Aligned with the biennial budget and policy cycles, the Council updates the Roadmap in odd numbered years and creates a short-term strategic action plan in even-numbered years to identify strategies and priorities for meeting the state’s attainment goals (RCW 28B.77.020).
Increasing attainment is a long-term effort

By 2023:

- All adults ages 25-44 in Washington will have a high school diploma or equivalent.
- At least 70% of adults ages 25-44 in Washington will have a postsecondary credential.

Attainment Timeline

- 2015: Support in Middle and High School
- 2019: High school graduation
- 2020-2024: Postsecondary credential
WSAC’s Technical Work Group to develop the measures and indicators for the purposes of the 2015 Roadmap Update included the following members:

- OSPI – Deb Came
- SBCTC – Jan Yoshiwara, David Prince
- COP – Paul Francis, Jane Sherman, Julie Garver, Cody Eccles
- ICW – Vi Boyer, Chad Bennett
- ERDC – Jim Schmidt, Melissa Beard.
Background Research and Companion Products

Roadmap Update Issue Briefs
• Factors Influencing High School Graduation
• Postsecondary Success

Roadmap Data Tables

2015 Asset Map

Find these on the Roadmap website: http://www.wsac.wa.gov/2015-roadmap-update
Roadmap Core Measures

- High school completion
- Postsecondary enrollment
- Postsecondary completion
- Participation and attainment (population)
### Core Measures, Indicators and Metrics

<table>
<thead>
<tr>
<th>Core Measure</th>
<th>Indicators</th>
<th>Progress Metrics</th>
</tr>
</thead>
</table>
| **High School Completion**    | 1. 9th Grade GPA  
2. 9th Grade Failure Rate  
3. Smarter Balanced Test Scores  
   - Math, English          | High School Graduation-4-Year & 5-Year:  
a. Graduation Numbers and Rates  
b. Number of Alternate High School Diplomas |
| **Postsecondary Enrollment**  | 1. Smarter Balanced Test Scores (as above)  
2. FAFSA completion (Federal financial aid)  
3. College Bound scholars (signups) | Enrollments:  
a. Apprenticeship  
b. 2-year Colleges (Public, Private)  
c. 4-year Institutions (Public, Private) |
| **Postsecondary Completion**  | Transition/Transfer (to 4-yr. College):  
1. Students with and without a transfer degree  
   Persistence:  
2. Progress toward a credential  
3. Retention rates, by level | Postsecondary Completions by Award:  
a. Apprenticeship  
b. Certificates  
c. 2-year Degree  
d. 4-year Degree  
e. Graduate/Professional Degree |
Core Measure: Participation and Attainment

- High school completion
- Postsecondary enrollment
- Postsecondary completion
- Participation and attainment (population)
Current and projected progress toward goals
### Racial/Ethnic Disparities in Attainment

#### Educational Attainment - Population 25-44

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Population Total</th>
<th>Less Than High School Total</th>
<th>HS Diploma, GED or Alt Total</th>
<th>Some College Total</th>
<th>Associate or Above Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 1,890,838</td>
<td>1,280,289</td>
<td>65,206</td>
<td>276,319</td>
<td>333,966</td>
<td>604,798</td>
</tr>
<tr>
<td>White</td>
<td>22,923</td>
<td>3,669</td>
<td>6,692</td>
<td>7,324</td>
<td>5,238</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>76,419</td>
<td>7,913</td>
<td>21,217</td>
<td>24,153</td>
<td>28,301</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>187,452</td>
<td>11,679</td>
<td>28,301</td>
<td>29,167</td>
<td>118,305</td>
</tr>
<tr>
<td>Black or African American</td>
<td>252,647</td>
<td>91,883</td>
<td>68,904</td>
<td>44,608</td>
<td>47,252</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>119,879</td>
<td>28,301</td>
<td>29,167</td>
<td>24,153</td>
<td>28,301</td>
</tr>
</tbody>
</table>

Source: ACS 3-Year 2011-2013
Core Measure: High School Completion

- High school completion
- Postsecondary enrollment
- Postsecondary completion
- Participation and attainment (population)
Challenges to completion for many groups

2013-14 Four-Year Adjusted Cohort Graduation and Dropout Rates by Student Subgroup

- **Asian**: 86.5 (Graduation Rate), 6 (Dropout Rate)
- **White**: 80.5 (Graduation Rate), 10.8 (Dropout Rate)
- **All Students**: 77.2 (Graduation Rate), 12.3 (Dropout Rate)
- **Two or More Races**: 75.5 (Graduation Rate), 13.3 (Dropout Rate)
- **Section 504**: 74.8 (Graduation Rate), 11.9 (Dropout Rate)
- **Black**: 67.8 (Graduation Rate), 15.1 (Dropout Rate)
- **Hispanic/Latino**: 67.3 (Graduation Rate), 17.7 (Dropout Rate)
- **Low-income**: 66.4 (Graduation Rate), 18.2 (Dropout Rate)
- **Pacific Islander**: 64.6 (Graduation Rate), 19 (Dropout Rate)
- **Migrant**: 63.6 (Graduation Rate), 19.9 (Dropout Rate)
- **Special Education**: 55.7 (Graduation Rate), 18.2 (Dropout Rate)
- **Limited English**: 53.7 (Graduation Rate), 23.5 (Dropout Rate)
- **American Indian**: 53.7 (Graduation Rate), 26.6 (Dropout Rate)
- **Homeless**: 46.1 (Graduation Rate), 31.5 (Dropout Rate)
- **Foster Care**: 41.5 (Graduation Rate), 34 (Dropout Rate)
• Washington’s graduation rate rose over the past decade, in part because of greater attention to the needs of growing student populations that have not been traditionally well-served in our education system.

• Washington’s changing demographics reveal opportunity gaps in K-12 education. Without a concerted effort to improve completion rates for all students, Washington runs the risk of seeing its overall graduation rate decline.

• Given adequate resources, schools may rise to the challenge. As we gain knowledge about critical junctures in students’ progression towards graduation, we can tailor policies to help eliminate barriers.
Core Measure: Postsecondary Enrollment

- High school completion
- Postsecondary enrollment
- Postsecondary completion
- Participation and attainment (population)
Decline in enrollments among adults 25+

- Enrollment declined among students over 25, suggesting that more students are returning to the workforce as the economy improves.
- Increases in apprenticeships are also related to economic recovery.

<table>
<thead>
<tr>
<th>Postsecondary Enrollment All Institutions – Grand Totals</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>All students</td>
<td></td>
</tr>
<tr>
<td>Grand total</td>
<td>369,182</td>
</tr>
<tr>
<td>Age under 25</td>
<td>229,638</td>
</tr>
<tr>
<td>Age 25 – 39</td>
<td>99,433</td>
</tr>
<tr>
<td>Age 40 and over</td>
<td>38,969</td>
</tr>
<tr>
<td>Age unknown</td>
<td>1,142</td>
</tr>
</tbody>
</table>
The slight overall decline in enrollment obscures the drop in enrollment of students aged 25 and older.

Enrollment patterns are very sensitive to our state’s shifting economic cycles. The challenge is to make it easier for adults to accumulate credits while they’re employed.

Enrollment increases by direct-from-high-school, traditional college-aged students is a positive sign given that recent graduates were increasingly from groups underrepresented in postsecondary education. The growth in Hispanic/Latino enrollment is an encouraging sign.
Core Measure: Postsecondary Completion

- High school completion
- Postsecondary enrollment
- Postsecondary completion
- Participation and attainment (population)
Postsecondary awards have increased slightly, especially among students ages 18–24.

Postsecondary awards have increased for some underrepresented groups.

<table>
<thead>
<tr>
<th>Postsecondary Completion</th>
<th>2012-13</th>
<th>% Change 2011-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Institutions, All Award Types</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>Percent</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85,527</td>
<td>100.0%</td>
</tr>
<tr>
<td>Certificates</td>
<td>11,437</td>
<td>13.4%</td>
</tr>
<tr>
<td>Associate's Degrees</td>
<td>29,281</td>
<td>34.2%</td>
</tr>
<tr>
<td>Bachelor's Degrees</td>
<td>32,689</td>
<td>38.2%</td>
</tr>
<tr>
<td>Master's Degrees</td>
<td>9,519</td>
<td>11.1%</td>
</tr>
<tr>
<td>Doctoral Degrees</td>
<td>2,601</td>
<td>3.0%</td>
</tr>
</tbody>
</table>
Postsecondary Completion—Implications

- The gradual increase in awards is a good sign, particularly given the lack of growth in high school graduates.

- These gains have extended to traditionally underrepresented groups, indicating the attainment gap is not widening.

- As with enrollments, awards to older students dropped off as the economy improved.

- We cannot meet the state’s attainment goals through demographic changes, or by increased high school graduation and postsecondary enrollments of 18- to 24-year-olds alone.

- To meet our state's educational attainment goals, we must attract, engage and graduate more adults.
Conclusions and Implications

Our overall participation and attainment progress is too low to reach our 2023 goals.

Two areas need particular attention:

1. High school completion and postsecondary access and completion for historically underserved and underrepresented populations.

2. Postsecondary recruitment, retention, and completion for working-age adults.

Further action is needed across the spectrum of K-12 transition and postsecondary education policies, investments, and innovations.