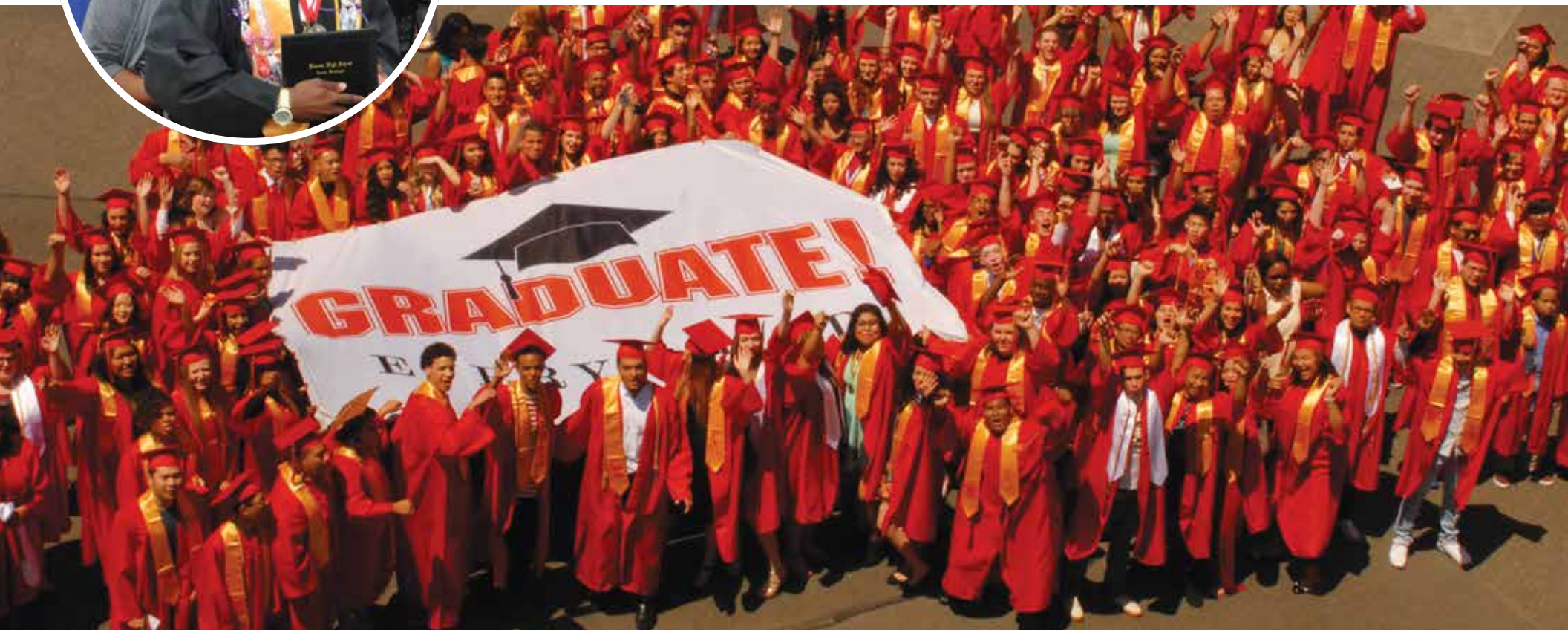


GRADUATE! TACOMA

2017 Community Impact Report



FOUNDATION FOR
TACOMA STUDENTS

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



1

Tacoma School
District

4

Collaborative
Action
Networks

240

Community
Partners

29,313
Students

1 Community-Built Goal

By the class of 2020, **WE WILL** increase by **50%** both the graduation rate of Tacoma Public Schools students and those who complete a college degree or technical certificate. Success will require measuring and closing gaps in access, opportunities, and achievement for **all students** from **cradle to college and career**.



Rowing in the Same Direction

Many of you reading this report today were part of the construction of our community-built goal back in 2010. At that critical point – when Tacoma’s schools were being highlighted nationally as examples of what wasn’t working – we knew our goal was audacious. But together we believed in the potential of every child.

This year, we’ve really shown that audacious is no match for an inspired community: We’ve narrowed many of the gaps in achievement, as you’ll read in the pages of this report, and have seen increases across all demographics. Our 4-year on-time graduation rate hit a record-high 85% – a 54.5% increase since we began in 2010. The Graduate Tacoma movement set a 50% increase by 2020 goal on the five-year extended graduation rate, which would mean an 87% graduation rate. We hit 86.5% this year!

It’s working! You’ll read more in these pages about how it’s working. You’ll also read where we need to roll up our sleeves. Sustaining our momentum requires focus, teamwork, and keeping at it in order to further close gaps and make sure our kids continue to make gains.

That’s where our collective action approach makes all the difference: When we keep our shared goal front and center, use reliable data to inform our decision-making, collaborate in action networks, and work to align resources, our kids win. We continue to shift the culture here to one of equity, achievement, and college-bound success – for EVERY Tacoma student.

If you’re one of our community partners, thank you! **Let’s all keep rowing in the same direction.** We’re making real progress that’s now attracting positive national attention! And we have so much more work to do! If you’re not a part of the movement, please consider joining us. Together, WE WILL Graduate Tacoma!



Eric Wilson
President & CEO
Foundation for Tacoma Students

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ABOUT GRADUATE TACOMA

Vision:

A Tacoma where every child succeeds in school, career, and life.

Mission:

To build and strengthen Tacoma's community-wide movement to help every child achieve success from cradle to college and career.

Values:

EQUITY

We believe every child has the capacity to be successful with the right resources and support.

TRANSPARENCY

We share data and information to influence and improve outcomes for our youth.

ACCOUNTABILITY

We trust in collective ownership and shared responsibility.

COLLABORATION

We believe in collaboration as the best pathway to achieving our goals.

INCLUSION

We are strengthened by diversity and inclusive of all community voices.

BOLDNESS & COURAGE

We are ambitious because our students deserve nothing less.

INNOVATION

We test and try new ideas and actions.

OPTIMISM

We celebrate Tacoma as a place people choose to live, learn, and lead.

Community-Wide Alignment

Nearly two-thirds of Tacoma students qualify for free and reduced lunch. And 59% are students of color. Despite these potential barriers to access and achievement, our graduation rates have hit record-high percentages for three consecutive years – exceeding state and national averages.

Why is it working? The community partners who make up Graduate Tacoma's four Collaborative Action Networks know that more than two-thirds of the experiences and learning opportunities that shape a child's life occur outside the classroom. Teachers and school staff can't do it alone. Parents can't do it alone. This inspired community-wide movement is focused on reaching students when and where they need us, inside and outside the classroom.

Our Story

In 2010, just over half (55%) of Tacoma students were graduating high school. *USA Today* featured Tacoma schools under the shameful headline, "Dropout Factories." No one person or organization, working alone, could achieve the large-scale changes our children needed.

Tacoma came together and Graduate Tacoma was born. We demanded a different way forward, built on high expectations, informed by transparent student and community data, grounded in shared responsibility, and guided by our passionate commitment to provide equitable access and opportunity to every Tacoma student.

Today, the community-wide movement is nearly 240 community partners strong from every neighborhood in our city. We are parents and educators, early learning and higher education, youth and community service, business and labor, civic and philanthropic, government, and communities of faith.

As a community, we are proving poverty is not destiny: By the Class of 2015, the five-year extended graduation rate hit a record-high 86.5%, despite the fact that most of our students live in poverty. Graduation gaps are closing across every ethnic demographic. The post-secondary enrollment rate for the Class of 2016 increased from 32% to 45%. The completion rate of a 2- or 4-year degree or technical certification has increased from 32% to 35%, and we remain focused on closing gaps among students of color and those in poverty.

Together, we are showing that Tacoma is dedicated to the unwavering belief in the potential inside every child – regardless of background – from cradle to career.



Graduate Tacoma focuses on equity because all kids do not start from the same place.

Purposeful Progress: Collective Impact

Graduate Tacoma’s collective impact approach has brought people and organizations in Tacoma together – in a structured way – to achieve change for our students. The Foundation for Tacoma Students is the backbone organization that supports the Graduate Tacoma movement.



We start with a common agenda: **Our 2020 goal and vision**



We establish shared measures: **Our student and community indicators**

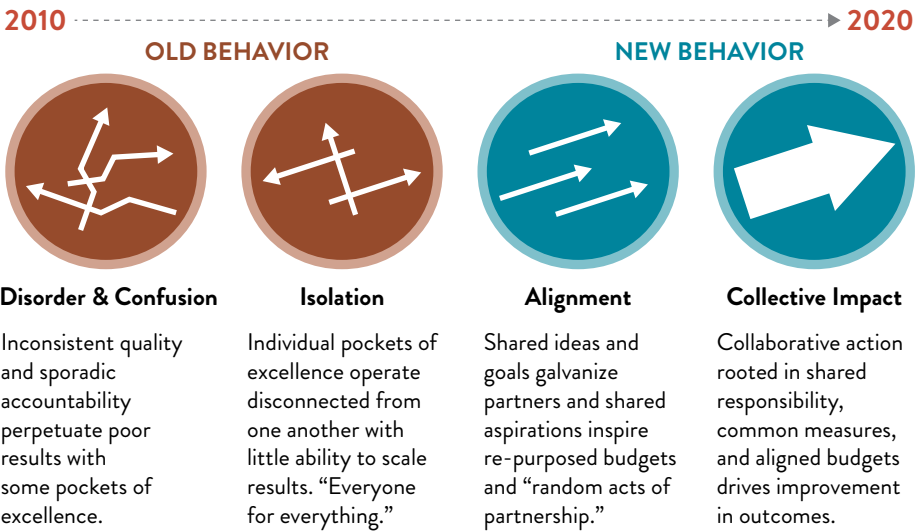


We organize collaborative action: **Our four action networks**



We align and drive data-driven practices for sustainability: **Graduate Tacoma**

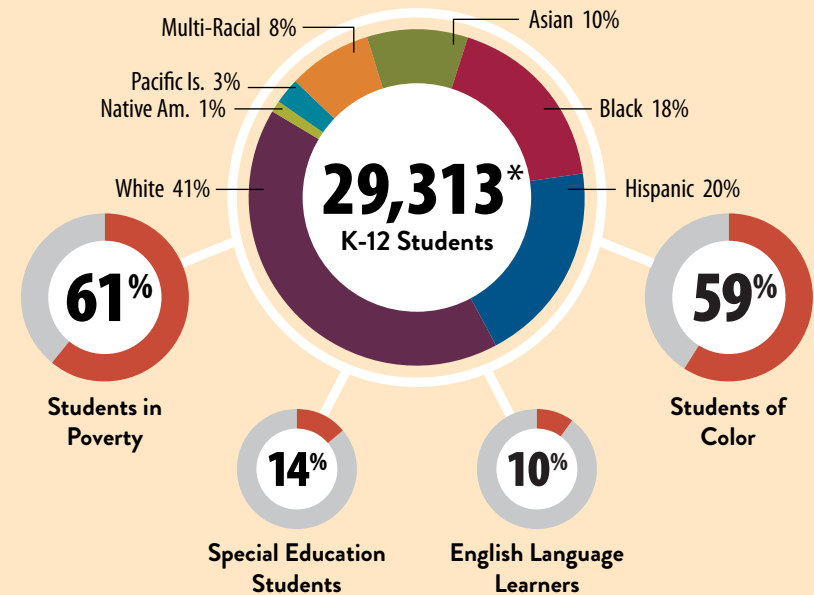
How Does Collective Impact Happen?



BY THE NUMBERS



TACOMA STUDENTS Who We Are

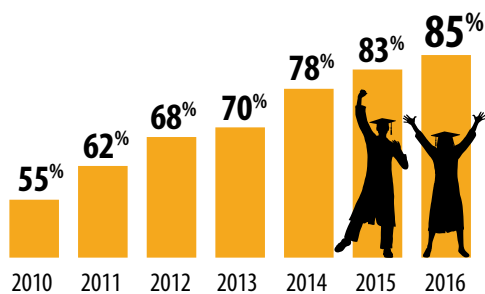


*35,280 when factoring in highly mobile students entering and leaving during the school year.

H.S. GRADUATION Higher Expectations

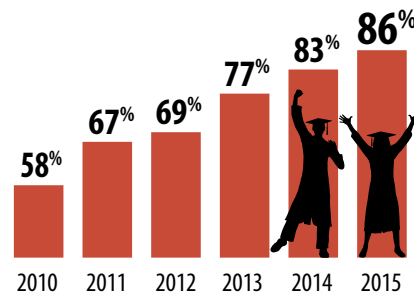
4-Year On-Time

Tacoma Public Schools Goal: 85% by 2020



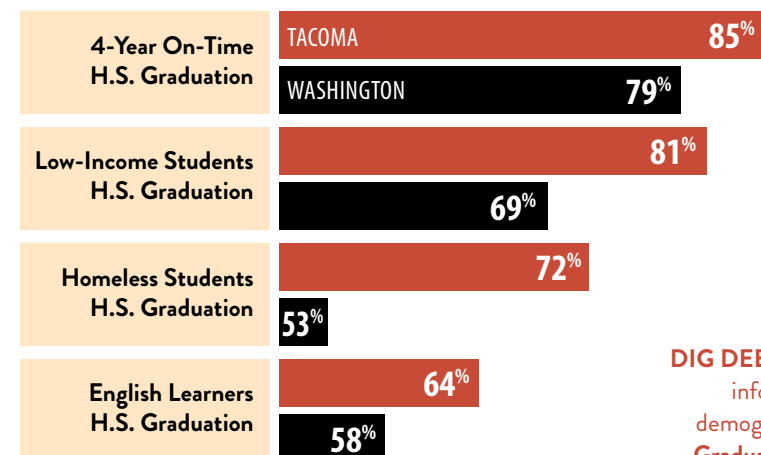
5-Year Extended

Community-Built Goal: ↑ 50% by 2020



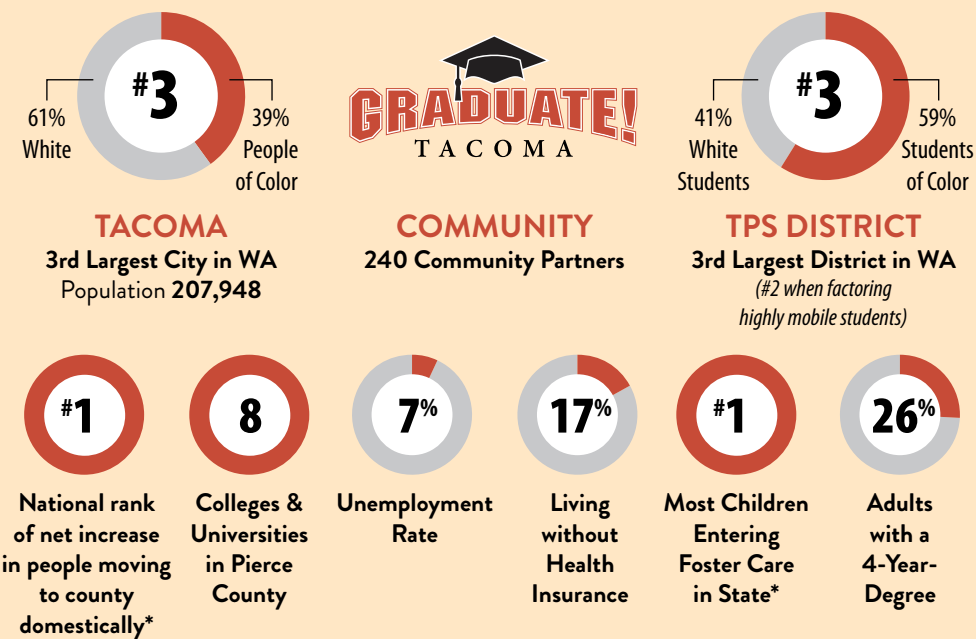
5-year extended rate for 2016 will be available June 2017.

POVERTY IS NOT DESTINY Students in Need



DIG DEEPER: Find detailed information about TPS demographics by school at GraduateTacoma.org/Data

CITY OF TACOMA Connected & Aligned



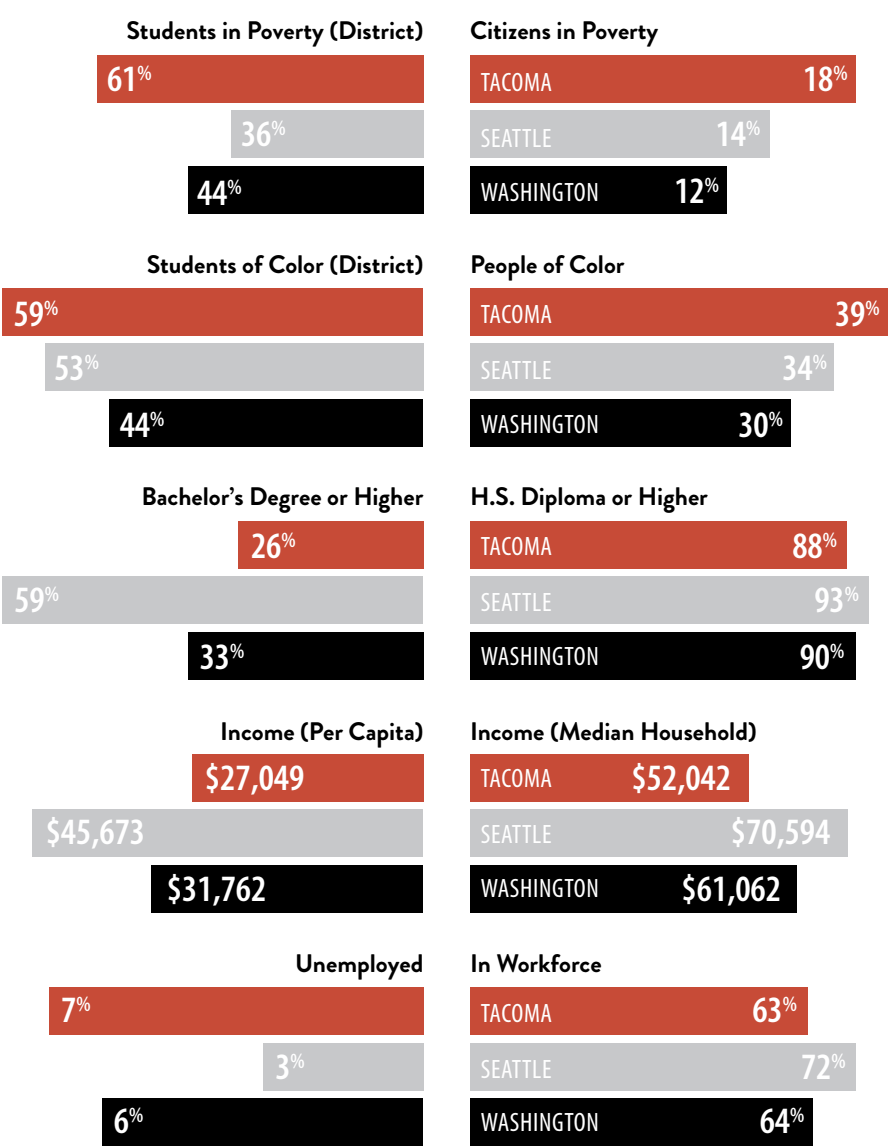
A Spectacular Success Story

“A spectacular success story is unfolding in the city’s classrooms. The Foundation for Tacoma Students has coordinated the involvement of community partners, which now include [240] companies, non-profits, government agencies, foundations, and advocacy groups. There’s not enough space to do justice to all the efforts that are contributing to the district’s success.”

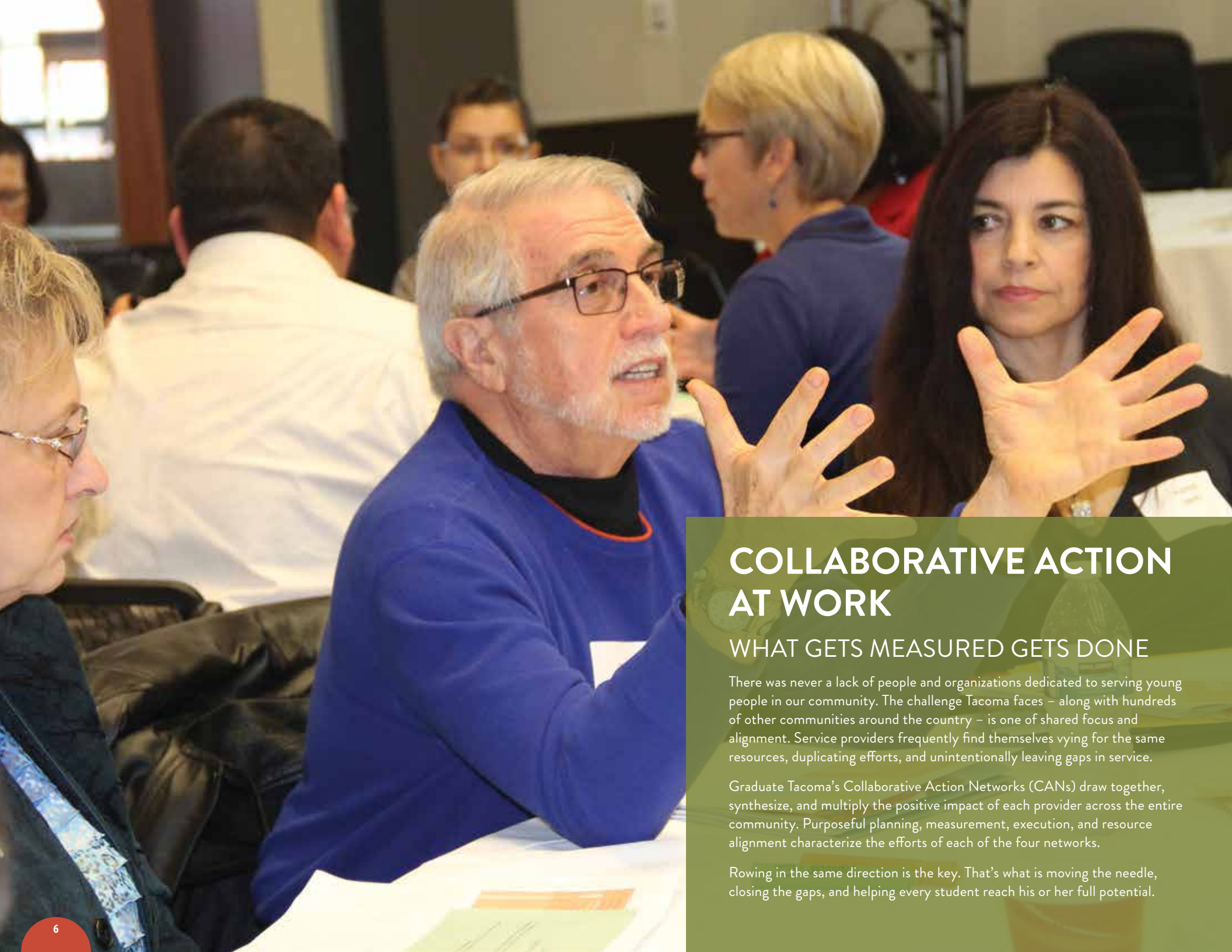
The News Tribune Editorial



TACOMA by Comparison



* NOTE: In this report, students living “in poverty” are defined as those eligible for free or reduced school lunches (FRL), based on their household income and family size. City and state ‘Non-White’ population estimates are counterfactuals of the U.S. Census estimates for White/ Caucasian residents (i.e. 1 - proportion of residents who identify as “White Alone.” Sources: Tacoma Public School District (Enrollment History), Office of the Superintendent of Public Instruction (OSPI), US Census (2015 Estimates), The News Tribune, and The American Community Survey (2015)



COLLABORATIVE ACTION AT WORK

WHAT GETS MEASURED GETS DONE

There was never a lack of people and organizations dedicated to serving young people in our community. The challenge Tacoma faces – along with hundreds of other communities around the country – is one of shared focus and alignment. Service providers frequently find themselves vying for the same resources, duplicating efforts, and unintentionally leaving gaps in service.

Graduate Tacoma's Collaborative Action Networks (CANs) draw together, synthesize, and multiply the positive impact of each provider across the entire community. Purposeful planning, measurement, execution, and resource alignment characterize the efforts of each of the four networks.

Rowing in the same direction is the key. That's what is moving the needle, closing the gaps, and helping every student reach his or her full potential.

TACOMA STEAM LEARNING NETWORK



WHO WE ARE

The Tacoma STEAM (Science, Technology, Engineering, Arts, and Math) Learning Network (TSLN) was formed this year, partly in response to the skills gap that is resulting in more than 23,000 unfilled Washington jobs, most of which are in the STEM fields. This gap represents a promising opportunity in Tacoma, especially for students of color and those living in poverty.

We added an A for Arts, in line with the community's belief that arts nurture creativity and problem-solving abilities. With a sharp focus on equity, TSLN works to increase access to and interest in STEAM. This network is aligned with Washington STEM's priorities to foster partnerships, eliminate the duplication of work, and increase student achievement and impact.

2020 TARGETS



Training

Implement STEAM training for out-of-school and summer learning program staff.



Scholarships

Double the number of STEM scholarship applications submitted by TPS students by 2018
(2016 baseline: 130)



Access

Increase access to and expand STEAM programs in out-of-school and summer learning spaces.

DATA-DRIVEN ACTION

Mapping STEAM Learning Opportunities

The TSLN's first step is to map and connect STEAM learning opportunities across Tacoma. This project also will identify gaps so we are better able to connect students of color and those in poverty.

STEAM Community Awareness Campaign

This campaign will target messaging to students, educators, employers, and the community on the exciting opportunities offered in the STEM field. The campaign also will connect students and families to STEAM learning opportunities in Tacoma.

STEAM Scholarship Applications & Acceptance

TPS students submitted 130 Washington State Opportunity Scholarships (WSOS) applications in 2016. Aiming to double that number by 2018, the TSLN has trained 19 STEM "Champions" to assist low- and middle-income students in completing their WSOS applications, which are worth up to \$22,500. This year, Mount Tahoma High School students have submitted the most WSOS applications of any high school in Washington.

WHAT'S NEXT?

Network-built Goals

The TSLN will adopt a network charter and establish a leadership team this spring. The network will design action plan to reach the goals set in the 2020 business plan.

Community Awareness Campaign

Using the results of our environmental scan, we will create a community awareness campaign to emphasize the benefits of developing STEAM skills in the current economy.

Network Partners

Bates Technical College
City of Tacoma
Employment Security Department
First 5 FUNDamentals
First Move Chess

Foundation for Tacoma Students
LeMay-America's Car Museum
Pierce College
RAIN (Readiness Acceleration & Innovation Network)

Tacoma Art Museum
Tacoma Public Schools
Tacoma/South Puget Sound MESA
Tacoma-Pierce County
Chamber of Commerce

Tinkertopia
University of Puget Sound
University of Washington Tacoma
Washington STEM
WorkForce Central

GET INVOLVED!

To learn more, join us for a network meeting at 9:30 am on the second Tuesday of every month, contact us at 253.272.1600, or email STEAM@graduatetacoma.org.

EARLY LEARNING AND READING



48%

Current number of TPS third graders
reading on or above grade level.

EARLY LEARNING & READING NETWORK

WHO WE ARE

Based on shared goals, the ELRN supports childcare providers, private preschool teachers, kindergarten teachers and principals, and community members in ensuring that increasing numbers of children are demonstrating the characteristics of entering kindergarteners.

To best serve Tacoma's children and avoid duplicating work, we have divided the early years with Project Child Success, led by First5 Fundamentals. They will remain focused on birth to age three and ensuring children have the nurturing relationships and environments that support their readiness to learn (*see page 17 for more details*).

The ELRN is now able to go deeper in our focus on ages three to five with efforts aimed squarely at pre-school enrollment, kindergarten readiness, and early grade reading. The two networks remain connected in our collaboration and data sharing to inform continuous improvements.

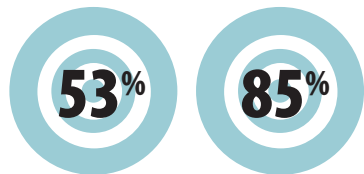
2020 TARGETS



Full enrollment
in all TPS
pre-K spots

WAKids-
ready in all 6
developmental
areas

Gaps closed by
10% for students
of color & living
in poverty



Third graders
reading on
grade level

Attendance rate
for elementary
students

DATA-DRIVEN ACTION

Pre-K to Elementary Smooth Transition

"Building Connections" Professional Development Series provides training for the pre-K community and TPS elementary schools, so both know their students better, can prepare for a smooth transition, and share an understanding of what helps each child succeed. The connections are facilitated by TPS, Childcare Resources, and Graduate Tacoma.

Every Minute Counts – Elementary Attendance

The ELRN has partnered with TPS and several community partners to raise awareness about the importance of attendance to student success, with a focus on elementary parents and families. The awareness campaign highlights how "every minute" makes a difference.

Elementary Reading Campaigns

The ELRN is connecting students to books, partnering with Tacoma Public Library, TPS, Tacoma Community House, and Communities in Schools, and boosting reading campaigns throughout the school year and summer with programs like Read Across America Day, Book to Home, and more.

GET INVOLVED!

To learn more, join us for a network meeting at 12:30 pm on the third Tuesday of every month, call 253.272.1600, or email us at earlylearning@graduatetacoma.org.

WHAT'S NEXT?

The ELRN has established operating principals and shared targets for 2025.

2025 TARGETS

- **Increase to 66%** the percentage of kids who are WAKids-ready in all six developmental areas.
- **Close gaps by 20%** for students of color and those living in poverty.
- **Increase to 60%** the percentage of third-graders reading on grade level.



Network Leads



Network Partners

Bamford Foundation
Big Brothers Big Sisters of Puget Sound
Campaign for Grade Level Reading
Center for Strong Schools
Childcare Resources
Children's Museum of Tacoma
Communities in Schools of Tacoma

First5 Fundamentals
Foundation for Tacoma Students
KBTC Public Television
Multicultural Child & Family Hope Center
Pediatrics Northwest
Reach Out and Read

Stand for Children
Tacoma Community House
Tacoma Housing Authority
Tacoma Public Library
Tacoma Public Schools
United Way of Pierce County
YMCA of Pierce & Kitsap Counties

OUT OF SCHOOL & SUMMER LEARNING



1/3

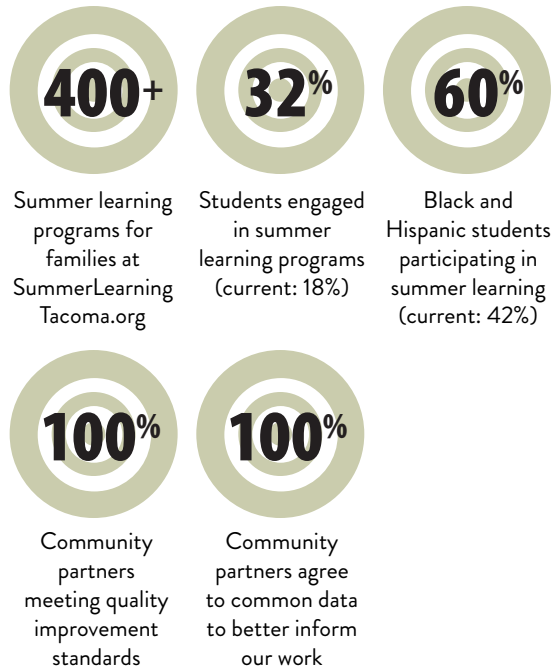
Percentage of Graduate Tacoma community partner summer learning program slots filled by Eastside kids.

OUT OF SCHOOL & SUMMER LEARNING

WHO WE ARE

The OOSLN is dedicated to increasing equitable access to out-of-school and summer learning, collecting program provider data to drive action, and making high-quality programming training available for all community partners.

2020 TARGETS



DATA-DRIVEN ACTION

Expand Summer Learning Access

Low-income students not engaged in summer learning can fall two years behind their middle- and upper-income peers by fourth grade. The OOSLN is focused on expanding access to summer learning through Access Fund awards for innovative and catalytic program providers who focus on Tacoma's underserved Eastside and South End.

Build SummerLearningTacoma.org Awareness

SummerLearningTacoma.org has grown to include more than 400 summer learning programs in the last three years. Tacoma families tell us this site is invaluable as they plan their summer activities. As a network, we use the searchable database and participation data to make decisions regarding funding and programming alignment. This important tool helps us sharpen our ability to reach the neighborhoods and students who need us most.

Reach Underserved Black & Hispanic Students

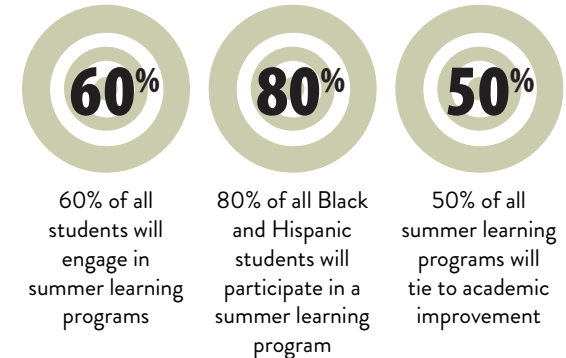
In summer 2016, our community partners filled 5,840 more summer learning program slots than in 2013, and 2,846 more students were served than in 2014. Black and Hispanic kids comprise 42% of our program participation rate. Encouragingly, participation is up slightly to 33% on the Eastside, which is an area of focus for the OOSLN.

WHAT'S NEXT?

Summer Learning Tour

This summer, the OOSLN will host its first-ever Summer Learning Tour to heighten awareness of Tacoma's need for a comprehensive summer learning system so every child is supported both in and out of school.

2025 Targets



GET INVOLVED!

To learn more, join us for a network meeting at 9 am on the fourth Tuesday of every month, call 253.272.1600, or email us at summerlearning@graduatetacoma.org.



Search more than 400 learning programs from Graduate Tacoma community partners at SummerLearningTacoma.org.

Network Leads

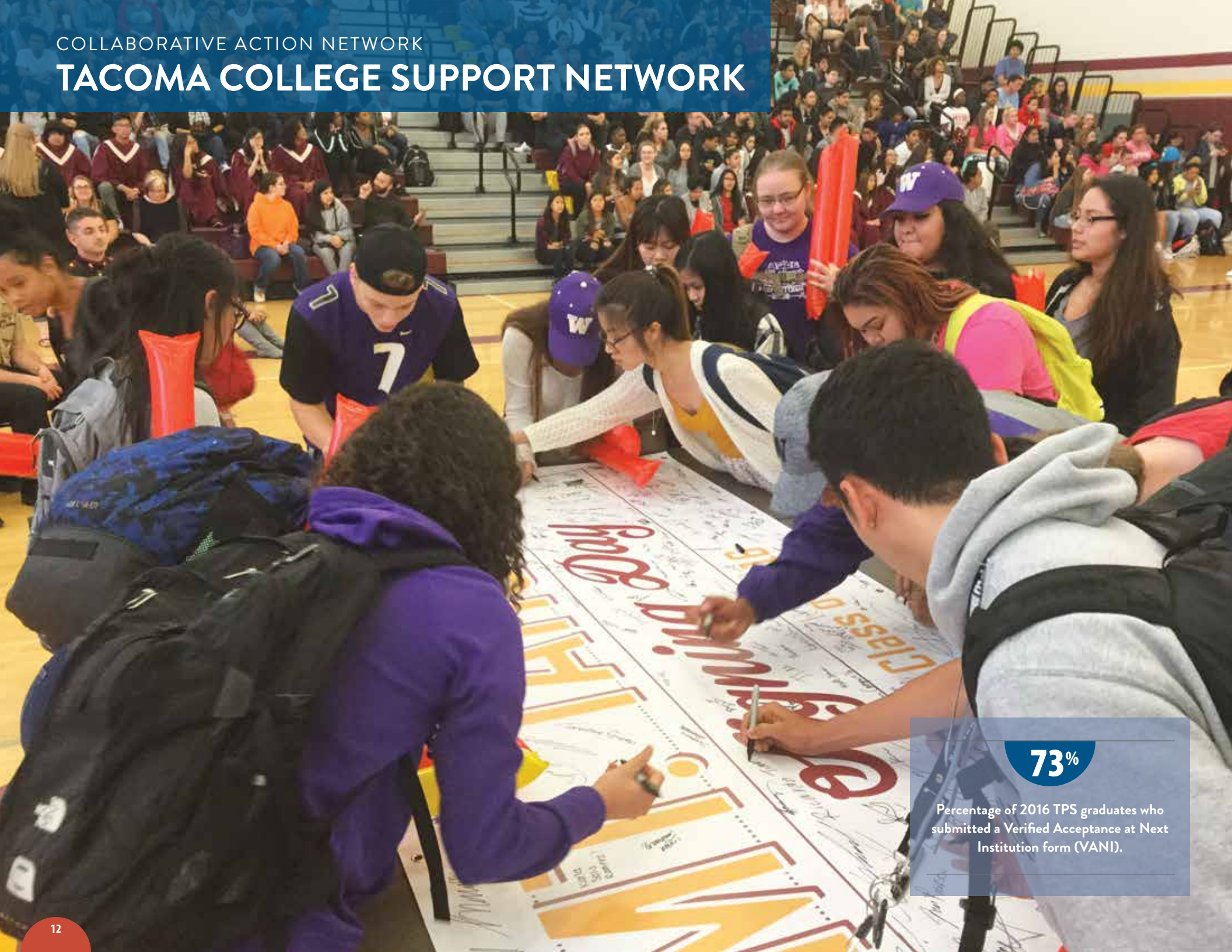


Network Partners

Big Brothers Big Sisters of Puget Sound	Oasis Youth Center	Tacoma Pierce County Chamber of Commerce
Broadway Center for Performing Arts	Peace Community Center	Tacoma Public Schools
City of Tacoma	Pierce Transit	Tacoma Rescue Mission
Communities in Schools	Point Defiance Zoo & Aquarium	University of Puget Sound
Foundation for Tacoma Students	Puget Sound Educational Service District	University of Washington Tacoma
KBTC	Safe Streets	YWCA Pierce County
Lemay-America's Cay Museum	School's Out Washington	
Metro Parks Tacoma	Tacoma Art Museum	

COLLABORATIVE ACTION NETWORK

TACOMA COLLEGE SUPPORT NETWORK



73%

Percentage of 2016 TPS graduates who submitted a Verified Acceptance at Next Institution form (VANI).

TACOMA COLLEGE SUPPORT NETWORK

WHO WE ARE



The Tacoma College Support Network (TCSN) is our longest-standing Collaborative Action Network, actually pre-dating Graduate Tacoma itself. This year, the TCSN narrowed its focus to nine indicators, each key to improving student outcomes for college enrollment and completion. The work is divided between four independent workgroups:

- Student Success (High School)
- Persistence through College
- Attending College
- Parent and Family Engagement

2020 TARGETS



Increase in college enrollment



Increase in college completion



WA State College Bound Scholars sign-ups



Verified Acceptance of Next Institution (VANI) submission

Network Leads



DATA-DRIVEN ACTION

State Scholarship Signup

Washington's College Bound Scholarship covers up to four years of in-state public tuition for students living in poverty, but only if they enroll in a 2- or 4-year institution by eighth grade, keep a 2.0 GPA or higher, and remain good citizens. The TCSN has worked to make sure more than 90% of eligible students sign up on time because we know that the ongoing support and resources to stay on track drives College Bound Scholars to consistently outperform their peers in graduation and college enrollment rates.

College Bound Support Systems

About 26% of Tacoma adults have a college degree, which means most students are the first generation to navigate the complicated admissions and financial aid process. That's where TCSN and Graduate Tacoma step in. Every spring, the TCSN, TPS, and Graduate Tacoma host College Bound Saturday for more than 700 students and families. The half-day event aims to help students and parents prepare for life after high school.

Verified Acceptance at Next Institution

One proven way to boost college enrollment and completion is to have a plan well before graduation. Tacoma seniors must submit their Verified Acceptance at Next Institution (VANI) as part of their graduation requirements. TCSN has worked closely with TPS to boost the VANI submission rate from 38% in 2012-13 to 73% in 2015-16. The initiative has been so successful that the state is using it as a model for all Washington seniors.

Network Partners

Act Six
Asia Pacific Cultural Center
Bates Technical College
Center for Strong Schools
Clover Park Technical College
Degrees of Change

The Evergreen State College Tacoma Program
Financial Beginnings
Foundation for Tacoma Students
KBTC
League of Education Voters
MDC (Metropolitan Development Council)
NW Leadership Foundation

WHAT'S NEXT?

Fight Summer Melt

Too often, students plan to attend college but somehow don't manage to enroll in the fall. Up Next is a new opt-in text reminder campaign initiated by former First Lady Michelle Obama that helps keep students on track.

Middle-School Planning Toolkits

TCSN is developing a planning toolkit for every middle-school student in the district, expanding on the successful toolkits already sent home and online for all high-school students.

Ready to Rise

The TCSN supports this new leadership and scholarship program, beginning this year with 60 Tacoma students attending TCC, UWT, CWU and WWU. *(See page 34 for more information.)*

Sustaining Events and Sponsorships

TCSN is working to attract new and sustainable funding for the full range of college support events and projects.

Thank you to our 2017 College Bound Saturday **Presenting Sponsor:**



Junior Sponsors: College Success Foundation,
Treleven Family Foundation, UW Tacoma

Sophomore Sponsor: Clover Park Technical College

GET INVOLVED!

To learn more, join us for a network meeting at 8:30 am on the third Friday of every month, call 253.272.1600, or email TCSN@graduatetacoma.org.



EVERY CHILD. ONE COMMUNITY. CRADLE TO CAREER.

Education is a lifelong experience that begins well before a child ever sets foot in a classroom and continues long past cap-and-gown commencement. Graduate Tacoma was conceived as a network of community stakeholders that covers this “cradle to college and career” continuum.

As a movement, we have identified 11 Student Indicators as critical points on a student’s journey. We track them closely and our Collaborative Action Networks marshal their efforts and resources around continuous improvement in those areas.

Similarly, Graduate Tacoma partners have chosen six Community Indicators that identify and measure factors that influence student success from a more environmental perspective.

Moving the needle on these indicators directly supports our community-built goal to increase high school and college completion rates by 50% and close gaps in access, opportunities, and achievement.



STUDENT INDICATORS

DEMOGRAPHICS KEY As you view the data in the following pages, please use this key for reference.



NOTE: Poverty is defined as those students who qualify for Free or Reduced Lunch (FRL).





8th Grade
Math



9th Grade
Achievement



College Entrance
Exams



High School
Graduation



College
Enrollment



College
Completion

A⁺

High
Expectations



Out of School
& Summer
Learning



Student
Attendance



Parent & Family
Engagement



Social &
Emotional
Support



Safe & Healthy
Environment

COMMUNITY INDICATORS



EARLY LEARNING

Children's language, reading, and writing skills emerge from their very earliest experiences in life. They may not be reading books themselves in the first three years of their lives, but their brains are developing rapidly. Literacy naturally unfolds through the enjoyment of books, the importance of positive interactions with parents, family and friends, and the critical role of literacy-rich experiences: lots of talking, reading, writing, and even singing by and with the people who surround them.

DEVELOPMENTAL SCREENING

COMMUNITY SPOTLIGHT

Responsibilities Split, Partnership for Kids Strengthened

Among other things, collaboration requires creativity and a keen eye for opportunity. Last year, Graduate Tacoma's Early Learning and Reading Network (ELRN) and First 5 FUNdamentals saw an opportunity to make a bigger impact and then got creative: They decided to split up the work.



Led by First 5 FUNdamentals, Project Child Success and its existing networks guide

vision, strategy, and activities in Pierce County's early learning space (children birth to three years). The ELRN remains focused on preschool strategies, kindergarten readiness and third grade reading in Tacoma. This intentional partnership is another example of how an inspired community of dedicated educators and community members is purposefully keeping its eye on the success of every child, cradle to college and career.



KEY FINDINGS

A Comprehensive System Is Needed

Approximately ten to 15 percent of all children have a disability that hinders their educational development. When developmental issues are identified before age three, intervention is less costly than treatment later in childhood – and that's significant. But perhaps the most essential reason to screen our youngest children is that when a child's potential barriers to success are known and addressed early, that child is much more likely to feel supported and thrive.

We know that early screening is being conducted in Tacoma – most commonly through primary healthcare providers. Tacoma Public Schools (TPS) also screens preschoolers and those entering kindergarten. But there is a gap: A standardized system for tracking early developmental screening does not yet exist in Tacoma and Pierce County. With such a system, we would be better able to understand where children might be vulnerable.

As a community, we could be more strategic about reaching them where they need us most.

Based on the findings from its recent research seeking to better understand the birth-to-three system in Pierce County, Project Child Success (PCS), (*see Community Spotlight at left*) is making some headway. As Pierce County's early learning movement, PCS is participating in a statewide workgroup to design and pilot a comprehensive system that connects at-risk children with the services they need using a nationally recognized model called "Help Me Grow."

More information on the PCS Research project:
www.projectchildsuccess.org/about/publications

More information on Help Me Grow:
www.helpmegrowwa.org



AIMING HIGHER GOAL:

Increase the number of children screened by age three and age five.

PARTICIPATION IN QUALITY PRESCHOOLS

COMMUNITY SPOTLIGHT

Families + Schools + Community = Successful Kids

Families play a critical role in helping children learn. Their job as a child's first teacher is made easier through supportive community relationships. Tacoma Public Schools' four Early Learning Centers provide just that winning combination!

Hoyt, McCarver and Willard offer:

- Peer inclusion preschools for a mix of delayed and typically developing children
- Child Find screening program to identify disabilities and connect parents with resources

In addition, McCarver has two free, federally funded Head Start preschools for low-income families and offers services from Communities in Schools, Palmer Scholars, Tacoma Housing Authority, and Peace Community Center.

Madison is home to four Head Start classrooms, and, along with Willard, offers:

- Early Head Start home visit programs for children birth to three, with weekly play groups
- Play to Learn, a weekly parent and child play group from the Children's Museum of Tacoma

Children's Museum of Tacoma's Powered by Play Preschool for 2- and 3-year-olds is located at Hoyt and will be joined this fall by North Tacoma Cooperative Preschool, providing children and parents opportunities to build skills together.



Courtesy Children's Museum of Tacoma.
Lisa Monet Photography.

KEY FINDINGS

Enrollment Increases but Better Tracking Needed

TPS is exceptional in the early learning realm in that it offers six types of half-day preschool programs in 29 of its 35 elementary schools, as well as in its four early learning centers. The number of students attending TPS preschools continues to meet base capacity. In 2015-16, TPS served 1,533 students – 358 more than in 2010-11 – representing a 30% increase over the five years.

Hispanic and Multi-racial students have seen strong gains and now represent 47% of TPS preschool enrollments. In contrast, enrollment of Black students has continued a steep decline (from 329 in 2010-11 to 213 in 2015-16).

Children with access to high-quality early-childhood programs reap the benefits throughout their school years. But perhaps the most compelling reason to invest in early learning is that the effects have been found to be as far-reaching as better long-term health and higher lifetime earnings.

We are able to measure and track TPS preschool enrollment data but we do not have reliable citywide data on non-TPS preschool enrollment. However, we know that thanks to a 2012 Washington state quality rating called "Early Achievers" (EA), all licensed preschools are being held accountable to standards. EA offers providers coaching and resources to further support children's learning and development, not unlike Graduate Tacoma's own Building Connections professional development program. Last year, 80% of Pierce County licensed preschools participated in EA, 90% of which were in Tacoma.

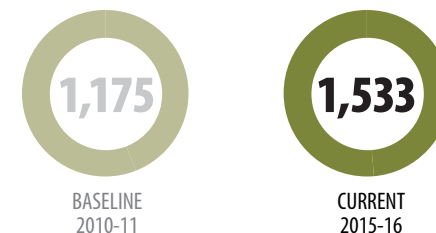


The preschool enrollment data has been refined. Previously, this data included students who were receiving support services but not participating in a TPS preschool. Effective in 2016, only those students who are enrolled in a TPS preschool are reported. Maximum capacity for TPS preschool slots currently is 1,628.

Sources: Tacoma Public School District, Child Care Resources

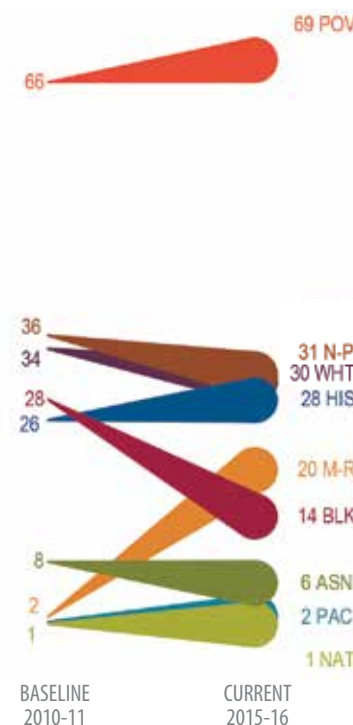
DATA DIVE

↑ ENROLLED IN TPS PRESCHOOLS



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

% BY POVERTY, RACE, & ETHNICITY



NOTE: Students in poverty comprise the lion's share of enrollments. This measure can be broken down further by race and ethnicity.



ELEMENTARY SCHOOL

Elementary school children have a lot going on in their developing brains and bodies. Of course they're soaking up math, reading, and science basics. They also are picking up cues socially and emotionally that profoundly impact their development and will shape who they are becoming. This critical time is rich with opportunities to educate, inspire, and help our students navigate the world more effectively into adulthood.

READY FOR KINDERGARTEN



24%

Percent lower WaKIDS assessment a child in poverty averages than his or her classmates who are not living in poverty.

KEY FINDINGS

Overall Gains and Some Gaps Closing

Washington lags behind comparable states in the number of children who start kindergarten ready to learn. In Tacoma, our students are averaging two points above the state average of 47%. In other words, not quite half of our incoming kindergarteners demonstrate the characteristics of entering kindergarteners, as assessed by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).

WaKIDS assesses children in six developmental areas:

- Social-emotional
- Physical
- Cognitive
- Language
- Literacy
- Math

In each of the six areas, we've seen modest inclines since 2011-12, except for in social-emotional learning, which has shown a slight decline (but is still above the state average). The numbers in each assessment area for Tacoma this year are almost identical to those reported for Washington state.

Poverty persists as one of the strongest determinants for kindergarten readiness: Students who qualify for free-or-reduced lunches (FRL) are assessed on average 24% lower than non-poverty students on the WaKIDS assessment.

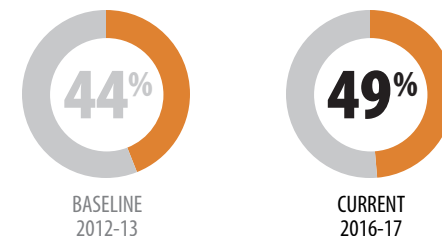
Although the race gap between White students as compared to Asian and Black students has narrowed three points and nine points respectively, the gap is widening for Multi-racial and Hispanic kids.

NOTE: TPS data for 2014-16 includes those students who completed 6 of 6 tasks. Previous reports included students assessed in any single developmental area.

Sources: Tacoma Public School District, Office of the Superintendent of Public Instruction

DATA DIVE

↑ WaKIDS ASSESSMENT



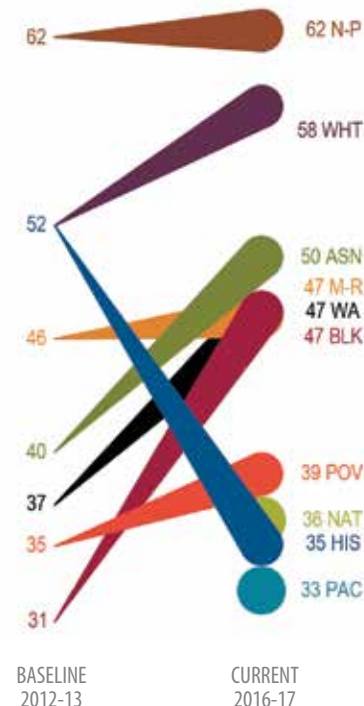
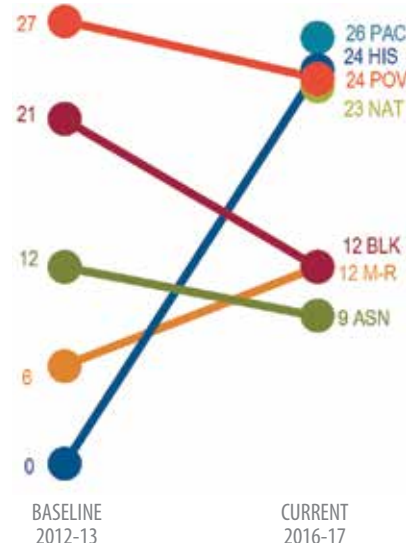
AIMING HIGHER GOAL: Increase the percentage of incoming students who demonstrate the skills typical of a child entering kindergarten in all six developmental areas as measured by the WaKIDS Assessment.

% BY POVERTY, RACE, ETHNICITY, & STATE

Percent Ready for Kindergarten in all Developmental Areas

WaKIDS ASSESSMENT

Gaps as % difference – Students of color: White students.
Poverty: Non-poverty.



THIRD GRADE READING

COMMUNITY SPOTLIGHT

Thing 1 and Thing 2 Support Literacy

Literacy programs top the list at Tacoma Public Schools. Here are two things the community is doing to help:

Thing 1: Tacoma Public Library Pathway Program

Got a student ID? Then you've got access to the library! Thanks to this comprehensive partnership, students can explore everything from logging on to library computers for printing and internet to checking out books or CDs. They may also access free homework help at the online Homework Center or animated streaming eBooks for elementary students on BookFlix.

Thing 2: Read Across America Day

This annual motivation and awareness program celebrates reading on the March 2 birthday of author Dr. Seuss. Graduate Tacoma and Communities in Schools invite community

members to read to students across the district on this day.

Pictured here, Superintendent Carla Santorno reads Dr. Seuss to TPS children.



DIG DEEPER: Visit GraduateTacoma.org/Data to dig deeper into the data on third grade literacy!

KEY FINDINGS

Poverty Gap Persists, but Most Rates Moving Up

The good news is that literacy rates improved six points overall in the past year, narrowing the gap between Washington state and Tacoma by 40%. Also, even though average baseline literacy rates are relatively low, they are on the rise across all demographic groups in Tacoma. The exception is Native American students, but the one-year decline we see here may be attributable to very low counts (N=22) and a high variation within this specific subgroup.

The Smarter Balanced Assessment Consortium (SBAC) was introduced last school year as the new test for literacy and language arts for all Washington State public school third graders. This test replaced the old Measurement of Student Progress (MSP), which assessed reading, writing, speaking/listening, and research competencies.

Last year's initial SBAC measurement showed us we had work to do: Just 42% of Tacoma students were reading on grade level by the end of third grade. That measure reveals more than just reading aptitude: Reading on grade level in third grade is an important marker for students to be on track to graduate high school.

When kids fall behind this early in reading, it becomes more and more challenging for them to stay on track in all subjects as they move into middle and high schools.

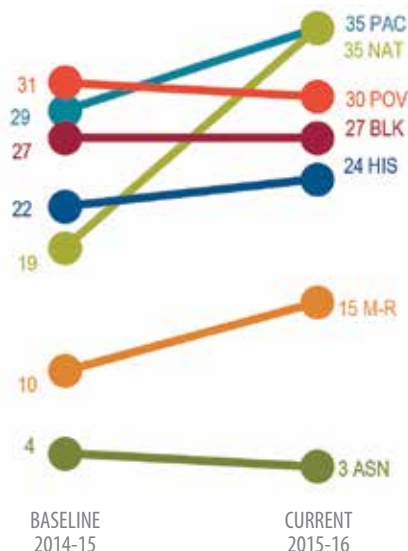
The disparity in achievement as a result of poverty is stark as we look at this indicator. Students in poverty experience a 30% gap as compared to non-poverty students. However, it is heartening to note that rates for both groups are moving in the same direction: up.

The gaps experienced by Black, Hispanic, and Multi-racial students are all in the double digits when compared to White students.

Source: Office of the Superintendent of Public Instruction

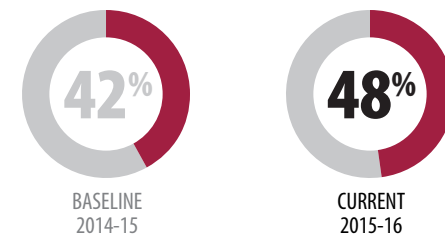
PERSISTENT GAPS – THIRD GRADE READING

Gaps as % difference – Students of color: White students. Poverty: Non-poverty.



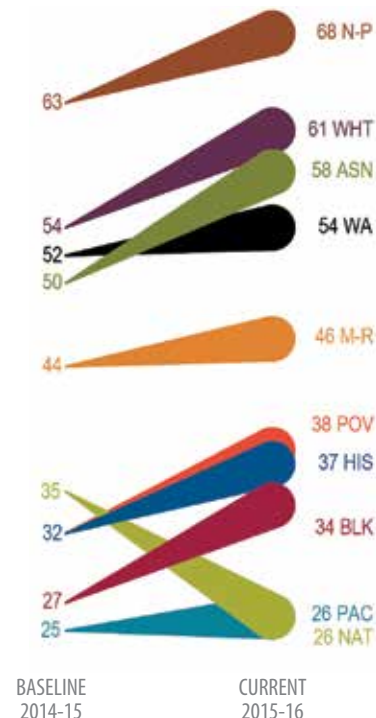
DATA DIVE

↑ THIRD GRADE LITERACY



AIMING HIGHER GOAL: Increase the percentage of third graders meeting the Washington state standardized test for third grade reading, now the Smarter Balanced Assessment Consortium (SBAC).

% BY POVERTY, RACE, ETHNICITY, & STATE



MIDDLE SCHOOL

In a time of big social, physical, and emotional changes, middle school children have full lives. Given the right opportunities, attention, and encouragement, students approaching teenhood can be intrepid explorers, supported by their community in their preparation for future academic success.



SIXTH GRADE ACHIEVEMENT

COMMUNITY SPOTLIGHT

Early Support Encourages Middle School Success

Sixth grade is an introduction to a new school, new schedule with six new teachers, and an increased academic workload. All these changes coupled with adolescence can make the sixth-grade year a challenge.

“Jump Start allows students to get the unknowns out of the way,” explains Jason Lee Middle School Principal Christine Brandt. Students are introduced to important information and academic skills. They meet classmates and teachers, learn how to find classrooms and navigate the cafeteria, and are exposed to study skills, organizational practices, and reading and writing strategies.

“My favorite part is how a community of learners develops between the sixth-grade class and their seventh- and eighth-grade mentors,” notes Jason Lee science teacher Season Jackson. “By the end of the program our sixth graders are ready to walk in on the first day with the confidence and skills to be successful.”

Jason Lee’s community of support reaches from inside its walls to the surrounding community. Last year, students received extra support from parents, neighbors, and community members who created a welcoming line on the first day of school.



KEY FINDINGS

Rates Rising, Gaps Closing

Things are looking good for Tacoma sixth graders! Academically and socially, this can be such a challenging time for students as they get their bearings in a new school while becoming young adults and trying to keep up. But we’re seeing encouraging increases in achievement rates and decreases in gaps.

Overall, the achievement rate is up six points over 2014-15 and a full 15 points over the baseline of 77% in 2010-11. That represents a 20% increase over the 2010-11 baseline.

Sixth grade achievement is measured as the percentage of students passing all or all but one of their classes. All demographic groups – including students in poverty – are passing their classes this year, including Black students, who had had one year of decline the year before.

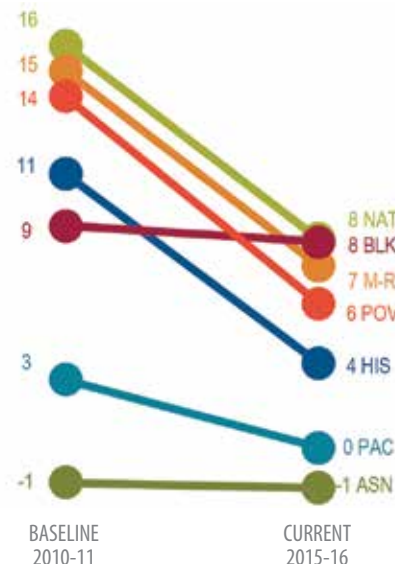
Gaps are closing for all race and ethnic groups as compared to White students as well. And the gap has been cut by more than half – from 14% to 6% – for students in poverty since 2010-11.

Anecdotally, there is some evidence to suggest that two TPS programs have influenced student connection and therefore achievement rates: The Jump Start program (*see Spotlight, left*) acclimates incoming sixth graders to their new school, and a focus on curbing suspensions and expulsions has likely helped to keep students connected and on track. (*See page 38 for more details*).

Source: Tacoma Public School District

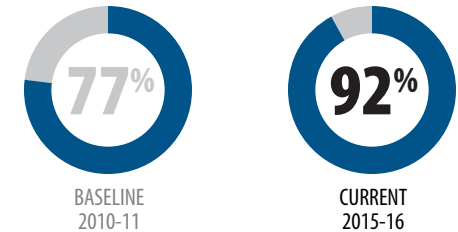
CLOSING GAPS – SIXTH GRADE ACHIEVEMENT

Gaps as % difference – Students of color: White students. Poverty: Non-poverty.



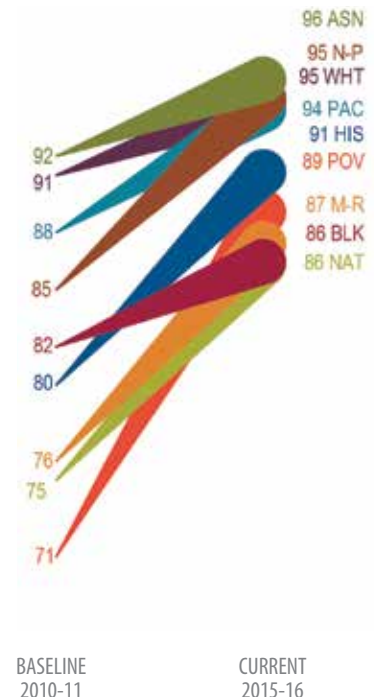
DATA DIVE

↑ SIXTH GRADE ACHIEVEMENT



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

% BY POVERTY, RACE, & ETHNICITY



EIGHTH GRADE MATH

COMMUNITY SPOTLIGHT

MESA: A platform for underrepresented students

MESA (Mathematics, Engineering, Science and Achievement) Washington aims to prepare underrepresented students for higher education and careers in science, technology, engineering and mathematics (STEM).

When established in 1984, MESA served about 20 students. Today, the program supports more than 800 Black, Hispanic/Latino, Native American, Pacific Islander, and female students. Over 92% of MESA graduates attend colleges and universities, earning degrees in engineering and science at a rate nearly five times greater than the national average.

MESA is working with Graduate Tacoma's STEAM Learning Network to improve eighth-grade math achievement and to ensure students finish middle school "algebra-ready." MESA provides enrichment programs, including Summer Bridge, a hands-on high-school algebra preparation program. Additionally, MESA projects such as robotic prosthetic arms, computer app coding, and others are offered to enhance and increase the engagement and math skills of eighth graders.



10%

The consistent algebra and geometry achievement gap eighth grade boys have experienced over the past two years when compared with girls.

KEY FINDINGS

Strong Gains for Hispanics and Students in Poverty

The 2015-16 data reveals 69% of eighth graders are passing algebra or geometry with a C or better as an average over two semesters, with gains across almost all demographic groups. That's promising news for all as we watch the numbers inch up from last year's new baseline, which was the first year this indicator was measured in this way.

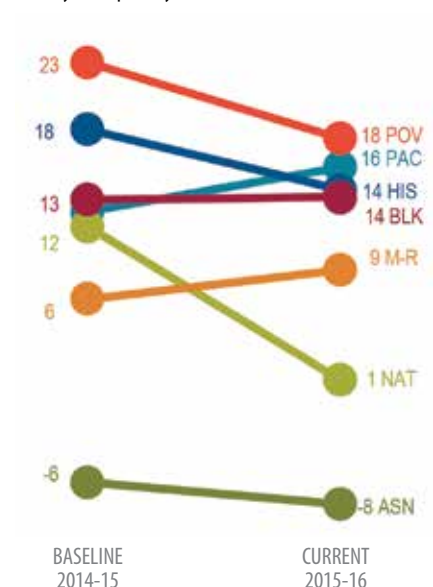
For some demographic groups, the numbers are even more encouraging. Native American students saw a 13-point gain since baseline and Hispanic students moved ahead seven points in the past year. Also promising: Although there is a significant gap here between students in poverty and those not in poverty, that gap has closed by five points in one year.

Students who successfully complete algebra 1 in eighth grade can take more college prep classes, more high-school math and science classes, and are more likely to choose to attend college. An added benefit is that they achieve one of Washington state's graduation requirements before they even enter high school.



CLOSING GAPS – EIGHTH GRADE MATH

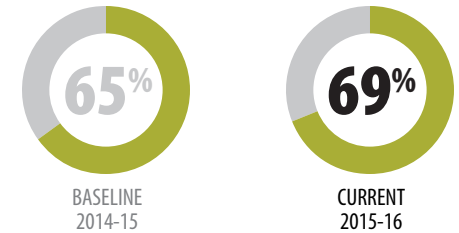
Gaps as % difference – Students of color: White students. Poverty: Non-poverty.



Source: Tacoma Public School District

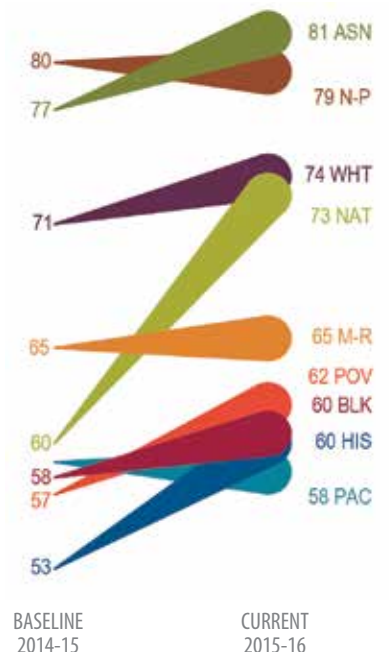
DATA DIVE

↑ EIGHTH GRADE MATH PASSING ALGEBRA OR GEOMETRY



AIMING HIGHER GOAL: Increase the percentage of eighth graders who pass algebra or geometry with a C or better.

% BY POVERTY, RACE, & ETHNICITY





HIGH SCHOOL

A glimpse at the possibilities opening to them. Inspiration to reach beyond where they thought or had been told they could go. Opportunities to explore and excel in academic pursuits. In high school, students are testing the waters of adulthood, and a community committed to their success is there to make sure they have the tools, skills, and confidence they need to graduate and move on to college or technical school, or a career that best fits them.

NINTH GRADE ACHIEVEMENT

COMMUNITY SPOTLIGHT

Great iDEA: A strong start for freshman

Researchers at University of Chicago analyzed years of surveys, tests, grades, and attendance records to determine what factors most significantly impact high-school graduation rates. One finding: freshman year attendance and grades.

One freshman class is fortunate that Tacoma's newest specialized school, iDEA, opened its doors in September 2016. Modeled after successful specialized high-school predecessors SOTA (School of the Arts) and SAMI (Science and Math Institute), iDEA (Industrial Design, Engineering, and Art) is a high school focused on industrial design, engineering, and art that offers project-based learning and internship opportunities.

Prospective students to these specialized schools submit applications during eighth grade to be placed in a lottery for admission. The application process is one indicator that students are interested in engaging with the school's content, and thus may be more inclined to attend classes and apply themselves to coursework.



DIG DEEPER: To see a multi-year spread for ninth grade achievement, visit our website dashboard at GraduateTacoma.org/Data.

KEY FINDINGS

Ninth Graders on the Rebound

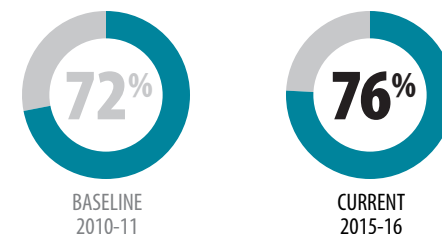
In the past two years, Tacoma's ninth graders have seen significant gains in achievement across the board. Bouncing back from a 2013-14 drop that fell to 58%, ninth graders are up four points from their 2010-11 baseline year.

In 2012-13, TPS began automatically enrolling qualified students in college-credit-eligible classes, requiring them to opt out, instead of opting in. It's interesting to note that the year after this policy was adopted, achievement rates have climbed relatively uniformly across the board. Two other factors that may explain some of the steep incline in achievement for students of color are Tacoma's Whole Child Initiative and its commitment to closing gaps with students of color, and TPS's reduction in suspensions and expulsions.

However, the gap persists for students living in poverty. This gap – at 17% last year – has widened slightly to 18%. Demographically, we see a mixed bag in terms of achievement gaps, with some students improving while Black and Native American students are not advancing at the same rate as their peers.

DATA DIVE

↑ **NINTH GRADE ACHIEVEMENT**
PASSING ALL OR ALL BUT ONE CLASS

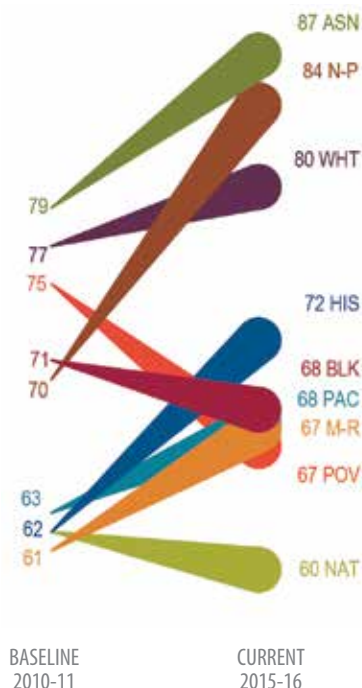
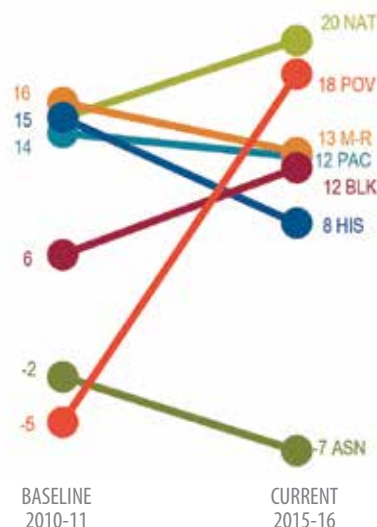


AIMING HIGHER GOAL: Increase the percentage of ninth graders who pass all or all but one of their classes.

% BY POVERTY, RACE, & ETHNICITY

PERSISTENT GAPS – NINTH GRADE ACHIEVEMENT

Gaps as % difference – Students of color: White students.
Poverty: Non-poverty.



Source: Tacoma Public School District

COLLEGE ENTRY EXAMS

DIG DEEPER

AVERAGE COMPOSITE SAT SCORE

2016-17 TPS SENIORS

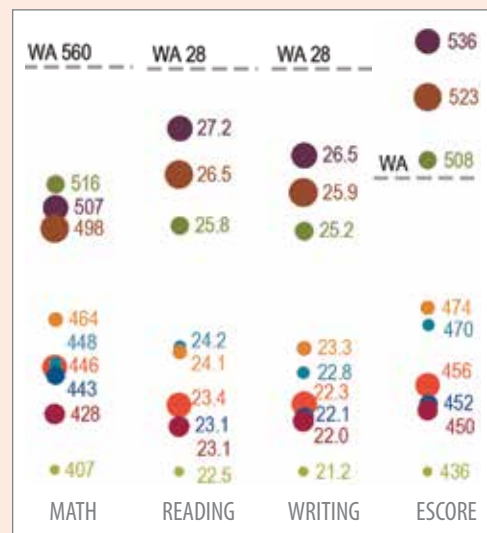

 1,023

BREAKOUT SAT SCORES

MATH READING WRITING ESCORE*


 477 25.3 24.4 496

% BY POVERTY, RACE, ETHNICITY, & STATE



● ASN ● BLK ● HIS ● M-R ● NAT
 ● N-P ● PAC ● POV ● WA ● WHT

*Escore stands for the Ecological Biology Score.

KEY FINDINGS

51% Increase in Participation

In order to reach our community-built goal of increasing college completion by 50% by 2020, we must get more kids into college. And one of the requirements of college enrollment is taking the SAT college entry exam.

For the past three years, TPS has paid for all seniors to take the SAT. That initiative has made a 51% difference in participation! While TPS and community partners remain focused on preparing more students to take the SAT (see right), we have a renewed focus on equitable performance.

With a new SAT test in 2016, our baseline shifts. At left, we see we need to work on closing gaps for students of color across the board and we have an overall gap to cover between the state composite score and Tacoma's. There is still ample room for improvement in the composite and breakout SAT scores.

NOTE: At right, average composite and breakout scores represent the highest average scores of seniors taking the test. The different sizes of the circles in breakout scores by poverty, race, and ethnicity represent the relative size of each demographic population segment.



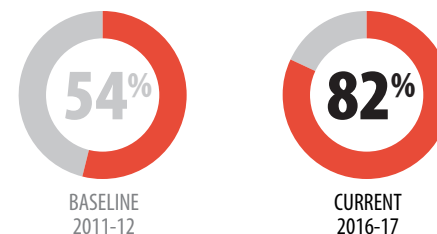
NOTE: In past years, baseline participation was calculated incorrectly. This corrected participation data includes all seniors who took the SAT in a given school year. Disaggregated score/performance data for 2016 is not available.

Source: Tacoma Public School District

DATA DIVE

↑ SAT PARTICIPATION

TAKING SCHOLASTIC APTITUDE TEST (SAT)



AIMING HIGHER GOAL: Increase the percentage of twelfth graders who take the SAT. Increase the average score on the SAT.

Graduate Tacoma & TPS Sponsor SAT Prep

This year, for the first time, Graduate Tacoma and TPS sponsored SAT prep workshops for TPS seniors. Since 2013, as part of its College and Career Readiness Assessment Pathway, TPS has made it possible for all seniors to take the SAT test free of charge. The SAT is a key requirement for both college admission and scholarship access. Record numbers of students have taken the test, but many students lacked adequate test preparation strategies. Graduate Tacoma's goal of increasing college enrollment and completion rates by 50% by 2020 required us to find a solution, which is where the SAT prep workshops come in.

Project Details

- 170 TPS students attended between one and five SAT Prep classes
- Promotional messaging and career counselors targeted low-income seniors with a 2.8 GPA or higher and those who completed algebra 2 with C or higher.
- Prep workshops were held from mid-September through mid-October, just prior to the free October 19 SAT test date.
- Workshops were offered throughout the week at various high schools.
- Free study materials, snacks, SAT Books, and practice tests were provided.
- Tutoring was provided by Club Z tutoring, Joseph Colon from the University of Puget Sound, and Sylvan Learning.

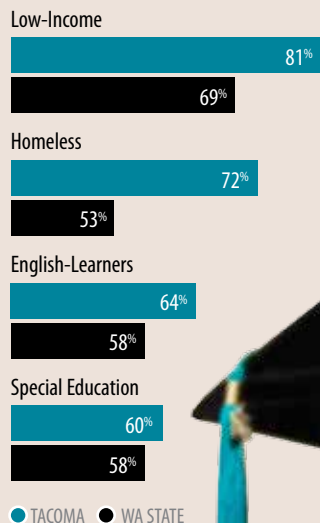
4-YEAR ON-TIME GRADUATION

DIG DEEPER

Comparing Disparities

A comparison with state data shows how striking the difference is between Tacoma students in poverty and those with special needs. Homeless students in Tacoma are graduating at 72%, compared to 53% statewide. Low-income, homeless, English learners, and special education students are all graduating at higher rates in Tacoma than they are in the state.

CLASS OF 2016 4-YEAR ON-TIME GRADUATION RATE COMPARISONS



2020 Goal Met, Gaps on a Steep Decline!

For six years, Tacoma's four-year high school graduation rate has climbed from a "shameful" low of 55% to a record-high 85% for the Class of 2016, hitting the TPS 2020 goal **four years ahead of schedule!**

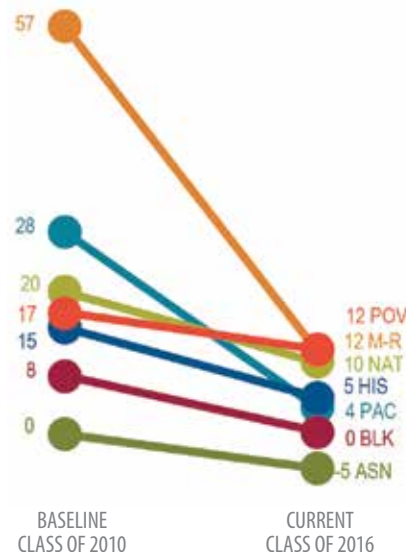
These numbers are cause for celebration! And when we dig a little deeper, we find something even more encouraging: Compared to White students, the average achievement gap for students of color is down from 15% in 2012 to just 4.4% today. That gap decreased from 15% to 5% for Hispanic students, and from 8% to .5% for Black students. Further, we've seen the poverty gap narrow from 31% to 12%.

And one more thing: This rate surpasses the state and Seattle rates *despite* the challenges Tacoma faces with serving a more diverse student population and more students living in poverty.

This is important to us: It means that this movement is making the gains necessary to achieve our goals **and we are doing so with equitable strides across all demographic groups.**

CLOSING GAPS – HIGH SCHOOL GRADUATION

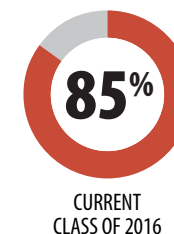
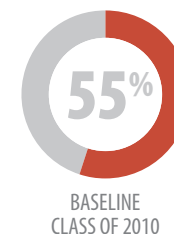
Gaps as % difference – Students of color: White students. Poverty: Non-poverty.



NOTE: Last year's 21% poverty gap was misreported: It was actually 31%.

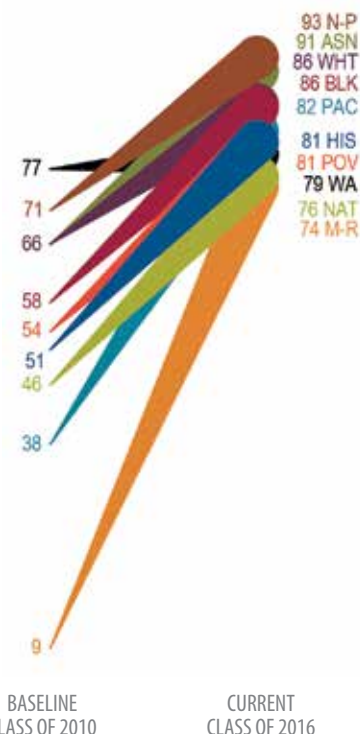
DATA DIVE

↑ HIGH SCHOOL GRADUATION 4-YEAR ON-TIME GRADUATION



AIMING HIGHER GOAL: Increase the four-year on-time graduation date to 85% by 2020.

% BY POVERTY, RACE, ETHNICITY, & STATE



Sources: Tacoma Public School District, Office of the Superintendent of Public Instruction

5-YEAR EXTENDED GRADUATION

COMMUNITY SPOTLIGHT

Scaffold of Services Supports
Extended Graduation

A number of TPS initiatives identify and support students who have fallen off their graduation path or dropped out of school.

One early intervention, the Academic Extension Program, allows students with long-term suspensions to continue their studies with evening classes at Willie Stewart Academy. Other programs to help students meet extended graduation goals include:

- Day Reporting School: Provides services for underserved, at-risk, and court-ordered youth on probation.
- Remann Hall Juvenile Detention Center School: Helps incarcerated youth develop learning skills and increase academic progress.
- Pearl Street Center: Serves youth committed to the Comprehensive Mental Health Center's residential program.
- Willie Stewart Academy: Creates individualized learning plans that blend computer-driven curriculum with teacher support.

"Students come at different times of year, with different credits," notes Willie Stewart Academy Principal Greg Eisnagle. "And many come in and out of a program several times." These re-engagement initiatives result in a 12% graduation rate among enrolled students.

48%

Percent increase in the five-year extended graduation rate since the Class of 2010.

KEY FINDINGS

Close to Our 50% Goal, Students in Poverty Lagging

Tacoma's community-built goal is to increase the five-year extended graduation rate by 50% by the class of 2020. The number to hit is 87%. The rate hit a record-high 86.5% for the Class of 2015, representing a 48% increase toward our goal of 50% by the Class of 2020.

This is the fifth consecutive year of improved rates in extended graduation at TPS and the first year we've exceeded the state. Our increase in five-year extended graduation rates since 2010 is two and three times the growth of similarly sized school districts, and more than four times greater than the gains made by the state as a whole.

We are heartened to see across-the-board gap closures, with one exception: Although the five-year extended graduation rate for students in poverty is up 26 points, the gap between those in poverty and those who are not has widened from 5% to 13%.

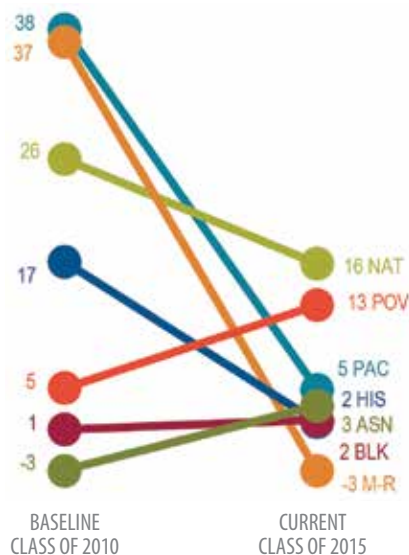
It's worth noting that students of color comprise a much greater proportion of those living in poverty. This disparity disproportionately increases their exposure to the effects of poverty compared to White students.



Sources: Tacoma Public School District, Office of the Superintendent of Public Instruction

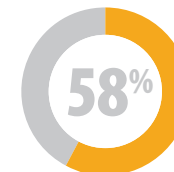
CLOSING GAPS – HIGH SCHOOL GRADUATION

Gaps as % difference – Students of color: White students. Poverty: Non-poverty.



DATA DIVE

↑ HIGH SCHOOL GRADUATION



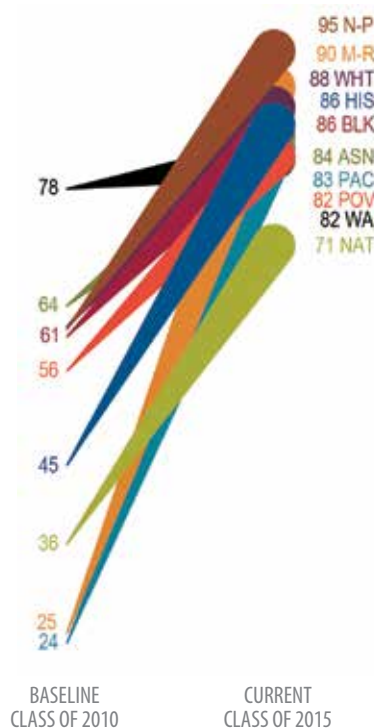
BASILINE
CLASS OF 2010



CURRENT
CLASS OF 2015

AIMING HIGHER GOAL: Increase the five-year extended high school graduation rate by 50% - to 87% by the Class of 2020.

% BY POVERTY, RACE, ETHNICITY, & STATE



COLLEGE AND TECHNICAL SCHOOLS

The possibilities are endless: college, university, seminary, military, apprenticeship, technical or vocational school... Whichever form of continuing education a student sets his or her sights on after high school, Graduate Tacoma community partners focus on removing obstacles and providing support. Two-thirds of our student population struggles with poverty, so our work often centers on helping them overcome financial barriers to success.

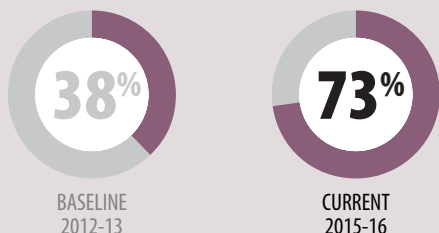


COLLEGE AND TECHNICAL SCHOOLS

COLLEGE ENROLLMENT

COMMUNITY SPOTLIGHT

VANI SUBMISSION



Verified Acceptance Makes the Dream a Reality

“What are your plans?”

High school seniors may hear that question dozens of times as May approaches and many have a ready answer. As part of their required High School and Beyond Plan, TPS students must submit a Verified Acceptance at Next Institution form (VANI) in order to focus on the answer to that age-old question and to plan for what comes next.

Since 2012-2013, we’ve seen a 35-point improvement in the number of students submitting their VANI forms. Those gains have been striking across all demographic groups, as shown below.

While the poverty gap here has grown, the proportion of students living in poverty and accepted to next institutions is up 32% in the last three years.

With this type of success, it’s not surprising that Washington state is interested in replicating Tacoma’s VANI initiative for students statewide.

92%

Percent increase in number of TPS seniors submitting the Verified Acceptance at Next Institution form (VANI) form since 2010.

KEY FINDINGS

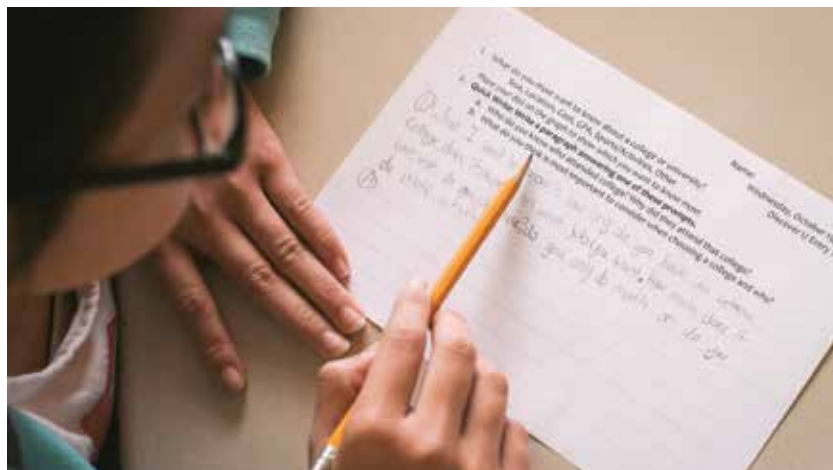
Enrollment Up 13 Points from Baseline

The earnings gap between college grads and non-grads has reached its widest point on record. College graduates, on average, earned 56% more than high school grads in 2015. That was up from 51% in 1999 and is the largest such gap since 1973.

When we track our Class of 2014 cohort (most recent year of data available), we see that college enrollment is up 13 points over our baseline of 32% for the Class of 2010 cohort. This cohort enrollment rate tracks all students who started as freshmen in a certain year and graduated as seniors.

We also track the enrollment rate of just the seniors who graduate in a given year, including students who moved into the district and those who are graduating in more or fewer than four years. The college enrollment rate of seniors who graduated in 2014 is 57%, compared to Washington’s 61%.

We track enrollment rates both ways because though we traditionally have kept our eye on the cohort for this indicator, many districts only report the percent of graduating seniors who enroll in college. This second number can be a more apples-to-apples number when looking at Tacoma’s comparable progress.

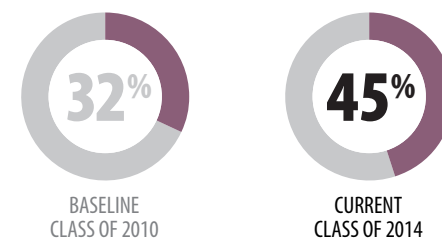


This data tracks those who are enrolled in 2- or 4-year institutions that we are able to track through Washington State Education Research and Data Center. We have yet to find a systematic way to track those who pursue training through technical certificate programs, the military, seminary, etc.

Source: Economic Policy Institute, Educational Research & Data Center.

DATA DIVE

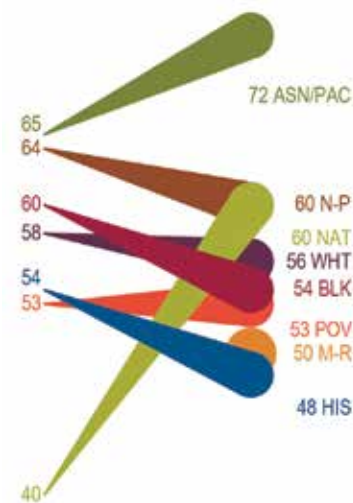
↑ COLLEGE ENROLLMENT 2- OR 4-YEAR COLLEGE



AIMING HIGHER GOAL: Increase the percentage of TPS graduates who enroll in two- or four-year colleges, apprenticeships, or technical certification courses within one year of graduation.

% BY POVERTY, RACE, & ETHNICITY

TPS grads who enroll in a 2- or 4-year college the year after graduation



BASELINE
CLASS OF 2010

CURRENT
CLASS OF 2014

COLLEGE AND TECHNICAL SCHOOLS

COLLEGE COMPLETION

COMMUNITY SPOTLIGHT

Making Connections to College and Careers

It makes sense that when kids are engaged in learning and can see connections from their education to the “real world,” they’re more likely to stick with school and graduate.

That’s exactly the logic behind the TPS Next Move Internship program. According to Next Move Coordinator Brittany Skobel, the hope is that as a result of their internship, Next Move students will be more focused at school, more likely to graduate, and able to make better-informed post-high-school choices about why they’re going to college, what type of education they’re hoping to get, and how that will impact their career after college.

Skobel tells the story of one Next Move intern who, after several semesters at WSU, came back to tell her and a fresh crop of Next Move interns that as a result of his internship with a local architectural firm, he was able to see the connections between the classes he was taking and a career in architecture. That, he explained, helped him focus more closely on what he was learning. This young man comes back to work at the firm on breaks from school and feels connected to his long-term goal of becoming an architect.

In spring 2016, Next Move partnered with 144 different organizations, businesses, and schools to place 232 individual student interns. All TPS high school students are invited to apply to the program.

19%

Increase in college completion rate for females since 2004-05.

KEY FINDINGS

Female Graduates Buoy Rates

The community-built goal for completion of a college degree or technical certificate is a 50% increase by TPS graduates in 2020 (who will be tracked for completion of a college degree or technical certificate through 2026). Data sources for this measure have been varied and inconsistent until this year. The State Office of Financial Management is now compiling and sharing National Student Clearinghouse data by school district. The data tracks TPS graduates who complete one of the following within six years of graduation from Tacoma:

- Technical Certificate
- Bachelor’s Degree (4-year)
- Associate Degree (2-year)
- Master’s and Doctoral

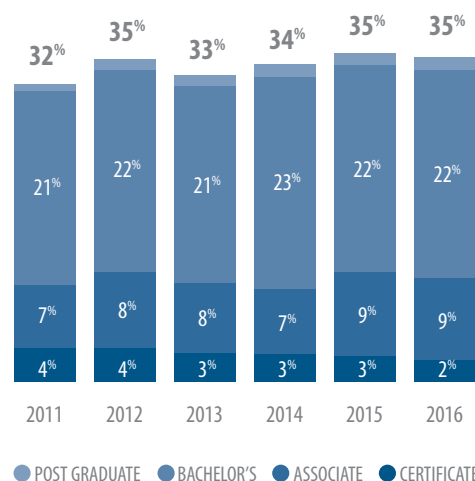
Completion of a college degree or technical certificate within six years of high-school graduation is up three points. The 2005 TPS graduates who completed a college degree or technical certificate by 2011 was 32%. That percentage increased to 35% for 2010 TPS graduates who completed a college degree or technical certificate by 2016.

The gains have been largely driven by female graduates, who increased their college completion rates seven points from 35% to 42% between 2011 and 2016. Male graduates remained stagnant at 28% over the same period.

Between 2011 and 2016, there have been noteworthy gains among Asian students (up seven points), Black students (up six points) and White students (up three points). But post-secondary completion rates have been stagnant among Hispanic students (down one point) and have declined among Native American students (down 25 points). It is worth noting that this percentage drop for Native Americans may be partially explained by the small number of students in the subgroup for a given year.

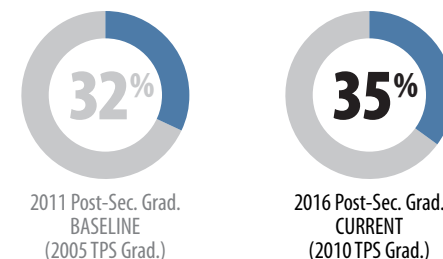
Source: Office of Financial Management; Educational Research & Data Center

CERTIFICATE, 2- & 4-YEAR DEGREE, & POST-GRADUATE COMPLETION



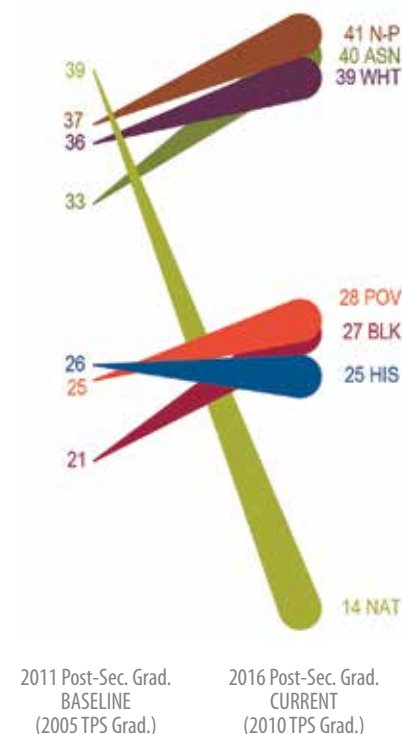
DATA DIVE

↑ CERTIFICATE, 2- & 4-YEAR DEGREE, & POST-SECONDARY COMPLETION



AIMING HIGHER GOAL: Increase by 50% the percentage of TPS high-school graduates who complete a 2- or 4- year college degree or technical certificate by the Class of 2020.

% BY POVERTY, RACE, & ETHNICITY



COMMUNITY INDICATORS

As we've learned, audacious goals are no match for an inspired community: We're seeing gaps closing across the board as we're sizing up some of the more intractable issues and rolling up our sleeves. It takes heavy lifting, collaboration, creativity, and passion! It takes all of us. If students are to reach their full potential, the community must continue to see the full potential in every child as priority #1.



HIGH EXPECTATIONS

COMMUNITY SPOTLIGHT

Encouraging and Supporting Emerging Leaders

Ready to Rise has high expectations of its own. They believe that emerging urban and community leaders – with the right opportunity, support and inspiration – can combine their skills and passion with a college education to create transformative leadership for campuses, communities, and our future.

Ready to Rise supports and develops students' leadership skills, builds networks of diverse leaders invested in and committed to their communities, and connects them back to opportunities in their hometowns.

Inspired by the success of Act Six – a full-tuition urban leadership scholarship to partner colleges – and in line with TPS' college-bound culture, Ready to Rise is exclusively for students interested in attending Tacoma Community College, University of Washington Tacoma, Central Washington University, or Western Washington University.

All TPS students are encouraged to apply during the fall of their senior year. To learn more, visit ReadyToRise.org.



97%

Increase in 11th and 12th graders enrolled in college-credit-eligible classes since 2012-13.

KEY FINDINGS

Enrollment in Rigorous Classes Soars

The culture of high expectations at TPS includes auto-enrollment in advanced programs for qualified students. This Academic Acceleration program is a no-cost intervention that has had impressive results in terms of promoting a college-bound environment for students.

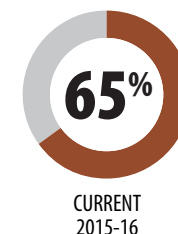
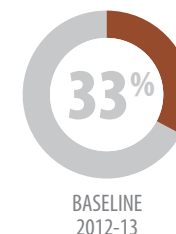
We have seen a five-point increase from last year and a 32-point increase overall in the number of 11th and 12th graders enrolled in at least one college-credit-eligible class. That's a 97% increase overall!

Gains have been significant across all race and ethnic groups and for students in poverty, with each seeing improvements of at least 28 points. Gaps for students of color, when compared to White students, have not diminished over time.



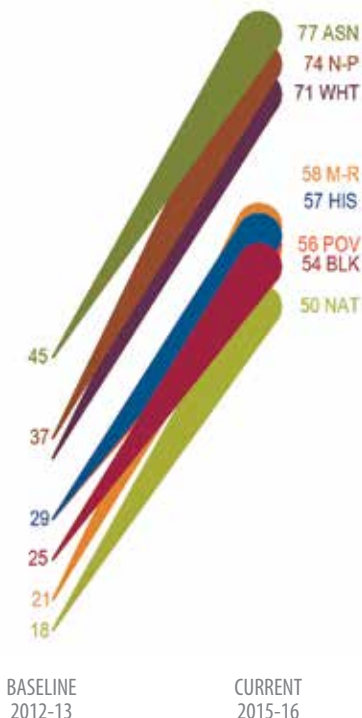
DATA DIVE

↑ COLLEGE-CREDIT-ELIGIBLE ENROLLMENT



AIMING HIGHER GOAL: Increase the percentage of 11th and 12th graders taking at least one advanced class eligible for college credit.

% BY POVERTY, RACE, & ETHNICITY



OUT OF SCHOOL/SUMMER LEARNING

COMMUNITY SPOTLIGHT

Summer Jobs 253 Benefits Students, Employers, and Community

Summer Jobs 253 provides TPS students a head start on a successful future. Participating juniors and seniors earn up to two high-school credits, gain meaningful work experience and skills, and earn money over the summer.

A collaboration between the district, the City of Tacoma, and the REACH Center, this nationally recognized program has proven valuable for local employers, providing:

- Job and workplace training
- Transportation assistance
- Administrative human resources functions

“It doesn’t cost a lot and there is a ton of benefit,” notes Shari Kalsta, Senior Compensation Analyst at Columbia Bank and a mother of two Tacoma Public Schools kids. “Plus, students are going into this voluntarily. If you’re a Tacoma company and you care about keeping kids interested in staying here or coming back after college, this is a fantastic way to build future job holders.”

Interested employers can apply to host a student before May 1, 2017 at SummerJobs253.com. Accepted employers are asked to make a \$700 tax-deductible donation to Summer Jobs 253.

39

Summer learning providers who collaborate to track and promote student participation.

¹ Program slots filled by Tacoma youth. Does include duplicate student participation. Does not include participants from programs who did not participate in the community effort to measure Summer Learning. ² This is a representative sample of TPS students. Does not include students without sufficient information for de-duplication. Does not include participation numbers for all community partners. 2015 was the first year for which disaggregated data was available. ³ Rates are based on demographics of active TPS students participating in summer learning programs.

KEY FINDINGS

Tacoma Doubles Summer Learning Slots Filled

The summer slide is real. Middle-income children engaged in summer learning progress forward during summer months as compared to low-income children, who typically don’t have access or aren’t engaged. Those children actually fall behind over the summer as much as two years by fifth grade, and the gap widens through middle school. We need to work with families to make up the difference in order to keep students engaged and on track.

Community partners with after-school and summer programs for kids meet regularly as Graduate Tacoma’s Out of School and Summer Learning Network (OOSSLN) to track program participation, identify gaps in service, and determine where efficiencies may lead to better outcomes for kids.

We’re making real progress in Tacoma. Overall, we have doubled the summer program slots filled since 2013 to a total of 11,456. Even more importantly, last summer, 2,846 more students were served than in 2014, including an increase to 33% on the Eastside, where students have traditionally been underserved.

Black and Hispanic kids continue to comprise 42% of our program participation rate, exceeding the 37% of Black and Hispanic students who make up the Tacoma student population.



Sources: Community Partners, TPS eSchools+, and Foundation for Tacoma Students

DATA DIVE

↑ SUMMER PROGRAM SLOTS FILLED¹



BASELINE – SUMMER 2013



CURRENT – SUMMER 2016

↑ INDIVIDUAL SUMMER LEARNING PARTICIPANTS²



BASELINE – SUMMER 2014



CURRENT – SUMMER 2016

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

% BY POVERTY, RACE, & ETHNICITY³



BASELINE
2015

CURRENT
2016

ATTENDANCE

DIG DEEPER

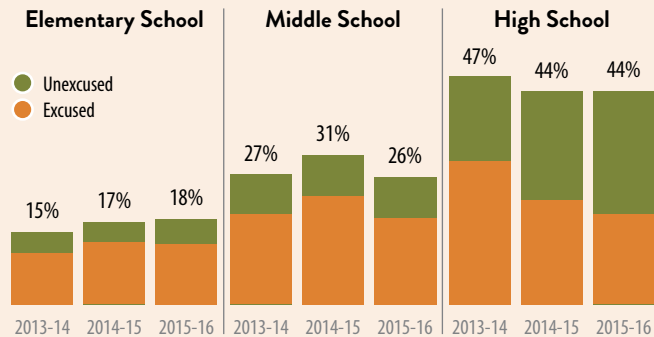
Chronic Absence: Mixed Results

As students approach and enter high school, rates of chronic absence start to climb. Absences begin a marked incline in ninth grade – especially unexcused ones. For students in poverty, those rates are even higher, with an average of 17 unexcused absences in their senior year.

Excused absences for high school students have decreased, which has improved the overall rate, but we see that unexcused absences are on an incline.

As we can see below, absence for elementary children has increased slightly overall. This is of concern as we consider the factors that impact third grade literacy, because we know every minute counts.

CHRONIC ABSENCE (18+ DAYS) UNEXCUSED VS EXCUSED ABSENCES



DIG DEEPER: Visit GraduateTacoma.org/Data to dig deeper into the attendance data!

KEY FINDINGS

Absence More Prevalent for Children in Poverty

The rates of chronic absence for TPS K-12 students have remained stagnant since 2013-14. Gaps also are relatively constant. As in so many of our other indicators, poverty plays a significant role in a student's absence/attendance ratio. By the time they reach high school, nearly 60% of students in poverty are struggling with attendance, as compared to just 34% of their non-poverty counterparts.

The good news about school attendance may seem like a no-brainer: When kids attend school every day, they're more likely to succeed in school and life. Absences (18 or more days per school year is considered chronic absence) add up when we consider barriers to student success. This is true as early as elementary school, when students are at a higher risk of falling behind in reading.

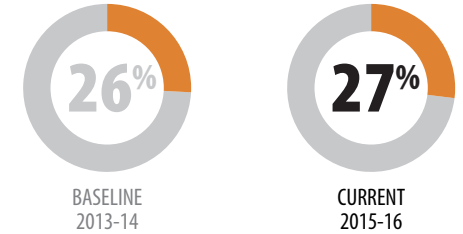
Last year, Graduate Tacoma's Early Learning and Reading Network developed an attendance awareness campaign on which they plan to build in the future. The message is simple: Every minute counts.



Source: Tacoma Public School District

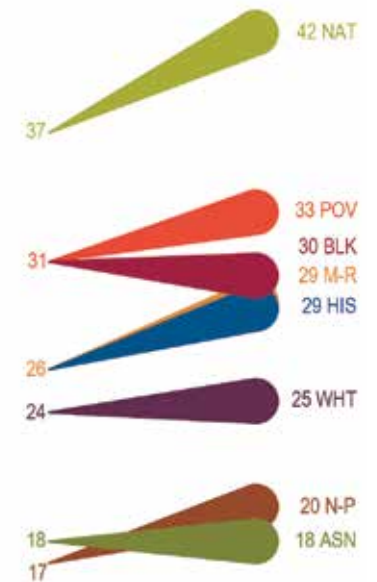
DATA DIVE

↑ CHRONIC ABSENCE



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

% BY POVERTY, RACE, & ETHNICITY



BASELINE
2013-14

CURRENT
2015-16

PARENT & FAMILY ENGAGEMENT

COMMUNITY SPOTLIGHT

College Toolkits Keep Students on Track

Each year, Graduate Tacoma creates and distributes toolkits and checklists to keep students on track for graduation and beyond. The toolkits are grade-appropriate, detailing what students should be doing each year to prepare for graduation and for their post-graduation plans. Financial aid information is included, as well as helpful tips on college visits, the post-graduation benefits of being involved

with extracurriculars, encouragement regarding grades, and much more.

The toolkits are mailed to every TPS student and his or her family at different times during the school year and also are made available

on the GraduateTacoma.org and Plan4College.me websites. In the case of freshmen, Graduate Tacoma staff actually hand the toolkits – contained in a Graduate Tacoma backpack – to students personally as they attend late-summer orientation sessions.

“We’ve heard from families that the college toolkits are helpful in getting them all on the same page about what their student should be focused on each year as they move toward graduation,” said Wendy Holcomb, Graduate Tacoma’s Plan4College Outreach Coordinator. “It’s a way for families to start the conversation.”

To learn more about the college toolkits and other resources available to college-bound students, visit Plan4College.me.

KEY FINDINGS

When Families Are Engaged, Students Benefit

The Graduate Tacoma movement is predicated on the notion that “parents and teachers can’t do it alone.” Student success is also the shared responsibility of the community. And in order for us to reach our community-built goals and reduce gaps in access, opportunities, and achievement for all students, we must reach out to parents and families, who are their children’s first teachers. The first step is to define what parent and family engagement means in Tacoma.

Established in spring of 2016, Graduate Tacoma’s Parent Advisory Council (PAC) includes six parent leaders from across the city, including some from Title 1 schools. Their charge is to advance the council’s work toward a cultural shift in how Tacoma families view engagement. It’s a long game and requires dedication, communication, and a consistent focus on reaching families where they are. Working with the TPS Community Partnership Office, the PAC provides the district with recommendations for enhancing its engagement practices with all families.

The PAC’s first project was the creation of a working definition of parent and family engagement in Tacoma. This shared language was vetted by more Tacoma families before being adopted: In Tacoma, parent and family engagement is defined as **a community of supporting adults sharing responsibility in fostering the success of every child.**

The PAC leaders and the TPS Community Partnership Office are working on recommendations for the district’s Parent Involvement Policy.

AIMING HIGHER GOAL: Increase the number of parents and guardians who are supported and engaged in student success.



DIG DEEPER

Suspensions and Expulsions Dropping

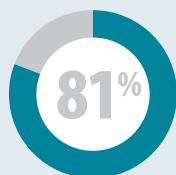
It takes a moment to back into this thinking: We track the rate of ninth graders who are not suspended or expelled. This measure is a good way to assess and make informed changes to the way student discipline impacts attendance, performance, and likelihood to graduate.

Over the past five years, as TPS has tracked the data and modified its disciplinary practices, we have seen nearly a ten-point decrease in the number of ninth graders who are being suspended and expelled.

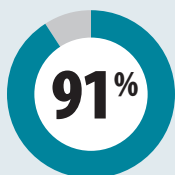
Instead of traditional disciplinary measures such as expulsion and suspension, TPS now uses “restorative practices” to correct many (not all) behavioral issues. Students stay in school and are less likely to fall behind, drop out, and/or not graduate.

This new approach has been a strong catalyst for decreasing the gap that existed between White students and their Black and Multi-racial counterparts, which has decreased ten points and 18 points, respectively. Students living in poverty have seen the gap narrow by five points.

↑ NOT SUSPENDED/EXPULSED-9TH GRADERS



BASELINE
2011-12



CURRENT
2015-16

SOCIAL-EMOTIONAL SUPPORT

AIMING HIGHER GOAL: Increase in positive behavior and student engagement and decrease in behavioral challenges.

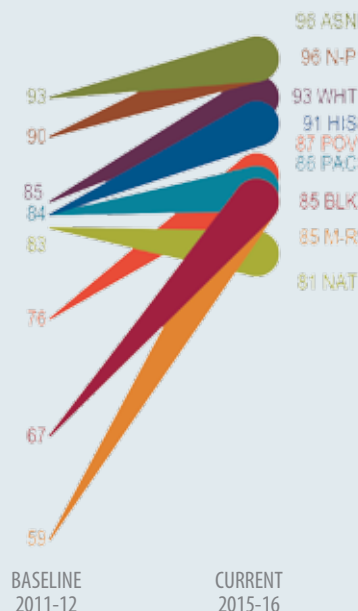
KEY FINDINGS

Tacoma's Motivated about SEL

Social and emotional learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.¹

Inspired by Tacoma's Whole Child Initiative (TWCI), University of Washington Tacoma, TPS, School's Out Washington, the Greater Tacoma Community Foundation, and Graduate Tacoma are developing an SEL plan for Tacoma. Starting with a common vision and shared goal (*below*), and with the help of the Wallace Foundation, we hope to find a metric for SEL that will help us track our progress in this area.

NOT SUSPENDED/EXPULSED-9TH GRADERS POVERTY, RACE, & ETHNICITY



Tacoma's SEL Vision: Tacoma students will experience connected SEL environments throughout the day to support the whole child.

Tacoma's SEL Goal: By 2020, Tacoma will have piloted a district/out-of-school time SEL system in five elementary schools, learn what works, and be ready to sustain and scale.

Tacoma's Core Competencies:

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision Making
- Relationship Skills

¹CASEL.org
Source: Tacoma Public School District

SAFE & HEALTHY ENVIRONMENT

AIMING HIGHER GOAL: Increase safe, healthy, and nurturing environments for students in the community.

KEY FINDINGS

Positive Early Experiences Build Healthy Brains

This indicator is one for which we don't currently have a measure, but we continue to work as a movement to identify one (or more). In the meantime, one area on which many of our community partners – especially First5FUNDamentals and the Project Child Success movement – continue to focus is ACES: Adverse Childhood Experiences. The degree to which ACES affect the well-being and capacity for children to flourish and succeed as children and adults is profound.

Resources, work, and programming are being generated throughout the district in line with early childhood research that shows that the first five years of life are critically important to children's futures. Their brains, at this stage, form hundreds of new neural connections per second and positive early experiences with adults create the foundation for lifelong learning.



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THANKS TO YOU

This Impact Report represents the work of our entire community. It represents a promise being kept and a deep dedication to our students.

When we're asked by other districts and organizations around the country how Tacoma has raised the graduation rate so dramatically, closed gaps in access, opportunities, and achievement, and made significant gains in building our college-bound culture, there is no single answer. But one thing is clear. All of us rowing in the same direction is making a profound difference for our kids.

It's working, and the work shows great promise. And that's a hopeful thought, because as you've read here, we're not done.

Thank you for being part of this inspired community, this movement of people who believe in our collective ability to see that every child succeeds, from cradle to college and career. Let's keep rowing together.



COMMUNITY PARTNERS

A Step Ahead in Pierce County
 Absher Construction
 Act Six
 AHBL
 American Leadership Forum of Tacoma/
 Pierce County
 Annie E. Casey Foundation
 Annie Wright Schools
 Asia Pacific Cultural Center
 Associated Ministries
 Bassetti Architects
 Bates Early Childhood Education
 Bates Technical College
 BCE Engineers, Inc.
 BCRA Design
 Ben B. Cheney Foundation
 Beresford Company
 Bezos Family Foundation
 Big Brothers Big Sisters of Puget Sound
 Bill & Melinda Gates Foundation
 BLRB Architects
 Blue Light Coalition
 Boys & Girls Clubs of South Puget Sound
 Broadway Center for the Performing Arts
 Brown & Brown of Washington
 Bruce Dees & Associates
 Campaign for Grade Level Reading
 Central Washington University
 Centro Latino
 CHI Franciscan Health
 Chi-Chack Community Language Center
 Child Care Resources
 Childcare Aware of Washington
 Children's Museum of Tacoma
 City of Tacoma
 Clear Channel Outdoor
 Clover Park Technical College
 Club Z Tutoring
 College Success Foundation
 Columbia Bank
 Comcast
 Commencement Bank
 Communities in Schools of Tacoma
 Comprehensive Life Resources
 Coughlin Porter Lundeen
 Degrees of Change
 Dimmer Family Foundation
 DLR Group

Downtown on the Go
 Economic Development Board for Tacoma-
 Pierce County
 Edge Foundation
 Emerald Outdoor Advertising
 Employment Security Department
 Executive Council for a Greater Tacoma
 Fab 5
 Fairfax Behavioral Health
 Financial Beginnings
 First 5 FUNDamentals
 First Move
 Forest Foundation
 Foster Enterprise
 Foundation for Multicultural Solutions
 Fred Meyer
 Fuchs Foundation
 Girl Scouts of Western Washington
 Goodwill of the Olympics & Rainier Region
 Gordon Thomas Honeywell LLP
 Greater Tacoma Community Foundation
 Greene Gasaway Architects
 Harborstone Credit Union
 Hemisphere Design & Marketing
 Hewlett Packard Company
 Hilltop Artists
 Hope Sparks
 Hotel Murano
 Hutteball & Oremus Architecture
 JayRay
 Johnson, Stone & Pagano, P.S.
 Jostens
 Junior Achievement of Puget Sound
 Kampbell & Johnson, PLLC
 Kampbell Andrews Arbenz
 KBTC Public Television
 KeyBank
 KeyBank Foundation
 Kids at Hope
 Kilworth Foundations
 Korean Women's Association (KWA)
 Korsmo Construction
 Ladies First
 League of Education Voters
 LeMay- America's Car Museum
 Lifetouch
 Lindquist Dental Clinic for Children
 LT Murray Family Foundation

Mahlum Architects
 Mary Bridge Children's Hospital
 McGranahan Architects
 MDC - Metropolitan Development Council
 Medina Foundation
 Metro Parks Tacoma
 Micro K12
 Microsoft
 Multicare Health Foundation
 MultiCare Health System
 Multicultural Child and Family Hope Center
 Museum of Glass
 NAACP Tacoma
 Names Family Foundation
 National Summer Learning Association
 Neeley Construction
 Next Move Internship Program
 Northwest Leadership Foundation
 Northwest Stage, LLC
 Oasis Youth Center
 Olive Crest
 Pacific Lutheran University
 Palmer Scholars
 Parametrix
 Parents & Friends of Tacoma Schools
 Peace Community Center
 Pediatrics Northwest, PS
 Percussive Design
 Philanthropy NW
 Pierce College
 Pierce County
 Pierce County Association for the Education of
 Young Children
 Pierce County Building & Construction
 Trades Council
 Pierce County Central Labor Council
 Pierce County Community Connections
 Pierce County Council
 Pierce County Executive's Office
 Pierce County Hispanic Chamber of Commerce
 Pierce County Juvenile Court
 Pierce County Library System
 Pierce County Skills Center
 Pierce Transit
 Planned Parenthood of the Great Northwest and
 Hawaiian Islands
 Point Defiance Zoo & Aquarium
 Point Ruston
 Port of Tacoma
 Pride Foundation

Project Child Success
 Proteen
 Projecto MoLe
 Puget Sound Educational Service District
 Puget Sound Energy
 Puyallup Tribe of Indians
 Raikes Foundation
 RAIN: Readiness Acceleration &
 Innovation Network
 Rainier Connect
 REACH Center
 Reach Out and Read
 RichLite
 Rotary Club of Tacoma #8
 Russell Family Foundation
 Safe Streets Campaign
 Saxton Bradley, Inc.
 School's Out Washington
 Schoolhouse Electric & Supply Co.
 Sequoia Foundation
 Skanska
 Stadium 7-11
 Stand for Children
 STAR Center
 State Farm Insurance
 StriveTogether
 Summer Jobs 253
 Summer Learning Tacoma
 Sylvan Learning Centers
 Symphony Tacoma
 Tacoma Art Museum
 Tacoma Brewing Company
 Tacoma Christian Center
 Tacoma City Council
 Tacoma Community College
 Tacoma Community House
 Tacoma Council Parent Teacher Association
 Tacoma Dome
 Tacoma Education Association
 Tacoma Housing Authority
 Tacoma Little Theatre
 Tacoma Lutheran Retirement Community
 Tacoma Neighborhood Councils
 Tacoma Principals Association
 Tacoma Public Library
 Tacoma Public Schools
 Tacoma Rainiers
 Tacoma Rescue Mission
 Tacoma School Board
 Tacoma Urban League

Tacoma Youth Theatre
 Tacoma-Pierce County Black Collective
 Tacoma-Pierce County Chamber of Commerce
 Tacoma-Pierce County Health Department
 Tacoma/South Puget Sound MESA
 TAPCO Credit Union
 TCF Architecture
 Team Child
 The Bamford Foundation
 The Boeing Company
 The Evergreen State College
 The Evergreen State College Tacoma Program
 The Giving Practice
 The Grand Cinema
 The News Tribune
 Think Through Math
 Tree House
 Trinity Learning Center
 Trinity Presbyterian Church
 TRIO- Educational Talent Search
 Umpqua Bank
 Union Bank
 United Way of Pierce County
 University of Puget Sound
 University of Puget Sound Access Programs
 University of Puget Sound Race &
 Pedagogy Initiative
 University of Washington Tacoma
 US Bank
 US Bank Foundation
 UW Tacoma Center for Strong Schools
 UW Tacoma Math Science Leadership
 UW Tacoma School of Education
 Vibrant Schools Tacoma Coalition
 Wallace Foundation
 Washington College Access Network
 Washington State Department of Early Learning
 Washington State Opportunity Scholarship
 Washington State PTA
 Washington STEM
 Washington Student Achievement Council
 Wells Fargo
 Woodworth Family Foundation
 Workforce Central
 World Vision
 Write@253
 YMCA of Pierce & Kitsap Counties
 YWCA
 Zoo Society



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