

# GRADUATE!

T A C O M A

## 2015 APPENDIX



FOUNDATION FOR  
TACOMA STUDENTS

*Building and strengthening Tacoma's community-wide movement to  
help every student achieve success from cradle to college and career.*

## STUDENT INDICATORS

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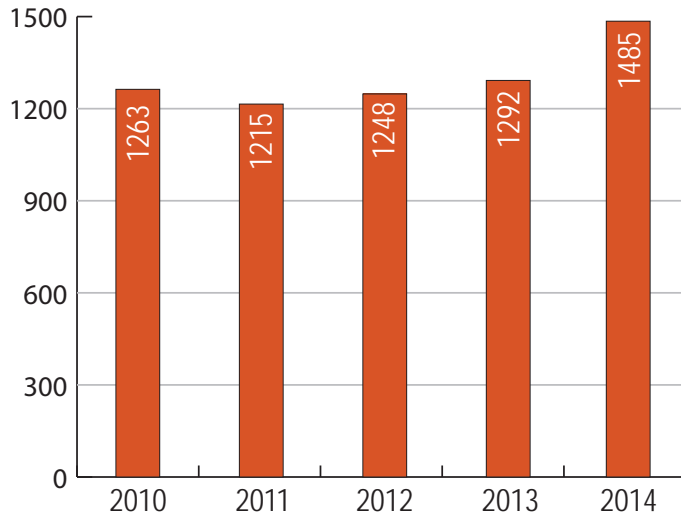
Attendance ..... 17

## EARLY LEARNING

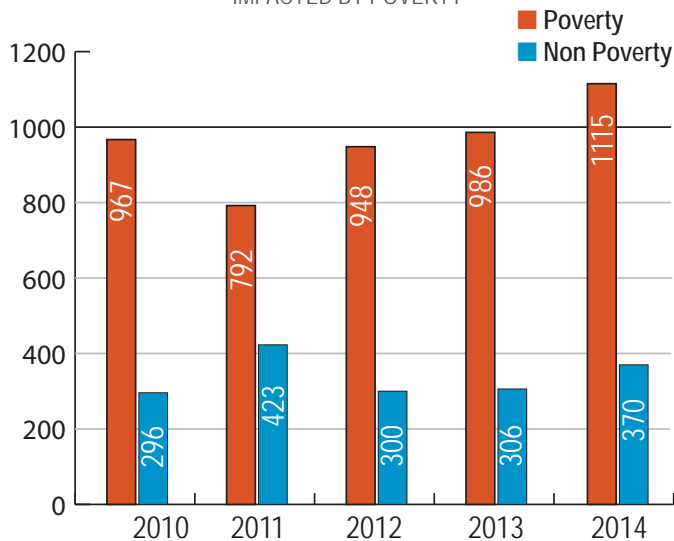
## QUALITY PRESCHOOL

**AIMING HIGHER:** Increase the number of children attending Tacoma Public Schools or community child-care/ preschools that meet quality standards.

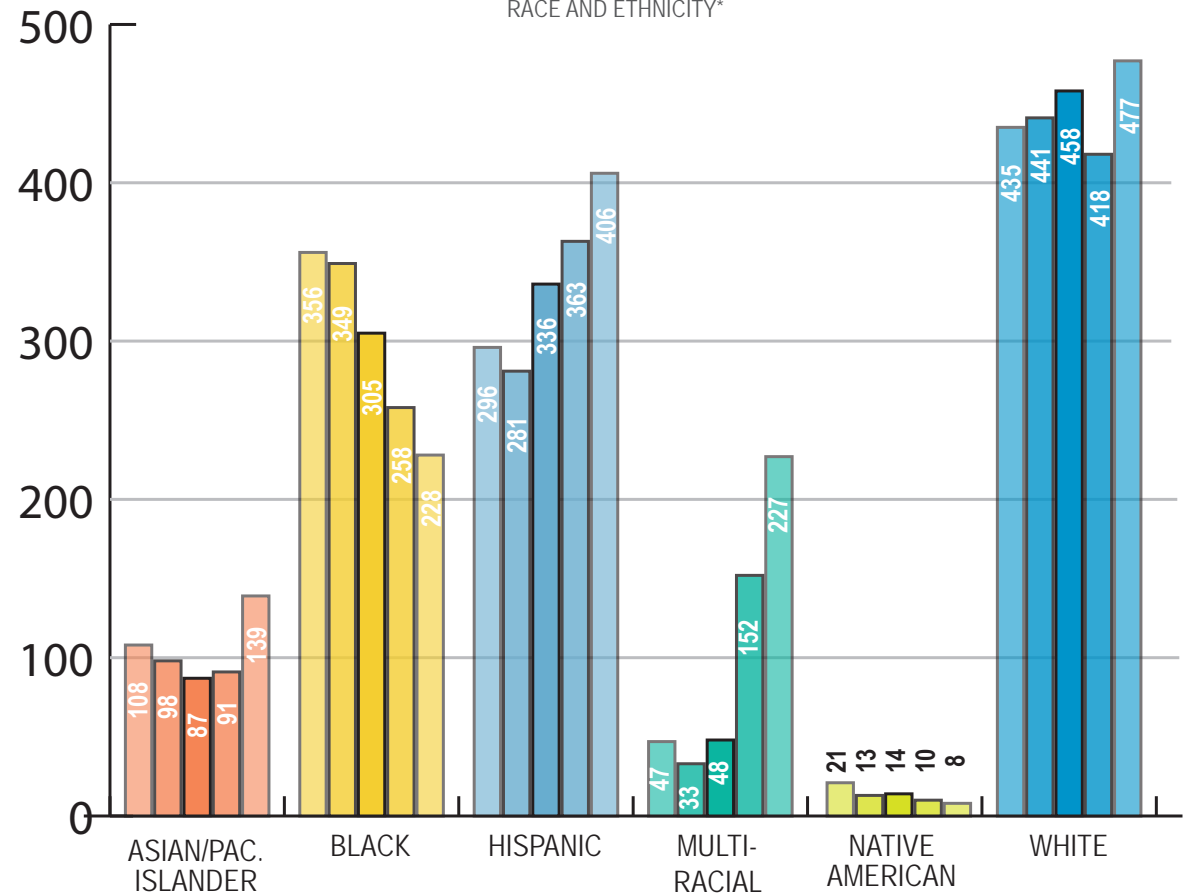
**EARLY LEARNING**  
2010–2014 ENROLLED IN TPS PRESCHOOL



**EARLY LEARNING**  
2010–2014 ENROLLED IN TPS PRESCHOOL  
IMPACTED BY POVERTY



**EARLY LEARNING**  
2010–2014 ENROLLED IN TPS PRESCHOOL  
RACE AND ETHNICITY\*

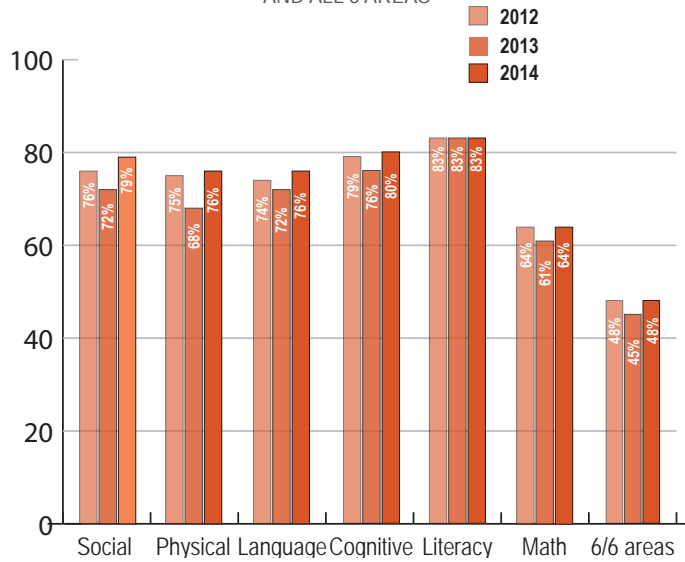


# READY FOR KINDERGARTEN

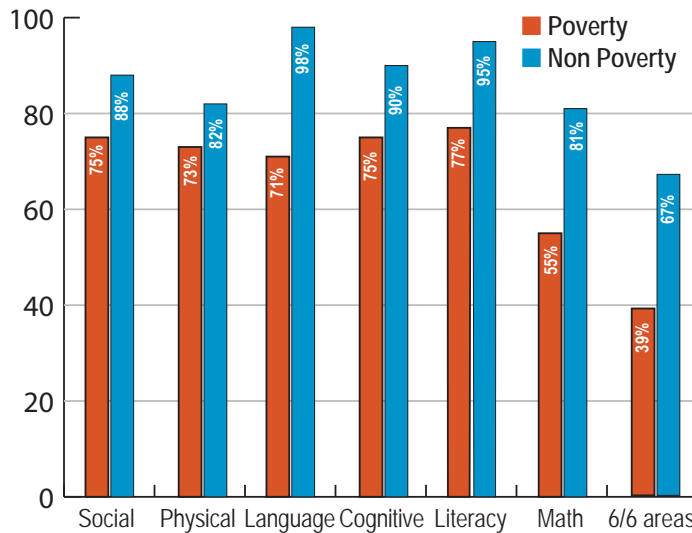
## ELEMENTARY SCHOOL

**AIMING HIGHER:** Increase the percent of incoming kindergartners who demonstrate the skills typical of a child entering kindergarten in all six areas, as measured through the WaKIDS assessment.

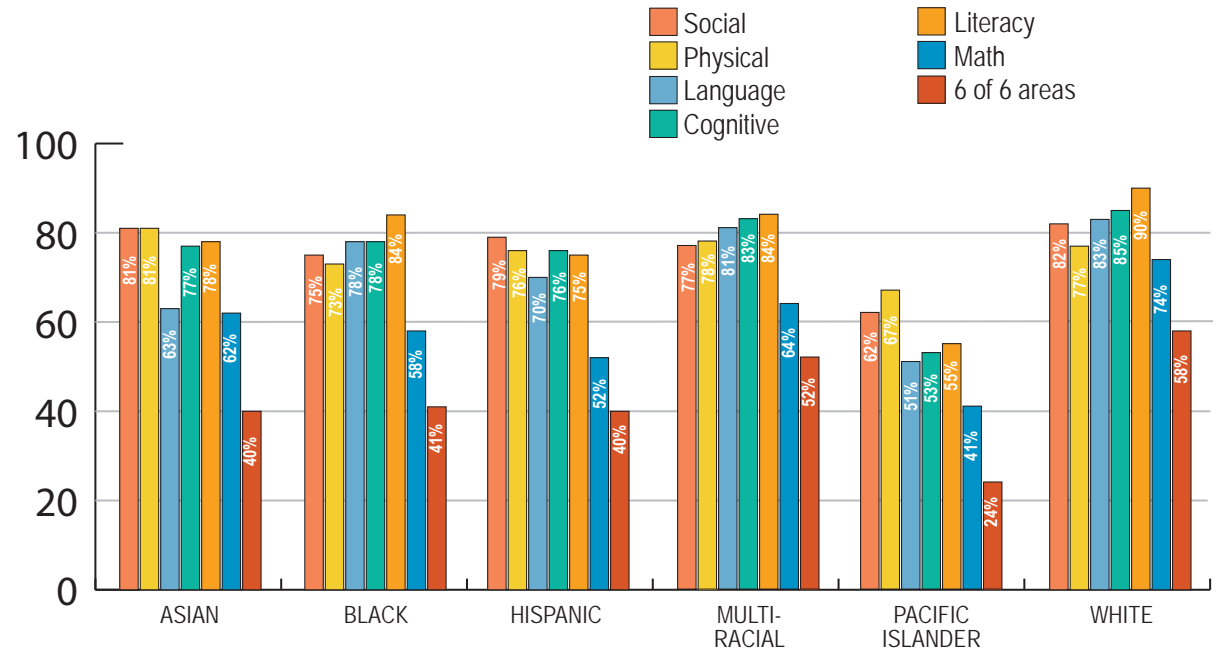
**READY FOR KINDERGARTEN**  
2010-2014 READY IN EACH DEVELOPMENTAL AREA  
AND ALL 6 AREAS



**READY FOR KINDERGARTEN**  
IN EACH DEVELOPMENTAL AREA  
BY POVERTY, 2014



**READY FOR KINDERGARTEN**  
IN EACH DEVELOPMENTAL AREA  
RACE AND ETHNICITY, 2014

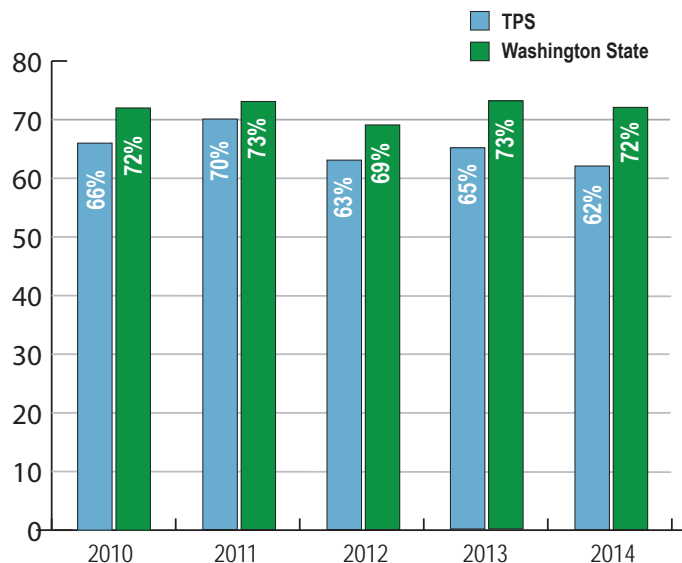


## THIRD GRADE READING

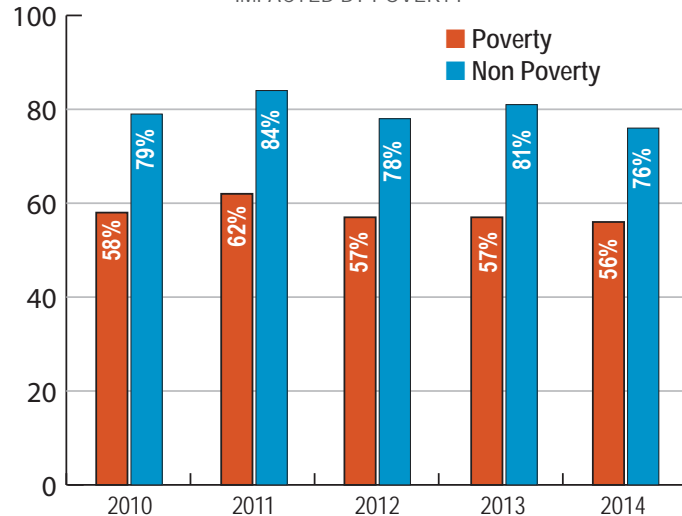
## ELEMENTARY SCHOOL

AIMING HIGHER: Increase the percentage of third graders meeting the Washington State standardized test for third grade reading, currently the Measurement of Student Progress (MSP).

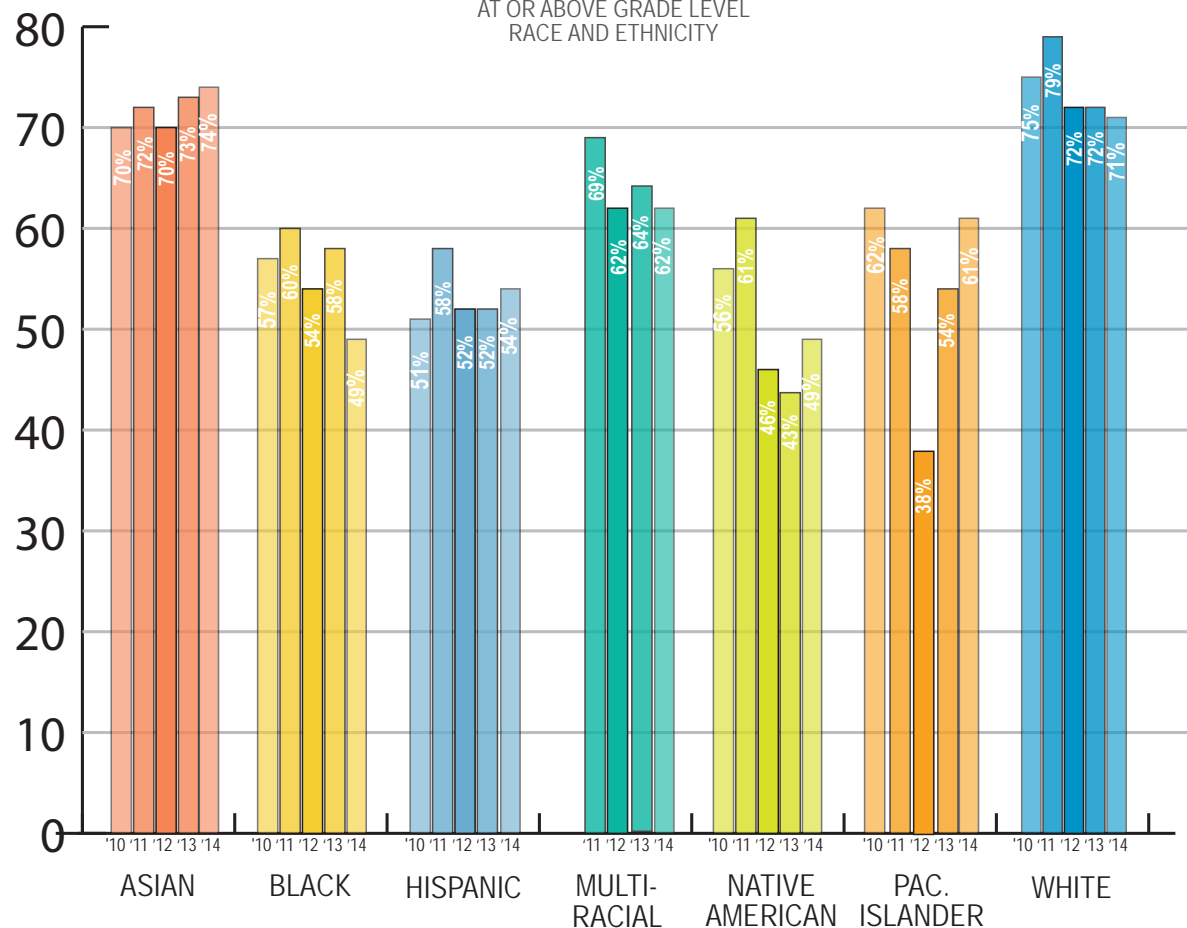
THIRD GRADE READING  
AT OR ABOVE GRADE LEVEL  
2010-2014 TPS COMPARED WITH WASHINGTON STATE



THIRD GRADE READING  
AT OR ABOVE GRADE LEVEL  
IMPACTED BY POVERTY



THIRD GRADE READING  
AT OR ABOVE GRADE LEVEL  
RACE AND ETHNICITY



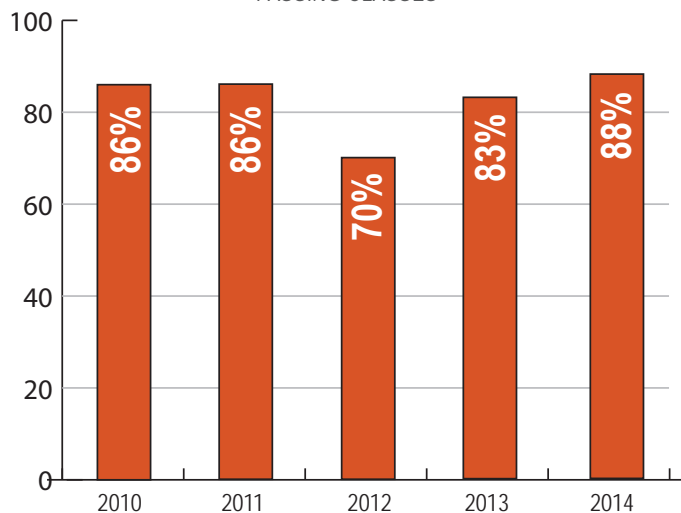


# SIXTH GRADE ACHIEVEMENT

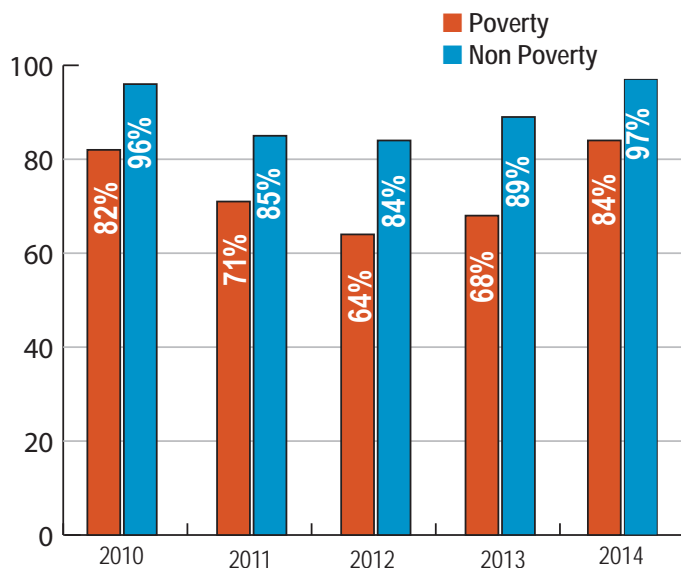
## MIDDLE SCHOOL

AIMING HIGHER: Increase the percentage of sixth graders who pass all, or all but one, of their classes.

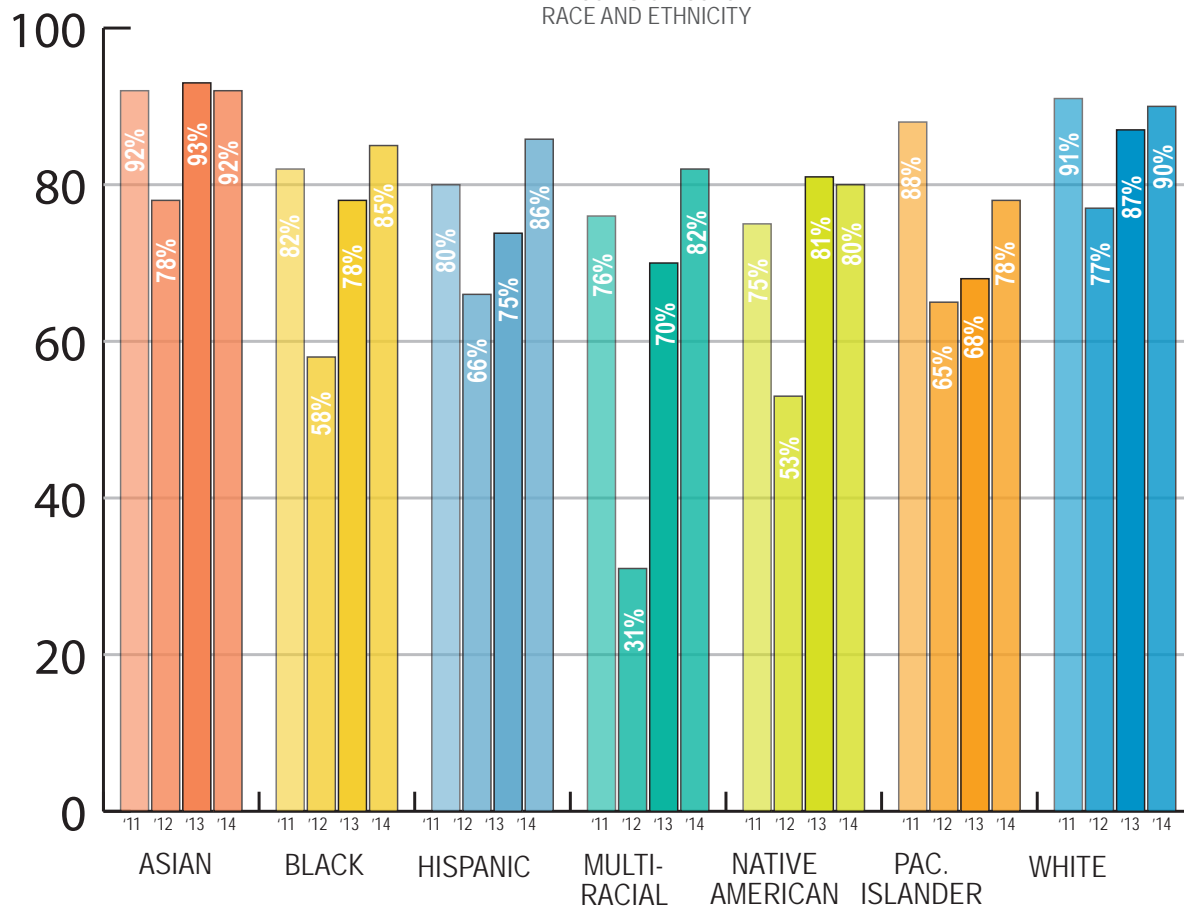
SIXTH GRADE ACHIEVEMENT  
PASSING CLASSES



SIXTH GRADE ACHIEVEMENT  
PASSING CLASSES  
IMPACTED BY POVERTY



SIXTH GRADE ACHIEVEMENT  
PASSING CLASSES  
RACE AND ETHNICITY

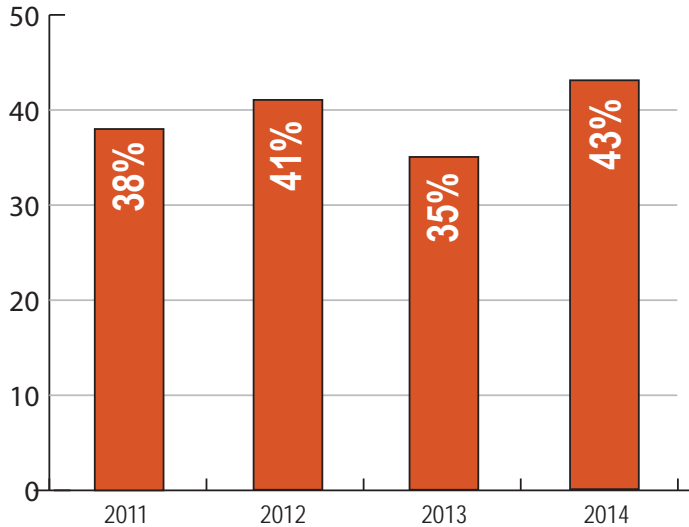


# EIGHTH GRADE ALGEBRA

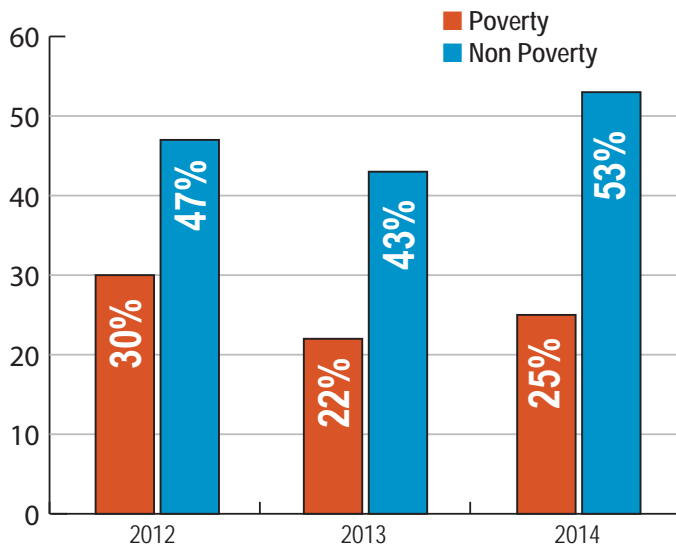
## MIDDLE SCHOOL

AIMING HIGHER: Increase the percentage of eighth graders who pass the state's high school graduation requirement for algebra.

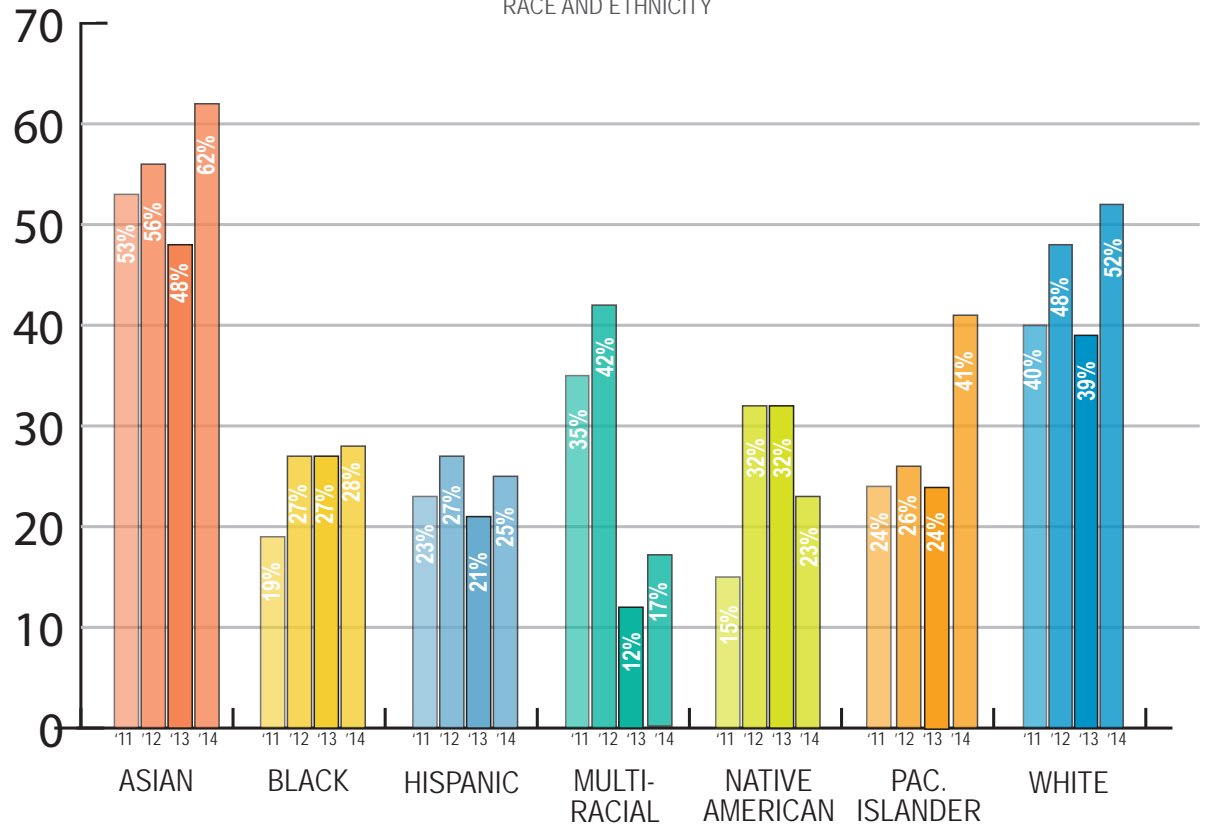
EIGHTH GRADE ALGEBRA  
PASSING STATE HS EXAM



EIGHTH GRADE ALGEBRA  
PASSING STATE HS EXAM  
IMPACTED BY POVERTY



EIGHTH GRADE ALGEBRA  
PASSING STATE HS EXAM  
RACE AND ETHNICITY

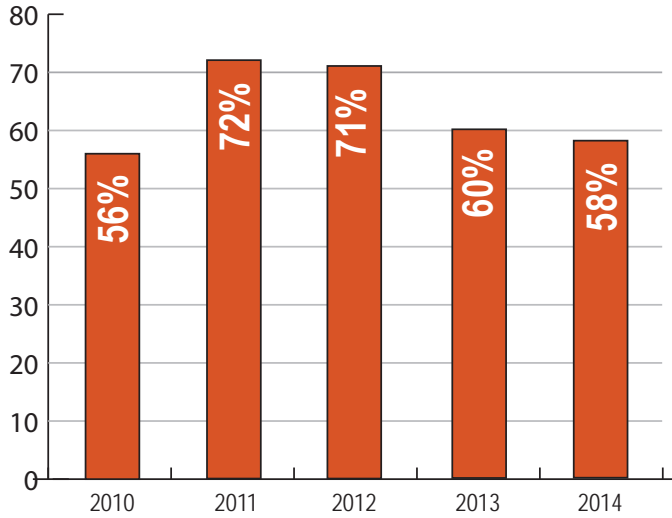


# NINTH GRADE ACHIEVEMENT

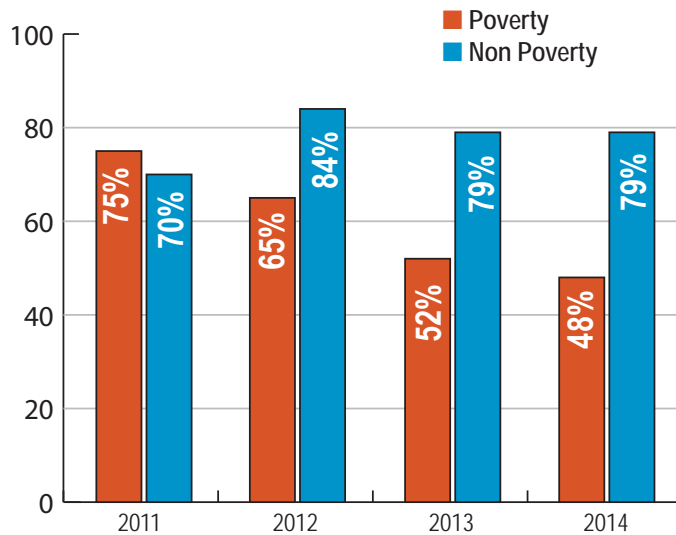
HIGH SCHOOL

AIMING HIGHER: Increase the percentage of ninth graders who pass all, or all but one of their classes.

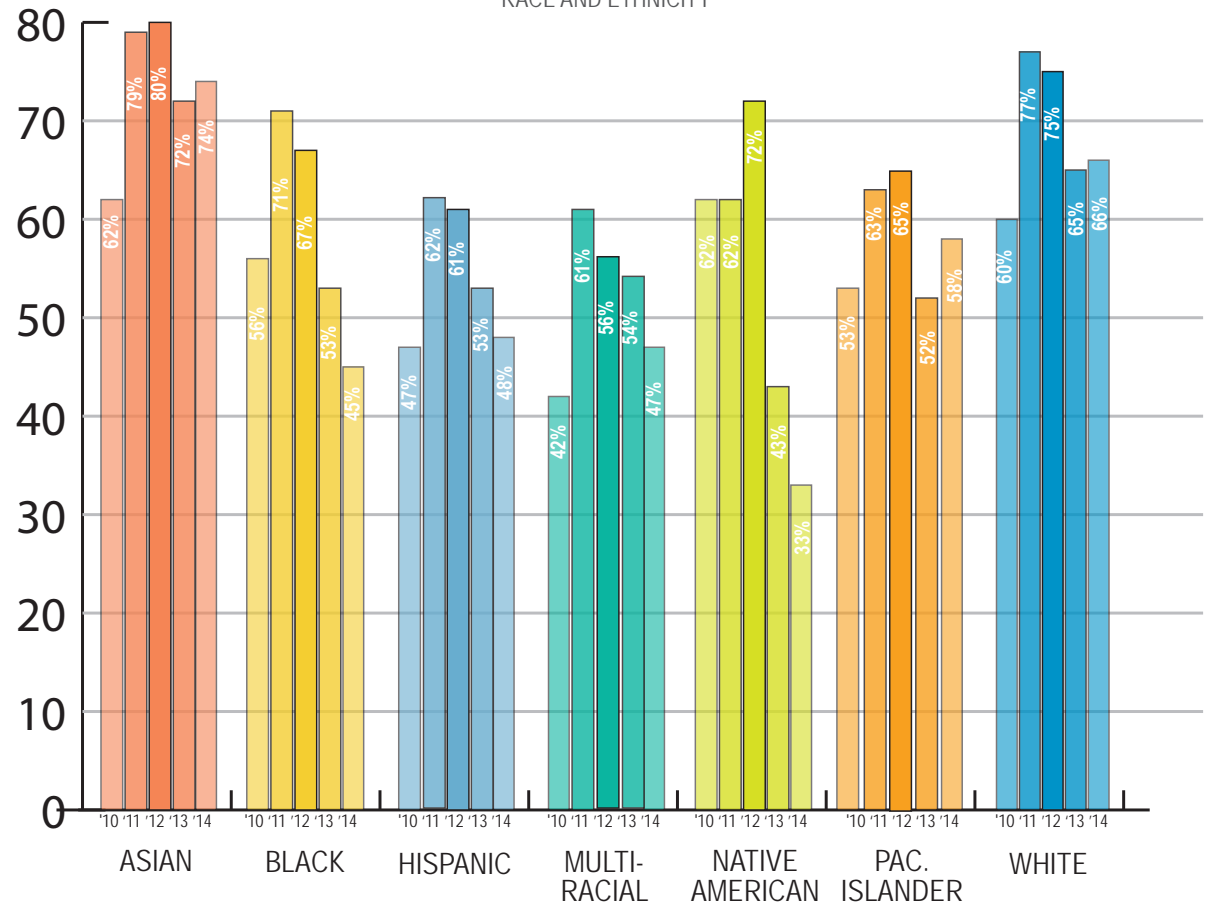
NINTH GRADE ACHIEVEMENT  
PASSING CLASSES



NINTH GRADE ACHIEVEMENT  
PASSING CLASSES  
IMPACTED BY POVERTY



NINTH GRADE ACHIEVEMENT  
PASSING CLASSES  
RACE AND ETHNICITY\*





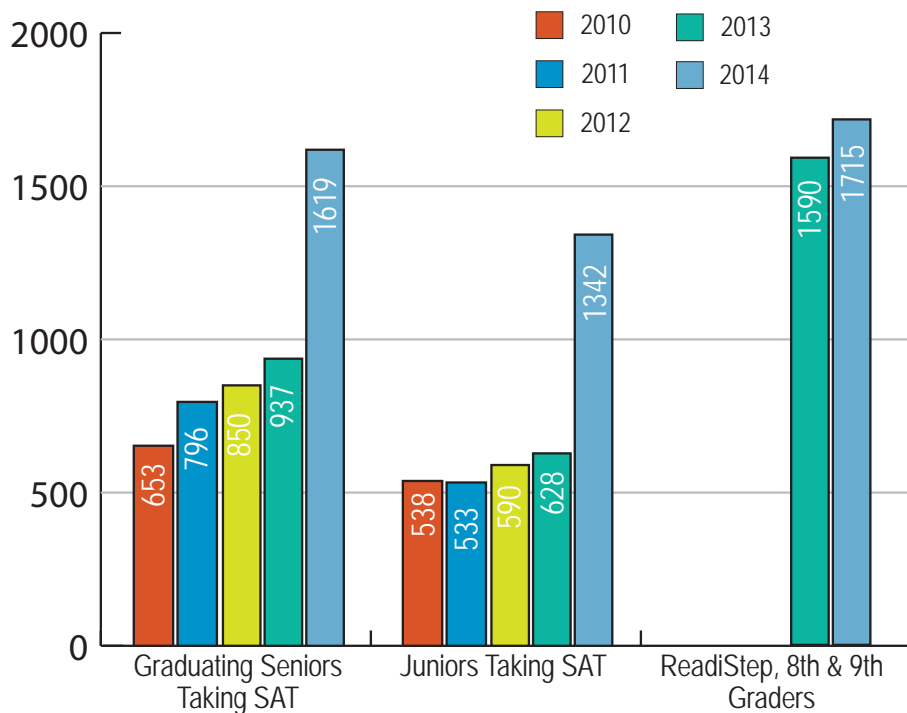
# COLLEGE ENTRANCE EXAMS

## HIGH SCHOOL

AIMING HIGHER: Increase the percentage of twelfth graders who take the Scholastic Aptitude Test (SAT); Increase the average score on the SAT.

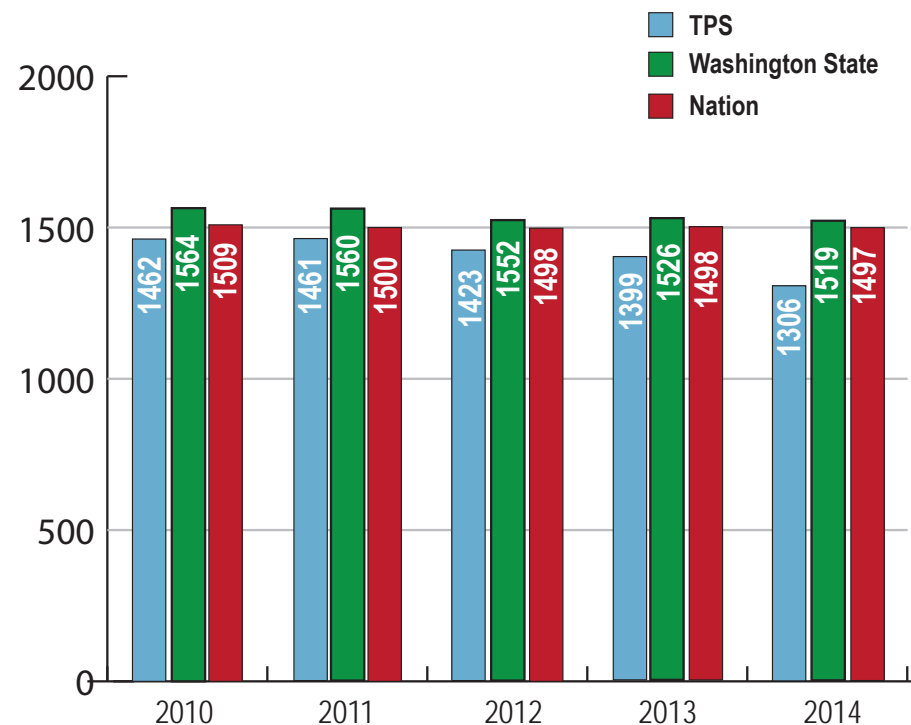
### COLLEGE ENTRANCE EXAMS

2010 – 14 PARTICIPATION  
SAT & RELATED TESTS



### COLLEGE ENTRANCE EXAMS

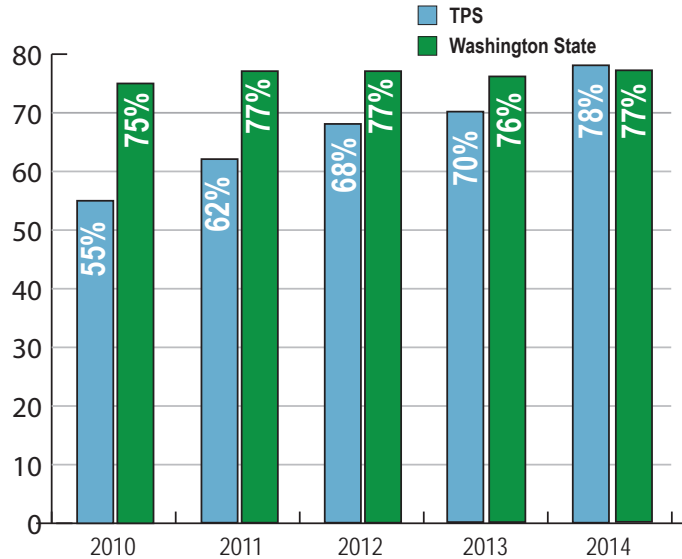
2010 – 14 SAT SCORES



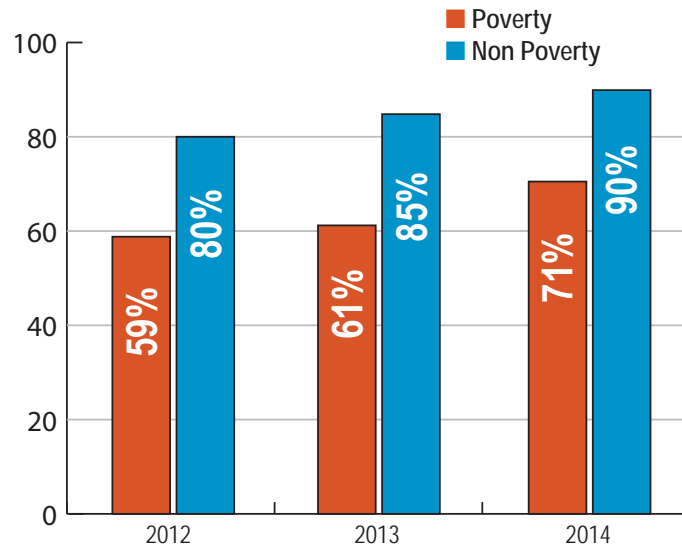
## 4-YEAR ON-TIME GRADUATION RATE *HIGH SCHOOL*

AIMING HIGHER: The Tacoma School Board adopted goal is to achieve a 4-year on-time graduation rate of 85% by 2020.

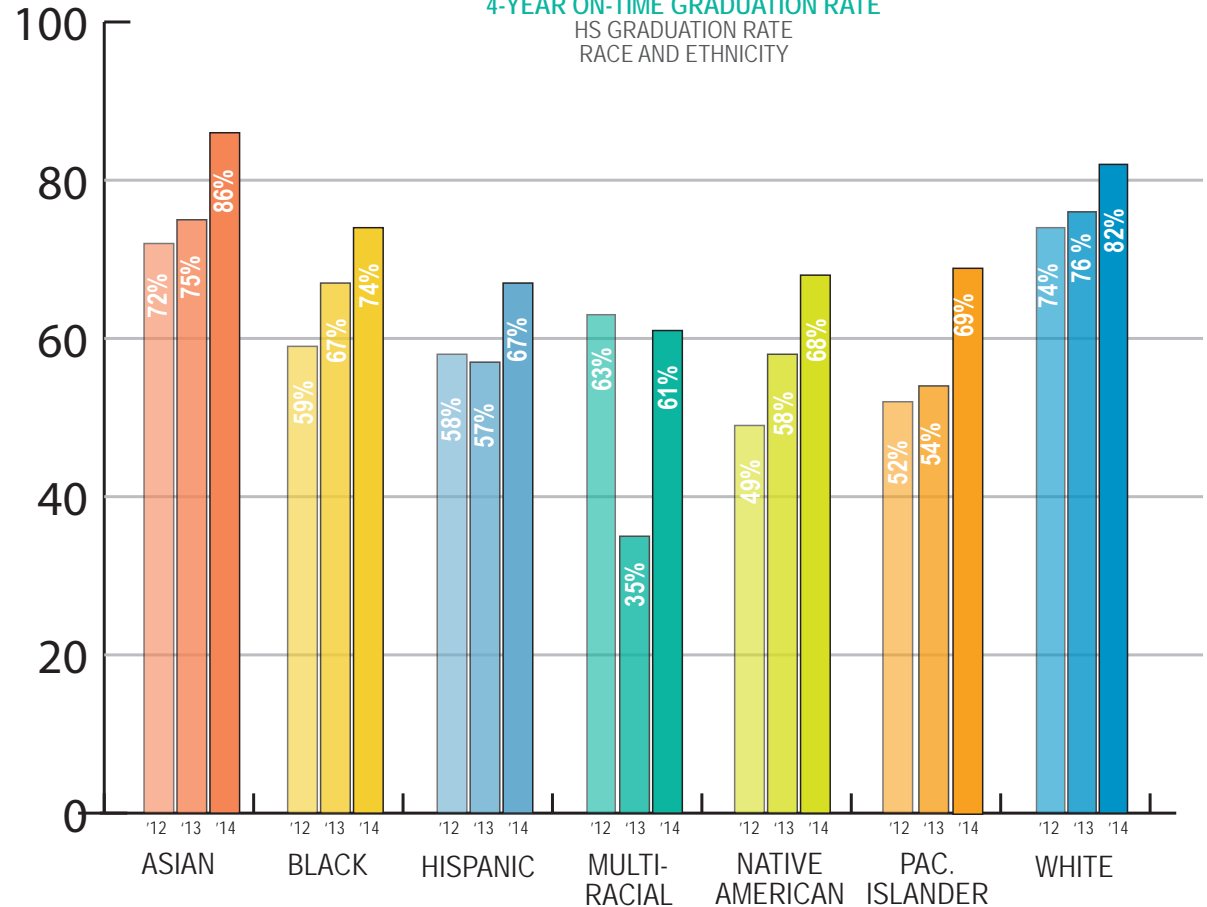
4-YEAR ON-TIME GRADUATION RATE  
HS GRADUATION RATE  
TPS COMPARED TO WASHINGTON STATE



4-YEAR ON-TIME GRADUATION RATE  
HS GRADUATION RATE  
IMPACTED BY POVERTY



4-YEAR ON-TIME GRADUATION RATE  
HS GRADUATION RATE  
RACE AND ETHNICITY

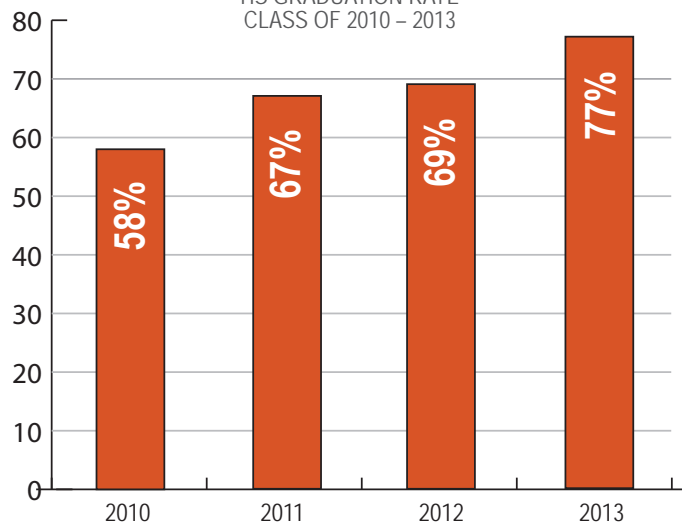


## 5-YEAR EXTENDED GRADUATION RATE *HIGH SCHOOL*

AIMING HIGHER: Increase the 5-year extended high school graduation rate by 50%—to 87% by 2020.

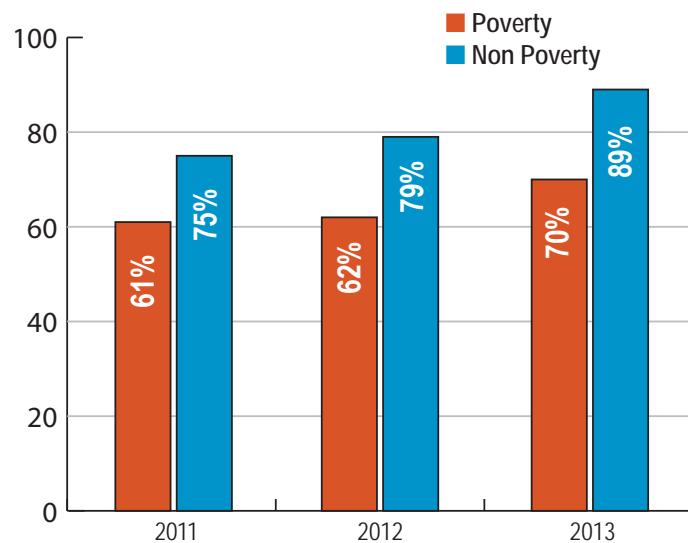
5-YEAR EXTENDED GRADUATION RATE

HS GRADUATION RATE  
CLASS OF 2010 – 2013



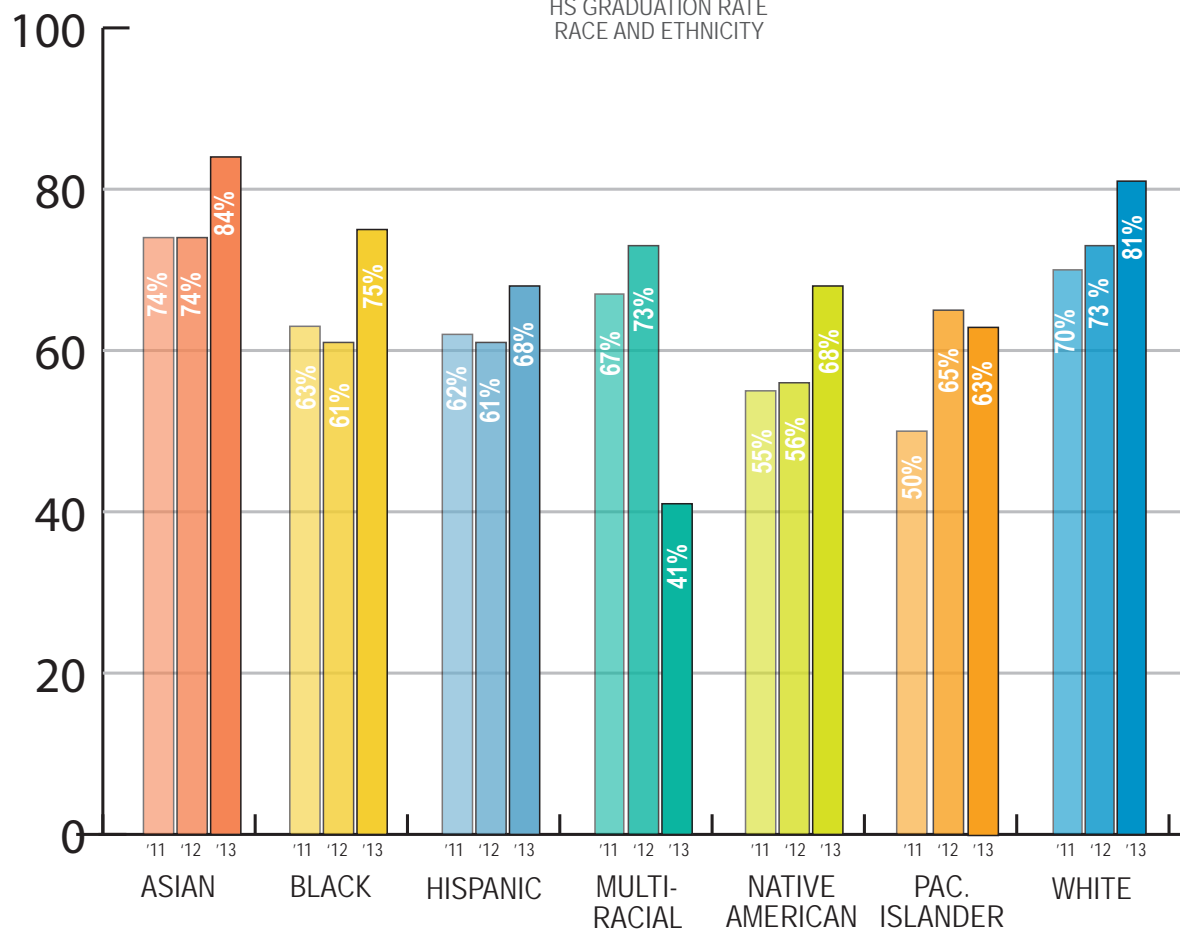
5-YEAR EXTENDED GRADUATION RATE

HS GRADUATION RATE  
IMPACTED BY POVERTY



5-YEAR EXTENDED GRADUATION RATE

HS GRADUATION RATE  
RACE AND ETHNICITY

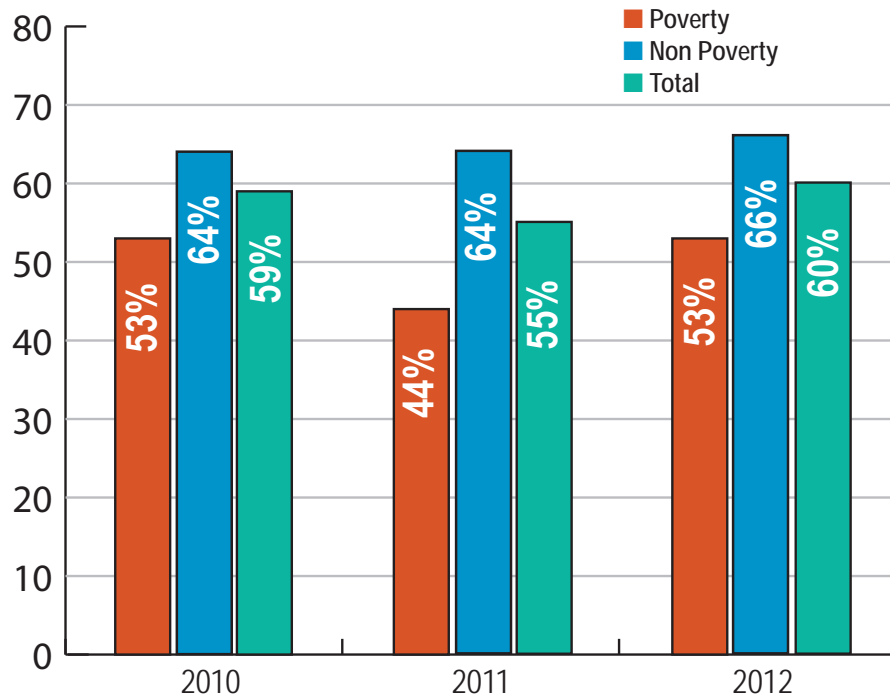


## COLLEGE ENROLLMENT

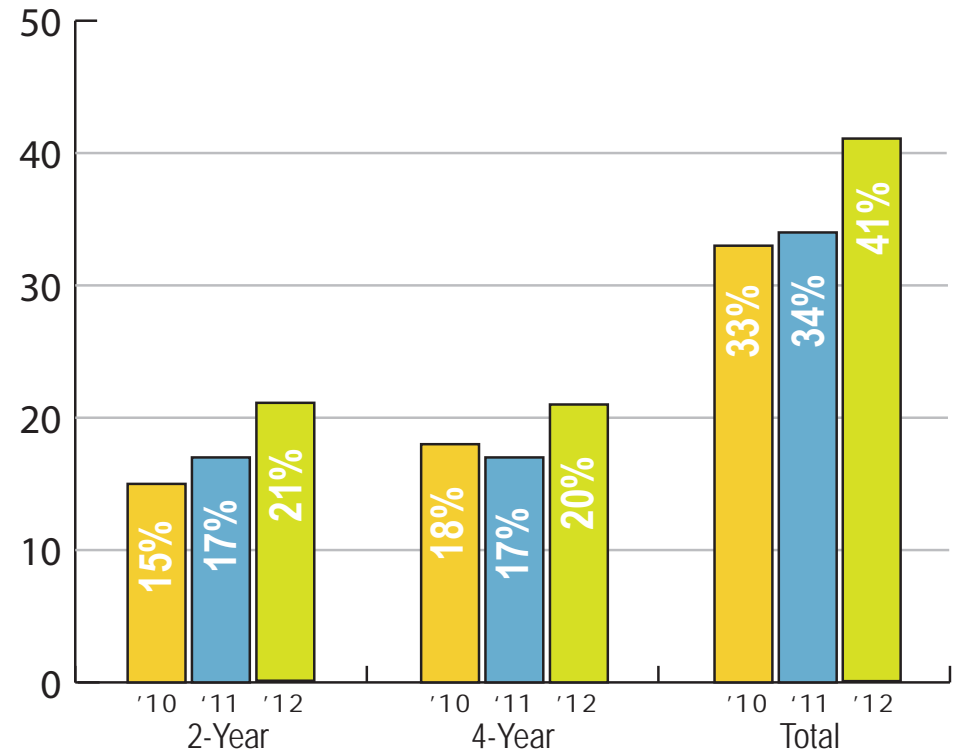
## COLLEGE AND TECHNICAL SCHOOLS

**AIMING HIGHER:** Increase the percentage of TPS graduates who gain college admission, documented by the TPS process for showing a verified letter of acceptance to their next institution. Increase the percentage of TPS graduates who enroll in two- or four- year colleges, apprenticeship programs, or technical certification courses within one year of graduation.

**COLLEGE ENROLLMENT**  
4-YEAR, 2-YEAR OR TECHNICAL  
HIGH SCHOOL GRADUATES CLASSES OF 2010-2012  
IMPACTED BY POVERTY



**COLLEGE ENROLLMENT**  
4-YEAR, 2-YEAR OR TECHNICAL  
ENTIRE CLASS\* BY TYPE OF ENROLLMENT



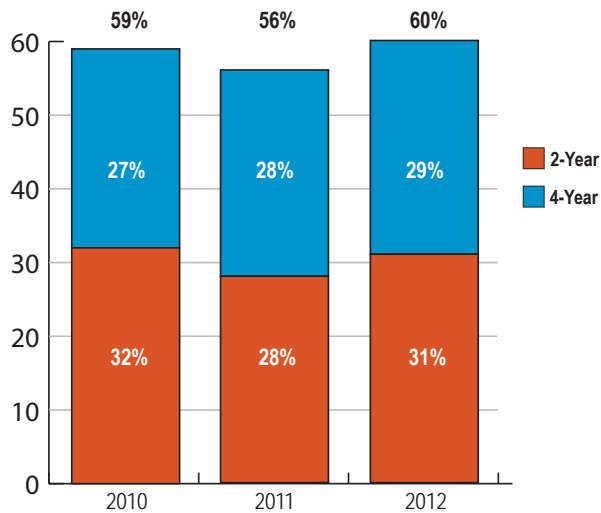
\*Percentage of entire class of students since 9th grade.  
2-Year enrollment includes many technical programs.

## COLLEGE ENROLLMENT

## COLLEGE AND TECHNICAL SCHOOLS

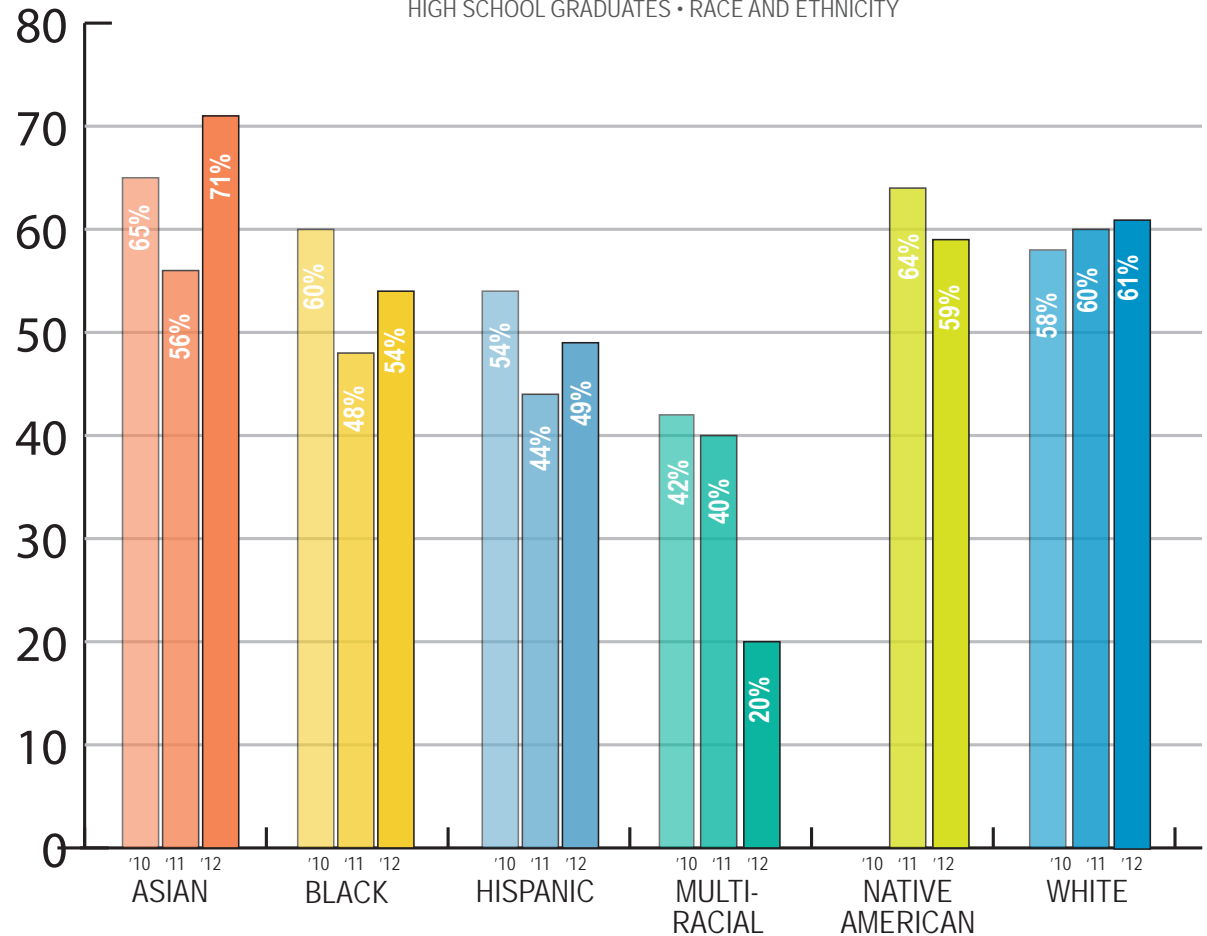
**AIMING HIGHER:** Increase the percentage of TPS graduates who gain college admission, documented by the TPS process for showing a verified letter of acceptance to their next institution. Increase the percentage of TPS graduates who enroll in two- or four- year colleges, apprenticeship programs, or technical certification courses within one year of graduation.

**COLLEGE ENROLLMENT**  
4-YEAR, 2-YEAR OR TECHNICAL  
HIGH SCHOOL GRADUATES BY ENROLLMENT TYPE\*



\*2-Year enrollment includes many technical programs.

**COLLEGE ENROLLMENT**  
4-YEAR, 2-YEAR OR TECHNICAL  
HIGH SCHOOL GRADUATES • RACE AND ETHNICITY

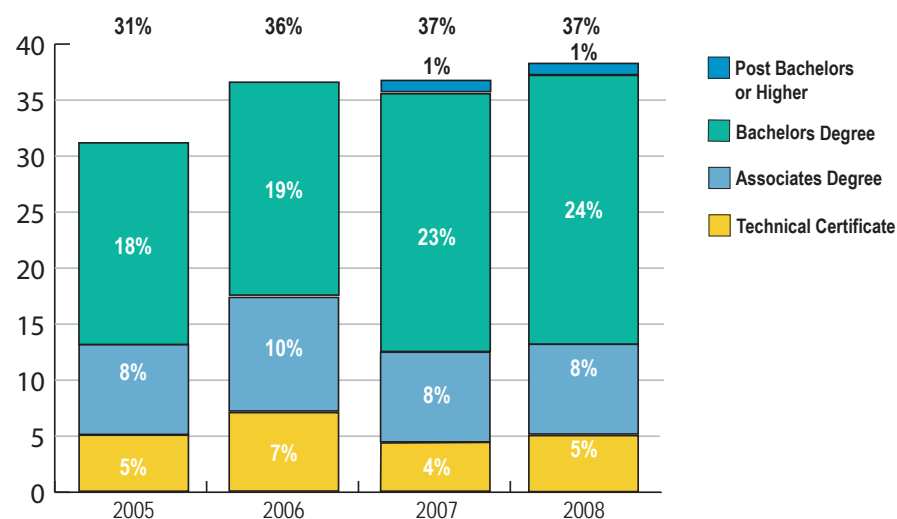


## DEGREE OR CERTIFICATE

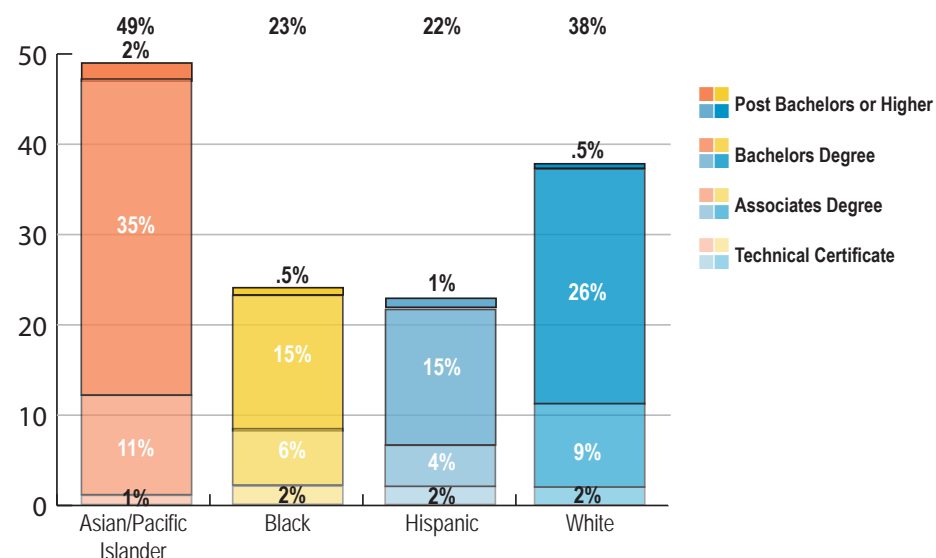
## COLLEGE AND TECHNICAL SCHOOLS

Increase the percentage of TPS high school graduates who complete a 2- or 4-year college degree, technical certificate or apprenticeship within six years of high school graduation.

**COLLEGE COMPLETION**  
DEGREE OR CERTIFICATE  
TYPE OF DEGREE



**COLLEGE COMPLETION**  
CLASS OF 2008, TYPE OF DEGREE  
RACE AND ETHNICITY



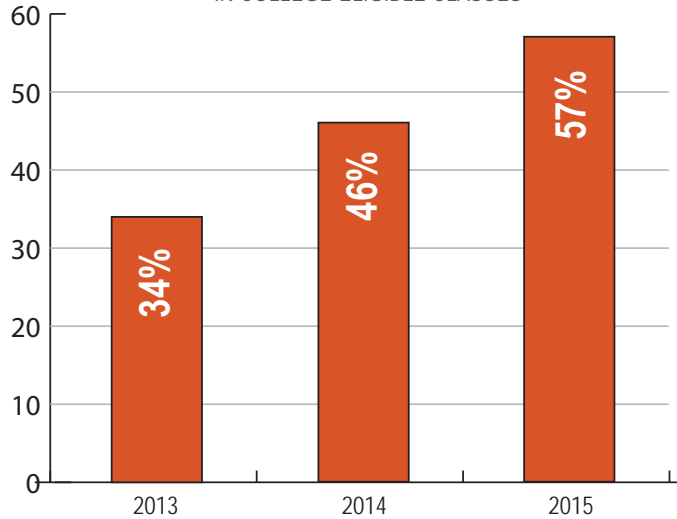


## HIGH EXPECTATIONS

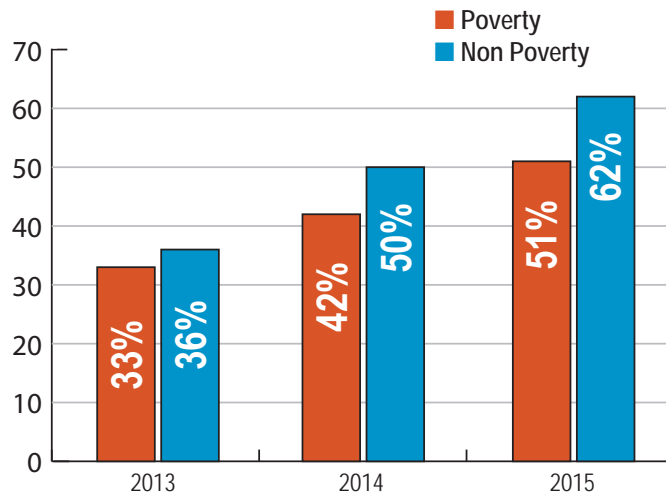
## COMMUNITY

AIMING HIGHER: Increase the percentage of eleventh and twelfth graders taking at least one advanced class eligible for college credit.

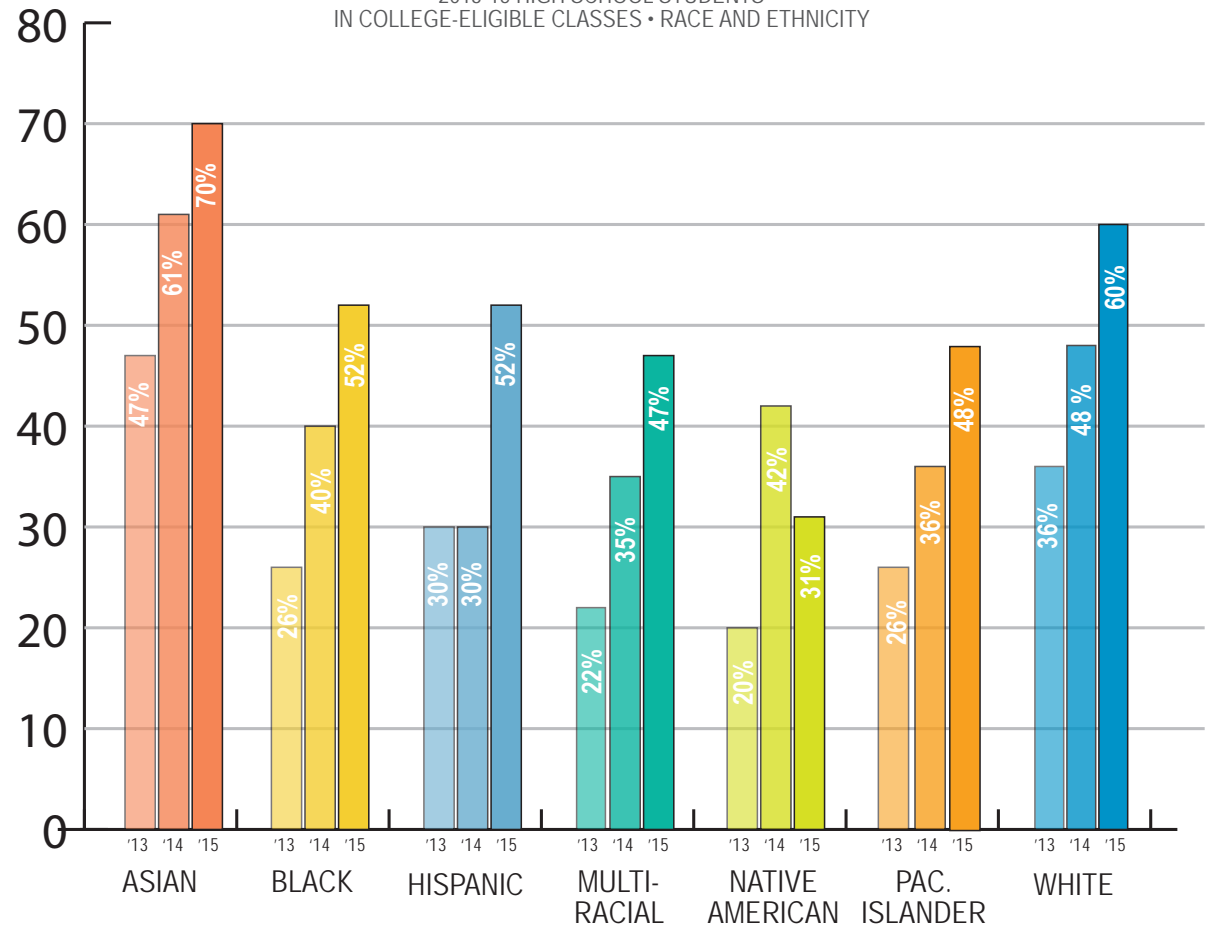
**HIGH EXPECTATIONS**  
2013-15 HIGH SCHOOL STUDENTS  
IN COLLEGE-ELIGIBLE CLASSES



**HIGH EXPECTATIONS**  
2013-15 HIGH SCHOOL STUDENTS  
IN COLLEGE-ELIGIBLE CLASSES IMPACTED BY POVERTY



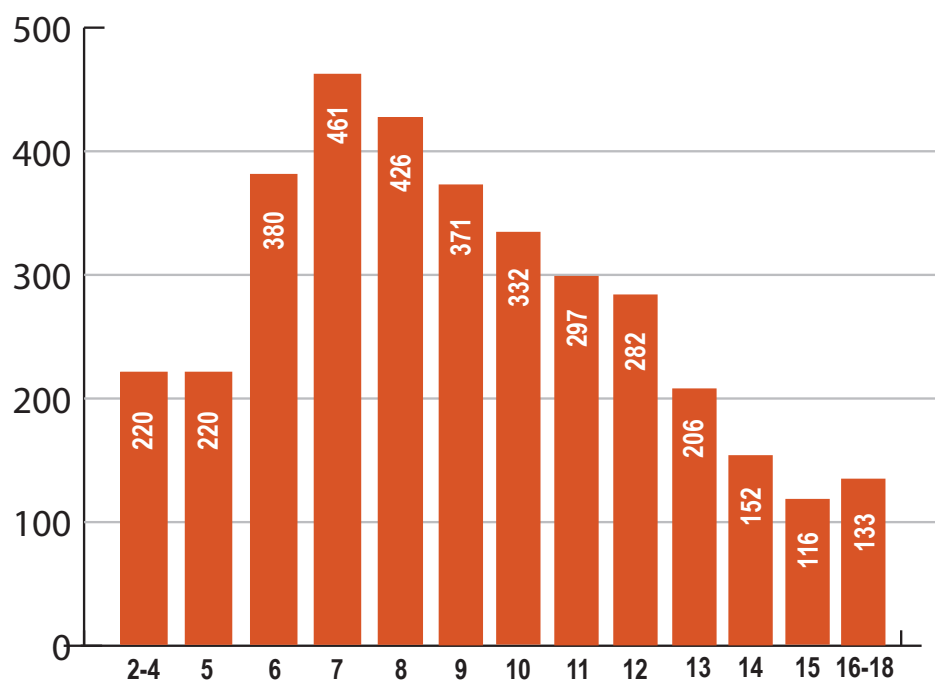
**HIGH EXPECTATIONS**  
2013-15 HIGH SCHOOL STUDENTS  
IN COLLEGE-ELIGIBLE CLASSES • RACE AND ETHNICITY



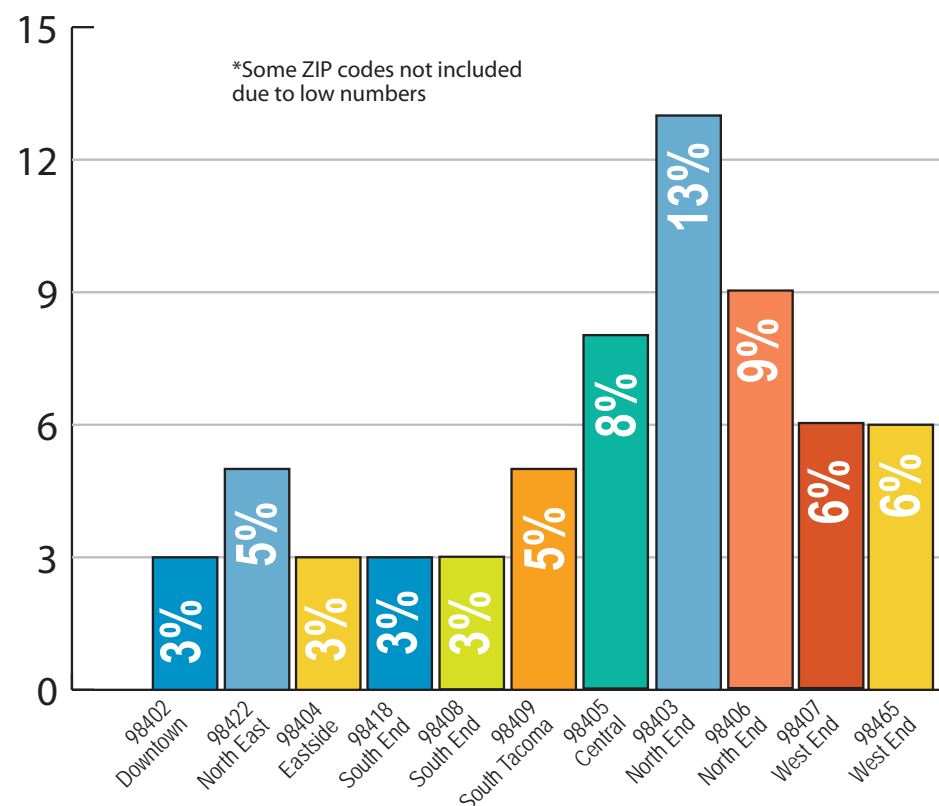
AIMING HIGHER: Increase the number of students participating in out-of-school and summer learning opportunities. Increase the quality of community programs and strengthen academic content.

### 3645 2014 UNDUPLICATED STUDENTS PARTICIPATING IN COMMUNITY SUMMER LEARNING

OUT-OF-SCHOOL AND SUMMER LEARNING  
2014 STUDENTS PARTICIPATING IN COMMUNITY SUMMER LEARNING  
BY AGE



OUT-OF-SCHOOL AND SUMMER LEARNING  
2014 STUDENTS PARTICIPATING IN COMMUNITY SUMMER LEARNING  
CHILDREN & YOUTH SERVED BY % OF ALL PERSONS 19 AND UNDER IN EACH ZIP CODE



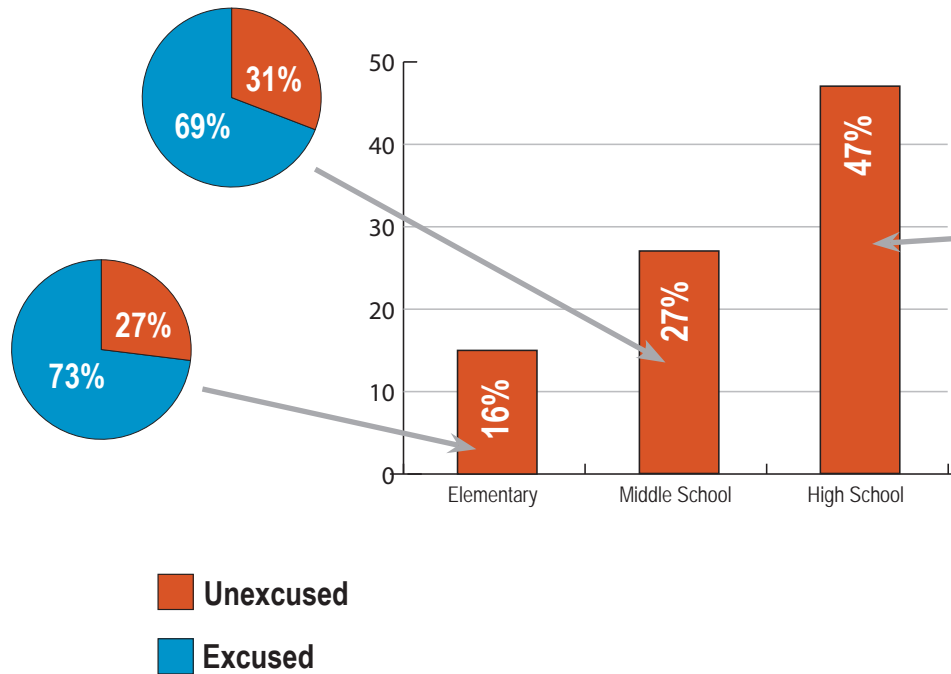
# ATTENDANCE

## COMMUNITY

AIMING HIGHER: Decrease the percentage of students who are chronically absent—missing 10% of the school year (18 days or more).

### ATTENDANCE

CHRONIC ABSENCE: STUDENTS MISSING 18 OR MORE DAYS  
EXCUSED AND UNEXCUSED



### ATTENDANCE

CHRONIC ABSENCE: STUDENTS MISSING 18 OR MORE DAYS  
IMPACTED BY POVERTY

