



WWW.PESD.ORG

2014 - 2015
ENDS Report

*Success for Each Child and
Eliminate the Opportunity Gap.*



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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.

Who We Serve

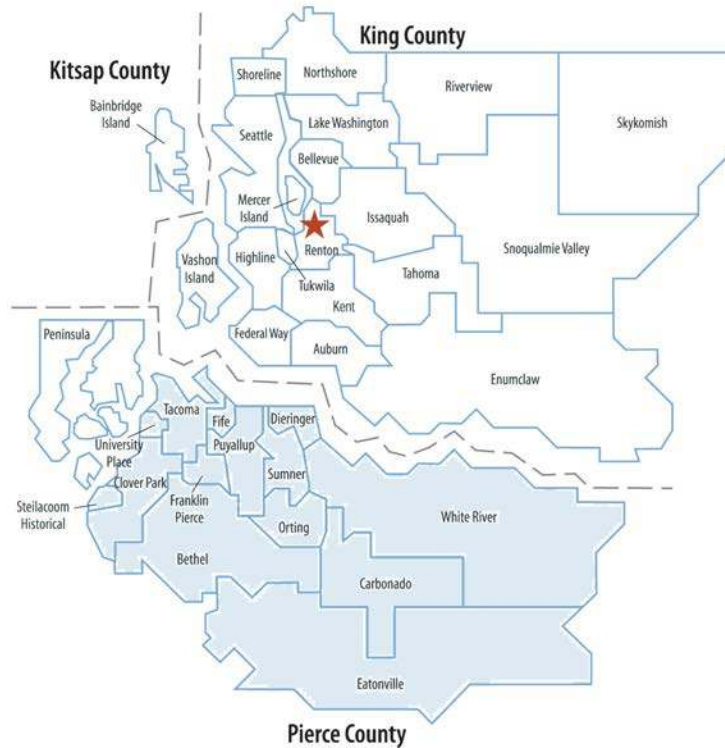
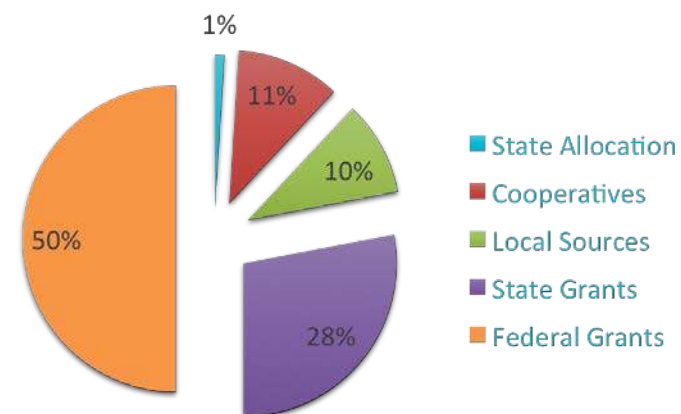
- King and Pierce counties, including Bainbridge Island:
- 35 school districts, 738 schools, 23,590 Teachers
 - 200 private schools
 - 7 charter schools
 - 39% of Washington's K-12 public school students

Who We Are

We coordinate 80 programs in King and Pierce counties, including Bainbridge Island, through the following departments: Administrative & Management Services, Learning, Teaching and Family Support, and Technology Services.

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

| | | |
|--|---------|-------|
| Student Count | 413,866 | |
| Gender | | |
| Male | 213,311 | 51.6% |
| Female | 200,239 | 48.4% |
| Ethnicity | | |
| Hispanic/Latino of any race(s) | 68,963 | 16.7% |
| American Indian/Alaskan Native | 2,879 | 0.7% |
| Asian | 55,228 | 13.4% |
| Black/African American | 35,628 | 8.6% |
| Native Hawaiian/Other Pacific Islander | 6,777 | 1.6% |
| White | 208,312 | 50.4% |
| Two or More Races | 35,761 | 8.6% |
| Special Programs | | |
| Free or Reduced-Price Meals | 160,333 | 38.7% |
| Special Education | 52,271 | 12.6% |
| Transitional Bilingual | 42,178 | 10.2% |
| Migrant | 409 | 0.1% |
| Section 504 | 13,390 | 3.2% |
| Foster Care | 2,421 | 0.6% |
| Unexcused Absence Rate | 252,685 | 0.6% |

Report to Our Partners

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. For 2014-15, the PSESD Board upheld our focus on our End statement and three Sub-Ends. The 2014-15 Ends Report documents the progress of the agency in reaching its main End, Success for Each Child and Eliminate the Opportunity Gap by 2020, 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 the leadership and vision of our Board of Directors. Thank you for your continued support and interest in PSESD.

Sincerely,

John P. Welch
Superintendent

Governance

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

Frank Ashby

District 2 – Bainbridge Island, Seattle, Vashon Island

Terry Pottmeyer

District 3 – Bellevue, Issaquah, Mercer Island, Seattle

Greg Bawden

District 4 – Lake Washington, Northshore, Riverview, Skykomish

Joanne Seng

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

Vicki Asakura

District 5 – Kent, Renton, Seattle

Barbara Peterson, Chair

District 7 – Federal Way, Fife, Highline, Tukwila

Jill A.S. Johnson, Vice Chair

District 8 – Peninsula, Tacoma, University Place

John Zurfluh

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

BENCHMARKS - PSESD REGION

| Trendline | 2014 Actual Rate | 2015 Actual Rate | 2015 Target Rate | Rate Change Since Baseline | Met 2015 Target Rate | Baseline Year Gap | Rate Change Since Baseline | Current Gap |
|-----------|------------------|------------------|------------------|----------------------------|----------------------|-------------------|----------------------------|-------------|
| | 78% | 79% | 79% | ↑ | ✓ | 9% | ↑ | 11% |
| | 42% | 45% | 53% | ↑ | ✗ | 26% | ↑ | 28% |
| NA | NA | 58% | NA | NA | ✗ | NA | NA | 39% |
| NA | 37% | NA | | | | | | |
| NA | NA | 56% | NA | NA | NA | NA | NA | 52% |
| | NA | 13% | NA | NA | NA | NA | NA | 9% |
| | 84% | 87% | 90% | ↑ | ✗ | 23% | ↓ | 20% |
| | 68% | 67% | 71% | ↓ | ✗ | 22% | ↑ | 27% |
| | 42% | 40% | 37% | ↑ | ✗ | 13% | ↑ | 15% |

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 Healthy Youth Survey is administered every two years. The next survey administration will be fall 2016.

*Source: Washington State Report Card (reportcard.ospi.k12.wa.us)

**Source: PSESD Head Start and ECEAP

***Source: OSPI and Community Center for Education Results

BENCHMARKS - ROAD MAP REGION

| Trendline | 2014 Actual Rate | 2015 Actual Rate | 2015 Target Rate | Rate Change Since Baseline | Met 2015 Target Rate | Baseline Year Gap | Rate Change Since Baseline | Current Gap |
|-----------|------------------|------------------|------------------|----------------------------|----------------------|-------------------|----------------------------|-------------|
| | 80% | 77% | 78% | ↑ | ✗ | 14% | ↓ | 12% |
| | 40% | 42% | 47% | ↑ | ✗ | 49% | ↓ | 31% |
| NA | NA | 46% | NA | NA | NA | NA | NA | 35% |
| | 36% | NA | | | | | | |
| NA | NA | 51% | NA | NA | NA | NA | NA | 41% |
| NA | NA | 12% | NA | NA | NA | NA | NA | 13% |
| | 79% | 81% | 89% | ↑ | ✗ | 26% | ↓ | 19% |
| | 66% | 65% | 71% | ↑ | ✗ | 28% | ↓ | 21% |
| | 46% | 42% | 37% | ↓ | ✗ | 13% | ↑ | 15% |

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.

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Source: Washington State Report Card (reportcard.ospi.k12.wa.us)

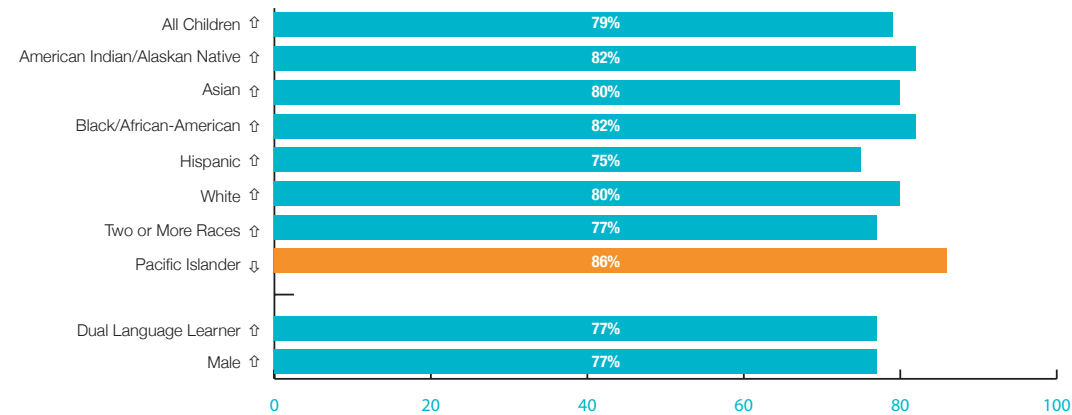
Source: PSESD Head Start and ECEAP

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 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 | 2017 Target | 2020 Target |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Children | 75% | 79% | 78% | 79% | 81% | 85% |
| American Indian/ Akaskan Native | 75% | 78% | 79% | 82% | 81% | 85% |
| Asian | 73% | 82% | 77% | 80% | 80% | 85% |
| Black/African- American | 76% | 82% | 81% | 82% | 81% | 85% |
| Hispanic | 72% | 74% | 75% | 75% | 80% | 85% |
| White | 73% | 81% | 79% | 80% | 80% | 85% |
| Two or More Races | 78% | 80% | 81% | 77% | 82% | 85% |
| Pacific Islander | 81% | 79% | 75% | 86% | 84% | 85% |
| Dual Language Learner | 69% | 74% | 74% | 77% | 79% | 85% |
| Male | 73% | 76% | 76% | 77% | 80% | 85% |

Race and Achievement Baseline to 2015



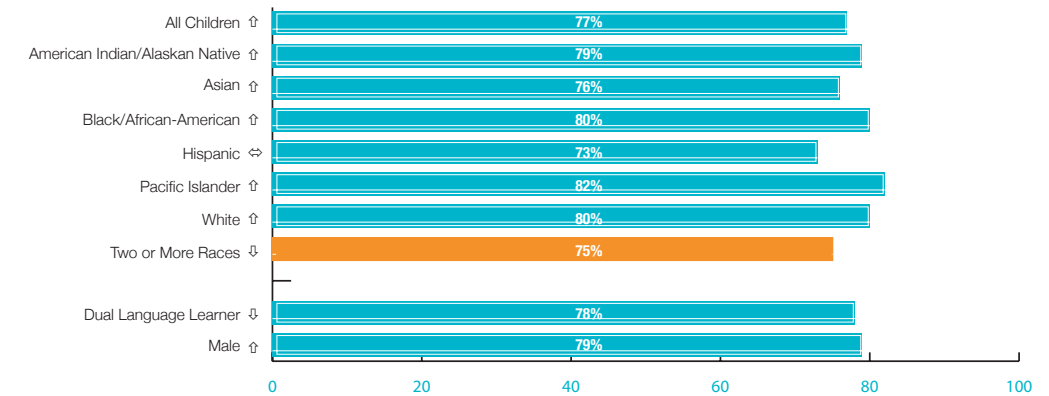
Percent of Children Meeting School Readiness Standards (PSESD)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | Y |
| American Indian | 4 | ↓ | Y |
| Asian | 6 | ↓ | Y |
| Black/African-American | 4 | ↓ | Y |
| Hispanic | 11 | ↑ | N |
| White | 6 | ↓ | Y |
| Two or More Races | 9 | ↑ | N |
| Pacific Islander | NA | NA | Y |
| Dual Language Learner | 2 | ↓ | Y |
| Male | 2 | ↓ | Y |

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.

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

Race and Achievement Baseline to 2015



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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | N |
| American Indian | -4 | ↓ | Y |
| Asian | -1 | ↓ | Y |
| Black/African-American | -5 | ↓ | Y |
| Hispanic | 2 | ↑ | N |
| Pacific Islander | -7 | ↓ | Y |
| White | -5 | ↓ | Y |
| Two or More Races | NA | NA | N |
| Dual Language Learner | -1 | ↓ | Y |
| Male | 2 | ↓ | Y |

SCHOOL READINESS 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 (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.

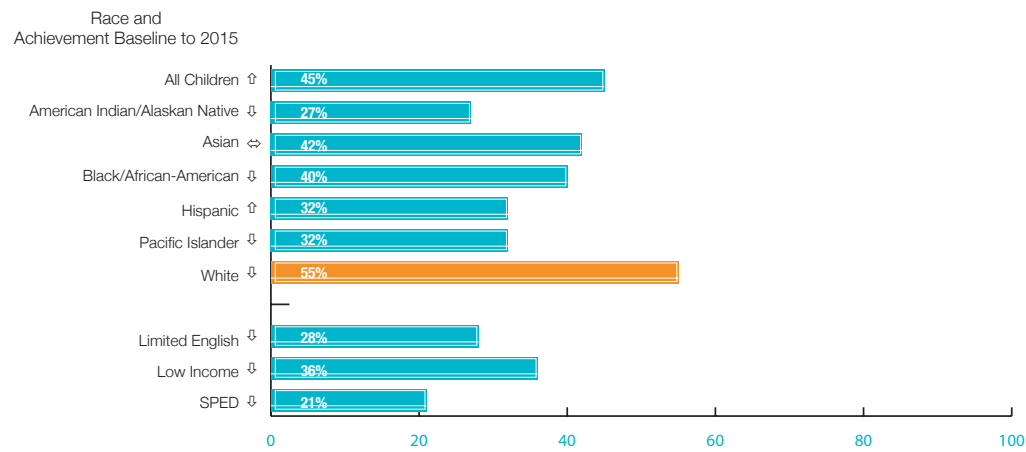
Source: PSESD Early Learning Program

KINDERGARTEN READINESS PSESD REGION

These results represent the kindergarten readiness of a subset of children, primarily those enrolled in state-funded full-day kindergarten.

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

| PSESD Region | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 44% | 42% | 45% | 64% | 85% |
| American Indian/ Alaskan Native | 32% | 39% | 27% | 56% | 85% |
| Asian | 42% | 44% | 42% | 63% | 85% |
| Black/African- American | 42% | 39% | 40% | 63% | 85% |
| Hispanic | 31% | 29% | 32% | 55% | 85% |
| Pacific Islander | 36% | 32% | 32% | 59% | 85% |
| White | 57% | 53% | 55% | 72% | 85% |
| Limited English | 25% | 26% | 28% | 50% | 85% |
| Low Income | 37% | 19% | 36% | 60% | 85% |
| SPED | 18% | 18% | 21% | 44% | 85% |



Percent of Children Meeting Kindergarten Readiness Standards (PSESD)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|------------------------|---------------------|-------------------------|----------------------------|
| All Children | NA | NA | N |
| American Indian | 28 | ↑ | N |
| Asian | 13 | ↓ | N |
| Black/African-American | 15 | ↔ | N |
| Hispanic | 23 | ↓ | N |
| Pacific Islander | 23 | ↑ | N |
| White | NA | NA | N |
| Limited English | 17 | ↓ | N |
| Low Income | 9 | ↓ | N |
| SPED | 24 | ↓ | N |

expectations in all areas of development and learning, including Social-Emotional, Language, Physical, Cognitive, Literacy, and Mathematics.

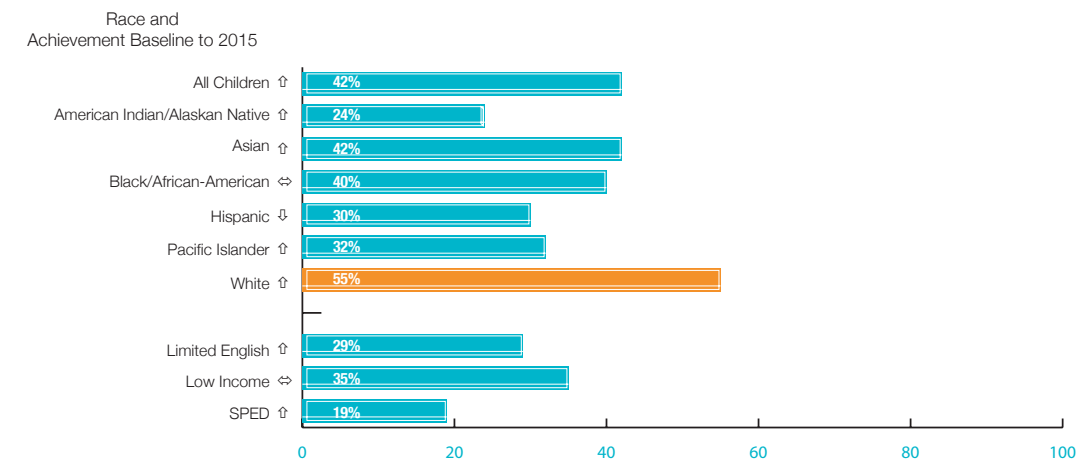
Teaching Strategies GOLD blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy. The primary purposes of Teaching Strategies GOLD are to document children's learning over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

KINDERGARTEN READINESS 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 (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: OSPI Report Card

| Road Map Region | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 37% | 40% | 42% | 60% | 85% |
| American Indian/ Alaskan Native | 0% | 16% | 24% | 5% | 85% |
| Asian | 40% | 44% | 42% | 62% | 85% |
| Black/African- American | 40% | 40% | 40% | 62% | 85% |
| Hispanic | 29% | 28% | 30% | 54% | 85% |
| Pacific Islander | 29% | 33% | 32% | 54% | 85% |
| White | 49% | 52% | 55% | 67% | 85% |
| Limited English | 23% | 26% | 29% | 49% | 85% |
| Low Income | 35% | 35% | 35% | 58% | 85% |
| SPED | 14% | 20% | 19% | 39% | 85% |



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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|------------------------|---------------------|-------------------------|----------------------------|
| All Children | NA | NA | N |
| American Indian | 31 | ↑ | Y |
| Asian | 13 | ↓ | N |
| Black/African-American | 15 | ↑ | N |
| Hispanic | 25 | ↑ | N |
| Pacific Islander | 23 | ↑ | N |
| White | NA | NA | N |
| Limited English | 13 | ↓ | N |
| Low Income | 7 | ↑ | N |
| SPED | 23 | ↔ | N |

3RD GRADE READING PSESD REGION



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 3rd grade reading. Targets will be established using 2015-16 test results.

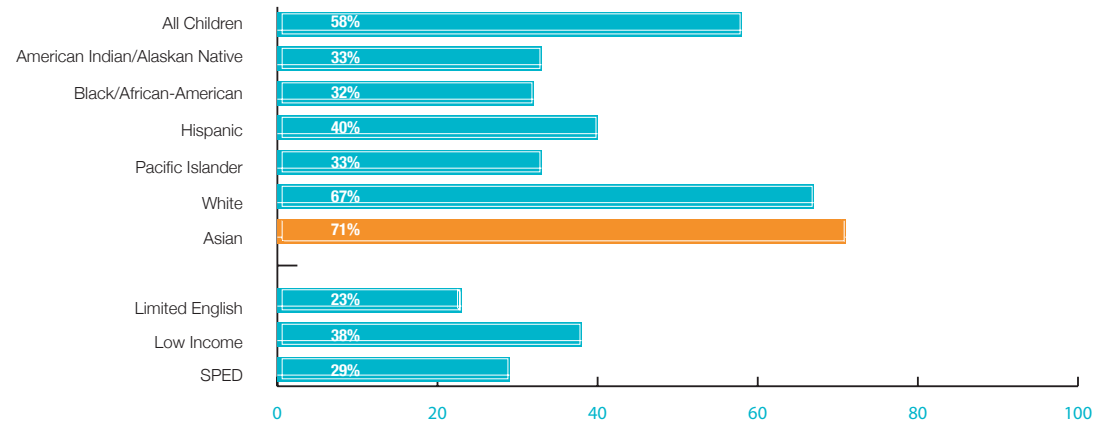
“Opportunity gaps are calculated as the difference in percentage points in the achievement between each racial/ethnic

3RD GRADE READING ROAD MAP REGION

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

Achievement Baseline to 2015

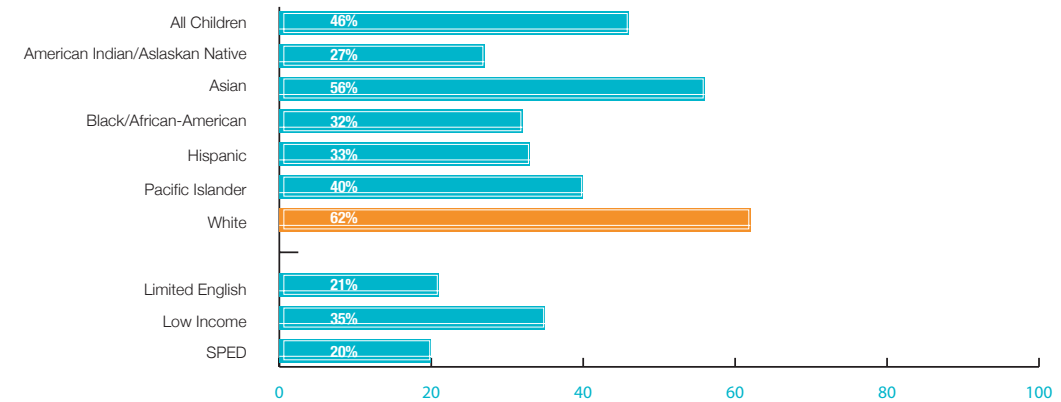


Percent of Children Meeting 3rd Grade Reading Standards (PSESD)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | NA |
| American Indian/Alaskan Native | 38 | NA | NA |
| Asian | 39 | NA | NA |
| Black/African-American | 31 | NA | NA |
| Hispanic | 38 | NA | NA |
| Pacific Islander | 4 | NA | NA |
| White | NA | NA | NA |
| Limited English | 35 | NA | NA |
| Low Income | 20 | NA | NA |
| SPED | 29 | NA | NA |

| PSESD Region | 2015 Actual |
|--------------------------------|-------------|
| All Children | 58% |
| American Indian/Akaskan Native | 33% |
| Asian | 32% |
| Black/African-American | 40% |
| Hispanic | 33% |
| White | 67% |
| Two or More Races | 71% |
| Pacific Islander | 23% |
| Dual Language Learner | 38% |
| Male | 38% |

Race and Achievement Baseline to 2015



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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | NA |
| American Indian/Alaskan Native | 35 | NA | NA |
| Asian | 6 | NA | NA |
| Black/African-American | 30 | NA | NA |
| Hispanic | 29 | NA | NA |
| Pacific Islander | 22 | NA | NA |
| White | NA | NA | NA |
| Limited English | 25 | NA | NA |
| Low Income | 11 | NA | NA |
| SPED | 26 | NA | NA |

| Road Map Region | 2015 Actual |
|--------------------------------|-------------|
| All Children | 75% |
| American Indian/Alaskan Native | 75% |
| Asian | 68% |
| Black/African-American | 74% |
| Hispanic | 73% |
| Pacific Islander | 76% |
| White | 72% |
| Two or More Races | 83% |
| Dual Language Learner | 68% |
| Male | 71% |

7TH GRADE MATH PSESD REGION



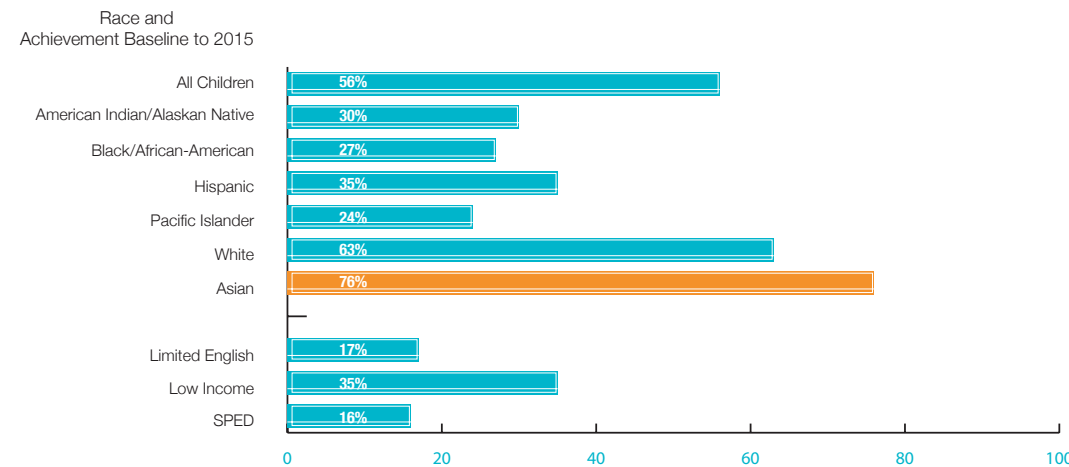
Beginning in 2014-15, Smarter Balanced Assessment (SBA) replaced the MSP as Washington's state assessment. Because of this, a new 2014-15 baseline has been established for 7th grade math. Targets will be established using 2015-16 test results.

“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

7TH GRADE MATH ROAD MAP REGION

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.”

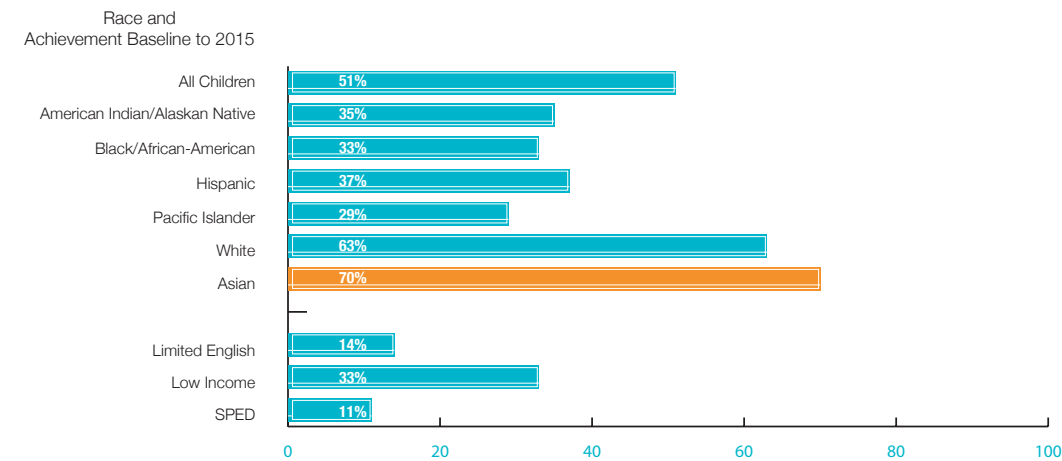
Source: OSPI Report Card



| PSESD Region | 2015 Actual |
|--------------------------------|-------------|
| All Students | 56% |
| American Indian/Alaskan Native | 30% |
| Black/African-American | 27% |
| Hispanic | 35% |
| Pacific Islander | 24% |
| White | 63% |
| Asian | 76% |
| Limited English | 17% |
| Low Income | 35% |
| Special Education | 16% |

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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | NA |
| American Indian/Alaskan Native | 46 | NA | NA |
| Black/African-American | 49 | NA | NA |
| Hispanic | 41 | NA | NA |
| Pacific Islander | 52 | NA | NA |
| White | 13 | NA | NA |
| Asian | NA | NA | NA |
| Limited English | 39 | NA | NA |
| Low Income | 21 | NA | NA |
| SPED | 40 | NA | NA |



| Road Map Region | 2015 Actual |
|--------------------------------|-------------|
| All Students | 51% |
| American Indian/Alaskan Native | 35% |
| Black/African-American | 33% |
| Hispanic | 37% |
| Pacific Islander | 29% |
| White | 63% |
| Asian | 70% |
| Limited English | 14% |
| Low Income | 33% |
| Special Education | 11% |

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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | NA |
| American Indian/Alaskan Native | 35 | NA | NA |
| Black/African-American | 37 | NA | NA |
| Hispanic | 33 | NA | NA |
| Pacific Islander | 41 | NA | NA |
| White | 7 | NA | NA |
| Asian | NA | NA | NA |
| Limited English | 37 | NA | NA |
| Low Income | 18 | NA | NA |
| SPED | 40 | NA | NA |

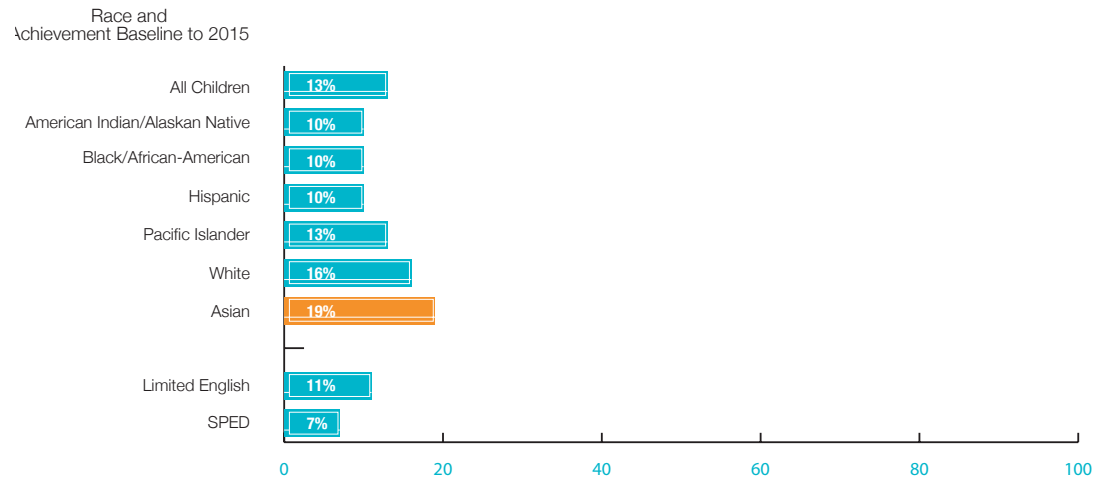
11TH GRADE MATH PSESD REGION



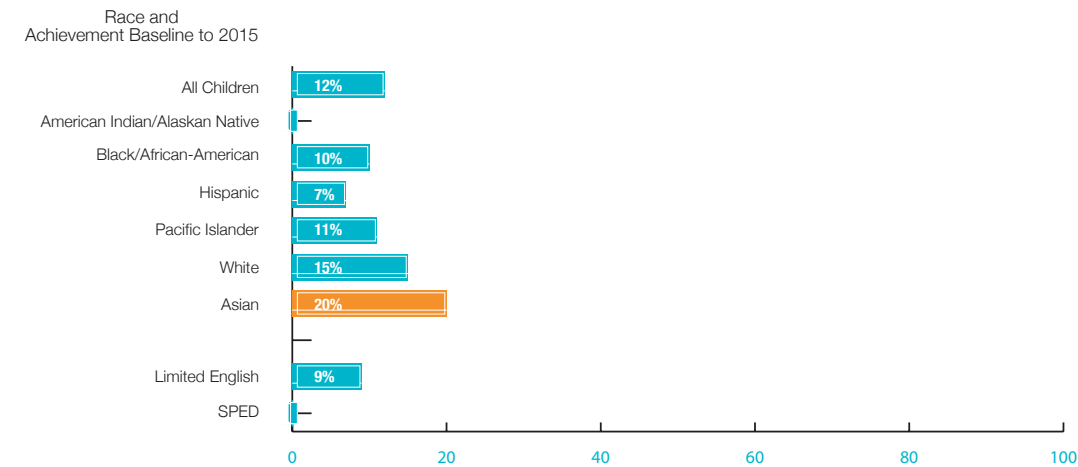
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11TH GRADE MATH ROAD MAP REGION

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. 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



| PSESD Region | 2015 Actual |
|------------------------|-------------|
| All Students | 68% |
| American Indian | 55% |
| Black/African-American | 37% |
| Hispanic | 46% |
| Pacific Islander | 33% |
| White | 75% |
| Asian | 79% |
| Limited English | 34% |
| Special Education | 23% |



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

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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | NA |
| American Indian/Alaskan Native | 9 | NA | NA |
| Black/African-American | 9 | NA | NA |
| Hispanic | 9 | NA | NA |
| Pacific Islander | 6 | NA | NA |
| White | 3 | NA | NA |
| Asian | NA | NA | NA |
| Limited English | 2 | NA | NA |
| SPED | 6 | NA | NA |

Percent of Children Proficient in 11th Grade Math (EOC) (Road Map Region)

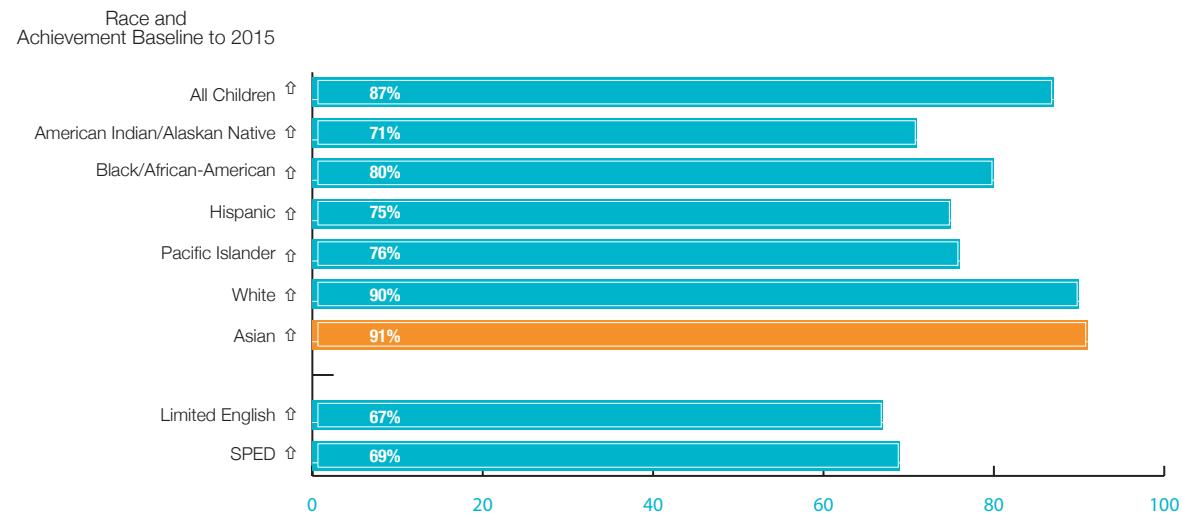
| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | NA |
| American Indian/Alaskan Native | NA | NA | NA |
| Black/African-American | 10 | NA | NA |
| Hispanic | 13 | NA | NA |
| Pacific Islander | 9 | NA | NA |
| White | 5 | NA | NA |
| Asian | NA | NA | NA |
| Limited English | 3 | NA | NA |
| SPED | NA | NA | NA |

HIGH SCHOOL GRADUATION PSESD REGION

| PSESD Region | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 82% | 82% | 82% | 84% | 87% | 91% | 92% |
| American Indian/Alaskan Native | 64% | 64% | 67% | 69% | 71% | 89% | 92% |
| Black/African-American | 70% | 70% | 69% | 75% | 80% | 90% | 92% |
| Hispanic | 63% | 69% | 70% | 72% | 75% | 90% | 92% |
| Pacific Islander | 65% | 70% | 71% | 68% | 76% | 89% | 92% |
| White | 86% | 85% | 86% | 88% | 90% | 91% | 92% |
| Asian | 86% | 86% | 86% | 88% | 91% | 91% | 92% |
| Limited English | 53% | 59% | 59% | 59% | 67% | 87% | 92% |
| SPED | 65% | 65% | 65% | 66% | 69% | 89% | 92% |

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

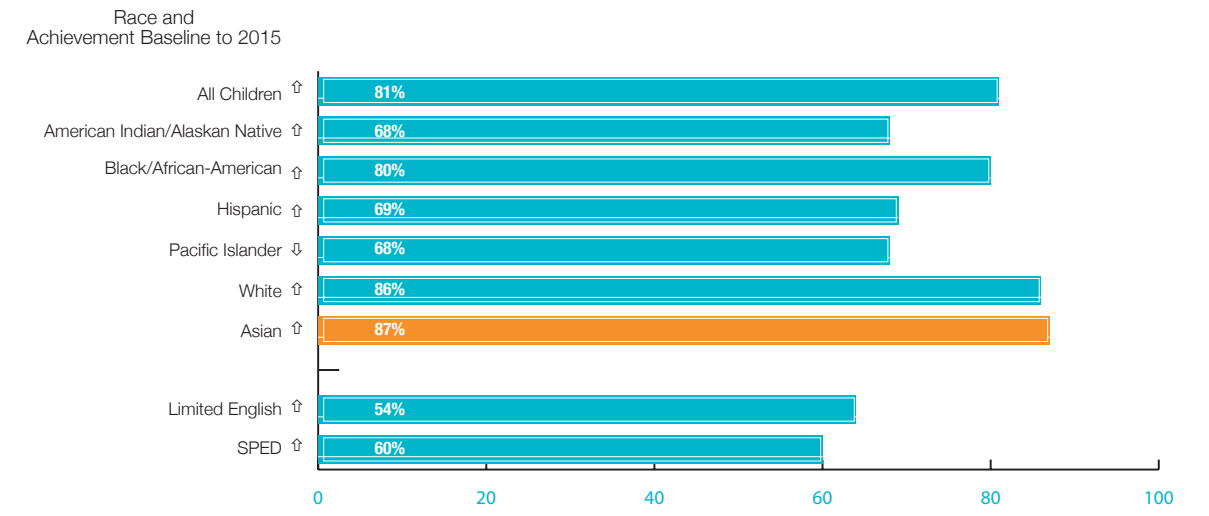


Percent of Students Graduating High School (5 Year Graduation Rate) (PSESD)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | N |
| American Indian/Alaskan Native | 20 | ↓ | N |
| Black/African-American | 11 | ↓ | N |
| Hispanic | 16 | ↓ | N |
| Pacific Islander | 15 | ↓ | N |
| White | 1 | ↑ | N |
| Asian | NA | NA | N |
| Limited English | 20 | ↓ | N |
| SPED | 18 | ↑ | N |

| Road Map Region | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 76% | 76% | 76% | 79% | 81% | 90% | 92% |
| American Indian | 57% | 61% | 58% | 65% | 68% | 88% | 92% |
| Black/African-American | 70% | 70% | 71% | 76% | 80% | 90% | 92% |
| Hispanic | 56% | 63% | 63% | 65% | 69% | 88% | 92% |
| Pacific Islander | 66% | 69% | 71% | 65% | 68% | 89% | 92% |
| White | 82% | 82% | 82% | 84% | 86% | 91% | 92% |
| Asian | 83% | 85% | 83% | 85% | 87% | 91% | 92% |
| Limited English | 50% | 56% | 56% | 54% | 64% | 87% | 92% |
| SPED | 55% | 61% | 55% | 58% | 60% | 88% | 92% |

HIGH SCHOOL GRADUATION ROAD MAP REGION



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

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On track to 2020 target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Children | NA | NA | N |
| American Indian/Alaskan Native | 19 | ↓ | N |
| Black/African-American | 7 | ↓ | N |
| Hispanic | 18 | ↓ | N |
| Pacific Islander | 19 | ↑ | N |
| White | 1 | ↔ | N |
| Asian | NA | NA | N |
| Limited English | 17 | ↓ | N |
| SPED | 21 | ↔ | N |

POSTSECONDARY ENROLLMENT

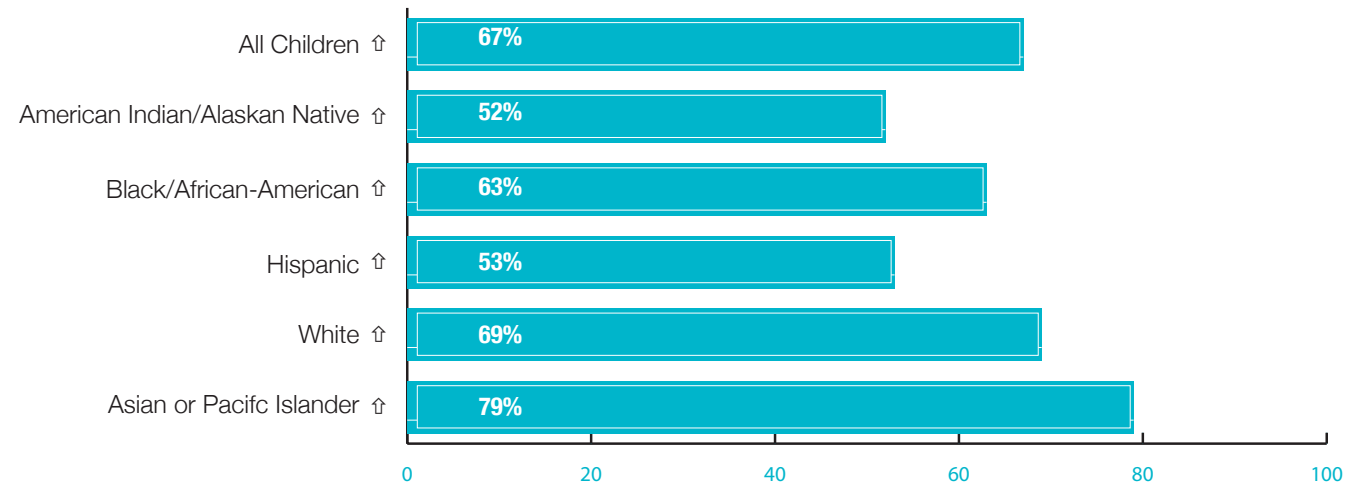
PSESD REGION

| PSESD Region | 2010 Actal | 2011 Actal | 2012 Actal | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 62% | 62% | 62% | 66% | 68% | 67% | 72% | 73% |
| American Indian | 45% | 45% | 43% | 49% | 47% | 52% | 70% | 73% |
| Black/African-American | 58% | 60% | 57% | 57% | 63% | 63% | 72% | 73% |
| Hispanic | 44% | 42% | 42% | 50% | 53% | 53% | 70% | 73% |
| White | 64% | 63% | 64% | 67% | 67% | 69% | 72% | 73% |
| Asian | 66% | 68% | 68% | 76% | 79% | 79% | 73% | 73% |

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

Race and Achievement Baseline to 2015



Percent of Students Enrolled in Post-Secondary Education (PSESD)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On Track to 2020 Target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Students | NA | NA | N |
| American Indian/Alaskan Native | 27 | ↑ | N |
| Black/African-American | 16 | ↑ | N |
| Hispanic | 26 | ↑ | N |
| White | 10 | ↑ | N |
| Asian | NA | NA | Y |

POSTSECONDARY ENROLLMENT

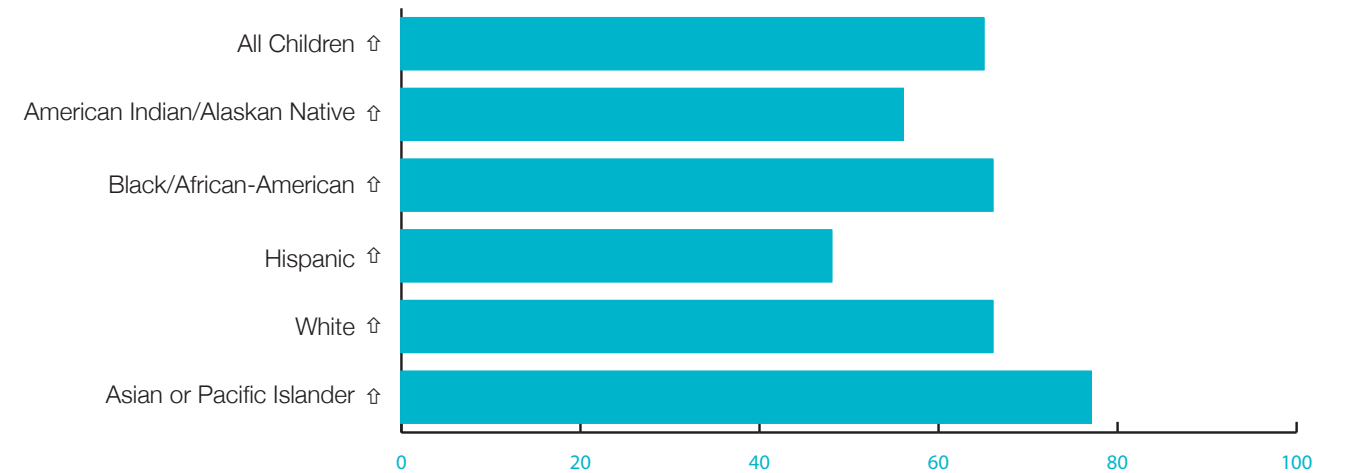
ROAD MAP REGION

| Road Map Region | 2010 Actal | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 60% | 59% | 59% | 64% | 66% | 65% | 72% | 73% |
| American Indian | 42% | 41% | 41% | 40-44% | 49% | 56% | 70% | 73% |
| Black/African-American | 58% | 60% | 61% | 60% | 64% | 66% | 72% | 73% |
| Hispanic | 37% | 35% | 36% | 49% | 48% | 48% | 70% | 73% |
| White | 62% | 61% | 62% | 67% | 68% | 66% | 72% | 73% |
| Asian | 65% | 68% | 67% | 74% | 77% | 77% | 72% | 73% |

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.

Source: ERDC
*2013-14 High School graduates

Race and Achievement Baseline to 2015



Percent of Students Enrolled in Post-Secondary Education (Road Map Region)

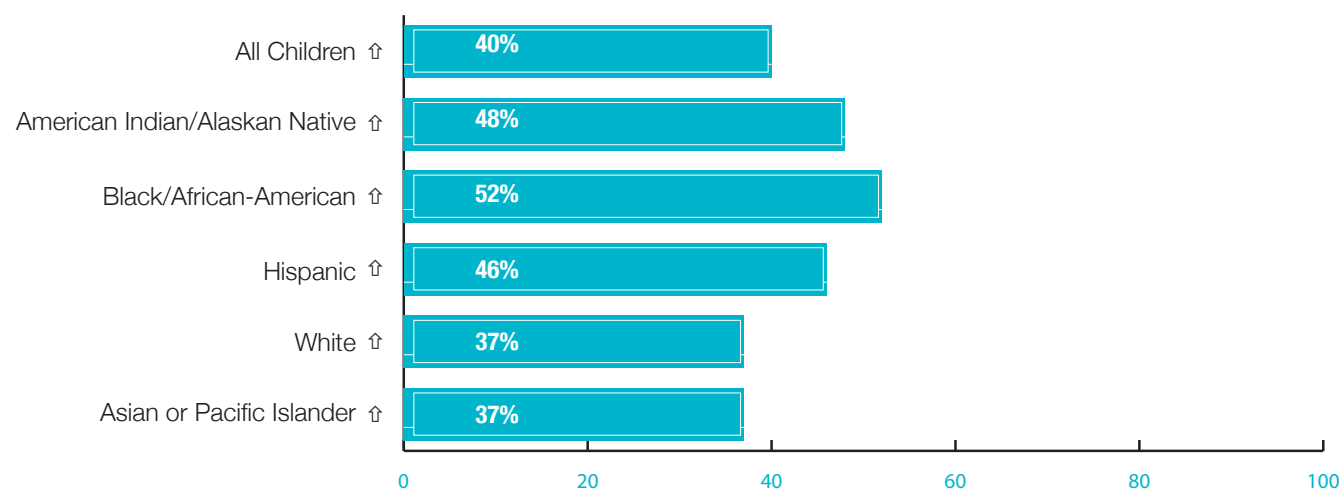
| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On Track to 2020 Target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Students | NA | NA | N |
| American Indian/Alaskan Native | 21 | ↓ | N |
| Black/African-American | 11 | ↑ | N |
| Hispanic | 29 | ↑ | N |
| White | 11 | ↑ | N |
| Asian | NA | NA | Y |

PRE-COLLEGE MATH PSESD REGION

| PSESD Region | 2010 Actal | 2011 Actal | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 46% | 46% | 45% | 46% | 42% | 40% | 33% | 29% |
| American Indian/ Alaskan Native | 55% | 56% | 54% | 53% | 50% | 48% | 35% | 29% |
| Black/African- American | 54% | 59% | 60% | 58% | 53% | 52% | 35% | 29% |
| Hispanic | 52% | 53% | 51% | 52% | 47% | 46% | 34% | 29% |
| White | 45% | 44% | 43% | 43% | 40% | 37% | 33% | 29% |
| Asian | 42% | 41% | 41% | 40% | 37% | 37% | 33% | 29% |

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.

Race and Achievement Baseline to 2015



Percent of Students Enrolled in Pre-College Math Courses in Two-Year Colleges (PSESD)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On Track to 2020 Target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Students | NA | NA | N |
| American Indian/Alaskan Native | 11 | ↓ | N |
| Black/African-American | 15 | ↑ | N |
| Hispanic | 9 | ↓ | N |
| White | 0 | ↓ | N |
| Asian | NA | NA | N |

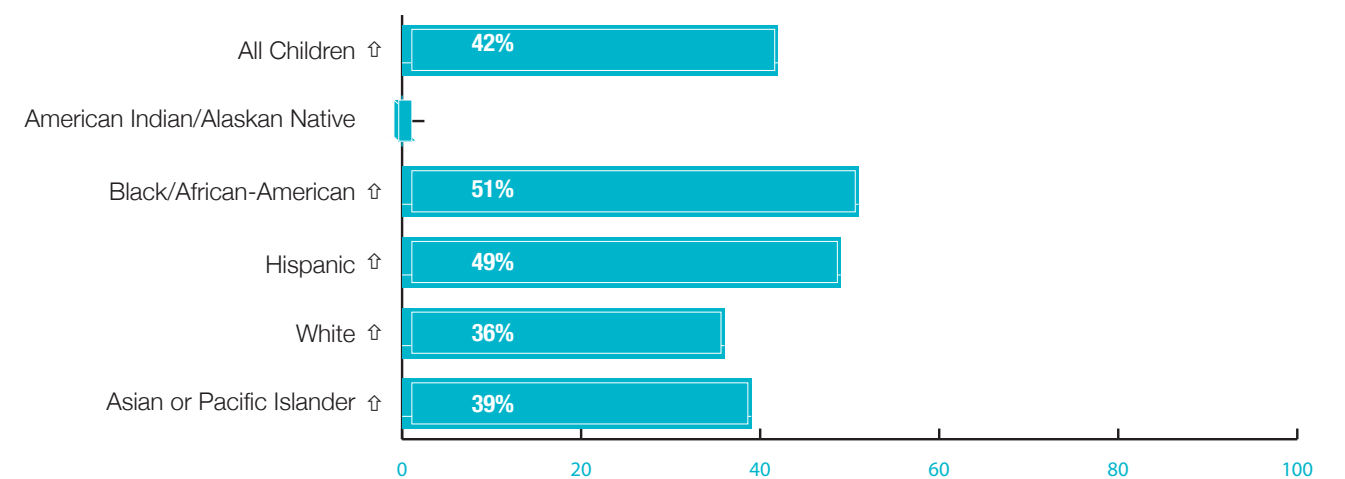
PRE-COLLEGE MATH ROAD MAP REGION

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 Actal | 2011 Actual | 2012 Actual | 2013 Actual | 2014 Actual | 2015 Actual | 2017 Target | 2020 Target |
|------------------------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| All Students | 47% | 46% | 46% | 50% | 46% | 42% | 34% | 29% |
| American Indian/ Alaskan Native | 53% | 41% | 65% | 83% | 57% | * | 35% | 29% |
| Black/African- American | 54% | 60% | 63% | 61% | 57% | 51% | 35% | 29% |
| Hispanic | 53% | 35% | 51% | 54% | 49% | 49% | 35% | 29% |
| White | 45% | 61% | 40% | 46% | 42% | 36% | 33% | 29% |
| Asian | 44% | 68% | 43% | 45% | 40% | 39% | 33% | 29% |

Race and Achievement Baseline to 2015



Percent of Students Enrolled in Pre-College Math Courses in Two-Year Colleges (Road Map Region)

| | 2015 Gap (% Pts) | Gap Baseline to 2015 | On Track to 2020 Target |
|--------------------------------|------------------|----------------------|-------------------------|
| All Students | NA | NA | N |
| American Indian/Alaskan Native | NA | NA | N |
| Black/African-American | 12 | ó | N |
| Hispanic | 10 | ó | N |
| White | -3 | ò | Y |
| Asian | NA | NA | N |

SUPPORTING STUDENT SUCCESS FOR CRADLE TO COLLEGE & CAREER

Equity

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. Some recent activities that support this work include adopting a racial equity policy, creating an implementation plan, hosting an annual convening, and providing training and support to our districts.

Cradle

Puget Sound ESD serves over 5,000 early learners through high-quality Head Start, Early Head Start, Early Childhood Education Assistance Program (ECEAP) and Educare Seattle. These programs serve the academic and social development needs of low-income children from birth through age five so that they enter kindergarten ready to learn. Implementing a collective impact approach, Road Map Race to the Top efforts includes a common kindergarten registration date and implementation of the state’s kindergarten readiness assessment, WaKids.

K – 12

PSESD content specialists are improving math and science instruction by providing technical assistance and quality professional development. Algebra, geometry and biology students of teachers who participated in professional development demonstrated higher levels of achievement. Science Coordinators have developed an exciting partnership with Washington State LASER to combine resources to build teacher knowledge and classroom use of the state science standards. Agency staff provide the latest evidence-based research and best instructional practices in literacy instruction and assessment, consistent with OSPI’s completed transition plan to the Common Core State Standards for English Language Arts (ELA).

College & Career

This year, the agency led the transition and merger of two separate regional college access networks into one – the Puget Sound College and Career Network (PSCCN). The network is focused on closing the college access gap by enrolling students in the College Scholarship program and completing the Free Application for Federal Student Aid (FAFSA).

Through the Road Map Race to the Top grant, the seven districts have seen tremendous growth in the percentages of students taking Advanced Placement and International Baccalaureate courses, the Advanced Placement Exams, and the College Board Assessments (PSAT and SAT). The agency has also launched Pierce County Strong to improve post-secondary outcomes for Pierce County students.

We believe all children should have equal opportunity for a quality education ensuring they are college and career ready upon high school graduation.



RACE to the TOP

2014-15 ACCOMPLISHMENTS & HIGHLIGHTS

The Road Map Region Race to the Top grant is comprised of 14 projects and six commitments, spanning “cradle to college and career,” with the goal of supporting students to Start Strong, be STEM Strong, and to Stay Strong. Students are further supported with Foundational projects, personalizing learning all along the PreK through postsecondary spectrum. This is a Consortium grant, comprised of the Auburn, Federal Way, Highline, Kent, Renton, Seattle and Tukwila School Districts, with Puget Sound Educational Service District (PSESD) serving as the fiscal and management agent. We are focused particularly on students in high-need schools, who are low-income, of color, English Language Learners (ELL), or who have disabilities. This grant supports the Road Map Project, a regional collective impact initiative with the goal of doubling the number of students on track to graduate from college or earn a career credential by 2020.

Start Strong

For the second year in a row, all seven districts in the Consortium came together to lead a universal Kindergarten registration campaign in January. Enrolling students in Kindergarten earlier in the year helps ensure they can participate in summer learning and eases student and family transition into Kindergarten. The Consortium worked closely with community partners to implement a communications strategy alerting families to the importance and benefits of registering. This resulted in increased registration rates from June 2014 to June 2015. The state’s kindergarten readiness assessment, WaKIDS, is now being implemented in all seven districts. This year, we designed and executed principal trainings on how to administer and use data from WaKIDS, and on how to connect with community-based early learning providers. These trainings were so well-received they were adopted by the state for replication.

STEM Strong

We have launched Career Connection, a project to build an online system connecting students to employers offering work-based learning opportunities. Eight hundred students are planned to participate in 2015-16. We are also implementing digital STEM tools in 37 schools, and have seen an increase in student usage of these tools since last year. We established a professional learning community (PLC) focused on implementing the tools and instructional strategies. The PLC visited schools to learn and observe together. We also used the Blended Learning Readiness and Progress Rubric developed by ED in our planning. Finally, the Next Generation Science Standards Task Force, comprised of leaders across the Consortium, continued its PLC by sharing curricular unit examples and professional development strategies. Districts made progress implementing these standards.

Stay Strong

As a result of our investment in rigorous course taking, we have seen tremendous growth in the percentages of students taking AP or IB courses. The rate increased from 58% for the class of 2013 to 64% for the class of 2014. Rates for Black students increased from 46% to 58%. Offering the SAT to all students in 11th grade yielded an increase of 178% in the numbers of students taking SAT - increases were even higher for students of color. We also continued to see a close to 100% enrollment rate in the state’s College Bound scholarship.

Foundational Elements

The regional data portal was implemented across four districts in the Consortium, improving the regional system capacity for sharing, accessing and using data to improve student outcomes. Teachers and principals are using data dashboard tools, and registrars are able to efficiently transfer student records to other districts when students transfer. The Investment Fund for Teaching and Learning supported projects including job embedded professional learning for teachers and principals in math, departmentalization of math and science in elementary schools, principal leadership to support English Language Learner instruction, and a teacher residency.

Community Partnerships

In March 2015, our external evaluator RTI International issued a report on the nature and quality of partnerships in the Road Map Region RTT grant. The evaluators conducted focus groups, surveys and interviews to gather information on how partnerships were working - among Consortium school districts, among CBOs, and between CBOs and districts. The results of the preliminary study suggest that there is consensus on the vision, intent, and the work required to reach the goals of equity in student achievement and opportunity. At the same time, partners also identified several challenges in partnership-building, including the need for building infrastructure that supports community-district partnerships. To address the challenges, RTI recommended we: deepen the work of the partnership as a Learning Community; sustain a common vision and continue conversations about equity; develop system-wide supports for authentic CBO -school district partnerships; and, balance power dynamics through equitable representation of stakeholders and equitable funding structure.

Regional Collaboration

Another central goal of our Consortium’s RTT grant is that by operating as a Consortium, we will build capacity to learn from district-to-district. We seek to learn and replicate promising practices from one another, tackling student challenges using a regional approach. To support consortium learning, we strengthened professional learning across projects this year, differentiating by the grant’s Start Strong, STEM Strong and Stay Strong categories. In March 2015, more than 90 leaders from across the region - including Superintendents, district staff, students, the University of Washington Vice Provost of Admissions, and CBO partners - came together to share Stay Strong promising practices. Leaders of Start Strong and STEM Strong formed professional learning communities with carefully-planned learning objectives, learning and visiting one another’s schools and districts. There is strong interest in the region in continuing this joint professional learning beyond RTT.

THEORY OF ACTION



BUILD

We believe with a focus on Best Practices, Whole Child Tenets, Instructional Core, Racial Equity, and Data, Puget Sound ESD will help close the opportunity gap in our region. In order to accelerate our efforts to close the opportunity gap, Puget Sound ESD has adopted BOLD moves in our cradle to college efforts.

DATA NOTES

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 varies by measure.

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.

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 2015 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 2015 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.

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



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