: Washington State Department of Early Learning

Low-Income Children Enrolled in Formal Early Learning Programs

By Community

Chart (2013-14):
- Road Map Region (Including South Seattle): 24%
- South Seattle: 43%
- Road Map Region (Excluding South Seattle): 17%

Y-axis: 0% to 80%

2013-14

SOURCES: Enrollment is defined as the number of classroom slots. Classroom slots are provided by the Washington State Department of Early Learning and the City of Seattle (Step Ahead). Population estimates are from Washington State Office of Financial Management, April 2014, prepared by Public Health – Seattle & King County. Low-income status is from OSPI Report Card and 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 ECEAP, Head Start and Seattle Step Ahead. Seattle data are from South Seattle, with the exception of Step Ahead slots from the entire City of Seattle.

School Readiness

Many of the region's early learning programs, including Head Start, ECEAP and Seattle Step Ahead, use Teaching Strategies GOLD, a whole-child observational assessment tool. Teachers use this tool to assess whether students meet age-level expectations in a wide range of developmental areas. This information helps teachers identify areas to focus on for improvement. In preschool programs, teachers assess whether children are meeting age-level expectations in seven domains: fine physical skills, gross physical skills, social emotional, literacy, cognitive, language and math. This tool offers valuable student-level information for teachers and program directors, particularly when used to measure progress multiple times throughout the school year. This report includes a more comprehensive view—the percent of preschool students meeting age-level expectations in the spring in each and all domains.
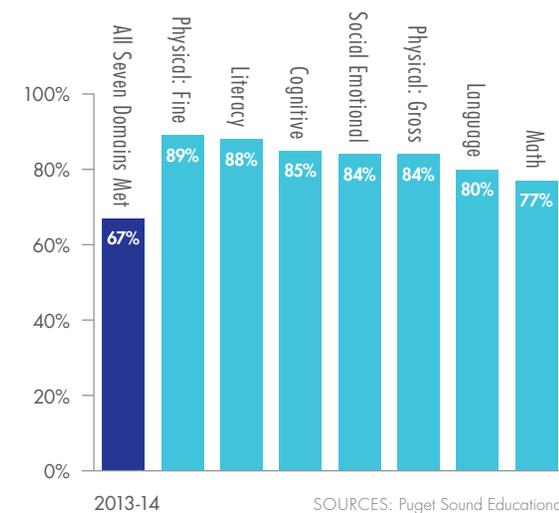
⌕ DATA DETAILS

Shifts in Early Learning Enrollment Data

In order to estimate the proportion of low-income children served by formal early learning programs, we must make several assumptions and rely on data from different sources. For this Results Report, our analysis shows a smaller proportion of our low-income children enrolled in formal early learning programs than we have noted in other years. There are several reasons for the change. First, current population estimates and number of slots are derived from different and more current data sources than in the past. Our population estimates show an increased number of 3- and 4-year-old children in the region. What's more, we are seeing increasing poverty. This means that there is a larger eligible population than in our earlier analyses. Finally, the number of slots has not kept pace with the increase in population and poverty. The total number of slots in the region (including all of Seattle) has increased slightly, but not enough to make up for the increases in population and poverty levels.

Students in Formal Early Learning Programs Meeting Age-Level Expectations

By Domain

Chart (2013-14):
- All Seven Domains Met: 67%
- Physical: Fine: 89%
- Literacy: 88%
- Cognitive: 85%
- Social Emotional: 84%
- Physical: Gross: 84%
- Language: 80%
- Math: 77%

Y-axis: 0% to 100%

2013-14

SOURCES: Puget Sound Educational Service District (PSESD); City of Seattle

100% of school districts in the Road Map Project region are providing full-day kindergarten for all students

SOURCE: Road Map Project Districts

Full-Day Kindergarten— Ahead of Schedule

This report generally includes data current in the 2013-14 school year, but we are going to deviate from that practice to report that in the 2014-15 school year, all students have access to full-day kindergarten. Thanks to district leadership working to prioritize this opportunity, the Road Map Project region is now at 100% for full-day kindergarten, three years ahead of the schedule set by the Washington State Legislature.

Kindergarten Students Attending Full-Day Kindergarten

Data in Detail

	2009-10 RATE	2013-14 RATE	2014-15 RATE	CHANGE SINCE BASELINE
Road Map Region	72%	92%	100%	⬆
Auburn	34%	60%	100%	⬆
Federal Way	70%	100%	100%	⬆
Highline	51%	100%	100%	⬆
Kent	100%	100%	100%	➡
Renton	41%	70%	100%	⬆
South Seattle	100%	100%	100%	➡
Tukwila	100%	100%	100%	➡

SOURCES: Districts and OSPI student-level database

NOTE: Data for the baseline year and the two most current years are shown to highlight progress. Trend data are not included because data for the 2010-11 school year were not available.

⭐ BRIGHT SPOT

When a Child's Eyes Light Up, the Brain Lights Up

Vroom is spreading the word that there are countless "brain-building" opportunities for children throughout the course of each day. Shared moments between parents, caregivers and children nurture children's growing minds, especially from birth to age 5, the time of most rapid brain development. This sets the foundation for healthy development and all future learning.

Developed by the Bezos Family Foundation in collaboration with brain scientists, early childhood experts, community organizations and parents themselves, Vroom aims to increase the quality and frequency of rich, responsive interactions between the parent and the child. Working to reach every parent by using a variety of media, Vroom is enlisting "trusted messengers"—community-based organizations, child-care providers, civic partners, medical professionals and other parents—as well as mobile technology and traditional and social media to share this important science. For example, Daily Vroom is a free mobile app available in English and Spanish that provides personalized and age-specific activities for parent-child interaction in a variety of settings, such as mealtime, on the bus or during laundry time. Vroom tips can be found at early learning centers, community centers and social service agencies in the form of tip cards, placemats and posters. Soon you may see Vroom tips on everyday consumer products. Vroom's innovation lies in the fact that it brings the cutting-edge science of brain development and early learning to parents in easy, accessible and everyday ways.

The project was piloted in spring 2014 with 47 community partners in five zip codes in South King County, and it quickly spread beyond the original geographic boundaries. Parents surveyed at the beginning of the pilot project showed some awareness of their children's learning milestones, but throughout the course of the pilot, they reported greater engagement with their children and a greater awareness of the signs of a brain at work.

Vroom is now gearing up to reach all of King County and to spread nationwide.

The goal: to help parents take full advantage of daily brain-building moments with their children.

WaKIDS

Kindergarten teachers use the same assessment tool as teachers in formal early learning programs, with slightly different domains, to gather WaKIDS (Washington Kindergarten Inventory of Developing Skills) data. WaKIDS is the state's common kindergarten readiness assessment. These data, gathered in the fall by kindergarten teachers, not only give an important view of school readiness across the state, but also give teachers and principals important information about where to focus supports for their kindergarten students.

Gathering Teaching Strategies GOLD data is only one of three important components of WaKIDS. Connecting with students' families and early learning providers in meaningful ways are the two other components. All three pieces come together to help ensure a smooth kindergarten transition.

In 2014, more schools in the Road Map Project region participated in WaKIDS. By the 2017-18 school year, all schools across the state will be participating. What is clear from the 2014 WaKIDS data is the importance of building a high-quality early learning system to support all low-income children and families. Only 39% of kindergarten students are meeting age-level expectations when starting school. And the opportunity gap for low-income children is already apparent by kindergarten: 45% of non-low-income children meet age-level expectations, compared to 35% of low-income children.

BRIGHT SPOT

Supporting Parents To Be Their Children's First and Best Teachers

Supporting families is a critical step to achieving the region's targets for school readiness and 3RD grade reading. Across the region, efforts are expanding to support parents to be their children's first and best teachers.

Reach Out and Read is a national, evidence-based program that uses the medical system to help prepare young children to succeed in school. Doctors participating in the program presc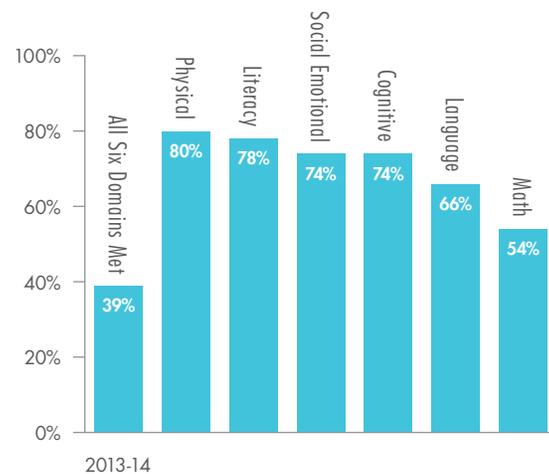ribe books during "well-child" check-ups and encourage families to read together. In the last few years, Reach Out and Read Washington State has expanded in the Road Map Project region to 33 medical clinics serving an estimated 24,312 children. In 2014, there were 48,624 well-child check-ups that included conversations with parents about the importance of reading and provided a book to the family. That's more than 21,000 more check-ups than in 2010. This growth demonstrates the power of leveraging the parent-doctor relationship to support families at a large scale.
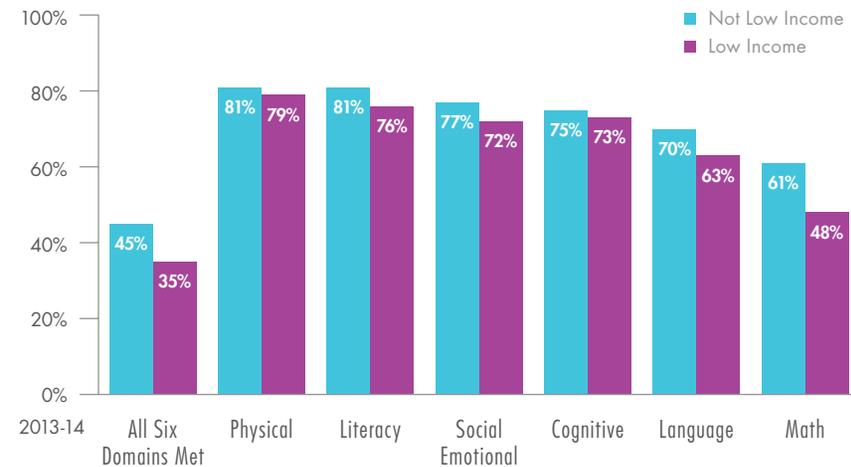
The Parent-Child Home Program is another national, evidence-based effort that has expanded in the region. The intensive program supports vulnerable families with twice-weekly home visits from staff members who share their language and cultural backgrounds. In 92 visits over two years, staff members help parents develop skills and confidence in supporting their children's education by modeling parent-child activities that build language, math, physical and social skills using developmentally appropriate books and toys left as gifts. In the Road Map Project region, the number of families served has grown from 160 in 2010 to 818 in 2014. The program's success can be attributed to a network of community-based organizations coordinated by United Way of King County.

Students in Kindergarten Meeting Age-Level Expectations

By Domain

By Income

SOURCE: OSPI Report Card

NOTE: Does not include Auburn School District

By Domain (2013-14):
- All Six Domains Met: 39%
- Physical: 80%
- Literacy: 78%
- Social Emotional: 74%
- Cognitive: 74%
- Language: 66%
- Math: 54%

By Income (2013-14):
	Not Low Income	Low Income
All Six Domains Met	45%	35%
Physical	81%	79%
Literacy	81%	76%
Social Emotional	77%	72%
Cognitive	75%	73%
Language	70%	63%
Math	61%	48%

Engaging Parents

Parent engagement is an essential strategy to achieving the Road Map Project's 2020 goal. Decades of research are hard to ignore: Parent engagement is positively linked with improved student learning and success.

Yet, far too often the policies, behaviors and practices in and around schools—the systemic barriers—lead to parents being overlooked, undermined and devalued as key contributors to the collaborative work of educating children and improving schools.

The Road Map Project is repositioning parent engagement as integral to advancing racial equity and developing strategies that accelerate learning and success for all students. Our focus places a high priority on transforming the local culture of parent engagement by developing powerful and equitable collaborations with parents, schools and community-based organizations. Now is the time to embrace this new paradigm and embed effective parent engagement approaches within school, district and community efforts aimed at improving student achievement in our region.

Dr. Pedro Noguera, one of the country's foremost education leaders, captured the region's spirit toward this work during a 2014 Road Map Project partner gathering: "If we are concerned about student achievement, then we must be equally concerned about parent engagement."

Building Momentum

The momentum behind parent engagement in the Road Map Project region is palpable.

Seattle Public Schools and the Kent School District are expanding their parent leadership programs, named Family Connectors University and Parent Academy for Student Achievement, respectively. Federal Way Public Schools has enhanced its model to build the capacity of parents and educators through the recently launched Family Engagement Handbook. The Tukwila and Auburn school districts have incorporated parent engagement into their district-wide goals and strategic plans, while Highline Public Schools is partnering with parents to identify key district priorities through its Parent Action Team. Through a partnership with the University of Washington's College of Education, the Renton School District piloted the Road Map Project Family Engagement Survey to learn from parents, school staff and community partners at two high-need elementary schools.

Significant efforts by community-based organizations also exemplify the growing collective impact approach to parent engagement in the region. OneAmerica's community organizing work is using parent voice to influence equitable gains in the early learning system in South King County. Seattle-based Communities and Parents for Public Schools recently piloted a nationally renowned parent leadership program pioneered in Chicago, and St. Vincent de Paul's Centro Rendu is taking a dual-generation approach to strengthening parent capacity and leadership in Kent and Renton.

Informing Action

The lack of meaningful tools to measure success (beyond compliance) is a national challenge in the parent engagement field that local stakeholders are now tackling.

University of Washington College of Education professors Dr. Ann Ishimaru and Dr. Joe Lott have been working with Road Map Project partners as part of the college's Equitable Parent-School Collaboration Research Project to ask parents, community leaders and school districts what successful family engagement means to them. In spring 2014, the Family Engagement Survey was developed for schools and community-based organizations. Following the same collaborative design as the development of the parent engagement indicators in 2013, the survey helps create tangible and actionable data that can, in real time, inform work on parent engagement.

Launched at two elementary schools in the Renton School District in late fall 2014, the survey will be used to gather data related to each parent engagement indicator and help schools determine a baseline, which will in turn help them gauge how to improve their ongoing partnership with parents in culturally appropriate ways.

"Before now, our primary measure of family engagement was head counts at school events," said Dr. Ishimaru. "Many educators and parents told us that these measures of participation were of limited use in building the kinds of parent-school relations we know are vital to students' academic success."

On the Horizon

Over the next few years, the Road Map Project will continue building strong networks of peer learning and support, and develop leadership for scaling up innovative, sustainable parent engagement practice in the region.

Additionally, we plan to raise funds to help strengthen the field of parent engagement, support another large group of parent engagement leaders to attend the Harvard University Family Engagement in Education Institute in summer 2015 (see Bright Spot), collaborate with local parent engagement stakeholders to host another regional Parent Forum and expand the use of the Family Engagement Survey throughout the region.

BRIGHT SPOT

Parents as Partners for Student Success

In August 2014, a 40-person delegation comprised of parents, school district superintendents, school principals and school board members from all seven Road Map Project region districts attended Harvard University's inaugural Family Engagement in Education Institute.

The trip was made possible with funding from the districts and the Rapid Resource Fund, a pooled fund created by members of the Road Map Project Aligned Funders group.

The delegation spent several days learning from each other and national experts, and returned to the region energized and eager to take action.

Reflecting on what she had learned at Harvard, Seattle parent Christine King wrote, "As a parent, I need to be a partner, not a client. I need to be someone who staff do things with, not for."

"The Harvard trip changed how we look at parent engagement," said Tukwila School District Superintendent Dr. Nancy Coogan. Though events such as curriculum night and math night are designed for parents, they don't get to the heart of parent engagement, she learned. Innovations, such as teachers making home visits, allow parents to be co-producers of their children's success.

Within two weeks of returning from the institute, the Tukwila School District fine-tuned its strategic plan, strengthening the parent engagement pillars of student achievement. Superintendent Coogan assigned all school principals to read *Beyond the Bake Sale: The Essential Guide to Family/School Partnerships*. The principals were also asked to assess their schools' readiness for successful parent engagement.

Supported & Successful in School

Students must be supported in and out of school, and academic instruction must be of the highest quality. Social and emotional well-being must also be addressed.

READING

According to the national Campaign for Grade-Level Reading, an alarming 74% of students who cannot read proficiently by the end of 3RD grade falter in later grades and often drop out before earning a high school diploma. These children who are not reading proficiently by the end of 3RD grade are disproportionately low-income children and children of color.

We can and must address this inequity. This will require renewed energy from all corners of our community to increase supports for our students most in need. Quality early learning and a strong kindergarten transition are important building blocks for our youngest learners. Once in school, personalized instruction and strong before- and after-school programming are critical to student success. High-quality summer supports are also needed. By closing the opportunity gap for our youngest readers, we increase the odds that they will experience sustained success in school.

Since 2010, 3RD grade reading scores have gone up and down, but overall have not trended up. Only one subgroup, non-low-income students, is meeting the 2014 target. At the regional level, there have not been any significant gains for low-income children.

The incredible diversity in the Road Map Project region is even more profound in the earliest grades. Twenty-seven percent of the region's 3RD grade students are English language learner (ELL) students. Since 2010, 3RD grade reading proficiency for ELL students has increased from 34% to 46%. While we are excited about this trend, we know these gains must be accelerated and sustained.

We are on track as a region with 6TH grade reading: 72% of 6TH graders are reading proficiently. However, opportunity gaps for low-income children and children of color persist. As a region, we must continue to focus extra supports on the schools and students who need it most.

3RD Grade Reading Students Meeting Standard

Trend

100%
80%
60%
40%
20%
0%

2020 Target: 87%
2014 Target: 75%

68% — 2009-10
73% — 2010-11
65% — 2011-12
71% — 2012-13
69% — 2013-14

By Subgroup

Road Map Region: 69%
English Language Learner: 46%
Non Low Income: 85%
Low Income: 60%
Non Special Education: 74%
Special Education: 33%

2013-14

Data in Detail

	2009-10 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	68%		69%	⬆	✖
English Language Learner	34%		46%	⬆	✖
Non Low Income	82%		85%	⬆	✔
Low Income	59%		60%	⬆	✖
Non Special Education	73%		74%	⬆	–
Special Education	35%		33%	⬇	–

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

6TH Grade Reading Students Meeting Standard
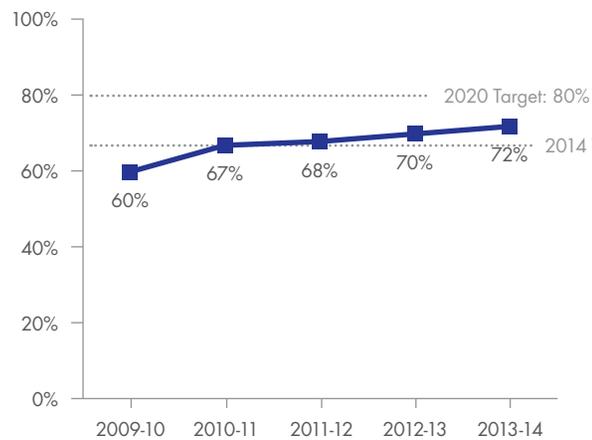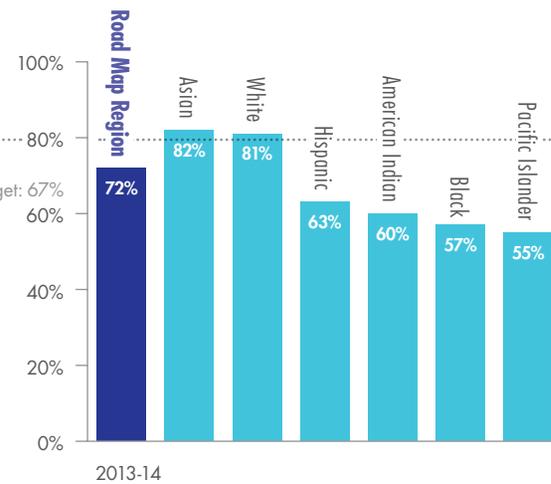
Trend

100%
80%
60%
40%
20%
0%

2020 Target: 80%
2014 Target: 67%

60% — 2009-10
67% — 2010-11
68% — 2011-12
70% — 2012-13
72% — 2013-14

By Race/Ethnicity

Road Map Region: 72%
Asian: 82%
White: 81%
Hispanic: 63%
American Indian: 60%
Black: 57%
Pacific Islander: 55%

2013-14

Data in Detail

	2009-10 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	60%		72%	⬆	✔
American Indian	46%		60%	⬆	✔
Asian	69%		82%	⬆	✔
Black	47%		57%	⬆	✖
Hispanic	46%		63%	⬆	✔
Pacific Islander	43%		55%	⬆	✔
White	71%		81%	⬆	✔

SOURCE (all data): OSPI Report Card

NOTE: Data exclude students piloting the SBAC assessments in 2013-14 (Highline and Kent school districts, which did not administer MSP assessments).
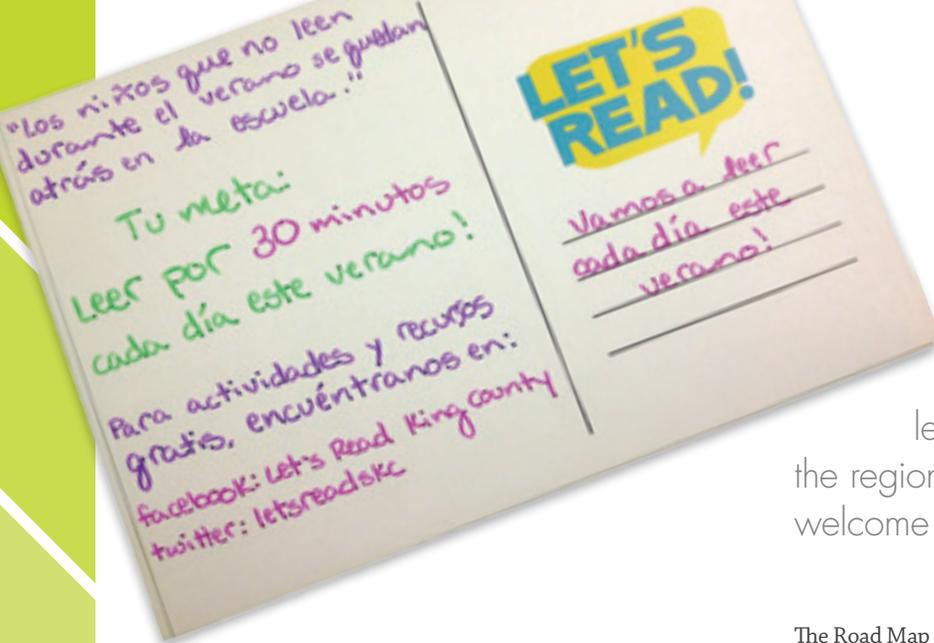
ENGLISH LANGUAGE LEARNERS

The Road Map Project region is becoming increasingly diverse. Nearly 40% of kindergartners are English language learner (ELL) students, and the number of ELL students across the region is expected to grow. It is essential that all ELL students feel welcome in our education systems and achieve their fullest potential.

DATA DETAILS

New ELL Indicators of Student Success

Work is underway to improve reporting on ELL students in the region. The current Road Map Project Indicator of Student Success related to ELL students is "% of English language learner students making progress in learning English." The measure looks at students' scores on the Washington English Language Proficiency Assessment and assesses gains made from one year to the next.

To attain a more comprehensive picture of ELL students' success, the ELL Work Group is working with Education Northwest, a regional education research organization, to explore four additional indicators that examine the following: ELL students' expected time to English language proficiency, the academic growth and achievement of current ELL students and students who have exited ELL programs, and the number of students who have attained world language credit and/or graduation with the Seal of Biliteracy. Together with the ELL Work Group and Education Northwest, the Road Map Project Data Advisors Group will review these indicators and make recommendations for stronger reporting on ELL students. We expect to report on the refined and approved indicators in the 2015 Results Report.

The Road Map Project ELL Work Group, which includes representatives from the seven school districts, community-based organizations, early learning providers, higher education and state education agencies, created an action plan in 2013 focused in five areas: positive identity and primary language development, parent engagement, data collection, instructional practice and postsecondary success. Implementation is underway, along with efforts to create accountability in our local education systems for ELL student performance.

Significant work has occurred in our region to shift the orientation toward ELL students from a deficiency-based perspective ("doesn't know English") to an asset-based perspective ("brings linguistic and cultural richness to our schools and communities"). This work is steered by the guiding principles of the ELL Action Plan.

Partners are working to create and scale opportunities that honor and recognize bilingualism. For example, the World Language Credit Program recognizes and awards high school course credit to students who are proficient in another language. The program started in Highline Public Schools and Seattle Public Schools, and was scaled across the region through partnerships among school districts,

the Washington State Office of Superintendent of Public Instruction and support from the Bill & Melinda Gates Foundation. Since the World Language Credit Program's implementation began in 2012, more than 2,300 Road Map Project region students have tested in 47 languages and qualified for a total of 7,271 credits. Almost 75% of the tested students were able to earn three or four out of the possible four high school language credits. Earning these credits helps students meet college-entry requirements and gives them time to take other beneficial classes, all the while reinforcing bilingualism as a tremendous asset.

The ELL Work Group has also prioritized supporting teachers through training, providing ELL and bilingual endorsements, and creating pathways for paraeducators (or instructional aides) to earn teaching credentials. In many school districts, paraeducators represent a diverse pool of employees, and the ELL Work Group is committed to increasing teacher diversity to ensure that staff and leadership in schools reflect the demographics of the students, an important factor in student success. The goal is to have 80 newly credentialed teachers from a variety of backgrounds in the region over the next two years.

ELL Students

By Grade Level

Grade	%
Kindergarten	36%
1st Grade	35%
2nd Grade	32%
3rd Grade	27%
4th Grade	24%
5th Grade	18%
6th Grade	14%
7th Grade	12%
8th Grade	10%
9th Grade	11%
10th Grade	9%
11th Grade	8%
12th Grade	8%

2013-14

SOURCE: OSPI student-level database
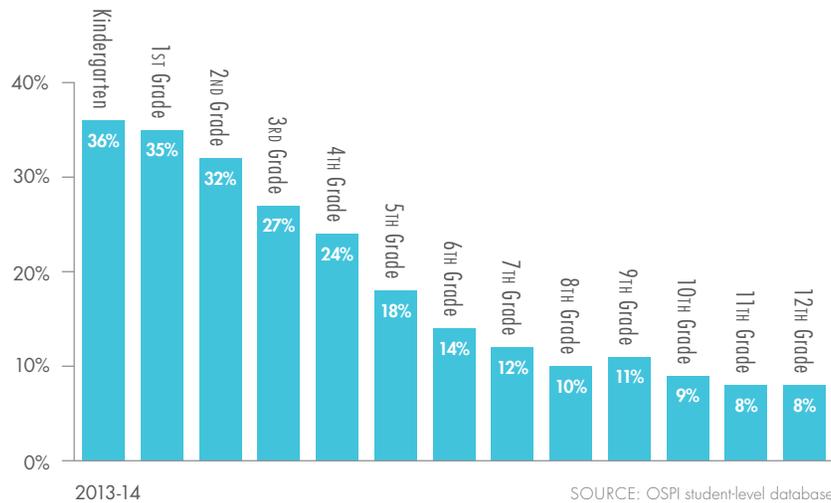
ELL Students Making Progress in Learning English

By District

District	%
Road Map Region	74%
Renton	78%
Tukwila	78%
Auburn	75%
Kent	75%
Federal Way	73%
South Seattle	72%
Highline	71%

2013-14

SOURCE: OSPI Report Card

BRIGHT SPOT

Bringing Hopes and Dreams a Little Closer

2014 saw the historic passage of two pieces of legislation that impact many students and families in the Road Map Project region: the REAL Hope Act, the Washington State Senate's version of the DREAM Act, which expands state financial aid eligibility to thousands of young, aspiring undocumented students in Washington State, and the Seal of Biliteracy, which honors and recognizes students who demonstrate proficiency in another language.

Collective Grassroots Effort

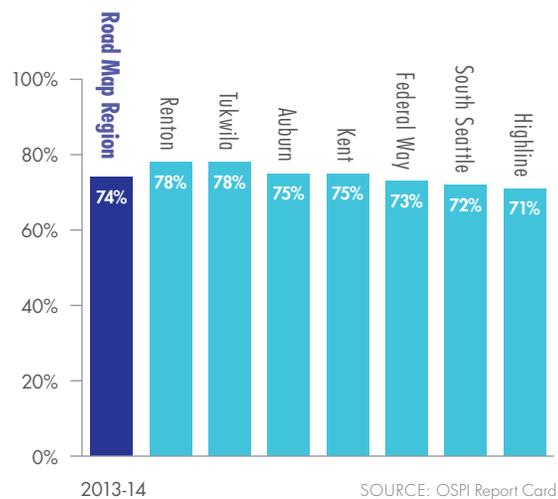The success of efforts to pass the Washington State DREAM Act illustrates the power of regional collective impact in bringing about state-level change, and it has removed the barrier to state financial aid for thousands of undocumented immigrant students. In partnership with students and families, members of the Road Map Project's ELL Work Group were unwavering in their call to action: Washington State must embrace the increased diversity of constituents by passing policies that are equitable in supporting the success of all students.

Immigrant rights advocates and, most importantly, students from immigrant communities, converged on the Washington State Legislature to call for access to the financial support they need to pursue and complete a college degree. The result: one less impediment to higher education for immigrant students in Washington—the fourth state in the country to pass such legislation. Since the bill's passage, over 2,000 students have completed the Washington Application for State Financial Aid, the new form required for undocumented students to access financial aid from the State. This victory has unlocked the opportunity for thousands of students to pursue their dreams of attending college alongside their peers.

Honoring Language Skills

A student's knowledge of a language other than English is a skill to celebrate, cultivate and honor. Due to the passage of legislation in early 2014, Washington State will offer the Seal of Biliteracy, which officially recognizes bilingual and multilingual students for their important contributions to our communities and economy.

Beginning with the high school graduating Class of 2015, students who demonstrate knowledge of a second language can receive a special seal on their high school transcript, similar to the seal acknowledging Advanced Placement coursework. The seal can then be used by colleges and employers to identify these in-demand and competitive skills. The seal also opens the door for further opportunities to cultivate language skills among all students.

The Seal of Biliteracy builds on the work in the Road Map Project region to implement the World Language Credit Program, which allows students who speak multiple languages to earn competency-based credits toward high school graduation by demonstrating their language proficiency in writing, reading and speaking.

SCIENCE, TECHNOLOGY ENGINEERING & MATH (STEM)

STEM-intensive industries are the economic drivers of this region. Our state consistently ranks high in concentration of STEM jobs per capita. There is consensus among researchers and economists that demand will remain high for years to come for people with the requisite STEM skills.

However, many of these jobs go unfilled due to a lack of qualified applicants. By 2017, nearly 50,000 STEM jobs in Washington State will be left vacant, according to a 2014 study by The Boston Consulting Group. The same study found only nine out of 100 children born in Washington will ultimately end up working in a STEM-related field here in their home state. To best prepare the region's students for careers in STEM, math and science education must be strengthened across the entire continuum from early learning through college completion.

As this report shows, student assessments in math and science do not indicate strong signs of progress, and unacceptable gaps persist. The region has reached the 2014 target for 5TH grade science. However, no student subgroup met their 2014 target in 7TH grade math. Also, in 7TH grade math, the gap between low-income and non-low-income students has grown from 26 percentage points in 2012-13 to 29 percentage points in 2013-14. Only two student subgroups, White and non-low-income students, are meeting their 2014 targets in 8TH grade science. Also, of all seven Road Map Project region districts, only South Seattle is meeting its target in 8TH grade science. This highlights the importance of building stronger math and science fundamentals at a younger age.

Leaders across all sectors are increasingly working together to address STEM outcomes through collective action. In December 2014, a statewide alliance of business and education leaders appointed by the governor adopted the Washington STEM Framework for Action and Accountability, a research-based tool developed to spur greater coordination, smarter investments and clearer results in STEM education for Washington. This is an example of the type of large-scale collaboration necessary to bring various STEM efforts into focus under a common agenda. This statewide coordination will also help drive local strategies.

The South King County STEM Network is a Road Map Project work group composed of individuals and organizations that want to improve STEM outcomes in the region. The network will begin implementing strategies from its refined action plan in 2015, and a key priority for the group is improving math and science fundamentals pre-kindergarten through 8TH grade using in- and out-of-school strategies. The STEM Strong projects supported by the region's Race to the Top grant will begin to reach full implementation in 2015 and should contribute to improving our region's STEM outcomes.

4TH Grade Math Students Meeting Standard
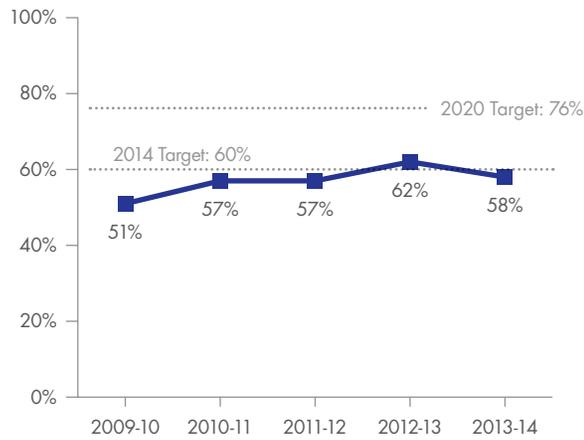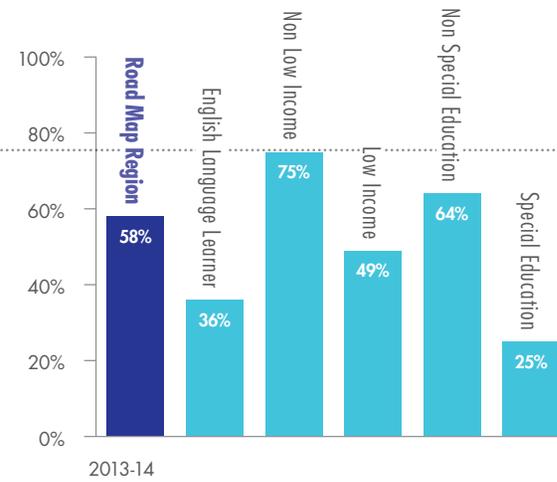
Trend

2020 Target: 76%
2014 Target: 60%

Year	Value
2009-10	51%
2010-11	57%
2011-12	57%
2012-13	62%
2013-14	58%

By Subgroup

2013-14

- Road Map Region: 58%
- English Language Learner: 36%
- Non Low Income: 75%
- Low Income: 49%
- Non Special Education: 64%
- Special Education: 25%

Data in Detail

	2009-10 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	51%		58%	⬆	✖
English Language Learner	22%		36%	⬆	✖
Non Low Income	66%		75%	⬆	✔
Low Income	41%		49%	⬆	✖
Non Special Education	56%		64%	⬆	–
Special Education	22%		25%	⬆	–

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

7TH Grade Math Students Meeting Standard
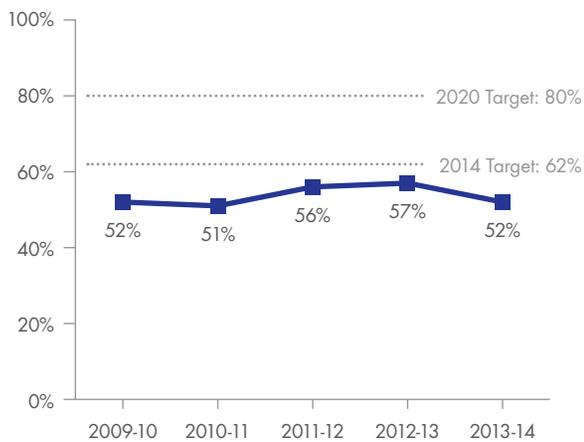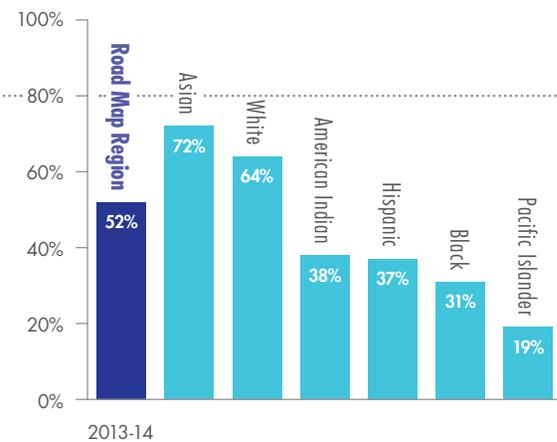
Trend

2020 Target: 80%
2014 Target: 62%

Year	Value
2009-10	52%
2010-11	51%
2011-12	56%
2012-13	57%
2013-14	52%

By Race/Ethnicity

2013-14

- Road Map Region: 52%
- Asian: 72%
- White: 64%
- American Indian: 38%
- Hispanic: 37%
- Black: 31%
- Pacific Islander: 19%

Data in Detail

	2009-10 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	52%		52%	➡	✖
American Indian	28%		38%	⬆	✖
Asian	70%		72%	⬆	✖
Black	33%		31%	⬇	✖
Hispanic	35%		37%	⬆	✖
Pacific Islander	35%		19%	⬇	✖
White	62%		64%	⬆	✖

SOURCE (all data): OSPI Report Card

NOTE: Data exclude students piloting the SBAC assessments in 2013-14 (Highline and Kent school districts, which did not administer MSP assessments).

5TH Grade Science Students Meeting Standard
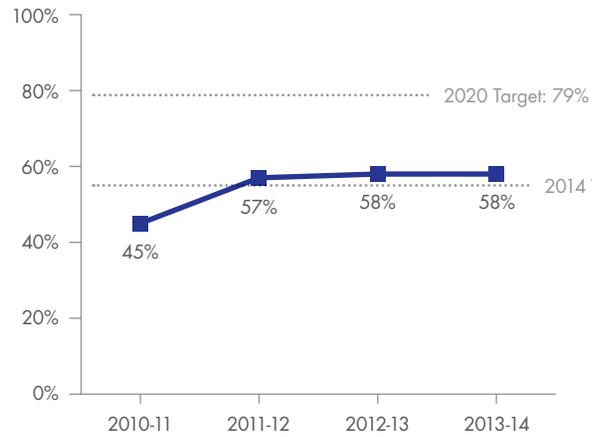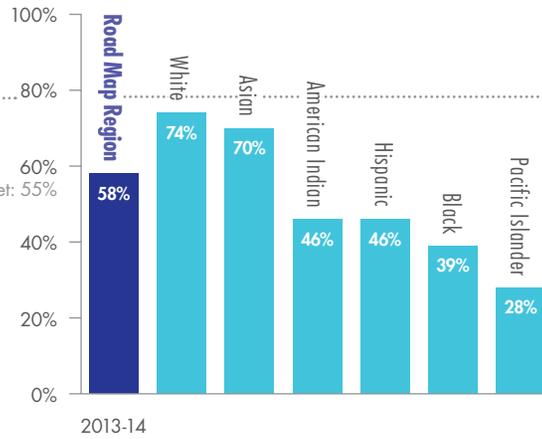
Trend

- 2020 Target: 79%
- 2014 Target: 55%

45% (2010-11), 57% (2011-12), 58% (2012-13), 58% (2013-14)

By Race/Ethnicity

2013-14

- Road Map Region: 58%
- White: 74%
- Asian: 70%
- American Indian: 46%
- Hispanic: 46%
- Black: 39%
- Pacific Islander: 28%

Data in Detail

	2010-11 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	45%		58%	⬆	✔
American Indian	23%		46%	⬆	✔
Asian	57%		70%	⬆	✔
Black	25%		39%	⬆	✔
Hispanic	31%		46%	⬆	✔
Pacific Islander	20%		28%	⬆	✖
White	60%		74%	⬆	✔

8TH Grade Science Students Meeting Standard
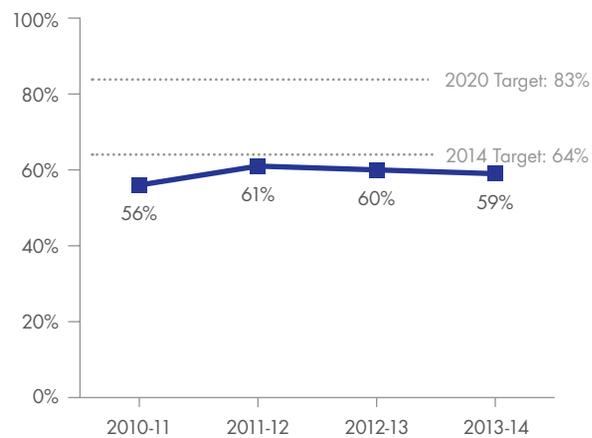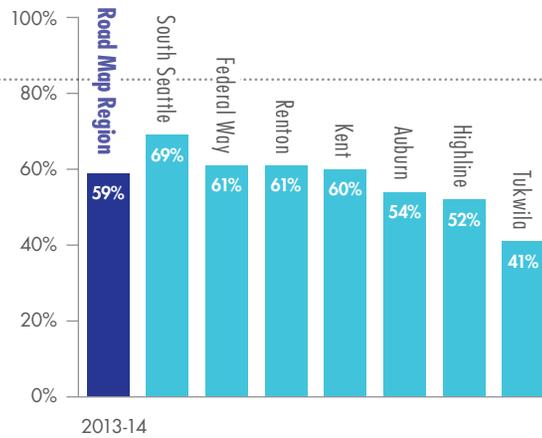
Trend

- 2020 Target: 83%
- 2014 Target: 64%

56% (2010-11), 61% (2011-12), 60% (2012-13), 59% (2013-14)

By District

2013-14

- Road Map Region: 59%
- South Seattle: 69%
- Federal Way: 61%
- Renton: 61%
- Kent: 60%
- Auburn: 54%
- Highline: 52%
- Tukwila: 41%

Data in Detail

	2010-11 RATE	TREND	2013-14 RATE	CHANGE SINCE BASELINE	ON TRACK TO 2020 TARGET
All Students	56%		59%	⬆	✖
Auburn	52%		54%	⬆	✖
Federal Way	55%		61%	⬆	✖
Highline	47%		52%	⬆	✖
Kent	59%		60%	⬆	✖
Renton	64%		61%	⬇	✖
South Seattle	61%		69%	⬆	✔
Tukwila	45%		41%	⬇	✖

SOURCE (all data): OSPI Report Card

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

CONTRIBUTING FACTORS

Students who are motivated and engaged in school are more likely to be successful. Work is underway across the region to measure these contributing factors to student success.

Student Engagement and Motivation

The Student Engagement and Motivation Survey (SEMS) asks students in 4TH through 12TH grades to report on aspects of their own engagement and motivation. The survey measures the following dimensions: future orientation, dispositions such as self-efficacy and growth mindset, and feeling a sense of belonging in school. The resulting data provide unique insights into the ways students perceive themselves and their learning environments.

After a successful pilot in the Renton School District in 2012, four Road Map Project school districts integrated a revised SEMS into their student surveys in 2013-14. Auburn School District, Renton School District, Seattle Public Schools and Tukwila School District are now collecting data on students' perceptions of their motivation-related beliefs and engagement in school with the goal of informing school and district planning and intervention efforts. The participating districts are expected to continue administering SEMS, with the hope that other districts will also use it or a similar measure in the future.

In 2014, almost 12,000 students in grades 4 through 12 across three of the four participating districts took the survey. The graph shows results from five questions (of 43 total questions). The answers provide initial insights into engagement and motivation.

Students in Grades 4-12 Who Are Engaged and Motivated

2013-14

Question	Percentage
It's important to me that I improve my skills this year.	91%
I work hard at school.	79%
One of my goals in class is to learn as much as I can.	75%
I concentrate on my school work.	72%
I complete my school work regularly.	71%
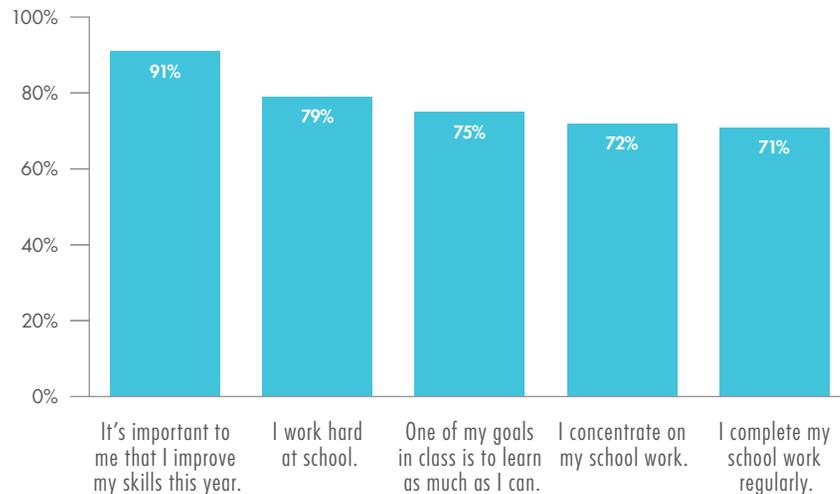
SOURCE: Auburn, Renton and Tukwila school districts

NOTES: Due to data availability, these data include nearly 12,000 responses from Auburn, Renton and Tukwila school districts only.

Data collection methods may have varied by school and/or district.

Responses have been weighted to match the grade-level and racial/ethnic distribution of students in the region overall.

Because the survey is still undergoing refinement, this graph uses only a short selection of questions that best represent student engagement and motivation.

RISK FACTORS

Students don't just drop out of school suddenly. Most often, disconnecting from school is a slow process, and there are warning signs along the way.

Since 2012, all seven Road Map Project school districts have been working together with support from the Puget Sound Educational Service District (PSESD) to build and use Early Warning Indicator Systems (EWIS) to increase graduation rates. These systems provide real-time, actionable data to school staff, parents and other partners with an emphasis on what national researchers refer to as the "ABCs": attendance, behavior and course performance.

Early results from this system-building work are promising. The following examples are based on data from the PSESD:
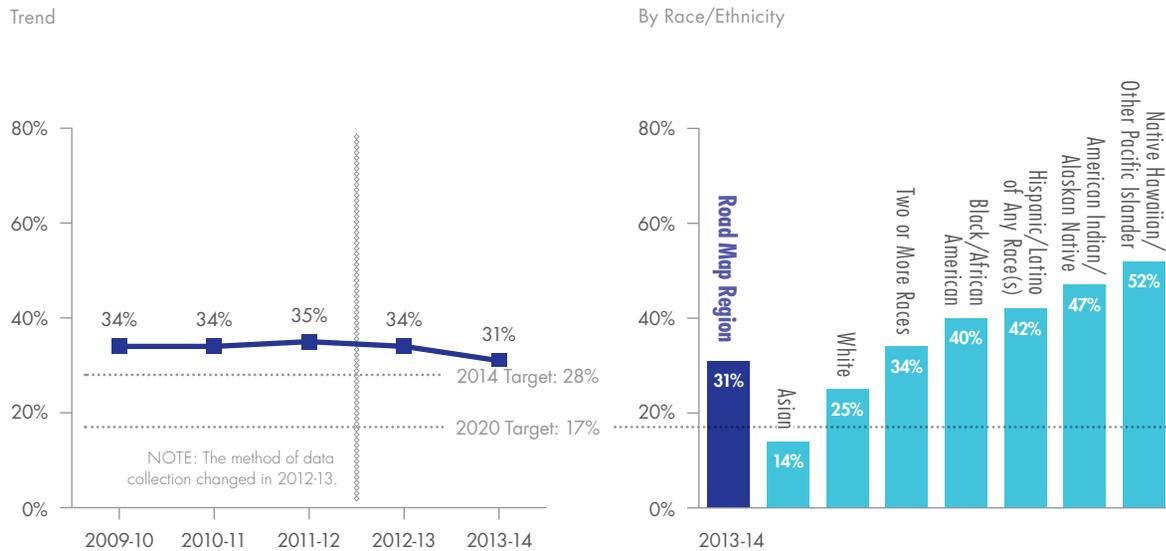
» Chronic absenteeism has decreased significantly in the Tukwila School District across all racial/ethnic subgroups.

» Among Federal Way Public Schools' at-risk 9TH graders, course failures are down by 27% and discipline referrals are down by nearly 10% since fall 2013.

» Highline Public Schools is seeing significant drops in the number of students triggering early warning indicators. At Highline High School, 9TH graders are at risk of failing 30% fewer classes.

The Road Map Project reports on several early warning signs, including attendance, course failure and discipline. We are seeing promising reductions in some risk factors. The trend continues of fewer students triggering Early Warning Indicator #1 (six or more absences and at least one course failure in 9TH grade), although great racial disparity persists. Non-low-income students have already achieved the 2020 target for this indicator, suggesting the need for continued focus on low-income students.

The results for Early Warning Indicator #2 (one or more suspension(s) or expulsion(s) in the 9TH grade) are also exciting: The region is only one percentage point away from hitting the 2020 target. However, there is also glaring disproportionality in this indicator: Black/African American students are nearly twice as likely to have one or more suspensions or expulsions in the 9TH grade. It is also important to note that this indicator does not capture the prevalence of in-school suspensions or other alternative disciplinary practices.

Many districts are currently overhauling their disciplinary policies and practices to address racial disproportionality. This is one of the top advocacy priorities to be addressed in 2015 in the Road Map Project region.

Early Warning Indicator #1
Trend

Students with Six or More Absences and at Least One Course Failure in the 9TH Grade

By Race/Ethnicity

Trend chart data points: 2009-10: 34%, 2010-11: 34%, 2011-12: 35%, 2012-13: 34%, 2013-14: 31%. 2014 Target: 28%. 2020 Target: 17%. NOTE: The method of data collection changed in 2012-13.

By Race/Ethnicity (2013-14): Road Map Region 31%, Asian 14%, White 25%, Two or More Races 34%, Black/African American 40%, Hispanic/Latino of Any Race(s) 42%, American Indian/Alaskan Native 47%, Native Hawaiian/Other Pacific Islander 52%.

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

Trend

15% 17% 15%

2014 Target: 12%

10% 8%

2020 Target: 7%

NOTE: The method of data collection changed in 2012-13.

2009-10 2010-11 2011-12 2012-13 2013-14

By Race/Ethnicity

Road Map Region 8%
Asian 3%
White 6%
Hispanic/Latino of Any Race(s) 8%
Two or More Races 9%
American Indian/Alaskan Native 12%
Native Hawaiian/Other Pacific Islander 12%
Black/African American 15%
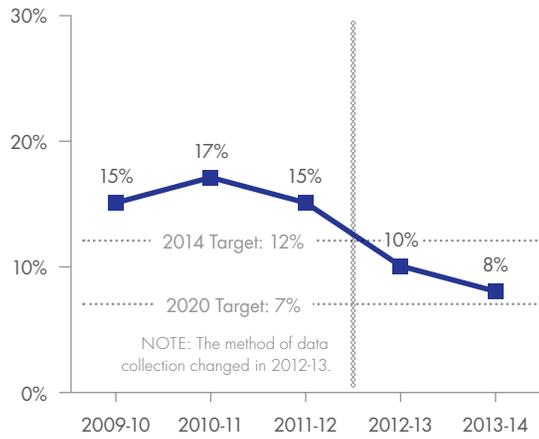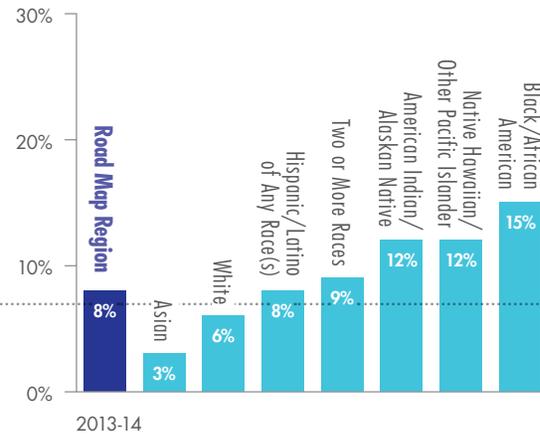
2013-14

SOURCES: OSPI student-level data, districts for 2009-10 through 2011-12; OSPI student-level data for 2012-13 through 2013-14

Teen Birth Rate

Annual Births per 1,000 Females Age 15-17

■ Road Map Region
■ Rest of King County

2009: 14.1, 3.5
2010: 13.4, 3.8
2011: 11.9, 3.1
2012: 10.4, 3.5
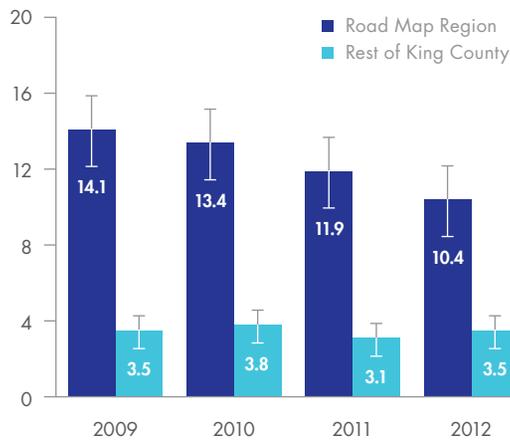
SOURCE: Birth certificate data: Washington State Department of Health; Center for Health Statistics. Population estimates: Looking Glass Analytics; Washington State Office of Financial Management, April 2014. Prepared by Public Health - Seattle and King County; Assessment, Policy Development and Evaluation Unit, October 2014.

NOTES: Confidence interval (also called "error bar") is the range of values that includes the true value 95% of the time. In cases like this where the confidence intervals of two groups overlap, the difference between groups may not be statistically significant (meaning that chance or random variation may explain the difference).

Selected Census 2010 tracts representing the Road Map Project region are inexact.

Students with 20 or More Absences

By Grade Level

Road Map Region 16%
Kindergarten 17%
1st Grade 11%
2nd Grade 10%
3rd Grade 8%
4th Grade 9%
5th Grade 8%
6th Grade 11%
7th Grade 14%
8th Grade 18%
9th Grade 22%
10th Grade 26%
11th Grade 27%
12th Grade 31%

2013-14
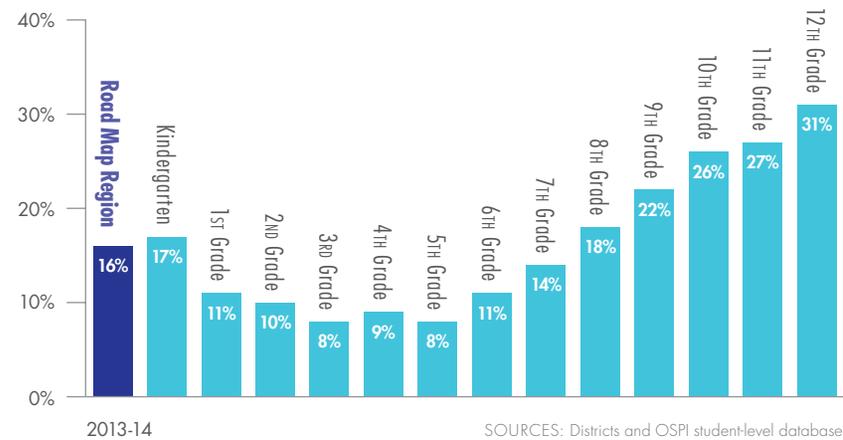
SOURCES: Districts and OSPI student-level database

NOTE: South-end Seattle Public Schools are not included due to data limitations.

Graduate from High School
College- & Career-Ready

A strong foundation in high school prepares students for postsecondary education and career. In 2012, the High School to College Completion Action Plan was developed, which aimed to improve college readiness and postsecondary completion throughout the Road Map Project region. This initial plan led to important focus on and investment in Early Warning Indicator Systems (EWIS) and college access supports that aim to ensure all students graduate from high school college- and career-ready. It was also the foundation for many of the Race to the Top Stay Strong projects, including counselor professional development, equitable access to college entrance exams and continued investment in rigorous course pathways.

In 2014, the Road Map Project's High School to College Completion Advisory Group was tasked with revising the 2012 action plan by considering progress toward indicator targets, existing efforts and input from group members and school and district staff. The advisory group has identified strategies to reach the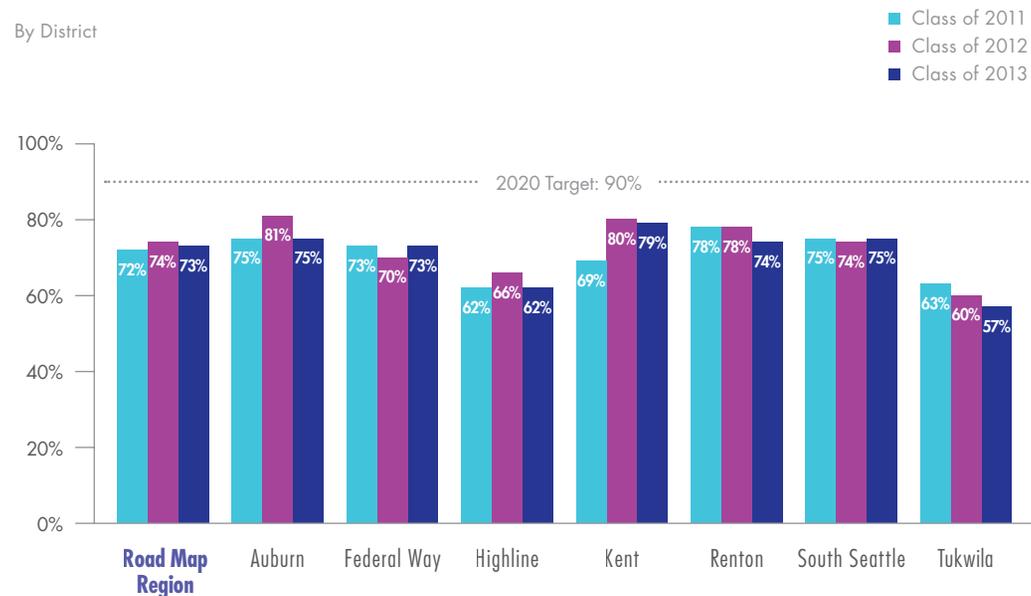 2017 interim targets and prioritized four of those strategies for work through the 2015-16 school year: EWIS, increasing counselor capacity, high school and beyond planning and College Bound Scholarship program communication. Strong parent and family engagement is integral throughout. These strategies will put college and career readiness in the spotlight, ensuring all students are supported on their path to college.

Over the past three years, on-time graduation rates have not improved in the Road Map Project region. In fact, for the Class of 2013, five of the seven districts saw graduation rates decrease. Graduation rates dropped more steeply for special education and English language learner (ELL) students, currently 46% for both groups; down from 52% and 51%, respectively. There is a growing gender gap with female students graduating at a higher rate than male students. Achievement gaps by race and ethnicity persist. Hispanic and Pacific Islander students have the lowest on-time graduation rates at 57% and 55%, respectively, while Asian students have the highest on-time graduation rate at 80%.

On-Time Graduation

By District

Legend:
- Class of 2011
- Class of 2012
- Class of 2013

2020 Target: 90%

District	Class of 2011	Class of 2012	Class of 2013
Road Map Region	72%	74%	73%
Auburn	75%	81%	75%
Federal Way	73%	70%	73%
Highline	62%	66%	62%
Kent	69%	80%	79%
Renton	78%	78%	74%
South Seattle	75%	74%	75%
Tukwila	63%	60%	57%

SOURCE: OSPI Report Card

TAKING CHALLENGING COURSES

Research shows that rigorous course-taking, such as algebra in the 8TH grade, Advanced Placement (AP), International Baccalaureate (IB), career and technical programs and other college in the high school curricula, better prepares students to succeed in postsecondary education.

Because high school course-taking influences student success beyond high school graduation, it is critical that students receive strong and continuous academic advising starting in middle school. For the High School to College Completion Advisory Group, strengthening the implementation of high school and beyond planning so that it aligns course-taking to postsecondary and career aspirations is a priority.
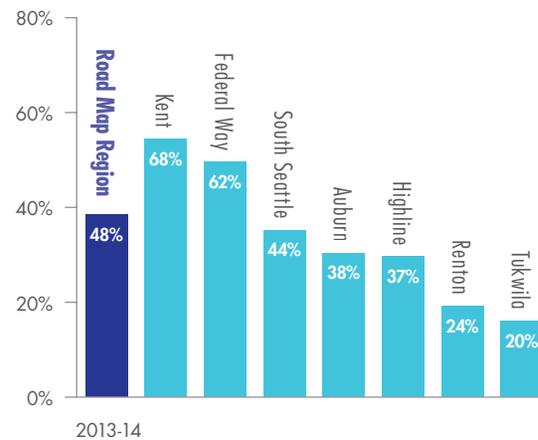
As defined by the Washington State Board of Education, the agency tasked with establishing statewide graduation requirements, "The High School and Beyond Plan is a formal process designed to help students think about their future goals and how to accomplish those goals. This includes exploring interests and career options, developing a course plan for high school, and exploring opportunities to develop skills." Although the High School and Beyond Plan will continue to be a non-credit-bearing graduation requirement for all students in Washington, the change to Career- and College-Ready Graduation Requirements and the work to improve high school and beyond planning will place greater emphasis on early advising for all students.

Algebra in the 8TH Grade

Taking algebra in the 8TH grade allows students to take higher levels of math in high school, which reduces the need for pre-college coursework at the postsecondary level. The percentage of 8TH graders taking algebra is indicative of both student preparation and access. Algebra-taking has remained largely unchanged since the baseline year, and opportunity gaps persist. Overall, 48% of students took algebra or higher in the 8TH grade, compared to only 34% of low-income students. Black students took algebra at less than half the rate of Asian and White students, 27% compared to 62% and 60%, respectively. There are dramatic differences by school district, as well. The Kent School District leads the region with over two-thirds of all students taking algebra in 8TH grade.

8TH Graders Taking Algebra or Higher
By District

District	%
Road Map Region	48%
Kent	68%
Federal Way	62%
South Seattle	44%
Auburn	38%
Highline	37%
Renton	24%
Tukwila	20%

2013-14

Career and Technical Education

Career and Technical Education (CTE) incorporates technical skills, core academic knowledge and 21st century skills into the curriculum to ensure that students are college- and career-ready. CTE pathways can provide students in our region early access and exposure to the skills necessary to be successful in King County's knowledge-intensive economy. CTE programs are aligned to rigorous academic and industry standards, yet only 36% of graduates in the Class of 2014 completed a three-course CTE program. In this report, a CTE program of study is defined as a three-course career prep sequence that often leads to a career credential pathway or certificate. The new Career- and College-Ready Graduation Requirements will call for all students to take at least one CTE credit to graduate. This will not go into effect until the Class of 2019.

High School Graduates Completing a CTE Program of Study
By District

District	%
Highline	51%
Auburn	48%
Kent	34%
Renton	32%
Federal Way	24%

Class of 2014
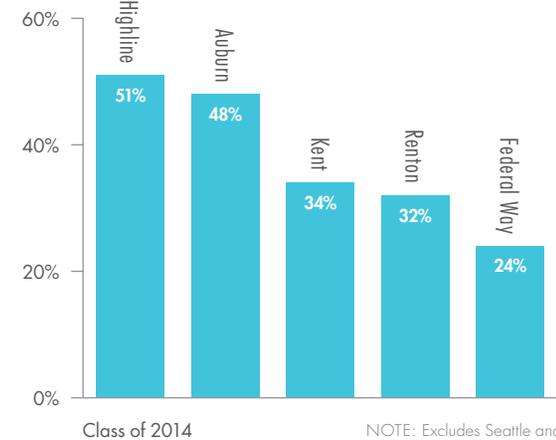
NOTE: Excludes Seattle and Tukwila, for which data were not available

SOURCE (all data): OSPI student-level database

AP, IB & Cambridge Courses

Improving access to rigorous course-taking has been a priority of the Road Map Project since its inception. AP, IB and Cambridge course content is aligned to college standards, and these programs help prepare students for the rigor of postsecondary education. This is an area of great gains across school districts and nearly all ethnicities. Achievement gaps continue to close between underrepresented students of color and White and Asian students. The proportion of graduating seniors taking AP, IB or Cambridge courses rose six percentage points from 58% to 64% in the last year. Black students saw the largest gains with a 12 percentage point increase. Districts continue to examine how they can prepare students for rigorous coursework, improve course availability to meet student demand and ensure that students are supported to be successful. Auburn School District, Highline Public Schools, south-end Seattle Public Schools and Federal Way Public Schools have all seen major increases in the percent of graduating seniors taking an AP, IB or Cambridge course since 2011-12. The Auburn School District saw the most significant increase, 12 percentage points, making its district-wide rate of rigorous course-taking 59%.

DATA DETAILS

Dual Enrollment

The Road Map Project's current rigorous course-taking indicator includes AP, IB and Cambridge Program courses. However, this does not capture the breadth of rigorous course options taken by students in the region. Some dual-credit programs, including AP, IB and Cambridge, allow students to earn college credit through standardized examinations, while others enroll students directly in college courses. In future Results Reports, we plan to include a dual-enrollment indicator that is more inclusive of all college-level coursework taken during high school, including College in the High School, Running Start and Tech Prep.

Had students taking College in the High School courses been included in this indicator, the overall Road Map Project region rate of graduating seniors taking these rigorous programs would increase by one percentage point, making the region's rate 65%. The Kent School District has the most students participating in College in the High School and is responsible for the majority of that increase, with an additional 4% of their graduating seniors taking College in the High School.

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

By Race/Ethnicity

	Class of 2013	Class of 2014
Road Map Region	58%	64%
Asian	68%	76%
Two or More Races	59%	64%
White	58%	64%
Black/African American	46%	58%
Hispanic/Latino of Any Race(s)	52%	55%
Native Hawaiian/Other Pacific Islander	49%	54%
American Indian/Alaskan Native	60%	50%

SOURCE: OSPI student-level database
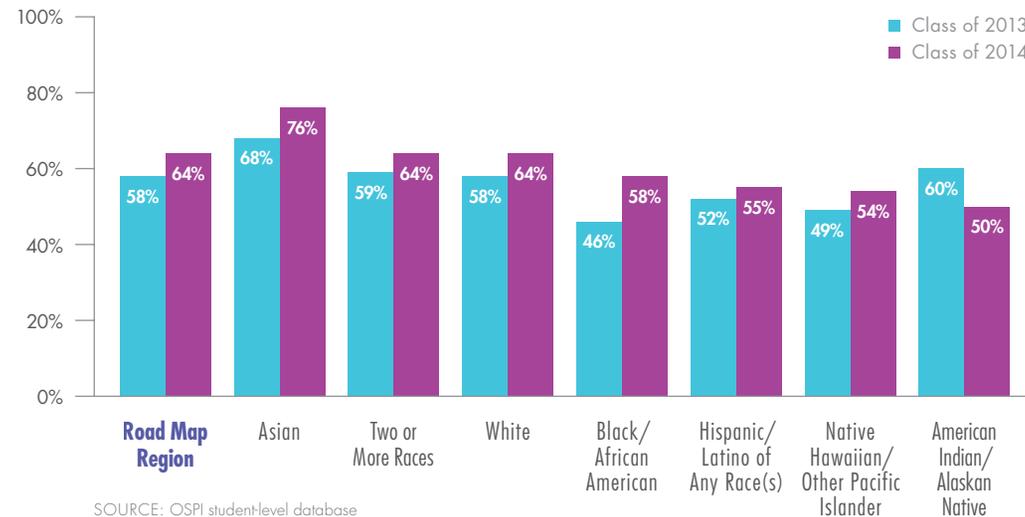
Minimum Course Requirements to Apply to a Washington Four-Year College

The Washington Student Achievement Council (WSAC) 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. With the new Career- and College-Ready Graduation Requirements, however, there will be closer alignment between high school graduation requirements and college admissions standards. While not all students will enroll in a four-year college, these standards will ensure students have increased college options upon high school graduation and are better prepared for any pathway.

Since the Road Map Project's baseline year (2009-10), six of the seven Road Map Project districts have increased the number of graduates meeting these minimum requirements. Overall, 60% of Road Map Project region graduates are meeting the minimums, compared with

52% from the baseline year. Highline Public Schools, Renton School District and Seattle Public Schools all saw large gains since 2013.

One of the contributors to recent gains for this indicator has been the World Language Credit Program. Many multilingual students are receiving three to four world language credits for demonstrating proficiency in their heritage language, allowing them to meet the two-year language requirement. Along with math, the language requirement is one of the most common reasons students do not achieve the minimums.

Despite these gains, the Road Map Project region needs to support more Black, Hispanic and American Indian/ Alaskan Native students in completing the minimums, as achievement gaps persist.

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

By Race/Ethnicity

Class of 2014

Category	Value
Road Map Region	60%
Asian/Pacific Islander	72%
White	62%
Other/Multi	57%
American Indian/Alaskan Native	51%
Black	48%
Hispanic	45%

SOURCE: Districts and The BERC Group
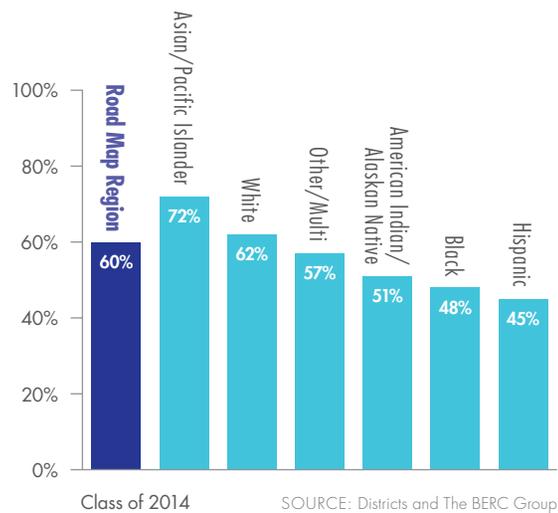
Remedial Course-Taking

Unfortunately, many high school graduates are not prepared for college-level coursework. Pre-college coursework (sometimes referred to as remedial coursework) includes courses for which students do not earn credit toward a degree or career credential. These courses add time and use limited financial aid. Since the Road Map Project's baseline year, the percentage of high school graduates taking pre-college-level math has increased slightly to 50%. Pre-college coursework in English has remained steady at 22%.

Enrollment in pre-college courses is influenced by both academic preparation and placement practices. Legislation passed in 2013 (SB 5712) encouraged community and technical colleges to use multiple measures in course placement decisions. Traditionally, the COMPASS test has been used exclusively to determine which math and English courses a student can enroll in. Alternative measures for deciding placement, such as evaluating high school transcripts, can accelerate students' progress toward degree or credential completion by allowing for more direct placement into college-level courses. While there is momentum around the use of multiple measures for placement, colleges still face major challenges in implementing these practices and communicating the various options to students and advisors.

With increases in rigorous course-taking in high school and improvements in placement practices, there is hope that more students will be able to directly enroll in college-level courses in the coming years.

Pre-College Math Course-Taking
2012 High School Graduates at Washington Two-Year Public Institutions

Trend

Class of 2009	Class of 2010	Class of 2011	Class of 2012
47%	46%	46%	50%

2014 Target: 39%
2020 Target: 23%

By District

Class of 2012

Road Map Region	Auburn	Renton	Federal Way	Highline	Kent	South Seattle	Tukwila
50%	43%	44%	49%	50%	54%	54%	63%

+/-1%pt   +/-5%pt
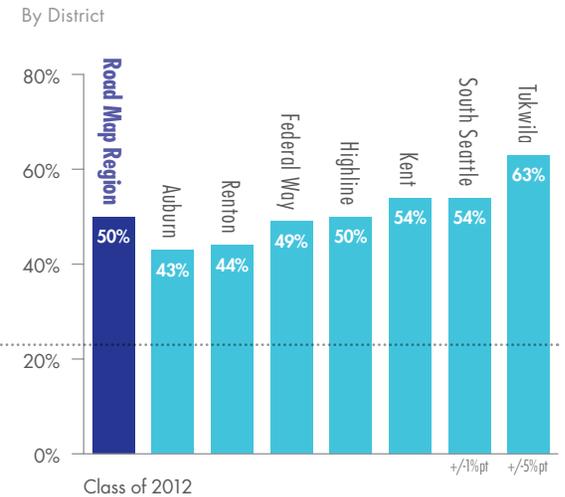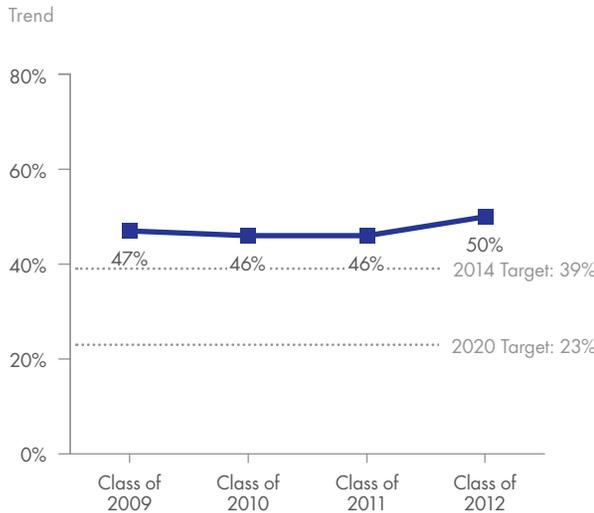
SOURCE (all data): ERDC P-20 Reports

PAYING FOR COLLEGE

Although public tuition in Washington has remained steady for the past two academic years, the state saw the second-largest increase in public tuition rates in the nation during the recession, rising 73% from 2008 to 2012 at Washington's research institutions. Students and families are still feeling the effects of those increases. Now, more than ever, it is important that students take full advantage of the different forms of financial aid available, such as the College Bound Scholarship and State Need Grant, so that college is affordable.
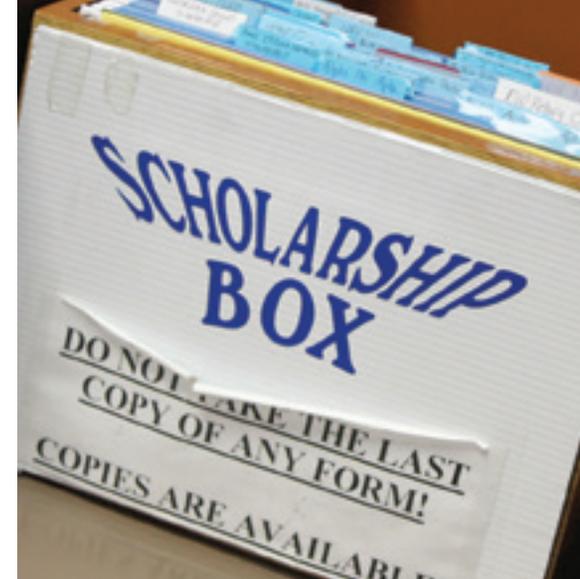
College Bound Scholarship

The Road Map Project region set a record in 2014 by signing up 98% of the 5,560 8TH graders eligible for the College Bound Scholarship. Washington State's College Bound Scholarship helps reduce barriers to college for low-income students. The scholarship combines with other state aid to cover the average cost of tuition (at comparable public colleges), some fees and a small book allowance for eligible students who sign up in 7TH or 8TH grade. Since the start of the scholarship, over 25,000 low-income students in the Road Map Project region have enrolled in the program, and many schools and districts have systems in place to ensure all eligible students take advantage of this opportunity.

In addition to maintaining the high sign-up rates, new momentum has built around ensuring that enrolled students have the resources and support needed to use their scholarship. One of the new priorities of the High School to College Completion Action Plan is to "Leverage the College Bound Scholarship to continually communicate with students and families about their scholarship from sign-up through college completion." The intent of the College Bound Scholarship is for the early promise of financial aid to remove a major barrier and provide hope by making college accessibility conceivable from an early age. However, a study published by The BERC Group in December 2013 found that many students enrolled in the program forgot they had the scholarship by their senior year, due to lack of communication and supports.

To take full advantage of the impact this early promise can make, systems need to be built to ensure that all enrolled students receive regular reminders that they have the scholarship, and receive proper advising and supports.

Completed College Bound Scholarship Applications

Number and Percentage of Eligible 8TH Grade Students with a Completed Application

Year	Number	Percentage
2008-09	2,005	51%
2009-10	2,912	71%
2010-11	3,833	90%
2011-12	4,523	89%
2012-13	4,858	94%
2013-14	5,455	98%
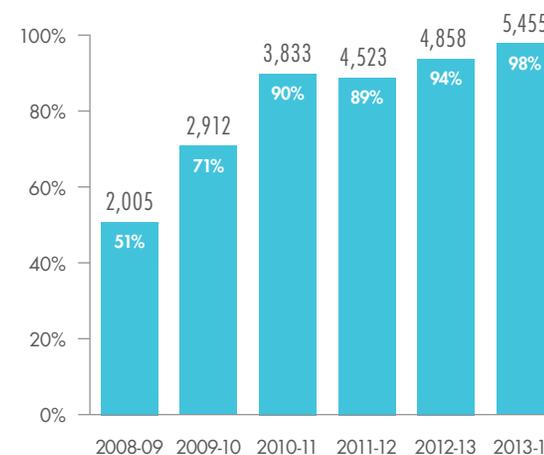
SOURCE: WSAC

NOTE: Free and reduced-price lunch data used for eligible numbers are reported by school districts in March or April 2014. These rates fluctuate from year to year. Completed application data as of Sept. 26, 2014. Application data include all eligible students who completed an application by the end of 8TH grade. An application is complete when the required student and guardian signatures are included and one or more of the income standards boxes are checked.

Financial Aid

Financial aid and scholarships help make college more affordable, removing one of the major barriers to college enrollment. The Free Application for Federal Student Aid (FAFSA) is the form students must complete to access state and federal financial aid for college. By completing this form, eligible students are able to access federal grants, state grants, work-study and federal loans. In 2014, the DREAM Act was signed into law, allowing qualified undocumented students to access state financial aid—specifically, the State Need Grant—by filing the Washington Application for State Financial Aid (WASFA).

Overall, FAFSA submission rates for our region are down slightly from the previous year. That said, the Tukwila School District has the highest FAFSA submission rate at 84%, a 13 percentage point increase over last year. Students enrolled in the College Bound Scholarship program submitted the FAFSA at higher rates than students without the College Bound Scholarship. While the overall FAFSA filing rate for College Bound Scholarship students decreased, the Class of 2014 cohort was larger than previous cohorts. In total, the number of College Bound Scholarship students who filed the FAFSA increased.

FAFSA Submission by High School Graduates

By District

Road Map Region	63%
Tukwila	84%
South Seattle	79%
Renton	68%
Highline	67%
Kent	58%
Auburn	56%
Federal Way	54%

Class of 2014
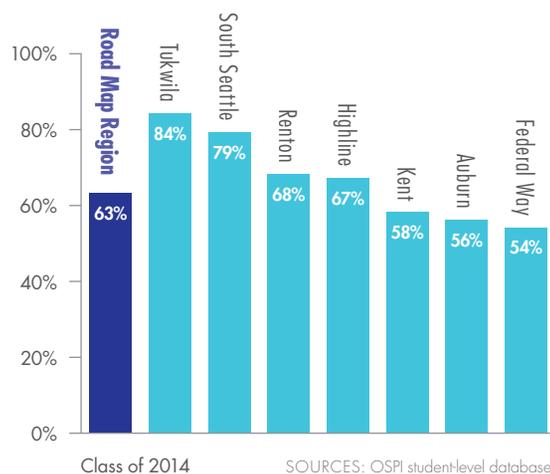
SOURCES: OSPI student-level database; U.S. Department of Education, Federal Student Aid Office

NOTE: Data available for on-time high school graduates only

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

By Race/Ethnicity

Road Map Region	78%
Asian	90%
Black/African American	88%
White	75%
Two or More Races	74%
Native Hawaiian/Other Pacific Islander	69%
Hispanic/Latino of Any Race(s)	56%

Class of 2014
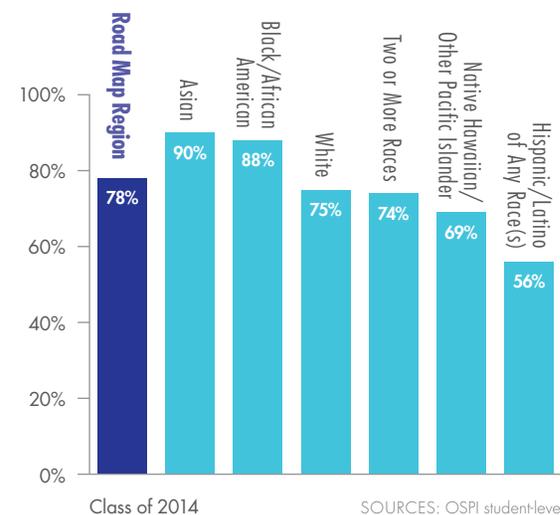
SOURCES: OSPI student-level database; WSAC

NOTE: Data as of Nov. 7, 2014

Counseling and Advising

In order to graduate from high school college- and career-ready, students need a strong system of support and advising. Counselors play key roles in ensuring students enroll in rigorous courses, understand the college admissions and financial aid processes, and take the necessary steps to successfully transition to postsecondary education. Counselors are also critical to building the in-school capacity to support college and career access for all students, especially in schools with fewer community-based partners.

Unfortunately, in our state, the average counselor-to-student ratio in high school is 1:510, making it difficult to adequately support students. In addition, many counselors are tasked with duties, such as coordinating testing, which are not in line with the defined roles and responsibilities of the American School Counselor Association.

A priority of the High School to College Completion Advisory Group is to "increase counselor capacity to support college and career advising that engages students and families from middle school through high school graduation by improving the counselor-to-student ratio to the American School Counselor Association recommended 1:250 and clarifying counselor roles and responsibilities." Considerable work has already been done to strengthen connections among counselors in the region and provide professional development through the High School and Beyond Leadership Institute and Race to the Top grant. More focus on advocacy can help ensure counselors have time and more reasonable caseloads to provide comprehensive college and career advising.

Opportunity Youth

Dropout prevention and intervention are critical, and across our region, important work on both is underway. However, in order to meet the Road Map Project 2020 goal, prevention and intervention are not enough. For youth who do fall through the cracks, what are we doing to ensure that they get back on track?

Every year, over 2,000 young people in our region leave high school without a diploma. And many youth who do finish high school do not successfully transition into postsecondary education or living-wage work.

As many as 20,000 16- to 24-year-olds in the Road Map Project region are currently disconnected from school and work. We call this group "opportunity youth," given their positive aspirations and the lost potential they represent should we fail to act. They represent about one-fifth, or 20%, of youth in the region.

Over two-thirds of opportunity youth left high school without earning a credential. Just over one-third completed a credential but have not connected to school or living-wage work.

About half of our estimated 20,000 opportunity youth are Hispanic or African American, and nearly three-quarters are from low-income families.

Opportunity Youth Education Profile

Opportunity Youth with a High School Credential
30%

Opportunity Youth with No High School Credential
70%
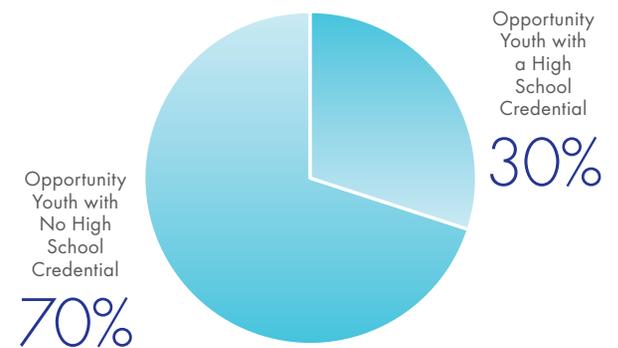
SOURCE: OSPI student-level database, 2011-12 and 2012-13 and OSPI Report Card

One in Five Youth of Ages 16-24 Not Enrolled in School or Work

NOTE: This opportunity youth definition focuses on ages 16-24. It is important to note that some youth leave school prior to age 16, and they are not reflected in these estimates.

Opportunity Youth Racial/Ethnic Profile

Two or More Races 6%

Hispanic/Latino of any race(s) 30%

White 30%

Native Hawaiian/ Other Pacific Islander 4%

Asian 9%

American Indian or Alaskan Native 1%

Black/ African American 20%
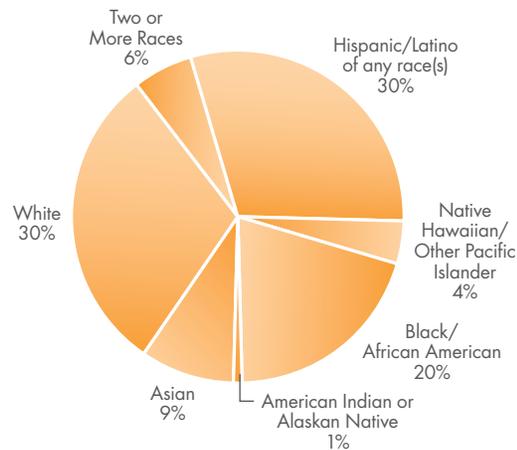
Opportunity Youth Income Status

Low Income 72%

Not Low Income 28%
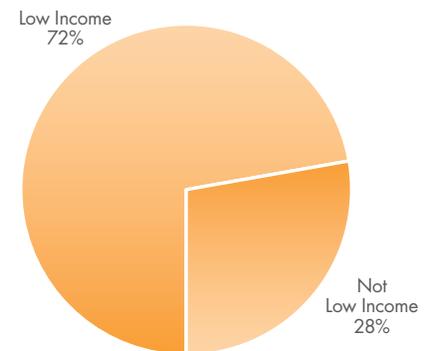
SOURCE (all data): OSPI student-level database 2012-13

In addition to prevalence, it is important to consider proportions. Estimates suggest some subgroups are much more likely to become opportunity youth than others.

» Homeless youth are more than twice as likely as their non-homeless peers to be opportunity youth.

» Low-income youth are twice as likely as their non-low-income peers to be opportunity youth.

» Youth of color—Hispanic, Pacific Islander, American Indian/Alaskan Native and Black youth—are much more likely than their White peers to be opportunity youth.

» English language learner (ELL) students are also more likely than their non-ELL peers to be opportunity youth.

Washington State is witnessing a significant expansion of options for opportunity youth to reconnect to education thanks to Open Doors, a dropout retrieval law that allows for K-12 Basic Education Allocation funds to support re-engagement programming. Passed in 2010, implementation began in 2012 and by fall 2014, 66 districts were operating programs with over 2,500 students enrolled statewide.

The Road Map Project's new Opportunity Youth Action Plan lays out a vision for building a robust, regional system of re-engagement pathways that helps young adults reconnect to education and progress toward a college or career credential and living-wage work. Developed during 2014 by a large cross-sector work group that included young people, the plan includes eight strategies organized under four broad goals:

» Improving the supply of re-engagement pathways

» Increasing coordination of re-engagement pathways

» Improving quality of re-engagement pathways

» Increasing awareness and access of re-engagement pathways

Important progress is already taking place to implement the plan.

» As of fall 2014, five districts in our region—Highline Public Schools, Kent School District, Renton School District, Seattle Public Schools and Tukwila School District—were operating or contracting with community organizations or community colleges to operate Open Doors programs.

» The United Way of King County and several partners launched the Reconnecting Youth project, resulting in expanded and new Open Doors programming in high-need locations in South King County.

» A regional Re-Engagement Provider Network began meeting monthly in September 2014. The group is developing a shared vision for quality re-engagement pathways, and collaborating on common problems of practice. In 2015, the group will pilot shared structures, such as common metrics and joint outreach.

BRIGHT SPOT

Personalized Support Helps Struggling Students Get To and Through Postsecondary Education

Not all young people believe that postsecondary education is possible for them. This is especially true for opportunity youth—young people who are disconnected from school and work. That's where Seattle Education Access (SEA), a personalized education support program, comes in.

With a growing network and a goal to have an education advocate at each of the region's 10 community colleges and all of the region's dropout re-engagement centers, SEA provides higher education access and opportunity to any person under age 30 experiencing poverty and homelessness. One of a growing group of organizations in the region offering "college navigation" services, SEA connects low-income students who have followed non-traditional education pathways to information and financial resources essential for college success. SEA's education advocates remind young people that the future is theirs to shape. They give students the tools and the support to succeed.

SEA personalizes the support education advocates provide, addressing individual student needs and goals, through two distinct programs:

» The College Prep Program helps youth prepare for higher education and meaningful employment by creating a career and academic achievement plan tailored to the student's goals. Students learn how to navigate the education system, access financial aid, choose the right college and classes, make a budget and secure housing. SEA provides tutoring and support for the GED and COMPASS (college placement) tests.

» The College Success Program offers ongoing support until a student graduates from college and transitions into the workforce. Students receive free tutoring and mentoring, computer access, scholarships for tuition, textbooks and basic needs, and assistance transferring to four-year universities.

The results have been extremely promising. Seventy percent to 75% of students enrolled in the College Prep Program go on to the College Success Program, according to SEA. Ninety percent of students in the College Success Program complete their program of study and earn a credential.

SEA's personal touch is proving popular, and the number of students it serves has grown steadily each year. In 2015, SEA anticipates serving 800-850 students, double the number served in 2011.

Program Manager Jeff Corey says relationship-building is one of the key components to SEA's success. Education advocates typically work with students for three or four years, and the students transform their lives.

"Sometimes this is the first time someone has ever told a student that he or she can go to college," said Corey. "Seeing dreams become reality is a powerful thing."

New Opportunity Youth Indicators

The current Road Map Project Indicators of Student Success don't provide an understanding of young people who leave the traditional K-12 system before graduating. New indicators are being developed to track implementation of the Opportunity Youth Action Plan and understand the impact of re-engagement programs in our region. These indicators will include measures for students who leave high school without a diploma, and include:

» % of youth considered dropouts who complete high school (through a diploma or GED)

» % of youth considered dropouts who enroll in postsecondary education

» % of youth considered dropouts who persist in postsecondary education

» % of youth considered dropouts who complete postsecondary education

In addition, to measure the impact of Open Doors and other re-engagement programs in our region and to support the development and continuous improvement of the regional system, the Road Map Project will look at indicators of program and system success, which may include:

» # of re-engagement system program slots in the region

» # of programs participating in quality improvement efforts

» # of programs using youth voice in outreach efforts

» % of students retained in re-engagement programs

» % of students completing programs

» % of students with human service needs met at program exit

» % of youth considered dropouts who re-enroll in high school or college within two years of leaving

» % of youth considered dropouts who earn a high school credential within two years

» % of youth considered dropouts who enroll, persist and complete postsecondary education

A special report will be issued on this topic in 2015.
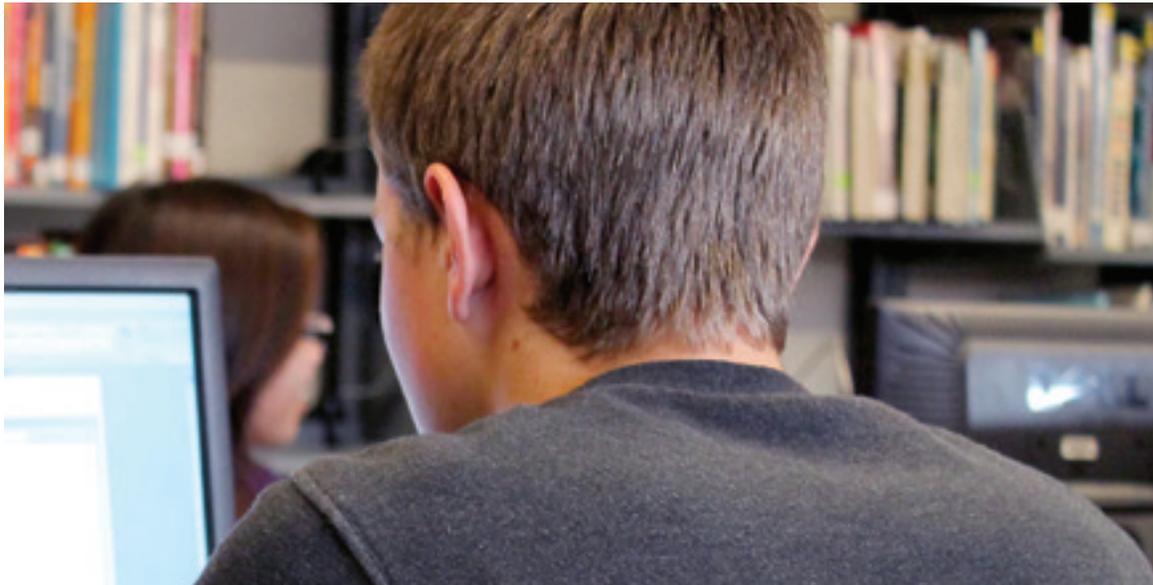
Building a Path to Graduation: Success for Foster Youth

In 2012, Treehouse, a community-based organization dedicated to supporting foster youth, set a bold goal to transform the lives of youth in foster care by ensuring that by 2017, they graduate from high school with a plan for their future at the same rate as their peers. To appreciate just how bold a vision that is, it is important to know that foster youth in King County fall behind their peers on every education measure, and fewer than half graduate high school on time.

Graduate Success is Treehouse's intensive, evidence-based response to ensure foster youth graduate from high school ready for the future. Daily monitoring of ABC data (attendance, behavior and course performance) allows Treehouse educational specialists who work in middle and high schools throughout the county to understand what's happening with their students in real time and to offer individualized, student-centered planning and interventions. The focus on self-determination and self-advocacy puts youth in control and helps them dream big, set goals and identify specific steps to make progress.

Implementation began in the 2012-13 school year, and early results are exciting. Of 68 seniors from the Class of 2014, 68% graduated high school, and 95% of those who did not graduate have a plan for completion. More than 78% of Treehouse graduates are attending or plan to attend college or vocational school.

Graduate Success served 542 youth in more than 100 schools during 2014. By 2017, Treehouse hopes to reach every middle and high school foster youth in the region. Growing the program while continuing to cultivate great results are priorities going forward.

Though not cheap, successfully supporting foster youth is a good investment that translates into major savings in social service and other costs down the road. And if this combination of individualized strategies is effective in helping foster youth graduate and succeed in postsecondary education, then it could also be applied to other groups of high-risk youth in our region.

Earn a College Degree or Career Credential

In terms of college enrollment, Washington State simply doesn't measure up. Washington ranks 47TH in the chance that a student will enroll in college by age 19, and 42ND in college participation rates for students from low-income families. The Road Map Project region mirrors the state's college-going rates with just 62% of all high school graduates directly enrolling in college. 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

Since the baseline year, the percentage of students enrolling in college within a year of high school graduation (known as "direct enrollment") has remained largely unchanged at 62% and progress has not been made to achieve the 2014 target of 68%. Postsecondary enrollment varies by district: Seattle (south Seattle schools only) and Kent school districts lead the region with 68% and 67% of graduates directly enrolling, respectively. The Auburn School District has seen the greatest increase in postsecondary education enrollment since the baseline year with 62% of Class of 2013 graduates enrolling compared to 58% of Class of 2010 graduates. Asian, White and Black students enroll in postsecondary education at higher rates than other student subgroups, however, the other subgroups are making gains. Enrollment of Native Hawaiian and other Pacific Islander students increased from 43% to 49% (Class of 2010 to 2013), and Latino students saw enrollment improve from 38% to 45% (Class of 2010 to 2013).

The direct enrollment rate for College Bound Scholarship students is also positive. While initial College Bound cohorts were smaller due to lower sign-up rates, 67% of Class of 2013 high school graduates who signed up for the scholarship directly enrolled in postsecondary education.

High School Graduates Directly Enrolling in College

Trend

2020 Target: 73%
2014 Target: 68%

2010-11	2011-12	2012-13	2013-14
61%	59%	62%	62%

By District

Road Map Region	South Seattle	Kent	Auburn	Federal Way	Renton	Highline	Tukwila
62%	68%	67%	62%	60%	58%	56%	55%
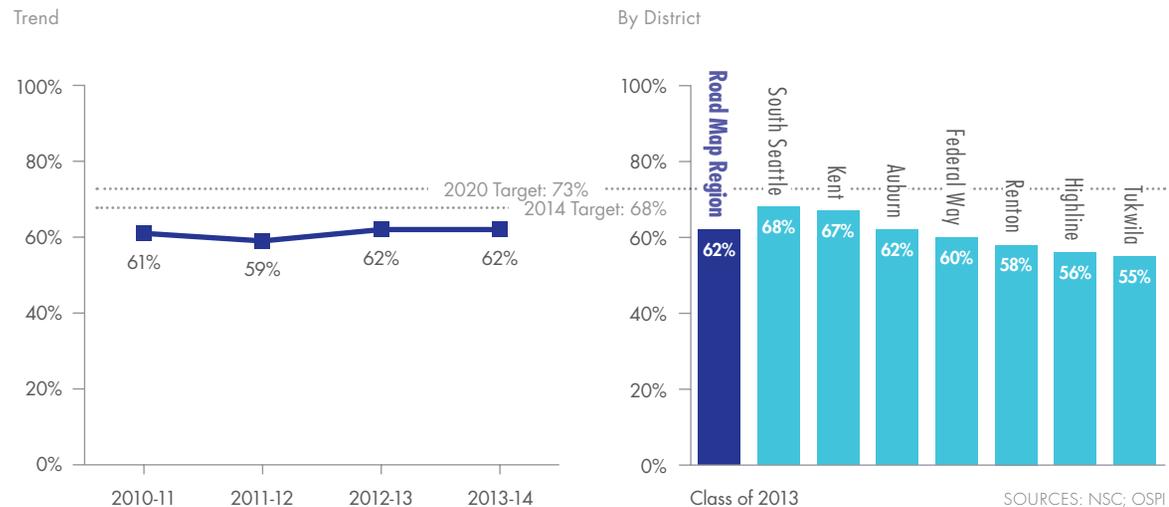
Class of 2013

SOURCES: NSC; OSPI student-level database; ERDC

Type of Postsecondary Institution for Road Map Region Direct Enrollees

Washington Four-Year Private 5%

Out of State 13%

Washington Four-Year Public 31%

Washington Two-Year Public 50%
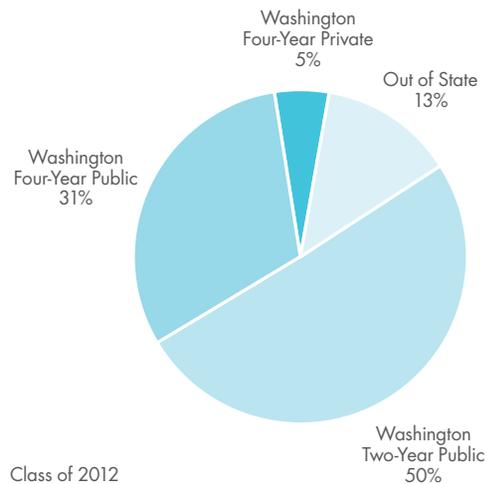
Class of 2012

SOURCE: ERDC P-20 Reports

NOTE: Between 0% and 1% of the Class of 2012 graduates attended private in-state two-year schools and are not included in this chart.

The majority (81%) of Road Map Project students who directly enroll in college attend public, in-state institutions. At least half of all enrollees go to community and technical colleges, while at least 36% attend four-year universities. Since most students from the Road Map Project region attend a college geographically located in Seattle or South King County, it is critical that our community works together to achieve the 2020 goal.

Persisting in College

Similar to direct enrollment, college persistence has not improved since the baseline year. Only about half (53%) of Class of 2012 high school graduates stayed enrolled in college into a second academic year (known as "direct persistence"). For the Class of 2012, American Indian and Alaskan Native students saw the sharpest declines from initial enrollment. While 51% of American Indian and Alaskan Native high school graduates enrolled in postsecondary education, only 39% persisted into a second academic year. Many factors influence whether a student will continue to attend college, but research shows the more time it takes to earn a degree, the less likely it is for a student to attain the degree. It's important that students get support to make progress from one year to the next.

In addition to direct persistence, other important measures demonstrate progress toward a degree, such as credit accumulation or completion of college-level math requirements. In the future, we plan to analyze these other measures of persistence.

High School Graduates Persisting in College

2020 Target: 67%

2014 Target: 61%

52%   50%   53%

Class of 2010   Class of 2011   Class of 2012

SOURCES: NSC; OSPI student-level database; ERDC

Completing College

The Road Map Project's college completion indicator reveals positive news: The number of students completing a degree by their mid-20s has increased to 39% and the Road Map Project region is currently meeting the 2014 interim target. Due to the time lag in this indicator, the most current completion data looks at high school graduates from the Class of 2008. While these data include students who earn a two- or four-year degree, we are not able to include students completing certificates. In the future, we hope to include analysis on these other postsecondary programs.

Similar to other Road Map Project indicators, outcomes for college completion vary across school districts. In several districts, about one-third of graduates are completing a degree. The Kent School District has the highest rate of degree attainment at 45% and is approaching the 2020 target.

Large opportunity gaps persist across race and ethnic student subgroups for this indicator. However, some big increases in completion rates were made from one year to the next, including American Indian/Alaskan Native (19% to 28%), Black (21% to 28%), Latino (16% to 20%) and Native Hawaiian/Other Pacific Islander (22% to 28%) students.

High School Graduates Completing a Two- or Four-Year Degree Within Six Years of High School Graduation

Trend

Class of 2005	Class of 2006	Class of 2007	Class of 2008
35%	33%	36%	39%

2020 Target: 50%
2014 Target: 38%

By District

Class of 2008

Road Map Region	Kent	Federal Way	South Seattle	Tukwila	Renton	Highline	Auburn
39%	45%	41%	40%	37%	33%	33%	33%

SOURCES: NSC; OSPI student-level database; ERDC

By Race/Ethnicity

Class of 2008

Road Map Region	Asian	White	Two or More Races	Black/African American	American Indian/Alaskan Native	Native Hawaiian/Other Pacific Islander	Hispanic/Latino of Any Race(s)
39%	44%	43%	37%	28%	28%	28%	20%

NOTE: Students with no race/ethnicity provided are not included in this chart due to small group size.

BRIGHT SPOT

Puget Sound Coalition for College and Career Readiness Compact: A Good Deal for Students

Sixty-two percent of the Class of 2013 graduates in the Road Map Project region enrolled in college within a year of high school graduation. Once in college, man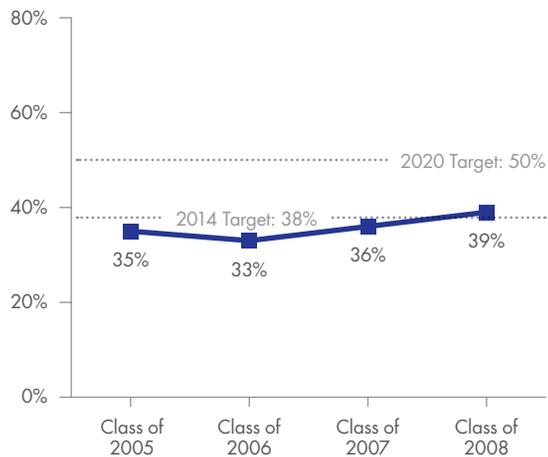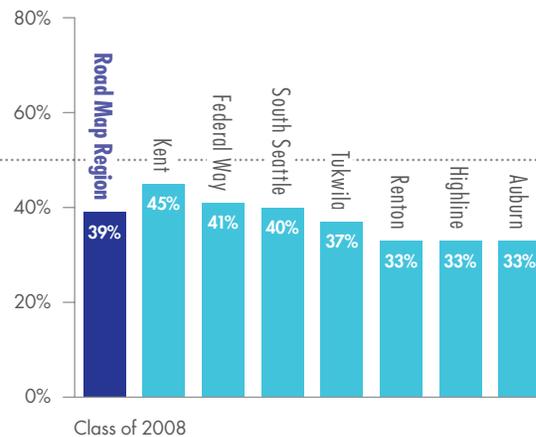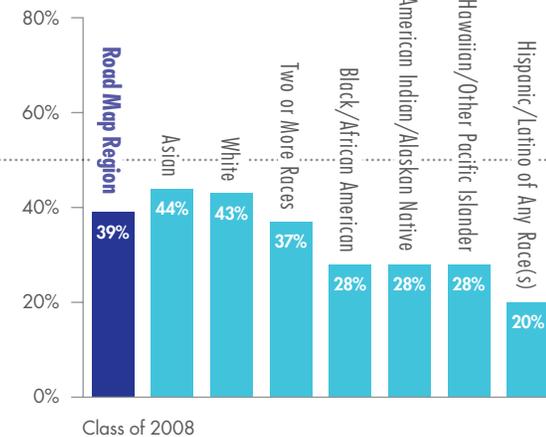y students are academically unprepared and thus required to take pre-college coursework, for which they do not earn credits toward a degree or career credential. Ultimately, only 39% of Road Map Project region students complete a two- or four- year degree within six years of high school graduation. That rate is even lower for students of color. In a state where 67% of jobs will require some form of postsecondary credential by 2018, these numbers are unacceptable, and leaders across sectors have come together to change them.

Founded in 2010, the Puget Sound Coalition for College and Career Readiness unites leaders from K-12 systems and local community and technical colleges around a shared vision: to increase the number and percentage of students who graduate from high school and successfully enroll, persist and earn a college degree or career credential.

In 2014, the coalition took an unprecedented step to improve the transition between high school and postsecondary by developing and signing a compact, an agreement to implement evidenced-based strategies to support students transitioning between systems.

Seven colleges, seven school districts and three partners have signed the compact, demonstrating their determination in this collaborative approach to student support. Commitments from the districts include broadening access to rigorous courses and implementing Early Warning Indicator Systems, while college commitments include implementing policies that allow for multiple measures of course placement and adopting strategies that promote persistence, such as mandatory orientation and advising for first-time students.

This agreement is the first of its kind in Washington and signals an important message: Education does not happen in isolation. As students move through the education continuum, they need consistent support that is aligned across systems.

"All young people today need to be prepared for higher education of some kind to secure a family-wage job. Our compact lays out our shared agreement to one another and is in service to the young people in our region," said John Welch, superintendent of the Puget Sound Educational Service District and co-chair of the Puget Sound Coalition for College and Career Readiness.

Looking Back —
Moving Forward

AWARDS PROGRAM

The Road Map Project Awards Program launched in 2014 to advance equity and eliminate opportunity gaps by recognizing promising efforts and encouraging the spread of success across the region.

The program kicked off with an open call for partnerships, programs and initiatives getting excellent results, using data well for improvement purposes and collaborating for more powerful results. A panel of 15 judges, composed of local and national experts, assisted in identifying 21 finalists from more than 60 nominations. The judges then selected two Collective Impact Awards for overall excellence and seven Special Recognition Awards.

While the list of finalists was shared widely, the awardees were revealed at an awards ceremony at the Museum of Flight. The black-tie event put a spotlight on all the great work happening in the region and provided an opportunity for celebration. The awardees received a variety of prizes, such as promotional support to help elevate their work to new audiences. Congratulations to the finalists and awardees!

The program will be repeated in 2016.

Collective Impact Awards

» "Building a system to close gaps and support young learners" – Auburn School District and Partners

» World Language Credit Program: "Building a system for crediting bilingual high school students" – School District Partners and Office of Superintendent of Public Instruction

Special Recognition Awards

» Parent-Child Home Program: "Visiting hard-to-reach families at home to help 2-4 year olds get off to a good start" – United Way of King County and Partners

» Seattle Early Education Collaborative: "Working to ensure success in kindergarten" – Early Learning Partners and City of Seattle

» Parent Academy for Student Achievement: "Empowering parents to navigate school systems and influence student success" – Kent School District

» Diplomas Now: "Creating a school-community partnership to benefit middle school students" – City Year Seattle, Johns Hopkins University, Communities in Schools of Seattle, Aki Kurose Middle School

» "Building a system of authentic family engagement" – Federal Way Public Schools

» "Creating opportunity by accelerating academics and removing barriers to college" – Federal Way Public Schools

» "Making college admission and graduation possible" – College Access Now and School Partners

Finalists

» "Delivering ambitious STEM professional development"
– University of Washington College of Education,
Washington STEM and School District Partners

» "Strengthening instruction for English
language learners" – Heritage University
and School District Partners

» "Supporting promising students of color from 6th
grade through college graduation" – Rainier Scholars

» "Supporting students in their homes and communities"
– Somali Youth & Family Club and Partners

» "Providing long-term mentors for vulnerable
youth" – Friends of the Children, King County

» "Making bold moves to inspire and support
students' college dreams" – Kent School District,
Green River Community College and Partners

» Youth Program Quality Initiative: "Using
data to build quality in large and small
youth-serving organizations" – School's
Out Washington and Partners

» "Closing the Advanced Placement equity gap" –
Auburn School District and Equal Opportunity Schools

» "Collaborating to personalize support for student
success in high school and beyond" – Seattle
Education Access and Highline Big Picture School

» "Deploying UW students in high-need high schools
as mentors to improve college enrollment" –
University of Washington Dream Project

» Kent iGrad: "Building a pathway back to
education and jobs" – Kent School District,
Green River Community College and Partners

» 13th Year Promise Scholarship: "Eliminating
financial barriers and guiding students to college
success" – South Seattle Community College

ROAD MAP PROJECT HISTORY

Road Map Project Parent Forum draws 1,000 people

English Language Learner Action Plan (version 1) completed

STEM Business Plan completed

South King County College Access Network opens doors

First annual DiscoverU week rolls out

College Bound Scholarship sign-up rate hits record 94%

Opportunity youth work begins

Parent engagement indicators developed

Action planning begins

First College Bound Scholarship regional campaign begins, along with initial work to support high school seniors

Community Network Steering Committee established

Small Grants Fund debuts

DonorsChoose.org campaign implemented

Road Map Project Baseline Report released

Road Map Project interim target year

2010 — 2011 — 2012 — 2013 — 2014 — 2015 — 2016 — 2017 — 2018 — 2019 — 2020

Road Map Project starts outreach and mobilization phase

Education Results Network and work groups begin work

Indicators of Student Success selected

Road Map Project goal established

Road Map Project launched with a conference of more than 500 people

High School to College Completion Action Plan (version 1) completed

Birth to 3RD Grade Action Plan (version 1) completed

Region wins All-America City Awards from the national Grade-Level Reading Campaign and National Civic League for plan to achieve 3RD grade reading targets

Let's Read! **summer reading campaign launched**

Road Map to College coordinated system of student support created

Student Engagement and Motivation Survey piloted in the Renton School District

Road Map Project district consortium wins $40 million Race to the Top grant

First Results Report released

Road Map Project interim target year

First-ever Road Map Project Awards Ceremony held

Vroom piloted in the Road Map Project region

Education Results Roundtables bring data to communities

Juneteenth celebration puts spotlight on students of African descent

College Bound Scholarship sign-ups reach 98%

Puget Sound Coalition for College and Career Readiness signs historic compact

State DREAM Act signed into law

Rapid Resource Fund created

Regional delegation attends Harvard University Family Engagement in Education Institute

High School to College Completion Action Plan (version 2) completed

Opportunity Youth Action Plan (version 1) completed

Road Map Project goal year

Great work has happened since the start of the Road Map Project, but there is more to do. The region's children are depending on us to act swiftly on their behalf. By working together and putting the needs of students first, we can tackle the work ahead and meet the 2020 goal.

GET INVOLVED

There are many ways to become involved in the Road Map Project. To learn more about these opportunities, please visit www.roadmapproject.org or email info@ccedresults.org.

Join the Education Results Network

The Education Results Network is open to anyone who wants to improve education in our region and participate in the Road Map Project. The network consists of a large body of concerned stakeholders who meet four times a year to learn about Road Map Project efforts, provide feedback on key elements of the work and identify opportunities for deeper involvement. To learn about upcoming meetings, please visit www.roadmapproject.org.

Stay Connected

Stay updated on Road Map Project work by signing up for the newsletter at www.roadmapproject.org/newsletter. The newsletter contains updates from across the project, including meeting registration information, funding opportunities and helpful links. You can also connect to the Road Map Project on social media by checking out www.facebook.com/roadmapproject and @RoadMapProject on Twitter.

Volunteer

Volunteers are essential to Road Map Project community campaigns, including *Let's Read!* and Road Map to College. You can read about current volunteer opportunities in the Get Involved section of the Road Map Project website.

Many Road Map Project partner organizations rely on volunteers in their work with students, parents and community members. To get connected to these organizations, please visit the volunteer database on the United Way of King County's website, www.uwkc.org.

Align

More leaders and organizations are needed to strongly align their work to the Road Map Project's 2020 goal. Aligning means working hard to improve one or more Indicators of Student Success and tackling the opportunity gap head-on. It also involves reviewing results and making course-corrections when necessary. There is no substitute for amassing collective horsepower to move key indicators. Please email info@ccedresults.org if you are interested in joining with others to make a bigger impact.

Invest in Road Map Project Work

Funders are encouraged to align grant-making to help advance the Road Map Project goal. Funding is also needed for a number of key project priorities. Any amount of investment would be greatly appreciated and put to good use. Contributions can be made at the Road Map Project website. Also, any funder interested in joining the Road Map Project's Aligned Funders group is encouraged to email info@ccedresults.org for more information.

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

THANK YOU!

The Community Center for Education Results (CCER) team would like to thank everyone who contributed to the Road Map Project 2014 Results Report and this past year's work. Your passion and drive inspire us each day.

Work Group Chairs & Co-Chairs

The Road Map Project's work groups are led by talented individuals who are leading efforts to improve education outcomes for all students. We would like to thank the work group chairs for their incredible service in 2014:

- » Advocates Caucus
  Rich Stolz, OneAmerica;
  Tony Lee, Equity in
  Education Coalition

- » Aligned Funders
  Sally Gillis, Social Venture
  Partners; Sara Levin, United
  Way of King County

  Founding Co-Chairs
  Ken Thompson, Bill & Melinda
  Gates Foundation;
  Michael Brown,
  The Seattle Foundation

- » Birth to 3RD Grade
  Work Group
  Karen Howell-Clark, United
  Way of King County;
  Julie Rolling, Puget Sound
  Educational Service District

- » Community Network
  Sili Savusa, White
  Center Community
  Development Association;
  Deborah Northern,
  Puget Sound Educational
  Service District

- » Data Advisors Group
  Dr. Candace Gratama,
  The BERC Group;
  Sarita Siqueiros Thornburg,
  Puget Sound Educational
  Service District

- » English Language Learners
  Work Group
  Dr. Rosa Villarreal,
  Kent School District

- » High School to College
  Completion Advisory Group:
  Dr. Deborah Wilds,
  Washington State
  Board of Education

- » Opportunity Youth
  Work Group
  Israel Mendoza, Mendoza
  Consulting; Kelly Goodsell,
  Puget Sound Educational
  Service District

- » South King County
  STEM Network
  Leadership to be
  determined in 2015

- » Youth Development
  for Education Results
  Leadership to be
 determined in 2015

CCER Board of Directors

Thank you to the CCER Board of Directors:

- » Michael Heinisch, President
- » Suzanne Dale Estey
- » John Kim
- » Lyn Tangen
- » Israel Vela

Data Support

Special thanks go out to everyone who provided access to data for this report. The 2014 Results Report drew from the following sources:

- » City of Seattle
- » Clutch
- » National Student
  Clearinghouse
- » Public Health –
  Seattle and King County
- » Puget Sound Educational
  Service District
- » The BERC Group
- » The Road Map Project
  region's community and
  technical colleges
- » The Road Map Project region's
  seven school districts
- » U.S. Department of Education
- » Washington State Department
  of Early Learning
- » Washington State Education
  Research & Data Center
- » Washington State Office
  of Superintendent of
  Public Instruction
- » Washington Student
  Achievement Council
- » Youth Development
  Executives of King County
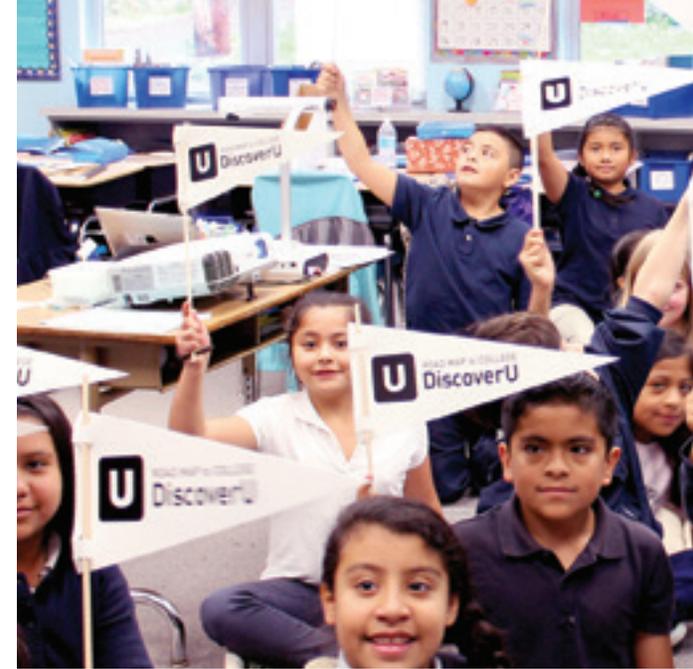
Support for CCER

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

- » Aspen Forum on
  Community Solutions
- » Ballmer Family Giving
- » Bezos Family Foundation
- » The Sheri and Les Biller
  Family Foundation
- » College Spark Washington
- » Individual Donors
- » Lumina Foundation
- » Medina Foundation
- » Microsoft
- » Raikes Foundation
- » Stuart Foundation
- » The Bill & Melinda
  Gates Foundation
- » The Seattle Foundation
- » Washington STEM

Special thanks to our Road Map Project Awards Program sponsors:

- » BECU
- » Bezos Family Foundation
- » Starbucks
- » The Boeing Company
- » The Seattle Foundation

The Project Sponsors

The Project Sponsors provide the Road Map Project with strategic direction, progress monitoring and implementation support. We would like to thank this group for their dedication and guidance in 2014:

David Bley
Director, Pacific Northwest,
Bill & Melinda Gates Foundation

Jessica de Barros
Executive Project Director,
Road Map Region Race
to the Top Grant

Trish Millines Dziko
Executive Director,
Technology Access Foundation

Dr. Candace Gratama
Executive, The BERC Group
Data Advisors Group
Representative

Bernard Koontz
Language Learning Director,
Highline Public Schools
ELL Work Group Representative

Chris Korsmo
CEO, League of Education Voters

Sara Levin
Vice President,
Community Services,
United Way of King County

Israel Mendoza
Lead, Mendoza Consulting
Opportunity Youth Work
Group Representative

Tony Mestres
President and CEO,
The Seattle Foundation

Holly Miller
Director, Office of Education,
City of Seattle

Sharonne Navas
Director, Equity in
Education Coalition
Advocates Caucus
Representative

Sili Savusa
Executive Director,
White Center Community
Development Association

Dr. Jill Sells
Executive Director,
Reach Out and Read
Washington State
Birth to 3RD Grade Work
Group Representative

Rich Stolz
Executive Director,
OneAmerica

Dr. Ed Taylor
Vice Provost and Dean of
Undergraduate Academic
Affairs, College of Education,
University of Washington

Dr. Edward Lee Vargas
Superintendent,
Kent School District

Dr. Jill Wakefield
Chancellor,
Seattle Colleges

John Welch
Superintendent,
Puget Sound Educational
Service District

Jessica Werner
Executive Director,
Youth Development
Executives of King County
Youth Development for
Education Results Work
Group Representative

Dr. Deborah Wilds
Executive Committee Vice-Chair,
State Board of Education
High School to College
Completion Advisory
Group Representative

Awards   Poverty

Schools   Refugee   Youth Development

Dual Language   Teachers   Sharing   Prenatal   Hispanic

Kent   Support   Asian

Motivation   Voice   College Bound   South Seattle

Toddler   Align   Improve   Math

College   Data   South King County   Auburn

Community   Read   Impact   Preschool

Action   White   Books   Teenager   American Indian   Opportunity Youth

Strong

Advocate   Low-Income   Road Map Project   Scholarship

English Language Learners   Culture   Bilingual   Fun   Seattle

Parents

Early Learning   Empower   College Access   Immigrant

Job Shadow   Black   Tukwila   Highline   Students of Color   Career

Federal Way   Progress   Equity   Pacific Islander   STEM

Community College   Language   Babies

Compact   Cradle   Library   Facilitate   Partner

Students   Renton

Throughout 2014, Road Map Project partners were asked to write
down their commitments to increasing student success across the region.
This word cloud is based off those inspiring commitment statements.