# REPORT TO THE COMMUNITY

## 2018

psesd

excellence & equity in education

**Puget Sound Educational Service District**

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# A LETTER TO OUR COMMUNITY

Puget Sound Educational Service District (PSESD) creates and delivers a vast array of high-quality services for students, families, educators, districts, and communities across King County, Pierce County, and Bainbridge Island. Our thirty-five school districts, nine charter schools, one tribal compact school, early learning centers, and more than two hundred private schools serve approximately 423,000 children and more than 5,000 early learners, nearly 40 percent of Washington's school population.

Each year, my senior leadership team and I deliver to the Board of Directors an Ends Report documenting the ESD's progress toward achieving the agency-wide goals set forth by the Board. This year's report, however, represents a significant shift in the lens through which we view and evaluate our efforts, as well as the manner in which we conduct our work and share our progress.

This shift is important for a few reasons. First, it is based on the results of our 2016 strategic design process, detailed in this report. Second, it is in alignment with our Racial Equity Policy and Implementation Plan, which you'll also read more about below.

Lastly, this year's report helps us live into our value of leading with racial equity by sharing the work we're doing to implement racial equity strategies in service of our our End. We've organized the report to show how we're implementing these strategies along the continuum of children's lives. In each section, we highlight for you a few key efforts, and we encourage you to visit http://www.psesd.org/ to learn more about all we offer.
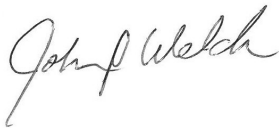
We are in the midst of our journey toward becoming an Antiracist Multicultural Organization (ARMCO), which is essential for us to achieve our End: Success for Each Child and Eliminate the Opportunity Gap by Leading with Racial Equity. We are now developing new Measures of Progress that will allow us to assess progress toward our End, and a Pathway to Change that details how we will get there. It is a year of transition; as such, we will continue to evolve our annual report.

I'd like to thank our talented and mission-driven staff for their efforts to live into our value of leading with racial equity; our Board of Directors, whose vision, leadership, and support have been invaluable on our journey toward becoming an ARMCO; and our many partners, whose collaboration, involvement, input, and feedback we greatly value.

In particular, our newly formed Transformation Team deserves special acknowledgment. This group of PSESD staff, community members, and parents are leading the implementation of our Racial Equity Policy in order to lead the agency toward becoming an ARMCO.

Most of all, I'd offer my sincere gratitude to the ESD community at-large—your contributions to our strategic design process and your continued engagement with our organization inspire us every day to keep doing the hard work and maintain our commitment to providing an exceptional learning experience for all.

Warm regards,

John P. Welch
Superintendent
Puget Sound Educational Service District

# ABOUT PUGET SOUND EDUCATIONAL SERVICE DISTRICT

Puget Sound Educational Service District is one of nine regional educational agencies serving school districts, state-approved charter and private schools, tribal compact schools, and early learning centers in Washington. We develop and deliver services that provide instructional and administrative support to preK–postsecondary school systems, as well as direct services to students and families in the Puget Sound region.

Our service area includes thirty-five school districts, nine charter schools, one tribal compact school, and more than two hundred private schools in King and Pierce counties and Bainbridge Island. Our districts—which range from large to small, urban to rural—serve nearly 423,000 preK–12 children, or 39 percent of the state's student population. We also serve more than 5,000 early learners.

We are committed to becoming an Antiracist Multicultural Organization in order to eliminate the opportunity gap. We share our work in equity and inclusion with our member districts and schools, as well as with educators and advocates throughout the state and nation, to ensure all students reach their full potential.

PSESD's Equity in Education department collaborates with regional partners to provide all students with equitable access to learning opportunities. We enhance and support racially equitable, culturally responsive approaches among staff, students, parents, and communities, building capacity to lead with racial equity.

Explore our services and learn how to get involved at http://www.psesd.org/equity-in-education/.

## Antiracist Multicultural Organizations

In 2014 the PSESD Board of Directors adopted a Racial Equity Policy to help eliminate institutional and structural barriers to success for children, families, and communities of color. We are now in our fourth year of enacting this policy, and we are working toward our goal of becoming an Antiracist Multicultural Organization (ARMCO).

An ARMCO has within its mission, goals, values, and operating system explicit policies and practices that prohibit anyone from being excluded or unjustly treated because of race or any other social identity or status. As we work toward becoming an ARMCO, we commit to:

- Implementing explicit antiracist practices, and being accountable to communities of color to define success;
- Appreciating all forms of social diversity, and understanding the strengths and advantages that social diversity brings to the community;
- Working systematically and deliberately to ensure all members of its diverse workforce feel fully included and have opportunities to contribute to achieving the organization's mission;
- Supporting racial equity and social justice through advocating these values in interactions with internal and community constituents, partners, and peer organizations.

The ESD's implementation plan includes six strategic directions for closing opportunity gaps, achieving racial equity, and becoming an ARMCO. The Transformation Team is responsible for guiding and overseeing the implementation of the Racial Equity Policy, and the Strategic Direction Action Teams are implementing the policy.
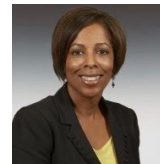
Eileen Yoshina
Equity in Education

Heather Kawamoto
Equity in Education

**Assure the cultural proficiency and antiracist leadership skills of each staff member.**

Denise Altheimer
Human Resources
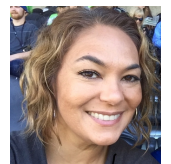
Maxine Broussard-Upchurch
Human Resources

**Eliminate barriers in hiring, advancement, and retention of a racially diverse and responsive workforce.**

Strategic Direction Action Team One

Strategic Direction Action Team Two

Evaluation

Transformation Team

Strategic Direction Action Team Five

Strategic Direction Action Team Three

Strategic Direction Action Team Four

**Embed equity strategies into organizational culture and hold agency leaders accountable for progress towards goals.**

**Provide equity leadership and high-impact services with educational partners.**

Melia LaCour
Equity in Education
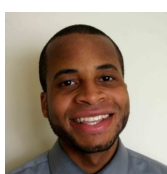
Marques Gittens
Learning, Teaching, and Family Support
K–12

**Authentically engage with stakeholders on an equity agenda.**

Nikum Pon
Equity in Education

Dr. LaWonda Smith
Learning, Teaching, and Family Support
K–12
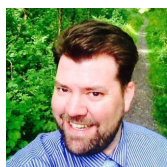
Matthew Gulbranson
Equity in Education
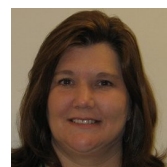
Lori Pittman
Learning, Teaching, and Family Support
Early Learning

Recently, PSESD staff and community partners collaborated to create the following language for Strategic Direction 4: "We the staff of PSESD acknowledge power imbalances that perpetuate inequities. We are committed to addressing this by centering power within students, families, and communities. All PSESD relationships and partnerships are rooted in anti-racism practices."

# Transformation Team Members



Pictured left to right: Dr. LaWonda Smith, Angela Griffin, Denise Altheimer, Melia LaCour, Angelica Alvarez, Eileen Yoshina, Lori Pittman, Amy Meiser, Matthew Gulbranson, Heather Kawamoto, Maxine Broussard-Upchurch, Angela Rogers, Nikum Pon, Marques Gittens, Debi Chadwick.

| | | |
|---|---|---|
| **Angelica Alvarez**<br>Learning, Teaching, and<br>Family Support K–12 | **Earline Bala**<br>Tribal Representative | **Debi Chadwick**<br>Parent |
| **Justin Chapel**<br>ReLife | **Regina Anab Elmi**<br>Community Member | **Angela Griffin**<br>Community Member |
| **Bill Ingraham**<br>Facilities | **Verda Lofton**<br>Learning, Teaching, and<br>Family Support Early Learning | **Nubia Lopez**<br>Learning, Teaching, and<br>Family Support Early Learning |
| **Amy Meiser**<br>Learning, Teaching, and<br>Family Support K–12 | **Angela Rogers**<br>Claims Operations | **Shariffa Sabrie**<br>Seola/Highline High School |
| **Carolyn Solitaire**<br>Parent | **Charles Upchurch**<br>Risk Management | **Anna Wade**<br>Grants Office |

## Strategic Design Process

Rooted in our belief that those most affected by an issue should be the ones to develop solutions to that issue, in 2016 we embarked on a strategic design process to prepare for the challenges and opportunities ahead and to support our work toward becoming an ARMCO and meeting our agency End.

The process carefully considered the context that surrounds the ESD and included many stakeholder perspectives. We worked with more than 650 students, families, external partners, staff, board members, and other community constituents to understand from their perspective what the ESD of the future should look like and do. A diverse, twenty-four-person design team synthesized the results of those conversations and developed a set of action opportunities and guiding principles that informed our planning for the next three to five years.

Here's what we learned:

- PSESD must be more effective and impactful in achieving our End: ensuring the success of each child and eliminating the opportunity gap by leading with racial equity.
- PSESD must intentionally and systematically incorporate what it means to lead with racial equity both within the organization and in our work with stakeholders.

- PSESD must highlight the best practices we are employing to eliminate opportunity gaps and create more accountability to students, families, and communities of color.

Based on these learnings, during the 2016–17 school year, we established and enacted our strategic design priorities:

- Align the design with the Racial Equity Policy Implementation Plan so all efforts are traveling a similar path toward our End
- Create a strategy, learning, and evaluation unit to aid in more systematic regional support and dissemination of best practices
- Develop structures of accountability to families, students, and communities of color, starting with students
- Adopt systems for measuring, refining, and improving internal agency processes and procedures

## Pathway to Change

In 2017–18, we shifted from design to action by creating our Pathway to Change. Building on the Racial Equity Policy Implementation Plan and strategic design, and prompted by the adoption of our new End, our staff articulated how our collective work moves the agency closer to its End, and how we will know we are making progress.

psesd

**END**

Success for Each
Child and Eliminate
the Opportunity Gap
by Leading with
Racial Equity

Skill and will for change • Adoption of racial equity lens

Culture that fosters best work • Implementation of racially equitable policies & practices

Capacity and resources to close racial equity gaps • A racially just & humanizing school system • All can succeed and achieve

LONG-TERM OUTCOMES

INTERMEDIATE-TERM OUTCOMES

SHORT-TERM OUTCOMES

Building trust &
relationships

Learning
together

Investing in
antiracist &
sustainable
practices

Providing
programmatic
& leadership
support

Providing
operational &
administrative
support

Progresses Toward Becoming an
Antiracist Multicultural Organization

In addition to the programs spotlighted in this report, we provide school districts, charter schools, tribal compact schools, private schools, early learning centers, families, communities, and other partners with an extensive range of supports and services in the areas listed below.

## Learning, Teaching, and Family Support

### Enhancing Instruction in the Content Areas

PSESD is proud to deliver gap-closing solutions that produce successful outcomes for all students, with particular focus on the opportunity gap by leading with racial equity. Our content area-focused professional development helps district leaders, administrators, coaches and teachers build content knowledge and strengthen pedagogical skills. We tailor our professional development sessions to the strengths and needs of schools and districts while building capacity to understanding the needs of individual students as learners.

### Enhancing Social Emotional Practices

PSESD fosters healthy, safe and engaged students through comprehensive systems of support in order to overcome learning barriers and increase student achievement. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction. Social Emotional Learning focuses on individuals building awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

### Enhancing Equitable Systems

PSESD is uniquely positioned to lead and support change at all levels of the system, cradle to postsecondary. We work collaboratively with our regional partners to provide each and every student with equitable access to educational opportunities. We do so by enhancing and supporting racially equitable and culturally responsive approaches among staff, students, parents and communities. We believe that the development of these approaches and systems will contribute to creating strong, educational systems and academics for every student.

### Elevating Early Learning Centers and Schools

PSESD promotes school readiness efforts through individualized services that benefit our youngest learners and their families. We assist families, child care providers and community partners in providing quality early learning programs and professional development opportunities. In addition, PSESD showcases best practices designed to eliminate opportunity gaps and support success in school and in life for all children, by leading with racial equity. Educare of Greater Seattle, our early learning center in White Center, is a part of a growing national network working to advance quality in early learning. ReLife, our Regional Center of Excellence, serves students with significant behavioral challenges through evidence-based instruction and whole child practices for lifelong success.

### Registration and Clock Hours

Browse and register for professional learning courses on pdEnroller, our professional development event registration system, and learn about how to offer and obtain clock hours aligned to your professional learning goals.

## Online Resources

PSESD offers a central location for online educational resources. The following collaborative efforts support access to high-quality resources at reduced costs: Washington Learning Source, Digital Edge, Proquest, Paraeducator.com, ASCD online classes.

## Regional Competitions

PSESD supports opportunities for high school students from across the region to showcase their learning and talents via our regional Knowledge Bowl and Art Show.

Find out more about our our teaching and learning supports: www.psesd.org/learning-and-teaching/.

## Administrative and Management Services

PSESD works in partnership with public school districts, private schools, and charter schools to provide strategic leadership in managing operational services. We offer:

- Cost-saving insurance pools
- Interagency cooperatives to support all aspects of administrative, business, and communications functions
- Technical assistance for fiscal and state reporting
- Regional support for communications, government relations, and human resources
- Transportation for students in early learning programs
- Fingerprinting as background checks for employees working with students
- Program evaluation, strategic planning, data coaching, and facilitation
- Policy and regulation technical assistance

Learn more: www.psesd.org/administrative-and-management-services.

# SPOTLIGHT: STRATEGIES FOR CLOSING THE OPPORTUNITY GAP

PSESD offers a diverse array of programs and professional development to support children, families, educators, and other partners across the region. Our offerings span the spectrum, from restorative justice to policy advocacy to change management with districts.

The programs included in this report shine a spotlight on equity strategies and efforts that advance us toward our commitment to become an ARMCO. We encourage you to visit our website to learn more about everything we have to offer: www.psesd.org/.

## I. Kindergarten Readiness

PSESD is largest provider of early learning opportunities in the state, serving nearly five thousand children each year. Our programs include Head Start, Early Head Start, and the Early Childhood Education and Assistance Program (ECEAP). We provide teacher training on kindergarten readiness, grant management, state agency relationship management, technical assistance, professional development, and program coordination. We also work with parents on how they can best advocate for their children.

The programs featured here exemplify the strategies we employ to provide high-quality learning and development experiences to young children and their families. You can learn more about all our early learner programs on our website.[1]

## Early Childhood Education and Assistance Program Expansion (ECEAP)

Modeled after the federal Head Start program, the state ECEAP program provides free, state-funded preschool for more than three thousand eligible families and children in King and Pierce counties. The program ensures that early learners in the region have essential education experiences as well as whole child and family supports, including learning activities, social skills development, and problem-solving opportunities, along with nutritious food, health screenings, family engagement, and parent leadership support.

"PSESD has made a strong commitment to empowering parent voice and elevating parents as leaders, particularly in early learning," says Lori Pittman, Early Learning Policy and Advocacy Advisor. "Parents are classroom volunteers, they extend learning and growth at home, and they advocate for their child's education at the local and state level. Our role is to serve as a parent support system by sharing information, building expertise and skills, and supporting their advocacy for the things they care about, for the betterment of their children and their communities."

Parents are also invited and elected to the Policy Council, which serves as a decision- and policy-making body that approves policies, budgets, personnel decisions, and program planning, while also representing their respective centers. "I take every opportunity to be on interview panels, to do racial equity deep-dives, to be on self-assessment task forces—these are things I wouldn't have

imagined being a part of," says Krystina Cummins, a parent on the Policy Council.

In addition to leading and guiding the PSESD Early Learning program, Policy Council members spend time advocating, demystifying, and talking with legislators about the importance of the ECEAP program.

Every year, several Policy Council members are chosen to become Washington State Parent Ambassadors.[2] One such member, Sonja Lennox, shares that "the ambassador program helps adults tell their stories; it gives them a confidence boost. Over the course of the year they realize they have a voice. They're not just a parent; they're a person with something to say."

"As the director of the Washington State Ambassadors program, I'm proud to see many of PSESD's Council members in the program," says Pittman.

## Learnings

ECEAP eligibility is based on income as well as state- and community-determined factors. Due to an overwhelming number of program applicants, the ECEAP application review process uses a points system based on children's need and opportunity factors; lower-resources families are ranked based on distance from poverty level.

The program has steadily grown as a result of expansion legislation passed in 2008—most recently, the expansion allowed for more children to participate in the program. However, of the twenty-eight thousand children in King and Pierce counties under the age of five who are eligible for services, currently the PSESD Early Learning program is funded to enroll 5,165 children in ECEAP, Head Start, and Early Head Start.

"We spend a lot of time in the state capital with parents talking about what ECEAP means to families," says Lennox. "We're advocating for

more slots for more kids to have access to an early learning program."

Cummins shares that "the Policy Council meets with legislators and senators to talk about the importance of early learning. I advocate not only for myself but for other parents and children."

ECEAP parents and staff looked at the opportunity gap and started thinking about what they could do to ensure children of color were getting the best opportunity to participate. As a result, PSESD Early Learning decided to adopt a research-based method for assigning children of color and others in the opportunity gap extra priority points, which increases their likelihood of getting into the program.

ECEAP has since increased the number of children in the opportunity gap it serves, including children of color; in addition, 43 percent of enrolled children are dual-language learners.

## Looking Forward

"I'm excited about so many things right now," says Pittman. "We're rolling out race and equity training at early learning centers, and soon after we will include parents who aren't on the Policy Council. While there is certainly a ripple effect from the council to parents, children, and communities, we're looking forward to doing more on-the-ground work with more parents."

In addition, PSESD Early Learning Peer Programs offer parents eight weeks of training in health and nutrition, literacy, math, and nontraditional financial literacy. Peer parents complete these courses and become peer trainers, sharing their learnings with other parents at early learning centers.

Tui Shelton, a parent and Policy Council member, appreciates ECEAP's ongoing adult learning opportunities: "They've done a lot of training on topics like racial equity, health, money management, and parenting," says Shelton, "These experiences have helped me grow as a person and as a dad—I can better connect with my kids and get down to their level."

These experiences have helped me grow as a person and as a dad.

–Tui Shelton

"I took a literacy course first, then I traveled around to teach it to others," says Cummins. "Through that experience I became comfortable speaking in front of groups, enlightening parents about the importance of literacy for themselves and their children. It was so fulfilling to teach others and get them excited about these topics."

"We're helping parents find and use their voice," says Pittman. "It builds their self-efficacy; it changes their trajectory. We have many parents who are in the process of applying for jobs, and we're one of their references; some are applying for college!"

# ECEAP Parent Perspectives: Krystina Cummins, Sonja Lennox, and Tui Shelton

## Krystina Cummins is a mother of six and a member of the ECEAP Policy Council, where she serves as liaison to the PSESD board of directors.

When I enrolled two of my children in the ECEAP program I met my family support person, who was very helpful. She told me about Policy Council and went with me to an orientation meeting. At first I was hesitant—I hadn't really been involved in things—but I met parents there who knew so much about the program and opportunities for parents to use their voice. To this day I consider one of those parents my mentor. She supported me and drove me and let me know that I have a voice, too.

I joined the parent panel for negotiated rule-making for Washington state, where we looked at rules and regulations for early learning programs. We did nearly two years of work on safe sleep. That was a life-changing event for me. I lost one of my daughters to SIDS, so I am passionate about the importance of safety. Using my voice, and sharing it with others, was part of my self-growth and healing.

I've been given so many opportunities as a result—I went to Washington, D.C., and presented senator Patty Murray with an award; I became a parent ambassador; I just accepted an invite to be in a racial equity think-tank.

All these huge milestones in my life, I wouldn't have had without the support of the PSESD and the ECEAP program. The parents and staff lift you up, make you feel normal, like you belong, like you are somebody. They genuinely care about every single parent that comes through that door. Not even five years ago I was homeless with six kids and my daughter had just passed away. Where I am today, I never would have imagined it.

Today I advocate not only for myself but for other parents. I want them to know that if they don't think they're getting their needs met, if they feel they're being treated unfairly, they have a voice they can use.

## Sonja Lennox is a mother of two, a former Policy Council member, and a coordinator for the Washington State Parent Ambassadors program.

The ECEAP program was an absolute lifesaver for me. When I first discovered the program, I was a single mom going back to college. ECEAP assigned me a family support specialist that helped me find the resources I needed, as well as the peace of mind that I could leave my child in a setting where she was safe, learning, and had opportunities for social emotional development. I could go back to school, get my grades back, and do what I need to do.

Ten years later, when it was time to enroll my second son in a program, I knew exactly where to put him and exactly how to do it. My son has a speech problem and I shared my concerns with the intake panel. The team was understanding and helpful—they felt like partners. They had my son screened for a speech delay and got him a speech therapist and an IEP.

My son also had major separation anxiety when he entered the program. The staff took the time to draw him a chart that explained how his day would go and when his parents would be back. If he'd gone into kindergarten the way he went into ECEAP, he'd have been in hysterics—he'd have missed out on class time and fallen behind. Instead, he was the one comforting other kids who were scared, giving them support.

I joined Policy Council to find ways to advocate for parents and children, and I'm now a Parent Ambassador program coordinator. It's a grassroots advocacy program where we teach parents skills like civics, leadership, and how to get more involved in the community. We're currently working on a voter education program geared toward building awareness of the importance of voting.

It's about teaching parents that their voice matters. As a parent, you are your child's first teacher and you know them better than anyone else. When you talk about something you know so much about, you feel confidence. You're not just a parent; you're a person with something to say.

## Tui is a father of six and a member of the ECEAP Policy Council.

I came to a Policy Council meeting to find out more about what's going on at my daughter's school—my mom is really big on education, and once I had my kids I figured I'd pass it down. I decided to run for the committee and they voted me on. The parents on the Council are cool; we have discussion groups on things like racial equity, and I'm able to hear how other people think. to relate to their stories, and to share my own.

My life experience is different than others, more security-minded, more standoffish, but it was important for me to do this for my kids, to give my kids a voice. I have six kids, and two are currently in the ECEAP program. My kids love it. They talk about school, their friends, what they learned, new songs they learned, what they had for lunch. It's helped them grow. Going to a preschool program trains them to have routines and follow rules.

I'm a single father, and I know firsthand that it takes a village to raise children. In partnership with PSESD, several ECEAP fathers and I are in the process of creating Daddies Can Do It Too, a program to support and encourage father engagement. DCDT's goal is to emphasize to fathers that our roles are crucial to our children's preparation for adulthood. Fathers are more than providers and protectors—we are our children's nurturers, teachers, advisors, and mentors.

The ECEAP program helps me prepare my kids for school and for life, and PSESD has given me a voice, a place to learn, and a place to share what I've learned with others. These are things that benefit the whole community.

## II. Children, Youth, and Young Adult Success

PSESD's department of Learning, Teaching, and Family Support works to improve access, outcomes, and achievement for all students across all subjects. Our work contributes to creating strong educational systems and learning opportunities for K–12 students, families, teachers, and leaders throughout the region.

We are committed to ensuring success for each child, eliminating the opportunity gap, and helping identify and overcome the racial inequities that impact student achievement. The program profiles included here exemplify how we employ gap-closing strategies in grades K–12. Visit our website to discover our suite of programs.[3]

### Educators of Color Leadership Community

There is much research and documentation on the critical shortage of teachers of color nation-wide. In early 2017, the agency conducted individual focus groups with thirty teachers of color across our region to learn what nurtures and sustains them, as well as the threats to their career. Over the course of our study, supported by additional research conducted through the University of Washington, strong themes emerged:

- A primary reason educators of color remain in the profession is that they have a strong leader and a solid support system within the school or district.
- In most instances, educators of color leave the profession because they feel isolated, underappreciated, and unheard.

The research learnings and focus group feedback led us to develop the Educators of Color Leadership Community (ECLC), which aims to retain and advance educators of color.

"When we talk about increasing diversity, we often approach it from a recruitment angle," says Eileen Yoshina, Equity in Education Manager.

"If we don't focus equally on retention, we risk creating a revolving door for educators of color."

## Community vs. Isolation: Developing a Retention Program

Applying a by-teachers-for-teachers approach, ECLC was co-constructed by its members, who discussed what they wanted their group to be and what they hoped to learn by participating.

Rather than looking for professional development from a retention program, ECLC members wanted opportunities to congregate, build relationships with one another, then strengthen bonds with principals and school communities. They also expressed an interest in studying community cultural wealth, critical race theory, and other topics that inform their role as educators.

"ECLC lets educators of color share what it's like to be an educator of color, and as a collective, teachers' voices are amplified," says Yoshina. "They have the tools they need to say 'this is what we do and what we bring to the profession, these are things we do well without professional development or other support, such as developing relationships, building communications bridges with families of color, and emphasizing curriculum that centers people of color.'"
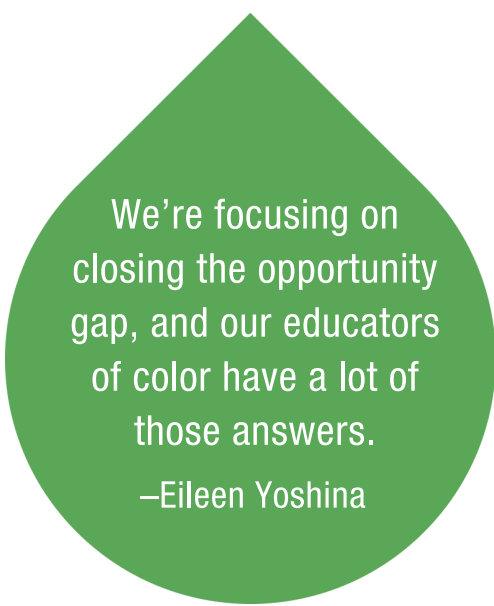
## Learnings

"I've learned that the role of the principal is critical in this work," says Yoshina. "As a result, we invite principals to attend an ECLC meeting so they understand the program and what we're asking of the leaders of ECLC members." ECLC members often share meeting notes with their principals in an effort to use the learnings in their practice and across the school.

ECLC members' experiences also uncovered a notable pattern: "You can tell the health of school system by listening to teachers of color, because their experiences mirror student experiences," says Yoshina. "Students learn by observing the people and dynamics around them, and they internalize what they see. Isolated teachers of color equals isolated students of color."

Yoshina adds, "We're having all these discussions and focusing so much of our work on closing the opportunity gap, and I strongly believe that our educators of color have a lot of those answers. If we have the humility to get out of the way and let them lead this work, we can make real progress."

> We're focusing on closing the opportunity gap, and our educators of color have a lot of those answers.
> —Eileen Yoshina

## Looking Forward

Due to the success of the program, ECLC members have been invited to speak at conferences and events to talk about scaling retention efforts; many have been asked to form or join additional leadership teams; and nearly all seventeen members are committed to the profession long-term.

"Educators of color are incredible, passionate, talented, and hard-working. They put their whole heart into their teaching. They are a vital resource that our system desperately needs to nurture so that others can learn from the lessons our educators of color are willing to teach us."

# ECLC Member Perspective: Sui-Lan Hoʻokano

## Sui-Lan is the Cultural Program Manager at Enumclaw School District and an original ECLC member.

ECLC is a healing community. Our meetings create a space for us to share the cultural capital we carry as a people—native, indigenous, people of color—and to feel valued and validate our passing of knowledge. The program allows those of us who've been in the educational field a while to have continued hope for hiring and fulfilling faculty and staff positions with people of color who represent and can help to better serve our students and communities.

In most public institutions, culture is invisible—our stories often go untold or mistold and that misrepresentation has damaging effects for all. We need to reconsider how that perpetuates a single storyline. By sharing our stories we can look at our differences and our similarities, and that's healing on multiple


Sui-Lan, left, with fellow ECLC member Brenda Lindgren.

levels. I see now the interconnectedness between and among cultures; I see how our shared experience helps us all move forward collectively—we do not do this work alone. We are so inundated with data and metrics that we overlook our humanity and interconnectedness to our culture and stories.

As an elder in the program, I've had to watch our younger members struggling to find their identity and authenticity, as I once did. They're learning who they are, how to carry culture into their respective spaces and teaching, how to bring their authentic self to work without having to explain or apologizing for it. We must support and create space for these young educators to have confidence and the ability to bring in their stories.

We have to project confidence in our authentic identities as educators and community partners, for the sake of our students. We're cultivating young minds—if they see the power in their teacher's culture, they will feel empowered to embrace their own culture and identities. If you're not walking with your authentic self when you teach, how are your students supposed to walk in their authentic self, in their mana?

I keep going back to our collective responsibility for creating equitable spaces for our students and staff in our institutions. Everyone has to be healthy in mind and spirit in order to teach or learn; the rest will follow. That's why a program like ECLC is so necessary. I have watched our members grow stronger with each session. They are building on their own stories, authentic identities, and that is healing for us all. I am confident that this energy will transfer over to the students and institutions they serve, creating healthy spirits, environments, and mindsets for all. "We must know ourselves in order to grow ourselves. After all, we are cultivating the teachers and leaders of tomorrow.

## Arts Impact

Creative and critical thinking, collaboration, communication, growth mindset, and perseverance are 21st century skills that are essential to closing the opportunity gap. Arts Impact, now in its nineteenth year, is committed to building these key competencies through arts education.

"We are a professional learning organization working toward systemic change to close the opportunity gap for children of color and children in poverty," says Beverly Harding Buehler, Arts Impact's Arts Education Director. "We build teachers' confidence and competence in integrating the arts into the everyday classroom experience, using this infusion to help children unlock their hidden skills, talents, and potential through creativity."

Their results are impressive—in 2011, Arts Impact proved conclusively its thesis that arts infusion closes opportunity gaps:[4]

- When disaggregated by race, assessment data showed that the opportunity gap evaporated in Arts Impact's arts-infused lessons.
- Not only did all students, regardless of race or ethnicity, succeed at similar levels, but ALL students exceeded Arts Impact's 80 percent benchmark for success.

Arts Impact has since replicated these results across the region and is now an approved Title I intervention strategy in the state because the program has been shown to move the needle for the most academically vulnerable children.

To enter Arts Impact's professional learning program, teachers make a minimum two-year commitment. In addition to intensive Summer Institutes, teachers are assigned an expert teaching artist to be a one-on-one mentor, walking alongside them during the school year, model teaching, co-teaching, co-writing lessons, and assessing student learning in and through the arts. This job-embedded professional development model provides teachers with a supported walk toward autonomy.
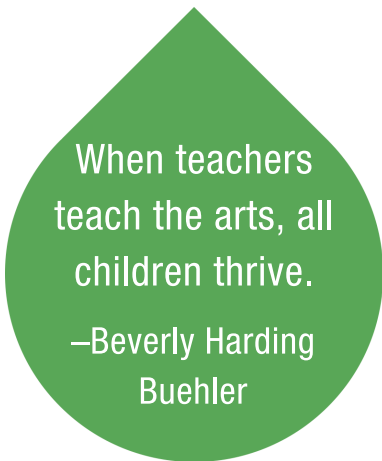
"We've found that teachers follow a learning arc, many beginning with little confidence in teaching the arts, then developing a growth mindset through our supported professional learning, and eventually becoming drivers of cultural change in their school," says Harding Buehler. "That means the work continues long after the two-year program, because it builds the confidence and competence of teachers to infuse the arts throughout their careers."

Harding Buehler adds, "We emphasize arts infusion—linking concepts that mean the same thing in two subjects, like inference in theater and text, or fractions in dance and math—because teaching shared concepts is a way to provide students with multiple pathways to learn core content."

Arts Impact's most recent research project was a four-year STEM and arts-infused learning program built around project-based learning (PBL). Students in kindergarten through grade 5 from two Title I schools used the arts, science, technology, engineering, and math to solve real-world problems. In one PBL unit, experts from the Duwamish tribe worked with second-grade students to develop a plan for reducing the impact of pollution and habitat loss on the salmon in our region.

The project centered around a polluted river near a local high school, where the students conducted a massive cleanup and created public service announcements that taught other kids—including high school students—how to be better stewards of the land we share. "They watched videos of salmon swimming freely and salmon getting stuck in trash, then choreographed a dance to express the salmon's plight," says Harding Buehler. "Teacher and student engagement was off the charts—students, teachers, family, and community members were eager to collaborate on innovative solutions."

When teachers teach the arts, all children thrive.

—Beverly Harding Buehler

PBL has added an element of radical choice-making to the program, allowing students to shape and drive the inquiry, and leveraging teachers as resource facilitators and guides to the inquiry process. "With PBL, teachers are there to show kids how to apply their learning in order to solve problems, communicate persuasively, and shape their world," says Harding Buehler.

## Culturally Responsive Learning

A critical aspect of Arts Impact's work is that it is culturally grounded and responsive. All lessons are based on exemplars of arts concepts and

traditions from around the globe and across time. AI intentionally mirrors the diversity in the classrooms it serves, adding specific works of art and performance from our region's communities.

One of Arts Impact's newest projects is a partnership with the Office of Superintendent of Public Instruction's Native and Migrant Education programs and local Tribal Compact schools to create new arts lessons built on the foundation of Since Time Immemorial, the Washington State Native sovereignty curriculum. Native arts educators and cultural experts from the tribes are partnering with Arts Impact to offer arts experiences that ground Native youth in their rich heritage while teaching leadership skills for the 21st century.

## Looking Forward

Racial equity continues to be the lens through which Arts Impact views its work. "Antiracist multicultural values inform our programs, curriculum development, and recruitment efforts. We intentionally recruit teachers and artists of color, both to represent the cultures of the children in our classrooms and to bring a reflective and critical lens to our work. Currently, 60 percent of our artist mentors are people of color, and we consider this an ongoing process."

Arts Impact has many projects on the horizon, including a four-year media arts–infused effort with Title I schools that are facing opportunity gaps, with the expectation of achieving the same turnaround results it's had in other communities. "The arts are about meaning-making," says Harding Buehler. "It's about children being able to change their own lives and impact the life and health of their community. When you invite teachers and students to make their own meaning from their learning, you are offering a portal for them to become agents of change in all of our lives."

## III. College and Career Readiness and Persistence

PSESD is committed to ensuring a seamless transition from high school to college to career. Our shared vision is to increase the number and percentage of students that graduate from high school, enroll in and graduate from college, and secure a fulfilling career path. We provide students and families help with the college search, application support, financial aid services, and scholarship opportunities.

## Postsecondary Readiness

PSESD's postsecondary readiness efforts take a comprehensive approach, extending through the high school years, the college transition, and beyond. "To deeply effect change and close the opportunity gap, our postsecondary readiness work begins before students enter high school," says Marques Gittens, Director of Early Warning Systems. "We place an explicit focus on grades K–12, and even on early learning systems."

This explicit focus starts with boosting student attendance and minimizing chronic absenteeism. "Chronic absence is a crisis, from preK through high school," says Gittens. "Absenteeism rates in early elementary strongly correlate to third-grade reading, middle school achievement, and being on track for graduation in ninth grade."

As an early intervention, attendance is critically important. PSESD organizes professional learning communities to predict and prevent student disengagement, joining together elementary school teachers and leaders to co-develop strategies to improve attendance. "Our core strategy is around strong family engagement," says Gittens. "Recently, we convened six

schools, had them all create family engagement strategies, align around their data, look at data disaggregated by race and gender, and plan action steps based on that. As a result of this collaborative work, we're seeing disaggregate gains." Together, educators are able to define school-wide strategies to support students and families, and to build a more inclusive and welcoming school environment.

PSESD's Early Warning team has produced attendance awareness toolkits[5] to give schools, districts, families, and community organizations the resources they need to emphasize the importance of attendance. "We offer simple, practical advice," says Gittens, "like how to set schedules, bedtime routines, and wake-up routines for younger kids, as well as ways for older kids to build their plan for navigating high school."

As students advance through the elementary and secondary grades, PSESD's Puget Sound College and Career Readiness Network (PSCCN) is removing barriers so that students of color and students in poverty can earn the credentials needed to access family-wage jobs.

"There are so many systems and sectors involved in the transition into postsecondary—K–12 and college educators, school leaders and the community, students and their families—and those groups are often siloed," says Kyla Lackie, Director of Postsecondary Readiness. "Our job is to strengthen the connections between K–12, colleges, and communities so that we can simplify the transition into post–high school education and address systemic barriers to college and career success, particularly for students of color."

PSCCN provides robust professional development, resources, and funding to school districts and local colleges to build capacity in educators and systems across K–12 and higher education. "We create opportunities for leaders at all levels to learn together, share perspectives, seek feedback, and define a collective vision around a more cohesive and equitable system for students in this region," says Lackie. "We then provide support and resources so partners can take learning back to their own institutions and implement new practices. This is how we develop and effect large-scale, systemic change."

> We create opportunities to share perspectives, seek feedback, and define a collective vision.
> —Kyla Lackie

## Learnings

Lackie and Gittens approach their work through the lens of racial equity and with empathy, seeking regular feedback and centering students and educators to better understand their experience.

"Students have a clear understanding about the the gaps that make it hard to pursue their education beyond high school, so we highly value the feedback that we hear from young people about their experiences and ideas for systems improvement," says Lackie. "There are so many barriers that result from siloed systems; these barriers are unnecessary and completely solvable with leadership, sustained engagement, and resources."

The College Knowledge project[6] is the culmination of a partnership with state and regional organizations. "It started with gathering student feedback about the gaps in information about going to college," says Lackie. "Young people want consistent, reliable, jargon-free information and resources about college, delivered to them by trusted adults."

As a result, the team created nearly two dozen resource pages, all of which are available in print and on the College Knowledge website, in multiple languages. PSCCN distributed more than fifty thousand printed materials to students across Pierce and King counties and the feedback about the resource is consistently positive.

PSCCN also created Transition Checklists— college-specific lists that help students understand the steps they need to take to enroll in local colleges.[7] "We heard consistently from students about the complexity involved in enrolling in college, so our team took on what we thought was a simple task of outlining the steps to transition to each local college," says Lackie. "As our professional staff went through the process, we repeatedly heard conflicting information and missing details that made the steps confusing even for staff who navigate systems every day. How and why do we expect our young people to navigate this unnecessarily complex transition on their own? It's powerful to be able to deliver on this student-generated ask this year, and we've shared our learnings with college presidents as a way to highlight areas in need of improvement."

PSCCN has also created toolkits that compile best practices, templates, and student activities for districts to adapt and utilize: "We work to

learn, compile, and share practices that are making a difference for students of color in our region so that we can systematize and streamline the experience for students and make supports more equitable. For example, there is a lot of work to demystify the process and paperwork around financial aid,[8] making it accessible to everyone so that more students find more ways to afford college."

## Looking Forward

The Early Warning team and PSCCN continue to create opportunities for students and educators to connect, collaborate, and inform systems improvements.

PSCCN is leading the development of King County Promise,[9] a comprehensive regional effort to create more cohesive, streamlined, and equitable supports for college and career readiness and completion. "The King County Promise presents a bold vision of what is possible if we reduce financial concerns, address systems barriers, and more equitably provide student supports to access, transition to, and succeed in post-secondary," says Lackie. "We continue to

convene and support leaders in addressing the current inequities in our system, and we empower students to name opportunities for more investment and identify the barriers that prevent them from pursuing their postsecondary goals."

"I'm most excited about the new connections we're making," says Gittens of the Early Warning Program. "We're connecting our expectations in early learning and elementary school to our secondary and postsecondary goals. We have to learn and scale the practices help students and families navigate pathways. Through authentic partnership with students and families, educator mindsets shift."

## IV. Becoming an Antiracist Multicultural Organization

## Leaders in Training (LIT)

Creativity, energy, and innovation bloom when adults and youth collaborate as decision-makers. LIT honors youth voice by providing learning and leadership opportunities to high school students across the region.

In 2015–16 a cohort of students participated in the agency's strategic design process, and requested that the organization create more opportunities for students to influence its work. The result was a student-created, adult-supported internship program that invites youth to share with a big institution like PSESD the learning and growth opportunities they'd like the agency to provide.

Now in its third year, LIT was co-developed by high school students working in partnership with PSESD staff to design an internship program, what the internship should look like, what content it should include, how the application and selection process should work, and how interns and staff should interact.
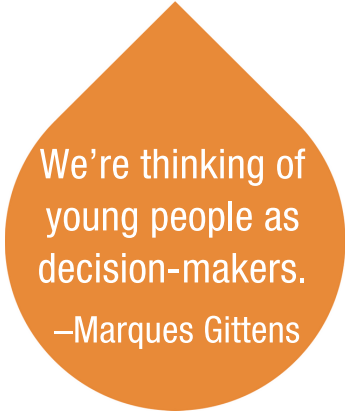
## Amplifying Student Voice to Close the Opportunity Gap

"We've had interns before, but this is the first time we've had dedicated agency resources supporting it from the perspective of our agency," says Marques Gittens. "We're thinking of young people as decision-makers."

"As adults in this building, we can't close opportunity gaps without hearing from students what it's like to be in the opportunity gap," says Jessica de Barros, Executive Director of Communications, Government, and Public Relations. "Inviting student interns into our work is necessary to becoming an ARMCO and valuing and respecting youth voice."

"Listening to young people is critical if we are to realize our End because it invites those most impacted by education systems to help," says Sarita Siqueiros-Thornburg, Executive Director of Strategy, Evaluation, and Learning. "Opportunity is about students influencing the systems that support them, giving them the experience of realizing change within an institution."

We're thinking of young people as decision-makers.
—Marques Gittens

## Learnings

"I see this as a systems change," says Siqueiros-Thornburg. "We value giving students the space to make their voice heard. We've already observed direct benefits to our work—not just theoretical but also practical and tangible—and our expectation is that it will continue to strengthen the agency's work toward its End of eliminating the opportunity gap."

"Student partnerships are a game-changer—LIT has redefined how I perceive relationships with students, families, and communities," shares Gittens. "It's impacted how I envision my own work with schools to impact graduation rates. I know now that to be successful I have to work in partnership with students and families."

"Many of our programs support schools and districts, but the practice of working with students, not for them, is changing our culture. It's an opportunity for us not to tell schools how to do it, but to operate in that practice ourselves."

"This is a new space for us collectively as an agency, and it'll continue to grow each year," says Siqueiros-Thornburg. "We're excited for the year ahead."

## Looking Forward

Meaningful, transformative high school internships require intentional, sustained support for staff and students, which is why PSESD's staff and Board of Directors have committed time, effort, and funding toward the LIT program. LIT is now part of PSESD's core budget, and will continue to be, because it is a core value.

The 2017–18 cohort has twenty members, selected by a group of former interns, peer mentors, and PSESD staff.

## LIT Member Perspective: Sierra Sellers

Sierra is a junior at Garfield High School in Seattle. Part of the class of 2020, she plans to graduate and attend college.

I was a freshman when I found out about the program, and I immediately signed up. When I attended my first meeting, I met students from other schools and districts, and we all came in with different perspectives, stories, and backgrounds—interns represent the larger


Sierra Sellers, right, with fellow LIT member.

student body, so our cohort of interns represents the makeup of the ESD. We quickly formed a bond, which I found to be a very important learning experience. I stay in touch to this day—I'm even in contact with three that have graduated and are heading to college.

Our project had to do with student involvement in the ESD—I had the sense they were talking to the teachers, who were then talking to us, but they never spoke directly to us. As students, we want to be involved in our own education. We have a lot to say, and the ESD's job is to listen, understand, and create the space for things to happen.

We wanted the ESD to work alongside students, with the students, not just make something for the students. We decided to build the program slowly, starting with twenty interns serving ten to fifteen roles in the ESD. Now I feel like we're ready to do more, progress more, and add more students.

My first mentors were great—they were here to teach me, but they also saw me as an equal. They helped me develop the confidence to bring my true self to any project. Now I mentor other students, and working by myself as a mentor, I feel like I'm part of something bigger. I have an office at PSESD where LIT members can visit me, ask for advice, and get feedback. I'm progressing, becoming a better student and leader, and learning how to be a good advisor.

I'm an African American female. While I've always wanted to be a leader, I also thought I wanted to be in the background—I didn't want people to see me doing the work, I just wanted to focus on the outcome. But I've learned that a lot of people are inspired by the things I've done and said. Being that person up front, owning my leadership, inspires others to do the same. The end result is really important, but so are the names and faces of the people behind it.

I'm happy that the intern voices are being heard throughout the ESD.

PSESD leads with racial equity to ensure success for each child and eliminate the opportunity gap. Our agency-wide competencies provide clear pathways for staff to reach higher levels of cultural proficiency and increase engagement in antiracist leadership practices.

# Racial Equity Competencies

## Cultural Proficiency

Articulates and applies historical context of racism and understands the current reality of students and communities of color in order to support racial equity.

Actively demonstrates a commitment to supporting equity and inclusion.

Serves as an advocate with colleagues, partners, and communities to meet the agency's End and goal of becoming an Antiracist Multicultural Organization in support of eliminating the opportunity gap.

## Transformational Values

Contributes to valuable and positive antiracist transformation in individuals, organizations, and social systems to actively progress across the Antiracist Multicultural Organization continuum.

Fosters a sense of community and shared purpose via collaboration and cooperation with others inside and outside PSESD.

Embodies the principles and practices that form the agency's culture.

Operates from an abundance mentality that recognizes opportunities, and is optimistic and realistic about the future.

## Racial Equity Mindset

Demonstrates awareness of biases, internalized racial superiority, and oppression.

Leads with a racial equity lens.

Actively uses the racial equity tool in meaningful ways.

## Racial Equity Advocate

Recognizes, supports, and engages in dismantling institutional racism.

Partners with, and is accountable to, stakeholders, including children, families, and communities of color.

As a critical component of the agency's five strategic directions and a cornerstone of our racial equity policy work, workforce equity aims to eliminate barriers in hiring, advancing, and retaining a racially diverse and antiracist workforce.

To achieve equity in our workforce, the agency has identified these strategies:

- Increase staff perceptions of the value of an ARMCO and a diverse leadership workforce.
- Research and implement best practices in professional growth, advancement, and retention of staff of color in order to eliminate gatekeeping and other barriers to an equitable workforce.
- Systematically review, revise, and develop policy, practices, and procedures that support racially equitable recruitment, hiring, and selection processes.

"This is about living our values," says Denise Altheimer, Executive Director of Human Resources and Organizational Development. "A direct by-product of living our values is that we will have a workforce that reflects the students and families we serve."

## Overcoming Barriers to Achieve Equity

"We are always evaluating our systems and practices to be sure we are not unintentionally creating barriers, internally or externally," says Maxine Broussard-Upchurch. "For example, one of our goals is to increase diversity at the higher levels of our organizational structure, such as directors and executives—we first had to explore who gets access to those opportunities, identify barriers to entry, and then determine how to dismantle those barriers."

By asking new questions, the agency has identified and addressed equity barriers, which dramatically transformed its talent pool.

- Where are we searching for new talent? "In the past, we generally went to the same niche sites, which didn't produce the diversity we were seeking," says Broussard-Upchurch. "These are the networks our agencies know."

- Who is making the hiring decisions? Broussard-Upchurch notes that, "in the past, we hadn't had much diversity on the hiring panel. Now we are intentional about ensuring our hiring panels are diverse."

- Does every position require a bachelor's or master's degree? "We know that systemic racism and oppression have created barriers to educational opportunities for people of color. Arbitrary educational requirements resulted in applicant and candidate pools that do not look like the communities we serve," says Altheimer. "Once we updated our education requirements, we saw an increase in the diversity of our applicant and candidate pools."

"To ensure fair and equitable hiring practices and decisions, we've developed learning opportunities for staff to recognize bias and interrupt it, and we've created a system of accountability so we can safely 'invite each other in' when we see it," says Broussard-Upchurch. "We collaborated with the Equity in Education department to create a workshop that expands awareness of implicit bias and its impact on the hiring process, and that offers strategies to interrupt implicit bias during the hiring process. All hiring managers are now required to attend the workshop."

## PSESD Workforce Shifts

|  | 2014 | 2017 |
|---|---|---|
| Staff of color | 39% | 46% |
| Staff of color in higher-paying positions | 22% | 37% |

## Learnings

"This work has deepened our understanding of the impact of our policies, procedures, and practices," says Broussard-Upchurch. "We need to continue approaching things with a learner mindset. There's no finish line when it comes to equity—there are always chances to learn, grow, and develop yourself, and that's what will move the work forward."

"The biggest turning point for me was learning that we have to take an adaptive approach to this work," says Altheimer. "In HR there always seems to be known answers—laws, rules, policies. Workforce equity is an area that requires us to be adaptive, implement new strategies, and be transparent about the fact that this is an ongoing process."

"Relationships matter," adds Altheimer. "You can say you have an open-door policy, but people tend not to walk through that door if they don't know you. I've made a personal commitment to break down barriers by building and strengthening relationships, particularly with women of color, so they feel comfortable sharing their professional aspirations, any barriers they're facing within the agency, and any other issues they may have, so I can assist in addressing and resolving them."

## Looking Forward

"Our new work immediately intersects with the Racial Equity Policy: to establish shared understanding of cultural proficiency and antiracist practices," says Broussard-Upchurch, who is co-leading the Strategic Direction Action Team's leadership development and evaluation framework. The team will reimagine and redesign the evaluation system, tying it to agency-wide competencies and working with staff on small pilots of the system.

As the Strategic Direction Action Team continues to assess and address barriers and underlying systemic issues impacting workforce equity strategies, the team will ultimately develop an agency-wide, job-specific, competency-based interview and selection process.

# CONCLUSION

This Report to the Community featured the voices of PSESD program leaders and participants—we wanted you to hear from the people who are leading our efforts toward becoming an Antiracist Multicultural Organization. Every one of our contributors is excited to speak further about their work, so please reach out by emailing comm@psesd.org.

This report is meant for you—it should speak to you as a stakeholder invested in the success of children and educators across the region. Your feedback is essential as we make the transition from a data report to a community report. Here are our pledges for the year ahead:

- We will define and share new Measures of Progress
- We will launch our Pathway to Change
- We will ask for your feedback, listen, and act on your suggestions
- We will be transparent in our work
- We will demonstrate how we are holding ourselves accountable to you

As we progress toward a Community Report, we are excited to include more of your voices in our story. We invite you to take an active role in our work, be it through program participation, organizational partnerships, or joining our team. Please visit our careers page at http://www.psesd.org/careers/ to learn about open opportunities.

# BOARD OF DIRECTORS

PSESD's Board of Directors comprises nine elected members representing school districts across our region. Our superintendent, John Welch, serves as board secretary.

Jordan Posamentier, District 1
Shoreline, Seattle

Annie Laurie Armstrong,
District 2
Bainbridge Island, Vashon
Island, Seattle

Someireh Amirfaiz, District 3
Issaquah, Bellevue, Mercer Island,
Seattle

Greg Bawden, District 4
Lake Washington, Northshore,
Riverview, Skykomish

Agda Burchard, District 5
Kent, Renton, Seattle

Joanne Seng, District 6
Auburn, Dieringer, Enumclaw,
Puyallup, Snoqualmie Valley,
Sumner–Bonney Lake, Tahoma

Barbara Peterson, District 7
Federal Way, Fife, Highline,
Tukwila

Jill Johnson, District 8
Peninsula, Tacoma,
University Place

John Zurfluh, District 9
Steilacoom, Orting, Clover Park,
Franklin Pierce, Bethel, Eatonville,
Carbonado, and White River

# SENIOR LEADERSHIP TEAM

PSESD operations are overseen by our superintendent and a leadership cabinet.

Denise Altheimer
Executive Director
Human Resources and
Organizational Development

Frank Ashby
Deputy Superintendent
Strategy, Planning, Business,
and Operations

Brad Brown
Executive Director
Learning, Teaching and
Family Support

Clairmonte Cappelle
Executive Director
Workers' Compensation Trust,
Unemployment Pool, and
Technology Services

Jessica de Barros
Executive Director
Communications, Government
and Public Relations

Terese Emry
Associate Superintendent
Kindergarten–Post-Secondary

Melia LaCour
Executive Director
Equity in Education

Kay Lancaster
Associate Superintendent
Early Learning, P–Third Grade

Julie Rolling
Assistant Superintendent
Learning, Teaching and
Family Support
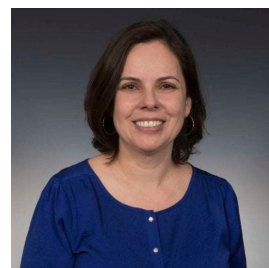
Sarita Siqueiros Thornburg
Executive Director Strategy,
Evaluation & Learning

# APPENDIX

## About the Data

### 2020 Target-Setting

The PSESD 2020 targets for High School Graduation and College Enrollment were developed using the target-setting methodology of the Community Center for Education Results (CCER). For these measures, 2020 targets were developed by analyzing the achievement of students from the top ten performing school districts in Washington State with twenty students or more which, when taken collectively, attain postsecondary degrees or credentials at twice the rate of students in South King County and South Seattle (the Road Map Region). These districts are Bainbridge Island, Bellevue, Issaquah, Lake Washington, Liberty, Mercer Island, Odessa, Pullman, St. John, and Waitsburg. 2020 targets for School Readiness in Preschool and Kindergarten, Sixth-Graders at Risk of Low Commitment to School, and Developmental Course Taking were developed based on baseline-year performance and stakeholder input. Targets have not been set for Smarter Balanced Assessment Measures.

### Interim Targets

PSESD has also adopted CCER's methodology for setting interim performance targets for the ESD's service area and the Road Map Region (for measures of progress that are not CCER on-track indicators). Interim targets are based on the expectation of compounding growth toward the 2020 goal from year to year. That is, growth in the second year will expand on growth seen in the first year and so on. The baseline year varies by measure.

### Road Map Region Indicators

Indicator calculations for the Road Map Region include district-level results for Auburn, Federal Way, Highline, Kent, Renton, and Tukwila school districts, plus school-level results for the Road Map South Seattle schools of focus.

| | Overall Regional Performance | | | | | Race/Ethnicity Opportunity Gap | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2016 Actual Rate | 2017 Actual Rate | 2017 Target Rate | Rate Change Since Baseline | Met 2017 Target Rate | Baseline Year Gap | Rate Change Since Baseline | Current Gap |
| Children meeting school readiness standards (preschool)** | 78% | 78% | 81% | ↑ | ✕ | 12% | ↓ | 10% |
| Children meeting school readiness standards (kindergarten)* | 48% | 55% | 64% | ↑ | ✕ | 39% | ↑ | 40% |
| Students proficient in 3rd grade reading (SBA)* | 62% | 60% | n/a | ↑ | n/a | 48% | ↑ | 51% |
| 6th graders at risk of low commitment to school (HYS) | 39% | n/a | n/a | ↑ | ✕ | 17% | n/a | n/a |
| Students proficient in 7th grade math (SBA)* | 58% | 59% | n/a | ↑ | n/a | 60% | ↑ | 63% |
| Students proficient in 11th grade math (SBA)*+ | 39% | 30% | n/a | ↑ | n/a | 12% | ↑ | 38% |
| Students who graduate high school (5 year cohort)* | 83% | 84% | 91% | ↑ | ✕ | 33% | ↓ | 26% |
| Students who enroll in post-secondary education | 67% | 67% | 72% | ↑ | ✕ | 22% | ↑ | 33% |
| High school graduates who take developmental math courses in WA state community & technical colleges | 39% | 40% | 33% | ↓ | ✕ | 13% | ↓ | 11% |

## Notes

Beginning in 2014–15, Smarter Balanced Assessment (SBA) replaced the MSP as Washington's state assessment. Because of this, a new 2014–15 baseline has been established for the following measures: third-grade reading and seventh-grade math. Eleventh-grade math has replaced tenth-grade mathematics End of Course (EOC) as a Measure of Progress because the EOC is being phased out, and eleventh-grade math SBA will be a graduation requirement beginning with the class of 2019. 2014–15 is the baseline year for eleventh-grade math.

Baseline Year Gap represents the percentage point difference between the highest and lowest performing student groups in the baseline year. Current Gap represents the percentage point difference between the highest and lowest performing student groups in 2016–17. For some measures, the highest and lowest performing groups in the baseline and current year are different.

The Healthy Youth Survey is administered every two years.

* Source: Washington State Report Card (http://reportcard.ospi.k12.wa.us).
** Source: PSESD Early Learning Program.
+ This data should be interpreted with caution, due to low participation rates.

# Benchmarks: Road Map Region

| | Overall Regional Performance | | | | | Race/Ethnicity Opportunity Gap | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | 2016 Actual Rate | 2017 Actual Rate | 2017 Target Rate | Rate Change Since Baseline | Met 2017 Target Rate | Baseline Year Gap | Rate Change Since Baseline | Current Gap |
| Children meeting school readiness standards (preschool)** | 78% | 79% | 81% | ↑ | ✕ | 14% | ↑ | 13% |
| Children meeting school readiness standards (kindergarten)* | 42% | 44% | 60% | ↑ | ✕ | 49% | ↓ | 37% |
| Students proficient in 3rd grade reading (SBA)* | 49% | 46% | n/a | ⟺ | n/a | 42% | ⟺ | 44% |
| 6th graders at risk of low commitment to school (HYS)*** | 40% | n/a | n/a | n/a | n/a | 13% | ↓ | n/a |
| Students proficient in 7th grade math (SBA)* | 46% | 45% | n/a | ↓ | n/a | 59% | ↓ | 54% |
| Students proficient in 11th grade math (SBA)* | ‡ | ‡ | n/a | n/a | n/a | 13% | n/a | n/a |
| Students who graduate high school (5 year cohort)* | 83% | 83% | 90% | ↑ | ✕ | 33% | ↓ | 27% |
| Students who enroll in post-secondary education | 66% | 64% | 72% | ↑ | ✕ | 28% | ↓ | 31% |
| High school graduates who take developmental math courses in WA state community & technical colleges | 41% | 38% | 34% | ↓ | ✕ | 13% | ↑ | 21% |

## Notes

Beginning in 2014–15, Smarter Balanced Assessment (SBA) replaced the MSP as Washington's state assessment. Because of this, a new 2014–15 baseline has been established for third-grade reading and seventh-grade math. Eleventh-grade math has replaced tenth-grade mathematics End of Course (EOC) as a Measure of Progress because the EOC is being phased out, and eleventh-grade math SBA will be a graduation requirement beginning with the class of 2019. 2014–15 is the baseline year for eleventh-grade math.

Baseline Year Gap represents the percentage point difference between the highest- and lowest-performing student groups in the baseline year. Current Gap represents the percentage point difference between the highest and lowest performing student groups in 2016–17. For some measures, the highest- and lowest-performing groups in the baseline and current year are different.

* Source: Road Map Project Data Dashboard (http://www.roadmapproject.org/data-center/data-dashboard/).
** Source: PSESD Early Learning Program.
*** Source: Susan Richardson, HYS.

Percentage of children meeting school readiness standards

| | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|
| All Children | 75% | 79% | 79% | 79% | 78% | 78% | 85% |
| American Indian | 75% | 78% | 78% | 82% | 86% | 78% | 85% |
| Asian | 73% | 82% | 79% | 80% | 77% | 83% | 85% |
| Black/African-American | 76% | 82% | 82% | 82% | 81% | 79% | 85% |
| Hispanic | 72% | 74% | 76% | 75% | 76% | 74% | 85% |
| White | 73% | 81% | 80% | 80% | 79% | 79% | 85% |
| Two or More Races | 78% | 80% | 82% | 77% | 76% | 78% | 85% |
| Pacific Islander | 81% | 79% | 77% | 86% | 81% | 83% | 85% |
| | | | | | | | |
| Dual Language Learner | 69% | 74% | 74% | 77% | 76% | 75% | 85% |
| Male | 73% | 76% | 77% | 77% | 76% | 75% | 85% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Children | n/a | n/a | x |
| American Indian | 5% | ↓ | x |
| Asian | −1% | ↓ | ✓ |
| Black/African-American | 3% | ↓ | x |
| Hispanic | 9% | ⇔ | x |
| White | 4% | ↓ | x |
| Two or More Races | 4% | ⇔ | x |
| Pacific Islander | n/a | n/a | ✓ |
| | | | |
| Dual Language Learner | 2% | ↓ | ✓ |
| Male | 3% | ⇔ | x |

Source: PSESD Early Learning Program.

# School Readiness: Road Map Region

Percentage of children meeting school readiness standards

| | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|
| All Children | 75% | 78% | 81% | 77% | 78% | 79% | 85% |
| American Indian | 75% | 77% | 79% | 79% | 67% | 75% | 85% |
| Asian | 68% | 79% | 78% | 76% | 74% | 84% | 85% |
| Black/African-American | 74% | 82% | 84% | 80% | 84% | 86% | 85% |
| Hispanic | 73% | 74% | 79% | 73% | 76% | 74% | 85% |
| Pacific Islander | 76% | 71% | 80% | 82% | 84% | 85% | 85% |
| White | 72% | 79% | 82% | 80% | 74% | 77% | 85% |
| Two or More Races | 83% | 82% | 84% | 75% | 77% | 72% | 85% |
| | | | | | | | |
| Dual Language Learner | 68% | 74% | 80% | 78% | 77% | 78% | 85% |
| Male | 71% | 77% | 79% | 79% | 77% | 76% | 85% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Children | n/a | n/a | x |
| American Indian | −3% | ↓ | x |
| Asian | −12% | ↓ | ✔ |
| Black/African-American | −13% | ↓ | ✔ |
| Hispanic | −2% | ↓ | x |
| Pacific Islander | −13% | ↓ | ✔ |
| White | −5% | ↓ | x |
| Two or More Races | n/a | n/a | x |
| | | | |
| Dual Language Learner | 2% | ↓ | x |
| Male | 4% | ⇔ | x |

Source: PSESD Early Learning Program.

# Kindergarten Readiness: PSESD Region

Percentage of children meeting kindergarten readiness standards

| | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|
| All Students | 44% | 42% | 45% | 48% | 55% | 85% |
| American Indian | 32% | 39% | 27% | 34% | 40% | 85% |
| Asian | 42% | 44% | 42% | 52% | 60% | 85% |
| Black | 42% | 39% | 40% | 42% | 43% | 85% |
| Hispanic | 31% | 29% | 32% | 35% | 40% | 85% |
| Pacific Islander | 36% | 32% | 32% | 36% | 29% | 85% |
| White | 57% | 53% | 55% | 56% | 62% | 85% |
| | | | | | | |
| Limited English | 25% | 26% | 28% | 35% | 40% | 85% |
| Low Income | 37% | 19% | 36% | 38% | 37% | 85% |
| SPED | 18% | 18% | 21% | 20% | 22% | 85% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 22% | ↓ | x |
| Asian | 2% | ↓ | x |
| Black | 20% | ↑ | x |
| Hispanic | 22% | ↓ | x |
| Pacific Islander | 33% | ↑ | x |
| White | n/a | n/a | x |
| | | | |
| Limited English | 15% | ↓ | x |
| Low Income | 18% | ↑ | x |
| SPED | 32% | ↑ | x |

Source: OSPI Report Card.

# Kindergarten Readiness: Road Map Region

Percentage of children meeting kindergarten readiness standards

| | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|
| All Students | 37% | 40% | 42% | 42% | 44% | 85% |
| American Indian | 0% | 16% | 24% | 28% | 29% | 85% |
| Asian | 40% | 44% | 42% | 46% | 47% | 85% |
| Black | 40% | 40% | 40% | 38% | 39% | 85% |
| Hispanic | 29% | 28% | 30% | 32% | 35% | 85% |
| Pacific Islander | 29% | 33% | 32% | 34% | 26% | 85% |
| White | 49% | 52% | 55% | 51% | 55% | 85% |
| | | | | | | |
| Limited English | 23% | 26% | 29% | 33% | 33% | 85% |
| Low Income | 35% | 35% | 35% | 35% | 35% | 85% |
| SPED | 14% | 20% | 19% | 17% | 18% | 85% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 26% | ↓ | ✓ |
| Asian | 8% | ↓ | x |
| Black | 16% | ↑ | x |
| Hispanic | 20% | ↓ | x |
| Pacific Islander | 29% | ↑ | x |
| White | n/a | n/a | x |
| | | | |
| Limited English | 11% | ↓ | x |
| Low Income | 9% | ↑ | x |
| SPED | 26% | ↑ | x |

Source: Road Map Project Data Dashboard.

# Third-Grade Reading: PSESD Region

Percentage of students meeting standard in third-grade reading

| | 2015 Actual | 2016 Actual | 2017 Actual |
|---|---|---|---|
| All Students | 58% | 62% | 60% |
| American Indian | 33% | 41% | 40% |
| Black/African-American | 32% | 40% | 35% |
| Hispanic | 40% | 42% | 39% |
| Pacific Islander | 33% | 35% | 31% |
| White | 67% | 71% | 72% |
| Asian | 71% | 75% | 69% |
| | | | |
| Limited English | 23% | 25% | 22% |
| Low Income | 38% | 41% | 38% |
| Special Education | 29% | 32% | 30% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | n/a |
| American Indian | 29% | ↓ | n/a |
| Black/African-American | 35% | ↓ | n/a |
| Hispanic | 30% | ↓ | n/a |
| Pacific Islander | 38% | ⇔ | n/a |
| White | −3% | ↓ | n/a |
| Asian | n/a | n/a | n/a |
| | | | |
| Limited English | 38% | ↑ | n/a |
| Low Income | 22% | ↑ | n/a |
| Special Education | 30% | ↑ | n/a |

Source: OSPI Report Card.

# Third-Grade Reading: Road Map Region

Percentage of students meeting standard in third-grade reading

| | 2015 Actual | 2016 Actual | 2017 Actual |
|---|---|---|---|
| All Students | 46% | 49% | 46% |
| American Indian | 27% | 24% | 31% |
| Asian | 56% | 63% | 59% |
| Black/African-American | 32% | 34% | 33% |
| Hispanic | 33% | 37% | 32% |
| Pacific Islander | 40% | 30% | 22% |
| White | 62% | 62% | 62% |
| | | | |
| Limited English | 21% | 23% | 18% |
| Low Income | 35% | 38% | 34% |
| Special Education | 20% | 21% | 18% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | n/a |
| American Indian | 31% | ↑ | n/a |
| Asian | 3% | ↓ | n/a |
| Black/African-American | 29% | ↓ | n/a |
| Hispanic | 30% | ↑ | n/a |
| Pacific Islander | 40% | ↑ | n/a |
| White | n/a | n/a | n/a |
| | | | |
| Limited English | 28% | ↑ | n/a |
| Low Income | 12% | ↑ | n/a |
| Special Education | 28% | ↑ | n/a |

Source: Road Map Project Data Dashboard.

# Seventh-Grade Math: PSESD Region

Percentage of students meeting standard in seventh-grade math

| | 2015 Actual | 2016 Actual | 2017 Actual |
|---|---|---|---|
| All Students | 56% | 58% | 59% |
| American Indian | 30% | 35% | 30% |
| Black/African-American | 27% | 29% | 28% |
| Hispanic | 35% | 38% | 36% |
| Pacific Islander | 24% | 27% | 30% |
| White | 63% | 66% | 67% |
| Asian | 76% | 78% | 77% |
| | | | |
| Limited English | 17% | 17% | 14% |
| Low Income | 35% | 36% | 35% |
| Special Education | 16% | 19% | 17% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | n/a |
| American Indian | 47% | ↓ | n/a |
| Black/African-American | 49% | ⇔ | n/a |
| Hispanic | 41% | ⇔ | n/a |
| Pacific Islander | 47% | ↓ | n/a |
| White | 10% | ↓ | n/a |
| Asian | n/a | n/a | n/a |
| | | | |
| Limited English | 45% | ↑ | n/a |
| Low Income | 24% | ↑ | n/a |
| Special Education | 42% | ↓ | n/a |

Source: OSPI Report Card.

# Seventh-Grade Math: Road Map Region

Percentage of students meeting standard in seventh-grade math

| | 2015 Actual | 2016 Actual | 2017 Actual |
|---|---|---|---|
| All Students | 51% | 46% | 45% |
| American Indian | 35% | 20% | 17% |
| Black/African-American | 33% | 27% | 24% |
| Hispanic | 37% | 30% | 29% |
| Pacific Islander | 29% | 26% | 24% |
| White | 63% | 58% | 61% |
| Asian | 70% | 68% | 65% |
| | | | |
| Limited English | 14% | 13% | 11% |
| Low Income | 33% | 33% | 32% |
| Special Education | 11% | 16% | 13% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | n/a |
| American Indian | 48% | ↑ | n/a |
| Black/African-American | 41% | ↑ | n/a |
| Hispanic | 36% | ↑ | n/a |
| Pacific Islander | 41% | ⇔ | n/a |
| White | 4% | ↓ | n/a |
| Asian | n/a | n/a | n/a |
| | | | |
| Limited English | 34% | ↓ | n/a |
| Low Income | 13% | ↓ | n/a |
| Special Education | 32% | ↓ | n/a |

Source: Road Map Data Dashboard.

Percentage of students meeting standard in eleventh-grade math

| | 2015 Actual | 2016 Actual | 2017 Actual |
|---|---|---|---|
| All Students | 13% | 39% | 30% |
| American Indian | 10% | 29% | 20% |
| Black/African-American | 10% | 15% | 12% |
| Hispanic | 10% | 22% | 18% |
| Pacific Islander | 13% | 16% | 13% |
| White | 16% | 46% | 36% |
| Asian | 19% | 56% | 49% |
| | | | |
| Limited English | 11% | 14% | 10% |
| Special Education | 7% | * | * |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | ↑ | n/a |
| American Indian | 28% | ↑ | n/a |
| Black/African-American | 36% | ↑ | n/a |
| Hispanic | 31% | ↑ | n/a |
| Pacific Islander | 35% | ↑ | n/a |
| White | 12% | ↑ | n/a |
| Asian | n/a | ↑ | n/a |
| | | | |
| Limited English | 20% | ↑ | n/a |
| Special Education | * | ↑ | n/a |

* Results suppressed because less than 5% of students met the standard. Source: OSPI Report Card. This data should be interpreted with caution, due to relatively low participation rates.

# Eleventh-Grade Math: Road Map Region

Percentage of students meeting standard in eleventh-grade math

| | 2015 Actual | 2016 Actual | 2017 Actual |
|---|---|---|---|
| All Students | 12% | n/a | n/a |
| American Indian | * | n/a | n/a |
| Black/African-American | 10% | n/a | n/a |
| Hispanic | 7% | n/a | n/a |
| Pacific Islander | 11% | n/a | n/a |
| White | 15% | n/a | n/a |
| Asian | 20% | n/a | n/a |
| | | | |
| Limited English | 9% | n/a | n/a |
| Special Education | * | n/a | n/a |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | n/a |
| American Indian | n/a | n/a | n/a |
| Black/African-American | n/a | n/a | n/a |
| Hispanic | n/a | n/a | n/a |
| Pacific Islander | n/a | n/a | n/a |
| White | n/a | n/a | n/a |
| Asian | n/a | n/a | n/a |
| | | | |
| Limited English | n/a | n/a | n/a |
| Special Education | n/a | n/a | n/a |

* Results suppressed because less than 5% of students met the standard. 2015–16 and 2016–17 data is not reported due to data quality issues and low participation rates.

# High School Graduation: PSESD Region

Percentage of students graduating high school (five-year graduation rate)

|  | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|---|
| All Students | 82% | 82% | 82% | 84% | 87% | 83% | 84% | 92% |
| American Indian | 64% | 64% | 67% | 69% | 71% | 57% | 68% | 92% |
| Black/African-American | 70% | 70% | 69% | 75% | 80% | 75% | 77% | 92% |
| Hispanic | 63% | 69% | 70% | 72% | 75% | 72% | 75% | 92% |
| Pacific Islander | 65% | 70% | 71% | 68% | 76% | 73% | 73% | 92% |
| White | 86% | 85% | 86% | 88% | 90% | 86% | 87% | 92% |
| Asian | 86% | 86% | 86% | 88% | 91% | 90% | 90% | 92% |
|  |  |  |  |  |  |  |  |  |
| Limited English | 53% | 59% | 59% | 59% | 67% | 64% | 64% | 92% |
| SPED | 65% | 65% | 65% | 66% | 69% | 65% | 66% | 92% |

|  | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 23% | ↑ | x |
| Black/African-American | 14% | ↓ | x |
| Hispanic | 16% | ↓ | x |
| Pacific Islander | 18% | ↓ | x |
| White | 4% | ↑ | x |
| Asian | n/a | n/a | x |
|  |  |  |  |
| Limited English | 19% | ↓ | x |
| SPED | 18% | ↑ | x |

Source: OSPI Report Card.

# High School Graduation: Road Map Region

Percentage of students graduating high school (five-year graduation rate)

| | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|---|
| All Students | 76% | 76% | 76% | 79% | 81% | 83% | 83% | 92% |
| American Indian | 57% | 61% | 58% | 65% | 68% | 70% | 72% | 92% |
| Black/African-American | 70% | 70% | 71% | 76% | 80% | 81% | 81% | 92% |
| Hispanic | 56% | 63% | 63% | 65% | 69% | 75% | 76% | 92% |
| Pacific Islander | 66% | 69% | 71% | 65% | 68% | 74% | 72% | 92% |
| White | 82% | 82% | 82% | 84% | 86% | 85% | 85% | 92% |
| Asian | 83% | 85% | 83% | 85% | 87% | 90% | 89% | 92% |
| | | | | | | | | |
| Limited English | 50% | 56% | 56% | 54% | 64% | 66% | 66% | 92% |
| SPED | 55% | 61% | 55% | 58% | 60% | 64% | 62% | 92% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 17% | ↓ | x |
| Black/African-American | 8% | ↓ | x |
| Hispanic | 13% | ↓ | x |
| Pacific Islander | 17% | ⇔ | x |
| White | 4% | ↑ | x |
| Asian | n/a | n/a | x |
| | | | |
| Limited English | 17% | ↓ | x |
| SPED | 21% | ⇔ | x |

Source: Road Map Data Dashboard.

Percentage of students enrolled in postsecondary education
(2015–16 high school graduates)

| | 2010 Actual | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 62% | 62% | 62% | 66% | 68% | 67% | 67% | 67% | 73% |
| American Indian | 45% | 45% | 43% | 49% | 47% | 52% | 49% | 44% | 73% |
| Black/African-American | 58% | 60% | 57% | 57% | 63% | 63% | 62% | 60% | 73% |
| Hispanic | 44% | 42% | 42% | 50% | 53% | 53% | 54% | 53% | 73% |
| White | 64% | 63% | 64% | 67% | 67% | 69% | 68% | 68% | 73% |
| Asian or Pacific Islander | 66% | 68% | 68% | 76% | 79% | 79% | 77% | 77% | 73% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 33% | ↑ | x |
| Black/African-American | 16% | ↑ | x |
| Hispanic | 23% | ↑ | x |
| White | 8% | ↑ | x |
| Asian or Pacific Islander | n/a | n/a | ✓ |

### Note

From 2010 to 2012 the source for these data was College Tracking Services, which uses data from the National Student Clearinghouse. Beginning in 2013, the data source is Washington's Education Research and Data Center, which uses data from non-NSC sources (http://www.erdcdata.wa.gov/FAQ.pdf). These different data sources may account for some of the difference between 2012 and 2013–present results.

# Postsecondary Enrollment: Road Map Region

## Percentage of students enrolled in postsecondary education
(2015–16 high school graduates)

| | 2010 Actual | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 60% | 59% | 59% | 64% | 66% | 65% | 66% | 64% | 73% |
| American Indian | 42% | 41% | 41% | 40-44% | 49% | 56% | 50% | 43% | 73% |
| Black/African-American | 58% | 60% | 61% | 60% | 64% | 66% | 66% | 62% | 73% |
| Hispanic | 37% | 35% | 36% | 49% | 48% | 48% | 52% | 50% | 73% |
| White | 62% | 61% | 62% | 67% | 68% | 66% | 67% | 65% | 73% |
| Asian | 65% | 68% | 67% | 74% | 77% | 77% | 76% | 74% | 73% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 31% | ↑ | x |
| Black/African-American | 12% | ↑ | x |
| Hispanic | 24% | ↓ | x |
| White | 9% | ↑ | x |
| Asian | n/a | n/a | ✓ |

## Note

From 2010 to 2012 the source for these data was College Tracking Services, which uses data from the National Student Clearinghouse. Beginning in 2013, the data source is Washington's Education Research and Data Center (ERDC), which uses data from non-NSC sources (http://www.erdcdata.wa.gov/FAQ.pdf). These different data sources may account for some of the difference between 2012 and 2013–present results.

ERDC reports some data using percentage widths (e.g., 40–44%). This prevents the accidental disclosure of student-level information and conveys that the precision of rates for smaller schools or districts is lower than the precision of rates for schools or districts with larger numbers of graduates (http://www.erdcdata.wa.gov/FAQ.pdf). The upper limit of the percentage width is used in these tables.

# Precollege Math: PSESD Region

Percentage of students enrolled in precollege courses in math in two-year colleges (2015–16 high school graduates)

| | 2010 Actual | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 46% | 46% | 45% | 46% | 42% | 40% | 39% | 40% | 29% |
| American Indian | 55% | 56% | 54% | 53% | 50% | 48% | 45% | 33% | 29% |
| Black/African-American | 54% | 59% | 60% | 58% | 53% | 52% | 51% | 29% | 29% |
| Hispanic | 52% | 53% | 51% | 52% | 47% | 46% | 47% | 30% | 29% |
| White | 45% | 44% | 43% | 43% | 40% | 37% | 36% | 40% | 29% |
| Asian or Pacific Islander | 42% | 41% | 41% | 40% | 37% | 37% | 31% | 31% | 29% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | x |
| American Indian | 1% | ↓ | ✓ |
| Black/African-American | −2% | ↓ | ✓ |
| Hispanic | −1% | ↓ | ✓ |
| White | 9% | ↑ | x |
| Asian or Pacific Islander | n/a | n/a | ✓ |

# Precollege Math: Road Map Region

Percentage of students enrolled in precollege courses in math in two-year colleges (2015–16 high school graduates)

| | 2010 Actual | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2016 Actual | 2017 Actual | 2020 Target |
|---|---|---|---|---|---|---|---|---|---|
| All Students | 46% | 46% | 45% | 50% | 46% | 42% | 41% | 38% | 29% |
| American Indian | 55% | 56% | 54% | 83% | 57% | * | 56% | 46% | 29% |
| Black/African-American | 54% | 59% | 60% | 61% | 57% | 51% | 52% | 25% | 29% |
| Hispanic | 52% | 53% | 51% | 54% | 49% | 49% | 48% | 28% | 29% |
| White | 45% | 44% | 43% | 46% | 42% | 36% | 37% | 40% | 29% |
| Asian or Pacific Islander | 42% | 41% | 41% | 45% | 40% | 39% | 34% | 34% | 29% |

| | 2017 Gap (% Pts) | Gap Baseline to 2017 | On Track to 2020 Target |
|---|---|---|---|
| All Students | n/a | n/a | X |
| American Indian | 17% | ↑ | X |
| Black/African-American | 17% | ↑ | ✓ |
| Hispanic | 9% | ↓ | ✓ |
| White | 2% | ↓ | X |
| Asian or Pacific Islander | n/a | n/a | X |

* Results suppressed because fewer than ten American Indian/Alaska Native 2013–14 high school graduates took developmental math courses in WA state community and technical colleges in 2014–15.

# NOTES

1. "Early Learning," Puget Sound Educational Service District, http://www.psesd.org/learning-and-teaching/early-learning/.

2. "WSA Parent Ambassadors: An Overview," Washington State Association of Head Start and ECEAP, http://wsaheadstarteceap.com/index.cfm?fuseaction=menus&menu_id=44&pId=8.

3. "About Learning, Teaching and Family Support (LTFS)," Puget Sound Educational Service District, http://www.psesd.org/learning-and-teaching/.

4. These results were obtained as part of a U.S. Department of Education grant project between Arts Impact and Seattle Public Schools called Arts Impact Dissemination and Expansion (AIDE).

5. "Attendance Awareness Toolkit," Puget Sound Educational Service District, http://www.psesd.org/attendancetoolkit/.

6. "College Knowledge Project," Puget Sound College and Career Network, http://psccn.org/college-readiness/advising/college-knowledge-project/.

7. "College Transition Checklists," Puget Sound College and Career Network, http://psccn.org/college-transition-checklists/.

8. "Financial Aid Toolkit," Puget Sound College and Career Network, http://psccn.org/transition-to-postsecondary/financial-aid/financial-aid-toolkit/.

9. "King County Promise," Puget Sound College and Career Network, http://psccn.org/king-county-promise/.