



Road Map Project 2018 RESULTS REPORT

Published Spring 2019

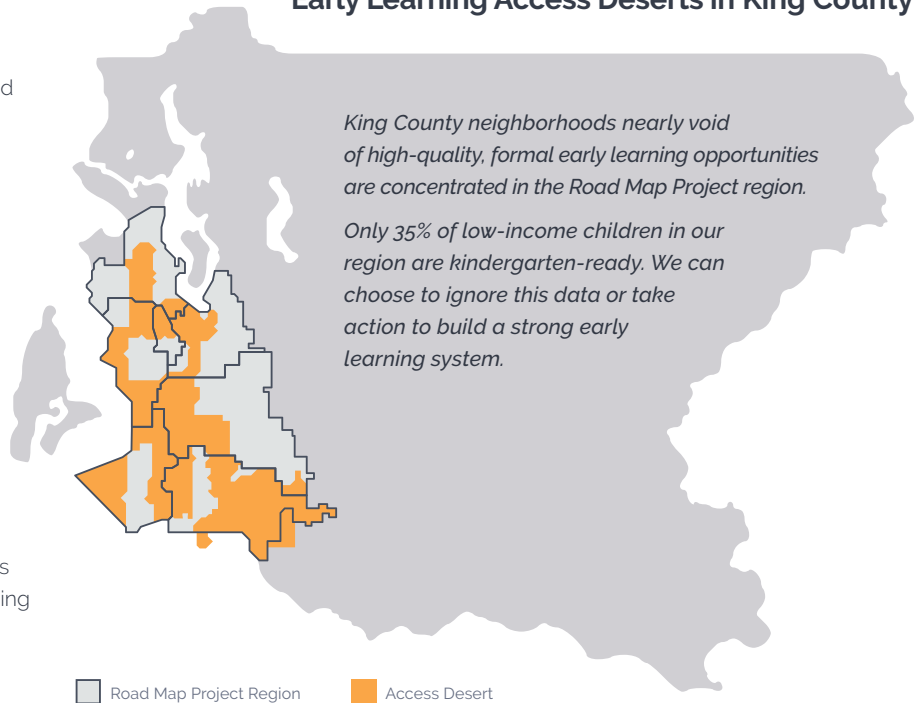
Lack of Access Persists. Our Kids Deserve Better.

This report highlights South King County and South Seattle's progress toward education equity. We share aligned efforts and amplify voices from our communities. We hope after reading about local efforts and diving into the data, our community, regional, and state leaders will make more ambitious commitments to our young people.

Our students envision a future where they go to college, but currently, less than a third earn a college degree or career credential by their mid-twenties. You'll learn it's not because of their lack of interest; it's because we must do more to help them reach their potential.

Seattle has taken some positive steps: Voters have stepped up to make powerful promises to our scholars, including more pre-kindergarten programs and better college completion supports. But opportunity for our young people cannot stop at Seattle's city limits. Low-income families are moving to South King County in search of affordable housing and settling in areas sorely lacking in early learning and other youth services. Work with us to help expand opportunity for all young people in South King County.

Early Learning Access Deserts in King County



About the Road Map Project

The Road Map Project is a collective impact initiative that began in 2010 to improve student achievement from cradle through college in South King County and South Seattle. Through multisector and community collaboration, we aim to increase equitable policies and practices in education systems to eliminate opportunity and achievement gaps, and for 70 percent of our students to earn a college degree or career credential by 2030.

Source. Third Sector Intelligence. Early Learning Facilities Development Proposal for King County and the Puget Sound Taxpayer Accountability Account (PSTAA). Submitted by the Early Learning Facilities Stakeholder Group.

Note. This map shows areas with scarce formal and high-quality early learning options (defined as having an Early Achievers rating level of 3 or higher) for low- to moderate-income children who qualify for government child care subsidies or state- or federally-funded preschool programs. This map does not account for care by a child's family, friends, and neighbors, which we acknowledge is an important source of care for many communities.

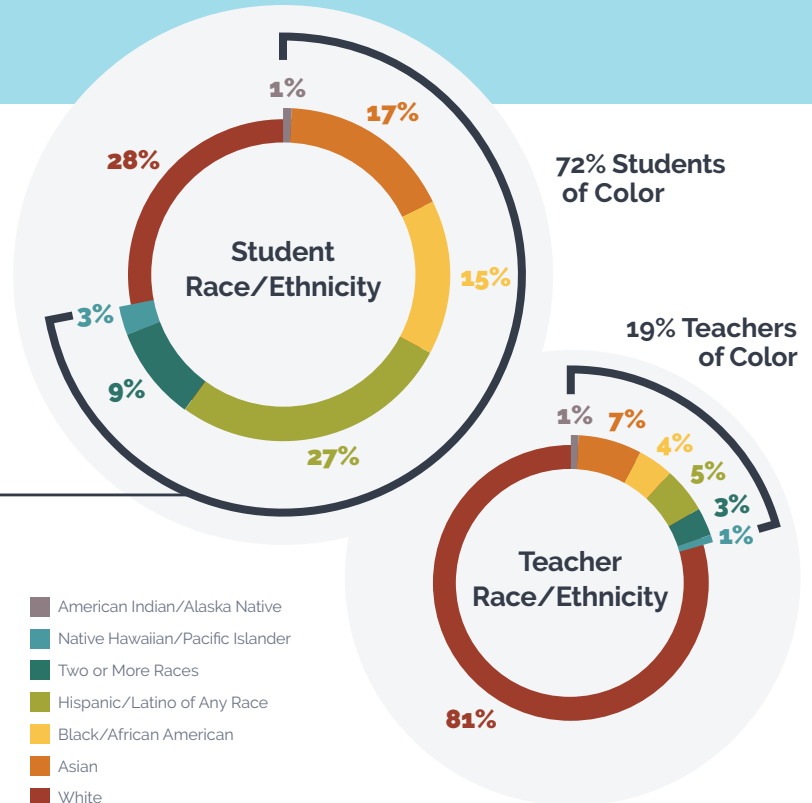
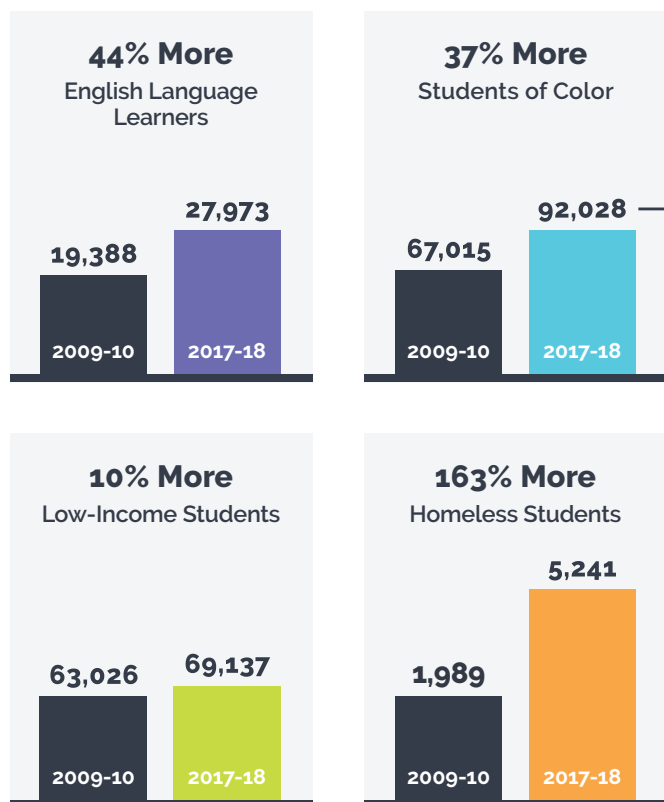
Our Region Has Changed, **Our Systems Have Not**

The Road Map Project region spans seven King County, Washington school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Our scholars are 11.5 percent of Washington State public school students and 43 percent of King County students. They speak 189 primary languages and come from 181 birth countries.

The Puget Sound area is a region of contrasts. While tech powerhouses thrive, homelessness in our communities is surging. While our K-12 schools are enrolling more students of color than ever before,

our educator workforce remains overwhelmingly white. And while 70 percent of new jobs in the state will require some college education, only 30 percent of our students earn a two- or four-year college degree by their mid-twenties. For many of our students, a postsecondary degree is the only way to break intergenerational cycles of poverty.

127,606 Road Map Project Region K-12 Students



We Need More Teachers of Color

Students do better when they have teachers who can relate to them. Many of our partners, including school districts, the Puget Sound Educational Service District, local colleges, and state agencies, are working to diversify this workforce.

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

Teacher Race/Ethnicity: OSPI Personnel Reporting File (S-275). Prepared by the CCER data and research team. Note: Totals may not add up to 100% due to rounding. Teacher demographic estimates were derived using teacher codes (duty roots 31-34) with full-time employment (FTE) designation greater than 0 in a given year.

Read the Report: *Celebrating the Power of Bilingualism*

OneAmerica and the Road Map Project English Language Learners Work Group want a more equitable education experience for our English language learners and multilingual students. This report outlines six advocacy priorities: Expanding dual language programs; increasing community language learning programs; increasing language revitalization efforts; building a bilingual workforce; supporting educators and community leaders to promote the Speak Your Language campaign (speakyourlanguage.org); and expanding the World Language Credit Program and Seal of Biliteracy.

rdmap.org/celebrating-bilingualism



Courtesy of OneAmerica

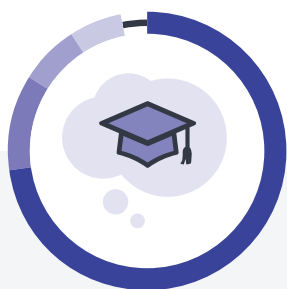
Our Students Have the Will; They Need More Help Along the Way

This past winter, 7,059 Road Map Project region high school students participated in the College and Career Climate Survey about their aspirations and preparation for life beyond high school. Nearly all participating students said they want to continue their education beyond high school because they know it's the path they must take for the careers they want.

Clearly, young people in South King County want to go to college, but they need better supports to understand their range of options and how to get into their program of choice. While white students say they mostly lean

on their families for help, students of color rely more on their teachers, school guidance counselors, and college and career specialists — staff who are often serving hundreds of students at once. First-generation college students of all races also rely more often on school staff for key information about college readiness.

Educators participating in the College and Career Leadership Institute are unpacking this data to improve college and career supports at their schools. Read more about the institute later in this report.



96%

of high school students want to attain some college to pursue a fulfilling career.¹



64%

of 11th graders have had an adult talk with them about college options by winter of their junior year.²



30%

have completed a 2- or 4-year degree by 2018, nine years after 9th grade.³

"I would like to pursue a four-year degree because I feel as though it's only going to get harder and harder to get good paying jobs."

- Jamaican-Multiracial
12th grader

"I'm gonna be honest. I'm a junior at this school and I barely hear anything about college and career planning. I know a lot of seniors are handling these tasks alone and don't even really know what they're doing..."

- Asian 11th grader

"I graduated from college not because I was smarter than my classmates, but because I was lucky enough to have educators of color support me. Our current education system is a colonial product of white supremacy. We must rebuild it for students of color, by people of color."

- Latina (Guatemalan), high school graduate of 2012

■ 4-Year College Degree ■ 2-Year College Degree ■ Some College ■ Apprenticeship

Sources: 2018-19 CCLI College and Career Climate Survey by Illuminate Evaluation Services; OSPI CEDARS and NSC student-level data via ERDC. Prepared by the CCER data and research team.

Note: 1) 9-12th graders (N=5,781) from 10 Road Map Project region high schools, participating in the CCLI College and Career Climate Survey; 2) 11th graders (N = 1,048) participating in the CCLI College and Career Climate Survey; 3) Road Map Project region students who entered 9th grade in the 2008-09 school year (N = 9,914) and attained a 2- or 4-year college degree by 2018 – 9 years after 9th grade when students are in their mid-20s.

The Promise of Local Community Colleges

Nearly half of Road Map Project region high school graduates who directly enroll in college do so at a local community college. A recent report, *To and Through*, also shows clear enrollment patterns for each of our seven school districts. For example, 77 percent of Auburn School District graduates who directly enrolled in a local community college went to Green River College.

Read the Report: *To and Through: Community and Technical Colleges in South King County and South Seattle*

rdmap.org/to-and-through

The report also shows students who take pre-college (also known as remedial) courses are significantly less likely to complete college than students who don't. Highline College has made major changes so that more students can succeed. Instead of relying on placement tests, which disproportionately put students of color in non-credit bearing courses, the college is now using other methods, such as reviewing high school transcripts or letting students decide if they need a pre-college class. The new approach is showing success: **63 percent of students bypassed pre-college math courses in 2017, compared with 17 percent in 2014.** Students placed into courses using this new approach are passing at the same rate as other students, showing remediation is often not needed.

Parents Leading Parents

A group of 17 parent leaders from across the Road Map Project region met throughout 2018 to discuss how to harness the collective power of families to help our region's youth thrive. The Parent Leadership Team, supported by the Community Café Collaborative, has drafted recommendations and strategies on how to: 1) improve communication challenges between schools and families and 2) foster high-level leadership opportunities for family members to learn, mentor, and advocate together.

Iris Jael Rosas is a member of the team and a Federal Way Public Schools mother of four children. She was born in Mexico and her first language is Spanish. She shares her experience being part of the Parent Leadership Team.



“[El Parent Leadership Team] me ha fortalecido a mí como mamá para sentirme confiada para apoyar a mis hijos, especialmente porque nuestro plan es apoyar a nuestros niños a ser exitosos. Justo antes del año escolar, recibí una carta que indicaba el aula donde iba a estar mi hija. Conocí a la maestra, tuvimos una reunión unos

días antes de que comenzara el año escolar y mi hija de siete años estaba emocionada por su maestra. El primer día de clases, deciden sacarla de esa clase y enviarla a otra sin notificarme. Me enojé mucho. No me dijeron que iban a hacer esto; me enteré por un amigo que estaba en la escuela. Le dije a la escuela que conozco mis derechos y los derechos de mi hija. Terminaron asignándola de nuevo a la clase original. Mi consejo para los padres sería: no tengan miedo. Incluso si el idioma puede ser una barrera, atrévanse a expresar sus ideas. Debemos educarnos y buscar información que nos beneficie a nosotros y nuestras familias. Pienso que una comunidad educada puede romper barreras. El conocimiento es poder.”



Parent Leadership Team Members at the Road Map Project 2018 Family Engagement Institute.

“[The Parent Leadership Team] has strengthened me as a mother to feel confident to support my children, especially because our plan is to support all children to make them successful. Right before the school year, I received a letter stating the classroom where my daughter was going to be. I met the teacher, we had a meeting a few days before the school year started, and my seven-year-old daughter was excited about her teacher. The first day of school they decided to take her out of that classroom and sent her to another one without notifying me. I got really angry. They didn't tell me they were going to do this; I found out from a friend who was at the school. I told the school I know my rights and my daughter's rights. They ended up assigning her back to the original classroom. My advice to parents would be: Don't be afraid. Even if language can be a barrier, dare yourself to express your ideas. We need to educate ourselves and find information that benefits us and our families. I believe that an educated community can break barriers. Knowledge is power.”

Read the Parent Leadership Team's Recommendations:

rdmap.org/parent-leadership-team

Strengthening Students' Social and Emotional Health

This past summer, Youth Development Executives of King County (YDEKC) hosted Whole Child, Whole Day: A Social and Emotional Learning Symposium for more than 300 local practitioners and system-level leaders. YDEKC also published a landscape scan that shows what systems and structures are in place in our seven school districts to support students' social and emotional health.

Read the Report:
**Social and Emotional
Learning Landscape Scan**

rdmap.org/sel-scan

📌 Educators at a healing creativity workshop by Creative Justice during a social and emotional learning symposium hosted by YDEKC in 2018.

Supporting Change on the Ground with Continuous Improvement

We know we need to build better systems to close gaps and support student success. At the same time, we know improvement depends on changes happening at points of impact, including schools, early learning centers, and community programs. Road Map Project partners have been working with greater intention to support change on the ground with those who work directly with children, youth, and families. Here are several examples of major initiatives that use continuous improvement, a cyclical process of setting goals, reviewing different kinds of data, identifying root causes, testing changes, and adopting improvements.

Local Improvement Networks

The Local Improvement Networks bring together district leaders, school teams, and community providers to improve early learning and elementary outcomes for students of color and students from low-income households. The groups work together to better prepare children for kindergarten, ensure more students are proficient in early grade math, and strengthen the social and emotional health of our youngest learners. The first network involves four elementary schools and nine community partners in the Renton Innovation Zone with another site launching later in 2019.

► **Learn More:** rdmap.org/local-improvement-networks

Youth Program Quality Improvement Process

School's Out Washington helps after-school and summer programs create safe, supportive, and engaging environments for young people. This process includes assessments to discover strengths and identify areas needing improvement, assessing programs through observational tools, and using data to create improvement plans.

► **Learn More:** rdmap.org/sowa-qip

Open Doors Improvement Network

A collaboration of providers working with young people who have disengaged from traditional high schools, the Open Doors Improvement Network helps teams analyze barriers to student engagement, test and evaluate changes in program design and practices, and support effective youth leadership. Partners include King County, United Way of King County, the Raikes Foundation, and improvement teams from five Open Doors programs.

► **Learn More:** rdmap.org/open-doors



College and Career Leadership Institute

The College and Career Leadership Institute is in its second year and helps educators with tools, skills, and strategies to better support students for life after high school. For the 2018-19 school year, 11 high schools that serve 16,000 students are working on system improvements so that more low-income students and youth of color have a meaningful, high-quality plan for college and career. Through CCLI, educators use continuous improvement processes to review new data, identify school needs, and address these needs by testing solutions.

► **Learn More:** rdmap.org/ccli



Elisa Aguayo is a student achievement specialist for Kent-Meridian High School, where she is also an alumna. As her school's team lead for CCLI, and as a member of a Puget Sound College and Career Network action team, she tested small changes for college and career supports.



"One small test of change for Kent-Meridian was from a regional goal to increase financial aid completion for Latinx students. The test began in the spring of 2018 with Spanish and English robocalls about financial aid completion. The robocalls went out to families with a student who had not completed financial aid. This small test was overall not effective to encourage students or families to ask for help. One reason may have been the time of year. By fall 2018, the small test of change was adapted by pairing the robocalls with an email, and informed families of upcoming financial nights, and what they needed to bring to successfully complete a financial aid application. There were two financial aid nights, and before each, families received the calls and emails twice in English and Spanish. The number of families did not increase significantly (although it did increase from the previous year), but the preparedness of the families was significantly higher, and most students who showed were able to successfully complete."



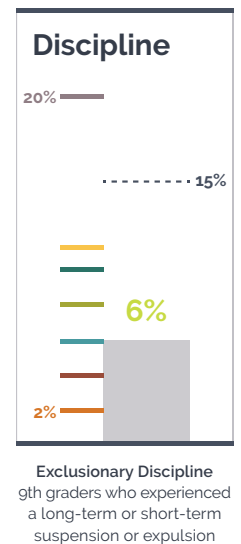
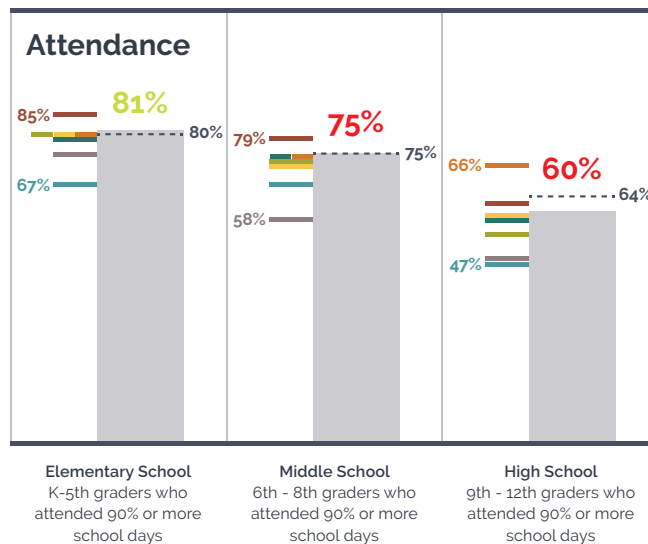
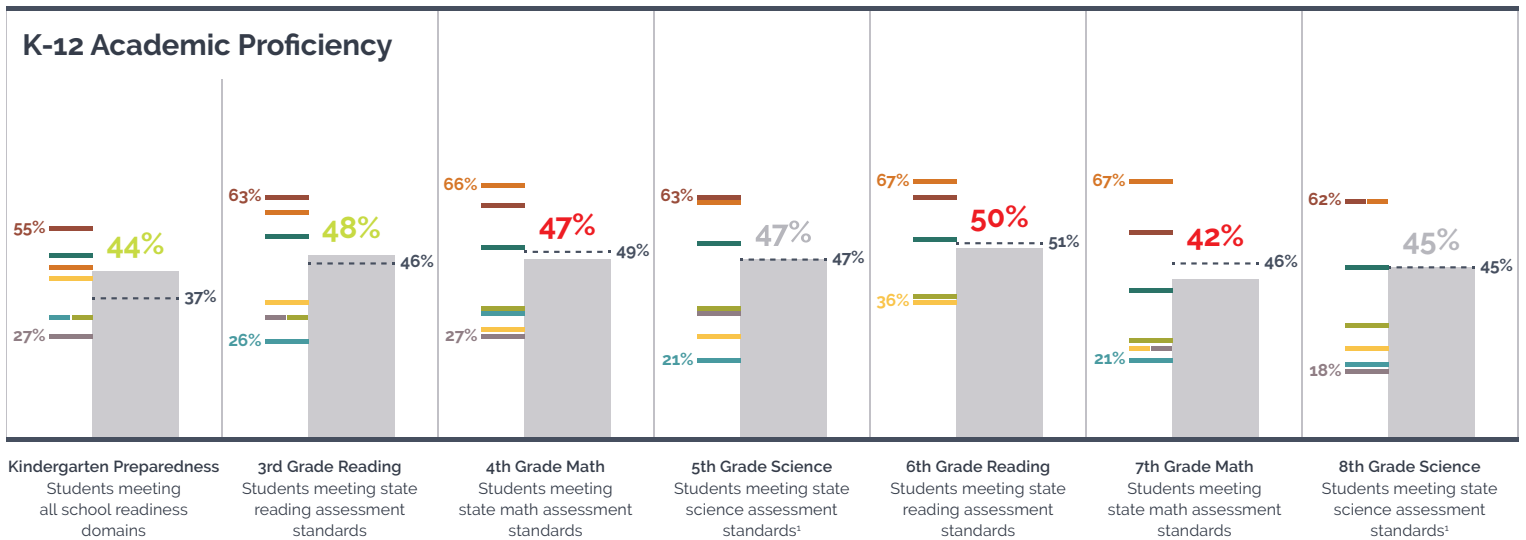
Each small test is helping Elisa's school refine how they are supporting students and families in the financial aid process. These improvements make their work more effective and ultimately allow school staff to better serve students to achieve the education beyond high school they want.

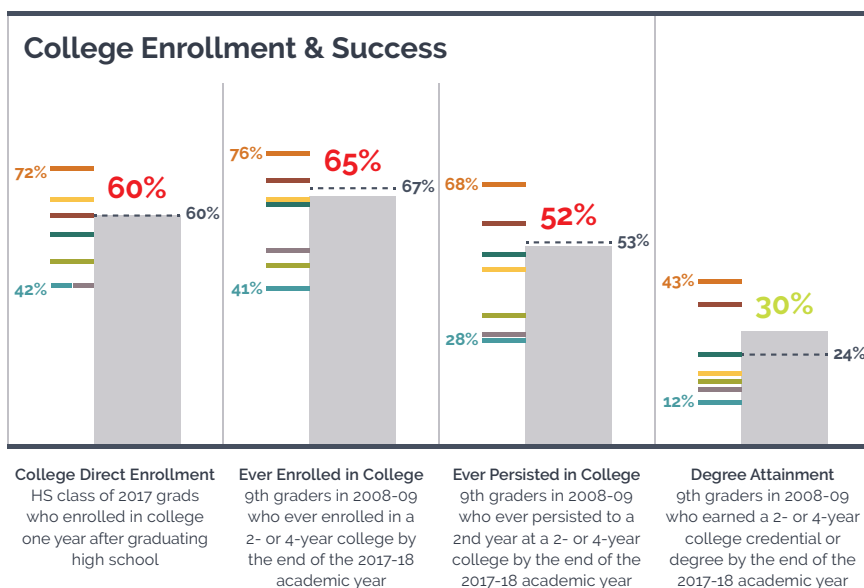
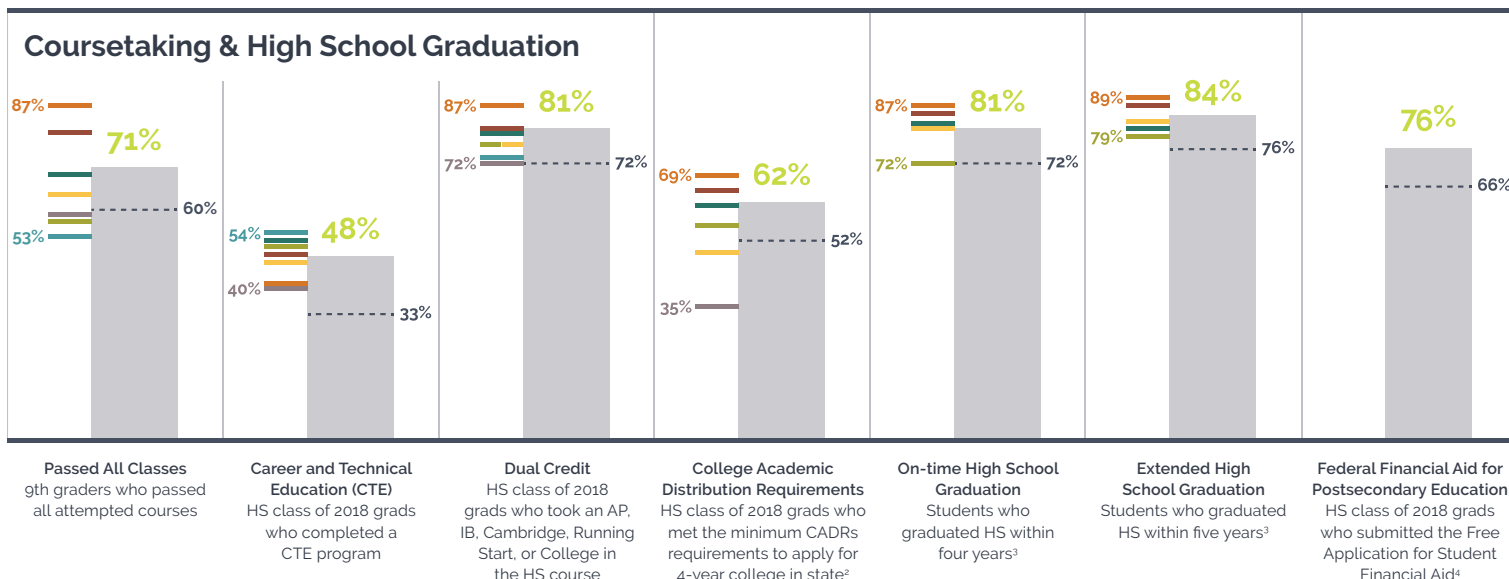
◀ **Open Doors Improvement Network participants during the kickoff convening.**

Progress Report: Indicators of Student Success

Academic Year 2017-18

This is a snapshot of how the Road Map Project region is progressing on a range of student outcomes since our launch in 2010. The region has made commendable progress on many high school indicators. Other areas show incremental progress, yet much work lies ahead. Gaps by race remain persistent. Not captured in these indicators are the structural biases that perpetuate gaps by student race.





Looking for Data About Your School or District?

Find school- and district-level data for these indicators and more on our updated Data Dashboard. You can also see how demographics and outcomes have changed since 2010 by race and ethnicity, income status, gender, ability, and housing status.

rdmap.org/data-dashboard

Sources: The BERC Group; National Student Clearinghouse (NSC) via ERDC; OSPI CEDARS student-level data via ERDC; OSPI Report Card Data Files; U.S. Department of Education: Federal Student Aid Office; Washington State Achievement Council (WSAC). Prepared by the CCER data and research team.

Note: 1) 5th and 8th Grade Science: The Washington Comprehensive Assessment of Science (WCAS) was administered for the first time in spring 2018. 2) College Academic Distribution Requirements: data is available at the school and district-level only and includes Asian and Pacific Islander as "Asian". 3) On-Time and Extended High school Graduation: OSPI provides summaries disaggregated by race/ethnicity and suppresses results for groups with fewer than 10 students. 4) Federal Financial Aid for Postsecondary Education: Data for high school graduates who submitted the FAFSA is available at the school-level from the U.S. Department of Education; disaggregation by race/ethnicity is not possible for this indicator. Data is also not available for the number of high school students who submitted the Washington Application for State Financial Aid (WASFA).

Building Stronger Systems for Student Success

The Road Map Project System-Wide Racial Equity Essentials is a collection of system-level efforts that, if strengthened, will advance racial equity and boost student success. Our essentials fall under five categories:

See a full list of our Equity Essentials:

rdmap.org/equity-essentials



Equitable Funding



Increase Culturally Relevant School Climate and Supports



Strong Family Engagement Practices and Functions



Increase Access and Dismantle Barriers to Opportunity



Strong Civil Rights Policies



Front cover photo courtesy of Highline Public Schools. Back cover photo courtesy of South Seattle College.

Thank You

Thank you to the hundreds of Road Map Project partners who are involved in the day-to-day efforts to improve education systems for our communities. For their hard work in 2018, we'd like to give special acknowledgement to our core partners and action teams.

- Aligned Funders
- Community Center for Education Results Board of Directors
- Data Advisors Group
- English Language Learners Work Group
- Expanded Learning Opportunities Action Team
- King County
- King County Housing Authority
- King County Reengagement Provider Network
- OneAmerica
- Opportunity Youth Advisory Group
- Puget Sound Coalition for College & Career Readiness
- Puget Sound College & Career Network
- Puget Sound Educational Service District
- Road Map Project Community Leadership Team
- Road Map Project region school district staff and superintendents
- School District Family Engagement Leaders
- School's Out Washington
- SOAR
- University of Washington
- Whole Child, Whole Day Advisory Committee
- Youth Development Executives of King County

Keep in Touch

Visit us online: roadmapproject.org

To stay up-to-date on the latest Road Map Project news and events, sign up for the newsletter: roadmapproject.org/newsletter

Also follow us: [f](https://www.facebook.com/RoadMapProject) [t](https://twitter.com/RoadMapProject) @RoadMapProject [#EdResults](https://www.edresults.org)

