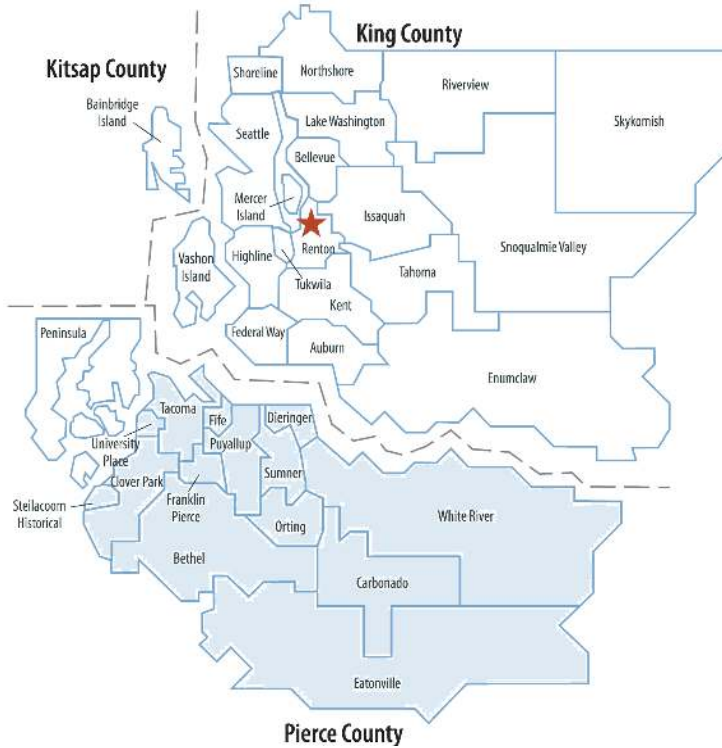


Success for Each Child and Eliminate the Opportunity Gap by  
Leading with Racial Equity.

2015 - 2016  
**ENDS Report**

**psesa**  
Success, Excellence & Equity  
Puget Sound Education Service District

# OVERVIEW OF PSESD



Puget Sound Educational Service District develops and delivers an array of services that provide instructional and administrative support to PreK-12 schools and direct service to students and families in the Puget Sound region.

## What We Believe

PSESD is committed to becoming an Anti-Racist, Multicultural Organization. Each PSESD employee supports our Agency END: Success for Each Child and Eliminate the Opportunity Gap by Leading with Racial Equity.

## Who We Serve

King and Pierce counties, including Bainbridge Island:

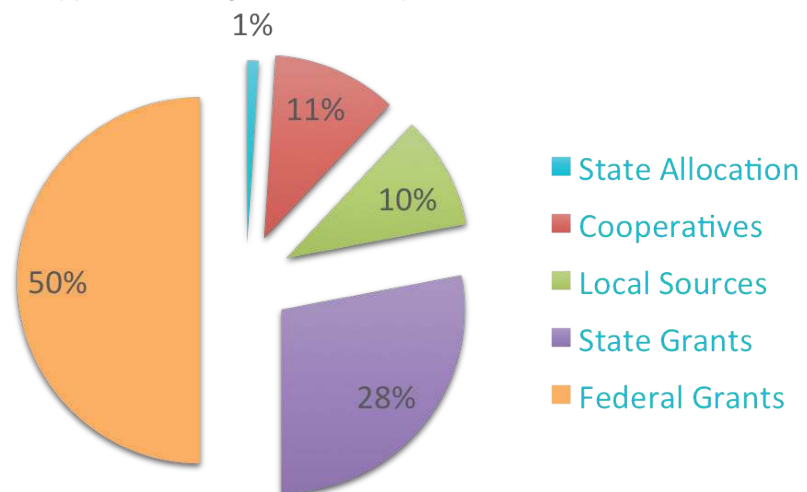
- 35 school districts, 689 schools, 24,308 Teachers
- 200 private schools
- 7 charter schools
- 39% of Washington's K-12 public school students
- Many partner and community based organizations

## Who We Are

Our approximately 375 employees provide programs and services across a cradle to post-secondary readiness continuum. We have more than 80 programs and services that are delivered through Administrative and Management Services and Learning and Teaching and Family Support Services. It is our objective to provide our services using a racial equity lens so that we continue to contribute toward eliminating opportunity gaps.

## Our Funding

Less than 1% of our funding comes from a state allocation. Our programs are funded primarily by entrepreneurial means. We apply for and receive competitive state, federal and private grants. We also operate cooperatives among schools and other agencies, supported through membership fees.



## Student Demographics as of May 2016

<b>Student Count</b>	419,954	
<b>Gender</b>		
Male	216,637	51.6%
Female	203,317	48.4%
<b>Ethnicity</b>		
Hispanic/Latino of any race(s)	71,795	17.1%
American Indian/Alaskan Native	2,668	0.6%
Asian	57,053	13.6%
Black/African American	35,202	8.4%
Native Hawaiian/Other Pacific Islander	7,072	1.7%
White	207,650	49.4%
Two or More Races	38,509	9.2%
<b>Special Programs</b>		
Free or Reduced-Price Meals	157,446	37.4%
Special Education	53,447	12.7%
Transitional Bilingual	44,778	10.6%
Migrant	365	0.1%
Section 504	15,154	3.6%
Foster Care	2,554	0.6%
<b>Unexcused Absence Rate</b>	283,555	0.7%



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# BOARD GOVERNANCE

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Puget Sound ESD is governed by a nine-member board, elected by local school board directors. Each board member represents several school districts within the ESD region.



**Robert Beem**  
District 1 – Seattle,  
Shoreline



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



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



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



**Vicki Asakura**  
District 5 – Kent, Renton, Seattle



**Jill A.S. Johnson, Chair**  
District 8 – Peninsula, Tacoma,  
University Place



**Terry Pottmeyer, Vice Chair**  
District 3 – Bellevue, Issaquah,  
Mercer Island, Seattle



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



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

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# REPORT TO OUR PARTNERS: ELIMINATING OPPORTUNITY GAPS BY LEADING WITH RACIAL EQUITY

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The Puget Sound Educational Service District (PSESD) is one of nine regional educational agencies serving school district and state-approved private schools in Washington. We provide many direct services to students, in addition to strengthening the educators, school districts, and educational communities that support these students.

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 the organizational Ends statements, similar to goal statements, which create target directions for the organization. Each year, my Leadership Cabinet and I deliver an Ends Report to the Board to document progress toward our agency's goals. In service of reaching our goals, the agency has chosen to "Lead with Racial Equity" in order to eliminate racial inequities that impact student achievement and implement strategies that result in racially equitable outcomes.

In service of becoming an antiracist, multicultural organization, the PSESD Board of Directors adopted a Racial Equity Policy in 2014, and in the following year, developed a detailed implementation plan. This last year, a Transformation Team was formed to guide implementation. Six "Strategic Directions" comprise our implementation plan:

- All PSESD staff will reach high levels of cultural proficiency, understanding the root causes of achievement and opportunity gaps. Each staff member will apply their racial equity knowledge and skills to the problems of practice closely related to their job responsibilities, helping to eliminate racial and ethnic disparities in achievement.
- PSESD will identify and remove obstacles hindering attainment of a racially diverse and culturally responsive workforce that allows PSESD to serve as the model of a diverse and Antiracist Multicultural Organization that its partners may strive to emulate.
- PSESD will provide catalytic leadership for educational and community partners that respectfully but firmly and persistently accelerates their adoption of gap closing policies and practices. PSESD will use evidence-based, high leverage best practices in gap-closure in all of the services provided to our partners. Where a research base does not exist, we will employ promising practices that we believe have great potential for sustained gap closure.
- PSESD will seek out opportunities to build or participate in coalitions who share a commitment to educational equity. We will use racial equity tools and other frameworks to evaluate the success of existing and future collaborations.
- The PSESD Board of Directors will hold the Superintendents and Leadership Cabinet accountable for assessing a baseline, developing action plans, and reporting measurable progress in meeting each of these strategic directions annually. Action plans and reports should specify staff leads responsible for key elements of this work, and include how the work will be distributed throughout the agency, as well as any staffing and budgetary adjustments necessary.
- The PSESD will commit to sustain and support the continued development of the Transformation Team for the purpose of achieving full implementation of the racial equity policy and the transformation of the agency to be an Antiracist multicultural organization.

The Antiracist Multicultural Organization is an organization that has within its mission, goals, values, and operating system explicit policies and practices that prohibits anyone from being excluded or unjustly treated because of race or any other social identity or status. Members within the institution understand the way in which systems have been shaped by dominant culture to maintain oppression. More specifically, the organization outlines how power has been used both historically and currently by white dominant culture to maintain inequity and works intentionally to prepare members to dismantle and eliminate this practice. In an antiracist organization, members become accountable to communities of color to define success.

The Antiracist Multicultural Organization also supports racial equity and social justice through advocating these values in interactions within the local, regional, national, and global communities, with its vendors, customers, and peer organizations.

Additionally, the Antiracist Multicultural Organization has within its mission, goals, values, and operating system explicit policies and practices that are intended to ensure that all members of the diverse workforce feel fully included and have every opportunity to contribute to achieving the mission of the organization. This organization is explicit about implementing antiracist practices and also appreciates all forms of social diversity and understands the strengths and advantages that social diversity brings to the local, regional, national, and global communities.

The 2015-16 Ends Report documents the progress of the agency via three Sub-Ends: Ready, Achieve, Succeed. Displayed on the following pages are outcome indicators established to measure each Sub-End. We have also highlighted significant work accomplished last year that exemplifies our agency tagline of “Excellence and Equity in Education.”

Much of the work accomplished is due in large measure to a dedicated and skilled staff, creative and collaborative partners and community organizations, and the leadership and vision of our Board of Directors. Thank you for your continued support and interest in PSESD.

Sincerely,



John P. Welch  
Superintendent

Sources:  
Crossroads Anti-Racism Organizing and Training. <http://crossroadsantiracism.org/> \*Adapted from Source: Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA, Pfeiffer.



# BENCHMARKS - PSESD REGION

	Trendline	2015 Actual Rate	2016 Actual Rate	2016 Target Rate	Rate Change Since Baseline	Met 2016 Target Rate	Baseline Year Gap	Rate Change Since Baseline	Current Gap
Children meeting school readiness standards (preschool)**		79%	78%	80%	↑	×	12%	↓	10%
Children meeting school readiness standards (kindergarten)***		45%	48%	58%	↑	×	39%	↓	36%
Students proficient in 3rd grade reading (SBA)*		58%	62%	NA	↑	NA	48%	↑	50%
6th graders at risk of low commitment to school (HYS)		NA	39%	30%	↑	×	17%	↓	13%
Students proficient in 7th grade math (SBA)*		56%	58%	NA	↑	NA	60%	↑	61%
Students proficient in 11th grade math (SBA)*		13%	39%	NA	↑	NA	12%	↑	42%
Students who graduate high school (5 year cohort)*		87%	83%	91%	↑	×	33%	↔	33%
Students who enroll in post-secondary education	NA	67%	67%	72%	↑	×	22%	↑	28%
High school graduates who take developmental math courses in WA state community & technical colleges	NA	40%	39%	35%	↓	×	13%	↑	20%

## 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: 3rd grade reading and 7th grade math. 11th grade math has replaced 10th grade mathematics End of Course (EOC) as a Measure of Progress because the EOC is being phased out, and 11th grade math SBA will be a graduation requirement beginning with the class of 2019. 2014-15 is the baseline year for 11th 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 2015-16. 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.

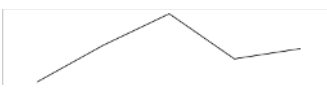


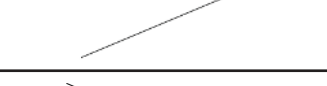
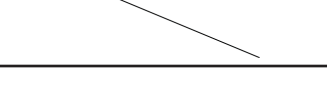

\*Source: Washington State Report Card ([reportcard.ospi.k12.wa.us](http://reportcard.ospi.k12.wa.us))

\*\*Source: PSESD Early Learning Program

\*\*\*Source: Susan Richardson, HYS

+ This data should be interpreted with caution, due to low participation rates (54% overall for the PSESD Region)

# BENCHMARKS - ROAD MAP REGION

	Trendline	2015 Actual Rate	2016 Actual Rate	2016 Target Rate	Rate Change Since Baseline	Met 2016 Target Rate	Baseline Year Gap	Rate Change Since Baseline	Current Gap
Children meeting school readiness standards (preschool)**		77%	78%	80%	↑	×	14%	↑	17%
Children meeting school readiness standards (kindergarten)***		42%	42%	53%	↑	×	49%	↓	34%
Students proficient in 3rd grade reading (SBA)*		46%	49%	NA	↑	NA	41%	↔	42%
6th graders at risk of low commitment to school (HYS)		NA	40%	30%	↑	×	14%	↓	12%
Students proficient in 7th grade math (SBA)*		51%	46%	NA	↓	NA	56%	↓	55%
Students proficient in 11th grade math (SBA)*	NA	12%	‡	NA	NA	NA	11%	NA	NA
Students who graduate high school (5 year cohort)*		81%	83%	90%	↑	×	26%	↓	26%
Students who enroll in post-secondary education	NA	65%	66%	72%	↑	×	28%	↓	26%
High school graduates who take developmental math courses in WA state community & technical colleges	NA	42%	41%	35%	↓	×	13%	↑	22%

## 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: 3rd grade reading and 7th grade math. 11th grade math has replaced 10th grade mathematics End of Course (EOC) as a Measure of Progress because the EOC is being phased out, and 11th grade math SBA will be a graduation requirement beginning with the class of 2019. 2015-15 is the baseline year for 11th 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 2014-15. For some measures, the highest and lowest performing groups in the baseline and current year are different.

The Health Youth Survey is administered every two years. The next survey administration will be fall 2018.

\*Source: Road Map Project Data Dashboard (<http://www.roadmapproject.org/data-center/data-dashboard/>)

\*\*Source: PSES Early Learning Program

\*\*\*Source: Susan Richardson, HYS

‡ Data is not reported due to data quality issues and low participation rates

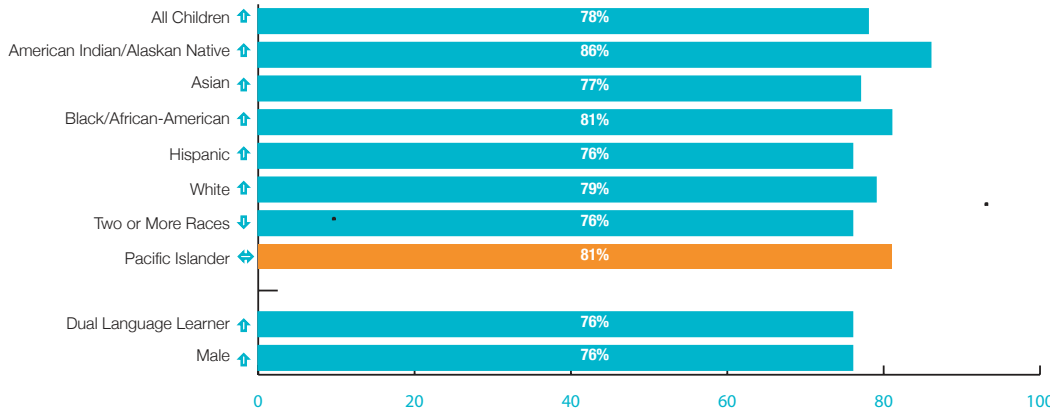
# SCHOOL READINESS

## PSESD REGION

School readiness is measured using spring Teaching Strategies GOLD (TSG) assessment results for preschool and pre-K children enrolled in PSESD Early Childhood Education and Assistance Program (ECEAP) and Head Start programs. Children are considered school ready if they meet or exceed developmental expectations in all areas of development and learning, including Social-Emotional, Language, Physical, Cognitive, Literacy, and Mathematics.

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

Race and Achievement Baseline to 2016



Percent of Children Meeting School Readiness Standards (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	N
American Indian	-5	↓	Y
Asian	4	↓	N
Black/African-American	0	↓	Y
Hispanic	5	↓	N
White	2	↓	Y
Two or More Races	5	↑	N
Pacific Islander	NA	NA	N
Dual Language Learner	2	↓	N
Male	2	↓	N

Teaching Strategies GOLD blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. The primary purposes of Teaching Strategies GOLD are to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders.



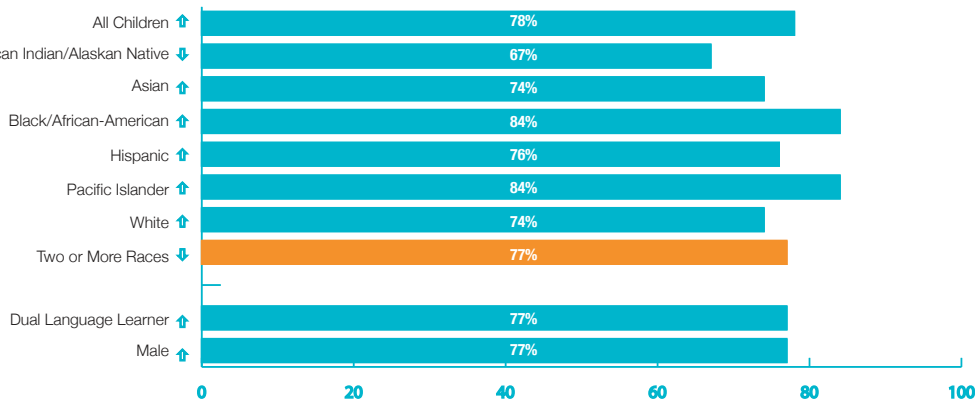
# SCHOOL READINESS ROAD MAP REGION

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

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2012). The Dual Language Learner and Male opportunity gaps are calculated as the difference in percentage points in the achievement between each group and All Children. \*Please review Data Notes page for further information.

Source: PSESD Early Learning Program

Race and  
Achievement Baseline to 2016



Percent of Children Meeting School Readiness Standards  
(Road Map Region)

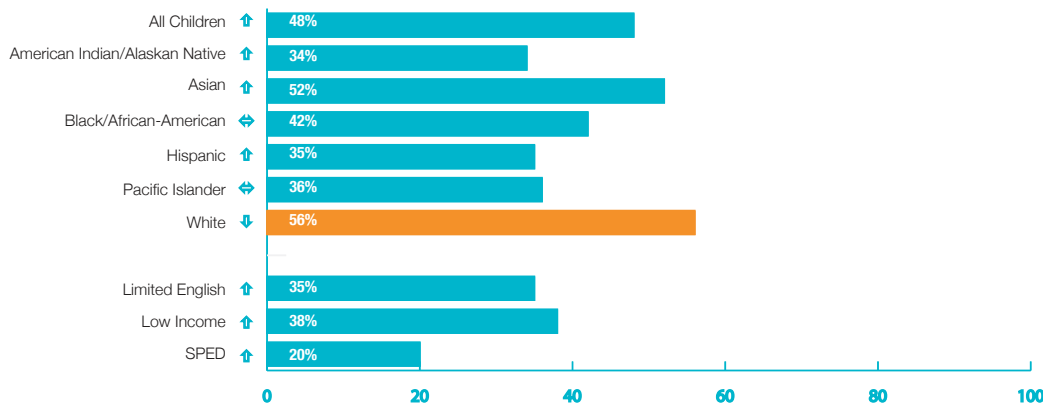
	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	N
American Indian/Alaskan Native	10	↑	N
Asian	3	↓	N
Black/African-American	-7	↓	Y
Hispanic	1	↓	N
Pacific Islander	-7	↓	Y
White	3	↓	N
Two or More Races	NA	NA	NA
Dual Language Learner	1	↓	Y
Male	1	↓	N

# KINDERGARTEN READINESS PSESD REGION

Kindergarten readiness is measured using WaKIDS Teaching Strategies GOLD (TSG) assessment results for entering kindergartners. Kindergartners are assessed by their kindergarten teacher at the beginning of the school year. Children are considered kindergarten ready if they meet or exceed developmental expectations in all areas of development and learning, including Social-Emotional, Language, Physical, Cognitive, Literacy, and Mathematics.

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

Race and Achievement Baseline to 2016



Percent of Children Meeting Kindergarten Readiness Standards (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	N
American Indian/Alaskan Native	22	↓	N
Asian	4	↓	N
Black/African-American	14	↓	N
Hispanic	21	↓	N
Pacific Islander	20	↓	N
White	NA	NA	N
Limited English	13	↓	N
Low Income	10	↑	N
SPED	28	↓	N

Teaching Strategies GOLD blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. The primary purposes of Teaching Strategies GOLD are to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders.

Source: OSPI Report Card

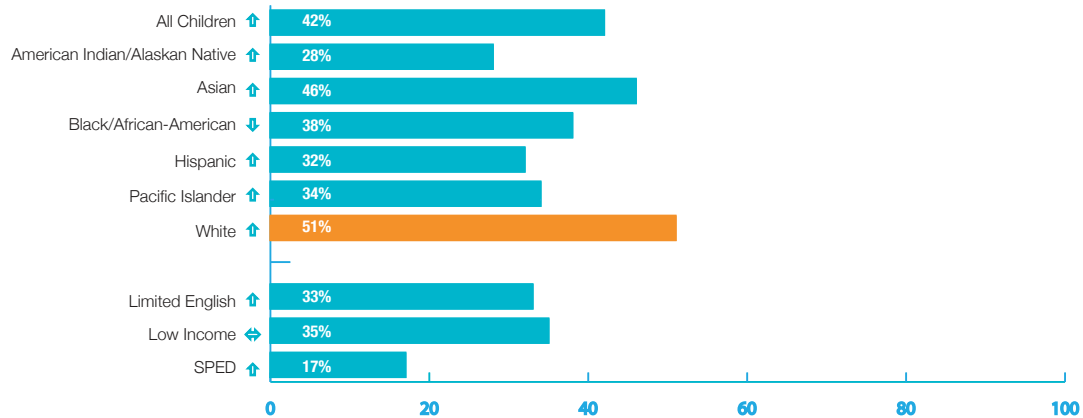
# KINDERGARTEN READINESS ROAD MAP REGION

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

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2013). The Limited English Proficient, Low Income, and Special Education opportunity gaps are calculated as the difference in percentage points in the achievement between each group and All Children.

Source: Road Map Project Data Dashboard

Race and Achievement Baseline to 2016



Percent of Children Meeting Kindergarten Readiness Standards (Road Map Region)

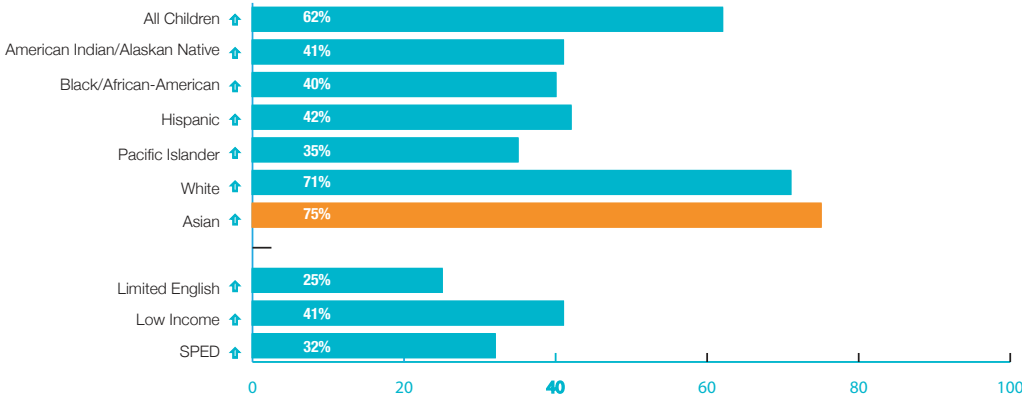
	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	N
American Indian/Alaskan Native	23	↓	Y
Asian	5	↓	N
Black/African-American	13	↑	N
Hispanic	19	↓	N
Pacific Islander	17	↓	N
White	NA	NA	N
Limited English	9	↓	N
Low Income	7	↑	N
SPED	25	↑	N

# 3RD GRADE READING PSESD REGION

Beginning in 2014-15, Smarter Balanced Assessment (SBA) replaced the Measurements of Student Progress (MSP) as Washington's state assessment. Because of this, a new 2014-15 baseline has been established for 3rd grade reading. Targets will be established in 2017.



Race and Achievement Baseline to 2015



Percent of Children Meeting 3rd Grade Reading Standards (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Students	NA	NA	NA
American Indian	34	↓	NA
Black/African-American	35	↓	NA
Hispanic	33	↑	NA
Pacific Islander	40	↑	NA
White	4	↔	NA
Asian	NA	NA	NA
Limited English	37	↑	NA
Low Income	21	↑	NA
Special Education	30	↑	NA

PSESD Region	2015 Actual	2016 Actual
All Students	58%	62%
American Indian	33%	41%
Black/African-American	32%	40%
Hispanic	40%	42%
Pacific Islander	33%	35%
White	67%	71%
Asian	71%	75%
Limited English	23%	25%
Low Income	38%	41%
Special Education	29%	32%



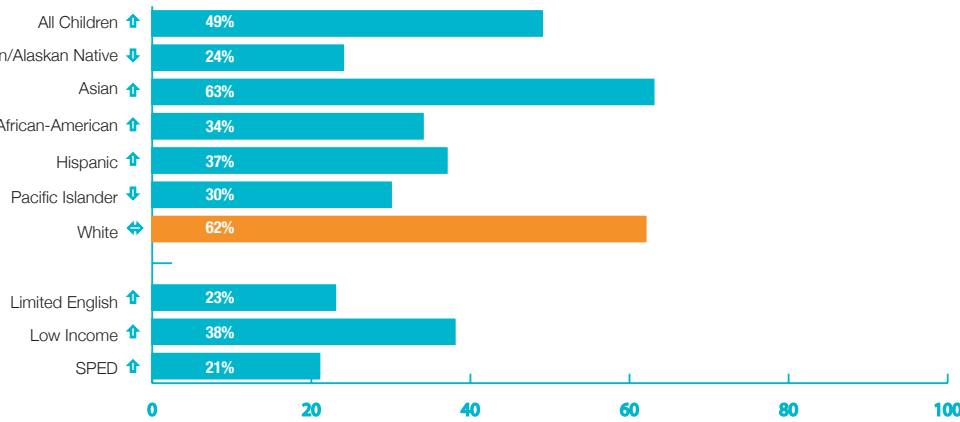


# 3RD GRADE READING ROAD MAP REGION

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2015). The Limited English, Low Income, and Special Education opportunity gaps are calculated as the difference in percentage points in the achievement between each group and All Students.”

Source: OSPI Report Card

Race and Achievement Baseline to 2016



Percent of Children Meeting 3rd Grade Reading Standards (Road Map Region)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	NA
American Indian/Alaskan Native	38	↑	NA
Asian	-1	↓	NA
Black/African-American	28	↓	NA
Hispanic	25	↓	NA
Pacific Islander	32	↑	NA
White	NA	NA	NA
Limited English	26	↑	NA
Low Income	11	↔	NA
SPED	28	↑	NA

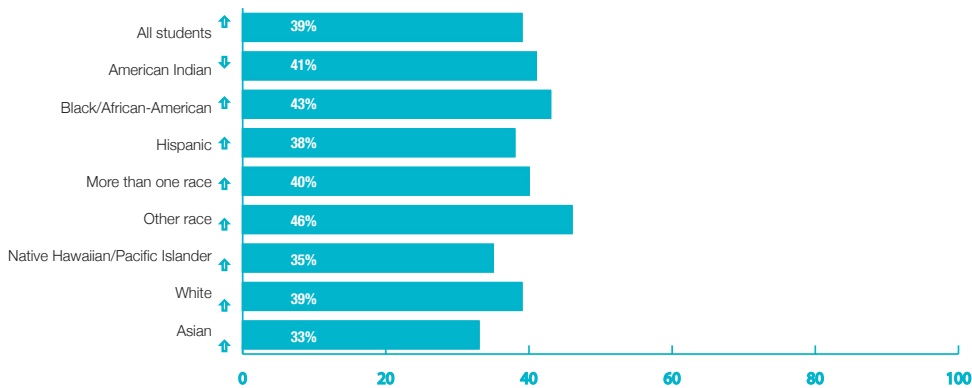
Road Map Region	2015 Actual	2016 Actual
All Students	46%	49%
American Indian	27%	24%
Asian	56%	63%
Black/African-American	32%	34%
Hispanic	33%	37%
Pacific Islander	40%	30%
White	62%	62%
Limited English	21%	23%
Low Income	35%	38%
Special Education	20%	21%

# 6TH GRADE RISK

## PESD REGION

PESD Region	2012 Actual	2014 Actual	2016 Target	2016 Actual	2020 Target
All students	34%	37%	30%	39%	26%
American Indian	45%	48%	35%	41%	26%
Black/African-American	33%	36%	30%	43%	26%
Hispanic	31%	34%	28%	38%	26%
More than one race	35%	39%	30%	40%	26%
Other race	41%	41%	32%	46%	26%
Pacific Islander	33%	35%	30%	35%	26%
White	32%	38%	29%	39%	26%
Asian	28%	31%	27%	33%	26%

Race and Achievement Baseline to 2016



Percent of students at risk of low commitment to school PESD region (PESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All students	NA	NA	N
American Indian	8	↓	N
Black/African-American	10	↑	N
Hispanic	5	↑	N
More than one race	7	↑	N
Other race	13	↔	N
Native Hawaiian/Pacific Islander	2	↓	N
White	6	↑	N
Asian	NA	NA	N

PESD Measure of Progress: % 6th grade students at risk of low commitment to school. These charts describe the percentage of 6th graders who are at risk of low commitment to school in the PESD and Road Map Regions. This Risk Factor is a composite measure included in the Healthy Youth Survey. It has to do with the relevance of coursework and student feelings and behaviors related to being in school.

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2012).

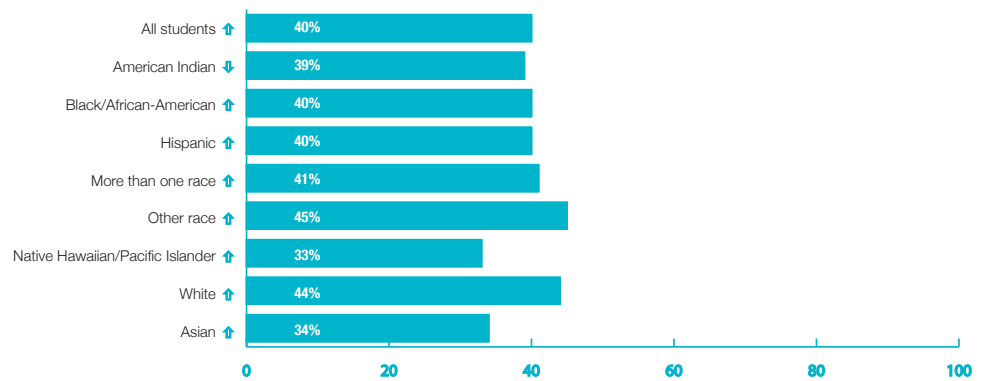
Source: Healthy Youth Survey 2012. Office of the Superintendent of Public Instruction, the Department of Health, the Department of Social and Health Service's Division of Behavioral Health and Recovery, the Department of Commerce, and the Liquor Control Board. Source: Healthy Youth Survey 2012. Office of the Superintendent of Public Instruction, the Department of Health, the Department of Social and Health Service's Division of Behavioral Health and Recovery, the Department of Commerce, and the Liquor Control Board.

# 6TH GRADE RISK ROAD MAP REGION

Road Map Region	2012 Actual	2014 Actual	2016 Target	2016 Actual	2020 Target
All students	36%	36%	30%	40%	26%
American Indian	41%	46%	33%	39%	26%
Black/African-American	33%	35%	29%	40%	26%
Hispanic	35%	36%	30%	40%	26%
More than one race	36%	39%	31%	41%	26%
Other race	44%	41%	34%	45%	26%
Pacific Islander	31%	34%	28%	33%	26%
White	37%	41%	31%	44%	26%
Asian	30%	32%	28%	34%	26%

Results were reported by Healthy Youth Survey with confidence intervals for each subgroup of students. The Risk Factor is developed from a combination of questions, and reflects the respondent's overall risk based on his or her responses to the individual question items. The items are: (1) How often do you feel the schoolwork you are assigned is meaningful and important? (2) How interesting are most of your courses to you? (3) How important do you think the things you are learning in school are going to be for you later in life? (4) Think back over the past year in school. How often did you: Enjoy being in school? Hate being in school? Try to do your best work in school? (5) During the LAST 4 WEEKS, how many whole days of school have you missed because you skipped or "cut"?

Race and Achievement Baseline to 2016



Percent of students at risk of low commitment to school Road Map region (Road Map)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All students	NA	NA	N
American Indian	5	↓	N
Black/African-American	6	↑	N
Hispanic	6	↑	N
More than one race	7	↑	N
Other race	11	↓	N
Native Hawaiian/Pacific Islander	-1	↓	N
White	10	↑	N
Asian	NA	NA	N

# 7TH GRADE MATH

## PSESD REGION

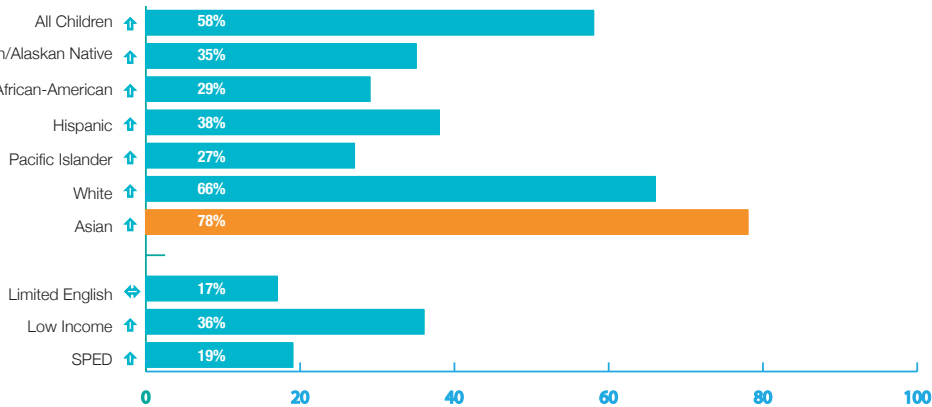
Beginning in 2014-15, Smarter Balanced Assessment (SBA) replaced the Measurements of Student Progress (MSP) as Washington's state assessment. Because of this, a new 2014-15 baseline has been established for 7th grade math. Targets will be established in 2017.

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2015).

Source: OSPI Report Card



Race and Achievement Baseline to 2016



Percent of Children Meeting 7th Grade Math Standards (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	NA
American Indian/Alaskan Native	43	↓	NA
Black/African-American	49	↔	NA
Hispanic	40	↓	NA
Pacific Islander	51	↓	NA
White	12	↓	NA
Asian	NA	NA	NA
Limited English	41	↑	NA
Low Income	22	↑	NA
SPED	39	↓	NA

PSESD Region	2015 Actual	2016 Actual
All Students	56%	58%
American Indian/ Alaskan Native	30%	35%
Black/African- American	27%	29%
Hispanic	35%	38%
Pacific Islander	24%	27%
White	63%	66%
Asian	76%	78%
Limited English	17%	17%
Low Income	35%	36%
Special Education	16%	19%



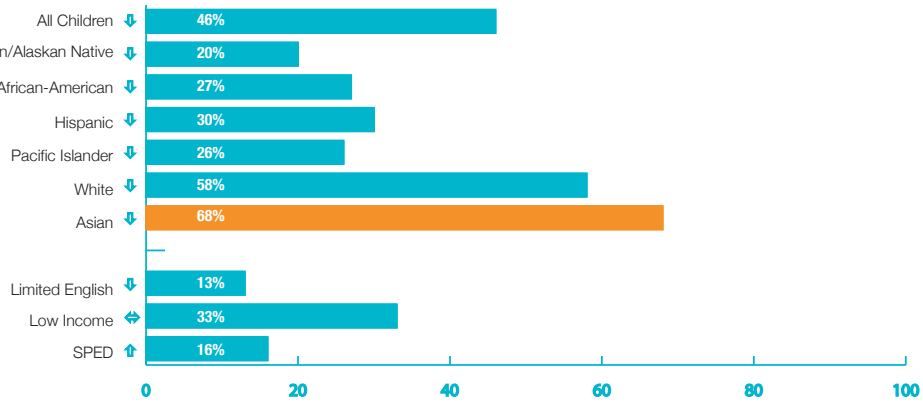


# 7TH GRADE MATH ROAD MAP REGION

The Limited English, Low Income, and Special Education opportunity gaps are calculated as the difference in percentage points in the achievement between each group and All Students.”group and the highest performing student group in the baseline year (2015). The Limited English, Low Income, and Special Education opportunity gaps are calculated as the difference in percentage points in the achievement between each group and All Students.

Source: Road Map Data Dashboard

Race and Achievement Baseline to 2016



Percent of Children Meeting 7th Grade Math Standards (Road Map Region)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	↑	NA
American Indian/Alaskan Native	48	↑	NA
Black/African-American	41	↑	NA
Hispanic	38	↑	NA
Pacific Islander	42	↑	NA
White	10	↑	NA
Asian	NA	↑	NA
Limited English	33	↓	NA
Low Income	13	↓	NA
SPED	30	↓	NA

Road Map Region	2015 Actual	2016 Actual
All Students	51%	46%
American Indian/Alaskan Native	35%	20%
Black/African-American	33%	27%
Hispanic	37%	30%
Pacific Islander	29%	26%
White	63%	58%
Asian	70%	68%
Limited English	14%	13%
Low Income	33%	33%
Special Education	11%	16%

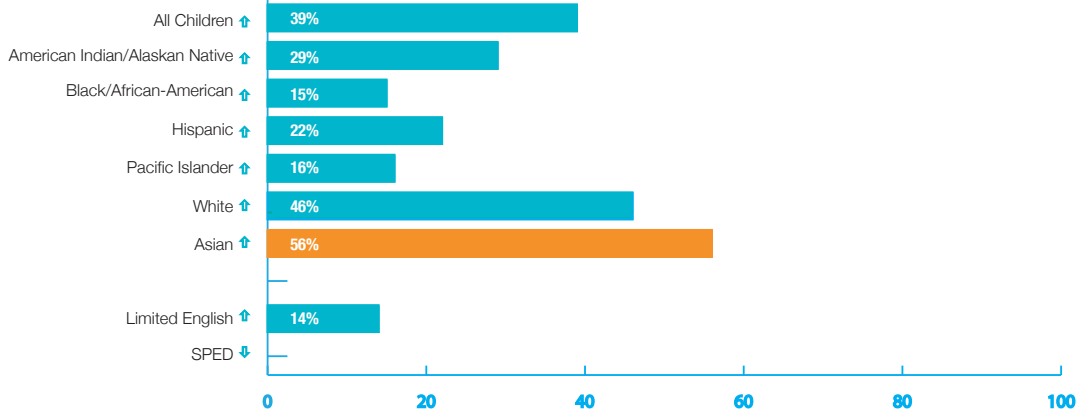
# 11TH GRADE MATH

## PSESD REGION

Beginning in 2014-15, Smarter Balanced Assessment (SBA) replaced the Measurements of Student Progress (MSP) as Washington's state assessment. Because of this, a new 2014-15 baseline has been established for 11th grade math. 11th grade math has replaced 10th grade math End of Course (EOC) as a Measure of Progress because the EOC is being phased out, and 11th grade math SBA will be a graduation requirement beginning with the class of 2019. 2015-16 is the baseline year for 11th grade math. Targets will be established using 2015-16 test results.



Race and Achievement Baseline to 2016



Percent of Children Proficient in 11th Grade Math (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	↑	NA
American Indian/Alaskan Native	27	↑	NA
Black/African-American	41	↑	NA
Hispanic	34	↑	NA
Pacific Islander	40	↑	NA
White	10	↑	NA
Asian	NA	↑	NA
Limited English	25	↑	NA
SPED	*	↑	NA

PSESD Region	2015 Actual	2016 Actual
All Students	13%	39%
American Indian	10%	29%
Black/African-American	10%	15%
Hispanic	10%	22%
Pacific Islander	13%	16%
White	16%	46%
Asian	19%	56%
Limited English	11%	14%
Special Education	7%	*



## 11TH GRADE MATH ROAD MAP REGION

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2015). The Limited English and Special Education opportunity gaps are calculated as the difference in percentage points in the achievement between each group and all students.

Road Map Region	2015 Actual	2016 Actual
All Students	12%	NA
American Indian	*	NA
Black/African-American	10%	NA
Hispanic	7%	NA
Pacific Islander	11%	NA
White	15%	NA
Asian	20%	NA
Limited English	9%	NA
Special Education	11%	NA

### 11th Grade Math Notes:

This data should be interpreted with caution, due to low participation rates (54% overall for the PSESD Region).

Road Map Data for 2016 is not reported due to data quality issues and low participation rates.

\* Results suppressed because <5% meeting standard

Targets will be set in 2017 using Road Map Project predictive analyses

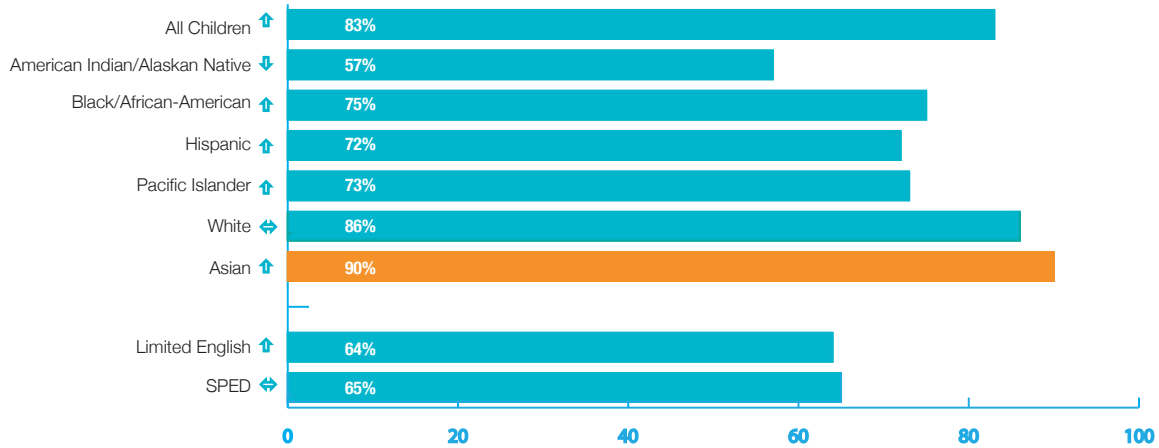
# HIGH SCHOOL GRADUATION PSESD REGION

Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2011). The Limited English and Special Education opportunity gaps are calculated as the difference in percentage points in the achievement between each group and all students.

Source: OSPI Report Card

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

Race and Achievement Baseline to 2016



Percent of Students Graduating High School (5 Year Graduation Rate) (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	N
American Indian/Alaskan Native	33	↑	N
Black/African-American	15	↓	N
Hispanic	18	↓	N
Pacific Islander	17	↓	N
White	4	↑	N
Asian	NA	NA	N
Limited English	19	↓	N
SPED	18	↑	N

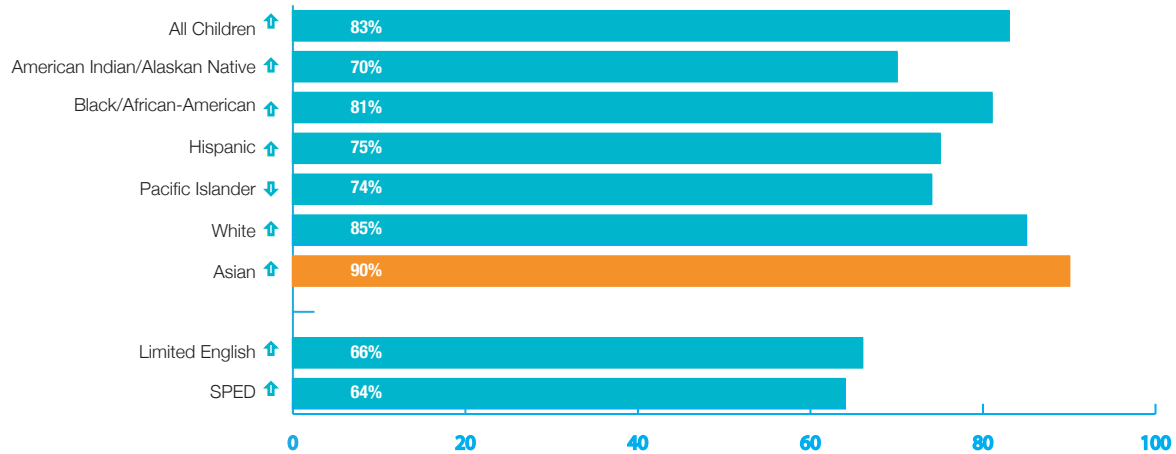


# HIGH SCHOOL GRADUATION ROAD MAP REGION

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

Source: Road Map Project Data Dashboard

Race and Achievement Baseline to 2016



Percent of Students Graduating High School (5 Year Graduation Rate) (Road Map Region)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Children	NA	NA	N
American Indian/Alaskan Native	20	↓	N
Black/African-American	9	↓	N
Hispanic	15	↓	N
Pacific Islander	16	↓	N
White	5	↑	N
Asian	NA	NA	N
Limited English	17	↓	N
SPED	19	↓	N

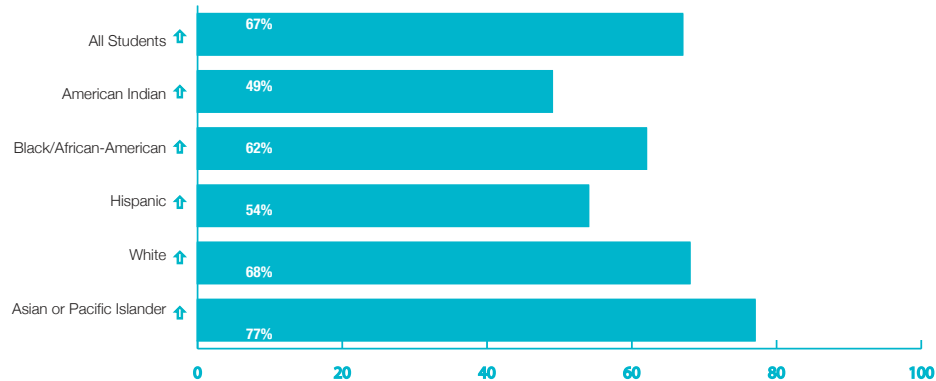
# POSTSECONDARY ENROLLMENT PSESD REGION

ERDC reports some data using percentage widths (e.g. 40-44%). This 1) prevents the accidental disclosure of student-level information and 2) conveys that the precision of rates for smaller schools or districts is lower than the precision rates for schools or districts with larger numbers of graduates (<http://www.erdccdata.wa.gov/FAQ/pdf>). The upper limit of the percentage width is used in this chart when widths were provided by ERDC.

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

Source: ERDC  
\*2013-14 High School graduates

Race and Achievement Baseline to 2016



Students enrolled in post-secondary education PSESD\* (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Students	NA	NA	N
American Indian	28	↑	N
Black/African-American	15	↑	N
Hispanic	23	↑	N
White	9	↑	N
Asian or Pacific Islander	NA	NA	Y

# POSTSECONDARY ENROLLMENT ROAD MAP REGION

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

ERDC reports some data using percentage widths (e.g. 40-44%). This 1) Prevents the accidental disclosure of student-level information and 2) 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.erdccdata.wa.gov/FAQ.pdf>). The upper limit of the percentage width is used in this chart.

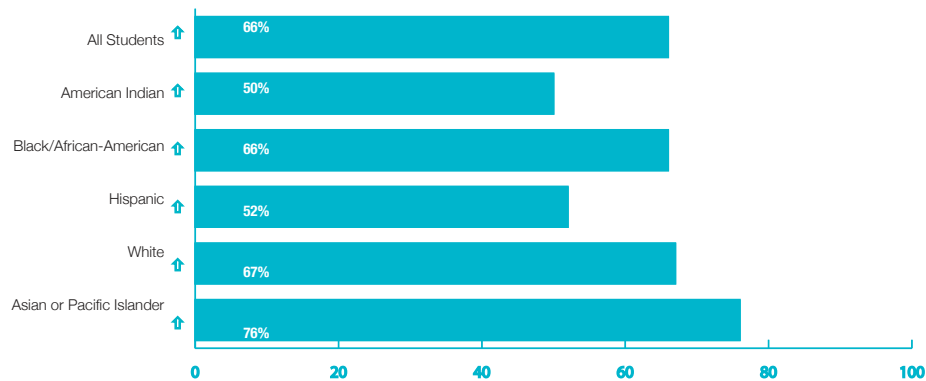
Road Map Region	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual	2020 Target
All Students	60%	59%	59%	64%	66%	65%	66%	73%
American Indian/ Alaskan Native	42%	41%	41%	44%	49%	56%	50%	73%
Black/African-American	58%	60%	61%	60%	64%	66%	66%	73%
Hispanic	37%	35%	36%	49%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

\*2016 Data not available by time of publication.

Source: ERDC

\*2013-14 High School graduates

Race and Achievement Baseline to 2016



Students enrolled in post-secondary education Road Map region (Road Map)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Students	NA	NA	N
American Indian	26	↑	N
Black/African-American	10	↑	N
Hispanic	24	↓	N
White	9	↑	N
Asian or Pacific Islander	NA	NA	Y

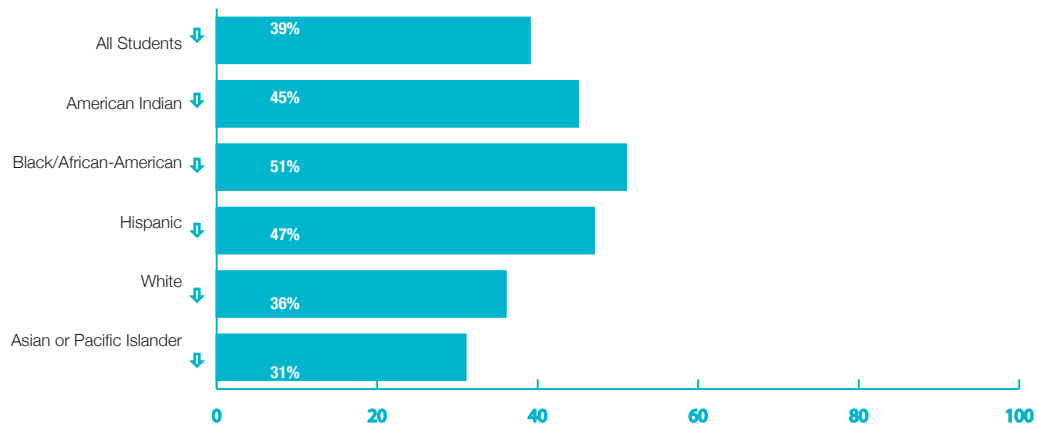
# PRE-COLLEGE MATH

## PSESD REGION

These charts describe the percentage of PSESD and Road Map Region high school students enrolling in a Washington public institution (2- or 4-year) who enroll in pre-college or developmental coursework in mathematics. Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2010). Data are not available for Limited English, Low Income, and Special Education students.

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

Race and Achievement Baseline to 2016



Students enrolled in pre-college courses in math in two year colleges PSESD (PSESD)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Students	NA	NA	N
American Indian	14	↑	N
Black/African-American	20	↑	N
Hispanic	16	↑	N
White	5	↑	N
Asian or Pacific Islander	NA	NA	N



# PRE-COLLEGE MATH ROAD MAP REGION

These charts describe the percentage of PSESD and Road Map Region high school students enrolling in a Washington public institution (2- or 4-year) who enroll in pre-college or developmental coursework in mathematics. Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic group and the highest performing student group in the baseline year (2010). Data are not available for Limited English, Low Income, and Special Education students.

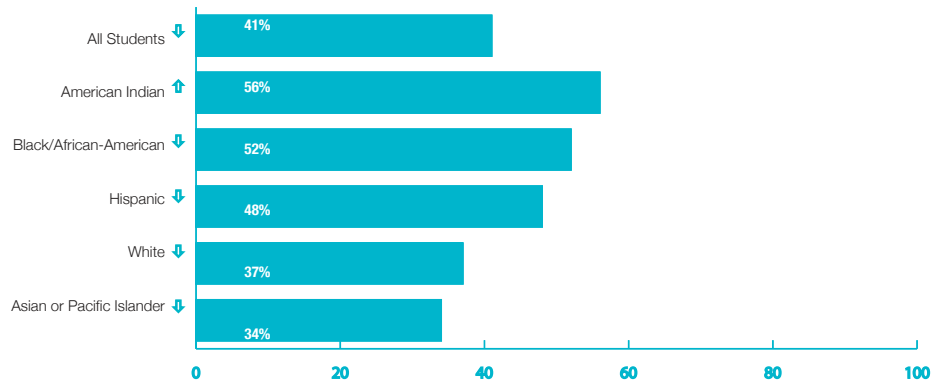
Source: ERDC

\*2013-14 High School graduates

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

Road Map Region	2010 Actual	2011 Actual	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 actual	2020 Target
All Students	47%	46%	46%	50%	46%	42%	41%	29%
American Indian/ Alaskan Native	53%	41%	65%	83%	57%	*	56%	29%
Black/African-American	54%	60%	63%	61%	57%	51%	52%	29%
Hispanic	53%	35%	51%	54%	49%	49%	48%	29%
White	45%	61%	40%	46%	42%	36%	37%	29%
Asian	44%	68%	43%	45%	40%	39%	34%	29%

Race and Achievement Baseline to 2016



Students enrolled in pre-college courses in math in two year colleges Road Map region (Road Map)

	2016 Gap (% Pts)	Gap Baseline to 2016	On track to 2020 target
All Students	NA	NA	N
American Indian	22	↑	N
Black/African-American	18	↑	N
Hispanic	14	↑	N
White	3	↔	N
Asian or Pacific Islander	NA	NA	N

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# SUPPORTING STUDENT SUCCESS FOR CRADLE TO COLLEGE & CAREER

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## Equity

In addition to the agency's work to become an Antiracist Multicultural Organization, the Equity in Education department hosted two regional trainings, Achieving Racial Equity Through Policy and Beyond, (part of a five-part series), to influence and guide district leaders to develop and implement racial equity policies. Additionally, we provided racial equity-focused coaching and professional development for superintendents, principals, teachers and leaders, and support for developing Equity Advisory Committees in districts.

## Cradle

PSESD serves more than 4,700 early learners through high-quality Head Start, Early Head Start, Early Childhood Education Assistance Program (ECEAP) and Educare Seattle. These programs support low-income pregnant women, infants, toddlers, preschoolers, and their families, by providing two-generational services designed to meet the educational and social development needs of low-income children birth through age five so that they enter kindergarten with the skills, knowledge and experiences needed to succeed. PSESD provides training for kindergarten teachers and administrators across the region on how to administer and use data from the WaKIDS assessment, ensuring students' strengths and needs are known as soon as they start school.

## K – 12

PSESD content and learning support specialists are improving outcomes in the Arts, math, science and English Language Arts by providing technical assistance and quality professional development while ensuring that the needs of the whole child are met. Agency staff utilize the latest evidence-based research and best instructional practices in instruction, assessment and social emotional learning consistent with the Washington State K-12 Learning Standards. The multilingual services department provides interpreter training and professional learning to support students who are English Language Learners. Expanded Learning Services supports students and families through high-quality after school programs. PSESD also supports districts in developing and implementing Early Warning Systems to identify students who are struggling early and intervene to bring students back on track for high school graduation and postsecondary success.

## College & Career

Puget Sound ESD continues to grow and strengthen the Puget Sound College and Career Network, which is focused on closing the college access gap by enrolling students in the College Bound Scholarship program and completing the Free Application for Federal Student Aid (FAFSA) and Washington Application for State Financial Aid (WAFSA). The agency also grew the Pierce County Strong initiative to improve post-secondary outcomes for Pierce County students. PSESD offered a wide variety of professional learning on postsecondary readiness, including middle and high school advising, dual credit implementation, working with college access community organizations, and family engagement.

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# DATA NOTES

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## Methods

### 2020 target setting

Puget Sound Educational Service District (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 Progress<sup>1</sup>. 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 course taking 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 varies by measure.

### Rate of change calculations

The rates of change needed to meet interim targets were established using the following formula: Where PO = initial performance, Pf = final performance, n = number of program years = 10, and r = rate of change.

$$r = (Pf / PO)^{(1/n)} - 1$$

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

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

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.

### Road Map Region indicators

As of May 2012, 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. Opportunity Gap Charts The Opportunity Gap Charts illustrate the gaps in student achievement by various subgroups. The Achievement Baseline to 2016 column arrows indicate if student achievement for that specific groups of students has increased (up arrow) or decreased (down arrow) from the baseline year. The percentage of students meeting the measure are displayed in the colored bars. The Gap % column highlights the achievement differences for racial subgroups of students against the highest achieving group from the baseline year. The special education, limited English, low income and male students are compared against to the all students achievement. The Gap Baseline to 2016 column illustrates whether the gap is increasing (up red arrow) or decreasing (down green arrow). A neutral arrow for both arrow columns indicates no change. The target column indicates if the subgroup is on target to meet the 2020 goal with a Y = yes and a N = no.

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1 This includes % of students meeting standard in kindergarten/school readiness, and High School graduation.



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