

2011-12 Ends Report

READY, ACHIEVE, SUCCEED



Puget Sound Educational Service District

2011–2012 Ends Report

Presented to the Puget Sound ESD Board of Directors

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Introduction

The Puget Sound Educational Service District (PSESD) is one of nine regional educational agencies serving school districts and state-approved private schools in Washington state. Our service area includes 35 school districts and more than 250 private schools in King County, Pierce County, and Bainbridge Island in Kitsap County. PSESD staff members serve approximately 390,000 K-12 students, representing nearly 40% of the state’s K-12 public school population, and more than four thousand early childhood education students. Although the PSESD provides many direct services to students, the primary work of the PSESD is to strengthen the educators, school districts, and educational communities that support these students.

Entrepreneurial initiatives provide funding for most PSESD programs, since less than 1% of our funding comes from a state allocation. State, federal, and private grant monies; membership fees from educational cooperatives; and funds generated from fee-for-service programs provide revenue for PSESD operations.

The PSESD Board of Directors governs with the Carver model of Policy Governance®. Specifically, Policy Governance® charges the Board of Directors with the roles of selecting and evaluating the Superintendent and establishing organizational ends statements, similar to goal statements, which create target directions for the organization. In short, the Board creates the “ends” and the Superintendent establishes the “means.” The work of the Superintendent focuses on interpreting, implementing strategies to achieve, and measuring organizational progress toward the ends. The work of the Board focuses on determining sufficiency of organizational progress toward the ends and the related performance of the Superintendent, and engaging in “linkages” with constituent groups. Linkage discussions assist the Board in clarifying the desired and actual outcomes of the PSESD.

Each year, the Superintendent delivers an Ends Report to the Board to document progress toward the Ends. For 2011-12, the PSESD Board established a new End statement and three Sub-Ends. The 2011-12 Ends Report documents the progress of the PSESD in reaching its main end, Success for Each Child and Eliminate the Opportunity Gap by 2020, via three sub-ends: Ready, Achieve, and Succeed. Outcome Indicators are established to measure each Sub-End, and are displayed on the next page.

SUCCESS FOR EACH CHILD

Eliminate the Opportunity Gap by 2020

READY

Enter school ready to learn

- Lead implementation of early learning “Platform for Change” policy and practices
- Align multidisciplinary services to create seamless transitions from birth to third grade, expanding high quality systems and implementing WaKIDS
- Extend early learning services beyond Early Childhood Education and Assistance Program (ECEAP) and Head Start including home visiting

ACHIEVE

Achieve at high levels throughout K-12 education

- Focus on quality language and literacy instruction in the early grades
- Expand support for English language learners
- Design and implement robust science, technology, engineering and mathematics (STEM) education programs
- Support design implementation of teacher and principal evaluation systems

SUCCEED

Be prepared to succeed in a post-secondary education and chosen career

- Support successful drop out prevention and reengagement policies and practices
- Lead regional collaborations to redesign policies and procedures to support safe and healthy youth
- Support college assistance planning efforts

Measurement Approaches

The Puget Sound Educational Service District’s 2011-12 Ends Report is organized by our three Sub-Ends: Ready, Achieve, and Succeed. Assessment of each Sub-End is reported by evaluating outcomes established for each Sub-End. Combinations of state, regional and South King County Road Map district measures are used.

The 2011-12 Ends Report measurement approach departs from that of previous years in several ways. A number of internal and external developments present an opportunity to integrate our agency data collection with other regional evaluation systems to better understand student progress in our region. In some cases, these developments impact our measurement in the current year, and in other cases, open up additional measurement and evaluation opportunities moving forward.

- 1. **Changes to PSESD Ends.** The PSESD Board established a new End and three Sub-Ends for the 2011-12 year and directed the Superintendent to focus on a broad level look at progress toward eliminating the opportunity gap for children in our region at every level of the educational system.
- 2. **Changes to State-Level Assessment.** The state of Washington changed its assessment of student performance, beginning in the 2009-10 school year, from the Washington Assessment of Student Learning (WASL) to Measurements of Student Progress (MSP) for grades 3 through 8, and from the High School Proficiency Exam (HSPE) to the end of course exams for mathmatics for high school students. This influences our trend data and, in many cases, establishes new baselines for student progress.
- 3. **New Road Map for Education Results.** During 2010-11, the Community Center for Education Results (CCER), of which PSESD is one of the sponsors, created The Road Map for Education Results. The Road Map is a civic initiative aimed at driving major improvements in education results — cradle to college and career — in the low-income communities of South Seattle and South King County. The initial work involved developing goals and a common set of performance metrics as well as targets and strategies for improvement.

The Road Map for Education Results has identified key indicators in four measurement areas: Healthy and ready for kindergarten; supported and successful in school; graduate from high school – college and career ready; and earn a college degree or career credential.

PSESD has incorporated a number of the key indicators from the first three measures into our Ends Report to create a common and coordinated system for tracking progress. Common indicators are: Percentage of children meeting kindergarten readiness standards, percentage of students proficient in 3rd grade reading, percentage of students proficient in 7th grade math, percentage of students proficient in 10th grade math, percentage of high school students who graduate high school, percentage of high school students who enroll in post-secondary education, and percentage of high school graduates who take developmental education courses in college. Our methods for measuring the indicators differ for high school graduation and post-secondary enrollment.
- 4. Last year, the PSESD Head Start and ECEAP programs moved to a new assessment system and instrument, Teaching Strategies GOLD. In addition, Washington State has begun implementation of WaKIDS, a kindergarten readiness assessment system.

Introduction to our Theory of Action

Sub-Ends Ready, Achieve, Succeed, address a child’s progress from birth through graduation and beyond. PSESD’s early learning, K-12, and interagency programs work to prepare children for school, help students be successful throughout their K-12 experience, and prepare students to succeed in post-secondary opportunities.

The PSESD’s leadership academy continues to design, implement, and refine an action plan for eliminating the opportunity gap and accomplishing the outcomes of the agency’s Sub-Ends. Staff work in several cohort groups, each focused on a specific aspects of an action plan framework or model called BUILD.

- B** Build capacity around the instructional core of effective teaching, relevant content and student engagement
- U** Understand our local educational issues and target needs
- I** Implement whole-child approaches for healthy, safe, engaged, supported, and challenged youth
- L** Learn from each other by sharing best practices and replicating success
- D** Develop cultural competence and relevance

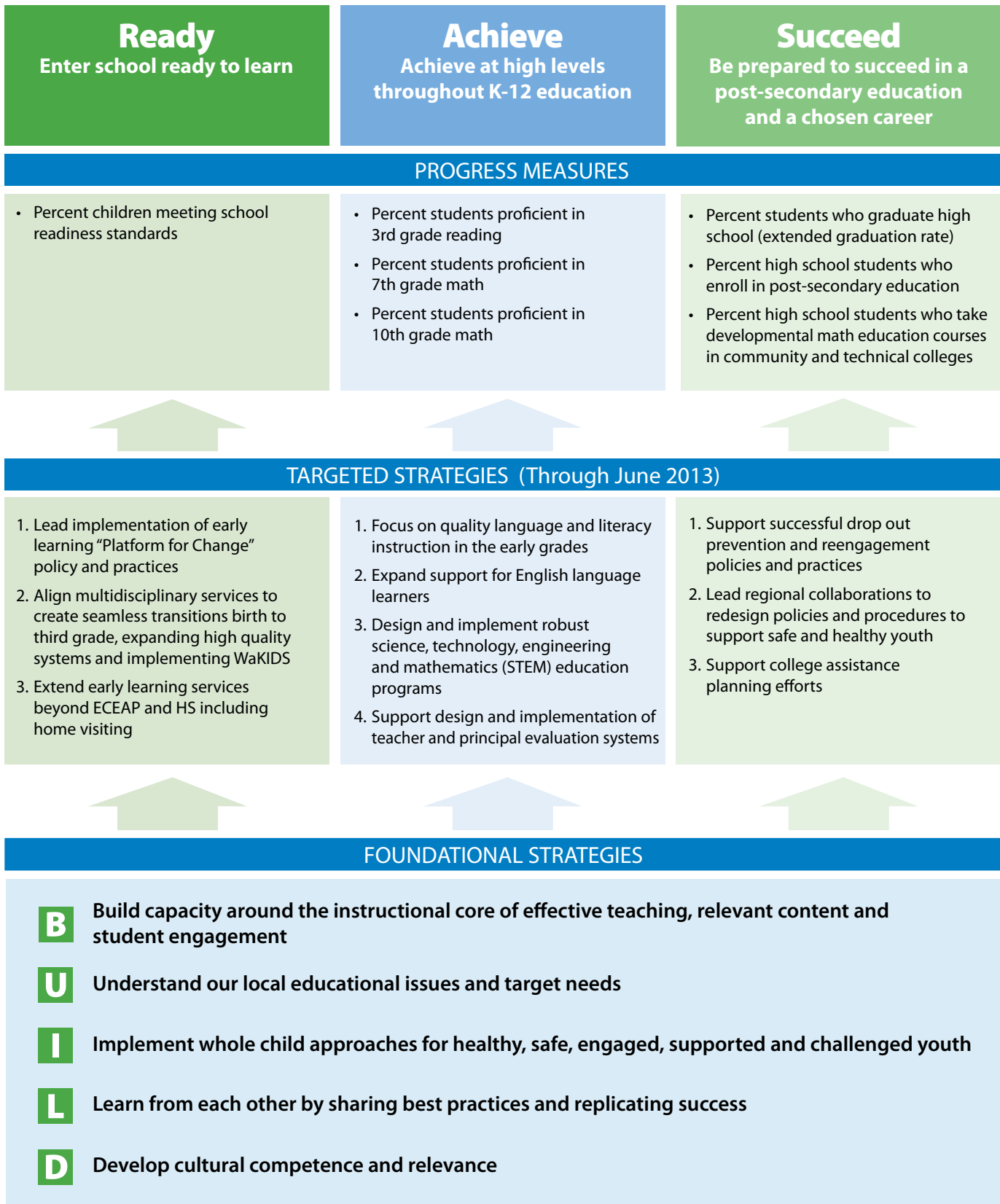
Together, the five cohort groups are developing strategies to create success in student learning.

Three outcomes have been identified for these Sub-Ends. They are for each child to enter school ready to learn, achieve at high levels throughout K-12 education, and be prepared to succeed in post-secondary education and a chosen career.

In the following pages we report on specific indicators of success for each of the outcomes for our Sub-Ends and spotlight innovative PSESD programs.

Road Map to Student Success

Success For Each Child and Eliminate the Opportunity Gap



Road Map to Student Success

Report Card — Puget Sound ESD and Road Map Districts

Puget Sound ESD	2010	2011	2012	2014	2017	2020
	Actual			Targets		
% children meeting school readiness standards			74%	77%	81%	85%
% students proficient in 3rd grade reading (MSP)	76%	78%	73%	80%	84%	87%
% students proficient in 7th grade math (MSP)	62%	63%	65%	69%	74%	80%
% students proficient in 10th grade math (end of course)		67%	70%	71%	75%	80%
% students who graduate high school (adjusted actual 5 year graduation rate)		82%	82%	90%	91%	92%
% students who enroll in post-secondary education	62%	62%	62%	71%	72%	73%
% high school graduates who take developmental (pre-college) math courses in WA state community & technical colleges	46%	46%	Target 42%	38%	33%	29%

Road Map Districts	2010	2011	2012	2014	2017	2020
	Actual			Targets		
% children meeting school readiness standards			73%	76%	80%	85%
% students proficient in 3rd grade reading (MSP)	66%	70%	64%	74%	80%	87%
% students proficient in 7th grade math (MSP)	52%	52%	58%	62%	70%	80%
% students proficient in 10th grade math (end of course)		57%	68%	64%	71%	80%
% students who graduate high school (adjusted actual 5 year graduation rate)		76%	76%	89%	90%	92%
% students who enroll in post-secondary education	60%	59%	59%	71%	72%	73%
% high school graduates who take developmental (pre-college) math courses in WA state community & technical colleges	47%	46%	Target 43%	39%	34%	29%



READY

Enter school ready to learn

- Lead implementation of early learning “Platform for Change” policies and practices
- Align multidisciplinary services to create seamless transitions birth to third grade, expanding high quality systems and implementing WaKIDS
- Extend early learning services beyond ECEAP and Head Start including home visiting

Enter school ready to learn

Children who are developmentally ready achieve in school. Measures of language and literacy, mathematical and cognitive skills, and social-emotional development are indicators of this ability to succeed in school. Three of PSES D’s programs that support families with young children are the federally funded Early Head Start and Head Start Programs, and the state-funded Early Childhood Education and Assistance Program (ECEAP).

Early childhood education outcomes

Head Start and ECEAP staff assess children and families each year to determine student growth from fall to spring. For the past several years, the instrument used has been a teacher checklist of readiness skills in the areas of language and literacy and cognitive and mathematical skills. For assessment of social-emotional development, Head Start and ECEAP used the DECA (Devereux Early Childhood Assessment).

During the 2011-2012 school year, Head Start, Early Head Start, and ECEAP moved to a new child assessment system - Teaching Strategies GOLD™. The Teaching Strategies GOLD™ assessment system blends ongoing, authentic, observational assessment for all areas of development and learning with intentional, focused, performance-assessment tasks for selected predictors of school success in the areas of literacy and numeracy. This seamless system is inclusive of children with disabilities, children who are English-language or dual language learners and children who demonstrate competencies beyond typical developmental expectations. Teaching Strategies GOLD™ recognizes that young children’s development is uneven, that it changes rapidly, and that development and learning are interrelated and overlapping. Teaching Strategies GOLD™ is based on the latest research and fully aligned with the Common Core Standards, Washington State Early Learning Guidelines, and the Head Start Child Development and Early Learning Framework. Washington Kindergarten Inventory of Developing Skills (WaKIDS) selected Teaching Strategies GOLD™ for the state wide early learning assessment system.

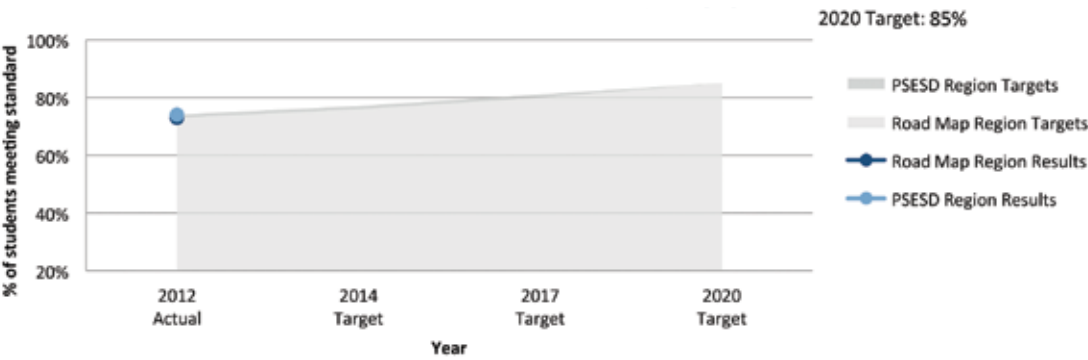
The following charts describe results of ECEAP and Head Start programs’ Teaching Strategies GOLD checkpoint for spring 2012. The primary purposes of the TS GOLD assessment system are to help teachers: observe and document children’s development and learning over time; support, guide, and inform planning and instruction; identify children who might benefit from special help, screening, or further evaluation; and report and communicate with family members and others. Checkpoints are completed for enrolled children three times a year for part-day programs and four times a year for full-day programs. Domains represent areas of child development that are key to school readiness.

Head Start and ECEAP families are very diverse. For example, Asian and Native Hawaiian and Pacific Islander families identify as Cambodian, Chamorro, Chinese, Filipino, Guamanian, Hawaiian, Korean, Samoan, Tongan and Vietnamese as well as many other cultural groups. Families earning below \$19,000 a year for a family of three are eligible for Head Start Services. Families earning below \$24,000 a year for a family of three are eligible for ECEAP services.

School Readiness: All Students*

*Percentage of children developing within the expected developmental range in all domains in Teaching Strategies GOLD

Actual Results and Targets 2012-2020

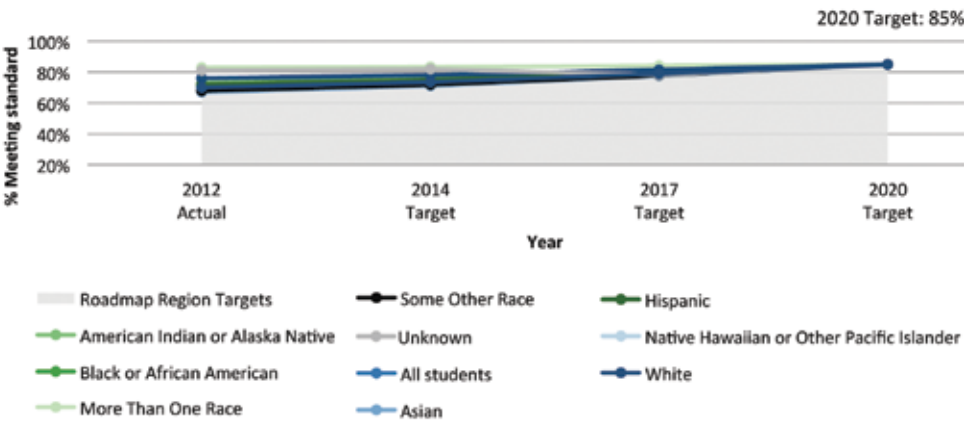


In reviewing the baseline data, 73% of all Road Map and 74% of PSES D Region children are meeting school readiness standards.

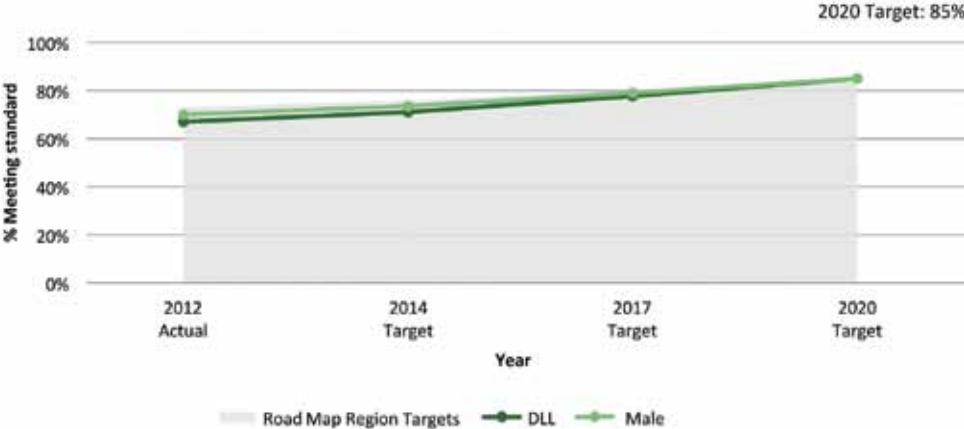
Note: Includes children enrolled in PSES D ECEAP and Head Start programs in spring 2012. Results are only included for children who had completed data for all seven domains in Teaching Strategies GOLD (n=3257).

School Readiness: Road Map Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2012-2020



Disaggregated by Special Population — Actual Results and Targets 2012-2020



Note: You will find tables like this for each Measure of Progress. The 2020 Target is the same for all groups. Because each group’s beginning performance may be different, each annual target may be different.

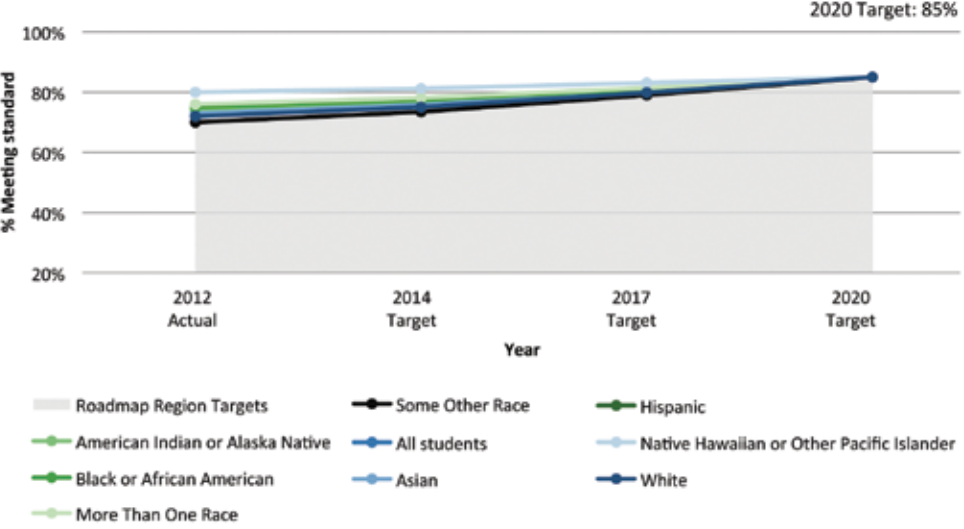
Report year	All Students	American Indian or Alaskan Native	Asian	Black or African American	Hispanic	More Than One Race	Native Hawaiian or Other Pacific Islander	Some Other Race	Unknown	White	DLL*	Male	Road Map Region Targets
2012 Actual	73%	73%	67%	71%	72%	83%	76%	68%	81%	70%	67%	70%	73%
2014 Target	76%	76%	71%	74%	75%	83%	78%	72%	82%	73%	71%	73%	76%
2017 Target	80%	80%	78%	79%	80%	84%	82%	78%	78%	79%	78%	79%	80%
2020 Target	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%

*DLL — Dual Language Learners

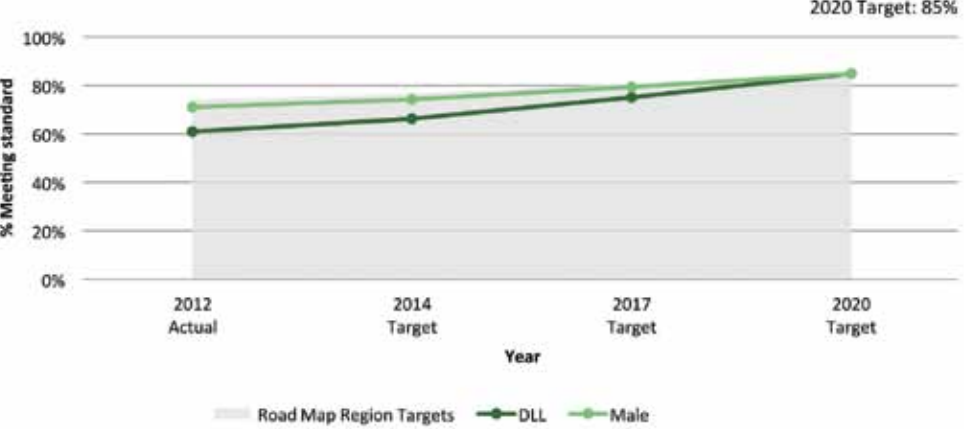
Children of more than one race scored the highest with 83% meeting school readiness indicators and Asian and DLL children having the largest gap for school readiness at 67%.

School Readiness: PSESD Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2012-2020



Disaggregated by Special Population — Actual Results and Targets 2010-2020

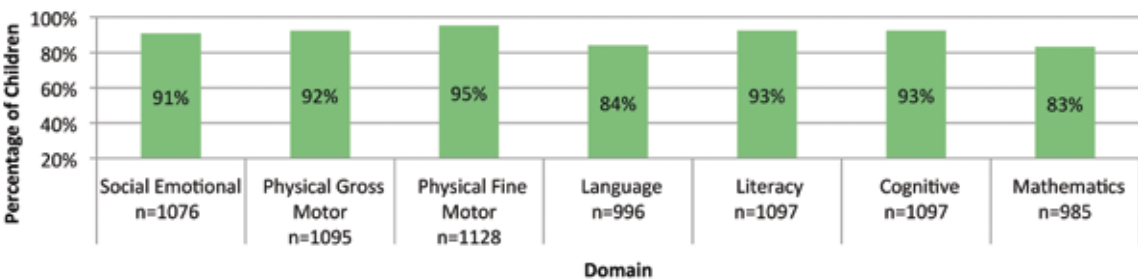


Report year	All students	American Indian or Alaska Native	Asian	Black or African American	Hispanic	More Than One Race	Native Hawaiian or Other Pacific Islander	Some Other Race	White	DLL	Male	PSESD Region Targets
2012 Actual	74%	74%	73%	75%	72%	76%	80%	70%	72%	61%	71%	74%
2014 Target	77%	77%	76%	77%	75%	78%	81%	73%	75%	66%	74%	77%
2017 Target	81%	81%	80%	81%	80%	82%	83%	79%	80%	75%	79%	81%
2020 Target	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%

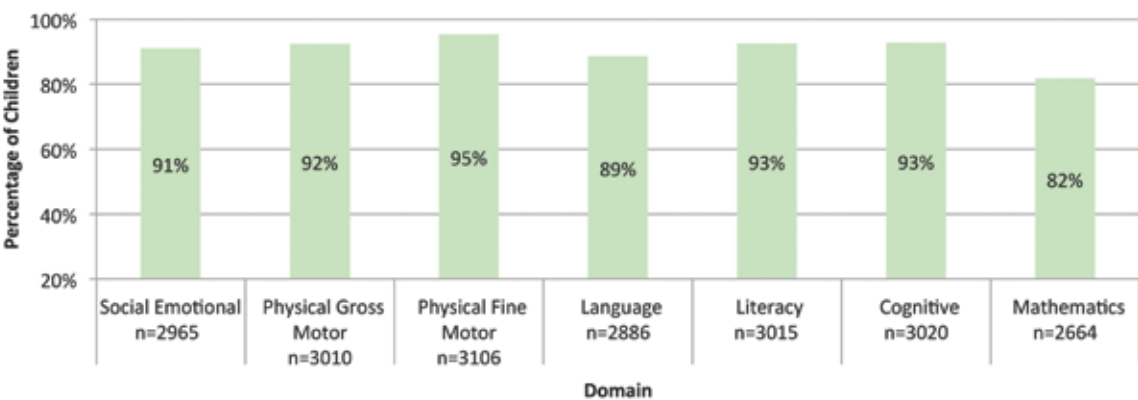
In the Puget Sound region, school readiness results are lower than the Road Map region with Native Hawaiian or Other Pacific Islander children scoring the highest at 80% and Dual Language Learners having the largest gap at 61%.

ECEAP and Head Start Pre-K Children: TS Gold Spring 2012

Percentage Developing Within the Expected Developmental Range in Each Domain — Road Map Region (n=1185)



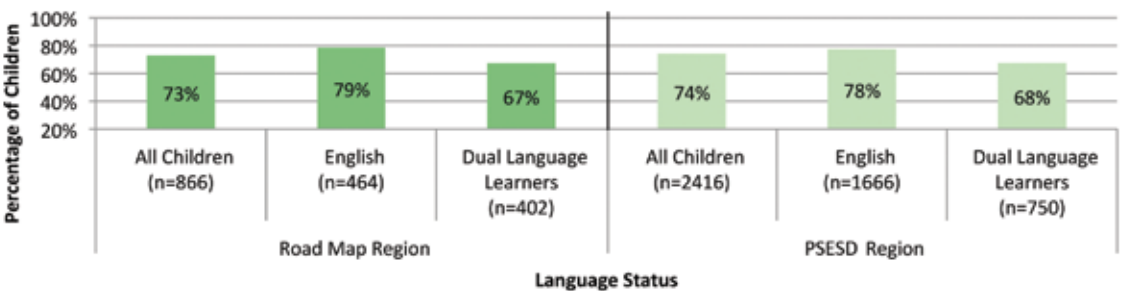
Percentage Developing Within the Expected Developmental Range in Each Domain — PSESD Region (n=3257)



The Mathematics domain has the lowest percentage (82%) of children developing within the expected range, though 93% of children are within the expected range for the Cognitive domain.

The following charts describe TS GOLD results for children disaggregated by demographic characteristics.

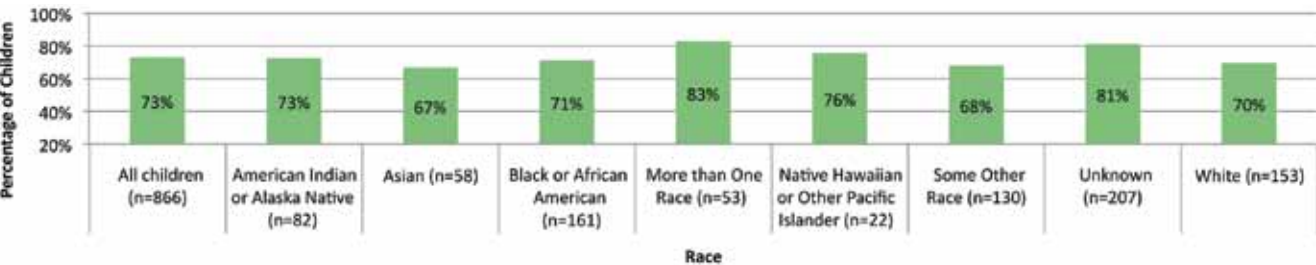
Percentage Developing Within the Expected Developmental Range in All Domains by Language Status — Road Map Region and PSESD Region



A higher percentage of English-speaking children are developing within the expected range than Dual Language Learner children in both the Road Map and PSESD Region

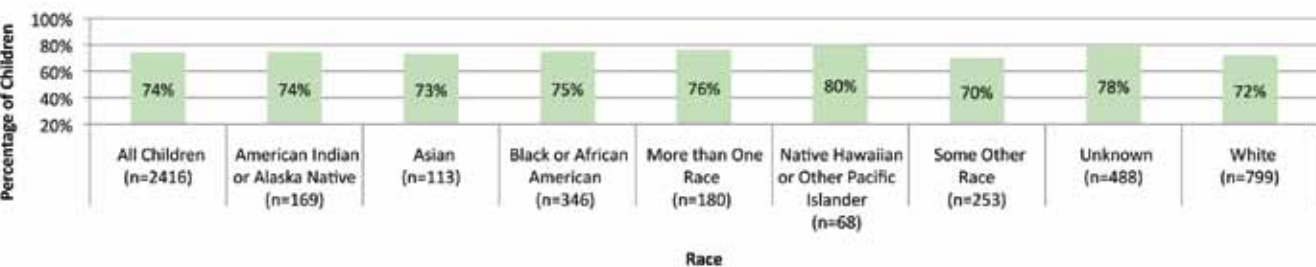
ECEAP and Head Start Pre-K Children: TS Gold Spring 2012

Percentage Developing Within the Expected Developmental Range in All Domains by Race — Road Map Region (n=866)

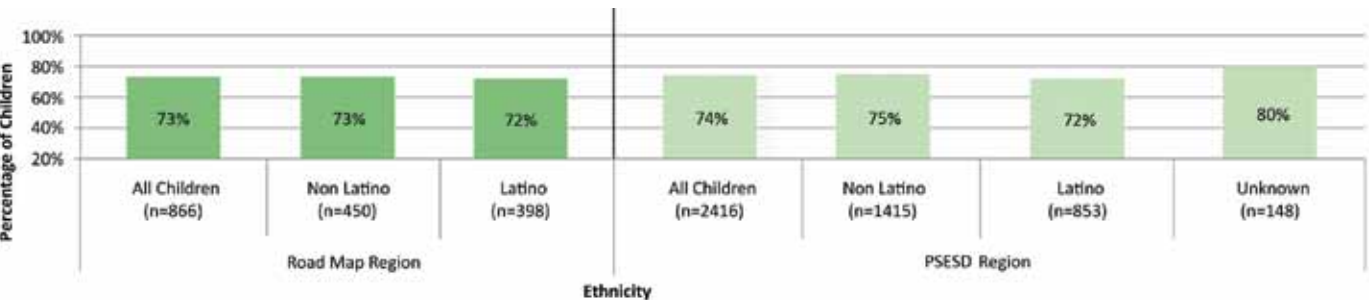


Child race is Unknown for nearly 25% of children.

Percentage Developing Within the Expected Developmental Range in All Domains by Race — PSESD Region (n=2416)



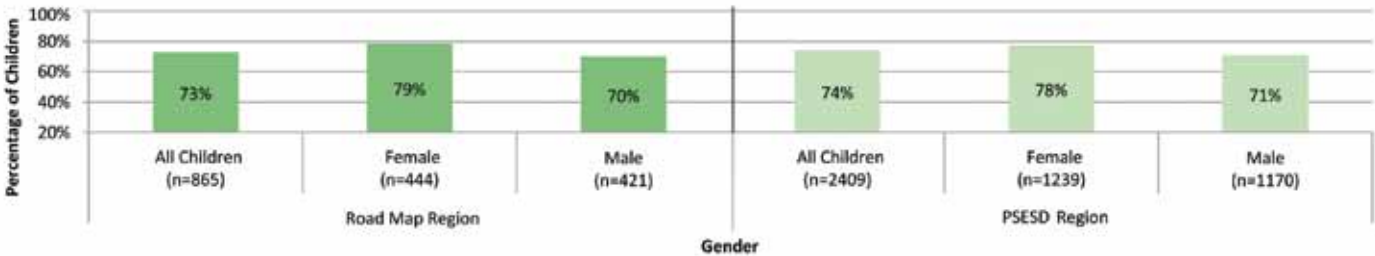
Percentage Developing Within the Expected Developmental Range in All Domains by Ethnicity — Road Map Region and PSESD Region



Students of More than One Race in the Road Map region have the highest percentage (83%) of children developing within the expected range. Latino, non Latino, and all children are developing similarly in both the Road Map region and PSESD region.

ECEAP and Head Start Pre-K Children: TS Gold Spring 2012

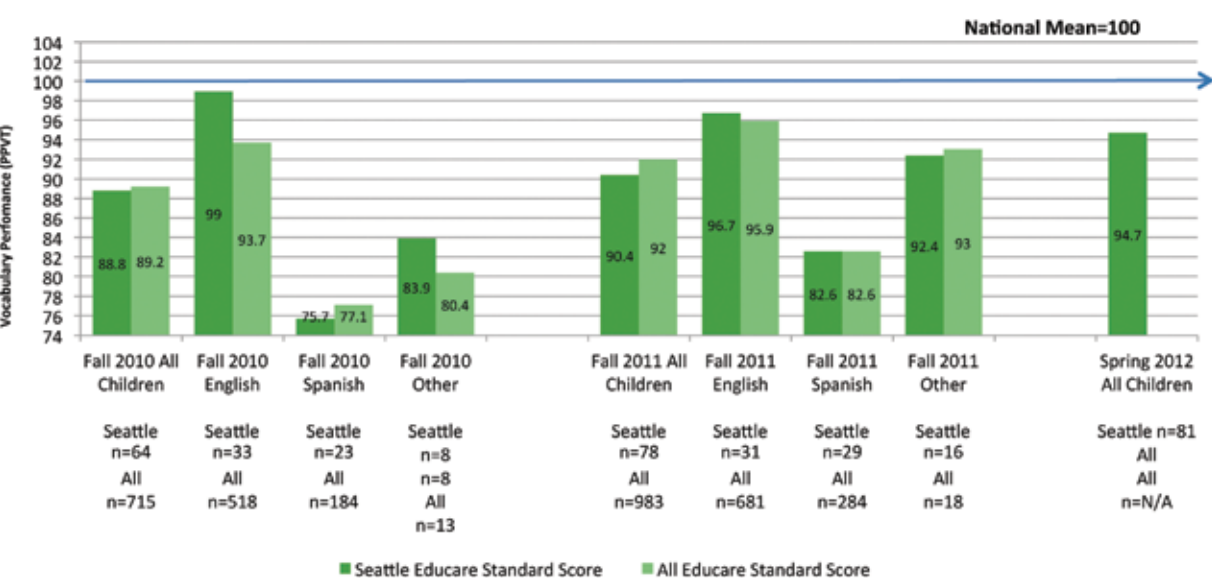
Percentage Developing Within the Expected Developmental Range in All Domains by Gender — Road Map Region and PSESD Service Area



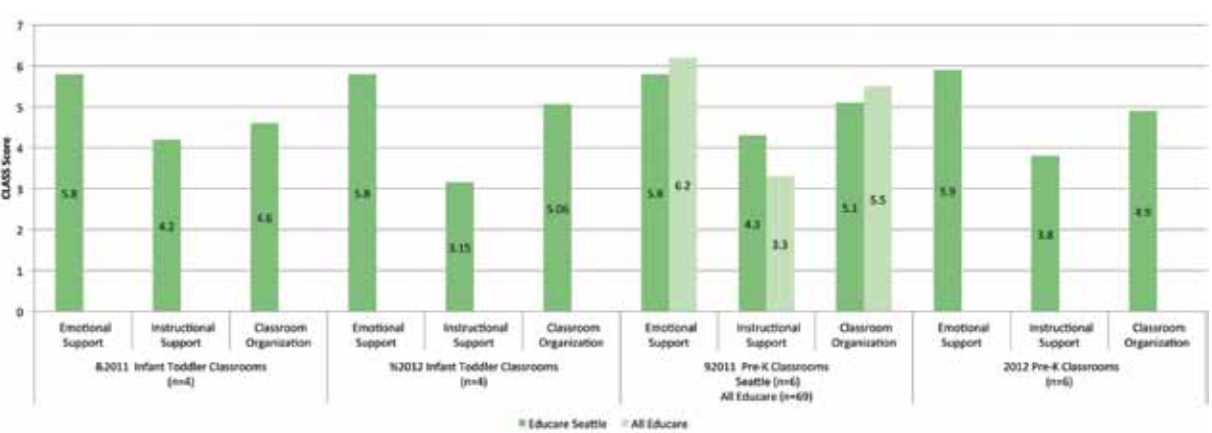
When examining assessment results by gender, girls outperform boys by 9 percentage points in the Road Map region and 7 percentage points in the PSESD region.

Educare

Average PPVT Scores Educare Children 2010-2012



Average Educare CLASS Scores by Dimension 2011-2012



The first graph highlights the results from the Peabody Picture Vocabulary Test (PPVT). This instrument is widely used as a standardized measure of young children’s vocabulary and is administered at age 3 and every spring thereafter. The PPVT is a good predictor of reading success in elementary school. Educare also uses the Classroom Assessment Scoring System (CLASS) to measure three domains of quality: emotional support, classroom organization and instructional support. Used by Head Start programs across the country, CLASS scores are predictive of gains in students’ language, reading and math skills. On all of these quality measures, scores range from 1–7 with 5 generally being the benchmark for quality.

Spanish speaking students’ scores lag behind their English speaking counterparts. In CLASS scores, instructional support is the dimension with the lowest rating.

READY

During the 2011- 12 school year, Early Learning implemented several new initiatives to shift to a systems-based approach in order to reach the outcomes of children ready for school. Luba Bezborodnikova accepted a new role, as the Associate Superintendent of Early Learning, and Claire Wilson became the Executive Director of Early Learning. These critical leadership positions were tasked to develop a coordinated and aligned Early Learning system. The organizational change allowed the division to transition from a **program-based to systems-based approach**.

This reorganization was designed to improve outcomes for all children and families served, especially those from disadvantaged or at-risk backgrounds by delivering an integrated and unified agency system for early learning, improve educational and developmental outcomes for children, foster a joint early learning system, improve efficiency and cost effectiveness of early learning services, and advocate for access and quality of early learning education.

In addition, in order to align with state trends, Early Learning implemented a major change in how teaching staff collects, organizes, evaluates and plans for children, by using **Teaching Strategies GOLD**. GOLD is an online program with an intentional approach to observation, documentation, portfolio-building, and reporting that supports teachers as they plan their weekly curriculum, meet with parents, connect with staff, individualize instruction, and create an environment that engages all children.

Early Learning staff also embraced the revised **Early Learning and Developmental Guidelines** published by the Department of Early Learning, Office of Superintendent of Public Instruction and Thrive by Five Washington after significant group work of organizations, early learning professionals, communities and cultural organizations. A strong early learning system needs a set of generally agreed-upon guidelines for child development that support families, caregivers and teachers in helping children grow and learn. Common early learning guidelines such as these will help Washington educators consistently support school readiness at the state, regional and local levels.

Other significant work:

- The **Native American Early Learning Project** is an innovative demonstration grant program that provides educational support services for three and four-year-old American Indian/Alaska Native children, their families, and schools.
- Through a grant from the Bill & Melinda Gates Foundation, the **P-3 Math Alignment** is working to build systems of support for children's early math skills. The long-term goal is to create a sustained continuum of mathematical inquiry and learning for every child in the region.
- Nineteen families from all over the state traveled to Vancouver, WA to attend **Baby Jamboree**, an intensive family-learning weekend for families of birth-to-three year olds who are blind or visually impaired. The parents (and grandparents, aunts and uncles, foster parents, etc.) attended workshops on visual impairment and learned about the functional and educational implications of their child's visual impairment. A variety of organizations worked with Washington Sensory Disabilities Services and PSESD to plan and run this event: Seattle Lighthouse for the Blind, Department of Services for the Blind, Early Support for Infants and Toddlers, and Washington State School for the Blind.
- Puget Sound ESD also focused on supporting the **Washington Kindergarten Inventory of Developing Skills (WaKIDS)**. The three components of WaKIDS include: family connection, whole-child assessment, and early learning collaboration. WaKIDS provides a statewide snapshot of where children in the state are in their development at the start of kindergarten. This helps inform decisions about education policy and investments. It is a partnership paid for with state, federal and private funding. It is mandated for state-funded full-day kindergarten programs in the 2012-13 school year by ESHB 2586. The Department of Early Learning (DEL) and the Office of Superintendent of Public Instruction (OSPI) work together to oversee WaKIDS. Private partners include Thrive by Five Washington and the Bill and Melinda Gates Foundation.



ACHIEVE

Achieve at high levels throughout K-12 education

- Focus on quality language and literacy instruction in the early grades
- Expand support for English language learners
- Design and implement robust science, technology, engineering, and mathematics (STEM) education programs
- Support design and implementation of teacher and principal evaluation systems

Achieve at High Levels Throughout K-12 Education

Sub-End 2 is for students to achieve at high levels throughout K-12 education. Three outcome indicators are reported for this outcome: percentage of students proficient in 3rd grade reading, 7th grade math, and 10th grade math.

Percentage of students proficient in reading and math

State assessment exams are used as the measurement of outcomes for our students’ academic achievement. Although such exams measure only a selected set of achievement data and not all components of a comprehensive educational program, it is a required measurement for both state and national goals.

Washington state changed its method and process for assessment of student performance, beginning in the 2009-10 school year, from the previous state test called the WASL (Washington Assessment of Student Learning) to Measurements of Student Progress (MSP) for grades 3 through 8, and the High School Proficiency Exam (HSPE) for high school. This is the first year we have three years of trend data to assess student progress.

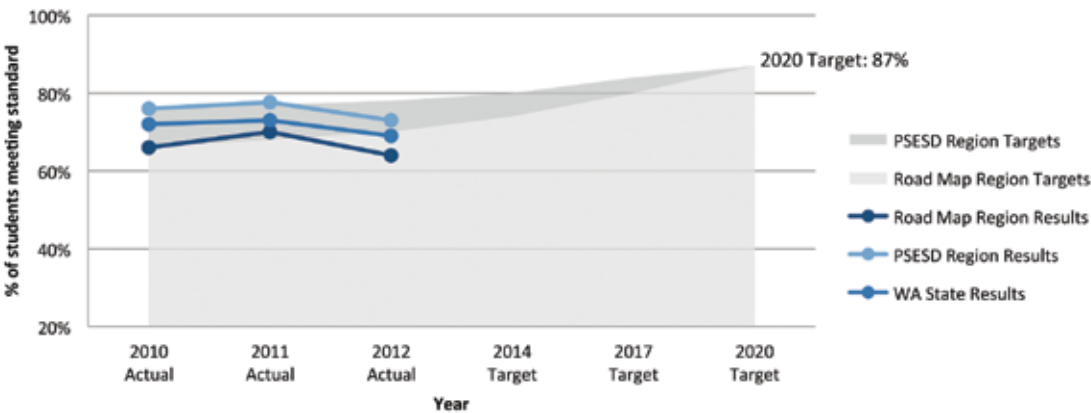
The graphs that follow portray the percentage of all PSESD students passing the state assessment exams in 3rd grade reading, 7th grade math, and 10th math in comparison to the state benchmarks. We have also highlighted the work of our Road Map District Consortium.

We further report results disaggregated by Race/Ethnicity, Special Education, Low Income, and Limited English students. These graphs show the performance of these groups as compared to all PSESD region students and the Road Map District Consortium.

3rd Grade Reading: * All Students

*Percentage of students meeting standard on the MSP

Actual Results and Targets 2010-2020

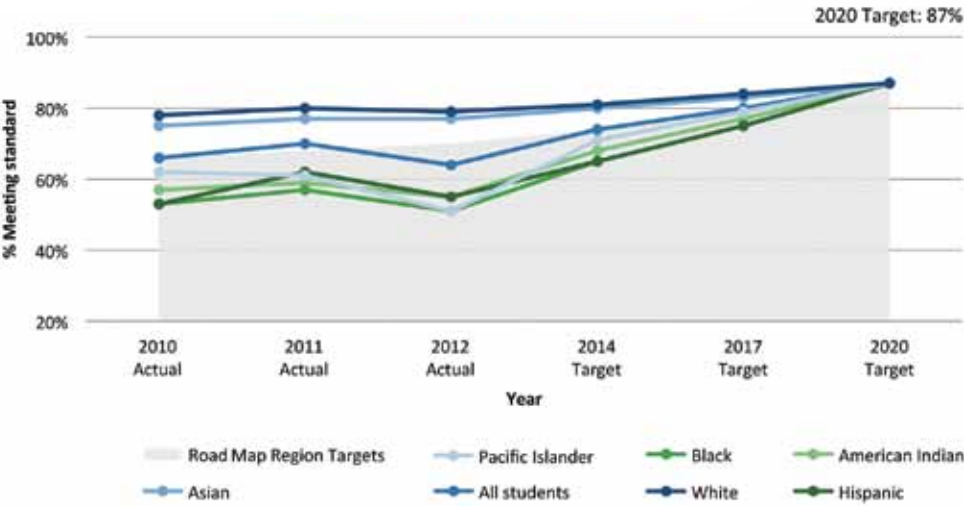


Report year	Road Map Region Results	Road Map Region Targets	PSESD Region Results	PSESD Region Targets	WA State Results
2010 Actual	66%	66%	76%	76%	72%
2011 Actual	70%	68%	78%	77%	73%
2012 Actual	64%	70%	73%	78%	69%
2014 Target		74%		80%	
2017 Target		80%		84%	
2020 Target		87%		87%	

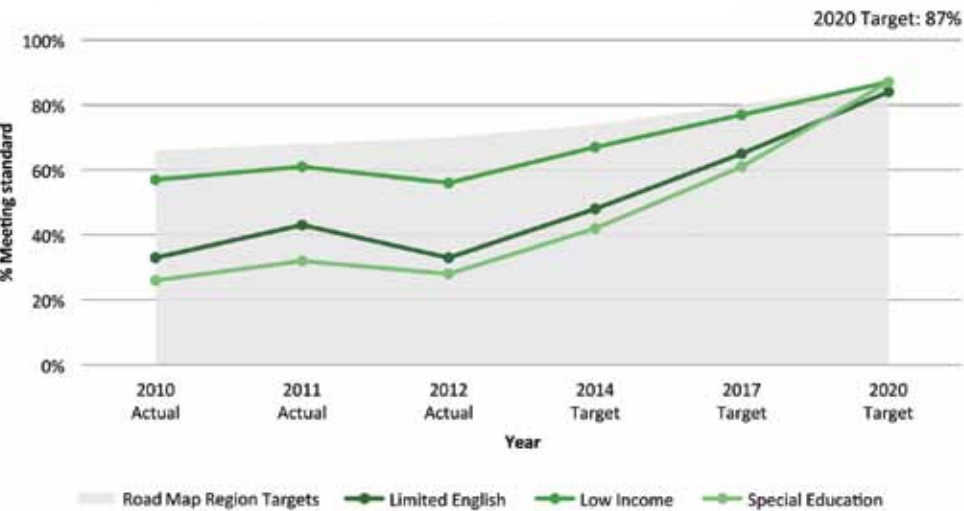
2012 test scores dropped for the Road Map region, PSESD region and state.

3rd Grade Reading:Road Map Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



Disaggregated by Special Population — Actual Results and Targets 2010-2020

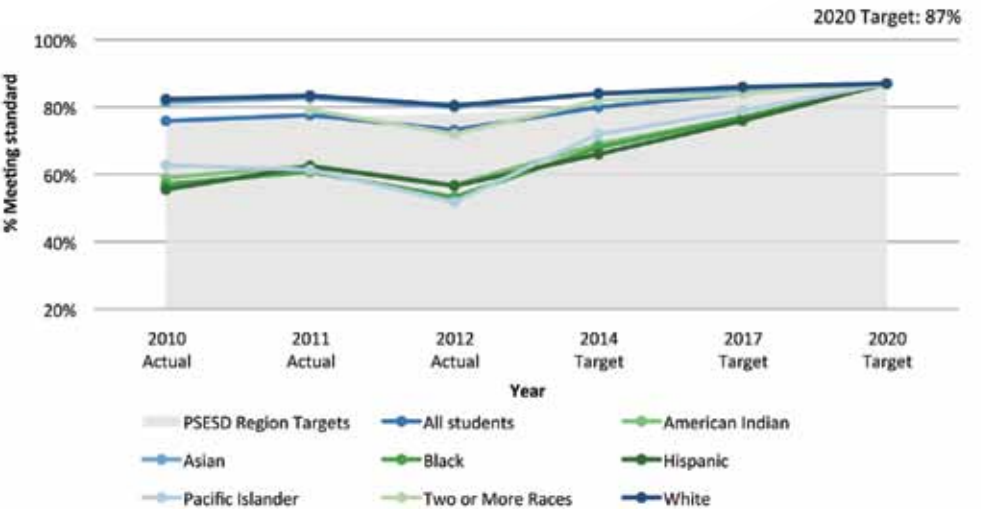


Report year	All Students	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Limited English	Low Income	Special Education	Road Map Region Targets
2010 Actual	66%	57%	75%	53%	53%	62%	78%	33%	57%	26%	66%
2011 Actual	70%	59%	77%	57%	62%	61%	80%	43%	61%	32%	68%
2012 Actual	64%	55%	77%	51%	55%	51%	79%	33%	56%	28%	70%
2014 Target	74%	68%	80%	65%	65%	71%	81%	48%	67%	42%	74%
2017 Target	80%	77%	83%	75%	75%	79%	84%	65%	77%	61%	80%
2020 Target	87%	87%	87%	87%	87%	87%	87%	84%	87%	87%	87%

In 2012, 77% and 79% of Asian and white students, respectively met standard while all other student groups ranged from 33% to 56% meeting standard.

3rd Grade Reading: PSESD Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



3rd Grade Reading: PSESD Region Disaggregated by Special Population — Actual Results and Targets 2010-2020



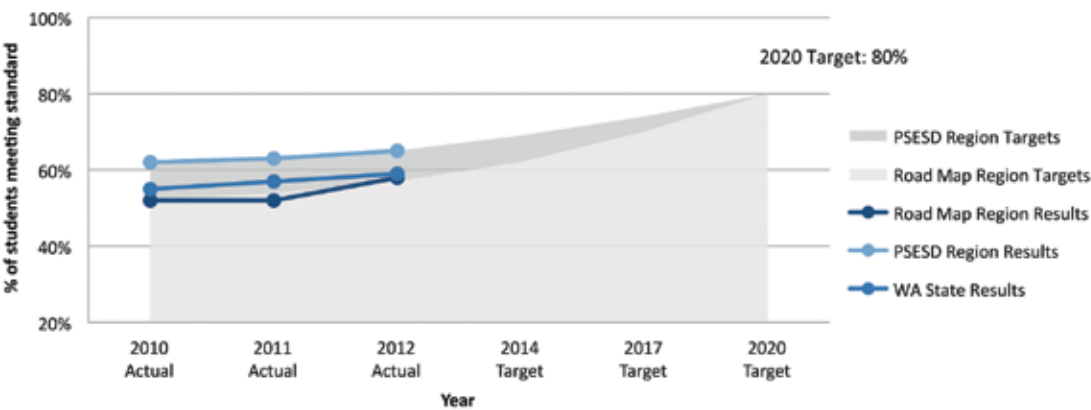
Report year	All students	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White	Limited English	Low Income	Special Education	PSESD Region Targets
2010 Actual	76%	59%	81%	57%	56%	63%	NA	82%	33%	60%	42%	76%
2011 Actual	78%	63%	83%	61%	62%	61%	79%	83%	40%	64%	44%	77%
2012 Actual	73%	57%	80%	53%	57%	52%	72%	81%	33%	58%	41%	78%
2014 Target	80%	69%	84%	68%	66%	72%	82%	84%	49%	69%	56%	80%
2017 Target	84%	77%	85%	77%	76%	79%	84%	86%	65%	78%	70%	84%
2020 Target	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%	87%

A similar pattern occurs in the PSESD region with Asian and white students outscoring their counterparts at 80% and 81% respectively, meeting standard

7th Grade Math: All Students

*Percentage meeting standard on the MSP

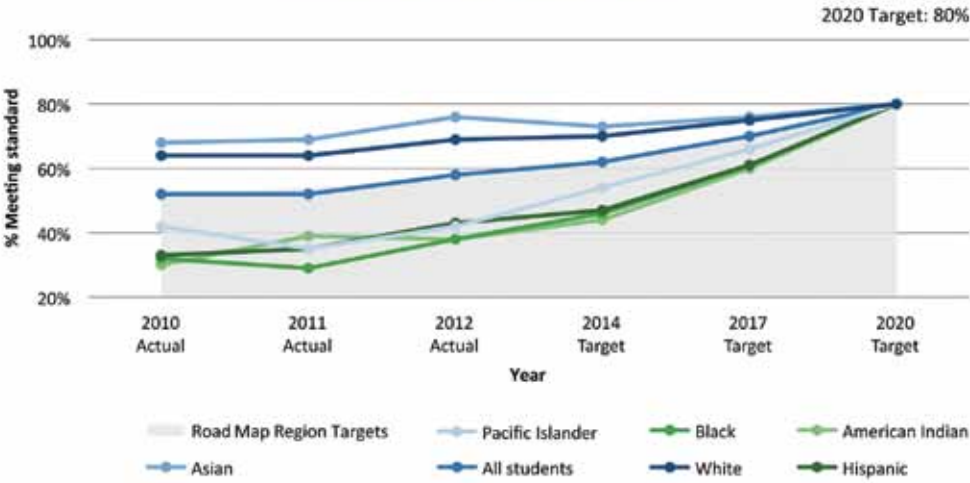
Actual Results and Targets 2010-2020



PSESD students outscore the state results (59%) by 6 points at 65% with Road Map students 1 point below at 58%.

7th Grade Math: Road Map Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



Disaggregated by Special Population — Actual Results and Targets 2010-2020

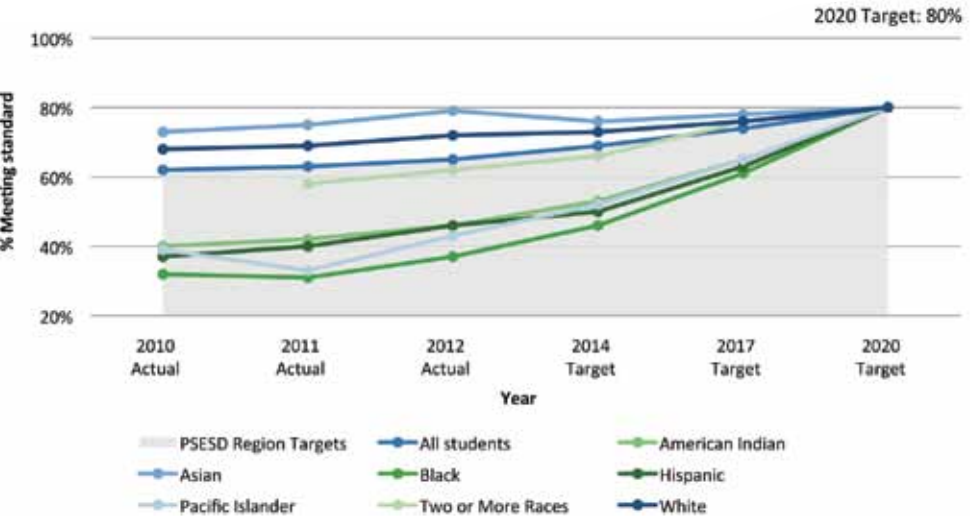


Report year	All Students	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Limited English	Low Income	Special Education	Road Map Region Targets
2010 Actual	52%	30%	68%	32%	33%	42%	64%	13%	39%	9%	52%
2011 Actual	52%	39%	69%	29%	35%	35%	64%	15%	40%	10%	54%
2012 Actual	58%	38%	76%	38%	43%	42%	69%	23%	48%	16%	57%
2014 Target	62%	44%	73%	46%	47%	54%	70%	26%	52%	22%	62%
2017 Target	70%	60%	76%	61%	61%	66%	75%	46%	64%	42%	70%
2020 Target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%

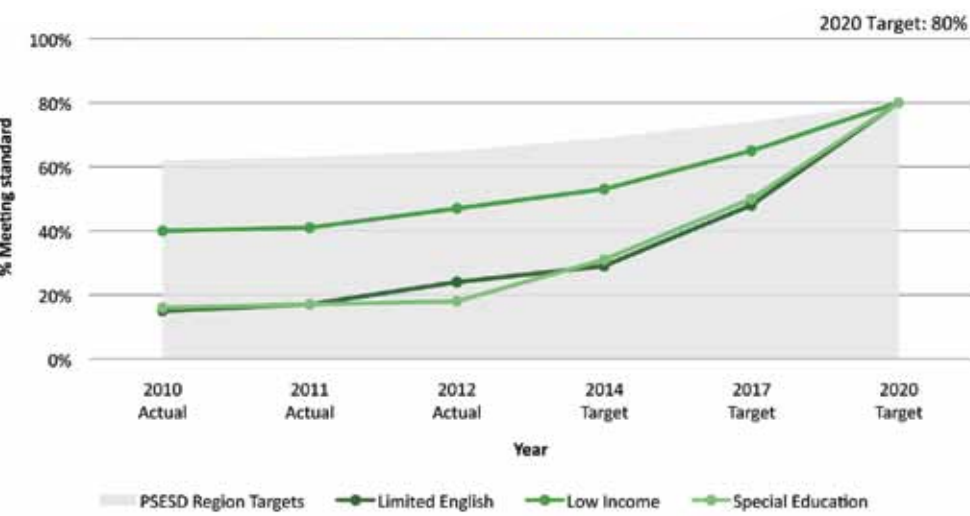
In 2012, Asian students are well above the state percentage meeting standard at 76%. Black (38%), limited English (23%), and special education (16%) students have the largest gap in percentage of students meeting standard.

7th Grade Math: PSESD Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



Disaggregated by Special Population — Actual Results and Targets 2010-2020



Report year	All students	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White	Limited English	Low Income	Special Education	PSESD Region Targets
2010 Actual	62%	40%	73%	32%	37%	39%	NA	68%	15%	40%	16%	62%
2011 Actual	63%	42%	75%	31%	40%	33%	58%	69%	17%	41%	17%	63%
2012 Actual	65%	46%	79%	37%	46%	43%	62%	72%	24%	47%	18%	65%
2014 Target	69%	53%	76%	46%	50%	52%	66%	73%	29%	53%	31%	69%
2017 Target	74%	65%	78%	61%	63%	65%	76%	76%	48%	65%	50%	74%
2020 Target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%

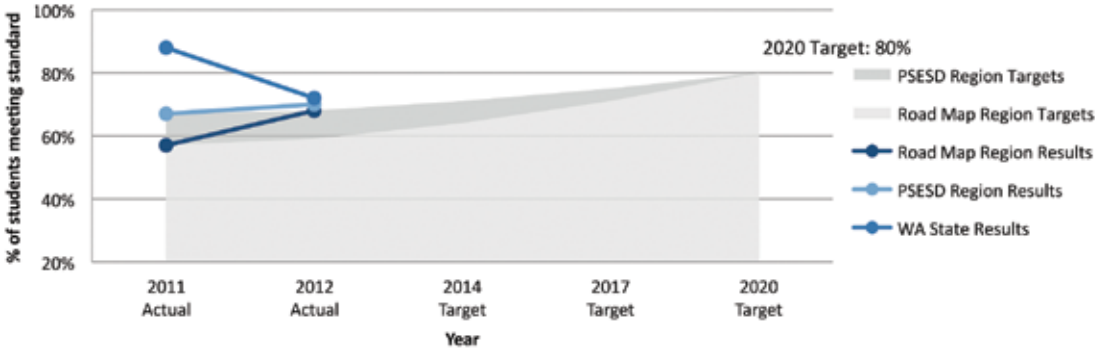
A similar pattern of achievement occurs in the PSESD region as the Road Map region.

10th Grade Math: All*

*Percentage of students meeting standard on End of Course Year 1 or Year 2 math exams

Math end-of-course exams for high school debuted in spring 2011. The EOC exams replaced the math HSPE and are given within the last three weeks of the school year. The end-of-course exams, based on the revised K-12 Mathematics Learning Standards, are available in algebra 1/integrated math 1 and geometry/integrated math 2. The EOC exams are given to students in grades 7-12 who are taking those respective classes. (OSPI) Because students can take multiple EOC exams, this indicator does not represent an unduplicated count of students who passed any exam.

Actual Results and Targets 2010-2020



Report year	Road Map Region Results	Road Map Region Targets	PSESD Region Results	PSESD Region Targets	WA State Results
2011 Actual	57%	57%	67%	67%	88%
2012 Actual	68%	59%	70%	68%	72%
2014 Target		64%		71%	
2017 Target		71%		75%	
2020 Target		80%		80%	

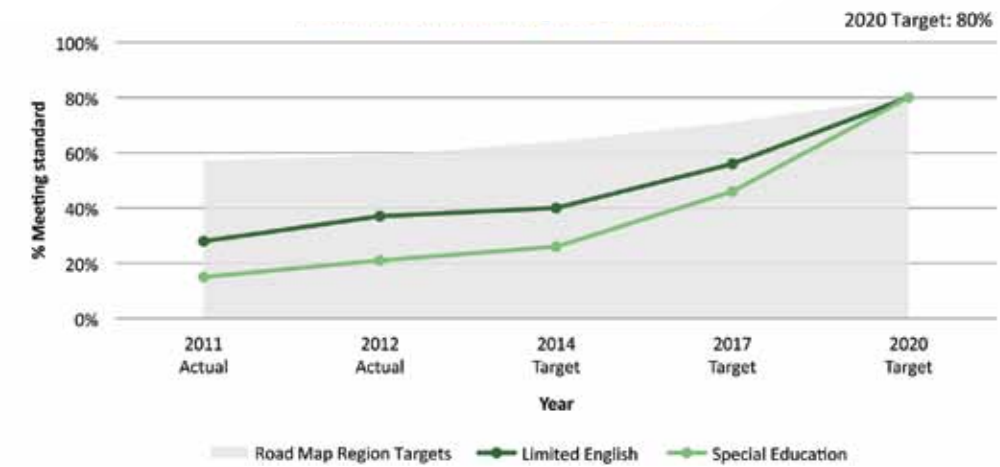
In 2012, both Road Map (68%) and PSESD region (70%) are below the state results (72%).

10th Grade Math: Road Map Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2011-2020



Disaggregated by Special Population — Actual Results and Targets 2011-2020

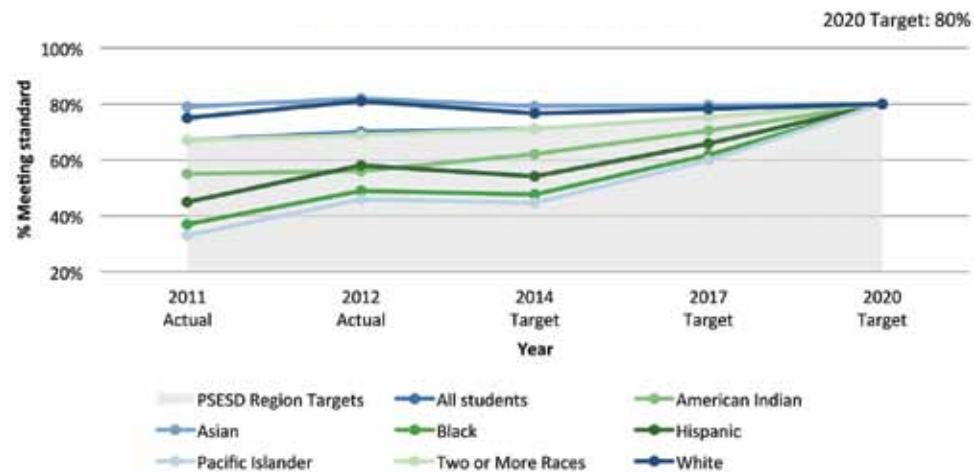


Report year	All Students	American Indian	Asian	Black	Hispanic	Pacific Islander	White	Limited English	Special Education	Road Map Region Targets
2011 Actual	57%	67%	75%	35%	40%	32%	72%	28%	15%	57%
2012 Actual	68%	NA	79%	50%	52%	49%	79%	37%	21%	59%
2014 Target	64%	71%	76%	46%	50%	43%	75%	40%	26%	64%
2017 Target	71%	75%	78%	61%	63%	59%	77%	56%	46%	71%
2020 Target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%

In 2012, limited English (37%) and special education (21%) students have the lowest percentage of students meeting 10th grade math standards.

10th Grade Math: PSESD Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2011-2020



Disaggregated by Special Population — Actual Results and Targets 2011-2020



Report year	All students	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White	Limited English	Special Education	PSESD Region Targets
2011 Actual	67%	55%	79%	37%	45%	33%	67%	75%	34%	23%	67%
2012 Actual	70%	56%	82%	49%	58%	46%	69%	81%	41%	30%	68%
2014 Target	71%	62%	79%	48%	54%	45%	71%	77%	45%	35%	71%
2017 Target	75%	70%	80%	62%	66%	60%	75%	78%	60%	53%	75%
2020 Target	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%

In 2012, Black (37%), limited English (24%), and special education (18%) have the lowest percentage of students meeting 10th grade math standards.

ACHIEVE

Learning and Teaching supported two significant statewide initiatives this year: the **Teacher/Principal Evaluation Pilot (TPEP)** and the **Common Core State Standards**. During the 2010 legislative session, TPEP was included in a bill as part of a larger reform effort made during Washington’s Race to the Top application. The bill created the pilot project and moved the state from a two-tiered system of unsatisfactory to a four-tiered evaluation system. In addition to moving to a four-tiered system, the legislation created eight new criteria for teacher and principal evaluation. Eight districts and one consortium were initially selected for this work.

As part of a project expansion in August 2011, **Regional Implementation Grant Districts (RIGS)** were created to include another 65 districts using the regionally based Educational Service Districts (ESDs). These 65 districts used the learning from the first year of the TPEP pilot and, through a common curriculum formed the foundation of a comprehensive evaluation system for both teachers and principals. These 65 districts will be piloting their models during the 2012-13 school year, a full year ahead of the full statewide implementation of 2013-14.

The **Common Core State Standards** describe the knowledge and skills in English Language Arts and Mathematics that students will need when they graduate, whatever their choice of college or career. These sets of standards define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs. The standards are based on the best national and international standards, giving our students a competitive advantage in the global economy.

The Common Core State Standards will be rolled out to state teachers beginning in the 2012-13 school year. During the 2011-12 school year, OSPI and statewide educational partners, including the nine Educational Service Districts, began key transitional activities that included forming advisory groups and developing regional support structures and materials.

With adoption of the Common Core State Standards, OSPI and its partners will oversee a four-phase implementation strategy that began in last year with developing awareness of what the standards are and how they differ from existing standards, and will conclude in 2014-15 with implementation of a new assessment system to measure student achievement of the standards.

Other significant work:

- **Washington STEM (Science, Technology, Engineering, and Math)** awarded a grant of \$270,000 to launch the South King County STEM Network. This newly formed network of school districts, businesses, higher education, workforce development, research institutes, and public/private organizations will work collaboratively to improve STEM education outcomes for students in the region. The South King County STEM Network’s lead agency is Puget Sound ESD. One of the first successful efforts of the Network is to engage stakeholders – students, parents, community members, businesses and industry – in developing a vision and business plan. Members are currently gathering workforce data and best practices to use in the process.
- A powerful chorus of 148 youth voices from eight school districts came together to explore youth advocacy and learn how to raise awareness about the impact of tobacco use in their own schools. Through the King County Communities Putting Prevention to Work (CPPW) grant, PSESD and Public Health Seattle King County sponsored the “**Your Power Your Voice Youth Summit**” to demonstrate the power of youth in action and support tobacco free living.
- **Equity and Interpreter Services** program supported member district equity efforts through customized cultural competency training and technical support. There are three main components: cultural competency professional development, student leadership development, and interpreter program development.
- **Technology Services** offered several trainings and conferences to highlight online learning tools “**blended learning.**” Many of the instructional programs available now integrate ongoing diagnostics and formative assessment, tailoring the content to each individual student. This information is immediately available to the teacher to monitor student progress and tailor interventions. Research has shown these programs are particularly successful with struggling students. Exploring blended learning is just one part of meeting the challenge of creating learning environments flexible enough to take advantage of the dynamic nature of technology, and how it affects where, when and how students learn.



SUCCEED

Be prepared to succeed in post-secondary education and a chosen career

- Be prepared to succeed in post-secondary education and a chosen career
- Support successful drop out prevention and reengagement polices and practices
- Lead regional collaborations to redesign policies and procedures to support safe and healthy youth
- Support college assistance planning efforts

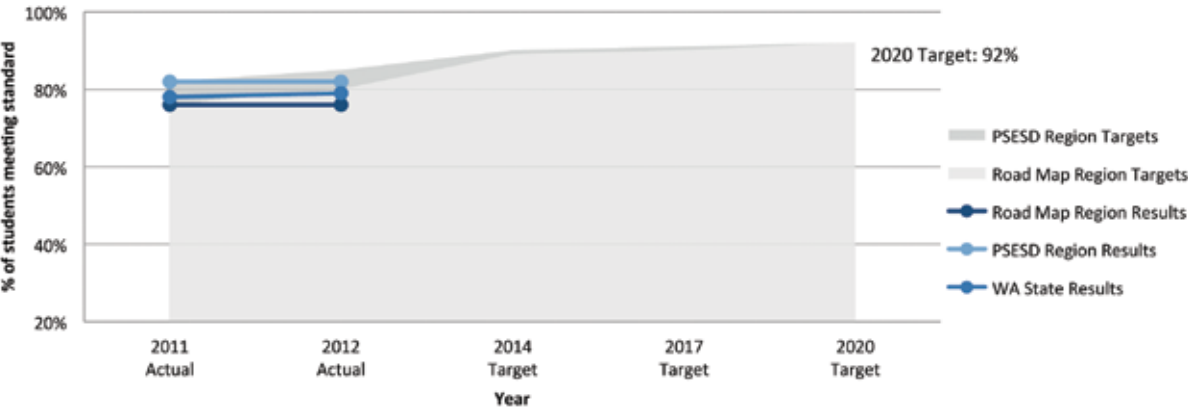
Be prepared to succeed in post-secondary education and a chosen career

Our third Sub-End is for each child to be prepared to succeed in post-secondary opportunities. CCER’s Road Map for Education Results also tracks students graduating from high school, college and career ready. We identified three indicators for this outcome: the percentage of students who graduate high school, percent of high school students who enroll in post-secondary education, and the percentage of students who take developmental education courses in college. We further report results disaggregated by Race/Ethnicity, Special Education, Low Income, and Limited English students. These graphs show the performance of these groups as compared to all PSESD region students and the Road Map District Consortium.

In 2011-2012 Washington state adopted a new methodology for calculating graduation rate. The adjusted cohort methodology follows a single cohort of students over four and five years, as outlined by the U.S. Department of Education. Students are placed in a cohort based strictly on their first time entering ninth grade. Students are permitted to take additional time to graduate, but will not be counted as on-time graduates if it takes longer than four years to complete, and will not be considered five-year graduates if they take longer than five years. (Graduation Rate Calculations in Washington State, March 2012, OSPI.)

High School Graduation: All

Actual Results and Targets 2011-2020



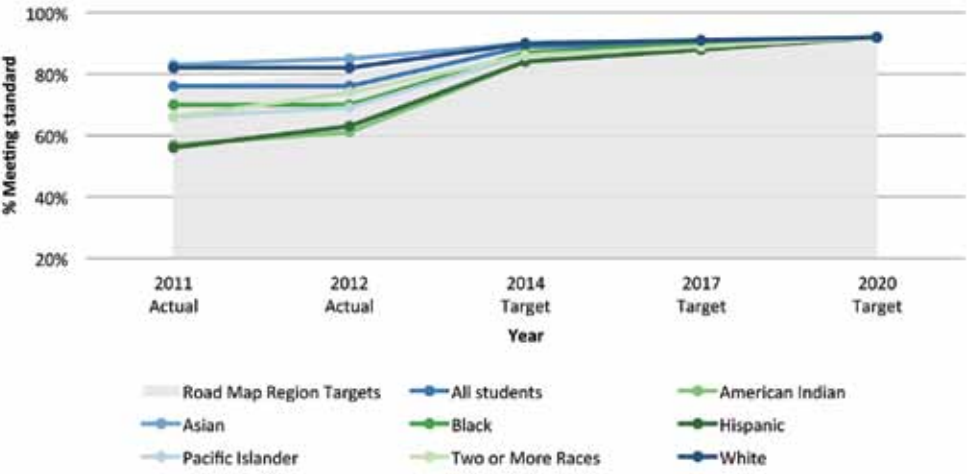
Report year	Road Map Region Results	Road Map Region Targets	PSESD Region Results	PSESD Region Targets	WA State Results
2011 Actual**	76%	76%	82%	82%	78%
2012 Actual	76%	80%	82%	85%	79%
2014 Target		89%		90%	
2017 Target		90%		91%	
2020 Target		92%		92%	

**Class of 2010

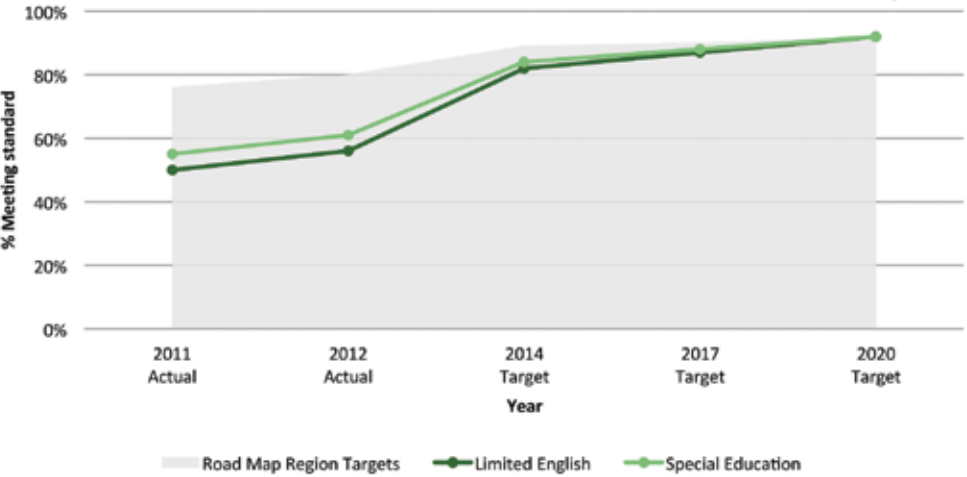
In 2012, PSESD region students have the highest graduation rate at 82% with the state at 79% and the Road Map region at 76%.

High School Graduation: Road Map Region

Actual results and Targets 2011-2020



Disaggregated by Special Population — Actual Results and Targets 2011-2020

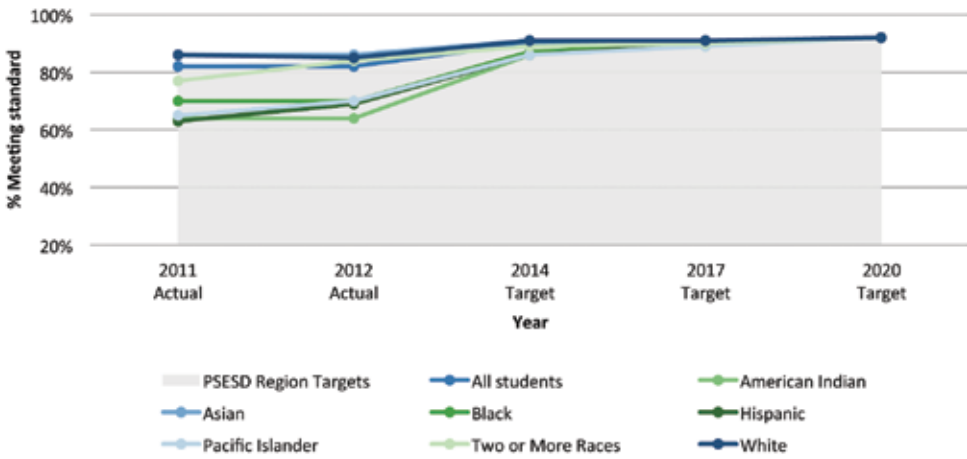


Report year	All Students	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White	Limited English	Special Education	Road Map Region Targets
2011 Actual	76%	57%	83%	70%	56%	66%	66%	82%	50%	55%	76%
2012 Actual	76%	61%	85%	70%	63%	69%	74%	82%	56%	61%	80%
2014 Target	89%	84%	90%	87%	84%	86%	86%	90%	82%	84%	89%
2017 Target	90%	88%	91%	90%	88%	89%	89%	91%	87%	88%	90%
2020 Target	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

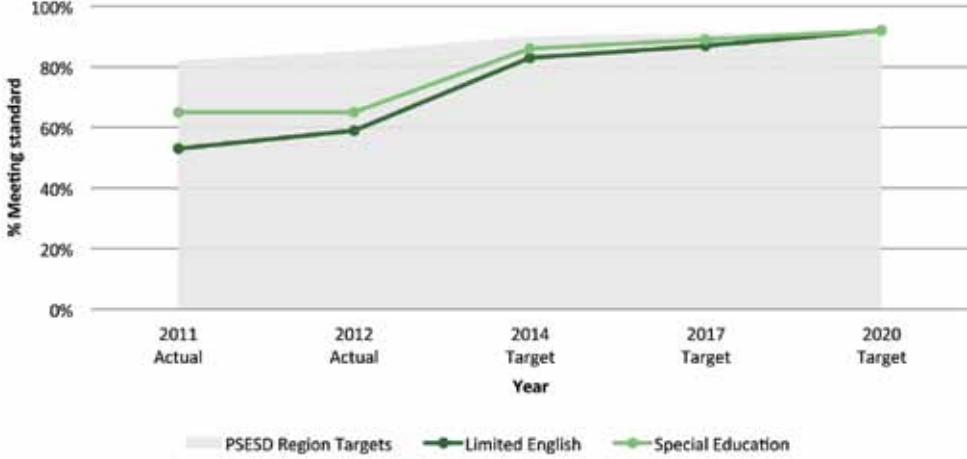
In 2012, Asian students have the highest graduation rate at 85%, limited English students have the lowest at 56%.

High School Graduation: PSESD Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2011-2020



Disaggregated by Special Population — Actual Results and Targets 2011-2020



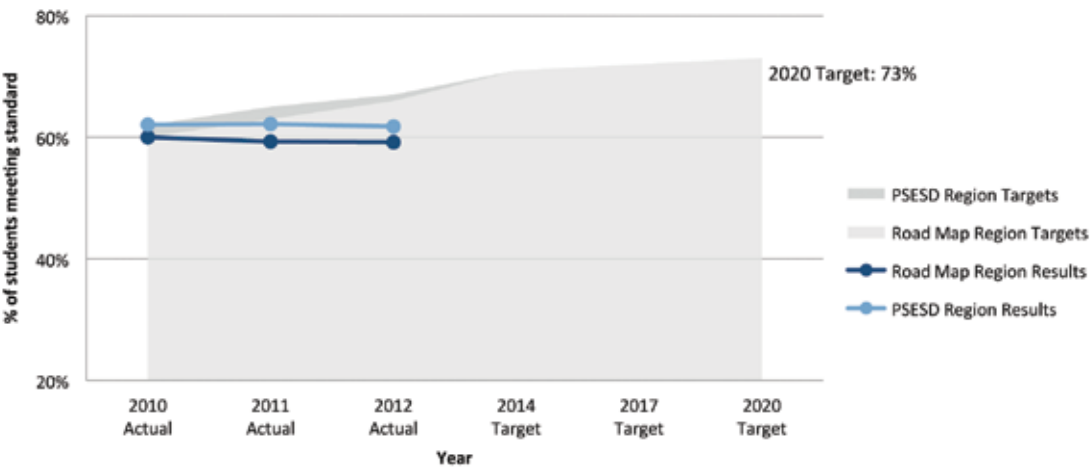
Report year	All students	American Indian	Asian	Black	Hispanic	Pacific Islander	Two or More Races	White	Limited English	Special Education	PSESD Region Targets
2011 Actual	82%	64%	86%	70%	63%	65%	77%	86%	53%	65%	82%
2012 Actual	82%	64%	86%	70%	69%	70%	84%	85%	59%	65%	85%
2014 Target	90%	86%	91%	87%	86%	86%	89%	91%	83%	86%	90%
2017 Target	91%	89%	91%	90%	90%	89%	90%	91%	87%	89%	91%
2020 Target	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%

In 2012, Asian students have the highest graduation rate at 86%, Limited English students have the lowest at 59%.

Direct Post-secondary Enrollment: All

*Percentage of students who enroll in post-secondary education the year following high school graduation in any two- or four - year college (in-state or out-of state)

Actual Results and Targets 2010-2020



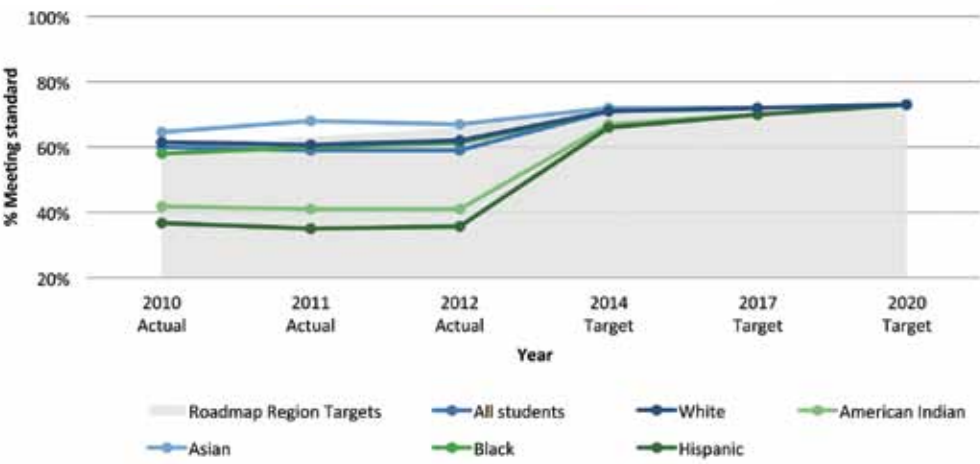
Report year	Road Map Region Results	Road Map Region Targets	PSESD Region Results	PSESD Region Targets	WA State Results
2010 Actual**	60%	60%	62%	62%	not available
2011 Actual	59%	63%	62%	65%	
2012 Actual	59%	66%	62%	67%	
2014 Target		71%		71%	
2017 Target		72%		72%	
2020 Target		73%		73%	

**Class of 2009

Over three years, the post-secondary direct enrollment has been flat in the PSESD region at 62% and dropped to 59% for the Road Map region.

Direct Post-secondary Enrollment: Road Map Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



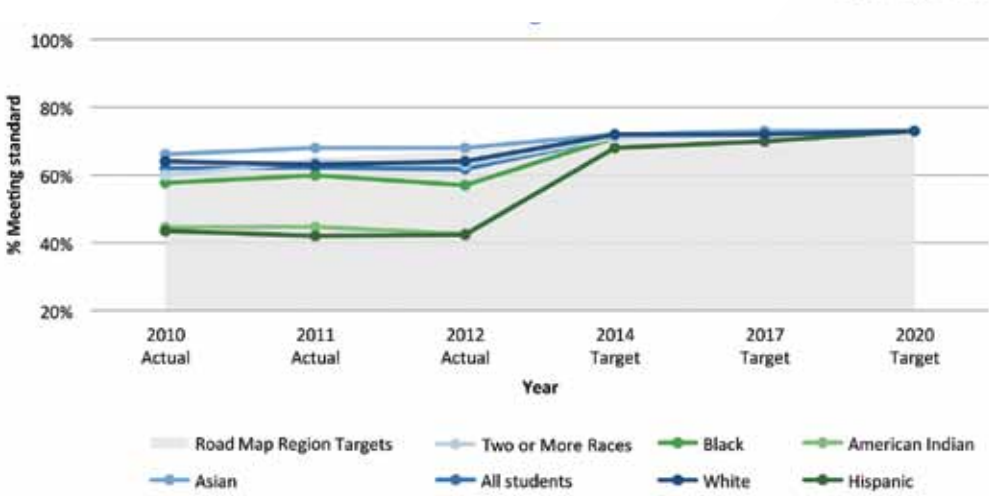
Report year	All Students	American Indian	Asian	Black	Hispanic	White	Road Map Region Targets
2010 Actual*	60%	42%	65%	58%	37%	62%	60%
2011 Actual	59%	41%	68%	60%	35%	61%	63%
2012 Actual	59%	41%	67%	61%	36%	62%	66%
2014 Target	71%	67%	72%	71%	66%	71%	71%
2017 Target	72%	70%	72%	72%	70%	72%	72%
2020 Target	73%	73%	73%	73%	73%	73%	73%

*Class of 2009

In 2012, Hispanic students have the lowest percentage of direct post-secondary enrollment at 36%, Asians have the highest at 67%.

Direct Post-secondary Enrollment: PSESD Region

Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



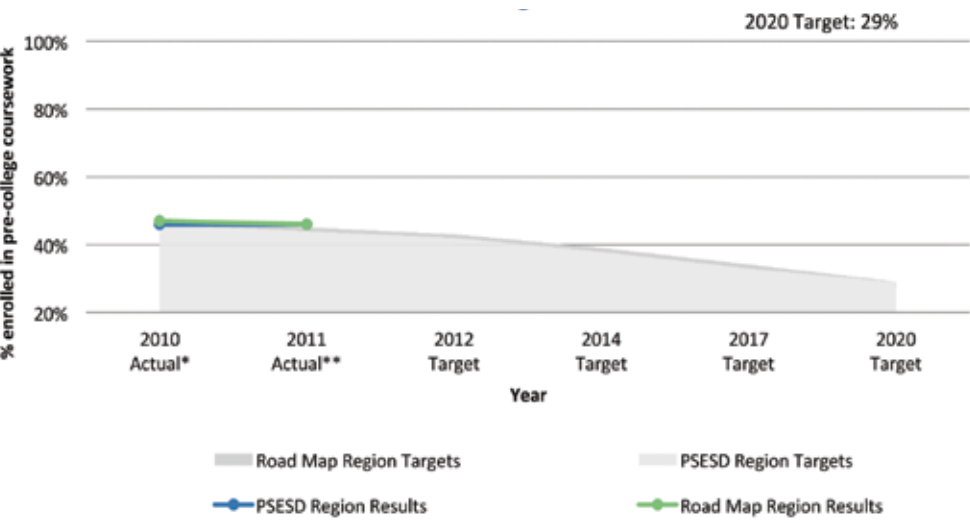
Report year	All Students	American Indian	Asian	Black	Hispanic	Two or More Races	White	Road Map Region Targets
2010 Actual	62%	45%	66%	58%	44%	60%	64%	62%
2011 Actual	62%	45%	68%	60%	42%	64%	63%	65%
2012 Actual	62%	43%	68%	57%	42%	63%	64%	67%
2014 Target	71%	68%	72%	71%	68%	71%	73%	71%
2017 Target	72%	70%	73%	72%	70%	72%	76%	72%
2020 Target	73%	73%	73%	73%	73%	73%	73%	73%

In 2012, Hispanic students have the lowest percentage of direct post-secondary enrollment at 42%, Asians have the highest at 68%.

Developmental/Pre-college Coursetaking*: All

*Percentage of high school graduates who take developmental/pre-college math courses in Washington State Community and Technical Colleges

Actual Results and Targets 2010-2020



Report year	Road Map Region Results	Road Map Region Targets	PSESD Region Results	PSESD Region Targets
2010 Actual*	47%	47%	46%	46%
2011 Actual**	46%	45%	46%	44%
2012 Target		43%		42%
2014 Target		39%		38%
2017 Target		34%		33%
2020 Target		29%		29%

*2009 Graduates

**2010 Graduates

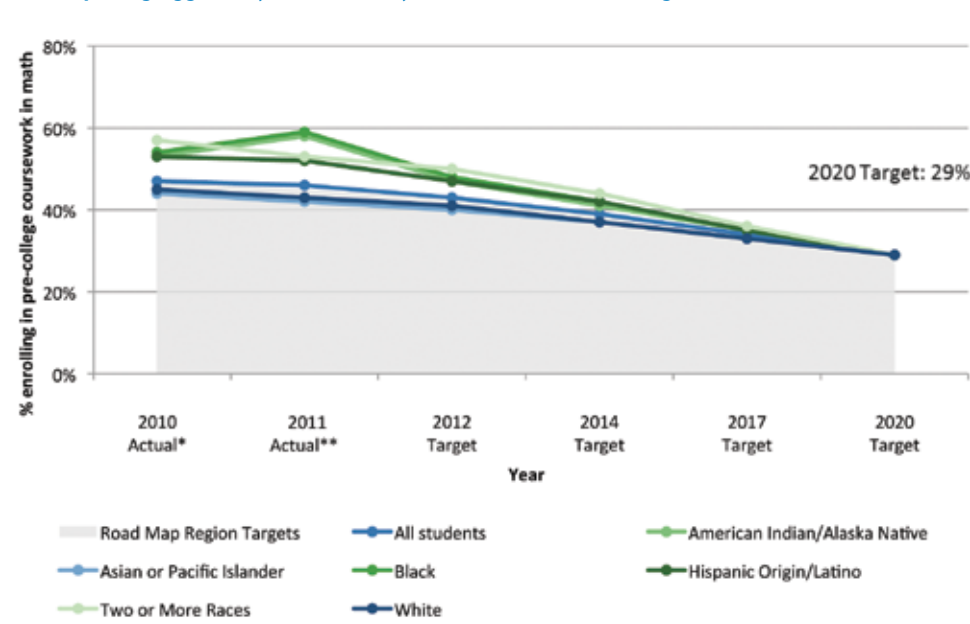
Data disaggregated by race/ethnicity is not available.

A greater percentage of students take developmental/pre-college courses in the Road Map region than the PSESD region overall.

Developmental/Pre-college Coursetaking*: Road Map Region

*Percentage of high school graduates who take developmental/pre-college math courses in Washington State Community and Technical Colleges

Road Map Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



Report year	All Students	American Indian/Alaska Native	Asian or Pacific Islander	Black	Hispanic Origin/Latino	Two or More Races	White	PSESD Region Targets
2010 Actual*	47%	53%	44%	54%	53%	57%	45%	47%
2011 Actual**	46%	58%	42%	59%	52%	53%	43%	45%
2012 Target	43%	47%	40%	48%	47%	50%	41%	43%
2014 Target	39%	41%	37%	42%	42%	44%	37%	39%
2017 Target	34%	35%	33%	35%	35%	36%	33%	34%
2020 Target	29%	29%	29%	29%	29%	29%	29%	29%

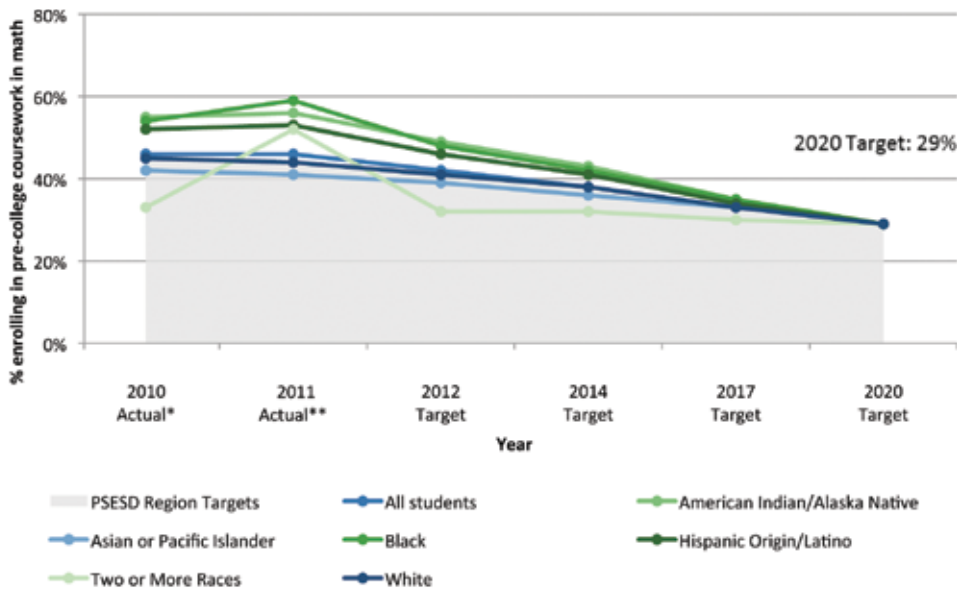
*2009 Graduates, **2010 Graduates

More than half of Black and Hispanic students enrolled in two year colleges take a developmental math class.

Developmental/Pre-college Coursetaking*: PSESD Region

*Percentage of high school graduates who take developmental/pre-college math courses in Washington State Community and Technical Colleges

PSESD Disaggregated by Race/Ethnicity — Actual Results and Targets 2010-2020



*2009 Graduates, **2010 Graduates

The percentage of students who identify as Two or More Races taking a developmental math course increased by 19% points from 2011 to 2011.

SUCCEED

Puget Sound ESD continues to serve as a significant partner and contributor to the **Community Center for Education Results (CCER) Road Map Project**. Seven member districts actively work together to achieve dramatic improvement in student education from cradle to college. The project’s goal is to double the number of students in South Seattle and South King County who are on track to graduate from college or earn a career credential by 2020 and to close achievement gaps for low-income students and children of color.

Through significant partnerships with educators, early learning providers, community colleges, University of Washington, Seattle University, mayors, housing authorities, libraries and many other youth- and parent-serving community-based organizations, the project has achieved significant results:

- Increased the percent of low-income students signed up for the State’s College Bound scholarships to 93%.
- An initiative in Federal Way enrolls students who test at grade level in advanced courses. Advanced-courses enrollment for students in the 11th and 12th grades rose from 35% to 61%. Hispanic students doubled their enrollment.
- Innovative programs such as Highline’s Aviation High School, Renton’s math partnership with University of Washington, and Seattle’s Mercer Middle School and other international schools are successful.

Through several interagency partnerships within the ESD’s larger **PathNet** effort, PSESD works to prepare students to succeed in post-secondary education and a chosen career. PathNet is a King County Uniting for Youth Initiative. Uniting for Youth is a partnership between lead youth-serving organizations including PSESD, King County Juvenile Court/Detention, King County Mental Health, Department of Child and Family Services, Community Based Organizations, and King County Community and Human Services.

In 2011, Puget Sound ESD hosted a reengagement symposium. Cross systems leaders and experts gathered from around the region and state representing early childhood, K-12, community colleges, universities, community based organizations, juvenile justice, foster care, regional and state level government, and labor and industry. Representatives from PSESD’s Early Learning and Prevention departments were also in attendance. State Senator Pat Sullivan kicked off the event with Washington’s commitment to systems reform for at-risk youth. Promising and best practices for dropout prevention, intervention and reengagement were shared and PSESD’s Prevention Center shared the model work they do throughout the region in educational advocacy. The group celebrated legislative reform toward Washington State’s new Reengagement System and worked to network and ignite new opportunities for collaborative programming.

Other significant work:

- The **Red Road Project** is a highly competitive, four-year college prep grant from the Office of Indian Education for the class of 2014 and 2015 high school students. Coordinators work closely with more than 100 students, their counselors and teachers to make sure they take and pass rigorous classes to better prepare them for college. The coordinators also assist students and families through the entire college application process: finding the right school that meets their interests, prepping and taking the SAT test, filling out applications and writing entrance essays, applying for financial aid, and knowing what to expect the first year of college.
- PSESD operates several after school programs funded through federal **21st Century Community Learning Center grants**. The purpose of the programs is to provide struggling students with a safe, positive and nurturing environment in which they receive academic support and enrichment activities. Each of the schools in the program serve challenging populations that have an unmet need for expanded, learning opportunities for students and their families. Coordinators and other staff at each school provide activities such as homework help, academic assistance and enrichment activities in the after-school hours, a nutritious snack and in some cases transportation home. A variety of community partners provide additional activities and workshop-type family nights for parents of the after-school students. We currently operate four after school programs in elementary and middle schools in collaboration with several school districts in Pierce County and south King County.

Methods

2020 target setting

PSESD 2020 targets were developed using Community Center for Education Results’ (CCER) target setting methodology. In some cases PSESD adopted CCER’s On-track Indicators as its Measures of Progress¹. In these cases, the ESD also adopted the CCER 2020 target.

Most of the 2020 targets were developed by analyzing the achievement of students from the top 10 performing school districts in Washington State with 20 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 and Developmental/Pre-College coursetaking were developed based on current performance and stakeholder input.

Interim targets

PSESD has also adopted CCER’s methodology for setting interim performance targets for the ESD’s service area, and for 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 is 2009-2010².

Rate of change calculations

The rates of change needed to meet interim targets were established using the following formula:

Where P_0 = initial performance, P_f = final performance, n = number of program years = 10, and r = rate of change.

$$r = (P_f / P_0)^{(1/n)} - 1$$

The interim targets for each year were then established using the values of r in the following formula:

$$P_n = P_0 (1 + r)^n$$

Some measures of progress need more up-front improvement in order to boost the numbers of students eligible to meet the indicators that directly follow them. These include high school graduation; postsecondary enrollment; and developmental course taking. In those cases, a second growth rate is used. This growth rate assumes a faster rate of growth between 2010-2014 than measures of progress covering earlier periods of a student’s career (kindergarten/school readiness; 3rd grade reading; 7th grade math; and 10th grade math).

¹ This includes % of students meeting standard in kindergarten/school readiness, 3rd grade reading, 7th grade math, and 10th grade math; and % of students enrolling in a postsecondary institution.

² With the exception of:
% of students meeting kindergarten/school readiness standards. The baseline for this indictor was established in 2012
% of students meeting standard on 10th grade math. Due to a change in the 10th grade math exam from the HSPE to the EOC, the baseline is 2011.
% of students graduating high school. Due to a change in graduation rate methodology, the baseline is 2011.

Road Map Region indicators

As of May 2012, indicator calculations for the Road Map Region include district-level results for Auburn, Highline, Kent, Renton and Tukwila school districts, plus school-level results for the Road Map South Seattle schools of focus.

Data Sources

- Page 9:** School Readiness data from PSESD Head Start and ECEAP programs
- Page 12:** Educare Seattle data from Barnard Center for Infant Mental Health & Development, University of Washington
- Page 18:** 3rd grade reading data from Washington State Report Card (reportcard.ospi.k12.wa.us)
- Page 21:** 7th grade math data from Washington State Report Card (reportcard.ospi.k12.wa.us)
- Page 24:** 10th grade math data from Washington State Report Card (reportcard.ospi.k12.wa.us)
- Page 29:** High school graduation rates from Washington State Report Card (reportcard.ospi.k12.wa.us)
- Page 32:** Direct Post-secondary Enrollment data from the BERC Group College Tracking Data Services
- Page 35:** Developmental/Pre-College Coursetaking data from State of Washington Education and Research Center (erdcdata.wa.gov)



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